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A Unit of American History for the Upper Elementary Grades on the Contribution of the Negro

James P. Smith

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A UNIT OF AMERICAN HISTORY FOR THE UPPER ELEMENTARY
GRADES ON THE CONTRIBUTION OF THE NEGRO

A Problem Submitted to the Graduate Division in Partial
Fulfillment of the Requirements for the
Degree of Master of Science

By

James P. Smith, Jr.

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KANSAS STATE TEACHERS COLLEGE

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CHAPTER I

INTRODUCTION

History is a study of the social, political and economic development of the races of mankind.

In order to understand the underlying forces which have welded the United States into a great nation, we must resort to the study of history.

Origin and Need for the Study

A critical review of the American History texts which are taught to the children of the public schools reveals the omission of writers to include the minority group and his contributions in the development of the United States. On the basis of this fact, two important conclusions are drawn:

1. Little is known about the Negroes' successes and failures.
2. The Negroes' contributions were deemed by the historians to be of insignificant value.

This was the dominant factor which inspired the writer to plan a teaching unit for pupils of the upper elementary grades on the contribution of the Negro.

A contributory factor which influenced the writer was the lack of knowledge about the Negro as exemplified by the pupils of the seventh and eighth grades of L'Ouverture Elementary School, Brentwood, Missouri, during the observance of Negro History Week. This is a period in which the con-

tributions of the Negro to the development of civilization is emphasized.

Purpose of the Study

It is hoped that a collection of factual information from books, pamphlets, and periodicals on the Negro, carefully selected, simplified, and organized, may prove valuable to teachers of the upper elementary grades, (1) to give the pupil a better understanding of his race; (2) to create a better intercultural relation with the other race groups; (3) to inspire and encourage the child toward a happy and successful life.

The specific objections hoped to be gained by the pupils are: (1) to acquaint themselves with the past through the lives of men and women who have made outstanding contributions in their race; (2) success and failure of the past; (3) to find things in the past and present worthy of emulation; (4) to help them become better citizens.

Procedure

The library technique and unit plan of teaching were used in this study. The latter will be discussed more fully in Chapter II. Books, histories, theses, biographies, magazines, and bulletins were read.

From the reading, the writer chose four areas of achievement of the Negro. Data relating to these areas of achievement

were collected, selected, and simplified for child use.

Each area of achievement is introduced with information giving facts and figures. Short biographies and the contributions of outstanding personalities in each area are given.

Following each introductory preview is a list of suggested activities for the pupils.

Each unit contains a bibliography for the teachers use and a list of suggested graded reading references for the pupils.

It is suggested that the length of time for the study should not exceed four weeks. Some teachers may finish the study in three weeks.

Related Studies

A study similar to this project was written by Neva Cole, A Social Studies Unit on the American Negro for the Sixth Grade. Cole's study was undertaken to give information to pupils desirous of knowing more about the history of the Negro race. She made use of this unit plan of teaching and learning and divided her study into four spheres of achievement: education, occupation, music, and literature.

Julia A. Lee, Tulsa, Oklahoma, published A Guide to the Study of a History of the Negro in America. Most of his references for the study are from Negro Makers of History, written by Dr. Carter Woodson.

Numerous books have been written about the Negro in America, his history and contribution to civilization. The

three outstanding among these books are:

1. Ben Richardson, Great American Negroes.
2. Benjamin Brawley, Negro Builders and Heroes.
3. Carter G. Woodson, The Negro in Our History.

CHAPTER II

TECHNIQUES FOR BUILDING THE UNIT

Characteristics of a Good Unit

The unit plan of teaching and learning is used in the development of this unit. Draper has expressed his idea of a unit prepared in advance:

The term "unit" by those who prepare material in advance does not necessarily imply a particular form of organization. Units vary greatly in scope and form of organization. There is no type unit which can be used satisfactorily in all fields or even in one field. The unit has developed so that facts may be related to the essential generalization. This means that the unit must be teachable and placed at the correct learning level of the child.¹

Using this development it is important that the teacher realize that units should be organized around situations which are important in the daily life interests of the pupil. The objectives determining the organization of the unit must be considered.

Edgar Draper has listed several outstanding examples that the teacher should follow in setting up the organization of the unit and in the development of the teaching unit:

1. The objectives must be clearly stated.
2. The unit must have coherence.

¹E. M. Draper, Principles and Teaching of Curriculum Making (New York and London: D. Appleton-Century Company, Inc., 1936), p. 295.

3. It must provide for the participation of the pupils.
4. It must be practicable.
5. It must be challenging.
6. It must reproduce real life situations.
7. It must be interesting.
8. It must be organized to the extent that a substitute teacher can efficiently organize and conduct the work with the co-operation of the pupils.
9. The information must be accurate and the activities true to life so that the pupils can have the opportunity to judge, evaluate, and discriminate as they make progress.
10. It must contain accurate bibliographical data.
11. It must provide for individual differences.²

Criteria for Selection of Content

Hopkins³ states that care should be taken in the selection of content for the pupils. He says:

1. Have high frequency of occurrence in the common activities of present social life.
2. Have high frequency of occurrence in the common activities of present social life, but not be taught by any outside social agency.
3. Have high frequency of occurrence in social life as it ought to be in the next generation.
4. Be of interest to pupils.

²Ibid., pp. 330-331.

³T. L. Hopkins, Curriculum Principles and Practices (Chicago: Benjamin H. Sanborn Company), pp. 133-134.

5. Serve as the basis for acquiring more learning.
6. Be within the capacity of individual pupils.
7. Be within the training and experience of individual pupils.
8. Be of value in meeting the basic needs of a possible future career.
9. Include only those topics of the greatest relative value.
10. Include an intensive treatment of a small number of topics.
11. Include the same topics or activities in the same succeeding grades, only when there is new material, objective, or approach.
12. Be selected in such a way to contain the maximum amount of the most desirable, indirect content.
13. Make possible the maximum correlation with other subjects.
14. Be selected for its value in reaching the objective as determined by scientific experimental studies.

Criteria for Selection of Method

Methods are the ways of reaching the outcomes. Hopkins⁴ enunciates his criteria in the selection of method as follows:

There are a number of characteristics of good method. The most important of these are that it

1. keep the aim and objectives clearly and definitely before the pupils;
2. utilize pupil motivation or drive;
3. utilize pupil activity;

⁴Ibid., pp. 177-178.

4. utilize pupil judgment as to the quality of the result;
5. considers the type of result to be produced;
6. takes into account the education level upon which the pupil begins;
7. proceeds from the psychological to the logical;
8. leads with certainty and dispatch toward the goal;
9. integrates the material with social life;
10. furnishes the maximum amount of desirable indirect outcomes.

CHAPTER III

UNIT ON THE AMERICAN NEGRO

Organization of the Unit

Each of the four teaching units consists of suggested objectives and procedure as follows:

I. Objectives: The objectives of the unit refer to the aims, attitudes, skills, interests, ideals, direct and indirect outcomes which the pupils are expected to gain through the study of the unit.

