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P. V. Graduate Conducts Successful Business

There is evidence that more and more, Negroes are beginning to pay attention to the possibilities in business enterprises. The columns of the Standard will be open for reports and discussions of this kind and invite them.

Below is a statement of a groceryman. His statement received in the office of Principal W. R. Banks, quoted is as follows:

Echol's Grocery and Service Station Statistical Development

By J. W. Echols

The development of this business as outlined is intended for the enlightenment of those persons that are carried on the fact that capital is as necessary in the development or establishment of a business as lumber is in the construction of a frame building. These persons would have you believe that the scarcity of capital is the cause, most prevalent, for all business failure. The scarcity of capital, is in most cases, the result of failure otherwise, rather than the cause of failure.

Statements

July 7, 1935—Starting inventory of stock	\$15.00
Equipment was far below the standard for any form of valuation. The above inventory consisted of only staple goods.	
July 18, 1935—Marginal inventory	\$ 37.80
August 7, 1935—Marginal inventory	\$ 56.14
August 7, 1935—Complete Inventory	\$ 62.92
September 7, 1935—Marginal inventory	\$ 110.58
September 7, 1935—Complete Inventory	\$ 122.78
October 7, 1935—Marginal inventory	\$ 125.55
October 7, 1935—Complete inventory	\$ 139.64
January 1, 1936—Marginal inventory of stock	\$ 154.30
January 1, 1936—Inventory of stock and credit	\$ 214.30
January 1, 1936—Complete Inventory	\$ 238.50
Monthly Sales Records	
January	\$ 572.77
February	734.30
March	823.47
April	999.77
May	1063.78
June	1027.40
July	1124.34
August	1327.46
September	1340.29
October (Incomplete)	462.63
Total cash turned over	\$9476.21

PRESIDENT HURDLE APPOINTS COMMITTEES FOR TEACHERS ASSOCIATION

The Colored Teachers Association will convene in Beaumont, Texas, November 25. President I. Q. Hurdle is actively interested in enrolling every teacher in the association.

In advance of the meeting of the association, President Hurdle has appointed the following committees which are expected to become immediately active in pursuance of their assignments: Tenure, National Association, N. E. A., Health Problems in Education, Economic Status of the Rural Teachers, Exhibits, Railroad Transportation, Library Extension, Educational Policies, International Relationships, Higher Education, Necrology, C. C. C., Adult Education, School Nursery, Resolutions, Constitutional Amendment, Accredited High Schools, The Junior High School Advancement.

President Hurdle understands the educational situation in Texas. Since assuming the office of president of the association, he has rendered a service toward promoting and extending popular education in Texas that will ever remain to his credit and honor. President Hurdle has stood not only for increased opportunities in the common schools; but he has championed courageously the right and privilege to enjoy alike higher forms of education for all classes of Texas citizenry.

THE MARY MAHONEY CLUB

The Mary Mahoney Club was organized by a group of registered nurses, former graduates and staff members of Prairie View State College hospital in the Assembly Room of the hospital Sunday, October 10, 1937, at 4 P. M.

Those present were Mrs. R. A. F. Scarlett, R. N.; Mrs. Bowen, R. N.; Misses E. E. Griffin, R. N.; M. A. Watson, R. N.; I. Campbell, R. N.; I. J. Wormley, R. N.; and student nurses of 1937-38 senior class. The following officers were elected: Mrs. Scarlett, president; Mrs. Bowen, vice-president; Miss E. E. Griffin, secretary; Miss I. J. Wormley, treasurer; Miss I. Campbell, chairman Program Committee.

It is the purpose of the club to include registered nurses in its membership of nearby counties in the state. At the close of the business session of The Mary Mahoney Club and the monthly meeting of the Associate Medical Staff held in Dr. Franklin's office, refreshments were served in the Nurses' Dining Room, with Mrs. Scarlett at the Punch Bowl assisted by Misses Griffin and Wormley.

