

Wesleyan's Contribution To The Fight Against Poverty

By: Jerry Stockdale

Shortly after President Johnson's appeal for a war against poverty (last spring), many communities in which poverty was a major problem began the campaign to "help stamp out poverty." In the Rocky Mount area, a key contribution to this drive was made by Wesleyan College in the form of a preliminary study conducted by the city of Rocky Mount and N. C. Wesleyan College, in anticipation of receiving a North Carolina Fund Award.

This research was done to determine the attitudes toward the improvement of education and vocational status of the Negro people in the Nash-Edgecombe County area. The reason for using the Negro race was the pre-dominant one in those areas of the county which are most poverty-stricken.

Various hypotheses were arrived at by a group discussion with various Negro leaders of the two counties concerning the various existing conditions. From these hypotheses, interview forms were developed. The sample of residents was selected at random and stratified according to age and sex. Students at Wesleyan were trained as interviewers to conduct the survey.

Two questionnaires were administered to pupils at North Whitakers School in grades 5-8 concerning vocational and educational aspirations. A set was also administered to the classroom teachers concerning conditions at home. 226 questionnaires were also administered to randomly selected adults of these counties.

It must be pointed out that since poverty appeared to be primarily, although by no means exclusively, related to race, it was decided to confine this study to members of the Negro race.

The two areas chosen for the study were North Whitakers in Nash County and Planning District 11 in Rocky Mount. These areas were chosen primarily because of the high relation to other areas in social deterioration, such as disease and mortality rates, illegitimate births, sub-standard housing, adult arrests, juvenile court cases, size of family, lack of educational achievement, and low income.

A few of the more prominent findings of this survey were: (1) The education of the rural male ranged from an average of 3.59 years for the 50-plus age group,

to 7.00 for the 18-29 age group; (2) The rural female education ranged from an average 4.33 to 8.57 for these same age groups; (3) The urban male ranged from 6.18 to 9.86 in these same age groups; (4) The urban female average ranged from 7.92 to 10.94.

The employment situation shows (1) The rural female works an average of 5.82 months per year; (2) The rural male works an average of 10.87 months per year. On the other side of the picture, the urban female works an average of 7.41 months per year while the urban male works 8.11 months per year. It must be remembered that these are only averages, selected randomly according to age and sex.

The following results were also obtained: (1) The size of the families varies from the urban average of 4.54 persons to the rural average of 7.95 persons. They range from two to thirteen or more persons per family. This possibly points out that there is a tendency for the lower-income class of people to have larger families. (2) A fairly high proportion of those interviewed feel that additional education would not be of any help in their present job, but the general opinion was that further education would equip them for "better jobs" or would improve them in general. (3) The husbands were to be the larger wage-earners, with the most respect being held for the mothers. (4) There was

a very favorable and strong desire for educational achievement and occupational status improvement. These desires were backed by the further desire to move (migrate) to areas where this achievement might be possible. (5) A relatively large proportion of students miss at least one day a week from school due to work. This points to an even more important fact: That a relatively small proportion of the students parents graduated from high school. This fact was, for the most part, attributed to the cause of working to help support their families.

Some of the implications and recommendations based on the data obtained from this study are listed below: (1) The Negro population of the Nash-Edgecombe County area is desirous of further education. (2) Teachers as well as professional and municipal employees are held in very high esteem. It is also recommended that their aid be enlisted in programs of social, vocational, and educational improvements. (3) The status and educational achievement of the Negro race in the Nash-Edgecombe County area needs improvement. The family life of the Negro has a high degree of instability. There is also a high rate of social deterioration, and an exodus of younger males from this area as evidenced by the 58-42 female-male ratio in Rocky Mount. (4) A general dissatisfaction of the younger males with their status in their present community is evidenced by the contrast of a more passive attitude of the older males toward this same situation. (5) The social and economic values of the Negro citizens are relatively high in contrast to job satisfaction which, in general, is relatively low. There is apparently little opportunity for immediate job improvement as it now stands, but stress should be placed on combining the high economic values with the job dissatisfaction to bring about a possible remedy. (6) The rural Negro showed more evidence of despair than his urban counterpart. This is backed up by the high percentage of rural school children who desire to leave the area in which they grew up.

HAUNTING TUNE

Ever heard a tune coming to you in some lonesome nights? If so, please be kind and let it in. Who knows? Perhaps, it may be "THE VOICE OF YOUR FORLORN HEART"

It came to me one eve;
It came to me again.

Over and over, I have heard it start,
Like some hollow cry from out of the dark.

