

SOCIOLOGY

Negro Poverty Decried

► **NEW FIGURES** revealing how drastically poor Negroes are were reported by Dr. Philip M. Hauser, chairman of the University of Chicago's sociology department.

He defined poverty level as spending 22 cents or less for each person in the family for each meal, the standard set under the national poverty program.

If all the Negro children in the U.S. in families with one child under 18 are considered, then 62% of the children were being raised at or below poverty levels in 1963.

If the family had five children under 18, then the figure jumped to 84% for the Negro youngsters in the U.S. subsisting in poverty, Dr. Hauser said.

If the poverty figure is raised to 26 cents per person for each meal a day, the level set by the U.S. Department of Agriculture, then the percentage of those subsisting in poverty becomes extremely high in both cases. This is because poor families are very hard pressed to find even an extra 36 to 84 cents a day.

The Negro is the newest immigrant group in the U.S., Dr. Hauser told the Tenth Air Force Office of Scientific Research seminar

in Cloudcroft, N. Mex. Instead of migrating across the oceans, Negroes are moving from the South to the North, and from rural to urban areas in the South.

In 1910, 85% of the U.S. Negro population was living in rural areas, defined as on farms or in towns having a population of less than 2,500. In 1963, 73% of them were living in urban centers. Although the illiteracy rate is high—one-fifth of all U.S. Negroes are illiterate—there is now a first generation of middle class Negroes. This middle class generation is going up the same path as have the first generation of the various waves of immigrant ethnic groups settling in the U.S. in the 19th and early 20th centuries.

However, because of his visible color, the Negro is blocked from being absorbed in the community, unlike the first generations of Germans, Irish, Scandinavians and latter immigrants.

Dr. Hauser urged a program of correctional education for whites concerning Negroes, equivalent in scope to the program of compensatory education for Negro children entering school from illiterate homes.

• Science News Letter, 88:36 July 17, 1965

EDUCATION

Degree Value Questioned

► **THE FUTURE** of education is threatened by the tendencies of universities to honor ability of students to verbalize on the past, Dr. Margaret Mead, anthropologist and author, declared upon the occasion of receiving an honorary degree from the University of Cincinnati.

"While a few of the great universities may be able to tolerate a gifted scholar or scientist who neglected the ritual Ph.D.," Dr. Mead said, "increasingly, in a too-narrow attempt to raise standards, the smaller and the poorer institutions are tempted to insist on degrees rather than ability.

"Accrediting associations find it easier to count the books in the library, the degrees and the publications of the faculty, regardless of quality, and to neglect the teaching that goes on in the classroom, where human beings are being shaped for the future.

"Some accrediting groups do place quality above quantity, do observe closely the direct work with students, but they must fight constantly against slipping into paper work."

Dr. Mead paid tribute to the University of Cincinnati for being the first to integrate the Central Psychiatric Clinic and Child Guidance Home, both Community Chest agencies, into one of its departments.

Children's Hospital, part of the University of Cincinnati Medical Center, was praised for "planning a cot for the mother in each room for a child," thus resisting a hospital trend, which she decried, of separating patients from family.

Dr. Robert J. Huebner, laboratory chief of the National Institute of Allergy and In-

fectious Diseases, Bethesda, Md., was given an honorary doctor of laws degree by the University of Cincinnati at the same convocation.

A special gold medal was presented the university's two distinguished service professors, Dr. Albert B. Sabin, research pediatrician in the College of Medicine and Children's Hospital Research Foundation, and Dr. Paul Herget, director of the university's Cincinnati Observatory.

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EDUCATION

Classroom 'Games' Seen Sparking Enthusiasm

► **THE DAY** could be near when student enthusiasm for the big football game or the dormitory poker party will be transformed into interest in classroom or lab.

Far-fetched as this may seem, the Carnegie Corporation of New York is betting \$202,000 that the idea is worth pursuing. That is the size of a grant awarded Johns Hopkins University to continue its study of how so-called simulation games could be applied to class work.

Several games have already been tested. A career game gives students experience in making decisions about education, jobs and family life. Democracy games afford an opportunity for solving problems by legislative processes.

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Questions

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GEOLOGY—How will one-half of the U.S. petroleum output be obtained by 1980? p. 43.

ICHTHYOLOGY—How are the usually hardy yellow bullhead fish harmed by detergents in the water? p. 40.

MEDICINE—Which species of malaria parasite has developed resistance to the synthetic drug chloroquine? p. 35.

PUBLIC HEALTH—How many hayfever sufferers may develop asthma? p. 42.

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