MR. ALBON HOLSEY DISCUSSES THE TRIPLE A

Representing the agricultural adjustment administration as publicity agent, Mr. Albon Holsey recently discussed with Principal W. R. Banks and members of the faculty problems and policies of the triple A which particularly affected the Negro and the South.

Mr. Holsey was especially interested in having leaders of the race thoroughly understand the various phases of the triple A and its administration. It was clear to the Standard that Mr. Holsey desires full cooperation of Land Grant colleges in the promotion of educational programs to acquaint the people generally with the details as well as the operation of the triple A. Mr. Holsey was of the opinion that with such understanding greater benefits would inevitably accrue to the race. Various members of the faculty joined in the discussion, asking and answering questions submitted.

Among those present were Principal W. R. Banks, Messrs. C. H. Waller, J. B. Cade, L. A. Potts, E. B. Evans, F. A. Jackson, W. R. Harrison, N. B. Edward, Drs. E. M. Norris, M. F. Spaulding, and J. M. Carothers.

PRAIRIE VIEW-WILEY GAME

(Continued from page 1)

alternated with off-tackle smashes to the Wildcats' 15-yard line. Harvey then broke off his own left tackle to the Wiley 7-yard line. Powell went off left tackle to the Wiley 3-yard line from where the same Powell went off tackle for the touchdown.

Indeed it was a busy day for the Panther team and the Panther Alumni. The spectacular playing of the team brought the fans to their feet continuously throughout the game and sent them home shaking their heads in bewildered amazement at the Panther Team in its victory over a supposedly invincible and championship-bound Wiley Wildcat Eleven.

The Line-up

Prairie View	Wiley
LeeL. E.	Starks
DizerL. T.	Elston
RichardsL. G.	Adams
SmithC.	Jackson
MarionR. G.	Yanthis
Cade (c)R. T.	Grant
SliderR. E.	Brooks
BrownQ.	Thompson
HarveyL. H.	Bissant
R. PowellR. H.	Widemon
MarksF.	Mims

Officials

Referee—Caldwell, Howard University
 Umpire—Holland, Indiana Teachers
 Headlinesman—Whitted, West Virginia
 Field Judge—McGee, Union

The Relationship Of The Rural School To The Community

By Miss A. C. Preston

The present unrest and disorder has focused national attention upon the public schools as the country's chief hope and dependence. Our rural schools must make a vital and substantial contribution to the needs of our social order.

In spite of the short terms, low salaries, isolation, and inconvenience, however, the rural schools of the United States, even now, offer some great inducements to trained teachers, if they could only be brought to realize these advantages. One of the greatest of these is the opportunity to render a much-needed social service. The whole nation depends upon the farm for food; it is the mission of the country to feed and clothe the world. Better prepared teachers in our rural schools are growing conscious of these opportunities and obligations of the people whom they serve and are now beginning to render services beyond the classroom.

The following description is characteristic of the average Negro rural family surveyed last year under the auspices of Mr. Gordon Worley, and the Department of Education of Texas. The family lived in a rented three-room unscreened, unpainted and unlandscaped house; it kept 13 mongrel hens that laid 28 eggs each a year; it raised a few collards for fall and winter; it only had ten dollars and seventeen cents as an income from the sales of vegetables, fruits, nuts, berries, poultry, eggs, meat and milk. The cattle and hogs were of scrub stock. These families were subjected to illness without the attention of a physician, and had no hobbies or recreational facilities. They knew nothing of the advantages to be had from cooperative enterprises.

In answering the rural teacher's question, "What shall be the content of my curriculum?" the writer referred to the NEEDS of the people as they can be seen in the foregoing paragraph. Units of instruction in the classroom growing out of community needs, when properly taught,

(Continued on page 3)

It is very rare to find ground that produces nothing; if it is not covered with flowers, with fruit trees or grain, it produces weeds. It is the same with man; if he is not virtuous, he becomes vicious. —Bruyer.

