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The Prairie View Standard

VOL. XVIII. Prairie View State Normal and Industrial College, Prairie View, Texas, April 1932.

No. 7.

DIVIDENDS OF A PROFESSIONAL COMPLEX

By Prof. H. A. Bullock, A. M., Professor of Sociology,
Prairie View State Normal and Industrial College,
Prairie View, Texas.

There is one essential characteristic of leadership which has tended to seal the doom of the leader. This characteristic is based on the fact that the leader must think ahead of his time. The seeds of many of the world's past leaders are just beginning to bear fruit, because conditions about which they preached and made predictions years ago are now demanding consideration. A plan for the realization of international peace was elaborately presented by Benjamin Bannaker in 1793; was again heralded by a democratic theorist, Woodrow Wilson, 125 years later, only to fade because of a lack of attention and reappear ten years later when the bitter fruits of war were beginning to be realized by the people of the nation; now it seems that pacifism is in order. Booker Washington is another of those resurrected leaders. This pioneer Negro education pictured in the closing days of the nineteenth century a need that has grown extremely acute for want of a sympathetic attitude.

However, this theory of education upon which much of our economic welfare rests was met with great opposition from intellectualists. It was a socially normal occurrence, then, that there should be so much antagonism toward the industrial training which Washington was advocating, for the Negro had just emerged from slavery and any normal response would have been to get as far from that institution of former servitude as possible. We are not surprised that there was a racial attempt to avoid that type of vocation which necessitated the use of the hand. It was an advantage that higher education was sponsored for so great was the illiteracy rate of the former slaves. This high illiteracy rate is seen in the percentage of Negro illiterates from 1880 to 1920. In 1880 there was an illiteracy rate for the Negro of 70 per cent. In 1920 there was an illiteracy rate of 22.9 per cent. That missionary societies and churches followed this normal reaction of the Negro in his attempt to avoid training which involved manual labor is seen in the number of institutions of literary quality established after Reconstruction in comparison with those of an industrial nature established at the same period. From 1865 to 1900, that period of great political, economic, and social adjustment for the Negro as a liberated race, there were approximately thirty colleges and preparatory schools established. Only about two of these institutions were especially designed

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WORTHY COLLEGES

By J. H. Dillard

This will be a brief paper, but let me express the hope that the reader will not rate the importance of the subject by the length of the article. It seems to me that our attention should be called to certain facts in regard to the problems of the colleges. I can state these facts very briefly.

1. We should distinguish between the students on the one hand who are taking normal courses or partial college courses and on the other hand those who are taking the full four-year college course. I am not at all saying or implying anything against the former, but in this article I am referring to the latter.

2. The numbers of actual college students attending institutions which offer a full college course have increased surprisingly within recent years.

3. This evident demand emphasizes the additional fact that the colleges have not enough resources at their command to pay properly for the quantity and quality of instruction needed.

4. If the colleges are to be worthy of the name, and are not to debase the name, it seems to me, as a practical proposition as well as an ideal aim, that there must be an increase of resources for providing more and better salaries for such instructors as shall be fully competent to conduct college work.

These are the four facts to which I wish to call attention. There are other needs, such as better libraries here and better laboratories there, but it seems to me that the chief need lies in the direction of providing additional instruction of high grade. Some excellent work is being done, and frequently under difficulties. The time has come for more direct efforts toward increasing the good work and diminishing the difficulties.

In using the expression "Worthy Colleges" I understand that three conditions must exist in order that the epithet may be deserved. It seems to me that colleges are worthy which maintain the following provisions:

1. They must not admit students for the college course who are not fairly well prepared to enter, and so can not profit by, such course.

2. They must not promote or graduate any students who show clearly in a fair examination that they have failed to do the required work.

3. They must have an adequate faculty.

If colleges fail to be honest with themselves and with their students, can what they are doing really be called education? There must be an atmosphere of genuineness if colleges are to be worthy of their name and

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DIVIDENDS OF A—

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and established for the purpose of industrial training.

