

CHILD DEVELOPMENT GROUP of MISSISSIPPI



*HISTORIES OF:*

*Children*

*Employees*

*Centers*

*Community Support*

## Introduction

The Child Development Group of Mississippi is a statewide Head Start program which was organized in the summer of 1965. It is currently concluding operation under its second grant from the Office of Economic Opportunity.

On August 25, 1966, CDGM submitted a proposal to OEO for funding for an additional year's operation. That proposal requests \$20.3 million to serve 13,500 children in 170 centers in 37 counties throughout Mississippi.

This sum falls far below the needs of the poor community in the poorest state in the nation. The program currently serves only 7% of eligible Head Start-age children. More than 16,500 children who applied for inclusion in the new program were rejected by us with great reluctance.

### Basic Data

Size of present grant: \$5,644,343 for 6 months of operation

Number of children served: 12,145 (as of June 3, 1966)

Geographical coverage: 121 centers in 28 counties across the state

Cost per child per week: \$19, considerably under OEO guidelines.

### Who Works for CDGM

Number of employees: 2,272 employees on payroll -- 2,112 in local centers, 80 in 15 area offices, and 62 in the central office

Composition: 98.9% of CDGM employees are local Mississippians (99% in the local centers, 100% in the area offices, 80% in the central office)

Previous incomes: Resource teachers, currently making \$75/wk previously earned an average of \$44/wk and a comparable income increase for all other CDGM staff.

### Training

In its commitment to the elimination of the root causes of poverty, CDGM has attempted to employ poor people and provide them with new skills through which they can realize their full potential. Extensive opportunities for training were provided our staff at all levels, including:

- weekly training workshops for all area staff
- periodic training workshops for all area staff, center staff, community chairmen, community committees
- numerous out-of-state training courses, ranging from 2 to 8 weeks in length
- a total of almost 150,000 man hours of training at all levels.

### Opportunities for Decision-Making

A total of 1,006 people, virtually all of them poor, were accorded opportunities to make decisions directly affecting their own lives and the operation of CDGM centers.

Serving on community committees (121): 945 persons

Serving on area councils: 44 persons

Serving on the CDGM board of directors: 17 persons.

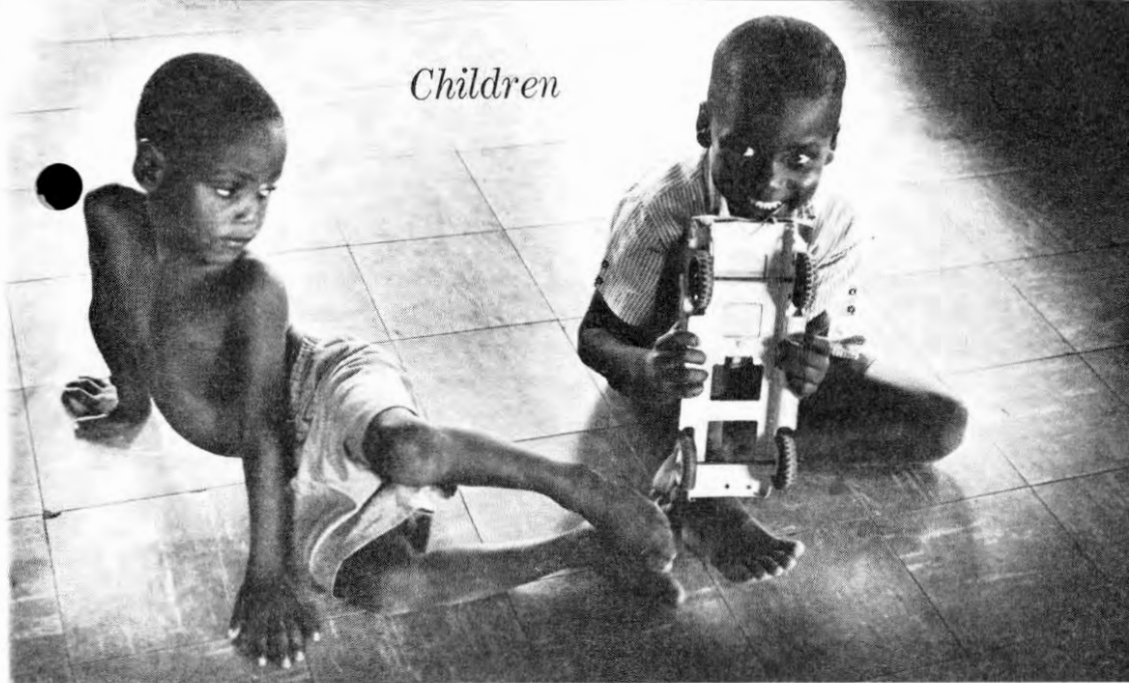
### Volunteer Work

There are 49 centers, operating on an entirely voluntary basis, serving 4,365 children, awaiting inclusion in the new grant. They receive no funds from CDGM or the government, yet they constitute one of the largest Head Start programs in the country.