Halt ye and hearken a while.

Could it be the tune that your lie plays;
With all the youthful splendor of your day?

Time and again, it creeps and climbs;

High over time, higher even over doubt.

Ah! But then it stutters,
And entering blindly down the air-----goes out.



Dr. H. E. Seidel, Jr., Associate Professor of Psychology at NCWC, is one of the authors of a Psychology study published here at Wesleyan.

The above presents only a few of the many problems, and even this does not try to solve all of these problems, but only to point out some of the more important ones.

The content of this article in its entirety may be found in the college library under the title THE NEGRO & GREATER ROCKY MOUNT, NORTH CAROLINA, 1964 EDUCATIONAL AND VOCATIONAL STATUS--GOALS ACHIEVEMENTS.

The authors, all members of the Wesleyan Community, are

Albert Boone, Randy King, R. Vann Massey, and Dr. H. E. Seidel, Jr., Associate Professor of Psychology, Wesleyan College. There are many others too numerous to mention, who contributed tirelessly of their time and effort to the success of this project.

In its entire form it comprises a 90-page booklet, including tables, figures, charts, and graphs depicting what has been described in brief in the above article.

Circle K News

By: Doug Groseclose

The Circle K Club of N. C. Wesleyan, one of the few service clubs on campus, has started the new school year off right. The projects committee of the club has worked hard to set up worthwhile projects for the club to work on. For the first three nights of the week November 31-December 5, the members of the club sold Kiwanis peanuts in freezing weather to provide the finances for other projects. Most of the money from this project will go to a needy family at Christmas time. The club has agreed to give whatever it can to an Edgecombe County welfare family to give them a merry Christmas this year.

Another of the club's projects this year will be assisting the clean-up campaign, soon to begin. The club vicepresident, Mel Gay and two committee members, Jimmy West and Doug Groseclose, have divided the campus into sections, assigning each club

and class a particular section to post clean-up posters and remind students of their obligations to keep their campus clean. This particular project is being backed by the SGA and will begin in the near future.

The Circle K Club's largest project this year will rival last year's project, the flag pole. The club has decided to buy and install a 6 foot diameter school seal for the blank space above the gymnasium's front door. This seal will not be mounted until some time during the school year 1965-66. It will cost approximately \$600 and will not be done until it has been reviewed by the members of the club next fall. This project was planned for this winter but was slowed, due to the extreme cost of the project and the action of the trustees regarding a new seal for Wesleyan.

In the future look for more projects from Circle K.

G y 25 Scholarship or Slavery

By: Frank Perez

The University of Havana did not have dormitories. Although there were three more universities in Cuba, tradition forced the majority of the students from elsewhere in the Island to attend it. A lot of boarding houses used to surround the University to fulfill the needs of room and board for students living outside the city.

Castro, "thinking of improving the students' opportunities to study," planned to erect a seven-story building to accommodate them in more pleasant and cheaper surroundings. G y 25 is the corner on which the building was erected. Furthermore the students did not have to pay until they started work in the new Cuba that they were building. The state was to make jobs available and take a small amount of money out of their wages until debts were paid.

However, most of them, when they accepted that program

(called by Castro Scholarship), did not know that they had to serve as militiamen, agricultural workers, and laborers in any kind of job that was needed. Thus not only would they have to pay for the room and board which they would receive, but also they would have to pay a high rate of interest---their collaboration to the tyranny.

Nevertheless, they would have a reward. They would receive better food than other people. In a

Communist country which claims the common sharing of commodities, they are privileged. They have less food than they could have eaten at home, before. But who remembers the time of the evil imperialism? At that time some people could go and eat in an expensive restaurant; today everybody eats the same food with the exception of G y 25 resident students, who eat a little better, and Communist first figures, who are at the top of the ladder.

Education is considered as being secondary. Affiliation to Communism is first. However, if the students can't get along in their courses there are many places that they can pay for the expenses that they have produced without success. Anyone whose brains are weak had better have good muscles for hard work; moreover, he is supposed to be smart enough to thank Fidel and defend the Tyranny. They are to betray even their families if they are conspiring against the government. When they receive the scholarship they are to be in a golden cage. Unfortunately, fifty-seven years in republican Cuban history has taught them nothing whatsoever about what freedom means.

Cookie Lavagetto, first base coach with the San Francisco Giants, started as a second baseman with Oakland in the Pacific Coast League in 1933.



Dr. Raymond Bauer, athletic director and education professor, has recently been elected President of the North Carolina Education Association.