

Prairie View A&M University

Digital Commons @PVAMU

---

PV Standard Newspapers

Publications

---

12-1937

## The Prairie View Standard - December 1937 - Vol. XXIX No. 4

Prairie View State Normal and Industrial College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pv-newspapers>

---

### Recommended Citation

Prairie View State Normal and Industrial College. (1937). The Prairie View Standard - December 1937 - Vol. XXIX No. 4., *Vol. XXIX No. 4* Retrieved from <https://digitalcommons.pvamu.edu/pv-newspapers/84>

This Book is brought to you for free and open access by the Publications at Digital Commons @PVAMU. It has been accepted for inclusion in PV Standard Newspapers by an authorized administrator of Digital Commons @PVAMU. For more information, please contact [hvkoshy@pvamu.edu](mailto:hvkoshy@pvamu.edu).

## THE LIBERAL ARTS STUDENTS AND THE LIBRARY

(Continued from page 1)

it is there you may analyze, test and verify the thoughts of others; it is there you may begin your quest for new truths or for a restatement of the old. The library, then, is one of the chief tools you will have to use if you are to achieve a liberal education and it behooves you to make intelligent use of it.

An intelligent use of the library requires a definite knowledge of much of its equipment. Learn the physical arrangement of the library.

You ought to know how to use the card catalogue, for through it you have at least three approaches to most of the library's printed resources.

A definite knowledge of the nature, field, and scope of general and special reference books found in the ordinary library is necessary. The ordinary library carries at least eight types of reference books:

1. Those whose information is comprehensive and general in scope—encyclopedias.
2. Those that treat words and phrases—dictionaries.
3. Those that carry information on people—who's who series and biographical dictionaries.
4. Those that deal especially with places—atlases and gazetteers.
5. Those that identify quotations and allusions—handbooks of quotations, etc.
6. Those that supply detached facts pertinent to particular places and periods of time—almanacs, yearbooks, handbooks, etc., etc.
7. Those that point the way to certain facts and information—indexes
8. Those that lead to further reading—bibliographies.

These tools, and whatever others are present, you should know and the best way to know them is to use them. Quite often much time is lost in the preparation of lessons by students because they do not know where to look for the information needed.

Much of the information required for your work will be found in the reports of organizations, governmental agencies, and learned societies. You should become familiar with such reports, especially those peculiar to your major field of concentration and specialization.

It is imperative that you know how to use periodical materials as well. Know both those that are for general reading purposes and those that treat some phase or phases of the college curriculum. In these you will find expression of contemporary thought; material not found in any book; information about which the library has no books; the most recent information on any topic, persons, place or event; and, the ex-

periences of men of high qualifications who do not write books.

Be sure to learn to use the various guides to periodical literature such as the *Readers' Guide*, the *New York Times Index*, etc. Then there are guides to the literature of certain subject fields such as *A Guide to the Literature of Chemistry* by Crane and Patterson, *A Guide to the Study and Reading of American History* by Channing, Hart and Turner, *A Guide to Historical Fiction* by Baker and Packman. Such books will prove indispensable at some time in your academic career and beyond it.

Do not overlook special bibliographies, especially subject bibliographies that are prepared on all phases of the humanities, social sciences, natural sciences, physical sciences, and technical sciences.

Learn to use a book properly when it comes into your hands. Discover the value of the title page, the table of contents, the preface, the introduction, the reference notes (footnotes), and the index. Many books have glossaries; and almost all books carry bibliographies either at the end of each chapter or the back of the book. Make good use of these.

And finally, learn the library regulations, and know the library staff.

Dr. John W. Studebaker says: "A student is liberated by a thorough grasp of the tools of thought." Skill in using books and libraries is a tool of thought.

## "Y" INSTITUTE HOLDS GREAT SESSION

Dr. Charles D. Hubert Heard At Prairie View State College

Prairie View, December 15—The "Y" Leadership Institute in its recent three days continuous session brought together at Prairie View State College 146 Christian leaders from all sections of the state, white and colored, to study and formulate plans of "Y" and assist "Y" leaders in their fields of endeavors.