As of July 8, 1966, with more than 2 months before the program ends, CDGM staff had contributed more than 380,000 hours of voluntary labor at a computed dollar value of \$605,641.

But statistics can never tell the full story. This booklet attempts to add a personal dimension to the story by telling of the flesh and blood people who serve -- and are served by -- CDGM.

## *Children*



Floyd Pierce, 8 years old, from the Hopewell Center, Madison County.

Floyd lives with his grandparents in an isolated rural area five miles from the nearest neighbor. When first contacted about sending Floyd to Head Start at the Hopewell Center, his grandmother told Mrs. Clara Coney, the area teacher guide in Madison County, "What could you do with him? He can't talk and I don't think he hears either. He's never been to school."

Mrs. Coney wasn't sure what could be done with Floyd, but she encouraged his grandparents to enroll him, hoping that intensive pre-school training would break his shell of silence.

Mrs. Coney tells what happened to Floyd at the Hopewell Center: "Every day Mrs. Sarah Ward, his teacher, worked closely with Floyd, but he didn't speak. He would watch intently everything that was done and said, though. Then, about two weeks into the program, a load of supplies arrived at the center and I came to demonstrate how to use modelling clay. I made a cow and put little tits on its underside. Floyd watched me and -- for the first time -- laughed.

A few weeks later I drove up to the center and Floyd was one of the first children to run up and greet me. He said, "Teacher, teacher!" Those were the first words I had heard him speak.

I was so surprised and moved that I started to cry. Floyd looked at me and said, "What's the matter, am I being bad?" And I cried that much harder. When I could compose myself, I said, "No, you're not bad, I'm just so happy to see that you can talk, and hear too." And he said, "Yes. I love you. I love you.' "

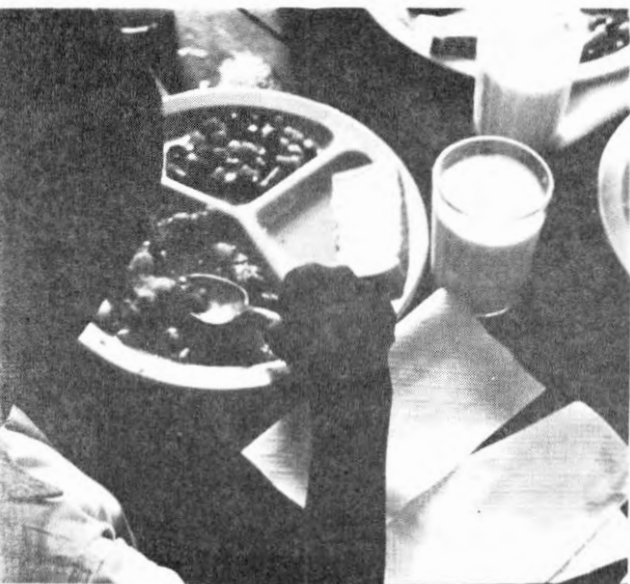


Janice Peeden, age 6, who went to the Philadelphia # 1 Center, Philadelphia.

Janice was one of three Peeden children, all undersized, at the center. She enjoyed her school activities, but after a few minutes would give up and "droop" as her teacher describes. Frequently she would fall into a deep sleep.

A CDGM doctor diagnosed her as having low blood pressure and insufficient food, after Janice one day fell asleep and could not be revived.

An Area Teacher Guide from CDGM worked with the center staff to include more vitamins in the lunch meals. Janice was kept at home, but a teacher took lunch and games to her each day. Janice gradually recovered and returned to school. Her mother made a special point of telling the staff how much she appreciated what CDGM had done for her daughter.



A boy at Second Pilgrim's Rest Center, Holmes County.

Mary J. Terrels, a teacher trainee at the center, reports this incident. "There is a little boy in my class that loves to eat. One day he asked, 'Where do we get our food (for the center) from?' I told him it came from Riley's Grocery. He was still curious and asked, 'Where do we get the money from?' I told him it came from CDGM. And he said, 'Teacher, I sure love him.' There's a child that thinks our program is just one man.

I think it's wonderful that a child who at first didn't want to know anything, now wants to know everything."

