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## The Prairie View Standard - December 11th 1915 - Vol. V No. 39

Prairie View State Normal and Industrial College

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# The Prairie View Standard

DEVOTED TO THE EDUCATIONAL AND GENERAL IMPROVEMENT OF THE NEGROES OF TEXAS

VOL. V.

PRAIRIE VIEW, WALLER COUNTY, TEXAS, SATURDAY, DECEMBER 11, 1915

NO. 39

## THE TEACHER AS AN IDEAL

(By Prof. A. E. McMillan, Department of English and Latin.)

There is no profession to which one may aspire, and no work to which he may so hopefully and expectantly devote his energies as that of teaching. It matters not in what field of labor the world's greatest characters have achieved their renown, whether in the field of science or in literature, in letters or in handicraft, away back, though unseen, was the guiding hand, the subtle influence of some teacher's life, which must come in for its share of the glory. Teaching is about the oldest profession known to man, and is the gateway to all the others.

Christ was a physician, with healing in even the hem of his garment; a carpenter, adding dignity to labor by the power of His example; a jurist, explaining the law to the learned exponents of Jewish canons; some thought Him a king, with heaven for a throneplace, earth for a footstool, and angels for courtiers. But it was a teacher (He was the Great Teacher) that His life shone most resplendently and functioned most positively. It is for His teachings. His precepts as well as for His examples, that men love Him most, and admire Him. He was, in truth, the Father of the profession, its ablest and most potent prototype.

I mention Christ as a teacher for two reasons: to show the esteem in which He held the profession, and to lay the foundation for the necessary characteristics of the teacher who is to be an ideal. That he was a teacher and an ideal one, no one doubts. Then we must acknowledge that the ideal teacher must possess the same characteristics that were so marked and admired in His life. It is not for me to discuss whether or not the standard is too lofty, and the ideal unattainable. If we do not now measure up to it let us find hope and consolation in this line from Lowell, "Not failure, but low aim is crime." I have been asked to discuss "The Ideal Teacher," and not the "Possibility of Being an Ideal Teacher."

Pestalozzi, Horace Mann, Froebel, Grube, Socrates, Dun Scotus, Roger Bacon, Thomas Aquinas, and a host of others of even later days, whose names adorn the profession, and whose praises are in the mouths of present-day school men, were good teachers—masters, if we choose to call them such—but in the life and teaching of each and all of them was some fault, only a slight protrusion at first, then a mound, a little later a hill, and finally a mountain, too imposing, too glaring a fault, to escape even the casual observation of their most ardent devotees. But as to our model, it must be admitted by even would-be Doubting Thomases that time has not only failed to put the interrogation point of doubt after his teachings, but in spite of the most careful scrutiny of ages, has the force of his teachings been made brighter and more forceful.

In the discussion of this subject, there are quite a number of

traits that may be mentioned—absolutely essential traits in the makeup of the ideal teacher, but for lack of time, we shall mention only a few—traits which if omitted in the teacher, leave him not only a poor ideal, but an unworthy imitator. We shall expect a difference of opinion on some of the things that we may say in this discussion, but we hope to say nothing so radical and Utopian as to justify our sharing Garrison's fate or More's ridicule. And that there may be unanimity of opinion to begin with, I shall mention as the first requisite of the ideal teacher, that quality that is indispensable in the ideal "anything"—morality. I am sure that this is our common creed, one on which we do all stand with elbow room a plenty.

Disagree as much as we may with the strictness of the Puritanic code, it remains true, nevertheless, that later day has evolved no code of morality superior to theirs, nor any historic characters of less taint. There is no such thing as "too strict morality on the part of the teacher." Entrusted as he is with the making of men and women of boys and girls into whose lives his own unconsciously enters, his is indeed an awful responsibility, and how careful ought he be. But for want of this trait, but for his escapades with Heloise, Abelard would stand out as the greatest schoolman of all times. No greater injury can be imposed on helpless youths than the constant example of a teacher, man or woman, whose idea of morality is rotten, and whose life issues from this polluted source. Ordinarily the term 'morality' is construed to mean uprightness in dealing between the sexes—chastity. But for the sake of brevity I use it here to imply those virtues that go to make up true manhood and womanhood—trustfulness, honesty, virtue and the like.

But as important and as indispensable as is morality, our ideal teacher is not yet in the making, if he has not that love for humanity which will give a sweetness to the hardships and self-denials which he may have to suffer that come fellow-being may be coaxed from inky ignorance to luminous intelligence. Yes I mean 'coaxed' not 'dragged' to that higher plan of life from which only comparisons of the life that is, and the life that may be, can be made and conscious effort for improvement and better living begin.

