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## The Prairie View Standard - August 15th, 1914 - Vol. IV No. 25

Prairie View State Normal and Industrial College

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### Recommended Citation

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# The Prairie View Standard

DEVOTED TO THE EDUCATIONAL AND GENERAL IMPROVEMENT OF THE NEGROES OF TEXAS

VOL. IV.

PRAIRIE VIEW, WALLER COUNTY, TEXAS, SATURDAY, AUGUST 15, 1914

NO. 25

## A STUDENT TALKS ABOUT PRAIRIE VIEW

MISS E. J. JONES, OF HOUSTON TELLS OF SPLENDID WORK OF THE COLLEGE

From the Houston Post.

Surely one needs an extended vocabulary to express in any appreciable manner the praise due to the Lone Star State for giving to the negroes of Texas this great school and for the selection of its many efficient teachers.

Unlike many of the hundreds of teachers who attended Prairie View this summer, I was not an applicant for a certificate and I had ample opportunity to study and to observe the work of the different departments and the general management of the school. Verily, the State, thru Prairie View, is doing a great work for the uplift of the negro.

Industry, honesty, thrift and economy marked the steps of those whose business it is to direct and govern the school.

As I looked at those hard worked, patient, faithful and uncomplaining people, teaching by example and precept, and when I recalled the many unjust things one hears about Prairie View and its teachers, I thought: What is so cruel as envy?

The State is doing much work, building and repairing, to make conditions better and progress sure, and there is need of much more work along these lines, but the teachers are working away with what they have in harmony of motive and purpose, and there are no laggards among them. Every right thinking teacher who attended this school must say, how great is God and how good is Texas.

The graduating class of 1914 will long remember the address of Mr. Peteet, a member of the board of directors. As he stood before them and gave utterance to his wishes and his hope for the school and the teachers who go out from it, his heart was depicted in his countenance. So full of wholesome advice, sincerely given, was his speech.

Principal Blackshear, a great man, is doing a grand work in directing the affairs of the school, and Dean Atherton hands out justice blindfolded.

Professors Bartlette and Griggs know their business and never fail to attend to it.

And, Uncle Paul (Professor Bledsoe) as the students so lovingly call him, has by kindness and efficient teaching won his way to the heart of all.

How could the girls get along without dear Miss Laura and "Little Miss Simms"? Then there was Mrs. J. H. Crawford; yes, our own Nannie B., teaching science with as much complacency as she taught "cat" in the Houston city schools.

Long live Prairie View and

God bless her teachers.

(Miss) E. J. Jones.

2020 St. Emanuel Street, City.

## CROPS FROM TWO ACRES.

Sam McCall, a negro, an ex-slave, at Alberta, Alabama, has given a splendid illustration, through a series of years, of what a limited acreage may be made to produce, and by his experience, emphasized the fact that by taking pains and giving thought the farmer, however, unproductive his land may be, may make the acres he cultivates highly productive and so highly profitable.

He is the owner of the farm he cultivates, bought from his former owner by money saved up thru his thrift and good management. The place he bought was poor, worn out by long tenant farming and consequent depletion of soil. He found that a quarter of a bale of cotton was a good yield. For fifteen years he grew cotton and corn and got nowhere. Then he came to the conclusion that a man with limited equipment had better concentrate on a little land. So he selected two acres and started out to make this two acres produce all it would.

How he built up these two acres and what he has made them produce steadily for a great many years afford a good lesson for the average southern farmer.

The soil of these two acres is a grayish loam, with a reddish clay subsoil. At first he gathered leaves and other vegetable matter from the adjoining woodland and plowed them under. Later he plowed under corn stalks, cotton stalks and all the weeds from the fence corners instead of burning them, as is the common practice throughout the south. The manure produced by his horse and two cows was carefully saved. Ditches were constructed from the stable lot, so that when it rained the leachings from the barnyard would be carried to the field. No commercial fertilizer of any kind was ever used, except a little cottonseed meal in his oat field, but every product of the farm except the lint cotton and a portion of the seed was returned to the land.

There came an increase in the yield of cotton, so that he was presently raising more than a bale per acre. By 1898 the soil had become so rich that seven bales were produced on the two acres, and for several years the yield average close to this mark. When it is remembered that the average yield of cotton in the south is little more than a third of a bale per acre, these yields

are seen to be ten times the average.