Since 1900 there has been an elaborate and unequal extension of our higher education to the extent that we have a host of institutions engaged in the preparation of leaders of a professional type and just a few institutions concerned with the preparation of students for vocational work of an industrial nature. In the latter instance much emphasis is placed upon a training leading to the qualifications for a teacher's certificate granted by the state in whose domains this institution might be located. From year to year hundreds of Negro students are awarded degrees by these colleges. Students, whose scholastic abilities have been campus bywords for four years, walk across the platform at commencement season, receive their degrees and make courteous gestures to their presidents and deans only to pass off into oblivion because their economic resources will not admit of further study and their Alma Mater could only prepare and qualify them to rationally understand that long waiting list of potential public school teachers that make up the records of many school superintendents. In most instances employment with these premature scholars is imperative for often it marks the triumphant close of some parental or self sacrifice, and they find themselves compelled to accept that employment, if such there be, which is most available to their residual qualifications. Often their qualifications are too meager to fit them into the industrial trend of things, therefore, their jobs are almost compelled to be those of an unskilled nature forcing them to compete with the illiterate, the poorly skilled and the moron.

This is the fate of many of our potential leaders—to live under the spell of intellectual humiliation; not because of a lack of ability but because of a lack of proper guidance on the part of those in whom rested their confidence and trust. In such instances as outlined in the above result of an unbalanced educational program, the professional complex, created during the early days of reconstruction, is realizing dividends.

Aside from the maladjustment of those students who at least manage to secure their degrees from our more or less standard colleges, there are high school and college students who are forced to relinquish their pursuit of a certificate or a degree because of sickness, lack of financial resources, etc. Most of these entered college on the basis of a degree curriculum and this abrupt termination of their opportunities makes them as premature and as unprepared for making a living as our public school system is incapable of supplying the teachers of its waiting list. An examination of the types of vocational activities for which our colleges and universities are preparing those Negro students who come under their supervision and influence and an investigation as to the availability of employment in these given fields of activities, together reveal the fact that we are preparing students to fill positions which no longer exist. This is a sign of traditionalism and inflexibility. The institution should exist for the student and the ultimate welfare of that group which the student as a person represents. It is obviously true that the school

is considered a miniature society and its duty centers around controlled experimentation which consists of extensively preparing the student to efficiently live in a greater social group, contributing his share to its advancement and receiving a decent living in return.

Traditionalism is not only characteristic of Negro institutions but white institutions as well. Our civilization and its development of a machine culture has tended to outrun the development of our agencies of socialization and the "cultural lag" inevitably follows. Institutions are gradually realizing this defect and are making changes to suit the demands. Some are rearranging altogether; others are merging to make a greater and better whole. There are those who are very thoughtfully emphasizing the equal values of all divisions and departments; and finally, we find many launching permanent officers of vocational guidance. Those institutions of the latter class often call these officers Directors of Vocational Work, but a very unique term "Professor of Work" has been created. It is supposed that these methods of improvements, if properly functioning, will go a great distance toward creating a host of skilled workers and efficient competitors in the American labor market.

It appears that the attack of the vocational director or the "Professor of Work" should first center around the destruction of that maltreated tradition that success rests in the capture of a professional title. This attack should be concerned with placing in its stead a tradition of work, efficiency, and net returns irrespective of its nature, whether professional or industrial. The next move of the directors should involve frequent periods of investigation upon which predictions could be made as to the approximate time a given vocational category might reach its point of saturation. This constant touch with the outside world tends to make any institution, whose duty is one of citizenship training, flexible and efficient. It aids the college to direct the activities of students into jobs that are available, and fields that are fertile to effort. With a great deal of emphasis and importance, the director could use his influence in teaching a gospel of occupational ethics as to the necessity of punctuality, the advantage and need for contribution in response to compensation and the validity of the fact that it is not the social status of the career (as long as it is not anti-social) but how well one has labored and efficiently used labor's returns that counts.

This work of social adaptation could be efficiently handled, it is believed, if it is given a universal application as to the entire student body of the different institutions, and if it is handled by an efficient vocational leader. It can not easily be done by the instructors of the various departments for professional loyalty would create partiality to specific fields of endeavor regardless of the extent to which they are not available to graduates and premature graduates. There are some Negro organizations that are efficiently gathering data as to the availability of jobs and opportunities for Negroes in various fields, but until yet, there has been no conscious, prolonged cooperation between the schools and these organizations. The realization of such adaptation

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as I have pointed out to be necessary, requires no reorganization of our colleges as has been supposed, it merely demands of the old organization a degree of flexibility and a reinterpretation. Any institution that is to live must adjust itself and change with the demands of our cultural growth.

CONFERENCE ON NEGRO EDUCATION

Ideal weather under clear blue skies greeted the Third Annual Conference on Negro Education in Texas when it convened at Prairie View State College, March 18. All preparations had been completed by Principal W. R. Banks and faculty when the conference began. Professor L. W. Rogers, first assistant state superintendent of public instruction, who was presented to the conference by Principal W. R. Banks, presided during the morning and afternoon sessions.

