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Newsletter - November 1939

Prairie View State Normal and Industrial College

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M. O. J. Baker

PRAIRIE VIEW STATE COLLEGE - PRAIRIE VIEW, TEXAS

PAGE IX

NOVEMBER - 1939

PAGE 2

A. CALENDAR -

1. Football Games -

- (a) Prairie View plays Bishop College - Here - November 11
- (b) Prairie View plays Langston - Here - November 25 (Home Coming)
- (c) Prairie View plays Southern - There - November 30 (Thanksgiving)

2. Holidays -

- (a) Thanksgiving - November 23
- (b) Christmas Day - December 25

Volume IX

Number 2

NEWS LETTER

November - 1939

PRAIRIE VIEW STATE COLLEGE
Prairie View, Texas

B. BABIES -

There is nothing on earth like the voice of a baby. We believe that the baby understands this because of the frequent use of its voice, we have always had a deep sympathy for parents who have a baby, especially the mother, because so often she has to stay home to keep the baby from disturbing people in public assembly. It is embarrassing for a parent to withdraw from a meeting because the baby, for no reason, wants to try its original voice. Hence, we say again that we sympathize with parents. - But it would be an act of thoughtfulness if parents could consider other people and attend concerts. It would be far better that the baby be left at home with a parent, than to have it in the audience distracting the attention of the performer and disturbing a 1,000 people. This is not fair. It is certain we would not want to be unfair.

A CALENDAR -

1 Football Games -

- (a) Prairie View plays Bishop College - Here - November 11
- (b) Prairie View plays Langston - Here - November 25 (Home Coming)
- (c) Prairie View plays Southern - There - November 30 (Thanksgiving)

2 Holidays -

- (a) Armistice Day - November 11
- (b) Thanksgiving Day - November 30

B STATE ASSOCIATION OF COLORED TEACHERS -

The annual session of teachers will be held in Houston, Texas, November 30, December 1 and 2, 1939. The citizens of Houston are making elaborate plans to entertain those who attend the meeting. We want to urge the staff members at Prairie View to attend in large numbers, for the purpose of becoming better acquainted with the problems of the Texas Colored Teachers. Our attendance will not only help the Association to carry out a more effective and worthwhile program, but it would be of inestimable value to us. It is also desired that we enroll 100%. Professor Reeves is the official collector. Kindly enroll with him.

C NEGRO HISTORY DISCUSSIONS -

It will be observed that the usual observance of Negro History Discussions this year will make an entirely novel departure. The subjects will be discussed on the fashion of a Forum. Each Division or Department that has been assigned a subject, will use three to five people in presenting it in a Forum fashion. It can be seen at once that this new departure offers the opportunity of a larger participation in the discussion of the subjects.

D BABIES -

There is nothing on earth like the voice of a baby. We believe that the baby understands this because of the frequent use of its voice. We have always had a deep sympathy for parents who have a baby, especially the mother, because so often she has to stay home to keep the baby from disturbing people in public assembly. It is embarrassing for a parent to withdraw from a meeting because the baby, for no reason, wants to try its unusual voice. Hence, we say again that we sympathize with parents. But it would be an act of thoughtfulness if parents could consider other people who attend exercises. It would be far better that the baby be left at home with a parent, than to have it in the audience distracting the attention of the performer and disturbing a 1,000 people. This is not fair. I am certain we would not wish to be unfair.

E THINGS TO KEEP IN MIND -

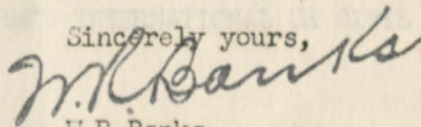
- 1 The Prairie View Faculty Community Chest
- 2 The Prairie View Faculty Credit Union
- 3 Enroll in the Texas Association of Colored Teachers

F AND FINALLY -

January 21, 1940

Prairie View State College must be a place where
people shall know, understand, and appreciate the
Best; a place where people shall become acquainted
with and meet the Great. ✓

Sincerely yours,



W R Banks
Principal

P S - Meeting usual time and place.

