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# The Prairie View Standard

Vol. XXV

Prairie View State Normal and Industrial College, Prairie View, Texas, February, 1934

No. 6

## What the Average High School Can Do In Educational Guidance

Summary By Prof. Geo. W. Reeves, A. M.,  
Prairie View State College

It is neither desirable nor possible to separate completely the activities as to type of outcome or as to the nature of the activity in a guidance program. One of the most debatable questions in the whole field of guidance is that of separation into types. The controversy between Dr. Myers, University of Michigan, and Dr. Brewer, of Harvard University, is no doubt the most outstanding among the older authorities. Since much time and study has been given to the whole study of guidance, we find the newer students in the field giving us a larger number of classifications and a greater number of types. We can finally reduce the whole number to either educational or vocational guidance for that form of guidance which is educational is also vocational and to the contrary notwithstanding.

Douglass classifies educational and vocational guidance as follows:

### Educational:

(a) Furnishing the pupil counsel and the opportunity to discover his interests, abilities, and capacities in various studies.

(b) Furnishing the pupil counsel and the opportunity to discover what studies will contribute best to the realization of his probable vocational and educational plans, and where such studies may be best pursued.

(c) Providing courses of study adapted to the abilities of typical children, and guidance in electing such courses.

(d) Furnishing pertinent information concerning the possibilities and desirability of further schooling and stimulating the pupil to consider these carefully.

(e) Acquainting the pupil with the curricular and extra-curricular activity opportunities of the school and with conventions relative to the life and management of the school.

(f) Acquainting the pupil with the opportunities and methods of using the school library most effectively.

### Vocational:

(a) Furnishing the pupil with knowledge of occupations, particularly relating to rewards, conditions of employment, op-

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## STILL ON THE TIBER

By Napoleon Bonaparte Edward

There is ancient Rome still on the Tiber,

And other Ides of March, beware,  
And the Roman senate no less  
guiler,

And still the Cassius, Brutus dare.

And there is Caesar freedom keep  
ing,

There is still a Roman nation,  
And there are plebs funeral weep-  
ing

A Mark Anthony oration.

"This is the most unkindest cut of  
all"

Was not of only Brutus said;  
But like Caesar at Pompey's  
statue tall,

We die by dagger hands we fed.

And so flights the world like a  
fleeting ball

Flung out of the hand of God;  
As we go piping on our way, then  
fall,

Down, back to the dust and clod.

## CONFERENCE ON RURAL EDUCATION CONVENES

Under the direction of Prof. T. R. Griffith, the second conference on Rural Education recently convened at the college. About fifty teachers were present.

During the conference problems directly confronting the teachers of Waller County were discussed. Among the speakers were Mr. D. B. Taylor, of the State Department of Education; Prof. G. L. Harrison, Professor of Education; Mrs. A. Porter Wilson, Associate Professor of Education; and Miss A. C. Preston, also of the Department of Education.

The discussions were informational and inspirational and the teachers went away from the conference full of hope and with a new determination to bring about better educational conditions in Waller County schools.

## Levels of Service

By Mr. Gordon Worley,  
State Department of Education, Speaking  
before the State Teachers' Association,  
Austin, Texas

I am not unmindful that I am today speaking to one group of the leaders and character formers of a great people. But, I would remind you that we are all up from the common people, and sometimes I fear we are too far from them in our thoughts of them and services rendered to them. I do not mean that we have advanced ourselves too far, but we have not carried them far enough. The chasm between them and us in both economic and social matters is too wide. Either we will have to move them up, or they will pull us down.

The modicum of early American History, which I may remember somewhat incorrectly, impresses me that most of those first small bands of immigrants, who came as colonists to the American shores, did not divide themselves so clearly into such distinct but purely imaginary levels of service, as one finds entirely too prevalent throughout our country today, among both white and colored. This conception of levels of service is about as arbitrarily fixed as are the Hindu Castes of India. It is much like the ancient laws of the Medes and Persians, which altereth not. It perhaps is more vicious among our native whites than the Negroes. I am certain that the conception of levels of service, or relative ranks of occupations among white people is so generally accepted as to need no argument to substantiate it. Two races cannot live together, side by side for long periods of time, without influencing each other. Therefore, it is highly probable that this is one of the vices that the American Negro has acquired from the whites. That he now has it, there can be little doubt.