In short, the ideal teacher must be a consecrated one—consecrated to his work—and with not one fiber of selfishness in his makeup. Find the teacher in whose heart there is not a genuine love for the work itself, in whose very soul there is not greater joy over the living testimony of grateful pupils, than in the paltry shekels that come to him as pay—find me such a teacher—and I can point out to you an impostor, a fungus, a human leach, a vampire, who is not only not doing anything himself, but is tearing down and eating away, with might and main as fast as honest, earnest hands build up.

I have said and repeat that the

ideal teacher does not place a higher value on salary than on the good he may do; but I do not mean to infer that remuneration for faithful service has not a proper place in the teacher's consideration, for the laborer is 'worthy of his hire.' Teachers can no longer live, like Ichabod Crane, on the gratuities of thankful parents, and to expect ore to do this, would simply be an unsuspecting way of suggesting to him that he is expected to steal for his existence. But I have not, nor have you any patience with that teacher who will shirk his work, giving only part of his service, because his pay is not just what he would have it. The conscientious teacher will work as faithfully and as earnestly, having accepted the job, as if he were getting a salary commensurate with that of the best paid superintendent anywhere, hoping at the same time by proof of efficiency and soul interest to move to more liberal consideration those to whom the salary question is left. This plan seldom fails, and when one's salary is raised because of this proof, there comes a joy that is as pleasing as the actual money increase itself.

There are certain types of teachers in which ideality cannot reside. Let us view some of these types. The ideal teacher is not he who has failed in everything else and adopts teaching as a last resort. Nor is it she who adopts teaching as a means of escape from manual labor thinking the cook-pot and wash-tub tools of slaves only. Nor yet is it he who is using the profession as a stepping stone to something higher.

No, not the first, for the person who has failed in everything else, is, in nine cases out of ten a worse and more miserable failure as a teacher. I call this "jumping from the frying pan into the skillet"; if he has escaped Scylla, he is certain to be crushed by Charybdis. It is certainly not the second type, for the teacher who thinks himself better than his laboring neighbor, is a fossil; if not a fool, and has failed utterly to grasp mentally the absorbing, permeating, dominating, educational spirit of the present century. Now as to him who is using teaching as a means of stepping higher, I have this to say. He may have no trouble finding something which pays better, and something even easier, but as to something nobler and higher, he may like him who steps up to that round of the ladder that is not, finds himself pawing in the midair, seeking a place of safe landing. "He falls and great is the fall of him."

The ideal teacher possesses sympathy, for only he who is able to feel with the child, is able to work successfully with him. No man full-grown at birth could ever be a teacher, for only he who has experienced the same impulses which children have, may feel with them in theirs. Had you never as a child had the tingling joy which children feel when the show with its long train of elephants, and camels, its pygmies and giants, its horses and zebras, its clowns and fakirs, came to town, and a bighearted and tender father

gave you a holiday from school, and a shining dollar, that you might take in the sights, from early morn until the last tent is taken down, and you come away with only a red balloon as a reminder of the day,—had this never been your experience—you could never in the world feel for and with the boy whose heart is nearly breaking, as he sits in school, cold and listless, because a stingy and unthinking father has made him come to school—yes, your school where his body is, but his heart and soul are not.

The ideal teacher must possess also that sympathy that functions in the learning process. Had I never had any difficulty as a pupil, had I not had lessons which were to me as dark as Erebus, until some careful, painstaking and sympathetic teacher, made them clear, I could not now sympathize with that studious, though dull, plodding boy, whose efforts seem a failure. Almost unconsciously there comes to the ideal teacher a fear that the points that presented difficulties to him as a pupil, may be presenting the same difficulties to those he is teaching. You may see him turning the subject to be presented from one side to another, trying to find some angle from which it may be easiest understood by the child.

No he is not trying to mystify the child, by throwing over the subject the veil of obscurity or profundity. Nor is he trying to show that the child in seeing the thought through his own glasses, is committing the "unpardonable sin." Now this may sound far-fetched, but there are teachers who intentionally terrorize the child, by presenting a subject in its complexities so as to display their own great wisdom, and accentuate the child's ignorance. Such teachers are either nincompoops or pedants, neither of which class has any business in the schoolroom. The child can not respect him, and the ideal teacher always wins the confidence and respect of his pupils.

True enough, the ideal teacher must possess the literary ability necessary to instruct. He should know and know that he knows, and be able to convince his pupils that he knows. But it is far from him to have his pupils think that in the world of thought, in the constellation of the first magnitude, there are "only me and my wife, my son John and his wife, my four and no more." He is not thinking himself the repository of wisdom, and the children little leaking pitchers sent up to him by anxious parents for filling and refilling. Such a teacher's think-tank is itself so shallow, that its only hope is deepening by weathering, or corrosion, or by some other such process, in which process contact with ripper brains is the agent, and time is an important element.

