

Reading Lesson (for discussion)

The following editorial on "The Value of Education" is the first of a series which we will print. The comments come from Mr. Jim Wood, Assistant Director of Neighborhood Services, Economic Opportunity, Atlanta, Inc. and former Public Relations Director for SCLC.

The Value of Education

It is no accident that people with education make more money than those without formal training. Life is becoming more and more complex every day. It takes greater knowledge to find a way through this complex of factors and forces than it did during frontier days. As government control increases, and it will, it requires more and more ability to understand procedures. We have Social Security. Hundreds of thousands of citizens pass on to eternity without ever using many benefits available to them. This is due largely to their either not knowing about them, or their inability to gain them through action on their part. This action requires understanding. We also have a complex tax system, retirement systems, hospital and medical group plans, and soon we will have a national health law. There are national plans to aid in education, to provide welfare relief and assistance, broad programs to finance the buying and construction of homes, and the list goes on.

In spite of the fact that all these agencies and programs have people who will help those who seek benefits, there is first needed a knowledge that they do exist. This can be found in the mass communication media: television, radio and the press. Even, here, there must be employed an ability to understand and interpret. The employment section of the Civil Rights Law of 1964 is now operating. This will offer thousands of opportunities to several million people. But, first, the citizen must understand what is provided and how to get it for himself. This is the part that requires knowledge and the ability to understand.

There are some things which aim at helping the citizen do this. Government agencies employ people to spread information. Many groups make it their business to help people get information. The communications media themselves seek out this information and give it to the people. Even after all this is done, if a man

never read the newspaper or listens to the radio or looks at television, he will not come to grips with the very information that he is exposed to. So, whatever happens, it is necessary to have some education if opportunity is to be found and used to make gains in life.

Education also does something else for a man. It makes him more sensitive to things like personal pride and dignity. It gives him a concern about common courtesy and decency. It inspires him to examine things in his mind. When this happens, he becomes discontent with things as they are and he seeks to change them. What makes this possible is man's imagination. Here, he can build ideas and dreams without bothering with the mechanics of life and reality. He can make anything he wants to because anything is possible in the imagination. This is the reason why men change their world to suit them. Unlike animals, who try to make the best of life ^{as they} ~~cannot~~ find it, man changes things.

(We will continue Mr. Wood's editorial in the next issue of
CEP News.)

MATERIALS

Some materials which you may find interesting and helpful:

1. The SCLC Story - By Ed Clayton - This book tells in words and pictures the history of the Southern Christian Leadership Conference from its beginning in 1957 through the St. Augustine, Florida movement of 1964. Activities in Albany, Atlanta and Southwest Georgia, Montgomery and Birmingham, Alabama, Greenwood, Mississippi, The March on Washington and many other famous movement stories are told. (Order from the SCLC Book Mart - \$1.00 each.)

This along with the July, 1965 Ebony article:

2. SNCC: Rebels With A Cause, can be invaluable when you teach the history of the civil rights struggle.

3. Citizens Guide to the 1964 Civil Rights Act - Tells in simple language what the Act says, how it should function and what you can do to make it work in your community. (Order from: The National Lawyers Guild, 1509 Cadillac Tower, Detroit, Michigan 48226; they are 10¢ each.)

4. "THE SAGA OF SELMA: A TAPE RECORDING BY ESCRU" - One reel, about an hour on each side. Speed: 3 3/4, recorded by the Rev. John B. Morris on the scene at Selma, Alabama. (Order from: The Episcopal Society for Cultural and Racial Unity, 5 Forsyth Street, N. W., Atlanta 3, Georgia)

5. Federal Textbook on Citizenship - Contains "lesson on the Constitution and government of the United States in large, clear print and in simple language. (Order from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C., price \$1.25 each.)

6. Office of Economic Opportunity Programs- An 8 page report describing several of the programs of youth and adults and businesses, communities and states (Order free from: CEP, SCLC 334 Auburn Avenue N. E., Atlanta, Ga.)

If you have found an especially good or helpful book, magazine, recording, or tape which you would be willing to share with others, let us know.

We shall list other materials, including a listing of tape recordings of other movement activities films and film strips in the next issue of CEP News.

Reading Lesson

Title VII

In _____ of 1964, the Congress of the United States voted for a new law - the Civil Rights Act. This new law was passed to help the Negro citizens live with more freedom and respect as Americans. There are eleven parts to this law, and each part is called a title.

Today we want to study Title VII (Teacher may want to introduce, explain, or refer to Roman numerals here making full lesson later.) which is about equal employment opportunity. This part of the law says that everyone should have an equal chance to get a good job. It became active on July 2, 1965.

Title VII says: (1) No one may fire you or refuse to hire you or pay you low wages or make you work under poor conditions or segregate you or take away your rights as an employee because of your race, color, religion, sex, or national origin.

2. No employment agency may refuse to give you information or send you out to look for work, restrict your job opportunities or discriminate against you in any other way because of your race, color, religion, sex or national origin

3. No labor union may keep you from joining its membership, or discriminate against you or segregate or restrict its membership or refuse to send you out to work or limit your employment opportunities in any way, or try to get an employer to discriminate against you because of race, color, religion, sex or national origin. We must all work to see that this law is obeyed. It must not be violated.

WORD STUDY - TITLE VII

Your class may need to:

Learn the meaning of the following words.

Learn to spell and pronounce them correctly.

Write sentences in which you use these words.

