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## The Prairie View Standard - July 1929 - Vol. XVI No. 10

Prairie View State Normal and Industrial College

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lain, presided.

Resolutions on behalf of the local Nautilus Club and the College Sunday School were read by Mrs. G. O. Sanders and Mrs. S. G. Kay, respectively. Mrs. J. A. Greene of the department of English gave testimony of eight years association with Mrs. Collins as dean and her association with Mrs. Collins in Christian work. Mr. E. T. Minton of the College Exchange read resolutions on behalf of the faculty.

Obsequies were also held in Houston, Texas, at the Antioch Baptist Church. Prof. C. H. Waller, leader of farm extension service, presided. The principal oration was delivered by Dr. E. L. Harrison, pastor of Antioch Baptist Church. Members of the faculty also attended the obsequies at Houston, Texas.

#### TEXAS FEDERATION OF COLORED WOMEN

The twenty-fourth annual convention of the Texas Federation of Colored Women's Clubs convened at the college July 2-4, 1929 with Mrs. A. E. S. Johnson, Marlin, Texas, president. The convention convened at the college by invitation of the Nautilus Club, headed by Mrs. G. V. Banks.

The convention was composed of representatives of affiliated clubs organized in all sections of the state and has become one of the strongest charitable organizations among women of our group in the South.

Besides the Christian influence exerted by the clubs in their several communities, the clubs, through the state convention, have purchased a home for delinquent girls in San Antonio, Texas. This home is supported and maintained by the convention. The home is doing a great work in assisting young women to become worthy and dependable citizens, contributing a noble part to society and the state.

The Nautilus Club at the college reflected distinction and honor upon its officers and members for the superior manner in which it took care of the state organization.

The addresses and discussions and the several entertainments were practical and up-to-date and shall not be forgotten.

Another feature of unusual interest was the exhibit of art displayed in the Household Arts building by the clubs of Austin, Houston, Prairie View, Waco, and the Junior Federation. This exhibit comprised useful articles of all descriptions for the home and reflected the finest art of the needle and the hand.

The Standard has been informed that the state organization will meet next year at Corsicana, Texas.

#### COL. ROSCOE CONKLIN SIMMONS

Col. Roscoe Conklin Simmons spoke to teachers, employes and visitors at Prairie View State College, Tuesday morning, June 25 at 11:a.m. Every seat was taken in the college auditorium including the balcony when Principal W. R. Banks presented Prof. C. H. Waller to introduce the speaker.

For more than an hour the famous orator held the auditorium spellbound with his matchless imagery and gifted phraseology. Col. Simmons discussed education, the difference between education and learning, and

urged wealth as a basis of dependable and constructive society and citizenship, and made a plea and defence for the race which gave him a lasting ovation on taking his seat.

#### PRESIDENT F. M. LAW COMMENDS PRINCIPAL BANKS AND HIS ADMINISTRATION

Professor W. R. Banks, Principal,  
Prairie View State Normal and Industrial College,  
Prairie View, Texas.

Dear Principal Banks:

I have your letter of the 21st, and am replying to say that Mr. Schuhmacher and I had a most enjoyable day with you on Monday.

It seems to me that you have the school well in hand, and that good, honest work is being done.

After adjournment Monday afternoon I looked for you everywhere, but you had been called away and I did not have the opportunity of saying goodbye. You made a very splendid address and I wanted the chance to tell you so.

I feel very comfortable about Prairie View under your administration, and am hoping that the school will progress along many different lines more rapidly than ever in the next few years.

Yours -very truly,

F. M. Law.

Hon. F. M. Law is president of the Board of Directors governing the A. and M. System of Colleges, including Prairie View State Normal and Industrial College. The letter is one of unusual interest, commending as it does the outlook for Prairie View and the administration of Principal W. R. Banks.

#### WILEY COLLEGE CAMPAIGN

Wiley College has begun her campaign in the state to raise \$300,000 in order to obtain a like amount from the General Education Board, New York City. The \$600,000 when secured will be placed to the credit of the Endowment Fund of Wiley College.

Wednesday night June 26, the students of the Summer School were given an opportunity to hear the "Wiley Quartette" and to listen to the plea of that institution in behalf of the campaign.

