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## Panther- November 1962- Vol. XXXVII, NO.6

Prairie View A&M College

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Dr. Anne L. Campbell

## A Profile of Dr.

### Anne Lucille Campbell

Anne Lucille Campbell, Chairman of the Department of English and Professor of English at the Prairie View A. and M. College, has been a member of the staff for thirty years. A native of Illinois, she received the B. A. degree from Bradley University, the M. A. degree from Northwestern University, and the Ph. D. degree from New York University.

Beginning as an instructor in the Department of English at Prairie View A. & M. College, Dr. Campbell was promoted to associate professor in 1940, to full professorship in 1945. She became chairman of the department in 1948.

In 1950, with the intent of implementing an activity which could give English majors and minors opportunity for leadership and creative expression, the English Emphasis Week program was started and has continued as one of the outstanding student programs at the college.

Dr. Campbell's work at Prairie View extends beyond the classroom and departmental activities and includes writing in her field and participating in community activities. Among her published articles are: "Composition for These Times: Some Objectives and Techniques," "Perspectives of the Negro College Teacher's World," "What College Teachers Criticize about the High School," "Improvement in High School English Teaching: The Role of the Administrator and the Teacher," "The Five-Sensed World."

Her community work includes active participation in the work of the St. Francis Episcopal Church, The Women of St. Francis, The Altar Guild, and the Bible Class. Other community activities include working in the Boy Scout and Red Cross Fund drives, the Delta Sigma Theta Community Service Program, the dental services rendered students at the Prairie View Training School.

Working with student organizations has always been one of Dr. Campbell's major interests. In addition to working with the clubs of the English Department, she has served for twenty-five years as sponsor of the college Y.W.C.A., the oldest student organization on the Prairie View Campus. Dr. Campbell in 1958 was appointed by the National Board of the Y.W.C.A. to serve on the advisory Committee in Human Relations in the Southwest Region. She serves also as a sponsor of the Alpha Kappa Mu Honor Society, a faculty sponsor of the Student Council, the Debating Society, and a member of the All-College Committee on Student Life.

Participation in national programs is also a part of Dr. Campbell's professional life: She has served for five years as National Secretary of Delta Sigma

# English Emphasis Week — November 26-30

In observance of their fourteenth annual English Emphasis Week, the English Department and the English Club have chosen the following theme: Better English to Meet the Challenge of Change.

The selection of the theme is fitting and proper. The department strives to prepare students to place with distinctions in their efforts to compete for the changing vocational opportunities which are presently becoming increasingly available. The department realizes that these opportunities offer varied challenges. The degree of excellence which may be achieved of lies in the ability of applicant to ex-

press themselves effectively, to read with marked proficiency, and to listen with undivided attention.

The requisites for these vocational opportunities fall within the scope of the communicative skills.

To strengthen the celebration this year, Mr. Louis E. Lomax is to be the keynote speaker. His latest book, THE NEGRO REVOLT, emphasizes the change of the Negro.

Mr. Lomax will be the speaker for the special convocation Tuesday, November 26, 1962, at 11:00 a.m. in the gymnasium, and he will be available for group discussions on Tuesday

afternoon and Wednesday morning.

In addition to Mr. Lomax's presentation, special programs will be conducted on Tuesday afternoon under the direction of Dr. Madge Hibler in speech. On Wednesday evening Mr. Horace J. Bond, a member of the department in speech, will present a program. Miss Erma Waddy, also in speech, is in charge of the presentation for Thursday evening. On Friday afternoon, classic movies will be shown.

Members of the English Department and the English Club extend a special invitation to each person on the campus to attend all events scheduled.

## Lomax to Speak On Campus

Louis E. Lomax, an outstanding author, newsman, and television personality, is the keynote speaker for the fourteenth annual observance of English Emphasis Week at Prairie View A. & M. College.

Mr. Lomax, a native of Valdosta, Georgia, was graduated from Paine College, Augusta, Georgia. In college, he was the editor of the college newspaper, the PAINTEITE.

Mr. Lomax has done graduate work at American University, Washington, D.C. He has served on the faculty of Georgia State College, Savannah, as Assistant Professor of Philosophy. Subsequently he has done additional graduate work at Yale University.

His career as a professional writer began with the AFRO-AMERICAN. He later became a staff feature writer for the CHICAGO AMERICAN.

In 1959, Mr. Lomax joined the Mike Wallace news staff in New York and became the first Negro to appear on television as a newsman. During this period he also wrote articles which appeared in HARPERS, THE NATION, THE NEW REPUBLIC, and PAGEANT.

Mr. Lomax's first book, THE RELUCTANT AFRICAN, which was published by Harper in 1960, won for him the Anisfield Wolf-Saturday Review Award. The book deals "most creditably with social and group relations." His recent book is THE NEGRO REVOLT, published by Harper in 1962. Currently the book is a best seller.

Presently Mr. Lomax lives in New York with his wife, the former Betty Frank, who is a well-known New York radio personality, and their ten year old son, Hugh.

## Reading-The Key To Learning

by Ruth C. Brown

Reading is one of the aspects in the communication of thoughts, moods, and emotions. When one writes effectively, he conveys his ideas and feelings to others; when he reads well, he receives from others their ideas and feelings. Since reading and writing are inseparably linked, it is important that in trying to learn to write well, one must learn to read well.

The process of learning to read efficiently is seen to be a long and arduous endeavor. Perhaps it should be, for reading is almost miraculous, when one considers that through it he has at his command and for his use much of the best that has been thought of and written by the greatest minds of many centuries.

Efficient reading demands the ability to concentrate, to use one's intellectual curiosity, and to visualize as he reads, so that images come to life and take on extra dimensions. Perhaps most important of all, efficient reading involves organizing and retaining ideas and impressions gained from the printed page.

Much of one's reading is not accurate or reflective. When he reads a short story or novel, a mystery story or comic book, he is usually seeking relaxation; quite naturally he skims and skips. Ordinarily such reading neither deserves nor receives careful attention and subsequent reflection. But when one attempts to read meaty fiction and drama, closely reasoned essays, biographies, and poems, he becomes confused or receives too

# PANTHER

"The Voice of the Students of Prairie View"

VOLUME 37, NO. 6

Prairie View A. & M. College, Texas

NOVEMBER 30, 1962

## Why Fear English?

Oral language facility, the ability to communicate ideas by speaking, is present in most children at a very early age. Unfortunately, the facility to make oneself understood comes to others much later, and some can never quite say what they intend. It is these persons in the latter category who most often develop fears of the language that we speak, English.

The individual first begins to talk and walk in early childhood. These skills are not necessarily correlated since they are effected in entirely different ways. However, if we consider them separately, certain parallels are obvious. Consider the toddler. After a few bad tumbles, he may hesitate to take the first steps. Fortunately, he does not allow these spills or bumps incurred as he learns to balance himself to keep him from learning to walk. If, when he is an adult, someone were to ask how he learned to walk, he would probably consider the question to be a silly one.

Talking occurs in a some what less automatic fashion. The very young child imitates the words he hears and gradually learns that each word is a symbol for something that he sees, hears, touches, tastes, smells, wants, or needs. As a young adult, the individual cannot recall exactly how or when he began to speak. Speech has become a part of him; without it the individual would be as handicapped as he would be if he had only one arm or leg.

If you have always lived in the United States and were reared by English-speaking parents, what you now speak should resemble the English Language. If, English has been part of our lives since childhood, why then do so many of us fear English? Just as we frequently criticize the way we walk and resolve to do something about poor posture while walking, shuffling the feet, or other bad habits that make us walk ungracefully, so it is necessary to resolve to do something about poor communication habits. College English is designed to help you to do just that, to improve your oral and written communications.

The toddler overcomes his fear of falling when he walks, as he becomes more skillful. So will you overcome your fear of English as you realize that this is your language, the one you

## Schedule of Activities

THEME: Better English to Meet the Challenge of Change

### PROGRAM

TUESDAY, MORNING, NOVEMBER 27, 1962

GYMNASIUM-AUDITORIUM

11:00 a.m.

