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## TRAINING OF A TEACHER—

(Continued from page 3)

3. The ability to recognize and provides for individual differences.

4. Willingness and readiness to make adjustments to suit the needs of the child.

5. Ability to make home contacts.

6. The broad social and industrial viewpoint.

The educational objectives are:

1. To build character.

2. To help the child to evaluate life values and to help acquire ability to make right choices and adjustments.

3. To place desire for services above that of acquisition.

4. To cultivate a spirit of loyalty.

5. To create on the part of the child a desire to contribute to society.

We may say, this, that the outstanding aim is to help the child find himself; the outstanding quality of a counselor, a sympathetic understanding of the child; the outstanding educational objective, the making of an efficient citizen. The unit and the child and not the subject and the curriculum.

Counseling work requires: (1) trained interviewers; (2) a detailed knowledge of the assets, liabilities and opportunities belonging to each advisee; and (3) a continuous prosecution of research to develop better methods of personality and opportunity analyses.

It would be impossible to outline completely all the courses that a counselor should take for undergraduate and graduate preparation. Some of these have been mentioned earlier in the treatment and are only repeated for emphasis. Vocational guidance courses, however, have been fully outlined. The following subjects are generally recommended:

**Sociology:** In general agreement we find recommended a general course followed by other courses dealing with urban sociology, community problems, the family, the principles and methods developed in this field in relation to counselling, particularly occupational information and exploratory experiences. A minimum of fourteen semester hours.

**Economics:** General courses followed by labor problems, labor unions, workman's compensation laws, industrial and business organization and kindred courses. Occupational information and placement

are better understood. A minimum of twelve to fifteen semester hours.

**Psychology:** General courses followed by one or more courses in educational psychology with emphasis upon the learning process, habit formation, etc.; the psychology of individual differences, social psychology, child psychology; psychology of personality; group and individual intelligence tests; statistical methods as applied to mental and social measurements; vocational psychology with special reference to selection, assignments, transfer and promotion of workers; abnormal psychology. These courses form a background for every phase of a counselor's work and should have a minimum of eighteen or twenty hours.

**Education:** Each of the following fields should be included; philosophy of education, school administration, principles of teaching in secondary schools, health and physical education, introduction to vocational education, a total of fourteen hours, in addition to such directed teaching or practice teaching as may be included in preparation for teaching. Vocational counselling is essentially an educational function carried on in a school system and should thoroughly acquaint the prospective counselor with training opportunities, full-time, part-time, evening and correspondence schools for all kinds of occupations, whether these opportunities are provided by public or private educational institutions or in employment itself.

Psychiatry, criminology and applied courses are now finding their way into the standard curricula. All of these are useful courses for vocational counselors. It is clearly evident that these courses are not the same everywhere and that no uniform method has been proposed by any of the leading authorities. These are on the whole minimum requirements and further study in recommended by every author, director, and field worker.

**Other courses:** Commercial law and political science; elementary course in philosophy; history with emphasis upon biography and autobiography; human and economic geography.

One may therefore conclude that the training of a teacher who is to do vocational counselling should be the minimum as herein stated and a longing desire for research and study.

## NEW DINING HALL TO BE READY FOR OCCUPANCY VERY SOON

The new dining hall at Prairie View State College has been completed and will be ready for occupancy not later than September 1, Professor C. L. Wilson, superintendent of buildings and utilities, reports. The dining hall, including equipment, will cost \$100,000. The dining hall contains three rooms for students and two rooms for teachers with a seating capacity of 1500.

The old dining hall will be torn down and removed as soon as the new building is occupied.

Provision has been made and plans have been submitted for the construction of a teachers' apartment. The new apartment will cost \$3,000. A new filling station will also be erected, costing \$2,500.00, Professor C. L. Wilson stated.

A tentative list of undergraduates who are candidates for graduation at the close of the summer session, as reported from the office of registration is as follows: Division of Agriculture 6; Division of Arts and Sciences 35; Division of Home Economics 23; Division of Mechanic Arts 3; Trade certificate 4.

Doctor E. M. Norris, director of the graduate school, reports that there will be at least two candidates for the master's degree at the close of the summer session, one in rural sociology and the other in school administration.

## TEACHER EDUCATION—

(Continued from page 1)

cepted this responsibility, and we are hopefully anticipating that substantial benefits will accrue for teacher education from this experiment which Prairie View will participate in from now until January 1, 1943."