The Teacher As A Salesman

An Address to Graduates

By Prof. L. A. Potts, M. S.,
 Director of School of Agriculture, Prairie View State College

Last year one automobile company manufactured over a million cars and sold them in practically every country in the world. Skill in salesmanship largely determines the success of this business or any business producing and handling goods which must be sold.

One writer has said, "salesmanship is the ability to manipulate the other fellow's mind so as to make him think as you think, feel as you feel and act as you would have him act." It is the power to influence people to buy goods that are offered for sale but which they may not consider buying until their attention is directed. The customer or prospective customer, the articles to be sold, the salesman and the process of making the sale are the four fundamental factors of salesmanship.

Kilpatrick has said, "teaching is to learning as selling is to buying in that no one has taught until some one has learned, just as no one has sold until some one has bought." The persistent effort of book, bond, insurance and automobile agents is familiar to all who are in the teaching profession. The book agents who appeared on our campus several times this summer and operated book stands may be used to illustrate Kilpatrick's ideas and the four fundamental factors of salesmanship. In salesmanship no attempt is made to sell books to customers who cannot read; nor sell horse liniment to a person who has no horse; nor a dog collar to a person who has no dog.

The book agents preferred canvassing schools and colleges rather than an automobile factory or shop because teachers largely make their living through the use of books. The mechanic would probably be more interested in a salesman handling metal tools. Teachers make good customers or prospective customers for book agents not alone because books are prepared to increase his efficiency and happiness but because he also has the ability to pay for orders.

A good salesman is one who has confidence in his goods and power to convince people, that for the money, his supplies are superior to any other offered on the market.

It was amusing to see salesmen this summer, under the campus shade trees, in the process of making sales. The agents

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10,000 See Prairie View Win From Wiley In Cotton Bowl At Dallas

By Prof. F. A. Jackson

A snarling, gnashing, fighting Prairie View Panther Football eleven unleashed all of its fury at Fair Park on the Wiley Wildcats and sent coach Fred Long's felines home on the short end of a 13-0 score in one of the greatest exhibitions of football ever to be displayed at the Cotton Bowl. Ten thousand persons attended the contest.

From the time that Curtis Marks, Paris, Texas, freshman, returned the opening kick-off from his own ten-yard line to his own forty, it was evident from the furious down-field blocking that Coach Sam Taylor's Panthers after two successive defeats by the Wiley Wildcats were determined to chalk up the game in the win column.

Before the game was four minutes old with Brown carrying the ball and aided by a forward pass from Harvey to Marks, the Panthers had the ball in touchdown territory on the Wiley ten-yard line when a fumble recovered by Wiley nullified the first scoring threat.

But the Panthers were not to be denied. Taking the ball immediately on their own thirty-yard line and aided by a penalty, a thirty-yard pass, Harvey to Marks and Elliot Harvey's off-tackle smashes the Taylormen placed the ball on the Wiley four-yard line from where Rivers Powell in one great off-tackle smash went over for the touchdown. Harvey place kicked for the extra point. The score stood 7-0 at the half.

The real glamour was furnished by the Prairie View College sixty-piece Band under the direction of Professor Will Henry Bennett. Gaudily uniformed in purple and gold capes, this sixty-piece music aggregation literally thrilled the 10,000 spectators with its melodious music and letter formations. Miss Frances Ellison, junior from Houston, was crowned "MISS PRAIRIE VIEW" in a ceremony that befitted a QUEEN.

The third quarter found both teams about even, each making two first downs, but the fourth quarter found the Wildcats trying in desperation to earn a tie and the Panthers putting on a determined drive to increase the margin of victory.

The second Panther score came when Marks leaped high into the air to intercept a Wiley forward pass on the Wildcats' 28-yard line. Harvey and Rivers Powell

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The Prairie View Standard

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W. Rutherford BanksPrincipal
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.