If the ideal teacher is anything he is a maker of good citizens. That is an implied obligation to the state which employs him, for the state justifies its large expenditures of money for education on the ground that schoolhouses, teachers and all that is required to

make them efficient, cost less than jailhouses, courthouses, and the large array of talent necessary to maintain them. Yes, the state would, have its citizens intelligent, and learn in the arts and sciences, but it would sacrifice all this for good citizenship. And as I have said, this is the duty of the ideal teacher. This may be done by imbuing the minds of his pupils with a proper respect for the rights of others. If the school does its whole duty it must fit the child properly for his place in society, not hightoned, but toned society, and the fundamental lessons, the surrender of individual rights for community good, may be best taught in school, in which the exemplary life of the teacher counts for much.

He must possess strength of character and force of will. He will do without apologies what he conceives to be right. He is gentle but positive. He will wish to be loved by his pupils, but will not sacrifice discipline for love or popularity. He would govern by love if possible; by sterner means if necessary; but under no circumstances will he swerve from the course of duty. He is a model of patience as well as of sympathy; of mercy as well as of justice, being ready to show that mercy "that droppeth as the gentle rain from heaven upon the place beneath, being twice blest, blessing him that gives and him that takes."

The ideal teacher is not the id-e-a-l one, but is a model of thrift and energy. No teacher, the retreating part of whose breeches is worn from sitting is a fit model for the schoolroom. The ideal teacher is a model of temperance and sobriety, eschewing the bad, but holding fast to the good. His thoughts are lofty, not base, his every act springing from a heart whose warp and woof is nobility. And so we might go on naming first one and then another trait that must enter into the makeup of the teacher who is to be the guiding star of precious and tender little lives.

But before we leave this very important subject we must pay this compliment to the Negro teacher who is taking his place in the ranks, and is doing such valiant service for the race and for humanity. The majority of them must be truly consecrated, for their lives and their service are spent in the almost thankless profession of teaching. With most of them the pay is so meager that it should not be dignified by the name "salary" but would be better styled "wages". Now when this is cut into halves and thirds to pay trustees and professional legpullers for this service and that, if there is not that satisfaction and happiness which come to the philanthropic heart, if the negro teacher is not repaid for his efforts in the boys and girls he has helped, and who in turn help humanity, then indeed his last chance for pay has vanished, and it is a case of "love's labor lost".

Yet he grinds day after day with a zeal and an earnestness excelled by not even his better paid coworker just across the way. His shortcomings are not the shortcomings of the heart but of the head; his failures not



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SATURDAY, DECEMBER 11, 1915

RENEW YOUR SUBSCRIPTION.

A blue pencil mark at the head of this column indicates that your subscription has expired. The publishers of The Standard will be glad to keep your name on the mailing list, but to do this it will be necessary for you to send in your renewal. We hope to receive your renewal subscription before your paper is stopped. In this way you will receive every issue of The Standard without missing a copy.

those which come from indifference, but from causes over which he has no control. His service is not hampered by any thought of stepping higher, for when he gets a big enough man to teach, he has reached that which to him and most negroes is the pinnacle—the dizzy heights—from which he may triumphantly exclaim, "nothing beyond."

What cares he that he is not noticed by statisticians, and his labors be considered a negligible quantity in the world's educational system? Nothing. He works humbly on, with undiminished zeal and renewed determination, feeling sure that some day his reward will come. For if the prejudiced chronicler of present day victories and achievements overlook him; if a too partial public sentiment fail to place on his brow the laurels which it owes its heroes, the future-unbiased historian will, dipping his pen in truth give the negro his well-earned place among those who labored hard and long, through discouragements as well as amidst plaudits among those who sacrificed their lives—that others might truly live.

Let us not despair, even though confronted on all sides by, and conscious of our shortcomings. But let us rather continue to strive the harder to come up to the standard set by our Ideal. The Macedonian cry even now is, "More teachers and better teachers," "Tall sun-crowned men and women, who live above the fog in public duty and in private thinking, for while the rabble with their thumb-worn creeds, their large professions but their little deeds mingle in selfish strife, lo, Freedom weeps, wrong rules the land while waiting Justice sleeps! God give us men."

In an old paper published sixty years ago, one of the best speeches ever made in the bestowment of an honor was made by the president of an agricultural society when he presented a prize cup to a young man, and thus addressed him: "Now, young man, take this cup and remember always to plow deep and drink shallow."—Southland Farmer.

PROF. HORN SPOKE AT PRAIRIE VIEW

Supt. P. W. Horn, Superintendent of the Houston Schools, and party, came via automobile from Houston on the 4th inst, reaching Prairie View before noon. They were met by Principal Terrell and members of the faculty. Everything possible was done to accommodate and entertain them while here. Immediately after dinner, all teachers and students and many visitors who had come from afar assembled in the chapel. Appropriate music was rendered by the Patterson College choir. For the pleasure of the visitors the choir sang: "David Play on Your Harp," "Deep River," "Listen to the Lambs," "Let us Cheer the Weary Traveler" and other folk songs.

