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A COMPARATIVE STUDY OF THE OBJECTIVES OF SOCIAL STUDIES AND
THE ENVIRONMENTAL INFLUENCES OF 1,398 NEGRO
ELEMENTARY CHILDREN IN TEXAS



WASHINGTON

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A COMPARATIVE STUDY OF THE OBJECTIVES OF SOCIAL STUDIES
AND THE ENVIRONMENTAL INFLUENCES OF 1,398 NEGRO
ELEMENTARY CHILDREN IN TEXAS

by

Ruthie Mae Washington

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF SCIENCE

in the

Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

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The writer wishes to express her deepest appreciation to

Mrs. Anne C. Preston

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Finally, she wishes to express her deepest gratitude to her loyal husband,

Mr. Hamp G. Washington,

without whose assistance this work would not have been possible.

DEDICATION

Ø

To my grandchildren,

Sandra D. and Marcus Randolph Curvey.

*
* * *

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CHAPTER I

INTRODUCTION

The most marked characteristic of modern civilization is change, which in turn effects readjustments in our culture. The nature of these readjustments has been the subject of study by many educators, with the discovery that they take place at widely different and varying rates. These changes have effected a revolution in societies and groups; such as, crime, juvenile delinquency, unemployment, graft, racketeering, inadequate housing, extreme poverty, strikes, ineffective government, wars, and threatened wars.

So, in the evolution of social studies subjects, modern educators have a program designed to unify or integrate subject matter previously taught in isolation, and a curriculum focused upon children, rather than upon fields of knowledge. This new kind of subject matter has come to us based on real activities and social situations of children. All that deals with community life, democratic practices, moral and spiritual values, history, geography, right attitudes, lofty ideals, has come to mean "Social Studies", and occupies the core of the present-day curriculum. "All the other subjects either grow out of or center about this program!"¹

We evaluate a child's physical growth by comparing his status in height and weight with an accepted norm, notwithstanding the many differences in body types, rates and patterns of growth and other factors that legitimately affect a child's physical status

1. American Childhood Education Association Bulletin, "What Are the Social Studies?" P. 5

at any point. The same approach is applicable to social development in children, though there is the additional problem that social development is more complex and more individualized than is physical development.

Social studies embody a check on the child's previous status to ascertain whether he is growing socially, and, if so, how much he has grown in a given period. In other words, whether he is moving in the right direction, at a pace that is normal for that particular individual.

Properly taught, the social studies lead to the maximizing of cooperation in promoting the understanding and practice of democracy, and the minimizing of conflicts that arise from the lack of the right understanding and practices.¹

Statement of the Problem

A social studies program, which satisfies the requirements of education for life adjustment, need differ in no essential way from any good social studies program, of which there are many in the schools of the United States. The characteristics of a good social studies program, as listed by major educators, would undoubtedly differ to some degree, but some features would be common to all of them.

The problem to be studied is (1) the objectives of the social studies, as given by leading educators as designed to aid in the attainment of desirable patterns of social attitudes and behavior, growth of positive democratic attitudes, and the ability to do critical

1. Edgar B. Wesley and Mary Adams, Teaching Social Studies in the Elementary Grades, p. 7.

thinking; (2) the influences of environment as reflected in the attitudes and behavior of Negro elementary children in Texas through questionnaire study; (3) to suggest measures for improvement in the light of the conclusions reached by the evidence of the analysis.

Purpose of the Study

In a world where modern science has made possible the satisfaction of human needs, we are in a state of disorganization, with the basic human wants unsatisfied. Our school program in a large measure has neglected to emphasize in its instruction those factors of vital concern in a complex society.

This research study has for its immediate concern:

1. To give to our children the kind of education to meet their needs, present and future.
2. To bring about an awareness on the part of teachers and laymen, that the social studies program must be pointed more directly towards helping children meet effectively their own social situations.
3. To determine the critical attitudes, interests, cooperation, suspended judgment, and toleration of the pupils.
4. To propose methods of improvement where needed, as revealed in the study.

Delimitations

This study is broad enough to include the democratic aspects of the entire field of elementary education. It is specifically designed to include all of the significant ways in which democracy through social studies may enter into the life of the elementary schools.

This is a study of the objectives of the social studies program as listed by outstanding educators in this field and a comparison of the social, economic, educational status of Negro elementary children in Texas; also, the listing of future possibilities of improvement through teacher-pupil community relationship as a prerequisite to more desirable child development.

It is concerned with other phases or levels of education, only as they lend themselves in some specific way to the solution of this problem.

Methods of Procedure

The Normative-Survey Method: The compound adjective "normative-survey" is applied to this method in order to suggest the two closely related aspects of this kind of study. The word "survey" indicates the gathering of data regarding current conditions. The word "normative" is used because surveys are frequently made for the purpose of ascertaining what is the normal or typical condition.

1. Studies employing questionnaire procedures:

- a. Status studies.
- b. Financial studies.
- c. Interpreting questionnaire returns.
- d. Concluding statement of findings.

The data were assembled in the form of tables, charts and discussions, and finally expressed in definite statements in the summary, conclusion, and recommendations.

Definition of Terms

The content of the social studies consists of events made by man in the solution of his problems. These events are little and big, usual

and exceptional. With some we are in immediate contact, as direct participants in our families, our schools, our churches, our clubs, and in our communities at large. With others we are only in indirect contact; but even these, though they may transpire to the remotest corner of the earth, influence the character of the events in our immediate environment. This raises the question of the meaning of pertinent terms used in this research document.

¹
Wesley and Adams define the social studies as a field concerned with relations and emotions.

Good defines the social studies as:

Those portions of the subject matter of the social science, particularly history, economics, political science, sociology and geography, which are regarded as suitable for study in the elementary and secondary schools, and are developed into courses of study, of which both the subject matter and the aims are predominantly social.²

"Democracy", says Dr. William Kilpatrick of Teachers College University, "is impartial respect for human personality."³ Always we are to grant to others the right and privileges of thinking, of choosing, of living, that we claim for ourselves.

"Moral values" may be defined as: "Those innate responses to moral responsibility, devotion to truth, respect for excellence, moral equality, brotherhood and pursuits of happiness."⁴

-
1. Wesley and Adams, Teaching Social Studies in the Elementary Schools, p. 3.
 2. Carter Good, Dictionary of Education, p. 378.
 3. William H. Kilpatrick, Democracy and the Elementary Schools, Bulletin of the Department of Elementary School Principals, NEA XXII Yearbook, Vol. 22, No. 6, July, 1943.
 4. William C. Carr, "How Can We Teach Moral and Spiritual Values in the Public Schools?" National Education Association Journal, Volume 40, pp. 177-178.

"Spiritual values" may be defined as: "Anything an individual learns to do to make himself a better human being, of more value to himself and others through association with people, ideas, ideals, and institutions is regarded as "spiritual values."¹ These actions and associations may be generosity, fellow feeling, responsibility, integrity, appreciation of beauty, personal expression through art or some related quality of living.

The American Educational Research Association defines "social attitudes" as: "A long lasting predisposition to perceive social situations in a certain manner and act accordingly."²

According to J. Minor Gwynn "curriculum" may be defined as: "All the experiences which pupils have while under the direction of the school; thus defined, it includes both classroom and extra-classroom activities."³

Wesley and Adams go on to say that the curriculum is an educational instrument, planned and used by the school to effect its purposes.⁴ To this they state that the curriculum should not be confused with courses of study, textbooks, or lists of units.

Review of Related Studies

Langley⁵ in his research study "Trends in Methods of Teaching the Social Studies" points out the following facts:

1. All methods have been used for centuries. There are no new methods, but, because of a changing social order, there is continued need for self-adjustment.

-
1. "Spiritual Values in the Elementary Schools", The National Elementary Principal, XXVI Yearbook, Vol. 27, No. 1, September 1947.
 2. Encyclopedia of Educational Research, p.
 3. J. Minor Gwynn, Curriculum Principles and Social Trends, p. 256.
 4. Wesley and Adams, op. cit., p. 121.
 5. Robert W. Langley, "Trends in Methods of Teaching the Social Studies." Unpublished Master's thesis, University of Redlands, pp. 104, 1949.

2. The child is society's chief concern, so there must be some ways of developing the whole child through proper guidance.

3. Subject matter and methods are inseparable. If subject matter is being absorbed, it is being done by the use of some kind of method. In answer to the question, 'What is the best method?' he says the one that can be used most effectively in a given situation; the results of which cause the continued betterment of each individual and society.

The school cannot be set apart from the home and from other agencies in the community. Neither can the community groups maintain that what they do does not affect the school. We are one society. One of the most powerful tools that can be used to improve that society is the social studies.

Dresden¹ made a study of "The Teaching Practices Implementing the Social Foundation of Education." She found that teaching competence is based on the dual foundations of psychological and social principles, but are generally recognized as an integrated program. The research was concerned with the responsibilities of the teacher as a director of learning. There are, of course, other areas of competence required of the teacher.