McCall saw that some cotton plants produced more cotton than others, and that a few were yielding more than a pound of lint to the plant. He took up seed selection, though he didn't call it that. Scientific terms don't mean much to Sam McCall. A large yield does, however, and Sam figured that if he could make every plant produce a pound of lint he would get nine 500-pound bales per acre.

This has been his goal for years. He hasn't quite reached it yet, but one year he did grow a 506-pound bale on a measured one-eighth acre. This one-eighth acre contained 612 plants, practically a perfect stand, and the plants each produced on an average a fraction over thirteen and a fifth ounces of lint.

A few years ago somebody told Sam that a change of crops would increase his yields, and he tried it. He wanted that nine bales per acre. He first tried winter oats, and followed these with corn and cotton the same year. He got splendid yields of all three crops, but his cotton yield decreased.

One year the entire two acres were planted to corn. The first crop was planted on March 1 in rows three feet apart. On May 1 the second crop was planted between the rows of the first planting and the crop was worked by hand thereafter until the first planting was harvested. As soon as this first crop was mature, about June 15, the ears were snapped and the stalks removed. The two crops gave McCall 320 bushels of corn from the two acres.

During the last four or five years a rotation of oats, corn and cotton has been followed. Sometimes cottonseed meal is used as a fertilizer for oats, applying it in the drill when planting at the rate of 200 pounds per acre. The oats are sown in September in broad rows five or six feet apart. At the same time cowpeas are sown between the rows of oats and later turned under. In February the oats are cultivated and about March 1 corn is planted between the rows. The oats are harvested the latter part of May and the stubble is immediately plowed under and the land in the rows planted to cotton. Sometimes McCall varies the system by planting the cotton in the same row with the corn, thus getting it in earlier and making cultivation less difficult. When the ears of corn are mature the corn is topped for forage, the ears are snapped and the remainder of the stalk is cut, or pulled up, and worked into the ground between the rows. Frequent and shallow cultivation is practiced. No special tools are used; just the ordinary one-horse implements

common to the district. Here are three crops from one acre in one year, and all good yields at that. In 1908, which was perhaps the banner year, McCall had one acre in oats followed by cotton. He got 75 bushels of oats from this acre and three 500-pound bales of cotton besides. From the other acre 50 bushels of oats, 50 bushels of corn and a bale of cotton were harvested. In the following year, 1900, sickness kept McCall from his crops much of the time. One-half acre was in oats and cotton, yielding 50 bushels of the former and a bale of the latter. The remaining acre and a half produced 75 bushels of oats, 105 bushels of corn and one and a half bales of cotton.

McCall's gross annual income from this two acre farm has probably been between \$200 and \$350 for the last 15 years. This may appear to be a small income for one man, but it is far above the income of the average tenant farmer in the south who cultivates from ten to twenty times as much land.

The noteworthy fact in this account, however, is not McCall's average income, but the fact that he has been able to increase his cotton yield from one-third of a bale to more than three bales per acre merely through seed selection and addition of organic matter to the soil. Every southern farmer cannot get leaves to plow under, but he can grow a winter cover crop for the same purpose, and he can save the manure and plow under the corn and cotton stalks.—The Southland Farmer.

## The Garden of Earth

BY NAPOLEON BONAPARTE EDWARD  
(Assistant Editor)

This world's a garden all must work,  
No place for sluggards and the shirk,  
Rich harvests summon me and you;  
To gather grain in sun or dew.

The days are diamonds; duties crown;  
The way is work, and can be found.  
O! men of steel and hearts true!  
The world will laugh because of you.

Be right. Live right is duty's cry;  
The wrong must flee the earth and sky.  
Go out and test yourself and live;  
With bird and beast and human ill.

And help thy brother up the way;  
Till he can see a brighter day.  
The sick need alms and roses white;  
A love to love them night by night.

By deeds not words lets win our way;  
Lets do and do and do all day;  
The night will bring you rest and pay;  
The morning bring a golder ray.

By honest sweat your bread is earn'd,  
And honest work should not be spurn'd;  
It gives you strength and health and prize;  
It aids the poor to swiftly rise.

## Teach Them Thrift.

Superintendent Magill's recommendation regarding a system of school savings banks in the schools of Illinois ought to be adopted in every State. It may strike some folks as a trival matter, but it spells big possibilities for the children. Habits of thrift, almost unconsciously acquired in youth have been the foundation on which most successful American business men have built.

