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What Price Scholarship

(Continued from Page 1)

A cross-section of student opinion was taken here by means of a questionnaire. Personal contact with faculty members was made in order to get a cross-section of their opinion. The program of twenty-two other institutions was examined. The following information was obtained: In addition to the conventional penalties for poor scholarship such as probation, dropping from the institution, repetition of courses, many institutions require:

1. A reduction in class load on a graduate scale.
2. That working students maintain a certain level of scholarship.
3. That students be prohibited from majoring or minoring in fields in which they do not maintain a certain scholarship level.
4. That social privileges depend upon scholarship.
5. That participation in extra-curricular activities depend upon scholarship.

In addition to the conventional rewards such as prizes, scholarships, extra class loads, honor rolls and societies, many institutions—

1. Give prizes for creative ability in any field.
2. Give departmental honors.
3. Hold annual honor convocations.
4. Give class honors.
5. Give permanent recognition to outstanding scholars by engraving their names on bronze plaques.
6. Allow special privileges for high scholarship.

Many institutions feel that they do not have social privileges as such but those things commonly called social privileges are in reality a part of a normal, wholesome environment.

There is also the feeling that students do better work when they realize that the institution will not tolerate poor efforts on their part. We must recognize that every student who comes to college is not necessarily capable of meeting the required stan-

dards of the institution. There are those who must be eliminated because of lack of natural or acquired ability. Sympathy, pressure or favoritism should not interfere with this process of elimination. Similarly, overcrowded living conditions, poor study facilities, "poor teaching" and abnormal environment should not contribute to it. With the elimination of the undesirable factors listed above, the writer believes that poor scholarship can be reduced by making use of the following program: In addition to the program which the institution now has it should—

1. Change probation from 50% of subjects carried to 40%.

2. Create a scholarship committee for the purpose of deliberating on and recommending to the administration those students who shall be dropped for poor scholarship.
3. A prize or certificate should be given at commencement time for creative ability in any field.
4. Inscribe on a bronze scroll or tablet the names of all students who have remained in the scholarship rank of distinction for four years.
5. Remove students from major or minor fields when they make two grades in succession below "C" or any total of three such grades in that field.
6. Prohibit participation in extra-curricular activities by students on probation. This includes athletics, student office, etc.
7. Extend extra privileges to students in the upper ten percent of each class, and give job preference to honor students who need employment.

Such a program is calculated to serve a twofold purpose; it should encourage the right way and discourage the wrong way to discover the magic key which unlocks the door of opportunity. Corrigan is history's lone example of fame and fortune won by going the wrong way.

Toward Peaceful Revolution

(Continued from Page 1)

materially different from any other group. It was understood that the civilizing process was not only a social necessity, but also a moral obligation. The period of severe slavery, when the South desperately sought to maintain their "peculiar institution" even to the point of a bayonet, simply interrupted the normal operation of this process. It is strange that even Negroes themselves should under-

stand in some vague manner after the Civil war that education would somehow make them free men. Had not the power to learn in a free society set the rejected, poverty-stricken and oppressed of Europe free? Was it not in keeping with the American dream that the Negro might eventually close the cultural frontier once the spirit and techniques of the culture to which he aspired were mastered?

The School was his instrument. His goal, a peaceful revolution. Within these impoverished, dilapidated walls the Negro glimpsed, like a votary before a shrine, the holy fire of the promise of life beyond the frontier of the master race. That he grasped the dream at all in the face of the confusion in leadership, which denied on the one hand that the frontier could ever be crossed and affirmed on the other that it could, was within itself revolutionary. What did these questionable institutes and sham colleges and universities hope to achieve? They hoped to snatch the recipients of a primitive culture degraded by slavery by their bootstraps during the short years of the educational process to the full stature of a mature culture. That there was success at all in the face of financial starvation, cultural isolation, and misconception is a miracle. That the effort is continued is tribute to our faith in the peaceful revolution implicit in the democratic ethic.

But a revolution of such character requires more than faith. There is reason to believe that we as trustees of the revolution are cynical about its ideals and find the hair-cloth of its principles irksome. There is reason to believe that many of us are prepared only to glibly mouth the revolutionary ideology without giving it our heart. Wherever there is a Negro in an institution of learning who does not believe in the unlimited perfectibility of human nature, who is an idle time server unwilling to honestly work to keep the ideal of a perfect world before those who come to learn, either in the interest of personal prestige or gain, that Negro is a charlatan and a traitor to Negro progress. There already have been too many of such Negroes. The peaceful revolution has been most signally defeated in the house of its friends. But the cultural frontier is still there, as menacing and challenging as ever. Its continued existence in a blood-mad, fear-crazed world is dangerous. As Trustees of a peaceful revolution it is our responsibility to bend every effort to close that frontier.

The Prairie View Standard

SOCIAL PROTECTION INSTITUTE PROBES TIMELY PROBLEMS

Prominent Business and Professional Men Lecture

Seven prominent Negro Business men featured the two-day sessions of the fifth annual Social Protection Institute conducted January 17th and 18th on the Prairie View campus. The entire student body and faculty of the University participated in the Institute.