The following incident related to me about a year ago by a young college professor in one of the states, whose name I shall withhold, so far as one incident can do, will establish the case against the Negro also. The young man in answer to my question, "Just how democratic are the members of your college faculty?" replied, "Well, probably this would throw some light in the direction of an answer to your question. Two young women teachers were added to our faculty this year. Both of them are academically well-trained; each holds her Masters degree from a lead-

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### The Prairie View Standard

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W. Rutherford Banks .....Principal  
Napoleon B. Edward.....Executive Secretary

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#### Notice to Contributors

The Standard requests all professionals as well as the public in general to send articles for publication directly to the editor.

### PRINCIPAL W. R. BANKS GIVES PROJECTS FOR THE COLLEGE

Principal W. R. Banks has recently announced several projects for the immediate consideration of the college. Among these are the following:

Waller County Schools, Potts and Griffith; State Health Survey, Mr. Bullock, et cetera; Waller County Survey, Messrs. Bullock, Potts, Griffith, Drs. Franklin, Smith and Miss Mathis; Fifth Conference on Education for Negroes, Committee; Survey of Negro Life—radius of ten miles of Prairie View; Educational Bulletin, Committees; Interscholastic League, Mr. C. H. Waller; Judging contests, Mr. Potts and Miss May (a) Home Economics, (b) Agriculture; Vocational Basketball Team, Mr. Potts and Mr. Church Banks; Inter-collegiate Relay and Tennis, Dr. Evans and Committee; Advertisement, Dr. Evans and Committee; A dialogue, Dr. Evans and Committee; A Study of Federal Relief, Committee; A Re-check of Objectives, Directors and Faculty Members; Annual Clinic, Dr. Franklin and Staff; Farmers Short Course, Mr. Waller and Mrs. Rowan; Presbyterian Conference, Miss Saurez and Nautilus Club.

### FIFTH CONFERENCE ON NEGRO EDUCATION CONVENES MARCH 9

The Fifth Conference on the Education of Negroes in Texas convenes at Prairie View State College March 9. The subject for study is, "Negro Health, Child Welfare and Protection," in the State of Texas.

Some very important data have been gathered from the field and other sources which will bring together a wealth of ma-

terial for the conference. "It is our plan," said Principal W. R. Banks, "as an outgrowth of this conference, with the information we have in hand, to set up some minimum preventive and remedial standards, and distribute them through the various agencies we have at our command.

"We are having to cooperate with us in this movement all agencies in Texas set up for the benefit of community health," said the Principal. The city of Houston is cooperating splendidly in this effort. The State Department of Education and the State Department of Health are giving every assistance possible in making this conference worthwhile. Superintendents, principals, school officials and other public spirited citizens are also expected to attend the conference.

### PRINCIPAL W. R. BANKS SPEAKS IN TARRANT AND WILLIAMSON COUNTIES

Responding to invitations by the citizens of Fort Worth, Texas, Principal W. R. Banks made several addresses there recently taking as his theme, "Prairie View State College and Popular Education." The Principal, as always, stood hard and fast, not only for higher education, but also for that practical education most adaptable for the masses, that kind of training as will enable one to function advantageously and profitably in the community where he must live and serve.

During his visit in Fort Worth, Texas, he addressed the class of Smith-Hughes students under the direction of Professor Wendell Phillips Terrell, Industrial Itinerant Teacher-Trainer; The I. M. Terrell High School and the citizens in general at Mount Pisgah Church. The Principal's addresses were heard by large and earnest audiences at every place he spoke, and he was given the heartiest reception by the entire citizenry of Fort Worth, Texas, irrespective of race or denomination.

Following his addresses in Tarrant county, the Principal spoke to the teachers of Williamson county at Georgetown, Texas. Here, as at Fort Worth, he stressed the importance of popular education and pled again that our schools and colleges must train the masses for peaceable and profitable citizenship contributing to the general welfare of the state.

Mr. Gordon Worley and Mr. Jeremiah Rhodes of the State Department of Education, Austin Texas, held conferences with Principal W. R. Banks on educational affairs during their recent visit to the college.

### ALUMNI AND EX-STUDENT ORGANIZE IN LIMESTONE AND FREESTONE COUNTIES

506 N. Belknap Street  
Mexia, Texas

Editor of P. V. Standard,  
Dear Editor:

Graduates and Ex-students of Prairie View College in Limestone and Freestone counties have organized themselves into a club known as "The Prairie View Ex-students' Club of the Bi-Stone Empire."

Much interest has been shown and earnest attempts are being made to contact all Prairie View graduates of the two counties. There are more than sixty-five in the two counties.

