WHAT TO EXPECT OF GEORGE

BY JAMES HARDY DILLARD

I mean after he has gone to school and maybe to college. That is, what are we to expect that his education has done for him in the way of making him a competent man, able to stand on his own feet and face the world squarely with intelligence back of his eyes?

We naturally think first of his earning a living for himself and perhaps for others. He may have studied some vocational subject. He may have had training for carpentry or medicine. If so, we expect him to be an exact and neat carpenter, or a careful and resourceful doctor. Whatever his calling, we expect the vocational or professional training he has enjoyed to make him skillful in his special line.

But we expect George to be a man as well as a carpenter or doctor. And to be a real man he must be a man who can think out the problems that will come to him, the problems that come to every man. He must be able to think about his actions in relation to his home, and to his community and country. If his education has been genuine, such as require his putting his mind on his studies whatever they were, then his education will help him to play the man wherever he may be or whatever he may do. It will help him to form right judgments about his home matters as a son or brother or father, and about his public duties as a voter and citizen. It will do this mainly because it will have trained him in the way of being a man who can and will think.

The more we consider the matter of George's education the more clearly we shall see that it is this WILL TO THINK that makes the serious difference in his attitude toward life. It is this, far more than his feelings and emotions, that will guide him in the right way. Frames and feelings are wobbly and variable. They vary with what we may have eaten or maybe with the way the wind is blowing. It is the process of thinking that brings convictions. And if it is honest thinking it will bring righteous convictions. Take, for example, the question of prejudices, whether personal, racial or national. Now prejudice implies pre-judging, that is, forming a judgment before thinking. We talk of taking snap judgment. This is just what the man who thinks—or, in other words, the educated man—does not do. The man who thinks is bound to

THE CHILDREN'S CHARTER

For every child spiritual and moral training to help him to stand firm under the pressure of life. II For every child understanding and the guarding of his personality as his most precious right. IIi For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home. IV For every child full preparation, for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer. V For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water. VI For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained. VII For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching. VIII For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care. IX For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs. X For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction. XI For every child such teaching and training

Continued on page 2
Rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.

For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the pub, the church, the court, and the institution when needed; chaped to return him whenever possible to the normal stream of life. In this connection the second great commandment cut to deal wisely with the problems of parenthood. It will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for the child who is mentally handicapped, such precludes or maiming of his parents, affect him indirectly. Protection against accidents to which modern will considerably increase January 26, the beginning of the second semester. The students are enthusiastic and the strong enthusiasm of the life of the college has reported ready for the year's work. In a recent meeting of the entire faculty, Dr. W. R. Banks emphasized and anticipated the work of the college for the near future and the purposes of the institution and discussed its relation to the civic, social and economic conditions facing the country. Among other things Principal Banks said: "We are in better position to do better work this year. Texas has done a great part. Nearly $3,000,000 has been invested in higher education. The Forty-second Legislature appropriated 122,000 for graduate work, the first appropriation for the graduate work in the institution in the State. Our educational advantages have been enhanced in all directions."

But notwithstanding our educational advantages, the Principal said, "we are facing a situation today which we have never seen before. South Carolina has lost and we find ourselves almost unprepared to grapple with it. "King Cotton" is about to be dethroned; unemployment and race is the State College. In this connection he said, "If the Negroes are losing jobs which they have held since the Civil War."

As a partial solution for the present ill of depression, he deplored the use of convict labor and proposed that the convict labor be used to do public works in special centers. Mr. Banks reported that he has had many opportunities to hear about questions and problems that every man, Negro or white, has a right to expect of the right sort. We have only got to the place of seeing how much we have a right to expect of ourselves. We have only got to the point of seeing how much we have a right to expect of each other fairly and then to speak of each other fairly, and to act toward each other fairly. All this depends upon the sense of justice, which makes us see that any other way is silly and thoughtless, bringing only trouble in its wake. It seems to me to come about that education in its highest sense is the cure for prejudices and class distinctions. man, races and races, nations and nations.

In connection with the second great commandment is to bring home to the child the idea that he has to think of the foundation of right judgment and good will, which is the coming into the world love in the New Testament? "Christian love," says Dean Page, "is not a sentimental sentiment, but the practical recognition of a plain fact involving a claim." And Bishop Gore says: "The word translated love in the New Testament expresses not an emotion at all." The fact is that in the right sense of the word we can, and are commanded to, love people we do not like.