The list of objectives set forth by the Educational Policies Commission includes four areas in which objectives are to be defined:

- The objectives of self-realization.
- The objectives of human relationship.
- The objectives of economic efficiency.
- The objectives of civic responsibility.

1. Katherine W. Dresden, "Teaching Practices Implementing the Social Foundation of Education," Doctoral dissertation, Stanford University, 1949. Pp. 163.

It is in this last area that we find particularly the outcome dependent on social foundations of education. Elaborating this fourth area, we find listed the following characteristics of the citizen competent to assume civic responsibility:

Social justice.
 Social understanding.
 Critical judgment.
 Conservation.
 World citizenship.
 Devotion to democracy.
 Social application of science.

Social Climate of Classroom. The principal and the teacher largely determine the educational and social climate in which the children are to develop. It is becoming increasingly clear that knowledge, attitudes, understanding, and skills necessary for living in a cooperative society are best developed in school situations which provide vital opportunities for democratic living. The way in which learning takes place, consequently, is of greater importance in the democratic process than the specific fixed end-goals.

"The social climate of a democratic classroom is one which provides for a high level of mutual cooperation on the part of all members of the group in (1) determining purposes to be realized; (2) teacher-pupil planning for desirable outcomes; (3) formulating methods for carrying out these plans effectively; (4) measuring results; (5) setting new goals, and selecting new approaches to a cooperative solution."¹

Faye Adams² in her book, "Educating America's Children," Chapter I, gives a full discussion of democratic living. She says in substance that:

1. L. T. Hopkins, Interaction, the Democratic Process, p. 256
 2. Faye Adams, Educating America's Children, Chapter I.

Growth, through mutual cooperation, mental hygiene, acquisition of knowledge and information, skill, health, initiative, originality, leadership and teacher attitudes, are all factors of the educational process in a changing society. These are children's rights.

Effectiveness of Instruction. The effectiveness of instruction, in a large measure, is determined by the relationship between objectives and pupil assignments or learning exercises. Research has revealed that teachers who systematically set up objectives get better results than those who use the conventional question-and-answer methods. Since all instruction has for its specific aim, the developing of good citizens, a ground work must be laid:

1. The teacher must know the child.
2. The teacher herself must have a pleasing, well-rounded personality, a genuine love for children; and, as Otto¹ puts it, "Have a dash of missionary spirit."
3. On the professional side, the teacher should be a well-educated and professionally competent person.
4. The teacher must possess good health, freedom from handicaps and emotional maladjustments.

The beginning words of the first principle in the "Children's Charter:"

For every child, understanding --- Why? Because every child is different from all others. He is an individual personality, with a background of experiences, with abilities, interests, attitudes, strengths, weaknesses, and needs that are peculiarly his own. He acts from different motives; learns in different ways, and at different rates; accomplishes different ends; and² uses his learning in different ways from his associates.

-
1. Know Your School Child. Leaflet #51, U. S. Department of Interior, Office of Education, Washington, D.C., 1939.
 2. Henry J. Otto, Principles of Elementary Education, p. 401.

Since teaching or instructing means guiding the growth and development of children, so that children individually and in groups will emerge into the kind of person that makes up a democracy, there can be little or no effectiveness of teaching unless such guidance is based on the needs and interests of pupils in the light of their physical and social background, and environmental influences. That is to say, start from where he is, and guide him to such higher levels of maturity as are within his reach. Wrightstone,¹ in his evidence of outcomes of good instruction of pupils in an experimental school, lists six cardinal objectives to be attained:

1. To understand and practise desirable social relationship.
2. To discover and develop individual aptitudes.
3. To cultivate powers of critical thinking.
4. To appreciate worthwhile activities.
5. To gain command of the common integrating knowledges and skills.
6. To build sound physical and mental health.

Supplementary Materials. The teachers of the modern school must find an effective means of integrating supplementary teaching materials into the schools of today and tomorrow. It is in recognition of this fact that the use of supplementary materials has typified the best results, not only in the social studies, but other subjects in the curriculum as well. Many teachers half-heartedly venture into classroom utilization of newspapers, newsreels, radios, recordings, and other media from which the child draws his information, that greatly improve the learning situation. But the teacher who is planning such classroom use of supplementary materials for the first time needs assistance on such questions as the following:

1. J. Wayne Wrightstone, Appraisal of Newer Elementary School Practices, p. 254.

1. What materials are usable and available? For what topics are they suitable?
2. How can they be used effectively? How does one introduce them to an inexperienced class?
3. How effective are the materials in promoting pupil achievement? What other special results may one expect in the class?

These are questions which fire the ambition and direct ones efforts to the improvement of instruction. As introduced in the classroom, current materials may for the purposes of this study be classified as:

1. Publications. This includes newspapers, periodicals, books, comics and other printed materials, including texts.
2. Audio Aids. This includes radio, recordings, lectures, forums and similar oral presentations.
3. Visual Aids. This includes movies, slides, film-strips, and television.
4. First-Hand Observation. This includes field trips, excursions and community surveys.

To summarize the preceding discussion with respect to the effectiveness of supplementary materials, if properly used, results in a wealth of information and skill in critical thinking, leadership, initiative, and resourcefulness. These are outcomes sought by every teacher.

CHAPTER II

MODERN TRENDS IN SOCIAL STUDIES TEACHING

The social studies are concerned with the social world, with the relations of human beings to one another and to the physical environment in which they live. A great many people believe that the modern trends in teaching advocate letting children do as they please. We do not talk much about discipline in the modern school as was once done because the word has too often been used to mean "blind obedience" to imposed authority. We use the term "guidance" instead. Modern trends stress: self-discipline through guidance; the development of social attitudes; the ability to acquire and apply facts and principles; and physical and mental health as important factors in academic and social achievement.

Traditional

The term "social studies" was relatively unknown in 1916 when a Social Studies Committee of the National Education Association gave its official sanction to the unification of social subjects. The name, having stemmed from the social sciences, is still occasionally misused. "Social Science" is synonymous with the content studies; such as, history, geography, civics, etc. While "Social Studies" refer to a field and not to a subject. The term was given a more assured status in 1921, when the teachers in the social subjects chose the name "National Council for the Social Studies" for the new organization.

The trend toward integration became very strong in the 1920's.

Courses were unified in an effort to study social studies as a field rather than a subject.

In the pamphlet entitled "The Future of the Social Studies", issued by the National Council of Social Studies, there was a general agreement among a number of specialists in this field that social studies should be the integrated type, rather than the traditional separate history, geography and civics courses. A classification of the traditional methods are as follows:

1. Teacher-Centric Method: Which places emphasis upon the memorization of subject matter and upon pupil thinking under close supervision of the teacher-- both, obviously, teacher-dominated.
2. The Recitative Method: The pupils recite in rotation the paragraphs of the lesson. It is sometimes called the military method.¹

Even though the old pattern of teaching offered no successful procedure of enriching the experiences of children through a variety of activities, the idea was dormant in the mind of John Dewey. This statement is substantiated by the establishment of his experimental school in Chicago in 1898.

Despite the strict adherence to subject matter, routine memorizing and reciting, which dominated the traditional school program, this method prepared the children only theoretically to enter contemporaneous society. As critics have put it, schooling was actually permitted to interfere with education in the truest sense of that term.²

-
1. National Council for the Social Studies, Newer Approach to Methods of Teaching the Social Studies, Fifth Yearbook, 1935. p. 98.
 2. John T. Wahlquist, The Philosophy of Education, p. 86.

That is to say that the learning we acquire through democratic practices was lacking to some degree in the traditional method of teaching the social studies.

The gist of the foregoing discussion may be summarized in a brief contrast or comparison. In traditional teaching, the teacher, working in a conventional school, thought of his job as one of developing the intellectual abilities of children; what they were or became otherwise was not his responsibility.

The forwarding looking teacher in a modern school considers his responsibility as one of guiding living; he is concerned with the fullest possible development of the boy or girl as a person. In taking this view, the teacher does not minimize his responsibility on the intellectual side; rather, he places intellectual development in its proper relationship and setting.¹

Modern Methods

Modern methods of teaching social studies are not new; rather they are a fresh approach to the study of the individual in a social setting; a belief that the development of his normal interests, desires, abilities, and needs precedes in importance.

"My Pedagogic Creed" written by John Dewey in 1897 gives us the essence of his hopes and inspirations for the schools of America. William H. Kilpatrick was also one of the early advocates of the project method. He has said, in effect, that a child learns what he lives, and lives what he learns; he learns it to the extent that he lives it, and he lives it to the extent that he has learned it.²

This gives evidence that the modern trends now practised in social studies teaching was then a living idea, yet to be born.

-
1. Hollis L. Caswell and E. Wellesley Foshay, Education in the Elementary School, pl 51.
 2. William H. Kilpatrick, Group Education for a Democracy, p. 77, 1940.

