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Prairie View State Normal and Industrial College

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# The Prairie View Standard

## Mechanic Arts Division Trains Students For America's War Program

### Mechanic Arts Club Homecoming Day Float



The float pictured above, was designed and built by the boys of the Mechanic Arts Club. The float, symbolic of America's preparedness program, won first prize on Homecoming Day.

#### MECHANIC ARTS AT PRAIRIE VIEW COLLEGE

By C. L. WILSON, Director

The new fields created by the industrial development of our country demonstrate the dominant influence of mechanical skill, applied science, and technology. Although the visible results of the technicians' efforts are of a material nature, human values and relationships have often been intensified in these new fields; just as solutions have been found to problems of developing powers of Nature for the use of mankind.

The Mechanic Arts Division at Prairie View State College aims to provide specialized and practical training and experience in the preparation of Negro youth for the occupations of the modern industrial

world. The program of instruction includes four-year curricula in Industrial Education, Building Construction, Stationary Engineering, and Trade and Industrial Education. Also special two-year courses in the following industries are given:

Auto Mechanics, Broom and Mattress Making, Carpentry and Cabinet Making, Electricity, Laundering and Dry Cleaning, Machine Shop Practice, Painting and Decorating, Plumbing and Steam Fitting, Printing and Linotype Operation, Shoe Repairing, Stationary Engineering, Tailoring and Garment Making.

All four-year courses lead to a Bachelor of Science degree in the option selected. The first two years work in all curricula are similar. The laboratory work is chosen with reference to its bearing on the course in which the student majors during

(Continued on page 5)

#### MECHANIC ARTS GRADUATES AND FORMER STUDENTS IN THE WAR EFFORT

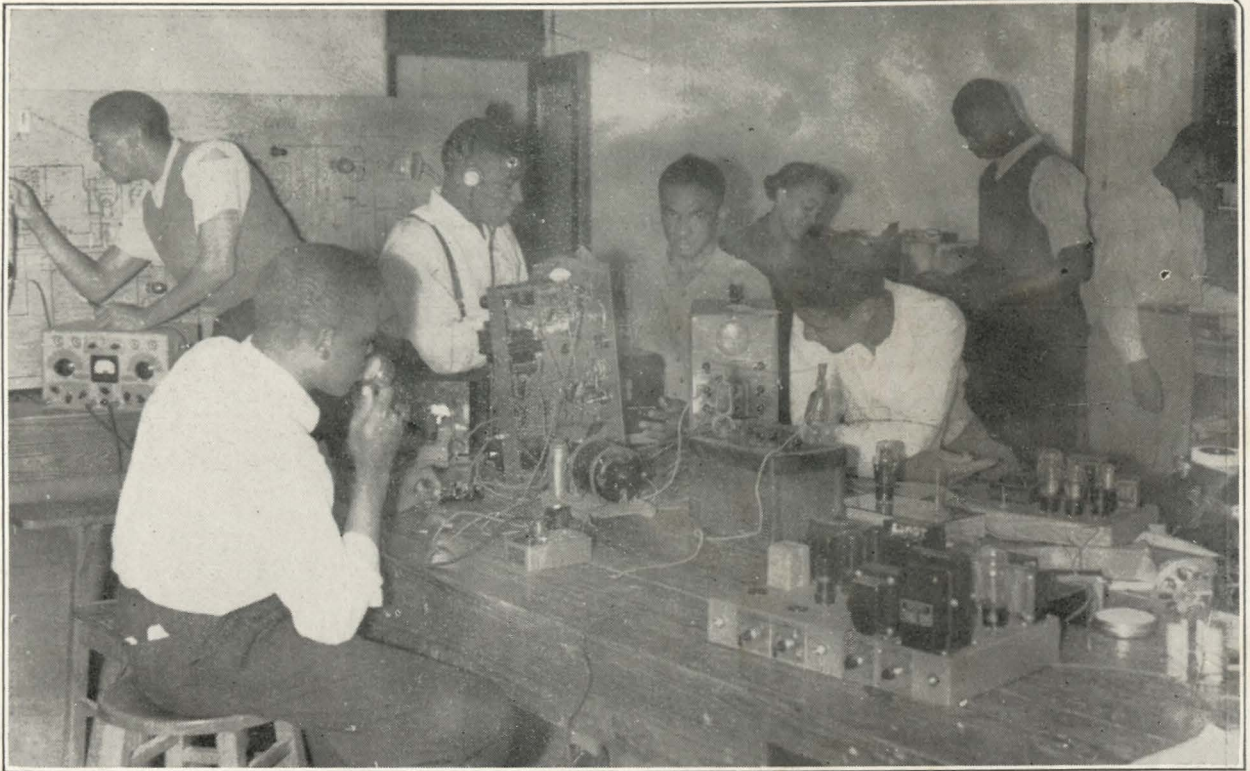
By H. S. Houston

To successfully prosecute its preparedness program the government estimated that it would need over one million engineers and technicians.

