

**United States Department of the Interior
National Park Service**



COVER

**National Register of Historic Places
Multiple Property Documentation Form**

New Submission Amended Submission

A. NAME OF MULTIPLE PROPERTY LISTING

Historic and Architectural Resources of Prairie View A&M University, Waller County, Texas

B. ASSOCIATED HISTORIC CONTEXTS

Development of Prairie View A&M University, 1876-1998

C. FORM PREPARED BY (with assistance from Karen Riles and Amber Degn, THC Historians)

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Organization: Prairie View A&M University

Date: March 19, 1999

Street & Number: P.O. Box 519

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City or town: Prairie View

State: TX

Zip: 77446-0519

D. CERTIFICATION

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (See continuation sheet for additional comments.)

[Handwritten Signature]

Signature and title of certifying official

Date

State Historic Preservation Officer, Texas Historical Commission

State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved as a basis for evaluating related properties for listing in the National Register.

Edson H. Beall

Signature of the Keeper

6/3/99

Date

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Continuation Sheet**Historic and Architectural Resources of Prairie View A&M University,
Prairie View, Waller County, TexasSection E Page 3**AFRICAN AMERICAN EDUCATION IN TEXAS, 1860-1948**

Extreme political and economic oppression characterized the history of African American education in Texas throughout much of the 19th and 20th centuries. As in most southern states that embraced the institution of slavery, education for African Americans in Texas before the Civil War was non-existent. According to E.W. Wheelock, State Superintendent of Education, "...prior to September, 1865, a colored school was an unknown thing in Texas" (Morris 27). At nearly 60,000, the population of African Americans in the new state represented approximately a quarter of the total population in 1850, yet only 20 were formally enrolled in school (Tyler 794). Although this population tripled to 180,000 over the next decade, the number formally enrolled in school dropped to a mere 11 students documented by the 1860 census (Hornsby 1). With no public school system in Texas during these years for either race, the vast majority of former slaves were illiterate at the close of the Civil War. Thus, establishment of accessible schools became a focus of post war educational efforts. The newly emancipated slaves tended to embrace educational opportunities with eagerness as the "foundation of...[their] educational movement was their self-reliance and deep-seated desire to control and sustain schools for themselves and their children" (Anderson 5). Initiated in the months immediately following the conclusion of the war, the Freedmen's Bureau championed social changes for the state's newest citizens. With assistance from Northern missionary societies, the Bureau opened 16 schools for African Americans in the state by the end of 1865. By the time Texas established a statewide public school system in 1871, 4,478 African American students already were enrolled in 88 schools across the state (Tyler 795). This system of schools and colleges flourished over the next three decades despite the reversal of social advances for African Americans inaugurated by segregationist Jim Crow laws under the state constitution adopted in 1876.

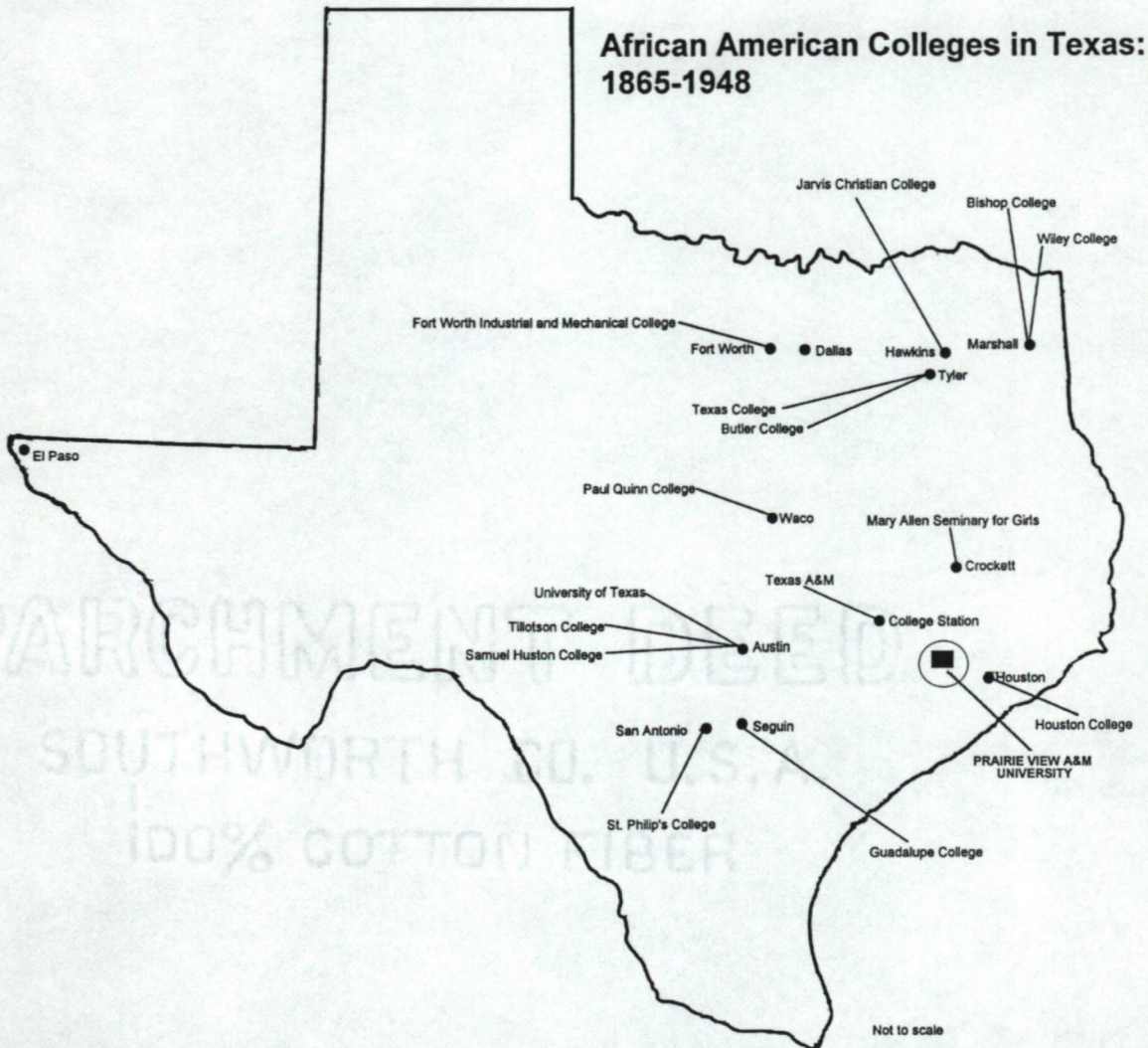
Initially focusing on elementary schools to address the fundamental literacy problem, many northern missionary groups subsequently extended their generosity to found private colleges throughout the region (see E 4). In Texas their efforts led to the founding of Wiley University (1873) and Bishop College (1881) in Marshall, Tillotson College (1881; now Huston-Tillotson; NR 1993) and Samuel Huston College (1900) in Austin, Paul Quinn College (1872) in Waco, Fort Worth Industrial and Mechanical College (1881) in Fort Worth, the Mary Allen Seminary for Colored Girls (1886, NR 1983) in Crockett, and Jarvis Christian College (1912) in Hawkins. African American church organizations funded three of these colleges, signifying a concerned and active African American population in Texas (Eby 267). Other schools established by Texans include Guadalupe College (1884) in Seguin, Texas College (1894) and Butler College (1905) in Tyler and St. Philip's College (1898) in San Antonio. Various private funds, including the Slater, Hand and Phelps-Stokes funds as well as the General Education Board established by John D. Rockefeller, also contributed to the establishment and support of public and private African American colleges. Although these philanthropic groups assisted in the formation of African American colleges and students demonstrated a dedication to learning, financial hardships continued to compromise growth of both public and private African American colleges throughout the period.

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Despite the abolition of slavery following the Civil War, white southerners refused to teach African American students. Although northern white missionaries helped ease the burden, huge numbers of African American teachers were needed to educate the largely illiterate black population. Throughout the late 19th and early 20th centuries the principal task of the African American school was to produce teachers who could bring the newly emancipated race up to speed in fundamental skills such as reading and math. Thus, many such schools focused on the curriculum of a normal school. Normal schools served as pre-collegiate institutions devoted strictly to teacher training. As such, they were "markedly different in structure and content from black teachers' colleges and liberal arts colleges" (Anderson 35). The curricula of these schools were at first set at the elementary and secondary levels to address the lack of educational opportunities available to most former slaves. These normal schools offered a two to three year course of study not resulting in a bachelor's degree. Students were not required to complete four years of secondary education to be admitted and tended to be "elementary school graduates who were seeking two additional years of schooling and teacher preparation courses so that they might qualify for a common school teaching certificate....[They] tended to be much less educated, older, and more economically disadvantaged than college students" (Anderson 35). Students usually received the equivalent of a tenth grade education in a normal school program (Anderson 34).

During the Reconstruction era, Texas vacillated between a dual, segregated system of public education and a single integrated system. The Texas Constitution of 1866 ordered that all education tax money raised from African Americans "be used for the maintenance of a system of public schools for Africans and their children." In addition, the constitution stated that "It shall be the duty of the Legislature to encourage schools among these people" (qtd. in Eby 266). Despite these precepts, however, little progress resulted. In the following year the Reconstruction legislature devised a single public school system, without separate schools for African Americans. Mandatory attendance policies compelled African American students to attend classes. The Constitution of 1869 made no mention of integration and the "question of separate schools for the two races was passed over in silence" (Eby 266). The 1873 legislature, however, repealed most of the enlightened Reconstruction-era laws. The Constitution of 1876 stated that "Separate schools shall be provided for the white and colored children, and impartial provisions shall be made for both" (qtd. in Shabazz 15). Despite the large Mexican-American population in Texas, this clause pertained only to African American children. In Texas, Mexican Americans were legally defined as Caucasian.