The theme of the institute was, "Trained and consecrated Leadership." The stated objective was, "Making Leaders for Tomorrow." Among the leaders of the various discussion groups were: Dr. Charles D. Hubert, Morehouse College, Atlanta, Ga.; David Howard, boys work secretary, Dallas; Dean Charles Fisher, Tillotson College, Austin; Solon Brandon, membership chairman, Houston; F. C. Fields, general secretary, Houston; Rev. Lee C. Phillip, chaplain and adviser, Prairie View State College; W. C. Craver, executive secretary, Houston.

Prof. George W. Reeves, statistician of the institute reported the following church denominations were represented at the institute: Baptist, Methodist, Congregation-

alist, Catholic, Christian, Episcopalian, Presbyterian, and Church of God. The choices of vocations taken from registration cards embraced twenty-five different vocations. The institute by unanimous vote thanked Principal W. R. Banks and the college for reception and accommodations, and decided to make the institute permanent, recurring each year.

Climaxing the proceedings of the institute was the Sunday morning Sermon by Dr. Charles D. Hubert, minister, historian and philosopher. His text was taken from Matthew 22:1-16. Taking for his subject, "The Two Types of Leadership," Dr. Hubert easily held his hearers in his grip for more than one hour. In convincing logic and persuasion, among other things, Dr. Hubert said there were two types of leaders springing from the scion of Israel. These types were represented by Judas and Jesus. "Judas," said Dr. Hubert, "was born an aristocrat, and Jesus came a pauper, without social respectability; but to the contrary, Judas was a good business man socially responsible and respectable." Jesus came to give his life and worked unselfishly for others. His powers were exercised not for himself, but for the progress and welfare of mankind everywhere. Judas represents the type who sought power for personal glory and enhancement, regardless of how such power may be obtained.

"Judas failed," Dr. Hubert said, "because he dreamed of great things for himself and sought fame and power through the use and abuse of the common people. Judas wanted big things; but Jesus wanted big men. No movement can succeed that does not recognize the need of the common people. Tie up with the masses, the common people, and though like Jesus you may have to tread the wine press alone, you will live on through the ages, by the services you have rendered and the good you have done for the world. Throughout his whole discourse, Dr. Hubert stood firmly against selfishness and the exploitation of the poor and humble for personal gain and glory.

## PROF. GEORGE W. REEVES WAS ARMISTICE DAY SPEAKER

As the principal speaker on the Armistice Day program, Prof. George W. Reeves was introduced to cadets, visitors, residents and members of the faculty who gathered in the auditorium, after one hour of drill and inspection by cadets on Blackshear Field, under the general command of Captain Edward L. Dabney, dean of men. Prof. Reeves was introduced by Captain Dabney.

We can not think of the peace of America without thinking of the peace of the world. Should there be another war, it will surpass all others combined in the destruction of human lives and property by the invention of modern machinery.

## The Prairie View Standard

Vol. XXIX

Prairie View State Normal and Industrial College, Prairie View, Texas, December, 1937

No. 4

## The Liberal Arts Student And The Library

By Prof. O. J. Eaker, M. S.

Librarian, Prairie View State College

From time to time various thinkers have attempted to put their conception of a liberal education into words. Some have done this by stating the aims of a liberal arts college. Others have discussed the state of mind and method of approach of those working toward liberal education as a goal. One thinker says:

The aim of the liberal arts college is to bring young people into touch with the best and happiest moments of the best and happiest minds, and so stimulate them to the enlargement of their own minds and hearts, to provide incitement to thinking which is the difficult process of inner enlargement of being, to introduce them to study loved for its own sake.

Another person asks this question: "Can it be that liberal education is a state of mind, a method of approach?" He then proceeds to describe the state of mind and method of approach:

Enthusiasm for the task, a willingness to work, a realization of the common bond of union and intercourse between all studies, an eagerness to know, proceeding step by step at one's best pace, a happy running to the sources of knowledge.

