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The East Texan, 1927-05-21

East Texas State Teachers College

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Sophomores Celebrate Class Week

Sophomores Have Picnic May 16

All of the Sophomores who were not completely "snowed under" in work met Monday, May 16, at 5:00 o'clock in front of the College Store...

While we are expressing to the landladies our sincere appreciation for the appetizing lunches that were prepared for us, we wish to mention in particular, the one who thoughtfully included a raw potato...

Friends if you happen to be one of the few on the E. T. campus that have not the distinction of belonging to the Sophomore class of '27, we want to express to you our sincere sympathy at your tremendous misfortune...

PEP SQUAD DANCE GRAND SUCCESS

Last Thursday night the Pep Squad sponsored a Square dance in the old gymnasium that was one of the greatest events of the season...

The Star callers for the dance were Ples Stanley, Alton Jordou, Daniel Boone, Xanthus Banks and Goebel Templeton...

There is a rumor that there will be another dance of the same type in the near future. You must not miss it. Watch the bulletin board.

REPORTER.

County Klubs

The summer term will soon be here and the Sophomores are very anxious to see the lively county clubs organized. E. T. would not seem like home to the old students coming in unless we have our county clubs...

DR. YARBOROUGH DELIVERS ANNUAL SCHOLARSHIP TALK

Dr. Yarbrough, head of the department of Psychology and Philosophy of Southern Methodist University, delivered the annual Scholarship Society address at the college auditorium May 10...

After the lecture, the Scholarship Society honored Dr. Yarbrough and the Honor roll students with a reception held in the open court of the Education building...

Senior Week

Seniors, do you know that next week is Senior week? The committee is planning one of the greatest programs ever seen on the campus of E. T. In order to make Senior Week a success, we must have the cooperation of every Senior...

THE COMMITTEE.

MARRIED LAST WEEK

Mr. Walter Taylor and Miss Balma Cheatham were married last Tuesday morning in Greenville at the home of Mr. and Mrs. Sam Price...

Miss Nell Cowan, who was operated on for appendicitis two weeks ago is very much improved. She has been taken from the hospital to the home of her brother, on Live Oak and Washington streets.

SOPHOMORES

"SUCCESS COMES IN CANS, FAILURE COMES IN CANT"

SOPHOMORES

Wiesemann Concert

On Thursday evening, May 12, the students of E. T. S. T. C. and the residents of Commerce were favored with a well rendered musical concert by Mrs. Albert E. Smith...

The following program was given: Organ: Suite Gothique Boeldmann Choral Minuet Prayer Toccatta.

Soprano: Michialla Air from "Carmen" Bizet

Soprano and Tenor: "I Have Known You Dear" Cadman From "The Morning of the Year."

Organ: From the South Gillette Serenade Lemare The Answer Wolstenholme Will-O-The-Wisp Nevin Pilgrims Chorus Wagner

Tenor: From "Thanhauser" A Spirit Flower Campbell Tipton Philosophy Enemell Today Huertler

Soprano and Tenor: "O That We Two Were Mating" Nevin "Look Down Dear Eyes" Fisher

Senior Class Committees

The following committees have been appointed for the purpose of formulating plans for the remainder of this spring term of school:

ALUMNI BANQUET:

Program Committee

Harry Flewarty, chairman. John Hart Mrs. Ethel A. Hall Mae Smiddy J. M. Bledsoe

Decorations Committee

Ethel Cornish, chairman Mrs. C. R. Smiddy Charlie Price Juanita DeFord H. E. Wellmaker

Publicity Committee

Frank Johnson, chairman Marv Bess Hickey Roberta Kelley D. C. Kennedy Alvin C. Bryan

Refreshments Committee

Bill Brooks, chairman Mrs. Berry Fain Ann Roberts L. L. Morris Lonna Lee Lutz

CLASS ACTIVITIES

Senior Class Week Committee Roy Sandlin, chairman Mareia Wells Bess Manning Leo Pratt S. O. Loving

DUBS CAPTURE GAME FROM Y. W. 10 TO 2 COUNTS

The Y. W. Panthers were downed at the beginning of the game when all interest was killed at the non-appearance of the faculty members. The game was matched with these learned people and all energy had been spent in devising methods heretofore unknown in the realm of baseball...

The game opened with a two-bagger by Locke. Other crooked plays were made, no error being recognized. Hawkes, second batter, made star plays, and was followed by others equally as good.

In the crowded grand-stand it was whispered that the ump had been bought over. Just then, the statement was verified when he absolutely called two successive fouls fair.

By this time the mob spirit was high. Players on the opposing team began to feel that they were being supported by the ump and as a result resorted to many savage methods.

The Y. W. Panthers were confused by this dirty deal. Time was called out again and again as the Y players demanded their rights.

The Y. W. boosters banded together and the band played wild songs in keeping with the savage spirit displayed by the Dubs.

The second inning opened with Roach as pitcher and many good men were sent down. Giddens started on second and Kennington brought home the bacon just at the close of the second inning.

Amid the yells, the Dubs took their places again, only to show cruder forms of sportmanship, which were endorsed by the ump and the few faculty sympathizers present.

Time was limited, the Dubs contended (another proof of bribery).

And the Y, disgusted with the game, consented to accept a defeat of 10 to 2.

Faculty members—the Y challenges you to a good clean game.

