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1967

for Dr. Melvin J. Williams

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	1 7/8 ips	3 3/4 ips	7 1/2 ips	1 7/8 ips	3 3/4 ips	7 1/2 ips
1200 Ft.	2 hrs.	1 hr.	30 min.	4 hrs.	2 hrs.	1 hr.
1800 Ft.	3 hrs.	1 1/2 hrs.	45 min.	6 hrs.	3 hrs.	1 1/2 hrs.
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Daniel O.

Dr. Price's Lecture - 2-2-65

"Negro Occupations and Their Educational Levels"

recorded at 3 3/4 speed (3 3/4)

UA60.01.11

~~65.01.09.06~~

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~~He is a~~

Our visiting lecturer is a National Science Foundation Lecturer and is being jointly sponsored by the National Science Foundation and the American Sociological Association.

A native of Palatka, Florida - on the famous St. Johns River, he received his B. S. degree from Fla. Southern College, Lakeland, and his M. A. and Ph. D. from UNC.

Because of his outstanding records as a graduate student, he was honored with a professorship at U.N.C. before he had received his Ph. D.

From 1947 to 1957 he ~~was~~ distinguished himself as teacher & researcher, developing mathematical models of migration for simulation on electronic computers and writing one of our better known texts on Statistics for Sociologists.

In 1957, he was appointed Director of the Institute of Research in Social Science, which he presently holds.

He ~~has~~ is recognized as one of America's outstanding social statisticians, ~~and has been~~

~~He was in~~

He is a Fellow in the Am. Soc. Ass., the Am. Statistical Association, the Am. Population Assn., having served as the secy.-treasurer, of the Am. Pop. Ass. for three years.

There are many reasons why Dan's friends and North Carolinians generally should be proud of him, but one little incident from his life sums up Dan's statue and character.

The story goes like this: It seems that ~~they~~ somebody up around Boston wanted to get ~~one of~~ the top young statistician in the country. They heard about Dan Price, so they got the administration at Harvard to invite him up there as a visiting lecturer. Harvard liked him so well that they wanted him themselves; so a little disagreement arose and Dan was put on the auction block. Now Dan is not ~~the~~ kind of man that

wants all of this. ~~His~~ He likes N. N. C., so he tells them he's not ready to move. Then ~~about~~ they wait seven more years, just like ~~the~~ Jacob did in the Bible you remember, and they tried it again. This time they got The Mass. Institute of Technology to invite him up ~~and~~ as visiting professor. And it seems that The Institute wanted him. The people at Harvard learned about this and ~~they~~ Harvard set out ~~again~~ to get him. So there was a three or four way struggle going on. ~~And~~ But again, his interest in promoting Sociology in N. C. prevailed and he has remained in the state, teaching and continuing his research, while building up one of the strongest graduate programs in sociology in the country.

We are indeed honored that he has agreed to visit our campus to share with ~~us~~ some of the results of his studies.~~of~~

~~This morning he will speak to us on~~ <sup>a statement of</sup> ~~his research on~~ <sup>part of</sup> ~~the Negro~~

This morning he will lecture on NEGRO OCCUPATIONS AND THEIR EDUCATIONAL LEVELS.

DR. DAN PRICE!

# Population Patterns

negro-white heads of edu. as different

(1) what are these differences - problems

(2) females tend to have higher level of ed. than males  
more males go onto colleges.

(3) factors relating to L. levels

(a) maternal family - women, more stable women - low

(b) result of low level schooling an effective symbol + males/females have not model for staying in school.

(c) school enrollment (census) not attractive

(1) enrollment of negroes slightly lower than whites up to about 14 years.

(2) Drop out rate begins earlier + proceeds more rapidly than whites; so it is at this point that the differences begin to become more marked.

Educational retardation produces drop-outs

(\*) Economic pressure gets child in school earlier + takes him out earlier.

Early promotion of advanced negro more likely children from wider age group and all grades  
Proportion of educationally advanced

persons with upper heads + about 90% of seniors in high schools may drop out. (2)

negro females are generally better off, occupationally than males.

negro population in U.S. is more urban in south about same as for total pop. 60% outside south about 95% urban.

1950-1960  
B. loss of negroes in labor force in N.C. - negro population increased - fewer working + more people to support.  
→ greater enrollment in school?