Today the whole child goes to school. He is exposed to a well balanced program of experiences, based on a sound psychological pattern of activities which build social living concepts. This involves an understanding of our "American way of life." An effort is made to teach children:

1. To do critical thinking.
2. To understand, respect and work to perpetuate social values that are significant in our democracy.
3. To understand and appreciate their own country, its problems, resources, aspirations, ideals.
4. To appreciate how the past has influenced the present, and how the present will influence the future.
5. To appreciate what our American democracy is -- a way of life that is not fixed and static, but ever-evolving and changing through the cooperative effort of many people.
6. That physical and mental health are as important as academic achievement.¹

The teacher finds and bases all learning on the child's interest, which is more rapid, more lasting, and has more desirable concomitance.

1. "Social Education for Young Children", National Council for Social Studies, January 1, 1946.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

One of the most challenging responsibilities which America faces today is that of strengthening and improving the social living of her children. No attempt at improvement can be made without the basic consideration of environmental influences, or "where do our Negro children come from?"

It is a general belief that we need to know more about the individual whom we teach, if we are going to be able to help him to improve or attain good habits, attitudes and skills which are prerequisites to good citizenship. In fact Kate Wofford¹ said, "Basic to all good teaching is an understanding of the child."

For this, we turn to the social studies which have become the center of the elementary curriculum. The social studies curriculum, when carefully planned, provides a wealth of opportunity for directing the lives of children. The modern curriculum takes into consideration the whole development of the individual. "Better citizens" has almost become a slogan.

Much has been done in seeking factual data, analyzing and interpreting it, in order to ascertain the prevailing conditions, and set up measures for improvement. This study is based on information secured from the use of questionnaires from forty-three Negro elementary schools

1. Kate Wofford, Teaching in the Small Schools, p. 13.

in towns, cities and rural areas throughout Texas, with a cross-section of social, academic and economic conditions.

Family

A brief discussion of the family status may give one a deeper insight into the needs of these children. The family is the basic unit of society, and much can be learned about the children if one knows more about the family, such as:

Size. The 1,398 children included in the study represented approximately 1,013 families. The following table shows the range of the size of the family and the number of children.

TABLE I
NUMBER OF CHILDREN FROM THE FOLLOWING SIZE FAMILIES

Size of Family	Number of Children	Per Cent
9 or more	113	8.0
8	87	6.0
7	111	7.9
6	138	9.8
5	191	13.6
4	214	15.3
3	211	15.0
2	186	13.3
1	147	10.5
Total	1,398	

A recent survey revealed that four children were considered the ideal number of children for the American family.

However, a number of authorities in the field of sociology give three children as the ideal American pattern.¹

The condition of the family circle has a striking effect upon the child for good or bad. It was found that eight hundred and twenty-one children lived with both parents.

Family life is considered to be a combination of those human beings who assume a direct, fundamental responsibility for each other in the meeting of essential personal needs in one household. The typical form is the biological family, consisting of two parents and their dependents, living in one household.²

3

Louis P. Thorpe speaks of the psychological significance of the family. He points out the importance of a satisfactory family life, where both parents share with each other their joys, troubles and recreation. In such a case one finds a well-adjusted individual, both personally and socially.

There are three hundred and seventy-six children living with only one parent. Of these, three hundred and thirty-two live with mother; while forty-four live with the father. E. Franklin Frazier⁴ states:

It is difficult to determine to what extent Negro men desert their families. Information in a number of studies indicates that they desert families relatively more frequently than men of other racial groups.

-
1. Marital and Family Adjustment in Rural and Urban Families. Bulletin No. 506, The State College of Washington, May, 1949. P. 18.
 2. The Place of the Family in American Life, Office of the Woman's Foundation, New York, August, 1945. P. 18.
 3. Louis P. Thorpe, Child Psychology and Development, p. 214.
 4. E. Franklin Frazier, The Negro in the United States, p. 631

There are, according to the investigation, one hundred and twenty-six children living with grandparents, while other relatives serve as guardians for a relatively small number.

Adopted parents contributed a still smaller number. There were approximately one hundred and thirty-six illegitimates. Frazier says:

IN the city illegitimate children are not only a serious economic burden, but they become an impediment to the disorganized elements, who would move about without restraint.

To this he adds:

Among the Negro folk, the stability of marital relationship is maintained chiefly by the mores and institutions (usually the church) of the rural community, and the sympathy and common interests that develop between man and woman

.... The high rate of illegitimacy among Negroes must likewise be studied in relation to the impact of social and economic forces upon the folk culture.¹

Home Conditions. The status of home ownership of this group may aid in understanding certain facts relative to developing good citizens. It was found that of the 1,398 children studied, two hundred and eighty-six lived in rural areas. Of this number, one hundred and seventy lived on family owned farms, while one hundred and sixteen lived on farms as sharecroppers.

Many minor features on farmsteads effect the economy of families. Among the important ones are size, type, location and economic returns. All of these factors have a large influence on living satisfactions. The influence of the farm-owned home on family pride, general attitude and satisfaction of family living is striking.²

1. Ibid., 632.

2. Farmstead Needs and Problems, Station Bulletin No. 542, Purdue University, March 1950, p. 28.

It is interesting to note that twice as many owned their homes in towns and cities as did in rural areas. This fact may lead one to believe that improvement of democratic attitudes and practices in keeping with the Purposes of Education¹ would encourage the desire to own and beautify one's own home; that as a minority group, we can and must improve our standards of living and thinking which are the fundamentals of true democracy.

There are 1,066 children living in towns and cities, and of this number, five hundred and thirty-seven reside in city owned homes, while five hundred and twenty-nine were found to live in rent houses. The economic status of many families keep them from owning a home.

In 1948, the Census Bureau estimated perhaps as many as one and one-half million "doubled-up" families wanted to buy homes. The Bureau also estimated that a family can afford to pay two and one-half times its annual come for a home. If the home is rented, a family should spend no more than twenty to twenty-five per cent of its income for housing.²

This raises the question of adequate housing. This is also stated by the United States Census Bureau. Minimum requirements for an adequate home vary widely in different parts of the nation. A research study made by the Home Economics Department of Pennsylvania State College revealed that:

The size, age, composition and schooling of families may influence concepts and needs of housing. Not only the size and composition of the family, but the total number of persons living in the household determine the need for space and facilities.³

-
1. Educational Policies Commission, "The Purposes of Education in American Democracy", D.C. National Education Association, 1938,
 2. Providing Housing for America's Millions, reprinted from Compton Encyclopedia 1951.
 3. Family Housing, Pennsylvania State School of Home Economics, Bulletin No.534, November, 1950. p. 14.

The following table shows that of 1,398 children, twenty-two and eight-tenths per cent lived in four-room houses:

TABLE II

NUMBER OF CHILDREN LIVING IN HOUSES
RANGING FROM ONE TO EIGHT OR MORE ROOMS

Number of Rooms	Number of Children
8 or more	54
7	99
6	201
5	275
4	320
3	288
2	60
1	11

Subsequent graphs show a distribution of the housing provisions and conveniences which these children may or may not have.

