

THE PRAIRIE

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METHODS OF GRIPPING CHILD LIFE

STUDYING AND TEACHING THE THINGS THE CHILD LOVES MOST

teacher may grip the life of a child:

There are two ways by which the teacher may grip the life of a child; first, study the individual child; second, the teacher must study herself. These are hackneyed answers to this question, but they are, nevertheless, deserving of our constant reflection.

We must know the individual child. Not a child described to us by a psychologist, an educator, or a specialist in child study; but we must know the child whose name is James or Mary and who lives in the community in which we teach. As highly as we may prize such eminent scholars as Dr. Judd, Dr. James, Dr. Bagley and others, yet we cannot read about any of these children in any of their books. They are able to give us an instructive analysis of the growth and development of the children who have come within the range of their experience and study. They may go so far as to give us a few general principles and suggestions that will help us in our work, but by no magic of theirs will they give us that wand which will charm into existence those qualities of character necessary to make a child master over himself and his environment. To grip the life of the pupil, we must talk to him not so much about his lessons in arithmetic, history and geography, but about his toys, games, plans or dreams, depending, of course, upon the age and experience of the pupil. Become interested in the things in which the individual is interested, and the child will be interested in the things of his teacher.

We have teachers, though, who are like some of the musicians whom we have heard. These musicians, if they may be so designated, know the mechanics of music; they can strike the notes correctly; they may even be able to keep time, but with all that they cannot play. We listen for an interpretation of the soul which expressed itself in notes and measures, but we do not hear it. The player saw the scales, but did not feel the heart throb of the composer. The real musician does not reproduce musical tones, but he produces them.

There are teachers who can quote glibly all of the authorities in education, but with all of that they cannot teach. They may know the mechanics of teaching which are as "sounding brass (with emphasis upon the brass) and tinkling cymbals". The average teacher who has had any kind of a course in education knows the children of New York, Chicago, and San Francisco, but she does not know the children who sit before her. The real teacher does not reproduce a psychology, but she produces a psychology all her own. It may not be the best psychology, it may never find its way into the classics, but with it she reaches the child life. That is the proof of the virtue of any psychology.

Are there not general principles which we may regard as forming the foundation of educational procedure? We may answer, yes and no. Yes, if we regard general principles as something dynamic, and which have meaning only to individuals who have experienced them. No, if we regard general principles as something fixed and static. As teachers we are given too much to the study of general principles which might be called the night gowns of education—a thing to sleep in but a shabby outfit to work in. It will fit most any person when he is doing nothing, but it will fit no one in active service. General principles are like Saul's armour—beautiful paraphernalia for dress parade, but they function poorly in the business of giant killing. They are like patent medicines—a remedy for everything in general but a specific for nothing. Read general principles if you so desire; they are to be recommended; however, we should not use these as substitutes for the study of the individual child.

If the teacher grips the life of the child, she must study and grow with him. It may be laid down as a fundamental proposition that a child's progress is commensurate with that of the teacher's. A studious, enthusiastic, and earnest teacher will produce similar qualities of character in her students. The law of suggestion is a powerful force and is in constant operation. No one person

can sit, as it were, in a state of absolute nonchalance, selecting and rejecting only such ideas as please or displease him. Ideas come with the driving power of a personality, and if they are not received it is due to the fact that the mind resists with a much stronger force. In other words, vigorous thinking generates action on the part of the teacher and similar reaction on the part of the child.

The converse of this is apparent. The teacher who is not pioneering into new fields of thought activities, who is not laboring in the solution of problems, is not going to grip the lives of the students. We have heard it said that the teacher who is master of her subject is the best teacher. It would not be presumptuous to challenge such a statement. The greatest teachers are the sympathetic teachers; and sympathetic teachers are those who are going through the experience of learning. Misery and joy love their respective company, and so does learning. The teacher who is learning is not quarreling with her pupils and threatening them with failing marks. The learning experience is too vivid in her own mind. There is nothing easier than "busting" pupils. Most any old quack can kill a patient and find a good excuse for his action. The growing teacher is not going to send a pupil out of the room who falls asleep in her class. In the first place, that incident is not likely to take place in her room, but if it does, she is not going to disturb him. There is a cause. Maybe he was up too late the night before, or the room needs ventilating, or he may have eaten too much dinner, or the lesson may not be interesting. The last is more often the cause. Nature has a way of giving amphetamine to her children to ease them through the pain of listening to conventional teaching. Let nature take its course. The teacher who is awake herself, who is studying diligently and is vitalizing her work with living experiences is not likely to convert her room into a pullman reservation.

Winter Quarter Opens.

The West Texas State Normal College this week opened the second term of the 1919-1920 session with a greatly increased attendance. The enrollment is now 560, exclusive of the Training School, which has an enrollment of about 300. With a faculty of 47 teachers and officers, there is a body of approximately 900 people at work daily within the College walls. A large number of students were turned away from the Normal High School for lack of facilities to care for them properly.

The student body represents 92 Texas counties and the following states: Colorado, Kansas, Oklahoma, Missouri, New Mexico, Arizona, California, Iowa, and Tennessee. Outside of Randall County, Hale County heads the list with forty names on this session's rolls. Floyd is second with twenty-nine, Swisher third with twenty, Lipscomb fourth with fourteen, Collingsworth fifth with thirteen, while Armstrong and Carson tie for sixth place with an even dozen each.

The Panhandle and Plains furnish a very large percent of the student-body, but all sections of the State are represented. For example, Matagorda County sends one, Bowie one, Brewster one, Hill one, Harris one, Howard one, Freestone one, Johnson four, Mills one, Caldwell one, Glasscock one, McCullough one, DeWitt one, Dallas two, and Crockett two.

From University of Texas.

Austin, Texas, Dec. 1919.

Frank R. Day, whose home is near Plainview, is one of the many students of the University of Texas who are working and paying their way through school. He is a true representative of that class of people who always greet one with a smile and whose actions optimistically express the adage, "Where there is a will there is a way."

Mr. Day is a transfer student from the West Texas State Normal College, and is now a junior in the Law Department of the University. He will take his degree with the class of '22. He is a member of the first section of the University Glee Club; the Speakers' Club, a society for the consideration of current problems and questions and for development in public speaking; and is secretary-treasurer of the Panhandle Club, an organization of students from that part of the state.