II. Procedure: The procedure consists of the ways and means of reaching the objectives that have been formulated. The function of the teacher is that of a guide and assistant to the pupils. The method of attacking the study may be left to the individual teacher, whichever manner they feel will create interest and understanding. Books, pictures, and other materials, together with discussions, may be used to create a maximum amount of interest. In this study the teacher introduces factual material for each of the four units. It is suggested that a pretest for this unit should be so constructed as to reveal present knowledge of the individuals learner's understanding of the work he is to begin. From the pretest the teacher can judge what activities to stress. The objective test would be preferable.

Many kinds of learning activities may be used in developing the unit, such as creative, observational, summarizing,

group discussions, and report activities.

Thorough preparation of the teacher previous to the introduction of the units will be necessary. Collections of newspapers and magazines, books about and by the Negroes, and current clippings should be made. A bibliography of available material should be prepared, and, if possible, one given to each pupil. The teacher should present the material only when the pupils are unable to do so.

Culminating activities may take many forms, some of the most common being: exhibits, maps, booklets, and programs.

III. Evaluation: It is necessary to know at the close of a unit of learning whether the objectives have been reached. Often this is self-evident, but in some cases checking is necessary. Wrightstone⁵ says that the average teacher can do the following things about evaluation:

1. Determine or identify the major objective of the curriculum.
2. Use informal methods of evaluation.
3. Use formal methods of evaluation by a careful selection of existing objective tests which measure various aspects of learning.

It is important for teachers and pupils to participate in self-evaluation procedures. Many times self-appraisal by the pupil upon the completion of a given unit may be of great assistance in directing his further work and in increasing his desire for more learning.⁶

⁵J. W. Wrightstone, "A Practical Program of Evaluation," Curriculum Journal, XI (November, 1940), pp. 306-9.

⁶J. Minor Gwynn, Curriculum Principles and Social Trends (New York: The Macmillan Company, 1945), p. 267.

Bibliography: At the end of each unit of work are listed references for the teacher and pupil.

The Negro in Slavery

Objectives

1. To gain a knowledge of slavery.
2. To help break down traditional prejudices.
3. To recognize gains accomplished through opportunities.
4. To know of the outstanding men and women as an incentive to inspire future progress.
5. To develop interest in reading.
6. To develop a better understanding about slavery in America.
7. To find things in the past worthy of praise.
8. To appreciate the efforts of various groups in the cause against slavery.
9. To develop love for our country.
10. To acquaint the pupils with present conditions in society.

Procedure

Essential Information: A new race of people was introduced into America in 1619 when a Dutch vessel anchored near the town of Jamestown, Virginia, for the purpose of trading. The Dutch vessel carried among its merchandise twenty Negro slaves. Little did the people realize that from this small beginning, slavery would lead to one of the greatest sectionalism clashes in history between the North and the South.

America was not the first country to use slaves as laborers. Slavery had existed centuries before; always the weaker nations, tribes, and races were exploited and subjected to a servitude status. As early as the fifteenth century slavery existed in Europe. The French, Dutch, and Spanish countries had made numerous raids upon the western coast of Africa as far as the equator and had carried off the natives because of the profits to be made by their sale as laborers.⁷ Slave trade became a very large, enterprising business. It was not until after the people in these European countries protested about the large number of slaves being dumped upon their land that laws were passed forbidding their importation. Thus we see these slave traders directing their routes to America where their business flourished and expanded for over 225 years.

These Negroes were not alone in this degraded social status; included were many white indentured convicts and vagabonds who came over to settle in the "new land."

In Northern and Southern Colonies up to the end of the eighteenth century, the slaves enjoyed many privileges. Many slaves, after working off their indentures, became free. Schools were established whereby they had an opportunity to receive an education. Churches were established with Negro ministers placed in charge. During the War for Independence over 5,000 participated, and Crispus Attucks, a Negro,

⁷Edward Dyson Reuter, The American Race Problem (New York: Thomas Y. Crowell Company, 1927 and 1938), p. 105.

was the first man to give his life in the all important fight for a nation's right to govern themselves. Several inventions by Negro slaves and free Negroes were patented. Negroes themselves became slave owners. Throughout this period many slaves escaped their masters, fled to other sections of the country and became free, and many revolts and uprisings occurred.⁸

The States, viewing these conditions with alarm, began to pass restricting codes, thus defining the status of the Negro slave, preventing fugitives from coming into their territory, and measures of punishment for those guilty of starting uprisings were enacted.⁹ There was not a demand for slave workers during this period, and slaves were outnumbering the whites in several sections of the country. These restricting codes only made matters worse, and now, more than ever, trouble was brewing. The free Negroes and many white religious groups were forever protesting against slavery.

After the invention of the cotton gin in 1793, slavery assumed a new course. Cotton became king. Huge plantations sprang up which required hundreds of laborers to operate. Cheap labor was a necessity. The Negroes filled the requirements, and immediately this new demand increased the value of the slaves. Thousands of slaves were now imported to meet the demand. In view of the increased value of the

⁸Carter Goodwin Woodson, The Negro in Our History (Washington, D. C.: The Associated Publishers, Inc., 1919), p. 102.

⁹John Franklin Hope, From Slavery to Freedom (New York: Alfred A. Knopf, 1947), pp. 186-187.

slave, owners could not afford to lose them, thus more and more codes were enacted to prevent their escapes. The slave no longer enjoyed the privileges accorded him prior to this time, and he became a permanent slave of his master. His working hours increased, and his religious privileges were taken away. The overseers placed in charge of the plantations worked the slaves beyond human endurance. The plantation owners, thinking only in terms of profits received, forgot about the existence of slaves as human beings. Those slaves trying to escape and later captured were severely punished.¹⁰

By the middle of the nineteenth century and just before the war between the North and South, we find these conditions existing:

1. Centralization of slaves in the Southern States because cotton could be advantageously grown in that region.
2. Numerous abolition movements protesting slavery.
3. Operation of an "underground" railway through which Negroes escaped.
4. Resentment by the Northern and Southern Congressman over the admittance of new states. (If the state was admitted free, the South objected, and vice versa for the North.)
5. The Missouri Compromise, the Kansas and Nebraska Act, and the many debates in Congress kindling the flame and bringing about the split between the two sections.

¹⁰Reuter, op. cit., pp. 109-110.

6. Placing of harsher restricting codes upon the slaves.¹¹

During the period of slavery many Negroes gained prominence in various ways. Short biographies of two of this group are given.

William Wells Brown¹² was born of slave parents in St. Louis, Missouri, in 1816. During Brown's boyhood he worked in the printing office of Elijah Lovejoy. When Brown was eighteen years of age, he escaped to the North and found a job on a Lake Erie steamer. This job enabled Brown to be of great service in assisting slaves to make their way to Canada. At the age of twenty-five, Brown became a lecturer for the Anti-Slavery Society. Taking advantage of the previous training received in the printing office of Elijah Lovejoy, Brown became the author of several books, the most outstanding of which are The Black Man and The Rising Sun.

Harriet Tubman,¹³ a slave, was born in Maryland around 1853. Desirous of wanting to help her people she escaped from her owner and become one of the most famous of the underground railroad operators. In the nineteen trips she made to the South Tubman led over 300 fugitive slaves into the northern states and Canada. She was employed in the secret

¹¹Hope, op. cit., pp. 261-266.

¹²Monroe N. Work, Negro Yearbook 1931-1932 (Tuskegee Institute, Alabama: Negro Yearbook Publishing Company, 1931), p. 321.

