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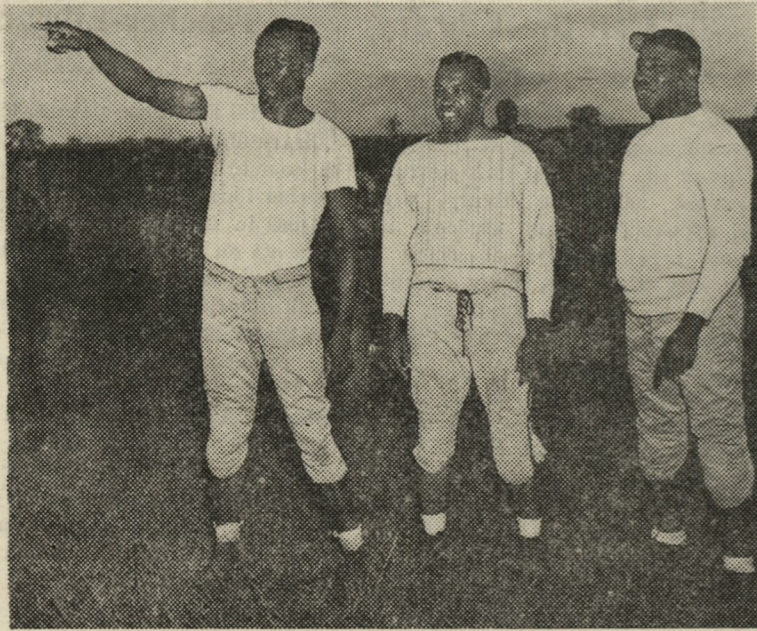
## The Prairie View Standard - October 1945

Prairie View University

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## Prairie View's Board of Football Strategy



Coach "Billy" Nix, (Center) who came to Prairie View this year to head the university's coaching and physical education program, is pictured here with his "board of strategy", Dean I. T. Nelson (left) and Dr. T. R. Solomon (right).

## Committees Aid In Formulating Program of Vets

(Continued from Page 1)

student while he is living in the academic environment, with the aim of affording the most favorable conditions surrounding his university life. Upon entry all students are required to have a medical examination. The examination serves a dual purpose: not only does it give a true picture of the status of the applicant's health but, to a great degree, it indicates the amount and kind of academic work he is capable of doing.

In the organization of the faculty are men and women who by constant contact with educational and other problems have acquired the wisdom to advise veterans on educational problems and on rules and regulations under which they must work if their work at Prairie View is to be a success. Veterans are invited to take an active part in all co-curricular activities, and there is a club on the campus which is organized exclusively for them. The variety of the student activities is great enough for a student to find an activity according to his interest and available time.

The religious life of the student is well-taken care of by church services twice per Sunday and Y. W. and Y. M. C. A. organizations on the campus.

Prairie View's program is a composite of other veterans' programs that are being carried on by many of the leading institutions of higher learning of the country. Wayne University is the one from which most of its principles are taken.

The school recognizes and gives credit for any educational course pursued through correspondence or direct attendance from an accredited institution of the Army Institute approved list of universities and colleges.

The university offers the returning service men and women a good opportunity, a chance to learn a trade, an advantage to begin or to finish their academic work with other intelligent men and women. Programs leading to trades certificates in carpentry, plumbing, shoemaking, tailoring, blacksmithing, interior decorating, auto mechanics, mattress making, broom making, woodwork, electrical and radio engineering have proved worthwhile and are profitable. Academic courses leading to a B.S. or B.A. degree in business administration, music, home economics, agriculture, and arts and sciences are open to those who desire a longer period of study. The nursing school and pre-medical courses are established departments of standing reputation. The graduate division is a challenge to those who possess the ability and have the credits to qualify for entry.

Approximately 90 male and 2 fe-

## Training School Plans Varied Program With Student Participation

By DOROTHY BURDINE

The campus laboratory school opened on September 10 with an enthusiastic group of approximately 110 students. Then enrollment is expected however to reach a much larger figure by November 1.

A varied and flexible program of group undertakings in which students are given opportunities to develop special interests and individual aptitudes through assumption of responsibilities in helping to plan, create, experiment and carry out plans for group projects is expected to bring about the satisfactory social achievement toward which we are striving.