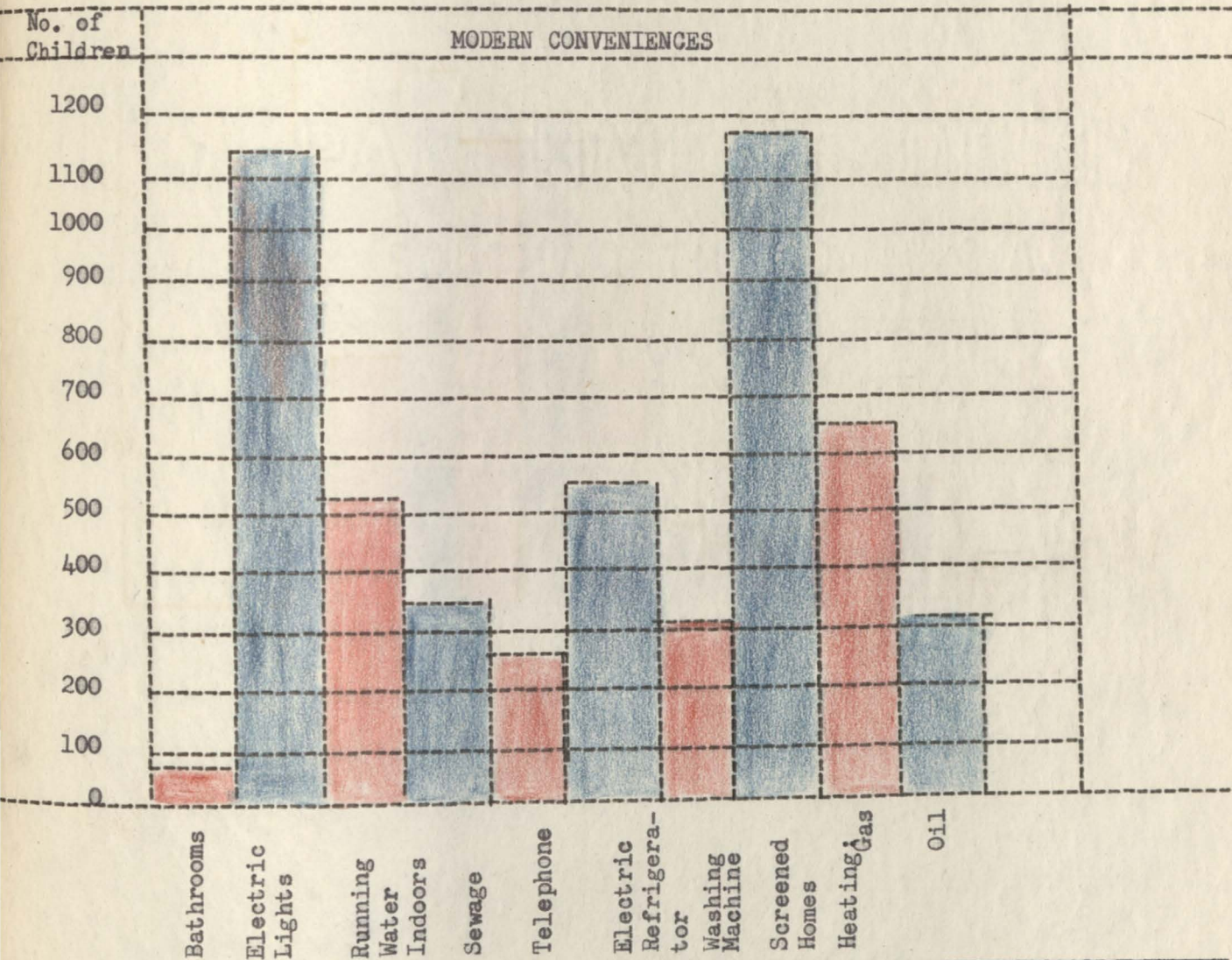
Poor living conditions are a very real handicap to any boy or girl.

Frazier¹ states:

The type of housing which have been available for Negroes are related to the economic and social status of the Negro as well as to such factors as racial segregation and exploitation by white landlords. When the physical character of a dwelling

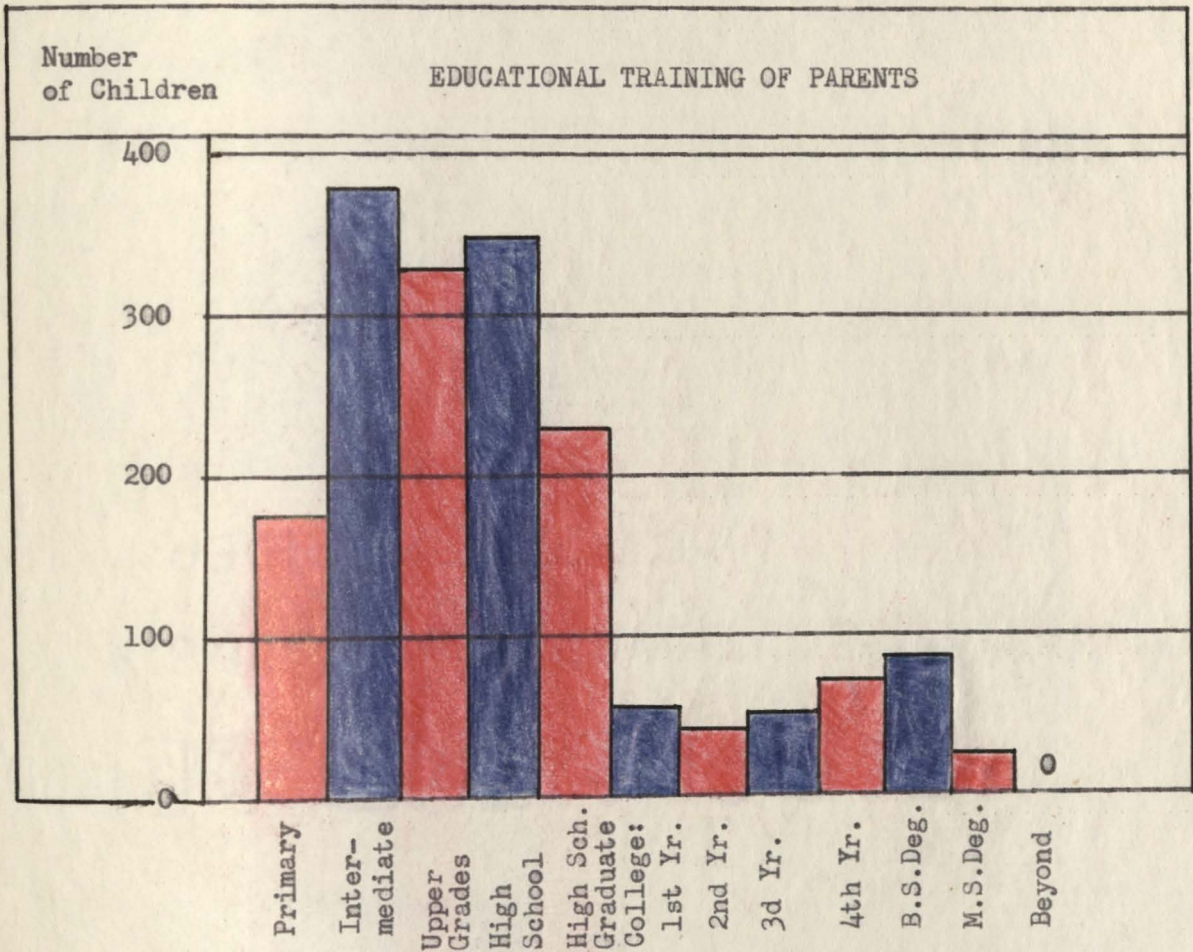
1. Frazier, op. cit., p. 634.

place is considered in relation to family disorganization, it is necessary to study its effect upon the relations of the members in the household and upon the behavior of the individuals in the family. Not only do Negroes live in the least desirable areas and most deteriorated structures, but they are crowded into these areas, and structures beyond the limits of health, hygiene, safety or decency. In the rural areas, the crowding of parents and children in the same room has certainly had some effect upon the clean wholesome development of the child.



GRAPH I. SHOWS THE DISTRIBUTION OF MODERN CONVENIENCES.

Training of Parents. The investigation reveals that none of the parents were entirely without some years of schooling.



GRAPH II. SHOWS VARIATION IN THE ACADEMIC TRAINING OF PARENTS

If the information relative to schooling parents can be relied upon, one can feel fairly safe in saying that children of parents with higher education were almost negligible.

This offers a partial solution to the problem of undesirable tendencies on the part of Negro children.

Children follow a mold in which poor education, low standards of living and indifference to acceptable social behavior predominate. The parents violated moral and social laws as children. Consequently, their children learned from infancy the seamy side of life. Let's educate the parents. There should be courses set up, beginning in the sixth grade, and continuing through the eighth, where parents could be taught the fundamentals of good citizenship.¹

The attitude of the child toward education is influenced to a great degree by his educational background. Thorpe says:²

The child's parents are in a crucial position to support or threaten his feeling of personal worth. If the conditions in the child's home enable him to maintain his self-esteem, he will make satisfactory personal development. If, however, the home fails to provide the child a fairly decent educational background, chances are he will adopt socially undesirable defense mechanisms designed to bolster his threatened ego.

Fay Adams avers:³

America must be more seriously concerned over illiteracy, for it is a menace to democracy which has not been eliminated.

Cultural Advantages of Children

Home environment and home experiences have much to do with a child's desire for wholesome recreation, as children reflect the attitudes and interests of parents. An interest in reading is usually motivated in a home where books, magazines and newspapers are available and where parents read a great deal themselves. This is dependent, more or less, on the academic and economic status of parents. Table III shows the distribution of the

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1. "Train Parents of Delinquents", The Houston Chronicle, Sunday, December 31, 1950.
 2. Thorpe, op. cit., p. 218.
 3. Fay Adams, Educating America's Children, p. 285.

frequency of the various forms of entertainment these children enjoy.

TABLE III

NUMBER OF CHILDREN ENJOYING VARIOUS
CULTURAL ADVANTAGES IN THE HOME

Types of Cultural Advantages	Frequency
Radios	1,297
Television	12
Daily Newspaper	618
Weekly Paper	390
Weekly Negro Paper	456
Magazines	483
Good Books	616
No Good Books to Read	556
No Good Books but desirous to own them	739
Purchase Comic Books	868
Parents read and tell stories	537
Parents take them to the movies	441
Parents take them to other forms of entertainment	755
Those who attend movies alone	813

Reading Facilities. Of all aids which teachers use to make social studies experiences vital, books are still the most essential part of the social studies laboratory. Good books function in conjunction with magazines, newspapers and comics to make "better citizens." Evelyn S. Thompson¹ said:

Boys and girls must learn in dynamic living situations the principles of better citizenship. Reading plays an important part in the child's learning activities in working toward this goal.