College courses were shortened, shifts were made in the personnel of private industry, and various federal training agencies were set up in an all-out effort to try and supply this huge demand. The program was further expanded to include the permanent educational set up. Courses designed to prepare students for future entrance into the fields of engineering and other technical skills were developed by both the national

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## Engineering Defense Training—Class in Radio Engineering



### MECHANIC ARTS SEMINAR

The Mechanic Arts Seminar was designed to bring to the students of the division and other interested individuals those things that cannot be obtained in the classroom, and to learn the student outside of the classroom. Further, to make it possible for the student to learn something about his teacher other than what the class room reveals. To do these things, a plan was formulated placing part of the responsibility for the programs on the faculty members and part on the students of the division.

The programs to date have been talks by faculty members, students and outside individuals, quiz programs and moving pictures on technical subjects. Those faculty members who talked to our group are Mr. Abernethy, Mr. Fry, and Mr. Morgan (Arts & Sciences Division.) Mr. Wesley's defense class in Radio Engineering gave a demonstration on how the modern radio works. Mr. T. L. Holly of San Antonio, Texas also talked to our group. The topic he talked about was "Present Day Possibilities."

A definite effort was made to secure outside speakers for the second half of the program. This effort re-

### RADIO ENGINEERING

By A. E. Barrett and R. L. Vaughn

In order to meet the expanding opportunities that are opening to Negroes in the various industries and private business requiring professional knowledge of radio operation, a course in Radio Engineering was begun at Prairie View College on June 16, 1941 and ended September 8, 1941. Ten students were enrolled. The course was under the supervision of the United States Office of Education and A. & M. College of Texas. The course lasted for a period of 12 weeks, during which time the students were given intensive training in both theory and practice of Radio Engineering.

The course in Radio Engineering is to qualify men and women for jobs as radio technicians, enable them to maintain and repair sound service equipment, radios, electric phonographs, talking picture apparatus, physical therapy equipment and public address systems. The opportunities for getting and holding jobs requiring the above knowledge is great, especially with the civil service. These opportunities have been enhanced more so by the out break of the present war.

The second course offered in Radio Engineering started September 29, 1941. By this time considerable interest had been aroused in the op-

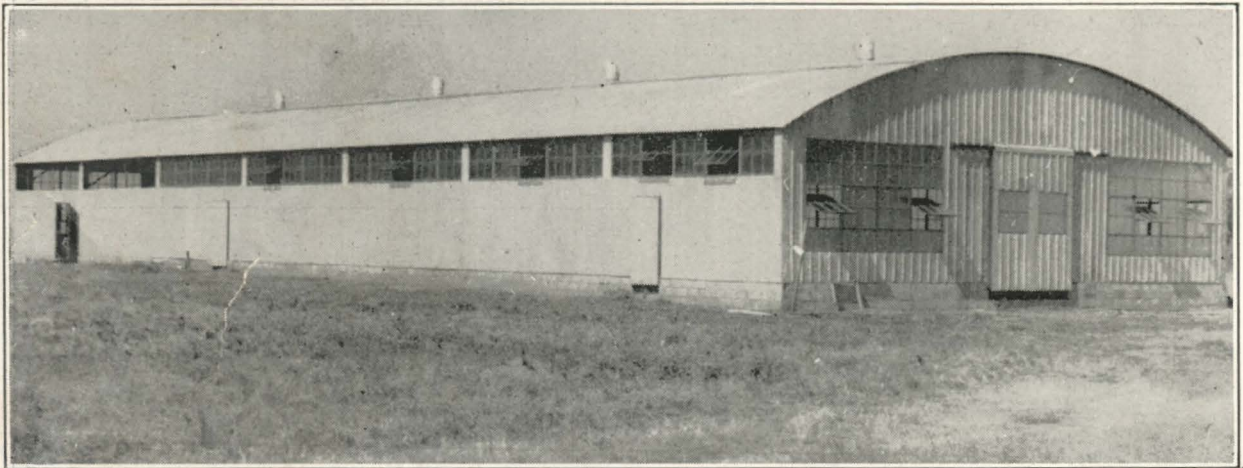
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(Continued on page 6)

## N. Y. A. Shop Building



Foundry Practice, Heavy Blacksmithing & Forging—Acetylene & Electric Welding are taught in this building.

