

Prairie View A&M University

Digital Commons @PVAMU

Newsletter Collections

Academic Affairs Collections

6-1939

Newsletter - June 1939

Prairie View State Normal and Industrial College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/newsletter>

Recommended Citation

Prairie View State Normal and Industrial College. (1939). Newsletter - June 1939., *Vol. VIII No. 10*
Retrieved from <https://digitalcommons.pvamu.edu/newsletter/100>

This News Article is brought to you for free and open access by the Academic Affairs Collections at Digital Commons @PVAMU. It has been accepted for inclusion in Newsletter Collections by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

A. COUNCIL -

- 1. Joint Conference - May 29 to June 2, 1939
 - (a) Junior Supervisors
 - (b) Vocational Agricultural Teachers
 - (c) Home Makers
 - (d) Trades and Industry
 - (e) Ministers
- 2. June 3, 1939 - Workers' Meeting at usual hour and place
- 3. June 5 - Opening of Summer School
- 4. J. ...

B. EDITORS

Volume VIII

Number 10

- 1. G. Williams - Kansas Teachers College, Pittsburg
- 2. W. Higgins - University of Chicago, Chicago
- 3. C. Perry - University of Iowa, Iowa City
- 4. E. J. Jones - NEWS LETTER City
- 5. M. L. Powell - Columbia University, New York
- 6. M. Ella Mae Campbell - University of Michigan, Ann Arbor
- 7. J. Wilson - Kansas Teachers College, Pittsburg

JUNE - 1939

C. NEW WORKERS FOR SUMMER -

- 1. Mrs O C Peters - Home Arts
- 2. Mrs E A Ingram - Home Arts
- 3. W L Gerren - Music
- 4. Dr Peter S Ridley - Graduate Work
- 5. Dr W A ...
- 6. Mrs Agnes ...
- 7. Miss Elaine ...
- 8. Miss Una McGriff - Library
- 9. Miss Pauline Watkins - Education

PRAIRIE VIEW STATE COLLEGE
Prairie View, Texas

D. DOGS -

Hydrophobia is quite prevalent in this section. I am suggesting that all dogs be vaccinated by Dr Evans within the next 15 days. All the dogs that have no owners and those not vaccinated must be destroyed. Please look after this immediately.

E. JOINT CONFERENCE -

There will take place at Prairie View, May 29 to June 2, an annual, very important JOINT CONFERENCE of all social agencies for the purpose of working out a common community program for the improvement of Home Life. I am anxious that every employee spend as much time as possible with this JOINT CONFERENCE.

NEWS LETTER

PRAIRIE VIEW STATE COLLEGE - PRAIRIE VIEW, TEXAS

VOLUME VIII

JUNE - 1939

NUMBER 10

A CALENDAR -

- 1 Joint Conference - May 29 to June 2, 1939
 - (a) Jeanes Supervisors
 - (b) Vocational Agricultural Teachers
 - (c) Home Makers
 - (d) Trades and Industry
 - (e) Ministers
- 2 June 3, 1939 - Workers' Meeting at usual hour and place
- 3 June 5 - Opening of Summer School
- 4 June 19 to July 8 - Agricultural Extension Agents School

B IN SCHOOL THIS SUMMER -

- 1 George Williams - Kansas Teachers College, Pittsburg
- 2 W H Wiggins - University of Chicago, Chicago
- 3 R P Perry - University of Iowa, Iowa City
- 4 Timothy W Jones - Iowa University, Iowa City
- 5 Miss Mayme L Powell - Columbia University, New York
- 6 Miss Ella Mae Campbell - University of Michigan, Ann Arbor
- 7 J M Wilson - Kansas Teachers College, Pittsburg

C NEW WORKERS FOR SUMMER -

- 1 Mrs G C Peters - Home Arts
- 2 Mrs K A Ingram - Home Arts
- 3 N L Gerren - Music
- 4 Dr Peter S Ridley - Graduate Work
- 5 Dr W A Robinson - Graduate Work
- 6 Mrs Agnes M Scott - Library
- 7 Miss Elaine Fowler - Library
- 8 Miss Una McGriff - Library
- 9 Miss Pauline Watkins - Education

D DOGS -

Hydrophobia is quite prevalent in this section. I am suggesting that all dogs be vaccinated by Dr Evans within the next 15 days. All the dogs that have no owners and those not vaccinated must be destroyed. Please look after this immediately.

E JOINT CONFERENCE -

There will take place at Prairie View, May 29 to June 2, an unusual, but important JOINT CONFERENCE of all social agencies for the purpose of working out a common community program for the improvement of Home Life. I am anxious that every employee spend as much time as possible with this JOINT CONFERENCE.

News Letter - 2
June - 1939

By
W H WIGGINS - ASSISTANT REGISTRAR
PRAIRIE VIEW STATE COLLEGE
Prairie View, Texas

April-1939

F AND FINALLY -

Let me leave with each of you the beautiful thoughts expressed in the ALMA MATER SONG, composed by Mr O A Fuller -

" Dear Prairie View, our song to thee we raise,
In gratitude we sing our hymn of praise.
For mem'ries dear, for friends and recollections,
For lessons learned while here we've lived with thee,
For these we pledge our hearts full of devotion,
To serve thee now, and through eternity."

