

SOCIOLOGY

Rural Negroes Need Help

The unhappy plight of the rural Negro youth, neglected and poor, will become more aggravated with the changing social order and decrease in discrimination—By Elizabeth Mirel

► ALARMS SOUND when the rural Negro hits the big city, but his problems are neglected at their source, a psychologist charged in Stillwater, Okla.

In the rural communities of the U. S., Dr. Lewis W. Jones of Fisk University, Nashville, Tenn., said, the Negro is handicapped because he is Negro and because he is poor.

Dr. Jones described the plight of rural Negro youth in a report prepared for the National Conference on Problems of Rural Youth in a Changing Environment being held at the Oklahoma State University.

The average Negro youth in rural America:

1. Comes from the South.
2. Has a father who earns \$744 a year.
3. Finishes school after five or six years.
4. Faces rigid discrimination.

The prospect is grim: "The rural Negro child in the future has no hope . . . to enjoy life. He must get out, go to an urban slum and be a dependent because he is not aggressive or become a delinquent because he is aggressive," Dr. Jones said.

Adding to the rural Negro's confusion, is the changing social order. The number of farms in the U. S. has steadily declined. As the population flows from rural to urban

life, it takes its institutions with it. Schools, churches, lodge halls and other community centers are abandoned, Dr. Jones said, leaving empty spaces in the lives of those who have stayed behind.

Social services, he added, are virtually nonexistent for the rural Negro. The agencies and bureaus of the city are not found in small towns. Those services that are available, Dr. Jones said, are of limited use because segregation is practiced and because the agencies are not geared to serving poor, lower status people.

As rigid discriminatory practices give way, the long-standing neglect of the rural Negro will become more glaring, Dr. Jones said.

More social disorganization and personal maladjustment can be expected as the change in the meaning of "Negro" continues.

Rural Negro youth, he said, need the realistic understanding that comes from research, a good basic education, special training for new opportunities in rural areas, a sense of belonging and a feeling of rights, and an understanding that a person living outside the city can use the services available within the city.

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GENERAL SCIENCE

Century of Science Seen

► "TODAY seems the most intellectually explosive era of mankind," Dr. Watson Davis, director of SCIENCE SERVICE, Washington, writes in a new book, "The Century of Science" 313 pages, \$5.95 (Duell, Sloan and Pearce), published Sept. 30, surveying the scientific and technical progress since 1900. (See p. 221.)

"Our tempo and distinction of this century come from the discoveries and applications of science and technology," Dr. Davis writes. "There have been revolutions in the span of about two generations, revolutions that are more sweeping than the overthrow of any tyrant or the toppling of any system of economics, philosophy, or religion. In its effects upon civilization, the 20th century so far shows more power and swiftness of pace than did any such span of the past."

Described as a "proud account of man's great scientific and technical achievements of the 20th century," the book is thoroughly readable and good for reference and factual refreshment and contains over 200 illustrations.

The rundown of chapters is: Changing Atoms; The Atomic Revolution; The Discovery of the Universe; The Earth and the Science Thereof; Communication; The Automotive Age; Aviation's Speeding Progress; Rockets and Space; Chemistry—Elements

and Molecules; The Scheme of Things; Electronics—Machines and Automation; Sex, Genetics, and Life; Food and Agriculture; Flora and Fauna; Health and Medicine; The Population Explosion; Civilizations and Peoples; Mind and Emotions; Human Talent; Research, the Great Invention; and The Enticing Future.

Dr. Davis, who has since 1921 been interpreting science for the public through the press, urges a continuation of the dissemination of science and its methods. He states:

"Implicit to all in the dissemination of science and its methods is the belief that if the people know the truth, it will not only keep them free, but allow them to act intelligently in the conduct of their social and personal lives. This may not be the whole story, if science is narrowly construed.

"But if the deep emotions, the hidden motivations, the biological and psychological remnants of our heredity and environment are knowable and controllable within the realm of science, then we can have some confidence that the impact of science upon humanity can mitigate the conflict and cruelty of man against man.

"We must believe that we can domesticate the human beast or breed out his bad genes."

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French, U.S. Scientists Research Research

► EIGHTY U.S. and French scientists spent three days in Nice, France, researching the seldom-explored field of research.

Dr. Augustus B. Kinzel, vice president for research, Union Carbide Co., told fellow members of the Society of Industrial Chemistry that research is "the cheapest tool in industry's tool chest for growth."

For instance, he said, the cost of synthesizing 7,774 compounds in discovering one insecticide was small compared to that of development and production.

Dr. Kinzel said research was a blend of "opportunity, luck and serendipity, that cannot be planned but can be encouraged by the research budget."

He asked that a clear line be drawn between the unemployment situation and research policy. Technological advances should not be penalized by labor considerations, he said, even if man-hours are cut down by progress.

Sherman Kingsbury, senior staff associate of Arthur D. Little, Cambridge, Mass., described scientists as "challenged by their double citizenship in both academia and the firm."

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Aldous Huxley Reconciles Science and Literature

► ALDOUS HUXLEY, the novelist, looks at two worlds in his new book-essay, "Literature and Science." He finds that the aims of the two kinds of writing are different but compatible. (Harper & Row, published Sept. 12).

Analyzing the present phase of the "two worlds" controversy, the novelist recalls that the field has known "a long succession of earnest compromisers anxiously trying to negotiate a fruitful peace between the opposing forces, or at least a not too hostile symbiosis."

He recalls the advocacy of his famous grandfather, T. H. Huxley, of a primarily scientific education, tempered with history, sociology, literature and language, in contrast with Matthew Arnold's pleading for a primarily humanistic classical education tempered with science.

As to writing in the mode of the "two worlds," he concludes:

"Thought is crude, matter unimaginably subtle. Words are few and can only be arranged in certain conventionally fixed ways; the counterpoint of unique events is infinitely wide and their succession indefinitely long.

"That the purified language of science, or even the richer purified language of literature should ever be adequate to the givenness of the world and of our experience is, in the very nature of things, impossible.

"Cheerfully accepting the fact, let us advance together, men of letters and men of science, further and further into the ever-expanding regions of the unknown."

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