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Honors Seminar Report Division of Social Sciences

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HONORS SEMINAR REPORT
DIVISION OF SOCIAL SCIENCES

In partial fulfillment
of the requirements for
HONORS SEMINAR

Presented to
Dr. Joe Nix

Submitted by
Cloene Biggs, Coordinator
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AUTOMATION - BACKGROUND

Automation is one of the major problems which has developed in recent years due to our changing environment. Automation replaces approximately 25,000 workers in the United States each week, and these workers must find other jobs. Machines can work quicker than man and with fewer mistakes; they don't get tired; they seldom break down; they need fewer coffee breaks and lower wages; they never strike for better working conditions and have no need for medical insurance or retirement programs.

Automation hits hardest at the unskilled worker further reducing his chances for employment. It simplifies many jobs to the point where factory workers often sit all day pushing a button, tightening a bolt, or watching a dial. What effect does this kind of a job have on the mind? There is no longer any sense of accomplishment or pride in a job well done. These people are reminded every working day that they are ignorant and untrained. They live with the knowledge that a new machine may soon be developed which will remove the need for even this simple job and once again they will be unemployed.

Another problem is a decrease in incentive. Employers have found no way to make a man care if he properly tightens the bolt or if he pushes the button on time every time. As a result manufacturers such as General Motors have had increasing numbers of minor but serious faults in some of their finished products. The workers have no interest in their menial jobs and do not care if they are done properly.

Man has basically been a daytime creature. However, in order to take advantage of the full potential of the machines which can work 24 hours a day, man must change his habits. There are 13½ million Americans who now work the graveyard shift. This has a serious affect on the home and family life. The breadwinner must now rest during the day so that he can work at night. Sometimes the wife may work all day and the husband at night. It does not take much to see the consequences to a marriage or children in a situation such as this. It is a vicious circle because the higher cost of living often makes it necessary for both wife and husband to work particularly in lower income families.

Once man worked 14, 16 or 18 hours a day for six or seven days a week. His time off was spent resting or giving attention to his family. There was little leisure time and much to do. One of the biggest problems of this age is the increased leisure time. The present work week is 40 hours, and this will be reduced in the next few years. America has not been a land geared toward constructive use of so much leisure time. This leisure time does no good if we do not know what to do with it.

This problem hits hardest at the American Negro. They are the largest unskilled work force and are therefore more affected by all the problems of Automation. Discontentment has been rapidly growing in the Negro community and automation is going to continue to add fuel to the fire. There are more Negroes percentage wise unemployed today than in 1954.

Solutions

1. Stop automation completely or limit it.
2. Turn toward services - education, hospitals, etc. - places

where human aspects are needed.

3. Cut working hours and allow more than three shifts per day.
4. Work every other day.
5. Forbid moonlighting.

However, these solutions are impractical or detrimental to progress. There seems to be only one practical solution - if anyone is replaced by automation continue to pay him for not working. This may not be ideal, but it is workable.

LIFE WITH NIXON

Now that the results of the election is final it would be interesting to take a look into the future. What will the next four years hold in store for the United States now that Mr. Nixon is our President?

The two problems which have haunted the Johnson administration are the racial issue and the Viet Nam war. Mr. Nixon is going to have to find a solution for these problems are they will become his nightmare.

Nixon has two strikes against him as far as the racial issue is concerned. When the vote is analyzed it is obvious that Nixon received very little support from racial minorities. These people do not trust him nor do they believe in him. His first problem will be whether or not he will even have a chance to deal with this issue. It is very possible that the minorities already have their minds made up and will not give Nixon an opportunity to offer a solution to their problem. Mr. Nixon suggests that private business can offer some new answers, but the racial minorities have no more reason to trust big business than to trust Mr. Nixon. If Nixon surrounds himself with able advisors in the area of race relations and if some tangible evidence of truly good intent is soon forthcoming, maybe he will be given an opportunity to deal with this problem.

The Viet Nam War has already retired one president. The next administration must deal with this problem effectively and quickly. A great deal depends on the attitude of the president toward the outcome of the war. If we are going to settle for

for nothing short of military victory, then victory must be soon or discontent will continue to grow. However, if we are going to negotiate a settlement, for Mr. Nixon's sake the talks must progress better than did the Korean peace negotiations. A great deal depends on the man chosen to represent the United States at the peace talks if they are to show rapid progress.

