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HOME DEMONSTRATION WORK
OF 1936

(Continued from page 1)

1494 local leaders in women's work and 329 leaders in girls' work met in training meetings and schools to secure information from local agents and State extension workers. This information they carry back to their communities, where they give it to club members and neighbors in follow-up meetings or method demonstrations.

The fact that demonstrators, in particular, are taking on the responsibility to carry information to their neighbors is adequate proof of the high regard that home demonstration club members have for the work.

In all counties some effort was made to give more training to officers of local and county groups for their duties and responsibilities and in effective means of carrying their plans to successful completion. Club members were admonished to recognize more fully their responsibility to their chosen officers and leaders.

Planning the family's food needs and making a canning budget was the goal set for 1936 which came nearest having the "perfect achievement record." One thousand nine hundred and nineteen cooperators made and filled their canning budget during 1936 and 1,130 provided storage space for canned goods. In all 3,894 home demonstration club members cooperated with the 344 pantry demonstrators and canned 429,926 quarts of fruit and vegetables, brined and pickled 86,164 quarts and dried 1,108,638 pounds of vegetables, fruit, nuts, and cured meat.

Reports show that 2,229 women followed extension recommendation in constructing, renovating, remodeling, and caring for clothing in 1936. Four hundred and sixty girls and 526 women kept individual clothing accounts after taking their inventory and making a clothing budget. Two hundred and forty-two built clothes closets. Renovations and remodeling ranged from bringing old coats up to date to complete construction of children's clothes from discarded adult garments. The most satisfying results were achieved by the use of standard patterns and foundation patterns, careful workmanship, and attractively colored dyes.

Home demonstration club members, with the cooperation of the rest of the family, did much in 1936 to beautify home grounds. Six hundred and ninety-four lawns were levelled and sodded, 5920 roses planted, and 2,402 trees and backgrounds planted by the 221 demonstrators and their 1,692 cooperators in nineteen (19) counties. In four counties it was possible to develop five (5) beautiful yards in each home demonstration club community and six (6) counties sponsored yard beautification campaigns.

Probably no phase of the home demon-

stration program has done more to maintain the morale of Negro farm women than has the bedroom improvement work which brought beauty and comfort at a time when 'scarcety' tended to make life drab and discouraging. Eight hundred and seventeen bed spreads and 524 rugs were added, 204 mattresses were made and 254 pairs of curtains added, 1,130 pieces of furniture were refinished and 5,309 pieces of bed linen added by the 1,286 club women who demonstrated or cooperated with bedroom improvement demonstrators. All home improvement did not concern home furnishing work, 1,282 bedrooms were improved by arrangement of furniture, addition of screens and windows.

Money from the sale of poultry and poultry products defrayed the 'kitchen expenses' in 87 homes.

Recreation is not a new thing to farmers, but during the last two years new avenues of recreation have been opened to Texas farmers and their families. Songs and games have a definite place on club programs; three County Home Demonstration Councils have a special recreation committee. Picnics, Encampments, and Play Days are coming into their own as absolutely essential to good, wholesome community life.

Home demonstration work has aided rural women in obtaining things which make for a richer, fuller, nobler, farm life, better homes and home surroundings, more conveniences, more recreation, and social contacts are some of the things which the home agents have helped attain and which rural women highly appreciate.

FEDERAL COOPERATIVE SERVICE

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used to finance the breeding, feeding, fattening and marketing of livestock and for the repair and improvement of farm buildings.

Emergency Crop and Feed Loans

Emergency crop and feed loans are not available to farmers who can qualify for production credit or for aid from any other source. These loans are made only in the amount actually needed to grow crops or to care for livestock, and are handled by field representatives of the Emergency Crop and Feed Loan Offices in the various counties.

County agricultural agents (Farm demonstration agents) will direct applicants in either case to the local representatives for their counties.

Negro farmers who can qualify for loans from either of these sources are served on the same basis as any other farmer.

Inquiries addressed to H. A. Hunt, Assistant to the Governor, Farm Credit Administration, Washington, D. C. will receive prompt and considerate attention.

Dr. J. C. AUSTIN SPEAKS

By Joseph D. Snow

Principal W. R. Banks introduced Prof. C. H. Waller, who introduced Mr. J. P. Davis, field man for the United States Triple A. After a very brief speech, Mr. Davis turned the responsibility of the introduction of Dr. Austin over to Prof. Waller.