Following introductory remarks by Principal Banks, the following educators and high churchmen made a telling plea for Wiley College and education in general: Dr. M. W. Dogan, president of Wiley College; Bishop R. E. Jones, and Dr. I. Garland Penn.

#### REV. W. L. TURNER, A. M., B. D.

About 1500 teachers attending the Summer School heard two scholarly messages brought to them, June 23 and 24, by Rev. W. L. Turner, A. M., B. D., pastor of Wesley Methodist Church, Austin, Texas.

Rev. Turner showed how, in a brilliant discourse, righteousness exalts a nation; and how sin is a reproach to any people. In his second discourse Rev. Turner exhibited works of art done by Africans and told of their customs and capabilities.

Rev. Turner spent four years in Africa, it was said, and is apparently confident of the inherent power of the natives of Africa to grow and prosper under the freedom and restraints of modern civilization.

# The Prairie View Standard

VOL. XVI Prairie View State Normal and Industrial College, Prairie View, Texas, July 1929. NO. 10.



PROF. W. R. BANKS  
Principal Prairie View State College



INAUGURAL ADDRESS DELIVERED BY PRINCIPAL W. R. BANKS AT PRAIRIE VIEW STATE COLLEGE, MAY 20, 1929

The Emancipation Proclamation issued by Abraham Lincoln in 1863, abolishing slavery in the United States, liberated 200,000 of these in Texas. With a background of 200 years of slavery, ignorance, superstition, and dependence, the Negro's status was changed suddenly from that of a slave to a citizen, with its inter-related responsibilities. He was ushered into a new and complex civilization, left on his own wits and resources, and self-dependence, to fight the battle for existence; to properly adjust himself to extremely new conditions. There were no private or public schools in which these former bondsmen, without the possession of wealth, poverty stricken in the last degree, might train themselves for the new duties and responsibilities immediately confronting them.

In 1870 the Texas Legislature enacted a law establishing public schools for these people—making null and void the law and custom which made it a crime a few years prior to this time to teach Negroes to read and write. There immediately arose the problem of instructors for these newly created schools. Endeavoring to solve this embarrassing problem of preparing and training educational leaders for our group, the late Governor Oran M. Roberts gave his approval to the bill enacted by the Texas Legislature in 1879—fifty years ago—establishing the Prairie View State Normal and Industrial College, in Waller County, at Prairie View, Texas. And this same Act provided that the further purpose of this Institution was for the education of colored youths in the Science of Agriculture, Mechanic Arts and Crafts.

Here upon this spot, with a peculiarly interesting history, Prairie View was born—on a slave plantation, in a slave mansion, Kirb Hall—a place where a few years before the blast of the horn signalled them to and from labor and chores, but now the peals of the school bell called black students fresh from the house of bondage to books and study. It is significant to keep in mind the fact that the enactment of the first laws laying the foundation of our present educational system was effected by the masters of the former slaves.

Thus the machinery was set in motion for carrying forward in the final and complete sense, the great scheme of Emancipation. Indeed, a people are free when they are unfettered from the manacles of economic, mental, social, and spiritual bondage, as well as physical slavery. The school builds the road over which racial progress and security safely advance, as well as, points the way to a dependable and productive citizenry. A sound and judicious educational program is vitally essential in safe-guarding the liberty of a people and manifestly vouchsafes their economic and social salvation. In this movement of preparing and training a sane and efficient educational leadership and additionally a worthy, respectable, and industrially intelligent people, this institution has been and is a potent factor. Every dollar invested in this project by the State of Texas has yielded dividends in character, human service, and an inspired and proficient manhood and womanhood.

During these fifty years, thousands of colored youths have studied here and have gone forth into the world with new hope and faith in their breasts; they serve in all professions and in all avenues of vocational pursuits, in the front ranks in every nook and corner of Texas, and in general throughout the country, exemplifying the spirit of the words inscribed on the official seal of Prairie View—Labor and Humility.