Mr. Day is athletically inclined. He was a member of the Law Department football team this year, and expects to try for a place on the Law Department basketball team and the University baseball team this spring.

THE TEACHER VERSUS THE SCHOLAR

ONE TEACHES THE STUDENT; THE OTHER TEACHES THE SUBJECT.

It is a well known fact that many great scholars lack the ability to do successful teaching. Many reasons might be offered in explanation of this anomaly. None, however, quite satisfy. Most people declare that "Teachers are born, not made." However, if this is true, I wonder why this age with its dearth of teachers should be so unproductive.

The chief distinction in a true teacher and a great scholar, to me, is this: The teacher teaches his students; the scholar teaches his subject. The problem reduces itself largely to a question of judgment in proper emphasis. The teacher looks only to the inherent possibilities of the individual student; and he subordinates all other ideas to the one thought of assisting the individual to attain to his highest self. The scholar emphasizes the inherent possibilities of his subject to the neglect of the individual student; he teaches his subject, keeping in mind only the average student.

To be sure, no man can truly teach who does not know his subject. Just how much more he should know than those he is to teach depends largely upon his ability to select from what he knows and adapt it to the needs of his students. The great scholar is likely to lose sight of his students, and to find an interest in things outside of and beyond the experiences of those he is teaching. The true teacher constantly seeks to rearrange and adapt his knowledge to the needs of his students.

Both the great scholar and the true teacher are very valuable in the school room. No doubt many of you have been astounded at the great amount of information which some university professors have accumulated, and which they heap upon your head with no sympathy for your intellectual strength. You perhaps envied their intellectual grasp of facts, and you may have wished that you had like powers of mind. But that thought impressed you only for a short time. On the other hand, you have listened to the voice of other teachers, whose every word was an inspiration to you? And long after you had left the recitation room things they said kept recurring to you; the meaning of what they said grew upon you, and you wanted to go read a good book or do something. The great scholar enriches the subject matter for school purposes; the true teacher raises many students to the level necessary for the enjoyment and assimilation of this subject matter.

HONORABLE R. B. COUSINS TO SPEAK

FORMER PRESIDENT WILL DELIVER COMMENCEMENT ADDRESS

Among the distinguished visitors who will attend "The Home Coming", one name stands out above all others, that of Honorable R. B. Cousins, former president of the West Texas State Normal College. President Hill has invited him to deliver the commencement address at the close of the spring quarter, and he has kindly consented to honor us with his presence. Mr. Cousins always has for his audience an inspiring and an uplifting message, but no doubt this occasion will prompt his masterpiece of wit and wisdom. He will meet here hundreds of young men and women whom he has assisted to lives of usefulness; the warm welcome they will give him, evoked by the love they all bear him, is sure to open up the flood-gates of his big heart and unclasp the volume of his rich mind. We are all anxiously looking forward to the great message he will bring us.

The educational interests of Texas suffered a great loss when President Cousins retired from the teaching profession. It was he more than any one else who brought the normal schools of Texas into prominence. Tireless in his efforts, unerring in his judgment, and gifted in his insight into evils and their surest and safest remedies, he proceeded directly to the goal of his high ambitions with a will that scorned failure. As State Superintendent of Texas and as President of the West Texas State Normal College, he set standards which challenge the best efforts of our brainiest men and women to uphold. But perhaps his greatest educational achievement is the thousands of young lives he has inspired to nobler endeavors. To realize that his work is kept alive by the memories of a thousand firesides he has made happier and better by a life of spotless integrity and wholesome wisdom must jewel all his retrospective moments with a joy no wealth could buy.

At Work Again.

Almost all of the old students have returned to us, and many new faces greet us in the hall-ways. We wish for new and old students the hardest quarter's work they have ever known. To some this wish may seem ungracious. And yet people most worthwhile are happiest when they are working the hardest. Only the indolent or the thoughtless court ease or love idleness. Study, after all, is largely a matter of habit. Prepare every lesson well, and at the end of the winter quarter you will be happier than you have been in years.

THE LINK

The purple tints of evening had softened the dazzling whiteness of a world of snow; the church spires in the distance rose dark against the horizon; a few lights gleamed coldly thru the frosty air.

Thru the untracked snow a woman made her way. She had walked a half mile from the village. Four years ago she had left the little cottage that she was now approaching. She had worn a rough coarse suit and heavy shoes as she passed out of the little cottage gate. Tonight she wore a costume of the most exquisite texture and of a perfect cut. Her shoes were now of soft, fine kid. Then she was a country girl; now she was a celebrated prima dona.

She was at last returning to the home of her three short years of happy married life. She stumbled blindly on. In a few minutes she was at the gate of her little gray cottage home. She hastened to the door. A sniver shook her slender frame as she turned the knob. She was alone and was about to enter a house that had been closed for four years. After a moment's hesitation she entered. The darkness closed around her. Dizzily she felt for a match; she knew where the lamp was; she lighted it. A feeble ray issued from the dusty little chimney and lighted up the perfectly molded features of the woman. For a moment she stood rigid and unseeing. Then she saw. Before her was a mantel on which hung one tiny stocking; pathetically lonely and empty it seemed. The woman shuddered as she looked at it. She started forward with her arms outstretched. With a cry of agony she sank to the floor.

It all came back to her with painful vividness—the Christmas Eve four years ago, the happy preparation for baby's Christmas; the hanging of the holly wreaths and bells; her eager waiting for husband and baby to come home from town; and the stocking, the stocking, the tiny stocking that had been burned into her memory. She was hanging it when they came, the big, awkward, tender farmer neighbors; she heard again their hushed whispers and the clumsy shuffling of their feet on the little porch, and the few words in which they told her of a collision in which her husband and baby had been killed. The rest was a haze; she remembered that she had gone back to the stocking and fixed it securely on the nail. For the next few days she had moved as in a dream. She knew that she must go away; she had a horror and repulsion for the little stocking; for four years it had been constantly before her; she could see that lovely little stocking, and somehow she feared it. Yet ever since she had been away, there had been something calling her back; it seemed to say that there was comfort in the little room.