The general theme of the Institute was, "Current Post-War Problems—Plans and Programs for Meeting Them". The Institute was opened with a discussion of the topic, "The Problems of Labor." Three speakers who have had a wide experience in the field of labor and labor relationships discussed different phases of the topic. The speakers were Messrs. C. W. Rice, John W. Rice, and Hobart Taylor.

"The Importance of Sound Bodies—Good Health" was the subject of Dr. (Continued on Page 3)

TOWARD PEACEFUL REVOLUTION

The Frontier between two cultures is always an era of Tension and Disturbance. It is generally recognized by both groups that it is their interest to reduce the area of that frontier. Enlightened selfishness when the influence of the Christian ethic failed, has served in our time to encourage the development of techniques whereby this might be accomplished. This is discernable in the pattern of the impact of western culture with others, and especially that peculiar to the Negro.

American democracy has from its origin laid a good deal of stress upon the use of education as a means of closing the cultural frontier and establishing an internal harmony within the polyglot of differentiated cultural strains which make up its society. The early position of the Negro in that society, before the strictures on slavery became severe, was not

(Continued on Page 8)

GRADUATE SCHOOL ANNOUNCEMENT

Beginning in September, 1943, the State Legislature of Texas made available annually a limited number of scholarships for graduate study at Prairie View University.

The Division of Graduate Studies is pleased to announce fellowship possibilities for the school year, 1947-1948. These awards are made on the basis of scholastic attainments, worthiness of character and promise of success in the principal field to which the applicant proposes to devote himself.

Applications for the school year 1947-1948, should be filed before May 15, 1947. Fellowship assignments will be announced June 15, 1947. Persons desiring application forms and additional information regarding these fellowships should address inquires to the Office of Graduate Studies, Prairie View University, Prairie View, Texas.

WHAT PRICE SCHOLARSHIP

In very recent years a cry has been raised in a majority of our colleges and universities. "Students have poor background for college study" say the Professors. "They don't study and the tendency is to pass them on with a D". "Instructors talk over our heads", say the students. "They don't put the subject-matter where we can get it. We are over crowded and can't study." Yes, that is the cry all over the nation, shouted from dormitory basement to administrative roof tops.

The situation has grown so acute until many institutions are making a desperate attempt to discover and solve the problem. Out of the many approaches to the problem has come the idea of a greater emphasis on rewarding outstanding scholarship and penalizing poor scholarship. Such a program has been studied here at Prairie View University. The writer does not contend that this will solve the problem but believes that it will help.

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OUR COLLEGE TONE VALUES

By LaCLEDE SMITH DAVIS
How can a college have tone values? They are reflected in the general spirit of its student body. Groups develop individualistic qualities just the same as separate personalities do. And the characteristics pronounced in the group are symbolic of the atmosphere and environment of the college. In other words our conscious and unconscious reactions to stimuli clearly define for the world our tone values.

The psychic undercurrent, the hidden but powerful subtle forces, the chronic mal-adjustments of all kinds are fused and reflected in glaring relief in the tone values of a student group. These form the pulsation tempo mood and tone color which all come to the surface so that the world recognizes our values whether we do or not.

Our tone values are evidenced in many ways. Do we manifest our values by decorating the campus with ice cream cups, paper and trash of all kinds? Do we wander and loiter around the campus in idle gossip like the city street bum? If so how can we hope to manifest tone values of college men and women as contrasted to those who lack our advantages? Do we broadcast our tone values in loud blatant behavior in the movies like the men in the city slum districts (Continued on Page 7)

TWENTY-SEVEN RECEIVE MASTERS

During the 1945-46 school year, twenty-seven persons received the Master's Degree from Prairie View University. At the spring Commencement, eight Master's Degrees were conferred; nineteen were conferred at the summer Commencement. Fourteen of the 27 degrees were in the field of Education. The other 13 were distributed as follows:

Agricultural Economics	1
Agricultural Education	3
Biology	1
History	1
Home Economics	1
Industrial Arts Education	1

(Continued on Page 6)

NATURE OF PROOFS IN MATHEMATICS

By C. F. STEPHENS

Many students early in their study of mathematics learn to dislike mathematics, become convinced that they have no ability in mathematics and believe that they are unable to master it. Most of these students have been taught mathematics as a collection of facts of a certain sort. They have never been led to realize the "habit of thought" or the "nature of proof" involved in the process of true learning in mathematics. Yet, to say that one is unable to master elementary mathematics is to say that one cannot follow an elementary process of reasoning or straight thinking.

Proof in mathematics as is the case for any process of rational thought, is based on correct inferences beginning with a collection of undefined terms and unproved propositions or assumptions. There are four distinct stages as related to the nature of proof in mathematics. At the first stage mathematics is treated as a rigorous logical study of facts of certain sorts. For example, numbers are accepted without definition and their nature is unquestioned—as when one says: "As certain as the sum of two and two is four". This is the stage at which almost all secondary-school students remain during most of their mathematical study.