The objective of this organization is to make a liberal gift to Anderson Hall's lobby and to give a synopsis of persons from Prairie View and their present activity and location.

The officers of the organization are: Prof. S. O. Parrish, president; Prof. Randolph Ferris, vice president; Mrs. N. O. Pigford, secretary; Mrs. O. T. Wirlow, corresponding secretary; Mrs. U. G. Hill, pianist; Professor Gus Jones, treasurer; Prof. West Herd, chaplain.

The club will appreciate a place in the Standard, weekly or once per month; we will send news to you for publication.

With best wishes, I remain

Yours truly,  
Mrs. O. T. Wirlow,  
Corresponding Secretary

### STATE 'Y' OLDER BOYS CONFERENCE TO BE HELD AT BEAUMONT

FT. WORTH, Tex.—S. H. Fowler, director, State Y. M. C. A. Older Boys Conference has just announced that the next State Y. M. C. A. Older Boys Conference will be held at Beaumont. The conference will convene March 23-25. Delegates will be invited from all the high schools of the State. More than 350 boys are expected to attend the gathering. The theme for the conference this year is: "Facing Life Squarely." One hundred boys is the goal for the Houston area. Homer J. Tucker, executive secretary, of the Beaumont Y. M. C. A. will entertain the conference in co-operation with the Y.M.C.A., churches and the schools of Beaumont. A strong corps of leaders have been chosen. The discussion groups will be organized and directed by Wm. C. Craver.

Among the invited leaders are: J. H. Henry, state Y. Secretary; Dr. M. W. Dogan, chairman of State Work; Dr. W. R. Banks, Prairie View; V. E. Daniels, Wiley; Dr. F. F. Stone, Houston; F. Rivers Barnwell, State Health Director; Dr. J. W. Anderson, Dallas; Prof. Lee Phillips, Prairie View and Grover C. Goode, State Secretary for Boys Work, Dallas.

### WHAT THE AVERAGE HIGH SCHOOL CAN DO IN EDUCATIONAL GUIDANCE

(Continued from page 1)

opportunities for advancement, and requirements for entrance to, and success in, occupations in the way of education, of traits of personality, of capital, etc.

(b) Furnishing the pupil with opportunities to discover and reveal to himself his general and special capacities and aptitudes, his interests, and his traits of personality and character as related to vocational life.

(c) Furnishing the pupil with a point of view and a method of study of occupations which will assist him in making his vocational decisions.

True guidance means more than mere assistance to pupils in making plans for entering a vocation after leaving school. True guidance includes assisting pupils in making such decisions as will make their school careers successful and happy.

Through educational guidance we should seek to discover, to diagnose, to individualize, to advise, to inspire, to provide pertinent information, to offer adequate educational opportunities, and to follow into vocational and other careers the pupils of our schools. We should be primarily concerned with helping the pupil to develop "the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to serve both himself and society toward ever nobler ends."—Cardinal Principles of Secondary Education.

The increased demand for more attention to the guidance of pupils is due in a large measure to specialization in industry, the broadening of the curriculum, the changing social composition of the secondary school population, the greater recognition of the fact of individual differences, and the increased desire of society to conserve ability.

Pupils need guidance in the selection of curriculums, in extra-curricular activities, in the worthy use of leisure time, in character-building activities, in matters of health, in making a study program, in vocational choices, and in every other phase of school life.

Every school, regardless of its size, should make some definite provision for a program of educational guidance. This program may be carried on in the school in some of the following ways:

1. By planning for the grouping of pupils in home rooms or in advisory groups in such a way as to insure an intimate contact between a pupil and a teacher.
2. By requiring teachers to emphasize the occupational, vocational and cultural

values of their subjects.

3. By providing a course in occupational information either as a separate one-half unit course or as a part of the work in community civics or the advanced course in social problems. (This course should be in charge of a teacher with a background of worthwhile experience.)\*

4. By organizing manual arts work and commercial work in such a way as to emphasize their exploratory values.

5. By offering a sufficient range of work to give pupils some choice in terms of their particular aptitudes, abilities, and desires. (Stuart, "Comprehensive High School.")

6. By keeping such personal records as will enable teachers, prospective employers, and counselors to have essential facts concerning the pupil's achievements, hobbies, aptitudes, and other essential information. (Proctor, "Educational and Vocational Guidance.")

7. By the cautious use of information secured by general intelligence tests, special aptitude tests, tests of personality and character traits, and tests of achievement and efficiency along specific lines.

