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SECONDARY SCHOOL GEOGRAPHY:
ITS RELEVANCY TO BLACK STUDENTS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
The Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

George Arliss Davis, A.B., M.A.

* * * * * *

The Ohio State University
1972

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>v</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION AND RATIONALE</td>
<td>1</td>
</tr>
<tr>
<td>A. Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>B. The Problem and Its Setting</td>
<td></td>
</tr>
<tr>
<td>C. Geography in the Secondary School</td>
<td></td>
</tr>
<tr>
<td>D. The Relevancy of the Black Experience in</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>1. Geography and Black America</td>
<td></td>
</tr>
<tr>
<td>2. Local Geography</td>
<td></td>
</tr>
<tr>
<td>3. Historical Geography</td>
<td></td>
</tr>
<tr>
<td>4. Social Geography in the Humanities</td>
<td></td>
</tr>
<tr>
<td>II. AN ANALYSIS OF OTHER GEOGRAPHIC MATERIAL</td>
<td>34</td>
</tr>
<tr>
<td>A. A Criteria for Making Geography More</td>
<td></td>
</tr>
<tr>
<td>Relevant to Black Students</td>
<td></td>
</tr>
<tr>
<td>B. Selected Geography Textbooks</td>
<td></td>
</tr>
<tr>
<td>C. The High School Geography Project</td>
<td></td>
</tr>
<tr>
<td>III. INQUIRY: A STRATEGY FOR TEACHING THE GEOGRAPHY OF BLACK AMERICA.</td>
<td>66</td>
</tr>
<tr>
<td>A. The Nature of Inquiry</td>
<td></td>
</tr>
<tr>
<td>B. The Process of Inquiry</td>
<td></td>
</tr>
<tr>
<td>C. Concepts and Inquiry Teaching</td>
<td></td>
</tr>
<tr>
<td>D. Structuring Inquiry Teaching</td>
<td></td>
</tr>
<tr>
<td>IV. EPISODES IN GEOGRAPHY OF BLACK AMERICA.</td>
<td>102</td>
</tr>
<tr>
<td>A. Introduction</td>
<td></td>
</tr>
<tr>
<td>B. Migration: Its Role in Early Black Americans</td>
<td></td>
</tr>
<tr>
<td>C. The Great Migration</td>
<td></td>
</tr>
<tr>
<td>D. From the Gold Coast to the Ghetto: A Case Study</td>
<td></td>
</tr>
<tr>
<td>E. The Crosstown Expressway: To Build or Not to Build</td>
<td></td>
</tr>
<tr>
<td>V. SUMMARY</td>
<td>137</td>
</tr>
</tbody>
</table>
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FIELDS OF STUDY

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LIST OF FIGURES

REQUIRED SOCIAL STUDIES COURSES (Secondary Schools, Columbus, Ohio) ........................................... 21

STEPS IN TESTING TENTATIVE EVIDENCE ..................................... 77

PERCENT OF THE TOTAL BLACK AND WHITE POPULATION LIVING IN METROPOLITAN AREAS AND CENTRAL CITIES . . 80

A CONCEPTUAL MODEL OF MIGRATION ........................................ 84

A CONCEPTUAL MODEL OF DECISION MAKING ................................ 85

ANALYTICAL AND MACRO-CONCEPTS ........................................... 88

COMPARISON OF STEPS IN CONCEPTUALIZING AND INQUIRY ...................................................... 89

ORIGIN AND DESTINATION FACTORS AND INTERVENING OBSTACLES IN MIGRATION ............................... 106

MAPS OF DOWNTOWN SIVAD .......................................................... 129
CHAPTER I
INTRODUCTION AND RATIONALE

A. Statement of Problem

The purpose of this paper is to investigate the need to teach geography in secondary schools with a Black focus, for the purpose of changing the self-image of Black students from a negative self-image to a mere positive self-image.

The underlying questions which this study will explore are:

1. What are the findings of various disciplines of the effects of racism in public schools on the egos of Black youth?

2. What are existing geographic materials like in their treatment of Blacks?

3. What criteria could be developed and applied in selecting geographic content which would be more meaningful to Blacks?

The study describes and recommends inquiry as a method of instruction for teaching geography with a Black focus.

Several sets of materials have been developed as examples of methods of teaching geography content with a Black focus.

Methodology:

The methods employed include:

1. A review of psychological and sociological literature related to the effect of racism upon the ego of Black youth.

2. An analysis of geographic materials in terms of their treatment of Blacks.
3. The development of criteria for the analysis of geographic materials to determine the inclusion of a Black perspective.


B. The Problem and Its Setting

Because the public school is an integral part of our social system, it has been a partner in the denial of equal educational opportunities for America's Blacks; it has served to perpetuate the status quo and to reinforce social class and racial stratification.

Smith says:

Nowhere is the effect of white supremacy more pervasive and more debilitating than in the American School. Whether it takes the form of textbooks which promulgate white supremacy by excluding the lives and accomplishments of Blacks and other minorities, whether it takes the form of white teachers who have double standards of expectation, reward and punishment, or whether it takes the form of self-hating Black teachers who despise Black children--white racism has poisoned the American School. White supremacy has left many Black teachers and white teachers paralyzed in its wake, and it has been most deadly when they are unaware of their sickness.

In 1954 the Brown decision gave explicit attention to the effects of segregated schools on the development of the mental health of the Black child. Allport explains the process below:

Segregation, prejudice and discrimination, and their social concomitants damage the personality of all children--the children of the majority group in a somewhat different way than the more obviously damaged children of the minority group. ...as
children learn the inferior status to which they are assigned—as they observe the fact that they are almost always segregated and kept apart from others who are treated with more respect by the society as a whole—they often react with feelings of inferiority and without a sense of personal worth. On the one hand, like all other human beings they require a sense of personal dignity; on the other hand, almost nowhere in the larger society do they find their own dignity as human beings respected by others. Under these conditions the minority group child is thrown into a conflict with regard to his feelings about himself are worthy of no more respect than they receive. This conflict and confusion leads to self-hatred and rejection of his own group. 2

Awareness of the consequences of poor self concept among Black children is not new. In 1935 the American Youth Commission was established by the American Council on Education, and in 1938 a special advisory committee of that commission was called together to assist in organizing an investigation of distinct problems faced by Black youth in their development as individuals. The committee's charge was to determine what problems were affecting Black youth as a result of their membership in a minority racial group. Several studies were conducted concurrently in different parts of the United States by well known scholars such as Allison Davis, John Dollard, E. Franklin Frazier, Charles S. Johnson and Lloyd Warner. The studies were published in a series by the American Council on Education. The volumes in this series are:

Children of Bondage: The Personality Development of Negro Youth in the Urban South, by Allison Davis and John Dollard. 3
Negro Youth at the Crossroads: Their Personality Development in the Middle States, by E. Franklin Frazier.

Growing Up in the Black Belt: Negro Youth in the Rural South, by Charles Johnson.


Even though each of the volumes focuses in a different geographic location, the conclusions were the same. Frazier sums it up this way:

The culture, traditions and economic position of the family determine not only the type of discipline to which the child is subjected but the manner in which he develops his conception of himself as a Negro. As he grows up, his contacts with the larger outside social world influence still further his attitudes toward himself as a Negro as well as his attitudes toward white people. Because of the limitations which make impossible free and easy participation in the larger community, his attitudes and overt behavior will show more or less the influence of the isolated social world to which he is confined.

Research continued, and in 1950 Kenneth Clark reported the effects of prejudice and discrimination on children. Clark's findings were presented at a White House Conference on Children and were cited by Chief Justice Earl Warren in his pronouncement on school desegregation on May 17, 1954. Yet, nothing of any consequence was ever done directly as a follow up to remedy the serious problems uncovered.
In June of 1969 the Joint Commission of Mental Health for Children responded to a demand by Congress to assess the mental health needs of the children in the country. Early in the Commission's study it became evident that the mental problems of minority group children were severe enough to warrant special consideration, yet, again little of significance was done by the Federal government to solve the problems; however, another study group of social and behavioral scientists was organized by the Department of Health, Education and Welfare. This group, the Committee on Children of Minority Groups, identified racism as a major contributing factor to impaired self-image.

The Committee on Children of Minority Groups included the following paragraph as part of its summary:

The mental health problems of our nation's minority-group children are intricately interwoven with socio-economic factors. The high rate of poverty or near-poverty among minority peoples means that minority children are at high risk in areas of nutritional, physical, and psychological health. Racist attitudes and practices are reflected in employment and educational practices and differential opportunities in all areas of living. Among children, racism often contributes to impaired self-image, a high incidence of "educational retardation," alienation and isolation, and high rates of youth unemployment and under-employment.

What an individual thinks and feels about himself is mirrored through his perception of what others think and feel about him. In a given culture and society, an
individual's self perception is mediated by the status and role required or assigned to him by the dominant members (the whites who set values, control the wealth and own the media) of the society. In America the dominant group has been and is the white majority (White Anglo-Saxon Protestant). Blacks constitute more than 10 percent of the United States population, but control no major industries or media and possess less than one-half of one percent of the country's wealth. Only one Black serves as a major university president or as a member of the board of directors of a major corporation.

Gloria Powell, Psychiatrist, says:

The culture and personality conceptionalizations that cultures exist on a psychological and behavioral level in the learned cultural patterns are inherent in the formation of the ethnic personality. This would seem to support the dynamic formulation of the effects of racism on minority children, as elucidated by the Committee on Children of Minority Groups in the 1970 report of the Joint Commission of Mental Health of Children.

Public schools continue to make the Black child feel "invisible," while at the same time teaching the "American Dream." Such contradictory behavior on the part of educators make the child run the risk of becoming schizophrenic.

The ego is that aspect of the individual personality which serves executive functions, mediating between the demands of inner experience and outer reality. Ordinarily, we speak of these ego functions as personality characteristics. The development of at least some of the following
characteristics would appear to be important for academic success: (1) independence, which can be further subdivided into self-reliance and autonomy; (2) inner control, consisting of the ability to delay gratification and to control impulse, and (3) good self-concepts, including high self-esteem, appropriate sex-role identity, and identification with achieving models.

One could hypothesize that in order to be academically successful, the child must have a high opinion of himself or at least of his intellectual capacities. He must also see his present and future roles as being consistent with academic achievement. If he has achieving adult models with whom he can identify, he is perhaps more likely to be an achiever himself. One cannot be certain whether a high score on a variable such as self-esteem represents the cause or the effect of high achievement. Probably both are true. This is expressed well in the old adage: "Nothing succeeds like success."

With racism (examples of omissions follow in Chapter II, Section B) in curriculum and instructional materials obvious in the last few years, the main thrust behind ethnic education has been to catch up on knowledge and "truth." Demands by students and teachers to "tell it like it is," has forced to the surface facts such as Black contributions to the American scene hitherto ignored or suppressed.
It is extremely difficult for most Black youth to believe that they are "beautiful" people as long as they have social contacts within the school and the larger society which contradict the belief. It appears that recent attempts at political self-evaluations of most Black children and youth have failed. Such failures become most alarming as the number of Black students in the urban schools increase while the consequences of the problem (poor self concept) change minimally.

Demographically, the transformation of America from an agrarian to a largely metropolitan community has been manifested in the growth of urban and suburban areas and the migration of people from rural to urban areas. As middle class and upper income people increasingly move into suburbia from the central city, their places are taken by rural migrants who can no longer find employment on the modern mechanized farm. These migrants are primarily Blacks from the southern United States. As a consequence, the central city is increasingly inhabited by the rural poor who must cope with economic deprivation and an education system which fails to meet their needs.

Black educators have particular concern for the students of the inner-city schools for many reasons. The number of "culturally deprived" (mostly Black) children is increasing at an alarming rate within our large cities.
In 1950 fourteen large cities had one culturally deprived child in ten. In 1969, in these same cities, there was one in three. It is estimated that in 1970 more than 50 percent of the children in the schools in these fourteen cities came from culturally deprived environments. Considering that most of these families are of laboring classes, it is disturbing to note that one study shows that the children of librarians and professors produced 234 merit scholars per 12,672 families, while the children of laborers produced one merit scholar per 3,501,370 families.

Since it seems reasonable to assume that potential merit is distributed more evenly than the above figures, it appears that socio-economic rather than genetic factors are operating. To further support this assumption, in 1964 approximately three-fourths of the eighth grade pupils in Central Harlem Junior High School were performing below grade level in reading comprehension and work knowledge; 80 percent or more were below grade level in arithmetic. Half of the Central Harlem Junior High School students leaving junior high school could not pass four major and three minor subjects in junior high school or were at least three years retarded in reading. Havighurst reports that in Chicago there is a close relationship between socio-economic status and the schools' mean ability and
achievement levels. Those school districts which ranked in the top third, according to the socio-economic status of their residents, have schools in which the range of pupil achievement is near the expected grade level to one year above this level. The districts ranking in the lowest economic third have pupils who are all approximately one or more years below grade level.

It is assumed by this writer that if Black students are provided with materials for study which relate to their interests, abilities, and experiences, they should perform better academically than if they are provided with materials which are irrelevant. It is further assumed that as a result of this academic success, Black students should improve their self concepts. In geography classrooms, a majority of the curricula include learning tasks that are neither rewarding nor meaningful to Black youth. Instead of stimulating the students, the materials tend to turn them off. According to a Wall Street Journal article about the High School Geography Project, high school geography has traditionally emphasized "locations of towns and countries" and has been considered dull by most high school students. Hence, it may be concluded that if evidence bears this out, geographic materials need to be revitalized to make them more acceptable and functional.
We must turn to motivational (interesting and familiar) materials if we are to adequately meet the educational needs of the inner-city students. Black youth, however, are not always motivated by the programs to which white children respond.

Kvaraceus says:

For many Negro youngsters, the curriculum experiences appear irrelevant and pointless. There is very little apparent connection between what goes on in school and the present or future life of the learner. In addition to the traditional function of transmitting the culture, school activities must connect with the child's present and his future.

Hilda Taba writes: "All students need to be motivated to learn anything at all. But what motivates them may be totally different."

Later Taba suggests that culturally deprived children require a more inviting context for learning than do other children. For example, most white students are responsive to rewards, such as grades on report cards, because the families regard good marks highly, and they know high grades constitute a passport to college and a job. On the other hand, such devices are ineffective with most Black youth, inasmuch as they seldom find anyone at home who values grades, because good marks have rarely constituted a passport out of the ghetto (even though some Blacks make it). In many homes, no one cares about school work at all. In an atmosphere where deferred gratification is not encouraged,
it is imperative that students experience immediate success. Therefore, motivating devices are needed to (1) engage students in the learning process; (2) keep them learning once the process has started; and (3) reward them as quickly as possible.