Every night as she swayed great (Continued on page two)

DATES TO BE REMEMBERED

PANHANDLE TEACHERS' INTER-SCHOLASTIC LEAGUE MEET HOME-COMING.

March: During this month the Panhandle Teachers' Association will be in session at the West Texas State Normal College. Why not get out of the way some of our outside work, so that we may be in a position to attend this meeting? Both students and faculty should assist in making this the greatest meeting the teachers have ever held on the Plains. One way to do this is to attend every meeting we can.

April 21: At this date the Inter-scholastic League Meet of the Panhandle will be held in Canyon. The menu will consist of physical and intellectual contests. We shall all want to attend this feast.

May 30th to June 4th Inclusive: This is the time set for our Home Coming. Have you stopped to think what this event will mean to you and to the institution? This will be a time for making new vows, for fulfilling old promises, and for renewing your obligations to your alma mater. Would it not be grand if all our graduates now in Texas could attend this meeting? Do not plead excuses. Come; we want to see you, to hear the sound of your voice, and to talk with you about old times. This opportunity will not soon be yours again. Write us a letter, telling us that you will be here to boost for your class. Organize; get your mottoes, colors, yells, and banners ready for a great demonstration. Convince all who watch you perform that your class is the most important that ever graduated from this institution. Do not wait for some one else to act; you take the initiative. The institution is planning for you a great treat; and it expects to get much good from your visit.

MISS SADIE O'CONNELL ADDED TO EXPRESSION DEPARTMENT

The latest addition to the faculty is Miss Sadie O'Connell, of Milford, Massachusetts, who has classes and private pupils in the Expression Department.

Miss O'Connell is a graduate of Emerson College of Oratory, where she made a fine record. She has also had courses in Boston University and summer courses at Harvard. She has taught Expression in the Leominster, Massachusetts High Schools and Expression and English in the High School at Milford.

Having spent her summer vacations at Nantucket, she claims to feel quite at home on the plains, because of their resemblance to the ocean.

Basketball Season Starts.

The first basketball game of the season was played Friday night in the gymnasium between the Normal team and the Roswell Military Institute.

The following are other games to be played:

Jan. 17—Clarendon at Clarendon.

Jan. 23—Clovis here.

Jan. 31—Clarendon here.

Feb. 13—Clovis at Clovis.

At least four more games will be played by the team, dates for which are not yet fixed.

Men from last year's team who are doing good work are Everett Key, Gary Simms, Floyd and Roy Golden. New men who are showing up especially well are Foy Terry, Lewis Hill, Richard Battenfield, Deskins Wells, Hanna and Ford.

Cheating Cheaters.

"Cheating Cheaters" proved to be one of the most successful plays of the Chas. F. Horner dramatic performances we have booked for this season. The audience often applauded the flashes of wit and humor which spiced the play throughout. The cast was evenly balanced, and much good acting was in evidence. The story was interesting, culminating in a climax of surprise, which yet satisfied.

Our college orchestra gave its usual character of high class music.

"The Gypsy Trail", our last play for this season, will be given February 11, 1920.

"Laws are just as good as the people that are back of them and no better."—President Hill.



Our Faculty and Our Student Body are Happiest When at Work.

THE PRAIRIE

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Read the Advertisements on the Bulletin Board.

From now on we shall post on the bulletin board in the front hall the advertisements of those who patronize "The Prairie". Students should read these advertisements; they contain an invitation from your friends to visit them. And when you buy, tell them that you saw their advertisement in your college paper. These good friends of yours are entitled to this courtesy, and they will appreciate your patronage. We need the assistance they are giving us; and you should examine their goods before looking elsewhere.

I Can't Write, But I'll Try.

Almost every day we hear some one say, "When is the next Prairie coming out?" We are indeed glad to know that you are interested enough to ask about it. But sometimes we feel like concluding that your enthusiasm is all "put on"; for, when we ask you to write something for the paper, the reply is generally, "Oh dear! Get—or—to do it. They can write it much better than I. And, besides, I have just simply got to get this lesson. I would do it, but——"; and you smilingly go on your way. Now, if you stop to consider, don't you really think you are extremely "patriotic"? There are many others just as "patriotic", whom we have not asked to write anything. We wish that we knew each of you so that we might ask you, but we do not. However, we would not feel the least bit hurt if you should write something without an invitation to do so.

We have heard students say, "You're not talking to me when it comes to writing. I can't write anything." We wish to say to you, "Have you ever tried?" We like the spirit of each one who says, "My English is poor; but I'll do my best." That is the kind of a fellow who will succeed.

—The Editorial Staff.

New Year Resolutions of a Ne'er Do Well.

Poor Richard says that a stitch in time saves nine. I believe this is good advice, and I am going to act upon it. To prove to you my determination and good intentions, I wish to acquaint you with a few resolutions I have adopted for the coming quarter:

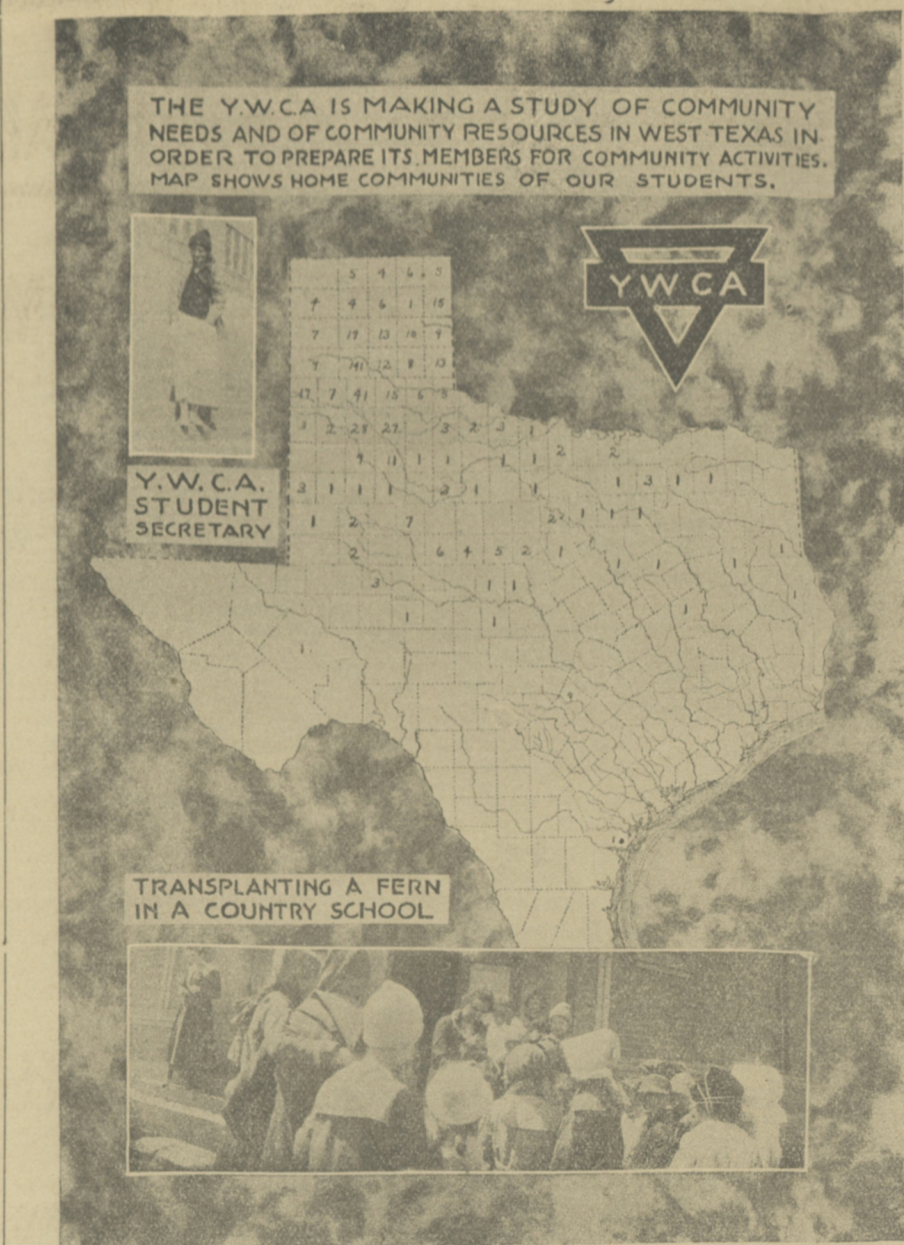
1. I am resolved not to be out of my room, either calling or attending the motion picture shows, more than six nights any one week. In the first place, I believe that it would be impossible for me to do good work in my studies if I rob them of any more time than this. Then, too, these ventures are too exacting on Dad's pocket-book.

2. I am resolved to do all my problems in math., perform all my experiments in chemistry, and write all my compositions. Of course, the practice of getting my friends to do this work for me is much easier. But somehow on examination I forget how they did these things. As a result, my grades are sliding so rapidly down the incline of the alphabet.

3. I am resolved not to make myself a nuisance at my boarding house, either by being constantly noisy at any and all hours of the day and night or by visiting my friends when they want to work. To be sure, I must have a good time; but I have decided that too much of it is at the other fellow's expense.

4. I am resolved to study hard for fifteen minutes on every lesson assigned me, even though the subject matter may be dry and seemingly so unnecessary for my purposes.

5. I am resolved to visit the library at least once every two weeks, in order to learn what all those pictures on the wall represent and to get a mental picture of the mechanical arrangement of the books on the shelves. The binding of a good many of these books is pleasing in appearance, and I do not believe that



it would be dangerous to handle a few of them. The other day I noticed one book labeled "The Story of a Bad Boy," and I wondered how some of my friends got their name in print.

6. I am resolved to spend no more of Dad's hard earned money than I can induce him, by foul means or fair means, to give me without a long string of objections. I understand that Dad needs this money; but no other school may ever be willing to admit me, and I want to have a good time while I am here.

In support of these worthy resolutions I pledge my past record and the good opinion of the faculty as to my future outlook. I can not hope to keep them all; but I hope that my friends will assist me to make the most of a bad situation.

Acknowledgment.

LeMirage, yearbook of the Canyon State Normal, is just out, and a copy has been received by State Press. It is a beautiful volume, splendidly done, editorially and typographically. The Canyon school is doing a great work in the west. It is not only educating hundreds of sound-headed men and women, but inspiring hundreds more to appraise democratic culture at a higher value. The influence of a fine school upon an open-minded community is not confined to those who are listed as students. It extends to every home and every community which contacts it even in slight degree.—The Dallas News.

We usually agree with State Press in all he says. But we most heartily concur in the opinions he has expressed in the above editorial. Besides, we are very happy to know that such good authority as State Press in matters of literary taste agrees with our opinion. We have, also, known for a long time that the West Texas State Normal College is doing a great work in the West. But it is peculiarly gratifying that good people from the most densely populated part of the state are taking note of this fact. Permit us to say that we have just begun to grow and make ourselves felt. A more industrious, a more earnest, a more enthusiastic, and a more intellectually capable student body can not be found in Texas than attends the West Texas State Normal College.

The Link.

(Continued from page one)

audiences with the supple inflections of her silver voice, the little blue stocking hung before her. Her career as a singer meant little to her. She knew that she had a beautiful voice; but her heart was broken. Perhaps that helped her to sing. A few times as she sang, a strange sense of comfort stole over her and she loved the baby stocking, but at all other times it made her shudder. She felt the same calling of the little gray cottage to come home and be comforted; but terror always overcame longing; and the woman staid in the city.

This Christmas night, however, she had come back trusting in that will-o-the-wisp, hope, that promised respite for her pain. She had come, but her loneliness seemed even more complete than ever.

She raised herself from the little rug and sank into a low rocker. She

had come for comfort, but her despair had become intense. She lifted her eyes to the wall opposite her. Quickly she rose, for there was the thing that had called her—a picture—one that she had never realized was there. It had hung on the wall during the three years that she had lived in the cottage, and she had never noticed it. But the night of her great sorrow it had comforted her, and she, unconscious of its existence, had longed for it and felt its power.

