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THE PRAIRIE VIEW-ICA TECHNICAL COOPERATION
PROGRAM IN LIBERIA



FRANKS

1960

THE PRAIRIE VIEW - ICA TECHNICAL COOPERATION
PROGRAM IN LIBERIA

By
William Franks, Jr.

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Science

In the

Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

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Approved by:



Chairman

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CHAPTER I
INTRODUCTION

It is the policy of the United States to aid the efforts of the peoples of economically underdeveloped areas to develop their resources and improve their working and living conditions. This policy is carried out by encouraging the exchange of technical knowledge and skills and the flow of investment capital to countries which provide conditions under which such technical assistance and capital can effectively and constructively contribute to "raising standards of living, creating new sources of wealth, increasing productivity and expanding purchasing power."¹

"United States participation with other free nations in cooperative programs is authorized by Congress in the Mutual Security Act of 1954 and preceding years and in other specific legislation."² The President is authorized to furnish assistance in accordance with the provisions of this title through bilateral technical cooperation programs. As used in this title, the term "technical cooperation programs" means programs for the international interchange of technical knowledge and skills designed to contribute primarily to the

1

Harold E. Stassen, Technical Cooperation Programs Around the World (Washington, D. C.: Office of Public Reports, 1954), p. 1.

2

Foreign Operation Administration, FOA Fact Sheet (Washington, D. C.: Office of Public Reports, 1955), p. 2.

balanced and integrated development of the economic resources and productive capacities of economically underdeveloped countries.

Funds for the United States to carry on its share of the cooperative programs are appropriated each year by Congress. United States funds are used for grants or loans, where appropriate. Other funds are appropriated by cooperating governments. No program is undertaken except upon specific request of the participating government. "Technical programs and military programs are separate and distinct. No technical program has any military strings attached as the price of United States cooperation."¹

The FOA (Foreign Operation Administration), which was later changed to ICA (International Cooperation Administration), was created on August 1, 1953, as a result of "President Eisenhower's Reorganization Plan No. 7."² Functions of four separate agencies were combined. The prior agencies were: (1) The Office of Director for Mutual Security; (2) The Mutual Security Agency; (3) The Technical Cooperation Administration; (4) The Institute of Inter-American Affairs.

The FOA (ICA) has six major functions, namely:

1. To coordinate the development and administration of all mutual security programs (including the Military Assistance Programs

¹
Ibid., p. 2.

²
Ibid., p. 1.

administered by the Department of Defense) to assure that each portion is consistent with United States foreign policy and, where appropriate, is integrated with other related programs; and to assure that the total mutual security program represents a proper balancing of the economic, political and military considerations essential to United States security.

2. To administer all programs of economic assistance. Some of these help support other nations' contributions to the free world's defense efforts; others are intended to assist economic development in areas where increased economic strength is important to the economic and political strength of the free world.

3. To administer programs of technical cooperation (Point IV).

4. To administer the Mutual Defense Assistance Control Act; cooperating with other nations to control trade between the free world and the Soviet bloc to assure that war potential goods are denied to the bloc and that trade results in net advantage to the free world.

5. To administer the United States Escapee Program and to undertake certain responsibilities for other refugees.

6. To carry out emergency programs for relief or rehabilitation as directed by the President.¹

The writer would like to point out that the above information has been included in this writing for the purpose of presenting a total picture of the scope of the activities that are carried out by the FOA (ICA). Major emphasis throughout this writing will be placed on the

1

Ibid., pp. 1-2.

third function outlined on the preceding page (Technical Cooperation).

In the underdeveloped areas, which contain about half the earth's land surface and nearly half of its people, most families make their living from farming--yet they don't get enough to eat. The people fall easy prey to disease. They work hard from daylight to dusk yet their work brings small return. Ancient ways of tilling the soil, primitive tools, poor seeds, lack of water, little or no fertilizer--all of these keep harvests small and hunger at the door.

Millions of people in these areas suffer from widespread diseases, like malaria. "Infant mortality rates often run as high as 50 percent. Life expectancy at birth in some countries is about 30 years; in the United States it is almost 70 years."¹ Dirt and unsafe drinking water, mosquitos and flies, rats and other rodent--these are the agents of disease and high death rates.

Living standards in the underdeveloped countries are low. "Annual income per person in many areas ranges from \$35 to \$80; in the United States average income per person was \$2,289 in 1953 (per capita share of gross national product)."² Most people of these countries live at bare

¹ Stassen, op. cit., p. 1.

² Ibid., pp. 1-2.

subsistence levels. They carry on little trade within their own borders and take even less part as buyers and sellers in world markets.

Few people who live in the less developed areas can use the printed page to learn how to better their living condition. Of the free world's 1.7 billion people, nearly one billion cannot read or write. There are no schools for millions of children in many countries. The number of trained teachers is critically low. Courses of instruction have not been geared to the needs of ordinary citizens, and include few lessons of practical use to the pupils in their daily living.

Handicapped by hunger, disease, and lack of knowledge, the people of the underdeveloped areas have been unable to make adequate use of the material resources of their countries. Development of these resources is vital for their prosperity. In addition, access to many of these materials is essential to continued expansion of the United States economy and to the strength of the free world.

Importance to The U. S.

It is important to the people of the United States that the less developed areas share in the technical advances that will help them become strong partners in the free world. The strength and well-being of the United States are dependent in good measure on theirs. By helping

these areas raise the standards of living of their peoples, the United States can move forward in an expanding world economy.

As of September 1, 1954, just several months prior to the effective date of the Prairie View-ICA Liberia Contract, the United States was working directly with 59 countries, upon their request, to help build the technical knowledge and skills of their peoples. Of these, 39 were independent nations, 19 were dependent overseas territories in Africa and the Caribbean area, and one was a United Nations Trusteeship. The joint technical programs are designed to help other peoples develop ways to help themselves, to strengthen their economies, to make them more effective trading partners, and to contribute to the collective security of the free world. These 59 countries, representing more than 900 million people, have asked the United States to share with them the technical knowledge and skills that have played so great a part in the development of this country.

By helping to strengthen the economies, security, and independence of other free peoples, the United States enhances its own future. It helps build the mutual security of the free world.

Mutual Benefits

In the sharing of scientific findings and modern techniques, there is a two-way flow of benefits. The United

States gains as well as the other countries. Mutual ties contribute both to peace and to progress.

As the strength of these countries grows, they become better customers for the goods of the United States. One vivid example which renders support to this contention is in the case concerning Peru, a country which in the last decade has made marked advances in its agriculture. "One outgrowth has been more buying of farm machinery from the United States. In 1942 there were fewer than 500 tractors in the country; in 1954 there were more than 4,500. In 1943 Peruvian purchases of U. S. farm machinery were \$453,000; in 1953 they reached \$5.6 million."¹

World trade is vital to the free nations. The United States gets strategic and other necessary materials from Latin America, the Far East, Africa, and other areas. These areas in turn benefit from the sales of their goods to the United States.

Growth of FOA Programs

Long before governmental programs in technical cooperation got under way, United States private organizations and institutions were sharing the benefits of technical knowledge with peoples abroad. Church groups, foundations, commercial firms, voluntary agencies, and others still carry

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Ibid., p. 3.

on this work. But their projects, unlike those of FOA (ICA), operate in limited areas. The scope of FOA action is much broader; FOA works with host governments in programs for the extension of nationwide governmental services--in agriculture, health, education and other fields--to all the people. FOA coordinates its programs with those of the voluntary agencies and encourages these agencies to increase their activity.

Today's governmental programs of technical cooperation first took root in the Americas. They sprang from the fertile soil of inter-American agreements. "A 1939 law authorized U. S. government agencies to carry out cooperative tasks based on these agreements, and an Interdepartmental Committee on Cooperation with American Republics was set up in May of that year."¹

World War II speeded up the process. As emergency needs arose, the Office of the Coordinator of Inter-American Affairs was established. It undertook programs largely to overcome the health hazards that stood in the way of obtaining essential materials, such as rubber and metals, and to meet the food needs of the people. After the war the Institute of Inter-American Affairs was reincorporated--to continue the cooperative programs. In Europe the United States took part in the European Recovery Program.