Northern Philanthropy and the Development of African American Institutions of Higher Learning in the South, 1865-1935.

The development of higher education for African Americans in the South during the period 1865 to 1935 reflected the involvement of three philanthropic groups which "formed the power structure in black higher education during this period." According to historian James D. Anderson, the three groups were "northern white benevolent societies and denominational bodies (missionary philanthropy) and black religious organizations (Negro philanthropy) established the beginnings of a system of higher education for black southerners. The

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third group of philanthropist was large corporate philanthropic foundations and wealthy individuals (industrial philanthropist)" (Anderson 239). Anderson continues to assert that: "At the core of different educational ideologies and reform movements lay the central goal of preparing black leaders or "social guides," as they were sometimes called, for participation in the political economy of the New South. Each philanthropic group, therefore, took as its point of departure a particular view of the relationship of higher education to the "Negro's place" in the New South and shaped its educational policy and practices around that vision." (239)

Several black institutions of higher learning in Texas were supported by such philanthropic organizations. However, the majority of these institutions, in the South and in Texas were founded by white philanthropic groups. Like, Wiley College in Marshall, which was founded in 1873 by the Freedmen's Aid Society of the Methodist Episcopal Church. And in that same city, the American Baptist Home Mission Society established Bishop College in 1881. The Presbyterian Board of Missions for Freedmen established Mary Allen College for Negro women in Crockett in 1886. The Freedmen's Aid Society also founded Samuel Huston College in Austin in 1900. Nineteen years earlier, Tillotson College was founded in Austin by the American Missionary Association.

Although in the minority, Negro philanthropic organizations did their part in establishing colleges for black Texans. The African Methodist Episcopal Church, one of the oldest black organizations in America, founded Paul Quinn College in Waco in 1872. Texas College in Tyler was founded by the Colored Methodist Episcopal Church in 1907. Guadalupe College in Sequin was founded by the Guadalupe Baptist Association in 1884. The Protestant Episcopal Church established St. Philip's College in San Antonio in 1898. And the Christian Women's Board of Missions of the Disciples of Christ established Jarvis Christian College in Hawkins in 1912. (Heintze 21-40)

The curriculum aim of those black colleges controlled by white missionary societies differed from that of industrial philanthropist. White missionary societies aim was to train black leaders in "liberal culture rather than industrial training." The course of study at these colleges consisted of Greek, Latin, French, mathematics, natural and moral science, philosophy, history, English and astrology. However, some industrial courses were offered but in the secondary or grammar grades. Industrial courses, such as agriculture, building trades, and domestic science were taught. "Industrial training, however, had no major role in the missionaries philosophy and program of training a leadership class to guide the ex-slaves in their social economic, and political development," according to Anderson. (Anderson 243)

The black leadership, between 1865 and 1900, believed that the "Negro problem" would be solved by educating blacks to be scholars, ministers, doctors, lawyers, businessmen, and politicians and sending them out to benefit other blacks. (244) In W.E.B. Du Bois' evaluation of missionary philanthropist in black higher education, he stated that they were "men radical in their belief in Negro possibility." (244)

However, missionary societies and black religious organizations had reached an impasse at the turn-of-the 20th century. The schools were not producing enough professionals to meet the needs of the black population. Nor

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did these organizations have the necessary funds to fix the many problems that plagued the operation of their respective colleges. "The small number and percentage of blacks enrolled in colleges and professional schools demonstrated clearly that nowhere near 10 percent of the college-age black population benefited from higher education. However, aggressively missionary and black religious leaders defended the wisdom of providing classical liberal education for the " "talented tenth," they admitted to themselves that they had fallen far short of their goal, and they saw no light at the end of the tunnel." (245)

At the same time missionary and black religious philanthropy were attempting to provide a classical liberal curriculum to black college students, industrial philanthropies were placing their emphasis on industrial training. (245) Industrial education began in the postbellum South with the northern-based Peabody Educational Fund and the John F. Slater Fund in the late 1800s. Anderson states that, "From the outset, the leaders of the industrial philanthropic foundations favored racial inequality in the American South and attached themselves early to the Hampton Idea. Encouraged by Hampton's success, the trustees of the Slater Fund decided to concentrate their grants on industrial education." (245)

In 1917, colleges funded by black and missionary organizations entered a crisis for survival as a result of the movement to standardize institutions of higher learning. With the new standards for accreditation, colleges now had to maintain at least six departments of professorships with one professor giving full time to each department. "The college's annual income had to be sufficient to maintain professors with advanced degrees and to supply adequate library and laboratory facilities. The rating agency also held that the operation of a preparatory department at the high school level was undesirable, and in no case could it be under the same faculty and discipline as the college." Most of the existing black colleges during that time did not have the required funds to bring their institutions up to the new standards. According to Thomas Jesse Jones, director of research for the Phelps Stokes Fund, Howard University and Fisk University were the only black institutions that were capable of offering college-level work. This information was based upon a survey Jones' conducted for the Federal Bureau of Education from 1914 to 1916 of almost all of the existing black colleges.(250-251)

Prairie View A&M University

In order for the new Agricultural and Mechanical College at Bryan to receive aid under the federal Morrill Land-Grant College Act of 1862, the state of Texas had to make provisions for the education of African Americans. Six months after the legislature ratified the 1876 Constitution it voted to create a "State Agricultural and Mechanical College for Colored Youths" (qtd. in Shabazz 15). The short-lived, state-supported Alta Vista Agricultural College, which eventually became Prairie View A&M University, resulted from this measure.

In 1876 the governor of Texas appointed a commission to establish an agricultural school on a budget of \$20,000. Ironically, the commission purchased the 1400 acre site of a former slave plantation in rural Waller County as the location of Alta Vista Agricultural College. From its inception, the state college for African American Texans was part of the Texas A&M system. Although African American principals, deans and

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presidents controlled the school, the white president and board of directors of Texas A&M exercised ultimate authority over the operations of the institution.

Alta Vista opened in 1878 with an enrollment of eight male students. Unable to attract a sufficient number of students to support the school, Alta Vista soon failed. As Frederick Eby wrote in his 1925 *The Development of Education in Texas*, "the negro of that day had not the faintest notion of scientific farming and could not understand a school that taught the things with which he was already familiar" (274). To forestall a complete failure, Governor Oran Roberts converted Alta Vista into a coeducational normal school for the training of teachers for black children in 1879. Alta Vista Agricultural College became Prairie View Normal School and continued under the auspices of the A&M board of directors and its white president. Although originally established as a normal school for the training of black teachers, the University's curriculum over the years reflected the college's efforts to placate the several philanthropic groups that supported the school.

E.H. Anderson, an Alta Vista instructor, became principal in 1879 and his brother L.C. Anderson served as his assistant. The Texas A&M College Board of Directors met in nearby Hempstead that year and authorized the teaching of 13 subjects on the elementary and secondary levels, including simple arithmetic, grammar, geography, reading and Texas History. Enrollment rose to 60 students that year. L.C. Anderson became principal in 1885 after his brother's death and managed a budget of \$39,000 and a staff of 11 instructors in a normal school program. "He used the increasing preoccupation of the white world with Booker T. Washington's concepts of industrial training to build and improve the normal as well as vocational features of Prairie View. An industrial education course was introduced in 1887" (Dethloff 317) During his tenure as principal, the school erected an administration building (1890), an academic hall, six cottages for teachers, a brick mechanics shop and artesian wells. With these improved facilities, a number of state funded scholarships and support from the African American community, Prairie View entered a period of steady growth.

In the late 1880s Prairie View became the center of a bitter political debate concerning its future and purpose. With the establishment of a modest industrial program (equivalent to a vocational program) in 1887, male students either took courses in carpentry and elementary mechanics or elementary agriculture. Women took a home economics course. That year the 20th legislature quieted the debate by asserting the industrial nature of the school. The legislature agreed to the attachment of an agricultural and mechanical department to the normal school, as well as a branch of the Texas Agricultural Experiment Station, based at Texas A&M. The annual catalogue for Prairie View for 1888-1889 stated, "To meet a very general demand, the Legislature made a special appropriation by which the institution has established an Industrial Department thus opening the entrance to higher industrial pursuits for our students" (qtd. in White 22). Despite the legislative act, industrial subjects remained secondary to the normal courses and were not part of the regular curriculum until 1893. The Industrial Department established in 1893 included the Mechanical, Agricultural and Ladies' Industrial departments. Mechanical courses included printing, general carpentry, woodworking, mechanical drawing, the

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elements of mechanics and blacksmithing. Agricultural courses were both theoretical and practical. Students cultivated a farm, garden and orchard as well as bred cattle. Female students learned general housework, cooking and laundering in their industrial program.