Evan Gibbs, five years old, lives in Tribbett and attended school at the Greenville Industrial Center, Greenville.

Evan came to Head Start quite disturbed. She threw temper tantrums, fought with other children, swore, wet her pants. But, as her teacher, Mrs. Willia Rhodes noted, "She wasn't really a bad child, because sometimes I would look at her and see the most beautiful, serene smile on her face. She was struggling desperately, searching for something."

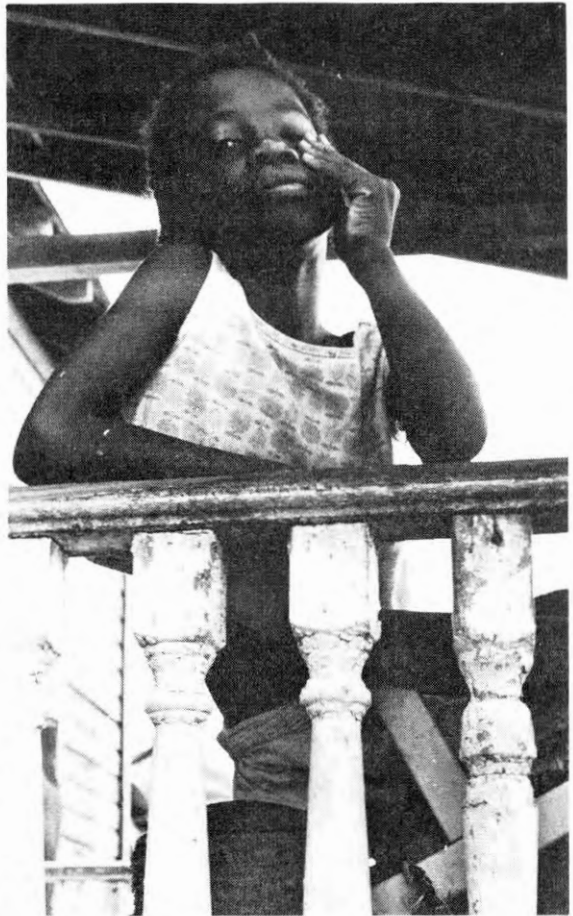
"I found myself searching for the answer to the child's needs," Mrs. Rhodes says, "and I found that what she needed was someone who cared."

Mrs. Rhodes visited Evan's mother and explained the child's difficulties in trying

to adjust to school. With parental permission, Mrs. Rhodes took Evan home with her for four days. She bought Evan dresses, curled her hair, gave her love and attention, and the companionship of her young daughter. Together they visited department stores, attended church, saw a school play. That was April 15. Today Evan is "a happy, well-adjusted child," according to Mrs. Rhodes. She controls her temper, likes to sing, paint, read, and do everything she once seemingly hated.

In June when the children from the center toured the police station in Greenville, Evan told the police captain she knew a traffic song. (The children had discussed the trip in school and learned songs and games about policemen before going.) In a loud clear voice Evan sang her traffic song to the captain, who later commented that Head Start was doing a fine job for young children.

Now Mrs. Rhodes feels, "Evan likes to be a leader. Some day she might be a great leader."





Yolanda Ammons, age 4, a pre-schooler at the Tougaloo Center, Tougaloo.

Shy and withdrawn, Yolanda's speech was slurred and broken. Her teachers found her virtually incomprehensible during the first weeks of school. Gradually with her enthusiasm to new opportunities aroused and her contact with other children increased, her speech improved. Now an inquisitive conversationalist, she frequently talks with her white neighbors. And according to her mother, "She corrects my grammar."

Kenneth Anderson, age 4, a pre-schooler at the St. Matthews Church Center, Greenville.

Kenneth arrived at school for the first time with a baby's bottle in his mouth. He was undernourished, covered with dirt which, as his teacher describes, "you could peel off with your finger," suffering from sores. At play, he was boisterous, aggressive.

Immediately, the center staff gave him special attention. His teacher, Mrs. Rosie Lee Lance, noted the following improvement. "We took his bottle, gave him milk in a glass, bathed him, and treated his sores with the First Aid kit. When his mother was aware of what we were doing, she met us halfway. His physical development is improving...he no longer talks of reform school or jail. He talks and listens well...loves nursery rhymes, songs and finger games. He gets along with other children, does well in art and knows colors now."





Deborah Washington from Revels I Center, Greenville.

Deborah entered the center weak and listless. Too tired to sit up, she would spend the day stretched out on her mat. She rubbed and held her stomach, but would remain still, silent.