In 1949 President Truman asked for a broadened

¹

Ibid., p. 4.

program to extend "the benefits of our scientific advances and industrial progress to all the underdeveloped areas."¹ The next year the Congress approved the Act for International Development and a Technical Cooperation Administration was set up in the Department of State.

In 1953 President Eisenhower, "for greater efficiency and economy in foreign operations,"² combined all three agencies--the IIAA, TCA, and MSA--into the Foreign Operation Administration (which has since been changed to the International Cooperation Administration).

How The Programs Work

Once a country asks the United States for technical cooperation, a broad agreement is drawn up between the two governments. The requesting country agrees, among other things, (a) "to bear a fair share of the costs, (b) to integrate the programs and to make good use of their results, and (c) to cooperate with other countries in technical programs."³

This broad agreement is generally followed by detailed agreements on specific programs, each a part of the country's integrated plan for economic development. The following

1
Ibid., p. 4.

2
Ibid.

3
Ibid.

account of the activities that were carried out after an agreement had been made between the United States and Iran presents a clearer picture of how the program of technical cooperation develops:

After Iran and the United States in January 1952 agreed to undertake a technical program, a series of special agreements were spelled out. Three programs were agreed to in April 1952--one in agriculture, one in health, and one in education. Agreements were signed in May in the fields of industry, transportation, and community housing; they were followed in June by programs for the development of natural resources and communication. Eight months later--in February 1953--a program in public administration was initiated in Iran.¹

Each of the agreements mentioned above launched a series of technical projects as indicated in the following account:

Under the agriculture program, for instance, members of the U. S. Mission and representatives of the Iranian Ministry of Agriculture worked out a series of 17 projects. American technicians cooperated with ministry officials and local technicians in putting these projects into operation. Efforts were turned first to developing basic research with emphasis on irrigation, seeds, and principal crops of Iran. Training was arranged for farm leaders from all parts of the country. A farm extension service was set up. Steps were taken to introduce better grains and to import livestock for the improvement of native breeds. Wide use of insecticides and pesticides was initiated. Tests of drought resistant grasses were begun.²

1
Ibid., pp. 5-6.

2
Ibid., p. 6.

In carrying out technical cooperation programs FOA (ICA) draws on the specialized knowledge, skills, and experience of American universities, industry, and voluntary agencies as well as Federal and State agencies. It sends specialists abroad who help train local technicians, and it brings individuals from cooperating countries to the United States for advanced study or observation of techniques.

In the host countries United States technicians work side by side with ministry officials and local technicians. Projects are carried out with a view to increasing participation and responsibility on the part of the host country so that ultimately it can take over the work entirely.

In addition to benefitting the people immediately concerned, these programs have four major objectives:

1. To show what can be done by local people using available resources and better techniques.
2. To train local technicians who will then be able to pass their knowledge along to others--to set up a chain reaction for progress.
3. To contribute to the economic development of the whole country.
4. To help in the establishment of nationwide government agencies that will have the resources--people, know-how, organization, funds, and acceptance--to carry on their service activities without outside assistance.

The technical assistance project that is being carried out in Kakata, Liberia by the Prairie View Agricultural and Mechanical College of Texas is a unique example

of the contributions that are being made by American universities throughout the world under the auspices of the United States technical cooperation program. The specific details of this particular project are discussed further in chapters two and three of this writing.

On December 31, 1959, there were 55 American universities engaged in technical cooperation activities abroad. The following chart shows a summary of the number of countries involved; the number of American universities participating, and; the number of contracts:

Summary
ICA - Financed University Contracts in Operation
December 31, 1959

	<u>Number of Countries</u>	<u>Number of U. S. Universities</u>	<u>Number of Contracts</u>
Regional	--	2	2
Latin America	9	17	20
Near East	7	21	31
Africa	8	8	13
Europe	1	1	1
Far East	<u>7</u>	<u>20</u>	<u>29</u>
TOTAL	32	69*	96

*There are only 55 universities engaged in technical cooperation activities abroad, but column totals 69 since some universities are operating in more than one area.¹

1

American Council on Education, University Campus Coordinators (Washington, D. C.: Office of Institutional Projects Abroad, 1960), p. 10.

The 96 university contracts indicated on the preceding page are distributed among the following fields:

Distribution of University Contracts According
to The Fields of Training

<u>Field</u>	<u>Number of Contracts</u>
Agriculture	18
Audio-Visual Education	3
Business Administration and Management	3
Economics	1
Education	19
Engineering	12
Forestry	1
Home Economics	1
Industrial Training and Management	2
Labor Relations and Training	2
Medicine and Medical Education	6
Mining and Minerals	1
Nursing Education	2
Omnibus*	9
Public Administration	11
Vocational Education	<u>5</u>
TOTAL	96

*Contracts covering a number of fields, often including agriculture, engineering and education.¹

¹

Ibid., pp. 1-10.

Through technical cooperation the United States responds to the requests of less developed countries of the world for modern know-how that will help them unlock the doors to the development of their own resources.

By sharing with them the technical knowledge and skills, the United States is helping to fight hunger, illness, and ignorance--ancient enemies that block the roads to progress and prosperity.

By lending practical help to other peoples in their efforts toward better living, by contributing to their economic progress and the development of their trade potential, by spurring their incentive to help themselves, the United States helps itself; it enhances the opportunities for investment and trade, it helps to build the security of the free world, and it improves the chances for peace.

CHAPTER II

BACKGROUND OF THE PRAIRIE VIEW

ICA - LIBERIA PROJECT

The story of how Prairie View A. & M. College came to be chosen to help the United States government with the technical assistance program in Liberia is an interesting one. It can be told best by centering this writing around four main topics, namely: (1) American-Liberian Relations Prior to World War II; (2) American-Liberian World War II Relations; (3) the Evolution of U. S. Technical Assistance Program in Liberia; and (4) the Prairie View-ICA Liberia Contract.

American - Liberian Relations Prior to World War II

Historically and Culturally Liberia's roots are more closely intertwined with those of the United States than any other nation in the world. The people of the United States were directly responsible for the founding of Liberia. The first settlers of Liberia came from the United States. The two nations have helped each other in peace and in war for more than 130 years. "Liberia is the only nation on the Continent of Africa on which the United States has been able to rely as an ally beyond question."¹ The United States has

1

Department of State, Liberia (Monrovia, Liberia: Bureau of Information, n.d.), p.1.

aided materially in the economic development of Liberia.

The country was first settled in 1822 under the auspices of the American Colonization Society, organized privately to help emancipated Negroes return to Africa. The United States Government, under President Monroe, furnished funds and escort. The U. S. Navy negotiated the cession of territory by the native chiefs.

The first settlement, at the mouth of the Mesurado River, was named Monrovia in honor of the American President. Four more colonization societies soon established settlements near Monrovia. By 1867 more than 13,000 settlers had gone to Liberia voluntarily and nearly 6,000 slaves found by the U. S. Navy on American vessels engaged in the illegal slave trade, were sent to Liberia by the U. S. Government.

In 1839 the several settlements united to form a Commonwealth of Liberia under the Governor appointed by the Society, Thomas Buchanan, a cousin of U. S. President James Buchanan. In 1847, on the advice of the Society, delegates from each county met in convention and wrote a Constitution and a Bill of Rights closely modeled after those of the United States. "On July 26 they signed a Declaration of Independence proclaiming that their land was henceforth a free, sovereign and independent state."¹

Great Britain officially recognized the new Republic

¹
Ibid., p. 2.

in 1848, France in 1852 and other nations followed suit but ironically the United States, because of the influence of the slave-holding southern states did not grant recognition until 1862 during the presidency of Abraham Lincoln.