Supt. Horn was then introduced to the large audience by Principal Terrell. Prof. Horn entered immediately into the discussion of Educational questions. He is one of the greatest educators of the country, North or South, and he was given absolute attention from the beginning to the close of his discussion. He spoke fluently and frankly on all questions bearing on the Negro race and the Nation, and his scholarly, refined and inspiring address has left a permanent impression for good upon all who heard him.

The Country Church

Is the rural church passing out? To those who are acquainted with some of the older portion of the country, it sometimes seems that the rural church is passing out; churches that formerly were crowded to the doors can scarcely gather enough to hold a meeting. In the newer West the question is, "Will the church ever hold an important place in the rural community, or will other organizations, such as granges and men's clubs, take the place of it?" The answer to these two questions (for they are essentially the same) lies in the answer to two other questions: "Is the church vitally important to the community life?" and "Granting it is, "Have the people of the rural districts an insight into social need keen enough to see it?"

Everyone is agreed that a high moral standard is necessary to a successful and happy community. People can neither live happily together, nor conduct business to good advantage unless they are fairly certain that their associates can be depended on to do the right thing. Now, it has been demonstrated almost beyond the possibility of question that a high moral standard cannot be long maintained without the religious motive. France tried it and failed. A few years ago Japan thought she needed no more missionaries. Now she is calling for them urgently. Why? Because she sees now that high morals are impossible without religion, and Christianity is the only religion that can stand in the presence of modern science. The essential religious organization, the church is therefore necessary to the success of the rural community.

When the people of the country districts realize the value of religion to their community, they will not let the churches die out. The sustenance of a rural church in the United States should be a comparatively simple matter for the religious views of the majority of people are sufficiently alike

to make it possible for all to support one or two churches, if the fundamental facts are given their due weight. Even those who are personally indifferent to religion, ought as a mere business proposition to support the local church in some way. Those who do not are really living on charity, because they benefit by the money others invest in the churches and contribute nothing themselves. Those who live in the rural districts ought, for their own good, to support some church; and they must, if the community is to be prosperous.—Herbert C. Long, Colorado Agricultural College, Fort Collins, Colorado.

WHO OWNS OUR COUNTRY?

The Manly report to the Commission of Industrial Relations shows that two per cent of the people of the United States own sixty per cent of the national wealth. National revenue is raised by indirect taxation, so they do not pay sixty per cent of the taxes. Sixty-five per cent of the people own less than five per cent of the wealth. It is, therefore, a pertinent question whether this sixty-five per cent will have to pay more than five per cent of the cost of an increased army and navy. In case of war would they have to do only five per cent of the fighting? Have they really got much to fight for?

Almost one-third of the male workers of the country earn less than \$10 a week. From two-thirds to three-fourths earn less than \$15 a week. How can there be prosperity when two-thirds of the workers get less than \$15 a week and one-half the women workers get less than \$8 a week? Bad living conditions cause the children of the poor to die three times as quickly as those of the rich.

Does the two per cent who own sixty per cent of the wealth

of the country do sixty per cent of the work? Without this two per cent, their activity and presence, would our country possess only forty per cent of the wealth it now has? Did this two per cent make equivalent return in work, brain and muscle, for the wealth they own? If not, how did they get it? How are they getting it now? How can our lawmakers so legislate that the ninety-eight per cent will fare better in the future and also get a fairer share of the wealth they have already created?

It does seem that right here is where our statesmen and politicians might get down to brass tacks if they want to do something for the country, something that will really help the farmer and every other worker.—Southland Farmer.

Principal Frazier Organizes Clubs in His School at Farrsville.

Oak Grove colored school has become interested in the industrial side of school work and organized a corn club, potato club, and canning club. Prizes were offered by the principal as follows: Corn club, 1st prize, \$7.50; 2nd prize, \$5.00; 3d prize, \$2.50, for greatest number of bushels per acre. Potato club, 1st prize, \$5.00; 2nd prize, \$2.50; 3d prize, \$1.50, for greatest number of bushels per half-acre. Canning club, 1st prize, \$3.00; 2nd prize, \$1.50; 3d prize, \$1.00, for greatest number of cans of beans, beets, okra, and fruits. Rules will be simple enough to create much interest.

J. C. Frazier, Principal.

Weaning Pigs

When the pigs are about five years old, they will begin to taste some of their mother's food. Do not be in a hurry to wean them. Eight weeks is young enough to wean them, if there is skim milk for them. Of course the size and development has a great deal to do with their weaning age. If skim milk is not obtainable, it is better to let the pigs nurse the sow until ten weeks old.

Prairie View State Normal  
36th Annual Session  
Opened Sept. 9, 1915

Full corps of Teachers. All departments in complete operation. Don't put off your education. Everything else can wait.