THE SMALL FARM OWNER

There is nothing the South needs more, perhaps, in a material way, than the development of a great class of small farm owners. The system so widely prevalent, under which a great proportion of the farm land is owned by absentee landlords, and cultivated by tenants, is a curse under which the South has been laboring for years. It is a system that is inimical to the best interests of both landlords and tenants, and obstructs the advancement of the South in many respects.

Tenants are converted into land owners more will be done to conserve the soil, to increase the physical improvements upon farms, to check the migration of tillers of the soil from farm to farm, to develop a more stable class of citizenry in the areas where tenancy is now the rule. The business life, the social life, the educational life and the religious life of communities where for many years the people have been transients will be changed for the better by the settling of families permanently on their own farms. —The Houston Post.

In the above excerpt, the Post discusses a farm situation which affects the great majority of Negroes in the United States. It is not merely a trite and empty expression to say that for many years to come, Negroes must earn their livelihood out of the products of the farm. This is not discouraging, but very hopeful, indeed, in proportion as farm ownership is substituted for farm tenancy. The Standard considers farming the basic industry in the South, and for the moment the greatest opportunity for our people.

No industrious man, who owns a good twenty-acre farm, should suffer for food and shelter. It is this opinion, therefore, that impels the Standard to say that it would be far better for large numbers of our people to take advantage of the gov-

NEGRO SERVICE ORGANIZATIONS

The Bureau of the Census has recently released an interesting bulletin relative to the number of Negro proprietorships of service establishments in 1935. By service establishments is meant those places where more than half of the revenue is derived from the sale of service.

The statistics show that there were 22,172 such places of business reporting for 1935. Eight thousand seven hundred and ten or approximately 39.3 per cent were in the North; 12,204 or 55 per cent were in the South; and 1,258 or about 5.7 per cent were in the West. The sectional distribution of the total receipts for the year, \$27,281,000, shows 46.2 per cent for the North; 49.1 per cent for the South and 4.7 per cent for the West. Barber shops led in the number of establishments, followed in the order named by shoe repair shops and shoe shine parlors; cleaning, dyeing, pressing, alteration and repair shops; beauty parlors; funeral directors, embalmers, and crematories. In 1935 Negro proprietors operated nearly 32 per cent of all shoe repair shops and shoe shine parlors in the country; 20 per cent of the cleaning, dyeing, pressing, alteration and repair shops; 17 per cent of all barber shops; 16 per cent of the funeral directors and embalmers; and about 12 per cent of the beauty parlors in the United States.

While the prevailing opinion has been that the Negro has lost ground in business since 1929, these statistics are reassuring and we hope they will encourage others to enter some form of commercial life, not necessarily the business of providing service of one kind or another but all phases of business, including buying and selling of necessary commodities such as food, clothing shoes, etc.

—New York Age.

In the last paragraph, the age is not only solicitous for the commercial progress of its people; but it seems to the Standard its attitude in this matter is justifiable and proper. Negroes in business do not need the hammer and mallet to assist them but must have the "push and pull," both the moral and material support by all those who essay to lead, as well as by those who follow. The school room and fine declarations and declamations no longer suffice. There must be invested capital bringing reasonable returns thereon to insure employment and stable progress.

Governmental assistance, purchase a farm, cultivate it persistently and intelligently, and content themselves there, rather than crowding the alleys and slums of the cities. With modern conveniences being extended more and more to rural districts, the farm home and farm conditions are becoming more prosperous and should be more happy as the years go by.

SCHOOL AT PRAIRIE VIEW WELL WORTH COST TO THE STATE

It was the pleasure of the Spectator man and his little son, Frank, Jr., to make an inspection tour of Prairie View College last Friday with N. N. Tarver, Negro county agent of Wharton County, as our guide. Beanie Hooper, Wharton Negro, was the fourth member of the party who made the trip to the Waller County site. The trip was a revelation to the Spectator man because of the wonderful progress that has been made at Prairie View to advance Negro education in this state.