The Liberians successfully resisted attempts by neighboring French and British colonists to take their territory by force of arms during the early years of the Republic and have maintained their sovereignty and political independence as a self-sustaining nation for more than a century, developing a wilderness into a modern state and civilization.

The Republic of Liberia has a democratic, republican form of Government, closely patterned after that of the United States of America. Its powers, authority and functions are divided among three separate branches--the legislative, the executive and the judicial.

The Legislative branch is composed of two houses, the Senate and the House of Representatives. The Senate is a body of ten members, two from each of the five counties of the Republic. The House of Representatives has 31 members--seven from Montserrado County; five each from Grand Bassa, Sinoe, Maryland and Grand Cape Mount Counties; and one each from the Territory of Marshall, and the Western, Central and Eastern Provinces. Senators are elected for terms of six years and Representatives for four years. The Vice President presides over the Senate.

The Executive branch is headed by the President. He and the Vice President are elected by popular vote for a term of eight years and may be re-elected for an additional four year term. The President is assisted by a Cabinet nominated by him and subject to confirmation by the Senate. It is composed of a Secretary of State, Secretary of Treasury, Attorney General, Secretary of War, Postmaster General, Secretary of the Interior, Secretary of Public Works and Utilities, Secretary of Agriculture and Commerce, Secretary of Public Instruction and a Director General of the National Public Health Service.

The Judicial branch is headed by a Supreme Court of a Chief Justice and four Associate Justices. Subordinate courts are established as necessary by act of the Legislature. All judges are appointed by the President and serve for life.

There are five counties which lie along the seacoast. The interior is divided into three Provinces--Eastern, Central and Western. Each Province is subdivided into Districts. The administrative heads of the Provinces are Provincial Commissioners; of the Counties, Superintendents; of the hinterland districts, District Commissioners. All are appointed by the President. The District Commissioners and the Provincial Commissioners administer their areas through the Paramount and Clan Chieftains who exercise direct administration of the affairs of their tribes.

Only Negroes or people of Negro descent may become citizens but all citizens are privileged to vote and only citizens may own land.

American - Liberian World War II Relations

Following the close of the period of colonization, roughly after the middle of the 19th century, America ceased to interfere directly in Liberian internal affairs. This policy of non-interference continued almost up to the beginning of World War II.

Liberia's geographic position made the country figure prominently in the war time planning of strategists of the Allied Powers and Nazi Germany. Liberia is located at the point on the West African Coast that is closest to South America. That portion of the South Atlantic Ocean separating Natal, Brazil from Liberia is known as the "narrows." German submarines made it a practice during the war of preying upon allies shipping in the South Atlantic by lying in wait astride shipping lanes in the narrows.

American military strategists saw the need for a large airbase in Liberia to combat the submarine menace and to support planned military operations in North Africa, the Middle East and Asia.

It became quite apparent that the old American policy of negativism toward Liberia, which had characterized United States' attitude since about 1850, was not good enough. A

new positive approach was clearly necessary. In rapid order America negotiated with Liberia with the view to establishing: (1) a military airbase; (2) a large port; (3) and for sending a health mission and an economic mission to the Republic.

The U. S. Army Airforce took over the commercial airbase known as Roberts Field, which is located on the Farmington River, near the Firestone Rubber Plantation at Harbel. This field was converted into a military airbase. It was enlarged and equipped to handle the United States' largest military bombers and transport planes. An American State Department official said in 1944 that "without this airbase, the defense of the African Continent would have been virtually impossible."¹

During the war years the American Government loaned Liberia twenty million dollars out of Lend-Lease Funds to build a port at Monrovia. This project was constructed under the supervision of U. S. Naval officials. America was given the right to use the port and facilities to help defend the United States' military interests in the South Atlantic.

In order to protect the health of American military personnel assigned to the Roberts Field Airbase, and to the Monrovia port project the American Government established an all-Negro Health Mission in Liberia in 1944. After victory

1

Henry S. Villard, Liberia's Relations with The United States (Washington, D. C.: Department of State, 1944), p. 102.

in Europe in 1945, the Health Mission began to concentrate on helping the host government strengthen and expand its public health service. This American unit remained in Liberia after the end of the war and was instrumental in the development of the present Liberian National Public Health Service.

The American Economic Mission to Liberia was also established in 1944. This unit concentrated its efforts on gathering information needed to plan the long range economic development of Liberia. Information was developed about the highway needs; about soils in every part of Liberia; about the commercial possibilities of the forests; and about needed agricultural reforms.

The Health Mission and Economic Mission helped Liberia very much. In addition, these two units provided valuable guides to the American Government as to techniques to use in extending technical assistance to other underdeveloped countries. The experience gained by the American Government in aiding Liberia helped to set the pattern for the later worldwide Point IV Program.

Evolution of The
U. S. Technical Assistance Program
in Liberia

France, Britain, and other American allies came out of the war all but exhausted, and faced with difficult economic situations. In many parts of the world normally parts of

the Western European Powers' spheres of influence, a kind of vacuum was then evident.

Concurrent with the weakened control over these areas by the European Powers was the emergence of a spirit of nationalism. India, Pakistan and Ceylon demanded and were granted Dominion Status in the British Commonwealth of Nations; Burma chose to sever her ties with England; the Dutch were forced out of Indonesia; the French fought in vain to keep their former vast holdings in Southeast Asia. There was also ferment in the Middle East and Africa.

America found herself called upon to assume the leadership of the free world. In her new role of leader for the free world, America could not stand idly by while these developments were taking place in the so-called underdeveloped areas of the world. In the background of all the planning and thinking about these post-war problems was the ever present threat that unless America was able to help the poorer areas of the world achieve better economic, social and political stability, that these areas would be swallowed into the Communist orbit of influence.

The American Congress declared in 1950 in the Act for international Development that "this country had now made it a national policy to aid the efforts of economically underdeveloped areas to develop their resources and improve their working and living conditions. The Congress declared further

that the method to be used in achieving this policy was that of encouraging the exchange of technical knowledge and skills and the flow of investment."¹

The Act for International Development, which authorized the Point IV Program, provided that upon request of a foreign country, a joint commission for economic development would be established giving representation to the host country, America and international agencies.

In 1947 the Liberian Government developed the first concrete plan in the history of the country to map, and as far as possible, blue-print the necessary steps to expand existing services and facilities and improve the over-all economy of the country--in short, to detail and organized step-by-step program to transform the economic aspirations of the people into reality. The following action was taken in an effort to follow through with the projected plan:

Basic surveys were made of agricultural production, soil and mineral resources and the country's forest lands. Detailed estimates and studies of the country's potential were made and a comprehensive program for action was drawn up. On the basis of this program, Liberia was among the first nations to submit their request for technical assistance under the United States Point IV Program. After consultation between United States and Liberian Officials a five-year program was worked out and a General Agreement for Technical Cooperation was signed December 22, 1950. The program called for an expenditure of approximately \$32,500,000. Under the terms

¹

U. S., Statutes at Large (1950-51), p. 204.

of the agreement, it was provided that Liberia would appropriate a minimum of 20 percent of its current annual revenues for use in implementing the program.¹

The program called for expenditures in five main areas, namely; (1) engineering projects; (2) agricultural development; (3) health projects; (4) projects in basic education, and (5) projects to extend and improve public administration.

Simultaneous with the signing of this Agreement, the two governments signed a memorandum of understanding for the establishment of a Joint Commission for Economic Development. Liberia appointed seven members to this Commission and the United States six to make periodic reviews of the program's progress and recommend measures to increase the effectiveness of the program through its successive stages.

"After three and one half years of operations under the program, the Liberian Government had expended \$9,000,000, the United States had furnished technical cooperation in the amount of \$4,000,000 and an Export-Import Bank loan of \$6,250,000, a total of \$19,250,000."²

It was apparent, at this time, that most effective work under the Agreement had been accomplished in agriculture and health. The main reason for this is that a good deal of the initial survey work had been carried forward and

¹ Department of State, op. cit., p. 21.