In one building, with one teacher and less than a handful of students fifty years ago was the modest beginning of this Institution. It was a light of Divine kindling; its rays have lighted the paths of thousands as they have pushed forward in an honest effort to make a place for themselves in a changing and a complicated civilization. This light has grown in magnitude and brilliancy, as the years have advanced until today 75 buildings and cottages dot the campus; there is an enrollment of 1209 in the regular session—1500 in the summer session, and 2000 in the Farmer's Short Courses making a total of 4,700 lives touched directly on these grounds annually. A conservative valuation of the property is \$2,000,000. The records show that in the last thirty years more than 35,000 students have enrolled, that of the 4,000 public school teachers in Texas, 3,000 were trained in Prairie View. The Extension service touches annually more than 40,000 lives.

The general educational growth and increased facilities and equipment for Negroes in Texas have evidenced marked and substantial progress. For the 228, 460 scholastics, \$20,370,380 have been invested in public school property, while \$4,335,182 have been spent for Colleges. There are 2,000 public schools with an enrollment upward of 201,793; eleven colleges with 2,500 students doing work above the high school level. The sum of \$2,645,661 is paid in salaries, annually to the public school teachers and even then they are underpaid. In addition to the 4,000 public school teachers, there are 24 Jeans Supervisors, 54 Vocational, Agricultural and Home Demonstration Agents and 10 full time Public Health lecturers.

The records reveal further that our material wealth and progress have reached higher planes directly in proportion to our educational advantages and opportunities.

The signal growth and achievements; the effective and helpful influence of Prairie View State College have been brought about because of three specific things:

- (1) The content and spirit of the educational program.
- (2) The character and attitudes of officials and employees.
- (3) Inter-racial co-operation.

The spirit of the program of this Institution from the beginning was to make available necessary facilities and the opportunity for such training as would reflect and meet the actual needs of the masses of our people, to the end of making possible a scheme of a balanced education. Any educational system designed for a people that does not subtend and touch in an effective manner every vital phase of its life's endeavor and daily routine is inadequate and out of date. Therefore, during these 50 years one of the major emphasis of this institution was laid upon industrial training with a strong literary background as essential for the welfare of our people; as well as a keen respect for

and an abiding appreciation of hard labor regardless of its character. The lesson still must be learned that the end of a sound educational philosophy does not have for its objective soft hands and white collar jobs—the easy things of life—not to work hard; but more work, better done and in a shorter time; that to wear overalls and work shoes, to have corns in the hands as a result of work is just as honorable as a position calling for a swivel chair. In the finale, it was an educational program that had for its ends in view, to reach, to serve well, and to lift and encourage the masses, with the belief that our economic life raised to higher planes was the only true basis of sound and sane racial progress, and that the economic life of a people is directly influenced by and inseparably linked with its educational opportunities.

Prairie View has had in its history seven principals; each one in his own way and capacity has contributed his quota to the institution's life and development. Each one did his best in the light of his opportunities and educational background. They made mistakes. Who has not? Where and when did they have the chance to learn scientific administrative technique? If each one was not a slave his parents were. The mistakes of men are an important contribution to posterity and a successor, if sensible, will profit more by our mistakes than our successes, because they are so many more. And associated with these principals have been at all times men and women who were imbued with a spirit of service, possessing self-sacrificing ideals, men who gave inspiration and hope to the thousands who have studied here and have gone into the world pointing the way, giving positive direction to the less fortunate of our group. Today those of us who are here are privileged to sow and cultivate where others, under difficulties, have prepared the soil—we are reaping where others have sown.

Prairie View has always believed in the policy that it is good sense to cultivate, in a manly way the goodwill and sympathy of our white neighbors, rather than engender hatred and strife. The lesson of how to live and work side-by-side with people and maintain their respect, confidence, and helpfulness has been taught and practiced at this place. Through the period of a half century we have fostered and enjoyed helpful inter-racial contacts, and if this institution had done nothing else it would have justified its existence. At the beginning the State supported this project out of its poverty and straitened circumstances, caused by the Civil War. For fifty years appropriations have come in increasing amounts to expand the work in spite of the fact that we have been a voteless citizenry; no one of our group in the Halls of the Legislature to plead our cause; no powerful lobbyists at work in our interest, but this movement has grown to its present proportions because the Texas white citizens, out of their sense of justice and fair play have at no time slackened in their interest and obligations to Prairie View. Texas owes every child that is born within its borders, regardless of color, or race, or previous condition, an education for life's duties and responsibilities, and to send one child forth equipped to fight life's battles and then send out another unprepared—handicapped—would be manifestly unfair and such a practice would be contrary to the spirit of the Founders of our great Commonwealth.