While the debate in the Texas legislature concerning Prairie View's curriculum raged on, a national debate concerning the merits of vocational or industrial training versus traditional liberal arts education for African Americans was beginning to heat up. Most private African American colleges founded by northern missionaries fashioned their curricula after northern universities. An emphasis on classical studies, including Latin and Greek, resulted. However, the missionaries soon realized that classical college courses did little to advance the illiterate and uneducated freedmen. By the 1880s private colleges included elementary, intermediate, secondary and college level departments. Elementary students took courses in reading, writing, arithmetic, geography and history. Secondary courses were divided between college preparatory and normal courses. The college prep track involved courses in Latin, Greek, rhetoric, literature, mathematics, and science. The normal coursework included geography, civics, basic English, and teaching methods. At the college level, students took courses in Latin, Greek, mathematics, science, philosophy, modern language and theology. Yet both northern and southern whites objected to this liberal arts curriculum and desired its replacement with vocational or industrial training. In general, whites considered African Americans intellectually inferior. Whites desired a "stable and efficient black labor force" (Heintze 51) and believed that African Americans were best suited to vocational and industrial pursuits.

Numerous individuals, foundations and the federal government funded the development of vocational schools in Texas. With the passage of the 2nd Morrill Act in 1890, the federal government assisted states in establishing African American colleges with agricultural or industrial formats. "In 1899 the state Legislature provided a "labor fund," similar to the state student grants, anticipating the promotion of vocational training at Prairie View. At that time the Legislature changed the name of the institution from Prairie View State and Normal School to Prairie View State Normal and Industrial College." (Dethloff 318) Competition developed between denominational liberal arts colleges and vocational and industrial schools backed by individuals, the federal government and philanthropic groups. The development of these vocational schools led to controversy concerning the mission and needs of African American colleges. A program embodying elements of both liberal arts and vocational curricula, evident at Prairie View, often resulted.

Booker T. Washington and W.E.B. DuBois, the two most prominent African American figures associated with this controversy, both believed that African American colleges were vital to establishing racial equality. Washington, a founder of the Tuskegee Institute's industrial curriculum, believed that young African Americans needed to establish their political, social and economic equality through industrial and agricultural achievement. Washington believed that African Americans should remain in the South and prepare for "a way of life that

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was compatible with their existing status and abilities" (Heintze 54). Washington championed racial tolerance and vocational training. However, DuBois argued against Washington's vocationalism and believed that the liberal arts curriculum in African American schools needed to be strengthened in order to achieve equality. He admitted that vocational training had value and that most African Americans were employed in agricultural and industrial jobs, yet he also felt that liberal arts education was crucial to the advancement of his race. He envisioned a talented tenth of African American men educated in the liberal arts who could lead the race out of poverty and inequality. Most whites supported Washington and his Tuskegee Institute, while blacks supported both Washington and DuBois. Washington's white support, though, led to an increase in vocational programs in both public and private African American colleges throughout Texas and the South.

Edward L. Blackshear, Prairie View principal from 1897 to 1916, was one of the African American followers of Booker T. Washington and the Tuskegee Institute. During Blackshear's tenure the curriculum and the physical plant grew significantly. Now the schools name reflected the industrial coursework offered. In 1901, Prairie View began to offer a six year course of study, which included four years of normal coursework and two years of college classes. A bachelor's degree was to be granted at the end of the program and three were awarded in 1904, but in 1905 the institution discontinued college level course work. The reason for the abandoned college curriculum remains unclear, but may reflect student inability to pay tuition for six years. The school also divided the Senior Academy and Normal School into education, agriculture, home economics and mechanical arts divisions in 1901. New additions to the campus included two dormitories for men (1909); a dormitory for women (1912) and a combination auditorium/dining hall (1911). Intercollegiate athletics came to Prairie View in 1904. Expansion of Prairie View's physical plant, despite World War I, reflects the school's continued growth and industrial emphasis. In 1916 the school constructed a dormitory for women, a household arts building, a laundry building, and the Fry-Thomas Power Plant. Spence Hall, erected in 1918, housed the Division of Agriculture. The close of World War I brought the first recognized Reserve Officers Training Corps to the campus. Between 1900 and 1919 Prairie View gradually moved toward becoming a true college and finally began granting bachelor's degrees in 1921.

Campus construction and the strengthening of the natural science program during J.G. Osborne's term as principal (1918-1925) reflect his profession as a medical doctor. He established the nursing division in 1918 and the senior college program which included training in vocational home economics, vocational agriculture, liberal arts and mechanical arts the next year. Six buildings were added to the campus in 1924 and 1925: the Alfred N. Poindexter Veterinary Hospital, a science building, a college exchange, an elementary training school, a home economics practice cottage and a music conservatory. Although the school continued to grow, Osborne contended that the short normal program for teachers did not meet the educational needs of African American children. He built the elementary training school and established a teacher training program in vocational agriculture (home economics and mechanic arts) leading to a Bachelor of Science degree to remedy the inadequate normal program. In addition, he instituted a Bachelor of Science degree in agriculture and raised

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teacher salaries. In his drive to create a more cohesive college campus, Osborne encouraged the establishment of the Interscholastic League for Negroes and the Young Men's Christian Association (YMCA) programs at Prairie View.

Between 1925 and 1942 most private African American colleges abolished their elementary and secondary programs in the liberal and vocational arts. By the end of this period most also terminated their college level vocational programs for men and boosted their women's industrial programs to the college level. Prairie View, though, increased its vocational offerings. Just as Prairie View started to reach the level of a four year college, pressure from state legislatures forced the school to expand its offerings to include "eight separate majors in agricultural education, general agriculture, home economics, nursing education, industrial engineering, stationary engineering, building construction, and industrial education" (Heintze 77). In 1925 Eby wrote,

Prairie View does far more industrial and trade training than any other institution of its kind in the state. The college department offers...the normal arts course, the household arts course, the agricultural course, and the mechanical course. In addition to these the following trade courses are offered, extending over a period of only one year: blacksmithing, wheelwrighting, cabinet making, carpentering, steam laundering, dry cleaning, hat making, shoemaking, printing, tailoring, power-plant machinery, plumbing, automobile repairing, broom and mattress making, trucking, dairying, sewing, millinery, and canning. The library facilities, chemical and physical laboratories and museum of natural history are among the best in the state *in colored institutions*. Its departments of agriculture, mechanics, cooking, and dressmaking are well equipped and efficiently conducted (275, italics added).

Between 1878 and 1925 approximately 4,000 students received trade certificates and 2,000 students graduated from Prairie View. In contrast, eight men and six women earned bachelor's degrees in 1922. Despite the apparent success of the college, the State Department of Education classified Prairie View as a junior college in 1925 (Eby 275).

During Willette Rutherford Banks' tenure as principal (1926-1947), Prairie View began to resemble a true institution of higher learning (see E12). Ever in search of alternative funding sources, Banks sought financial assistance from private philanthropists, state government and federal agricultural agencies. The increasing number of buildings on campus and the growing college curriculum reflect Banks' efforts. The school added a classroom building, a greenhouse, an incubator house, a hospital, three apartment buildings for male teachers, three dormitories for women including Annie Laurie Evans Hall (1928), Hilliard Dining Hall (1939), a National Youth Administration resident center, the W.R. Banks Library (1945), and more than 60 cottages for faculty families. In 1930 the school discontinued the Senior Academy, thereby removing the last trace of secondary

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A Bird's Eye View Of Prairie View University
September 1945



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curriculum, and renamed the Division of Education the College of Arts and Sciences. Organized in 1937, the Division of Graduate Study offered Master of Science degrees in agricultural economics, rural education, agricultural education, school administration, supervision and rural sociology. Banks also started the law, engineering, pharmacy, and journalism departments and secured faculty scholarships. In addition, Prairie View achieved "a doubtful 'A' rating from the Southern Association of Colleges in 1934" (Tyler 315) when Banks was principal. After years of pressure from the African American community for a black University of Texas, the 49th Legislature changed Prairie View Normal and Industrial College to Prairie View University in 1945 and authorized the school to offer the same courses as the University of Texas, as the need arose.

PRAIRIE VIEW, TEXAS A&M AND THE UNIVERSITY OF TEXAS

In the early 1870s, Prairie View and Texas A&M were remarkably similar. Yet in the next 70 years the state of Texas established 17 public senior colleges, while Prairie View remained the sole institution dedicated to the higher education of African Americans. Despite African American pressure to carry out a mandate in the Constitution of 1876 which stated that the "Legislature shall also, when deemed practicable, establish a college or branch university for colored youths..." (qtd. in Hornsby 120), the state legislature refused to provide a University of Texas campus for African Americans until 1945.

Although Prairie View's status as a public institution provided state funds for the school, the most common theme running through its history remains secondary economic status hampered by meager state funding. Historically, states funded colleges for African American students for three main reasons: to reap federal funds for the development of white land-grant universities, to limit African Americans to vocational education, and to prevent racial integration of white land-grant colleges (Roebuck and Murty 27). In 1891 the state legislature voted to bring Prairie View under full coverage of the second Morrill Act of 1890, giving the school status as a Land-Grant College. Although this mandate increased state funding to Prairie View, the contributions were split unevenly between Texas A&M and Prairie View. One quarter of the appropriated funds went to the "colored" school, while three quarters went to Texas A&M.