We had heard of Prairie View through the years and had come in contact with many of the graduates of the institution. But until last Friday there was no clear idea in the mind of the Spectator editor of the wonderful advantages that are offered to the Negro youth of Texas by Prairie View College.

Tarver spent five years at Prairie View, knows almost everyone on the campus who has been there for any length of time, and took a great deal of pride last Friday in escorting us from one place to another, introducing to us the heads of the various departments and seeing to it that in a short time we got a thorough picture of the workings of one of the largest Negro colleges in the country. Never has the Spectator man been treated with more courtesy. Never has it been our pleasure to have anyone more anxious to make a visit more enjoyable. The heads of the various departments were of a high type who know their work and who are capable of passing their knowledge on to the students who attend the college. Their hospitality was deeply appreciated.

An excerpt from a folder secured at the College says in part: "In 70 years, Prairie View State College, located 46 miles north of Houston, Texas, on the Southern Pacific railroad, has grown to a \$2,000,000 institution, comprising 1,435 acres of land, with a 70-acre campus. This plant consists of 34 fire-proof buildings and 55 cottages for teachers." Courses are offered in the following fields: Agriculture, arts and sciences, home economics, mechanic arts, nursing education and special courses in practically every trade.

It is well worth the hour and one-half drive for one to go to Prairie View and see the Negro college, talk with the instructors, learn the cost of education for Negro youth (which is exceedingly low), and realize the splendid work the state is doing in providing funds for the operation of Prairie View College.

Although this is the summer session, the Spectator man was told that there are in excess of 800 students attending the institution now and that the enrollment during the regular sessions runs in excess of 1000.

—Wharton Spectator.

THE TEACHER AS A SALESMAN

(Continued from page 1)

featured what they called a source book. They were not only interested in their products and in making sales, they were enthusiastic. The salesmen were prepared to explain in minute detail any points about their goods including value, payment plan, rebate and total cost. Information was as freely and courteously given to those who did not buy as to those who bought. Often the agents never stopped talking until the prospective customers walked away. No matter how much explanation was given nor how much effort put forth, nothing was sold until some one bought. It may interest you to know that it was my observation of the persistency of these book agents that leads to a decision to briefly speak to you at this time on the Teacher as a Salesman.

It is common for us to think of salesmanship in connection with selling merchandise. It is not of such limited application. We may also sell ideas and ideals.

If the teacher is a salesman, who are his customers? What condition or evidence can we offer to show that he does have customers and prospective customers? Some teachers assume that they have fulfilled all obligations to the public and that they have returned full value to the county or district which pays their salaries when the pupil is assisted in learning to read, write and study arithmetic. In 1930 there were 1,416,417 Negroes ten years of age or over who could not read or write. Of this number 90,225 were in Texas. The high student mortality rate in high schools and in colleges because of poor scholarship is good evidence that we should increase the scope and effectiveness of their sales. When doctors and lawyers market their services and fail to make good sales the poor salesmanship or the loss is often evident to the casual observer. This is not true of the teacher. Poor sales on his part does not remove him from doing further harm. The undertaker often disposes of the doctor's poor sales. The poor salesmanship of the teacher is often projected into society as permanent liabilities or menaces.

There are conditions which suggest that the teacher has an opportunity to sell other goods and services in addition to those now generally offered. The economic position of the Negro is weak and insecure. In 1935 over 906,000 or practically a million Negroes were on relief in the United States. Of this number 64,000 were in Texas. Four hundred and forty thousand, both white and colored, are receiving public relief of one sort or another at the present time.