GENERAL ASSEMBLY

Presiding: JOHNNY JENNINGS

ORGAN PRELUDE

THE OCCASION ..... Johnny Jennings

MUSIC: "Praise Ye the Lord" ..... Paul Creston  
The A Cappella Concert Choir

INTRODUCTION OF SPEAKER ..... Beverly Nunez

ADDRESS ..... Mr. Louis Lomax  
Author-Lecturer

MUSIC: "I Talked to God Last Night" ..... Gion  
Ruby Joyce Webb

ANNOUNCEMENTS

AFTERNOON SESSION

INFORMAL GROUP DISCUSSION

English Majors and Minors and Honors Groups

WEDNESDAY, NOVEMBER 28, 1962

BOOK BAZAAR

8:30 a.m. - 4:30 p.m.

(And Daily Thereafter Through Friday)

Wide Selection of Pocket Books for Sale

Price Range: 35 cents to \$1.00

MR. E. P. WILLIAMS, Director

SPEECH DEMONSTRATION

7:00 p.m.

Ballroom, Memorial Center

ORAL INTERPRETATION OF LITERATURE

Presented by

THE SPEECH CLASSES OF MR. H. J. BOND

THURSDAY, NOVEMBER 29, 1962

7:30 p.m.

Administration Auditorium

A CHAMBER THEATRE PRODUCTION

The Twelve-Pound Look

By JAMES M. BARRIE

Directed by  
ERMA D. WADDY

FRIDAY, NOVEMBER 30, 1962

1:00 - 4:00 p.m.

Ballroom — Memorial Center

CLASSIC FILM SHOWING

## English As A Changing Profession

by Johnny E. Jenning

In the newly created Space Age with new frontiers to encounter, what role is the teacher of English going to assume in dealing with the various problems and responsibilities of the profession? I do not have an answer to that very complex question as yet, however, I shall endeavor to present a few facts that will give food for thought. The very answer to the challenge lies in this type of perplexity which has come about recently. Since change is the only thing that is constant, all of the methods and techniques of the profession will have to be revised in order to be germane with the constant-change. This situation presents a very serious problem to almost all teachers of English today.

There are many signs which clearly indicate that the teaching of English has many changing relationships. A few of the most critical ones include the following: (1) the problem of teacher training, (2) the problem of curriculum development, (3) the problem of book censorship. These signs or problems are but a few of the general ones which challenge the teachers of the profession. Dr. Robert Carlsen, President of the National Council of Teachers of English, has this to say about the past and future roles of the English teacher. "The conditions of the past have accentuated the English teacher's sense of isolation. But never before in the twentieth century have conditions been so ripe for change. I sense an alertness, an eagerness, an enthusiasm among English teachers at all levels of the profession that indicates that professional loneliness can become a thing of the past". He also stated that English has been set aside as a series of worlds, each spinning quite separately in its own orbit with little relation to the others. There is an apparent awareness among teachers at all levels of the responsibility for and the interest in the whole gamut of English. There is also a strong feeling that English as a changing profession is also one of profound dedication in a fast changing social order.

The teacher of English has many responsibilities that will require a great deal of his time and energy in meeting them successfully. Today as never before



English Department Staff — Seated — (l to r) — Miss Thetis Edmond, Miss Nina Hodge, Dr. Madge Hibler, Dr. Anne Campbell, Head, Mrs. H. D. Murdock, Mrs. Vivienne Smith, Mrs. Frankie Ledbetter. Standing — Horace Bond, Miss Yvonne Cobb, H. D. Smith, Mrs. Elinor Beasons, Ernest P. Williams, William M. Dacus, Miss Erma D. Waddy, Sydney W. Spalding, Theodore A. Talbot.

## Techniques of Speech Improvement

by Madge B. Hibler

One of the essentials of effective speech is clear, incisive articulation and the attainment of this essential has become a major goal of speech students at Prairie View College. The purpose of this article is to describe two important techniques of speech improvement which aid the student in improving his basic phonetic habits.

Many lay people think that a

person need only be told that he is using faulty sound patterns in his speech and once he has heard someone else utter the correct sound pattern, he will begin to speak the correct forms. This is poor pedagogy. Faulty sound patterns which are used by students are entirely natural to them; they represent years and years of habitual use. Before a student can be expected to produce new and different sounds, he must develop a sensitive ear which will detect the acoustic characteristics of the speech sounds that constitute spoken language. He must then learn to use his trained ear as a monitor for creating and producing desired articulations and pronunciations. Significant, too, is a knowledge of the variable movements of the articulatory organs during the production of speech sounds. A successful application of the techniques of modern ear training and phonetic placement facilitates a feasible approach to articulation and pronunciation improvement.

### Ear Training

Ear training divides conveniently into four basic steps:

1. ISOLATION, described as training in listening to detect the presence of certain speech sounds. Within a given spoken word, sounds merge phonetically into one another very gradually; however, they are delimited enough to enable a listener to detect each sound as an isolated phenomenon. These sounds may be studied acoustically.

2. STIMULATION, described as training in listening, for continuous time periods, to a specific sound. The ear is bombarded with a barrage of the sound.

3. IDENTIFICATION, described as training in accurate recognition of a specific sound due solely to the acoustic characteristics of the sound.

4. DISCRIMINATION, described as training in associating the correct sound with the incorrect sound.

Numerous practical procedures are available for the execution of these four steps. Not until the student has learned to listen perceptively should it be considered appropriate for him to begin to utter new sounds and new sound combinations. Once he has acquired a trained perception, he is prepared to know what sound or sounds he desires to produce.

### Phonetic Placement

Phonetic placement involves a familiarity with the articulation movements or position for each of the distinctive speech sounds. As a technique, it aids the student to understand the exact mechanics of sound production. By studying the variable operations of the tongue, lips, teeth, etc., one learns to monitor his speech sounds through careful judgment of articulation posi-

## The Core of Education

by Callie Boone

Little do we realize that English is the center around which all other subjects revolve. We do not realize that if we had command of the English language we could perhaps master the other subjects in our curriculum.

English does not involve grammar only, but oral interpretation, understanding properly what we read and expressing correctly what we say.

Do we think the mathematician, architect scientist or any other professional person could be successful without the English language? If we think about this then we will realize that English is a necessity.

Academic excellence in any area can be achieved through English if one faces the fact that without it we can not succeed in any field.

To reach this conclusion about English, we, as students, must look to English as being a necessary and vital part of our every day life and not as a subject of concern only in one's English class.

## Let's Write

by Wanda L. Renfro

Do we as students have trouble writing essays, themes, and term papers? If you are a typical college student, chances are that you do. Many students know what to say, but they do not know how to say it.

The primary purpose of writing is to communicate; it is important for us to use words which will express exactly what we wish to convey. For each idea, there is a word or phrase which expresses our meaning more than all others. It is our task, our obligation, to find this word or phrase, and use it. Exactness in diction requires us to think clearly and carefully. Sometimes the first word which comes to our minds is the most exact word which can be used; more often it is not. The good writer always remembers that a word means to the reader what the reader thinks it means. Exact diction does not result when the writer knows what he means, but only when the reader understands exactly what the writer intended to communicate.

We should not use words that approximate the idea. We use words which specifically convey our ideas. The best way to avoid the use of vague words is to think carefully of what we mean to say and then say it (to consider in saying it how ineffective the vague words are.)

I am sure that we have papers to turn in before final examinations. If we take into consideration what has been said, we can improve our grades.

## English Language Skills Essential to ROTC Cadets' Success

As one of the measures adopted to improve abilities of our Army ROTC cadets to meet eligibility criteria for admission to the ROTC advanced course, and to help commissioned graduates render a higher caliber of performance later, the Military Science Department has introduced additional instruction in English language skills as a requirement.

For sophomore basic course students, this has taken the form of periodic tests of cadets' knowledge of word meanings and reading comprehension ability. Five minute word quizzes are administered on a scheduled basis at the beginning of designated regular class sessions, in order to make students more conscious of the importance of knowing meanings of words. Past results on ROTC qualification tests have shown repeatedly that had our cadets been given a more thorough grounding in this one aspect of training, they could have achieved test scores as high, or higher than those of students at other colleges in this area of the country. This very critical skill would likewise have enabled them to perform with increased efficiency in other academic endeavors, thereby enhancing their over-all scholastic records. More frequent references to individually owned dictionaries, and a personal pride in being able to observe progress in self-improvement are bonus results hoped for from these efforts.