Concerning this Otto² says:

If children's initial contact with books is pleasant, books may become their lifelong companions.

Newspapers, daily or weekly, are not read a great deal by children on the elementary level, except for the comics strips and the Sunday "funny paper." The comics in the daily papers have universal appeal for all children, boys and girls, urban and rural, at all ages. Children's reasons for liking the comic strips are about the same as their reasons for liking motion pictures and radio dramas.

The educational advantages of comics are great: (1) They increase the child's vocabulary; (2) provide the children with experience and practice reading; (3) source of information; (4) provide for mental relaxation.

Audio-Visual Opportunities. Educators have recognized the rich potentialities which the film offers to the children, both in and out of school. The selection of effective films depends largely upon the experience and background of the pupil. The adage that, one picture is worth a thousand words is vividly portrayed in the use of films and television. They have their advantages and disadvantages.

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1. Evelyn S. Thompson, "Good Books Make Good Citizens", The Houston Chronicle, October 5, 1950.
 2. Henry J. Otto, Principles of Elementary Education, pp. 86-87.

Herbert A. Clark , in an article published in Education Magazine, said:

Television like women are here to stay. ...Schools have all too frequently neglected or tried to fight the extreme influence of television. Education should play a role in directing its influence along beneficial lines.

There are several factors to be considered:

1. To what extent is television producing sociological changes in our society?
2. Is it likely that television will raise the level of children's interest and participation, thus developing "Better Citizens?"

Only as educators, teachers and lay groups try to analyze and understand the potentialities of its development, can they aid in directing its use for the common good of America's children.

Radio is another important aid to cultural development and understanding.

2

Fay Adams said:

The effectiveness of radio as an aid to learning encourages teachers to place new emphasis upon the use of this new medium. The radio can enrich the child's experiences in many ways, among them being the following:

1. By making historic and current events vivid through dramatic portrayal;
2. by presenting and interpreting music that children can enjoy;
3. by transporting children on a magic carpet of sound to distant lands and climes.

There are other forms of participation that lend themselves to the broadening of cultural advantages for children. It is to be remembered

1. Herbert A. Clark, "Education by Revelation", Education, June, 1951, p. 600.
2. Fay Adams, op. cit., p. 276.

that it is in the home that we first come in contact with any group; hence, it is in the home that we acquire many of the habits and attitudes that effect the degree of success we are likely to have as members of a larger group. Table IV shows the distribution of membership in group organizations.

TABLE IV
ORGANIZED GROUPS

Names of Organizations	Number of Children Belonging
Boy Scouts	173
Girl Scouts	75
4-H Club	37
N.H.T.	23
B.Y.P.U.	464
N.F.A.	
Girls Reserve	28
Sunday School	1,177
Other Clubs	248

The data shown in the above Table reveal that all belonged, more or less, to some kind of group organization, the Sunday School being the major interest.

"To every child is the right to volunteer group participation in which are rich opportunities to learn cooperation, leadership and democracy in practice, in a manner that will stay with them through the years."¹

Membership in club organizations is not an end in itself, but a means to amend in character building, undergirding the home, church and school.

²
President Truman said:

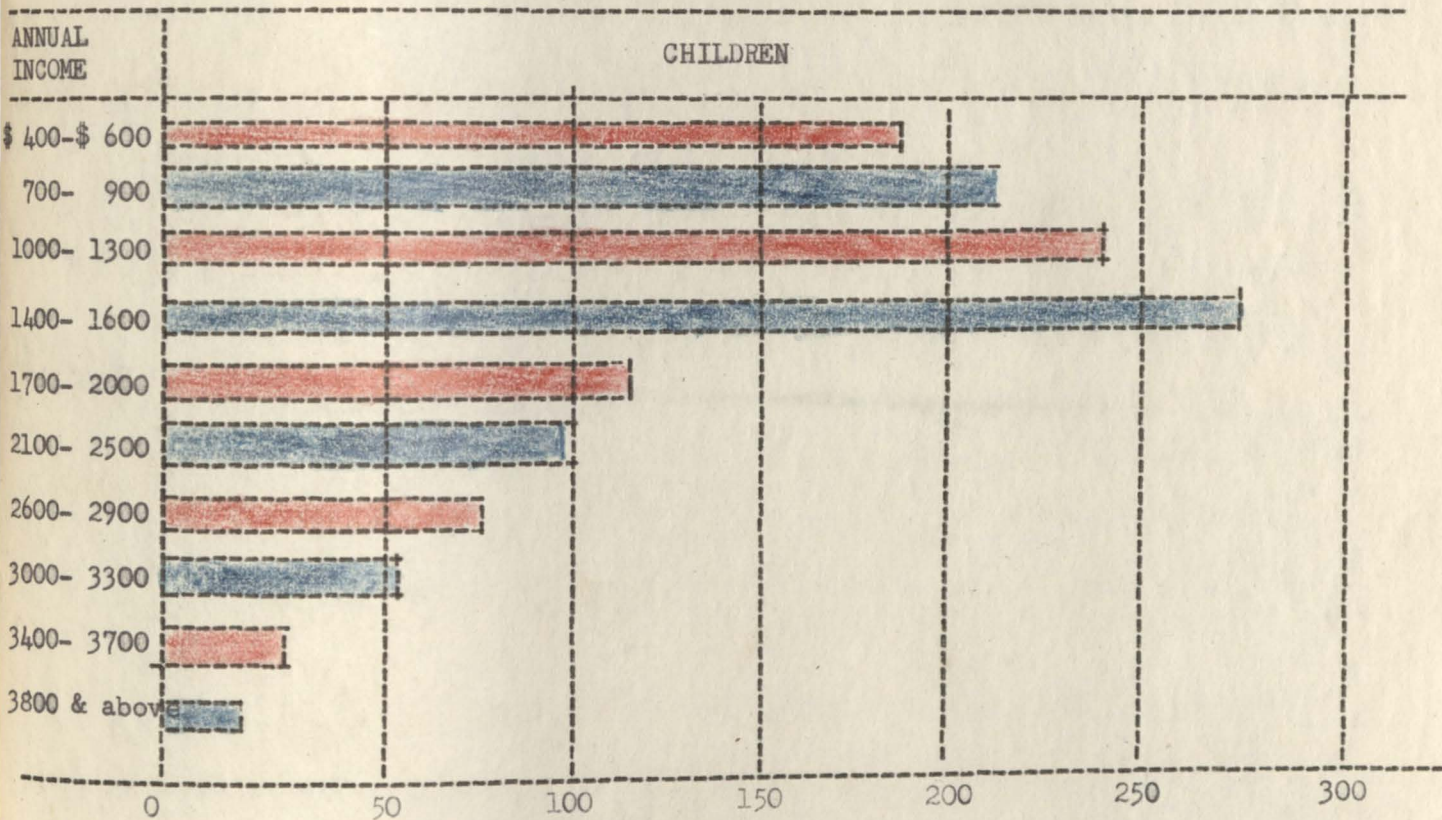
The nation faces the greatest challenge in our history. We cannot insulate our children from the uncertainties of the world in which they live or from the impact of the problems which confront us all. What we can and must do is to equip them to meet these problems, to do their part in the total effort, and to build up their inner resources of character, which are the main strength of the American people.

Trips and excursions have become the order of the day in the elementary school. For many children, their participation in school trips is their only experience. The economic status of the parents of some children allow for trips outside of school. The survey indicates that a total of eight hundred and thirty-two children had ridden on the train; eighty-two, had eaten in a diner. Eleven hundred and seventy-four had ridden on the highway bus; ten hundred forty-five on the local bus; and forty-four had had the experience of riding in an airplane.

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1. "Club Organization in the Modern School", The Instructor, April, 1949, p. 15
 2. Midcentury White House Conference, December 7, 1950, Survey, January, 1951, p. 17.

"If pupils are to have rich background experiences, and an understanding of their environment, they must be given the opportunity to examine and evaluate the intangible processes of life as well as the tangible social machinery and institutions."¹

Economic Status. The annual income of families was classified in the following graph:



GRAPH III. APPROXIMATE NUMBER OF CHILDREN WHOSE PARENTS' ANNUAL INCOME FALLS WITHIN THE DESIGNATED BRACKETS.

1. Department of Superintendence, The Social Studies Curriculum, 14th Yearbook N.E.A., Washington, D.C., 1936. P. 249.

Any amount less than one thousand dollars a year seems impossible for a family to live on, and especially so, if there are from one to four children, in addition to adults. It was found that one hundred and ninety-three children were from families whose annual income fell between \$400 and \$600.