¹³Ibid., p. 323.

service of the Federal Army during the Civil War. Before her death in 1913, she founded a home for aged colored people.

Pupil Activities:

1. Class project. Construct a duplicate of an old Southern plantation. Size 3ft. x 4 ft. Material: use cardboard for the framework of the manor house, stable, corn house, and homes of the slaves. Cover these buildings with paper and paint them to the desired effect. Make the people, horses, cows, pigs, out of clay; paint these after they dry. Bring some cotton and toothpicks from home in order to lay out the cotton field. The vegetables for the garden can be painted cut-outs. Take particular care in laying out the plantation systematically, to bring out a natural setting.

2. Have your teacher buy a copy of Aunt Sally and read parts of it to the class. From this book you will obtain a very clear conception of the Plantation System.

3. Make a list of groups that were in sympathy with the slaves and gave protests against slavery on every occasion.

4. Identify and relate something about each of the following:

Indenture	Crispus Attucks
Harriet Tubman	Abolitionists
Underground Railroads	1793
1619	Restricting Codes

5. Prepare ten "did you know" questions. Examples:

- a. Did you know Henry Blair was the first Negro to receive a patent for his inventions?

- b. Did you know Harriet Tubman led over 300 slaves to freedom?

6. Make a scrapbook in which can be posted pictures and other materials which have a connection with the particular unit we shall undertake.

Directions:

On the outside cover write the title "Negroes in American History." There will be four main divisions in the book for each unit. On the first page, two inches from the top, print TABLE OF CONTENTS; balance it in the middle of the page. Skip one line and print THE NEGRO IN SLAVERY. Skip another line and directly underneath the preceding one you printed, print THE NEGRO IN SCIENCE AND INVENTION. Skip another and print THE NEGRO IN WAR. Skip another and print THE NEGRO IN SPORTS. On the next page, one inch from the top, write "The Negro in Slavery" and one inch from the bottom number the page 1, the next page 2, etc., until we enter a new unit. One inch underneath the "Negro in Slavery" begin to paste your pictures and articles which you find on slavery in old history books, magazines, newspapers, etc.

7. Have a class discussion: "How can we become better citizens?"

8. Begin a calendar of historic facts found in connection with the Negro.

9. List the opportunities we enjoy as American citizens.

10. Prepare a short written report on some phase of slavery that you found interesting.

Bibliography for Teachers

Topic	References*
1. Introduction of Slavery in North America.	Adamic, L., pp. 197-198. Dowd, J., pp. 3-16. Franklin, J. H., p. 70.
A. White and Negro Indentured.	
B. Status, social relations.	
2. Slave Codes or restrictions.	Franklin, J. H., pp. 186-189.
A. Working conditions.	Frazier, T. C., pp. 26-27. Hart, A. B., pp. 51, 110-118.
B. Social conditions.	Myrdal, G., p. 228.
C. Causes.	Philips, H. B., pp. 75-77, 103-112.
3. Anti-Slavery Sentiment.	Franklin, J. H., pp. 141, 126, 138-140.
A. Religious groups.	Hart, A. B., p. 53.
B. Political groups.	Woodson, C. G., pp. 84-95. Work, N. M., pp. 318-320.
4. Free Negroes.	Franklin, J. H., pp. 137, 152, 347, 213-238, 403.
A. Methods of becoming free.	Frazier, T. C., pp. 59-79. Hart, A. B., pp. 79-99.
B. Status.	Philips, U. B., pp. 50, 107, 112, 425-453.
C. Efforts in Anti-Slavery Movement.	Woodson, C. G., pp. 243-278, 340-343.
5. Beginning of African Slave Trade.	Brawley, B., pp. 4-5.
A. European influence.	Franklin, J. H., pp. 4-6. Frazier, T. C., pp. 4-6.
B. Decline of Slavery in Europe.	Philips, U. B., pp. 67, 23, 25. Reuter, E. D., pp. 3-5.
6. Intention of cotton gin.	Franklin, J. H., pp. 147, 166, 153.
A. Causes.	Hart, A. B., p. 53.
B. Effects.	Philips, U. B., pp. 156-159.

*See indexed Bibliography for titles.

References for Pupils:

Aunt Sally, American Reform Tract and Book Society.
(easy)

Brawley, Benjamin, Negro Builders and Heroes. (good and average readers)

The Wake of the Slave Ship, pp. 7-12.

Frederick Douglass, pp. 61-67.

Crispus Attucks, pp. 12-18.

Phillis Wheatley, pp. 19-24.

Benjamin Banneker, pp. 25-29.

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(average and good readers)

Franklin, John Hope, From Slavery to Freedom. (good readers)

Social Consideration, pp. 197-204.

Family Life, pp. 200-201.

Free Negroes, pp. 136-137, 152, 222-228.

Puritan Masters, pp. 105-108.

Quaker, p. 139.

Abolitionists, pp. 154-155.

Richardson, Ben Albert, Great Americans (easy)

Crispus Attucks, pp. 214-216.

Woodson, Carter G., The Negro in our History. (good readers)

Puritan and Quakers, p. 95.

Slavery, pp. 88-110.

Abolitionists, p. 132.

Work, Monroe N., Negro Yearbook, 1931-1932, 1937-1938.
(average and good readers)

Material on general subjects.

The Negro in Science and InventionObjectives

1. To know of outstanding achievement in the field of science and inventions by Negroes.
2. To recognize the importance of education.

3. To develop incentive with the child to contribute something worthwhile to society and mankind.
4. To take advantage of present day opportunities.
5. To know some of these men and their contributions.
6. To create a desire to read for enjoyment and inspiration.
7. To provide rich opportunities for cooperative class work.
8. To gain knowledge of the opportunities which made possible these successes of the Negroes.
9. To appreciate these contributions.
10. To teach pupils to gather and evaluate facts.

Procedure

Essential Information: During slavery, the Negroes (free and slave) served in every capacity as laborers. Without a doubt the majority of them followed agricultural pursuits, working on large plantations or small farms. The remaining number of Negroes was absorbed in the urban districts where they found work as domestic servants, porters, and common factory laborers. Many Negroes became artisans, thus proving that they were capable of acquiring skills.

Many owners forced their slaves to learn trades of various kinds because the possession of skills increased the slaves' value. It was not uncommon to find advertisements of Negro slaves as skilled workers in various trades.¹⁴

¹⁴Franklin, op. cit., p. 196.

As a result of this background of experience and mental development, Henry Blair in 1835 and 1836 received a patent for two corn harvesters which he developed. James Forten of Philadelphia invented a new device for handling sails. Norbert Rillieux received a patent for an evaporating pan which revolutionized the refining of sugar.¹⁵

The Industrial Revolution with its increased demands for factory workers offered a wonderful opportunity for Negro laborers. A number of the Negroes taking advantage of this chance through individual effort were given charge of the operation of a machine. John Ernest Matzeliger, who had been an apprenticed cobbler in Philadelphia and Lynn, Massachusetts, invented the shoe lasting machine. This machine adjusted the shoe, arranged the leather over the sole, and drove in the nails. In 1884 John Parker invented a screw for tobacco presses. Elijah McCoy patented fifty different inventions. In 1889 Granville T. Woods, then in Cincinnati, Ohio, patented several of his intentions. He made various improvements in telegraphy, including a system of telegraphing from moving trains. He also invented an electric railway and phonograph. Several of his notable inventions were assigned to the General Electric Company of New York and the American Bell Telephone Company of Boston, Massachusetts.¹⁶ To date, over 4000 patents have been issued

¹⁵Carter Goodwin Woodson, The Negro in Our History, p. 230.