The morning session began with a song by the college choir directed by Professor O. A. Fuller, director of music, followed by prayer offered by Dr. Mack T. Williams, college chaplain.

There were fully 700 present from all sections of the state when the first number on program was announced by Superintendent L. W. Rogers. The general subject of the conference was: Facilities for Offering Science, English, and Vocational Subjects in High Schools for Negroes. Various phases of this general subject were discussed by the following speakers: Messrs. Arthur D. Wright, president, Jeanes and Slater Funds; J. B. Cade, registrar, Prairie View State College; D. B. Taylor, state department of education; W. J. King, president, Samuel Huston College; W. R. Banks, principal, Prairie View State College; Fred G. Haynie, superintendent, Bastrop County Schools; L. Virgil Williams, principal, Booker T. Washington High School, Dallas, Texas; G. T. Bludworth, state department of education, Austin, Texas.

The conference was larger than either one of the past two years. There was an increase in attendance of both white and colored. A poll taken by Superintendent Rogers disclosed that attending the conference besides principals, teachers and visitors, were eleven county superintendents, seventeen principals of county training schools, and ten city and town superintendents.

The various discussions were open and frank. They showed the needs as well as the progress made by Negro high schools in Texas and disclosed that there was an alert, sincere, active interest to better the educational conditions of Negroes in the state.

The conference was commended as a whole by those attending the sessions. It was endorsed generally as having brought together leaders of the two races for mutual understanding as regards Negro education and as having aided in the solution of the best ways and means for its improvement. It was thoroughly evident from the beginning to the end of the conference that white educators no less than colored are determined to build a strong standardized high school system for Negroes of Texas.

PRESIDENT T. O. WALTON

President T. O. Walton visited Prairie View recently in his official capacity as president. He was accompanied by Mr. George A. Long, supervising accountant, and Mr. Chas. B. Metcalfe, distinguished citizen of San Angelo and a friend of the college.

The President held conferences with Principal Banks on college affairs and made an inspection of the college and grounds.

WORTHY COLLEGES—

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calling. That is to say, the faculties must be enabled to do good work themselves and must demand good work from the students. A college which adheres to these principles will honor its name, and will in due time, without boasting or boosting, establish a sound reputation.—In "The Bulletin of the National Association of Teachers in Colored Schools.

PRAIRIE VIEW STATE COLLEGE WILL HAVE LARGE SUMMER SESSION

The Twenty-second Summer Session will be held from June 6 to August 13. The teaching staff will be stronger than that of any previous summer session. By calling to service visiting professors from leading colleges and universities, Prairie View State College will have no doubt one of the strongest faculties to be found in outstanding institutions of the country. There will be one-hundred instructors, thirty-one of whom hold advanced degrees or their equivalent in graduate studies from standard colleges and universities. All members of the teaching staff will be highly trained and experienced teachers.

Provision has been made so that students desiring to attend the summer session may enroll in advance, before coming to Prairie View. They are not only given class assignments but room assignments as well. This prevents delay and enables the student to enter class work immediately on arriving at the institution. It is estimated, based on a recent check of applications received, that the advanced enrollment in all branches of Prairie View State College will exceed 400, and that by the time the session begins the enrollment will total not less than 1000 students.

The summer session will again offer graduate courses. These courses will be given to all students able to qualify for them. The forty-second legislature of Texas has appropriated \$12,000 for graduate work at the college. The availability of this appropriation affords the institution the opportunity of doing the quality of graduate work required of standardized institutions of learning and thus satisfy the increasing demand in Texas for this opportunity for graduate study within the state.

Dr. John M. Franklin, college physician and surgeon, attended the John A. Andrew Memorial Clinic at Tuskegee Institute, Alabama.

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W. Rutherford BanksPrincipal
Napoleon B. Edward.....Executive Secretary

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"Modern Society is calling as never before in our lifetime for leadership, for men with vision or character, with trained intelligence, with Hope and Confidence in their finer Humanity that is to come. And where shall such men be sought, where shall they be bred, if not in our Colleges and Universities, where are gathered all that history and civilization and science and art have to teach us of God and man and nature."—Dr. J. R. Angell.