In a recent study, it was found that fifty-one percent of the Negro families where there were no children, the median family unit income was \$221 per year. ...The income of Negroes as in the income of whites coincided with educational attainments. Over two-third of the Negro males with no education had incomes less than \$500.¹

Such an environmental background along with other factors would affect the child emotionally. It would develop a complex in the child from lack of satisfying home life.

The investigation also indicated that only three hundred eleven children brought lunch to school; three hundred twenty-four bought hot lunch in the cafeteria; and two hundred sixteen bought such as they wanted (with no regard for its nutritional value) at a nearby store.

There were one hundred and twenty-nine not eating lunch at all; and fifty-one given free lunches because of the poor economic status of the family, this, perhaps, being the only full meal that the child could actually count on.

The writer believes that this is an indication of family disorganization or neglect, such as:

1. Only one parent who is the sole support of the family.
2. Too many household duties to perform before going to school.
3. Lack of hot or appetizing food.
4. Poorly developed living habits.

1. Frazier, op. cit., p. 607.

The table below shows the distribution of the chief types of physical handicaps among children.

TABLE V
NUMBER OF CHILDREN WITH PHYSICAL HANDICAPS

Type of Handicap	Number of Children
Defective Vision	156
Defective Hearing	88
Defective Speech	87
Enlarged Tonsils	152
Defective Adenoids	66
Skin Disorder	67
Rheumatic Condition	16
Crippled	6
Others	23

A handicapped child need not be a misfit in our society, if given the proper training. According to Bess Stein ,

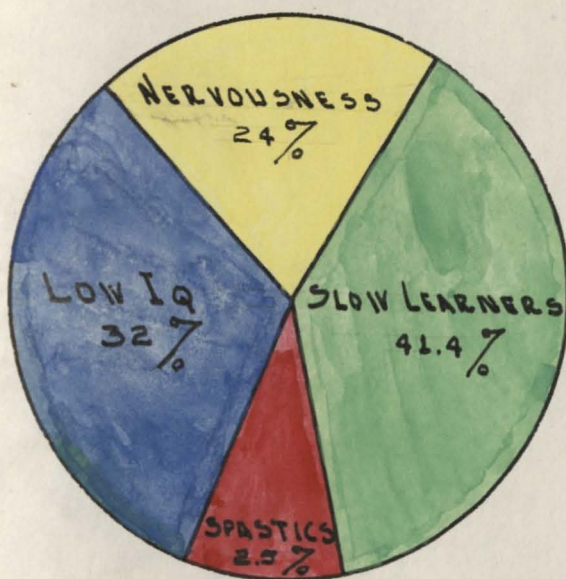
The aim of education, be it for the normal or the handicapped, is to develop each child to his fullest capacity. Well adjusted individuals, regardless of mental or physical condition, are not misfits.

1. Bess Stein, "Democracy in a Class of Slow Learning Children", Journal of Exceptional Children, April, 1950.

The Department of Special Education in Texas has as an important phase of its program the training of mentally handicapped children, so that they may become self-respecting, self-supporting citizens.

The schools of our country are dedicated to the education of all the children of all the people.

The graph below shows the distribution of children with mental handicaps.



GRAPH IV

Of the 1,398 children studied, six hundred sixty-four were suffering from mental handicaps. Of that number, two hundred seventy-five were classed as slow learners; one hundred sixty were suffering from nervousness, perhaps the outgrowth of marital disharmony or economic insecurity.

A good teacher will want to help the handicapped children all she can to understand and face reality. Concerning the slow learner, Dolch¹ says:

1. Edward W. Dolch, Helping Handicapped Children in School, p. 193.

The important thing for us to remember at all times is that slow learning children are future citizens of our state and country, therefore it is the work of the school to keep character qualities uppermost. Provisions must be made to give the child a chance for maximum self-development, since the slow learner is more concrete-minded.

Be sure the handicapped persons learn to live with others. In preparation for adult citizenship, there is no substitute for the "give and take" of normal childhood experience.

In order to help children make these adjustments, the school must recognize that a mere narrow intellectual development, which has characterized so much of formal education, is not sufficient. In working for emotional and economic security, the school must help children to develop their potentialities, secure emotional stability, develop a sense of security, and receive vocational guidance and training.¹

Parental Affiliations. Religion has always exerted a strong influence in the lives of men. The church contributes to the moral betterment of life as well as the improvement of cultural values. Hurlock² points out that:

Religion is a product of a child's environment and is developed partly by direct, formal religious instruction in the home Sunday School or church.

The survey showed that there were nine hundred seventy-five children whose parents attended church regularly; twelve hundred thirty-five children, whose parents belonged to some church. Thinking in terms of Christianity, rather than denomination, much can be done to improve the standards of living and better the condition of mankind through church attendance.

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1. Edward H. Stullken, "Education for Emotional and Economic Security", Understanding the Child, October, 1949, p. 100.
 2. Elizabeth B. Hurlock, Child Development. New York: McGraw-Hill Book Company, 1942. P. 342.

The data also show that there were two hundred thirty-four children whose parents attend Parent-Teachers Association, an organization which links parents and teachers into one large social group, whose objective is the promotion of child welfare and growth. Briefly stated, the patrons and community are kept well informed of the work of the school through the Parent-Teachers Association activities, visitation day, education week activities, and school exhibits, thus developing a closer relationship between school and community.

There were seven hundred fifty-seven children whose parents belonged to some kind of organization; one hundred sixty-nine had parents who belonged to some kind of some kind of social club, and only twelve had parents belonging to a Greek letter organization.

¹
Thorpe says:

Children reflect the behavior of parents and adopt defense mechanisms utilized by their parents. A parent's attitude toward group organization will be absorbed by the child.

Concerning Greek letter organizations, Frazier has this to say:

Membership in a Greek letter society gives one a certain status in the community. These organizations introduce discipline, encourage social cooperation, and offer a rich opportunity for amicable teamwork toward a common end.²

Parent affiliation with group organizations is the first step toward:

1. The solution of urgent school problems. As Ernest O. Melby³ puts

it:

They learn not only how to mobilize a community for action, but how to mobilize it for action which results in the whole growth of boys and girls, men and women who partici-

1. Thorpe, op. cit., p.249.
2. Frazier, op. cit., p. 386.
3. Ernest O. Melby, "We Had Better Freedom-ize Society", The School Executive, February, 1951. P. 67.

pate. And we must seek those processes which involve the participation of the largest number of people, because it is through participation that people learn.

2. The understanding of democratic procedures.

3. A strong united fellowship between lay and professional parents (thus minimizing the teacher-parent, teacher-community conflicts).

CHAPTER IV

FUTURE POSSIBILITIES OF IMPROVEMENT

Our lives today reflect the changing conditions of our times, and there is much confusion concerning what we shall do about many of our most basic problems. Personal insecurities are multiplied by the action of forces beyond our control. The conditions of modern life generate a degree of anxiety which is productive of maladjustment and neurosis.

Any possibility of improvement depends on how effectively human beings¹ can live and work together for the common good of all. Harl R. Douglass points out:

Good human relationship requires knowledge, skills and attitudes which cannot be learned exclusively from books. Rather, they must be largely learned through the actual experience of living with people -- people with different culture patterns, with different occupational and economic status, different religious beliefs, and organizations. No matter how we differ, we must learn to accept such differences in order to carry on as American citizens, faced with the problem of improving our American way of life.

It has been said that water can rise no higher than its source. No school will be better than the concept of school held in the minds of those who plan it and those who carry it into execution. By plan is meant both the managerial and teaching phases of planning.

This raises the question, "What is a good elementary school?" First,¹ one must keep in mind the purpose of a good elementary school. Hopkins says:

The school exists for the child. The tendency in the schools of today is to educate, not the mass, but every child within the mass. On one hand it is to promote the growth and development of each individual, so that he may attain full

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1. Harl R. Douglass, Education for Life Adjustment, pp. 424-25.
 2. L. Thomas Hopkins, Interaction: The Democratic Process, pp. 99-100.

realization of his highest potentialities; on the other, it is to build up society, improve its citizenry, enrich its culture, and develop, extend, and perpetuate its democracy.

The six principles of education, set forth by the Board of Education, Scarsdale, New York, recognized as basic to a good educational program are as follows:

1. Children are individuals.
2. Each child should have at his command certain basic learnings and skills.
3. Children need guidance.
4. Children need a good health, physical education program.
5. The school should provide the child with a variety of progressively broadened experiences.
6. The school must keep abreast of progress in the methods and philosophy of education.

Hollis Caswell¹ in essence summarizes:

1. A good elementary school is one in which the program is conceived and operates as a whole.
2. A good elementary school is one that provides for a well-rounded program of living for all children.
3. A good elementary school is one which contributed to the maximum realization of democratic ideals in the actual living of pupils.