As the National Advisory Commission on Civil Disorders (Kerner Commission) reported: "The schools have failed to provide the educational experience which could help overcome the effects of discrimination and deprivation." This statement is a testimonial to the need for Black Studies.

The excellent study, *Race Awareness in Young Children*, by Mary Ellen Goodman, contains a wealth of evidence on how very young children evaluate themselves and each other in terms of color and race. The tragic conclusion is that, even before many Negro youngsters start school, they are seriously contaminated by the white society's evaluation of the Negro. Social Studies with Black focus has the potential to right this wrong. Self-hate and self-rejection come through in quotations from the works cited below.

According to Ausubel: "The Negro child inherits an inferior caste status and almost inevitably acquires the negative self-esteem that is a realistic ego reflection."

Ruth Jefferson said:

The Negro child becomes confused in regard to his feelings about himself and his group. He
would like to think well of himself, but often tends to evaluate himself according to standards used by the other group. These mixed feelings lead to self-hatred and rejection of his group, hostility toward other groups, and a generalized pattern of personality difficulties.  

If the child acquires the specific skills required for academic achievement, his self-image may be improved, for successful experiences can have a positive effect on school achievement. But children must want to achieve, and a damaged ego structure, because of a caste system, must be considered in the school's planning.

As Ausubel states:

Before Negroes can assume their rightful place in American culture, important changes in the ego structure of Negro children must first take place. They must shed feelings of inferiority and self-derogation, acquire feelings of self-confidence and racial pride, develop realistic aspirations for occupations requiring greater education and training, and develop the personality traits for implementing those aspirations.

Goodman extends the problem of the ego structure with the following statement:

Racial identity is deliberately and consistently ignored; racial differences are dealt with by behaving as though they did not exist. This is the official policy, and departures from it are rare, private (as in conversation between teachers), or instigated by the parents or children themselves.

The ultimate goal then, is to employ a curriculum reflecting cultural pluralism which will accurately represent one diverse society. When an individual feels intimidated, his learning is hampered. A man feels powerless or holds
a negative self-concept when it is difficult for him to learn of the richness of the Black culture. Frightened men build illusions and delusions that serve as barriers to communication and learning. Too many Black students in our country have done this. We must eliminate such barriers and build a social system where men of differing ethnicities will learn freely from one another. Men will share openly when each is assured of his self-worth and competence. Thus the transition to a culturally pluralistic curriculum can be made through minority and majority studies, studies which will help each man and each group to build healthy self-images. When a man has answered the ontological question--where did I come from? who am I? and where am I going?--he can move forward eagerly to share with others and help meet their needs.

These heritage and culture studies will grow out of introspection in which curriculum designers, teachers, and--ultimately--students must engage. Introspection linked with objective historical scholarship and the results of current research can provide a sound foundation for the studies. Upon this foundation can be built excellent curriculum materials. Materials can be written thoroughly and frankly, with members of the subject group confirming them, so that subtle prejudices can be screened from the work. Ideally, teachers can be trained to emphasize the learning process and human relationships or the affective
realm, in addition to the teaching process and the cognitive realm. And they can learn that the goal is not to placate cultural minorities, but to bring about a new sense of being and of wholeness in the entire society through a strengthening of its parts.

Where do we begin? Since behavior is a good deal easier to change than attitudes, it would seem that the place to start is in the materials that are being used to teach social studies. The word relevance has become a cliche. It is rejected by those who understand it to mean discarding all that has been used in the past, and it is embraced by many who believe it implies a whole new set of values and ideas that will usher in a new world. The concept includes parts of both, discarding those values and practices which are dysfunctional and adopting those new ones which promise to humanize and civilize man.

Specifically applied to social studies, relevancy should mean the utilization of materials and experiences which, first realistically and truthfully depict all races and their contributions, and second, contain content which reflects the vital concerns and the life needs of students.

How little is understood of this simple and basic concept is exemplified by action recently taken by a community school board in Queens, New York, in 1965. By a five to three vote the board banned Down These Mean Streets by Piri Thomas from its approved reading list. As those
who have read the book know, *Down These Mean Streets* is the story of a Puerto Rican boy growing up in New York. He becomes a drug addict, then a convict, and finally is rejected by his family because his skin is black. "That's where it's at;" that's what America's racism did to that boy and does to us all. In other words, most Americans are either locked in or locked out. It is the classic story of America's inhumanity to its own, the type of situation that should be studies in every social studies classroom in America, not only for its terrible truth but also because the ultimate salvation of Piri Thomas is an inspiration for all youths who have been abused for their blackness.

We must provide opportunities for Black students to participate in social action projects so that they can become adept in influencing public policy which affects their lives. We now educate students for political apathy. They are taught that every citizen gets equal protection under the law, that racism does not exist or only exists in the South, and that if they vote regularly and obey laws our benign political leaders will make sure they will get their slice of the "American Dream Pie." Black students must discover real solutions to real problems.

The current demand for Black Studies in secondary schools is a recognition that in the past many Americans have been miseducated. Even the children in elementary
school feel that both Black and white children would benefit from a more objective appraisal of the cultural contributions of all races. As an illustration of this point, this letter was published in the Atlanta Constitution on March 12, 1969:

I am a 13-year old Negro girl. I go to a predominantly white high school--Gordon. I would like to see Negro history in all Georgia's schools. Negro education and white education are not supposed to exist, it's just supposed to be education! It would certainly help Negro-white relationships. For example Mary McLeod Bethune is my heroine; the average white kid does not know anything about her.32

Ethnic content can serve as an excellent vehicle to help white students expand their conceptions of humanity and to better understand their own culture. Since cultures are man made, there are many ways of being human. The white middle-class life-style is one way; the Spanish Harlem culture is another. By studying this important generalization, students will develop an appreciation for man's great capacity to create a diversity of life-styles and to adapt to a variety of social and physical environments. Most groups tend to think that their culture is superior to all others. Chauvinist ethnocentrism is especially acute among dominant groups in American society. By studying other ways of being and living, students will see how bound they are by their own values, perceptions, and prejudices. The cultures of our powerless ethnic groups, and the devastating experiences of America's oppressed black, brown, red, and yellow peoples are
shocking testimony to the criminal effects of racism on its victims. Ethnic content can serve as an excellent lens to help white America see itself clearly, and hopefully become more humanized.

Black oriented content, carefully selected, contains the conflicts and dilemmas of the human condition that inherently interest youngsters. From the question of why the Black man was permanently enslaved and not the white or red man, to the question of why so many Black youth wear afros and dashikis, fundamental issues of power, identity, and values arise. A quick rebuttal would be that such issues can be found in any content. No doubt, but the point is that ethnic divisions and racism are critical domestic issues now and have been since the founding of this country. Their continuing irresolution gives ethnic content as emotional voltage that will last as long as this society tolerates injustice.

Black Studies can vibrate with unusual excitement. It is an immensely effective tool for children if, (and this is an enormous if) teachers know how to select the material and how to use it in class. Race, for example, is a controversial topic in both Black and white classrooms. Black content can make contact with students. In the hands of a craftsman, it can get youngsters to explore knowledge, develop skills, and clarify values. Black Studies can be used to create interaction between teachers and students.
and among students in sensitive areas often unexplored in class. Such things do happen occasionally in the public schools, but not frequently enough to Black students. Hence this study will show that most geographic content does not have this "exciting element" that demonstrates the Black experience can be included in geography.

C. Geography in the Secondary School

As a subject in the education of American youth, geography has reached its present form and status through a long period of development. During this development, geography has been characterized by a series of advances and retreats, experiencing conflicts between the regional and systematic geography. The discipline has been more popular whenever the geographer's attention has been concentrated on specific contemporary problems, and has been less popular when the subject matter was no longer considered significant. Geography probably has undergone more change in an historical context than any other social science. Today, geography is still in a retreat, in terms of the percentage of social students it reaches (to be documented later).

To be truly effective, the secondary social studies program must encompass the dual aspects of spatial association and time sequence. The contemporary secondary curriculum offers repeated opportunities for students to achieve
an understanding of historical, political, and civic concepts. However, a comparable opportunity to attain competency in the concepts and unique methods of geography generally is not believed to be available. On a comparative basis with other required subjects of social studies in the secondary curriculum, a recent study indicates that geography is the least frequently required offering.

Aside from the question of requirements and electives, geography is not even made available to the majority of students during the last four years of secondary school.

A general interest in geographic education occurred during the mid 1940's but did not have an immediate effect upon the general status of geography as a required subject in the social studies curriculum of grades nine through twelve. A nation-wide survey conducted by Dorothy Meredith in 1944-1945 revealed that, during the war years, there was no major change in the secondary social studies curriculum which affected the grade placement of geography and its status as a separate or required subject in grades nine through twelve. A comparative study made by Howard R. Anderson in 1950 revealed that, between 1933-1934 and 1946-1947, the emphasis on instruction in United States history, world history, and civics increased markedly both in grades seven and eight and in grades nine through twelve. During this period registrations in geography decreased in
grades seven and eight. In grades nine through twelve, geography experienced a registration increase of only 1.8 percent from 2.5 to 4.3 percent, while United States history enjoyed a total registration increase of 9 percent from 24.8 to 33.8 percent. The United States Office of Education reported that geography courses attracted only 7.3 percent of the students enrolled in grades nine through twelve during the academic year of 1948-1949.

To see graphically (what the above statistics indicate) that a disproportional emphasis is placed on history while geography suffers, an individual needs but to glance at most any major school district in the United States. As an example, consider the social studies curriculum of the Columbus, Ohio, Public Schools, as illustrated in the following chart.

### Required Social Studies Courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Social Studies Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Ohio History</td>
</tr>
<tr>
<td>7</td>
<td>World Geography</td>
</tr>
<tr>
<td>8</td>
<td>United States History</td>
</tr>
<tr>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>10</td>
<td>World History</td>
</tr>
<tr>
<td>11</td>
<td>United States History</td>
</tr>
<tr>
<td>12</td>
<td>Problems of Democracy</td>
</tr>
</tbody>
</table>

Figure #1

As indicated, in grades seven through twelve, four history courses are required, while only one geography class is required. This imbalance seems to be representative
of social studies curricula in secondary schools around the country. Not withstanding the need to work for overall curriculum change, the primary concern of this paper is to concentrate on lesser and more realistic modifications in secondary school geography.

Given the magnitude of the problems of traditional geography in the social studies curriculum, it is reasonable to anticipate that it will be difficult to add a course with a Black focus. However, now that geographic journals are accepting articles about Black Americans, the Black experience is becoming academically legitimate, which may make the task somewhat less difficult.

D. The Relevancy of the Black Experience to Geography

1. Geography and Black America

Geography courses can be an integral part of Black Studies at the college, secondary, and elementary levels. It is the purpose of this section to point out three of many possible approaches that can be used to present new courses on Black America and alter related courses.

One can readily anticipate the question, is there a body of knowledge or is there viable content in the Black experience? An answer has been supplied by McGeorge Bundy at a Symposium on Black Studies at Yale University.

It is really self-evident that an experience as extended through time and through space, engaging as it has the lives and the fortunes and misfortunes of
hundreds of millions of people over hundreds of years, deserves attention; that it is a proper part of the concern of an institution which takes, within a measure and to the limit of its resources, all learning for its province (and that is certainly the role of the American University as a whole). 39

The first major curriculum changes in social studies have taken place in the disciplines of history, sociology, anthropology, and the humanities. Their literature has included, in part, the spatial aspects of Black America; i.e., social conditions (segregation) have always made place or section of town and distance (from whites) important. If other social scientists have written of the spatial aspects of Black America, why haven't the geographers done more?

From a quick look at textbooks and professional journals, one can easily see that geographers have lagged behind other social scientists in recognizing the existence of "Black America." The clearest explanation of Black America comes from Stephen Birdsall. He writes:

Clearly, the term Black America refers to aspects of life in the United States experienced by that portion of the population being of largely African decent and to the territory in which this population lives. However, studies dealing with characteristics and phenomena associated with this population are not dealing with features of human geography in isolation. Black America and its problems are clearly and usually explicitly tied to White America and its problems. 41

The existence of Black America is a rather uncomfortable reality that most geographers have chosen not to study; indeed, until recently journals made only sparse mention of it (Black America). It is perhaps a reflection of an
academic split-personality that geographers as professionals may ignore the existence of Black America; yet, as whites they know the place names of the "Country": Watts, Harlem, the Black Belt, Little Africa, Coontown, and Black-bottom. Many will recall the phrases "keep your distance" and "know your place." Distance and place are spatial as well as social designations. The social implications of these phrases have been stressed by other social scientists while geographers have ignored the spatial dimensions of race relations in America. It is time for geographers to discover "Darkest America," as William Bunge terms it.

The offering of Black Studies, like many of its other cultural antecedents, is an attempt to present an interdisciplinary approach to the study of the life experiences of a group of people—past, present, and future. Geography has a history of interdisciplinary involvement in area studies in higher education dating from the 1800's. Geography's role in a Black Studies program can develop an approach, according to Nathan Hare, that is expressive and pragmatically positivistic. That is, a geography course may be utilitarian and provide skills to bring about change.

Although migration and segregation have been partially studied, there has been no systematic examination of them as spatial processes of American race relations. These processes may be studied through time and examined locally, regionally, or nationally. Migration and segregation may
be studied from the perspectives of local geography, historical geography, and social geography as expressed in the humanities. Development of these three approaches can provide a new and significant dimension to a Black Studies program.

2. Local Geography

The use of the local environment as a laboratory has a long tradition in geography. This interest, however, seems to have stressed economic, physical, and agricultural aspects of the environment. More recently the urban setting has been suggested as an area for field work. It should be stressed that there are very few, if any, local environments, rural or urban, which do not provide laboratories for the study of the spatial dimensions of race relations.

The laboratory for geography students should be their total environment. It is important to remember that every environment is geographic and that every person is potentially a geographer. Each person inhabits a spatial world in which objects and people are located, separated and connected. These connections, locations, and separations are to a great degree influenced by race ethnicity. The school must no longer be used as a walled enclave of protection from the outside environment. The school is intricately connected with seemingly "non-educational" matters such as land used policies and racial segregation.
Textbooks, like schools, have been used to protect students from a multiethnic environment. Environments pictured in most texts are not adequate for use in the approach suggested here. Textbook treatment of the neighborhood has been largely white oriented. The socio-spatial environment of most texts is that of the white middle class family of four, plus dog, in a large, white house in a suburban all white neighborhood.

If geographers are to be effective in helping students to understand the effects of race, their approach must stress those aspects of life that are significant to the child outside of the school. The geography course must contain activities and problems which are similar to the life experience of the Black as well as white child. The study of the neighborhood is one such approach. The study of the local community has been suggested (with no mention of race) by geographers.