Although the latest census report shows a larger percentage of Negroes gainfully employed than other group in America,

with an annual salary range of \$100.00 to \$15,000.00 per year, the services are generally yielding low and uncertain incomes. The low incomes make it necessary to try to house, feed, clothe, educate and reasonably amuse families on an average of \$600.00 per year, which is less than half the amount that one should normally have. The consequence of a low income, too often unwisely spent, are obvious. No matter how much disagreement there may be among us as to why our income is so low and why it should be higher, the effects are too clear to dispute.

Dr. DuBois says, "our progress in art, in literature, in science and in business has been notable. Our gradual opening of labor opportunities has been astounding, our great failure is in our inability to earn decent living. As a people we are on the narrow ridge of economic survival and we know it. We are the surplus laborer without security of job or certainty of relief." The proceedings of the Sixth Educational Conference suggest one way to increase our average annual income is to increase our efficiency and dependability. If this is correct, a real challenge is offered the teacher as a salesman.

It has been found that there is a very close correlation between poverty, sickness and death rates. Social disease is one of the most widely spread in the United States. Staggering, almost unbelievable, are the statistics on this disease. More than one adult in ten in America or a total of 18,000,000 are affected with it. Reports from the office of the Surgeon General of the United States show that of the cases tested, the disease is two times as great among Negroes as among whites. This plague is wrecking lives, shattering homes, and filling institutions, all over the land, with the insane blind, feeble-minded or unemployable victims. For the individual worker who is affected wages stop, savings if any are consumed, credit exhausted, expenses mount and plane of living is lowered.

There is much illness among any group of people that is unavoidable. Lack of sufficient health information, superstition, use of home remedies and quacks has led us into many expensive difficulties and losses from which it was possible to escape. According to the American Hygiene Association there is no field of medical practice that is so often invaded by quacks as that of social disease, and that ignorant Negroes are among the most numerous victims of this practice. These fakes do their damage under the name of "Indian Remedy Company," "Hoodoo Doctors," "Local Wise Women," and "Evil Eye Specialist."

The difference in the death rate between Negroes and whites in Texas for 1935 is sufficient to give concern. There were 61,663 deaths, 860 of which were

homicides. The birth rate for this period was 114,721, practically 100 per cent larger than the death rate. This same proportion of birth to death is also true of the white race. The Negro birth, 13,876, slightly exceeds the deaths, 11,576.

According to J. Edgar Hoover, four million crooks cost this country fifteen billion dollars a year which is sufficient to run our state and national government for this period. Between 1925 and 1931, 24,000 prisoners were sent to the Texas prison. The average daily prison population for 1936 was 6050. This is a new all time population.

Some of the prisoners are the casual type or the first offenders. Others are the habitual type who make their living by breaking the law and usually in no other way. The greatest loss in all the category of crime results from the criminal who practice fraud and swindling. Since the Negro contributes a disproportionate share of this type of crime, we wish to discuss it briefly.

In a desire, to get something for nothing something without work, it is estimated that the people in this country lose four billions yearly. We are freely engaging in old and new rackets that are now flourishing throughout the United States and particularly among people who are economically dependent and who are looking for sudden riches.

(To be continued)

THE RELATIONSHIP OF THE RURAL SCHOOL TO THE COMMUNITY

(Continued from page 1)

will be a salvation to our people. It is all folly for Johnny, living here in rural Texas, to spend a month in school, learning the cultivation of coffee in Brazil. Johnny needs a better home in which to live, food that will balance his diet, a knowledge of live-stock, gardening and orcharding, that will bring a few dollars into the home when dad's cotton fails. His mother, father and other relatives, as well as he need to learn how to protect themselves against illness by following correct health habits. They need to know how to spend their leisure hours profitably as well as recreationally.

Notwithstanding the dreadful handicap of cotton tenancy as it exists and the other factors that enter into the lack of opportunity for rural Negroes, it is the opinion of the writer that it is quite possible to make living in the country a more satisfying and joyous experience. The rural school has a significant part to play in doing this. The rural teacher, if made aware of the resources of her environment and taught to use them, can become an important factor in the reconstruction of rural life.