This same Morrill Act of 1890 funded the establishment of separate African American agricultural and mechanical colleges, thus paving the way for segregated, vocational higher education. By 1890, segregated schools already prevailed throughout the South and within "this system state legislatures spent money for whites on longer school years, on lower student-teacher ratios, and on higher salaries for teachers... This legalized segregation led to an increased pattern of underfunding for black education... Black public colleges also received unequal funding from state treasuries, through federal land-grant provisions, and from other federal sources" (Roebuck and Murty 29). Prairie View followed this pattern. In 1879 annual appropriations for the institution amounted to \$6,000, reaching only \$136,000 by 1917. The discrepancies between Prairie View and other public universities are remarkable. By comparison, Texas A&M and UT received \$469,200 and

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\$711,682 respectively in 1917. Salaries at Prairie View fell well below those at UT and A&M, as the principal at Prairie View earned \$1,800 while the presidents of A&M and UT each were paid \$5,000. The highest paid professor at Prairie View earned \$1,500, while the lowest paid professors at A&M and UT earned \$2,500 and \$2,000 respectively (Hornsby 117).

Beginning in the 1940s, the state of Texas began to recognize Prairie View as a legitimate institution of higher learning. In 1945, the Texas legislature renamed the school Prairie View University to fulfill the 1876 Constitutional requirement. In 1947 the legislature established Texas Southern in Houston (formerly Houston College) as the African American branch university and named Prairie View, Prairie View Agricultural and Mechanical College of Texas. This legislative act provided that "courses be offered in agriculture, the mechanic arts, engineering, and the natural sciences connected therewith, together with any other courses authorized at Prairie View at the time of passage of this Act, all of which shall be equivalent to those offered at the Agricultural and Mechanical College of Texas." The Board of Directors changed the title of principal to dean, and then to president in 1948. The divisions of the college became schools, and the directors of the respective schools became deans. Prairie View A&M was accepted for membership into the Southern Association of Colleges and Schools in December of 1958 and later received full accreditation by the National Council for Accreditation of Teacher Education.

In the 1970s the legislature changed the name of the institution to Prairie View A&M University and reconfirmed its status as an independent unit of the Texas A&M University System. In 1981 the Texas legislature officially recognized Prairie View as not only a general purpose university but also as a "special purpose institution" providing services to students of "diverse ethnic and socioeconomic backgrounds." In 1984 an amendment to the State Constitution declared Prairie View A&M University an "institution of the first class" and mandated an equitable share of the Permanent University Fund for the school. For the first time in the 106-year history of the university the state of Texas agreed to fund Prairie View on the same basis as Texas A&M and the University of Texas.

PRAIRIE VIEW AND PRIVATE AFRICAN AMERICAN COLLEGES

Boasting both Prairie View (1878) and Houston Colored Junior College (1927) in the early 20th century, the number of public institutions for African American higher learning in Texas was average for Southern states. By 1932 11 private, denominational African American colleges in the state comprised about ten percent of the 109 private and public black colleges nationwide. Michael Heintze asserts that the high number of private African American colleges in Texas reflects the late appearances of the two public colleges. He goes on to claim that state governments failed to provide sufficient education for African Americans. As a result, private institutions had to make up the difference by providing "blacks with vitally needed training on all educational levels" (46).

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Of the 2,189 African American students enrolled in Texas' 11 private institutions in 1915, 61 percent were enrolled at the elementary level, 32 percent at the secondary level, and only six percent in college level classes (see Table 1). In the same year, Prairie View enrolled 552 students, with 21 percent taking classes at the elementary level and 79 percent working at the secondary level. Prairie View did not offer college level coursework in 1915. By 1927 though, only three schools continued to teach at the elementary level, and virtually every school had a greater number of students at the college level than at the secondary level. After years of focusing on elementary and secondary level curricula, African American colleges gradually became true institutions of higher learning in the 20th century. Despite their progress, problems continued in African American higher education during this period.

In 1928 William R. Davis published a regional study of African American education in east Texas. Davis asserted that racism evident in the Constitutions of 1866 and 1876 forced missionary groups to fund African American education in Texas. The geographic proximity and excessive number of these schools led to duplication and competition. In addition, their curricula included outdated courses, such as Latin and Greek. A 1944 study funded by the state of Texas found that although the purpose of the black colleges mirrored that of white institutions, private church-related schools suffered from "poor locations, low faculty salaries, poor libraries and inadequate laboratory facilities" (Heintze 9). Similar problems plagued both private and public colleges in Texas throughout the period of significance.

After the push in the 1880s and 1890s for trade schools, all black colleges offered vocational courses. Between 1915 and 1927 the number of elementary level students declined and vocational curricula were reshaped in both public and private schools (see Table 2 and Table 3). Private colleges phased out industrial courses for men and introduced college level industrial courses for women. During this period Tillotson and Wiley first began offering secretarial courses for women in typing, shorthand and bookkeeping, and Prairie View began its nursing school and home economics program. Beginning in the early 1900s and continuing through the early 1940s, African American colleges in Texas began to look more like true colleges. Although in 1942 Prairie View lagged behind the private colleges by retaining and enlarging its industrial programs, it remained the only African American college to offer graduate level coursework terminating in a master's degree. Vocational education experienced a brief period of popularity again after World War II. Although many African American veterans desired a traditional liberal arts college education, most attended the public Prairie View University or Houston College because of their strong vocational programs.

While the state legislature forced Prairie View to embrace vocational education, historically, black denominational colleges downplayed their industrial programs. Most of these schools kept their vocational programs separate from their liberal arts curriculum and home economics courses for women were the only

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vocational studies heartily embraced. The expense of materials, machinery and tools necessary to carry out trade programs prevented many private institutions from establishing extensive industrial courses. Founded in the classical tradition, private black colleges tended to emphasize liberal arts education. Many schools opposed the principles of vocational education, fearing "that industrial training would prevent blacks from achieving social, economic, and political equality" (Heintze 86).

With scaled back college programs, many elementary and secondary schools began to teach industrial courses. The Rosenwald Fund, which sponsored a building program for rural African American schools, embraced vocational education. Using Booker T. Washington's Tuskegee Institute and industrial program as his model, Chicago philanthropist Julius Rosenwald funded thousands of new schools. Rosenwald believed that urban and industrial development depended on productive agriculture. This could be achieved, he thought, by creating a vocationally trained African American population. In addition, industrial education would make for stable and deferential African American laborers and would thus increase profits for white employers.

Prairie View Training School was erected in 1925 with aid from the Julius Rosenwald Fund and replaced the old elementary school building. (see E 17-18) At the school, student teachers from the college received hands-on training under the supervision of regular college staff members. The building also became a "county training school" in 1928 with monies that also came from the fund. These schools were the forerunners of modern day high schools. By 1940, the training school had an enrollment of 85 and became an accredited high school with a principal and six part-time teachers.

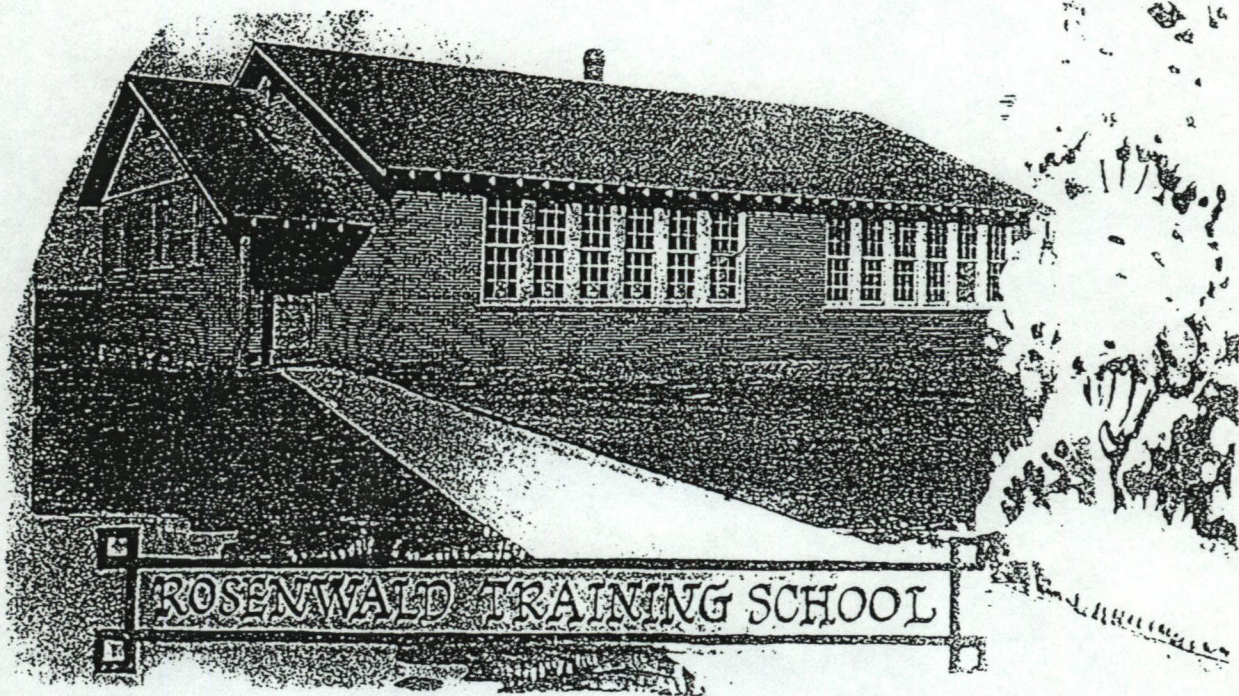
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PARCHMENT DEED
SOUTHWORTH CO. TEXAS
100% COTTON FIBER
PRAIRIE VIEW TRAINING SCHOOL



PRAIRIE VIEW, TEXAS

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Members of the teacher-training class in trades and industries, summer 1924.