On the other hand, Evans in a preliminary edition of a social studies resource unit includes (for grade one) the following as part of her suggested learner objectives: "To learn that there is discrimination in housing, to learn that the type of home may be determined by the climate, finances, prejudice, personal preference, etc." Problems abound in most American cities and students are well aware of their existence. These problems offer a vital and strategic teaching approach in the area of local geography.
There are at least three aspects of a child's life that can meaningfully express his view of geographic relationships. These are drawing, play activities, and exploration.

The general American failure to recognize drawing as an intellectual tool means that children in the great majority of American schools never make anything themselves, though the homedrawn map is at least as important to geography as the laboratory experiment is to science.45

Drawing maps and writing about neighborhoods can be used as a method to indicate the influence of race on housing and social patterns. The white side of the street has the sun, grass, trees and bigger, more sturdy houses in contrast to the dirt and make shift houses on the Negro side. The street is pictured as a highway which "you're not supposed to cross over," this barrier effect was drawn in as red light placed on the Negro side of the street.46

Those patterns that are put on paper can also be expressed in play. The early play of children indicates the beginnings of human geography. The process of play with toys and other materials reflects the spatial relationships that the child has experienced. The use of blocks, and other building materials, for example, may reflect both the density and characteristics of the buildings in the child's neighborhood. The stories that are being played out on the floor reflect the social patterns that are being lived in the neighborhood.
Explorations and field trips are additional learning activities that can be used to express the spatial patterns of race. Some Black children's view of Park Avenue in New York City provides a good example of a field experience in race relations. Mr. Kohl, a teacher in Harlem, took his sixth grade class to the Metropolitan Museum; upon their arrival the following discussion took place.

"Mr. Kohl, where are we? In Long Island?"

"Marie, this is Park Avenue and Eighty-Sixth Street."

She looked at me as if I were mad, went to Pamela and told her Mr. Kohl said it was Park Avenue. The rumor spread through the class until finally a delegation of boys headed by Sam and Ralph approached me and challenged me to prove it was Park Avenue. I pointed to the street signs and they looked as if they wanted to cry.

"But where is Harlem? I live on Park Avenue—where are the tracks?"

A week later Mr. Kohl drove some of these same children down Park Avenue to the rich man's Faryland of opulent apartments. The children couldn't, wouldn't believe it.

"Mr. Kohl, where are the ash cans?"

"This can't be Park Avenue."

"Mr. Kohl, something's wrong..."

It was Pamela, not angry but sad and confused.

Although this study has concentrated on the role of local geography in the elementary grades, it can, with appropriate alterations and elaborations, be used at any level of education. The Detroit Geographical Expedition (a predominantly Black organization of undergraduate students
who deal with real urban problems) is a very good example of exploration and field work at a more advanced level. Perhaps, the expedition's most extensive project was its development of an integration plan for the Detroit Public Schools.

3. **Historical Geography**

Another approach that can be used is the study of the historical geography of Black America. In this approach stress is placed upon the processes of migration and segregation as they have developed through time. Migration and segregation are basic forms of black-white spatial adaptation in America.

Such a course of study might be divided into four parts: patterns of Black migration in the United States; the process of black-white segregation in the United States; the relationships between theories of spatial behavior and the reality of black-white socio-spatial patterns; implications for theory and practice.

Some topics under migration might be the movements of Black explorers and migration patterns through time. The following ideas could be pursued in a geography course: the distribution of slave and free blacks, the location of slave revolts and lynchings, the pattern of the underground railroad, the spatial diffusion of the Ku Klux Klan.
The process of segregation should be of interest to geography students. Urban rural and North-South contrasts in the development of segregation patterns need to be examined.

Geography and related disciplines have developed theories describing, explaining, and predicting human spatial activity which can be applied to the life experiences of Black Americans. Theories of migration, and use, social area and boundaries, diffusion, and environmental perception can call be used in a geography course on Black America.

The implications of theory for social policy can also be stressed in this approach. The student, for example, can be asked to look at an area of his choice with which to compare the actual situation with the rhetoric. Students can develop ideas and plans for using their knowledge in improving the conditions in his own community.

4. **Social Geography in the Humanities**

Much geographical information can also be obtained from Black music, poetry, and literature. These forms of expression, although they seemingly are concerned with a unique set of circumstances, reflect experiences so generally familiar to others in the same culture milieu that it is easy for them to identify with the situation.

Books such as Ellison's *Invisible Man*, Brown's *Man Child in the Promised Land*, Slim's *Pimp*, Hentoff's...
Jazz Country, are among the many pieces of literature that give insights into socio-spatial aspects of Black American life. Ellison, Brown, and Slim discuss the idea of "turf" and Black life in the city... Big Charlie, a Black, blind Jazz musician, and Hentoff's story explains his freedom in Texas as follows: "To be safe, I got to stay out of the white folk's neighborhood, but I got it worked out so that within my own territory I'm my own man." The writing of the children themselves is another source of geographic information. The Black child's description of blocks, neighborhoods, and people depict a modern America that few teachers know. The geographic relationship between white and Black America has been succinctly expressed by Nellie Holloway as follows: "I'm locked in the outsides of the white man's world."

Black music (slave, folk, jazz, soul) is another source of geographic information. Black music of the slavery era included many allusions to the process of migration. Differentiation of North and South and migration was expressed in words such as "weary travelers," "Canaan," "farewell," and "yonder."

An original singer of spirituals decided upon location in the North. In his worship service of singing and praying the decision was made to flee to free territory.

Before I stay in Hell (South) one day
Heaven shall-a be my home;
I sing and pray my soul away
Heaven shall-a be my home.58

Wandering and homelessness are themes of work songs and blues, the train became a later substitute for Elijah's chariot in Black music as a form of transportation by which to escape to freedom. Both themes, wandering and the train, are evident in the slave, work song "I went to Atlanta."

Black migration to the north erased the provinciality of place, the geographical contrast within the Black population; there became southern and northern rural and urban Blacks. These changes in location and life experience are reflected in music.

Classic blues are entertainment, country blues, folklore. The blues and blues-oriented jazz of the new city dwellers was harder, crueler, and perhaps even more stoical and hopeless than the earlier forms. It took its life from the rawness and poverty of the grim adventure of the 'big city livin.'61

Otis Redding's "Dock of the Bay" and Lou Rawls's "Goin to Chicago Blues" and "Tobacco Road" are examples of Black migration and urban-rural adjustment as expressed in music.

Poetry also vividly expressed Black life experiences, the Black Poet is, at all times, in tune with his people; he is an integral part of the Black community. Three examples of social geography in poetry are: "Ghetto Love-song-Migration" by Carole Gregory, "Northbound" by Lucy Ariel Williams63 and "Vive Noir" by Mari Evans.
Geography is also involved in Black folk beliefs. Diddy-Wah-Diddy, Zar, and West Hell are examples of Black mythological places. Diddy-Wah-Diddy is the largest and best known and is "way off somewhere," Zar is "the farthest point of the imagination;" and West Hell is hotter and tougher than regular Hell.

Summary

It has been the purpose of this Chapter to indicate that the subject of geography can be an integral part of a Black Studies program. Not only should the three approaches (local geography, historical geography and social geography as expressed in the humanities) outlined in this section be used to present new courses on Black America, they should also be used to "mainline" materials into already existing courses, such as, urban, economic and social geography and the many regional United States courses.
CHAPTER II
AN ANALYSIS OF SELECTED GEOGRAPHIC MATERIALS

A. Criteria for Making Geography More Relevant to Black Students

This chapter is devoted to examining selected geographic materials by measuring them against criteria, to be developed later in this section. To establish the criteria, this writer reviewed six studies on "the role of Blacks and other minorities" in geography textbooks. The bulk of the information in this section formed the basis for the development of the criteria for making geography more relevant to Black students.

For many years the textbooks in use in our schools reflected an almost completely white, middle-class society. The fact that America was made up of people of many different racial and ethnic groups was scarcely suggested, either in the pictures of the books or in their written content. When minorities were discussed, the discussions often appeared under such headings as "Problem Areas," which implied that persons of ethnic and racial minorities had been and still were more of a troublesome factor in our society than they were valuable contributors. Textbooks have virtually ignored Black children and children of other minority groups in a pejorative sense, which has suggested
to them that they were not the "real" Americans. "Real" Americans were always white and inevitable comfortably en­ sconced in a stereotyped middle-class setting.

Although persons of various racial and ethnic minor­ ities had been aware--indeed; were painfully aware--of this textbook situation for man years, it was not until the ad­ vent of the Civil Rights Movements that objections began to be made. The initial response of some textbook publish­ ers was simply to darken some faces in the textbooks. But it became clear that what textbooks needed was more than a superficial once-over with a black or a yellow brush; what was needed were basic textual revisions and very basic changes in approaches.

The California State Board of Education studied the treatment of the Negro in history textbooks in 1964; and concluded, "...historical distortions help perpetuate and intensify the pattern of racial discrimination which is one of our society's most serious problems." This suggests that efforts to "correct" the above have, at best, been tokenistic. Such textbooks tend to single out men like Booker T. Washington and George Washington Carver and exclude the likes of Nat Turner and W.E.B. DuBois.

The report points out clearly the damage done to Blacks by their omissions in textbooks. It reads:
As Ralph Ellison's novel, *Invisible Man*, demonstrates, whites do not 'see' Negroes. But Negroes are Americans; their history is part of American history. They need to be 'seen' in textbooks. What is especially important is that the discussions of Negroes appear as an integral part of the book. Perfunctory or casual treatment may imply that Negroes are not a part of America.66

The Michigan State Department of Education conducted its first study of the treatment of minorities in Social Studies textbooks in 1968. The following paragraph extracted from the 1968 report, may serve as a summary of the findings:

The historians found the textbooks to be inadequate when evaluated by the standards (of the Textbook Act) and in terms of their own professional judgment. The reviewers noted errors of both omission and commission, an avoidance of nearly everything controversial, and a reliance on outdated historical research. As one of the historians put it, the treatment of the Negro in the history textbook he reviewed 'exemplifies everything that must infuriate the ... Negro.'67

A second study was conducted in 1971 to determine the extent to which minorities appeared in social studies textbooks in use in Michigan Schools had increased since 1968. The 1971 Report was a virtual carbon copy of the earlier study. The following paragraphs extracted from the Second Report, may serve as a summary of this work:

1. While most of the textbooks do include mention of minority contributions, according to the reviewers these references are not often enough presented as an intrinsic part of the total text, but, rather, tend to suggest items that are mere attachments, placed into the text as afterthoughts.

2. These reviewers indicated that the history textbooks suffer from shortcomings that seem almost to be an essential aspect of the textbook genre
itself—that is, there is almost a complete absence of any attempt to deal with controversial events in the American past, virtually all events in the American past (and present) have been glossed over, the past is distorted through omissions of vital information.

3. While the historical contributions of some minorities are fairly included in the textbooks, others are nearly completely neglected. Further, the multi-ethnic nature of our society, as well as this society's roots in multiethnicity, are not clearly enough described. Further, say a number of these reviewers, the textbooks do not come close to adequate descriptions of the roots of prejudice.

The only study reviewed by this writer which was limited to geography textbooks was the study by O. Fred Donaldson. Donaldson explains the basic of his study as follows:

An examination of geography books and periodicals quickly reveals that American geography is a "white man's bag." Five recent fifth grade texts, six college regional texts, two urban geography books, and seventeen and one half years each of The Geographical Review, Economic Geography, and the Annals—Association of American Geographers were reviewed with the aim of examining their treatment of the Black American.

Of the six university level United States regional texts reviewed one was found to be adequate; it was published in England. (It is important to remember here and throughout this paper that the reviewer is white, and value judgments made by the author concerning the treatment of a group of which he is not a member may be questionable, i.e., adequate for me may not be so for a Black American.) The five American books range from bad to worse to white supremacist in their coverage of the Black man in America.

An appropriate summary might be:

With a few notable exceptions, this reviewer has found the field of geography to be wholly inadequate in its treatment of the Black American. Bunge's statement is apt here, "How backward of them for us not have
found them." The Black man knows more about whites than they do about him. Many times the Black Ameri-
can does not exist at all in geographic materials; at other times he is treated as an animal or an
object. The tone of the writing is one of bland and amoral optimism. There is no treatment of the viol-
ence perpetrated against or deprivations suffered by Afro-Americans in the United States. 71

The three studies referred to above clearly indicate that social studies textbooks, including geography, both misrepresent and underrepresent the Black man's role in the American scene. Each of the studies points to the damaging effects on Black students of such prejudicial treatment. In order to determine the desirability of geo-
graphic materials for Black students, it is necessary to establish criteria by which the content may be measured.

Geographic material should meet the following cri-
teria in order to be relevant to Black students:

1. Content that is composed of topics significantly relevant to the Black community.

2. Content that deals with real social and political problems of Blacks in the United States, as well as proposes reasonable solutions.

3. Content that can be useful in the lessening of ethnic hostilities and conflicts.

4. Content that augments the ego of the Black stu-
dent by including positive aspects of the Black experience.

If these four criteria are met, then one should be able to assume that the content is reasonably intellectually sound and useful to Blacks in their struggle for equality.
Implicit in all that has been said is the message that Blacks have not been afforded equal opportunities for the pursuit of happiness in the United States.

Such denials have contributed to oppressions of Black Americans, therefore, there is a pressing need to change the system. No system has ever yielded to a new one without immense political change; this change takes the form of violent overthrow of the existing system or a political restructuring brought about by the participation of a politically aware people who seek reform through ballots rather than bullets. This writer believes that education is a fundamental method of social progress and reform.

Further documentation of the rationale for the above criteria follows:

Criterion 1. Content that is composed of topics relevant to the Black community. It is important that Black students study topics of concern to the Black community. Joseph Loretan and Shelley Umans gave the following as a partial explanation of why disadvantaged (Black) students are not motivated.

Very few programs have attempted, in any planned or structured fashioned, to discuss...immediate problems of the world around them. Integration is an adult war (although it very often employs children as ammunition).72

Many educators have written about the value of starting learning activities with topics familiar to the student and moving towards the unfamiliar. Hilda Taba writes:
The same is true of topics like peer problems and family problems. They permit the instructor to capitalize on existing and prevailing concerns and thus to mobilize motivation to consider the more relevant ... aspects of human relations.  

Loretan and Umans refer to a language arts program in a Milwaukee Junior High School as using an interesting approach.

They are combining current problems with the understanding of language. Problem situations are either offered by the teacher or, if possible, drawn from the students. This differs from the familiar 'problem' approach only in that the problems are real not superimposed by a course of study.