The novelty of saving first appeals to the child. Later he learns how accumulation transforms the mite into the million. Along with this, he comes to understand his duty to his own future. He realizes why men "put by something for a rainy day." And having acquired the saving habit, he is pretty likely intelligently to plan for the period when responsibility will be thrown on his shoulders.

Thrift isn't a habit that is readily acquired late in life. Men who have to save after having formed extravagant habits, do so grudgingly and find saving a source of unhappiness. If they do not fail altogether, their thrift usually takes the form of stinginess and mean self-denial. The miser is usually a person who has cultivated nothing but a money hoarding passion after the passing of his best days. There is no connection between thrift and miserly practices. They are as far apart as thrift and profligacy.

Teaching a child to conserve his pennies will not make a miser of him. On the other hand, it will endow him with a sense of ownership and responsibility. No better instruction than that attending the cultivation of thrifty habits can be devised.



**THE PRAIRIE VIEW STANDARD**

Published Weekly by Prairie View College, Prairie View, Texas

Managing Editor, E. L. Blackshear  
Assistant Editor, N. B. Edward  
Associate Editor, R. L. Isaacs  
Foreman Printing Dep't, Wm. Cook

Entered as second-class matter March 2, 1911, at the post office at Prairie View, Texas, under the act of March 3, 1879.

**Subscription Price**

1 Year..... 50 Cents  
6 Months..... 30 Cents  
3 Months..... 20 Cents  
Single Copy..... 05 Cents

Advertising rates furnished on application.

**EDITORIAL MOTTO**

A WORD FITLY SPOKEN IS LIKE APPLES OF GOLD IN PICTURES OF SILVER.—PROV. XXV. 11.

SATURDAY, AUGUST 15, 1914

**RENEW YOUR SUBSCRIPTION.**

A blue pencil mark at the head of this column indicates that your subscription has expired. The publishers of The Standard will be glad to keep your name on the mailing list, but to do this it will be necessary for you to send in your renewal. We hope to receive your renewal subscription before your paper is stopped. In this way you will receive every issue of The Standard without missing a copy.

**THE COUNTRY SCHOOLS**

No plan to improve the rural schools can succeed unless it shall include proper attention for the country school house. Commenting upon a recent survey of the rural schools in Orange county, Virginia, the United States bureau of education thus suggests the reason why but little more than half the scholastic population of the country was actually enrolled: "Perhaps the location of so many school buildings in uninviting places, and the absence of anything attractive either outside or inside their walls may furnish a clue to much of the indifference."

Unquestionably such conditions furnish the clue to much

indifference where they exist. Throughout the South, the rural school house has been neglected for obvious reasons. It is used but a few months annually. As a rule, it is located in an unattractive, and frequently, an inconvenient place. The teachers who conduct it are as good as the State pays for and no better. They tolerate the surroundings themselves only until they are enabled to secure more attractive and lucrative positions elsewhere.

There is a growing sentiment throughout the South for better rural schools. Especially is this true of Texas. Indeed, we may hope with good reason that a few years hence Texas will have a system of rural schools that will compare in all respects with the "little red school houses" of the Middle West. The first step toward the redemption of rural education is the erection of substantial, commodious and attractive school houses. Next is the lengthening of the term so that competent teachers can be obtained. Competent teachers are too much in demand to take school engagements in the country where the terms are short. Then the teachers must be paid adequate salaries.

When all this has been accomplished, the time will have come for the adjustment of the curricula of the schools to the needs of rural life, and the utilization of the school houses as neighborhood social centers, thus bringing into the range of the influence of the schools all the patrons. The patrons of the schools can be brought to take an active interest in all that pertains to the welfare of the schools. They can enhance its attractiveness and co-operate to make school life pleasant for the children as well as for the teachers.

In other words, the problem is to make our rural schools the equal in all essentials of the city schools. We are absolutely neg-

lecting the very foundations of our civilization so long as our rural schools are maintained upon a basis that implies public indifference to the rural children or a belief that the children of the country do not require as good school facilities as the children of the cities.

The whole theory of public education is that the entire State is benefited by an intelligent and efficient citizenship; that an indolent, ignorant and incompetent citizen is a burden upon all. In that view the State is more than interested in giving the children of the country, whose parents operate our greatest industry, such advantages as may enable them to perform in their own time the duties of citizenship in an intelligent and efficient manner. Agriculture will in all probability forever be our greatest industry, the chief foundation of the State's civilization. This fact alone makes the upbuilding of a rural school system imperative.—Houston Post.