During his introductory speech, Prof. Waller said that Dr. Austin is the only Negro who has been able to hold conferences with Secretary Wallace of the Triple A, while the President and other cabinet members await their chance to see him. The first man whom Secretary Wallace asked for, upon his arrival in a certain city, happened to be Dr. Austin. When first asked to serve in the position he now holds, Dr. Austin refused a salary, but it seems although he is not allotted a certain amount of money, Dr. Austin makes more than he would had he received a salary.

The first thing Dr. Austin did was to ask the audience to bow their heads in a few words of prayer. After the brief invocation, he began to compliment the hospitality shown him by Principal and Mrs. Banks.

Before coming to Prairie View, Dr. Austin said he thought he would find a few run-down ramshackled buildings, but instead, he found a city, and he was so delighted he was really excited.

Dr. Austin's speech was based upon one word, contact. Without contact, there would be nothing. An aeroplane is based upon the utterance and adherence of the word contact.

The Negroes of today need contact. There is little love between them, nor do they stick together as do other races.

Take for instance, if a Negro is burned or hung in Alabama, the Negroes all over the United States will appear unconcerned over the matter. But if a Chinaman is hit in Chicago, the incident will vibrate to San Francisco and the vibration will be heard all over China. All China will be in an uproar because a Chinaman has been hit in the United States—That's contact.

SUNSET ROYAL ENTERTAINERS

Prof. W. H. Bennett, college bandmaster, presented the Sunset Royal Entertainers to Prairie View, April 13.

The touring orchestra rendered several numbers with entire satisfaction. Time and again the orchestra received generous applause.

Among the renditions were the following: "Lime House Blues," "Dear Old Southland," "Synthetic Love," "Marie," "These Foolish Things," "Pennies from Heaven," "Trees," "The Devil in the Moon," "Saint Louis Blues."

The Prairie View Standard

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No. 8

Essentials Of School Health
Education ProgramBy Miss Fannie Shaw,
National Tuberculosis Association

Health education has been the first objective of education since 1918. In some form or other instruction in health is now required in forty-five states. It still, however, occupies a minimum place in the school curriculum, though it certainly does or could make a maximum contribution to effective living.

The present aim and tendency is to broaden the conception of school health education to include emphasis upon the physical, mental, social and emotional aspects of health, and to interpret health as a way of living as well as a subject to be taught.

This philosophy demands that the school program include learning experiences which provide (1) for healthful school living; (2) for health service, and (3) for health instruction. These three divisions I wish to discuss briefly.

There is nothing original in this statement of the Essentials of School Health Education. It is based largely upon the Report of the Terminology Committee of the Health Education Section of the American Physical Education Association.

Healthful school living concerns itself with wholesome physical environment; with the organization of a healthful school day; and with establishment and maintenance of such teacher-pupil relationships that give opportunity for the development of all pupils—physically, mentally, morally, socially, and emotionally.

The factors which insure a wholesome physical environment relate chiefly to the school plant and to the sanitary features of the equipment. The state makes it compulsory that children attend school. It is therefore the state's responsibility to provide opportunity for safe and healthful living for all the children during the school day.

A healthful school plant includes a site adequate in size and free from health menaces, a building adequate in size and constructed of fire-resistive material. The school building should be planned and built to provide for hygienic lighting, heating, ventilation, seating, water supply, toilet facilities, hand washing arrangements, cloak rooms, lunch room, rest rooms for pupils and teachers, playgrounds and play equipment. Last, but not least in importance, a health room where the school physician and the nurse may center their activities is essential.

It is the responsibility of the school board to build, equip and keep in sanitary condi-

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Adult Education Among
Negroes In Texas

By Thos. L. Holley, '10, '30, '31.

Classes in Adult Education in Texas have been in operation for many years. These classes have, however, for the most part, been conducted in the urban centers under the sponsorship of public school officials. There were a limited few subjects taught, such as elementary reading, writing, spelling, arithmetic, and a few advanced academic subjects. In addition, there were some vocational classes: cooking, sewing, beauty culture, auto-mechanics, and carpentry. Most of the teachers were regular school teachers working extra at night. The classes were conducted during a period of two hours. The response in most of the centers was remarkably gratifying to those who offered this opportunity for further self-improvement.

Shortly after the depression was felt by local school officials and it became necessary to curtail expenses, the first phase of the educational program to be eliminated, in many communities, was the Adult Education Program. Fortunately, when conditions reached this state of affairs, the Federal government was beginning to realize the need of furnishing employment for white collar workers and at the same time inaugurate adult education classes throughout the country. This was first carried out through the CWA. Under this agency the schools operated approximately two years. The Federal government then, as now, paid only teachers' salaries.