Plans are also under way for improvement in the school's reading program. A comparative study of results of both reading and achievement tests should enable us not only to diagnose difficulties but to make definite plans for proper remedial measures toward the improvement of reading among our students.

Sixteen student teachers are working in their various fields of interest. Of this number, eight apprentice teachers are working in four off-campus centers: namely, Brenham, Hempstead, Navasota, and Waller.

male veterans are at the institution. The age range is from 22 to 45; the median age being 25. Over 50 per cent are on the freshman level. Veterans are enrolled in undergraduate courses leading to the B.S. or B.A. degree in specified courses of study, in trades and industries earning a trade certificate, and in the graduate school. The majority are studying trade courses. About 60 per cent are not carrying a full academic load. Reasons can be attributed to the fact that they are pursuing an accelerated course of study or are interested in getting out of school in a limited amount of time.

To do its share for the veteran, the institution has waived many of its entrance requirements in order to give interested persons whose education is limited a chance to learn a trade. The university with the aid of other governmental agencies intends to have a follow-up program to help the returnee find his rightful place in society after his course of study has terminated here. Special attention will be given to each individual to find a position for which he has been trained.

# The Prairie View Standard

Vol. 36

Prairie View University, Prairie View Branch, Hempstead, Texas, October, 1945

No. 2

## EDUCATORS ADMIT NEED OF LIBERAL ARTS EDUCATION

By J. M. DREW

Director, Division of Arts and Sciences

Probably no segment of higher education has been as seriously hit during the war as the liberal arts college. Many of the traditional colleges, especially the smaller ones, were down to a mere fraction of their normal enrollment. Their faculty was cut in half. They were operating under increasingly severe deficits. For the duration, the liberal arts were forced to take a back seat. Whether rightly or wrongly, college administrators and governmental leaders decided that this country could, without permanent loss get along without men trained in liberal education. Some there are who believe otherwise; who are gravely concerned at their cultural lag.

However, despite the sharp reduction or total elimination of the liberal arts, the small colleges and universities are not pessimistic as to their future. On the contrary, they are confident that the liberal arts will not only weather the war storm but will

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## Faculty Members Attend Workshops

Two members of the Prairie View University faculty spent a part of the summer vacation exchanging ideas with others in their fields at regular summer workshops.

Mr. A. W. Randall, chairman of the mathematics department, attended the workshop at Ohio State University and Miss A. L. Campbell, acting chairman of the English department studied with a number of picked representatives from the faculties of Southern colleges and secondary schools in the English workshop at New York University. As a project she undertook the revision of the freshman English program of Prairie View University.

Both Prairie View representatives made a favorable impression on their teachers and workshop mates, and the principal has received letters from instructors commending the work of each.

By B. S. LUTER

## 1945 Enrollment Is Largest In History Of Prairie View U.

The enrollment at Prairie View University for the current semester is the largest in the history of the school. Its distribution according to divisions is as follows: Agriculture 94, Arts and Sciences 710, Home Economics 385, Mechanic Arts 149, and Nursing Education 48; thus making a total of 1,386. The distribution of this number according to classification is as follows, Graduate 22, Senior 122, Junior 137, Sophomores 311, Freshmen 724, Special Students 29 and Unclassified students 41. According to sex there are 379 men and 1007 women. In this group there are 83 veterans.

As stated in the News Letter issued from the office of the principal, if the institution had the dormitory space more than 2,000 would be studying here. Although several hundred students have been denied entrance, the requests for the next semester are coming almost daily.

If figures are at all indicative of progress in the matter of training a future generation, Prairie View University bids well to have the most extraordinary year in its entire history of educational endeavor; and since ninety per cent or more of this group are from the counties and cities of Texas, it may be well said that Prairie View is making rapid progress in serving her state at the point of its greatest need.

## "Too Busy" Students Often Time Wasters

By LA CLEDE SMITH

How often do we find students who sacrifice valuable hours from their studies to use in some unfruitful manner, and yet when questioned about non-participation in worthwhile college activities, complain that they do not have the time? And some spend limitless time and effort in personal grooming for outer attractiveness to the expense of inner development. Let us realize that even though the human body requires care and should not be neglected, it is merely a machine for

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## COMMITTEES AID IN FORMULATING PROGRAM OF VETS

By BERTHA BEATRICE BEARDEN

(Bertha B. Bearden, a clerk in the Veteran Counsellor's office, was a Sergeant in the Women's Army Corps for two years. She worked as a supply sergeant in the Administrative AAF Headquarters at Salt Lake, Utah.)