A practical, useful education is a present necessity for every boy and girl. Prairie View offers just such training. The physical and moral as well as intellectual life of pupils carefully looked after.

The grounds and buildings are being made more attractive and dormitory life more comfortable.

Students planning to attend this session should arrange to enter at the earliest possible date to begin Second term's work.

For catalogue and further particulars

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## NEWS NOTES

R. L. Isaacs.....Local Editor

A number of expert painters and plasterers are hard at work.

Master R. L. Isaacs, Jr., son of Prof. Isaacs, is on the sick list.

Miss W. B. Patterson, music director, made a business trip to Houston this week.

Steward H. C. Aldridge made a business trip to Houston Thursday morning.

Foster Hall, a boys' dormitory, is being refloored for the opening, September 8th, 1915.

The Book Store during the coming session will be in charge of Prof. G. W. Buchanan.

The classrooms and offices in the Academic building are being painted.

Mr. A. W. McDonald had to postpone his trip on account of the large amount of work assisting Secretary Mason.

The old wooden water tower has been hauled down to make room for the new steel tower to be erected soon.

Little Walton, son of Prof. and Mrs. Waller, is under the care of a physician, having been attacked this week with fever.

Mr. Geo. Roligan, who is in charge of the yard, will leave for his home in Nacogdoches Saturday to spend a short vacation.

The following teachers who have been taking vacation have returned to the campus: Misses C. G. Howard, R. E. Cox, C. B. Drisdale, M. J. Simms, R. F. Johnson and Prof. A. Day, Jr.

You will need the Standard during the coming session. Renew your subscription now, as all papers not paid for in advance must be discontinued at once. And don't you forget it.

The road leading from the campus to the railroad station is being graded by Prof. Waller and his force of men.

The power lawn mower is running regularly now, and the grounds are otherwise being placed in fine condition for the opening of school.

### A Surprise Party

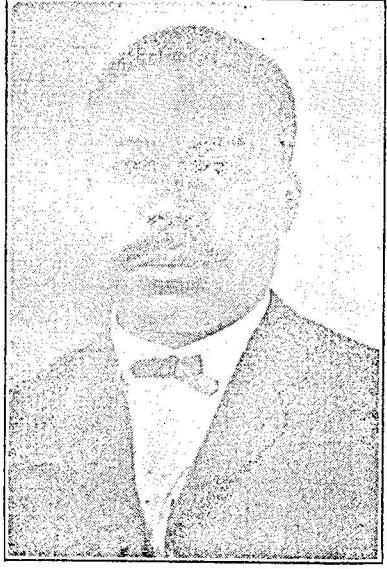
At the home of Prof. and Mrs. Richardson last week a surprise party, in honor of Mr. T. R. Blackshear, son of Prof. and Mrs. E. L. Blackshear, given by the campus boys and girls.

Following is a list of those present: Misses Juanita and Myrtia Griggs, Luida and Nellie Bookman, Thelma Scott and Clarice Bartlett; Messrs. Timothy Wells, J. P. Brown, Leon McGensley, Fitzhugh Lee Banks, G. M. Gault, Fred Patterson, Albert Bowie, J. B. Holt and Johnny Harris.

Music was furnished by Miss Patterson, music teacher of Prairie View College, and Prof. Arthur Richardson.

Refreshments consisted of ice cream and cake. All seemed to enjoy themselves, until it was announced by the chaperons, Mrs. C. H. Griggs and Mrs. E. W. Scott, that it was time for the young people to go home.

The silo will help on to maturity crops that are frequently caught by a drought or burned by hot winds, and there is scarcely a year in Texas in diversified farming that the silo will not rescue a crop from the delinquent forces of nature.



PROF. A. E. McMILLAN

Prof. A. E. McMillan, formerly principal of the high school at Navasota and lately elected Head of the English Department at Prairie View College, has arrived on the campus to look after his line of work.

### THE PLAY OF THE YOUNG GIRL AND BOY

As the little children grow up, their desires for recreation and play broaden. The boys want to go fishing and hunting and swimming. The country always holds some new phase of life or experience and, if rightly directed and understood, the child can gain untold riches from the nature lore that surrounds him. Here again the father and mother can be of inestimable value to him, encouraging and helping him in every tendency which he shows. Gain his confidence, cultivate and enjoy with him that which interests him; and let him come to you with all his treasures and his great adventures.

So only can you give to your children and gain from them the great and happiest moments of life.

If your girls want the same experiences in the "great outdoors," let them have them, although at this older period, home and its possibilities attract a girl. Here the mother should gain her daughter's confidence and with the spirit of love, teach her the things that will make her a womanly woman, and a worthy future mother. The great tragedies in girls' lives come from this lack of understanding between mother and daughter.