Segregate

Roman

employee

national origin

Congress

agency

employment

discriminate

violate

complaint

justice

Attorney General

federal

appeal

negotiate

Things to do: TITLE VII

- (1) Let your class find the month last year when the Civil Rights Act became law.
- (2) You may want to make a list of the various companies and industries in your town which must obey this new law and distribute the list in your area. Every company that employs more than 100 workers and all labor unions etc. with more than 100 members must comply.
- (3) You and members of your class may want to visit the managers or owners of the companies to discuss employment or promotions for Negroes and other minority groups.
- (4) You may want to help people who feel their rights under this law have been violated file a complaint first with your local or state fair employment agency (if you have one by law) and with the federal Equal Employment Opportunity Commission if no action has been taken after 60 days. If you have no local or state agency to insure fair employment, send complaints directly to the federal agency.
- (5) You may want to make copies of the complaint form and have your students use them in writing practice.
- (6) You may want to purchase copies of "Citizens Guide to the 1964 Civil Rights Act" which explains in simple language the entire Act - all eleven titles - telling what your rights are and what you can do to protect them. The guides may be ordered from the National Lawyers Guild, 1590 Cadillac Tower, Detroit, Michigan for 10¢ each.

Note to teachers: You may want to use some of these facts in making arithmetic lessons, especially in the study of numbers (hundreds, thousands, millions, billions, trillions, etc.) and decimals.

SOME FACTS ABOUT MONEY

The Department of Commerce reported not long ago that the United States loses 20.1 billion a year because poor education and discrimination keep Negroes and other minorities from making a full contribution to the economy.

The National Industrial Conference Board conducted a survey of 40 companies in various sections of the country not long ago and found that there is a wide gap between policies favorable to Negro employment and actual practice.

Few of them are doing as well as they say they would like to do, or as well as their top officers think they are doing.

While almost all of them - North and South - had Negro employees, few had many Negroes in upper level jobs.

A report of the survey stated that "well qualified Negroes are in short supply today..and an urgent need is for more and better training for Negroes." There was hope too, that the enforcement of the Fair Employment Section (Title VII) of the Civil Rights Act would help.

Sargent Shriver, director of the Office of Economic Opportunity has found that if a family of four has an income of \$3,130.00 a year, they are still on the level of poverty in this country.

"Food is a major item in the budget. It provided for 23 cents per meal per person, which means that a family of four - two adults and two children has exactly \$2.76 with which to feed itself each day."

This food diet is "short on eggs, fruits, vegetables, fresh milk and meats - all the high protein and vitamin foods that doctors advise. And it's long on potatoes, cereals, breads and dried beans" the starches which we are

"On the 23-cents a meal level, says Thriver, there are some 54.6 million, of whom some 70 per cent are white, and 15 million children. With a current population of almost 195 million, this means that roughly 18% of the American people are living on a bare subsistence diet."

We must remember that several millions make less than \$3,130 a year.

Negro men have an average income about half that of white men, and Negro women have average incomes of about two-thirds those of white women, according to a Census Bureau survey.

The survey showed that in 1963, the median income of Negro men was \$2,444 compared with \$4,816 for white men. For women the figures were \$953 for Negroes and \$1,441 for whites. Fifty-one per cent of the Negro men 14 years and older had incomes of less than \$2,000 a year. The corresponding figure for white males 14 and over was 24 per cent.

The survey showed that among persons 25 years and over, 24 per cent of the Negro men had finished high school as compared to 49 per cent of the white men.

HOW TO START A BANK

Any group of citizens may get together to start a bank. They must first have at least \$100,000.00 in capital, and then they must make application to their state banking association for a permit. If the permit is granted the banking association will give further directions and instructions.

Such a group should seek the services of a lawyer, also. If there is none in your community, contact the NAACP Legal Defense and Educational Fund, Inc.

Outlawing of Excise Tax Brings Savings

To Consumers

On June 21, President Johnson signed a bill which outlawed the federal excise tax on a number of consumer goods. As a result of the tax reduction, buyers will be able to keep or spend for other purchases 1.75 billion dollars which would have gone to the federal government as taxes. On January 1, 1966, another \$1.75 billion reduction will take place.

The present reduction is retroactive (will go back) to May 15, and dealers will return or give credit for any excise taxes paid by their customers.

The ten percent tax is being cut or reduced on about 40 different items including:

air conditioners	cameras
refrigerators	film
handbags	projectors
cosmetics	freezers
club-dues	electric, gas and oil appliances
luggage	lighters
business machines	matches
musical instruments	radios
pens	phonographs
phonograph records	playing cards
mechanical pencils	sporting goods

The cut ranges from about \$70 on a \$2,500 automobile to 15 cents on a tube of lipstick.

In the future, Johnson said, "we hope...to provide further tax relief to those in our nation who need it most. Those taxpayers who now live in the shadow of poverty."

The Treasury Department, in Washington is putting out a brochure for consumers telling what the tax cut can mean on various store items.

You may write them for a copy.

Rent Subsidy Bill May Become Law

Both Houses of Congress have passed a bill which would help low-income families to get better housing.

The bill would have the federal government pay the difference between 25 percent of the family income (which is as much as anyone should pay for rent) and the amount the landlord charges.

The bill will cover only people whose income would make them eligible for public housing although President Johnson had wanted to help people who made somewhat more money than that.

Congress felt that they should help the millions who have not been able even to get into public housing, and the extra money will make it possible for private, non-profit organizations to build the needed homes.

The government will pay the rent differences directly to the landlords. (Teachers may want to make up sample arithmetic problems for the students to practice here. For example:

If a family has an income of \$160.00 per month and they would need to pay \$70.00 per month to get good housing, how much would they pay and how much would the government pay?)