Even though this was used in a language arts program, the principle would be the same for geography. For example, one could expect that textbooks meeting this criterion would include topics such as segregated housing, urban renewal, ghetto and inner-city.

Criterion 2. Content that deals with real social and political problems of Black people in the United States as well as proposes reasonable solutions. Grace Boggs writes that Black students need "a new system of education with new objectives and methods," because they must learn to survive. She says that if Blacks are to survive, Black students must learn to solve real problems. Of the relationship of education and politics, Mrs. Boggs states:

During the pre-Civil War stage of American society, the main purpose of education was to produce a political elite to govern the country. It was, therefore, exclusive (and) aristocratic ... then, with the Industrial Revolution education was reorganized to
... give the children of industrial workers minimum literacy (for the governed). The question of educating Black children didn't even arise because in their place as field hands and servants Blacks weren't even supposed to need minimum literacy.  

It seems clear that education is a vehicle for bringing people into the main stream, therefore, to become relevant to Black students, geography must provide the opportunity to study real world problems, such as the location of noxious facilities. Presently, freeway construction is displacing tens of thousands Blacks in most major cities in the United States. (See Chapter IV, Section F, for a geographic look at some of the consequences suffered by Blacks when freeways are built.) Blacks are also frequently paid less than reasonable prices for the property and are not relocated according to the commitments of city officials. Blacks can and must put an end to these inequities. This demands an understanding of decision making as well as the development of political knowledge and organizational studies. If the three hundred sixty-three year political drought is to end it is imperative that young Blacks learn the social and political system well enough to control their destinies.

Criterion 3. Content that is useful in lessening ethnic hostilities and conflicts. Franz Fanon says that racism has a degrading effect on both Blacks and whites. Therefore, authors must take pains to depict racial groups fairly and objectively. For example, when Blacks are
depicted, they must be shown as contributors to society. By the same token, textbooks must be willing to admit that there are systematic plans and programs to impede the social and geographic mobility of Blacks with the use of segregationist tactics. Textbooks must teach students to understand restrictive housing codes and their effect on Blacks rather than blaming Blacks for living in "rat infested" ghettos. One of the major objectives of social studies textbooks is to enable students to question ethnocentric views. The Michigan Department of Education study states:

When one lives in a particular culture, he may tend to see other cultures in an inferior position to his own. An ethnocentric person is so deeply embedded in his own culture that other cultures must perforce seem very strange, if not beneath his own. In a world where international understanding and good will seem to be essential to survival, ethnocentricism should be worked against -- and social studies textbooks should engage in this effort.78

Criterion 4. Content that augments the ego of the Black student by including positive aspects of the Black experience. The (Black students) need to be seen as a part of American(a), reported the California State Department of Education.79 Geographic materials should include positive aspects of the Black experience. The Michigan study suggests:

Whether the contributions are the great ones of well-known people, or whether the contributions are in terms of ordinary Americans (or groups of Americans) --- these contributions should be included. Simply by showing members of various ethnic groups at work and play in the American milieu will suggest that in many ways both large and small a variety of ethnic
groups do contribute to our society in both a general and specific sense.\textsuperscript{80}

The Michigan report continues:

One must consider what feelings a child may have when he looks at the pictures of the book, and whether or not these feelings tend to make him feel good or bad about himself. Thus, if a Black child sees the Blacks in a book depicted in negative situations, he is less likely to feel himself to be of worth. Textbooks should not only present persons of may different types for a variety of children to identify with, but these persons should encourage positive self-images.\textsuperscript{81}

Racism in the United States historically has so restricted the role of Blacks (as was pointed out earlier in this study) that it has been uncommon for Blacks to see themselves positively. In 1942, Henry Steele Commager and Samuel Eliot Morrison, two Pulitzer-prize winners, defined the Black man as "Sambo." They wrote:

As for Sambo, whose wrongs moved the abolitionists to wrath and tears, there is some reason to believe that he suffered less than any other class in the South from its 'peculiar institution' (slavery). Although brought to America by force the incurably optimistic negro (sic) soon became attached to the country and devoted to his white folks.\textsuperscript{82}

One does not need to be a psychologist to understand the negative connotations of the above statements for Black students. Other accounts also would enable Black students to develop positive self-images. If textbooks include the contributions of such men as Jim Beckwourth\textsuperscript{83} in the westward movement.

Otto Lindenmeyer writes of Beckworth:

A Black man, one of the most famous mountain men in all history, passed over the same Terrain (U.S. 395
and U.S. 40) over a century ago he led one, and then several, groups of pioneer-filled wagons through a pass he himself discovered across and around the most dangerous precipices of the Sierra Nevada Mountains.

Black students can learn about the making of America and the westward expansion, while at the same time enhancing their self-images by discovering some of the contributions of Blacks.

B. Selected Geography Textbooks

In this section it is the writer's intention to determine the relevancy of our secondary school geography textbooks to Black students. The content of the textbooks will be measured by the criteria developed earlier in this chapter, to determine its relevancy to Black students. The textbooks were selected on the basis of total and individual share of the market.

According to the marketing departments of Ginn and Company and Silver Burdett Company, approximately four million seventh graders form the potential market for the sale of geography textbooks. They estimate the real market to be one-fifth of the total seventh graders or eight hundred thousand students. Each of the books selected has averaged 15 percent or a projected 60 percent of the market. This means that four books have the potential of reaching four hundred eighty thousand students. The marketing departments suggested that probably 30 percent or one hundred forty-four thousand of the students are Black.
The textbooks are:


When the content of the volume *World Geography* is measured by the criteria, the following information is discovered.

1. Criterion: Is the content composed of topics significantly relevant to the Black community?

Response: No. There are no topics specifically relevant to the Black community. This textbook, like many other secondary geography books, is largely dedicated to physical geography. The first fourteen of twenty-four chapters deal exclusively with physical geography and contain countless facts. Unfortunately, none of the information discusses physical geography and its relationship to poor people or urban
In chapter fifteen the text deals with manufacturing and trade principally in the United States without specific reference to any relationship between human beings and manufacturing. The location of the manufacturing is one specific topic covered, but it is done in a rather statistical way with the total disregard for the role which men play in the location of manufacturing.

2. Criterion: Does the content deal with real social and political problems of Blacks in the United States, as well as propose reasonable solutions?

Response: No. The Bradley book discusses transportation, but neglects both the social problems related to transportation as well as possible solutions. However, World Geography does devote a section to South Africa which points to the multicultural makeup of the country.
Bradley discusses the presence of the large "Negro" majority and the people of mixed blood who make up three-fourths of the population but own only a small percent of the land; the limited personal economic and political freedom possessed by the Black majority; and the hatred of the whites that increases each year. The inclusion of the above type of information about South Africa and the exclusion of similar data concerning the United States suggest that:

a. No cultural variety exists in the United States;

b. There are no Negroes (Blacks) in the United States;

c. There are no social problems in the United States; and

d. Freedoms are available to "all" in the same quantity.

3. Criterion: Is the content useful in lessening ethnic hostilities and conflicts.

Response: No. The index contains no references under the following subjects: urban, Black, ghetto, slave, race,
When the content of the volume, *World Geography Today* is measured by the criteria, the following information is discovered.

4. Criterion:

Does the content augment the self-concept of the Black student by including positive aspects of the experience?

Response:

No. There is no reference to American Blacks in the index or text. Of the more than four hundred fifty pictures, one includes a Black man picking cotton. In contrast there are eight pictures of Africans in a variety of situations such as chemist, a lady

...
1. **Criterion:** Is the content composed of topics significantly relevant to the Black community?

**Response:** Only in Chapter fifty-six, "Conservation—A Matter of Life and Death," do the authors focus on concepts vital to students. Even so, the discussion is conducted in such abstract terms that much of the potential relevancy (to the Black community) is lost. The volume, *World Geography Today*, is strictly a regional approach to the study of geography, with fifty of the fifty-seven chapters devoted to area studies. This approach usually does not emphasize topics. Within the regions, the most important topics discussed were climate and physical features.

2. **Criterion:** Does the content deal with real social and political problems of Blacks in the United States as well as propose reasonable solutions?

**Response:** Israel, et al., are guilty of
exactly the same omissions as Bradley. *World Geography Today* devotes an entire chapter to South Africa and discusses its multi-racial makeup, in addition to the country's social problems. On the other hand, Israel and others allot eight chapters (fifty-seven pages) to the United States, wherein they not only fail to mention the presence of Blacks, they do not even hint that this country is multi-racial. As with the Bradley book, the content of *World Geography Today* offers little or nothing for Black students in terms of dealing with their social and political problems.

3. Criterion: Is the content useful in lessening ethnic hostilities and conflicts?

Response: No. Israel et al., devote considerable space to the United States discussing its great wealth in natural resources and industrial growth. The textbook takes
great care to point out the role which the United States plays in solving world conflicts and lessening international hostilities with its foreign aid programs, but no mention is made of internal strife within our own country. Since the content makes no mention of ethnic conflicts the problems will not diminish. In contrast World Geography Today discusses, at some length, the problem of ethnic hostilities and conflicts in South Africa.

4. Criterion: Does the content augment the self-concept of the Black student by including positive aspects of the Black experience?

Response: No. The index includes no references to any Negroes. The textbook makes no mention of American Negroes. In fact of the more than four hundred pictures in World Geography Today not a single picture is of a Black American.
The same volume includes pictures of Africans in a variety of positive roles such as a teacher, a political leader and a merchant. One might conclude that this text is more appropriate for the African classroom.

When the content of the volume, *The World Today: Its Patterns and Cultures*, is measured by the criteria, the following information is discovered.

1. **Criterion:** Is the content composed of topics significantly relevant to the Black community?

   **Response:** Yes. The Kohn book includes several relevant topics (Negroes in urban centers and slavery) to the Black community, but the book fails to deal substantively with the issues. As the California study points out, "Perfunctory ... treatment may imply that Negroes are not part of America." Even though the volume utilizes the regional approach with twenty-eight of the forty chapters focused on the area theme, it does discuss some economic concerns. Though
extensive, the discussion of economic questions are conducted on such a scale that they are not likely to speak substantively to the Black community whose economic concerns may be jobs, unemployment and home loans.

2. Criterion: Does the content deal with real social and political problems of Blacks in the United States as well as propose reasonable solutions?

Response: To a limited degree Kohn's interest in urban geography probably explains the frequency of the mention of cities. Even with forty-nine references to cities, only one discusses Negroes. In a brief statement on population shifts, the following appears:

...Also within the United States (there has been) an increase in the number of Negroes in the large urban centers, especially in the north.

The implication is that there is a population problem involving
Black Americans in northern cities, but the problem is neither developed or solved.

3. Criterion: Is the content useful in lessening ethnic hostilities and conflicts?
Response: No. With such a limited treatment of Blacks, there is no hint of any ethnic hostilities and conflicts. The matter of conflict is discussed; however, it is focused on communism. The authors discuss the following topics:

- Suppression of freedom and communism.
- Communism's ruthlessness toward opposition.

Kohn and Drummond could have easily investigated some consequences and "cures" of ethnic hostilities and conflicts by using the same techniques employed in their study of communism.

4. Criterion: Does the content augment the self-concept of the Black student by including positive aspects of the Black experience?
No. In addition to the above observations there are two other references to American Negroes as compared with nine in Africa, six in Latin America and one in the Middle East. Kohn writes of the millions of Negro slaves who were transported across the Atlantic. In a section on immigration, Kohn indicates the presence of Germans, Italians, Poles, Russians, Irish, English, Canadians, Orientals, and Negroes in the United States. The volume contains more than three hundred fifty pictures, only one of which shows American Blacks. The scene is one of a great crowd of people with Blacks composing a small proportion. On the other hand there are twelve pictures of Africans, one of which depicts a Ghanaian parliamentary scene.

When the content of the volume, *Man and His World* is measured by the criteria, the following information is available.
1. Criterion: Is the content composed of topics significantly relevant to the Black community?

Response: Yes. The Kimble-Davis book, in contrast to the three previous books includes the following references in the index.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Index References</th>
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<tbody>
<tr>
<td>Slave</td>
<td>Thirteen</td>
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<tr>
<td>American Negroes</td>
<td>Three</td>
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<tr>
<td>Multi-ethnic</td>
<td>Two</td>
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<tr>
<td>Cultures Culture</td>
<td>Two</td>
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<tr>
<td>Cities</td>
<td>Five</td>
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<tr>
<td>Urban</td>
<td>Forty-nine</td>
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<tr>
<td>Slum</td>
<td>Six</td>
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<tr>
<td>Ghetto</td>
<td>Six</td>
</tr>
<tr>
<td>Racial Strife</td>
<td>Five</td>
</tr>
</tbody>
</table>

_Man and His World_, as the other three volumes, is a world geography text that does not neglect the United States and its multi-racial society. It uses a topical approach and is written conceptually to direct students to new understandings. Its foremost concern is man, but not to the exclusion of all those non-human elements with which man must interact. It contains a healthy balance between man and
his environment. This text has also been able to cover world geography without neglecting the United States.

2. Criterion: Does the content deal with real social and political problems of Blacks in the United States as well as propose reasonable solutions?

Response: Yes. Chapter twenty-three, "Wanted: Workers for A Better World," poses the following questions. "What can I do about the condition of Blacks, about slum housing?" The textbook suggests open housing, fair employment laws and anti-discrimination laws of all kinds. Students are advised to vote and write their congressman in order to make the political system work for them. This volume says that one possible solution to the crowded slum tenements of urban centers may be a housing project like "Habitat" from "Expo 67" in Montreal. The problems
of drugs and crime in the ghetto are discussed but no direct solutions are recommended.

3. Criterion: Is the content useful in lessening ethnic hostilities and conflicts?

Response: Yes. The Kimble-Davis book discusses the presence and consequences of ethnic hostilities and conflicts. The textbook points out that racial strife can lead to war and everybody loses then. It states:

At home in the USA the early '70s were traumatic times (times of great shock and pain). Racial violence grew and the habitability of the cities diminished, as nothing substantial was done to ameliorate either racial inequities or urban blight. Welfare rolls grew as automation and general technological progress forced more and more people into the category of unemployable.122

To put the issues of ethnic hostilities and conflicts before the students the authors write:

Like the Jews, the Negroes and other minority groups, the American Indians in the United
States have had to put up with everything from ridicule to persecution.123

Several pages later, the passage below appears:

Mrs. Deloria also stressed the need to let minority communities run their own affairs. If we make it impossible for such communities to hold on to any part of their way of life, not only the Indians, the Amish and the Negroes will lose out, everybody will lose out. 'If you destroy us,' Mrs. Deloria concluded, addressing all Americans, 'you will destroy your last chance to understand who you are, where you have been, and where you have to go in order to survive as a people.'124

4. Criterion: Does the content augment the self-concept of the Black student by including positive aspects of the Black experience?