The second stage is that which is known as the method of indirect proof. At this stage all terms continue to be regarded as clearly understood, but some assumption temporarily adopted need not be obviously true. For example, suppose we wish to prove that a certain person known to be at Prairie View University is not at the same time in Houston. We begin with the basic hypothesis that one person cannot occupy two different places at the same time. We will take for our temporary assumption the fact that the said person is in Houston. We infer that since the person is known to be at Prairie View University, he is both in Houston and at Prairie View University. Our conclusion contradicts our basic hypothesis. Since we have already accepted our basic hypothesis, we cannot also accept the temporary assumption. We therefore reject our temporary assumption and the proof is thus completed. College students study mathematics in most cases either from the point of view of stage one or stage two.

At stage three the undefined terms and assumptions now present themselves in a new light. The student acknowledges the formal nature of the whole investigation and realizes that no shred of preconceptions clinging to the undefined terms can affect the validity of the conclusion save insofar as the meaning of the undefined terms is limited by the statement of the assumptions. For example, what one student calls a point might be what another justifiably thinks of as a circle. Postulates for natural sciences are formulated either from this viewpoint or from the viewpoint of stage one.

Stage four is distinguished from stage three in that the system of assumptions does not grow out of consideration of a given system of phenomena or relations to which they are to be applied. At this fourth stage the student cuts himself free from accepted result of inductive observation, and allows his imagination free play with abstract systems of postulates. He now starts with the assumptions and attempts to find instances to which they may clear the nature of a logical structure and of the principle of deduction than can the solving of numerous exercises based on a unique set of postulates and definitions.

As the student advances through the different stages of mathematical proof he faces more generalized and abstract mathematical systems. This generality makes possible the development of powerful and widely applicable mathematical machinery of a high order of logical precision. It is for this same reason the mathematics taught in secondary school is less difficult to the secondary-school student than the mathematics taught in college is to the college student. Likewise, the mathematics taught in the undergraduate college is less difficult to the college student than the mathematics taught in the graduate school is to the graduate student.

Proof in mathematics differs from proof in most other subjects in that one starts with fewer undefined terms and fewer hypotheses in mathematics. It is thus much easier to obtain a universal understanding of the sense in which the undefined terms and hypotheses are to be used. Therefore, if a problem in arithmetic is given to different nationalities of people in different countries, all of those people will arrive at the same answer for the correct solution. It is for this reason that the layman considers mathematics to be an exact science. On the other hand when one listens

to different political speakers, comments of radio announcers, debates in the United Nations Security Council, and so forth, he is led to realize that while some of these participants may be speaking on the same subject or trying to solve the same problem, they begin with different undefined terms and different hypotheses and therefore usually arrive at different conclusions. Thus, proof in subjects such as economics, law, sociology, political science and many other such subjects is not as well determined as is proof in mathematics.

However, mathematics in its true sense is not an exact science, but it is an arbitrary and abstract science. Proof is the process of obtaining correct inferences from a given set of undefined terms and unproved propositions. It is possible to set up a notation for representing numbers in which the sum of two and two is eleven. There is a geometry in which the shortest path between two points is a curved line. Also there is a geometry in which the concepts of length, area and volume have no meaning. Indeed, there are geometries which contain only a finite number of points and, a straight line cannot be extended indefinitely. Algebra is not simply the collection of formulas and definitions found in the elementary school and college textbooks on algebra. There are many different types of algebras. We have algebras of doubly transitive groups, total matrix algebras, linear associative algebras, and so forth. The theory of integration studied in an elementary calculus course is called Riemann integration and is only one of several different theories of integration. The most important of these other theories of integration are the Stieltjes integration and the Lebesgue integration.

By now it must be clear to the reader that mathematics treats useful subject matter and is a "habit of thought". If a student is to obtain a useful knowledge of mathematics he must understand thoroughly the nature of proof in mathematics and develop the ability to establish proofs. For, if a student studies mathematics in such a way that he has no way of testing the validity of his conclusions except by seeking agreement with the answer in a textbook or by confirmation of his teacher he has no useful knowledge of mathematics. In all practicable applications if one has to be given the answers to his problems or if one must always verify his solutions by someone else, he can make little or no use of mathematics.

PLANING A CAREER IN SCIENCE

By W. A. SAMUEL

The young Negro student contemplating a scientific career should ask himself several questions. (1) "Do I have the ability?" Make sure you have this. There is no field tougher on mediocrity. This includes mathematical ability, especially in the physical sciences. (2) "Am I really interested in science? Does it excite me? Do I find it fascinating to probe into the secrets of nature?" Science requires infinite patience. You should be able to honestly answer yes to these: (3) "Am I lazy, physically or mentally?" If you are, science is not your forte, definitely. Aspire to be a flunkey or something for you'll never make a scientist—or much of anything for that matter. (4) "Can I make a living at it, or can I get a job?" We can perhaps best answer this last question by pointing out achievements of Negroes in science, past and present, and some positions held by them in the scientific world.

In the past there were:

BENJAMIN BANNEKER, engineer, who helped draft plans for the city of Washington D. C. and who made the first clock to strike the hour.

NORBERT RILLIEUX, chemical engineer, whose outstanding work in sugar technology, particularly on the multiple evaporator, reduced the price of sugar five hundred per cent. There is a plaque in the LIBIDO at New Orleans commemorating him. It was contributed jointly by practically every sugar manufacturer in the world.