The Veterans Administration, established by an act of Congress to handle the affairs of Veterans throughout the United States and its possessions, has its Texas headquarters office at Waco. All matters in regard to vocational rehabilitation and education of the returning World War II veteran who resides in Texas are handled by the Vocational Rehabilitation and Education Division of the Waco office. The veteran may select a n y approved university, college, school or any other training institution. The continuation of his educational benefits depends chiefly upon his doing satisfactory work as set forth by the institution.

At Prairie View, advisory committees have been formed and will operate under the general authority of the university's planning and advisory committees for veterans. One of its services to the veteran is counseling by an ex-service man, Mr. Lee E. Perkins, who is a member of the faculty and is aware of the problems that confront most World War II returnees. Prairie View, through the advisory committees and counselor, is prepared to assist the student in finding among various existing courses of study the one which will best satisfy his needs and desires.

The institution recognizes its responsibility for the entire life of the

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## Fund Donations Due

The director of the division is urging all teachers to pay their United Charities and their faculty entertainment fund assessments immediately. The United Charities assessment should equal one per cent of one month's cash salary after income tax and retirement have been deducted. The entertainment fund assessment is one dollar per person. It is especially urgent to pay the United Charities assessment to the director or the department head before November 1.

## SCRAPBOOK IDEAS REFUTE FAVORITE GRIPES OF PROFS

By J. H. WINDOM

The writer has been often asked, "Why do you keep so many scrapbooks?" Scrapbooks are sometimes the source of ideas. If this brief column arouses, informs, or entertains you, the writer will feel that the time which he has given to "cutting and pasting" has been well spent.

One of my colleagues holds that teachers and soldiers are very much alike. Whenever two or more teachers get together they find something to "gripe" about. Many teachers are convinced that they are excellent dispensers of knowledge but they exclaim: "Students just don't study as they did when we were in school!" None of these teachers is an octogenarian; yet, nearly a century ago, Cardinal Newman wrote that students "shrink from the effort and labor of thinking, and the power of true intellectual gymnastics." The problem of the slow learner is not one of this century; again, Newman said: "... if boys are to be taught well, they must be taught slowly step by step." For teaching to be successful, both the teacher and the student must work.

There are teachers who seem to feel that all or nearly all the slow learners are concentrated in one institution. Well, other institutions have students who find college work too hard. Two professors at Ohio State University, A. B. Garrett of the chemistry department and H. P. Fawcett of the education department, after a series of tests, concluded that high school graduates in general know very little arithmetic and less algebra. There is hardly a college that is not aware of fact that many students read poorly; indeed, reading clinics are growing in popularity. The old scrapbook shows that institutions have many problems in common — slow learning is one.

Some teachers gripe more about the low salary levels than about the low levels of learning by students. Of course, most of us know that we are worth several times as much as we are paid. Really, no raise is satisfactory. Let us look at the scrapbook. About 23 per cent of the public school teachers of the United States receive less than \$1200 per year and in Texas, approximately 20 per cent receive less than \$1200. In 1931, John H. McNeely of the U.S. Office of Education investigated the salaries of 6,089 full-time staff members in 50 land-grant insti-

tutions. He found that the median salary, ignoring sex or academic rank, was \$3,041; the median for a male professor was \$4,139 and for a female professor \$3,581.

It may appear that teachers squawk justifiably about salaries. However, those who have been in the profession a decade or more must admit that there has been improvement; certain individuals and groups are waging a relentless battle to improve further the general status of teaching. Now, have you observed that often the teacher who cries loudest about being underpaid refuses to support charitable institutions or organizations that are fighting to make teaching a more respected field? Instead of gripes, the teaching profession needs constructive ideas and people with the courage to put them into action.

## Educators Admit

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emerge stronger than ever from the baptism of fire through which they have passed.

The recently published reports of studies made of the undergraduate offerings of Harvard, Yale, and other well-known institutions supports the belief that liberal arts education is here to stay. The College of Holy Cross (Worcester, Mass.) will continue to offer high standard curricula in the Arts and Sciences, maintaining a "justifiable faith in a permanent observance of liberal education."