Deborah's teacher, Mrs. Pauline Foster, realized the problem was hunger. "I took her by the hand and we went into the kitchen and fixed her breakfast before it was time for a snack," she says. "She ate all the breakfast, then when the time came she ate her snack. At dinner she always eats two servings."

"Deborah has creative ability, and she can do excellent art work. She likes to do things for herself and tries to master a task before getting help. I hate to think what's going to happen to Deborah without Head Start. There are five other children at home, without a father, without enough food."

## Employees



Mrs. Bille Davis Maddox, resource teacher, Greenville Industrial Center, Greenville.

Mrs. Maddox's father, a mail carrier in Greenwood, wanted "the best education you could get" for his children. But when the money ran out and his daughter caught pneumonia, that dream ended. Mrs. Maddox was forced to drop out of college. With a growing family and mounting bills, she has never been able to return.

The circumstances of Mrs. Maddox's education were frequently as frustrating as its abrupt termination. As a student at Sacred Heart School in Greenville, she spent her junior year at a high school in

Chicago where she had to "work and dig much harder to keep up. The schools in Mississippi were just that far behind," she says.

In the fall of 1956 Mrs. Maddox entered Jackson State College where one of her courses was Child Growth and Development. "The facilities at Jackson State were 'old and condemned buildings.' The plaster was falling off the walls, the plumbing would stop up and overflow. We were crowded four to a tiny room with a closet just big enough for a coat and dress," she remembers.

At Mississippi Valley State College, where Mrs. Maddox enrolled that summer, she took business administration courses, but discovered that the typing and shorthand books were the same ones used in her Chicago high school.

Mrs. Maddox began working for CDGM in the summer of 1965 and she brought with her valuable experience with young children. In addition to mothering three girls, she had worked in a Catholic school kindergarten and a privately run day care center.

For over a year now, Mrs. Maddox has been implanting her father's dream in the minds of her pre-school students and their parents. "CDGM seemed to offer something different from the public schools I knew," she remarks. "It has stressed the importance of freedom of movement and expression for children at the crucial ages when character is formed."

Mrs. Maddox remembers that when she was raised, "it was always 'Do this!' or 'Do that!' Children were told to shut up or be quiet. Here we try and develop them as individuals who can and want to do things for themselves."



Charles Holloway, area administrator, Meridian

Mr. Holloway is a man with a college degree whose talents finally found a home in CDGM. A 1957 graduate of Mississippi Valley State College, where he majored in history and sociology, he has worked where he could: at the post office, the railway express, a veteran's hospital, an iron foundry. But not until he joined CDGM in February 1966 did he find real responsibility and challenge.

After two years in the Army (1957-59), Mr. Holloway -- by then a well-heeled traveller around the country -- moved to New Haven, Connecticut where he met his wife and lived for six years. He returned to Meridian, his hometown, in July 1965 with his wife and four children to convalesce from injuries suffered in an automobile accident. He decided to stay, when he learned that a number of anti-poverty programs were being set up in the state.

For five months, when CDGM lacked federal funds (September 1965 - February 1966), he worked as a volunteer area administrator in East Central Mississippi. During this period he and an assistant organized 5 new communities for inclusion under CDGM's latest Head Start program. Later, as a salaried administrator, he prepared 16 more to participate in the \$41 million proposed program rejected by the Office of Economic Opportunity.

Mr. Holloway's responsibilities in an area with 6 widely separated centers are broad and numerous. He works on requisitions and bills for the area office; holds workshops with center chairmen on operating food accounts and handling transportation contracts, vouchers, and reimbursements; personally checks on payroll, personnel, and facilities complaints which can't be solved by phone; and keeps extensive records of all phases of operation in the centers.

He has originated his own filing system with a color code and instituted it throughout his area. At his suggestion each community has written a history of its center as part of a record of the area's operations.

A member of the Young Democrats, he was active in the NAACP through high school and college. As a community leader in Meridian, Mr. Holloway has helped reorganize a Community Action Agency, East Mississippi Opportunities, Inc., which for over a year has been refused funds from OEO because its board of directors lacked representation of the poor. At a recent county-wide meeting he was elected to a steering committee to oversee the restructuring. Along with Meridian's vice-mayor, a minister and the assistant superintendent of schools, he is in charge of public relations for the anti-poverty agency's new board elections.

To Mr. Holloway, the importance of working for CDGM is not measured in money. "What we want," he says, "is recognition as men, as human beings. Other organizations say you have a job for so much. You are dictated to. CDGM has offered us a new kind of freedom and responsibility."

Mr. Holloway is 32.

Mrs. Hattie Bell Saffold, area teacher guide, Holmes County.