The development of Prairie View has been analogous with that of the Race. Its pathway has not been strewn with roses, for here were obstacles, disappointments, and hardships, and there—sudden jars and conflicts, but despite these disconcerting forces, Prairie View has contributed more to the genuine progress of Race development than any single factor in our State. James Weldon Johnson, a foremost poet of our day, describes our fifty years of development in these words:

Stony the road we trod, bitter the chast'ning rod,  
Felt in the days when hope unborn had died;  
Yet with a steady beat, have not our weary feet  
Come to the place for which our fathers sighed?  
We have come over a way that with tears has been  
watered,  
We have come, treading our path thro' the blood  
of the slaughtered,  
Out from the gloomy past; 'till now we stand at  
last

Where the white gleam of our bright star is cast.

Thus far I have discussed retrospectively the beginning and the progress of education for Negroes in Texas, and the achievements of the Race, and in particular the fact that Prairie View has contributed during this period of fifty years.

But what of the future? To-morrow holds the challenge for us; our forward march will meet stiffer resistance, our problems will be more complex, competition will be keener, requirements will be more exacting, demands will be greater and the final outcome hinges upon three essential factors:

(a). The kind of educational system we are going to make possible for our youth in preparing them to encounter and successfully grapple with and solve the problems incident to this age.

(b). For this conflict we must prepare and preserve strong and healthy bodies so that we can withstand the stress and strain of a rigorous life.

(c). Develop that kind of character which will hold and anchor us steadfast in those virtues that guarantee poise, respectability and integrity.

Briefly then our present educational program must be re-adjusted to the point that it will not only emphasize an enlightened head, but it will include all men whatever their life's vocation is, to the end of increasing their efficiency for the jobs with which they must earn their meat and bread; that racial progress is dependent upon sound bodies and good health; that the cultivation of those habits of dependability, vision, thrift, industry, forethought, and mutual helpfulness make for permanent human progress and prosperity. There is a greater reward in saving than in wasting; laboring intelligently than idling; in training than in ignorance; in truthfulness than in falsehood.

We are living in a new day, a New Negro must be trained and prepared for the exigencies of this new day. If we face the next fifty years with the same energy and equipment, mental alertness and vigilance, the results will be calamitous. It is just as unsafe to fit the conditions of yesterday into these of today as it is to put new wine into old bottles. The struggle today for economic salvation demands serious and thoughtful planning and consideration. Virtue and Christianity will not abide forever beneath slack belts nor empty stomachs. Our greatest need now is—jobs—and knowledge of how to hold them and make them pay a living



## The Prairie View Standard

Published monthly by Prairie View State Normal and Industrial College, Prairie View, Texas.

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

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wage. We must increase the number of producers and decrease that long line of consumers. We shall be objects of charity as long as the mass of our people stay so close to the bread line. Happiness, respectability, and independence rest upon a sound economic foundation.

Circumstanced as we are, it is necessary for us to train our own professional group—physicians, dentists, lawyers, teachers, ministers, business men, and last but not the least—that vast army of working men and women to become efficient in their vocations.

Prosperity and home ownership beget law-abiding citizens; the accumulation of wealth begets respect and influence—these are salient facts that we must not forget.

Agricultural education and the welfare of the rural folk must engage our serious consideration and merit careful planning. If the importance of this subject is now occupying the deliberations of our National government then it should come in as one of the major objectives of our Institution's curricula scheme. What the average farmer needs today is not so much legislation as adequate training in the science of his art. Our program must therefore, contemplate and include that rural group of our Race which constitutes half of our population. It is said that civilization follows the hoe and plow—the kind and quality of civilization therefore, reflects the degree of intelligence of the hands that guide and direct the hoe and plow.

Therefore, for this New Day Prairie View must set and assiduously adjust herself to the training of that type of men and women who will go back into the world—out into the waste places—and there give themselves unselfishly to the greatest task of human service and uplift. In the first place, the realization of this objective must be found in the type of teachers who shall be entrusted with the sacred duty of shaping human lives for future acting and thinking. I regard the teacher pre-requisites and qualifications as of vastly more importance than buildings and equipment, because the one strengthens and safe-guards character and shapes life, while the others are tools in the hands of the teacher. We need teachers who are able to protect and give positive direction to those who come before them; who can lead students in the face of error and falsehood through the Wilderness of Doubts to the Mountain top of Understanding and into the Light of Truth.