### N. Y. A. NATIONAL DEFENSE

By LEE E. PERKINS, Resident Supt.

The national defense program sponsored by the N. Y. A. in Prairie View is doing its bit toward national preparedness.

The Prairie View center has an enrollment of 120 trainees. These students are high school graduates who have been selected, from the Gulf Coast area near the ship yard, to receive training and experience in order that they may fill their places in industry and the Nation's armed forces during the present crisis.

The program consists of five units. They are Welding, Marine Angle Forging, Building Construction, Machine Tool Operation, and Cooking.

The Welding unit consists of two types of welding. The trainee is given a thorough knowledge of arc or electrical and acetylene or gas welding.

In the Marine Angle Forging Unit, skill is acquired in making and repairing the large tools which are needed in the building of ships.

The Building and Construction Unit deals with the fundamentals of carpentry.

The Machine Tool Operation Unit is designed to give the boy a knowledge of the operation and to develop the ability to make simple tools.

In the Cooking Unit, the boys learn to prepare and serve appetizing and attractive meals. They are prepared to do quantity buying and cooking as well as to prepare for the food needs of small numbers. They are at the same time taught to select a balanced diet for themselves in order to promote

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### GRADS AND FORMER STUDENTS

(Continued on page 3)

office of education and state department of education.

From time to time the Mechanical Arts division has received letters from former students and graduates telling of positions they were holding with the government. The following list was partly compiled from such information, and partly by a questionnaire recently sent out by the Department of Engineering Defense Training. The list is by no means complete, and therefore, will not give the total of students employed.

Howard Love, Mechanic Arts Graduate, employed as a draftman, California.

Johnnie "Tap" Thompson, completed sophomore work, Mechanic Arts, employed as Junior Engineer, U. S. Engineers, California.

George Franks, Radio Engineering, E. S. M. D. T., U. S. Army Signal Corps.

Leroy Loud, Radio Engineering, E.S.M.D.T., Radio Technician, Duncan Field, San Antonio, Texas.

Jesse Polk, Radio Engineering, E.S.M.D.T., Radio Technician, San Antonio, Texas.

L. O. Jones, Mechanic Arts Graduate, is a Draftsman with lower Rio Grande River Authority, San Benito, Texas.

Barney Coleman, Mechanic Art Graduate, Engineering Aide, U. S. Geodetic Survey, Wisconsin.

Marshall Williams, Mechanic Arts Graduate, Qualification Analyst, Engineering Division, Washington, D. C.

G. Wellington Crouch, M. A. Graduate, Construction Foreman, U. S.

Engineers, building army barracks where needed.

The students listed below have received potential employment and are awaiting assignment:

Franklyn Wesley, Draftsman, U. S. Engineers, Denison, Texas Division.

Mathes Dickson, Draftsman, U. S. Engineers, Atlanta, Georgia.

Joseph Reyes, Draftsman Naval Yard, Philadelphia, Pa.

The Mechanic Arts Division is proud to know that its graduates and students are being found capable of meeting the exact requirements of the above positions.

### ANNOUNCEMENT OF NEW DEFENSE COURSES

July 1 to August 27, 1942

In order to meet the expanding opportunities that are opening to Negroes in the various Defense Industries throughout the country, the following courses will be conducted at Prairie View College under the supervision of the U. S. Office of Education, beginning June 1. All applicants must be at least a high school graduate.

1. **The Chemistry & Chemical Testing of Materials**—To train technicians and technical assistants for testing laboratories.

2. **Elementary Chemistry of Pyrotechnics and Munitions**—To provide training in the Chemistry of explosives for persons needed for work in explosive & loading plants.

3. **Industrial Chemical Manufacture**—To give training in the fundamentals of chemical engineering

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## Engineering Defense Training—Class in Engineering Drawing



### The Prairie View Standard

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Napoleon B. Edward, Editor

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### NEW DEFENSE COURSES

(Continued From Page 3)

and manufacturing to enable persons to do general work in chemical plants and process industries.