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TABLE 1
Enrollments in Private and Public African American Colleges in Texas, 1915

<i>Institution</i>	<i>Elementary</i>	<i>Secondary</i>	<i>College</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Prairie View	115	437	0	130	422	552
Bishop	176	153	42	93*	102*	371
Butler	122	28	0			150
Guadalupe	57	29	0	38	48	86
Jarvis Christian	14	0	0			14
Mary Allen	88	27	0		115	115
Paul Quinn	213	57	13			286
St. Philip's	68	5	0			73
Samuel Huston	267	92	18	55 ⁺	63 ⁺	377
Texas	35	75	3	38	72	110
Tillotson	135	70	18	95	128	223
Wiley	176	170	38	89*	119*	384

Source: Heintze, *Private Black Colleges in Texas*, 69.

*Figures represent only those students above the elementary level.

⁺Figures represent only those students above the seventh-grade level.

Enrollments in Private and Public African American Colleges in Texas, 1927

<i>Institution</i>	<i>Elementary</i>	<i>Secondary</i>	<i>College</i>	<i>Total</i>
Prairie View	0	372	559	931
Bishop	0	123	316	439
Butler*				
Guadalupe*				
Jarvis Christian	80	60	14	154
Mary Allen*				
Paul Quinn	0	75	177	252
St. Philip's ⁺	0	29	32	61
Samuel Huston	0	0	201	201
Texas	60	174	107	341
Tillotson	39	67	20	126
Wiley	0	86	352	438

Source: Heintze, *Private Black Colleges in Texas*, 73.

*Figures not available for Butler, Guadalupe, and Mary Allen colleges.

⁺St. Philip's figures are for 1929.

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TABLE 2
Vocational Courses Offered in Private and Public African American Colleges in Texas, 1915
Courses for Women

<i>Institution</i>	<i>Cooking</i>	<i>Domestic Service</i>	<i>Dress- making</i>	<i>Laundry</i>	<i>Millinery</i>	<i>Sewing</i>	<i>Elementary</i>	<i>High School</i>
Prairie View			X		X	X	X	X
Bishop	X					X	X	X
Butler	X					X	X	X
Guadalupe	X	X		X		X	X	X
Jarvis Christian	X	X		X		X	X	X
Mary Allen	X					X	X	X
Paul Quinn	X					X	X	X
St. Philip's	X					X	X	X
Samuel Huston	X		X			X	X	X
Texas	X		X			X	X	X
Tillotson	X					X	X	X
Wiley	X				X	X	X	X

Courses for Men

	<i>Agri- culture</i>	<i>Broom Making</i>	<i>Carpentry</i>	<i>Iron- works</i>	<i>Manual Training</i>	<i>Mattress Making</i>	<i>Print- ing</i>	<i>Shoe Making</i>	<i>Tailor- ing</i>	<i>Type- setting</i>
Prairie View		X	X	X		X		X	X	
Bishop					X					
Butler	X				X		X			
Guadalupe				X					X	
Jarvis Christian	X		X							
Mary Allen										
Paul Quinn	X		X				X			
St. Philip's										
Samuel Huston									X	
Texas	X		X		X					
Tillotson					X					
Wiley	X		X		X		X		X	X

Source: Heintze, *Private Black Colleges in Texas*, 70-71.

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TABLE 3
Vocational Courses Offered in Private and Public African American Colleges in Texas, 1928
Courses for Women

<i>Institution</i>	<i>Commercial</i>	<i>Cooking</i>	<i>Domestic Service</i>	<i>Dress Making</i>	<i>Home Economics</i>	<i>Nurse Training</i>	<i>Sewing</i>
Prairie View					X	X	
Bishop Butler*	X						X
Guadalupe*							
Jarvis Christian		X	X				X
Mary Allen*							
Paul Quinn					X		
St. Philip's		X	X	X	X		
Samuel Huston					X		
Texas				X	X		X
Tillotson	X		X		X		
Wiley	X	X		X			X

Courses for Men

	<i>Agriculture</i>	<i>Carpentry</i>	<i>Ironworks</i>	<i>Manual Training</i>	<i>Mechanical Arts</i>	<i>Printing</i>	<i>Tailoring</i>
Prairie View	X				X		
Bishop Butler*				X			
Guadalupe*							
Jarvis Christian	X			X			
Mary Allen*							
Paul Quinn		X	X		X		
St. Philip's							
Samuel Huston							
Texas	X			X			
Tillotson							
Wiley							

Source: Heintze, *Private Black Colleges in Texas*, 74-75.

*information not available

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After individually funding over 100 rural schools in the south, Rosenwald consolidated his financial contributions by forming the Julius Rosenwald Fund in 1917. In 1928, 51 schools were built with monies from the Rosenwald Fund. Building requirements for these schools reflected Rosenwald's philosophy of industrial education for rural southern African Americans. The Fund insisted that all schools stand on at least two acres of land to allow for school gardens and playgrounds. Every school plan included an industrial room in addition to the regular classrooms. The fund also offered plans for separate shop buildings and teachers' homes where home economics lessons could be practiced.

The education of African Americans continued to be an area of concern in the 20th century and various studies, reports and surveys focusing on African American education at this time revealed significant problems within these schools. In 1919, with funds from Rockefeller's General Education Board, the Texas legislature established a Division of Negro Education (DNE) within the State Department of Education. The DNE advocated industrial education for most students and by 1921 had undertaken Texas' first survey of African American schools. The legislature squashed all potential power of the division when it permitted the DNE nothing more than advisory control over the A&M Board of Directors. Therefore, the DNE could not effect change at Prairie View. Completed in 1924, the comprehensive survey simply concluded that African Americans could benefit from increased education. In addition, this assessment of African American higher education concluded that "of eight schools attempting to offer work of a collegiate grade [in 1925], only Prairie View Normal..., Bishop College, and Wiley College were recognized by the State Board of Education" (qtd. in Shabazz 34).

In a 1928 study of almost 100 African American colleges nationwide, white educator and General Education Board agent Jackson Davis, noted that these institutions generally lacked adequate library collections and facilities, proper educational equipment and dedicated teachers. To fund such improvements, Davis suggested raising tuition and seeking out funding from African American churches. He also encouraged the development of a few outstanding colleges and maintenance of other institutions as high schools (Heintze 8). Other studies in the 1930s echoed Davis' sentiments concerning funding and school closures. The Thursday, September 4, 1930 journal entry of African American Lorenzo J. Greene provides a first-hand account of the financial and physical conditions at Prairie View. After visiting the campus, he writes,

There is nothing here but the school. Largest Negro Land Grant College - 1450 acres. Some fine buildings, but they are thrown up helter skelter...[Mr.] Southern showed me around the campus. Pointed out the new mechanical arts building and the hospital. There are two resident physicians, two nurses, a surgeon and a pharmacist, all paid by the state. The administration building, sorry to relate, is an old stone structure [built in 1890]. The boys' dormitory is fair; so are the toilet accommodations.....Reached Houston at 2:30....Went to a party....Met a Mr. L-----

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who teaches at Prairie View. Told me salaries are very low there. Range from \$80 to \$120 a month and teachers must board themselves and pay room rent. Earn less than teachers in city schools here [Houston]. Maximum is \$1600. That is the minimum for whites (Beeth and Wintz, eds. 136-137).

While African American education progressed in enrollment, curriculum and accreditation, the need for adequate funding clearly remained an obstacle to the quality of teaching and level of learning at black colleges.

When compared to other Southern land-grant universities and normal schools in the 1928 survey, Prairie View ranked highly, yet its focus on industrial education raised some concern. The survey noted that 34 percent of African American teachers in Texas graduated from Prairie View, and called for the reorganization of the education department. The report indicated that Prairie View needed to increase its vocational curriculum and provide two-year courses above the high school level. Most importantly,

[Prairie View] should be better equipped to do teacher training. The library needs more generous support, more cows are needed, and a more adequate training school should be provided. In short, the standard of support...is too low. The general spirit of the institution and the conduct of its students are very creditable. Plans should be laid now for the early provision of professional education for negroes in such lines as law and medicine (qtd. in Shabazz 35).

A 1929 study reinforced many of the 1925 and 1928 findings, stressing teacher training and the preparation of African American professionals. The state legislature ignored these findings until 1937, when Prairie View established a graduate program, primarily leading to a master's degree in education.

The success of African American colleges depended on strong faculties, but the constant lack of funds complicated the situation. Colleges started by white missionary groups began with white faculties. Starting at the turn of the century, pressure for black faculties and an increasing number of qualified black teachers induced these schools to hire African American faculty members. Colleges funded by African American denominations began with black faculties, and despite the authority of the white Texas A&M president and board of directors, Prairie View also began with a black faculty. Until the 1930s teachers in public and private schools generally lacked graduate degrees. The number of teachers with advanced degrees gradually increased, although very few ever held doctoral degrees.

African American colleges often neglected proper recognition of the professional status of their faculties and a 1928 study found that little attempt "had been made to apportion academic duties according to training and merit" resulting in institutional confusion (Heintze 6). The study also pointed out that college teachers in

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virtually every African American college, both public and private, were extremely overworked. Deans usually taught full-time in addition to fulfilling their other duties. Overworked faculties resulted in exhausted teachers and apathetic students. To compound this problem, teachers were woefully underpaid and retention of teachers became increasingly difficult. Teachers' salaries in private black colleges were lower than those in public black colleges, and both were significantly lower than in white institutions. Low salaries led to incredible turnover rates: one-third to one-half of faculties in African American colleges every three years (Heintze 7).