It was a mountain towering high above the clouds. She did not stop to analyze the cause, but she was happy. She took down her baby's stocking and pressed it tenderly to her heart. The light went out. The soft moon-beams struggled thru the holy wreath in the dusty window and shone on the woman standing glorified and radiant before the picture. She had realized the link between her own life and the infinite beyond.

—Lizzy Kate Smith.

The New Year.

The Twentieth Century is no longer a maiden in her teens. She is now a dignified matron of twenty summers. Among her many children, those of which she is perhaps most fond are the Automobile (common gender), Wireless Telegraphy (feminine gender), and the Air Plane (masculine gender). To some this may appear a fanciful distinction of sex. However, a close examination, I believe, will make evident the underlying principles upon which grammarians so infallibly rely in determining gender. A very cursory examination of the license records of automobiles in the United States should satisfy the most fastidious grammarian that automobiles are very common. That Wireless Telegraphy is feminine needs no proof. All scientists now admit that this means of communication is but an extension of telepathy, which is nothing more than an outgrowth of woman's intuition. But why should we say that the Air Plane is masculine? Well, all descriptions and paintings of Adam and Eve show them possessed of wings. Adam was created first; therefore wings belonged to man first. Of course, when women learn to fly, the Air Plane may lose the distinction

The Enrollment in Our Y. W. C. A. is But One of the Many Evidences of How Thoroughly the Life of Our Institution is Imbued With the Spirit of Christianity

tion we have applied to it. Like all good mothers, the Twentieth Century has given birth to some children who often bring the blush of shame to her cheek. The Submarine is perhaps her most wicked child. Already this infant has been outlawed by the conscience of humanity. If this strange creature of a disordered brain is to survive this anathema of world-condemnation, it must reform its past conduct; it must come out into the open, and devote its energies to the good of mankind. But no doubt the World War brings to this good mother most regret. However, since this wicked child died in infancy, let us hope that she will profit by an ill-advised moment, and give birth to none other such. Still, on the whole, the New Century has been a good mother to the world. Let us be thankful for what she has brought to us, and hope for still greater blessings from her bountiful hand.

Mother: "Sister, did you get my chewing gum?"
Three-year Old: "No'm!"
Mother: "Now, remember George Washington!"
Three-year Old: "If I was George Washington, I'd say I got the gum."

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AN ADEQUATE SUPPLY OF TRAINED TEACHERS

At the meeting of the National Education Association last July, President D. B. Waldo of the State Normal School at Kalamazoo, Michigan, presented the following succinct statement of the problem of supplying trained teachers. Every citizen of our State should read carefully this fundamental discussion of this, the most important problem which confronts our commonwealth.

"The proper training of teachers in sufficient numbers to supply all the public schools with thoroly prepared instructors is the most important service that may be rendered in a democratic commonwealth. Much progress has been made in the public-school system in the United States since the opening of the twentieth century, but there is still an appalling degree of neglect. More than 300,000 teachers between the Atlantic and the Pacific are entirely untrained so far as any professional equipment is concerned. More than 50,000 teachers have had but eight grades of academic work in public schools, and such of this training has been in the schools of inferior type.

1. "The solution of the teacher-training problem lies first in the adoption of adequate standards. Minimum preparation for all teachers in the grades and in the rural schools should involve not less than two years of special training after graduation from a standard four-year high school. For a considerable percentage to such teachers the standard of training should involve not less than four years of special preparation be-

yond high-school graduation. Public-school leaders and a considerable percentage of teachers should have five, six, or seven years of academic professional training beyond high-school graduation. Public-school service will never be generally recognized as a profession of unquestioned dignity and position until we require of teachers preparation equivalent to that now required in the professions of law and medicine.

2. "Teacher-training institutions must be made equal to the task of sound, thoroly training of the student body. Such institutions, especially state normal schools and colleges, must be adequately supplied and equipt. Buildings should be models of convenience and sanitary standards. They should be modern and so designed as really to function. Libraries and laboratories adequate for the training of the school teachers and school leaders of a great democracy must be provided. The teaching body in such institutions must be carefully selected and thoroly trained. Only men and women of attractive personal quality should be eligible to service in these schools. Instructors in state normal schools should be paid as much as university instructors. Conditions of work and study should be in all respects reasonable. There should be no overload either of teaching hours or of class numbers. All state-supported normal schools should have training schools properly equipt and sufficiently supplied with children and teachers to provide observation and practice teaching for all students. These teacher-training institutions

must have the life and vigor of youth. They must be so supported as to insure real self-respect. The course of study must be modern and thoroly adapted to the professional aim of such institutions. We must have training schools adequate in number, equipment, and instructional force to prepare teachers for every vacancy.

3. "The teaching profession must be made attractive to the ablest young men and women of this generation. Public schools must afford opportunity to render service untrammelled by needless annoyances and obstacles. Every teacher should have a fair chance for service and for satisfaction. Modern school buildings of suitable arrangement, adequate equipment and supplies, reasonable teaching hours, and classes with working numbers must all be assured. Teaching service and teachers should command the respect and challenge the admiration of every community where public schools exist. Public recognition justly earned is a social sanction absolutely essential in the school system of a genuine democracy.

4. "Teachers everywhere must be paid adequately. There must be a decent thrift salary as a minimum. There must be a rapid increase above this minimum to salaries that shall be commensurate with experience, scholarship, training, professional skill, and personal worth. In every community there should be special salary rewards for exceptional teachers. These rewards should be large. Such rewards should be sufficient in number to prove an attraction to the rank and file of our public-school teachers. Under ordinary conditions there should be no salary of less than a thousand dollars. The salaries of grade teachers in many places should start at a minimum of \$1200 and rapidly increase to not less than \$2000. Above this the exceptional teacher who teaches a red-letter lesson every day should be rewarded just as the exceptional lawyer, physician, or business manager is rewarded. We need many hundreds of superintendencies and administrative positions in teacher-training colleges that shall pay from \$10,000 to \$25,000 a year.