**Prerequisite**—At least one unit in high school or college Chemistry.

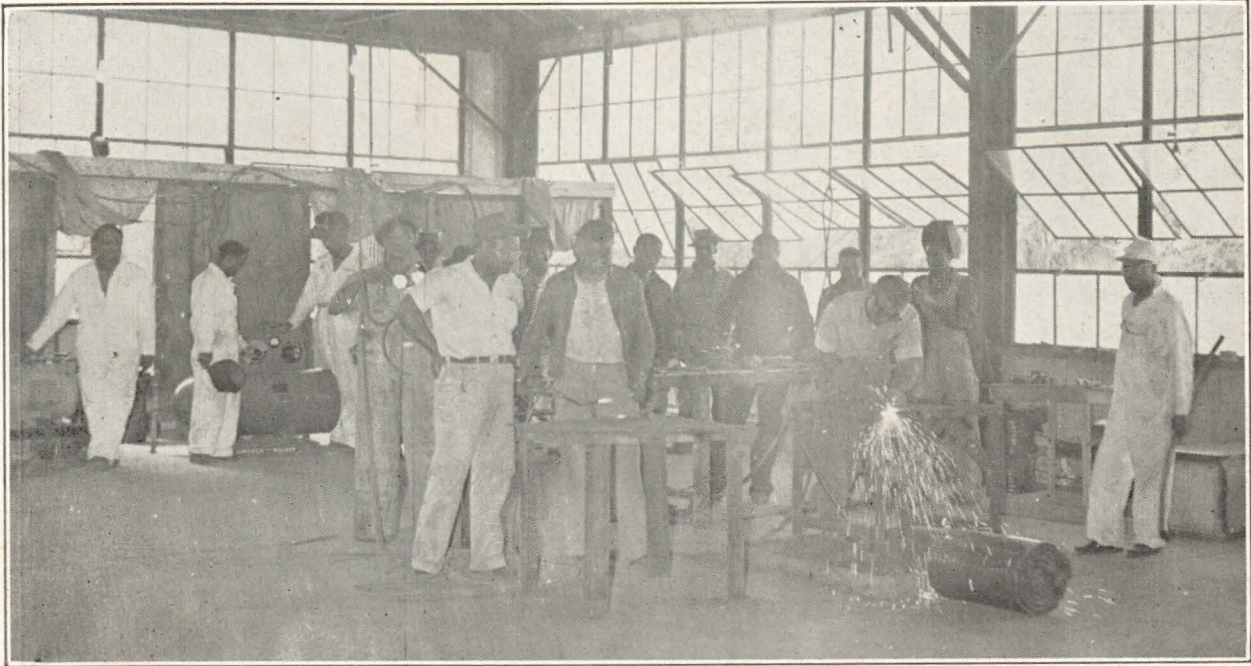
4. **Fundamentals of Radio Communication**—(Night course) To give fundamental training in basic radio and electron tube theory to qualify men for service.
5. **Radio Communication**—To qualify students for radio operators, engineering assistants and other work. **Prerequisite**—Knowledge of high school Algebra and Physics. Radio amateur experience highly desirable.
6. **Radio Engineering**—To train men to maintain and repair sound service equipment, radios, electric phonographs & public address systems.
7. **Structural Drafting**—To train structural draftsmen for both pri-

vate and governmental positions. **Prerequisite**—At least two units of Mechanical Drawing, one unit of Physics and two units of Mathematics.

8. **Engineering Drawing**
9. **Architectural Drafting**  
**Prerequisite**—At least one year of Mathematics and one year of Mechanical Drawing.
10. **Advanced Construction Engineering**  
**Prerequisite**—One year Mathematics and at least one year in Woodworking.
11. **Internal Combustion Engines**
12. **Elementary Mechanics**
13. **Electrical Maintenance**

Tuition is FREE. Books and supplies — approximately \$10.00 per course. Board, lodging, laundry, etc. \$18.00 per month. For further information write to, J. J. Abernethy, Coordinator, National Defense Training, Prairie View College, Prairie View, Texas.

## W. P. A. Defense Training—Class in Welding



### MECHANIC ARTS AT PRAIRIE VIEW

(Continued from page 1)

the last two years.