E. E. JUST, eminent biologist, one time president of the American Zoological Society.

GEORGE W. CARVER, chemist and botanist, with whose work you are doubtless familiar.

At the present time we have:

DR. PERCY JULIAN, director of research for the giant Glidden company of Chicago. He supervises fifty chemists and has forty patents. Devised new method of synthesizing sex hormones which reduced the price from one hundred forty to twenty-five dollars per grain.

AUSTIN CURTIS, Dr. Carver's protege, has an independent laboratory in Detroit. Makes beauty preparations from the peanut and does research on contract.

DR. LLOYD COOKE, research chemist with the Corn Products Refining Company.

DR. HARRY GREENS, Director of organic research for Stromburg Carlson in Rochester.

DR. LLOYD HALL, Chicago consulting chemist. Owns a large laboratory and does research problems on contract. DR. W. J. KNOX, worked on the atomic bomb. Now research chemist with Eastman Kodak Company.

DR. HAROLD WEST, outstanding investigator in biochemistry at Meharry. Discovered a function of pantothenic acid in animals.

MISS RAVEN RIVERA, former student of Dr. West is now a biochemist at the Ford Motor Company.

MISS EMMA BASKERVILLE, chemist in the Bureau of Mines at College Park, Md.

JOSEPH T. RICHARDSON, biological assayer at the Medical College of Virginia in Richmond. Official vitamin assayer for the State of Virginia and one of the world's foremost authorities on the care and breeding of rats for experimental purposes.

DR. RAPHAEL ARMATTOE, *African*. Heads Lomeshie Research Center for Anthropology and Human Biology at Londonderry, North Ireland.

MISS ALMA JACKSON, biologist of the U. S. Department of Public Health.

DR. FRANCES JONES BONNER, physician, first winner of the Helen Putman Fellowship for advanced research in genetics at Radcliffe.

DR. T. K. LAWLESS, acknowledged, world's foremost dermatologist, taught at Northwestern University Medical School for twenty-one years, now has a practice in Chicago six times greater than that of all other skin specialists in the city combined. DR. O. HOWARD KENNEDY, only Negro on the Springfield, Mass. public health council.

DR. E. MAE MCCARROLL, proctologist, only Negro on the staff of the Newark City Hospital.

DR. LOUIS WRIGHT, New York surgeon fellow of the American College of Surgeons, first to vaccinate for smallpox by subcutaneous injection—which requires no retakes, opened doors of New York hospitals for other Negroes.

DR. CHARLES BUGGS, teaches at Wayne University Medical School.

DR. NATHANIEL CALLOWAY, teaches at University of Illinois Medical School.

Social Protection Inst.

(Continued from Page 1)

E. B. Perry's talk. Calling attention to the importance of health in the post-war world, Dr. Perry gave statistics from the selective service program and outlined a program that will improve the health of our nation. This address was followed by sectional

DR. W. A. HINTON, teaches at Harvard University Medical School.

PAUL WILLIAMS, one of the nation's finest architects, has designed many Hollywood homes and vast Federal projects.

DR. ERNEST WILKINS, teaches mathematics at University of Chicago, worked on the atomic bomb.

The Army public relations office released the names of the following Negroes who did fundamental research on the atomic bomb:

EDWARD A. RUSSELL
MODIE TAYLOR
HAROLD TAYLOR
BENJAMIN SCOTT
JASPER JEFFERIES
ERNEST WILKINS
GEORGE CARTER
CLARENCE TURNER
CECIL WHITE
SYDNEY THOMPSON
GEORGE REED, JR.
W. J. KNOX

The persons named here are just a few of the total. It is known that Negro chemists, biologists and metallurgists are employed by the following companies: Duriron, Dupont, Bethlehem Steel, U. S. Steel, General Foods, Lillie, Armour, Monsanto, Carbon, Linde Air, Bureau of Standards, Bureau of Mines, and many smaller companies.

In 1930, according to the Association for the study of Negro Life and History. There were 9 in Massachusetts, biologists, and metallurgists in industry. There were 9 in Massachusetts, 23 in Ohio, 24 in Missouri, 45 in Pennsylvania, 53 in New York, and 79 in Illinois. While there are probably no accurate figures for the present, 3500-4000 would be a conservative estimate.

The point I am trying to make is that the Negro scientist may take advantage of opportunities other than those existing in our Negro institutions. Many are already working side by side with whites in laboratories throughout the country, including the South. True, prejudice is encountered in some instances, but as a rule sensible people respect brains wherever they find them, and there are very few morons in scientific laboratories.

meetings. The Men's meeting was addressed by Dr. W. P. Beal and the Women's meeting was addressed by Dr. Thelma P. Law.

The discussion on Saturday was largely concerned with housing as it affects Negroes. The main speakers were Mr. A. Maceo Smith of Dallas, and Mr. Hubert Wilson of Houston,

UNCLE TOM AND UNCLE TOMISM

Recent attacks on "Uncle Tom's Cabin" have rendered timely a re-examination of the book and the venerable personage who is its central figure. In general those who object to the book and the lately revived stage version charge that Uncle Tom belongs to an age which may well be forgotten; that Mrs. Stowe's intention was to glorify the hat-in-hand, bowing and scraping type of "old dinky" referred to in familiar modern parlance as an "uncle tom," the term having assumed the nature of a common noun; that the revival of this type of character at this time will greatly interfere with the militant fight for freedom which enlightened Negroes of today are waging.