CONTRIBUTE

All journals published for the welfare of any people or interests are essentially social agencies. Taking this view these journals must have the cooperation of society not only by reading its columns and by becoming subscribers, but it is plainly to its interest as well as interest of the journals to contribute in the way of news or articles which may be helpful to the readers and the public in general. These contributions may be by telegram, telephone or by written communications.

The Prairie View Standard, therefore, feels impelled to request teachers, ministers, farmers, and business interests as well as the public in general, having news or articles which they think will be helpful to its readers to send them direct to The Editor for publication. The Editor, however, reserves the right to reject any news or article which is considered inconsistent with the policy of the journal or contrary to the best interest of its constituency taken as a whole.

UNIVERSITY PRESIDENT URGES PROTECTION FOR ALL EDUCATION

"Only a people that had no conception of the place of education in its national life could contemplate the ruin of the next generation as the best remedy for governmental insolvency," says Robert Maynard Hutchins, president of the University of Chicago, in the April Journal of the National Education Association.

Writing on "Education as a National Enterprise," President Hutchins describes American schools of all educational levels from the primary to the university as a unitary system, a check to which at one level is at once transferred to all others. "If the schools are cut to pieces this year, the state universities will be next year. If the schools are crippled now, the colleges will

be later, either through reductions in the funds or through gross defects in the preparation of their students," warns President Hutchins.

"We hear a great deal about frills in education. What are these frills?" asks President Hutchins in discussing possible retrenchments in education. "Teachers' salaries appear to be frills in some cities. The health of school children is a frill in others. Since night schools are a frill in one community, we close them, and throw 75,000 people into the streets. The plain fact is that the schools are under attack because it is easier to get money from them than it is to correct the fundamental iniquities and antiquities of local government.

"Undoubtedly in the hysteria of inflation the schools, like the colleges and universities, did some things that they can now do without. But the things that communities propose to do to them in the hysteria of economy far surpass the wildest aberrations of bull market days.

—The Journal of N. E. A.

THE ECONOMIC IMPORTANCE OF A "NATIONAL COTTON WEEK" TO THE FARMERS IN TEXAS

By Prof. Walter R. Harrison, professor of Rural Economics, Prairie View State College

The "National Cotton Week" will begin May 16, 1932 which has been announced by the Cotton Textile Institute. The aim of such a week is to create a greater demand for cotton goods.

Cotton is the most important crop in the State of Texas. In normal times, it is the largest cash crop for the bulk of farmers, and they have depended upon this crop for their economic survival. During these days, of economic depression, the farmers have been paid—very low prices for their cotton, if paid at all. This situation is sometimes called the tragedy of a one crop system.

To protect themselves, against low prices of cotton the farmers have been encouraged to practice a "Live at Home Program," that is diversifying their crops, which is a good thing for they will have all the fundamental necessities for an abundant life during these days that are trying men's souls.

The Value of a "National Cotton Week"

This "week" is expected to stimulate consumers' demand throughout the country. It is, also, hoped that the cotton farmers will buy the commodity that he is actually producing. The farmers with the rest of the consuming public will aid in the elimination of the cotton surplus. All kinds of cotton textiles will be displayed at the various stores during this week. Since Texas is an agricultural state, and produces about one-third of the nation's cotton crop. No little success will come to those living in the rural community with an increase in the demand for cotton products.

It is to be hoped that the farmers during the "National Cotton Week" will learn this fundamental economic lesson, that is, that they must be consumers of the actual products that they are producing along with the other competing products. May this economic burden of Texas be thrown into the sea of oblivion during this "National Cotton Week."

PRINCIPAL W. R. BANKS ELECTED MEMBER OF INTERRACIAL BODY

Atlanta, Ga., April 4, 1932.

Mr. W. R. Banks,
Prairie View State N. and I. College,
Prairie View, Texas.

My dear Mr. Banks:

At the annual meeting of the Commission on Interracial Cooperation, Inc., which was held in Atlanta on March 30-31, you were nominated by the Board of Directors and elected to membership on the Commission for a term of three years.

In addition to this official notice, I personally express the very genuine hope that you may find it possible to accept this service. If you desire further information, we shall of course be very glad to furnish it.

Earnestly expecting that your reply will be favorable, I am

Sincerely yours,

R. H. King.

The election of Principal Banks to the commission is a recognition of the highest order. It places upon his shoulders responsibilities, grave and great. But he will wear and bear them and prove equal to the task. His experiences and associations with the Texas Interracial Commission will enable him to render most helpful service in his new role. In electing Principal Banks as a member, the Commission on Interracial Cooperation has increased its power and usefulness for good in the great work now challenging its attention throughout the country. Congratulations to both, Principal W. R. Banks and the Commission.