² Ibid., p. 21.

effective operational techniques worked out under the former Health and Economic Missions which were established during World War II.

Less progress had been made in helping Liberia in the area of basic education. Consequently, the Prairie View Agricultural and Mechanical College was called upon by the United States Government to help Liberians help themselves. Prairie View A. & M. College is concentrating on teaching vocational trade skills.

The Prairie View - ICA Liberia Contract

The Contract between Prairie View Agricultural and Mechanical College and the International Cooperation Administration is the 58th such contract between American Colleges or Universities and the International Cooperation Administration.

The Liberian Government requested in 1954 that the Joint Liberian-United States Commission for Economic Development consider a proposal that the Booker Washington Institute at Kakata, Liberia be given professional and educational assistance.

The Liberian Government in its proposal to the Joint Commission emphasized that the type of program desired was one that would train "soonest" workers as tradesmen, entrepreneurs, commercial workers for independent and small industries and businesses, craftsmen, and skilled workers for the building trades.

The Joint Commission gave favorable consideration to this proposal by the Liberian Government and the proposal as amended was submitted to the American Government.

During a visit to the United States in 1954, during which time he visited several colleges that appeared suited to render the requested technical assistance, Honorable Ernest Yancy, then Secretary of Liberia's Department of Public Instruction expressed a preference for Prairie View A. & M. College as the Institution most suited to help Liberia in the area of vocational education.

Deans George L. Smith and Alvin I. Thomas of Prairie View A. & M. College made an inspectional trip to Liberia during the summer of 1954 to study the situation at close range. Following this visit a Contract was entered into between Prairie View A. & M. College and the International Cooperation Administration, which at that time was known as the Foreign Operation Administration.

Under the Contract the College agreed to render technical assistance in six main areas, namely: (1) building construction; (2) metal trades; (3) arts, handicrafts, crafts; (4) agricultural education; (5) clerical and secretarial sciences; and (6) special services. Provisions were made for at least twenty-one technicians to be assigned to Liberia under the Contract to teach and train Liberians in the areas outlined.

An official report gave the following historical background about the Booker Washington Institute, the trade school in Liberia through which the Prairie View-ICA Liberia Contract was to be implemented:

Booker Washington Agricultural and Industrial Institute was chartered by the Republic of Liberia November 29, 1928. The Liberian Government granted 1,000 acres of land and \$5,000 toward the construction of the Institute. Until July 1, 1953, the control of the Institute was vested in a Board of Trustees, known as Booker Washington Institute, Incorporated, representing the American Colonization Society, the New York State Colonization Society, Phelps-Stokes Fund, etc. On July 1, 1953, the school was formerly turned over to the Liberian Government.¹

At the inception of the Prairie View-ICA Contract the school had a resident student body from all parts of the country. There were upwards of two-hundred students, the overwhelming majority of whom were boys. The students ranged in ages from 13 to 35. Most of the boys were boarding students.

The curriculum at the Booker Washington Institute consisted of Agricultural and Industrial Courses for boys and shorthand and typing for girls.

Physical facilities at the school included a fairly well landscaped campus, classroom building, a dormitory in

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Letter from the Country Director, U. S. Operations Mission to Liberia addressed to the President of Prairie View A. & M. College, containing a report on the Booker Washington Institute, June 14, 1954.

which the male boarding students were housed, and housing for the faculty. Water was pumped from a well on the campus to a storage tank for distribution. Two small diesel generators produced all electrical power that was available at the school. In general, the supply of tools and equipment needed to train students in vocational education courses was far from adequate.

The Prairie View A. & M. College under its Contract with the International Cooperation Administration has taken on the tremendous responsibility of helping Liberia in its march toward industrialization by vigorously executing a vocational training program at the Booker Washington Institute at Kakata, Liberia, West Africa.

CHAPTER III

PRAIRIE VIEW IN LIBERIA

As a result of the contractual agreement made in 1954 between the Government of Liberia and the United States of America, Prairie View Agricultural and Mechanical College of Texas extended its services to the Booker Washington Institute of Liberia by supplying technicians for the implementation of the vocational program already in operation at the Institute. This expansion program is now being operated under the joint Liberian-United States Commission for Economic Development.

It was anticipated that the program would soon get underway. It was scheduled to operate for three years with an overall expenditure of \$1,654,000. Many obstacles and delays were encountered which curtailed the full development of the program during the first few years.

The teaching plan of the Contract is one of teaching by showing and demonstration. The contemplated objectives of the program are:

1. To train prospective teachers in the following skills: (a) Building construction---carpentry, plumbing, masonry, electricity, drafting and building materials fabrication. (b) Metal trades--welding, machine shop, sheet metal, blacksmith, forging, foundry, auto and truck mechanics, heavy equipment repair and maintenance, elementary communications (radio, telephone, telegraph). (c) Arts, Handicrafts, Crafts--ceramics, carving leathercraft, art metal and jewelry,

weaving, lapidary, other crafts using native materials, and cabinetmaking. (d) Agricultural Education--crops and soil science, animal industries and agricultural education. (e) Clerical and Secretarial Sciences--clerical and secretarial work, (distributive education) marketing. (f) Special Services--trades and industries (teacher trainer), home economics.

2. To train a large body of skilled independent or non-governmental workers.

3. To improve the economic condition of the people of Liberia, particularly the low income group.

4. To stimulate a broader base for commercial trading.

5. To discover and develop latent talents and creative ability among Liberians, within the general scope of this contract.¹

Prairie View began actual field operations when Chief Adviser, Dean G. L. Smith arrived at Booker Washington Institute on March 15, 1955. The first year was spent in planning and constructing homes and shops. After a preliminary survey Chief Adviser Smith requested that the building trades technicians be recruited and sent to BWI without their families until adequate housing could be constructed for American personnel. A temporary school program and courses of study were prepared in keeping with the present objectives of BWI. A proposed tentative ten-year development plan for BWI was prepared in skeletal outline form for the Joint Commission and the Department of Public Instruction under the direction

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Prairie View A. & M. College, ICA-Liberia Project, Contract, Art. II, sec. B.

of the Board of Managers of BWI. Chief Adviser Smith was appointed to serve as a member of the Board of Managers of BWI and later was elected Principal with the approval of ICA/Washington and the Chancellor of the A. & M. College System of Texas. Five American technicians in the building trades arrived without their families and commenced work. Preliminary campus development plans were made, working drawings were made for all shop buildings. Construction began on four shop buildings; and cabinets, wiring, plumbing and finishing work were completed on four dwellings for American technicians. Classes were taught in the building trades, but for the most part the instruction was on-the-job training. The Liberian Government appropriated \$25,000 for use of shop construction.

By the fall in 1955 all the families of the building trades technicians had joined them and were comfortably housed. In the spring of 1956, President E. B. Evans of Prairie View A. & M. College made an inspection visit to the campus of BWI and the country of Liberia. His visit gave impetus to the housing construction and the selection of additional personnel. The electric power generating equipment was in disrepair, unreliable and inadequate. Two 125KW Diesel generators were purchased in the United States, shipped to BWI and installed along with a water pump. Power distribution lines were erected. Chief Engineer F. G. Fry

of Prairie View A. & M. College visited the project for thirty days as a consultant and installed the generators, power lines and transformers. With a steady source of reliable power to the water pump, an adequate supply of water was made available in the stand pipe for household and institutional use. Modern plumbing with sewer and septic tanks were installed in all the dwellings and public buildings. "Life for the American technicians at BWI became less hazardous, less rigorous and more nearly like that to which they were accustomed."¹

Four additional technicians arrived in 1956 when housing became available. They represented secretarial science, cabinetmaking, auto mechanics and agriculture. In the fall of 1956, Dr. T. R. Solomon, Project Manager, visited BWI on an inspection tour and delivered the commencement address on December 3, saw first hand the work which was going on there. He also met with the members of the staff of the USOM/L and the joint Commission. As a result of this visit a target date for recruiting the full complement of American technicians was set for the summer of 1957. Housing for this group would be completed and available by that time.