WRB

Affirmative

1. J. E. Warren
2. T. W. Salmon
3. Miss A. E. Dwyer

Librarian
Miss C. A. Bradley

Resistive

1. E. G. Davis
2. W. M. Booker
3. Miss F. L. Perry

Librarian
Miss F. L. Cunningham

BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS

FACULTY DEBATE
PRAIRIE VIEW STATE COLLEGE
Prairie View, Texas

January 21, 1940

Subject +

Resolved: "THAT THE UNITED STATES SHOULD FOLLOW A POLICY
OF STRICT NEUTRALITY TOWARDS ALL NATIONS EN-
GAGED IN ARMED INTERNATIONAL OR CIVIL CONFLICT"

On November 3 and 4 the Institute will be held
at the Midway Hotel, Austin, Texas, and I trust that
you will be able to attend.

- General Chairman -

I feel assured that you and all of "your students"
who are studying Nursing during these days of reconstruction -
generally speaking, their papers were a credit to your
sincere efforts to improve the educational progress of the
State. The Journal of Nursing. Then too, the reports from
your Texas Hospital are very satisfactory.

Dr R P Perry

Affirmative

- 1 S E Warren
- 2 T R Solomon
- 3 Miss A L Campbell

Negative

- 1 F G Davis
- 2 W M Booker
- 3 Miss J L Terry

Librarian
Miss C M Bradley

Sincerely yours,
Librarian
Miss V L Cunningham

/s/ Julia C Isador
Board of Nurse Examiners for the State of
Texas

BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS
San Antonio, Texas

Principal W R Banks
Prairie View, Texas

October 28, 1939

Dear Prof:

Dear Nurse Estues:

On November 9 and 10 the League Institute will be held at the Driskill Hotel, Austin, Texas, and I trust that you will be able to take part in the meeting.

I feel assured that you will be proud of "your students" who of yesterday finished their two days of examinations - generally speaking, their papers were a credit to your sincere efforts to improve the educational program of the Prairie View School of Nursing. Then too, the reports from Jefferson Davis Hospital are very satisfactory. Keep up the good work and more power to you.

Sincerely yours,

/s/ Julia C Kasmeier
Board of Nurse Examiners for the State of
T e x a s

Respectfully,

/s/ R H Larratt, M.D.
Lec, Eye and Nose

OCCUPATIONAL INTERESTS AND OPPORTUNITIES
AS DETERMINED IN THE COMPREHENSIVE
OF CURRICULA FOR A NEGRO COLLEGE

Brenham, Texas
October 30, 1939

Joseph Fanning Banks
A and M College - Normal, Alabama

Principal W R Banks
Prairie View, Texas

Dear Prof:

I want thank you for the privilege of hearing the
artist Roland Hayes. He is really an artist. However, the
thing that interested my family and me very much was the con-
duct of the student body. The behavior was the most remarkable
I ever saw. I am doubtful if it can be duplicated.

In a talk with Dr Franklin a few days ago, I told him
the same story, and he remarked - "that was one thing that you
had stressed for years, that is proper conduct under all circum-
stances." I want to say that you have succeeded most excellent-
ly.

There were 12 people in the audience from Brenham, and
all had the same opinion as we. With best wishes for your con-
tinued success.

Respectfully,
R H Lenert, M D
Ear, Eye and Nose

Enrollment in Negro High Schools increased from 2,342 pupils in
1900 to 157,812 pupils in 1930.

OCCUPATIONAL INTERESTS AND OPPORTUNITIES
AS DETERMINANTS IN THE CONSTRUCTION
OF CURRICULA FOR A NEGRO LAND-
GRANT COLLEGE IN ALABAMA

Joseph Fanning Drake
A and M College - Normal, Alabama

THE SITUATION: The land-grant college established by the Morrill Act of 1862 was intended to meet both social and individual needs through an effort "to arrest the degenerate and downward system of Agriculture, and to give to farmers and mechanics prestige and social standing." The Act of 1890 for the "further promotion" of these colleges provided for a "just and equitable division of the fund . . . between one college for white students and one institution for colored students." The State Assembly of Alabama accepted the provisions of this second act, February 13, 1891, and designated the Huntsville Normal School as the land-grant college for Negroes.

The 944,834 Negroes in Alabama in 1930 represent 35.7 per cent of the total population of the State. Seventy-one and six-tenths per cent of the Negro population live in rural areas. Excepting the decade 1910-1920, the Negro population has remained comparatively stable with respect to the percentage of native Alabamians residing in the State.