And now to the Class of 1929—You are on the

point of being ushered into the world to join that illustrious host of Prairie Viewites who are fighting courageously all along the battle front. We shall expect greater soldier-ship of you than of them, because you were trained under more advantageous circumstances than were they. We have done our best, at our best, to give you our best, and now I want you to go forth, my children, resolved to give your best life's training and influence to those in all walks of life, even to the humblest in the distant cabin home.

If my judgement and heart deceive me not, I am conscious of the gravity of the duty and the task which are mine in assuming the leadership of this important and historic institution. I recognize the challenge which the problems of this new day offer my people. I realize that the educational program here must be interpreted and administered in accordance with the needs of the masses of our group. I am sensible of the fact that the next fifty years is the crucial test of our Racial history. There is no finer and more sacred privilege which can come within one's life-experience than to be a servant for this host of interesting life and endeavor to lead it to higher levels of efficient activity and pure thinking.

God of our weary years,  
God of our silent tears,  
Thou who hast brought us thus far on the way;  
Thou who hast by Thy might,  
Led us into the light,  
Keep us forever in the path, we pray.

### FARMERS CONGRESS CONVENES JULY 29, 30, 31

The Farmers Congress headed by Prof. C. H. Waller will convene at the college July 29, 30, and 31. The congress will be largely attended and extraordinary accommodations will be made for the convenience as well as the helpful information of the farm delegations which will come from every farming section of the state.

Prof. C. H. Waller advised the Standard that a one-cent railroad rate to the congress had been allowed, and that the International Harvester Company would make demonstrations with tractors, two-row cultivators, and other farm implements. Prof. Waller also stated that Mr. Irby Jacquet, professor of brickmasonry at the college, would give demonstrations in brick and cement work; and that demonstrations in rope work would be made by Mr. Will H. Evans, dean of men.

### VOCATIONAL TEACHERS OF TEXAS

The teachers of vocational education in the Colored schools of Texas have organized for efficiency in their work by electing the following officers: Prof. C. W. Johnson, president, Marshall; Prof. R. W. Porter, vice president, Granger; Prof. W. D. Spigner, secretary, Calvert; Prof. D. T. Duval, assistant secretary, Chapel Hill; and Prof. J. C. Madison, treasurer, Elgin.

There are about fifty vocational teachers in Texas and most of them are attending the Summer School taking the advanced course in vocational methods offered at the college. Teachers taking this course are instructed by Prof. L. A. Potts, itinerant teacher and professor of rural education.

### SOME OBJECTIVES IN HIGH SCHOOL ENGLISH

By ROSE SHARP BREWER, Head of the English Department, San Angelo Junior College

Fifty years ago the American high school was becoming the college of the upper middle-class. Today it is rapidly becoming the training ground of the masses. We look to the senior high school to maintain the line of those second in command, the non-commissioned officers of trade, who stand between the masses of skilled laborers, turned out now by the junior schools below and the ranking officers, the specialists and professional experts, who are the products of the colleges and universities and the technical and professional schools above. Yet little has been done to adjust the curriculum of the average high school to this vast and far-reaching change in its field. We are still teaching English, for example, as if we had in our classes the more or less selected group of students that we had even twenty-five years ago. Fewer went to college then, but high schools were almost universally college preparatory schools, and colleges were still proceeding complacently with Mid-Victorian, if not Mediaeval, aims and activities.

The breakdown in our educational system first became apparent in the elementary school, and the modern junior school evolved to repair it. The future of the high school has so far been most apparent from the college end, except where it has been revealed by the contact of the high school with the junior school, and there it was the habit to claim that the junior school idea was at fault until the experiment in the lower school had justified itself. The result is that today the high school bids fair to be caught between the upper and the nether millstones, the junior school and the college, and crushed, or metamorphosed, into something unrecognizable as its former self.—Extract.