Principal W. R. Banks lectured to the citizens of Wichita Falls, and Vernon, Texas, recently. At each of these places he was given a generous reception. Both white and colored came out to hear the Principal's addresses. The general theme of the addresses made by the principal was education with Prairie View State Normal and Industrial College sharing a large part of his discourse. He believes in college education, but he is a strong advocate of the trades and industries for the masses. He believes education should better prepare one to serve and live, to obtain a livelihood whether by brain or brawn wherever he cast his lot as a citizen. The principal stresses that the kind of training offered at Prairie View State Normal and Industrial College in teaching the Negro youth to be useful and to do practically useful things in the community is a decisive benefit to the youth, the community and the state. To teach the youth to become skilled laborers, artisans, to enable him to fit into the industrial vocations and prove himself equal to the task is the duty of well planned organized education for the masses. That our colleges should meet this need is now conceded by, and even advocated among the best educators of all nations.

Negro Health Week was observed in every branch of the college. Featuring the general program was the lecture on health by Dr. Thelma Patten Law, physician and surgeon of Houston, Texas.

PRESIDENTS CONFERENCE

The Presidents' Conference, presidents of Negro colleges in Texas, convened at Prairie View State College April 15. A general committee with Professor J. J. Abernethy, director of the school of mechanic arts, was appointed by Principal W. R. Banks to provide for the local needs of the conference. Subcommittees for detailed accommodations for the conference were appointed by Chairman Abernethy as follows: Transportation, arrangement, stenographers, telephones and telegrams, service, housing, escorts, reports, and publicity. The presidents and other officials of the following Negro colleges in Texas were expected to attend the conference on April 15: Prairie View State Normal and Industrial College, Wiley College, Paul Quinn College, Mary Allen Junior College, Houston Junior College, Tillotson College, St. Phillips Junior College, Samuel Huston College, Butler College, Conroe College, Royal College. Also, educators from other institutions and outstanding leaders from the various professions and avocates visited the sessions of the conference.

HOW THE SCHOOLS BUILD ETHICAL CHARACTER

1. By helping each child to develop high standards of physical and mental fitness.
2. By training the senses in classroom, shop, laboratory, and playground so that children know how to gather and use data accurately.
3. By surrounding children with an atmosphere of the true, the good, and the beautiful.
4. By giving training in collecting and weighing the evidence bearing on various problems of everyday life.
5. By bringing all the children together and teaching them to work together in friendly cooperation.
6. By building into the lives of children the best ideals of health, home, learning, citizenship, vocation, and leisure.
7. By surrounding children with teachers who are genuine, cultivated, earnest, and happy. No one can teach more than he is.—February Journal of the National Education Association.

A DEPRESSION LESSON

The present emergency has done much to teach the American people that all their institutions are inter-related. There has been some disposition in times past to think of schools as detached institutions. Leaders in commercial, industrial, and political life have seldom considered it to be important for them to spend time and energy in improving schools. School people have too often looked upon business and politics as subjects entirely outside the circle of their interests. The economic crisis has made us all aware in a new and vivid way that schools are a part of the general social order and that the curriculums of schools and their methods of dealing with pupils are largely determined by the conditions of life outside the schools.—Charles H. Judd, Dean, School of Education, University of Chicago, in April Journal of the N. E. A.

LANGSTON HUGHES VISITS PRAIRIE VIEW

By Miss A. L. Campbell

Sunday evening, April 3, in the college auditorium one of the most interesting, unique, and entertaining programs of the year was presented when Langston Hughes appeared under the auspices of The Charles Gilpin Dramatic Club in a lecture reading of his own poems. The auditorium was packed with eager listeners who keenly anticipated the rare opportunity afforded them. Prof. E. L. Sasser, head of the department of English, in introducing Mr. Hughes, made appreciative comments on the novel—not without laughter—which won for Mr. Hughes the Harmon Award in 1930. In connection with the program Miss Louise Kilpatrick, Prof. W. H. Houston and the Mixed Glee Club rendered musical numbers by Negro composers.

Mr. Hughes in Part I of his program, "Life Makes Poems," in a delightful, informal manner gave an autobiographical sketch of his life, explained how he first began writing, supplied the background for his early writing and read poems written during this period. The poet's experiences as a sailor, his adventures in Africa, his life as a beach comber in Genoa, and his intimate knowledge of the life in the artist colony in Paris were told in an interesting and appealing manner. The display of native African costumes, musical instruments, rugs and other African works of art made this part of the program vitally interesting.