We must acknowledge that the position Prairie View State College has attained in fields of liberal education in America is due not only to the able faculty with which the college is manned, but first to the untiring efforts and the far-sightedness and educational statesmanship of the Principal. There is no phase of college life which does not command his attention and meets his intensive interest and constant supervision.

## The Prairie View Standard

Vol. 30

Prairie View State College, Prairie View Branch, Hempstead, Texas, June, 1939

No. 10

## Prairie View College Selected To Improve Teacher Education

The American Council of Education, Washington, D. C., is sponsoring a general plan to improve teacher education among Negroes in the United States. In pursuance of this plan, Prairie View State College and Tuskegee Institute along with eighteen other colleges, have been chosen.

Principal W. R. Banks has been officially notified by the Commission on Teacher Education of the selection of Prairie View State College to assist in carrying forward the plans and purposes of the council.

In speaking of the selection of Prairie View State College, Principal W. R. Banks in a letter recently released to heads of the divisions of the college, among other things said: "I am pleased to announce that the Commission on Teacher Education, sponsored by the American Council of Education, Washington, D. C., has accepted Prairie View and Tuskegee Institute for cooperation in the improvement of teacher education for Negroes. We have ac-

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## MR. SCOTT AND MRS. LAWSON WIN THE SINGLES AT TENNIS TOURNAMENT

Mr. Lloyd Scott of Prairie View State College again demonstrated his complete mastery of the tennis court when he defeated Mr. James McDaniels of Xavier University here in the singles during the Southwestern Open Tennis Tournament, June 19 to 25.

After losing the first set 3-6 to Mr. McDaniels, Mr. Scott from then on climaxed every stage of the bout, winning the finals by the counts of 6-4, 6-3, and 6-8.

Also playing extraordinary tennis, Mrs. Agnes Lawson of Prairie View defeated Miss Lestean Hatchett of Tillotson in the finals of the women's singles.

Taking the general opinions expressed by the large crowds that witnessed the tournament from day

## Fundamentals and Facts

By Napoleon B. Edward, Editor

The Standard takes heed to the open advocacy for progressives in the vocations of practical economics. Apparently, it is being realized, more and more, of the need of capital, business organizations and business enterprises to harness and put at work the latent potential educational forces among the people.

It goes without saying, that we must in a greater degree translate the learning obtained in school into more useful and gainful services, else reverses will come and make disastrous inroads upon our social order and civic status. No doubt the call for wise militant economic progressives is timely and opportune. That no people can contribute much to the times in which they live without a reasonably secure economic foundation is a fact that logic cannot whittle away. It is an axiom which applies with equal force to all people everywhere. It is so potent and patent that the Standard ventures the assertion that economists are pointing in the right direction when they teach the doctrine of thrift to the generations which must come after and take positions in the social life of the republic.

There must be examples of varying and constant capitalistic enterprises. There must be producers as well as consumers. There must be business enterprises to have surviving labor; and on the other hand there must be profitable labor to sustain capital and business. But labor is at great disadvantage so long as it toils without thought of tomorrow and the rainy day.

As the good housewife preserves fruit to be available after spring has passed, so the good husbandman should save a part of the fruits of his labor, that as the evil days of depression and privation press hard, he may still be able to carry on.

to day, the tournament was the best in every way that has been sent on the Prairie View College courts.

## What Should Be The Training of A Teacher

By

Professor George W. Reeves, A. M., Professor of Secondary Education, Prairie View State College

The National Vocational Guidance Association defines vocational guidance as the giving of information, experience and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it. My task, then, in this report is to outline the training that a teacher should have who is to do vocational counseling.

From the above definition we have the work to be done; now we must think of the doer. Dr. George E. Myers recommends aside from special training these qualifications; (1) a personality which attracts and gets on well with adolescents; (2) sufficient maturity to command the respect of pupils and fellow teachers; (3) at least as good a general education as is possessed by the average high school teacher, usually represented by graduation from a college of good standing; (4) successful experience as a teacher; and (5) preferably, some business or industrial experience.

Special training experts differ on the statement of requirements. Dr. Myers would like to see hygiene, general biology, heredity, economics and sociology stressed in the under-

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## ALLINIECE WINS N. A. A. U. JR. 400 METER CHAMPIONSHIP

Fred Alliniece won the Junior 400 Meter Championship at Lincoln, Nebraska, July 3 in the splendid time of 48.5 seconds. He came back on July 4 in the Senior Championship, placing fourth in a field of 400 meter men including such great runners as Jim Herbert, New York University, John Woodruff, Pittsburgh, Archie Williams, California, Howells of Ohio State and Ervin Miller of Southern California. The winning time was 48.3. Alliniece equaled this time in winning the second heat.