### 1929-30—REGULAR SESSION—1929-30

The next regular session of Prairie View State Normal and Industrial College begins Thursday, September 12, 1929.

Advanced preparation is being made at the college to provide for an unusually large enrollment which daily correspondence at the college indicates. It is estimated that more than 1500 will make application to the registrar for the regular session on September 12.

In anticipation of this increased attendance plans for enlarging the teaching personnel as well as the accommodations have been formulated. Everything possible will be done by Principal W. R. Banks and the faculty to make the home life at the college very desirable to those who matriculate.

Another factor which will afford increased accommodations is the new three-story, \$100,000 hospital which will soon be open to the public. This hospital will be modern and up-to-date in every detail and the general health and sanitation of the college community through the larger capacity of the hospital will be greatly improved.

### PROFESSOR C. L. DAVIS

Mr. C. L. Davis, leader for vocational education in Texas, was a visitor at the college, especially interest-

ed in the work of the vocational teachers for Colored schools, who were attending the Summer School.

Mr. Davis visited the classes and took notice of the nature and effectiveness of their work.

### MISS KATIE STEWART

Miss Katie Stewart, Tyler, Texas, has been assigned to the Department of English and is at home with her work.

Miss Stewart is an alumnus of Prairie View State College, graduating with the B. S. degree in 1924.

### MISS ARTYE MEKA HENRY

Miss Artye Meka Henry, student of Prairie View State College, tutored by Miss C. E. Ross, director of Music, won the voice contest at the State Convention of the Texas Association of Negro Musicians held at Galveston, Texas, June 12-16, 1929. This is the second victory for Miss Henry, the first being at Houston, Texas.

Miss Henry, it is reported, will attend the meeting of the National Association of Negro Musicians which will be held in Fort Worth, Texas, during the month of August. She will be accompanied by Miss C. E. Ross, her teacher.

### The Doctor Porters

Three graduates of the college, father and two sons, and the mother were pleasant visitors at the college.

The three Porters are Doctors all graduates of the Meharry Medical College, Dr. D. W. Porter and Dr. Roscoe Porter, father and son are practicing medicine in Sherman, Texas, 323 East Crockett street. Dr. C. C. Porter, the other son, is practicing medicine in Dallas, Texas, 2517 1-2 Elm street.

The Porters are among the best and most representative citizens of the state and have won their way to the top in their chosen profession. They believe firmly in Prairie View State College, their Alma Mater, realizing full well what the institution has meant to them all these years.

### Prof. L. A. Potts Succeeds Prof. R. B. Atwood

Prof. L. A. Potts, for several years itinerant teacher and professor of rural education at the college, has been appointed to succeed Prof. R. B. Atwood who resigned as director of agriculture to accept the presidency of the Kentucky State College.

Prof. L. A. Potts comes to the directorship of agriculture at Prairie View State College, both by education and experience, eminently qualified to fill the position and to extend the usefulness of the college of agriculture. Prof. Potts is a graduate of Hampton Institute and of Iowa State college at which he was awarded the bachelor of science degree with distinction; and has



done graduate work at Cornell University, New York.

Prof. Potts is generally known by our educational group throughout the state. His liberal education and knowledge of the needs of our group particularly along agricultural education lines will enable him to do for the college and the state a work which shall remain unsurpassed.

#### Mr. J. P. Fitch

Coming to witness the Boy Scout work of the Summer School, Mr. J. P. Fitch made a very careful inspection.

Mr. Fitch is the regional manager of the Boy Scouts of America, district 9, with headquarters at Dallas, Texas.

#### Prof. H. G. Dickerson

Prof. H. G. Dickerson, who spent one year on leave of absence to attend the University of Iowa has returned to the college after making an excellent record at that institution and being awarded the M.S. degree.

Before entering the Iowa University, and before coming to Prairie View State College, Prof. Dickerson had obtained his B.S. degree from Ohio State University. His coming back to Texas to resume his work at Prairie View State College is hailed with delight and satisfaction.

Prof. Dickerson, quiet, unassuming, scholarly, is a man as well as a teacher. His upright life and conduct in and out of the class room have been examples worthy of praise and emulation.

### THE RESPONSIBILITY AND OPPORTUNITY OF THE PRIMARY TEACHER

By Prof. Chas. E. Carpenter, Head of Dep't of Foreign Language, Prairie View State College.