The purpose of the curriculum in Industrial Education is to prepare teachers of manual arts and industrial courses in the elementary and high schools of the state; and to train for high grade related subjects, and teachers, supervisors, and administrators in industrial schools. There is a well balanced program of courses in laboratory work, drawing, mathematics, English, science and education. Graduation from this curriculum will entitle the student to a standard secondary certificate in Texas.

The course in Building Construction emphasizes architecture and structural and mechanical phases of buildings. The field of the building engineer comprises the superintending of building construction, structural design, general contracting, estimating construction costs and specification writing. Students completing this curriculum are well prepared to enter the building industries.

The curriculum in Stationary Engineering is designed essentially to prepare students for mechanical design, production, and operation of power and machinery. This field of engineering is very broad including practically every industry. Present

war conditions suggest this as being a very lucrative field, consequently students are urged to consider this option in planning their collegiate courses.

Trades and Industrial Education courses are designed to meet the needs of vocational teachers. It also includes trade training for teachers in areas throughout the state under an itinerant teacher trainer. Students completing this curriculum are qualified, under the State plan for vocational Education for general continuation and trade and industrial schools as well as for industrial arts instructors.

Through its special courses the Division directs its energy and resources into the training of skilled tradesmen. These courses are so designed that the student spends a minimum of fifteen hours per week in the laboratory which is sufficient to give him the necessary skills. Fifteen hours per week are also given to related subjects such as science, drawing and mathematics. The laboratory work is closely correlated with the maintenance and production work of the institution, consequently the student experiences situations similar to those encountered after leaving college. Much of the building and repair work, printing, and the like is actually done by students.

There is a great future for young men and women in trades. The

National Emergency requires that immediately large numbers of men and women be trained for work for National Defense, and it is estimated that by the Fall of 1942 approximately 15,000,000 will be employed in these industries alone. The Division is rapidly developing its trade courses and now many of them are being taught on a college level. A certificate of proficiency is given upon completion of two years work in any of the trade courses.

The Division of Mechanic Arts is well prepared to train youth in the fields outlined above. The faculty is adequate, experienced and well trained for the instructional program and the equipment of the several departments is modern. Although the division is primarily for technical instruction, it holds steadfastly to a basic program of general education designed to assist students in achieving self-realization, desirable human relationships and economic efficiency. It is interesting to note that all graduates from the Division of Mechanic Arts are employed. Among them will be found practicing engineers and architects, men doing engineering work for the Government under Civil Service, teachers, college professors, school administrators, building contractors, and others who are following various trades throughout the country. Some graduates from the Division are now earning over \$3600 per year.

## N. Y. A. National Defense Class in Welding



Some of the members of the Welding Class passed a Special Welding Examination given by the State Welding Examiner on Saturday, April 25, 1942 in Houston. In all probability they will be sent to the Ship yards in New Orleans, La., to take jobs as welders' helpers.

### N. Y. A. NATIONAL DEFENSE

(Continued from page 3)

good health.

These units are run on two eight hour shifts. The hours are from 4:00 P. M. to 12:00 A. M. and from 12:00 A. M. to 7:00 A. M.

A government truck has been secured to transport boys to the shop from the nearby towns in the county. The majority of the boys in the nearby towns are taking Building and Construction.

The faculty in the National Defense Program are: George Powell, Construction Supervision; Harvey Washington and Darius Dailey, Angle Forging; Horace Waters and Barrett Johnson, Machine Operation; Lee P. Muckleroy and Percy Carter, Welding; Ernest Sterling, Cooking. I. W. Kaffie is the time keeper and director of athletics.

The purposes of this program are to train the youth to hold the job; learn some courses in the present crisis and to maintain a high standard of living.

Some of the regular activities of the Prairie View College Resident Center are:

1. Purchase of War Savings Stamps. Each trainee on the project purchases at least 50 cents worth of War Savings Stamps each pay day.

2. Progress or evaluation chart of each trainee on the project.

Every six weeks a thorough appraisal of each trainee's work is performed by the instructors. If a trainee receives a low rating more than once he is automatically dropped from the roll of the project.

3. Weekly forums are held twice weekly at which time the trainees are given information on subjects vital to their welfare.

4. Music contribution

There are three quartets composed of trainees on the project. One quartet has broadcasted on the radio on several occasions.

5. Coordinating of project activities.

The program of the Resident Center is closely related with that of the school administration.