Response: Yes. The textbook includes frequent mention of Black contributions to the American scene. But more importantly, Black people are represented pictorially throughout the text. Of a total of eighty-seven pictures, eleven (or more than 12.5 percent) include Black Americans. Some of
Man and His World discusses the civil rights struggle frankly enough to clearly see the injustices and completely enough to instill some pride of accomplishment and some hope for the future. Blacks appear both in pictures and as a part of the text in such a manner that suggest they are visible and a part of the American scene. Of the four textbooks only one, Man and His World, satisfies (Minimally) all four criteria, and it is the only volume that this writer would recommend for classroom use.
C. Selected Activities from the High School Geography Project

In this section it is the writer's intent to describe the High School Geography Project, and evaluate content from selected activities by criteria to develop and determine its relevancy to Black Students.

The High School Geography Project was probably the first truly innovative curriculum project in the field of High School Geography. It was a combined effort of some of the nation's leading geographers and educators. Among the primary objectives was to change the focus of geography from the regional to the topical or systematic approach. The High School Geography Project was designed to revolutionize secondary geography so that it would become more relevant and more useful to students. In order to accomplish this objective, its steering committee identified nine (later shortened to six) major topics and proceeded to create materials which lead to certain predetermined educational and skill objectives.

It was decided early in the planning (of High School Geography Project) that the teaching strategy which would lend itself most effectively to the learning objectives of this curriculum project would be inquiry. Relying heavily upon the works of Edwin Fenton (a member of the steering committee) the staff and authors proceeded to develop the inquiry teaching strategies for much of the
materials. The format of the High School Geography Project curriculum materials differed from traditional format by structurally preparing the materials in separate unit, soft cover form rather than in the usual hardback textbook form.

An evaluation of the High School Geography Project, using the five criteria is as follows:

1. Criterion: Is the content composed of topics significantly relevant to the Black community?

Response: One activity in the unit on Manufacturing and Agriculture\textsuperscript{134} has as its theme the subject of "Hunger". At no time does the activity on hunger\textsuperscript{135} make any reference to such a condition existing in the United States. Substantial numbers of United States citizens suffer from hunger and malnutrition, the largest percentage of whom are Blacks. The material is written in such a manner (by its omissions) that students might well assume that such hunger does not exist in the United States. Before
problems can be solved, they must be recognized.

2. Criterion: Does the content deal with real social and political problems of Blacks in the United States as well as propose reasonable solutions?

Response: One activity "One Man, One Vote". deals with problems of malapportionment and inequalities of representation and encourages the students by drawing new voting districts.

3. Criterion: Is the content useful in lessening ethnic hostilities and conflicts?

Response: This criterion is not satisfied even though there are at least six activities in which this type of objective could be accomplished.

4. Criterion: Does the content augment the self-concept of the Black student, by including positive aspects of the Black experience?
Response: The "New Orleans" activity is devoted to a study of neighborhoods. It develops an opportunity for the students to study white and non-white neighborhoods, hypothesize concerning the presence or the absence of Blacks, test their hypotheses, and reach tentative conclusions on the basis of the information available. The "Upper Class" neighborhood is predominately Black which is "positive," but perhaps so positive it is unrealistic for most young Blacks. In fact the structure of the activity may well alienate Black students because it is deliberately set up to deceive the student.

Obviously no one set of materials can be all things to all people, but the High School Geography Project meets (minimally) most of the criteria for being relevant to Black students. With only slight changes, the above activities could have been made even more relevant to Black students.
In chapter two this writer has attempted to point out the omission of the Black experience from geography material and discussed some of the consequences for Black students. It seems clear that the research indicates an overwhelming need to develop geographic content that meets the above criteria if geography is to become significantly relevant to Black students. Implicit in the need for new content is the need for a strategy to insure that students will learn successfully. This writer believes that inquiry teaching has more than any other method to offer Black students in their study of the Geography of Black America. The next chapter, then, is designed to define inquiry, explain how it works and develop an inquiry unit.
CHAPTER III
INQUIRY: A STRATEGY FOR TEACHING THE GEOGRAPHY OF BLACK AMERICA

A. The Nature of Inquiry

There is no need to create a new teaching methodology for teaching social studies with a Black focus, for methodologies exist that are ideally suited for teaching the Geography of Black America. What is needed is the simple identification of a method and application of it to the materials. Inquiry oriented teaching is being used successfully in the High School Geography Project materials and can be as effective with the teaching of geography with a Black focus.

According to Dewey, reflective learning (inquiry) is the "Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends." Inquiry basically aims at supporting belief through use of reason, evidence, inference, and generalization.

Of inquiry, Beyer says:

Inquiry is one way of making sense out of what we experience. It requires thinking, and it requires other things too. Inquiry teaching is putting learners in a situation in which
they must engage in intellectual operations which constitute inquiry. It requires learners to make their own meanings out of what they experience. Neither inquiry or inquiry teaching are easy but they are productive and fun.140

Inquiry oriented teaching is not new. It has been discussed and used for many years. However, it has not always been known by the term inquiry teaching. It has often been called reflective thinking, problem solving, discovery, guided discovery, and inductive teaching. Even though these terms do not mean exactly the same, generally they describe what is meant by inquiry teaching.

The relationship between knowledge and learning, on the other hand, is so important, that is should not be overlooked.

What we know and how well we know it are products of how we go about learning. The reverse is also true. How we go about learning is conditioned by what we know (and want to know) and how well we know it (and want to know it).141

There are two basic kinds of knowledge, that which is memorized and remains superficial and that which one knows and understands with varying degrees of thoroughness. The thoroughness with which one knows something is directly related to how one learns. Meaning is not something that can be handed to someone on a platter. In fact to understand the meaning of something requires careful examination of it. Meaning and understanding are developed by the learner if he works with the information and makes it mean something. Developing meaning is the essence of all real
learning. It demands deliberate inter-action with information. It is difficult and requires considerable mental effort. In essence "meaning-making," finding out for oneself is the goal and heart of inquiry. In other words, memorizing and thinking are not exactly the same, almost anyone can memorize a list of sounds which have no significance, but in so doing, he is not thinking in a constructive way. "Thinking involves more than rote memory; it requires cognitive skills." In addition to learning by memory there is also a need to learn through inquiry which involves sophisticated thought processes.

Since the major objective of teaching is to stimulate, guide, and facilitate learning, the manner in which students are taught is related to the kind of learning the students inevitably employ, as well as the kind of knowledge desired. These factors should determine the kind of teaching to be employed.

Techniques which facilitate learning are limitless, including making bulletin boards, discussing, analyzing, lecturing, writing essays, reading, reporting and questioning. Each of the above techniques has both strengths and weaknesses, some being more functional for one type of learning than another.

If one desired to apply a strategy that would involve a "telling" learning experience, he might well use an expository strategy. On the other hand, any teacher
interested in using "the finding out for yourself method." Edwin Fenton suggests that these two strategies represent extremes on a continuum along which one might place any type of system devised for teaching purposes.

The principle goal of the expository strategy is to have students memorize facts and parrot authority figures. For example, the expository method is used when students are to learn dates, places, and names. Teachers who use this strategy commonly rely on authoritative sources such as textbooks, sound films, and other expert documents. Inquiry teaching varies distinctly from expository teaching in that its major objective is using facts to develop meaningful understandings, skills and values. In other words, in expository teaching, the teacher uses the learning of facts as an end, while in inquiry oriented teaching, the teacher uses facts as a means to an end (understanding). Inquiry strategies are best used for achieving knowing in the truest sense of the word.

Unlike expository teaching, inquiry teaching is not dominated by the expert (the teacher) and is substantially less associated with memorizing. Inquiry teaching is student centered rather than teacher centered and students partially control the pace, sequence and substance of what is being learned.
Beyer has suggested:

As inquiry-teaching strategy simply put is one that has students identify a problem for resolution, propose possible solutions, test these possible solutions against the evidence, draw conclusions warranted by the testing, and then later perhaps apply these conclusions to new data and generalize.

In order to utilize inquiry strategy successfully one must use inquiry tools effectively. These tools include basic concepts, hypotheses, and generalizations. Sources of primary information are necessary in order that a student analyze data in an attempt to arrive at meaningful understandings. The process of rational investigation is necessary for the student to understand the inter-relationship of the operations and implications that it has for learning and knowing.

Certain attitudes and values are associated with knowledge of methodology, principles, generalizations, the universals and abstractions in a field. To inquire successfully, one must value objectivity and use reason to solve problems. The following attitudes and values are important to the inquiry process:

1. Skepticism—a questioning attitude.
2. Curiosity—a desire to know more and to understand better.
3. Respect for the use of reason—use of rational investigation.
4. Respect for evidence as a test for accuracy—ability to qualify and to quantity evidence.
5. Objectivity—examination of all possibilities in an unbiased manner.
6. Willingness to suspend judgment—hesitation to jump to obvious conclusions.

7. Tolerance for ambiguity—tolerance for uncertainty, open-ended approach.

In the next section the process of inquiry is discussed as it is a vital dimension in inquiry teaching. The section on process is an actual explanation of how inquiry develops.

B. The Process of Inquiry

Much discussion has been conducted through the years concerning process of inquiry, with most of the differences centering around the proper number of steps and the nomenclature. In spite of the lengthy controversy, it seems clear that most scholars agree at least on the following:

1. Problem
2. Hypothesis
3. Testing the hypothesis
4. Conclusion.

The writer chooses to work with what he calls the five basic steps in the inquiry process, which are:

1. Identification of problem
2. Development of hypotheses
3. Testing of hypotheses
4. Formation of conclusion
5. Application of conclusion.

On the other hand, Hullfish and Smith use the term "control thinking" (in preference to the inquiry process),
but mean substantially the same thing. The nomenclature of the steps in their process differ from thus being used by this writer, but accomplish the same end. The Hullfish and Smith steps are:

1. Exactly what is the problem? Can it be broken down into subproblems?
2. This problem is similar to what others in my past?
3. What is the fundamental likeness of this problem and the others?
4. What is the fundamental difference?
5. What does this difference entail—new information, new method of attack?
6. Should I now redefine the problem?

Inquiry begins with a problematic situation that demands an answer or a solution. In order for the student to become aware of a particular problem it must have relevance to him. The student must be familiar enough with the situation surrounding the problem to realize that some discord exists, otherwise he sees nothing puzzling. Robert Jewett says: "The problem must be a real problem to the student--otherwise there is no incentive toward reflection." Therefore, he is not likely to be motivated enough to inquire. It is even more important in teaching the Black student that the problem be specific and relevant, because the sum total of his experience differ vastly from those of non-Black students. His knowledge, attitudes, and perceptions are based on his experiences (in a society where
his black skin places him in an inferior position) and determine how he will see and react to any given situation.

A problem is composed of a number of factors that make the student aware of a discordant situation. One such factor is immediacy. The closer a student is to the problem in time, space, and subject matter, the clearer the problem is to him. A Black student may wonder, "Why is the population in Cleveland more than 40 percent Black?", when he knows that originally Blacks were brought to settle and labor in the rural South. This question certainly has immediacy in time and space for any young Black who lives in an urban center. Immediacy alone, however, is not enough, for the subject matter must also be perceived as relevant by the student.

The magnitude of the problem in a given situation is determined by the way in which one perceives it. It is reasonable to assume that a student who lives on a wheat farm in Kansas might well wonder about the large concentration of Blacks in Cleveland (or some other northern city), but it is not likely that he would manifest any great interest. On the other hand a student who lives in the Hough area (a Cleveland ghetto) may wonder about the high concentration of Blacks in Cleveland. In addition, he is also intensely interested in how that situation affects him personally. This student wonders if there is a relationship between the problematic situation and
unemployment or crowded conditions.

It seems logical that immediacy (relevance) and the scope of the discord are vital for one to become aware of a problem. A student's knowledge, attitudes, and frame of reference determine how he will perceive any given situation. Discovering a problem is a task for the individual inquirer. Until this is done, there is little likelihood of any inquiry taking place.

When a student becomes aware of a problem it must also be manageable and meaningful. The problem must be stated in terms that have meaning to the student, and it must deal with something that relates to him personally. The original problem statement, "Why is the population of Cleveland more than 40 percent Black?", may be easier to handle if it were broken down into subproblems. The following are examples of some subquestions:

Why did Blacks originally settle in the South?

What conditions caused people to move from the South to Cleveland?

How does the high percentage of Blacks in Cleveland affect lives in Hough?

The student from Hough is very likely to inquire because of three things:

1. Awareness of the problem;
2. The problem is cast in meaningful terms; and
3. The problem is manageable.
The second step of inquiry is hypothesizing. An hypothesis is a calculated or educated guess or a tentative solution which is arrived at on the basis of the learner's frame of reference and his analysis of available data. Hypotheses are derived from either intuitive or analytical thinking. An intuitive guess is a combination of perception of the parts of a problematic situation and certain bits of information already known. It is basically a discovery. Bruner suggests, "Discovery like surprise, favors the well prepared mind." It does not happen in a vacuum.

An hypothesis may be produced without any systematic thought at all. A student's initial hypothesis to the problem, "What conditions caused people to move from the South to Cleveland?" might be, "for better jobs." Such a response is likely intuitive, but based on some knowledge. This hypothesis involves making connections between the student's observations and his previous experience.

Quite apart from intuitive thinking, is analytical thinking which is a deliberate, methodical, mental manipulation of data. Analysis is a conscious and careful attempt to examine the elements of a problematic situation as it is understood by the student, and is thus an effort to relate the various pieces of information with his knowledge by trial and error.
The hypothesis is a vital link in the chain of inquiry; it serves as a goal and a guide. It is a statement that must be proved valid or invalid. It is a guide because it directs the student to the data to be analyzed as well as determines that which is relevant. It is an extremely essential tool and increases the efficiency of the entire inquiry process.

In that an hypothesis is but a tentative answer, it must be tested. It is at this point that some very important learning begins. It is here that the student truly deals with the issues, becomes involved, and works on the problem. His creativity, imagination, insight, and accumulated knowledge are applied to a situation in order to arrive at new understandings.