Prairie View, as the only public institution of higher learning in Texas until 1927, has been vital to the education of African American in the state. Between 1930 and 1954, 43 percent of African American college students in Texas attended Prairie View (Heintze 6). Its development occurred in the most segregated era of Texas history. A separate and unequal, yet remarkably viable, school system for African Americans developed between the 1870s and the 1950s. Public schools and public and private colleges formed a functional educational network for African Americans, providing educational opportunities for the first time. Although conditions in most of these schools were appalling and the process of advancement was slow, Prairie View's success and long history stand as a testament to the African American drive for equality in education.

Prairie View faced one overriding dilemma in its 120 years of existence. As a state funded institution, the white legislature forced the school to shape itself according to the state's desires. Yet as an institution for African Americans, the college had the duty to educate for the advancement of the race. Saddled with these conflicting obligations, Prairie View tried to placate both parties in the late 1880s by developing a curriculum that embodied both vocational and liberal arts education. While the quality of education may have been compromised, the mixed curriculum allowed the school to remain in operation. By the late 1920s the vocational programs at Prairie View were transformed from training in manual labor skills to Home Economics, Nurse Training, Agriculture and Mechanical Arts. In 1921 bachelor's degrees were finally awarded and by 1930 the school discontinued its secondary level curriculum and began to look like a true college. (see E 26)

In 1937 Prairie View began offering graduate degrees. Although Texas fulfilled the 1876 constitutional promise of an African American branch university in 1945, desegregation of Texas schools did not occur until the late 1950s and 1960s. The state placed Prairie View at the same academic and financial level as Texas A&M and UT in 1984. Until 1984, state and federal governments and private funds never provided adequate financial support for Prairie View. Historically, financial troubles shaped all aspects of public and private African American higher education. Without money for dedicated teachers or adequate facilities, African American colleges struggled through the late 19th and 20th centuries. Yet Prairie View's existence for 120 years indicates the remarkable spirit and perseverance of African Americans in Texas. African American activists dedicated to equality in education repeatedly resisted racist government legislation and continuous economic hardship in order to raise the standards of Prairie View and other schools in the state. After years of

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struggle, Prairie View evolved into a multipurpose college, and can no longer be considered a special purpose institution.

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Courses Offered in the Following Fields:

1. Agriculture
2. Arts and Sciences
3. Home Economics
4. Mechanic Arts
5. Nursing Education
6. Special Trade Courses in:

General Agriculture, Beauty Culture, Cooking, Sewing, Maid Service, Auto Mechanics, Broom and Mattress Making, Carpentry and Cabinet Making, Electricity, Laundering and Dry Cleaning, Machine Shop Practice, Masonry, Painting and Interior Decorating, Plumbing and Steam Fitting, Printing and Linotype Operating, Shoe Making, and Stationary Engineering.

**TEXAS CENTENNIAL
PRAIRIE VIEW STATE COLLEGE
1876-1936
PRAIRIE VIEW, TEXAS**



KIRBY HALL—1876

Origin of Prairie View State College for Negroes with six teachers, ten students, and a property valuation of \$10,000.

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TIMELINE OF EDUCATIONAL HALLMARKS FOR AFRICAN AMERICANS IN TEXAS

TEXAS AND U.S.

PRAIRIE VIEW

Morrill Land-Grant College Act	1862	
Black Texans learn of emancipation in June	1865	
Freedmen's Bureau established		
Texas Constitution	1866	
Texas legislature devises single public school system	1867	
Texas Constitution	1869	
Freedmen's Bureau discontinued	1870	
Texas public school system established	1871	
Paul Quinn College founded	1872	
Wiley University founded	1873	
Texas legislature repeals Reconstruction-era laws		
Texas Constitution: establishes dual public school system with separate schools for white and black children, promises future African American branch of UT	1876	Texas legislature approves State Agricultural and Mechanical College for Colored Youths
Compromise of 1877	1877	Alta Vista Agricultural College opens
Reconstruction ends		
	1879	Alta Vista converted to coed normal school Renamed Prairie View Normal School E.H. Anderson principal Annual appropriations: \$6,000
Tillotson College opened	1881	
Bishop College founded		
Fort Worth Industrial and Mechanical College established		
Guadalupe College founded	1884	
	1885	L.C. Anderson principal
Mary Allen Seminary founded	1886	
	1888	Industrial Department added
2nd Morrill Land-Grant College Act	1890	
	1891	Prairie View becomes official Land-Grant College
	1893	Industrial Department becomes part of regular curriculum
Texas College organized	1894	
	1897	Edward L. Blackshear principal
St. Philip's College established	1898	
	1899	Addition of Industrial program Renamed Prairie View Normal and Industrial College

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TEXAS AND U.S.

PRAIRIE VIEW

Samuel Huston College founded	1900	
	1901	College level coursework offered Senior Academy and Normal School split into Divisions of Education, Agriculture, Home Economics and Mechanical Arts
	1904	Three bachelor's degrees awarded Intercollegiate athletics introduced
Butler College founded	1905	College coursework discontinued
Jarvis Christian College established	1912	
	1915	I.M. Terrell principal
	1916	Fry-Thomas Power Plant constructed
U.S. enters World War I Julius Rosenwald Fund established UT annual appropriations: \$711,682 Texas A&M annual appropriations: \$469,200	1917	Annual appropriations: \$136,00
	1918	J.G. Osborne principal Nursing Division established
Department of Negro Education established	1919	College coursework reintroduced
	1921	First bachelor's degrees since 1904 awarded
	1925	Alfred N. Poindexter Veterinary Hospital built
	1926	Willette Rutherford Banks principal
Houston Colored Junior College established	1927	Annie Laurie Evans Hall built
Stock market crash	1929	
	1930	Senior Academy discontinued Division of Education renamed College of Arts and Sciences
	1934	A rating from Southern Association of Colleges
	1937	Division of Graduate Study established
	1938	Hilliard Hall built
U.S. enters World War II	1941	
	1945	W.R. Banks Library built Legislature authorizes same course offerings as UT Austin Renamed Prairie View University
Texas legislature establishes Texas Southern, formerly Houston College, as the African American branch of the University of Texas	1947	Renamed Prairie View Agricultural and Mechanical College of Texas Edward B. Evans principal
	1948	Title of principal changed to dean Title of dean changed to president

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PRAIRIE VIEW ARCHITECTS AND ENGINEERS

The oldest extant buildings of the Prairie View A&M campus reflect the university's early 20th century growth. Buildings exhibit similar materials and scale, rising between one and four stories in height. The most ornate buildings reflect characteristics of the Collegiate Gothic style, which were both popular on college campuses during the early 20th century. Frederich Ernst Giesecke, Louis E. Fry, and Claude L. Wilson all helped shape Prairie View's built environment.

Dr. Frederich Ernst Giesecke (1869-1953)

Prominent Texas architect and engineer Frederich Ernst Giesecke designed a number of significant buildings on the Prairie View campus in the early 20th century. He graduated with a Bachelor of Science degree in Mechanical Engineering from Texas A&M in 1886. Directly after graduation he became an Assistant Professor of Mechanical Engineering there and in 1888 he became the head of the department of mechanical drawing when it was separated from the department of mechanical engineering. He did graduate work at Cornell University, the University of Illinois and Massachusetts Institute of Technology. In 1907 he spent a year studying heating and ventilation at the Technical University of Berlin. He published some of the first authentic articles on the subject in *Heating and Ventilating Magazine* when he returned. Giesecke left Texas A&M in 1912 to head the Department of Architecture at the University of Texas at Austin. From 1914 to 1920 he served simultaneously as a Professor of Architecture and as the Head of the Division of the Engineering Bureau of Economic Geology and Technology. Giesecke left UT in 1923 to earn a Ph.D. at the University of Illinois. In 1927, Giesecke returned to Texas A&M as the Head of the Department of Architecture and the College Architect. In 1928 he became the Director of the Texas Engineering Experiment Station. While at A&M Giesecke experimented with rodding concrete, paving the way to ready-mixed concrete. His articles on this subject led to the acceptance of reinforced concrete structures.

Dr. Giesecke was extremely active in professional organizations within his field. He was instrumental in organizing the Texas Chapter of the American Institute of Architects (inducted 1906). He was a charter member (1891) of the Society for the Promotion of Engineering Education (now the American Society of Engineering Education) and later served as the president of the Texas Section. He was a life member of the American Society of Heating and Ventilating Engineers and served as the president of the American Society of Mechanical Engineers. In 1942 Dr. Giesecke received the F. Paul Anderson Gold Metal for Outstanding Contribution to the Science of Heating and Ventilating. In addition, Dr. Giesecke remained dedicated to education and authored a number of articles and textbooks including *Technical Drawing* (1936, with Alva Mitchell and Henry Spencer) which has become a standard text for engineering students.

Dr. Giesecke designed the laundry building (1916), the Spence Agricultural Building (1918), and the George R. Woolfolk Social & Political Science Building (1927, originally the Education Building) on the Prairie View

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campus. He collaborated with Prairie View's own College Architect, Louis Fry for the design of the Hospital (1928) and worked with Prairie View Mechanical Engineer C.L. Wilson to design the Animal Industries Building (1920), L.C. Anderson Hall (1933), and Hilliard Hall (1939). Giesecke created a sense of continuity between the buildings he designed for the campus and three buildings in particular show similar detailing. L.C. Anderson Hall stands as an excellent example of traditional campus gothic design and is similar in style to G.R. Woolfolk Hall. A 3-story gabled and parapetted ornamental stone entryway distinguishes Anderson Hall. Two bays with flattened arches flank this central entrance, while upper portions of the entry are framed by tapering piers. Despite much more modest detailing, the G.R. Woolfolk Hall, with its pedimented central entrance and balance resembles Anderson Hall. Architectural embellishment linking Anderson and Woolfolk Halls includes stone owl head detailing, stone embellishment and grand entrances of the two buildings. Similar tile embellishment visible on the exteriors of Woolfolk and Hilliard Hall link those buildings as well.