In this process of the enlargement of mind and body, of securing a liberal education, modern educational procedure demands that the student be eagerly and thoughtfully active. It is the student who will probe problems; it is the student who, through the proper use of a wide variety of subject matter in numerous subject fields, will secure a definite knowledge of the fundamental principles and ideas involved in each learning situation—these fundamental principles and ideas to act as guides to further exploration. It is the student who will develop the scholarly trend of mind; it is the student who will run happily to the sources of knowledge.

Now, that is different from the idea of merely being physically present at a number of classes without interest; working only for a grade; cramming for exams; and proceeding to forget the "stuff" after exams. It means that you get something, you keep it, you improve upon it.

One of the best sources of knowledge available to you is in your college library. In the modern educational set-up, it is most difficult to succeed in your academic program without it. It is there you may come in touch with the best and happiest minds;

(Continued on page 4)

## CHRISTMAS BELL

By Napoleon B. Edward

Ring, ring throughout the land,  
Sweet Christmas Bell,  
Ring over ice and snow  
Where heathens dwell,  
And wake up the sleepers  
Throughout the earth  
And tell them of Jesus,  
His lowly birth.

And tell of the star  
That led wise men,  
Of the angel chorus,  
"Good will to men,"  
Of the Prince of Peace  
In swaddling clothes,  
Of Christ the Redeemer  
Right at our doors.

Ring loud, Sweet Christmas Bell,  
The rich and poor,  
Ring over vale and hill,  
The wide world o'er  
And ring them of Jesus,  
Our Savior, ring,  
Ring of the Redeemer,  
Of Israel's King.

## THE HOGG LOAN FUND

Principal W. R. Banks, Prairie View College, has announced that the Will C. Hogg Loan Fund of \$25,000.00 bequeathed to the college has been made available to students able to qualify under stipulations and regulations.

The 25,000.00 will be invested in government bonds by the Board of Directors of the college and the interest or income from such investments will be subject to student loans, it was stated. This is most gratifying to the patrons of the college and the citizens generally. It is practically certain, the Standard believes, that there will be an appreciable number who can and will qualify for student loans and continue their education.

Honorable Will C. Hogg in thus making his will available and helpful to students without regard to race merits a fixed place in the hearts and memories of the people for all time. By tradition, no less than by the press, he shall be placed alongside the illustrious benefactors, past and present, whose deeds of valor and honor are seen and sung in all lands. Each succeeding year his deeds will be read with a new meaning and brighter lustre, because of his great unselfishness and great humanitarianism.

## Committee On Findings Of Land Grant Colleges Reports

December 2, 1937

To the Conference of Presidents of the Negro Land-Grant Colleges  
Gentlemen:

We your committee on findings beg leave to submit the following report:

1. **Aims and Objectives.** We recognize that any serious approach to the task involved in revising the curricula of Land-Grant Colleges to meet the needs of Negroes must include also a study and, if necessary, a restatement of the objectives and aims of the colleges. Such a restatement must include new fields of human endeavor, keeping in mind that the Land-Grant colleges for Negroes are in position to make a distinct contribution to American life and culture.

2. **Federal Aid.** The glaring inequalities which exist in the distribution of both state and federal funds between schools for Whites and schools for Negroes suggest action on our part which would aid in bringing about results as follows; (a) a type of federal aid to education in the states which would guarantee to Negro schools of the South an equitable share of such funds; (b) a proportionately larger amount of all federal funds now available to states for Land-Grant Colleges for use in the Land-Grant Colleges for Negroes; and (c) particularly, provision for research in our member colleges through federal money as made possible in the Purnell Act, George-Dean, Hatch, Smith-Lever, Smith-Hughes, Bankhead-Jones Acts and other acts. The Land-Grant Colleges for Negroes must have money to support an educational program which would be planned to serve adequately the needs of Negroes.

3. **Federal Tenant Purchase Program.** The agricultural situation among Negroes in the South challenges our colleges to aid them by: (a) making available to farm tenants, owners and their families the benefits of the federal tenant purchase program; (b) federal resettlement projects; (c) federal recreational programs; (d) cooperative enterprises; (e) farmer group buying and marketing; and (f) assisting in the promotion of more wholesome and cooperative landlord and tenant relationships.