6. Participation in athletic activities.

There is a well rounded athletic program among the trainees on the project. Last season the N. Y. A. boys were champions in football and golf.

7. Follow up with the aim of placement of trainees.

A continuous file is kept of all trainees that leave the project in order to analyze the job situation. This has proven quite helpful because it has given us insight into private industry.

### RADIO ENGINEERING

(Continued from page 2)

opportunities that these courses offered and the enrollment doubled. Twenty students registered.

By the time the course began on February 2 this great field had drawn the attention of young ladies. The enrollment was 13 men and 3 women, a total of sixteen (16). A night course in Fundamentals of Radio Communication was also begun for senior men and women, employees and faculty members of Prairie View. This course had a record-breaking enrollment of 26, of which over half were women.

With the help of the following instructors: Messrs. F. D. Wesley, F. G. Fry, L. H. Caldwell and J. J. Abernethy, Co-ordinator of National Defense Training, Prairie View is now finding it possible to qualify men and women to meet the growing opportunities that are open to trained Negroes throughout the United States.

## The Capping Exercise



### THE CAPPING EXERCISE

One of the most important events in the life of the Freshman Nurse is the Capping Exercise. For the past nine years the School of Nursing Education at Prairie View State College has been conducting Capping Exercises for each group of students who have completed the probationary period.

These exercises were held Sunday evening, March 29, 1942, in the College Auditorium. The relatives and friends of the class, as well as the Hospital Staff and students of Prairie View State College were invited to share in the occasion. As previously stated this ceremony is an important event in the young nurse's life. It means as much to her as the receiving of the school pin and diploma means to the Senior. The ceremony was a very impressive one and the theme of National Defense was injected into the program by the participation of five members of the college Cadet Corps and the unfurled flags of the Nation and Red Cross serving as a back drop.

The ceremony had as its presiding officer, Mrs. Cora A. Estues, R. N., Director, of the School of Nursing. The guest speaker for the occasion was Miss Margaret Weinrich, R. N.,

Director of Nurses, Jefferson-Davis Hospital, Houston, Texas. In her talk, Miss Weinrich gave a brief resume of the history of Nursing and pointed out to the young nurses the duties and obligations imposed upon them with the acceptance of the Cap.

Presentation of the caps was made by Mrs. E. E. Griffin Harrell, with the following charge to the nurses: "The cap I give you is not just a square of linen. We have adopted it—we the nurses who have established nursing for you. It is used as a symbol of the things nursing represents; purity of life, loyalty to ideals, uprightness of character, and faithfulness to the high trust given us. Each morning when you adjust this cap, remember that it distinguishes you from "Sairey Gamp" and demands for you the utmost respect, only if you practice profound devotion for those who may need you." Following this charge, each nurse was capped and presented a lighted candle.

As the final step in the ceremony, the capped class, with lighted candles, faced the audience and recited the "Nightingale Pledge." Immediately following this they marched out of the Auditorium singing "Let The Lower Lights Be Burning."

### FEAR—THE FIRST ENEMY OF MENTAL HEALTH

In a world where the most brutal types of terrorism are being inflicted upon helpless and harmless civilian populations, it is doubly important that we should try to understand what fear is, what good uses it has, as well as the injuries it may do us if not understood and controlled.

We hear much about "social security." Measures taken in the name of social security will help people to avoid the fear of losing jobs or of finding themselves penniless in their old age. Unquestionably, social security legislation is going to do much to avert some of the more obvious fears that are common to almost all people. But when we speak of fear as the first enemy of mental health, we are talking about the individual and we refer to the factor of the emotional and mental security that must be present if the individual is to escape the sort of fears which really threaten his mental health.

Let's begin by recognizing that fears have a certain protective value. They give us a special kind of energy in getting out of danger. This type of fear is a normal, useful, instinctive reaction to some perfectly

(Continued on page 8)



## FEAR—THE FIRST ENEMY OF MENTAL HEALTH

(Continued from page 7)

obvious condition facing us at the moment. But beyond the instinctive fears are the imaginative fears, the apprehensions of events which have not yet, and may never occur. The imaginative person is more apt to have this type of fear, and it is fair to say, that the higher the intelligence and imagination of a child, the more fears he is likely to acquire at one time or another.

The best way to get rid of a groundless fear, as most of us know, is to recognize it, to bring it out in the open, and get off one's chest. Hence, children should never be scolded or ridiculed because of their fears. To do so may cause them to hide their fears, making it more difficult for the parents to understand and dispel them. The child may even lose sight on the origin of his fears, and they may become just that much more difficult to root out.