5. "When proper standards are established, adequate teacher-training schools provided, opportunity for social service and satisfaction assured, and just salaries paid the supply of trained teachers will rapidly increase. This increase may be hastened by due publicity and propaganda. Superintendents of schools, high-school principals, and teachers under these conditions should call to the profession many of the ablest high-school graduates. Normal schools everywhere should resort to all legitimate means of publicity. Scholarships should be offered. Increase state aid and generous federal aid must be provided if the problem of a good teacher for every school is to be solved in a reasonable length of time. The Towner Bill, which provides among other things an annual appropriation of \$15,000,000 for teacher-training institutions, should receive the support of every teacher and every friend of the public schools. Eventually our people will insist on a good teacher for every child. If eventually, why not now?"

A TARDY THANK YOU.

Annie Minnie slowly turned the corner. Her eyes were filled with the bitter tears which only a miss of the unlucky age of thirteen can know. It was the time of tears and smiles—Christmas. But it was all tears for Annie Minnie.

She thought of the Christmas tree at school—the candles, the silver balls, the beautiful presents and all—even Santa had been there. The tears were falling fast now. But that horrid Henry Davis! He had spoiled all her good times! She remembered how disgusted he had looked when he had opened her present—abundant all wrapped in bright red paper with holly ribbon and Christmas seals on it. Annie Minnie in suspense had watched him tear the seals off, leaving them in little bits on the floor. Why, she had saved every one of his and had them that very minute in her pocket! What did he care about "keep sakes", though? Oh! the mean thing! He rumbled her present up and put it in his pocket. He didn't like it! He didn't even look at her. No "thank you"! Nothing! Only a frown—a snatching up of his books—a slam of the door and he was gone! So that's all he thought about her Christmas present. Oh! the hours she had worked on it—the painful stitches—the tired eyes—the aching fingers. No one but mother had seen it. How could she muster courage enough to face the family at supper?

At this tragic moment, a loud whistle announced the hurried approach of a long legged, freckle faced boy. This was Henry Davis, the cause of Annie Minnie's misery. His whistle did not bring about the usual results,

a furtive glance backward, quickening pace, becoming gradually slower and slower until Sir Gallant should reach his lady. She gave no sign of having heard him except by walking faster.

"Annie Minnie!" the boy called, "wait a minute! I wanta tell you sumpin'."

Curiously enough, Annie Minnie waited for him at the next corner. "Say, Annie Minnie", he began, "I'm awful sorry I hurt your feelings. But you see, I didn't know what the thing-a-ma-jigger was and thought it musta been a joke you were playin' on me."

"Henry Davis! You know I wouldn't have done a thing like that on Christmas!"

"Course I ought, but I didn't know what the thing was until mamma told me it was to hang ties on. It's awful pretty."

"Well, I guess it is pretty. I spent hours and hours working on that tie rack", Annie Minnie vehemently rejoined. "You haven't even said 'thank you' yet!"

Henry now hastened to 'make up', for it was now clearly the opportune moment for doing so. "Thank you a million times", he said; "and say, let's go skatin' this evenin'. Grandpa said the ice is dandy."

"All right, Henry," Annie Minnie agreed, forgetting old sorrows in anticipation of new pleasures.

"It's a go!" Henry said, "I'll be by in half a second."

Now comes the most heroic sacrifice recorded in the annals of history. Yes! he would hang that thing—rosettes, lace and all in his room. He remembered that there was one place left on his wall, because he had swapped a possum skin to Bill Jones for a knife. Let the boys laugh! It wouldn't hurt to have just one sissy thing among all those treasures of his boyish ventures.

"Say, Annie Minnie!" he yelled half a block off, "I'll hang your present on my wall this very day!"

—Mary Smith Clark.

SECOND BASKET BALL GAME OF SEASON

Canyon vs. Roswell—Score 28 to 21
In Favor of Roswell.

Friday, January 9, 1920, marked the second game of the basket ball season for the W. T. S. N. C. team. The opening game was called at 7:15 o'clock in the gymnasium. Roswell Military Institute was represented by an excellent working team. During the first half, Roswell threw 7 field goals and 4 free goals. Canyon threw 2 free goals. Excellent teamwork was shown by Roswell during the first half.

At the beginning of the second half, Canyon's team went in with the fighting spirit so often demonstrated in former athletics, contests, and "put it over" the fast Roswell lads for the half. Only the unbalanced score at the beginning kept Canyon from winning. Roswell threw 4 field goals and 2 free goals during the second half, while Canyon threw 7 field goals and 5 free goals. The final score stood 28 to 21 in Roswell's favor.

The rooting, accompanied by the band proved that the student body backed the players as of old. Many good hearty yells were given, led by our yell leader, Mr. Condrey.

Canyon's line up was as follows: Key and Battenfield, forwards; Hill, center; Capt. Sims and Golden, guards; Foard, substitute for Golden. Key, 5 goals, 1 free goal; Battenfield, 1 goal, 5 free goals; Hill, 1 goal, 1 free goal.

Roswell's line up—Godfrey and McKenny, forwards; Ball, center; Morris and Kinson, guards. Substitutes—Nathis for McKenny and Nicks for Kinson.

Numerous fouls were made by both teams: Canyon 11, Roswell 19. Personal fouls: Canyon 9, Roswell 14. Referee—W. H. Blaine, Canyon. Timekeeper—D. A. Shirley, Canyon.

VARIETY STORE

Dealers in piece goods, ready-to-wear, millinery, shoes, and everything for ladies and children.

Go to—

CITY Pharmacy

for all school supplies, toilet articles and best drinks—Meet your friends there.

Phone 32 Canyon, Texas

Patronize The Prairie Advertisers.

WHEN IN AMARILLO GO TO

MOORE, MATHIS & CO.

AMARILLO, TEXAS

"Dorothy Dodd" Shoes for Ladies
"Betty Wales" Dresses
"Wooltex" Suits and Coats
"Justrite" Corsets
"Munsing" Underwear

Corner Polk and Seventh Streets,
Amarillo, Texas

The Ladies' Store

Amarillo's Most Exclusive Shop
for Ladies and Children.

Ready to Wear, Piece Goods and
Millinery.

PHONE 724

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Amarillo, Texas

yon.
Scorer: Mr. Ditts, Roswell.