**What the Banker Says.**

"I want to see the time that when a farmer applies for a loan, the banker will not have to bet on the ability of the farmer and the favor of the season to meet the obligation to his bank. I want to see the banker ask how many silos the farmer has; how many head of good hogs, good cattle, and other livestock and what condition they are in, and how much attention the farmer pays to the dairy products and feed crops. The banks would rather lend money at eight per cent., knowing you have the stuff to meet the obligation, than at the present rates of interest charged. By simply changing agricultural methods and diversifying crops, you can change your standing with the banks. Nothing in the world will keep you from paying high prices for foodstuffs unless you cultivate the soil."—Asa E. Ramsay, First National Bank, Muskogee, Okla.

**Circular of Information**

**PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL COLLEGE OF TEXAS. 35TH ANNUAL SESSION WILL OPEN SEPTEMBER 9TH, 1914**

**FEES FOR ADMISSION**

The fees for admission will be: for girls, \$25.50; for boys, \$33 including in each case the cost of the school uniform which students are required to wear. The entrance fees also include the first month's board; and this entrance fee, \$25.50 for girls and \$33 for boys, must be paid in full in advance for every student before he can be enrolled and enter regular school work.

**TRADE COURSES**

The Board of Directors have authorized the following trade courses to be put in operation on September 9, 1914.

Two-year course in Blacksmithing; One-year course in Boilertending and Engine running; Six months course in Broom making; Nine months course in Cabinet making; Five months course, May 1 to September 30, 1915, in Canning of Vegetables; Twelve months course in Carpentry; Eleven months course in Practical Cooking; Four months course, January 1 to April 30, 1915, in Dairying including Butter and Cheese making; Twelve months course in Plain Sewing; Two year-course in Dressmaking; One-year course, January 1, 1915 to Christmas Holidays 1915, in Farming and General Agriculture; One-year course in making Men's hats including blocking, cleaning and trimming; One-year course in Laundering; Six months course in Mattress-making; Six months course in Millinery; 3-year course in Printing including type and press work; Eleven months course in Shoe-making; Two-year course in Tailoring; One-year course, January 1, 1915, to Christmas Holidays, 1915, in Truck Gardening.

Furthermore, as a means of improving the efficiency of the grades of the regular Normal-Industrial course at Prairie View, the following course of study has been authorized by the Board of Directors and will be put in operation at the beginning of the next session, September 9, 1914:

**NORMAL-INDUSTRIAL COURSE**

First Year		SPRING TERM
FALL TERM	WINTER TERM	
English Composition Arithmetic Physical Geography History—Grecian Industrial Practice	Composition Rhetoric Arithmetic Algebra Physical Geography	Rhetoric Algebra Agriculture Civics Industrial Practice
Second Year		
American Literature Mathematics—Algebra Science—Biology History—Medieval, Modern Industrial Practice	American Literature English Literature Biology Physics Medieval, Modern History Industrial Practice	English Literature Book-Keeping Physics School Management Industrial Practice
Third Year		
Plane Geometry 1st Year Latin Inorganic Chemistry Economics Industrial Practice	Plane Geometry 1st Year Latin Inorganic Chemistry History of Industry Industrial Practice	Plane Geometry 1st Year Latin Bacteriology Pedagogy Industrial Practice
Fourth Year		
Psychology Geology Latin—Caesar Solid Geometry Industrial Practice	Ethics Advanced Physics Latin—Caesar College Algebra Industrial Practice	History of Education Advanced Physics Latin—Cicero Plane Trigonometry Industrial Practice
The following Alternative Course is offered for those only who are graduates of first-class High Schools, and are prepared to do this advanced work:		
Third Year		SPRING TERM
FALL TERM	WINTER TERM	
Chemistry—Qualitative Analysis College Algebra Latin—Virgil's Aeneid Economics Industrial Practice	Organic Chemistry Plane Trigonometry Latin—Livy History of Industry Industrial Practice	Ele. Bacteriology Analytic Geometry Latin—Horace's Odes Pedagogy Industrial Practice
Fourth Year		
Geology Elementary Calculus Latin—Tacitus Psychology Industrial Practice	Physics Book-Keeping Latin—Cicero's De Senectute Ethics Industrial Practice	Astronomy Original Work in Solid Geometry and Measurements Latin—Plautus's Roman Comedy History of Education Industrial Practice

**Entrance Requirements**

Students wishing to enter Prairie View school must pass satisfactory examinations in the following subjects, namely: arithmetic, grammar, geography, United States history, Texas history.