EX-STUDENT DIES IN AMARILLO

Mr. William B. English, age 26, died at his home in Amarillo, Texas, Sunday, May 15, 1927. He died after an illness of seven days; his illness being caused by an injury sustained in a football game while he attended college here.

Mr. English was a graduate of the East Texas State Teachers College of Commerce, having received his degree from here in 1925. He was an excellent student, being member of the Scholarship Societies of the South. He was a star football player in addition to taking active part in other forms of student activities.

After finishing school here, William taught one year in Bryan High school of Dallas, Texas, after which time he went to Amarillo. He was bus line out of that city, when he owned and managed of a progressive died.

The funeral service was held in open air at the Plunket cemetery, near Cumby, and near the old home place of the English family. Some thousand people were present to pay their last respects to William. The services were conducted by Rev. Ramsey and Rev. Graham. During the service a white airplane circled over the cemetery several times, swooping low and dropping some beautiful bouquets, as a token of love for Mr. English, from an aviator friend. Besides these flowers there were several hundred gorgeous floral offerings, at the cemetery, with many others at the home of Mrs. Jones of Greenville, a sister of William.

Mr. English was the brother of Miss Vera English, teacher of advanced Education in this school. He is survived by three other sisters: Mrs. Charles Jones and Mrs. Guy Black of Greenville, and Mrs. Jess Murrie of Sulphur Springs, Texas. He is survived by six brothers: Harold, Clarence, Henry, and Jess of Dallas; Oscar of Mexia, and Manzy of Greenville. He is also survived by his father, Mr. Oscar B. English.

Fete de Jeanne d' Arc

On Friday evening, May 13, 1927, Le Cerde Francais rendered a Fete de Jeanne d' Arc honoring that greatest French heroine of all times. This was one of the most unique and interesting programs ever given in E. T. under the able supervision of Miss Laura Topham, professor of French, each member of the exceptionally large cast performed creditably.

The program was opened with the French National Defile March by the College Band, directed by Mr. Carl Deonier.

"Who Was Joan of Arc?" by Mr. J. G. Smith gave very clearly the historical and moral significance of that great personage.

"Joan, the Maid," a one act play, was presented by courtesy of the Reading Department, under the direction of Miss Margaret Muller. Abenell Misseldine took the part of Joan. Seeking a moment to rest in the midst of the battle of Orleans, she takes refuge among some humble peasants. She encounters a young Burgundian—Mac Aldridge—whom she wins for the cause of France. This in brief, is the synopsis of the play. The stage, sitting was beautiful. The play was very impressive.

Then followed several dances, impersonating the poppy, lilly, blue-bonnets and stars. The dancers, Mrs. Merle Hogue, Misses Sheely, Adams, Bell, DeJernett, and Dillingham were graceful and fairy-like.

Some glimpse into the life of Joan of Arc (Mary Louise Willard) were next portrayed. The covered the entire span of her life from the time when she was a little child at Doreny until she was burned at the stake. Life at the French court was made very vivid by the Minuet and other popular dances. All of these portrayals were well and effectively carried out.

Long will the memory of Joan live in the hearts of those who attended the Fete de Jeanne d' Arc.

VALUE OF SOPHOMORE WEEK

At some time during the year, especially near the end of the spring term, only a few years ago, the mob spirit prevailed the atmosphere of old E. T. At these times each class sought earnestly to produce true specimens of its so-called leaders and to follow them through a series of crude practice in which there was an unkind spirit toward anyone other than a member of the class. In this manner, inter-class co-operation was sacrificed; strife, confusion, and even hatred have resulted. No lasting benefits were recognized from such practices. They did not linger in the memories of the former students as something to be cherished to their memory of dear old E. T.—instead they are spoken of in low tones with a bit of shrewdness. They are not things of which to boast.

But such a situation no longer exists. The peppiest, the best, the most enthusiastic Sophomore class in the history of our college has overthrown the old methods of "Rule or Ruin" and has opened a newer, better, and saner plan to exhibit class spirit.

How, then, will there be any fun you might say. There are barrels of it! One glance at the social calendar for the week verifies the statement. Just a new method of attack, that's all. Parties galore, fishing trips, chapel programs, even special ones, picnics—there's our fun.

But, what benefits will come from

such? The joy of planning each brings the group closer together; the joy of attending each strengthens the friendships already formed and paves the way for new acquaintances. No surplus energy will be wasted in plans for the destruction of property of another class. No tormenting threats will be made. Time is more valuable than that. Instead, as a group, we greet the upper classmen as well as the lower classmen with a hearty handshake, a friendly smile, and even welcome him into our happy throng! Why, people, it's Sophomore week!—we realize that only a few more weeks remain for us! It is still in keeping with Sophomore ideals, set up in the early autumn of 1926, to be the best all-round Sophomore class that ever crossed E. T.'s campus. It has been recognized that this is true, but still we are striving to give proof of it! that we hold this record to the last minute, because we're proud of it! Who can find a better attitude, better ideals and standards than exists in our class? Not only are these to be carried on through this week, but they will serve in other classes, and then on through our later life.

Yes, every inch of time will be spent to show the good spirit, the talent, the kind of sports the 1927 Sophomore class has.