THE OBJECTIVES: (1) To discover occupational interests of high school seniors, and to show the relationship between these interests and occupational opportunities in the State; (2) to indicate educational requirement of certain types of occupation; (3) to set up guiding principles for functioning curricula in the Negro Land-Grant College.

THE PROBLEM: To indicate types of occupational opportunities for Negroes, and to determine to what extent these opportunities are related to vocational opportunities within the State; to consider what factors influence the occupational opportunities for Negroes; and to show in what fields vocational education is necessary.

PROCEDURES: Visits were made to 55 high schools, and information blanks collected from 1,301 seniors. These data were tabulated on the Hollerith machine. Copies of questionnaire form were mailed to 200 employers of skilled and unskilled labor; 61 or 31.5 per cent responded. Copies of questionnaire form were mailed to 100 Negro Mechanics of whom 41 replied. Census reports for 1900-1930 were investigated for information concerning population and occupational trends. Data concerning high school seniors, and census data relating to Alabama were classified according to nine selected geographic regions of the State.

PART II
THE HIGH SCHOOL SENIOR

Enrollment in Negro High Schools increased from 8,395 pupils in 1900 to 167,515 pupils in 1930.

Data concerning the ages of seniors by sexes and regions are pre-

sented. Apparently there is much "over-ageness" in the rural high schools. Occupational interests of seniors are presented and analyzed. Occupations related to professional service were selected by 43.3 per cent of the 441 boys, and 75 per cent of the 860 girls. Manufacturing pursuits were chosen by 21.4 per cent of the boys, and occupations related to agriculture, by 17.8 per cent. Ten and seven-tenths percent of the girls selected "beauty culture."

Factors influencing occupational interests are, in the order listed: (1) "interest in vocation"; (2) "adaptability"; (3) "faith in opportunities within the vocation"; (4) "to help society"; (5) "experience"; (6) "influence of parents." Data concerning work experience are analyzed. Ninety-two per cent of senior boys reported work experience in gainful employment. The educational plans of seniors are studied. Ninety-four and one-tenth per cent of boys and 92.1 per cent of girls planned to attend college. Data are also presented concerning number of years seniors plan to remain in college.

Relationships are shown between (1) occupational interests of seniors and occupations of their grandfathers and fathers; (2) occupational interests and occupations of fathers; (3) and occupational interests and work experience.

PART III OCCUPATIONAL OPPORTUNITIES

THE NATIONAL SITUATION: As a basis for comparison with the State situation data are presented relative to national occupational opportunities. The facts show that (1) the number of workers in agriculture has decreased since 1900; (2) the number of workers in manufacturing and mechanical pursuits has increased; (3) Negroes have gained in masonry, ironworking, and stationary engineering, but have lost in carpentry, plastering, blacksmithing, wheel-righting, boot and shoemaking, harness and saddle making, leather currying and tanning.

OPPORTUNITIES IN ALABAMA: Data concerning agriculture, including the number of persons employed, land ownership and tenancy, are presented and analyzed. The facts indicate that the average price of farm land per acre decreased 34 percent between 1930-1935. New trends and opportunities in agriculture are considered.

Trends of employment in a selected group of hand trades are graphically presented and analyzed. As factors of major importance the following are listed: (1) blacksmithing and shoe-repairing are declining hand trades in Alabama; (2) Negro carpenters, brickmasons, machinists, painters, electricians, and stationary engineers have not increased at the same ratio as all workers in these occupations; (3) Negro plumbers, steam-fitters, and automechanics have increased at a more rapid rate than all State workers in these fields.

Occupational trends in manufacturing industries, and the relative distribution of these industries in the nine geographic regions are presented. The data indicate that from the standpoint of money value the most important industries are related to iron and steel fabrication. Data relative to Negroes engaged in professional service and trade are considered briefly and compared with data concerning the employment of all professional workers in the State.

The replies to questionnaires from 61 employers of unskilled and skilled labor are presented and analyzed. Seven reasons are listed by these employers for the non-employment of Negroes as skilled workmen in their firms: (1) lack of technical training; (2) public opinion; (3) attitude of other employees; (4) Negroes' lack of standards of work; (5) undesirable personality traits; (6) not customary; (7) not available in sufficient numbers. Concerning educational requirements, one-third of the employers consider formal elementary, secondary and special vocational education essential factors for success of employees in their establishments.