## Occupation

1. Preachers } not declining in 1950, 1960 census  
Clergymen } white - 17 yrs ed. of clergyman  
                  } negro - 13 yrs


2. Physicians + Dentists - whites women higher in both  
Physicians among whites have higher incomes  
Dentists " negroes "  
white physician has integrated clientele, negroes not  
negro dentist has segregated " ; negro has captive segregated clientele

3. Detailed occupations (cross-section + official) ed. level of white higher in 17 out of 22 lines about same.

Persons in small businesses among negro small businesses  
Church + kindred occ. in 2 out of three, negroes exceed whites

9 out of 24 Craftsmen - negro ed. levels tend to be higher.

4 out of 43 operators, negro ed. levels higher. In bus driving negro ed. level equal or higher.

7  ~~fact~~ most employment gains of negroes were in reduced discrimination positions, particularly by goals.

What does this do to proposition that negroes do not want to work; they do not respond to a merit system.

Employment among negro women.

In 7 of 16 positions the

4 - negro higher

3 - 97% or above that for white

Cleved + Hindal

in 5 out of 9 - negro finding work higher moment from women out of domestic work greatest employment change.

The impact in U.S. of adv. ed. is greater than for any region. Due to migration of education.

National Science Foundation Visiting Lecturer

Future of Negro in South =

Low Ed. adults to groove of Negroes in some way as to whites - Negro men lower Negro men - higher

Effect of Differential Measures within occupation

1. ~~Results~~

If there were no difference in the measure of white + negroes in specific or

Use of Adelson's comparison for 1943 + 1963

Index for Comparing of distribution of two groups at two different times.

$$I = \frac{W_1(T_1)}{W_2(T_1)} \quad I = \frac{W_1(T_2)}{W_2(T_2)}$$

Anything above one shows that Negro have increased or lower than Negro have decreased.

(Margin of Error partly determined by changes in categories, changes in no. of respondents or blanks.

Links on those who leave blocks, lower status groups, less educated, etc.; or urban - rural

is  
Critical  
to show  
relative  
gain above.

September EAST CAROLINA COLLEGE RADIO-TV FACT SHEET - 1964

CITY - STATION	PLACE ON DIAL	RADIO TAPES	DAY	TIME	CITY - STATION	PLACE ON DIAL	RADIO TAPES	DAY	TIME
Burlington	WBBB 920kc (FM only Aug. - May)	ECC Concert	Sun.	7:00p	Oxford	WOXF 1340kc	ECC Concert	Sun.	5:30p
	WBBB-FM 101.1mc	Why Education?	wed.	1:15p			Why Education?	Sun.	6:00p
Charlotte	WWOK 1480kc	ECC Concert	Fri.	5:30a	Plymouth	WPNC 1470kc	ECC Forum	Sun.	9:30a
		ECC Review	Thurs	5:30a			Why Education?	Sun.	5:15p
		ECC Forum	Mon.	5:30a	Raleigh	WKIX 850kc	Why Education?	Sun.	7:30a
		Why Education?	wed.	5:30a		WPTF 680kc	ECC NEWS	Sun.	7:30p
		Pirate Sports	Tues.	5:30a	Tarboro	WCPS 760kc	Pirate Sports	Sat.	2:30p
Elizabeth City	WGAI 560kc	ECC Review	Sun.	6:05p	Washington	WEEW 1320kc	ECC Forum	Sun.	5:30a
		Pirate Sports	Sat.	6:35p			Pirate Sports	Sat.	1:30p
Elkin	WIFM 1540kc	ECC Forum	Mon.	1:35p			ECC Review	Sun.	6:30a
		Why Education?	wed.	1:45p			Why Education?	Sun.	1:30p
Farmville	WFAG 1250kc	Pirate Sports	Sat.	9:05a	WITN 930kc		Pirate Sports	Sat.	8:30a
Fayetteville	WFLB 1490kc	ECC Review	Sun.	7:00a			ECC Review	Sat.	6:30p
Gastonia	WLTC 1370kc	ECC Concert	Sat.	6:30p	Williamston	WIAW 900kc	ECC Concert	Sun.	7:00p
		ECC Review	Sun.	10:30a			ECC Forum	Sun.	1:30p
		ECC Forum	Sun.	7:15p			Why Education?	Sat.	11:30a
		Why Education?	Sat.	4:15p			Pirate Sports	Sat.	5:30p
Greensboro	WBIG 1470kc	ECC Review	Sun.	8:10p	Wilmington	WKLM 980kc	ECC Forum	Sat.	11:00a
	WCOG 1320kc	ECC Review	Sun.	7:35a			ECC Review	Sun.	10:30a
Greenville	WGTC 1590kc	ECC Concert	Sun.	9:30p	Wilson	WGTM 590kc	Pirate Sports	Sat.	
		ECC Forum	Sun.	7:35p					
		Pirate Sports	Sat.	10:10a					
		ECC Review	Sun.	7:05a					
		Why Education?	Sun.	9:10p					
High Point	WNOS 1590kc	Why Education?	Sun.	12 noon	Greenville	WNCT Channel 9 "Let's Go to College"	(time subject to change)	Sun.	1:00p
Kannapolis	WRKB 1460kc & WRKB-FM 99.7mc	ECC Forum	Sun.	10:30a	Washington	WITN Channel 7 "Hospitality House"	(2nd Sat. each month)	Sat.	8:00a
		Why Education?	Sun.	7:15a					
Marion	WBRM 1250kc	ECC Forum	Sun.	12:30p					
		Why Education?	Sun.	2:30p					
Mocksville	WSDC 1560kc	ECC Concert	Sun.	aft.					
		ECC Forum	Mon.	1:35p					
		Why Education?	wed.	10:45a					
Morehead City	WMBL 740kc	ECC Forum	wed.	1:05p					
		Why Education?	Sun.	12:15p					
		ECC Concert	Sun.	9:30a					
New Bern	WRNB 1490kc	ECC Concert	Sun.	7:00a					
		ECC Forum	Sun.	7:30a					
		Why Education?	Sun.	8:00a					