During the year 1956 most of the preliminary planning was completed and most of the construction. Some of the

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Thomas R. Solomon, Prairie View in Liberia
(Prairie View, Texas: Printing Department, 1957), p. 5.

construction was let on contract by the Liberian Government. Among the accomplishments were (1) planned and constructed four duplexes for American technicians, (2) planned and constructed one 24-room dormitory for boys, (3) planned and constructed one 20-room dormitory for girls, (4) planned and constructed one 12-room dormitory for men teachers, (5) installed 8 septic tanks, (6) installed toilets and showers in boy's dormitories, and (7) began construction of 5 additional shops. Equipment and teaching aids began to arrive from the United States. Classes were taught through organized instruction and on-the-job training.

The following recommendations were made during 1956:

(1) Contract be extended for another year, (2) Home Economics and Tailoring be added, and (3) that a sub-contract to Philco Corporation be provided for accelerated training in communications.

The Honorable William V. S. Tubman, President of Liberia, visited the project on Founders Day June 29, also the Vice President, the Honorable William Tolbert, and U. S. Ambassador Richard Jones.

The year of 1957 marked the turning point in the Prairie View-ICA Liberia Contract. At this time many of the objectives of the Booker Washington Institute began to become a reality. A full complement of American technicians arrived in Liberia in all of the areas stipulated in the Contract

between Prairie View and the International Cooperation Administration. Major emphasis has been shifted from building construction to classroom and shop instruction.

The remaining part of this chapter on Prairie View in Liberia will be centered around 8 topical headings, namely: (1) Philco Sub-Contract; (2) Productive Enterprises; (3) Curriculum Construction; (4) Occupational Survey; (5) Co-operative School-Industry Training Program; (6) Advisory Committee; (7) Scholarship Program; and, (8) Vacation School.

The Philco Sub-Contract

Shortly after the beginning of field operations in Liberia, the President of Liberia, Honorable William V. S. Tubman indicated to USOM/L that "Liberia planned to undertake very substantial investments in both long-distance and inter-urban telephone and radio communications."¹ USOM/L suggested that Prairie View look into the sub-contract proposal which the Philco Corporation has developed for the rapid training of technicians in radio electronics. Initial contacts were made with Philco Corporation by Prairie View A. & M. College.

Following a tremendous amount of negotiation between Prairie View A. & M. College, ICA and the Philco Corporation

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ICA-Liberia Contract Department, Quarterly Progress Report for the Quarter Ending September 30, 1955 (Prairie View, Texas: ICA-Liberia Contract Department, 1955), p. 2.

a sub-contract was entered into between Prairie View and the Philco Corporation, effective June 10, 1957.

The general purpose of the Philco sub-contract was to provide a facility which would in a very short time, render all of Liberia completely self-sufficient as far as the training of electronic technicians was concerned. The teaching plan was one of teaching by showing and demonstration. The contemplated objectives of this program were:

1. Train prospective teachers and technicians in electronics.
2. To discover and develop latent talents and creative ability among Liberians.
3. The technical assistance rendered through this program was to be of such nature as to have maximum impact upon the lives and economics of the Liberian people.
4. This program was designed to help Liberia reach a state of self sufficiency in the field of electronics.¹

In order to implement this program the Philco Corporation provided and installed a \$50,000 training facility at BWI which was designed for the simultaneous training of thirty-two students. This facility included all Philco Training Devices, Electronic Test Equipment, Student Hand Tools, Shop Equipment, Fixtures, Training Manuals, Reference Texts and Spare parts which were determined to be required for such a facility. Philco also provided four field engineer

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Prairie View A. & M. College, ICA-Liberia Contract, Philco Sub-Contract, Art. II.

instructors who set up the training installation at BWI and conducted the initial training course on an accelerated basis for a period of one year.

Twenty-two (22) Liberians completed the one year Philco program. After the first year of operation of the Philco sub-contract the Philco Corporation turned the electronics facility over to BWI, and the four Philco field engineer instructors departed Liberia leaving the Prairie View technician and his counterpart in complete charge of the electronics training program.

Productive Enterprises

The building construction program that has been carried out by Prairie View at the Booker Washington Institute has served a two-fold purpose of providing practical on-the-job training for young Liberians enrolled at the school and, at the same time, providing housing for personnel, students and shops. The major part of the building program has been executed by the Prairie View technicians, their Liberian counterparts and students.

Some of the major accomplishments in the area of productive enterprises are:

1. Constructed the following dwellings for faculty members:
 - (a) One Apartment - three families
 - (b) Eight Duplexes
 - (c) Four Cottages
 - (d) One Dormitory for Men
 - (e) One Dormitory for Women

2. Constructed the following dwelling for students:
 - (a) One Dormitory for Men
 - (b) One Dormitory for Women

3. Constructed and Installed the following school plant facilities:
 - (a) Installed 8 septic tanks including plumbing
 - (b) Installed shower baths and toilets in existing dormitories
 - (c) Constructed 60 beds for dormitories
 - (d) Installed two (2) 125KW Diesel electric generators including distribution lines and transformers
 - (e) Constructed a power plant building
 - (f) Installed a short-wave radio station
 - (g) Installed one electric water pump
 - (h) Constructed nine (9) shops as follows:
 1. Shop Administration, Secretarial Science and Distributive Education.
 2. Machine Shop, welding and sheet metal.
 3. Carpentry
 4. Cabinetmaking
 5. Communications
 6. Arts and Crafts
 7. Drafting
 8. Auto Mechanics
 9. Electrical and Plumbing
 - (i) One building to house Agriculture, Home Economics, Science and a one-room Library
 - (j) Constructed one Laying House
 - (k) Installed water filtration plant
 - (l) Installed gasoline storage tank and pump
 - (m) Planted 80 acres Harbel 1 rubber
 - (n) Planted 10 acres coffee
 - (o) Planted Nursery of Nigerian Palms
 - (p) Planted 600 Banana Bushes
 - (q) Planted 100 Citrus trees
 - (r) Planted Ornamental shrubs
 - (s) Organized the Future Farmers of Liberia
 - (t) Organized a R. O. T. C. Unit at BWI
 - (u) Obtained one pure bred Brahma Bull
 - (v) Obtained standard Bred Poultry

- (w) One Dining Hall (under construction)
- (x) Purchased and put into use equipment and books for shops and other instructional areas amounting to approximately \$320,000.

Curriculum Construction

The faculty at BWI was organized into committees for the purpose of developing a vocational curriculum for BWI. The committees decided upon the amount of natural science, mathematics, social science and English that should be required of each student. At the outset it was decided that fifty per cent of the students' time would be spent in the shop and the other time spent in the academic areas named above. As a result of the committees' efforts, a new instructional program was put into operation at the beginning of the 1958 school term.

Academic Organization.--The academic structure of the Institution was revamped in order to operate effectively a vocational school. The instructional program was divided into two major departments; namely, a Vocational Department and an Academic Department. The Vocational Department is divided into four major areas--Agriculture, Business, Home Economics and Industrial Education. The areas of instruction in the Academic Department are: Applied Mathematics, Applied Science, English, Military Science, Physical Education and Social Science. Directors have been appointed to head the two departments and coordinators have been appointed for

each area. These persons are directly responsible for the supervision of instruction in their respective departments and areas.

Objectives.--Objectives for the Institution have been developed as well as objectives for each area in the Vocational Department. They are:

Objectives of BWI:

1. To provide training in the skills of selected trades and technical occupations for vocational competence and economic efficiency.
2. To develop the skills, habits and attitudes essential for effective participation in the social and civic life of the community.
3. To train prospective teachers for selected trades and technical occupations.
4. To maintain leadership in the continuous development of trades and technical education in Liberia in keeping with economic and technical developments.
5. To discover and develop latent talent and creative ability among Liberians.
6. To develop a sense of integrity and pride in craftsmanship.
7. To promote the recognition of dignity of labor.
8. To provide student personnel services in order to ensure the effectiveness of instruction.