Why should we not boast of our attainments? Time was when we were thrown upon the rough Fresh-

man Sea. Floating bodies, we were, grasping for the straw of recognition—the only bit obtained was a name somewhat suited to our floating bodies, SLIME. At this period we fought desperately to survive the tortures of the lashing waves of Education, English, and Latin. Some were tossed here and there against the rugged projection of "Finals". Here the rule, "the survival of the fittest" was learned. For six long months the sea was never, for a moment, calm. Then the waves began to subside—in the distance, over the horizon, our goal, SOPHOMORES, began to glisten in the clear light of another spring day. Three months away! The waters of the Freshman Sea became disturbed. From all sides attacks were being made. AA realized that a short time and the storm would cease and that soon we would be upon safe ground—SOPHOMORES! No SOS calls were sent and no life boats sent out. Bravely and earnestly the storm was faced—alone. Again the waves subsided; there was quietness. The goal had been reached. A death-like stillness was noted as the throng embarked the shores of Sophomoreland. Each soph had his own problem to work out, but this he did willingly—he was capable now of independent thinking. So, the result of it all—a stronger, more energetic Sophomore class, master of any situation.

Once Sophomores, recording fresh-

man experience, the aim has been not only to place our efforts in maintaining the ideals and sacred traditions of E. T., but if possible, to advance new ideals that will in later SOPH WEEK—GALLEY TWO years be revered.

Ther back to the point at issue—what does Sophomore week signify? It is not only in the etai shrldum The true meaning cannot be written; it lies only in the hearts of the loyal and true Soph.

Sophomore Week signifies that there is a wide-awake class president on the campus working in harmony and co-operation with his members. It means, too, that the class is proud of the high standards of excellence that have been accomplished this year, and that now as we enter the threshold of the Junior class, it is our desire to give a true exhibit of those things for which we stand. Then, and not until then, will we be happy or willing to say "well done".

Sophomore week, with the 1927 soph attitude means pleasant memories of socials planned with due consideration of not only the class members, but friends of other classes. These memories in later years will have so overshadowed other memories as to make the life-long joys.

Again, we sing praise to you, sophomores, long may you hold the 1927 standards. Long may your type increase.

THE EAST TEXAN

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By the Students of the East Texas State Teachers College.

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STUDENTS LEARN OF FOOD PRESERVATION

Thursday afternoon Miss May J. Anderson, of the Home Economics Bureau of the Southern Ice Utility Co., addressed the Home Economics Department of the E. T. S. T. C. on Preservation of Food. Miss Anderson was presented by Mr. Charlie Muller of the Peoples Ice Co., who was responsible for her coming here. In a most interesting manner Miss Anderson gave the story of ice. Dating back even to the seventh century, when snow was used to cool, the wines of the emperors, the ice idea was progressing. Nero kept slaves whose duty it was to go to the mountain tops and bring down snow to cool his wines.

Lord Bacon, in an attempt to experiment on the preserving qualities of snow, or cold, stuffed a chicken with snow. It was from this experiment that he caught pneumonia and met his death. The first patent for making ice in the United States was

given in 1850, but their methods were not entirely satisfactory. To date, there are 42 million tons of ice made yearly. Ice is one of the ten greatest industries.

"Man has copied Jack Frost's idea in making ice" said Miss Anderson. At the factory the large cans of water are immersed in a tank containing brine. Besides this brine are coils containing ammonia, which expands, forming a gas, which absorbs the heat in the brine, which, in turn, absorbs the heat in the tank of water.

Thus one can see by this procedure that the old idea of ammonia in ice is a false one. The "white" ice, as sometimes seen, is caused from air bubbles. These can be omitted by a circulation or stirring of the water while it is freezing.

The cake of ice should be put in the center of the ice compartment of the refrigerator, allowing air space on five sides, so that the air circulation, which goes downward, and when heated rises, will pass over the ice, the water film on which absorbs the heat and the bacteria, which in turn are carried off through the drain pipe.

It may be seen by this that, in a side icer, milk, butter, jello and left over cereal for the children should be kept in the compartment directly below the ice, where it is coolest, and where there are no food odors.

In the compartment next to this should be kept the meat, which also needs to be kept cool and away from food odors and bacteria. Odoriferous foods should be kept nearer to the top of the box.

In cases where the top icer is used, delicate foods should be kept in the center of the box, directly under the ice, with odoriferous foods at the sides. This works under the same principles as the side icer.

Ice should not be allowed to melt to a small piece before ordering more, for not only does the box cool off, but the preserving qualities are lessened, as there is less space for the hot air to pass over and throw off its impurities. "Ice is the cheapest thing that goes into a refrigerator," said Miss Anderson. It has been proven the best in economy to keep a well filled chest.

Many people put their milk in the same compartment with the ice. In doing so, it is necessary to push the ice up against the side of the box, reducing the air space on one side, and also putting the milk where the warm air that has risen will pass over it, depositing its bacteria. One often sees cantaloupes put along side of the ice. This is an extremely odoriferous food, and in this compartment the air circulates its odors all around, and the food takes it up. "A good way to prepare cantaloupes," Miss Anderson explained, "is to cut the meaty part into cubes, put into fruit jars, screw on lid, and it then may be put into any part of the ice box." When ready to serve, the cubes may be returned to the cantaloupe shells. The shells, to keep cool, may be wrapped in waxed paper and put in the top shelf, next to the ice compartment.