ROTC advanced course students have been offered an opportunity for more professional assistance through the English Department's cooperation in offering a "Writing Clinic" course, primarily for ROTC cadets. In view of the tremendous importance to Army officers of the ability to convey ideas, orders and instructions in a clearly

See ROTC, Page 4

## Let's Read

by Dorothy Hayes

Are we as college students able to discuss current events intelligently? Are we familiar with the happenings about us that have great effects upon our lives? No, most of us are not. Why? The reason lies not in the fact that we lack the intelligence, but it does lie in the fact that we do not read.

It is true that all of us do some type of reading at one time or another. Some of us read just enough to pass our courses. Others read comic books or True Stories during leisure time. But how many of us read the best selling novels? One might answer, "I don't always have money to buy newspapers and novels." This is no excuse when we have a library situated in a central position on our campus with these materials available.

The trouble with most of us is that we are really not interested in reading. Maybe we have not been properly motivated, but since we are aware of this, our task is to motivate ourselves. Reading can do so much for us. It can improve our reading and comprehension abilities; it can increase our vocabularies; it can also increase our knowledge.

Let us strive to develop good reading habits. We can begin by reading the front page of a current newspaper daily. This will make us eager to read more. The more we read, the more we want to read.

Jim

Strickland



A graduate of S. M. U. and University of Denver with BBA and MBA Degrees in Accounting and Finance. Jim Strickland combines his academic background with over 8 years of insurance experience to offer his clients a true professional service. Let him offer you his service in any or all of the following:

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See TECHNIQUES, Page 8

### Freshman Interviews

Many boys and girls of today decide to further their education by attending college after graduating from high school. All students must study English in high school as well as in college. Most of them find a great difference between high school English and college English. The following question was asked of some of the freshman students at Prairie View A & M College majoring in English in order to gain their opinions on this controversial topic.

The question was, "What difference do you find between high school English and college English?"

**Floyd Guidry of Beaumont, Texas** says "The main difference that I find between high school English and College English is that high school English forms the foundation for us, while college English adds basic details. Therefore, if one learns his high school English thoroughly, he will have no trouble at all with his English in college."

**Annie Verne Brown of Tennessee Colony, Texas** says, "During the two months of attending my English class at Prairie View, I have found college English to be more concise and accurate. One has to be more specific in his way of writing, thinking and



**English Majors and Minors** — Pictured above are members of the English Club who are sponsors of English Emphasis Week.

speaking."

**Evelyn Cooks of Midlothian, Texas** says, "College English differs from high school English in that it offers a better opportunity to broaden the mind and develop the vocabulary."

**Joan Derrough of Waxahatchie, Texas** says, "College English is a continuation of basic facts taught in high school. There is little difference between the two."

**Doris Strader of Port Arthur, Texas** says, "There is a great difference between high school English and college English. More emphasis was placed on the parts of speech and their functions in high school while in college, more emphasis is placed on writing than on parts of speech."

**Minnie Coger of Rosenberg, Texas** says, "The greatest difference that I have found between high school English and

college English is that there is more theme and essay writing in college. The instructors grade more severely also."

**Joyce Sowell of San Augustine, Texas** says, "I find that in college English there are more themes and outlines to write, whereas, in high school English, there was less theme writing. Finally, I would like to say, that college English is more complicated than high school English."

**Evelyn Coleman of Floydada, Texas** says, "College English and high school English differ in many ways. The English I took in high school was composed of studying parts of speech mostly, while college English seems to place more emphasis on writing. College English also seems to be more difficult."

**Henrietta Jones of Sour Lake, Texas** says, "I haven't found much difference between high school and college English.

There is more homework in high school, but in college there is more writing of composition.

**Jo Berne Brown of Tennessee Colony** says, "The main difference that I find between high school English and college English is that more emphasis is placed on writing in college. I do not feel as free to ask questions in my college English class as I did in high school."

Love of flattery, in most men, proceeds from the mean opinion they have of themselves; in women, from the contrary.

—Jonathan Swift  
\* \* \*

No preacher is listened to but Time, which gives us the same train and turn of thought that elder people have in vain tried to put into our heads before.

—Jonathan Swift

### Listen and Learn

by Wanda Renfro

What is the basic reason for our being physically present upon this college campus? The answer is simple. We may say that we are present to obtain an advanced education, and this is true, but why go to the expense of attending college solely for that reason when it is possible to obtain an advanced education by reading at home? Actually, we have traveled to this campus for the OPPORTUNITY TO LISTEN! Oh sure, we will read extensively while we are here, but our major expenditure will buy us the opportunity and the right to be physically present while the college staff talks to and with us through lectures and conferences.

We are really paying for "an opportunity to listen."

One way to improve our listening habits is to take an inventory of the ways listening affects us today and might affect us in the future. In making a list of these effects, we may be further motivated to improve our listening habits.

Since we are here for an opportunity to listen, "why not take advantage of this opportunity?"

### Fear -

CONTINUED from Page 1  
have spoken all of your life; this is your means of communicating your ideas, as well as your means of grasping the ideas of others.

### Correct English Usage

by Beverly Nunes

The non-agreement of subject and verb is perhaps the most common error in the writing and speaking of college students. Listed below are sentences designed to test your knowledge of correct subject-verb agreement usage. Select the verb in parentheses which best completes the sentence.

1. Under the new rules, no one (can-may) leave without permission.
2. The President, together with five cabinet members, (was-were) here.
3. Every policeman and every fireman (is-are) on the alert.
4. He was not (affected-effected) by the bad news.
5. Every woman in the community (is-are) aiding the Red Cross drive.
6. John (had gone-left) before the other members of the club arrived.
7. The drivers, as well as the owners, (is-are) affected by the order.
8. Each bolt and nut (was-were) checked carefully for flaws.
9. Milton's poem *Paradise Lost* (was-were) the greatest he ever wrote.
10. I wish I (were-was) home.
11. Mr. Gordon, along with two others, (has-have) promised to be here.
12. Everyone eligible to vote (is-are) morally obliged to do so.
13. If I (were-was) you, I should try to get a better typewriter.
14. He is one of the men who (understand - understands) the problem.
15. The police would not have arrested Chuck if he (hadn't-hadn't of) been in bad company.
16. A number of persons (has-have) been here to see you.
17. "The New York Times" (have-has) a Sunday book-review section.
18. She is one of those persons who (see-sees) some good in everyone.
19. *Self Aids* (is-are) written for those who wish to help themselves.
20. The company (accepted-expected) the employee's terms.

Answers on Page 8

## WHAT PUT IT ON TOP?



Flavor! Full flavor in a filter cigarette.

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PLUS FILTER - BLEND UP FRONT

# Winston tastes good like a cigarette should!

# EDITORIALS

## The President of the English Club Speaks

by Johnny Edison Jennings

The English Club is very proud to serve as host for the fourteenth annual observance of English Emphasis Week at Prairie View Agricultural and Mechanical College. First of all, I welcome all of the visitor and guests to our campus with warm-hearted feeling. This week promises to be one filled with various activities that will stimulate as well as enhance one's appreciation of the importance of effective English. The English Club is very much concerned with the total development of the student at Prairie View also. To prove this, we offer you an excellent opportunity to develop your cultural traits through reading good literature, listening to poetry, and becoming familiar with the humanities. The main objectives of the English Club are as follows: (1) to create an awareness of the basic communication skills, (2) to develop an attitude toward effective English usage and its importance, (3) to instill an appreciation for and a desire to reading good literature. A basic knowledge of the humanities is especially required for all English majors and minors.

As usual the English Department will feature various activities that have been planned especially for your enjoyment and benefit. This week is set aside primarily for the English Department to open its doors to all of the students in hopes that better relationships will be established between the student body and the faculty. We also invite each of you to go by and observe the Speech Clinic which is under the direction of Dr. Madge B. Hibler, Professor of Speech Pathology, in Banks Cottage. Tell her that I sent you.

This year the Book Bazaar will feature a novel selection of books, paperbacks, and other miscellaneous materials. Do not forget to go by the Bazaar which is located near the old clock in the Education Building. The books are there for you to purchase at very nominal costs.

The theme this year is centered around the idea of "Proficiency and New Frontiers" which of course, is germane to our English theme: "Better English: To Meet the Challenge of Change." The English Department is wholly aware of this great challenge and is constantly seeking to do what is necessary to meet this challenge in a unique way. However, the full cooperation of the entire student body is needed in this endeavor.