In saying all this we have not got away from George's work in school and college? We have not. We have only got to the point of seeing how much we have a right to expect of George if his work in school and college has been of the right sort. We have only got to the point where we may see that the purposes of Church and School and Society and each other fairly and then to speak of each other fairly, and to act toward each other fairly. All this depends upon the sense of justice, which makes us see that any other way is silly and thoughtless, bringing only trouble in its wake. It seems to me to come about that education in its highest sense is the cure for prejudices and class distinctions. man, races and races, nations and nations.

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The Prairie View Standard

Entered as second-class matter March 2, 1911, at the post office at Prairie View Texas, under the act of March 3, 1879.

Published monthly by Prairie View State Normal and Industrial College for Negroes. He went back to his work in better spirit and ready for his obligations and responsibilities.

Chairman Schuhmacher Brings Engineers to Prairie View

The two Arts and Science building and other buildings were much improved by the recent visit of Prof. C. L. Wilson, associate professor of mechanical arts, who returned to the college after studying the past summer in Kansas State Agricultural College, Manhattan, Kansas, in the Graduate School.

Prof. Wilson was an outstanding student and ranked among the first in his classes in the Kansas Institution.

He took three courses and his grades are as follows: Concrete Design and Laboratory, A; Stress in Profile Structures, A; and Civil Engineering—Drawing, A.

Coming back to Prairie View better prepared for his duties, Prof. Wilson will have no doubt render a greater service to the college, increase his prestige and fulfill the high expectations of his friends and colleagues.

Captain E. B. Gibson

Captain H. B. Gibson, A. and M. College, has made his first trip to Prairie View in the interest of the newspapers.

The Captain had conferences with Principal Banks and Captain Edward L. Dunbey, commissary of the cadets at Prairie View, and made inquiry of the courses of study and the time to be given to military training at the college.

Education to accomplish the good ends of government should be universally diffused. Open the door of the schoolhouse to all children in the land. Let no man have the excuse of poverty for a reason why his child should not have the maximum of education within his reach and if he remains in ignorance, be it his own reproof. —Daniel Webster.

For my part, I desire to see the time when education—and by its means morality, sobriety, civilization, and by much that is more general than at present, and should be granted to have its power in common to something for the advancement of any measures which might have a tendency to accelerate that happy period. —Abraham Lincoln.

The Prairie View Committee; Dr. F. E. Giesecke, chairman; Rev. L. R. Foster, engineers from the A. and M. College, Bryan, Texas.

The man Schuhmacher and the engineers examined the college plant. They were received at the college by Principal W. R. Banks and other officials.

Prof. C. L. Wilson Ranks in Class A at Kansas College

Prof. W. R. Banks, principal of the college, and other officials.

The course recently completed was an additional study by Secretary Edward as he had completed other courses in the School of Journalism. The recent course embraced the theory and rigid practice in the following phases:


Chairman Schuhmacher Brings Engineers to Prairie View

On recently completing a higher course in journalism from the University of Kansas, Napoleon B. Edward, executive secretary for Prairie View State College, received the following statement from the University:

"We are enclosing the statement of credit for this course in Newspaper II which you recently completed at the University of Kansas. The statement of the credit will be kept on file in this office, and a statement will be filed with the Registrar of the University.

"Your assignments in the course averaged 95 per cent, your examination received a grade of 93 per cent, which gives you a course grade of 94 per cent or an A."

Sincerely yours,

Ruth Kenny,

Secretary Edward Completes Higher Course in Journalism

Chairman Schuhmacher Brings Engineers to Prairie View

Chairman Schuhmacher Brings Engineers to Prairie View

After spending several days at the college, and by his own personal acquaintance and by Mrs. J. L. Lockett returned to their home in Petersburg, Virginia.

Prof. Lockett is director of agriculture at the University of Virginia. He went back to his work in better spirit and ready for his obligations and responsibilities.
The New Education Building

By J. J. Celler, Local Foreman.

The Mechanical Department announces the completion of a third classroom building, to be used by the Education Department.

The plans were prepared by the Architectural Department, and the contractor is Mr. J. K. Walker, superintendent of the Corpus Christi schools.