1. Journal of Association for Childhood Education, March, 1951.

2. Hollis Caswell, Teaching in the Elementary School, 1951

4. A good elementary school is one in which the program is based on the interest, needs and capacities of the child it serves.
5. A good elementary school is one in which children are afforded guided experiences compatible with their maturity in all the areas of living.
6. A good elementary school is one which is an integral part of the immediate community it serves.
7. A good elementary school is one in which physical facilities and instructional supplies facilitate desirable pupil activities.
8. A good elementary school is one in which the growth and welfare of all members of the professional staff are fostered.
9. A good elementary school will organize the general life of the school so as to foster democratic values.

The Social Studies Teacher

The teacher is the most important factor in determining the quality of social studies program. A good teacher can do a surprisingly fine job with poor equipment, inadequate housing and limited materials of instruction.

A poor teacher can make a travesty of the educational process in the finest situation that can be devised. Dr. E. B. Evans¹ in stressing the importance of teacher preparation said:

The teaching profession is the most vital to the life of our democracy. The job of training and preparing the thirty-two million young people in the nation's schools for effec-

1. Dr. E. B. Evans, reprinted from a lecture delivered at the opening of Summer School, June, 1951.

tive participation in this democracy is the most important responsibility in our national life, and the future itself of this country.

The teacher shortage is not primarily a shortage of people to man classrooms. It is a shortage of qualified teachers --people with sustained professional interest in the education of children, who come to the classroom equipped with the skills and understanding essential to their work.

1

According to Wesley and Adams some characteristics of a good social studies teacher are:

1. Detects errors, analyze defects.
2. Has a touch of missionary spirit.
3. Stresses social objectives.
4. Uses democratic procedures.
5. Promotes desirable attitudes.
6. Laughs with the pupils.
7. Uses recordings and the radio.
8. Answers children's questions.
9. Bases marks on many aspects of achievement.
10. Cooperates with parents.
11. Knows her materials.

She should possess:

1. Good mental and physical health. If a teacher is able to enjoy good physical and mental health, she will possess a well-adjusted, pleasing personality.
2. A sound educational philosophy.
3. A pleasing personality.
4. A genuine interest in children.

2

Moehlman states:

Children are compelled to attend school. When the teachers finds it impossible to perform their function because children come to school undernourished, physically ill, or without sufficient clothing, they must try to do something to alleviate these

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1. Edgar B. Wesley and Mary Adams, Teaching Social Studies in the Elementary School, p. 76.
 2. Arthur B. Moehlman, Administration and Supervision, p. 178.

distressing conditions.

These are prerequisites to academic preparation, which Fay Adams says, "add to the inspiration and gentleness in her guidance of children."¹

There are four qualities a good social studies teacher will try to develop for emotional security:

1. A balance between freedom and restraint.
2. A feeling of belonging to the group and to the school.
3. A feeling of competency and ability.
4. An ability to face reality.

In no line of work is this statement more nearly true than in the teaching of social studies.

Curriculum

The problem, as it exists today in our American schools, is determined and defined by what happened in the past. This we accept, but we are now concerned with FUTURE Possibilities of Improvement. What can be done to enrich our curriculum so as to meet the needs of all whom it is designed to serve? How can it be so designed as to produce energy and not indigestion? Who shall participate in the building of it?

No matter how good a curriculum may be on paper, it will fail as an operating plan if it is not closely in touch with actual day-to-day problems, and, above all, if it does not elicit the active support of the teachers concerned, and it is not understood by the public.

Educational thinking and classroom practices had previously been carried on in terms of the mastery of school subjects, and the curriculum organization of the schools had been planned to conform with that line of

1. Fay Adams, op. cit., p.

42

thinking. Contrary to what has been done, considering the demands of the times, modern practices are breaking with the past, and offering today's children a curriculum designed to take care of individual differences, so that all pupils at all levels of ability will be stimulated to do their best work.

1

Harold Spars makes this observation:

1. The teacher is the important part of the curriculum.
2. The effective curriculum is one that capitalizes upon the everyday lives of the children being served by it.
3. The right child in the right class is the first law of curriculum administration.

In sizing up the curriculum, one would look at it in a number of ways. First, the teacher must contribute her share. Monroe says:

2

Good curriculum alone cannot make good teachers out of poorly selected persons. ...The period of teacher education should be extended to a minimum of four or five years beyond high school for all, including rural elementary teachers..

Break with traditionally set standards or practices on such matters as required courses, majors, minors, electives, etc. Recommend such standards as, scholarly mastery of fields to be taught, and awareness of social needs, knowledge of education as such, and a revealed competence in teaching as determined by functional competency.

According to the White House Conference on Youth and Children, we must:

Strive to develop in children the mental, emotional, spiritual qualities essential to individual happiness and responsible citizenship.

1. Examine the environment in which the children are growing up, with a view of determining its influence upon them.

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1. Harold Spars, "The Teacher and Curriculum Planning", Education, June, 1951, p. 650.
 2. Walter S. Monroe, Encyclopedia of Educational Research, revised edition, 1950, p. 1397.

2. Study the ways in which the home, the school, the church, welfare agencies, and other social institutions, individually and cooperatively, are serving the needs of children.
3. Formulate, through the cooperative efforts of laymen and specialists, proposals for improvement of parental, environmental and institutional influences on the child.¹

The plans of the curriculum must be understood by all, if it is to be effective. This is determined by the warmth and friendliness, or the hostility and indifference on the part of children and laymen.

Democracy must be understood, if it is to be lived. There is no better way than to invite the full participation of:

Board of Education
Curriculum Council
Curriculum Committee
Curriculum Director
State Supervisor of Schools
General consultants
Advisory committee of educational leaders
Advisory committee of laymen
Supervisors
Principals
Teachers
Sociologists
Psychologists
Research workers
Child guidance workers
Public officials
Adolescents

In the planning of a curriculum for improved living, adolescents should be given an opportunity to participate in all the civic-minded, "helping hand" organizations in the community. This will awaken a civic consciousness early.

Such planning includes:

Economic planning -- this affords an insight into what constitutes adequate living and an opportunity to earn an adequate living.

1. The Mid-Century White House Conference, December, 1950.

Physical planning -- This should deal with use of land and the development of the community with respect to streets, parks, sewers, desirable homes, clean surroundings. A clean, comfortable home, where love exists, is every child's heritage, regardless of race, color or creed; and beauty and health go hand in hand.

Social planning -- This should deal with health, welfare and construction use leisure time, which will include all the regular welfare and recreational aspects of the program of the school and community.

Cultural planning -- This should deal with the educational, religious, artistic, and general cultural development of the community.

In so doing, the children will become the self-reliant, well-adjusted and critically thinking adults who are essential to the success of a democratic society. Such participation will "take them out of their protection."¹ James H. Hanscom in substance reports:

If we wish our children to achieve maturity of mind and body, to attain moral and spiritual stature, consistent with our hope that their lives will be richer than our own, we must stop smoothing out their paths. Let it not be the destiny of our children to come, spineless and vegetable, from scholastic hot houses, but instead provide situations conducive to Better Citizenship.²

Worth McClure said, "There is no future in any job -- the future is in the man."³ Similarly, the future of education lies, not in the present economic and social outlook, but in the competence and vision of educational leaders and in the steadfast faith of the American people.

1. James H. Hanscom, "Take Them Out of Their Protection", The Journal of Educational Sociology, November, 1947, p. 153.
2. Loc. cit.
3. Worth McClure, The Journal of Educational Sociology, p. 167.

Clubs. The objectives of club activities are in reality those of the curriculum and should have a definite place in the daily schedule. The child's educative environment is as broad as his activities. The child's in-and-out-of-school activities and experiences have a definite relationship to the child's reactions, responses and learning at school.

The advantages students gain by association in their extra-curricular activities, according to Stella L. Counselbaum¹ are:

1. Building friendship and enriching their lives. (The myth of group superiority weakens through shared experiences.)
2. Respect for diverse cultures becomes a logical development, and differences in religious beliefs are understood and accepted.
3. Opportunities for purposing, planning, executing rules or standards of conduct.
4. A steadily increasing sense of obligation to, not only the student body, but society as a whole.
5. Develops in the student a willingness to submit gracefully when their will is in the minority.
6. Develops problem-solving ability.
7. Develops leadership and fellowship ability.
8. Learns parliamentary procedure and a great respect for democracy in action.
9. The ability to make decisions.

All student organizations should grow out of the real needs of the children, and should have as their aim character building. Let them so influence the child's behavior that he responds to right standards without coerced.

1. Stella L. Counselbaum, "Building Democracy Through Co-Curricular Clubs", Education, Vol. 68, November, 1947. P. 162.

1
Franks and Franks say:

Help the child to see reasons in their own lives for certain codes of behavior, to help them work out fair and ethical standards in their lives, rather than obeying, exclusively, adult rules enforced with awards and punishments.

Club activities are not separate from the curriculum, but are an integral part of any good curriculum, whose objective is to fit the curriculum to the child, and not the child to the curriculum.