In Part II of his program, "Negro Dreams," Mr. Hughes continued with his autobiographical sketch and read a number of his poems of protest. In his poems, "Elevator Boy," "Porter," and "Brass Spitoons," he portrayed elements of economic problems which confront the Negro. Delightfully humorous, yet containing an underlying pathos, was the poem "Broke." In "Suicide" the poet gave in epitome a vivid picture of tragedy. All the poems read by Mr. Hughes revealed an intimate knowledge of Negro life and problems. He concluded his lecture reading with these words: "I aim in my poetry not at greatness, but to give my own expression to what I have seen, have done and have felt." After the program, Mr. Hughes autographed all copies of his books which the audience purchased.

While on the campus Mr. Hughes was entertained by the Dramatic Club at an informal supper and by the faculty at a reception. A group consisting of Prof. H. A. Bullock, Miss A. L. Campbell, Misses Doxie Haws, Iris Price and Hazel Smith escorted Mr. Hughes on a sight-seeing tour of the campus, and a trip was made to the salt mine near Hockley, Texas. After the recital Sunday evening an informal supper was given at the home of Prof. and Mrs. E. L. Sasser. A delicious buffet luncheon was served to forty guests.

I look forward to the day when we shall have a system of adult education in every state which will reach every man and woman as we are now reaching every child, and the librarian will be as important a factor in that place as the formal teacher or lecturer, perhaps the most inspiring factor.— John H. Finley, editor, New York Times.

EXTENSION STAFF CONFERENCE

The regular monthly conference of the extension staff of the Negro farm extension service was held at the college April 1. Prof. C. H. Waller, state leader, Negro farm and home demonstration service, presided.

During the conference reports from the farm and home demonstration agents were heard. Various phases of their work were discussed and plans for the betterment and prosecution of farm extension service were formulated.

Members of the staff attending the conference were: Prof. H. S. Estelle, district farm agent; Prof. J. H. Williams, assistant to county agents in butchering, dairy work, pastures and boys' club work; and Mrs. W. Rowan, district home demonstration agent.

EASTER

Although a very rough March wind was blowing all day, Easter was observed by appropriate exercises at the college.

Sunday School was held from 9:30 to 10:30 a. m., Prof. J. M. Alexander, superintendent, presided.

At 11:30 a. m., the Easter Exercises were held with Dr. Mack T. Williams, college chaplain, master of ceremonies.

At 7:30 p. m., The Holy City, a sacred cantata by A. R. Gaul, was rendered by the college choir. The rendition of the cantata was directed by Prof. O. Anderson Fuller, Jr., Miss L. M. Minor and Miss Mabel Bullock.

MR. JAMES P. BROWN

Mr. James P. Brown, alumnus of the college, and district manager of the Watchtower Mutual Life Insurance Company of Texas was at the college on business, meeting old friends and talking insurance.

Mr. Brown said that business was slowly picking up notwithstanding the fact the employes in many places are still losing their jobs. He is optimistic. He believes that better times are just ahead. Mr. Brown is a good business man, level headed, cool and calm and knows insurance from every angle and is a distinct credit to the Watchtower Mutual Life Insurance Company of Houston, Texas.

CURRENT EVENT CLUB

On Thursday, March 31, 1932, the members of the Current Event Club met in the sixth grade room for its third meeting. The president gave the meaning of the club and its function. Articles were read from the Current Event by the following: Theophilus Neal—President Cleveland's Birthday; D. W. Martin, Jr.—25 Years Ago; Maxine Jones—Australia's New Bridge. Time was given for collection of dues.

Suggestions for a program as follows: America—The Pledge—National Negro Anthem—Reading of Current Events—Recitation, "This Summertime," by Ernestine Reynolds.

James Richards, president; Jessie Lola Cade, secretary.

The Significance of Architectural Design in Our Modern Civilization

By Prof. D. F. White, Division of Mechanic Arts, Prairie View State College

It has been said that Architecture is the oldest of all constructive sciences. In the completion of any structure science and art must cooperate in order that the demands of usefulness, safety and beauty are met. In 1624 Sir Henry Wolfston stated that the requirements of good architecture are commodite, firmness and delight.