Many housewives, in trying to economize, wrap their ice in newspaper or blankets. In this case, its pur-

pose is defeated, as the warm air cannot pass over the film of water on the ice, and its sponge-like absorption is prevented.

Insulation is an important thing to consider in an ice box, we learn. Good insulation, of Balsam wood, sheet cork, or granulated cork, keeps the temperature of the box at a lower degree, and more than repays the buyer for the amount spent for a good refrigerator. Some boxes are only insulated with cotton, sawdust, or paper, and some have only air space, which does not keep the box cool as well as the other, and therefore uses more ice in the long run, and is thus more expensive than the higher priced ones.

Miss Anderson was assisted in her demonstration by an especially prepared ice box, which had a plate glass back, giving full view of the interior. Directly under the ice compartment there was a tiny wheel which spun around, showing the constant circulation of air through the box.

Sophomores in College Activities

In a review of college activities for the past year, you will be reminded quite often that there is a Sophomore class in E. T. During the foot-ball season the names of Glover, Scarborough, Templeton, Foster, Smith, Ferguson, Chandler, Gill, Gardner, and Musick were at the end of many yells. These nine men are all Sophomores and were invaluable to the Lions last season.

Stroud, McMillan, Gill, McGill, Venton, and Gardener were out Sophomore "standbys" in basketball, and a review of E. T. athletics would be very much lacking without their names on the select list.

During baseball season eight men came forward from the peppy Sophomores and, by sheer merit, proved themselves to be real players. No one can forget how Glass, Ferguson, Stroud, Gill, McGill, Musick, Gardener and Chandler played the game this year.

Big Sammie Scarborough and Chandler are keeping the Sophomore spirit flying in Track this season.

During the debating season, there were seven sophomores that were continually making themselves the talk of the campus by winning or helping to win over the strongest colleges of the State. Young, Warmington, Waggoner and Berry were the strength of the boys' debating teams, while Dodson, Turrentine and Murray were without equals in girls. They have made a record for E. T. this year and we are proud to have them belong to the Sophomores.

Besides contributing the president, Mary Roberts, the Sophomore Class gives seven other members to the fifteen cabinet members of the "Y. W." They are Fain, Dodson, Browning, Raker, Witt, Bonham, and Turrentine. No wonder they are a peppy bunch.

On the ballot for student officers last Saturday were listed a number of Sophomore candidates. In the election Saturday, the following Sophomores are on the ballot. Bertram Andrews for President of Student Council; Addylene Fain for Vice President; Herman Musick for President athletic association; Lowery for Editor-in-chief Locust; Robert Warmington for Editor-in-Chief East Texas; Goebel Templeton for Business Manager of Locust and Ramon Dale for Business Manager of The East Texan.

The peppiest club on the campus, known as the "Dandy-Lions" have as their peppiest members representatives of the Sophomores class, who can find seven people with more spirit than Bertram Andrews, Addylene Fain, Joe McGill, B. J. McMillan, Vonda Roach, Mary Lou Witt and Johnnie Mae Green.

Besides the groups named you will find Sophomores at the head of a majority of parties, picnics, clubs, and even leading in scholastic standing. Watch the unions of next year.

We, the Sophomore class was very sorry to know that Miss Hazel Cody, one of our classmates, is confined to her bed again, with a case of small-pox.

JOKES

Jeffrey—So your son has been injured and is coming home from College?

Briggs—Yes, he sprained his ukelele finger—The American Boy Magazine.

Friend—I suppose you didn't run across a fellow named Scrimshaw on our travels?

Road Hog—Dunno, old man! I never stop to ask their names! Passing Show.

First Frat Waiter—Have you put the little sailors on the table yet?

Second Frat Waiter—Little Sailors?

Third Frat Waiter—Yeah, the goblets.—Wisconsin Octopus.

She—When does a book become a classic?

He—When people who haven't read it begin to say they have.—Life.

"Say, how did you make out at the glee club tryout?"

"Made first bass on four bowls."—Stanford Chaparral.

QUACK MEDICINE VENDOR
Sir, I might mention as a slight testimonial to this world-famed "Rejuvenator" that, a year ago, after taking one small dose overnight, upon awakening in the morning, I said to my wife, "Mother, give me my satchel. I shall be late for school!"—Boston Transcript.

A little girl at dinner table was given a dish of noodles. The mother noticed that she was eating nothing but the soup, leaving the noodles. She asked her why she did not eat the noodles too.

Unconcernedly she answered: "Can't catch 'em."

Doctor—Your boy is all right. All he needs is a little soap and water.

Anxious mother—Before or after meals doctor?—Hygia.

Miss Hazel Cody, a Sophomore, has been ill the past week.

BEFORE EXAMS

Oh Lord of Hosts, be with us yet; Lest we forget; Lest we forget!

AFTER EXAMS

The Lord of Hosts was with us not So we forgot. So we forgot!

I stood upon a mountain
And looked upon a plain,
I saw a lot of green stuff
That looked like growing grain

I took another look at it,
I thought it must be grass
But goodness, to my horror
It was the Freshman Class!

FOR MEN ONLY

It's a wonderful thing for a woman
The popular permanent wave,
Now it's up to some struggling inventor
To get out a permanent shave.

HOT DAWG!