Subsequently adult education classes were organized in practically every community in Texas that would accept aid from the government for this purpose through the FERA. The program was to be operated on a much larger scale and it became necessary, for efficiency, that the program be closely supervised. The State Department of Education in cooperation with the FERA had direct control of the program. When the time came for the selection of supervisors it was decided that there should be a Negro supervisor. State officials contacted officials of Prairie View State College regarding the recommendation of several supervisors for the program among Negroes. It was at first planned to have three supervisors for this program but finances would permit the employment of only one person. The name of Thos. L. Holley, of San Antonio, was submitted for this position and the appointment was made on August 24, 1934.

Before assuming their duties all of the supervisors were required to attend an in-

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Home Demonstration Work
For 1936By Mrs. I. W. Rowan, Supervising District
Agent, Home Demonstration Work

The thirty-one (31) local home demonstration agents in Texas saw agriculture progress along the road toward a happier, more satisfying homelife during 1936. There are 6,783 homes where changes in practices have definitely resulted from the home demonstration work. Many phases of home demonstration work contributed economic and social satisfaction in families where floods and drought would have otherwise increased the disappointments, dissatisfaction, and suffering accompanying low cash incomes.

Though the woman has always been an influential partner in the farm business, she was even more active this year in feeding and clothing the family, beautifying the farmstead, improving the home, supplementing the farm income, and adding enjoyment to home and community life.

The progress of the year may also be measured in the smiles of 2,494 club girls who went about their demonstrations and "requirements" to achieve all goals set up for the year.

The 426 women's home demonstration clubs and 285 girls' clubs in the state are reaching out into the communities and into the homes of non-club members disseminating extension information to their neighbors. The real success and effectiveness of a demonstration is determined by the faithful work of the demonstrator and her cooperators as local leaders.

In addition to the help received from the home agents through the home visits, method demonstration meetings and meetings held at result demonstrations the

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5,000 Attend Interscholastic
League Meet Here

Various estimates concede that more than 5,000 representative citizens, state and inter-state, attended the Association of New Farmers' of America, the Home Economics Judging Contests, and the State Meet of the Texas Interscholastic League of Colored Schools, overlapping and meeting in succession at Prairie View State College, during the closing days of the past week, April 16-17. On the second day the college campus was overcrowded and every available space in the dormitories and resident sections of the college was overrun. However, this situation was met in part by erecting

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W. Rutherford BanksPrincipal
Napoleon B. Edward.....Executive Secretary

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Notice to Contributors

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THE TEACHER

By Prof. S. J. Sutton, Principal, Wheatley High School, San Antonio, Texas

The most important factor in pupil success or failure is the teacher and her personality. Pupils meet her personality before they meet her scholarship and if that personality makes an unfavorable impression on the pupil a failure situation is conditioned.

Personality Traits

In no place in the system does sympathetic understanding and tolerance help so much and sarcasm, "wise cracks," dictatorial attitude and allusions to pupils' personal affairs hurt so much as in the high school where pupils are in the adolescent stage of their development. This absence of the wholesome personality as shown by the lack of the sympathetic understanding, tolerance and show of simple human kindness toward pupils at all times is a potent factor in high school failures. An examination of the causes of failure given by teachers and pupils will abundantly support this position.

Teachers assign as causes lack of ability or I. Q., laziness, dates, hard to study at home, shows and parties, dislike to study, sickness, too many clubs and parties, movies, etc. Considering the first and most often cause—I. Q.—H. C. Goodman on investigating the records of 1373 pupils who failed, found the I. Q. ranged from 65 to 130 with a means of 98.25. The median 50 per cent were between 90.66 and 106.21.

I. Q. Cause of Failures Say Teacher

15 per cent had an I. Q. of 110 and above and but 23 per cent were below 90. 99 per cent of the graduates of the school had I. Q.'s between 65 and 129. His conclusion was that I. Q. alone could not have caused the failures. W. H. Pyle experimented with 33 failing pupils and four

exceptionally bright seniors in all their work, reporting that tests showed 28 of the 33 were equal to the average of their age and better in 1 or more subjects than the seniors, and each of the seniors were just average or below in at least one function. The poorest pupil excelled the best in 1 aspect of learning. He said, "This fact is significant; to talk of an I. Q. is absurd. There are as many I. Q.'s as there are functions. A common literary type of education for all pupils is impossible. In certain fields of work failing pupils could do better than excellent ones. I. Q. could not have been the cause of their failure."

The other reasons are in line with the I. Q., stock reasons which could by motivation, interest and sympathetic understanding be rid of.