There are also numerous mentions of the College and appearances by members of the College family on radio and TV news programs and "Carolina Today" (WNCT, Mon.-Fri. 6:30-8:30a) either "live" or on film.

For further information about radio and TV programs or spot announcements prepared by the College, write to: Rosalind Roulston, Dir. Radio-TV Campus Radio, Box 2784 Greenville, N.C. 27835 telephone: 758-3426 Ext. 294

How do you help the dependent without decreasing their to stay dependent, at some time help them move beyond

need.  
② Better ed. families have higher needs, so large no of these are terminated while still in need - just are not eligible legally

10. Did parents grow up in families receiving Pub. Assn.  
② Better ed. are less likely to fall in this poverty cycle.

11. What are you going to do, now that your case has been terminated, to stay on Dependency list?  
② Better ed. were going to try to get some other before

12. What kind of problems were in existence in these families according to case worker analysis.  
① poor progress of children in school  
② child neglect - prostitution, drinking, etc.  
These problems were less in better ed. families  
13 - Degree of education is directly of problems  
greater relief of these problems in better ed. families

1. Sample from closed cases - 5500 cases w/ 15000 or about 80% of total no. of AFDC cases in Alaska not included

2. About 10% of <sup>children in US</sup> grow up in families receiving some type of public assistance

3. Children inherit poverty as well as wealth.

4. Goal is elimination of need of dependency rather than simply to eliminate poverty.

5. Volume of study results of larger study on Dependency  
6. Ed. of Home maker of Dependent Children

① 390 of these Home makers have had some college training  
② about equal for Negroes + whites  
③ most are urban cases - live in urban towns

④ course of dependency - "legal dependency"  
① White: father being incapacitated, largest category; pro-educ. level of family members, the less is the % of dependency in this category

② second largest reason for Dep. in Dependent families: 50% of cases better educated Home-makers have higher proportion in this category, others have worked in institutions etc.

(Abnegate) Negroes: the higher the education up to college the lower the proportion of illegitimacy

only 18% of AFDC cases result from illegitimacy.  
36-50% have broken homes.

7. Length of period of Dependency.  
② higher the ed. level, shorter the period of depend.  
③ larger the family, longer the period of dependency

8. How frequently have these families been dependent?  
② Better ed. had fewer repeats on dependency

9. Were these cases terminated while still in need?  
1. About 40% of such cases are closed while still in