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S. V. WIRT

—Dealer in—

Wall Paper, Glass, Paints, Oil and
Picture Mouldings

Kodaks, Films, Film Packs, and
Supplies
THE CAMERA SHOP
East Side Square
Kodak Finishing and Enlarging
Let us make an Enlargement from
your Pet Negative.
Mail Orders Solicited.
Canyon - - - Texas

A Study of the Stock

in the Misses Taylor's store shows that we do not carry a great number of different makes in the same line of goods, but that in every variety of goods, the grade is such as one would expect to find only in a large city.

We buy the very best of every line we carry, and keep that make of goods before our customers at all times. By selecting a grade and make of goods which we know will always bring satisfaction and in which we have the greatest confidence we are able to develop in our customers a feeling of confidence in our merchandise, and this leads to confidence in our store.

We have never allowed our customers to throw their money away on "Cheap Stuff". We believe the average American is willing to pay a proper price for what he buys, but that he wants service from that article; consequently we have never made our store a so called bargain counter. We have upheld its dignity by insisting that the merchandise we carry be the best the market affords, and of the same grade that they could buy in any city.

We invite your inspection. Respectfully,

Misses Taylor

603 POLK STREET

AMARILLO, TEXAS

SURPRISE YOURSELF

Keep an accurate account of all the money you spend in a month and what you spend it for. It will surprise you.

Then resolve to bank the amount you have heretofore been spending unwisely.

You will never regret the resolution if you act.

First State Bank of Canyon
Canyon, Texas

Star Barber Shop Star Tailor Shop

Monday and Thursday Evenings for Ladies

Agents for Amarillo Steam Laundry. Work called for and delivered.

We guarantee satisfaction in all lines. Phone 37.

Price Bros. Props.

SAY IT WITH FLOWERS

Every day there are things happening—anniversaries, weddings, birthdays, various observances etc., which call for floral recognition. Fresh flowers every day. Blooming plants, Ferns, **DEPENDABLE SERVICE**

Amarillo Greenhouses

A. Alenius, Prop.

4th and Jackson Sts.,

Amarillo, Texas

Amarillo's Flowerphone 1116 Night or Day

THE CANYON SUPPLY CO.

wants your business. Everything
in Dry Goods, Clothing, Millinery
and Groceries.

Trade With Us

"Mary Jane's Christmas," "Dong", and the store clock began to strike. Mary Jane, tired and weary as she stood behind the counter, after a busy day waiting on the Christmas shoppers, counted the strokes. "Six o'clock!" Oh, how tired she was, and how thankful that it was time to go home. Tomorrow would be Christmas. Mary Jane would sleep all day. There would be no exchanging of gifts in the Smith home that year.

As she started to get her coat and hat—very shabby they were indeed—a large car drove up and stopped. A well dressed woman alighted and, hurrying into the store, rushed up to Mary Jane's counter and in her haste stammered out what she wanted, gasping for breath at intervals. The trouble was she had been so busy shopping all day that she had completely forgotten about the large doll her little girl so much desired, and here it was Christmas Eve.

Mary Jane was so eager to please her customer that in her haste she tripped over a small wagon left carelessly in the way, and down she fell in a lifeless heap at the counter. When she opened her eyes again, she was lumbering along in the comfortable



car with the well dressed woman. Feeling a little dizzy, Mary Jane closed her eyes again. The car stopped before an imposing brown stone house, and the chauffeur helped her up the steps and into a comfortable library. After she had rested and had a hot cup of tea, Mrs. Joffre, (for that was the lady's name) questioned her about her family and home life.

Mary Jane's father, who worked in the Joffre mills, had been laid off on account of slack work and that meant a dreary Christmas for the Smith family.

When Mrs. Joffre learned that Mary Jane's father had worked for her husband, she determined to see that he was put back to work at once with better pay and easier work.

All hands were soon busy filling baskets with nuts, candy, fruit, and a part of the Joffre's turkey dinner for Mary Jane's little brothers and sisters.

Happy tears were shed that night in the little Smith home, and a prayer of thanksgiving was offered for all the blessings they had received that day.

—ELIZABETH SHAW,
Seventh Grade.

In After Years.

"Hello there!" exclaimed a cheerful voice behind a white haired man slowly walking down the street.

The old man turned in surprise to greet the boy who had spoken. "Well, well, my boy, I can't remember you. Your face seems familiar, but still I can't remember as I used to."

"Oh! You've never seen me before, but I noticed the pin."

"What, my lad?" the old man asked.

"Oh! can't you see?" You wear the pin on your coat too," the boy replied as he pointed to a small pin on the old man's coat.

"Oh yes! What do you think of it?"

"Think of it? It's great! It's just like mine, you see."

The old man straightened as he looked at the boy with eager eyes and with awakened interest and said, "Surely not, my boy. Why, I got this years ago at the W. T. S. N. C. It was the pin of my society."

"I know. And it's a great society too, believe me," the youth responded.

"Not the Antler Society?" the old man inquired.

"Hurrah! Hurrah for the Antlers! You should see our society now. The same old pin, the same old spirit, the same old Antlers—now and forever!"

The boy's eyes were bright as he threw his hat into the air and gave the sign, which was quickly returned. Both of them joined in,

"Antlers! Antlers! Bravé and Bold! Antlers! Antlers! White and Gold!"

The passersby stopped in their busy Christmas preparations to smile and nod their heads at one another. It was only an Antler greeting an Antler.

Huntleigh Hall.

The new girls at Huntleigh Hall are: Agnes Roberson, Hyte Swayne, Mrs. Geo. W. Roberts, Glenna Smith, Ollibi Muse, Eva McKinnon, Vivian Coffman, Grace Goad, Vildred Cummings, Estelle Johnson, Jewell Foster, and Beulah Tucker. Miss Sadie O'Connell, the new expression teacher, is making her home at Huntleigh.

Mary Rose, Mary Smylie, Allie Merle Wilson, and Ruby Shaw, who were at Huntleigh last quarter are now teaching. Lee Baker is attending school in Nevada, Mo. Coralee Woody is clerking in a store in Crosbyton, and Juanita Beall and Elsie Conner are rooming at other homes in Canyon. All other Huntleigh girls are still here making the atmosphere as pleasant as usual.—Sec'y Girls' Council.