8. By acquainting pupils through talks, posters and articles in the papers with values of high school training.

9. By the use of a high school annual to acquaint pupils with the aims, purposes, and values of high school training.

10. By issuing letters to parents concerning the aims, purposes, and values of high school training.

11. By providing well-organized newspaper publicity concerning the value of high school training of courses offered in the school. (Moehlman, "Public School Relations.")

12. By requiring a pupil to plan his elections in terms of goals that the counselor and the pupil, with the aid of the parents, have set up.

13. By following a plan whereby parents are asked to approve the election of their children. (Some plan for instructing parents concerning the purposes of different courses should be followed).

14. By arranging for the visiting of one or more neighboring colleges by the members of the eleventh and twelfth grades.

15. By planning for the visiting of the high school by the members of incoming classes. (Modification of plan used at Prairie View and other colleges).

16. By requiring that pupils fill out the entrance blanks of various schools and colleges in order to cause them to think about their educational plans and to acquaint them and their parents with college entrance requirements. (Registrars of the leading colleges and universities will furnish copies for this purpose).

17. By securing scholarships to be as-

signed to worthy pupils from homes of limited means.

18. By directing participation in the extra-curricular activities of the school in such a way as to help pupils discover their interests and abilities.

19. By emphasizing the use of methods in classrooms that will teach the individual pupil. (Stuart, "Comprehensive High School.")

The success of any plan for educational guidance depends on the arousing of a genuine interest on the part of teachers and principals in the training, directing and inspiring of the individual pupil in such a way as to make the pupil's school career a real success.

The foregoing summary is highly suggestive of the type of program that can be carried on by the average high school. From examining blanks from the various institutions, the writer finds that a number of urban schools are carrying a rather complete guidance program and some attempts are being made in the rural communities; which praise is, therefore, due to the schools that are engaging so vigorously in this type of work which is highly necessary in industrial civilization.

The purpose of this summary is to benefit those schools that have not considered the possibilities of guidance.

#### Some Helpful Books of Recent Date

Myers, "The Problem of Vocational Guidance," The Macmillan Company, 1927.

Proctor, "Educational and Vocational Guidance."—Houghton, Mifflin Company, 1925.

Reavis, "Pupil Adjustment."—Heath and Company, 1926.

Ryan and Creclius, "Ability-Grouping in the Junior High School."—Harcourt, Brace and Company, 1927.

Stuart, "Comprehensive High School."—The Macmillan Company, 1926.

Adams and Taylor, "Introduction to Education and the Teaching Process."—Macmillan Company, 1932.

Koos and Kefauver, "Guidance and Secondary Education."—Macmillan Company, 1932.

Bulletin No. 17, 1932, United States Department of Interior, Office of Education, "Program of Guidance."

Library Leaflet, No. 33, May, 1927, "List of References on Vocational Guidance."—Federal Bureau of Education.

\*Myers, "Problem of Vocational Guidance," Ch. XI.

## LEVELS OF SERVICE

(Continued from page 1)

ing and very reputable college in our country. Soon after their arrival on the campus the faculty gave a dance and the college chef, a nice young fellow and a good dancer, was present and asked one of the new-comers for a dance. She was none too courteous and very promptly refused. During the course of the evening, however, he frequently danced with the other. Next day these two young ladies met and the first said to the second, "Humf! I saw you dancing with the chef!"

"Yes," said the second, "Why not? He seems to be a nice young fellow and is a good dancer. Why shouldn't I dance with the chef? I consider that he holds a place of responsibility and is doing a worthwhile service at the institution."

"Humf!" said the first, "I would not dance with a chef."

Here was a young man upon whom the physical health and well-being of the entire student body, many of the unmarried faculty, and official force of the college group were entrusted. But he was in a caste or level of service too low to entitle him to break over into academic orthodoxy and dance in a college professional group. To him is entrusted the matter of a proper balancing of proteins, carbohydrates, fats, and minerals without which the student body, faculty, and special force who eat in the college dining hall, will suffer physical impairment and discomfort. If possible, even more important than this is the fact that to him is entrusted the provision of the quality and quantity of vitamins, so absolutely essential to the health and mental well-being of the group. However, he is only a chef, with a level of the service too low in the scale of human endeavor to be permitted to break over into academic orthodoxy to dance with a college professor, or a musician, or an artist, or a banker's daughter, or a minister's secretary.