The teacher wields a potent influence on the child's concepts. She imprints the cast or shapes the mold of the child's attitudes and creates within the child his power of expression.

Of all human agencies, the teacher, next to the mother, holds the most potential advantage in shaping the child's destiny. The naive confidence of the child leaves it naturally open-minded to the unimpeded explorations of the teacher. The teacher therefore has unhampered vision of the inherent mental instincts and is in a point of vantage to investigate and study carefully and analyze the mental findings; to sort attitudes to be destroyed by tactful and scientific avoidance of practice; and to cultivate those higher tendencies toward character building by stimulating pleasurable constructive experiences.

To develop proper and wholesome concepts and assume intelligent attitudes toward life's problems is but the defensive armor of Life's soldiers: the power of expression is the active force by which one slays his phalanx of the problems

of life.

Fancy the little fellow as he arrives at school the first morning. His face is all aglow with hopeful anticipations of pleasurable ventures in his new field of activities. His mind is as a virgin garden. Few prejudicial weeds, due to pre-school environment, have as yet warped the trend of his thought. The teacher's first job is to investigate his environmental background: his parentage, home training and, in a general way, his playmate associations. By the teacher's having this general fund of information at hand, she is in a position to be alert to anticipate and tactfully discourage any undesirable tendencies and to use her appealing influence in building constructive attributes of character.

The soil is fresh and new and ready for the hand of the sower. Environmental winds from playground associations may scatter here and there a few obnoxious seeds; but the hand of the gardener is ever present to discourage the growth of weeds and encourage the healthy and vigorous growth of the plants of character-building.

Ideal stories presenting parental love and care and those emphasizing filial affection may be used to imbed ideal principles of home life in the child's conception. Mustard seeds so planted in the youthful plastic mind will bear fruitage in after years of maturity on broad spreading branches of family life and its sacred protection.

The supervision of playground games lends itself admirably to teaching the values of honesty and fairness. When once the concept of honesty is implanted and begins to grow, it leads the child away from mean and wanton attitudes onto the upward highway of life into the fields of responsibility and rigid integrity.

In the teaching of numbers, there is a two-fold value: first, teaching the relationship of quantities; second, teaching the child to draw necessary conclusions or, as it is sometimes put, to "think in a straight line." Furthermore, "thinking in a straight line" is the line of demarcation between success and failure in life.

Nature stories taught the child by a teacher, who is herself a lover of nature, may instill ideals in the child's mind which will blossom forth in mature years in making the home environment beautiful and attractive, cause him to be a staunch supporter of civic improvements and a reliable advocate for the preservation and improvement of our public domains.

Through the teaching of animal stories, the child's instinct toward love and care of dumb brutes may be enhanced and the inborn instinct to kill and destroy may be toned down and possibly obliterated.

By the use of such stories as Little Red Riding Hood, for example, the value of filial obedience may be taught. There is opportunity to play on the imagination of the child and drive home the moral of the story. Filial obedience leads to civic obedience; and civic obedience is conducive

to citizenship which respects law and order; and such citizenship makes for observance and support of the Constitution and laws of the United States.

The story of "Petit Pierre" in which the child's supreme sacrifice and service leads to great happiness and fortune may inspire the youth into paths of service which our Great Teacher taught us was the standard of worth.

Bible stories lend themselves well to pointing the child to high ideals in morality and spirituality.

Love of social approval is a major human instinct. The teacher should allow and encourage the pupil to perform before his fellows in verse recitation, dramatization and song; because this practice involves cultural entertainment for the performer while entertaining and affording culture to others. This training early in life paves the way for power of expression in later life.

The teacher, who is alert to all the child's instinctive tendencies and spares no energy to "bend the twig while it is young" in inspiring the child with such concepts of human endeavor that evolve naturally into great principles of life, and lead to crystalize such attitudes as make for sympathetic human service; and further, cultivate the finer inner culture and power of expression, stands on the ground of vantage for developing leaders of thought and masters of our national fate.