A Figure Puzzle.

Open a book at random, and select a word within the first ten lines, and within the tenth word from the end of the line. Mark the word. Now double the number of the page, and multiply the sum by five (5).

Then add 20.

Then add the number of the line you have selected.

Then add 5.

Multiply the sum by 10.

Add the number of the word. From this sum take 250, and the remainder will indicate in the unit column the number of the word; in the tens column the number of the line, and in the remaining figures the number of the page.—The Ladies Home Journal.

Not Burbank's
but the
W.T.S.N.C.'s
Thornless
Rose:
Observe the
Variety in
Color and
Temperament

PERSONALS.

Miss Sula Cook, who is teaching in the Clovis City Schools, visited her sister, Mrs. Clarence Thompson, during the Christmas holidays.

E. L. Henderson, Superintendent of schools at Post City, was among our visitors during the Christmas vacation.

On Saturday morning at Chapel, Dan Sanders was elected as Associate Editor for the annual staff. This election was necessary in order to fill the vacancy on the staff caused by the fact that Hiliard Fatheree has been retained at home by the illness of his father.

Clyde Goodwine, Mary Isaacs, Myrtle McGinley, and Mr. Duflot have been giving us in chapel for the past two mornings an account of what they got from "The Students' Volunteer Convention", which was recently in session at Des Moines, Iowa. We hope to give excerpts from these speeches in the next issue of "The Prairie."

Miss Mary Morgan Brown was called to her home in Alabama while spending the holidays at the home of her sister in Arkansas, by the illness of her mother.

Miss Jaunita Beall spent the weekend with Miss Olive Slaughter in Amarillo.

Misses Mildred Redfearn and Helen Croson left Sunday for Dumas where they will teach.

Mr. and Mrs. Robt. Donald spent Sunday in Amarillo.

If you care to know what the Y. W. C. A. is doing in the different parts of the world and what there is still left for it to do, read the Y. W. C. A. material that will appear from time to time among the newspapers in the library.

A school paper is just as good as the students that are back of it and no better.

Unpopular W. T. S. N. C. Remedies.

Examination Pills—Poison! Beware! Caused many students to leave school on account of "ill health" last term. Have murdered many sweet dispositions. Made fiends of some teachers and pupils. If taken after a dose of (burning the) midnight oil, they sometimes prove fatal! Antidote, total abstinence.

Morelock's Prophylactic—Comes in sealed cans, handsomely bound in red tape. A good soporific; a sovereign for wakefulness.

Hill's Lye Liniment—Will remove the most chronic liars. If taken too suddenly and in large doses, the patient becomes paralyzed.

Only Twenty Years Ago.

Nobody swatted the fly.
Nobody wore a wrist watch.
Nobody wore white shoes.
Most young men had "livery bills".
Farmers came to town for their mail.

The heavens were not full of man-birds.

Nor the seas alive with under-water boats.

The hired girl drew one-fifty a week and was happy.

The butcher "threw in" a chunk of liver.

The merchant "threw-in" a pair of suspenders with every suit.

Nobody "listened in" on the telephone.

There were no sane Fourth nor electric meters.

Straw stacks were burned instead of baled.

Publishing a country newspaper was not a business—it was a dueling game.

There were no Bolsheviks or international Anarchists.

The safety razor had not introduced the clean shaven face.

—Ladies' Home Journal.

I once heard a little country school teacher say, "If I can so mould the lives of these little boys and girls I am now teaching that they will give to the world the best that is in them, I shall feel that my time has been profitably spent."

Patronize The Prairie Advertisers.

Sincere and Helpful Service

Helpful service to customers and, in fact, to everything that stands for the betterment of this community is our motto. We are here to serve you and co-operate in carrying out your business projects.

Regard this bank as "your banking headquarters"—the place where you know you'll receive not only sincere advice but helpful service in solving your financial problems.

Call and let us tell you more about the kind of banking service we have to offer.

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Your patronage is appreciated

Right Prices—Right Treatment

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Phone 166

COATS

Fur Collar Coats Leather Coats
Young Men's Overcoats

The greatest assortment and finest selection in the Panhandle as tailored by

Stein Bloch, Stratford, Elk Brand
and Campus Togs

and prices right.

THE FAMOUS

Every Inch A Young Man's Store
Amarillo, Texas

FOR NORMAL STUDENTS:

We have installed the most modern sanitary fixtures money can buy and we are now operating the most sanitary parlors operating in the city.

SERVICE—Sanitary and Modern—Why? Because we are prepared and equipped to give it.

Ladies' massaging and shampooing our specialty.

The Normal Barber Shop

J. W. Collins

Drug Co.

Amarillo, Texas

Wall Paper, Paints and Varnishes
Imported and American Perfumes
and Toilet Articles

We especially invite the faculty and
Students to our store

A Safe Place to Trade

is the store where good and reliable merchandise is sold at the right price.

A store that protects your interest without argument, or embarrassing cross questions.

A store that don't mislead you in a bargain idea. A store that adjusts promptly and refunds quickly—A liberal store.

This has been the policy of this store for nearly a quarter of a century—and the store is always full of the newest and best of fashions.

Truly it is a safe place to trade.

502 Polk St. **White & Kirk** Amarillo Texas

The Place to Buy Shoes

We Have the Goods

that are worn in New York City as they are shown there

Trade at the Big Store where Quality and Style reign, and prices are in reason.

Send us your mail orders. We always appreciate your business, no matter how small.

We Sell Styleplus Clothes

THE FAIR

In the Heart of Amarillo

The Store that Sells for Cash Only

You Always get a Square Meal if You Eat at

THE CANYON CAFE

Everything served in an appetizing style—either regular meals or short orders.

Hot Chocolate, Cakes, Pies, Chili, Candy

Rooms for rent in connection.

Chase Condrey, Manager

W. T. S. N. Student

CANYON

TEXAS

The Largest Furniture Store in the Panhandle

CASH CREDIT
Green Bros Co.
INSTALLMENT HOUSE FURNISHERS

Amarillo, Texas

Let us Furnish your Home, Cash or Credit. Our easy terms are open to all Panhandle people

We Pay the Freight to all Panhandle Points