The major task in hypothesis testing is often called analysis, but there are two other steps that must precede the analysis; they are the assembling and the arranging of the evidence.
The Steps in Testing the Tentative Evidence

<table>
<thead>
<tr>
<th>Assembling Evidence</th>
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<tbody>
<tr>
<td>1. Identifying the needed evidence.</td>
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<td>2. Collecting the needed evidence.</td>
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<td>3. Evaluating the needed evidence.</td>
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<tr>
<th>Arranging Evidence</th>
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<tr>
<td>1. Translating evidence.</td>
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<td>2. Interpreting evidence.</td>
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<tr>
<th>Analyzing Evidence</th>
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</thead>
<tbody>
<tr>
<td>1. Seeking relationships.</td>
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<tr>
<td>2. Noting similarities and differences.</td>
</tr>
<tr>
<td>3. Identifying trends, sequences, and regularities.</td>
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</tbody>
</table>

Figure #2

Barry Beyer suggests that the above diagram contains the essential steps in analyzing the tentative answer. He states that in order to assemble the evidence, one must identify what is needed, collect the evidence and evaluate it. Next one must arrange the evidence by translating, interpreting, and classifying. Finally, the student analyzes the evidence by seeking relationships (noting similarities and differences), and identifying trends, sequences and regularities.
The testing process begins by drawing out the logical implications of an hypothesis. If an hypothesis is reasonable certain data are available to support it. An hypothesis aids the inquirer in identifying needed evidence, when cast in "if—then—," framework. For example, the student may offer the following: "If Blacks moved from the South for better jobs then the job market was limited in the South." The student realizes that he needs the following type of evidence:

1. That large numbers of Blacks lived in the South and later moved to the North.
2. That desirable jobs were severely limited for Blacks.
3. That "better" jobs were available in Cleveland.

Once the student knows the kind of evidence available, he has some idea where he can locate it. He is surrounded by a sea of bits and pieces of information. These data exist in many forms—in books, in newspapers, as photographs, in advertisements, in diaries, in personal letters, in documents, in songs, in literature and art, as statistics, on maps, in charts, on records, and so on. Unfortunately only a fraction of these data is relevant to the testing of his hypothesis. Knowing what he is looking for helps him locate which sources of data most likely contain the needed evidence.

Evidence is collected by reading, observing, and listening. It also is secured through recall, for the
memory of the student is a valuable data source. In the case of the Hough student, it is most probably that he knows at least one student whose family actually moved to Cleveland from the South, from whom he has learned something about the circumstances surrounding the move. Even the "purported knowledge" says Allan Griffin,... needs to be tested in its truth.

Regardless of how evidence is collected, evidence is collected for examination. This constitutes the second step in testing an hypothesis. Once the evidence has been collected it must be evaluated for its authenticity and its relevancy to the hypothesis in question. If a newspaper account of an event is an author's version of personal observations, it is significantly different from interviews with those who witnessed it. If a song about work in the cotton fields is the true creation of the slaves themselves, it is more authentic than a song written by a folk singer and based on his impression of what work in the fields must have been like. In the case of a statistical chart, what are the sources of the statistics, who collected them, when, and why? Evidence usually contains answers to the above type questions. Even so it is often necessary to go beyond a specific piece of evidence under scrutiny in order to answer these questions. It is crucial to differentiate between fact
and opinion. Finally it is imperative that the inquirer examine contradictory evidence as well as supportive evidence.

After assembling the evidence, the student must arrange the evidence for the final step, analysis. Included here are the operations of translating, interpreting, and classifying evidence. There is no need for the operation to occur in the above sequence. It is necessary, however, that the steps do occur, because it is their function to arrange the evidence for efficient analysis. Translating evidence means changing it from one form into another. This may involve preparing a written summary of the contents of a map or a bar graph.

![Percent of the Total Black and White Populations Living in Metropolitan Areas and Central Cities](image)

Figure #3
The student can translate the graph on the preceding page into a written form for better interpretation. Interpretation, however, is another completely different operation. Here the apparent meaning of a piece of evidence is summarized or reported. Interpretation must follow translation and should not be confused with it.

Developing a conclusion for all practical purposes completes the inquiry process. It is a two step operation in which the learner must find meaningful patterns of relationships and state the conclusion.

**Developing a Conclusion**

- Finding meaningful patterns or relationships.
- Stating the conclusion.

The conclusion is a restatement of the original hypothesis if the hypothesis is valid. If on the other hand the hypothesis is found to be invalid, as a result of its testing, the conclusion is an entirely new statement. The Hough student finds more evidence to support a conclusion which differs from his original hypothesis. The student's statement of conclusion is that most Blacks migrate to Cleveland for social reasons (better schools, better homes, and less hostile attitudes).

Inquiry often results in a conclusion that is certainly more valid than the initial hypothesis, but may not be perfectly true because all the supportive data needed is simply not available. The student must go a step
beyond merely developing his own conclusions. His conclusion must be considered tentative and should be tested against new data.

The Hough student believes his conclusion is valid, because his data substantiated it. But for this conclusion to remain valid, the student must test his conclusion against the findings of other students and the experts.

For example, if one investigates why mass migrations come about, he develops an hypothesis as to the causes, tests it against data about a large number of past mass migrations, and then develops a conclusion about the causes of such migrations. He may be convinced that his conclusion is accurate, but should consider it tentative until he can apply it to analysis of other migrations such as the exodus of the Jews from Germany. In so doing, his conclusion is actually an hypothesis, hence must follow the same process of testing, as did his original hypothesis. If his conclusion is validated by this test, he will be considerably more certain that his conclusion is a generalization, for it appears that it (his conclusion about the causes of mass migration) is universally applicable.

Jewett sums it up as follows:

The only method for determining the 'correctness' of any assertion is the reflective process. Answers acquire the status of being
correct only in so far as they are grounded in relevant facts. 'Correctness' points to a relationship between a proposition and whatever is offered as warrant for believing it. Thus the criterion for determining the adequacy of an answer is the degree to which it has been tested by the exercise of the process of reflection. A parrot can be taught to emit sounds which correspond to what an informed person might say in answer to a question, but a parrot cannot possibly give a 'correct' answer.

The process of inquiring utilizes analytical thinking (deliberate and logical thinking) and intuitive thinking (guessing and jumping to conclusions). Inductive and deductive reasoning play important roles and are often used alternately in inquiry. Inquiry involves some conscious and deliberate acts, as well as some acts which are sporadic. The steps (in inquiry) are not well placed with one simple operation leading to another but more complex. The student frequently goes through this process more than once before the initial problem is solved. Inquiry starts with a problem and moves to some type of a resolution or conclusion. It is one way of making meaning from experience.

C. Concepts and Their Role in Inquiry Teaching

Concepts are important for two very basic reasons. They serve as objectives and tools; therefore, their roles are essential. A concept is a mental image of something which may be a concrete object, a type of behavior or an abstract idea. It (concept) may be described by a word
or a phrase which represents the image. Migration is a word which suggests a particular mental image about a type of movement. Ghetto and inner city are similar but quite different from the concepts of freeway and road. One could exhaust himself before exhausting the many geographic concepts.

Concepts are words used as labels, which are used to suggest other concepts. Concepts are usually complex and imprecise; therefore, they often mean different things to different people. The diagram below illustrates a few of the elements which go into the mental image of migration.

A Conceptual Model of Migration

![Diagram](image.png)

Figure #4

The image of migration as indicated above, suggests that when a geographer thinks about migration, he thinks about who is migrating, why the migration occurred, when the migration occurred, the actual movement of that person from
one place to another, and finally the consequences of the migration. These four elements in concert form a concept of migration.

Each of the elements is a composite of other components. For example, the components of the factors involved in the decision to migrate are shown below.

A Conceptual Model of Decision Making

The decision to migrate is never simple, for it involves both known and unknown factors. These (factors) are negative and positive as well as being located at points and origin and of destination. Problems which affect the move itself must be considered, and most important one must deal with the effects of such an undertaking on personal matters.

The diagram is a sound one, but does not represent the mental image of migration held by other social scientists or other geographers. A political geographer might
well have a more focused mental image of migration, concentrated on the legal ramifications of such an act. Others may use part of the above, none of the above or all of the above. In the final analysis, a concept is an individual impression.

Concepts help to organize information and content which may provide meaningful insights, and generate questions by which one may evaluate the evidence. A collection of concepts and other experiences is called a frame of reference. Such collections of concepts or frame of reference determine how an individual deals with new experiences.

All students do not encounter the same experiences, hence they probably develop different frames of reference. Therefore, it is the responsibility of social studies teachers to assist students in the development of additional concepts, so that they may arrive at new understandings.

Which concepts should be taught? The answer depends upon the specific course (discipline), its major objectives and most importantly the needs of the student. Geography is that social science which is primarily concerned with man and his use of space. The Geography of Black America stresses such concepts as movement, dwelling, area, and lines of separation. The above concepts might be referred to by Fenton as universal or macro-concepts, because they are broad and tend to be all inclusive.
These concepts must be broken down into less complex concepts to permit the student to develop more useful learning tools. The most useful type of concept is one which generates questions that are helpful in analyzing data in specific detail. Such a concept is often referred to as an analytical concept. In the following list, both macro-concepts and analytical concepts are included:

vocation  freeway
expansion  railroad
region  highway
area  road
section  travel
"pad"  environment
street  migration
turf  diffusion
territory  site
urban  state line
rural  city limits
ghetto  habitat
suburb  home
inner city  "block"
urban renewal  "hog"
urban decay  bus
neighborhood  automobile
reservation  place
boundary  space
size  shack
shape  alley
district  movement
city  dwelling
county  walk
state  mover
central business district  demarcation
tenement  "crib"
concrete jungle

The concepts are divided into four groups under the heading of four major concepts (Space, Habitat, Demarcation and Movement). These four concepts are labeled as macro-concepts, while the others are called analytical concepts.
## Analytical and Macro-Concepts

<table>
<thead>
<tr>
<th>Space</th>
<th>Habitat</th>
<th>Demarcation</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>location</td>
<td>&quot;pad&quot;</td>
<td>urban decay</td>
<td>expansion</td>
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<tr>
<td>region</td>
<td>environment</td>
<td>urban renewal</td>
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<td>home</td>
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<tr>
<td>turf</td>
<td>dwelling</td>
<td>shape</td>
<td>freeway</td>
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<td>street</td>
<td>shack</td>
<td>state line</td>
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<tr>
<td>urban</td>
<td>house</td>
<td>coast line</td>
<td>road</td>
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<td>rural</td>
<td>hotel</td>
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<td>travel</td>
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<tr>
<td>neighborhood</td>
<td>motel</td>
<td>rivers</td>
<td>diffusion</td>
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<tr>
<td>suburb</td>
<td>flat</td>
<td>&quot;crib&quot;</td>
<td>&quot;hog&quot;</td>
</tr>
<tr>
<td>ghetto</td>
<td></td>
<td></td>
<td>bus</td>
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<tr>
<td>inner city</td>
<td></td>
<td></td>
<td>&quot;wheels&quot;</td>
</tr>
<tr>
<td>reservation</td>
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<td>space</td>
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<tr>
<td>concrete jungle</td>
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</tbody>
</table>

**Figure #6**

Inquiry is a process in which the student is required to use "old" concepts in order to develop new concepts. This is called conceptualizing. To become functional resources, concepts must be developed. Inquiry teaching is designed to accomplish this. Inquiry teaching utilizes concepts designed to introduce the student to learning experiences which facilitate his own conceptualization of a specified concept.
Conceptualizing is a process which is composed of two steps:

1. Internalizing the concept (to develop new insights and meaning).
2. Analyzing new experiences (to develop new insights and meaning).

Comparison of Steps in Conceptualizing and Inquiring

<table>
<thead>
<tr>
<th>Conceptualizing</th>
<th>Inquiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>Data-gather</td>
</tr>
<tr>
<td>Categorizing</td>
<td>Hypothesis-testing</td>
</tr>
<tr>
<td>Identifying</td>
<td>Analyzing data</td>
</tr>
</tbody>
</table>

Figure #7

Brainstorming is the operation in which the student does the initial research for the information required to solve the problem (or answer the question). Whatever procedure is used, it represents the assembling of evidence. Categorizing is the ordering of evidence for analysis. Next, one must search for recognized relationships among the evidence.

There is nothing new about conceptual learning, but because such a great outlay of time is required to formulate concepts, the procedure is not as widely used as one would think. Though considerable time is required any concept can be learned by any age student with some degree of intellectual honesty. The teacher simply serves as a guide to assist the student through experiences which enable him to describe the essential elements of the
concept in his own words.

In choosing concepts to teach, one should take care to select those which are teachable and applicable to the content under study. Beyer sums it up as follows:

Concepts, in sum, are keys to inquiry. They not only shape what we learn, hence, concepts must serve as objectives as well as tools of learning and teaching. Conceptualizing, making concepts, is a learner-centered process; it requires students to be active investigators instead of passive receivers. Inquiry teaching is a strategy best suited to conceptualizing in the classroom.

D. Structuring Inquiry Teaching

In the three previous sections this writer briefly examined the nature and process of inquiry and the role of concepts in inquiry teaching. This section is designed to explain the structure of inquiry teaching units and provide some examples of same.

The success of inquiry teaching depends largely upon its organization, or structure. The manner in which the lessons are organized determines what is learned and how it is learned. Inquiry oriented teaching ideally leads the student to develop rational inquiry skills, therefore, it is important that lessons are structured to accomplish this end. Students are expected to learn to inquire and develop the skill of inquiry to use on future data. Beyer says that the essential elements of the strategy needed to provide a worthwhile learning experience are divided into three parts--an introduction, a body and
The strategy described in the preceding sections offers a practical framework for organizing inquiry-learning experiences, whatever their length. The essential elements of this strategy may be listed under the three basic components, an introduction, a body, and a conclusion. The introductory phase of an inquiry lesson involves developing a purpose for inquiring and sometimes even hypothesizing. While in the body of an inquiry study, students hypothesize, test their hypotheses, and reach conclusions. To conclude an inquiry lesson is to finalize the study. The introduction and conclusion are important to an inquiry framework, for no useful inquiry can be undertaken without a purpose, and the introduction does this. The main function of the conclusion is to state the meaning clearly.

This strategy provides a practical guideline for structuring daily (or unit) classroom lessons for all students at all grade levels. In addition, an inquiry teaching strategy may also provide the fundamental framework for an entire course of study or sequence of courses, units and may contribute greatly to the success of any lesson.

There are several inquiry structures only one of which is used in the section. A cumulative structure is one in which each unit grows directly out of and builds on the preceding unit, and the entire sequence culminates in a complete synthesis of the accumulated learning as mentioned
before. The student develops a purpose for study in the introductory unit. The second unit is an indepth study of a body of content used to hypothesize solutions to the problem and to test these hypotheses. Study of each succeeding unit offers an opportunity to modify, reject, or add to the conclusions already formed as the students progress toward conceptualizing or generalizing about the subject under investigation. The entire structure is built around the basic operations of inquiry teaching from problem to hypothesizing (H), testing (T) and concluding (C) to final generalizing.