Yours truly,



W R Banks
Principal

P S - Meeting Saturday evening - June 3, 1939.

WRB

WHY DID THEY FAIL?

By

W H WIGGINS - ASSISTANT REGISTRAR
PRAIRIE VIEW STATE COLLEGE
Prairie View, Texas

April-1939

The second semester at Prairie View is generally crowded with extra-classroom activities, which condition reduces considerably the number of days spent in classroom work. Some might argue that this condition would invite inferiority by diverting the interests of teacher and learner. This argument, in effect, asks: "How can you expect good work from the student if he isn't given adequate time and favorable study conditions?"

By contrast, the first semester is regarded by many as being practically free of extra-classroom activities -- this despite the weekly football games and the Christmas holidays. In truth, the activities of the second semester exceed those of the first semester not in frequency but in magnitude. The combined attendance at all the campus football games during the fall would not equal the attendance of the Interscholastic League alone.

To return to the question of whether these activities affect scholarship in an adverse manner, it seems that some insight into this may be gained by analysis of mid-semester failures for the second semester.

Four hundred and thirty-four (434) students incurred deficiency grades in one or more subjects for the mid-semester period ending March 25, 1939. This total represents 48.9 percent of the enrollment which is an improvement over the 52.5 percentage for the mid-semester in November, 1938.

Table I shows the distribution of failing students by number of deficiencies incurred.

TABLE I
Number of Mid-Semester Deficiencies per Student
Second Semester 1938-39

Number	November 1938 (904)	March 1939 (887)
1 - Deficiency	243	243
2 - Deficiencies	145	124
3 - Deficiencies	55	48
4 - Deficiencies	23	16
5 - Deficiencies	9	3
Total	475	434

Distribution of failing students by classification is shown in Table II.

TABLE II
Statistical Summary Showing Classification of Failing
Students - Second Semester - 1938-39

C L A S S	A G		A & S		H E		M A		N E		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Senior	3	0	4	5	0	13	6	0	0	2	13	20	33
Junior	15	0	15	14	0	29	9	0	0	1	39	44	83
Sophomore	33	0	12	24	0	35	9	0	0	0	54	59	113
Freshman	49	0	35	40	0	53	21	0	0	3	105	96	201
Special & Uncl'd	0	0	0	0	0	2	2	0	0	0	2	2	4
Total	100	0	66	83	0	132	47	0	0	6	213	221	434

In each division except Home Economics there were fewer deficient students for the period covered by this report than for the first semester mid-way report. Freshmen alone accounted for 45, or 67.1 percent of those

students. The failures among new students were confined to one or two subjects. There were six cases of deficiencies in excess of two.

with three or more deficiencies. Sophomores and Juniors with 10 and 11 cases each respectively were about equally culpable in this regard. All of the five-subject cases were Freshmen.

Eighty students began the session's work with the second semester. How they fared as a group is indicated in Table III.

TABLE III
Deficiencies Incurred by Students Admitted February - 1939
For First Time This Session

C L A S S	Total Ad- mitted	Total Failing	Percentage Failing
Senior	6	3	50.0
Junior	10	6	60.0
Sophomore	14	6	42.8
Freshman	43	27	62.8
Special & Uncl'd	4	0	0.0
Graduate	3	0	0.0
Total	80	42	52.5

Incidentally, the failure percentage is identical with that of the first semester mid-way report. Must they begin at 52.5?

Nineteen of the group incurred one deficiency; seventeen incurred two deficiencies; four had three deficiencies; and one each had four deficiencies and five deficiencies. These deficiency figures are somewhat out of proportion with the relation of the new student group to the general enrollment. The group as a whole represents only nine percent of the student group but accounted for 10.8 percent of all failing students. The failures among new students were confined to one or two subjects. There were six cases of deficiencies in excess of two.

Students on probation as a group hold special interest for a report of this kind since the aim of probation is to cause certain students to improve upon the quality of their classroom work. There were 51 such students in Prairie View at the start of the second semester. Thirty (30) of this number had either withdrawn or cleared probation by the close of a thirty-day period. The accomplishments of the group for the nine-weeks period are shown in Table IV.

TABLE IV
Mid-Semester Deficiencies incurred by Students Placed on Probation February 1939

Number of Deficiencies	Number Incurring	
	Original Group	Remaining 21
One	16	5
Two	16	8
Three	4	4
Four	1	1
Five	0	0
None	10	3
Total	47	21

The figures in Table IV reveal that the students released from probation after thirty days did not, as a rule, again sink to that low level, since in no case were deficiencies in excess of two incurred by the students released from probation. There were 46 additional students placed on probation for the remainder of the semester to join the 13 remaining from the first nine weeks.