In the past Mr. Nixon has been a hawk concerning the war effort. He has been preoccupied with the Communist threat posed by the Soviet Union stating that we must take a strong stand against Communist aggression in Southeast Asia. He has always shown a great deal of faith in the military and in a military solution.

We can only look at his past record and from this predict the future. Hopefully, he will have learned from previous mistakes.

JULES FEIFFER

BOB CRATCHIT I AM THE GHOST OF CHRISTMAS PAST.



HEED MY WORDS AND THIS COUNTRY WILL PROSPER AND TRIUMPH!



NO.1. STRENGTHEN OUR STAUD AGAINST COMMANIST AGGRESSION.
NO.2. OBEY THE GENERALS.
NO.3. TRUST THE CORPORATIONS.
NO.4. LOVE THE POLICE.



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BOB CRATCHIT I AM THE GHOST OF CHRISTMAS YET TO COME.



HEED MY WORDS AND THIS COUNTRY MAY YET SURVIVE.... BOB CRATCHIT?



GOD SAVE US EVERYONE.



AUTOMATION IN EDUCATION

The electronic age is changing our traditional notions of education. The role of the teacher, the role of the classroom, and the nature of the learning process must be re-examined in the light of new technology.

At one time the printed book was considered a form of automation--a teaching machine. Many people thought that the teacher had been replaced, but in reality only his function had changed. Far from being replaced, the teacher increased in importance.

Today, 11,000,000 Americans of the age 18 and over cannot read or write. The fact that we pay a much higher rate for ignorance and poverty than for education may help to explain this large number of illiterate people. The current expenditure for elementary and secondary schools per pupil is \$564. Yet three times as much is spent to support a family on relief and nearly five times as much is spent to maintain one person in prison for one year. Education would be a bargain compared to the money spent to rehabilitate wasted lives.

The education field is constantly expanding. We are striving for quality on a massive scale. Our ability to reconcile the quality of our needs with the quantity of resources may well rest with one product--the computer.

1. First, the computer may play an important role in the administration of education. The preparation of exams, grading, and reporting can easily be handled by the computer.

2. The computer can also play an important part in research.
3. With continued progress in computerized technology it is becoming cheaper to store, transmit, manipulate and display information in any of several different media.
4. Computers can enhance the learning process. They will strengthen the teacher-learner relationship. Teachers will operate as managers. The teacher will be able to devote more time to the slow learner and have the means for challenging fast learners to even greater accomplishments.

But the computer will never replace man. "A computer has no conscience. It feels no passion; it has no life of its own, nor any sense of values. It is neither a poet or a philosopher. A computer, in short, is a machine not a man; a tool, not a tyrant."

NEGRO HISTORY IN EDUCATION

One of the fastest growing new academic specialities in United States' universities is Negro culture. The nation's colleges are rushing to add courses in Negro history, literature, anthropology, music and art. San Francisco State even offers a course in "Black Psychology."

But disagreements have arisen over what should be taught and who should teach it. Some people insist that only a Negro can fully appreciate and convey black culture. Most universities agree, though, that a teacher's color is irrelevant in the matters of scholarship. But, there are not enough professors, black or white, with academic specialization in this field.

Brooklyn College created a position in Afro-American studies offering up to \$31,000 a year salary. But they have yet to find anyone to fill it.

Scholars agree that Negro culture has been slighted. Many historians now concede that the lack of perceptive analysis of Negroes' role raises serious doubt about their own past techniques. At the same time, universities are fighting the temptation created by black student power to romanticize the Negro past. Most of them feel that the guideline for creating new black culture courses must be to "avoid racism in reverse."

The primary purpose of Negro culture courses is to convey information, clear up misconceptions and tell it like it is--or was. This often tends to erase racial tensions. More than often

classes in Negro culture tend to have a group-therapy effect in which inner feelings surface and understanding grows.

Information came from the Education Division of Time, June 12, 1968.

"WHO ARE THE POOR"

In a society such as ours, where one's status seems to be organized around work, take away a man's job and he feels isolated, frustrated, and lost. Even when adequate income is provided by means of unemployment compensation, unemployment is socially and psychologically very disturbing. Numerous studies by sociologists and economists have documented the tremendous dependence of workers on their jobs to give meaning to their lives.