In Holmes County, they call Mrs. Saffold the "King of the doers." But if CDGM does not continue, Mrs. Saffold says she would stop her doing and leave the state.

"I have experienced too much now. I'd rather pack up my little bag and leave the state than go back to what I used to do," she says. Mrs. Saffold "used to do" hauling. For fifteen years, she carried cotton workers to the field for 50 cents a person and weighed and recorded cotton for \$5 a day. In the off season, she worked as a maid for \$3 a day.

Mrs. Saffold's husband works 30 acres of a 50 acre farm in the hill country section of the county. He is the first Negro in memory to receive an FHA loan, which was used to dig a well and install bathroom fixtures for their home.

Together with a small committee of residents in the county, Mrs. Saffold did the preliminary work for setting up six CDGM centers in the late spring of 1965. Her efforts were initially met with fear by Negroes and harassment by whites in a county where the Ku Klux Klan has long been active. Mrs. Saffold's home has been shot into a number of times. The Second Pilgrim's Rest Center where she worked as a teacher trainee, was unsuccessfully set afire by an arsonist two summers ago.

Born, raised, and resident in Holmes County all her life, Mrs. Saffold, now 38, has been active in voter registration work with the Freedom Democratic Party. And she has worked to elect Negroes to local agricultural committees. This year her four youngest children are attending an integrated school in Durant. A participant in weekly training workshops and a special course at the University of Southern Mississippi, Mrs. Saffold has been instrumental in making

the Holmes County centers among the best of the CDGM program. The Second Pilgrims Rest Center was the subject of a widely distributed teacher training film which CDGM made in the summer of 1965.

Mrs. Saffold has used her teaching abilities in her home as well as in the eight centers for which she provides new classroom ideas and guidance. She now uses Cuisenaire rods, for example, to help her ten year old son solve arithmetic homework.

Having a decent income has made Mrs. Saffold's family proud. They are better fed and clothed now. Her oldest girl was able to attend college in part because of CDGM income.



An interview with Mrs. Roxy Meredith (mother of James Meredith) Trainee, Wesley Center, Kosciusko.

When I first started to work for CDGM, I knew we were always poor, but visiting the homes of the parents made me cry because I did not know what real poor people lived like.

If the Head Start center does not open back here, I have already planned to build an extra room onto my house and take in the little childrens and try to do something for them.

Everytime I go through the community they (children) are hollering and want to know when school is going to open again.

I never did too much work but farm work because every-time I would go to the employment office and all they would offer was housework. . .I preferred to pick cotton, hoe and work by the day in the fields. Cotton picking opened up at \$2.00 per day this fall. I just don't see how I can make it, but still I'm just going to have to pick cotton if this program doesn't continue.

After my son entered Ole Miss (University of Mississippi), there was plenty changes in the Negroes. They was afraid to come to my house for a long long time. There was shooting you know, and after they shoot out all the windows in my house, well, people, they didn't want to come at all. My husband was sick and they finally got me out of my school cafeteria job. I didn't have a job any more until I got the Head Start job -- only day work.

Now I have heard many times here that even if I didn't have an education, the way that we brought up our family was proof enough for me to work in Head Start. This was my chance to get sort of a Head Start too, and it really have helped me.

Mr. Willie Burns, Community Organizer, Holmes County.

Mr. Burns works in one of the nation's poorest counties, where Negro families have a median income of \$895.00 a year. His work in CDGM has opened new paths out of poverty for himself and for the local people he serves.

Mr. Burns was one of 8 children, all of whom worked in the fields on the family farm. He graduated from a local high school, but his dreams of a college education disappeared with the need to support two of his sisters

through their college education. In addition, mechanized farming methods and the reduction of land acreage allotments shrunk the Burns' income to the point where it could no longer support the entire family.

So, in 1959, Mr. Burns, then 27 years old, left for Chicago, hoping for a better life, as so many had done before him. What he found, however, were a series of unskilled jobs, leading down a dead end street. When his father became ill, Mr. Burns eagerly accepted the opportunity to return home to run the farm. Despite its poverty and its cruelty, Mississippi was his home and he wanted to be part of making it a better place to live.

Back in Holmes County, he devoted whatever spare time his farming left him to working as an un-salaried organizer for the Southern Christian Leadership Conference. Although many people in his area felt that "things like that just won't work here," Mr. Burns and others like him began to prove that this wasn't so. One of the fruits of his organizing effort in his home town of Mileston was the establishment of a pre-school which was run on a volunteer basis, and eventually joined CDGM during its first grant in the summer of 1965.