This information, which has been spread over the nation in unnumbered editorials, columns, letters to the editor, protest meetings, and fighting speeches, must have originated in the minds of persons who, recalling the details of Mrs. Stowe's novel only dimly, if at all, have confounded the humble Christian spirit of the original Uncle Tom with the selfish opportunism of the present-day uncle tom. Among the opposition also are probably some on the extreme left, who regard the gentle and forgiving spirit of Uncle Tom as totally unsuited to a group whose salvation (they think) lies in the judicious planting of explosives and the assiduous wielding of shooting irons.

But even a superficial reading of "Uncle Tom's Cabin" will reveal that Uncle Tom is no uncle tom at all. Briefly defined, an uncle tom is characterized by a certain obsequious deference around those he chooses to regard as his betters; a certain vulgarly subservient "yassuh-bossing" for the achievement of personal advantage; a tendency to disregard high principles and the welfare of his brethren in the pursuit of this selfish end. The personal advantage sought may range in nature from mere reduction of liability to physical abuse, through the acquisition of generous tips or winning of promotion, to the achievements of important and influential positions controlled by politicians of the white race.

Uncle Tom was clearly not of this sort, either in his means or his ends. His deferential attitude toward whites was tempered by a simple dignity and reserve which raises him above degradation. His pious belief that a

slave owed a certain "duty" to his master which should not be betrayed by shirking or flight can be forgiven even if not understood; for if his Bible led him astray on that point, on other points, involving patience and forbearance and the forgiveness of one's enemies, it engendered in him a philosophy that could serve many people well now, both high and low. His acceptance of the principle of ownership ended with his body, which had been bought and paid for; he stated boldly and repeatedly that his soul was free and unpurchasable by any man, and his actions supported the testimony of his words. He could have played ball with Simon Legree (like an uncle tom) and enjoyed a position of influence and a life of comparative ease and comfort instead he risked the lash to help weaker pickers make the required weight of cotton, and submitted with sealed lips to the beating that caused his death rather than reveal what he knew about the escape of Cassy and Emmeline. Even though he made no attempt to escape himself, he gave helpful counsel to others who planned to escape and he never betrayed a fugitive.

Moreover, no other respectable Negroes in this book show uncle tom traits. The real uncle toms, will be found, are either clowns, like Adolph the butler and Sambo of the slave warehouse; or villains like Sambo and Quimbo of Legree's plantation. Other less clearly defined characters will be found to tend toward clownishness or villainy exactly to the degree that they tend toward uncle-tomism. The respectable slave characters—that is those who seem intended to win some degree of admiration from the reader, not only lack the opportunities and deceitful obsequiousness of the modern uncle tom, but are not even blessed with the saintly forbearance of the novel's hero. They hate slavery; they

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E. B. EVANS, Managing Editor
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endure trials, perform feats of courage and daring, and wage bloody combat to win their freedom. George Harris, that bold and handsome melodramatic hero who expressed belief in liberty or death as eloquently as Patrick Henry, takes the first hundred pages or so of the book entirely away from the central character and actually becomes the hero of several of the stage versions. His wife, Eliza, because of her ice-block-hopping trip across the Ohio River, is only a little less famous than Uncle Tom himself. Emmeline and Cassy are likewise determined to achieve freedom at any cost, and there is an obscure slave girl who chooses to drown herself rather than submit to further bondage. In short the glorification of slavery or of slave psychology simply is not in the book; what is glorified and repeatedly emphasized is the unquenchable desire for freedom even in breast not quite reckless enough to attempt escape.

If the sympathetic treatment of these free-spirited unconquerables in the novel is not sufficient rebuttal to the charge that Mrs. Stowe intended either the selfish opportunism of the modern uncle tom or the saintly forbearance of her main character as standard Negro behavior, we have in addition numerous Socratic dialogues disguised as routine conversation among the white characters. The pattern of these dialogues is always the same: somebody who defends slavery as desirable or expedient is challenged by somebody who happens to believe in the principles of Christianity and democracy (whether he practices them or not), and the inevitable result of the latter always convinces the reader (if not the person he is arguing with) that slavery even under the most ideal conditions is a bold and unmitigated evil and that there can be no beauty in the relationship between one human being and others whom he has power to buy and sell like land or merchandise.

Complete documentation of these arguments is, of course, impossible within this short space. To those who are still skeptical I would recommend a re-reading of the book; if this is too much trouble I would suggest at least a suspension of judgment until an opportunity to examine the primary source presents itself.

EDWIN D. SHEEN
Department of English

ASPECTS OF SPEECH TRAINING IN THE NEGRO COLLEGE

By M. B. HIBLER

In as much as one of the striking features of educational development in the past twenty-five years has been the rapidly growing interest in the improvement of American speech, I feel it essential that Negro colleges keep pace with the speaking trend of our nation.

I preface college with "Negro", because it is a known fact that few Negro colleges have organized speech departments as a distinct part of their curricula.

