The Prairie View Standard

PARITY OF EXCHANGE

(Continued from page 3)

(7) That in the 

force them to relate present circum-

stances with past experiences, and, 

(Continued on page 2)

character-building if we accept 

true that the real measure of men and 

sire is the size of their souls, then 

any agency which has to do with the 

in the range of our thinking when 

speak of character-building agencies.

the church, the school, the 

Y. M. C. A., Y. W. C. A., 4-H Clubs, 

and all allied organizations may well 

be mentioned in this connection.

Board of Regents, and having com-

mittee of Principal Bank's ad-

ministration. I am happy to take 

you one degree of success to anot-

The university, as a whole, is an 

art in which you have to do with 

the broadest of human problems, 

you may mould thought habits which 

force them to relate present circum-

stances with past experiences, and, 

(Continued on page 2)

by which you may be justified.

only to the extent that the 

education inherent in a college degree 

designed to take its place in the 

public eye.

are into the 

the higher breeding of the 

expatriation of the meaning of 

in their brightest sensitivity to the 

social need, by the clearness of 

their feelings, and the breadth of 

their love for humanity, by their 

ability to think things through and to 

do things well.

New, this final word to the 

class of 1938.

You have made the epic struggle 

of life.

Inasmuch as society has made 

these are the facts and theories con-

tributed from which men and women 

may mould thought habits which 

force them to relate present circum-

stances with past experiences, and, 

(Continued on page 2)
THE PRAIRIE VIEW STANDARD

November, 1938

Page Two

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W. Rutherfurd 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.

THE TEST OF TEACHING

By Dr. J. H. Dillard

I walked into an almost rural high school and greeted the principal, whom I found teaching a class in algebra. On my way out, I asked to see the school and all of their institutions, and he was m ore efficient in getting results than those who make a better immediate impression. If it is therefore, a mistake not to take pains to find out how much the pupils are learning. They judge the teacher by their appearance or eloquence but by their accomplishments in molds. Very happily there seems to be a new ideal of loyalty, stability and courage, with hope and with responsibility.

DYNAMIC EDUCATION

(Continued from page 1)

because of their knowledge of past experiences as well as they think of themselves, they are expected to make future circumstances better prepared, not only for themselves, but for others.

It is expected by many more others in this Nation need dynamic teachers and leaders. Which to quote from Kenneth E. Wallace, who dismisses the Eurasian problem in such fitting words that I use them in their entirety: "the individual, the family, the school and all of their institutions as require to be guided into new channels of thought. Their attitude towards each other, towards religion, towards life as a whole, require to be changed. Their physical processes reflect to form movements in a trend of behavior."

There is disagreement over the pedagogical approach to education. About two months ahead in Atlantic City a convention of 24 so-called "Essentialists" will meet. A day conference in clinical fouler and inquiring minds, to discern, and give us insight, foresight and discernment.

I am sure of that strength to venture life looks tough.

Save me, first of all, from triviality, from distraction, and give me insight, foresight and discernment.

The psychologists confuse us and themselves perhaps over the nature and processes of the foundation of individual learning. In one camp, MIND is described as a substantive entity, in another it is described as an aggregate of mental states, in another as a system of concepts and of physical processes. In still another there is the treatment of mental facts as harmless concomitant of physical states.

To lead them out of psychological "haziness and flings it back on the classes with me. He said he was authorized July 13, 1918.

Question Five

Can there be Bonded Security in a college diploma when so many college graduates have such limited knowledge?

Redpath of the Carnegie Foundation for the Advancement of teaching reported the findings of a ten-year survey of "The Study of College Graduates" by William S. Learned and Ben D. Wood, emphasizing the following.

The authors gave identical examinations to 2,322 college sophomores, 3,220 college seniors. 28 per cent of the college graduates are lower than the college sophomore, and 10 per cent scored lower than the average high school student.

The authors also tested the entire student body in the schools that took the same examination. They wanted to know what would happen when the students scored lower. "The Psychology of College Graduates" announced themselves before the American Association for the Advancement of Science in Washington, D.C.

The "E. C. A. E." Essentialist community took the same examination. They were the "Graduates of Education," destined to censure the "liberal" way of teaching. The official body of which is known as the Progressive Educational Association, with 9,000 members, and which specializes in and does research and on moral and personal conduct of students.

There are controversies over curriculum content. There are the "vocationalists" on one hand, and the "vocationalists" on the other.

One-fourth of the would-be teachers scored less than did 12 per cent of the high school students.

Can there be Bonded Security in a college diploma when so many college graduates have little moral substance?

I quote the reflections made last year by a distinguished American statesman, who has said: "Our colleges have failed to teach us the big American disapproval." Can there be Bonded Security in a college diploma when so many college graduates have such limited knowledge?

Although Charles S. Johnson, in his "Our College Graduates," noted the weakness of graduates of this group, he said also about—

(1) That 47 per cent of these would-be teachers scored lower than did 12 per cent of the high school students.

(2) That of those who are either single or married without children, 41 per cent have incomes below the poverty line.

(3) That of those who have won diplomas; the others of the would-be teachers scored less than did 12 per cent of the high school students.

(4) That the first two years after graduation yield scarcely more than the second year of school teaching.

(5) That of the graduates who have been out of school since 1922, in 1936, four years later, one out of every eight is either totally unemployed, or irregularly employed on some kind of temporary relief project.

(6) That 18 per cent of those between the ages of 25 and 39 are still single. Nearly half of the would-be teachers scored less than did 12 per cent of the general Negro population, between these ages, are still single.

Page Three

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PARITY OF EFFECT

(Continued from page 1)

ity and happiness shall follow us all the way. Just as the President Butler and the adverse candidate, President Eliot, who resulted in Columbia University receiving $2,000,000 to endow a school of Journalism, while the president's sons and grandchildren, received nothing.

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There are controversies over curriculum content. There are the "vocationalists" on one hand, and the "vocationalists" on the other.

One-fourth of the would-be pedagogues rated lower than 22 per cent of the graduates of the school versus 28 per cent of the college seniors. The college students would need to consult a book to know what to teach. Nearly half of the would-be teachers scored less than did 12 per cent of the high school students.

Can there be Bonded Security in a college diploma when so many college graduates have little moral substance?