Louis Edwin Fry (1903-)

Louis Fry attended Prairie View State Normal and Industrial College in 1918 and enrolled in Mechanic Arts. In 1922 Fry received a degree and continued his education at Kansas State College in Manhattan, Kansas. Inadequate finances forced him to return to Prairie View to work as a stationary engineer at the Power Plant. He eventually returned to Kansas State and registered in the architectural engineering department as the only African American in attendance. While attending Kansas State, Fry met Claude L. Wilson who would later become a vice president of Prairie View.

Fry designed the 1925 Alfred N. Poindexter Veterinary Hospital on the Prairie View campus as a senior project, although the date of his design for the veterinary hospital remains unclear. He may have designed the building in 1922 while still at Prairie View or may have worked on the project at Kansas State.

Fry returned to Prairie View in 1927, this time as a teacher in a department headed by Claude Wilson. In the 1920s students in the industrial program took trade method courses supplemented with practical experience on campus including classroom building, grounds maintenance and power plant maintenance. Often these projects did not coincide in a timely manner with the appropriate topic in the course. Thus, building a well-structured program of teaching became essential to the development of the Mechanical Arts program and the future College of Engineering. In an unpublished report, C.L. Wilson and L.E. Fry reviewed the teaching methods of the industrial program and recommended a full-time Industrial Education Teacher whose duties would be to teach college courses in Industrial Education and to supervise Industrial Work. They concluded that the industrial instruction should be completely divorced from hands-on production work and each handled by a separate staff. These recommendations also included the installation of modern equipment to enable instructors to teach their trades in the most up to date fashion and outlined the replacement of the present course in Mechanic Arts with a four year degree course in Building Construction.

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In addition to making curriculum recommendations, Fry also became involved with the campus master plan concerning open space and traffic and soon began designing campus buildings. In 1927 he designed Annie Laurie Evans Hall, a dormitory intended to house 100 girls and have toilets on each floor. Fry's original design for the dormitory included large windows and liberal room space (13 by 17 feet intended for two girls), as well as kitchen and dining facilities. The university cut the kitchen and dining room from the original plans.

Fry also designed the new hospital building built in 1929 shortly after the original hospital burned. This building embodies the work of all three significant architects on the Prairie View campus. Louis Fry served as the architect for the 50-bed hospital while Claude Wilson worked as the mechanical engineer and Frederich Giesecke served as the engineer for the project. With the building under construction Fry return to Kansas State and earned a master's degree in 1930.

Fry's buildings on the Prairie View campus reflect his earliest work. He designed numerous buildings on other African American college campuses including the Tuskegee Institute in Alabama, Alabama State University, Lincoln University of Missouri and Morgan State University later in his career. After earning his master's degree he taught at the Tuskegee Institute where he established an architecture department in 1935. He also taught at Lincoln University of Missouri where he was the only licensed African American architect in the state. After receiving his Ph.D. from Ohio State in the mid 1940s, Fry studied at Harvard with Walter Gropius, the noted German architect and founder of the Bauhaus, and worked as a draftsman for Marcel Breuer, one of Gropius' followers. After World War II Fry returned to teaching at Lincoln and continued to design buildings for Lincoln, Alabama State and Tuskegee. In 1947 he became a professor of architecture at Howard University in Washington D.C.. Fry received the 1995 Washington Chapter AIA Centennial Award for his distinguished service to the profession of architecture as well as to the community.

Claude L. Wilson (1903? – 1994)

Claude Leonard Wilson graduated from Kansas State University with a Bachelor of Science degree in 1925, a Professional degree in 1929, and a Master's Degree in 1933, all in the field of Mechanical Engineering. He did further graduate and special work at Michigan State University, the University of Minnesota, the Massachusetts Institute of Technology and George Washington University. In 1982, he was awarded the Honorary Doctor of Science Degree by Kansas State University.

Upon graduation, he was employed by Prairie View A&M University as an Assistant Professor of Mechanic Arts. He advanced through the ranks, serving the University in many important capacities including Superintendent of Buildings and College Utilities. In 1941, Dr. Wilson founded the School of Engineering and served as the Dean. In 1959 he was promoted to Academic Dean of the University and in 1970 he became Vice President for Physical Plant Planning and Engineering.

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In 1947, he also founded the Prairie View Housing Conference and served as its Director for 19 years. This conference had a tremendous effect on improving housing conditions for minorities in Texas and the nation. He served as Chairman of the Athletic Council from 1950 to 1972 which included the period when Prairie View won eight conference and five national football championships. He was also in charge of all student employment at the University for eighteen years.

Dr. Wilson was the first black registered Professional Engineer in the state of Texas and was honored by the engineering community as Houston Engineer of the Year in 1977. As a member of the Council of Engineering Deans of Texas, Wilson worked with twenty-four other members to design a Master Plan for Engineering Education in Texas. The dedication of Prairie View A&M University College of Engineering and Architecture Complex, named in Wilson's honor, was the first action of the group. The second action was the establishment of the C.L. Wilson Fellowships for Architecture and Engineering, and the third action resulted in his selection as a Fellow of the American Society of Mechanical Engineers.

Prairie View and the Texas Interscholastic League for Colored Schools

Texas interscholastic League of Colored schools was established in the school year 1920-21. ("Rules and Regulation for The County, District and State Contests of the Texas Interscholastic League of Colored Schools, 1941-42, 5) The purpose of the league was to promote better conditions in schools for African Americans in the state by bringing the schools together in county, district and state meets. The league also proposed to reach all or most of the students in the members schools by means of community industrial fairs and school meets, and to assist in the development of community life. Over fifteen counties participated in the first meet in 1921. Participants took part in contests in declamation, spelling and athletics. (6)

In 1923, control of the league was turned over to Dr. J.G. Osborne, the sixth principal of Prairie View State Normal and Industrial College. (5) For the next four decades, members of Prairie View's staff would develop the black league into a separate and distinct organization that resembled the University Interscholastic League. The name of the league changed to Prairie View Interscholastic League of Texas. The work of the league encouraged excellence in thousands of African American students through organized competitions.

Inevitably, in the mid-1960s talk of integration of the two leagues began. And like the desegregation of public schools, both leagues opted for a gradual change over an immediate wholesale one. The two leagues proceeded with caution. A meeting was called in February of 1965 to discuss an amendment to the University League's Constitution. Dr. Fred Hunter, President of the Texas Association of School Administrators and a member of the Legislative Council, intimated that the primary objective of the committee was to attempt to anticipate some of the problems involved in the transition and to plan for the alleviation of any potential "friction" that may

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occur. The committee proposed a period of 3 years for the transition. ("Meeting Minutes" of the Prairie View Interscholastic League of Texas, 2 February 1965, W.R. Banks Library, Prairie View A&M University, Prairie View, Texas)

PREPARING STUDENTS AND THE COMMUNITY FOR THE NATIONAL DEFENSE

Military Training at Prairie View A&M University

The training of students at Prairie View in military tactics dates back to 1918 when the college established its first Reserve Officer's Training Corps (ROTC) program. The program listed as its goal to instill within the youth the art of good citizenship and self preservation, while teaching the methods and science of soldiery, modern warfare, and tactics. (The Prairie 160) In the Fall of 1942 a Senior (Infantry) unit of the R.O.T.C. was formed.(see E 34) It differed from the former in that it was now a recognized and accredited unit of the United States Army. (Hamilton np) By its fourth year, the R.O.T.C. program had trained over 1,000 men, many of which served in the armed forces—several as commissioned officers. (Purple and Gold 66)

Training for War Industries

In addition to the R.O.T.C. program, students were given the opportunity to participate in vocational training for war industries on the campus. Youth and adults were trained in skilled trades in the college's shops and other facilities in 1941. The State Board for Vocational Education, Trade and Industrial Division furnished the college with \$20,000 worth of equipment and supplies for instruction, paid one-half the teacher's salaries, and all other expenses incidental to training persons in skilled trades so that they might enter into the various war trades. The Works Progress and the National Youth Administrations agreed to send students to Prairie View for training. Students were trained in electric welding, machine tool operation, forging and foundry. After course completion, students were able to enter employment in industrial plants with war contracts or other private employment. (Holley np)