There is no ground for the common belief that specific fears are inherited. We have all heard mothers explaining that little Mary's fear of the dark is inherited from herself or that Johnny's fear of water was inherited from his father, but there is no scientific ground for these assertions. On the contrary, most fears are created in the children by the suggestion of the parents, or simply by the child's imitation of the parent's adult reaction to darkness or deep water.

Most psychologists seem to agree that infants are born with only two instinctive fears. One is the fear of losing physical support or falling; the other a fear of loud noises. All other fears, they tell us, are acquired through imitation or the suggestion of others.

We are realizing more and more the importance of infancy in the ultimate education of the child; hence, it is of the first importance that the infant should have a reasonable consistent, dependable universe about him. He must learn from almost his first day that certain unpopular actions will inevitably be followed by certain unpleasant consequences, and vice versa, that certain other actions will be followed by more favorable results. If his world should suddenly become arbitrary, unreasonable capricious, he would be completely bewildered and the mental fields for

the cultivation of fear would be ready for the seeds. The little child shows a minimum of disagreeable surprises in his tender years. Unaccustomed demands, chilly rebuffs should be avoided and allowance should at all times be made for the imaginary world of childhood.

Also, we should try not to make the child self-conscious by making fund of him, by patronizing him or by being impatient at his efforts to express himself. Shyness stuttering, and sometimes lifelong feelings of inferiority may be the result. We must neither create fears nor suggest them among our children—for fears if indulged or cultivated for any length of time, may ultimately disturb all normal physical processes. They may cause indigestion, high blood pressure, loss of appetite. Eventually imaginary fears will undermine the self-respect and the whole sense of security of the child.

The best insurance for mental health is a combination of physical health and happy home. The child should be healthy, happy, and self-dependent.

Happiness requires that the child should feel secure in the love and care of his parents. If they are indifferent or if they neglect him, it will be reflected by rebelliousness on his part. On the other hand, if the child's ambitions are too high or his expectations of life too great, he will sooner or later realize the unhappiness of disillusionment.

Again, excessive responsibility, if imposed upon a child, will destroy his happiness. And, of course, one of the common killers of happiness among children is disharmony between its parents. A lack of consideration of one parent for another will shake the child's whole universe.

Another, perhaps more obvious, cause of fear and unhappiness among children is brow beating, or the use of the bogey-man threats, or of fear-some-like punishments such as locking the child up in a small room or in a dark closet. On the other hand, too much love is not good either. Over solicitude or overprotection on the part of the parents will prevent normal growth by the child and make his adjustment to self-dependent, successful adult life very difficult indeed.

To paraphrase the famous statement of President Roosevelt in his first inaugural address, the thing we have most to fear is fear itself, for, uncontrolled, it demoralizes us and

robs us of happiness, or even of opportunity for advancement which other wise might be easily realized. The world is full of people today who have been ground down by fears deliberately imposed upon them through man's inhumanity to man. The future will have need of a generation of Americans in whom fear is no more than the instinctive protection that it should be. To raise such a generation of Americans may well be considered one of the first duties of American parents.

Taken from Bulletin 41, Public Relations Bureau, Medical Society of the State of New York, October 10, 1941.

## HOBBIES

Many of us think of the Nurse as an individual who spends all of her time nursing the sick and afflicted. During her Off Duty moments some find time to indulge in hobbies. One hobby of a Staff Member of Prairie View Hospital is writing poetry. Here, we present one of her latest compositions.

## ARMY WIFE

You ask me why I'm blue and sad  
Why my heart cannot be glad  
I have reasons for being afraid of life  
Because, you see, I'm an army wife.

I know what it means to be alone  
My future plans, I must postpone  
Because there's a war to be won  
Started by rats of the Rising Sun.

I can wait with courage and hope  
With all uncertainties I can cope  
Because I know he expects me to be  
brave  
This world of Freedom he must help  
save.

Army wives live in a world of their  
own  
Because in their loyal hearts, has  
grown  
The seeds of faithfulness and love  
Put there only by God above.

I have no desire to weep, although  
I'm sad  
I have many things for which to be  
glad  
His love for me, the happiness we've  
known  
I must be brave, although I remain  
alone.

—E. E. Griffin Harrell, R. N.