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

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### TEACHER, PREACHER, MINISTER

By Clara Spencer Letts

Such subjects as "Education in a World Gone Mad," "The Modern Trend," "The Teacher's Goal—Friday and a Paycheck," "Pleasure Seekers," and various other topics, force thought and reflection upon the serious minded person and teacher. The serious minded teacher is not the one who has mastered and can teach the number facts, history dates, and languages. These are not the essential things of today, but are now termed as of lesser importance, or side issues. Moral training is now recognized as the true and first aim of education. The main issue is whether a teacher is morally and spiritually minded; whether she has a positive and worthwhile influence; whether she can do her bit in inclining this pleasure-mad generation toward the abiding things rather than the superfluous frivolities and fancies—for the age-old adage is still crying out that "Actions speak louder than words." Children do imitate. Are we worthy examples, or are we betraying a trust? The verdict of several noted writers is to the effect that the passing generation lived, or went on, the reserve religious influence of the preceding generation, but that the present is woefully lacking in virility, stamina, force and sincerity.

When a person makes application for her certificate, she is asking that

she be permitted to instruct the youth of the land; and, if she can secure a school, is assuming a responsibility over and above that of any secretary, or other employee, because she is molding character and influencing opinions, developing topics and encouraging decisions. Dependable leaders are urging today that the success of the school depends upon the success of the extra-curricular activities, which stress character building. The teacher must be an artist in the skillful adaptation of means to an end, in the transplanting of beautiful thoughts and right principles of aesthetics; and back the principles of "Equal opportunities for all, special privileges for none."

Matthew 16, 26 and Mark 8, 36 are synonymous: "For what shall I profit a man if he shall gain the whole world, and lose his own soul." We teachers are going to have some heavy scores for or against us. We can not stand on the dead line; are we positive or negative? We have assumed a gigantic responsibility, therefore, the issue as to whether the average schoolteacher is better or worse than people in other walks of life is superfluous. If she demands the so termed pleasures, let her then choose another vocation, so that her negative influence will not be a stumbling block to the oncoming generation, and future citizens.

—Texas Outlook

### EDUCATION AND INDUSTRY

By E. E. Reynolds

One of the most striking characteristics of the English speaking people is their spirit of industry, which is mainly the results of the free energy of individuals in a society which leaves personal initiative untrammelled. The life of America has developed more rapidly and more fully on the industrial side than any other. No one can deny that the larger, if not the better part, of her energy and effort has gone into the physical conquest of nature and the transformation of natural resources into material wealth.

Among those who have been most responsible, from the beginning, for the rise and growth of this spirit of self-reliance, active energy and tire-

less enterprise in America, there is hardly one who has not expressed his conviction that the spread of public education was necessary to those ends. Among those who have been most influential in the guidance of the republic, nothing is more remarkable than their agreement in the opinion that education, popular and special, is the foundation and animating spirit of republican institutions and of material progress.

"The great end of education," said Tyron Edwards, "is to discipline rather than to furnish the mind; to train it to the use of its own powers, rather than to fill it with the accumulations of others," and Henry Ward Beecher writes: "Education is the knowledge of how to use the whole of oneself. A man is educated who knows how to make a tool of every faculty—how to open it how to keep it sharp, and how to apply it to all practical purposes."

The colleges and universities at one time cultivated the classical studies for the sheer love of learning. Their primary object was to make the scholar in the exalted sense of the word. For a long time the technical and professional schools which prepared for an occupation, were a thing apart from the university proper. But the introduction into the curricula of our colleges and universities of the vocational branches has been in response to an insistent demand, for the mere scholar in the world of today is prepared only for a life of leisure or the use of his learning in the teaching profession.

The world asks of the college graduate, "What can you do, and how well can you do it?" It does not ask him what he can remember about what others have done. It does not seek his average percentages. It does not even question the subject matter he has studied. All it asks is, "What have you to offer as your contribution to the world's work today?"

In this industrial age a new type of citizenship is demanded, and an education for a personal participation in that citizenship. Every factor in the community which makes for human progress should have a part in the scheme of education, and all should be directed toward one end—efficiency.