Next year, we are looking forward with greater anticipation and enthusiasm to becoming a Junior Affiliate of the National Council of Teachers of English.

## Misconceptions Concerning English Grammar

by Arlevia Alexander

According to the average student the phrase, "English Grammar," means a set of rules and regulations that govern his native language. However, as an English major, I know and would like for everyone to know that this is not true.

First of all, the language is what necessitates "English grammar."

A very good definition of language is one submitted some years ago by that great philologist Edward Sapir. He defines language as, "a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced

symbols." The core of this definition is "method of communication."

By birth, race and locality, we happen to use the English system of communication, and grammar is only a description of that system.

With this being true, English grammar could be relatively simple, that is, if there were only one standard usage. But there are so many generalizations about usage that the grammarian must work somewhat as the lexicographer who compiles a dictionary. As the lexicographer observes the pronunciation of words and assigns meanings to them from their actual usage;

## SUB and PRED



## Language Arts and the Formation Of Desirable Human Traits

by Dr. R. J. Rousseve,  
Director of the Counseling Center

It is difficult indeed, if not impossible, to minimize the role assigned to the several "communication arts" in the development of a genuinely desirable human person. One mark of human effectiveness is the ability to use language patterns well, both orally and in written form, to facilitate satisfying interpersonal contacts. Another is refinement in mind, tastes, and manners which can be acquired to a large extent by "thinking with" those giants of the literary world whose contributions to human civilization have been preserved on the printed page. In short, traits such as those reflected in the humane mind, sensitivity to beauty, the ability to think critically, and a sense of social responsibility, are fashioned largely as a result of the individual's exposure to a variety of growth experiences involving the several communication arts. In this sense, various language forms provide means contributing to the formation of the wholesome human being.

Exaggerations? Over - statements of the facts? Not really. But to validate the soundness of these observations all one needs to do is bring into the focus of attention images of some of the wholesome or highly regarded personalities of our time. It may be sufficient to mention but a few of these worthy models for emulation; for instance: John Kennedy, Ralph Bunche, Houston School Board Member Mrs. Charles E. White, Adlai Stevenson, Martin Luther King, the talented actress Ruby Dee, Billy Graham, Associate Presidential Press Secretary Andrew Hatcher, the skillful columnist Marguerite Cartwright, and television personality Hugh Downs of the "Today" show. This list could be extended considerably, of course. However, these ten persons of highly regarded hu-

man beings constitute a sample which is adequate to verify the observation that desirable traits of personality appear to be necessarily bound up with mastery of the various communication arts.

When the student uses such conclusions in attempting to master his language, he more than likely refers to the conclusions or general statements as rules, but they serve only as guideposts.

man beings constitute a sample which is adequate to verify the observation that desirable traits of personality appear to be necessarily bound up with mastery of the various communication arts.

But what does all of this have to do with us here in the Prairie View community? A great deal, actually. For one of the purposes of education is to help us become more "fully formed" as human persons. And if mastery of the language arts is required to develop really desirable traits of personality, it follows logically that we should all be about the business of enhancing our language skills and literary appreciations.

It should be clear, incidentally, that the observation treated here do not have significance just with regard to cultural refinement and the satisfactory handling of responsible leadership roles. The implications flowing from the central ideas being discussed here are more far-reaching than that. It can be shown readily, for example, that there are many practical, down - to - earth satisfactions which can be experienced only if one has mastered the essentials of English grammar and expression. In the area of employment opportunities, frequently aspirants to better-paying positions find that their chances for employment are jeopardized because of their unfortunate inability to handle the language effectively. And, increasingly, as one standard of excellence is being applied in the various areas of human endeavor, Negro Americans are going to be eliminated from the several fields of competition by the legitimate use of these standard criteria of excellence UNLESS we immediately grasp the importance of a conscientious program of self-improvement.

The results of various English tests administered here at the College, a review of compositions prepared from time to time by segments of the student body, and constant exposure to the kinds of responses usually furnished by students in answering essay-type examination items all tend to support the glaring NEED for a large percentage of Prairie Viewites to work with vigor and determination toward the improvement

## Let's Write More Creatively

by Y. Briggman Cobb

We live in a world of ideas and proven facts only part of the time. During most of the day, we are constantly aware of things and people - the part of the world that we can see, hear, and touch. Actually we enjoy and worry about the latter mentioned far more, because it is the one with which we most frequently identify ourselves by chattering about it between classes or writing about it to our friends.

When a student is asked to do a paper creatively, surprisingly, he often closes his eyes to that most interesting part of his world. He should realize, however, that he can write best and most easily about things that he knows best. By sharing experiences, observations, and even moods with others, the student is enabled to give the color of individuality to his work. This paragraph written by Ruthie Gatlin, a freshman, is an example of creative and highly imaginative writing.

### A LIVING CORPSE

Rain drizzled softly upon a vast blanket of green; huge trees swayed gently; lonely crickets chirped dryly to a space opened to no one; and mourners, with bowed heads, quietly trod the soft, wet grounds, looking and hoping that life would not always hold events or occasions of such deep sorrow. A tear lingered at my cheek as I dreamed uselessly of being joyful. This mood characterized the feeling that death must bring, but I thank God for deliverance from this mood because Prairie View's campus during the Dallas Fair was the "cemetery" and I was the "living corpse".

## ROTC -

CONTINUED from Page 2

written and readily understandable manner, this supplemental course makes a direct contribution to the newly commissioned officer's ability to achieve success and promotions. Along the same line of thought, the officer's attainment of increased reading rates and comprehension will enable him to function more effectively in his assigned command or staff positions.

of their English skills. For, without a shadow of doubt, it is clear that our future security and general well-being will depend to no small extent upon the quality of our communication skills.

Accordingly, the Counseling Center is pleased to offer this commentary as an endorsement of "English Emphasis Week." Personnel associated with the Department of English are to be commended highly for this annual effort to convince the Prairie View community of the many values to be derived from mastery of the several communication arts. In the final analysis, perhaps we can all best manifest our moral support of this worthwhile undertaking by eagerly and conscientiously accepting the challenge to become more effective and desirable human persons by engaging in a self-improvement program in English. Not to accept this challenge posed by the sponsors of "English Emphasis Week," incidentally, may be tantamount to dooming ourselves to a future fraught with insecurity, shallowness, and a continuing sense of inadequacy as members of the human species.

## THE PRAIRIE VIEW PANTHER

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Any news items, advertising, or matters of interest to THE PANTHER may be presented to the Department of Student Publications, Room B-6, Administration, Telephone 7-3311, Ext. 301.

Sealy News Print

**Sonnet**

by E. C. Beason

Where I can feel that there is  
One who knows  
The reason for this chaos and  
can say  
The end is justified, though we  
propose  
The means should show them-  
selves another way;  
When inner turmoil ceases to  
aggrieve  
Those dearest, choice to me (this  
I know  
Although they find this hardest  
to believe),  
And that same peace dismisses  
with one blow  
This heavy weight within me —  
in my soul;  
When I pursue this rugged  
course with ease  
Oblivious of thorns before the  
goal  
With soulful strength to rival  
Hercules  
Then, loudly will I praise with  
great acclaim  
That Wondrous Marvel by His  
Rightful name.

III

by E. C. Beason

Oneness enshrouds the strange  
disciple's form  
Amid the mute profusion of the  
storm.  
The wait is long and cold to  
those  
Who cannot close  
The inner ear. They voice a lone  
negation  
To blind conformity — a con-  
glutination  
Of ashes, consumed without the  
savor  
Which the scholars palates  
crave; or  
They reap the poor harvest out  
of season.  
By those decree shall we allow  
bold reason  
To command the inaccessible  
strangers  
Who exist in spite of dangers  
Innumerable?  
Defeat the Camusian crowd;  
their arms enlock  
An unseeing, unfeeling, amor-  
phous, shepherdless flock.  
Don the costume: join the mas-  
querade of revelers,  
Of clowns, of ciphers — all mur-  
derers and levelers,  
A motley, myrid host  
And one ghost  
Insuperable.

**Irresponsible Fate**

by C. H. Laffner

...YoU haven'T beeN gooD tO  
mE, anD tO condemN yoU I  
musT 'tiL mY dyinG daY foR  
thiS freedoM oF whiCh I haD  
noT thE tuitiON tO paY.  
TO culL theSE fruitS oN whiCh  
mY souL doeS thrivE, witHouT  
heeD oF youR transgressionS  
thaT haS createD A deatH-  
alivE.