¹⁶Benjamin Brawley, Negro Builders and Heroes (North Carolina: The University of North Carolina Press, 1937), p. 251.

to Negro inventors.

James Durham,¹⁷ born a slave in 1762, later purchased by Dr. Dove, a physician in New Orleans, became the first Negro doctor in America. Dr. Benjamin Rush, the noted physician in Philadelphia, Pennsylvania, conversed professionally with Dr. Durham. After the conversation Dr. Rush commented, "I have learned more from him than he could expect from me."

Since the opening of the colleges to Negroes in 1834 and the building of Negro colleges of medicine, science, agriculture, and of virtually all the arts and sciences, the achievements by Negroes in these various fields have been numerous and widely recognized by the American public. Short biographies of three of this group are given:

Benjamin Banneker¹⁸ was born in Maryland in 1731. Born of free parents, he attended a private school open to whites and Negroes near Baltimore, Maryland. His favorite subjects in school were science and mathematics. While still a young man he constructed a wooden clock. George Elliott, a Quaker neighbor, developed a keen interest in Banneker's scientific ability and began to lend him books on mathematics and astronomy. These books Banneker mastered in only a few weeks. In recognition of his ability Banneker was appointed a mem-

¹⁷Carter G. Woodson, Education of the Negro Prior to 1861 (Washington, D. C.: The Associated Publishers, Inc., 1919), pp. 88-89.

¹⁸Benjamin Browley, Negro Builders and Heroes (Chapel Hill: The University of North Carolina Press, 1937), pp. 25-29.

ber of a Commission to survey the Federal Territory which today is Washington, D. C. Banneker published a series of almanacs in 1791 and 1802. He was a lover of peace. He died in 1806.

George Washington Carver¹⁹ was born near Diamond Groves, Missouri in 1864. While a baby he and his mother were kidnaped from their owner. Shortly thereafter Carver was returned to his owner in a trade for a horse. As a result of an attack of whooping cough during his infancy which imperilled his health, Carver during his youth did not perform any of the heavy outside duties. He learned to cook, knit, and mend. His love for flowers was an obsession. At the age of twelve he was given his freedom. He attended school in Neosho, Missouri, and Fort Scott, Kansas. In 1890 he entered Simpson College at Indianola, Iowa and graduated in 1896 with an A. B. and M. S. Degree. Simpson College honored him as one of its highest ranking students. He accepted a teaching position at Tuskegee Institute in Alabama, and there he introduced new methods in farming, experimented with the peanut, and found that three hundred by-products could be drawn from it, and one hundred twenty-five from the sweet potato. He taught forty-five years at Tuskegee. In that time he earned and was accorded many awards, medals, citations, and honors, the most outstanding of these was the Sprinarn Medal. Simpson College awarded him the degree

¹⁹Ben Albert Richardson, Great American Negroes, pp. 151-163.

of Doctor of Science in 1928. After his death in 1943 President Roosevelt signed the bill passed by Congress to provide \$30,000 for a national monument to Dr. George Washington Carver.

Charles Drew²⁰ was born in 1905 in Washington, D. C. He attended the public schools, and after the completion of his primary and secondary education, with an outstanding record as an athlete, he entered Amherst College. While at Amherst he became a member of Phi Beta Kappa, received the Massman Trophy Award, and was an all-star athlete. After his graduation he coached football for one year, and entered McGill University of Montreal, Canada. In 1933 he received the M. D. Degree and C. D. Degree. He accepted a position as an instructor in pathology at Harvard. In 1940 Columbia University conferred on Dr. Drew the degree of Doctor of Science in Surgery. His thesis was "Banked Blood." During World War II he joined the war forces and received a position of medical supervisor. After one year of service he was made director of the Red Cross Blood Bank. In 1944 Dr. Drew was awarded the Springarn medal in recognition of his outstanding work on blood plasma. He met his death unexpectedly in 1950 in a highway accident.

Pupil Activities:

1. Bring to class some little gadget which you have made and found to be of practical use. Demonstrate its operation

²⁰Ibid., pp. 164-170.

and use to the class.

2. Match:

Henry Blair	-	Phonograph
John Matzeliger	-	Tobacco screw
Benjamin Banneker	-	Blood Bank
Granvill Woods	-	Corn Harvester
Charles Drew	-	Lasting Machine
John Parker	-	Clock

3. Taking science and invention as the main topic, show how it affects or is affected by:

- A. Education
- B. Health
- C. Time
- D. Labor
- E. Cost

4. Draw from imagination the lasting machine. Clues to aid in drawing: The machine adjusted the shoe, arranged the leather over the sole and drove in the nails.

5. Paste in your scrapbook clippings which you have found on inventions and discoveries from newspapers, magazines, and books.

6. Class - Choose two teams of two members each. One affirmative and the other negative. Debate the question, "The accomplishments of the Negro was greater in the field of science and invention before 1905 than since that time."

7. Select an outstanding Negro in the fields of Science

or invention and write a short biography of his life.

8. Working together, make a list of qualities necessary for any person to be successful in a chosen occupation or profession.

9. Discuss the question: "Does opportunity guarantee success?"

10. A visit to the library where the following information should be gained:

- A. Where books for boys and girls may be found.
- B. How to check-out a book from the library.
- C. The service rendered by the librarian.
- D. Understanding the rules of the library.
- E. Proper care of the books that are borrowed.
- F. How to find a book on some special topic.

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1. Negroes in Science and Invention.	Richardson, B., pp. 149-150.
A. Early entrance.	Woodson, C. G., pp. 88, 90, 91, 279.
1. Free Negroes.	Work, M. N., pp. 166-167.
2. Slave.	
2. Factors contributing to success.	Adamic, L., p. 210.
A. Insistence of slave owners.	Brawley, B., p. 26.
B. Industrial Revolution.	Franklin, J. H., pp. 191-196.
C. Educational Opportunities.	Woodson, C. G., pp. 78, 88-89, 153, 294.
3. Outstanding men and their contributions.	Adams, L., p. 210.
	Brawley, B., pp. 25-29.
	Franklin, J. H., pp. 156, 196-197, 393-394, 543.
	Work, M. N., pp. 165-168.

*See indexed Bibliography for titles.

References for Pupils:

Adamic, Louis, A Nation of Nations. (average and good readers)

Negroes in Science and Invention, p. 210.

Brawley, Benjamin, Negro Builders and Heroes. (average and good readers)

Benjamin Banneker, pp. 25-29.

Franklin, John Hope, From Slavery to Freedom. (average and good readers)

Benjamin Banneker, pp. 156-157.

Henry Blair and Ben. Montgomery, p. 196.

Matzeliger, Jan E., pp. 39.

Others, p. 543.

Richardson, Ben Albert, Great American Negroes. (average and good readers)

Negroes in Science and Invention, pp. 149-170.

Work, Monroe N., Negro Yearbook. (good readers)

Inventions by Negroes, pp. 165-168.