As further aid in this connection we would suggest that all possible influence be brought to bear to secure Negro membership on state advisory and county committees of the federal tenant purchase program. Effort should be made also to

(Continued on page 3)

### The Prairie View Standard

Published monthly during the school year except July and August by Prairie View State Normal and Industrial College, Prairie View, Texas.

Entered as second-class matter March 2, 1911, at the postoffice at Prairie View, Texas, under the act of March 3, 1879.

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

Acceptance for mailing at special rates of postage provided for in Section 103, Act of October 3, 1917; authorized July 13, 1918.

Subscription - 50 Cents Per Year

#### Notice to Contributors

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

### DR. KARL E. DOWNS PREACHES AT PRAIRIE VIEW

The faculty and students of Prairie View State College heard seriously the sermon preached by Rev. Karl E. Downs. Rev. Downs was presented by Rev. L. C. Phillip, the College Minister.

At the age of 25, Rev. Downs had graduated from Samuel Huston College, Gammon Theological Seminary and Boston University. At the present, he is executive secretary of the Foreign Mission Board.

Character, says Rev. Downs, changes differently in certain people, taking for his parables a baby calf, pig and baby boy. When all are very young, they are so sweet, tender and loving that we just want to take them and kiss them, but when the calf grows into a large, awkward cow, the pig into a large, ugly hog, and the baby boy into manhood; no one wishes to take either into his arms or kiss them. Notwithstanding all this there are many souls that grow and keep noble and sweet which we continue to love and respect.

He also stressed very much the fact that younger generation of today decline to give up the worldly joys and pleasures to go forth and preach the gospel. Usually, it is thought that this work is only for old folk. But there will come a time when the younger generation will wish that they too had the opportunity to do something in the way of serving God.

Dr. Downs spent about eight days at the college, studying its plans and objectives and addressing various departments of the institution.

It is reported that the young prelate will go abroad after completing his researches in America. It is said that his missionary fields will include Liberia and other portions of the Orient.

### MISS JESSIE DUPLANTIER WINS

In the National Essay Contest on Tuberculosis Among Negroes, Past, Present and Future, Miss Jessie Duplantier won the first prize of twenty-five (\$25.00) dollars.

Miss Duplantier discussed fully and frankly the causes leading to tuberculosis and gave the early history of the disease in America, with special emphasis on tuberculosis among her people. Excerpts from her prize winning essay follow:

In America statistics show that tuberculosis is especially menacing to the Negro race. History does not show, however, that the Negro was unduly troubled with the disease before he reached America. It is logical, then, to conclude that the Negro tuberculosis problem began with the arrival of the Negro in America.

A number of factors was responsible for the attack of the tubercle bacillus upon the Negro when he made his appearance in the New World. The majority of the Negroes who were brought to America as slaves were transported from the West Coast of Africa, which is noted for its tropical climate and excessive humidity. It was a drastic change when the Negro was brought to the cold, frigid eastern coast of the New World. In this severe change the Negro, in his deplorable ignorance, paid no particular attention to his health. Consequently, the condition of his body afforded a favorable habitat for the tubercle bacillus.

Another contributing factor to the beginning of the Negro tuberculosis problem in America was the low economic level of the Negro. Dirt, filth, and poor living conditions, in addition to exposure, lay his body especially susceptible to the disease. It is known that a person may have the germs of tuberculosis in his body and yet not develop the disease if he has strong bodily resistance. Strong bodily resistance can be secured only through observance of healthful living, which rules could seldom be observed by the Negro. His body was weakened by overwork; his cabin was small usually one-room, and the Negro slept in crowded drafty rooms; believing that warm air was more conducive to good health than was cold air, he usually slept with his windows closed; his food was not chosen for its nutritive value, but for its low cost; and he paid little attention to his health until he became too ill to work.

