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Prairie View State Normal and Industrial College

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## REPORT OF FINDINGS COMMITTEE LAND GRANT COLLEGES FOR NEGROES

(Continued from last issue)

13. Education in America is considered to be a state function. The growing importance of public education in the country is recognized by all thinking people. It seems likely that the education of Negroes in the United States will be done more and more in public institutions. With this in mind we urge the immediate formation of an organization whose name and function may temporarily be summarized as "An Association for the Improvement of Public Education for Negroes".

Membership in the organization now proposed would not be restricted to institutions, organizations, or individuals directly engaged in public education, but provision would be made for the membership of private educational institutions, individuals not directly connected with education, and for other institutions or organizations interested in the public education of Negroes. The proposal now made, if accepted, would furnish the opportunity for many organizations to merge in the interest of economy, time, strength, and effectiveness. An Association for the Improvement of Public Education for Negroes can exert great influence for good upon the efforts of all private and public organized efforts at work in the education of Negroes.

14. In matters of their vital concern, Negroes oftentimes are not properly considered or are not considered at all because of lack of representation on organized bodies where policy and programs are decided upon. It is necessary for Negroes to have, everywhere, representation on governing boards which have to do with their civic, educational, social, and spiritual life.

15. The General Education Board, the Julius Rosenwald Fund, the Jeanes Fund, the John F. Slater Fund, and other philanthropic bodies have in the past stimulated much social, civic, educational, and financial growth in the life of Negroes. These bodies have caused many financial gaps in training programs for Negroes to be closed, and for the invaluable assistance thus far rendered they deserve and have the gratitude of all persons seriously interested in the education of Negroes. In spite, however, of much undoubted improvement in the educational opportunities and facilities for Negroes, it is not yet time for these philanthropies to withdraw or even curtail their support of education for Negroes. We would urge the Boards mentioned, and others, at this time to increase their financial assistance to education for Negroes, not only in the ways in which assistance has been rendered but in newer and more varied ways.

16. Plans for stranded boys and girls in the various states represented by us must of necessity be a part of our social

thinking and planning. Thousands of Negro boys and girls become stranded after dropping out of high school and after finishing high school. Likewise a large number of Negro boys and girls are stranded because of the scarcity of jobs, because the age of probable employment has been changed from sixteen or eighteen years to eighteen or twenty years, and because the period of waiting for possible employment has been greatly lengthened. New programs and techniques need to be established through our training centers to aid these stranded boys and girls.

17. The National Youth Commission of the American Council on Education has been assigned a task of the widest possible social implications for America. We would place our services at the disposal of this Commission so as to guarantee to Negro youth an open door to all opportunities, present and future, which will lead to their fullest development. We find it necessary to open negotiations now with the National Youth Commission in the interest of Negro youth.

18. The graduate and professional training of Negroes is urgently necessary. Definite plans of guidance should be inaugurated so as to direct Negro students of academic and scientific promise into graduate and professional fields. The fact that not one of the states supporting a separate land-grant college for Negroes has established a graduate or professional school at the state college for Negroes must not close our eyes to the grave need for graduate and professionally-trained Negroes in all lines of service.

19. It is our plain duty to plan research outlets for the creative abilities of Negro scholars. We urge this not only for the sake of the scholars themselves but for the further enrichment of the creative life of America. It will soon dawn upon all thoughtful persons that some of the surest cures of the social, cultural, and economic ills of Negroes must come through the research efforts of Negroes. It is to be regretted that not one of the states supporting a separate land-grant college for Negroes has established an agricultural experiment sub-station at the state college for Negroes. In spite of this difficulty, opportunities for research in agriculture and for creative experimentation in the humanities and in other lines must be speedily provided.

20. Your Committee on Findings finds it advantageous to recommend that the Conference of Presidents of Land-Grant Colleges for Negroes and affiliated institutions meet in November, 1936, at the Virginia State College, Petersburg, Virginia. Dr. John M. Gandy, President of this institution, is aware of the recommendation now made and concurs in the same by extending us an invitation to meet at the Vir-

## WILEY CATS vs P. V. PANTHERS

The football contest between the Wiley Wildcats and the Prairie View Panthers in the Cotton Bowl, Dallas, Texas, October 19 resulted in a victory for the Wild Cats, 7 to 0.

The Wiley game was made in the beginning of the game and from that time on until the final signal, the teams seemed very evenly matched. Considering all phases of the game, high class athletes who saw the game are still in doubt as to the best team line-up, giving much praise to the Panthers for their steady, stubborn resistance.