In February, 1966, CDGM received a second grant and this time Mr. Burns felt that he could best help achieve his aspirations for Holmes County by becoming a community organizer. In this capacity he has been working an 18 hour day for the past six months. In that short time he has begun to revive several farmers' cooperatives which had become virtually inoperative; aided more than 60 people in securing FHA loans, formerly unavailable to Negroes; helped place more than 30 people in jobs through the employment service. He has also widely disseminated information on other federal programs, and helped to organize an area council which can serve as a democratic platform for all people in the area.

In addition to giving Mr. Burns the chance to provide a better living for his family, CDGM has provided him with the opportunity to acquire new skills and competence. "I have developed intellectually. Now I know how to get at the roots of problems."

Even more important in Mr. Burns' view is what this work has done for the community. "Now we in Holmes County have some idea of what is meant by self-respect and first-class citizenship because we are learning to do for ourselves."

What would happen without CDGM? "A lot of young people would have to go to Chicago, because there would be no way to give their children a better life. The development of the community would come to a standstill."

The future? "Sheriff in '67" is Mr. Burns' motto. "I could render justice to all the people of Holmes County; I could serve them better. Most sheriffs I've known have been the judge and the sheriff. I just want to be the sheriff."

Mrs. Elizabeth Rankin, teacher trainee, Jackson Park Center, Moss Point.

When Mrs. Rankin returned in August from an eight week Head Start training course at the University of Nebraska, her professor noted in a report to CDGM: "Mrs. Rankin is a very poised, personable young woman. She is presently a trainee -- she would make an excellent resource teacher... She appears to have good insight into and understanding of the purposes of Head Start and the role of the teacher. She has expressed an intent to extend her own schooling. This should be encouraged. She has been a delight in our class."



Mrs. Rankin's job and training at CDGM have sparked her desire to complete an unfinished education. She attended Alcorn College for a year, hoping to become a secondary school teacher, but dropped out because her parents could not afford the expense. Now, with a husband and seven children, she plans to take some courses in pre-school education at Jackson Jr. College.

The significance of Head Start has not been lost in Mrs. Rankin's home. "Working with this program, we have all learned many things that will help us in our own homes," she remarks, "things such as not using such strict discipline or spanking children all the time."

"My two youngest children attended the center. I can see a real difference between them and the older ones. Two of my oldest didn't pass the first grade, but last year my next to youngest went into an integrated school and received excellent marks. The baby went this fall and wasn't afraid."

With the Jackson Park Center closed, Mrs. Rankin has put her free time to good use. She is organizing workshops to spread what she learned at the University of Nebraska and in the center to parents and volunteer workers.

What are the goals of Head Start for Mrs. Rankin? She states, "First, to preserve the young child's natural curiosity and love for learning; second, to help children grow in the process of social development; third, to provide an environment which helps to stimulate verbal expression and vocabulary development; and fourth, to extend opportunities for children to acquire information and understanding about their world."

Mrs. Gaynette Flowers, area teacher guide, Gulfport

"The problem has been that the Negro has always had to be in his place. My feeling has been that my place as a Negro is where any other American's place is or can be."

For 15 of the last 16 years, Mrs. Flowers' "place" has been working as a maid for \$40 a week. This year her "place" is with CDGM as an area teacher guide for eight Head Start centers in Gulfport. The leap from domestic work to pre-school is not surprising for a woman of Mrs. Flowers' abilities.

Mrs. Flowers only attended school through the 11th grade in Jackson, Alabama. Negro high schools were private then, not state-supported institutions, and Mrs. Flowers, living with various relatives, could no longer manage to pay the tuition herself. She had worked before and after school each day to support herself, but finally the burden and exhaustion proved too much. But three of Mrs. Flowers' children have graduated from college. The fourth, a 21 year old son, left Jackson State College after three years to serve in Viet Nam with the Army. One daughter, now working on her masters' degree at Kent State University, entered college when she was 16.

A resident of North Gulfport since 1937, Mrs. Flowers has been secretary of the local NAACP branch, an executive board member of the Good Deeds Association, which has established recreational facilities in the city for Negroes, and a member of the North Gulfport Civic Club, which has worked on street improvements, voter registration, and better law enforcement.

She has participated in weekly CDGM training workshops and recently returned from a six week training course...normally open to college graduates only...at the George Peabody College for Teachers, Nashville, Tennessee.

What does CDGM mean to Mrs. Flowers? "For adults, it has opened up opportunities in employment and child-raising which we never had before. It has been education and money, not aptitude, which have stood between us and our goals," she feels. "There was no way out before CDGM. For the children, CDGM has opened children's minds and lifted the oppression of segregation from them. CDGM starts children off young seeing white people as friends rather than having the frustration of segregation placed on them later on in school."