Replies from 44 Negro mechanics are discussed and compared with data collected from employers of skilled labor. The three reasons for non-employment given to Negro mechanics by White employers are: (1) inability to mix White and Negro labor; (2) non-membership in Trade Union; (3) lack of technical training. Fifty percent of the mechanics expressed the opinion that membership in the Trade Union would be an important factor in securing employment.

PART IV IMPLICATIONS FOR CURRICULA CONSTRUCTION IN THE NEGRO LAND-GRANT COLLEGE

The point of view is accepted that the primary objective of the land-grant college is the training of individuals in agriculture, mechanic arts and home economics. The immediate problem of the college is to secure information concerning (1) the number of persons engaged in occupations related to these three major divisions of vocations; (2) the nature of the jobs, and the types of training needed for their satisfactory performance; (3) the phases of this training which can be best provided by the school.

The following objectives are submitted for a program of vocational education; (1) to provide experience that will give the individual ability and skill in selecting appropriate raw materials, and the ability to change these materials into a more useful form; (2) the ability to use and care for the necessary tools of the trade; (3) an appreciation for a high standard of performance and a high quality of finished product; (4) the ability to sense and interpret vocational trends and to adapt one's self to changes of processes; (5) the ability to understand the basic principles of machines useful to the trade; (6) the ability to adapt the machine to one's purpose and one's self to the mechanism of the machine.

It is evident that vocational objectives do not represent the full responsibility of the land-grant college. Courses so organized as to equip the individual to maintain successfully his civic and social relationships and a high degree of health efficiency should be provided for all pupils. Neither is it intended that the "scope of a program of vocational education for Negroes be limited to the status quo either as regards present occupation situation or as regards occupational trends."

IMPLICATIONS FOR AGRICULTURAL CURRICULA: The data indicate that agriculture remains the basic industry in Alabama from the standpoint of human resources employed as well as natural resources utilized. Curricula are proposed to meet the needs of: (1) individuals planning to engage in some form of agricultural pursuits. Experiences emphasizing managerial ability, advantages of specialization, related occupations and new opportunities in agriculture should be included; (2) special groups already engaged in farming enterprises. The training should be provided through short intensive courses, without formal educational entrance requirements, and planned at appropriate seasons of the year; (3) individuals who demonstrate the interest, experience, aptitude and ability to teach others to engage successfully in agricultural pursuits. The problem involves the selection of persons with potentialities for becoming successful teachers, and the setting up of an effective teacher training program.

IMPLICATIONS FOR HOME ECONOMICS CURRICULA: Experiences related to home economics appear with high percentage among the mothers of high school seniors, the work experience of senior girls, and their occupational interests. Occupational trends indicate a growing demand for workers in vocations related to these fields. It is recommended that the program of home economics emphasize the following objectives: (1) the preparation of all girls for the responsibility of homemaking; (2) the training of individuals in specialized phases of home economics; (3) the training of teachers of home economics; (4) special training of persons already employed in domestic and personal service. This latter training should be provided through short intensive campus courses, or extension courses conducted in the larger industrial centers. The content of these courses should be based upon a job analysis of the occupations involved.

IMPLICATIONS FOR MECHANIC ARTS CURRICULA: The data reveal the growing importance of certain trades related to mechanic arts, as well as changes in processes and emphasis in others. Because of the apparent similarity of materials and skills involved, combinations of certain related trades are suggested. To prepare individuals to engage successfully in those trades that reveal an increasing trend, the following courses are proposed: (1) automechanics; (2) brickmasonry, plastering and cement finishing; (3) carpentry and woodworking; (4) painting, paper hanging, and interior decoration; (5) plumbing and steamfitting; (6) tailoring, cleaning, dyeing and pressing; (7) printing; (8) electricity.

It is suggested that further study be made concerning the need for teachers of industrial arts and trades in the high schools of the State, and that such teachers be trained in the mechanic arts department of the College as necessary equipment and teaching personnel are provided.

It is proposed that all campus jobs for boys be placed under the vocational education department, and that certain jobs be utilized as part of training experience. The student's previous work experience should be considered an important factor in job-placement.

Subjects -

Major - Rural Education

First Minor - Secondary Education

Second Minor - Rural Social Organization

In charge of thesis - Professor R M Stewart