Nine little doggies
Sizzling on a plate
Sizzling on a plate
In come the boarders
And they were all ate!

Cats have whiskers, dogs have tails,
Men have heads and so have nails.

MORE TRUTH THAN POETRY

Life is a joke
All things show it,
Look at the Freshmen
Then you'll know it.
The Freshman grins,
The Junior blows
The Senior growls
The Sophomore Knows

TO THE FACULTY

Here's to the faculty
Long may they live
Even as long as
the lessons they give

See

"SMILIN' THROUGH"

May 27th.

IF A FRIENDLY SERVICE IS WORTH RECOGNIZING

Recognize It Fittingly

Many times you have thought of a friend to whom you were indebted but still you did not know what to give them.

Why not give them a photograph of yourself?

Arrange for a sitting today.

Howse & Son

STUDIO, SOUTH SIDE SQUARE

Graduation!

It won't be long now.

You'll need new shoes and hosiery—

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Sophomores

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Graduation

Gifts

AND GREETING CARDS

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THE REXALL STORE

France Influences Free Government

France has been quite a protagonist of free government. In two ways has she influenced political thought and governmental reform: first, by her renowned writers in political science; second, by her numerous experiments in government since the eventful year of 1789 in French history. It is perhaps not too much to say that the theoretic doctrine of the sovereignty of the whole people is of French origin.

First among France's reform philosophers was Montesquieu, who in 1748 published his famous book, the "Spirit of Laws." In this volume he commended English institutions as worthy of imitation, and announced the doctrine of separation of legislative, executive, and judicial departments of government. He contended that there can be no liberty when the legislative, executive, and judicial powers are united in any one man or any one body of men. He concluded that the safety of a state lay only in a separation of these three powers of its government. Many of the framers of the American constitution in 1787 were students of Montesquieu's writings, and his pronouncement in favor of the separation of the three governmental powers was applied in the establishment of our federal government. When the judicial article of our national constitution was under consideration, there was much discussion whether the new constitution should follow the French idea of giving both the judiciary and the executive revisory power over legislation. This policy had caused much confusion and political disorder in France because of the numerous and constant conflicts between the judiciary and the executive. France's mistake was avoided by the Convention at Philadelphia, which avowedly gave the executive the qualified veto of congressional legislation, and inferentially the judiciary the power to annul a legislative act when repugnant to, or inconsistent with, the federal constitution. Thus it is, that Montesquieu doubtless had a part in influencing the adoption of our boasted system of checks and balances which so markedly control the relations of the great departments of our own national government.

The ablest and most versatile of French philosophers was beyond question Voltaire. Through essay drama he made interminable war upon the established order in both church and state. He was a veritable iconoclast. He suffered imprisonment a time or two in the famous Bastille because of his invectives against abuses of various kinds. He traveled far and wide to escape persecution in his native country. His sojourn in the court of Frederick the Great potentially influenced the promulgation of much needed legal reforms in Prussia. Like Montesquieu, he recognized the superiority of English institutions over those of the French. As was true of the works of Montesquieu, so were the works of Voltaire studied by many enlightened Americans, whose aggressiveness was accentuated during our Revolution. When Voltaire died at the ripe age of eighty-four in the year of 1778, he had the consolation of seeing the people accepting democratic ideas, allying themselves with Americans in the cause of independence, and preparing themselves ultimately to throw off the shackles which had so long enthralled them.

Rousseau denied even more vehemently than Voltaire that monarchs anywhere and at any time ruled by divine right, but he substituted the social contract theory for that of divine ordinance. Fantastic, lurid, and erratic he was, yet Rousseau's influence upon the political, social, and religious thought of his day was most pronounced. He was virtually aflame with frenzied earnestness, and the charm of his style swept people of their feet, so to speak. The theories which he set forth so forcibly and enthusiastically were startlingly novel in pre-Revolutionary days, but now many of them are somewhat commonplace. He said that the sovereign power was vested in the people rather than in a king, and that it was solely the function of the people to make and alter the laws, the constitution, and the government. He argued that no government was truly popular unless the people acted directly rather than through delegates. He believed that human misery was the result of vicious laws and unwholesome living conditions. His remedy was that every law should be enacted by the citizens of the state. He was quite luminous and convincing in assailing the abuses of the governments of continental Europe. That he was an intellectual prodigy was his misfortune, and this is tanta-

mount to declaring him previously impractical. He was a skilled diagnostician, but a failure in prescribing remedies and effecting cures. He seemed utterly ignorant of human nature. The state which he portrayed existed nowhere except in an effervescent imagination. His structures upon the religious and educational systems prevailing were characteristic of the man. To deny the right to the private ownership of land, to proclaim the felicity of a state of nature, to dream of a government in which wrong and inequality could not exist, to tell all the world how to live the life beautiful and felicitous, and to teach that the education of children was removal from the artificialities of civilized life and living in a state of nature,—all these present a medley of ideas that might penetrate the hearts of those only who do not experience the realities of strenuous life. But withal Rousseau's writings quickened thought and occasioned action.

Helvetius and Holbach pursued the policies of Voltaire and Rousseau. They aimed, as did Voltaire and Rousseau, to upset the ancient regime and to usher in a period of unabated happiness. Diderot and other encyclopedists accomplished a vast and useful enterprise; that is, they enlightened the French people what was then known in art and science, in history and literature, in religion and philosophy, in economics and government. Incidentally the encyclopedists furthered reforms. They boldly advocated free trade when internal commerce was hampered with incessant tariffs, and they inveighed against human slavery when both the church and state condoned it. They explained and condemned governmental abuses.