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1. Mary and Lawrence Franks, "Awards and Punishments", Journal of Association for Childhood Education, January, 1951. P. 221.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The results of the study reported herein may be summed up as follows:

1. The general condition of home life was average; the family size comparing favorably with the typical American family.
2. Stable home conditions are important factors in the development of well-adjusted children, yet the findings in the study revealed that forty-one per cent of the children are victims of broken homes, for reasons the investigator is unable to ascertain. There were more broken homes among children of rural than urban families.
3. The social interests and participation of parents of this group of children were found to be rather limited. Church, Sunday School, and B.Y.P.U. were the major interests indicated. Other popular pupil interests were movies, radio and comics. Greek letter organizations and clubs rank low, with only twelve per cent of the children having parents affiliated with either.
4. Education of parents ranged from the primary grades to the Master of Science degree. The average centering around the intermediate grades.
5. Children from low income families comprised seventy per cent of the pupils studied. This accounts for the large number of children who have to work to supplement family incomes.

Conclusion

The evidence presented seems to justify the conclusion that there is a definite tendency for more Negro children to come from homes of low

economic status.

As to the effects of size of family units, this study indicates that four was the average size family, living on an annual income of from \$1,400 to \$1,600, which is inadequate.

Considering the results of the study as a whole, one must concede the apparent influences of these unfavorable factors on the success of the child.

In its last analysis, success of children becomes a matter of individual personality and adjustment, rather than a group affair. The importance of this to teachers is that it is their duty to study the individual behavior pattern of each child and make an effort to help that child develop into a "Better Citizen."

The conclusions to be drawn from these findings are encouraging to all parents and teachers because it leaves room for every child, regardless of particular handicaps, to succeed at something.

Recommendations

From the foregoing findings, the writer is thoroughly convinced that there is a great need for an improved program of education for Negro children in the elementary schools of Texas. This being true, the following recommendations are offered:

1. That a campaign be started to arouse poorly housed rural families to a sense of improving their home environment.
2. That the school cooperate with proper agencies in eliminating crowded living conditions in cities.
3. That elementary teachers be better prepared to administer to the needs of today's children.

4. That an all-out effort be made to help every child, regardless to handicaps succeed at something.
5. That a larger number of special classes be created for deviate children.
6. That the School Board establish a Nursery and Kindergarten Department in every district.
7. That the School Board let the school grounds serve the community, where a diversified program of recreational activities, according to children's age level and interests, be provided as incentives for the children toward proper development.
8. That more adequate provisions and facilities be made available for summer camp for Negro children.
9. That neglect of human resources be brought to public attention.
10. That teachers, laymen and children be given an opportunity to participate in the building of the curriculum.
11. That these needs be integrated into the elementary curriculum.

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APPENDIX

APPENDIX A

Houston, Texas
October, 1950

Dear Colleague:

As an elementary teacher, I am concerned about the environmental influences of elementary school children in the state of Texas.

Successful teaching, like other professions, must be based on facts. Authorities in the field of Elementary Education have pointed out that basic to all good teaching is an understanding of the child. To do this, we must know his interests, needs and abilities. It is true that our personal and main libraries are stocked full of professional books, periodicals, and the like, but nowhere can we put our hands on authentic information that gives us a true picture of the environment from which the approximately 170,000 Negro elementary school children of Texas come.

Effort is being put forth here to have one elementary teacher in your school system to fill in the enclosed survey form, using only her class, and return to the address below. This is being done in more than one hundred public school systems in the state of Texas.

If you are interested in the results of this study, I shall be pleased to send it to you when completed.

Very sincerely yours,

Enclosure: Survey form

FROM WHERE DO NEGRO ELEMENTARY SCHOOL CHILDREN COME?

Name of School _____ Location _____

Grade _____ Total Enrollment _____

Family:

- 1. No. of children from the following size families: (a) One child _____
 (b) Two children _____ (c) Three children _____ (d) Four children _____
 (e) Five children _____ (f) Six children _____ (g) seven children _____
- 2. No. of children living with mother and father _____
- 3. No. of children living with one parent: (Mother) _____ (Father) _____
- 4. No. of children living with grandparents _____
- 5. No. of children living with other relatives _____ Adopted parents _____
- 6. Approximate number of illegitimates _____

Home:

- 7. No. of children living in new and modernly constructed homes _____
- 8. No. of children living in rent houses _____
- 9. No. of children living in family owned city homes _____
- 10. No. of children living on family owned farms _____
- 11. No. of children whose parents live on farms as sharecroppers _____
- 12. No. of children whose family lives in (a) one room; (b) two rooms _____;
 (c) three rooms _____; (d) four rooms _____; (e) five rooms _____; (f) six
 rooms _____; (g) seven rooms _____; (h) eight or more rooms _____.
- 13. No. of children having the following modern conveniences in their homes:
 (a) Bathroom _____ (e) Telephone _____
 (b) Electric lights _____ (f) Electric refrigerator _____
 (c) Running water indoors _____ (g) Washing machine _____
 (d) Sewage _____ (h) Screened homes _____
 (i) Heating system: Gas _____ Oil _____ Electricity _____

Training of Parents:

- 14. No. of children having parents to go as far in school as (a) Primary _____
 (b) Intermediate _____ (c) Upper grades _____ (d) High school _____
 (e) High school graduates _____ (f) College: First year _____
 Second year _____ Third year _____ Fourth year _____
 Bachelor's degree _____ Master's degree _____ Beyond _____

Cultural Advantages:

15. No. of children having radios in home _____
16. No. of children having television in home _____
17. No. of children with daily newspapers coming to home _____
18. No. of children with weekly paper coming to home _____
19. No. of children with weekly Negro paper coming to home _____
20. No. of children with magazines coming to home _____
21. No. of children whose parents buy good books for them to read _____
22. No. of children with no good books to read in their homes _____
23. No. of children with no good books to read but would like to own some _____
24. No. of children buying comic books _____
25. No. of children whose parents read and tell them stories _____
26. No. of children whose parents take them to the movies _____
27. No. of children whose parents take them to other forms of entertainment

28. No. of children who attend movies alone _____
29. No. of children belonging to an organized group, such as:
- | | |
|------------------------|--------------------------|
| (a) Boy Scouts _____ | (f) N.F.A. _____ |
| (b) Girls Scouts _____ | (g) Girls Reserves _____ |
| (c) 4-H Club _____ | (h) Hi-Y _____ |
| (d) N.H.T. _____ | (i) Sunday School _____ |
| (e) B.Y.P.U. _____ | |
| (j) Other clubs _____ | |
30. No. of children whose parents own cars _____
31. No. of children who have had the following transportation experiences:
- | | | | |
|-------------------|---------------|---------------------|-----------------|
| (a) Train _____ | (b) Bus _____ | (c) Local bus _____ | (d) Plane _____ |
| (1) Sleeper _____ | | | |
| (2) Diner _____ | | | |

Economic Status:

32. Approximate number of children whose parents' annual income fall within the the following brackets:
- | | | |
|-----------------------|-----------------------|-----------------------|
| (a) \$400-600 _____ | (b) \$700-900 _____ | (c) \$1000-1300 _____ |
| (d) \$1400-1600 _____ | (e) \$1700-2000 _____ | (f) \$2100-2500 _____ |

(g) \$2600-2900 _____ (h) \$3000-3300 _____ (i) \$3400-3700 _____
(j) \$3800 and above _____

- 33. No. of children having to work in order to supplement the family income _____
- 34. No. of children given a weekly allowance _____
- 35. No. of children bringing lunch to school _____
- 36. No. of children buying lunch in the (a) cafeteria _____ (b) nearby stores _____
- 37. No. of children not eating lunch _____
- 38. No. of children given lunches because of not being able to buy them _____

Handicapped: (Children)

- 39. No. of children with physical handicaps, such as:
 - (a) Defective vision _____
 - (b) Defective hearing _____
 - (c) Defective speech _____
 - (d) Enlarged tonsils _____
 - (e) Defective adenoids _____
 - (f) Skin disorder _____
 - (g) Rheumatic condition _____
 - (h) Crippled _____
 - (i) Others _____
- 40. No. of children with mental handicaps, such as:
 - (a) Slow learner _____
 - (b) Nervous _____
 - (c) Low I.Q. _____
 - (d) Spastic _____

Parental Affiliations:

- 41. No. of children whose parents attend church regularly _____
- 42. No. of children whose parents belong to some church _____
- 43. No. of children having parents who attend PTA _____
- 44. No. of children whose parents belong to some kind of organization _____
- 45. No. of children having parents who belong to some kind of social club _____
- 46. No. of children having parents belonging to a Greek letter organization _____

Transportation and Attendance:

- 47. No. of children living within walking distance from school _____
- 48. No. of children riding the school bus _____
- 49. No. of children whose attendance is affected by the distance living from school _____
- 50. No. of children having good year round attendance. _____