Why should not the honest, conscientious, intelligent, and efficient barber be socially acceptable to the professor, the banker, the judge, and the minister? Is he not more than a cutter of hair? Yes, he is a designer and an artist, who encounters daily individuals with very different profiles and he must do for each a job that satisfies or appeases his vanity. Yes, the good barber is more than an artist. He is a scientist, who should be capable of giving his patrons professional advice of value to them in the preservation of their hair, skin and complexion. He should be able to recognize and give authentic advice even on the beginnings of communicable diseases and parasites that would later embarrass and annoy their host. He should be so scientific in his technique and operations

that even the undiscovered communicable troubles on a patron could not be transmitted to his succeeding customers.

But he is a barber and relegated to an imaginary level of service that almost, if indeed it does not entirely shut him from the society of the lawyer, who passes on the legality of a deed, or the judge, who sits on the bench and passes on matters of legal procedure and the construction of law to insure a fair legal trial in a bootleg case, or the professor, who lectures voluminously to large classes on the difference between the gerund and the infinitive, or the minister, who reads impressively from the original Hebrew Scripture Aaron's setting up of the golden calf. But, he is a barber, and like the chef, he must, to a considerable degree, find his place in his imaginary level and stay in it in our social set-up.—(To be Continued).

## MRS. S. A. JOHNSON RETURNS FROM KANSAS STATE COLLEGE

Mrs. Sadie Allen Johnson, head of the Department of Printing, has returned from the Kansas State Teachers College at Pittsburg, Kansas. She has been studying at the college for several months.

For more than fifteen years Mrs. Johnson has been connected with Prairie View State College in the department of printing. Her long and unbroken service testifies to her faithfulness to duty as well as her ability as a printer and instructor. Her friends at the college are glad to welcome her return and predict that her studies in the Kansas institution will enable her to render even a better and more extended service in her chosen field.

## COMMUNITY FARMERS ASSOCIATION MEETS

The first meeting of the Prairie View Community Farmers Association has just been held at Prairie View State College. Professor L. A. Potts, director of the School of Agriculture, presided. The following farmers and citizens of Waller county were present: E. Toliver, Ernest McGowan, Herbert McGowan, George Tompkins, Mack Washington, J. H. Leno, W. A. Pendleton, J. A. Osby, F. C. Roberts and Lacy McKensy

Professor L. A. Potts opened the meeting by making the following statement: "We have invited you to Prairie View College to frankly discuss with you a proposal that has given the Principal of this institution much concern. He has talked about you and your problems so much, he has aroused my interest in you, and Mr. Smith's interest in you, as well as some of the other teachers in the college. As you perhaps know, the majority of us are no longer worried about making a lot of money.

We are now faced with the problem of making a good clean, honest living. To be more specific, we are faced with the problem of getting enough canned goods to last for a year, enough meat and lard, chickens and eggs, fruit and vegetables. We are also faced with the problem of stopping mosquitoes from eating us by putting screens on our homes and stopping our land from washing off by terracing. These are things we can do something about without any great outlay of money. The proposal we wish to make to you is, 'How can the Agricultural faculty cooperate with you in producing or securing the supplies I have mentioned?' The college has nothing to give away. We do not believe you want us to give you anything. However, we believe that by all working together you can have practically everything you need throughout the year."

Mr. George Smith made a brief black-board survey to determine the amount of canned goods, cured meat, number of eggs, number who had a year's supply of meat, lard and fryers, number who have gardens at present and the number who have bought early plants to get a garden started, number of farmers whose soil needs terracing, number of farmers with sufficient milk to supply home needs.

The Standard has been informed that other sessions of the Community Farmers' Association have been held and that the interest of the Negro farmers of Waller county in the aims and objectives of the association has been greatly promoted. The farmers are receptive to the assistance which the college offers through the School of Agriculture, headed by Prof. L. A. Potts. It is certain that if the farmers will cooperate with the college in its efforts to help them, farming in general will be more prosperous and home life down on the farm will be more inviting and contented.

## PHYSICIANS MEET AT PRAIRIE VIEW STATE COLLEGE

The Texas District Medical, Dental and Pharmaceutical Association convened at Prairie View State College, February 20th. Dr. J. M. Franklin, secretary, stated in calling the association that a number of charity cases would be handled. The program called, also for dental, surgical and medical clinics. The Rockefeller Hospital is one of the best equipped institutions in the state and the physicians and nurses had every needed facility to assist them in their programs.

Principal W. R. Banks with the entire faculty co-operating was intensely interested in the plans and objectives of the physicians' association and lent every assistance possible towards its success.