**Marlboro Brand-Round-Up Contest Winner** — Shown above is Mr. T. Talbot receiving a television set from Phillip Morris Representative Donald Calhoun. Mr. Talbot is accepting the award for Mr. Horace Bond who was not able to be present when the award was presented. Next semester more prizes will be awarded to the lucky student or faculty member saving the largest amount of Marlboro packs — so start saving now.

**A Tale of Two Students**

by E. P. Williams

Not long ago, we availed ourselves of the opportunity of visiting a certain college — a college which will remain unidentified. We noted many striking things, but we were particularly struck by two conversations we overheard, on separate days, while roaming through a couple of classroom buildings. We assume that in each case, a teacher was talking to a student. That there were two different teachers we have no doubt. But we suspect that the same student may have been a participant in each conversation. However, we are not too certain of our conjecture about the student, since in each case he was only mumbling — as students almost always do. But as already said, we are quite satisfied that the teachers were different, since they were talking loud enough to be heard all up and down the halls — as teachers frequently do.

Since we consider these conversations diverting, we would like to record them below. One must read them as though they are dramatic monologues, things which most teachers carry on while they are in the classroom.

The following is the first conversation, apparently between a teacher of architectural designing and a student. As previously indicated, only the teacher's part is recorded.

So what? — No, the roof is the thing that covers the house. — Smoke will go out of the chimney. — The chimney — That little thing that sticks out on top? — But the pillows go under the house. — You thought they should go on top? — And on top of the bed as well? — But why did you put the built in oven in the bathroom? — Can't they cook with the water that will be in the kitchen? — No, the door will be used for entering and leaving the house. — A walk-in closet means something else. — People use windows for talking out of and throwing things out of in the slums; but in better neighborhoods, windows are used for the purpose of admitting fresh air and light. — And again it is in the slums where people sit around on front steps. — But I think a real house would be larger than four square inches! — You didn't have a sheet of paper large enough to show the plan for a larger one? — I said square inches! — Square inches! — We'll have to discuss that later.

So ended the first conversation. Here is the conversation between what must have been an English teacher and a student.

Oh, your errors! — They were far too numerous to mention. — Content? — I couldn't get through to the content! — Your poor sentence structure and faulty punctuation distorted the meaning beyond recognition. About what? — You confused **doing** and **during**, **been** and **being**, **accept** and **except**, **effect** and **affect**, and a whole parcel of other such words. — Say that again? — How can a theme be good if it is not good in all respects? — Tomorrow? — We had better talk about these later in the year. Or perhaps next year, if not the year after. — How? — Then let me read you some phrases and clauses from your paper. Here they are:

both story  
the ring of the bell  
being interesting in your sucess  
the builded was build  
Milton friend ask him  
his eyes was usely to him  
it will always be  
he have throwed  
he is say that for three year  
they are as following

Shakespeare see time as  
Hamlet knew he caused his  
own death

I am the son of the parents of  
Those, then, are the two conver-  
sations. And we could not  
help but reflect upon them, upon  
how they would be viewed by  
different persons. It occurred to  
us that almost anyone would  
conclude that the student of ar-  
chitectural design is backward  
and that the teacher was no

See TWO STUDENTS, Page 7

**Dr. Campbell —**

CONTINUED from Page 1

Theta Sorority, Inc., a public service organization with a membership of 32,000 women.

A special honor conferred on Dr. Campbell by New York University in April, 1956, was the New York University Founders Day Honors Award for Scholarship, "the highest bracket of scholastic performance recognized by the university."

In 1961, Dr. Campbell was one of the forty distinguished Negro women recommended to President John F. Kennedy by the American Council on Human Rights, as being eminently qualified to serve the government in

policy making positions.

Dr. Campbell is listed in WHO'S WHO IN COLORED AMERICA, WHO'S WHO OF AMERICAN WOMEN, and the DICTIONARY OF INTERNATIONAL BIOGRAPHY (a London, England, publication).

When a true genius appears in the world, you may know him by this sign, that the dunces are all in confederacy against him.

—Jonathan Swift

\*\*\*

If books and laws continue to increase as they have done for fifty years past, I am in concern for future ages, how any man will be learned, or any man a lawyer.

—Jonathan Swift



**HAPPY TALK**

As we all know, conversation is terribly important on a date. When lulls in the conversation run longer than an hour or two, one's partner is inclined to grow logy—even sullen. But occasionally one finds it difficult to keep the talk going, especially when one is having a first date with one. What, then, does one do?

If one is wise, one follows the brilliant example of Harlow Thurlow.

Harlow Thurlow prepares. That is his simple secret. When Harlow is going to take out a new girl, he makes sure in advance that the conversation will not languish. Before the date, he goes to the library and reads all 24 volumes of the encyclopedia and transcribes their contents on his cuffs. Thus he makes sure that no matter what his date's interests are, he will have ample material to keep the conversation alive.

Take, for example, Harlow's first date with Priscilla de Gasser, a fine, strapping, blue-eyed broth of a girl, lavishly constructed and rosy as the dawn.

Harlow was, as always, prepared when he called for Priscilla, and, as always, he did not start to converse immediately. First he took her to dinner because, as everyone knows, it is useless to try to make conversation with an unfed coed. Her attention span is negligible. Also, her stomach rumbles so loud it is difficult to make yourself heard.



"Wash your cuffs and be my love!"

So he took her to a fine steak house where he stoked her with gobbets of Black Angus and mounds of French fries and thickets of escarole and battalions of petit fours. Then, at last, dinner was over and the waiter brought two finger bowls.

"I hope you enjoyed your dinner, my dear," said Harlow, dipping into his finger bowl.

"Oh, it was grandy-dandy!" said Priscilla. "Now let's go someplace for ribs."

"Later, perhaps," said Harlow. "But right now, I thought we might have a conversation."

"Oh, goody, goody, two-shoes!" cried Priscilla. "I been looking everywhere for a boy who can carry on a intelligent conversation."

"Your search is ended, madam," said Harlow, and pulled back his sleeves and looked at his cuffs to pick a likely topic to start the conversation.

Oh, woe! Oh, lackaday! Those cuffs on which Harlow had painstakingly transcribed so many facts—those cuffs on which he had noted such diverse and fascinating information—those cuffs, I say, were nothing now but a big, blue blur! For Harlow—poor Harlow!—splashing around in the finger bowl, had gotten his cuffs wet and the ink had run and not one word was legible! And Harlow—poor Harlow!—looked upon his cuffs and broke out in a night sweat and fell dumb.

"I must say," said Priscilla after several silent hours, "that you are a very dull fellow. I'm leaving."

With that she flounced away and poor Harlow was too crushed to protest. Sadly he sat and sadly lit a cigarette.

All of a sudden Priscilla came rushing back. "Was that," she asked, "a Marlboro you just lit?"

"Yes," said Harlow.

"Then you are not a dull fellow," she cried, and sprang into his lap. "You are *brill!* Anybody is bright to smoke such a perfect joy of a cigarette as Marlboro which is just chock full of yummy flavor, which has a Selectrate filter which comes in a soft pack that is really soft, and a Flip-Top Box that really flips, and which can be bought wherever cigarettes are sold in all fifty states and Duluth . . . Harlow, tiger, wash your cuffs and be my love."

"Okay," said Harlow, and did, and was.

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The makers of Marlboro cigarettes, who print this column at hideous expense throughout the school year, are very happy for Harlow—and for all the rest of you who have discovered the pleasures of Marlboro.

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## SPOTLIGHT Of Senior English Majors and Minors

### Clarence Lee Turner

Clarence Lee Turner, a senior, has a major in English and a minor in French. Mr. Turner, a transfer student from Texas Southern University, entered Prairie View during the summer of 1961.

During his first year at Prairie View, he served as Associate Editor of the PANTHER, Business Manager of the COGIC Club, and a member on the debate team. Presently, Mr. Turner is Editor-in-Chief of the PANTHER, President of the COGIC Club, Chairman of the Arts and Decoration Committee of the Memorial Center, a member of the Special Events Committee, a member of the Charles Gilpin Players Dramatics Group, a member of the debate team, and Parliamentarian of the English Club.