The Negro in WarObjectives

1. To learn of Negroes' participation in war for their country.
2. To make the present world intelligible.
3. To learn and appreciate the duties, rights, and responsibilities of citizenship.
4. To create and develop interest in community and local affairs.
5. To gain an insight as to the underlying causes of war.
6. To know some of the outstanding Negroes in war.

7. To appreciate the contributions of the Negro race to the development of the United States.
8. To become respectable citizens.
9. To understand the democratic principles of government.
10. To develop faith in the men in control of the government.
11. To develop respect for law and order and reverence for basic social institutions.
12. To promote growth in desirable work habits.
13. To know something about military organization and operation.

Revolutionary War

Essential Information: The colonists under the rule of their mother country, England, began to resent the treatment which she thrust upon them in financial and political matters. With each new additional legislative act coming from England, which infringed more and more upon the colonists rights, the more determined became their attitude for self-government.

When King George III came to the throne of England, the conditions already existing in the colonies became more intolerable. King George, through forceful measures, procured large sums of money from his subjects to pay off large debts incurred by England with Spain and France. He created the royal provinces of Quebec and Florida, closed the western

lands in America, passed the Stamp Act, adopted the Grenville program, levied the Quartering Act, and refused to stop the slave traffic. These new sparks ignited the colonists to declare war upon their mother country.²¹

The problem of permitting the Negroes to participate in the struggle for independence had worried those in charge of the government from the very beginning of hostilities. One of the main reasons which had caused the colonists to exclude Negroes from militia service in Massachusetts and Connecticut was their fear of slave insurrections.²² Statesmen in Congress argued the question both pro and con. General Washington and other statesmen supporting refusal of Negro enlistment won the issue, although Negroes had previously served in the battle of Bunker Hill and had, by their splendid examples, proved themselves to be very capable soldiers.²³

After Lord Dunmore, Governor of Virginia, and Sir Henry Clinton had promised the Negroes freedom from their masters if they joined the British ranks, thousands enlisted. Washington, seeing the development of what might be a precarious situation, reversed his former decision and permitted the free Negroes to enlist.²⁴

²¹Benjamin Brawley, Negro Builders and Heroes, pp. 12-13.

²²Franklin, From Freedom to Slavery, p. 130.

²³Ibid.

²⁴Carter Goodwin Woodson, The Negro in Our History, p. 123.

Three outstanding Negro soldiers during this period were Crispus Attucks, Peter Salem, and Salem Poor.

As a result of this war, America gained its independence. The Continental Congress prohibited the importation of slaves, provided for revision of the Black Codes, and caused the liberation of numerous negroes from slavery.²⁵

The Civil War

The slavery question finally brought about the conflict between the North and South in 1861. Numerous measures prior to this time, such as the passage of the Kansas-Nebraska Bill, the Dred Scott Decision, the Lincoln-Douglas debates, and the Reform Crusades, intensified the hatred between these two sections of the country.²⁶

Again two great questions affecting the Negro overshadowed all the others at the outbreak of the Civil War: those of his freedom and his employment as a soldier.

When President Lincoln assumed office, he felt that the Negro did not have a right to fight in the war. Many free Negroes, knowing the success of the South meant the continuation of slavery, clamored to join the Union Army in order that they might do their share in defeating the purposes of the Southern Union. Lincoln did not change his view until he witnessed the success the Confederates were gaining by

²⁵Ibid., pp. 128-129.

²⁶Ibid., pp. 356-360.

permitting Negroes to fight on their side. In view of these circumstances, he issued the Emancipation Proclamation on January 1, 1863.²⁷

On January 26, 1863, Lincoln ordered Governor Andre to create an all-Negro volunteer unit which was called the Thirty-fourth Massachusetts. This was not the first organization of Negro men in the Federal army. Several other states had previously organized such units.

The monthly wages of soldiers when the Negroes enlisted amounted to thirteen dollars, but because of economic conditions they were receiving only ten dollars. All of the fighting divisions were commanded by white officers. Ten Negroes were commissioned second lieutenants, but on many occasions these troops were used by the whites for fatigue duty. Officers under whom these troops fought in battle were forever praising their gallantry and ability as soldiers. The total number of Negro soldiers engaged in this war exceeded 300,000.²⁸

The Negro, as a result of this war, gained his freedom, became a citizen, enjoyed civil rights, and later the right to vote. Many Negroes suffered after the period of the war because they had a hard time adjusting themselves to the new freedom gained and its attendant obligations.²⁹

²⁷Benjamin Brawley, Negro Builders and Negroes, p. 104.

²⁸Woodson, op. cit., pp. 374-375.

²⁹Louis Adamic, A Nation of Nations (New York and London: Harper and Brothers Publishers, 1945), pp. 199-200.

World War I

Loss of Germany's colonies, the assassination of Francis Ferdinand, lack of an open seaport, and other causes motivated Germany's declaration of war, first on Russia and then on France. The United States tried to remain neutral, but the sinking of our ships by German submarines, their seizing of our merchant ships, and several other reasons, all unfavorable to the Germans, broke this declaration of aloofness and led to our final alignment with the Allies.

When the United States entered the World War, there were about 20,000 trained Negro soldiers ready for service. The Negroes were once again eager to participate. Governmental officials were urged not to recruit the Negroes. Despite these protests approximately 3,000,000 Negroes registered for service and 450,000 were accepted. Some 200,000 Negroes sailed for Europe. Most of the troops sent abroad were reduced to labor battalions, segregated, and discriminated against. In spite of these hardships, the Negro remained loyal and fought for his country.³⁰

After much consideration had been brought to focus on the training of Negro soldiers for officers, a training camp was established and Negro officers were given command over Negro troops under a superior white officer.

The French praised the Negroes as very courageous soldiers. The first American soldiers to win the Croix de

³⁰Ben Albert Richardson, Great American Negroes, p. 217.

Guerre were Henry Johnson and Needham Roberts. One Negro infantry regiment, the 369th, remained under fire for 191 consecutive days. For the courage shown by four regiments and a battalion, they were collectively cited for bravery.³¹

On the home front, many Negroes migrated from the South to the North in search of jobs in industry. After the war, the Negro soldiers came back to find the country in a state of unrest and turmoil.

World War II

Hitler and his Fascist doctrines brought very early protests from the American Negro. The Negroes resented the implied statements of Aryan supremacy which were discriminatory against the Negroes, Catholics, and Jews.

After the invasion of Poland by Hitler in 1939 the position of the United States as a neutral nation became unstable. Finally, in 1941 when Japan raided Pearl Harbor, the United States was forced to enter the war. America's military strength upon her entrance into the war totaled 230,000. Among this number were 5,000 Negro soldiers, including twelve Negro officers.

Approximately 900,000 Negroes participated in World War II. A large number of Negro women enlisted in the Waves and the Wacs, two branches of the armed services which were ex-

³¹Ibid.

clusively for women. Negro officers were placed completely in charge of four regiments. The 93rd Division, organized at Fort Huachuca in 1942, was one of the first full colored divisions.³²

Negroes were a part of the first American troops to go overseas. They served in many capacities in Great Britain, Hawaii, New Guinea, Liberia, Australia, New Caledonia, New Hebrides, North Africa, and after the invasions in Italy, Germany, and other continental countries.³³

Many Negro units and individuals were cited for heroism.