A study of modern French history and government is indeed fascinating. England began the modern era with the discovery of America, but France began hers with the year 1789, which marks the beginning of the French Revolution. Feudalism, absolutism, and ecclesiasticism did not end in France until the great social cataclysm in 1789 destroyed these relics of medievalism. There was no liberty in France before 1789. No Estates-General had assembled between 1614 and 1789. During this period there was no check upon royal prerogative. The king made laws, enforced them, and punished violations. There was no equality. The church was wealthy, but it paid no taxes. The nobility usually evaded its share in the burdens of taxation. Taxes were farmed out to the highest bidders, and the bourgeois and peasant classes were mercilessly exploited. Public offices were bought, and thus only the rich could aspire to positions of honor and trust. There was no fraternity. The kingdom had grown up from ancient provinces, and provincialism was conspicuous. Continental-mindedness did not prevail, for none had ever developed. No common law existed throughout the land as there did throughout England. In each province there was a costume, or body of customary law, but all costumes differed widely. All kinds of class animosities existed. Mutual hatred between townsman and peasant was prevalent. Since liberty, equality, and fraternity were wanting under the old regime, these words became the slogan of the French Revolution. Of its sanguinary events nothing needs to be said in this connection.

Four revolutionary constitutions were made between 1789 and 1795. The first was a "Declaration of Rights of Man of the Citizen." This document was adopted August 4, 1789, and it bears a marked resemblance to our Declaration of Independence and the bills of rights in the American state constitutions. Among other things, it sets forth the equality of men, the natural rights of citizens, the sovereignty of the people, political liberty without injury to others, the law as a protector of life and the pursuit of happiness, no imprisonment without due process of law, punishment to be reasonable, presumption of the accused's innocence until proven guilty, freedom of religious and political opinions, freedom of speech and press, an equitable system of taxation, the right to call representatives to account, protection under a constitution, and the inviolability of property. Thus sweeping changes were wrought with the inception of the Revolution. The influence of the French philosophers and encyclopedists was at last becoming manifest in constitution-making. Likewise France was beginning to realize the virtues of the English and American systems of government.

The constitutions of the Revolutionary period did not have a chance to function, because France was all the time hard pressed by foreign enemies. During the First Empire, 1804 to 1815, the outgrowth of the

republican constitution of 1795, Napoleon Bonaparte proved himself greater as a statesman than as a warrior. The Code Napoleon was one of the greatest non-military achievements of the age. It has remained in operation, without many changes, as a uniform national system for France and for many other countries. What Napoleon accomplished in law, education, finance, commerce and public works amply attests his

Since the Revolutionary period, three more constitutions for France have been adopted. The constitution of 1815, re-establishing the monarchy, was in imitation of the English system; but it was found to be easier to transplant the form than the essence of a government. The constitution of 1815 simply would not work. The constitution of 1848, setting up the second republic, was fashioned after the leading features of the United States constitution; but the second republic, under Louis Napoleon, was soon converted into a second empire, which collapsed in 1870 during the Franco-Prussian War. The constitution of 1875, restoring the French republic, is composed of three constitutional acts. Taken as a whole, it is a piece-meal, half-hearted, unfinished affair. It did not embody any political theories. Nothing was needlessly abolished. There was no sudden or radical departure from the past. There was no borrowing from other constitutions, as before. It was the first French constitution which was thoroughly Gallic. These facts explain its longevity.

During the nineteenth century France has been the center of political experimentation. It took her nearly a century to adjust herself to the exactions of a representative system of government. For more than fifty years she has prospered under the constitution of 1875. She seems to have finally outgrown her fickleness. She has at last shown herself entitled to the respect of other countries. She is now prepared to exert a great influence in constitution-making.

BOSTON, April 27.—The prize of five thousand dollars for the best adverse criticism of "Profits," a Pollak Foundation book by Foster and Catehings, has been awarded to R. W. Souter, A. M., Lecturer in Economics at the University of Otago, Dunedin, New Zealand, where Mr. Souter was graduated in 1922.

One of the judges gave first place, and two of them gave second place to Frederick Law Olmsted, landscape architect, of Brookline, Mass.

Honorable mention was given to Alfred Burpee Balcom, Acadia University, Wolfville, Nova Scotia; C. P. Bickerdike, London, England; Alvin H. Hansen, Professor of Economics, University of Minnesota, Minneapolis, Minn.; Calvin B. Hoover, Economics Department, Duke

University, Durham, N. C.; Carl Smith Joslyn, Instructor in Economics, Harvard University, of Watertown, Mass.; Percival W. Martin, International Labour Office, League of Nations, Geneva, Switzerland, and Victor Valentinovitch Novoyilow, Lecturer in Currency and Credit in the Polytechnic Institute, Leningrad, Russia.

The judges were: Owen D. Young, of the General Electric Company; Allyn A. Young, of Harvard University, and Wesley C. Mitchell, of Columbia University.