Upon graduation from college, Mr. Turner plans to pursue graduate study.

His hobbies are singing, acting, debating, and creative speaking and writing.

\*\*\*

### George Faye DeRouen

#### GEORGE FAYE DeROUEN

George Faye DeRouen, a senior majoring in mathematics and minoring in English, is from Port Arthur, Texas. She is a 1959 graduate of Lincoln High School of Port Arthur, Texas, where she was "Miss Lincoln, 1958-59," and an honor student.

Miss DeRouen is very active in activities on campus. She is President of Kappa Omega Beta Social Club, First Attendant to "Miss Prairie View, 1962-63," member of the Port Arthur-P.V. Club, Mathematics Club, English Club, and Student Council. She was formerly the "Most Popular Sophomore, 1960-61," "Miss Barons of Innovation, 1961-62," a member of the Memorial Center Advisory Board, President of Suarez Annex, Girl of the Month, and held offices in her Freshman and Sophomore Classes.

She is the recipient of many scholarships and is presently under the State Tuition Scholarship program. Miss DeRouen has received scholarships from The National Association of Business and Professional Women's Club, Inc., Delta Sigma Theta Sorority, Inc., and Kappa Omega Beta Social Club.

Recently Miss DeRouen has received word that her nomination to "Who's Who Among Students in American Colleges and Universities" has been accepted.

Presently Miss DeRouen works in the Memorial Center at the desk of the Co-ordinator for the Center.

She plans to do her student teaching on the campus during the spring semester.

\*\*\*

### Queen Ester Williams

Queen Esther Williams is a senior majoring in History and minoring in English.

Miss Williams is a member of the English Club, Vice-President of the History Club, Treasurer of Prairie View A. & M. College Sunday School, Assistant Treasurer of the Senior Class, and a member of the Y-WCA.

Her hobby is reading fiction.

\*\*\*

### Johnny Jennings

Johnny Jennings, a senior and an English major and French minor, is from Houston, Texas. He was graduated from the Jack

Yates High School as an honor student.

Mr. Jennings is very active on the campus. He is a member of the Barons of Innovation, President of the English Club, and Business Manager of the Senior Class. Further, he is a nominee for a Woodrow Wilson Fellowship and a nominee for "Who's Who Among Students in American Colleges and Universities." Mr. Jennings is a former member of the debate team and former Vice-President of the Junior Class of 1961-62.

Prior to his enrollment in Prairie View A. & M. College, Mr. Jennings was the recipient of an E. E. Worthing Scholarship, an honor in which he continues to participate. Since his enrollment here, he has been awarded the Anne L. Campbell Award for being "The Outstanding Student of English" during his junior year. This semester, Mr. Jennings is an Assistant in the English Department.

Mr. Jennings plans to do his student teaching in Houston during the spring semester.

After graduation, he plans to do further study in English on the graduate level.

\*\*\*

### Rosalie Armstrong Bryant

Mrs. Rosalie Armstrong Bryant is a graduate of Booker T. Washington High School of Houston, Texas.

Mrs. Bryant is a senior, English major and a Spanish minor. She is a member of the English Club, YWCA, and the Alpha Mu Chapter of Alpha Kappa Mu National Honor Society.

Mrs. Bryant enjoys writing, studying and reading. When reading she prefers Historical and Medical Writings.

\*\*\*

### Wanda Lou Renfro

Wanda Lou Renfro, a graduate of Fisher High School, Athens, Texas, and a senior at Prairie View A. & M. College, is a major in elementary education and a minor in English.

Upon graduation from high school, Miss Renfro received a four year State Tuition Scholarship.

She is very active on the campus. At the present, she is a member of the English Club, Student National Education Association, and Club 26.

Miss Renfro is anxiously anticipating graduation in May. Upon graduation, she says that she would like to work in the public schools first and then to work toward an advanced degree.

\*\*\*

### Callie E. Boone

Callie E. Boone, a graduate of G. W. Carver High School in Navasota, Texas, is an English major and a Business Education minor.

Miss Boone is a member of the YWCA, First Vice-President of the English Club. This fall she became a neophyte of the Phi Beta Lambda, a business club here on the campus. For this special edition of the PANTHER, Miss Boone is serving as lay-out editor.

Her hobbies are dancing, listening to music, and cooking.

After graduation, Miss Boone plans to teach and to pursue further studies in English.

\*\*\*

### Jamesetta Odom

Jamesetta Odom is a senior majoring in Elementary Education and minoring in English. She is a 1960 graduate of Emma H. Wallace High School,

## English Department Sponsors Book Bazaar

The English Department will sponsor a book bazaar during English Emphasis Week. Books will be on sale from 9:00 a.m. to 5:00 p.m. Wednesday, November 28, through Friday, November 30, in the lobby of the Education Building.

A variety of books will be available. Prices will range from \$0.35 to \$1.00. Come by and browse through the selections with the idea of purchasing at least one book.

## You be the Attorney

A high school teacher of English in a city was brought before the Board because of a statement she made in public. The Board argued that her statement, as reported in the newspaper, proved that she was incompetent. The teacher insisted that the report though accurate in sound was inaccurate in form.

Here is her direct quotation cited by the newspaper.

"Duz does do everything, but it does not does it that way."

You be the attorney — what is the lady's out?

Answer: Duz does do everything, but it does not duz it that way.

## READING —

CONTINUED from Page 1

little of the meaning intended.

Inattentive reading is proper when applied to unimportant writing, the danger being that frequently one attempts to read anything and everything at the same rate of speed and with the same degree of concentration.

Considerable evidence indicates that the reading rate of the general literature population of this country over sixteen years of age is about 250 words per minute with approximately 70 percent comprehension. If this seems to be a rapid rate, remember that it is about the sixth grade level in grammar school. A college student should be able to read much more rapidly, although different kinds of material require different speeds.

Orange, Texas.

Miss Odom is very active in campus activities. During her years in college, she has become a member of Club 26, Student National Educational Association, English Club, President of the Newman Club, Chaplain of the Women's Council, former head of the majorettes and Second Attendant to Miss Prairie View.

Her hobbies are baton twirling and dancing.

\*\*\*

### Ruth Celine Brown

Ruth Celine Brown is a senior at Prairie View A. & M. College. She is an elementary education major and an English minor.

Ruth is assistant secretary of the Student National Education Association and is a member of the English Club. She is serving as the guest news editor of the Panther for this special issue. She is also a member of the National Council of Teachers of English.

Miss Brown is an honor graduate of Harris High School of Belton, Texas. Upon graduating from high school, Ruth received the Zeta Phi Beta Scholarship and a four year state tuition scholarship.

Ruth's hobbies are sewing, reading and collecting records.

After graduating from Prairie View, she plans to teach for a year and then to work on a Master's Degree at Indiana University.

## Language and Literature: An Inventory Quiz

by E. P. Williams

**MATCHING:** Match each work below with one of the following authors.

- John Milton
  - Ernest Hemingway
  - Nathaniel Hawthorne
  - Edgar Allen Poe
  - Homer
  - Richard Wright
  - Margaret Mitchell
  - Harriet Beecher Stowe
  - Lewis Carroll
  - Robert Louis Stevenson
  - Henry W. Longfellow
  - Charles Dickens
- A Psalm of Life
  - Native Son
  - Gone With the Wind
  - Paradise Lost
  - The Scarlet Letter
  - The Raven
  - Treasure Island
  - A Christmas Carol
  - Alice in Wonderland
  - For Whom the Bell Tolls

**COMPLETION:** From memory, add the next three or four words to each of the following.

- Under a spreading ...
- To be, or not to be ...
- Tell me not ...
- Of man's first disobedience
- How do I love thee ...
- The curfew tolls ...
- Drink to me only ...
- Mirror, mirror ...
- Come live with me ...
- Four score and seven ..