The effects of automation on unemployment are not restricted to semi-skilled or unskilled industrial workers, but may be expected to have an impact on almost the entire range of occupations and professions in our society. The effects will not only determine the number of workers required, but will also drastically transform the nature of work and the kinds of skills required.

Harry Gold and Frank R. Scarpitti, (ed.), Combatting Social Problems, (New York: Holt, Rinehart and Winston, 1967) p. 17.

"Technology and the Negro"

Scientific American, 217:102, September 1967

The technological revolution has doubled the U. S. gross national product in the past 20 years, providing 18 million jobs, increasing real personal income per capita 49% and reducing the average work week into a bargain. It has other effects--one of the primary causes of unemployment, social dislocation and hopelessness among Negro American. It's not that they have been left behind by the soaring U. S. economy; to a large extent they have been its victims.

Primary problems is the changing equation between jobs and training. W W II, fair employment practices, legislation, and years of dramatic technological change in agriculture combined to move Negroes north off the farm. They got a foothold in industry, but now with technological change in industry, they don't even have a foothold anymore. Now million of Negroes are untrained for the jobs that are available and find no demand for the work that they can do.

Half of Negroes in large Northern cities are "immigrant" mainly from the South. These got mainly the unskilled and semi-skilled jobs. Since 1953, there has been a decline in total number of such jobs in U. S. economy, and the new factory jobs are moving away from the central cities where Negroes live. Meanwhile other occupations are expanding

professional and managerial, white-collar and skilled workers. There are the jobs that the Negro is barred from by either discrimination or lack of training and basic education and motivation to make the required training possible.

Young Negroes have been hit the hardest. In 1948, unemployment rates for whites and Negro boys and girls from 16-19 were all about 9%. Now rates are 16% for whites; 26% for Negro boys; 37% for Negro girls. 46% Negro youngster drop out of high school before graduation. The motivation for Negroes to stay in school is low; among non-whites the unemployment rate for graduate is not much better than it is for dropout--and it's higher than for white dropouts.

By 1970, a decrease of 700,000 in U. S. work force in economically important age group from 35-44 will take place. Also there will be increase demand for white collar and technical workers. There will be real pressure on employers to seek out Negroes and other marginal workers and give them on-the-job training to fill in this gap.

"A NATIONAL DISGRACE: What Unions do to Blacks"