There were 435 contestants. Essays were received from at least fifty universities, from forty-two states, the District of Columbia, and Alaska in this country, and twenty-five foreign countries. Among the writers were at least forty authors of books on economics at least fifty professors of economics, and at least sixty accountants, architects, bankers, editors, engineers, lawyers, statisticians and heads of business concerns. Included among them were some of the leading men in the Federal Reserve system and in the best bureaus of economic research, an officer of the American Statistical Association, a former president of the American Economic Association, and several of the most highly-reputed economists in the British Empire. In the opinion of the authors and the judges, the contest was notably successful.

How effectively these adverse criticisms refute the main argument of "Profits," any one may judge for himself by reading the best of the essays, which will be published at once in a paper-bound volume, under the title, "Pollak Prize Essays." The book may be obtained for \$1.00, post-paid from the Pollak Foundation for Economic Research, Newton 58, Massachusetts.

Each contestant may obtain his essay by sending address and postage to the Pollak Foundation.

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SOPHOMORE WILL

We, the members of the distinguished Sophomore class of 1927, having advanced to the exalted and conspicuous position of Juniors, by dint of much labor, worry, and strife, realize we are about to depart from this life of Sophomores and being possessed of vast fortunes, consisting of our last will be testament revoking knowledge, thrift, pep, good looks, art and grace, a well trained memory and almost super-human understanding, do this, 17th day of May, being of sound body and sane judgement, hereby solemnly make and publish, all wills and promises by us at any time heretofore made.

We bequeath to the Fish:

1. Our undisputed right as Sophomores in all walks of college life and our positions as the peepiest Soph. class that has ever walked on Mr. Lutz's carefully guarded grass.

2. We give to them our many guarded privileges, which we have so carefully and painstakingly packed into this paper bound volume.

We will give you a brief out-look as to what it within. It contains:

1. The following literature which we recommend highly for all Freshmen: "The Matron Picture Magazine," "Pictorial Review," and "College Humor." They are not too deep for Fresh minds.

2. An elementary correspondence course in "How to Write Love Notes," written by Vivian Browning.

3. A special course in campistry, obtained from a dairy of Mrs. Lutz between her 18th and 20th birthdays.

4. The rules which the Sophomores have faithfully abided by, and which they bequeath to the Freshman class, hoping the Fish will as faithfully make them their sign board, by which they will be enabled to pass through the Sophomore year with the least pain.

The rules are as follows:

1. No Freshman should take any course that will interfere with his social functions.

2. Arrange for at least one course in campistry, for which you are allowed to choose your instructor, we recommend several changes each term.

3. Classes in campistry shall meet daily and nightly.

4. Car riding is recommended, but not compulsory.

5. There shall be no porch light.

6. Off periods shall be spent in the corridors. Loud talking is highly desirable.

7. Young ladies shall not dismiss their gentleman callers before 10:45 at night.

8. You are requested to disregard all notices to call at Dean's office. It is only a matter of habit that these notices are sent out.

We bequeath to the aforesaid Freshman class all our History Themas, our love stories and poetry written for Tom McNeal and our English note books studiously copied and kept for Mr. Warmington. The skins of the rats and cats which we have dissected in our Biology courses, we give to the Freshman girls for rings. These with all our unsold chapel tickets we bequeath to the Freshman class.

The following individual bequests have been made, and we hope they will be received as valuable assistance as continued reminder of the generosity of heart displayed by the givers. The bequests are as follows:

1. Scarborough, tonic on how to grow a fine mustache to Cecil McMillan.

2. Mary Lynn's everlasting giggle to Maralene Dillingham.

3. J. res. Mitchell's robust form to George Hogely.

4. Yonda Roach's chewing gum to Mary Kennington.

5. Valton Young's ability to argue to Neal Estes.

6. James Forest Gardner's ability.

7. Rae Dodson's tennis ability to Dale Drake.

To the faculty we bequeath all the amazing knowledge and startling information that we have furnished them from time to time in all our various examination papers. We know that much we have imparted to them, was entirely new, and will throw much light on hitherto unfamiliar lines of thought. If the faculty see fit they are hereby authorized to give out such of this information as they feel the world is ready to receive. We trust they will feel at perfect liberty to make use of such bits of wisdom for the enlightenment of those who follow in our footsteps.

We hereby appoint our Sponsor, Dean Smith, sole executor of this, our last will and testament. In witness whereof we, the Soph. class of 1927, have to this will set our hand and seal this 17th day of May, one thousand nine hundred and twenty-seven.

SOPHOMORE CLASS OF '27.
to sleep in class to Lee McDaniels.

All Sophomores, be sure you cast your votes for the officers of the Student Association.

Campus Impressions

As we entered the long narrow hall of the magnificent ruddy-Brown Education Building, our eyes beheld the busy workman attending to the beautiful flowers with which the Training School is adorned. The students had already assembled in their several class rooms. Miss Adams was telling her class that Oliver Twist was the greatest Sophomore ever known. Mr. Mitchell's boys and girls were engaging in a game of hide and seek after "the unknown quantity." There was evidence in the history and civics room that the veneration usually due to Parsons was being withheld by certain base ball players. Two Sophomore girls came and Studstill at the sixth grade, and then entered for practice teaching.