More than half of the students of Prairie View, not only had opportunity to see the football drama, but they found occasion to see the Centennial exhibits and get a better appreciation of what the centennial exhibition means to Texas and the nation.

## THE PANTHERS

Soothsayers and foot ball Prophets are advancing the thought that the Varsity Panthers have an even break, if not a better chance for the pennant at the close of the season.

Checking two back on their victories, the Panthers defeated Lincoln University at St. Louis 13 to 0, October 31. Seven days later, the Panthers, on Home-Coming Day, November 7, triumphed over Xavier University 15 to 0.

Taking the Panthers one by one, the whole league displayed commendable head work, evidence of good training, and inspired confidence in the public for their future engagements. Coach Sam B. Taylor has again endowed the Panthers with the old time alertness and enthusiasm. No less than their admirers outside, we are expecting with increasing faith the varsity Panthers to be rated at the top when the gate closes on the final contest of the conference season.

Virginia State College as suggested. respectfully submitted,

John W. Davis, chairman, West Virginia; Arthur Howe, Hampton, Va.; R. B. Atwood, Kentucky; Monroe N. Work, Tuskegee, Alabama; W. H. Bell, Mississippi; J. F. Drake, Alabama.

The college catalog is a contract with the people and should be accurate and fully representative of the college—Dr. Fred McCustion

You must know how to do things as well as to read and know about things in a book only. We need people who can do things. —Dr. H. O. Sargent

Capital cannot be secured without thrift and economy, saving a part of your earnings.

## The Challenge of Change

Commencement Address Delivered By  
Prof. G. W. Reeves, A. M.

Principal Banks, Members of the Faculty, Members of the Class of 1936, Ladies and Gentlemen:

We are living today in a period of the greatest complexity of all times. We are forced to agree with the philosopher who said: "There is nothing constant but change"; As we note how colleges have taken place in the many rapid changes of modern life, we can appreciate the truth or falsity of this particular saying.

In transportation, we have evolved from the ox cart to the airplane; in communication, from the call of a Neanderthal man to the radio; in written communication, from the goose quill to the linotype.

Religious, social, and economic institutions have undergone similar changes as have been experienced in the physical world.

The life of the Negro race in America is also characterized by markedly defined changes. (We have the little Dutch ship in 1620, loaded with a human cargo, whose destination was a Virginian Port. After a few years, by legal action, they were destined slaves). This condition was only broken down by a great civil war in which the immortal Lincoln said: "It is their paramount purpose to save the Union, not serve the Union". He made American citizens of four million slaves who were formerly hewers of wood and drawers of water, by first freeing them through the 13th Amendment, making them citizens by the 14th Amendment, and giving them the right to vote through the 15th Amendment.

Growing out of the civil war period, we also find a dark and gloomy period characterized by the Black Laws. From this, we went to the period of reconstruction in which America gave its free, public, tax-supporting citizens a non-sectarian school system, the equal of which no civilized nation has ever known. Along with the many missionaries who came south to help educate the Negro, came also a group of corrupt Carpet Baggers that played to the passions and prejudices of the southern whites and feasted upon the ignorance and superstitions of a newly liberated Negro.

As an outgrowth of this, we find extra legal segregation which made it impossible for these two rival camps to come together in peace and harmony for the betterment of all concerned. A recent Democratic convention gave due testimony to the rival camp when a delegate walked out while prayer was being offered to Almighty God simply because the one who prayed was a Negro. These extra legal legislations later became legalized, narrowing greatly the limitations of the Negro

(Continued on page 3)

## LIVINGSTONE

By Napoleon Bonaparte Edward

Livingstone, no—  
I shall not wake  
Thee from thy sweet  
And peaceful rest,  
Dream on till the  
Judgment day-break,  
Then you rise with  
The number blest.

Thou hast only  
Fallen asleep  
After labor  
Faithfully done  
Thru grief and tears  
And weary weep  
For Africa  
A rising sun.

When with his word  
You lit a flame  
In that sin-dark  
Slave-trading land,  
The grace thru faith  
In Jesus' name  
Broke the night on  
That heathen strand.

From Zambesi  
To Loanda  
Thy praying voice  
And life yet thrills  
Those savage wilds,  
Yea, near and far,  
And lifts the Cross  
On crimson hills.

O, sleep on, rest  
Under the vine,  
Thy star-lit dome,  
In peace and love  
Sustained and kept  
By Him Divine—  
Thy God doth wait  
Thy spirit Home.