The household duties could all be primarily learned in the spirit of play—make each duty a game—and finally through the play side, its real value will be seen and appreciated. This is not so foolish as it may sound, for it is the basis of the greatest girl movement in the country today, and thousands of young girls are gaining a greater, truer knowledge of life's work through first seeing it in the guise of play and pleasure.

No one is too old to play a game, so if you have, or will take, a few spare moments in your day's work—go out in the yard and play a set of tennis, or a game of tennis-ball, volley-ball or quoits with her daughter, your work and hers will have a keener interest all the rest of the day, because you have played and played together.—Edwina Mary Layman, Colorado Agricultural College, Fort Collins, Colorado.

The Extension Service of the A. and M. College of Texas has just issued two pamphlets, the first on the proper storing of sweet potatoes and the other giving the manuscript of the address of the "Value of Cotton" recently delivered by Nathan Adams, Cashier of the American Express National Bank of Dallas, before the Texas Farmers' Congress. A limited number of these bulletins are available for free distribution upon application to Director Ousley.

# The Educational Mecca of Texas and the Southwest

## PRAIRIE VIEW STATE NORMAL- INDUSTRIAL COLLEGE

A New Point of Departure

A New Educational Attitude

Opportunity Knocks at the Door  
of the Colored Youth of Texas

Prairie View is destined to become one of the greatest forces in the development of the Negro people in the United States. If you want your boy and girl to obtain a useful education and at the same time to become imbued with a love for their race and a desire to advance the interests of their race and make it a useful factor in Southern civilization, send them to Prairie View

There is a growing demand in the state of Texas for trained and efficient colored labor along all industrial lines; and while the object of the school is mainly the preparation of teachers, still it is the desire of the Board of Directors and Faculty to also lend a hand in the industrial development of the Negro race in Texas. This is an industrial age, and if the colored man is to win a permanent footing in modern civilization, he must undoubtedly acquire industrial skill and efficiency

The Prairie View School needs no introduction or eulogy. It has sent out as many, probably more, graduate and sub-graduate instructors than all other colored schools in Texas combined. The Prairie View student is making himself felt along all useful lines, in the school room and in the business world; in the field of learned professions, in agriculture and in the mechanical arts. But the Prairie View Normal-Industrial College has stood pre-eminently for industrial education and has done more to stimulate industrial training than any other agency among the colored people of Texas. Its graduates are introducing industrial education into the rural districts and into many of the city schools of Texas. Now that the regular Normal Course has been advanced and improved, there is every reason for the friends and students of the Prairie View Normal to determine that the institution shall reach a higher plane of usefulness than was ever known before.

For catalog and other information, address,

### THE PRINCIPAL

PRAIRIE VIEW, TEXAS.



## THE FARM WAGON

The wagon is one of the most used implements on the farm and for this reason it should receive the most consideration when one is to be bought. Because it is used so much, also, one may feel more justified in investing more money in it than in some of the other implements that do not require such constant usage. It is never economical to buy a cheap wagon. A well made wagon in which only good material is used will not only give better service during its entire life but it will outlive a cheap wagon many years.

Attractiveness in a wagon should not influence one in purchasing one of inferior quality. It is the trick of manufacturers of cheap wagons to make them look nice by using good paint and making them appear as much as possible like a high priced implement. A more important thing is to look beneath the paint and inquire into the material and workmanship of the wagon. Good workmanship is about as important as good material. A wagon that is well made will not go to pieces when put to hard service. The wheels will not become loose and give away. The owner need not have fear that other parts will break when an unusually heavy load is being hauled.

The care that a wagon has on the farm has a great deal to do with the length of its usefulness whether it be a cheap or high priced article. As a rule the wagon receives better care than most of the farm implements, but we are inclined to forget to grease it as often as it should be if we are busy with other work. Then we are apt to neglect painting it, particularly the wheels, as often as necessary. The water gets into the cracks in the wood and rot begins. The water also gets on the iron parts and causes rust. If we neglect to having the tires tightened when they begin to get loose it will not be long before the wheels begin to rattle and then the bill for the repair job will amount to twice the sum that would have been required if the job had been attended to at the proper time. There is another reason why it is a good policy to pay more and get a good wagon. It will not only give better service for a longer time than a cheap one will, but the owner will take a greater pride in it and feel that since he has made a greater investment he should take better care of it, which will add to its life of usefulness.—  
Indiana Farmer.

### Build a Silo But Build it Right

It is of vital importance that every farm in Texas be equipped with a silo, but it is equally important that the proper materials be used in its construction. Approximately 57 varieties of silos have been given a fair trial by the farmers of Texas in their diligent effort to systematize agriculture in this state and in some instances our farmers have paid dearly for their experience. A silo not adapted to the climatic and other natural conditions

## CHANGES IN FOOTBALL RULES

### More Protection is Given Punter Under This Year's Code Which Offers Several Changes

The official football guide, just issued by Spalding, contains several changes in the rules. Save for the elimination of a few rough spots, the playing code has not suffered.