—Texas Outlook

### TRAINING OF A TEACHER—

(Continued from page 1)

graduate work of all students, and for those who teach attention should be given to Psychology and Education and an introductory course in Vocational Guidance in order to acquaint the teachers generally with the guidance movement and make them sympathetic with the counselor's work. He further believes that his method would also aid in discovering individuals who should later make special preparation for counseling and other guidance work and that the best approach for young graduates is through teaching, followed or accompanied by graduate study. Dr. Edgerton includes most of the subjects in Dr. Myer's list and adds occupational surveys, research and social work. These, however, are included as cognate courses in the previous list. Director Anne B. Pratt of Philadelphia includes Psychiatry and Director Mary P. Carre of the Cincinnati schools gives courses on; (1) the relation of occupational problems to community problems and problems of government; (2) the historical development of occupational groups (a) the industrial revolution and development of modern factory systems (b) the industrial expansion of the United States and the development of many occupations (c) the important characteristics of a good occupation; (3) occupational problems arising from the development of the modern factory system and attempts that are being made today toward their solution. (a) municipality of occupations both as a social and as a vocational problem (b) children in industry (c) women in industry (d) health and safety (e) wages (f) hours (g) irregularity of employment (h) employer, employee relationship. Field trips are taken with all of these courses, which illustrate the subjects and show some practical work.

On the foregoing requirements we must consider the objectives are set up in terms of writer's experience in dealing with the problems of his or her community. No definite set of studies can be set up for each community offers its own problems and it is the duty of the counselor to interpret the needs of his community. Dr. Myers stressed a regular college training with a look towards graduate level. Dr. Edger-

### THE COLLEGE EXPERIMENTAL FARM

The General Education Board of New York City has made a grant of approximately \$10,000 to erect and equip an experimental farm at Prairie View State College. Announcement of this grant was recently received by Principal W. R. Banks and Professor L. A. Potts, director of the school of agriculture.

Among the principal objectives of the farm is to give students enrolled in the school of agriculture practical knowledge of farm production and farm management before graduation day. Theories will be supplemented by actual farm practice, thus enabling students to fit more acceptably into farm situations in which they will finally be engaged.

ton of the University of Wisconsin emphasizes a cooperative training program. Director Pratt emphasized the work from the field worker's point of view and Director Carre followed the same line of thought.

Dr. F. D. Allen states that the equipment and training of a Vocational Counselor should be comparable to the task: (1) since the service of vocational guidance is of such growing importance and peculiar nature, it is evident that it should be given only to persons having the necessary qualities, experiences, and special training; (2) the personal qualities of the vocational Counselor should include human sympathy, interest in and understanding of young people and their problems, tact, patience, the spirit of service and research ability; (3) the counselor should have a good general education including the study of sociology, economics, psychology, education and industry; (4) the counselor should have experience in various forms of social endeavor, such as public school teaching, social work, and personnel work in industrial and commercial establishments; (5) the counselor should have special training for the work in a formal course or courses in Vocational Guidance of a college or university grade. These courses should be organized under seven major topics as follows: The Principles of Vocational Guidance; Vocational Guidance and Counselling; Organization for Vocational Guidance; Occupational Information; Research and the Sur-

### Ph. D. CONFERRED ON PRAIRIE VIEW PROFESSORS

Prof. T. P. Dooley will receive the degree of doctor of philosophy from the University of Iowa in August, it was reported. Prof. Dooley will be awarded his doctor's degree in biology, a subject which he taught at Prairie View State College for several years.

Prof. R. P. Perry will receive the degree of doctor of philosophy in chemistry in August from the same university. Prof. Perry is head of the department of Natural Sciences at the college where he has been engaged principally in the field of chemistry.

The Standard has been informed also, that Mrs. H. A. Bullock has been awarded the Master's degree from the University of Michigan after nine months study. Mrs. Bullock received her degree of bachelor of arts from Prairie View State College in 1935. The achievement of Mrs. Bullock at the University of Michigan evidences the strength and thoroughness of the undergraduate work done at Prairie View State College.

vey; The Conduct of Life Career Classes; Psychology Applied to Vocational Guidance.

Dr. Myers, in A Critical Review of Present Developments in Vocational Guidance with reference to future progress gave his characteristic statement that the school men told students who were in need of guidance, "You don't belong here" without telling them where they did belong. Those that were kept were ushered out with "Good-bye, I wish you luck," without supplying a way for them to have luck. Proper counselling will reduce this evil to a minimum.

Mrs. Harriet E. Tawne, Every Teacher a Counselor, raises these pertinent questions. What are the aims of counselling? What are the essential qualities? What are the educational objectives?

The outstanding aims are:

1. To help the child to help himself, in school and society.
2. To establish the right attitudes and habits of citizenship.

The essential qualities are:

1. A sympathetic understanding of the child.
2. A child interest rather than an academic interest.

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