Pupils wishing to apply for admission to the second year must pass entrance requirements and also be examined in the subjects of the first year; students wishing to be admitted by examination to the class of the third year must pass examination of the entrance requirements and also subjects of the first and second years. Pupils wishing to enter fourth year by examination must pass examination of entrance requirements and also studies of the first, second and third years. Graduates of colored High Schools of the first class are admitted to the third year without examination. Graduates of the colored High Schools of the second class are admitted to the second year without examination. No pupil is admitted to the fourth year except by examination or promotion from the work of the third year properly completed.

All students must furnish themselves with bed clothing, such as, sheets, pillow cases, blankets, quilts and towels. All such articles should be marked in indelible ink with the name of the owner.

The monthly payment of \$10 for board includes also the laundering of the pupils wash clothing; and all articles of apparel, which are washable, should be marked in indelible ink with the name of the owner.

All students must pay \$10 per month for board and this amount is due in advance each month on the date of the month on which the student enters school. No student can enter any examination of the institution unless his dues are paid up at the time the examination is held; and no student is admitted to the examination room without a statement from the Treasurer of the College that all dues have been settled up to date.

For further information, address

**PRINCIPAL E. L. BLACKSHEAR  
Prairie View, Texas**

**CALL FOR STATE COLORED FARMERS CONGRESS**

The meeting was postponed from the regular time of meeting till August 27-28 in order to give the men time to get their crops in good shape before leaving them. Also it was thought best to hold the meeting at this time because heretofore the summer school has had the effect of detracting the interest of the men from the Congress. It is expected now that this session will be one of the most profitable and interesting meetings that has been held. Mr. Surry Smith urges the men to attend, and a program of the meeting is given below. Be sure and come early and take part in the discussions.

**Program State Colored Farmers Congress  
Prairie View, Texas, August 27-28, 1914**

- Turkey Raising and Marketing—Memphis Allen, John Walker, Mrs. Fedford.
  - Classifying and Grading Cotton—Services of Expert will be secured.
  - Renting vs. Buying Land—Wash Dillard, J. R. Sadberry, C. H. Mason.
  - Silo and Its Adaptability in This Section—J. V. Smith, Chas. Taylor, Lynn Taylor.
  - Benefits of Crop Rotation—John Jingles, Nelson Washington, Sr. H. S. Estelle.
  - Fertilizers and How to Buy Them—C. H. Waller, Wm. Wells, J. W. Waiters.
  - Sanitation and Improvement of Rural Home Life—Luther Grimes, Surry Smith, Jesse Wilson.
  - Co-operation; How Obtained—R. D. Evans, A. W. Whitaker, Surry Smith, Jr.
  - How May Prairie View Be of Benefit to the Colored Farmers of Texas?—Richard Jackson, E. L. Jackson, R. L. Isaacs.
- Ample time will be given for general discussion. Barbecue for delegates at 5 o'clock Friday evening.

**E. L. BLACKSHEAR, President**



## NEWS NOTES

R. L. Isaacs.....Local Editor  
G. W. Buchanan....Assistant Editor

Prof. Banks made a trip to Houston Friday on business for the institution.

Prof. Stamps has returned from Marlin, where he spent several days with relatives and friends.

Mr. Will Muckelroy, of Kilgore, Texas, has been employed to do some plumbing work at the college. Mr. Muckelroy learned the plumber's trade at Tuskegee Institute.

The STANARD hopes to report soon that all weeds are removed from the campus.

Prof. Griggs, who recently returned from Houston, where he attended the State convention of Odd Fellows, was called back to that city on special business.

Several of the carpenters who have been employed here for several weeks building cottages, etc., have left the campus, having finished their work. Several Prairie View graduates were employed on this work.

Miss Lee Cora Brittain of Tyler, a graduate of this institution with the class of 1910 and a successful teacher of Smith county, is spending part of her vacation on the campus at the home of her brother, Professor T. H. Brittain.

Miss Olivia Mason, a student of this institution together with her friend, Mrs. Ed Jones of Houston, was in Houston Friday to see her brother, the secretary.

It is predicted that many young men and women will take advantage of the special trade courses offered at Prairie View college the coming session. Read about these courses in all the leading Negro newspapers of Texas.