Perhaps President Julius S. Bixler of Colby College best expresses the viewpoint of other liberal arts institutions with this comment:

"While a purely vocational training will appeal to a great many of those who have gone through the experiences of war, there will be a certain proportion who will sense the need of the values which only a liberal arts education can afford. Their sense of perspective must be restored. Faith must be regained. The materials for rebuilding a reasonable philosophy of life must be supplied. They will want a kit of intellectual tools which will stand them in as good stead twenty years hence as tomorrow."

One of the most important responsibilities of the Arts and Sciences Division at Prairie View University is to offer all students, including those in specialized curricula, the opportunity to secure a good general education, an education leading to the complimentary goals of personal development and social responsibility.

Everyone interested in liberal education should be encouraged by the

fact that there is more widespread recognition than ever before that professional education must be coupled with social intelligence and humane values. In the Autumn, 1944, number of "The American Scholar," John Dewey expressed the spirit of many experts when he said that "The outstanding need is interfusion of knowledge, of man and nature, of vocational preparation with a deep sense of the social foundations and social consequences of industry and industrial callings in contemporary society."

Leaders in the professions themselves are behind the movement for a more liberal foundation. The report of the Committee on Engineering Education After the War of the Society for the Promotion of Engineering Education has recently made far-reaching proposals in this direction. President W. E. Wehenden of the Case School of Applied Science, in speaking of the Committee's report said: "We would destroy rather than erect barriers between the humanities, the sciences, and the technologies. We are convinced that life cannot be lived in any such artificial compartments. Occupation and citizenship, competence and culture, professional integrity and ethical sensitiveness, technical skill and human understanding all are strands in the inextricable warp and woof of the engineer's daily life."

Dean C. B. Hutchinson of the College of Agriculture at the University of California, speaking at a meeting of the Land Grant College Association, also emphasized the importance of general education when he pointed out that "graduates of our agricultural, engineering, and home economics curricula need to be more than good technicians... more than competent, skilled professional men and women. They need to be educated individuals capable of thinking and acting in a free society. They need to be... intelligently informed on national and international matters as well as upon the affairs which concern their own community and state: above all they need to be capable of exercising cool, deliberate, and critical judgment in dealing with these matters... as one is acquiring training and educational experience he should prepare himself to enjoy the living he will have to earn."

The ideas expressed above have been seriously considered in developing the curricula of the various divisions of Prairie View University. All divisions are striving to make education more truly liberal and liberating, "functional and living in our time."

## TRADITION OF OLD SOUTH INFLUENCES NEGRO EDUCATION

By GEORGE R. WOOLFOLK

Professor of History

The student of the history of the Negro in American life cannot help being impressed by the insidious influence of old pre-Civil War cultural patterns in the development of the race. No pattern has a greater hold on Negro education than that ideal of Southern life, the Plantation. Its way of life, the ostensible refinements and ease of existence, laid hold on all who breathed the rarefied air south of the Mason Dixon line. Through the tall white columns the lowliest peasant caught a glimpse of life at its real or imagined best; and the figure of the agrarian be-whiskered cotton, cane, rice, or tobacco baron sitting in lordly leisure upon his veranda placed an invidious distinction upon those who worked and sweated either in the field or the market place. Knowing nothing of the brain and hard trading skill, both in the marts of trade and councils of state that made plantation life possible, the lowly saw only the dilettante, dabbling with "genteel" immaculateness in first one pastime after the other.

The close of the Civil war suddenly threw the New England tradition of work across the path of the emancipated Negro; and the Howards and Armstrongs and Fiskes, soon to be followed by the towering figure of Booker Washington, preached traditional labor, with the attendant attitude of a task well done, to the freedmen. The schools and the pictures of these men, hanging listlessly in unexpected places, are about all that remain now. Negroes have come to view education as an emancipation from anything but "polite" or "genteel" work. A "white collar" job, regardless of how menial or futile, still remains the dominant aspiration. Vestiges of Booker Washington's attempt to recapture the monopoly Negroes had in the artisan, agriculture, and service trades still can be found in our high schools and colleges. Indeed, we have made a virtue of keeping alive, with diluted shots in the arm, these anemic remains, upon which we have smugly vented our contempt. The very citadels of the Armstrongs and Washingtons have evinced a growing passion for "genteel" culture, without even the compensation of the attitude of a job well done.