A. L. Rose finds that teachers state as a reason for a pupil with an I. Q. of 125 failing, and others of equal ability, that the work was pointless to them, absent too often, quarrels at home, didn't work hard, didn't apply themselves, to which Rose says: "The problem is one of guidance and interpretation in which every member of the teaching staff should bear a part of the responsibility as a wise and sympathetic solver of the pupil's problems and difficulties.

Pupil Cause Stated

Grover C. Hooker, Stanford University, states: "160 pupils were asked to take a slip of paper, no names, and write on them why they failed. Most often were these: "I didn't understand, teacher doesn't understand me, didn't pay enough attention to teacher, couldn't remember it, teacher doesn't like me, didn't recite often enough, didn't hand in home work 5 times, don't like to recite in class, I talk too much." Two or three fundamental questions may, however, indicate the real reason for their failure. Why didn't they understand? Why didn't they study? Why did they talk too much? Have the pupils failed or have the teachers failed? The data given are fundamental and when analyzed point to the conclusion that the teachers have failed and not the senior students."

Teachers' Attitude and Language Cause Failures

That teacher's attitudes and language used in classrooms contribute often to pupil failures, Douglass and Boardmen believe: "Pupils are much affected in their attitudes toward their subjects by their relations with their teachers. Friendly, sympathetic business like relationships should be established between the teacher and pupils at the outset of the course. Frequently teachers fail to understand adolescent psychology and become irritated at conduct which is perfectly normal on the part of vigorous, growing boys and girls. Hence often teachers think pupils need disciplining when the teachers need "psycholog-

ing," enabling them to understand adolescent natures better."

With respect to the language used by teachers to pupils Olson and Wilkinson, in a study being made at the University of Michigan, states: "That the effective teaching personality as a whole is indicated, at least in part, by the nature of the language used by the teacher in the control of behavior."

Teacher Inefficiency Real Cause of Failure

S. Monroe Graves asks the question what per cent of high school failures marks an inefficient teacher and answers 5 per cent. Adapt the school to the child by giving him a program of activities and learning processes arranged and supervised so that there will be no failures. Carefully supervised study is the most efficient method and in special cases, special assignments to the ability of pupil's natural capacity, probable progress and present state of mind. No method will take the place of the teacher's personal interest, sympathetic understanding and actual personal planning with the pupil."

Failure Causes Suicide

Failure sometimes leads to an immediate tragic end. A. J. Dean under the caption 'Algebra sent her to Heaven' reports the following: "A child of 13 thought she was a failure because she could not do her Algebra—she took poison—died." This inefficient teacher, ignorant of relative values of subject matter, so filled this child's mind with fear of failure that she killed herself.

Teacher's Inefficiency Causes Failures

Arthur Dean says that Charles H. Judd, of the University of Chicago, believes failures are most often due to gross inefficiency of teachers. He reports the following: "The president of a large publishing house told me 'my high school teacher flunked me in English because my work was not original—didn't run to form with which she was familiar.'"

FEDERAL COOPERATIVE SERVICE

H. A. Hunt, Farm Credit Administration, Gives Information of Special Interest to Farmers Planning Their Year's Work

As this is the season of the year when farmers are wondering where and how they can secure the money necessary to meet their production needs, it seems a good time to inform them of the service available through production credit and emergency crop and feed loan agencies.

Production Credit Loans

Production credit loans are made by local production credit associations to enable qualified farmers to purchase seed, feed, fertilizer, machinery, farm supplies; for the purchase of cattle or workstock, or to hire farm labor. Production loans may also be

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ESSENTIALS OF A SCHOOL HEALTH EDUCATION PROGRAM

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tion, the school plant, but it is the duty of the teacher to make the best use of her environmental facilities that children may live healthfully each day and further to use these facilities for developing health practices each day.

The organization of a healthful school day is of fundamental importance if children are to accomplish a maximum amount of work with the accumulation of a minimum amount of fatigue. The building and equipment may be hygienic and hygienically kept in every detail but the school day may be so organized that strain and fatigue may seriously influence the amount and quality of work done by the pupils.

In planning a daily schedule of work for growing children, it should be kept in mind that modern life is hurried, tense, and lacking in poise and balance. School administrators rarely organize their schools to promote calm and poise in pupils but under the stress of multitudinous demands, crowd the schedules full to overflowing. Children are asked to rush to class so that they will not be tardy, to rush through lunch in order to fulfill extra engagements. School life is more and more becoming a hurried life, filled with a sense of being driven—utterly without calm and poise.