A new picket fence now encloses the beautiful lawn at the residence of Principal Blackshear. Prairie View is becoming noted for its neat cottages and well-kept lawns.

Prof. J. E. Stamps is on the campus. He states that because of the financial stringency incident to the European war, he will not be able to make the Eastern trip which he had planned in company with secretary Mason. They are holding to their money.

Dr. Blackshear and wife have gone for an extended trip through the North, and will visit several of the principal cities of that section. Among them will be Faber, Fremont County, Iowa, the site of his alma mater. While the trip will afford some pleasure and recreation, the chief purpose of the trip is in the nature of school business.

The large number of people of the Prairie View community who attended the Roberts-Kilpatrick wedding in Hempstead on the 12th inst. are loud in their praise of the reception tendered the guests immediately after the ceremony by Mr and Mrs. Kilpatrick. They say that the latch-string was entirely removed from the door and that genuine Southern hospitality reigned supreme.

Mrs. C. H. Waller, wife of Prof. C. H. Waller, Head of Agricultural Department, is at home again from Augusta, Georgia, where she has been attending her sister, Miss Louise O. Walton, who underwent a serious but successful operation. Prof. Waller, although an excellent household utility man, gave pitiable evidences of the absence of his wife. He met every south bound train including freights on the day Mrs. Waller returned.

### A Beautiful Wedding

Miss Ira Aldridge Kilpatrick, daughter of Mr. and Mrs. R. L. Kilpatrick of Hempstead, was married to Prof. H. Porterfield Roberts of San Antonio, Texas, on Wednesday evening, August 12th, at the home of the bride's parents. Miss Kilpatrick is a graduate of the Normal, Domestic Art and Domestic Science courses of Prairie View College and was assistant teacher here in the mathematical department for one year. Prof. Roberts is one of the prominent Negro business men in San Antonio and has a high moral and social standing. He is a man of keen intellectual ability and strong business integrity.

The wedding was one of the most unique in every respect that has ever happened in Hempstead. The family stands high in the estimation of both

white and colored citizens there and the bride was quite popular as shown by the large number of costly presents sent her.

The ceremony took place at 3:00 o'clock p. m., Rev. G. A. Deslandes officiating. Mr. George Crayton acted as best man and Miss Mabel Kilpatrick, sister to the bride, was maid of honor. The bride wore a beautiful white silk crepon under shadow lace and carried a large bouquet of marechalniel roses and maiden-hair ferns. The bridesmaid wore a fine silk crepon and carried a beautiful bouquet of tube roses and maiden-hair ferns.

The groom was in a full dress, the best man being in conventional black.

After the wedding dinner and refreshments were served to every one present. The younger set, friends to the bride, engaged in dancing, and it was the verdict of the crowd that that was one of the most pleasant occasions of the kind they had ever witnessed.

The "Newly Weds" left on the evening South Bound Hustler for San Antonio via Houston. The traveling costume of the bride was very pretty—a skirt of crepe with pink flowers and a red silk coat in cutaway style.

The crowd threw rice at the departing bridal party and wished them long life, peace and prosperity.

### House Your Farm Implements

Are you an average farmer in Texas? If so, your loss by wear and tear of farm implements and machinery is \$135.94. It takes that much to replace the implements worn out, rusted out, or thrown away in sheer neglect. And this is putting depreciation at only 10 per cent. As a matter of fact, the average farmer spends more than that, for in addition to replacing implements he is making additions and betterments. The average expenditure is about \$40.00 per year. That is, the farmers of the State spend more than \$16,000,000 a year for agricultural implements and machinery.

If proper housing, the use of a small quantity of paint, and of oil, and especially of some care in putting tools and implements away when they are done with for the season, as so many of them are now, will double the life of the implements, and it will certainly average that, the saving for the State for the year is almost three million dollars, an average saving of \$67.97. This saving for two years will certainly put up a commodious shed for all the implements and tools on the farm. The saving for one year will protect them from the weather, build a roof to keep out the rain and the sunshine, and the second year's saving would complete the shed in fine shape.

Now that corn and cotton cultivation is done and there is not so much to do, make a list of the tools, implements and machinery you have; figure up how much it cost you and how much you will have to spend to replace any and buy new for next year's crop, and then see just how much further you can make the old ones go by cleaning them, housing them, and using some paint and oil. You will find it a nice little sum. Indeed you will find that it will put a roof over them if you have no place already to put them, and that when you have a good tool shed you are pretty likely to put tools there.