But we face a realistic world now. Hidden in our rather shoddy ivory towers in the past, Negroes in education must now decide between two rather stern alternatives:

We can, if we choose, continue to hide our heads in the sand and let the most significant things happen to the race without our being a party to them. We can continue to prepare our youth for the frayed white collars and cuffs of genteel, frustrated, pseudo-middleclass insecurity. We can continue to fool our product into believing that a printed slip, embossed with a seal, makes him "professional;" and thus, as an inheritor of the "white columned veranda" tradition, better than his fellows and emancipated from the sweat of toil with brain and hand. Negro educators will then rightfully earn the contempt of a people shocked into disillusionment by a decade and a half of depression and global war.

Or we can shake off our empty pretensions and stop trying to hide our fear of a power world by self hypnosis. We can go out to meet this atomic age with the Washington determination to capture a place for ourselves in this new world. We must cease preparing our youth for the half shadow world of segregation, with its attendant low standards of personal life and public performance. We must first convince ourselves of the worth of and our stake in democracy — political, social, and economic. And nailing that banner to our staff, go forth to meet the challenge of this distracted century as men free of the mistaken tradition of a misguided age.

## Revise Freshman English Plan

Members of the Department of English are working on a revision of the freshman English program to remove some of the out-moded elements and to seek some means of reducing the mortality and at the same time bring about more widespread and lasting improvement in the oral and written expression of the students.

The rigidly uniform program of the past for all sections, with uniform examinations for the entire freshman group, has been suspended. For the present details of instructional plan are left to the individual teachers though definite uniform aims of instruction and achievement standards will ultimately be set. At departmental meetings the teachers exchange ideas and furnish helpful suggestions with a general view to improving the quality of the teaching of all.

## "Too Busy" Students

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enabling the real man, the spiritual man, to exist in order to develop to its full capacity; when with the help of science and machinery man has arrived with some degree of physical well being he has only begun to get ready to live.

Efficiency then, is merely a device whereby man may be enabled to do certain things in a shorter time, so that he may have more time for doing certain other important things. But frequently, students become more efficient, just for the sake of being efficient; and when they are through with their work, they wonder what to do with the time they have on their hands. Others who do not know how to budget their time and do not know how to plan their study systematically, always complain because they cannot participate in or take advantage of the many extra curricular activities. When guilty of failing to read and to listen to or learn to perform fine music, the excuse is always the lack of time. Such people never have sufficient leisure for contemplation or reflective thinking, without which the inner man cannot grow. Any teacher would gladly help any student to plan a study program that would not only improve the quality of the student's work, but would provide time for other things.

But would the student use the additional hours for more idle talk, for additional eating, smoking and drinking? Will the student draw upon this extra time for still larger amounts of card playing and gossip? Upon the answer to these questions depends the quality of civilization a generation hence. To be more specific, the answer will determine the quality of leaders that Prairie View will send into communities to inspire and elevate coming generations. The man who does not think or aim high cannot inspire others to ascend to the heights. Since your mission here is to study, to learn and to develop, efficiency will enable the spirit rather than the body to dominate your life.

No man can read the works created by great minds nor absorb music created by the immortal masters without realising added strength and height to his own intellectual and cultural stature. And this is the way to grow in ideals, inspiration, and power during your Prairie View years, which will enable you to be better prepared to serve and lead the people after you graduate from this institution. Opportunities are here. Will you take them, or will you reject them?

## The Prairie View Standard

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W. R. BANKS, Managing Editor

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## Is Literature Useless?

"Of what practical value is literature?"

A student of more than usual intellectual seriousness, who had apparently been forced by graduation requirements into a course in literature against his personal inclination, asked a teacher this question once with an attitude that suggested challenge rather than curiosity. The teacher answered him in a vague general manner, realizing that the answer was unsatisfactory; but having neither the time nor the inclination at that moment to draw up the necessary bill of particulars to defend the courses he was teaching. It takes more than a minute or two to explain the value of so-called "cultural" courses to a person who has already made up his mind that they are valueless. Still, with a little trouble, a fairly adequate case may be made out in their defense.

To begin with we might with some reason question the assumption, common to practical men of business and public life, that pursuits not directly connected with the acquisition of wealth or the liquidation of one's enemies are by that token useless. The proposition that there is more to living than merely making money and waging private and public wars is one of those self-evident truths which, while not definitely demonstrable, must be accepted because the contrary is obviously preposterous. If the so-called practical man does not realize this; if he fancies that cheap and gaudy spectacles and low and vicious self-indulgences actually relieve him of his boredom at those intervals when he must forsake his business and get a taste of human experience; if his mind is excitable only by the "gross and violent stimulants" that Wordsworth decries and he is unable to respond sympathetically with the Psalmist when "the heavens declare the glory of God and the firmament showeth His handiwork": then he merely enjoys a kind of makeshift

contentment that satisfies him only because he cannot realize how to near to the level a brute he has sunk.