To complete this section on the structure of inquiry, it seems fitting to develop an inquiry unit and point out some integral functions in inquiry. "The Ghetto: Its Place in the City" is a structured model of an inquiry unit.
The Ghetto: Its Place in the City

FIRST DAY

Knowledge Objectives: To know two theories on the development of cities.

To know that cities are divided into recognizable patterns.

Skill Objectives: To understand and interpret diagrams.

To study and interpret aerial photographs.

Materials:

Reading: "How a City Grows"

Transparencies: #1. Model of Concentric Zone Theory

#2. Model of Sector Theory

DEFINING THE PROBLEM

How Do Cities Develop?

HYPOTHESIZING

Cities are built ....

Cities get started because....

Cities develop because....

Cities develop at....

because....

TESTING HYPOTHESES

Have students read "How a City Grows"

Show Transparency #1 and #2

If..., then a city develops....

CONCLUSION

Cities develop when....
SECOND DAY

Knowledge: To know that newcomers to a city usually move to the older sections. To know that newcomers to a city often locate near friends and relatives.

Materials: Reading: #3 "The Successful Migrant"

DEFINING THE PROBLEM

How do people choose their residences?

HYPOTHESIZING

People choose their residences on the basis of...

TESTING HYPOTHESES

Have student read If..., they choose to live.... "The Successful Migrant" CONCLUSION

People select their residences on the basis of....
THIRD DAY

Knowledge Objective: To know that wealth is a "passport" into a better section of town.
To know that some groups of people never move from their original sections.

Materials: Reading: #4 "Watts: My Home of My Prison"
#5 "Flight to Suburbia"
Maps: 8½ x 11 Ethnic distribution Map of Chicago

DEFINING THE PROBLEM

HYPOTHEORIZING
People who have good jobs move...
People remain in their original sections because.

TESTING HYPOTHESES
Have students read readings #4 and #5.
Have students study Ethnic distribution maps of Chicago.
If a person is...then he...

CONCLUSION Some people have greater mobility than others
FOURTH AND FIFTH DAYS

Knowledge Objectives: To know the meaning of the word ghetto.
   To know the origin and some of the history of the ghetto.

Skill Objectives: To understand the difference between a ghetto and an ethnic neighborhood.
   To differentiate between the social stigma and the real value of the property in the ghetto.

Materials: Dictionary
           Encyclopedia
           Aerial Photographs
           Article "The Ghetto"

DEFINING THE PROBLEM

Have students refer to the hypotheses made by them earlier.

What is a ghetto?

What does the ghetto mean to you?

HYPOTHESIZING

A ghetto is....

A ghetto is a place where

TESTING HYPOTHESES

Direct the students to the reference books first then
to the short article on the ghetto.

Have the students discuss their hypotheses and identify those which their research supports or refutes.

What does the data tell about the ghetto and its history?

**TESTING HYPOTHESES COLLECTING EVIDENCE**

Students are shown photographs and slides.

Students should have a hypothesis to test, to decide what evidence they want to see, to verify it and then to look for this evidence in the photographs and slides.

Students should be encouraged to answer the following type questions:

What do I see?
What does it mean?
Are there patterns?
Are there relationships?
Are ghettos worthless?

My statement is correct because....

The aerial photographs show evidence of housing patterns, business centers and industrial sites.

The slides show clusters Black, white poor, apartment buildings, single family dwellings and the environs of each section of the city.

I see....

There are groups....

The ... always show up near....
ARRANGING AND ANALYZING EVIDENCE

After studying pictures and slides have the students go over their hypothesized characteristics to determine, on the basis of the evidence just seen, which seem accurate, which do not, and which remain yet untested. Require evidence from the slides and photographs to support student opinions.

DEVELOPING A TENTATIVE CONCLUSION

Have each student write a statement describing what he feels are probably the major characteristics of a ghetto. Based on the evidence I have seen so far, a ghetto is....

DEVELOPING NEW HYPOTHESES

Have the students suggest any new characteristics of the pictures and slides not yet mentioned. Have them list what other characteristics still need to be tested further. May suggest:

- Presence of more than one ghetto
- Presence of railroad tracks
- Oldest part of city
- Ghettoes exist on valuable land
TESTING HYPOTHESES
IDENTIFYING NEEDED EVIDENCE

Have the students identify the evidence needed to verify each hypotheses.

If railroad tracks run through ghettos...then...

Information regarding the location of railroad tracks and ghettos.

Information on the relative age of section of cities in which ghettos are located.

CONCLUSION

A ghetto is....
SIXTH DAY

Knowledge Objectives: To know at least five major features of a ghetto.

Skill Objectives: Given all the data thus far used, to be able to synthesize it into a unique communication descriptive of a ghetto. Given several articles from newspaper, to be able to judge its accuracy by identifying three accurate statements and three inaccurate statements in it.

Materials: Newspaper articles about the ghetto and its problem.

APPLYING CONCLUSIONS TO NEW DATA AND GENERALIZING

Have the students report the inaccuracies they found in the newspaper articles. Students should produce evidence to support their opinions. Regardless of which inaccuracies are cited, it is the evidence cited by the students in support of their views that is the focus of this lesson.

Have the students identify the five most important characteristics of a ghetto (They should use any and all evidence available.) List these characteristics on
the board.
Have the students group similar characteristics to­
gether and label each group.
Have the class agree on a statement that describes as accurately as possible (based on their study) what a ghetto is like.

**Summary**

Inquiry teaching is composed of many parts, of these, its organization or structure is most crucial. Such a structure enables a student to define a problem, hypothesize, test his hypotheses, draw conclusions, and apply new data to the conclusions. Daily lessons must be carefully designed to require students to engage in these same mental operations. Carefully planned lessons using an inquiry strategy are essential to effective inquiry teaching. It is hoped that the preceding pages may be of some direct use to teachers who may wish to embark of a new and fruitful teaching experience.
A. Introduction

The purpose of this chapter is to present examples of the types of geographic materials which focus on the Black experience. The specific content is designed to serve as a contribution to knowledge by shedding light on selected spatial aspects of Black America which have suffered from benign neglect at the hands of geographers. It is further hoped that this chapter serves as a model for teachers who wish to pursue, in behalf of their students, the teaching of the geography of Black America.

This chapter is composed of four episodes designed to teach specific geographic concepts by drawing on selected Black experiences. The major theme in this chapter is migration and each concept relates directly or indirectly to migration. The episode employs several different techniques. The first episode "Migration: Its Role in the Lives of Early Black Americans" is chiefly on expository treatment of the technical aspects of migration with a capsulized discussion of some of the factors involved in early Black migration. The episode provides the data required for the students to engage in inquiry patterns. The second episode is designed to encourage students to identify and analyze the factors
involved in the decision to migrate, and finally develop understandings of patterns of spatial distribution and racial segregation.

The third episode is a case study which is extremely valuable to the research in the Black experience, for it represents a form of oral history. Since Blacks have systematically denied equal educational opportunities and have been kept totally illiterate for nearly three hundred years, much of what must be learned about Blacks in America, must come by way of oral history. There are those who will disregard such as unscholarly, but not all of white America is quite so naive, for several major foundations have begun this type of project. The fourth episode, a role playing simulation, employs a technique that lends itself perfectly to inquiry. It begins with a problem to which students are to pose tentative solutions and demands that each player arrive at a conclusion. The true test comes only when the student can test his conclusions in another real world situation. The idea for "The Crosstown Express: To Build or Not to Build" became a real problem in Philadelphia, Pennsylvania. The basic issue remains the same.

The most important part of this chapter is the content, which highlights episodes from the Black experience. Content alone however, is of little value, therefore, the writer seeks to blend in some inquiry elements. Each
episode contains: Educational objectives; A statement of the problem; A list of concepts; A generalization; and notes to the teacher.

B. Migration: Its Role in the Lives of Early Black America

Teacher's note:

This episode explains what migration involves and contains an historical capsule of some factors surrounding the mobility of Blacks from the fifteenth through the early part of the Twentieth Century.

Objectives:

To learn the definition of migration.
To understand some factors which affect migration.
To understand the role of Blacks in the agrarian economy of the colonies

Statement of the Problem:

Why do people migrate?

List of Concepts:

Migration
Internal migration
External migration
Forced migration
Immigration
Population pressure
Intervening obstacles
Origin
Destination
Slavery
Agrarian economy
Intercommunication

Generalizations:
People migrate to find a better life.
People migrate when forced to.

B. Migration: Its Role in the Lives of Early Black Americans

Before beginning the analysis of migration patterns of Black Americans, it is desirable to establish some basic definitions to explain a few principles of migration research. Migration is defined broadly as a permanent or semi-permanent change of residence. No restriction is placed upon the distance of the move or upon the voluntary or involuntary nature of the act, and no distinction is made between external and internal migration. Thus, a move across the hall from one apartment to another is counted as just as much an act of migration as a move from Bombay, India, to Cedar Rapids, Iowa, though, of course, the initiation and consequences of such moves are vastly different. However, not all kinds of spatial mobility are included in this definition. Excluded for example, are the continual movements of nomads and migratory workers, for whom there is no long-term residence, and temporary moves like those to the mountains for the summer. No matter how short or how long, how easy or how difficult, every
act of migration involves an origin, a destination, and an intervening set of obstacles. Among the set of intervening obstacles, we include the distance of the move as one that is always present.

The factors which enter into the decision to migrate and the process of migration may be summarized under four headings as follows:

1. Factors associated with the area of origin.
2. Factors associated with the area of destination.
3. Intervening obstacles (see diagram below).
4. Personal factors

Migration is a process which is dependent upon the establishment of means of intercommunication between areas having different intensities of population pressure, which may increase or decrease within a given area either through a growth of economic and social opportunities or through the continued growth of population. Through the flow of population from regions of low pressure, these inequalities tend to be reduced. Migration increases as both
physical and cultural resistance decrease. Physical isolation, inertia, prejudice, and ignorance are some of the factors which inhibit the freedom of movement of population. The amount of migration from one area to another is directly proportional to the difference in population pressure between them and inversely proportional to the resistance.

During the colonial period internal migration was relatively simple and easily understood. It concerned farming population and the colonization of new land. As the Indians were displaced or exterminated, it was through immigration that the "confiscated" territory was reoccupied.

While the relation of population to land resources was low, growth in number through immigration and natural increase proceeded practically without check. But since the amount of productive land had limits, it was natural that an increasingly adverse pressure would develop, leading to a gradual lessening of the rate of growth and of growth itself. This change was hastened by development of a highly productive agricultural system and the subsequent (regional) decline because of soil erosion, then abandonment. In each area, therefore, the result was, first, a decline in immigration, and when the region could no longer absorb even the natural increase a net emigration.

While migration may result from a combination of factors at origin and destination, a simple adding of +'s and
does not decide the act of migration. The decision to move must be strong enough to overcome the natural inertia which always exists. Moreover, between each two points there is a set of intervening obstacles which range from manageable in some cases to insurmountable in others. The most studied of these obstacles is distance, which while omnipresent, is by no means as important as personal factors.

It is not so much the actual factors at origin and destination as the perception of these factors which leads ultimately to migration. Particularly in the case of the Black American, there was an acute awareness of conditions at the place of origin but because of poor communications there was only a limited perception of conditions at point of destination. Total frustration with inadequate destination together with frantic hope for the better life is a simplicistic explanation for his migration. The decision to migrate, therefore, is seldom completely rational, and for some persons the rational component is much less than the irrational. This is frequently the judgment of scholars.

Not only has the Afro-American's migration been over greater distance, but he has been involved for a greater time. From history we have learned the Europeans (as well as Africans) traveled great distances as explorers and traders, but extensive migrations were not a way of life. 
On the other hand, as early as 1440, with Prince Henry the Navigator, Portugal participated in the forced migration of Blacks from Africa to Europe. The Spanish followed the Portuguese lead and by the beginning of the sixteenth Century, Blacks were being brought to the new world in significant numbers. Aptheker discussed a colony in Bedee, SC as early as 1526, which contained about one hundred Blacks.

Americans on the whole have been a highly mobile people, but with a quick glance into yesterday we can see that Black Americans have been most mobile. From the beginning it was the Black immigrant who traveled the greatest distance to reach the shores of the new world. Once planted in the tide water area they began their treks westward and northward. Even during the period of bondage, Blacks in America managed to remain mobile. In addition to the forced migration, Blacks managed some migrations of their own as they shed their shackles and boarded the underground railroad and headed north. With the end of slavery (the most ruthless of all institutions) another wave of migration began from the rural South to the urban South, from the South westward, then several generations later the great waves of migration from the South to the North.

The 1660's officially opened the period of slavery, when the mobility of Blacks was sharply curtailed. The
same period began an era of enormous importation of Africans to supply badly needed labor for an agrarian economy. Since the tide water area was the most important agricultural region in the colonies, the first significant clusters of Blacks developed in Virginia, Maryland, and North Carolina. Until the end of the 17th Century, tobacco, the primary crop, was grown in large quantities chiefly for export. Tobacco was grown in the tide water and exported to England.

With the introduction of rice as a staple crop in the 1690's the first major internal shift in the Black population occurred, as South Carolina became the home of more and more persons from tide water regions as well as Africa to work the rice fields. Rice was successfully grown in the Carolina low lands and soon became the chief product exported through Charleston. The growing of rice required marshy swampy land which was found in abundance in South Carolina.

Georgia was similar in climate and type of land, therefore, as it was open to slavery, the cultivation of indigo and rice increased markedly and set in motion the forced migration of thousands of Blacks into that colony. Rice and indigo were grown mainly in the low lying coastal regions and the hot, humid islands off the coast, where the swampy areas bred Malaria-carrying mosquitoes and whites who worked in the fields were affected by this disease.
Because most of the Blacks were from a hot and humid climate, they were better suited to the physical conditions and thus became absolutely necessary to the rice and indigo cultures. So important was Black labor that the largest plantations in North America were located in the colonies of South Carolina and Georgia. In fact, in many counties in these two states, Blacks out-numbered whites, although South Carolina was the only colony where slaves were a consistent majority.

North of Chesapeake Bay the growing season was so short and fishing and shipping were so important that agriculture never became the major commercial venture. This made slave labor economically so unprofitable that for the most slavery never gained a firm foot hold in the middle and New England colonies. As a consequence, the Black population outside the colonial South was indeed small.

There is evidence of the presence of slavery in each of the four New England colonies, Massachusetts, Connecticut, Rhode Island, and New Hampshire, by the middle of the 16th Century. But by 1700 Blacks numbered only about one thousand in a total population of Ninety thousand. At no time would Blacks constitute as much as 5 percent of the people within any of the New England colonies, with the exception of Rhode Island where Blacks were recorded in 1755 as being 14 percent of population. In addition
to the usual skilled trades (such as barbering, fishing and cooperage) Rhode Island employed a large number of Blacks on the many dairy farms.