The third floor is used entirely for the library. It has three reading rooms, one room for the summer school and one for the winter school.

The second floor is used for the mechanical department, and on the first floor are the classrooms and laboratories.

The building is of a concrete frame, brick and stone. The exterior walls are built of buff colored stone and the interior walls are of white oak and pine.

The floors of all offices and classrooms are terrazzo. The ceilings are of plaster of Paris, and the corridors and rest rooms are built of buff colored glazed tile.

The exterior walls are plastered. The flues are of cast-iron pipes and the chimneys are of brick.

On the first floor are four class rooms, one lecture room, two offices and two rest rooms.

On the second floor are two offices, seven class rooms and two rest rooms.

The third floor is used entirely for the library. It has three reading rooms, one room for the summer school and one for the winter school.

The mechanical department is located on the first floor.

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pleasure for the visitors to go back to Austin county at the beck and call of her teachers and grateful citizens.

The Interscholastic League of Colored Schools Organizes For the Year's Contests

The rules and Regulations governing the league have undergone but little change. They are now being compiled and will be ready for distribution in October from the office of Principal W. R. Banks, the state executive secretary.

The aims and purposes of the league are to promote better conditions in the public Negro schools of Texas, by bringing the schools together in the county, district and state meets, by encouraging the study of arithmetic, declamation, debating, spelling, and music, by encouraging the development of school and community fairs and by promoting track and field events as a means of developing better physical conditions.

The league aims to reach all or a majority of the pupils enrolled in the public schools. Also by community industrial fairs and school meets held in the counties and districts the league assists in the development of community life.

The league has been organized to cooperate with local authorities in the development of better school conditions in the towns and rural communities. It is not the purpose of the league to work independently of the local school authorities or to foster a program at variance with the plans of the schools. Cooperation and mutual helpfulness are urged.


Professor C. H. Waller is a big success. For several years as chairman, he has directed locally the affairs of the Interscholastic League under the supervision of Principal Banks. Each year finds him more enthusiastic for the work with a greater zeal to surpass former records in handling the thousands who come to the state meet at the college during the month of April. Principal Banks and Chairman Waller are strengthening the organization now in order to promote the best interest of the league in the counties and districts no less than to provide for the various contests and activities at the state meet.

Negro Education in the South

Professional friends in the North of the negro complain a lot about the lack of educational advantages for colored youth in the South. It is characteristic of these professional friends in the North that they know little about the negro and less about the South. Lack of information is responsible chiefly for Northern indignation over the South's treatment of the negro.

As to whether the South has concern for the education of the negro or not, a report issued by the Commission on Interracial Co-operation sheds some light. Last year, according to this report, there were enrolled in the colleges of the country, a total of 18,500 negroes. Of that total, negro colleges in the South enrolled 16,437. The remaining 2063 negro students were scattered among 62 schools in the North.

In later years there has been heavy negro migration to the North and Northeast. Such centers as New York, Philadelphia, Pittsburgh, Cleveland, Chicago, Toledo, Saint Louis, Mo., and others have accumulated large negro populations. But, very few negroes from those Northern centers are going to college, and, apparently, the Northern friends of the negro, who are so frequently found shedding tears over the condition of the negro in the South, are doing precious little to encourage negroes in the North to enter higher educational institutions.

It is in the South that the great majority of negro college students are found, and out of the South the educated leadership of the negro race is coming. This is fortunate for the negroes, for the training they receive in Southern educational institutions is much more likely to fit them for genuine service to their own people, and to their country, than is the training they receive in Northern schools, where they are not understood, and where aspirations impossible of realization are sometimes held before them.

What Texas is doing to provide higher and technical education for negroes is reflected in the fact that Prairie View Normal school, located 40 miles from this city, was second last year among negro colleges of the country, in number of students and graduates, having reported a total of 997 students and 153 graduates. Year after year this institution sends forth young negro men and women trained for technical work, for teachers, and other varieties of service that make them highly useful to their people, and more efficient citizens.

The South has been making progress in recent years in providing facilities for elementary education of negroes, also. In the cities and larger towns grade schools and high schools are maintained that compare favorably in advantages offered in the white schools. In some of the rural districts, negro education is not given needed attention, but for that matter, education of white children in some Southern rural districts is not adequately provided for, either.—The Houston Post-Dispatch.