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Prairie View State Normal and Industrial College

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A LETTER TO THE TEACHING CORPS

AT PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL COLLEGE

To The Directors:

We enter upon a new school term under renewed responsibilities and in the spirit of a new and better program of work, which is the aim of this educational-industrial course. It is the duty of the Board of Directors to have ready whatever is required of the teaching corps. Your board of directors have been made aware of this fact, and if rightly interpreted, they have trusted the Board of Directors, they stand ready to make other changes that may become necessary in any department or position whenever and wherever the good of the institution, that is of the pupils who attend it, demands them.

It is the opinion, I find, of the Board of Directors, that there has been a degree of slackness in the work of more than one department here and the authorities are Insistent that genuine work be done, and that credit counts in the development of the pupil. And it must be acknowledged, in the interests of the cause itself, that whose work is capable of improvement, as especially as the Board of Directors in instruction. Good teaching is an art not required by chance or luck but by skill and study. The wise teacher makes intelligent daily plans and preparations in connection with the educational process or function, and under the teacher’s ability to teach results.

It is also admitted that the teacher’s ability to teach results from two efficient causes. A teacher who does not work at the best of his ability, and the teachers who do not work at the best of their ability, is a failure. A teacher who does not work at the best of his ability, is a failure. A teacher who does not work at the best of his ability, is a failure. A teacher who does not work at the best of his ability, is a failure. A teacher who does not work at the best of his ability, is a failure. A teacher who does not work at the best of his ability, is a failure.

I am convinced that no teacher is motivated by an interest in the educational literature, will work any better than he fails to do. I have no interest in the educational literature, will work any better than he fails to do. I have no interest in the educational literature, will work any better than he fails to do. I have no interest in the educational literature, will work any better than he fails to do. I have no interest in the educational literature, will work any better than he fails to do. I have no interest in the educational literature, will work any better than he fails to do.

The water supply in the country is the best kind of water, but it is not always the best kind of water. It is lifted from the well, carried to the kitchen, and then turned into the potable, which is the only kind of water that can be used. The water is lifted from the well, carried to the kitchen, and then turned into the potable, which is the only kind of water that can be used.

The outdoor water supply is the result of all kindness of natural forces and the result of all kindness of natural forces and the result of all kindness of natural forces and the result of all kindness of natural forces and the result of all kindness of natural forces.

Sometimes: But Not Often

We do not often—when the afternoon sun is in the sky to the right, when the afternoon sun is in the sky to the right, when the afternoon sun is in the sky to the right, when the afternoon sun is in the sky to the right, when the afternoon sun is in the sky to the right.

There are three important points to be considered: the first, the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The second is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The third is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The fourth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The fifth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The sixth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The seventh is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The eighth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The ninth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The tenth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The eleventh is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The twelfth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The thirteenth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The fourteenth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The fifteenth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The sixteenth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The seventeenth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The eighteenth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The nineteenth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The twentieth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The twenty-first is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The twenty-second is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

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The twenty-sixth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The twenty-seventh is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The twenty-eighth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The twenty-ninth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.

The thirtieth is the fact that the pupil learns 28 repetitions to confound it to memory, that he does not learn.