But even granting that a man who lives well and enjoys a sense of security has no need of an understanding or appreciation of beauty, there is a distinctly practical value to an acquaintance with the masters of literature. This world is made up of people, and with methods of destroying man and his works developing more rapidly than safe programs for regulating his conduct and curbing his ambitions, the future of the world will depend largely on the thoroughness with which those on one side understand those on another. Without such a thorough understanding there simply cannot be any safety or security anywhere.

The study of history can acquaint one with the recorded acts of individuals; the study of philosophy and psychology can give one a set of abstract principles governing the behavior of mankind; but the men with whom we deal today are different individuals from those of history, and the principles of philosophy and psychology are bodiless abstractions in a world of living and moving beings. Even a superficial understanding of our neighbors, either next door or across the sea, is possible only through a trial and error method (which, however, is unsatisfactory since sometimes the errors result in imprisonment or death, thus incapacitating us for further trials), or through the works of the mighty prophets of the past, who give us concrete representations of the philosophical and psychological abstractions, and isolate the universal and eternal from the localized and transient elements in the characters of history.

A study of the literature of the first two decades of the nineteenth century (to take only one example) will reveal that dreamers like Byron and Shelley knew that ideals like peace and justice and security could not be realized by conquering Napoleon while preserving the things that Napoleon stood for. A study of the treaty which the conquerors of Napoleon drew up for the benefit of their world, and of the subsequent treaties drawn up after each of the long series of wars between then and now, reveals how tragically unaware the "practical" statesmen of the world have been of the eternal truths repeatedly expressed by the poets.

If you don't believe this, read only the portion of Byron's "Childe Harold" which deals with the poet's reflections on the battlefield of Waterloo, and

## Dr. Evans Pays Visit

Dr. Edward B. Evans, former director of the veterinary hospital, who left Prairie View early this year to take a position at Tuskegee Institute, paid a short visit to the campus recently enroute to Houston to attend the funeral of his wife's uncle, Dr. E. O. Smith, who was principal of Phillis Wheatley High school and prominent in the civic affairs of Houston.

Shelley's short sonnet, "Feelings of a Republican on the Fall of Bonaparte." Then see if there is any evidence that even today the representatives of the victorious United Nations (not so united) understand what two English visionaries realized over a century ago. It is not too fantastic to postulate that if the study of literature—not merely as a means of occupying leisure hours profitably, but as a key to the understanding of human reactions—were more widespread, the dream of universal and eternal peace and justice would not seem so much a dream.

### STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933 OF THE PRAIRIE VIEW STANDARD PUBLISHED MONTHLY EXCEPT JULY AND AUGUST AT HEMPSTEAD, TEXAS FOR SEPTEMBER 29, 1945.

STATE OF TEXAS

COUNTY OF WALLER

Before me, a Notary Public in and for the State and county aforesaid, personally appeared W. R. Banks, who, having been duly sworn according to law, deposes and says that he is the Editor and Managing Editor of the Prairie View Standard and that the following is, to the best of his knowledge and belief a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations.

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, Prairie View University, Prairie View Branch, Hempstead, Texas; Editor, W. R. Banks; Managing Editor, W. R. Banks; Business Manager, Prairie View University, Prairie View Branch, Hempstead, Texas.

2. That the owner is: Prairie View University, Prairie View Branch, Hempstead, Texas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

Sworn to and subscribed before me this October 1, 1945.

C. S. WELLS, Notary Public,  
My commission expires June 1, 1947.

## NATURAL SCIENCE DEPT. IS AIDED BY RECENT EXPANSION

The college year, 1945-1946 has begun most auspiciously as well as most challengingly for the Department of the Natural Sciences, most auspiciously because the department has acquired additional facilities, most challengingly because of the large increase in student enrollment which calls forth most effective techniques of instruction and most ingenious efforts at adequate distribution of facilities.

The department is offering freshman courses to more than 600 persons; approximately 320 are pursuing general chemistry, 215 the survey course in science for non-majors, and about 75 pursuing various aspects of general biology. In one class alone, more than 56 towns and five states are represented.