## CARD OF THANKS

To our many friends who were so kind and thoughtful of us during the illness and death of our husband and father, William Cook, we extend our sincere thanks.

We also express our thanks for the beautiful floral offerings, cards and use of cars. Signed: Mrs. Mary E. Cook, wife Mrs. Ima N. Simuels, daughter

Too many are satisfied with working at others' jobs rather than owning jobs themselves.

## N.Y.A. Grants \$56,000 To Negro Graduate Study

The National Youth Administration has approved grants totaling \$56,000 for additional aid to Negro graduate students at Howard, Fisk, Michigan and Atlanta Universities, Meharry Medical College, Gammon Theological Seminary and the Atlanta School of Social Work, it was announced today by Richard R. Brown, Deputy Executive Director.

These grants represent aid in addition to regular allotments for college and graduate aid already made upon the application of the presidents of these institutions on behalf of the large number of needy Negro graduate students enrolled. Grants for students at Columbia, Chicago, Iowa State, Fordham and other universities are now under consideration.

These grants are made from a special fund which has been set aside for Negro graduate students, in the office of the National Youth Administration in Washington. Negro graduate students who cannot be cared for within a particular institution's quota for graduate aid, after it has made a fair allocation for Negro graduates from its regular quota, may apply for the special Negro Graduate Aid Fund, through the institution at which they desire to attend. Such institutions may then apply through the office of the State Youth Director for an additional sum for Negro graduate aid. —Waco Messenger

## SEEK YOUR VOCATION

Unless our church schools launch a campaign to equip for vocational education, we shall proceed to mold sentiment against sending prospective farmers, blacksmiths, auto mechanics, stenographers, shoe makers etc. to schools whose curricula only provides for the instruction of teachers and preachers.

We are in need of folks now who do things instead of those who tell how they should be done.

We would advise young men and women to seek first of all the vocation for which you feel best fitted. Make sure of your high school training, then make your vocation safe. A college training without a vocation is a joke.—Dallas Gazette

## PRAIRIE VIEW BEATS SOUTHERN

Before a Thanksgiving crowd of 1,000 fans, the Prairie View Panthers displayed championship form to defeat Southern by a score of 13-0. Flowers, Stanley, Barnwell and Lee led the Panther attack.

## 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.

## OBJECTIVES OF THE PRESS

## An Address Delivered to the Texas Negro Press Association at Austin

By Napoleon B. Edward, President

It is a great pleasure to be here on this occasion. We are proud of the honor of being partners with you in setting milestones and laying journalistic foundations on which the future must build as long as Texas is free and Negro journalism is possible within her borders.

The Texas Negro Press Association is not a spasm. With me it is an evolution. It had its germination in early youth. Briefly, please let me say that the constitution sets forth the object of the Texas Negro Press Association in two paragraphs as follows:

1. To promote the welfare of the Texas Negro Press, elevate its character, protect its rights, and instill the spirit of harmony.
2. To promote the welfare of the Texas Negro Press, its moral and material interest, and its usefulness in the advancement and progress of humanity.

The specific objects are so clearly stated that they need no explanation or amplification. However, there are rights of the press, legal and moral, that should remain inviolate. The press should never be muzzled, but free to exercise its privileges, answerable only to a fair and just consideration by its constituency, the public and the courts. It is entitled to patronage and respect in proportion to the kind and efficiency of service rendered.

While we have a number of fearless, well-edited Negro journals in Texas, it must be admitted that there is room for improvement, both in nature and content. The press must be educated and trained in the fields of journalism. Generally speaking, we need better editorials, saner and more timely news, a better make-up and a better business administration.

It may be in the far distant future, but we advocate, personally, and look forward to the time when Texas Negro Colleges will establish schools of Journalism for the education of Negro journalists. Still nearer in the future, we believe it would be feasible to establish at least one Extension School of Journalism in Texas by a standard college or university to train various elements of the Negro press in the modern ideals and practices of journalism.

On every occasion the press should be "fair and square" with patrons and the public. It must earn in open competition its rights to patronage and existence, by the quality and quantity of its work, in the broad and fearless espousal of human rights and in the progress and uplift of humanity throughout the world. These ends can be obtained through education, the deliberation and procedures of the Texas Negro Press Association.

In the councils of the multitude there is safety. Through group training, organized motive and concerted action, there is ever the light of understanding and the paths of wisdom. This is the object, the mission of the Texas Negro Press Association, the first state organization of its kind for Negroes in the history of the State. May petty jealousy and inter-journalistic strife cease. May unethical journalism be forever banished from our pages. May we all join in common brotherhood, and united under God, serve common causes, sow and reap common blessings and move forward to common destinies.