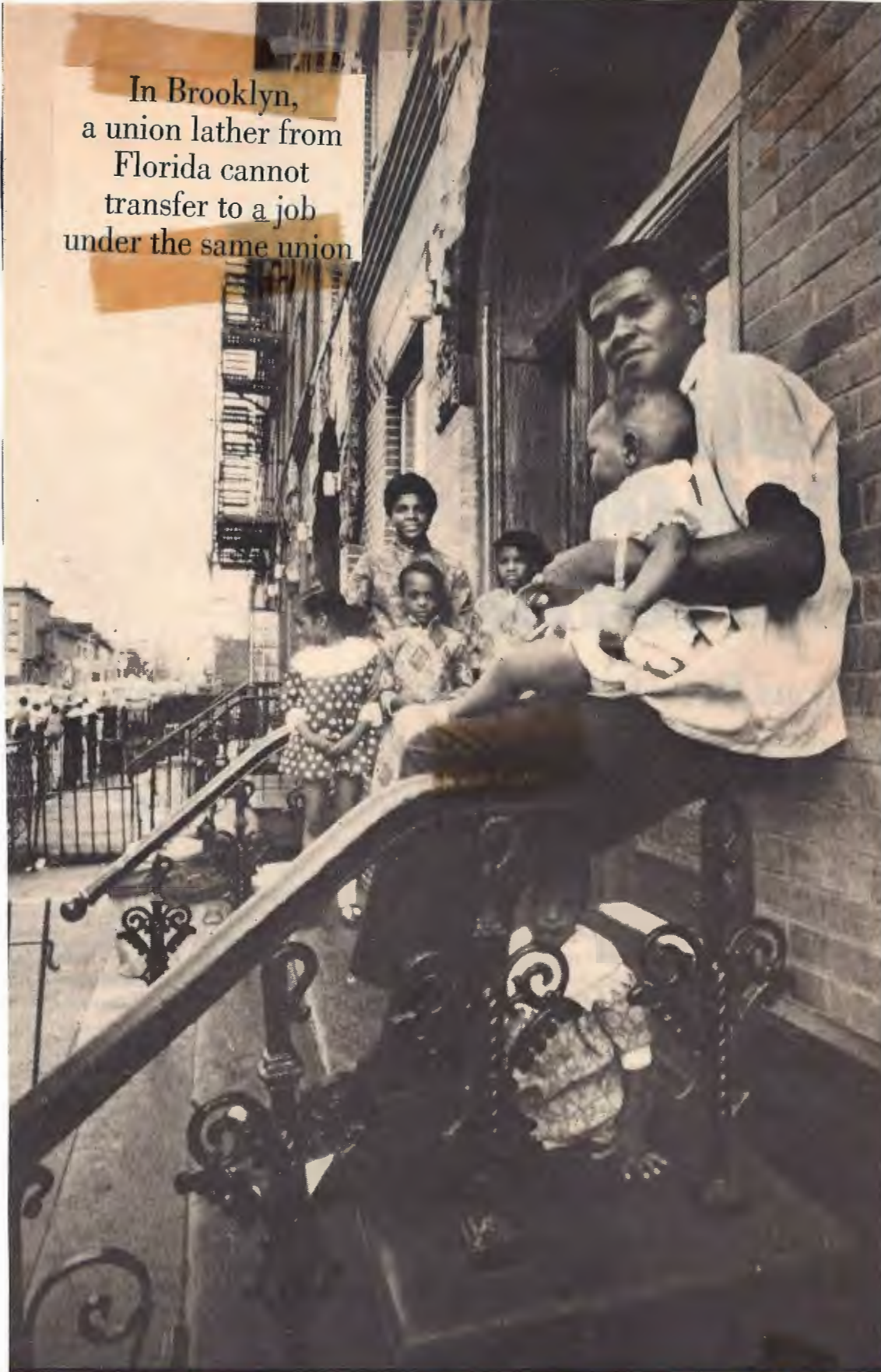
Look, 32:33, November 12, 1968

"For nearly a century, most unions have forced Negroes into Jim Crow locals, given them dirty jobs or refused to admit them at all. New laws and repeated union promises are not stopping prejudice."

Example of how much prejudice still remains in 1968:

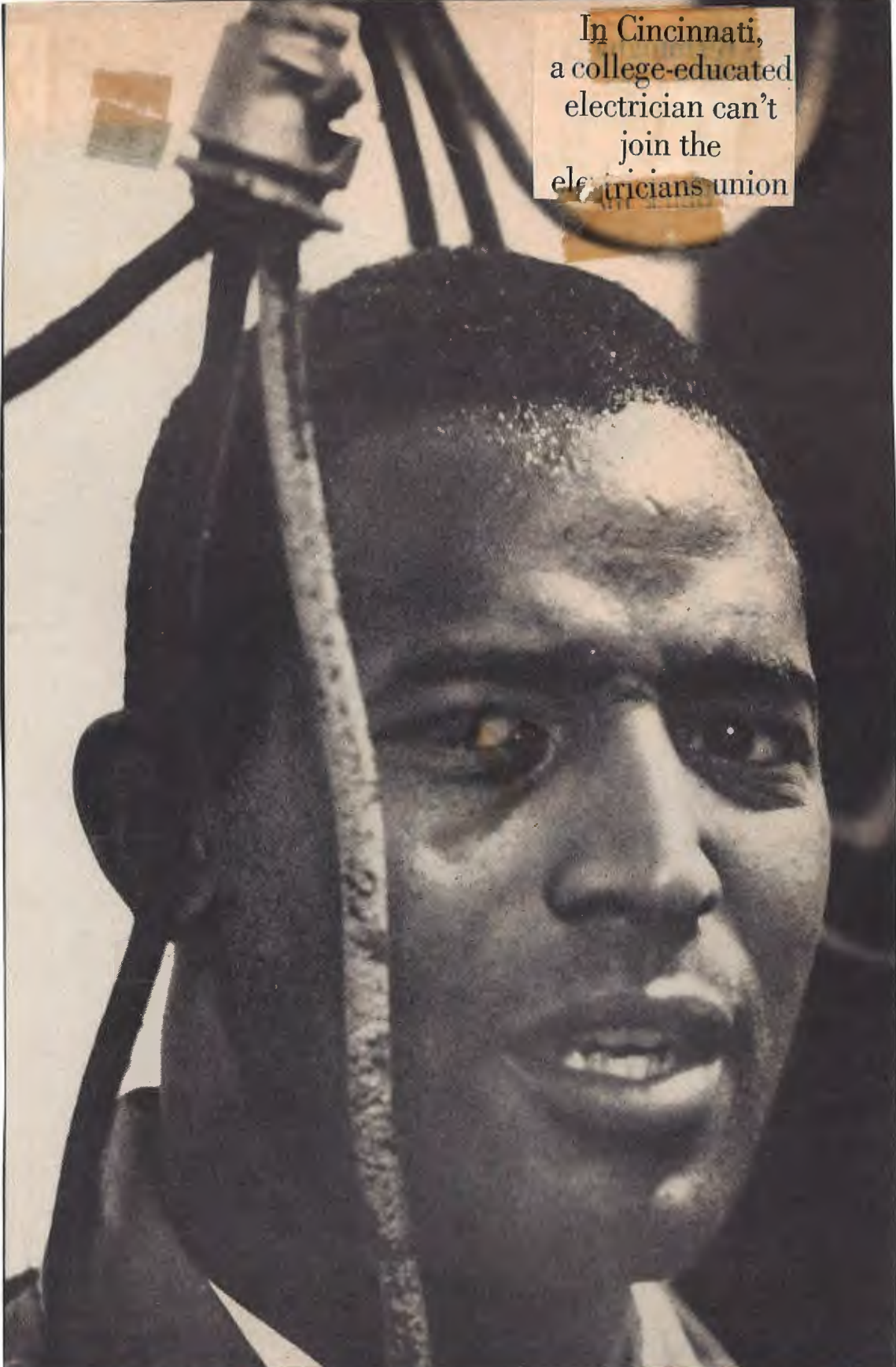
- 1) Negroes continue to be excluded from many unions solely because of color.
- 2) There are still several hundred all-Negro union locals in existence.
- 3) Union contracts often perpetuate racially separate seniority lines, with the dirtier, dead-end and lesser paid jobs relegated to the Negro members.
- 4) Union-controlled apprenticeship programs admit far less than token numbers of Negroes (only 2.7%--an increase of one percent in 10 years).
- 5) Unions (especially in the booming building trades) continue to turn away qualified Negro journeymen or give them bottom jobs.
- 6) Since union hiring halls control job assignments, nonunion Negro craftsmen often work for one-third the money that whites make.

In Brooklyn,
a union lather from
Florida cannot
transfer to a job
under the same union



Vincent V. Whylie, 30, of Brooklyn, father of five young daughters, belonged to an integrated local of the Wood, Wire and Metal Lathers, AFL-CIO, in Daytona Beach, Fla. A Federal suit charges that when he moved up north two years ago, New York Local 46 (with only a single, inactive Negro among its 6,000 members) refused to accept his transfer