Mrs. Flowers' first remembered experience with segregation occurred when she was six. "I was sent by my aunt to get some syrup on credit from a nearby commodity store. I sat in a living room chair in the store lady's house and when she returned with the syrup, she screamed and slapped me around. My aunt later explained to me that 'white people are just like that.'"

Should CDGM die, Mrs. Flowers will not go back to being a maid. "I resented that, resented having to put "maid" on my employment form. I would probably try and set up a garment and sewing shop. I wouldn't be satisfied with anything less than that."

Pearlie Grove Center, like other CDGM centers in Mississippi, closed in early September when program funds were discontinued. Like other CDGM centers, Pearlie Grove has decided to re-open on a volunteer basis instead of waiting weeks, perhaps months, for the Office of Economic Opportunity to approve another grant.

Without money for salaries, food, or supplies, the people of Quitman have ingeniously developed other resources to sustain their center. The staff will teach without pay. A Head Start garden, kept by CDGM parents, will supply food for the children's noon meal. "Slop" from the center kitchen will feed



Head Start pigs which will be sold to purchase educational supplies.

When the Pearlie Grove Center operated with OEO supplied funds, it had a rich and varied program. During the first week of July, for example, the children's activities included:

- visiting the public elementary school while still in session
- painting pictures of their parents
- making books with pictures of different items beginning with the letter "B"
- discussing the potatoes growing in jars on the Science Table
- planting over outdoor gardens
- buying snow balls at Brown's Cafe
- learning the story of The Rabbit and Betty
- writing three letter words like cat and dog
- organizing a musical band which played on home-made instruments
- visiting Bill's Dollar Store, the Post Office, and the Discount Store.

## Second Pilgrims' Rest Center, Holmes County.

CDGM teachers have developed a number of original classroom activities adapting materials easily obtained in the immediate environment.

At Second Pilgrims' Rest Center these activities included:

**Cedar painting** -- When one of the teachers discovered a shortage of paint brushes in the center, she used branches from a nearby cedar tree. As it turned out those children who received the cedar branches were the envy of the other children, because of the wonderful designs produced by splattering or dragging the branch over paper. Once the teacher saw the success of this activity, she also encouraged the children to paste parts of their branches onto the paper, creating new textures and colors.



**Cotton painting** -- While cleaning paint from desks and tables one evening after the children had left, another teacher noticed that the cotton could be used to absorb paint of various colors in unusual designs. By actually dipping the cotton into paint, she also learned that it would stick to a paper surface. With cotton samples obtained free of charge from a local gin, she introduced the activity in her class. The children were fascinated by watching the colors blend together as they were absorbed into the cotton and in the changes in cotton texture as it dried on their paper.

**Egg shell painting** -- A third teacher dipped broken particles of egg shells into paint and used them for making designs on paper. The result was a roughly textured surface which would be ideal for making relief maps or pictures.

**Block painting** -- Wooden blocks cut in various shapes were used to make prints. The blocks were dipped in paint and pressed on paper. The children made men, animals and many abstract designs. In working with the materials, as one teacher pointed out, they learned to talk about these shapes as well ("I need a square.") and to visualize what each shape would print in advance.

**Number games with bottle caps** -- Because different soft drinks come



with caps of different colors, teachers have used these for number games with children. The children match sets of numbers with the caps and, eventually, match in response to a written number on a flash card.

Clothespin dolls -- Dolls have been constructed from clothespins, with straws for arms, cotton or shredded paper for hair. This activity was introduced to the children by the janitor in the center, who is a part-time worker and enjoys spending much more than part-time with the children.

### Liberty Center, Liberty.

When CDGM purchased plastic wading pools for CDGM children, teachers at the Liberty Center put theirs to a unique use.

Many of the children at the center lived in homes which lacked bath tubs. Some, as a result, suffered from skin rash and sores.

The wading pool became a bath tub and the children were washed with medicated soap prescribed by a CDGM doctor, warmed in the sunshine, and covered with a special ointment. The rash and sores disappeared and real pool-wading began.

### Ellisville Center, Ellisville.

CDGM centers are not merely schools for young children. They are community institutions which thrive only through the continuing involvement of parents, neighbors, and local leaders. These people serve on community committees which oversee the center's operation, participate in class functions, and work on numerous community development projects (civic fund raising, federal programs, voter registration, neighborhood improvement). In almost all cases they also donate their time and materials to repairing, improving, even building the Head Start center.