An examination of the word "speech" involves many definitions. According to semanticists, this is true of any term. Speech is the faculty of expressing thought by means of spoken words which are, in turn, composed of differentiated speech sounds emitted by voluntary action of the organs of speech. Speech is the vehicle of expression and learning. Speech is a tool used to communicate our thoughts, feelings, desires, and aspirations to other people.

Such explanatory statements amply justify the conclusion that speech training is training in thinking; training in the fine art of social adjustment.

Without training processes, it is impossible to hope that speech will successfully handle one's communication to other people. Will a hammer be used adequately by one who has not been trained for its proper use?

Good speech is rapidly becoming one of the major objectives in education. Negro colleges must accept this new objective and fast design sources in speech to meet the vast needs of college youth.

An individual who has formed poor habits of speaking must be put in a proper attitude of mind in regard to his speech and must be offered adequate provisions for the right kind of practice. Once this has been accomplished, instructors may be content with nothing less than the finest speech of which the student is capable.

In general, good English speech is that which is acceptable to the majority of educated, cultured people throughout the English speaking world—England, New Zealand, Australia, Canada, and the United States.

The writer agrees with REAGER and MCMAHAN, authors of *Speech Is Easy*, who say: "The ability to use our mother tongue should be considered a precious jewel which needs the cut-

ting and polishing of experience and practice before its full lustre and value can be determined."

Bodily expression, voice, words or language, and thought are the material out of which all speech is composed, from the simplest conversation to the most complicated dramatic interpretation or the leftiest oration. Every individual should understand the principles governing these aspects and should develop some proficiency in their control.

SOME PROBLEMS OF THE ELEMENTARY SCHOOL AS AN AFTERMATH OF THE WAR

By A. C. PRESTON

There is overwhelming evidence to show that the great majority of Americans are seriously concerned over our elementary schools. These are not the militant taxpayers who wish to reduce all school expenditures, regardless of the affect on the schools. These are not "traditionalists" who wish to see the elementary school return to the pattern of 1870. These are not the lazy, indifferent, and selfish teachers to whom all change is anathema. These millions of kindly, thoughtful, sympathetic, and intelligent men and women, both in the teaching profession and outside the profession, who gladly recognize the many desirable achievements of the modern elementary school, but at the same time question certain methods and practices which seem to them to be fundamentally unsound and which result in making the elementary school graduate improperly prepared to meet life effectively on his age-level. There is, therefore, great and urgent need for an immediate clarification of the philosophy of elementary education in the United States today and to learn of some of its barriers.

Most readers will agree with the generally accepted philosophy of modern elementary education which has for its main purpose the assurance of successful growth for all children. This, however, does not mean that we are concerned only with the intellectual growth of children. The physical, emotional and social growths are equally important. Any plan which is devised for the elementary school must be based upon meeting the needs of the growing child in all the ways

A speech program for the Negro college is what the writer is advocating—a program based on the philosophy that speech is a useful art and students must be taught a form of speech that is suitable and useful in cultured society. Courses must be selected which will offer the student a knowledge of specific techniques, regular practice, and employment of useful procedures. Major stress must be placed on all norms for *Good Speech*. With proper guidance, the Negro college youth will form desirable speaking habits and in so doing will raise the general speaking level of both the campus and respective communities; thus, our culture will continue to grow in the right direction.

in which a child may grow. The fact has been recognized to some extent, in a few day nurseries, nursery schools, and primary grades in modern school systems, but the bulk of educational practice in the middle and upper grades of the elementary school is still overwhelmingly intellectual.

Many authors of recent publications in the field of elementary education, professional journals in elementary education, newspaper articles and both principals and superintendents are almost wholly in accord in their opinion that the following are the most urgent problems in the school:

1. Increasing number of inadequately trained teachers.
 2. Delinquency
 3. Health Conditions
 4. Need for curriculum revision
- Charles Harris, in an article entitled, "Stop Cheating Your Children" says:

"Surely the youth of America have never been more desperately in need of teaching and enlightenment. Yet today, the shortage of competent teachers in the United States has risen to more than 125,000—and is still climbing rapidly. Stuart Chase, author and economist, has estimated the shortage at nearer 500,000. That is, we need 500,000 more teachers to make our system of education anywhere near adequate.

One out of eight teachers in America today is brand-new on the job. What is worse, one out of ten holds an emergency certificate. Do you know what an emergency certificate is? It is a permit granted to unqualified teachers who cannot meet school board requirements but whom we are

willing to accept as instructors of our children."

In 1940, the State Department of Education reported the Negro Elementary School enrollment as being approximately 192,000 and yet, fewer college students take courses leading to teaching in the elementary school than in other fields of study.

The lack of adequately trained teachers to do the job of elementary teaching well is reflected in (a) the large number of miserable readers found in all branches of our schools, (b) failure to develop sound habits of thinking, (c) the absence of a worthwhile social outlook, and (d) the lack of knowledge of people, places and things.

In view of this very serious problem, there is definite need for rigid in-service teacher training. This may be done by forming study groups, demonstrative teaching, professional reading, school visitation, teacher exchange, and by attending summer school. All teachers who are assigned to the elementary school with special training in other fields should immediately begin preparing themselves for the job.