Objectives of Agriculture: (to development effective ability of the students)

1. To make a beginning and advance in farming.
2. To produce farm commodities efficiently.

3. To market farm products advantageously.
4. To conserve soil and other natural resources of Liberia.
5. To manage farm business.
6. To maintain a favorable environment.
7. To teach efficiently vocational agriculture in Liberia.

Objectives of Business:

1. To help students acquire occupational intelligence which will render them vocationally competent and make easier their initial job experience in business.
2. To make provision for students to explore their interests, aptitudes and abilities in view of the requirements of specific business occupations.
3. To help students to acquire, to use, and to improve business services and facilities essential for intelligent consumer activities.
4. To broaden the base of ownership and operation of business establishments in Liberia.

Objectives of Home Economics:

1. To make more efficient use of available resources through wise planning of expenditures; through learning to save money by home production and preservation of foods; construction and repair of clothing, and care of and repair to tools and equipment.
2. To guide children wisely through understanding how they learn and their physical and emotional needs.
3. To improve and maintain health through an understanding of what constitutes good health and the practice of habits which contribute to it.

4. To experience a sense of accomplishment through knowing how to work well, and through acquiring skills and interests that may be applied outside the home in wage earning occupations requiring home economics skills.
5. To develop an appreciation for beauty already existing in their environment and to make their homes, clothes and food more attractive.

Objectives of Industrial Education:

1. To provide instruction of a preparatory type in the development of basic skills, safety judgement and technical knowledge for the purpose of fitting persons for gainful employment in trade and industrial occupations as skilled and semi-skilled workers.
2. To provide experiences for the learner to acquire a degree of proficiency in performing the task of teaching efficiently trade and industrial occupations.
3. To create and appreciation and an active interest in industrial life and in methods and problems of producing industrial products from native materials of Liberia.
4. To make available educational opportunities for the learner to explore industrial occupations for the purpose of finding a place in industry where he can work most profitably.¹

Vocational Curricula.--Under this new and expanded curriculum fourteen different vocations are offered at BWI, and each enrollee has to select one of the following as a major:

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ICA-Liberia Contract Department, Quarterly Progress Report for the Quarter Ending June 30, 1958 (Prairie View, Texas: ICA-Liberia Contract Department, 1958), sec. II, pp. 2-3.

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| 1. Agriculture | 8. Electricity |
| 2. Arts and Crafts | 9. Home Economics |
| 3. Auto Mechanics | 10. Machine Shop |
| 4. Bookkeeping | 11. Masonry |
| 5. Cabinetmaking | 12. Plumbing |
| 6. Carpentry | 13. Radio - Communications |
| 7. Drafting | 14. Stenography |

All academic courses in the Academic Department are offered as a part of the various vocational curricula, either as technically related courses (Applied Mathematics and Applied Science), or as general education courses (English, Social Science, Physical Education). All vocational and academic courses fit into the four vocational curricula.

Exploratory Program.--Since the majority of the beginning enrollees have a very narrow conception of vocational education because of the very limited technical offerings in the elementary schools from which they are graduated, it was mandatory that a vocational exploratory program be offered for these students at the time of entrance. The program instituted allows each freshman to become thoroughly familiar with a variety of vocations and, at the same time, it is functional enough for each learner to acquire some basic skills in the occupations studied. During the ninth grade, each student pursues four vocational exploratory courses which are taught on a general shop basis. After taking these exploratory courses, the learner is better prepared to make a wise selection of a vocation at the beginning of the tenth grade. All vocations offered at BWI have been grouped into the

following one-semester vocational exploratory courses:

(1) General Agriculture, (2) General Arts and Crafts, (3) General Building Construction, (4) General Business, (5) General Drafting, (6) General Electricity, (7) General Home Economics, (8) General Mechanics, (9) General Metals, (10) General Woodworking.

Course Outlines.--One hundred and eighty different one-semester courses are being offered to fulfill the requirements of the curricula. The offerings of the Vocational Department consist of one hundred and thirty-seven courses, and the Academic Department offers forty-three courses. In order to facilitate the teaching of these courses, it was decided that each teacher, with the assistance of the Curriculum Committee, would develop a course outline for each course that would contain the following parts:

1. Title, number and description of the course
2. Contribution of course to objectives sought
 - a. Objectives of BWI
 - b. Objectives of the area in which the course is taught
 - c. Specific objectives sought by the course
3. Teaching procedure followed in teaching the course
4. Instructional units covered, allocation of time to each unit, location of written information concerning each unit, and activities in which students will engage during the teaching of the unit
5. Textbooks and references used
6. Means of evaluating achievement of students
7. System of awarding grades to each student at the close of the course.

Daily Lesson Plans.--The Milton Bradley Complete Plan Book, published by the Milton Bradley Company, Springfield, Massachusetts, is being used by each teacher to implement the formulation of his daily lesson plans. These plan books are submitted to the Curriculum Office with each teacher's plan for the ensuing week. Each daily lesson plan is divided into three parts; namely, objectives for the day, method of teaching, and activities of students.

Registration.--With the inauguration of a new instructional program at the beginning of the 1958 school term, it was also necessary to devise a new system of registration. Students register for classes at the beginning of each semester by executing personal data and class schedule forms under the supervision of their major advisors. These advisors are the teachers of the vocations in which the students are majoring. The class schedule contains information concerning the meeting time, location, title and teacher of courses taken, and the personal data form records pertinent information concerning the student and his parents or guardian.

School Day.--The school day extends from 7:30 a.m. to 3:45 p.m., and is divided into ten forty-five minute periods with five-minute intervals between each. Academic courses are offered to the freshman and senior groups from 7:30 a.m. to 10:45 a.m., and to sophomores and juniors from 12:30 p.m.

to 2:55 p.m. Vocational courses are offered to freshmen and seniors from 11:40 a.m. to 2:55 p.m., and to sophomores and juniors from 7:30 a.m. to 10:45 a.m. Three consecutive hours daily, five days a week, are devoted to the study of the vocations by all students. At the end of four years, each student has spent a total of 2,160 hours studying vocational work, of which 1,620 hours have been spent studying a specific vocation. All students are required to take military science and physical education during the last period in the school day--3:00 p.m. to 3:45 p.m.

System of Awarding Grades.--A uniform system of awarding semester grades has been adopted by the faculty. Each student's semester grade is a summation of his achievement in all activities of the course. Each activity is given the following representation in his final semester grade:

<u>Activities</u>	<u>Value</u>
Assignments (Homework))
Classroom discussion)
Impromptu quizzes and period tests) 2/3 of grade
Laboratory or shop practice)
Final examination	1/3 of grade

Entrance Examination.--Because the demand by Liberians for education at BWI exceeds the supply of physical and human facilities, it was necessary to establish some type of screening program for entering freshmen for 1958 in order to limit the enrollment and, at the same time, to get the best

trained students available. The first entrance examination was given on January 20, 1958 to all prospective freshmen students in the February class. This examination consisted of objective questions in arithmetic reasoning, basic skills in arithmetic, natural science, social science, language usage, spelling and word meaning. Completion of the examination required one and one-half hours. The questions in all areas except social science were taken from the Stanford Achievement Test. Questions in social science were constructed in Liberia because the Stanford questions in social science are not applicable to the Liberian culture. The examination was administered to over three hundred prospective enrollees, from which one hundred and eighty-five were selected for the freshman class. Those students selected correctly answered 75 percent of the questions asked on the examination.

Occupational Survey

An occupational survey was conducted by the personnel at BWI under the auspices of the Department of Public Instruction, R.L., which ascertained specific information from business and industry concerning employment opportunities for BWI graduates, job requirements of beginning employees, attitudes of employers towards a cooperative industry-school training program, and working conditions of employees.