There is more protection for the fullback, or the punter, and the rule has been divided into two parts—running into the fullback and "roughing" the fullback. Running into the kicker or passer is penalized 15 yards and "roughing" the player calls for a penalty of 15 yards and disqualification of the offender.

Interferers no longer will be allowed to knock down the secondary defense nor will the defense be allowed to run into a man after the whistle blows. Blocking and interfering by throwing one's legs in the air are tabooed and such a play, if detected by the officials, brings down a 15-yard penalty. This rule eliminates one of the most popular forms of interfering, for if an opponent is struck with the legs above the knee it merits a 15-yard loss, and striking an opponent similarly below the knee is the same as tripping.

Players are not allowed to talk unkindly, harshly or profanely to officials or players this year on penalty of leaving the game and their team suffering a 15-yard loss.

In snapping the ball into play once the center has begun motion, play starts, and he must go through with it and let the ball go. This prevents the trick play where the center appeared to pass the ball, but in reality held on to it until another player slipped behind him and took the ball from his hands.

Another change that aims at what was characterized as an unauthorized means of advancing the ball rules a forward pass incomplete in which the ball passes out of bounds on the fly, whether it has touched a man or not. This will put an end to the practice of passing out of bounds as a substitute for a kick.

Where a second eligible player touches a forward pass after it has been touched by an eligible player, it is an incomplete pass and counts one down. Unless the captain designates otherwise, the referee will bring the ball out 15 yards from the sideline where it has gone out of bounds. If a forward pass is caught simultaneously by a member of the passer's side and an opponent, it is ruled that the ball belongs to the side putting the ball into play.

The rules committee was unable to discover a clear way to stop the practice of sending in substitutes with the purpose of conveying information, but amended the rules whereby a man taken out of the game can be resubstituted only at the beginning of a period. The committee also has taken a half step in the direction of numbering players on the field by recommending that numbers be worn. It is probable that the next revision will see the step fully taken and numbers made necessary for all players.

These rulings also have been approved by the committee: Rule 6, section 13a, should be followed strictly. That wherever the ball is advanced to, at that point the whistle should be blown, that being the point where the ball is dead.

Rule 10, section 5—Two men signal for a fair catch; one touches the ball and the other gets it still on the fly. No run allowed and ball is dead.

In case of an offside play by opponents and an incompleting forward pass, or holding in the line by opponents and an incompleting forward pass, the first offense takes precedence and the second is disregarded.

Rule 3, section 2—Penalty for illegal return. Disqualify the player, give half the distance to the goal line and notify the central board.

Rule 18, section 8—The position of the feet determines the same as always, whether the player is either in the end zone or out of bounds.

which exist in Texas is worse than no silo at all and the farmers of this state who contemplate erecting silos should study carefully their construction and adaptability to Texas conditions and select the kind best suited to their needs.

### Possibilities of the Silo

The importance of the silo to Texas agriculture cannot be over-estimated. It is going to take a silo or some kindred agency to enable Texas to maintain her supremacy as a cattle producing state. Land in many portions of the state has, under

present conditions, proved too valuable to produce cattle for the market as compared with raising cotton. Nature must, in some way, be reinforced by the ingenuity of man, or the livestock industry in Texas is bound to suffer. The silo by increasing the fattening power of the plants and utilizing waste will make raising livestock as profitable as cotton growing and build up a waning industry as well as strengthen the cotton market by reducing production to the demands of trade.

Every farmer in Texas should build a silo.

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### EDITORIAL MOTTO

A WORD FITLY SPOKEN IS LIKE APPLES OF GOLD IN PICTURES OF SILVER.—PROV. XXV. 11.

SATURDAY, OCTOBER 2, 1915

### RENEW YOUR SUBSCRIPTION.

A blue pencil mark at the head of this column indicates that your subscription has expired. The publishers of The Standard will be glad to keep your name on the mailing list, but to do this it will be necessary for you to send in your renewal. We hope to receive your renewal subscription before your paper is stopped. In this way you will receive every issue of The Standard without missing a copy.

Mr. Rosen, traveling agent of the Galveston and Dallas News, was on the campus Tuesday on business.

Dr. Searcy of Hemphstead, the college physician, was over last Tuesday on his usual professional visit. He is at the college hospital every Tuesday and Friday and answers the calls of the school.

Messrs. Hunter of Austin, and Wilcox of the A. and M. College, auditors, were here at the college this week. They were auditing the books and looking into the business side of the institution.

### PEACE

Peace is one of the sweetest words put into language. There is something about that word that always calls forth that which is best in a man. Peace is the period of greatest progress, because it implies love, and a square deal to mankind. Peace is the loving Angel that summons all men to justice and fair play. It incites one to a sense of regard for the rights and privileges of the other. It bids confusion cease and calls in the "Dogs of war." Peace is progress and no race will long endure who does not love it and strive for it. Dissention and strife have held the progress of the world in check for ages and have left strewn along their pathway, ruins in hearts and homes counted by the millions. Nothing is sure and safe in war.