**MULTIPLE CHOICE:** Select the best of the provided alternatives.

- The English language as such dates back to about (1) 2000 B. C. (2) A.D. 449 (3) A. D. 1066
- The Modern English period dates from about (1) 900 (2) 1500 (3) 1900.
- English is more closely related to (1) German (2) French (3) Spanish.
- In the course of its history, English was almost displaced by (1) Italian (2) French (3) Spanish
- The person most responsible for the survival of English was (1) Keats (2) Pope (3) Chaucer.
- The thing most responsible for stabilizing English was the (1) Norman Conquest (2) invention of the printing press (3) War of 1812.
- Generally speaking, the speech patterns of Englishmen more closely resemble those of Americans living in (1) Atlanta, Georgia (2) New York City (3) Chicago
- Brothers and brethren are now plural forms for brother, but (1) they existed together from the beginning (2) brothers existed first (3) brethren existed first.
- Current opinion says that in years to come, American English and the English of England will (1) remain much as they are (2) move closer together (3) move farther apart.
- One general word order for an English sentence is (1) subject-verb-object (2) verb-object-subject (3) object-subject-verb.

Answers on Page 8

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# The Paralysis of Non-Improvement

by T. A. Talbot

The sight of Chinese warrior-teachers sitting on some ledge of the Himalayas teaching their new Indian comrades Chinese — language, literature, and ideologies — is too hilarious for tragedy. The comment issued by a Dan G. Kent of DeLeon, Texas, published in the November 16 issue of TIME magazine, just about sums up America's general verdict to this drama, "Serves Nehru right."

The right-wing conservatives and left-wing liberals will rise in their respective tabernacles, temples, pulpits and conventions to heap dicta on the Indian dead.

But no one will tie the Indian pit to the American scene. Few will check on the terms of Indian's non-alignment policy and the alluring charms of non-involvement.

One of the tragedies of our generation is its search for non-committance. When in 1945, the Old World was bitter over its failures to banish war, it could not but look at Nehru as an upstart as he announced a course for his new nation that would look neither to the East nor West, but steadfastly follow the path of abstinence from international brawls.

Because this idea has so much glitter in it, the world marveled at its initial launching: no one dared to see the parallelism of neutrality with nihilism. The older political economists merely sought the depths of their reclining chairs and with pad and pencil forecast the day India would have to repawn its soul for bread.

But the famines of the 1950's saw all quarters of the world rushing to serve a nation that merely shouted, millions are dying. Food we can use, but deals we will not accept."

The American dealers were stumped and bewildered but mild in their protestations, American foreign relation specialists, realizing that they were playing with the tricky fire of world opinion, whispered under their breaths that India was guilty of mild ingratitude for it was the Old Father, F. D. R., who convinced Great Britain "to free the huddled masses" of India.

And so to America India became a problem state that had to be wooed with weird, abstract, and uncommitted contracts.

It is a fact, however, that India merely reflected nationally a feeling that is on the rampage among the rank and file of the nations. We are busy building institutions, organizations and associations, with the ingratitude for it was the Old Father, F.D.R., who convinced Great Britain to "free the huddled masses" of India.

And so to America India became a problem state that had to be wooed with weird, abstract, and uncommitted contracts.

It is a fact, however, that India merely reflected nationally a feeling that is the rampage among the rank and file of the nations. We are busy building institutions, organizations and associations, with the hope that their immensity would free us from the challenge of individual decision. **We want to place our decisions on others.** More and more we find it safe to say that the times are against us, or that our boys are not in power yet. As Fromm stated, "We seek to escape freedom," but even more than that in this initial flight we are also seeking to avoid a confrontation with Freedom's mate, Responsibility for our Beliefs.

The battle of neutralism was never really eastern anymore than, than it is now. It seems as if after Korea, Berlin, Hungary, the Congo (all brave attempts at buffer zoning against the clash of nuclear powers) it may be proved that both the U.S.A. and perhaps the U.S.S.R. are caught in the clutches of a new paralysis. It may be that that paralysis may be due to their acceptance of non-involvement as a working principle. Now, as a nation goes, so go its citizens?

Recently, a young man proposed to the lady of his fancy, asked her to accept his heart but to wait until fortune smiled more favorably on his pockets for the presentation of a ring. Much to his torment, he was told that though his proposal was almost welcomed, his judgement was inexcusably poor — he should have waited for the better days ahead before presenting a formal proposal.

A young executive on returning to his alma mater's homecoming celebrations, grabbed one of his better friends and blew this into his face, "Drop in on us any week-end you can. We always party on week-ends so that I can be in good shape for the Monday-Friday drag.

Neither party wanted to be intimately involved in this principle of love or success. The rise of the term *esyprit de corps* with its overtone of being lost in the mass of humanity has made us follow shadows rather than men and accept creeds rather than come

CONTINUED in Columns 4 and 5

# Two Students -

CONTINUED from Page 5

doubt right in deferring any discussion of square inches. Such a student is not ready to absorb the concept of square inches and square feet — not to mention some other details relative to designing. In fact, had the teacher mentioned square feet, the student would have probably thought the teacher was referring to those things people stand on.

But what about that English student. We sadly thought about how many people would not see that the English student is just as backward as the student of architectural design. But our spirits were lifted when it occurred to us that knowing people would conclude otherwise. And they would be correct. With regard to language, that student of English is just as backward. He is just as unobservant, just as unperceptive. His understanding of the English language would hardly move the scale of knowledge. That list of phrases and clauses would suggest that he is really not ready to begin hitching complex ideas together in beautifully phrased sentences. He would have to go back and begin learning English as a foreigner would have to begin learning it, word by word and phrase by phrase.

These conversations also inspired other thoughts, thoughts previously expressed in these pages. We thought of the vast number of brothers and sisters that English student has here at Prairie View. And we felt that if such English students here at Prairie View could recognize the degree of their backwardness, they would become concerned to the point of hysteria. We delighted in the prospects of such a possibility. We were not thinking, however, of the type of concern already shown here in great abundance — namely, the concern about grades. Instead, we considered the concern about understanding. If students really come to understand the things they need to know, they would not have to worry about grades. Furthermore, grades do not always symbolize a corresponding degree of understanding. They more often represent the whims of teachers.

It is reported that in an attempt to gain influence and confidence in their use of the English language, those Russian students who are studying English think nothing of engaging an utterly strange American or Englishman in a conversation. They seize every opportunity to try out their English. A similar thing should happen here. Those students who need help should think nothing of approaching anyone who might be able and willing to help them gain a degree of competence in the language. If such concern is shown daily, there would be no need to emphasize English during a special week of the year — just as there would be no need to emphasize the importance of eye care to a person who is fast losing his sight or emphasizing the importance of fire insurance to a man whose uninsured house is going up in flames.

Few are qualified to shine in company; but it is in most men's power to be agreeable. The reason, therefore, why conversation runs so low at present, is not the defect of understanding, but pride, vanity, ill-nature, affectation, singularity, positiveness, or some other vice, the effect of a wrong education.

—Jonathan Swift

to grips with dogma and fashion our beliefs.

We have begun to join any society or organization that promises to work out our salvation and remove us from the press of decision. We are willing to let the highly trained executives do what is right for us, and they excuse away their errors by blaming them on the bulk pressures exerted on them by their rabble fellowship. Too often too many of us are swapping the keys of decisions based on principles for the pleasure of decisions based on popularity. The rise of ridicule in these days has reached the level that neither the beat nor the egg-head is freed from fear of it.

Drifting is merely drifting. Inertia has never moved mountains nor staved off movement against mountains. This generation seeks the profession for its protection, the league for its defender, the individual for its leader, and continually refuses to put it self in a line moving toward the acquisition of things worthy of its self-discovered convictions.

Like the novice at the bridge table, "we pass" rather than bid. Thus, we read history while we stick around the set, and at death, it will be found that we never really lived.

The fence never gave the farmer a fertile field nor bountiful harvest. Alarming as it is, it is the fear of being involved in life that breeds a great deal of the neurotics that move around, about, among, with, and within us.

The girl must learn to accept love proffered without a clan acceptable ring purchase. That young executive must get into his world, and not stumble through it.

Neither the student of life nor the institutions who claim to prepare man for life must be content to usher in neutralism or to open escape hatches for a mentally fat and ungainly pack: every teaching agency and agent must plug for the emancipation of the mind—a mind not filled with bits of good information, but a mind that must be attuned to the call of inquiry and loyalty toward the establishment of its findings, beliefs, and convictions.

We must be prepared to express ourselves so well that our tongue will liberate our ideas and opinions. Language is one road that covers the distance between two individuals, two ideas, and two ideologies. It is the beginning to learning and the movement to understanding. To be unable to make yourself understood is the first step toward the enmeshment of self in the paralysis of non-involvement.