On October 13, 1958, the Secretary of Public Instruction

invited heads of approximately fifty leading concerns in Liberia which perform jobs similar to the areas in which training is offered at BWI to visit the campus for the purpose of inspecting the instructional program and facilities and endorsing this survey. "The meeting was very well attended, and the agenda included an address by the Secretary, an overview of the BWI program by the Principal and Chief Adviser, an explanation of the survey which was wholeheartedly endorsed."¹

During the month of December, a survey team composed of the Director of the Vocational Department, the Distributive Education Technician, and the Trades and Industries Technician visited the various concerns and scored a questionnaire during interviews with representative officials of each concern. "Much helpful information was given freely to the team that is being used to help BWI make a greater contribution to the development of Liberia."²

Information was obtained from the concerns pertaining to the following:

1. General information concerning each firm
 - a. Name of Firm
 - b. Proprietor, Managers or Representative Official

¹
ICA-Liberia Contract Department, Annual Progress Report for The Year Ending December 31, 1958 (Prairie View, Texas: ICA-Liberia Contract Department, 1959), p. 5.

²
Ibid.

- c. Kind of Business
 - d. Date Established
 - e. Number of Employees
2. Employment and Employment opportunities for skilled and semi-skilled workers
 - a. Present number of employees
 - b. Present number of vacancies
 - c. Future needs
 - d. Salary range
 3. Working conditions of employees
 - a. Part-time employment
 - b. Extent of part-time employment
 - c. Hours worked per week by employees
 - d. Overtime employment
 - e. Rate of pay for overtime
 - f. Paid vacations
 - g. Extent of vacations
 - h. Sick leave with pay
 - i. Extent of sick leave
 - j. Furnish uniforms
 4. In-service and cooperative industry-school training program
 - a. In-service training program for employees
 - b. Participate in cooperative industry-school training program
 - c. Rotate student employees
 - d. Willing to pay student employees
 - e. Rate of pay for student employees
 - f. Hire student employees during vacation

The report of the occupational survey was mimeographed and copies of the findings were sent to the Secretary of Public Instruction, USOM/Liberia, ICA/Washington and Prairie View A. & M. College.

Cooperative Industry-School Training Program

The Booker Washington Institute has initiated a cooperative industry-school training program whereby industrial and commercial establishments assist the institution

with the training of its students. After students have spent three years at the institution, they are placed in industry for a short period of time as student employees to try out their newly-acquired skills and to receive on-the-job instruction and job efficiency appraisals from prospective employers. During the occupational survey conducted by the Institute, many businesses expressed a willingness to participate in an undertaking of this nature. A proposed plan was developed for this program which included an introduction, objectives, selection of participants, work schedule, school credit, remuneration, and administration of the program. Personality and job efficiency appraisal forms are developed and executed for all prospective participating students. A team of faculty members visits various concerns with the hope of locating work stations for students.

From the 6th through the 22nd of October, 1959, "for the first time in its history,"¹ BWI initiated through a team of three program officers (T & I Specialist, Director of Academic Studies, and Director of Vocational Department) a Cooperative Industry-School Training Program in the interest of its 1959 junior students and the juniors of subsequent years. Possible job stations for temporary employment within

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ICA-Liberia Contract Department, Semi-Annual Progress Report for The Period Ending December 31, 1959 (Prairie View, Texas: ICA-Liberia Contract Department, 1960), p. 17.

two months (from December 2, 1959 through January 1960) were located.

This procedure was a follow-up of the occupational survey conducted by the Institute. In a meeting preceding the survey, a definite understanding was reached between representatives of industry and the Institute that such a training program is necessary. From December 2 through December 7, 1959, the following number of cooperative industry school trainees were placed in the various vocational areas.

Agriculture	13
Auto Mechanics	11
Cabinetmaking	1
Carpentry	1
Drafting	5
Electricity	7
Machine Shop	9
Masonry	3
Plumbing	5
Business (Sec. Sci. and Bookkeeping)	<u>12</u>
Total	<u>67</u>

The following positions were not filled by cooperative industry-school trainees because there were no persons available to take them.

Auto Mechanics	9
Carpentry	4
Masonry	6
Machine Shop	<u>3</u>
Total	<u>22</u>

All trainees were taken to their places of employment by members of the BWI staff, and copies of their personality

and job efficiency appraisal forms which had been executed by their teachers in vocational education were discussed and left with their employers. These forms gave estimates concerning their personality traits and their ability to perform the common tasks of their vocation as rated by their teachers. The cooperative industry-school trainees work for two months, and at the end of this time, they return to the Institute and resume their studies.

Employers of Cooperative Industry-School Trainees Are:

B. F. Goodrich
 Bank of Liberia
 Bank of Monrovia
 Buccinazza Industrial Works
 Booker Washington Institute
 Cocapa Plantations
 Department of Public Works and Utilities (DPWU)
 Farrell Lines, Inc.
 Jos. Hansen & Soehne
 Liberian American Agricultural & Industrial Corp.
 Liberian American-Swedish Minerals Co. (LAMCO)
 Liberian Construction Company
 Liberia Mining Company
 Liberian Trading Company Garage
 Mesurado Fishing Company
 Mesurado Construction Company

All of the sixty-seven students but three who were placed in industry as on-the-job trainees in December 1959 returned to the institute to resume their studies in February. The three who did not return stayed on their jobs and became fulltime employees. The School-Industry team, composed of the Directors of the Academic and Vocational Departments and the Trades and Industries Specialist, visited all students in industry near the end of January for the purpose of getting

the employer's appraisal of the job efficiency of each trainee. Four students were found to be doing outstanding work, two were doing unsatisfactory work, and fifty-four were doing satisfactory work. Seven students had left their places of employment for one of several reasons.

"The cooperative program was a success, considering the newness of this activity in Liberia. However, there are a few phases of this program that should be improved during the ensuing work period."¹ It was discovered in a few instances that the students were not employed at jobs similar to or commensurate with their training, and that the job evaluation forms executed by the Institute showing the competence of the student never reached the student's immediate job foreman. These forms were left in the central office of each establishment by the Team and in many instances they remained there. This caused some job foremen, because of their ignorance of the Students' background, to ask students to do jobs that were not in line with their ability.

"The success of this program will depend upon the ability of the Institute to secure an adequate supply of work stations where students can perform jobs that are within their

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ICA-Liberia Contract Department, Semi-Annual Progress Report for The Period Ending June 30, 1960 (Prairie View, Texas: ICA-Liberia Contract Department, 1960), p. 4.

abilities to the satisfaction of an employer."¹

Advisory Committee

In October 1959 when places were secured for students and graduates to work in industry, the possibility of obtaining the consent of various officials of business to be on the Advisory Committee of the Institute was also explored. As a result of this effort, fourteen persons were selected to serve on this committee and their names were officially announced during the 1959 commencement. These persons are as follows:

- Mr. Wm. Mackinnon, Vice President, B. F. Goodrich Co.
- Mr. A. R. Horton, President, Bank of Liberia
- Mr. E. Friedrich, Proprietor, Claratown Garage
- Hon. T. C. Buchanan, Secretary of Public Works and Utilities
- Mr. A. G. Lund, President, Firestone Plantations Co.
- Mr. J. V. Windherm, Manager, Jos. Hansen & Soehne
- Mr. Chas. B. Roberts, Personnel Mgr., Liberian-American Swedish Minerals Company
- Mr. S. Steiner, Resident Manager, Liberian Construction Company
- Mr. W. J. Scheibe, General Manager, Liberia Mining Co.
- Hon. Henry Grimes, Liberian Radio Station
- Mr. T. Keller, O. A. Cie
- Mr. Walter Bringolf, Liberia Trading Company Garage
- Hon. Stephen A. Tolbert, Mesurado Company
- Mr. Norman L. Thorn, Stanley Engineering Company of Africa.²

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ICA-Liberia Contract Department, Quarterly Progress Report for the Quarter Ending September 30, 1959 (Prairie View, Texas: ICA-Liberian Contract Department, 1959), p. 15.