Centuries of civilization are lost in only a few moments.

Peace is the banner on which is inscribed the hope of the world and thousands are following it and receiving its blessings and inspiration. It is not so lofty that it cannot be seen and approached. Peace is afloat at every man's door. It can be had by the simple lesson of brotherly love, honesty, and justice, man to man. If one would have the proper regard for the rights of the other and seek and promote only that which is just and

fair in the great battle of life, the home would be free from sickly confusion and our institutions unfettered from the grips of strife and unrest.

Peace does not imply a cessation against wrong in the battle of life, but rather that the cause of each in the struggle be just. If all would strive for justice and be actuated by it the Standard believes that wrong and wrong doing would be forced to the rear and righteousness would have a brighter day.

### THE GOOD SIDE

While there may be a good side and a bad side to a thing, all the time should not be taken up with the bad. If we continue seeking only the bad side, in time this habit will become firmly fixed and our lives, to a great extent, will be shaped by it. Look for evil and you will find it. Take up with it and you will become like it, for we are much like our thoughts and our associates.

On the other hand if we look at things to see what good can be discovered in them as well as the bad we will be likely to find a little good and if we continue to turn things over we will soon find it is our duty to extoll and praise the good as well as condemn and denounce the bad. If we seek the right, find it and live by and with it, we will soon take on its attributes and all of our thoughts will soon tend toward those things that are high and ennobling. We will find that the world is much better than the pessimist declares, and our lives will grow better day by day.

### PRAIRIE VIEW COLLEGE

Looking to the education of its citizens, both white and black, the early pioneers of Texas, along with the common schools dotted here and there, made provisions and established the Prairie View State Normal and Industrial College. This school is one of the best investments the State has made in behalf of the Negro Race. Here he learns of industry and thrift, self reliance and obedience to constituted authority are taught and the investment has been greatly profitable as evidenced by the large number of peaceful, progressive, and laboring graduates and students scattered throughout the country. They can be found everywhere in the front ranks of the negro race.

The money appropriated each year by the liberal Legislation of Texas for its continuance has been converted into men and women who do things, men and women who not only know geometry and rhetoric, but skilled sufficiently in the trades as to earn for themselves a livelihood and at the same time contribute something to the progress and welfare of the State.

The school at the present time, stands on the verge of the greatest period of progress in all its history. more money is being spent on it, more teachers are employed and more trades and professions are being taught. By the wise management of the directors and liberal appropriations of the legislatures, Prairie View is destined to become the greatest school for negroes in the United States.

### Sell Corn In Bulk When You Can

Do not sack your corn if you can sell it with equal profit in bulk.

Some dealers handle only sacked corn, others only bulk. Meet the requirements of your

# OPENING OF PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL COLLEGE

## Wednesday, Sept. 8

All of the Departments, including Normal and Industrial, will be open and in operation under competent instructors

By a Faculty regulation, adopted Feb. 25, 1915, and which goes into effect with session opening Sept. 8, 1915, every candidate for graduation is required to attend not less than thirty-two weeks in the Senior year. Every candidate for certificate must have attended in all not less than thirty-two weeks. Students should endeavor to be present on opening day

**N. A. BANKS**  
Acting Principal

dealer or local market.

If you ship shelled corn in bulk, see that the car is uniformly loaded. Where good and poor corn are to be shipped in the same car, see that they are properly separated by bulkheads. A mixture of good and poor corn will give a low grade for the entire car.

Before shelling, pick out all damaged ears.

See that the corn is clean and uniform in quality and color, and free from weevils.

When shelled corn is badly broken or dirty, clean it over a No. 6 screen (6 wires to the inch each way). Use the screenings for poultry or other feed. Screenings are worth money, but lose you money if left in your market corn.

Where live weevils are present shelled corn will not grade better than "sample." Therefore, clean all corn, whether broken or not containing live weevil over a No. 6 screen.

Use only good sacks and sew

them instead of merely tying up. Old or damaged sacks often mean resacking at destination.

Corn for sacking should be weighed, not measured. Each sack should contain 100, 112, or 140 pounds net, depending on the market to which it is to be shipped.

The Federal Food and Drugs Act requires that all sacks packed as above and shipped from one State to another should bear a plain and conspicuous statement of the quantity of contents in terms of weight or measure.

### Dry Your Corn

After gathering and culling, put sound corn for market or winter use in an open but well-roofed crib until fairly dry.

Damp corn heats and molds and loses you money. Drying is especially necessary after a wet season.

Corn to be fed on the farm in a few weeks may, of course, be stored in any open crib with a good roof.

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