Relatively few Negroes served in the Navy, but one of the earliest American heroes in the conflict was a Negro messman, Dorie Miller, who manned a machine gun during the Japanese attack on Pearl Harbor. Charles Jackson French, a mess attendant, when his ship had been torpedoed and began to sink, loaded a raft full of white seamen and swam for six hours towing the raft through shark-infested waters.

Several Negro scientists, most of them young men, contributed to the development of the atomic bomb.

During 1942-1945 there were several Negro mutinies in the United States armed forces against Jim Crow discriminations.

On the home front, the migration of Negroes from the South to the North increased. Many Negroes obtained employment in defense plants and shops formerly not hiring

³²Ibid., p. 218.

³³Ibid.

Negro employees opened their doors. The Fair Employment Practices Commission Bill signed by the President made it possible for Negroes to enter closed shops. Four ships were launched bearing the names of noted Negroes.

Many gains in the armed services bear particular note: Negroes were admitted to the United States Army Air Force but on a segregated basis and served as Military Police, Warrant Officers in Tank Units and in many others. Benjamin O. Davis, Sr. was appointed to the highest rank ever held by a Negro, that of Brigadier General.

Benjamin Oliver Davis, Junior³³ was born in 1912 in Washington, D. C. Completing high school in Cleveland, Ohio with one of the highest scholastic averages, he was recommended for West Point. He was admitted in 1932, and in 1936 he received his degree and a commission as a second lieutenant in the United States Army. Upon completion of the Infantry School located in Fort Riley, Kansas, Davis was promoted to the rank of Captain. When the United States entered World War II, Davis was promoted to the rank of lieutenant colonel after commanding the Ninty-Ninth Squadron in the Mediterranean theater of operation where his unit become recognized for its bravery in operations against the Axis forces. For his outstanding achievements the War Department awarded him the Oak Leaf Cluster.

³⁴Ibid., pp. 221-223.

Bibliography for Teachers

Topic	References*
1. Revolutionary War.	Adamic, L., p. 198.
A. Causes.	Brawley, B., pp. 12-19.
B. Negroes in Army	Franklin, J. H., pp. 130-137.
C. Attitude of statesmen.	Richardson, B., p. 214.
D. Results of war in reference to the Negroes.	Washington, B. T., pp. 310-320.
	Woodson, C. G., pp. 121-123.
	Work, M. N., p. 327.
2. Civil War	Brawley, B., p. 104.
A. Causes	Franklin, J. H.
B. Negro soldiers as a factor in the Army.	Myrdal, G., pp. 431, 433.
C. Approval of Negro Troops.	Richardson, B., pp. 216-217.
D. Effects on the Negro.	Washington, B. T., pp. 321-332.
	Woodson, C. G., pp. 361-381.
	Work, M. N., pp. 328-329.
3. World War I.	Adamic, L., p. 214.
A. Causes.	Brawley, B., pp. 191-196.
B. Reactionaries against the Negro.	Franklin, J. H., pp. 444-462.
C. Negro as a fighter.	Myrdal, G., pp. 419-423.
D. Effects on the Negro.	Richardson, B., pp. 217-218.
	Woodson, C. G., pp. 511-534.
	Work, M. N., p. 331.
4. World War II.	Adamic, L., p. 215.
A. Causes.	Franklin, J. H., pp. 581-587.
B. Reactionaries against the Negro.	Murray, T., pp. 91-118.
C. Contributions of Negro soldiers.	Guzman, J. P., pp. 358-364.
D. Effects on the Negro.	Richardson, B., pp. 218-219.

*See indexed Bibliography for titles.

Pupil Activities:

1. Visit the historical museum, and write a short report on your observations.

2. In a democratic form of government the operation and functioning of the government rests with the people. What are our responsibilities as a citizen if we want to have a good government? List them.

3. Interpret the meaning of each stanza of "My Country 'Tis of Thee."

4. Make a list of Negro soldiers who have been cited for their heroic action of war. If an award or medal was given, be sure to mention it.

5. Place in your scrapbook in the division under "The Negro in War" pictures, incidents, and other material relating to this unit.

6. Class discussion: Many times we profit by our past experiences. Why have we failed to eliminate war?

7. Class project. Make a mural showing the development and progress in military science from 1770 to the present day.

8. Ask an ex-service sailor, soldier, and army pilot, whom you know in the community, if he would come to the school and relate to the class his war experiences.

9. Identify and tell something about the following:

1775

Emancipation Proclamation

Quartering Act

Dorie Miller

Benjamin O. Davis, Jr.

Corpus Attucks

Draft	Commissioned Officer
Neutrality	Non-commissioned Officer
Atomic bomb	Treaty

10. Class. Select four members of the class who have the ability to prepare, organize, and present subject matter effectively. The four members selected are to be divided into two teams of two members each. Select a topic - either the causes or the effects of war. Prepare to debate after you have time to assemble your data:

"Which is greater, the causes or the effects of war?"

References for Pupils:

Adamic, Louis, A Nation of Nations. (average and good readers)

Negroes participation in the Wars, pp. 198, 199, 214, 215.

Brawley, Benjamin, Negro Builders and Heroes. (average and good readers)

Heroes of the World War, pp. 191-196.

Franklin, John Hope, From Slavery to Freedom. (good readers)

Negroes in War of Independence, pp. 130-137.

Negroes in Civil War, pp. 269-292.

Negroes in World War I, pp. 447-462.

Negroes in World War II, pp. 559-560, 564-573.

Guzman, Jesse Parkhurst, Negro Yearbook, 1947. (good readers)

General material, pp. 351-364.

Richardson, Ben Albert, Great American Negroes. (average and good readers)

Crispus Attucks, pp. 214-220.

Benjamin O. Davis, Jr., pp. 221-223.

Washington, Booker T., Story of the Negro. (average and good readers).

Negro in Wars, pp. 310-332.

Work, Monroe N., Negro Yearbook, 1931-1932. (average and

Negroes in War of Independence, pp. 327-328.
Negroes in Civil War, pp. 328-331.
Negroes in World War I, pp. 331-334.

The Negro in Sports

Objectives

1. To impart knowledge of American Negroes in sports.
2. To show the contribution of sports in bringing about better group relations.
3. To demonstrate the relation of health and education to sports.
4. To improve the individual and community through better habits.
5. To encourage individual initiative in varied interests.
6. To appreciate sports and learn the value of cooperation.
7. To create interest in reading for worthy use of leisure time and skills in getting the main idea.
8. To know a few of the outstanding athletes.
9. To know the importance of sports in the development of civilization.
10. To develop good sportsmanship.
11. To promote the desire for wholesome associations and recreation.
12. To develop the qualities inherent in leadership.

Procedure

Essential Information: The American public has always been interested in sports. The success of sports lies in the competitive appeal. Spectators enjoy witnessing competitive contests with its spectacular thrills, and climaxes, and outcomes. Then, too, the spectators and the participants know that winners are not judged by race, color or creed, but on ability only.