The architect's problem is to produce a beautiful building that is at the same time an example of utilitarian efficiency. How well this has been done in the past is left to the individual for judgment. These creations stand in mute testimony of the glories of all civilization. Those responsible for these memorials possessed imagination and a feeling for mass, line, and form.

For any given edifice the design must declare its intention. The character of the building should be indicated such as, religious, commercial, amusement, domestic, etc., A good measure of the success of the design lies in its character. Good design requires proportion, articulation of parts, harmony, and grace of form.

These requirements are present whether the design is simple or complex. In any case the strength of the materials to be employed, and structural methods must be kept in mind. Elements of apparent stability effect design. For example: a stone column appears stronger than a steel column of equal structural value because its dimensions are greater. A wall pierced by small openings such as windows, appears stronger than a wall pierced by larger openings. Scale is achieved by having a balance of subordinate elements which as a whole compose the design. Delicacy and refinement of detail is left to the sense of proportion and imagination of the creator.

Reference can be made to buildings erected in the past. Every civilization has left a record of its customs and institutions in its architecture. The energetic Greeks have left the Parthenon, the most beautiful temple created by man. The powerful Romans have left the Great Baths and the Coliseum. The present day railway stations owe the origin of their design to the "Baths of Caracella." Examples of brilliant color can be seen in the Doges Palace and St. Marks in Venice.

One may appreciate that lines, color, mass, etc., chiseled and modeled into stone, wood, steel, and concrete form a structure of great utilitarian as well designed value if harmony prevails. Design in architecture then is a means of giving to individuals a visual means for the appreciation of the beautiful as well as utilitarian efficiency in modern structures.

Principal W. R. Banks has returned from his visits at Tyler, Fort Worth, Waco, and Marlin. The Principal was generously received at each of these places as he told of Prairie View and explained the purposes and plans of present day needs in the field of education.

Our Four Years Stay as Smith-Hughes Instructor and Principal of the Nevada County Training School Rosston, Arkansas

By Prof. F. C. Turner, Class '27

Coming to this school some four years ago after having spent one year in the Winn Parish Training School, Dodson, La., where we did similar work, thus giving us some idea of the work to be done. However being in a new state these served as handicaps in making a new start, but having the knowledge of the object to be put forward we only had to get the way of putting the same in this state.

We have not been able to handle fully the problem of vocational agriculture so that the goal that we had set would have been reached earlier, because in the first place our time was given to explaining the meaning and the place of vocational training in the community, and the second place, to the more basic principles of reading and writing in order that the children and adults might be able to understand and appreciate what was being given in the way of vocational training.

It is a fact beyond an unreasonable doubt, that we owe much to our county superintendent, state supervisor and teacher-trainer who have been so long in patience in guiding us in the many simple things that have contributed so much to the little success that has been accomplished.

Within the four years some of the things that we have been able to accomplish are: five teacher school building complete with desks, piano, stage and cooking utensils at a cost of approximately \$4,600.00. Shop completed with tools amounting to \$300.00. Principal's home, \$1,400.00, library \$200.00 and the repairing of homes including the building of sinks in kitchens, papering, screening new buildings, etc., amounting to \$500. An increase in enrollment from 136 the first year to 225. This was done through the medium of consolidation of fourteen other districts with ours and the addition of four busses that bring students from a radius of fifteen miles. The enrollment in our vocational classes have numbered as high as sixty including all classes.

The work done in the extra curricula activities was not left undone; such as the maintaining of the athletic and music clubs, literary and debating societies, all of which were well equipped. Our choral club has taken part in state contests and was able to win some of the prizes that have been offered in the past year. Beside these things that have been mentioned we have maintained judging teams and have participated in all meetings pertaining to vocational agriculture during the period of time mentioned above.

At last, but by no means least, we have aroused the interest of other teachers from Prairie View that are working here in the state and organized an alumni association of which I am president and made our place headquarters for the students and teachers from our school. We are hoping to be present at the annual meeting there each year and play our part in whatever program that organization sees fit to launch.

ACTIVITIES OF NEGRO COUNTY AGRICULTURAL AND HOME DEMONSTRATION AGENTS OF TEXAS

Wharton County Qualifies

The Commissioners Court of Wharton County, with Judge John Norris presiding, passed an order March 14th, employing Negro County Farm and Home Demonstration Agents for Wharton County, effective April 1st. Mr. N. Nathaniel Tarver, graduate of Class 1931 and Mrs. Bennie B. Savannah, former Home Demonstration Agent of Nacogdoches County, will begin work in Wharton County April 1st. Their headquarters will be Wharton, Texas. This county was formerly the headquarters of Jake Ford, first Negro District Agent and Charlie Taylor, Local Negro Agent.