Still another factor which influenced the spread of tuberculosis among Negroes was the ignorance of the Negro toward matters of health and his lack of information concerning the disease itself. It is argued that since the Negro was considered as property during slavery and yielded rich returns only when physically fit, he received proper, and often expert, medical attention. We know, however, that so long as the Negro was able to work, he was considered as being in good health. It was only when he failed to add to his master's income that he was con-

### NEW DEMANDS IN EDUCATION

Job qualifications in this era demand that the prospective worker tear off his white collar, roll up his sleeves and plunge into those fields which many have shunned because no swivel chair, office hours, or professional standing go with them. The mistake often has been made that white collar work is desirable because it lends social prestige. So often is this the case it appears to be the rule, but the fallacy to be avoided is that job prestige and not social prestige is the thing which counts. The depression ravaged the house built of social prestige and left its bits lying in scattered disorder. Only job prestige withstood its onslaught. Fewer of the skilled workers suffered proportionately than did the professional ones.

Cries of miseducation have filled the air; a midwestern educator scores "professional worship" and says he will set in motion a new plan of education for students at his school; a resident engineer of national repute denounces his fellows for turning their backs on opportunity (specialized business and trades) for professional white collar post. Vocational guidance grows increasingly popular as a means of steering some of the students into avenues which industry claims a crying need of skilled men.

Whereas some declare there is a general breakdown of deliberative thought, that we are nothing more or less than mental hunchbacks, ourselves sealing our doom by swarming the professions, others place the blame upon the school systems as failing to train for life, for living, for earning a living. Foremost among those who have spoken, and interesting because of his position is Robert M. Hutchins, president of the University of Chicago, one of our largest and most progressive schools.

Hutchins says: "The educational system has become a vicious circle. The teachers are badly educated. They educate their students badly. Some of the badly educated students become badly educated teachers who educate their students badly." Whether you agree with him or not, it must be admitted that he has made a forthright challenge. —Southern Workman.

considered ill and probably received medical attention. In this way the tubercle bacillus was allowed to get a firm footing before medical attention was received. At the time, this medical attention helped little because even the doctors knew very little of methods of prevention and cure. After the Civil War, when the treatment of disease was taken out of the hands of the master and given to the Negro, he, in his ignorance, focussed his attention on the powerful root doctor or hoodoo man as the healer of all diseases. Because of the expense involved, he evaded what little medical attention he may have been granted.

### LAND GRANT COLLEGES COMMITTEE REPORTS FINDINGS FOR STATE COLLEGES

(Continued from page 1)

secure Negro managers in connection with resettlement projects.

4. **Student Personnel Work.** Programs should be initiated to give increased attention to the needs of students which lie within and beyond the curriculum. Personnel programs extending from orientation and guidance to placement might well be developed to greater usefulness.

5. **Faculty Personnel Work.** A Program should be designed in all of our member colleges to aid in the professional development of the faculty. This would cover recruiting, orientation and guidance for the new members and extend to problems of personal development, promotion, housing, health, recreation, sabbatical leave, tenure and retirement for all staff members. This is a necessary part of any worthwhile program of curriculum study and revision.

6. **Research.** The advancing status of our member institutions demands initiation of program of research. Such should include the applied fields of agriculture, home economics and engineering, and also human resources through economic, sociological, and other approaches. The research program should provide for student, faculty and community participation.

7. **Graduate Work.** Provision has already been made for advanced work in a number of our institutions. An increasing number of students will apply for courses on the graduate level. It would seem a wise precaution to assure the adequacy and effectiveness of the undergraduate program before advancing into the graduate field.

8. **Adult Education.** Our institutions may render a great service through participation in programs of adult education. Among other things this would make of education a continuous learning process extending far beyond graduation. The rapidity of change in affairs in modern society demands this extension of the present educational program.

9. **Teaching Techniques.** Educational programs providing for off-campus learning on the job would offer definition and reality in many fields, especially those of Business, Agriculture, Home Economics and the Trades and Industries.

10. **Field Agents.** Our colleges should maintain contact with industry, commerce, and similar activities of the area which they serve. Staff members charged with such responsibility would aid in carrying the college to the people and would in turn, bring back to the college concrete, timely and valuable findings which would contribute to its educational effectiveness.