Factors entering into a hygienic daily schedule are: The length of the school day, which should vary to meet the needs of the age level of the children. Usually one session is recommended for primary grades. A longer day, with rest and relaxation periods when needed, will better suit the needs of older children. The length of the class periods should be determined on the basis of the span of attention of the age and grade level of pupils.

Sequence of subjects provide for variety, change, and rest all through the school day. Thorndike explodes the theory of mental fatigue. He claims that we suffer from boredom of monotony.

Rest and relaxation periods should be used to break long periods of strain and inactivity. Techniques in rest and relaxation should be developed in early years and adhered to throughout the grades. The physical education period is adapted to needs of children. In primary grades they are shorter and scheduled oftener. When physical disability require it, complete rest or a modified activity program should be required.

The lunch period should give adequate time for children to eat slowly, visit the toilet and wash their hands. Supervised study periods should be ample to furnish guidance in all subjects in which children need help. A maximum amount of time should be devoted to the assignment and preparation of lessons and a minimum a-

ADULT EDUCATION AMONG NEGROES IN TEXAS

(Continued from page 1)

stitute at the University of Texas. Immediately after the institute the supervisors began to organize classes in every community which would accept them. Since the majority of our group live in the eastern portion of the state the majority of the classes were in this section. Classes were in operation in more than 100 counties. At one time there were 728 Negro teachers employed in the program with an enrollment of more than eighteen thousand adults enrolled. They were studying all of the elementary academic subjects, some advanced academic subjects and many vocational subjects for the purposes of reducing illiteracy and becoming rehabilitated in order to find employment in a changing world.

It is without a doubt that the purposes of this program were being accomplished to a very high degree. More than ten thousand illiterates were removed from the ranks of those who could neither read nor write. Others were taught trades which qualified them to find employment and become self-supporting.

During the summer of 1935, 460 teachers were required to attend an institute for adult education teachers held at Prairie View State College. This institute lasted four weeks, was held at the expense of the government and was conducted by a very able corps of instructors from various Texas Colleges and High schools. The teachers were selected on account of their special qualifications for teaching adult education teachers. Dr. E. B. Evans of Prairie View was Director of the Institute and Thos. L. Holley was coordinator.

The teachers returned to their respective homes with richer information and a greater determination to do more efficient work.

Millard Pigford, a graduate of Prairie View State College was appointed a supervisor of adult education January 1, 1935. He served with much credit during the four months he was with it. He resigned to accept a position as educational advisor with the CCC. W. H. Evans, formerly Dean of Men at Prairie View, succeeded Mr. Pigford and is still serving with headquarters at Palestine.

On Jan. 1, 1935, the program was transferred from the FERA to the WPA, under which agency it is now operating. On September 20, 1936, Thos. L. Holley resigned to return to his regular high school duties in the Phillis Wheatley high school in San Antonio. Roby W. Hilliard, graduate of Prairie View State College and the University of Wisconsin succeeded Holley. Under his supervision and that of W. H. Evans, the program is making rapid progress. The program is becoming more and more efficient and is reaching all persons who will avail themselves of the opportunity to attend the classes.

Before the government classes were started there were 90,225 illiterate Negroes in Texas. With the continuation of these classes it is therefore evident that this number will be materially reduced in the very near future and Prairie View College with its services will play a big part in fostering such a worthwhile program.

5,000 ATTEND SCHOLASTIC CONTESTS AT STATE COLLEGE

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tents on the campus and supplying 500 extra cots for the visiting crowds.

The New Farmers of America is an organization of young men which meets each year to study the most advanced methods in farming and to take such steps found most adequate to promote the best interest of every phase of the farm and farm life. Their program embraced both the theory and practice of modern agriculture, emphasis being largely placed on judging farm products, poultry and livestock in general.

The Home Economics contestants had on display articles made by students in the public schools where home economics is taught. Practically all of the arts of home-making were on display. Prizes were awarded those schools having the best demonstrations and exhibits in competition.

The attendance at the State Meet of the Texas Interscholastic League of Colored Schools topped all previous meets of the league and was the most comprehensive in detail and accomplishment in the history of the organization. Approximately, 1,000 schools had enrolled when local registration for the various events began.

The Judging Contests for the farm and home, and competitions for awards in literary and athletic events, not only furnished superior entertainment, but they were conducive to and educative in a high degree. Disclosures clearly showed that great athletes in the schools are being developed and scholarship in the various curricula activities has been intensified and promoted.

Several thousand dollars in prizes and awards were made to the various contestants during the three-days session. These awards were taken back to the homes of students from all sections of the state, and will, in a large degree stimulate students entering these contests in the future.