The Department offers one basic science course to non-majors for the various departments of its own division. In addition it offers four service courses for the division of home making, four service courses for the division of agriculture, two service courses for the division of health. The home making division is represented by more than two hundred students, the division of agriculture by more than one hundred and the mechanic arts division by more than fifty for this semester.

Our present staff of six members is handling approximately five thousand student clock hours of instruction each week. Two new members have come to the department this year, both of whom are replacements. All members are attempting to serve wherever the need is greatest. The Department looks forward to needed increase in personnel and will continue to insist upon the professional growth of its members.

To improve the effectiveness of its instruction the department organized a workshop in science for graduate students during the summer session. It will be extended in scope during the coming summer session. The Science Club and the Phi Beta Chi society are already operating actively and enthusiastically, furnishing an excellent supplement to instruction. The department presented Dr. Walter Booker of Howard University, Washington, in a series of lectures and a seminar based upon his research in physiology. It is our hope to provide many more such opportunities to encourage scholarship and research.

## Freshmen Told How To Use the Library

By EUNICE R. JONES

Most of us stumble because we do not understand—we cannot see the pitfalls in the dark and thus we cannot avoid them. The library, with what appears to many students as another necessary evil, becomes a multiplicity of pitfalls. Many students leave college without mastering the technique of using books and libraries. With this realization and building on the assumption that no college or university can be any greater than its library and no student can successfully complete his educational career without the technique of using the library, a series of lectures on "Orientation in the use of the Library for Freshmen" has been inaugurated at Prairie View University.

The series of lectures sponsored includes the following topics:

- I. General Introduction
- II. The W. R. Banks Library, its departments and their location
- III. Organization, make-up and care of books
- IV. Special Library Tools
- V. Note-Taking

Mimeographed examples of certain materials are given each student in order that he will see at first hand the tools discovered.

For biology, twenty-three additional triple objective microscopes have been secured or are on order. New desks for the physiology and bacteriology laboratories have been installed. Each desk is equipped with four-way outlets for gas and electricity and is provided with sinks and running water. Individual lockers are available for sixty-four persons. The general biology laboratory is provided with ten new tables equipped similarly to those mentioned above and individual lockers for eighty persons. Visual aids to instruction have not been overlooked; much valuable equipment has been added in this area.

The Department has installed five new desks in the bio-chemical and physiological chemistry laboratories. These desks provide outlets for water, air, gas, and electricity, and will accommodate eighty students. In the organic chemistry laboratory four new desks have been acquired to seat forty persons. All laboratory floors have been covered with asphalt tile. Not only do we make use of the new equipment but are also reorganizing and rearranging the old; the stock-

## Courses Opened For Teacher-Librarians

By O. J. BAKER

For the first time since 1937-38 the Library finds itself in a position to offer courses of interest to prospective teacher-librarians. The general objective in this venture is to qualify students on the senior college level to manage, successfully and with credit, small libraries in the public schools of the State. There is no attempt to turn out professionally trained librarians.

Courses offered in the series include Library Administration, Book Selection and Reference, Young Folks Reading, and School Library Problems. The first two courses are available during the first semester and the last two courses may be taken during the second semester.

An adequate staff is one of the essential elements in the successful operation of any library. To be adequate a staff must rate high in training, numbers, attitude, and performance. This factor has been duly considered in the arrangements made for increased library facilities at Prairie View University.

In addition to the positions of Librarian, Circulation Assistant, Cataloging Assistant, and Library Secretary, we now have those of Reference, Serials, and Teaching Assistants. Three non-professional people have been secured, also, to serve as general assistants. Two other staff members are yet to be employed.

## Morons Lead Strikers

"A dozen boys, most of them of obviously low-grade intelligence," were the ringleaders in the recent strike of white students of Gary, Indiana's Froebel High School in an effort to force the removal of 800 Negro students to a separate school, according to S. I. Hayakawa, American-born Japanese college professor and columnist of the Chicago Defender. Eight of the twelve, are "zoot-suiters"; two have juvenile court records and another is a chronic disciplinary problem.

rooms have been completely reorganized and one new one arranged for a result of some furniture released from another division. In spite of these physical signs of progress, the department is happy in its realization that it must still find more equipment and more space, these being indications of usefulness and of growth.