A dollar saved is better than a dollar made, you know.—The Southland Farmer.

# The Educational Mecca of Texas and the Southwest

## PRAIRIE VIEW STATE NORMAL- INDUSTRIAL COLLEGE

A New Point of Departure  
A New Educational Attitude

Opportunity Knocks at the Door  
of the Colored Youth of Texas

Prairie View is destined to become one of the greatest forces in the development of the Negro people in the United States. If you want your boy and girl to obtain a useful education and at the same time become imbued with a love for their race and a desire to advance the interests of their race and make it a useful factor in Southern civilization, send them to Prairie View

There is a growing demand in the state of Texas for trained and efficient colored labor along all industrial lines; and while the object of the school is mainly the preparation of teachers, still it is the desire of the Board of Directors and Faculty to also lend a hand in the industrial development of the Negro race in Texas. This is an industrial age, and if the colored man is to win a permanent footing in modern civilization, he must undoubtedly acquire industrial skill and efficiency

The Prairie View School needs no introduction or eulogy. It has sent out as many, probably more, graduate and sub-graduate instructors than all other colored schools in Texas combined. The Prairie View student is making himself felt along all useful lines, in the school room and in the business world; in the field of learned professions, in agriculture and in the mechanical arts. But the Prairie View Normal-Industrial College has stood pre-eminently for industrial education and has done more to stimulate industrial training than any other agency among the colored people of Texas. Its graduates are introducing industrial education into the rural districts and into many of the city schools of Texas. Now that the regular Normal Course has been advanced and improved, there is every reason for the friends and students of the Prairie View Normal to determine that the institution shall reach a higher plane of usefulness than was ever known before.

For catalog and other information, address,

**Principal E. L. Blackshear**

PRAIRIE VIEW, TEXAS.



**A THOUSAND TEACHERS  
GOING TO THE CAPITAL**

Hempstead, Texas, June 15.  
To the Colored Teachers of Texas: Dear Co-Laborers—Next to an aggressive church the most potent factor for the promotion of public morals in any community is a well regulated and properly mastered public school. The school is the center of community interest. It is the place where two ways meet. At the public school, men of different religious persuasions, of different political affiliations, of various social circles, meet on common ground. Dividing lines are lost in the tie which binds all to an institution to which all owe allegiance and from which all expect to derive benefits.

**THE PUBLIC SCHOOL TEACHER**  
However abused and discounted he may be, the teacher is the community's strongest personality. It is he who molds and fashions the youths for future citizenship. This high priest of mind and matter has upon him the responsibility of developing the race and shaping its destiny. It is well then that we consider "What manner of man am I." The motto of the Colored Teachers' Association is—"Keep up professionally." This can be done in one of three ways or in all of them. First, by attending such schools and other institutions of learning that offer professional advantages. Secondly, by reading the best books, periodicals and journals that bear upon our profession. Last, but by no means least, by attending County Institutes, State and National meetings. I want to place great stress upon the necessity of every Texas teacher as an active participant in the session of our State Association. There we become associated with the very best brain of the race, teachers of ripe scholarship and years of experience. No teacher can attend this meeting without being wonderfully helped and inspired to do more and better work when he returns to his community.

**THE RURAL TEACHERS**  
I am very anxious that the rural teachers attend in great numbers: for more than 75 per cent of our children reside in rural communities. It is there that we should send our safest and best instructors whenever possible. Too long have some teachers of smaller places felt a delicacy in attending the state meeting. Let me assure you that there never was and never will be a time when any one will be embarrassed by coming in contact with the christian leaders, who have for years conducted the affairs of the Teachers Association in this state. I want that every County in this State where colored teachers reside to be thoroughly canvassed from the city high school to the smallest district in the smallest county in this great state, so that every teacher in the state may hear and know about the Colored Teachers' Association in Texas. I will appreciate the voluntary service of any man or woman who will take the initiative in organizing State Association Clubs in your own county. Send me your name and address and at the proper time I will send you literature to assist you in informing the people. Every one can add one more to the great number that will go to Austin November 26 to 28, 1914. A thousand teachers for Austin in 1914 is the goal of our ambition. Will you be there?

Yours for education for all the people,  
W. L. Davis,  
President of the State Colored Teachers' Association, Hempstead, Texas, Box 36.

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