This interest in sports by mankind had its beginning deeply imbedded in the development of the world's civilization. Turning back the pages of history, we find many early traces of the various forms of athletic games and interest in sports. The Greek philosophy of education centered on the physical development of the human body. Great marathon races were held to test the human endurance. Today the ruins of the Colosseum at Rome still stand. In this large amphitheater during the era of Roman supremacy, gladiators fought for recognition as the empire's greatest warrior, and thrilling chariot races were held, the most noted race being the one in which Ben Hur participated. Hundreds of events were given to stimulate the interest of the people in athletics. During the Feudal Ages, tournaments between knights in contests of skill, in single warfare, and in horsemanship dominated the peoples interest. The bull fights of Spain and Mexico in which the victorious matador receives great cheers and applause from the attending populace were a

splendid example of the development of spectator sports. America, being made up of a conglomeration of races, creeds, and nationalities has inherited this interest in and fondness for sports.

It was not until the first part of the nineteenth century that the populace as a whole became interested in sports. In this year boxing came into the spotlight. Tom Molyneaux, a slave, won his freedom by defeating another slave in a championship bout. After 1809 boxing was received with much enthusiasm by the American people. From this humble beginning boxing has become an enormous business enterprise. Eight major weight divisions have been set up in the pugilistic field, and a title is awarded to the champion of each division. These divisions with their maximum weights in parentheses are heavyweights (over 175 pounds), light-heavyweight (175), middleweight (160), welterweight (147), light weight (135), feather weight (126), bantam weight (118) and flyweight (112). In every division of pugilism, Negroes at one time or another have won first honors. The most distinguished Negro boxers are: Joe Gans, Jack Johnson, Henry Armstrong, Joe Louis, Joe Walcott, Sam Langford, Ray Robinson, and many others on the national level.

Harvard University, in 1875, was the first college to have a gymnasium and a physical director. Molyneau Hewditt, a Negro, was hired to direct its program of gymnastics, and Professor Stewart also a Negro became the head of its

physical education department. Negroes did not actively participate in college football until 1890. In that year, W. H. Lewis became the first football star of Harvard University, and later, after graduation, was hired as a line coach.³⁵ Negroes since 1890 have become valuable players on nationally prominent university football teams and in spite of adverse circumstances have contributed meritoriously to their alma maters. As early as 1916, Fritz Pollard played football on Brown University's team in the Rose Bowl tournament held in California.

Not until 1914 were Negroes permitted to compete on a national level in track. Howard P. Drew, in this same year, was the first Negro to win a National Amateur Athletic Union championship. In any sports book of great American track stars we may find the names of Ben Johnson of Columbia, Eddie Tolan, Ralph Metcalf, Harrison Dillard, and Jesse Owens, who broke or equaled six world records in one day.

When the Olympic games were held in Germany in 1936, Jesse Owens, one of the many Negroes selected to join the American team, was one of the most outstanding performers of the track and field meet. Owens won four gold medals in the running broad jump, the 100-meter dash, the 200-meter dash, and 400-meter relay. Several Negro participants were victorious in other events. Their victories were American victories, and they made it possible for America to win this great event.³⁶

³⁵Ben Richardson, Great American Negroes, p. 112.

³⁶Benjamin Brawley, Negro Builders and Heroes, pp. 258-259.

Today one of the greatest American pastimes for youth is baseball. To the adult group this does not mean active participation but participation from a spectator's view.

It was not until 1867 that the first National Association of Baseball Players was organized. Even though Negro players were excluded, they went ahead and organized a Negro professional team in Chicago, called the Chicago Union. In 1884 the name was changed to Chicago Union Giants. Their success provoked interest and prompted the formation of other Negro baseball clubs in cities and towns throughout the nation.

In 1920 a Negro baseball league was formed. The league attracted attention in comparison to the white American League, and many of the players became outstanding in fame. Thus when Negroes were permitted in 1946 to play major league baseball for the first time, six outstanding players were hired in short order, and these included Larry Doby, Jackie Robinson, Satchel Paige, Roy Campanella, Don Newcombe, and Sam Jethroe. Jackie Robinson in 1949 was named as the most outstanding baseball player of the year.

The ten greatest Negro athletes of all time, selected by thirty-eight of the nation's top authorities were:

1. Jesse Owens - track
2. Joe Louis - boxing
3. Jackie Robinson - baseball
4. Satchel Paige - baseball
5. Sam Langford - boxing

6. Henry Armstrong - boxing
7. Joe Gans - boxing
8. Harrison Dillard - track
9. Fritz Pollard - football
10. Jack Johnson - boxing

Today in the world of sports many Negroes have attained immortality. Biographies of two of these are given:

Jackie Robinson³⁷ was born in Cairo, Georgia, in 1919. When he was eighteen months old, his mother moved the family to Pasadena, California. As a boy Jackie helped support the family by doing various jobs: selling newspapers, trash, and hot dogs.

After completing grade school, he entered John Muir Technical High School, where he starred in football, basketball, baseball, and track. When he finished high school, he entered Pasadena Junior College from which he received an athletic scholarship after his graduation because of his prowess as an all-round athlete. Jackie then entered the University of California at Los Angeles. During his one year of college residence Jackie won awards in baseball, golf, track, football, and tennis. The next year Jackie had to leave college in order to help support his mother.

During World War II Jackie served three years abroad as a morale officer. After receiving his discharge in 1945, he coached for a semester at the Samuel Houston College for

³⁷Robinson, John Roosevelt, My Own Story (New York: Greenburg Publishers, 1948).

Negroes. Leaving this job, he accepted a position with the Kansas City Monarchs of the Negro American Baseball League. His ability as a "batter" and "fielder" prompted Branch Rickey of the Dodgers to sign Robinson with the Montreal Royals, an AA Dodger farm. Jackie's signing ended anti-Negro discrimination in the national game. Today Jackie Robinson has been recognized as one of the most outstanding American baseball players.

Joe Louis Barrow³⁸ was born May 13, 1914, on a sharecropper's farm near Lafayette in the Buchalew Mountain country of Alabama. Joe did not enjoy sports during his early life; he was interested only in playing in the cotton. At the age of twelve his step-father and mother moved the family to Detroit, Michigan.

Joe attended the Duffield Grammar School and later the Bronson Trade School. It was not until he was seventeen that Joe became interested in boxing. Mrs. Barrow wanted Joe to be a violinist; she bought him a violin and made arrangements for him to take lessons from an experienced music teacher. Joe, instead of going to the studio of his music teacher, went to a gymnasium used the money his mother had given him for his music lessons to pay his amateur boxing dues. One day his music instructor stopped at Joe's house and asked his mother why Joe had stopped taking violin instructions. Joe told his mother that he was

³⁸Joe Louis, My Story, Life, XXV (November, 1945), pp. 127-151.

not interested in music and that he wanted to be a boxer. Mrs. Barrow, being an understanding mother, consented to help Joe in this new and interesting adventure.

Joe began to participate in many boxing tournaments. Sometimes he lost, and sometimes he won. The money he received for expenses he gave to his mother. In 1934 after Joe had won the Golden Gloves championship, John Roxborough, seeing the potentialities of a great boxer in the making, took Joe under his management. By June of 1937 Joe had fought thirty-seven professional bouts. He became champion by defeating James J. Braddock in that same year. During World War II Joe served in the armed forces as a sergeant and a boxing instructor. Joe had to defend his title as champion several times. Today he is recognized as the greatest title holder pugilism has ever known. He retired from the ring as an undefeated champion.