(To be continued)

### DOCTOR CLEMENT GIVEN FORMAL RECEPTION

At the hospitable home of Principal and Mrs. W. R. Banks, December 6, Dr. Rufus E. Clement was given a formal reception. Practically all employees at the college joined in the receiving line to do both the host and guest of the evening due courtesy and honor. It was a splendid opportunity to meet and shake hands with the distinguished President of Atlanta University, the Principal and Madam W. R. Banks.

The Principal's home is a two-story building located on the campus surrounded by clusters of hedges and beautiful ferns and flowers. The home is modern in the minutest detail and was a happy "Retreat" not only for the Principal and Mrs. Banks, but for the faculty, the college community and visitors who shared the felicitations of the evening.

### REV. L. C. PHILLIP TELLS STUDENTS CHRIST'S CONCEPT OF A FRIEND

By Joseph A. Harris

The College heard Rev. Lee C. Phillip, College Pastor, in a morning discussion give in a plain and complete manner the concepts of friendship by Jesus through men. For thirty minutes, Rev. Phillip held the attention of students and teachers as he shared with them various writers' opinions. A portion of the scripture, John 15:14-15 says: Ye are my friends, if ye do whatsoever I command you. Henceforth, I call you not servants; for the servant knoweth not what his lord doeth: but I have called you friends; for all things that I have heard of my father I have made known unto you." Friendship was spoken of as bonded confidence. "Am I a friend to anyone? Do I have many friends", was Rev. Phillip's admonition to every student that he ask himself. A portion of the collection from Hubbard's Scrapbook was as follows: "Only good can reach me." Give good to those nearest you and you reach me." Newton in a tribute to a friend said "you are a friend of mine. You teach by example and not by precept. I like you for what you are and not what you seem to be. You are genuine. You ring true. I know where you stand. You are always a gentleman or a lady. You give comfort in time of need. You overlook my faults and praise my commendable efforts." Another writer said, "Oh the folk! Folks like you. Wish this world could have lots more, that know just the things to do, and dip deep from joy's own store. By your words and by your deeds or sometimes with just a nod you can always fit our needs, and fulfill the plans of God." Am I a friend to anyone? Do I have many friends? These were questions which shall linger long in each student's memory.

### MARY MAHONEY CLUB ENTERTAINS

By E. E. Griffin, R. N.

The Mary E. Mahoney Club, held their initial Christmas party, Sunday December 12, in the hospital dining room. Red and green decorations carried out the Christmas scheme. A delightful repast was served to members of the club, and members of the Southwest Medical Staff of Prairie View Hospital.

### PANTHERS WIN IN FOUR CONFERENCE TILTS

The Prairie View Panthers, fighting football mentors, of Prairie View State College were victorious in four conference contests this season, according to reports officially reported to the Standard.

The victories put on the credit side of the Panthers ledger are as follows:

Prairie View College 13, Wiley College 0  
Prairie View College 7, Bishop College 0  
Prairie View College 14, Langston U. 9  
Prairie View College 13, Southern U. 7

In the conference, the Panthers have more victories than failures and the net results is quite commendable. All along, the Panthers played classy ball, showed careful training and will no doubt hold a greater position at the close of the season. The Standard extends best wishes to one and all and offers unstinted cooperation, and feels confident they will take the show against Florida A. and M. in Houston New Year's Day.

### DR. RUFUS E. CLEMENT, PRESIDENT, ATLANTA UNIVERSITY, SPEAKS

As guest of Prairie View State College, speaking and lecturing to the faculty and students, Dr. Rufus E. Clement, President of Atlanta University, Atlanta, Georgia, delivered his principal discourse in the Sunday morning sermon, December 5. Rev. Lee C. Phillip, college minister, presided and presented the distinguished guest following songs of devotion under the direction of Professor O. Anderson Fuller, director of the college conservatory of music.

Taking for his subject "The Three Major Temptations," Dr. Clement in plain, simple but forcefully manner gave example after example illustrating the salient points in his sermon.

The three temptations, which faced Jesus," said Dr. Clement, "and which we all meet and shall continue to meet are: (a) the misuse of power for selfish ends; (b) to compromise with evil; and (c) to play to the grandstand." Jesus had the power and could have turned the stones to bread, but his life was given unselfishly for others, rather than for himself. "Our lives are planned too materialistically.