## BIRDS FLYING SOUTH

Taking his subject, 'Birds Flying South,' from Jeremiah 8:7, Dr. W. A. C. Hughes, brought a serious and pious message to Prairie View State College.

"Jeremiah was a weeping Prophet," said Dr. Hughes, "who bore the burdens of Israel, his own people." Jeremiah watched the passing of flocks of birds and thought comparably of his people. The birds observed the time of their coming, but his people did not, were not in action as wise as these flocks of birds.

"If man were as wise as birds," said Dr. Hughes, "he would catch the voice of God and prepare for the hazards, and hardships of life." People have gone astray and are pleasure mad, worshipping false gods, not observing the judgments of the Lord.

In closing his sermon, Dr. Hughes admonished students and teachers alike to fly high, to keep out of the way of evil and evil doers, to hold fast to lofty ideas and ideals, and live above the low and sordid miseries of sin and degradation.

Rev. Lee C. Phillip presided during the hour of worship. Sacred music was rendered by the college choir under the supervision of Prof. O. Anderson Fuller, Miss G. McMechen, and Prof. Will H. Bennett

## SUPPLYING SCHOOL OFFICIALS WITH COMPETENT COLORED TEACHERS

For fifty-three years, Prairie View State College has furnished more than 65 per cent of all the teachers in the Negro Schools in Texas. This institution has always stood ready to furnish school officials just such teachers as they needed to carry on the educational work for the colored citizens. The selection of the right kind of teacher with character and the proper training is no easy task. Therefore, in order that we might be in a better position to serve the school officials in co-operating with them in the selection of efficient teachers, we have organized a Placement Bureau. If you need a good teacher for your colored school in the field of:

1. Home Economics
2. Agriculture and Farm Shop
3. Trades and Industries
4. Physical, Health Education and Music
5. Primary, Elementary and High School Teachers
6. Rural Education—for the one and two and three teacher schools.

Just write or telegraph us at our expense and we shall promptly make recommendations. This service is free.

—W. R. Banks, principal  
Prairie View State College

That reference to securing special training is significant. The country has progressed far enough along the road of recovery to begin to feel the shortage of trained young workers in many lines.

For years the doors to many trades and businesses were all but closed to youths. Labor unions discouraged taking in apprentices. Few youths were allowed to learn skilled trades. Business houses were cutting down, not increasing, their working forces. During that period older workers were dying or retiring. In some lines of industry and business today it is difficult to secure enough experienced help. Some of the larger concerns are again going to the colleges in search of material for their organizations.

The best advice young people can receive today is to learn to do something well. Let them learn to make themselves useful. They are needed. They will be needed more urgently as the recovery pace quickens.—Houston Post

The above excerpt from the Houston Post, one of the greatest dailies in America, is extraordinarily significant. The need of men and women who can do things as well as think about things is increasing. More and more we must be able to translate our theories into something practical, something useful, for after all our progress, our civilization is largely measured by what we do, what we have produced.

of the department of music.

## THE CHALLENGE OF CHANGE

(Continued from page 1)

and fixing the status of the white men so that change causes death and stagnation to both. Unequal opportunities before the law and in private life have given due testimony to this fact.

In 1914 when the world war called thousands of Europeans back to defend their native lands, commerce and industries in the North called large numbers of Negroes from the cotton fields, the cane fields, and lumber camps. We find that the Negro was awakened and his leader caught the quickening pulse of a social and economic change greater in magnitude and more perplexing than had ever been experienced.

During this period of great transformation, we find the whole country entering the conflict by furnishing money and principles that were far-reaching in their scope in the attempt to make the world safe for democracy, but that democracy has not been made for the world.

In 1929, often called the period of depression, we saw changes made which broke down the economic structure, shook our religion, changed our social customs, and quickened the tempo of a slow moving people to the extent that we are attempting now to change almost everything—science, preceding by a half century, the brain trust government had already taken on that aspect of development.

Our religion does not have the charm that it had a half century ago. Education has changed over night and every phase of it is being carefully examined, and trends and tendencies are being set up that will take us out of the present state of chaos into a land of light and of reason. Hence, we must consider the challenge of change.

We have changed from mere chattels and slaves to freed men and citizens. We have prayed in the Democratic Convention and seconded the nomination of presidents, nominated the Vice-President in the coming election, and in many northern and border states have our representatives and senators in the state legislatures.