Bibliography for Teachers

Sports

Topic	References*
1. Boxing	Brawley, B., pp. 255-256.
A. Beginning in United States	Embree, E. R., pp. 45-46.
B. Negroes early participation	Guzman, J. P., p. 408.
C. Outstanding pugilists	Murray, F., pp. 237-238.
	Richardson, B., pp. 97-100.
2. Football	Brawley, B., p. 256.
A. Harvard's early physical educational movement	Guzman, J. P., p. 407.
	Murray, T., p. 238.
	Richardson, B., pp. 82-83.
	Work, M. N., p. 172.

*See indexed Bibliography for titles.

3. Track

- A. Negroes Participation.
- B. Olympic Team in Germany.
- C. Negro Track Stars.

Brawley, B., pp. 257-259.
 Embree, E. R., p. 46.
 Guzman, J. P., pp. 405-406.
 Murray, F., p. 239.
 Richardson, B., pp. 112-122.
 Work, N. M., pp. 172-174.

4. Baseball

- A. Organization of Professional Players.
- B. Organization of Negro League.
- C. Entrance of Negroes into Major League.
- D. Outstanding players.

Brawley, B., p. 256.
 Guzman, J. P., p. 407.
 Murray, T., pp. 238-239.
 Work, M. N., p. 172.

Dates, Names, and Terms to Identify:

Pugilist

Jesse Owens

Meter

Rose Bowl Tournament

Fritz Pollard

1946

1809

Chicago Union

Pupil Activities:

1. Identify and tell something about each of the following:

A. Rose Bowl Tournament

E. Four-letter man

B. National Olympics

F. Foul - varied

C. Dodgers

G. Charles Drew

D. Jack Johnson

H. Spring practice

2. Collect pictures and writings of sport heroes and paste them in your scrapbook.

3. If you were a baseball manager and needed players, what criteria would you be guided by in your selection of them?

List these according to your estimate of importance: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

4. Give a summarized report to the class on a sport book, show, or radio program you have enjoyed recently. Tell why it was interesting to you.

5. Class project. Making a mural showing the development of Negro sports from boxing to baseball.

6. Class. Discuss "Why the people enjoy and participate in sports."

7. Compare the variety of interest in sports in other countries with those in the United States. Limit your comparisons to three countries.

8. Who are some of the outstanding athletes in America today? List them and their field of activity.

9. Make a list of the general fundamentals one must know in order to understand to appreciate the following:

(1) Track, (2) Football, (3) Boxing, (4) Baseball.

10. Working together, make a list of the things we can do in order to improve our sport activities on the school grounds.

References for Pupils:

Brawley, Benjamin, Negro Builders and Heroes. (average and good readers)

Sports in General, pp. 255-259.

Guzman, Jesse Parkhurst, Negro Yearbook, 1947. (good readers)

Outstanding Negro athletes, pp. 405-408.

Menke, Frank G., All-Sports Record Book. (average and good readers)

Sports in General

Morrison, Marie, Here's How in Sports. (easy)

Sports in general.

Murray, Florence, The Negro Handbook, 1944. (average and good readers)

Sports in general.

Richardson, Ben Albert, Great American Negroes. (average and good readers)

Boxing, pp. 97-100.

Joe Louis, pp. 101-111.

Track Stars, pp. 112-113.

Jesse Owens, pp. 114-122.

Jackie Robinson, My Own Story. (average and good readers.)

Work, Monroe N., Negro Yearbook, 1931-1932. (average and good readers)

Sports in general, pp. 172-174.

Suggestions for Further Units

The writer has tried in the preceding study to build a unit on the American Negro which would be of help to Negro pupils and teachers in giving them a better understanding of their race, its successes and failures, and members of their race who have made outstanding contributions. In concluding this study, the writer hopes that the pupils and teachers will learn to appreciate things worthy of emulation and that the unit will inspire them to become better citizens, instilling within their hearts this thought, "There is no barrier where success is concerned."

Negroes have made outstanding achievements in many other fields, greater in many respects than the accomplishments which the Negroes made in the four areas included in this study. Such fields would include politics, art, music, literature and the motion pictures. Each of these areas contains a vast amount of rich information which would be helpful in building further units. For example:

In politics one may begin with Frederick Douglas, born a slave, who by his own initiative became one of the most famous orators of the nineteenth century, and end with the accomplishments of Dr. Ralph Bunche, who has gained recent world recognition in his ability as a United Nations statesman.

In art the Negro, in spite of his hardships, managed to develop talent in this field. Joshua Johnston was the first Negro artist in America and gained his recognition in the latter part of the eighteenth century.³⁹ Since that early beginning numerous Negroes have been recognized for their artistic ability, one of the latest being Richmond Barthé, sculptor and painter, who is listed in Who's Who in America.

In music the Negro spirituals had their beginning in slavery. The songs which were sung by the Negroes were means of expressing their depressed feelings. Today many great concert artists such as Marion Anderson, William C. Handy, Duke Ellington, and numerous others have received

³⁹Jesse Parkhurst Guzman, The Negro Year Book (Tuskegee Alabama Institution: The Department of Records and Research, 1947), p. 413.

national praise for their contributions.

In literature, early in the eighteenth century Phillis Wheatley, a slave, began composing verses and later became a poet laureate. Today her book of poems is still in demand by the American public, along with those of Countee Cullen and Langston Hughes.

In motion pictures, beginning with the silent pictures in 1915, Negroes have risen from acting in small parts as servants to the role of "stars" in their own right. Today in motion pictures we have such Negro stars as Lena Horne, Eddie Anderson (Rochester), Paul Robeson, Ethel Waters, and Clarence Muse.

Culminating Activities

The method used to conclude the study of this unit on the American Negro may be left to the discretion of the individual teacher. It is suggested, since the length of time devoted to the study of the unit is three weeks, that the third week of January should be the time to begin the study of the unit with the culminating activities taking place during Negro History Week, which is celebrated nationally the first part of February. The writer suggests the following methods:

1. Pupils with the help of the teacher may plan a series of night programs to be held at the school under their sponsorship.
2. The school paper will be the medium through which the public may be notified.

3. The completed program may take the following form:

P R O G R A M

Annual Observance of Negro History Week

L'Ouverture Elementary School

February 6-10, 1950

Sponsored by the 7th and 8th Grades

Monday, February 6th

7:30 P.M. Class Exhibit

Tuesday, February 7th

7:30 P.M. Debate

Wednesday, February 8th

7:30 P.M. Panel Discussion

Thursday, February 9th

7:30 P.M. Picture Show

Friday, February 10th

7:30 P.M. Four One-Act Plays

Evaluation

It is important for the teacher to record the progress the pupils are making in the study of the units and in the development of wholesome interests, attitudes, skills, and enthusiasm. In the study of this unit on The American Negro the following evaluating techniques are suggested:

1. The teacher may use the same pretest which he used at the beginning of each unit to see how much progress each pupil has made in comparison with where he was in the beginning.

2. He may have each pupil write an essay on the values he has received from the study of each unit, the areas that were of interest to him, the pupil activities which in his opinion needed revision, and suggestions as to the ways the work in the units can be improved.

3. He may construct a list of all the types of activities in which the pupils engaged during the study of each unit, making a notation in regard to the response of each pupil in such matters as interest shown, participation in discussion, cooperation with the others, constructive criticisms offered, and the self-motivated contributions he made to the class.

4. He may construct an objective test at the end of each unit and one comprehensive objective test covering the whole study.

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