County Agent Teaches Agriculture to Ministers

At the request of Dr. W. A. C. Hughes, Director of Negro Work, for a man representative of Negro Extension Work to teach the agricultural classes at the School of Practical Methods for Town and Rural Pastors at Samuel Houston College, March 8 to 18th, Mr. S. T. Toney, county agent of Guadalupe County was sent. Mr. Toney was to take charge of the classes from March 8 to 14th, as District Agent Estelle was busy at that time and Mr. Estelle was to finish the classes from the 14th to the 18th. But Saturday, March 12th, Dr. Hughes phoned from Austin that the services rendered by Mr. Toney were very satisfactory and that he had gained the confidence of the people to the extent that they were very anxious for him to continue his work for the full ten days. This request was granted and Mr. Toney was permitted to remain throughout the school continuing with the course in Gardening, Poultry and Orchards. It is very pleasing to the Negro Extension Division to have men like Mr. Toney represent the Extension Service in such a capable manner. The following is a short article covering the work done at the school by Mr. Toney, himself:

Serving on the faculty of the School of Practical Methods for Town and Village Pastors, which held session from the 8th to the 18th of the month, at Samuel Houston College, Austin, Texas, the agent was responsible for the agricultural classes. During the Short Course, demonstrations and lectures were given in farm management, orchardry, gardening and poultry husbandry and equipment. Sixty-two ministers devoted from one and a half to two and a half hours to the study and discussion of these subjects on each class day.

Of especial interest was the development of a program for the practical and profitable management of a farm of forty acres, which was participated in by each member of the class. The majority of the ministers were from communities where the prevailing soils were sandy. So the outline was constructed with that fact in mind. After the location and size of the dwelling, out-buildings, yard, barn and yards, garden and orchard had been determined, they were found to cover three acres. Three fences were given for the hog pasture, ten acres for the permanent pasture, and the remaining twenty-four acres divided into three equal parts for the rotating of eight acres of corn and legumes, eight acres

of truck, grain sorghum and peanuts and eight acres of cotton. The proper management of the permanent pasture was stressed in that weed control, the removing of all unnecessary trees and vines and other undergrowth, were discussed at length. It was determined that with proper management the ten acre pasture would support four head of work stock, three milk cows, and two goats for weed control. Water supply was also stressed.

The orchard care classes took up the study of selecting, caring for, setting, cutting back and subsequent pruning of fruit trees. Disease and parasite control was studied very carefully.—Extension News.

DENTAL DECAY AMONG SCHOOL CHILDREN

With the idea of determining the real prevalence of decayed teeth in childhood, the United States Public Health Service provided for the examination of the mouths of a large number of children by personnel trained in dentistry, and with the aid of the necessary instruments to examine the teeth thoroughly and locate all evidence of decay.

In connection with these studies, 12,435 oral examinations were made by dental officers in Georgia, Illinois, Missouri and Maryland. The summary of these examinations is as follows:

The studies of the temporary teeth indicate that the highest percentage of children having decayed temporary teeth occur in the 7 and 8 year groups, while the highest incidence of "remaining roots" is among 8-year-old children. Six-year-old children have the highest percentage of temporary teeth with fistulae. The number of children with filled temporary teeth is so small as to be negligible.

The percentages of children having permanent teeth decayed, missing, or filled increase rapidly up to the eighth year and more slowly among older children. The incidence of unfilled cavities of permanent teeth increases with age. There were more children at 14 and 15 years than at other ages who had permanent teeth nearly destroyed by decay. The percentages of children who had permanent teeth filled as well as those who had had permanent teeth extracted increase with age.

When both temporary and permanent teeth are considered together, about 90 per cent of the children in each age group had one tooth or more decayed, missing, or filled. A much greater proportion of younger than of older children had unfilled; decayed teeth. An even greater preponderance of younger children had at least one tooth nearly destroyed by decay. The number of children with filled teeth is much higher in the older than in the younger age groups. The percentages of children having teeth with fistulae are relatively high among children under 10 years of age.

The summer session of the college begins June 6 and continues to August 13 inclusive. Teachers over the state are still registering in advance, obtaining their class assignments and quarters. Indications are that the "depression" will not greatly affect the summer session. A very conservative estimate is that the enrollment will not be less than 1000.