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ICA-Liberia Contract Department, Semi-Annual Progress Report for the Period Ending December 31, 1959 (Prairie View, Texas: ICA-Liberia Contract Department, 1960), p. 21.

The purposes of this Advisory Committee are three-fold:

1. To make available information that will make the vocational education program as efficient and effective as resources and professional experiences permit so that industry and school may be served to the greatest advantage.
2. To pass on from time to time such advice and suggestions to the school administrators for the overall improvement of the program.
3. To tie in as closely as possible the vocational education program of the Institute with job requirements of industry.¹

The Committee is scheduled to meet at least annually at a place to be agreed upon by its members at any previous meeting. It is purely a professional body with authority to provide advisory services to the Institute in determining the latter's objectives and policies in connection with the types of vocational skills that are needed in the country and the relative emphasis that should be given to the several phases of the vocational training. All recommendations, suggestions and advice for the Committee will reach the Institute through the channel of the Board of Managers of the Institute. The Secretary of the Board of Managers will keep in constant touch with the Committee.

¹
Ibid.

Scholarship Program

When the Cooperative School-Industry students returned to the campus to resume their studies for the 1960 school term, the Principal contacted many of the places where they had worked to see if he could obtain scholarships for them so they could pay their school fees. Many of the students received very low salaries from their employers because money was not the objective of the program and employers merely gave them enough money for pocket change to keep them going. Through this effort the Institute was able to obtain "fifteen scholarships from the Liberian Mining Company, eight additional ones from the Department of Public Works and Utilities, and fifteen new ones from LAMCO."¹

This year for the first time the Department of Public Instruction awarded local scholarships to persons attending BWI and other schools within Liberia on the basis of their performance on an achievement examination. As a result of this examination, more than 80 BWI students received Department of Public Instruction scholarships.

All of the scholarships programs pay each student's school fees of \$60.00 per term and provide a monthly allowance for pocket change. The Department of Public Works and

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ICA-Liberia Contract Department, Semi-Annual Progress Report for The Period Ending June 30, 1960 (Prairie View, Texas: ICA-Liberia Contract Department, 1960), p. 6.

Utilities, Firestone, LAMCO, and the Liberia Mining Company require all recipients of their scholarships to work in their firms during each vacation period, and USOM/L scholarship students have to work in the area of agriculture on campus to earn their monthly allowances. The Liberian Mining Company has gone a bit further by requiring each scholarship holder to work for the concern one year after graduation. The BWI scholarship students perform services for the Institute to earn their scholarship money.

Scholarships are distributed among the student body at BWI as follows:

<u>Donors of Scholarships</u>	<u>Number of Students on Scholarships</u>	<u>Amount Each Recipient Receives Annually</u>	<u>Total Amt. Contributed by Each Donor</u>
BWI	12	\$ 100.00	\$ 1,200.00
DPWU	37	110.00	4,070.00
DPI	83	100.00	8,300.00
Firestone Comm. Church	2	60.00	120.00
Firestone Plantation Co.	13	110.00*	1,430.00
LAMCO	37	210.00	7,770.00
Liberia Mining Company	15	180.00	2,700.00
USOM/L (Agriculture)	14	250.00	3,500.00
Total	<u>213</u>		<u>\$29,090.00</u>

*These students also receive school supplies, such as pencils, paper, copy books, etc., from the donor.

Vacation School

A technical program has been planned for the Government Vacation School which is held at BWI during the vacation period. This vacation school is made up of in-service

elementary school teachers from the Central Providence who come to gain knowledge which can be used in their immediate teaching situations. The technical program which is offered during the vacation school has the following as its objectives:

1. To broaden the base of technical training in Liberia by providing experiences in several basic vocations for in-service elementary school teachers with the hope that they will incorporate on a limited scale in their local school curriculum, skills learned.
2. To provide information which will arouse the curiosity and expand the knowledge of in-service teachers concerning the nature, extent and significance of the vocational program offered at BWI.¹

To achieve the above-stated objectives, several beginning courses in Arts and Crafts, business, home economics, and woodworking were integrated into the vacation school curriculum. Each technical course includes instruction in the use of common tools and methods of presenting technical work on an elementary school level.

In 1959, for the first time, teachers who were not high school graduates were allowed to earn credits toward graduation and a high school diploma.

One semester's credit is given to each teacher who successfully completes the prescribed work. Through this method of improvement for teachers, instruction throughout

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ICA-Liberia Contract Department, Annual Report for The President of Prairie View A. & M. College for The Period Ending July 31, 1959 (Prairie View, Texas: ICA-Liberia Contract Department, 1959), p. 16.

the country will be upgraded. The vacation school curriculum places emphasis upon both academic and professional courses on the high school level.

The Vacation School program is an important one since a large percentage of public school teachers of the Country are not high school graduates.

CHAPTER IV

SUMMARY

Through the medium of the University Contract, the United States technical cooperation program seeks the improvement of the greatest underdeveloped national resource of the host countries, namely, the common people. The concern of this program is based on First Things First and beginning with the people attempts to improve the economic and social position without depriving them of their natural characteristics and individuality.

Liberia is important to democratic government in the world today. The Country was founded on a wave of high democratic purpose. There are strong historic ties existing between the United States of America and Liberia. The Prairie View-ICA Liberia Project links America realistically and boldly to the development of its land and culture. This type of investment helps to equip a substantial segment of the Liberian people to help themselves through improved perspective, increased earning power and greater civic and economic responsibility.

Obstacles stand in the way of people progress in Liberia. Some of these are: the low degree of functional literacy in numerous dialects, poor diet, low market value of products, poor health, low wages, climate, lack of skilled labor and the lack of an independent population middle

class group. These difficulties are people centered and may lend themselves to pressures. There is justification for United States technical assistance which fits the cultural, educational and economic needs of Liberia.

Liberia has made considerable progress in the field of education since World War II. A great deal more must be accomplished, but time, money and assistance will be required to meet the many educational needs. Vocational education is a top priority need and must be organized and developed in all segments of the Liberian educational organization. Skilled workers are at a premium and are badly needed in every vocational program.

This problem was educationally unmet in Liberia prior to the extension of Prairie View's services to Liberia. The Prairie View-ICA Project fills an educational gap in Liberia. One of its major functions is to train young men and women for jobs and not degrees, for participation in a middle class level of society in which they may move and live in greater economic and social freedom. It is a program of teaching and showing and points directly to educational and economic development through "know-how" processes by which the people themselves help to solve their own problems. A well-fed, well-housed and well-paid middle class population group is needed in Liberia to supply balance to the Nation's economy.

Progress in the economic development of Liberia will be real with the removal of: (1) The heavy hanging degree of national illiteracy; (2) and, barriers to functional programs of education in health, community sanitation, vocational training, job and vocational training. It is essential to train "soonest" workers as tradesmen, entrepreneurs, commercial workers for independent and small industries and businesses, craftsmen, and skilled workers for the building trades. These trained workers would become exemplars of thrift, business and "know-how" in their home communities, the self-help activities which they will initiate in the various communities will tend to be self-perpetuating. This plan represents the most effective way in which technical assistance as offered by the United States of America can reach the common people of Liberia and become inculcated into their ways of production and living. Through trained tradesmen, artisans, craftsmen and builders a labor pool is becoming available for home consumption and also serve as an asset to incoming investment representatives and concessionaries.

Government sponsored and approved industrial and educational developments, concessions granted, eagerness for the investment of foreign capital, and the desire for increased production and trade, indicate the desire of the leaders of Liberia to bring about a wider economic base for all of the people. This is the frame-work in which the training plan of the Prairie View-ICA Liberia Project is functioning.

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