Ascending to the second floor, we heard sounding from the beautiful and spacious auditorium the sweet strains of a delightful, vivacious English programme. We proceeded along the corridor to the second grade, where we observed the tiny tots being exercised in responding smartly to the Bell. The Dumas were not in session, being, by the ban of Trotsky, on the parade ground out-Zwas enjoying lunch, each one sucking milk through a straw, like the most enthusiastic little Leech one ever did see. We next mounted the steps to the third floor. Through the windows of Room 317 was presented an amusing picture of some adolescents. Who could but feel to spile to watch one of them seize the biggest, roundest, heaviest Stone on the campus and to fling it (W)right at the other. Unfortunately, however, the Stone, hurled with the speed of a sharp shaft from a skillful Bowman, struck the boy, and he Bled-sole) that it was thought advisable to summon Doctor Blankenship. In room 308, there stood a graceful figure in dark Wood. This figure, though dark, is not of e-bony. But it seems from its clear presentation of the qualities of the family tree to be very closely connected to the latter. It is claimed that this pretty adornment had never in all history been sat on until a charming lady acquired its possession.

We came out on to the campus again and walked towards I. Hall. A group in the manual training shop busily experimented in the finest woods that the Grove could produce. We were delighted with the pretty Storrie of Home Economic and its arts. We Fain would take to our lips the sweet Rice and other delicious things which the Home Economics Booth laudably set before us.

In the Warming-ton(e) of M5, one scented an English air. The influence of the Phil(lips) was still evident to the students of Spanish. M9 was centering an interesting discussion around the Freeman of Rome, whilst in the old auditorium Lois Abernathy and Fowler Stark were declaiming "Loudus" and revelling in conjugating "amo," "amamus."

When we were emerging from M9, we noticed by the bulletin board a young man of evident poetic sensivity endeavoring to ring the college Bell, which is reputed to be of Virginia origin, but somehow he could not make it swing.

We looked into Mark the Locust Office and the Y room, and recalled the brilliant (W)ray that we Neu to illuminate the Dean of Men's office last year. Our survey had been all joyous had we not caused some rifts in the Lut(z)es by thoughtlessly cutting across the beautiful campus in our hurry to join the Noble Arthur and the Knights of the Round Table, led by Goebel in gobbling ice and candy.

DOUBT?

A junior upon seeing the success of Sophomore week asked a number of his class "when are we going to have junior week?"

He replied, "not going to have a week."

A third member said, "you Dumb-Doras last week was junior week."

There has been a quiet rumor going that last week was junior week. Two or three juniors were seen wearing class colors. Now if it really was junior week we are very sorry that we missed seeing your chapel program. We also failed to secure a junior edition of the East Texan.

APPRECIATED

I want to thank each member of the Sophomore class of 1926-1927, for the fine spirit, the cooperation and the liberal support manifested in making this class the best in the history of this institution.

When each of you go out from old E. T. I am wishing you happiness and success in whatever enterprise you may choose to follow.

Again I thank you, truly I do.
Sincerely,
BERTRAM ANDREWS, Pres.

Agriculture in France

About seventeen million people of France depend upon agriculture for a livelihood. There are about one hundred ninety five thousand square miles of cultivated land in France. About three million people of France own their land.

The most important of all the French Agricultural industries is the manufacture of wine, for which France has a world-wide reputation. The Burgundy wines and the champagnes are especially important. Ranking next to these are the distilled liquors, the two kinds of brandy being betterave (beet), manufactured and consumed in the North, and wine brandy imported all over the world. This wine brandy may be divided into three classes: (1) Cognac brandies, which are called after the place where they are made; (2) Armagnac brandies; and (3) Montpellier brandies. Marc brandy is made of the residue of pressed grapes. The production of wine ranges each year between 25,000,000 (660,500,000 U. S. gallons) and 78,000,000 hectolitres (2,069,760,000 U. S. gallons). The average for the last ten years was 47,900,000 hectolitres.

Next in importance to wine is beer. This is not exported, but more is brewed in the last few years. Many departments of France situated along the German frontier have brewed beer so successfully that its general consumption has exceeded that of Munich or Vienna.

The manufacture of granulated sugar is a great industry in France. This gives rise to three great industries: (1) The cultivation of the sugar beet, (2) The manufacture of beet sugar; and (3) The refineries of

colonial sugar. Before the war there were 213 sugar works. This gave work to 31,324 people.

Some other industries that are developing rapidly and need to be mentioned are: the preparation of chicory, sometimes used as a substitute for coffee. The digging of peat, used instead of coal; and the manufacture of olive oil.

The manufacture of heavy farm implements, such as the threshing machine, is an important industry.

Superior in ability
Optimistic in spirit
Progressive in attitude
Honest in endeavor
Obedient to authority
Merry in disposition
Organizations unsurpassable
Reliable in character
Exceptional standards
Studiously inclined.

We are very sorry indeed to learn that "Paul Revere" had to be sent home. We wonder why???? If you are really interested, ask the President of the Sophomore Class, I am sure he will know by this time.

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FOR GRADUATION PRESENTS

We have just received a large shipment of women's fancy rayon Teddies. These are exceptionally pretty and the quality is the nicest we have ever had at this price. Nearly all of them are beautifully trimmed with lace and some have a little touch of contrasting color at the yoke. Colors are Peach, Nile, Pink and Orchid. Sizes 36 to 42. Every woman will appreciate these garments when they see them and they will make ideal Graduating presents. Just one price. See our window.

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