The teacher, the plan of work and the equipment are essential factors basic to conducting a good school. The teacher should know each child as an individual. She should become acquainted with the attitudes, interests, wants, and urges of all children; appreciate the big goal toward which the school is working; possess the necessary equipment as the tools for her job; follow a plan or program of procedure; realize the benefits children receive from the give and take among members of the groups; and arrange the school activities so that this interchange of ideas and opportunities for mutual helpfulness is possible. Good teaching makes it also possible for pupils to learn to read and to compute in order that they may use these tools and others in their business of living.

Delinquency to some extent has been one of the problems of our schools for many years, however, the problem has grown more seriously since the war.

Thousands of elementary school children wear the keys to their homes around necks while their parents are engaged in some kind of occupation. These parents leave it to their children to report in school daily on time. They also expect their children to go directly home when school dismisses. A large number of

children take advantage of their freedom and do just the opposite of their parent's wishes. This might be seen by observing the number of children that are seen during school hours on the streets, in the movies, and hanging around "joints" in cities and towns.

We cannot hold our children entirely responsible for delinquency. A large number of children suffer because of delinquent parents. Their home life is not all that it should be. Children have been known to leave home out of disgust for their environment.²

Day nurseries, nursery schools, kindergartens, community or recreational centers, the Y.M.C.A. and Y.W.C.A. have done and are doing much for children whose parents must work. Other organizations such as Boys Scouts, Camp Fire Girls etc., are also rendering a great service.

For some years, a number of communities have been carrying on nursery schools on a limited scale as a part of their public-school system. Examples are: Highland Park, Mich.; Baltimore, Md.; Rochester and Syracuse, N. Y.; Tulsa, Okla.; Philadelphia Pa.; Little Rock, Ark.; Portland, Ore.; Beaumont, Texas.³

During the State Annual Conference of Superintendents and Teacher Trainers, held in Austin January, 1946, State Superintendent L. A. Woods and a large number of progressive county and city superintendents favored a 12 months plan would be one way of cutting down on delinquency.

As a result of children being left alone to select their foods or eat food that has been prepared hours prior to their eating, many children suffer from malnutrition. As far back as 1941, Saucier pointed out that more than one-fourth of the elementary children were malnourished. Certainly with neglect, rising cost of living and the scarcity of many food items, there is reason to believe that the number of malnourished children has greatly increased.

The National Nutrition Education Committee, the hot lunch program of many schools, classes in elementary health education, school and community clinics, County Health Units, city and county welfare services, and the State Department of Health Education are all working for the improvement of the many health problems that we are now facing.

The problem of developing good reading habits among our children seems to be on the increase. Many children find outside attractions far more interesting than much of the

material found in textbooks. The use of audio-visual aids in teaching has been found to be most stimulating. Books containing pictures of Negroes and their achievements are always inspiring.

Let us "stop kidding children", but be honest and face facts by bringing into the curriculum some of the things that we know will interest our boys and girls. As teachers, we must get down to the task of thinking out some of these problems for ourselves. Our superintendents should not be expected to get beneath the surface of all of our problems and provide us with solutions. Numbers of good teachers are making worthwhile contributions to the elementary school curriculum, but have not thought of the possibility of sharing their findings, experiments, et cetera. Dr. J. L. Brown, Professor of Economics, Prairie View University, who has been added recently as a member of the State Department of Education, would welcome any knowledge of your success in making the work of the elementary school more life-like. We believe that such information might be compiled from time to time and circulated among all contributors. With an increase in the growth of in position to circulate curriculum materials among all interested persons.

¹Charles Harris: "Stop Cheating Your Children," Coronet Magazine, Feb., 1946

²Margret Lyons: "Juvenile Delinquency," Baltimore, Bulletin of Ed., Oct., 1945

³U. S. Office of Ed. "Postwar Planning for Young Children", School Life, Feb., 1946

Twenty-Seven Receive Masters Degree

(Continued from Page 1)

Music	1
Sociology	1
English	3

The names of the recipients of the degrees, the titles of their theses, and names of the faculty members directing the research are given below:

ARCHIE B. ANDERSON, "A Study of Classroom Instruction in Five Harris County Schools."

—WINDOM

AVERYHARDT, SARAH A., "Developing a Postwar Community School Program Through the High School studies of the Furney Richardson School."

—PRESTON

BATTS, WILLIAM M., "What the General Baptists of Texas (Negro) Want Educationally with Suggestions for Improvement."

—DREW

BOONE, LOLITA A., "A Critical Study

of the English Teachers in a Texas County, Particularly as Their Attitudes, Abilities and Interest Affect the Background of Their Students, 1945-1946."

—SHEEN

DAVID, VEOLA E., "A Proposed Vocational Guidance Program for the Junior High Schools of Madison County, Texas."

—WINDOM

DOWNS, WALLACE E., "Influences of Soil Conservation on the Farming Program of 100 Farmers in the Grambling Area, Lincoln Parish, Louisiana, 1940-1945."

—CORUTHERS

GASTON, JOHNNIE L., "Relation of Socio-Economic Status and General Intelligence."