#### Candidates for the B. S. Degree in Education at the Close of the Summer School

Abner, Mrs. Ella M.  
Barlow, Benjamin J.  
Barlow, Mrs. Eva J. M.  
Barrett, Mrs. Katie C.  
Bayliss, Edwin H.  
Blount, Willie Hazel  
Bluitt, Leroy  
Bradley, Maxine  
Brandon, Mrs. Willie C.  
Brown, Ida Nunley  
Brown, Mrs. O. B. Kelly  
Brown, Mary E.  
Bryant, Mrs. Willie M. W.  
Busch, Lillian  
Cameron, Mrs. Bella H.  
Chinn, Mrs. Luella  
Cook, Allie P.  
Crosby, Mrs. Annie L.  
Drisdale, Willie L.  
Ellis, Lula B.  
Farris, James R.  
Ford, John L.  
Foster, Mrs. Joanna S.  
Franklin, Mrs. Prince A.  
Gaston, Mrs. Lelia R.  
Giddings, Mrs. Lonia Mae  
Henry, W. M.

#### CANDIDATES FOR B.S. DEGREE IN AGRICULTURE

Anderson, E. I.  
Anderson, O. J.  
Austin, R. S.  
Bell, S. G.  
Stevens, P. S.  
Davis, M. B.

Hines, Carl  
Hogobrook, Thelma  
Hoskins, Annie  
Jackson, Mrs. Inez Davis  
Johnson, Compton H.  
Johnson, Mary Cross  
Johnston, Lelia D.  
Jones, Cleopatra M.  
Jones, James P.  
Mayfield, Charlotte  
McGautha, Alma  
Millard, Mrs. Ethel K.  
Mosby, Cottrell  
Pope, Rose Louise  
Roberts, P. F.  
Robinson, Mrs. Fannie A.  
Samuels, Layon  
Sheffield, Mrs. B. A.  
Simmons, Lewey A.  
Smith, Mrs. Ilma Lawrence  
Stokes, Pearl  
Struggs, Edward C.  
Thomas, O. R.  
Walker, Mrs. Lila L.  
Watson, Blount H.  
Webb, Mrs. Natalie Smith

#### CANDIDATES FOR THE B.S. DEGREE IN HOME ECONOMICS

Giddings, Lonia Mae  
Jones, Mrs. Cleopatra M.  
Martin, Miss Elcena F.  
Montgomery, Mrs. Ella W.  
Stokes, Pearl O.  
Turner, Rowena P.  
Walton, Erma

#### Prairie View State College Closes Summer School With 1500 Students

The Summer School of Prairie View State Normal and Industrial College closes July 27 with 1500 students enrolled, the largest in the history of the college.

The baccalaureate sermon was preached July 21 by Dr. W.F. Andrews, Huntsville. The address to the graduates was delivered July 23 by President John B. Watson, A. and M. College, Pine Bluff, Arkansas.

Professors and instructors are extraordinarily satisfied with the quality as well as the quantity of the work of the Summer Session. Of the 1500 students enrolled, it is estimated that 75 per cent have made passing grades.

The success of the Summer School as well as the college is attributed to the efforts of Principal W. R. Banks, as well as the faculty, in securing the services of professors and instructors from the best colleges and universities of the country.

#### Mrs. G. W. Collins Passes

On receiving intelligence of the passing of Mrs. G. W. Collins at Houston, Texas, July 10, the cabinet was called into special session, by Principal W. R. Banks.

After expressions of sorrow and regret the following committee was appointed on behalf of the faculty: Floral Offering, Miss M. E. Saurez, Miss A. M. Jones, Mrs. George F. Jones and Mrs. N. B. Edward.

As honorary pall bearers representing the college, the following members of the cabinet were named: Prof. C. H. Waller, Prof. P. E. Bledsoe, Dr. E. B. Evans, Mr. G. W. Buchanan, Dean W. H. Evans, and Mr. William Muckelroy.

On behalf of the student body a floral offering was provided.

Probably there was no one in the state better known among our group than Mrs. G.W. Collins who served as dean of women at the college for eight years, until her health began failing.

The college as well as the state at large beams the passing of Mrs. Collins who gave her life largely for the promotion of both towards educational and civic development.

On Tuesday evening, July 12, memorial exercises were held in the college auditorium by the faculty and students of the Summer School extolling the life and services of Mrs. G. W. Collins. Prof. James C. McMorries, college chap-