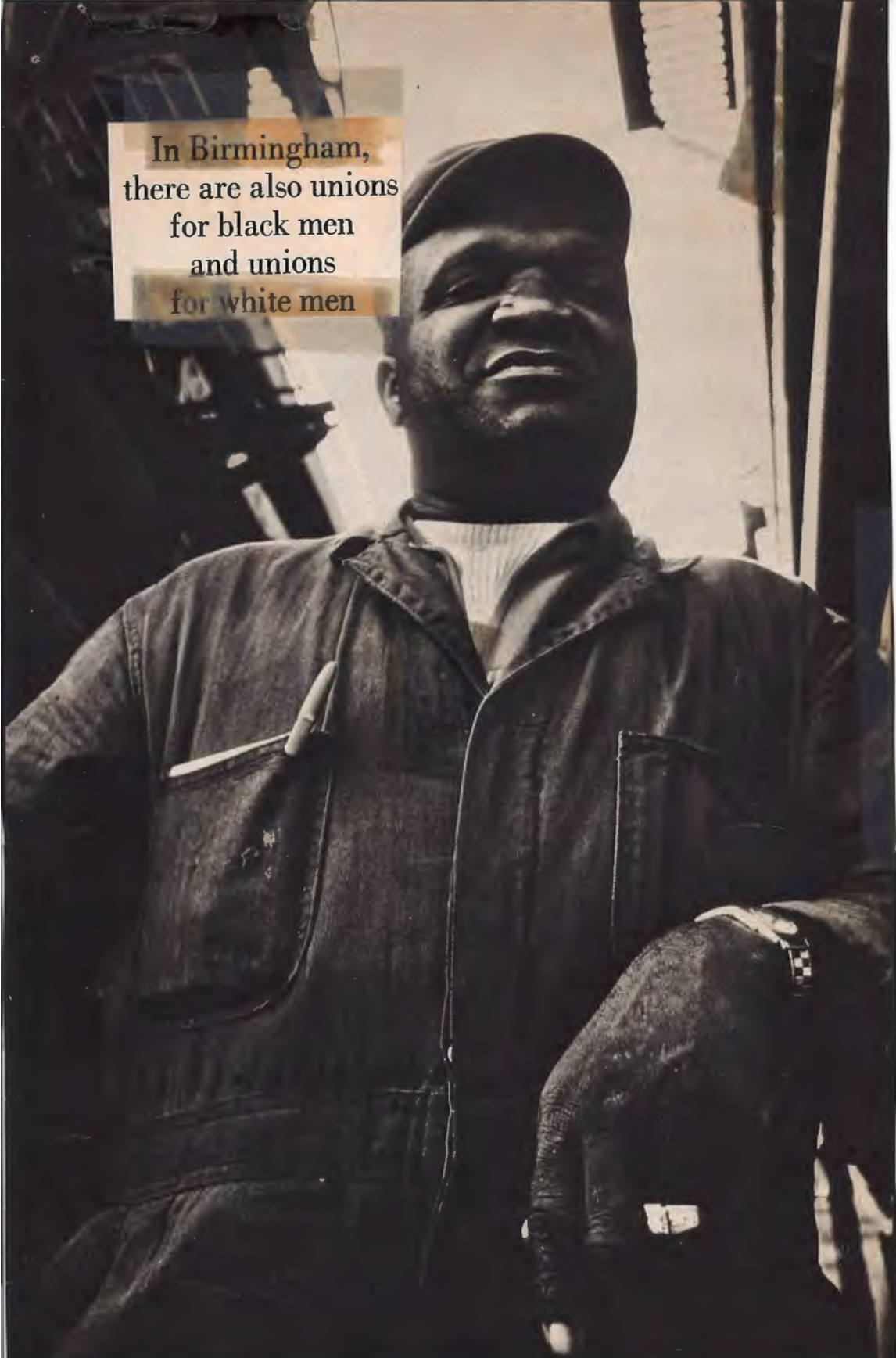
card. NAACP pressure got him a job working on a post office project, but he was fired on grounds that a layoff was necessary and was immediately replaced by a white union member. Because of the resulting furor, says NAACP, "the union has accepted 12 Negroes as members—less than tokenism—but they still won't admit Whylie and many other Negroes."



In Cincinnati,
a college-educated
electrician can't
join the
electricians union

Anderson L. Dobbins, 37, of Cincinnati, has a B.S. degree in trade education from Hampton Institute, with college courses in electricity, but nets only \$4,500 a year as a nonunion electrician. Dobbins has been unsuccessful for years in attempts to join the International Brotherhood of Electrical Workers, AFL-CIO, whose 800 all-white journeymen

in Cincinnati earn three times as much as Negro electricians. The union is the sole avenue for a man seeking a job with any of the large contractors, 25 percent of whose work is publicly financed. "I don't want to move next door to a white man," says Dobbins. "I don't want to marry anybody's daughter. All I want is to be allowed to work at my trade."