Our churches have a very strong pull on our people, and is, no doubt, the most powerful of our institutions at the present time. Change has developed the policy of money, move, or merge. In former days, we had such capable leaders as John Jasper, Bishop Turner and C. T. Walker. That type of leadership is no longer found in most of our churches.

Our schools have changed from institutions that inspired the human soul and developed personalities to cloistered monasteries. The marks, credits, certificates, and diplomas that are handed out, having no tangible connection with life-like conditions that are obtained even in the next block. A careful examination of any school building or system, will fully explain this particular point.

Our economic status is limited and insecure and we are almost forced to say, as common

parlance would have it: "Where do we go from here?"

A few years ago, there were a number of jobs that were considered Negro's jobs, and no one dared to enter these jobs except a Negro; however, these jobs no longer exist. The Negro has been forced to a marginal level in the times, due both to privation and starvation. Though, we are given leadership in a great many institutions where whites were formerly leaders, other races are for the most part, better paid. The impulse, in its very nature in the requirements of human association is to get away from the slogan: "whose bread I eat, his song I sing." Programs, policies, objectives, and procedures have, for the most part, been directed by the paying group.

We have changed from a group 10 per cent literate to one that is 90 per cent literate, a gain of 80 per cent in 70 years; from home ownership of 12,000 to 750,000; from \$20,000,000 in wealth to \$2,500,000,000 or \$2,480,000,000 gain. We have changed our Curriculum and are now carefully studying our Texas Curriculum. Any change that is not at least two decades ahead of what we are now doing is not worth the paper on which it is written. The Texas Centennial, Hall of Negro Life, graphically expresses the changes that have taken place in both Texas and the United States. Some of you have visited this exposition; others are going. I want to urge all of you to attend this exposition because it is a liberal education. Clark Howell, after listening to Dr. Booker T. Washington, a the Cotton States Exposition in Atlanta said "We are experiencing a moral evolution." This can be said of the Hall of Negro Life.

Dr. Washington's admonition of: "Let Down your Buckets where you Are," has only been done at the ends because we are top-heavy with Professionals and bottom-heavy with menials and scavengers. The middle layers must be developed and you have the power within you to develop them, by inspiring young men and young women to seek jobs other than teaching. You can do it. You can help develop these layers by exercising thrift yourself and encouraging others to be thrifty.

Time will not permit us to examine carefully all of these institutions, but I trust that these examples will provoke thought in that direction, and that you will consider more seriously the challenge of these changes by the part that you play as intelligent men and women in the re-making of America. We can say with James Weldon Johnson:

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.

Lest our feet stray from the places, our

Gow where we met Thee,

Lest our hearts, drunk with the wine of the world we forget Thee;  
Shadowed beneath Thy hand  
May we forever stand,  
True to our God, true to our Native  
Native Land.

And now to the graduating class, I should like to raise these questions today: First of all, what are you going to do with yourselves, now that your formal collegiate training has been completed? You must not expect too much or too little. The world that you lived in has been changed somewhat by social conditions and places greater restrictions upon you, but by carefully studying these, you may change some of them, as has been done in the Black Delta of Alabama and in scores of similar communities, by knowing that you can change before you change the world.

If you do not find the job that you thought was waiting for you at the end of this period, do not be discouraged but say as many others have said: "I will find a way or make one."

Look to your day for it is the very light of life. In its brief course, lie all the verities and realities of your existence. The glory of action, the bliss of growth, and the splendor of today, for yesterday is but a dream and tomorrow is only a vision, but this day, well lived, makes every yesterday a dream of happiness and every tomorrow a vision of hope.

What are you going to do about this tottering institution that you find about you? The church, the schools, the homes, leisure time activities and other social institutions that are designed as life giving streams, but they are found, too often, to be stagnant pools. Are you going to say that you are collegiate and that you are not a part of them, or, are you going to take the position of Ruth and say: "These people are my people, wherever they go, I will go".

Are you going to develop in your fields of endeavor as every true worker must develop? Do not say that you were born individuals, and you're going to die teachers, or mechanics, or in some other occupation or effort, but that you are individuals, capable of being developed and through physical growth, mental stimulation and moral development by a proper use of these forces you are going to shake the very doors of those social, economic and other basic conditions. We can live up to the four fundamentals of educated men and women so that we can know the world of things, understand the world of people, participate in the world of thought, and enjoy the world of feeling; so that the challenge of change will not rock us as a tottering vessel in the storm; but will serve as a great Gibraltar on the stormy sea that breaks the waves as they roll and lessen their force.

(Continued in next issue)