A typical example is Ellisville Center where 70 parents and community people:

- built six sets of tables and benches, seven swings, four sandboxes, one seesaw, one wading pool, 50 toys
- installed rugs, heaters, a stove, and a hot water tank
- cleared land for a playground
- collected clothes and school bags for 50 children
- re-roofed the center.

## Community Support

Mr. Ben F. Faust of Liberty, retired farmer, grandfather of three CDGM children; a life-long resident of Mississippi, one of hundreds of persons who have written to explain what CDGM means to them.

"I am writing on the occasion of CDGM. I think that CDGM is one of the best plans that the Negroes ever had. All over the state of Mississippi we have had a hard time and it doesn't seem to be getting any better. So for the future, I think that CDGM is the best for the Negro children.

I have to say that we are in a mean world down here in Amite County. It makes me say, like Jose, the Lord giveth and the Lord taketh away, so blesteth be the Lord. I am Ben F. Faust. When I was seventeen, the white folks wanted to take me away from my mother because I a good worker, but she didn't agree to it because my father was dead and no one was home but my mother and I. They wanted me to run off from home and work for them. Because I didn't they arrested me, claiming that I stole a cow. But no affidavit was made out against me. They arrested me May 20, 1910 and kept me in jail until October. They sentenced me October 26 to the prison for five years and then I was back home in November 1914. There I lived with my mother until December 25 when I got married. I have been in Amite ever since.

I have seen some bad things done in Amite, such as a man whose name was Isaac \_\_\_\_\_, who had gone to Jackson and redeemed his land of taxes and got title. White folks wanted to buy his timber and he wouldn't sell it to them. They went to his home one Sunday morning, six of them. They stuck a knife in his jaw and led him to the car, and put him and his son in the car and drove down the road toward the church and got out of the car to get a switch to whip him, but he got out of the car and ran and they shot him down with buckshot.

Mr. \_\_\_\_\_ was the sheriff. He came out and had an inquest. One of the Negroes asked Mr. \_\_\_\_\_, "What are we going to do now?" He said, "There he is, take him, and do anything you want with him." All of them had guns of all kinds and we didn't have no protection at all, and when we picked him up the blood ran out of him like water through screens.

Another man by the name of Herbert Lee was shot down at the cotton gin by one of the Representatives of Amite County and he laid there about four days before any one paid any attention to him. But yet and still the cotton gin kept working. There were four in the gin. They made three of the Negroes who witnessed the shooting forget what they saw but when they made Louis Allen say he didn't see anything, he wouldn't. Later he was killed because he was going to testify against the sheriff. He was shot with buckshots at his gate three times. His brain was piled up under the truck.

So I think that CDGM should keep operating the Head Start for Negroes."

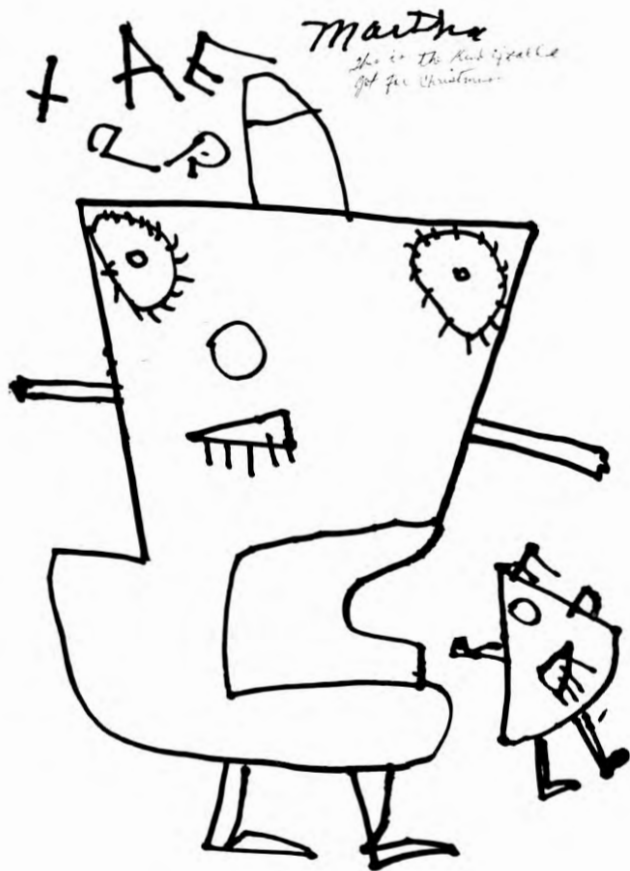


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