In Birmingham,
there are also unions
for black men
and unions
for white men

James C. Dent, 47, has worked for the St. Louis-San Francisco Railway Co. for 26 years, mostly as a laborer. Last March, after filing a Federal suit and much agitation, he was finally promoted to car inspector. "If I had been a white man," Dent says, "I would have been an inspector after just four years on the job." But the Birmingham railroad yard

where Dent works has two locals of the Brotherhood of Railway Carmen—No. 750, which is all-black, and No. 60, which is all-white. And separating the races kept black men in the lower jobs. Now that he has been promoted, Dent has lost over 25 years' seniority—at his union's insistence—and could be among the first laid off in event of a recession.



Willie W. Simpson, 54, wonders why there are two locals of the United Paper Makers and Paper Workers Union, AFL-CIO, in the plant where he works in Richmond. One of the locals is for whites; the other, for blacks. "Maybe it's just to keep us Negroes down," Simpson suggests. "I can't see any other reason in this day and age."

In Los Angeles, Negroes charge that their union sends black waiters out to segregated jobs



James F. Smith, 46, complains that in Los Angeles, black waiters are dispatched solely to regular jobs for which only Negroes are employed; the dispatcher is Local 17 of the Hotel & Restaurant Employees and Bartenders. As a result, he says, black waiters earn far less money than whites—mostly serving an occasional banquet.

THE NEGRO

Our topic for the second nine week period of study in the social science honors seminar was the changing role of the Negro in our changing environment.

To begin our study it was my task to bring out a few of the many acts of discrimination that the Negro has had to face and to make us aware of some of the contributions that the Negro has made to our culture and the progress of our society which have been deleted from our text books.

Emphasis was placed on specific acts of discrimination which occurred in the South and also in the local area. This served as a base from which to explore other known acts of discrimination.

Although there is no scientific basis for the somewhat widespread idea that the white race is innately superior to our friends of somewhat darker pigmentation, many "less enlightened" people make skin color the basis for many of their actions. Some of these actions seem almost unbelievable. But let's start with the ones we are aware of such as the fact that Negroes previously were not allowed to use public restrooms. For example, Negroes who attended the movie downtown were not allowed to use the restroom for the "white" men and women and there was no restroom for Negroes.

Let's go through a typical Negro's experience in trying to see the show "Gone With The Wind." Keep in mind that this is a four hour show with an intermission. She enters by a side door; she pay her money for a ticket to a Negro man assigned to do nothing but wait on the Negroes. He sells tickets and concession stand items; but only to the other Negroes. Then after sitting three hours she come down the stairs; the man pulls out a slip of paper writes down the time and her name. "Why?", you ask. The woman has stood it as long as she can. She must go all the way out to her home in the west end of town. You see, she had to go to the restroom and that was the only place she was allowed to go. This is a cruel thing to do to any human being. The man wrote down the time she left and the next day at that time she can get back in and see the remainder of the movie. How would you react to this if you were in her place or anyone like her who just happened to be born a Negro in America?

We discussed many other discriminatory acts but probably the most outrageous and the most ridiculous of all is that in the South coke machines and other vending machines had two slots--one marked white and the other colored. One is for white people's money and the other is for the Negro's money.

Not only have the Negroes been physically subjected to discrimination but also their contributions to our history have been deleted from our history books. I resent the fact

that I was a senior in college before I became aware of the Negroes place in our history. The following list contains dates and events where the Negro is important.

- 1492 -- Alonso, Negro pilot on Christopher Columbus' ship.
- 1538 -- Estevanico, Negro explorer. Discovered Arizona and New Mexico and into Mexico and the Southwest U.S.
- 1619 -- 20 Negro slaves arrived at Jamestown, Va. as indentured servants.
- 1624 -- First Negro child born. William Tucker. Born and baptized in Jamestown.
- 1770 -- Christopher Attucks. Shot and killed during Boston Massacre. 1st hero of American Rev. 1st Negro to fight and die in American Rev.
- 1775 -- Bunker Hill. Two Negroes. Peter Salem and Salem Poor. 1st Negroes to fight at Bunker Hill.
- 1776 -- Two Negroes crossed the Delaware with George Washington.
- 1791 -- Thomas Jefferson commissioned Benjamin Banneker to lay out the plans for the city of Washington. Banneker was also an astronomer, inventor, etc.

These are just a few of many contributions made by the Negro and only a few of the places where he should be found in our history.