—BULLOCK

GEE, RUTH ELLA, "The History and Development of Prairie View Training School from 1916-1946."

—BURDINE

HARDEMAN, VEORIA M., "An Analysis and Evaluation of the Freshman Reading Program of Prairie View University for the Year 1945-1946."

—SPALDING

HINES, VIVIENE P., "An Analysis of the Status of the Negro Teachers of West Texas."

—WINDOM

HOGAN, WILMA R., "The Negro in Contemporary American Fiction."

—DAVIS

HUMPHREY, THOMAS W., "A Survey of the Vocational Guidance Practices in 103 Negro High Schools of Texas."

—DREW

JOHNSON, BLANCHE E., "An Analysis of In-Service Teacher Traits Preferred by Students, Parents, and Student Teachers of the Prairie View University Training School, 1945-1946."

—BURDINE

JOHNSON, JESSE W., "An Algeological Study of the Vicinity of Prairie View, Texas."

—DOOLEY

JOHNSON, WALTER L. O., "An Investigation in Pupil Achievement in Relation to Intelligence and Personality Patterns of Two Hundred Twenty-Eight Pupils of Jack Yates Senior High School, Houston, Texas."

—WINDOM

KENYON, HARRY C., "The Relation Between Intelligence Rating and Teachers' marks: A study of Freshmen at Prairie View University, Prairie View, Texas."

—DREW

LEE, WISTER M., "An Evaluation of the Physical Education Program at

Prairie View University, Prairie View, Texas."

—DREW

MCDONALD, ELOISE S., "A Suggested Recreation Program for the Lufkin Community."

—PRESTON

MILLARD, ETHEL K., "An Inquiry into the Relationship Between Home Condition and Scholastic Achievement in Arithmetic."

—DREW

NELSON ISAAC T., "A Comparative Study of Records made by students in the Division of Agriculture from Vocational and Non-Vocational High Schools."

—SMITH

RICHARDS, EUDORA H., "A Program for the Fourth and Fifth Grades of the Colored Elementary Schools, Goose Creek, Texas."

—PRESTON

TARROW, WILLIE A., "A University for Negroes of Texas: A Promise Unfulfilled."

—WOOLFOLK

THOMAS, ORA MAE, "Family Life Education in Negro Schools of Waller County, Texas."

—MAY

THOMPSON, WARDELL D., "NFA Instruction in Vocational Agriculture in Area IV, Texas."

—SMITH

WESLEY, FRANKLYN D., "Standardization of Industrial Arts Courses in Texas."

—WILSON

WILLIAMS, IKE W., "A Study of Animal Husbandry Practices of One Hundred Negro Farmers in Anderson County, Texas."

—SMITH

College Tone Values

(Continued from Page 1)

who do not know any better? Should we as college men show improvement over these people? Do we ever think about how we compare, impress and sound to other people? Is our tone dark and infested with misconceptions and misinterpretations which causes us to react oppositely to the expected? Close impoverished minds interpret collegiate sophistication and modernism in terms of rudeness and non-consideration for order and authority. They mistake personal freedom to mean disregard for the rights of others. In their distorted thinking, they frame a mental set, an unconscious pattern of reaction that repels whatever progressiveness accepts without question. Do we sometimes reveal to visiting speakers that we are a certain way here and some one should have told you how we are?

Are transient intellectuals and artists who frequently strike our tonal pattern for sympathetic response and vibration forced to retreat from our indignities of discord and non-harmoniousness? Do they feel from our undertones that we range all the way from suppressed heckling and intolerance to mere tolerance because our closed shallow minds are incapable of comprehending what they pre-suppose of an average college group?

The tone values of this student body are traditional but are marked by considerable advancement because some of you would be surprised to know that an earlier student group here, once heckled and booed Marion Anderson. That may sound inconceivable to you but remember that even today incomprehension still leads to condemnation among a certain smart self-sufficient, untutored element with closed minds built upon misconceptions which are more sacred to them than religion. There is a large proportion here who do not desire to learn to intelligently listen to an artist perform. The majority are so 'juke-box-shocked' that they have to listen to music only with their feet and mouths and cannot be taught that music is conceived to be listened to and is received in that way in cultured circles. Has the juke-box killed our sensitivity for higher musical appeal and rendered us deaf, dumb, and blind to all except that which appeals to the lowest and baser instincts? Then how do our tone values as college men and women differ from the riff-raff?

Don't forget that our tone values are not hidden but are heard and by them we are branded to far greater extent than we realize. We can't hide them behind a back drop when strangers come and we want to put up a front. Our values sound out in full volume to let Texas and America know us as we are. Whatever is crude, sinister and glary behind the back-drop is hidden from us just as the ostrich hides his head in the sand. But the world sees, hears and recognizes our tone values. Shall our values be lifted and refined? Do we want the world to feel us as a compelling force for racial advancement and eloquence or are we satisfied to remain the undercurrent of stupidity? We can continue to feel ourselves and remain out of tune with educational and cultural advancement as the world moves forward. But fortunately the tone values are repelling to a growing percentage of the present student body which desires mental and spiritual awakening, a change of view-point and attitudes. They know the state