Now, it must be borne in mind that maximum mastery of language can be rewarded with that high sounding double talk that means everything to everyone and is really beyond intelligent pinning down. And thus, it is conceivable that the last stage can be a return to the first.

Every human being has a right to his beliefs, but what is even more important is that he understands what he believes. He must become a wave for principles and the role of principles must enter into each of his in decisions.

If we are to accept man as a cog in the wheels of destiny, then we must accept destiny as revolving on a great principle.

The laws of life and nature have never tolerated non-alignment. The battle lines for human survival must be drawn by adherence to principles. Every thinking man must rid himself of the peace-pipe craze, throw away the cigarettes, too, and be ready and prepared to examine ideas, evaluate opinions, and frame the pedestal for his world and the world in which he lives and is to live.

That silent or unsaid or uncommitted word will not serve our time or any good purpose. Let us turn our eyes from the ice bound tops of the Himalayas and take a good second look at the world of the non-involved, and listen to the insidious chant of their hollow defense.

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# SPORTS

## PV Classic Scheduled Dec. 1

The annual Prairie View grid classic scheduled this year on Saturday, December 1, will feature Central State College of Wilberforce, Ohio against the Prairie View A. and M. College Panthers.

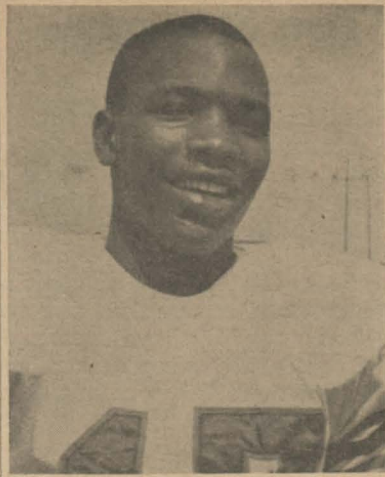
Scheduled at 8:00 p.m. in Jeppesen Stadium-Houston, the game will match two strong grid powers of the Southwestern and Mid-west conferences. The Marauders of Central State are enjoying one of their best seasons in years.

The Ohio team completed their regular season with a 4-2-1 record, while Prairie View is 4-3 for the season.

Prairie View A. and M. is resuming its annual post-season classic after a year off in 1961. The game has been moved from the traditional New Years date

to December 1. Present plans call for playing annually on this new date.

The Prairie View classic is promoted by the college in order to bring one of the major grid teams to this area of Texas. Prairie View A. and M. serves as host team in the contest and sponsors many activities in connection with the game.



Otis Taylor, Left End

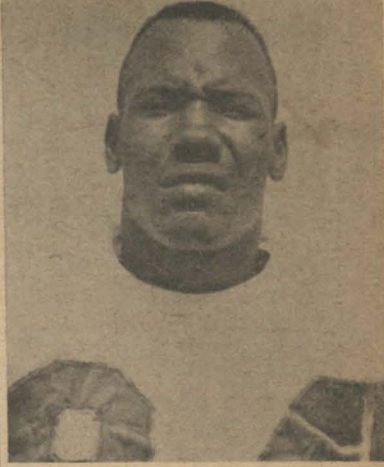
## Panthers Wallop Alcorn 59-7

Prairie View A&M College romped to a 59-7 victory over Alcorn A&M here today in a Southwestern conference contest witnessed by over 10,000 homecoming fans.

The victory, Prairie View's third straight, helped to improve the Panthers league standing and brightened their hopes for the upcoming traditional battle with Southern University scheduled at Jeppesen Stadium in Houston Saturday night.

Prairie View amassed a total of 434 yards as they scored nine touchdowns and fullback John Harris kicked for five extra points. The Alcorn Braves' lone tally came in the final period on a pass from Johnny McGlaughlin to Monroe Stewart.

Mack Green scored twice for the Panthers in the first period. Jimmy Kearney passed to Otis Taylor in a 27-yard TD play



Norris McDaniel, Right End

early in the second quarter which was followed closely by a 14 yard score by Harris. In the same period Billy Hall heaved a 16-yard TD pass to Douglas Broadus.

Other Panther scoring included touchdowns by Ray Fields, James Jennings, Broadus, Green, and a 48-yard passing score from Hall to Chris Thibodeaux.

## Panther Cagers Still Great

by Elijah Jackson

With the absence of four P.V. great superstars, Zelmo Beaty, Clarence Stubblefield, Cornell Lackey and Thomas Redmon, the Panther cagers are still powerful. This point was recently proven in their first inter-squad game.

Captain Dewey McQueen was the high point man for the first group with 30 points followed by James Moore with 31 and Samuel Jenkins, 12. Roland "Bullet" Latin was high point for the second group with 15 points.

For the entire first half it was nip and tuck for the first stringers. Then in the second half Coach Leroy Moore informed his regulars to use their new series of plays and as usual Coach Moore's strategy paid off, because from then on it was no contest.

## Answers to Inventory Quiz

MATCHING: 1-k; 2-f; 3-g; 4-c; 5-a; 6-d; 7-j; 8-1; 9-i; 10-b.

COMPLETION:

1. chestnut-tree/The Village smithy

2. that is the question

3. in mournful numbers

4. and the fruit

5. Let me count the ways

MULTIPLE CHOICE: 1-2; 2-2; 3-1; 4-2; 5-3; 6-2; 7-1; 8-3; 9-3; 10-1.

6. the knell of parting day

7. with thine eyes

8. on the wall

9. and be my love

10. years ago our fathers

## Techniques -

CONTINUED from Page 2

tion. Phonetic cues may be:

1. **Visual.** A speaker may observe articulation position fully with the eye. For example, the (p) sound is produced by an adjustment of the lips. Correction of bi-labial sounds may easily be achieved by copying lip closure.

2. **Tactual.** Many sounds cannot be observed with the eye but the position can be sensed by touch. For example, the (t) sound is produced by contact of tongue tip and alveolar ridge. Correction of such sounds may be achieved if one remembers what and where articulatory organs touch each other as the sound is produced.

3. **Kinesthetic.** Just as a person depends upon kinesthesia to control posture and movement, so may he rely on kinesthetic sense to judge the movements of articulatory organs during speech. Sensations are the result of impulses carried to sensory areas of the brain by nerves whose endings are in the joints and muscles. One has to pronounce the speech sound being learned many times, focusing attention specifically on the pattern of articulatory movement.

Examining the speech sound and its mode of production helps the student articulate his sounds more accurately and, in addition, makes it possible for him to arrive at a convenient summary of classifying speech sounds. For example, if one understands that (th) is articulated by placing the tongue in contact with the teeth, it follows that this sound may be classified as a tongue-teeth sound (lingua-dental). These details make conscious monitoring of the speech sounds a relatively easy process.

Ear training and phonetic placement are techniques which are used in the execution of certain phases of speech work at our college. They serve as important forerunners of dictionary study and phonetic transcription, the techniques which are designed to encourage the student to incorporate newly acquired articulations and pronunciations into his daily conversational speech.

### ANSWERS TO CORRECT ENGLISH

1. may, 2. was, 3. is, 4. affected, 5. is, 6. had gone, 7. are, 8. was, 9. was, 10. were, 11. has, 12. is, 13. were, 14. understand, 15. hadn't, 16. have, 17. has, 18. see, 19. is, 20. accepted.

by Beverly Nunez

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<p>THE ANSWER: <b>CHINESE CHECKERS</b></p> <p>THE QUESTION: What type of clerks would you expect to find in a Hong Kong supermarket?</p>	<p>THE ANSWER: <b>Great Caesar's Ghost</b></p> <p>THE QUESTION: Who wrote most of Julius Caesar's speeches?</p>	<p>THE ANSWER: <b>THE LAST OF THE MOHICANS</b></p> <p>THE QUESTION: What invention enabled Early American Indians to mass-produce moccasins?</p>
<p>THE ANSWER: <b>38-22-32</b></p> <p>THE QUESTION: Can you name three pistol cabbers?</p>	<p>THE ANSWER: <b>Minute Men</b></p> <p>THE QUESTION: How would you describe male Lilliputians?</p>	<p>THE ANSWER: <b>SEVEN LEAGUE BOOTS</b></p> <p>THE QUESTION: What would be a tremendous average for a punter?</p>

THE ANSWER IS:

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