Civilian Protection School

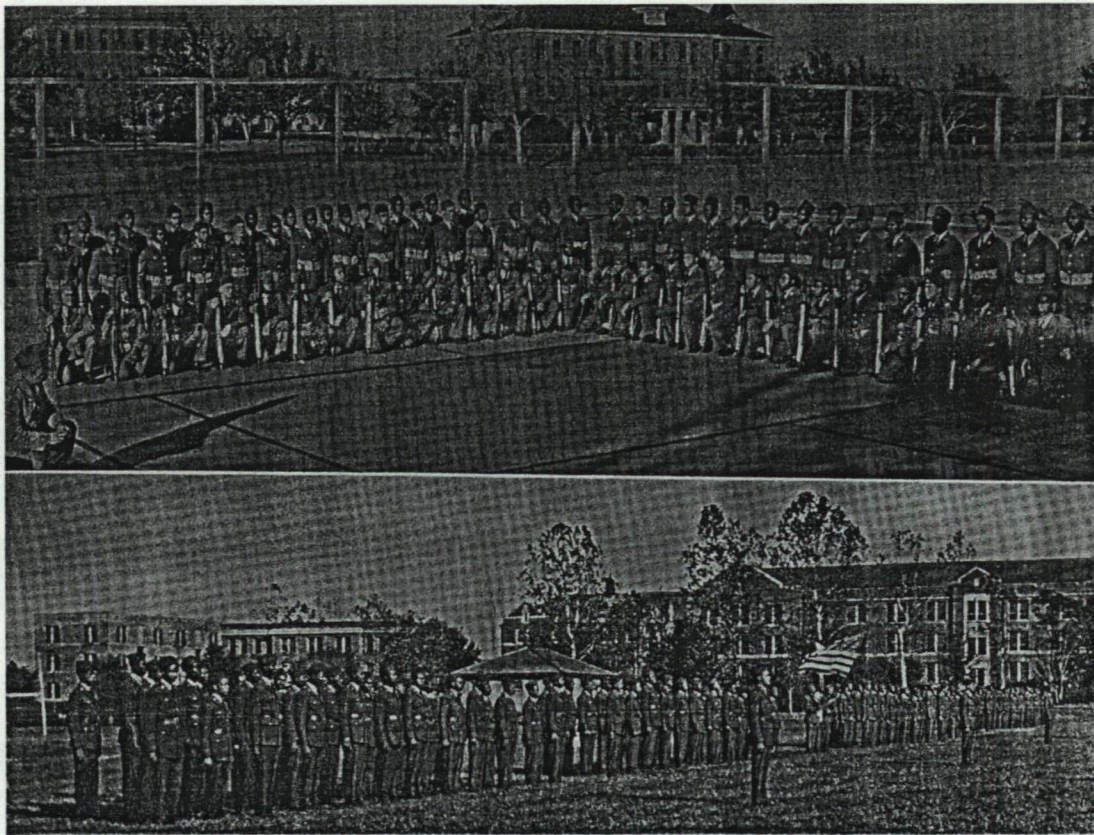
In 1942, Prairie View extended its war efforts to the people in the surrounding community. The college students, as well as housewives, farm agents, teachers, Jeanes Supervisors, ministers, nurses participated in the classes. The Civilian Protection School provided training in first aid, extinguishing of incendiary bombs, decontamination, conducting blackouts, reconnaissance, and plant protection. Also, a nutrition course was offered to campus wives and faculty members and to farm women in an adjoining town. A certificate was awarded upon completion of a standard Red Cross home nursing course.

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National Youth Administration

Federal legislation created the, peacetime project, National Youth Administration (NYA) to employ needy high school, undergraduates and graduates students in 1935. The NYA program at Prairie View was expanded in 1941 and new buildings were constructed and new equipment was installed. Now course offerings included machine tool operation, welding, forging, foundation and pattern making, electrical repair, steam heating and mechanical drawing. Completion of the course qualified the student to work in a war plant. Dr. Mary McLeod Bethune, founder of Bethune-Cookman College in Daytona Beach, Florida, believed the Prairie View trainees to be among seven black colleges by the War Man Power Commission to do special training in preparing draftees for war. (Purple and Gold 147)

Architectural Resources at Prairie View and Other Historically Black Colleges and Universities

The historic buildings that remain on the Prairie View campus represent a rare architectural resource on the campuses of Historically Black Colleges and Universities (HBCUs) throughout the United States. Many such buildings on these campuses fell into disrepair or were torn down for the lack of funds for renovation. Currently, four historic buildings on the Prairie View campuses are marked for demolition for these same reasons.

In 1997, the United States General Accounting Office sent to HBCUs in each state a survey form. The purpose of the survey was to identify, assess, and prioritize historic properties at HBCUs. Respondents were asked to provide (1) the number of historic properties located at the HBCUs and (2) the estimated cost to restore and preserve these properties. All 103 historically black colleges and universities responded to the survey. There were 712 historic properties recorded by the schools. Most of the 712 properties identified were located at only 28 of the schools. This low number reflects the fact that many of these school's campuses were less than 50 years old, thus not eligible for consideration. Buildings were the most common property type and the total cost for restoration of all resources eligible for the National Register came to \$239,127,000.

In Texas, eight HBCUs were surveyed. There are a total of 21 historic buildings that qualify for listing on the National Register of Historic Places. The cost to restore Texas' resources exceeds 27 million dollars. The following chart shows the HBCUs and the number of historic buildings for each. (GAO Report 1-4)

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<u>School</u>	<u>Number of Eligible Buildings</u>
Huston-Tillotson College	0 (2 were formerly listed)
Jarvis Christian College	2
Paul Quinn College	0
Prairie View A&M University	7
Southwestern Christian College	2
Texas College	7
Texas Southern University	1
Wiley College	2

It is important to note that although Texas has more than eight HBCUs, the survey only addressed those schools that were still in operation. Therefore, the historic Paul Quinn College campus in Waco, which has several historic buildings could not be included because the campus was moved to Dallas. Likewise, the historic buildings at Guadalupe College in Sequin, which has two buildings that are eligible, is not included.

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ASSOCIATED PROPERTY TYPES

EDUCATION BUILDINGS

DESCRIPTION

Education Buildings housed the everyday activities of campus life, providing space for classroom activities, administrative functions, library services, student housing and dining facilities and support services such as power generation. Even utilitarian resources such as the power plant played a role in the curriculum of vocational training in place during the period of significance.

Fieldwork in the summer of 1997 identified only seven (out of 89 catalogued in 1936) extant historic resources associated with the campus. These resources date to the first half of the 20th century. Built using masonry construction techniques, they typically rise one to three stories in height on generally rectangular plans. Block massing and symmetrically composed facades predominate, with partial basements and entry focal points providing formal design elements. Finish materials historically included brick, cast stone and tile detailing, asphalt shingles and generously proportioned wood fenestration. Varying stylistic influences, specifically ornamentation drawn from the Classical Revival, Collegiate Gothic and Moderne styles of the 1920s, 1930s and 1940s, reveal the involvement of architects throughout the period of significance. Historic settings typically provided generous green spaces dotted with native oak trees and low scale vegetation around each building. A network of concrete sidewalks and entry stairs evolved during the period of significance to connect campus facilities.

Remodeling over the years resulted in changes that generally respect the historic character of these resources. Typical changes include construction of new wings to accommodate growth on campus, alteration of fenestration materials to improve energy efficiency and reconfiguring of sidewalks and entries to comply with guidelines of the Americans with Disabilities Act.

SIGNIFICANCE

Reflective of the primary mission of the university, Education Buildings bespeak the development of the campus throughout the period of significance. As such they are significant for their historical associations under Criterion A in the areas of Education and Ethnic Heritage. Strong associations with significant leaders on the campus suggest nomination under Criterion B in these same areas, given a direct association between the contributions of the person and the building in question. The first African American to earn a license to practice veterinary medicine in Texas, for example, played an instrumental role in the design and construction of the veterinary hospital on campus and subsequently taught out of the facility for many years. This direct connection between Dr. E.B. Evans and the building's history therefore warrants its nomination under Criterion B. Similarly, buildings associated with the careers of campus architects may merit nomination

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under Criterion C in the area of Architecture. The involvement of architect and faculty member Louis Fry in the design and construction of the veterinary hospital, for example, suggests its nomination in this manner as a rare surviving example of his work. While beyond the scope of this architectural and historical analysis of the campus, archeological investigations on campus could also lead to future nomination efforts under Criterion D.

REGISTRATION REQUIREMENTS

To be nominated, Education Buildings must be at least 50 years old and significant under one or more of the above National Register Criteria. They must retain sufficient integrity to be recognizable to the period of significance. For nomination under any criteria, key components of integrity include location, setting, feeling and association. A building therefore must retain its original location, general setting and sense of time and place, as well as direct association with significant campus developments or personalities. Because they are rare surviving examples of campus development, however, greater laxity should be allowed in evaluating the impact of change on their integrity of design, materials and workmanship. As change is an important dynamic on any educational campus, a greater range of alterations to design, materials and workmanship is allowable under any of the above Criteria. While alteration of fenestration openings would negatively affect the character of a building's design, for example, simple changes in materials (i.e., from clear glass to smoked glass) would not compromise its integrity. Loss of design hallmarks or primary stylistic references such as Gothic arched entry bays would negatively affect integrity of design. The emphasis of such analysis must be placed on exterior features rather than interior spatial configuration and detailing.

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GEOGRAPHICAL DATA

The legal limits of the Prairie View A&M University campus in Prairie View, Waller County, Texas as of August 1997.

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SUMMARY OF IDENTIFICATION AND EVALUATION METHODS

Texas Historical Commission staff worked closely with university staff to identify and document all historic resources on the campus during the summer of 1997. Team members photographed each resource using both black and white and color slide film. After mapping each resource and preparing Texas Historic Sites Inventory forms, team members gathered historic data relevant to the context of campus development, significant leaders and individual building histories. This work facilitated determinations of eligibility for the Historically Black Colleges and Universities initiative administered by the U.S. General Accounting Office in conjunction with the National Park Service. Subsequent research in the summer of 1998 focused on data concerning the context of higher education for African Americans drawn from archival sources in Austin.

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