TABLE V
Comparative Figures on Departmental Mortality Mid-Semester - 1938-39

Department	Registrations Nov - 1938	Mortality Percentage	Registrations March '39	Mortality Percentage
Business Administration	68	23.4	61	3.2
Education	407	14	592	14.8
English	532	38.1	478	44.7
Foreign Language	162	21.6	126	14.2
Mathematics	293	20.4	314	21.3
Military Science	376	1.8	350	.3
Music	215	13.4	350	10.5
Natural Science	754	10.1	435	20.4
Physical Education	338	5.3	353	6.5
Social Science	304	32.8	510	24.7
Agriculture	471	15.1	575	4.3
Home Economics	518	9.6	509	10.8
Mechanic Arts	101	48.5	475	3.7
Nursing Education	117	11.1	85	1.1
Total	4656	17.8	5213	14.4

As the above table shows, the general mortality was less pronounced for the mid-semester period of the second semester than for the same period of the first semester. Particularly significant were the improvements in Business Administration, Agriculture, Mechanic Arts, and Nursing Education. In Mechanic Arts the mortality percentage was sixteen times smaller for the second semester mid-point report than for the first semester mid-point report. The Nursing Education percentage was eleven times smaller. The mortality percentage in Natural Sciences was twice as large for March, 1939, as for November 1938. Insignificant increases took place in Education, Mathematics and Home Economics.

TABLE V
Comparative Figures on Departmental Mortality Mid-Semester - 1938-39

Department	Registrations Nov - 1938	Mortality Percentage	Registrations March '39	Mortality Percentage
Business Administration	68	23.4	61	3.2
Education	407	14	592	14.8
English	532	38.1	478	44.7
Foreign Language	162	21.6	126	14.2
Mathematics	293	20.4	314	21.3
Military Science	376	1.8	350	.3
Music	215	13.4	350	10.5
Natural Science	754	10.1	435	20.4
Physical Education	338	5.3	353	6.5
Social Science	304	32.8	510	24.7
Agriculture	471	15.1	575	4.3
Home Economics	518	9.6	509	10.8
Mechanic Arts	101	48.5	475	3.7
Nursing Education	117	11.1	85	1.1
Total	4656	17.8	5213	14.4

As the above table shows, the general mortality was less pronounced for the mid-semester period of the second semester than for the same period of the first semester. Particularly significant were the improvements in Business Administration, Agriculture, Mechanic Arts, and Nursing Education. In Mechanic Arts the mortality percentage was sixteen times smaller for the second semester mid-point report than for the first semester mid-point report. The Nursing Education percentage was eleven times smaller. The mortality percentage in Natural Sciences was twice as large for March, 1939, as for November 1938. Insignificant increases took place in Education, Mathematics and Home Economics.

Sixteen types of factors were reported as causes of deficiency grades. A distribution according to number and percentage is shown in Table VI.

TABLE VI
Distribution of Causes of Mid-Semester Deficiencies
March, 1939

Cause	Agric	A & S	H Ec	M A	N E	Total	Percent
Not stated	0	64	0	0	1	65	9.1
Lack of Application	3	141	18	1	0	163	22.7
Poor Study Methods	0	7	11	0	0	18	2.5
Lack of Ability	3	19	0	0	0	22	3.1
Lack of Understanding	5	50	4	0	0	59	8.2
Poor Subject Background	0	76	2	0	0	78	10.8
Inadequate Attendance	1	94	3	3	0	101	14.1
Unwholesome Attitude	3	27	6	2	0	38	5.3
Mid-Semester Exam	5	7	0	0	0	12	1.6
Special Assignment Incomplete	0	90	7	2	0	99	13.8
Language Inadequacy	0	24	0	0	0	24	3.3
Poor Retention	0	2	0	0	0	2	0.3
Class Load too Heavy	0	1	0	0	0	1	0.1
Over Classification	2	0	0	0	0	2	0.3
Cheating	0	3	0	0	0	3	0.4
Lack of Textbook	0	5	0	0	0	5	0.6
Illness	0	0	3	0	0	3	0.4
Unknown	3	18	0	0	0	21	2.9
Total	25	638	54	8	1	716	

It is significant that inadequate attendance ranked second only to lack of application as a cause of deficiencies, and that failure to complete special assignments was a very close third. These three factors combined accounted for 363 deficiencies, or 50.6 per cent of the total. A second trio of factors --

poor subject background, lack of understanding, and unwholesome attitude -- accounted for 175 deficiencies, an additional 24.3 percent of the total.

Practically all reasons submitted fall under the classification of factors within the student's control. Aside from over-classification and illness, all causes reflect the student entirely at fault. In the two exceptions, only five cases were included, hence 87.4 percent of all deficiencies were assigned to causes within the student's control. This is considerably higher than the first semester mid-point figure of 75.5.

In an analysis of student deficiencies from the student's angle made in December 1938, students submitted the following as major measures to be adopted by themselves for improvement of their scholastic work: (1) "study more"; (2) "study harder"; (3) "try to understand"; (4) "more reciting"; (5) "consistent attendance"; and (6) "more thorough preparation of assignments." It is significant that the lack of these ranks highest in causes assigned by teachers for deficiencies of the mid-semester period ending March 1939. What factors contributed most to preventing the execution of the plans suggested by students last December? The answer to this question is more than a mere answer; it is a primary step in the elimination of the deficiency problem.