The migration of the Blacks was greatly aided by the Quakers. Even though Quakers owned slaves, they were the principal conductors of the underground railroad. As early as 1740 those Quakers in North Carolina and Virginia discussed seriously the question of the humane treatment of Blacks and proceeded to forbid their neighbors to own slaves. Shortly after the beginning of the 19th Century, all Quakers were uniformly out of the business of slavery. Not only did they work within their group but they also worked against slavery in general and recommended programs to aid the Blacks when they were out of slavery.

Slavery was common in both New Jersey and New York but on a small scale during the period of Dutch settlement. The Dutch India Company, a major slave-trading organization, and the Dutch government hoped to stimulate agriculture by encouraging the importation of slaves to the New Netherlands. Their efforts bore little fruit. Blacks formed about 12 percent of the population during the 18th Century in New York, and New Jersey. Working a wide variety of occupations, including domestic servants, miners, carpenters, coopers, tanners, and shoemakers.

Most of the movement since 1890 has been concentrated in the States east of the Mississippi and has been from
south to north across the Ohio River. Prior to 1890 migration of Blacks was not great and seems to have been local, from state to state, and only to a slight extent out of the South. But after 1890 the northward direction of movement has been steadfastly maintained and has increased in amount decade after decade. Oklahoma, first opened to settlement in 1889, attracted Blacks as it did whites between 1890 and 1910, but since 1910 there has been a net emigration of Blacks from Oklahoma as from the other southern states. In view of the enormous movement of whites into California, it is surprising that so few Blacks have gone in that direction. The great gains through migration have been in a few industrial cities in the North: St. Louis, Chicago, Detroit, Cleveland, and Philadelphia; and the chief losses have been sustained by four southern states: Mississippi, Alabama, Georgia, and South Carolina. Much of the northward movement has been from one state to the neighboring northern one so that the drift has been in the nature of a state-to-state displacement. Kentucky, for instance, received from the southern states more Blacks than she gave, and contributed to the northern states more than she received.

When one understands migration and generally the role it played in the lives of early Black Americans, it seems logical to concentrate on a smaller period of time and a more specific migration pattern. Such a study of migration
is "The Great Migration" and covers the period from World War I to the 1920's. This study sets the stage for understanding some segregation patterns.

C. The Great Migration

Teachers Note:

This episode is a narrative that briefly comments on life in the South prior to World War I and sets the stage for the great migration. Several theories are advanced for the move, and some general descriptions of the "promised Land". Most importantly, this episode provides a basis for understanding the origins of racial segregation patterns.

Objectives:

To know some of the factors in the South that contributed to Blacks decision to migrate
To understand the role of World War I on Black migration
To understand how racist labor and housing tactics served to demoralize Blacks.

List of Concepts:

Tennant
Oppression
Segregation
Emancipation
Race Prejudice
Mobility
Lynching
Terrorism
Unskilled labor
Segregated housing

Generalizations:
People migrate to get away from unpleasant conditions. When one labor supply is exhausted employers must locate another labor market. People who think that they are socially often become violent.

C. The Great Migration

From 1914-1916 there was a steady stream of Blacks into the North in such large numbers as to overshadow in its results all other movements of the kind in the United States. These blacks came largely from Alabama, Tennessee, Florida, Georgia, Virginia, North Carolina, Kentucky, South Carolina, Arkansas and Mississippi. The given causes of this migration were numerous and complicated. Some untruths centering around this exodus have not been unlike those of other migrations. Again it was heard that the Blacks were brought North to fight organized labor, and to carry doubtful states for the Republicans. These numerous explanations themselves gave rise to doubt as to the fundamental cause.
Why then should the Blacks leave the South? It has often been spoken of as the best place for them. There, it was said, they have made unusual strides forward. The progress of the Blacks in the South not general, although the land owned by Blacks in the country and the property of thrifty persons of their race in urban communities was noticeable. In most parts of the South the Blacks were still unable to become landowners and successful businessmen. Conditions and customs reserved those spheres for the whites. Generally speaking, the Blacks were still dependent on the white people as they were tenants and servants. Forced to accept this as their lot, they wore their "lord's" cast-off clothing and lived in his ramshackled barns and cellars. In this unhappy state so many Blacks lost all their ambition to attain a higher station. The world went on but in their isolated spheres, progress passed them by.

What was the cause? There was terrorism, maltreatment and general persecution. Some said that they left the South because of injustice in the courts, unrest, lack of privileges, denial of the right to vote, bad treatment, oppression, segregation and lynching. Others say that they left to find employment, to secure better wages, better school facilities and better opportunities for upward mobility. Southern white newspapers (normally ignored except in the case of reporting crimes) said that Blacks went
North because they have not had a fair chance in the South and that if they were to remain there the attitude of the whites toward them would be changed.

Two of the more immediate causes of the great migration were due to the floods and the damage done by the boll weevil. The boll weevil was probably overall more devastating. The boll weevil was an insect about one fourth of an inch in length that bred on no other plant than cotton and fed on the boll. It first attacked the cotton crop in Texas from Mexico, and extended into the heart of the South to become a national disaster. At times, the damage exceeded 50 percent of the value of the crop or 4,500,000 bales for a total loss of $250,000,000. Obviously with such a tremendous reduction in the cotton crop, there was correspondingly a reduction in the need for labor. Most of these were Black and many migrated North. However, there were still other reasons for migration.

The cutting off of European immigration by World War I created a labor vacuum in the North that served as an invitation to the Blackman. Blacks had made some progress in the North since emancipation but despite those achievements they were so handicapped by race prejudice and proscribed by trades unions that the uplift of the race by economic methods were nearly impossible. In addition the European immigrants had contributed to the exclusion of Blacks even from the menial positions. In the midst
of the drudgery left for them, the Blacks had frequently been debased to the status of dependents and paupers. Scattered through the North too, in such small numbers, they were unable to unite for social betterment and mutual improvement and naturally too weak to force the community to respect their wishes as could be done by a large group with some political or economic power. With the advent of the war, there was an immediate change. Women of color formerly excluded from domestic service by foreign maids were in demand. Many mills and factories which prohibited Blacks from entering a few years before began to bid for the labor. Railroads could not find white help to keep their property in repair, contractors fell short of their plans for failure to hold mechanics drawn into the industrial boom and the United States Government has had to advertise for men to hasten the preparation for war.

Men from all over the North went South to tell the Blacks of a way of escape to a more congenial place. Since the mobility of Blacks had historically been limited to a few miles and they knew only of their miseries they had immediate visions of a promised land a few hundred miles away. Some were told that they would amass fabulous riches, some of the hospitality of the places of amusement and recreation and some of the opportunities for education in the North. The migrants then were soon on the way. Railway stations became conspicuous with the presence of Black
tourists: the trains were crowded to full capacity and the streets of northern cities were soon congested with Black laborers seeking to realize their dreams in the land of unusual opportunity.

Employment agencies found themselves unable to cope with the demands for labor and agents sent into the South to induce Blacks by offers of free transportation and high wages to go North. The agents found it impossible to supply the demand in the centers where once the Poles, Italians and the Greeks worked in jobs formerly denied to Blacks. In other words, the migration differed from others in that the Blacks had opportunities awaiting them in the North after the war whereas formerly it was necessary for them to make a place upon arriving among enemies.

Southern whites became alarmed at the immensity of this movement and undertook to check it. To frighten Blacks from the North, southern newspapers were carefully circulating reports that many Blacks were returning to their native land because of unexpected hardships. When this failed, southerners compelled employment agents to cease operations, arrested suspected employers, prevented the departure of Blacks and imprisoned those who appeared at stations to leave for the North on false charges. This procedure could not long be effective, for by the more legal and clandestine methods of railway passenger agents the work had gone forward. "Some southern communities
advocated drastic legislation against labor agents, as was suggested in Louisiana in 1914, when by operation of the Underwood Tariff Law and Blacks thrown out of employment in the sugar district migration to the cotton plantations".

As evidence of this first fact one needs but note the continuation of mob rule and lynching in the South despite the preachings against it in the media which heretofore winked at it. This terrorism had gone to an unexpected extent. Black farmers had been threatened with bodily injury, if they moved from certain parts.

The southerner of aristocratic birth said that only the shiftless poor whites terrorized the Blacks. This may have been so, but such truth offered little consolation when it is observed that most white people in the South were of this class.

The exodus to the west was mainly directed to Kansas and neighboring states, the migration to the southwest centered in Oklahoma and Texas. Pioneering Black laborers drifted into the industrial district of the Appalachian highland during the 1880's and 1890's and the infiltration of the discontented "talented tenth" affected largely the cities of the North. The mining districts of the North and West were also being filled with Blacks and western planters were supplying their farms with them. Unskilled Black workers moved into cities to increase
the Black population more than 100 percent. Places in the North, where the Black population had both increased and decreased prior to World War I received steady influx of Blacks. In fact, this was a nation-wide migration affecting all parts and all conditions.

Blacks in seeking new homes in the North moreover, invaded residential districts previously all white. There Blacks encountered prejudice and persecution until most whites moved out or did whatever they could to prevent the new arrivals from moving in. The lawlessness that followed proved that violence could develop among any class of whites rather than restricted to vigilance committees of poor whites. It brought out another aspect of lawlessness in that it broke out in the North where the number of Blacks were still too small to serve as an excuse for the terrorism and lynching considered necessary in the South to keep the Blacks down.

D. From the Gold Coast to the Ghetto

Teacher's Note:

This episode is a case study of the family of one James Mills, which condenses a story of the making of America. It begins with immigration, it includes slavery, it mentions war, and refers to various stages of industrial revolution. Finally it is most important because it focuses on Black America.
Objectives:
To learn the origin of some Americans.
To understand some of the implications of the United State's change from an agrarian to an industrial economy.

List of Concepts:
Industry
Community
Ghetto
Assembly Line

Generalization:
People migrate for a better life.

E. From the Gold Coast to the Ghetto: A Case Study

Sometimes early in the 19th Century probably between 1806 and 1810, a young Irishman by the name of Barry McClanahan moved to Hillsdale, Alabama, in Shelby County and staked out a claim. As soon as he was able, some five or seven years later in 1815, he began to purchase slaves. He became a planter and as his fortune increased so did his holdings along with his slaves. At some point prior to 1820 he became the owner of a female slave from the Gold Coast who was called Bessie. Bessie bore six children between the years of 1820 and 1830. One of the off springs was known as John Mills. When the Emancipation Proclamation
became official, Barry McClanahan divided his holdings of nearly one thousand acres equally between the six children of Bessie. (It leads to the assumption that the six children may have been his). To support this, even though legally slaves, it appears that they were never subjected to the kinds of treatment that was common for the other slaves on the McClanahan plantation. The boys at worst were overseers and the girls worked in and around the big house. John's share of the holdings was one hundred sixty-six acres. Most of the six children, (including John) remained on the plantation. Two brothers, Jim and Sam, went to Birmingham in the late 1860's seeking work.

Before John was emancipated to took a wife who was called Willie, who bore him two sons and two daughters, the youngest of which was James Mills, born March 16, 1880. As a boy, Jim helped his father to work cotton (the staple crop) which provided an adequate livelihood. But in the late 1890's (about 1898), Jim sought to look elsewhere for more lucrative employment. He went to a small mining town some seven miles away, where he sought and found employment in an iron ore mine. He worked there for several years making a much better salary. A couple of years later in 1900, he soon tired of the dark, damp, dismal and back-breaking assignment. He moved to Birmingham where he worked in a foundry. This was even better than the second job which was better than the first job as a farmer. Life was
exciting in the big city and the pay as good. But after eight years, he decided to return to the farm and help his aging parents meet their obligations.

During the summer of 1916, a friend of Jim's who went to Detroit, Michigan, for the summer found the weather most pleasant. In fact, he was so enchanted by the total atmosphere that he invited Jim to join him. He assured Jim that the weather was fine and that there was little difference in the climate in Detroit than Hillsdale, Alabama. By now Jim had satisfied what he thought had been his responsibility to his parents and was prepared to make another move. At the age of thirty-seven even though World War I was inching along, he had little worries about draft. At thirty-seven, he was, of course considered among the lesser desirables as far as military service was concerned. So in February of 1917, Jim prepared to make his sojourn to Detroit. His friend had promised that he would be able to find Jim a job and "put him up" until he could "get his feet on the ground." Unfortunately, when Jim arrived, he neither found his friend nor that warm weather which he expected.

He said that he discovered the weather to be the coldest, the hardest he had ever known. In fact, he candidly said, "I didn't realize it could even get that cold." He finally located a place to live, but failed to find his friend, which meant that he struck out on his own looking
for work.

Naturally, he was not too particular about the nature of the work as long as it paid wages. His first job was as a laborer in a foundry doing the same type of work that he had done in Alabama. He later managed to move to the Ford Motor Company where he remained from 1919 to 1949, when he retired.

The most interesting thing about James Mills' migrations is that even though it involves the life of only one man, it is a model that represents what happened to the majority of Black men (from 1865 to 1920) who migrated from their rural communities in the South.

After the end of World War I there was an industrial surge that brought hordes of Black People into the industrial cities of the North, such as Chicago and Detroit. In Detroit, as in other areas there were problems of housing. The big question was, where would the Black Man live? The Ford plants were located in Dearborn, and the citizens of this tiny community were totally unwilling to accept the new Blacks. Henry Ford was either helpless or unwilling to force the issue. Finally, as an alternative Ford bought property in a small town called Inkster, where he rented, sublet, and sold to the Blacks. At the same time he attempted to settle some of his Blacks in a small community called River Rouge, which was the site of the foundries and the place where a large number of Blacks
were employed. It was largely an agricultural area, and the people refused to sell. They were unwilling to allow Black people to live in their "lily white" River Rouge. In subsequent decades the attitude and other conditions changed, because James Mills lives there now.

The above case study is by no means a study of an average or typical Black man or is it rare or unique. It does, however, characterize demonstratively some of the many important states and conditions which have affected and been affected by the migration of Black Americans.

If you accept our assumption that Bessie's mother was an immigrant, we have captured parts of most of the major migrations of Black Americans. Then looking at James's migrations alone, we see three or four. Not only do we see a great deal of movement in space, but the movements reflect reactions to the over all economical activity of the country. Beginning in an agrarian era working as a farm boy and moving on to the mining scene, James Mills became involved in the initial stages of the great American Industrial Revolution. From here he moved to Birmingham, where he worked in an iron foundry, another developmental state of the Industrial Revolution. Finally, Mr. Mills migrated to Detroit where he participated in the most glamorous phase of the Industrial Revolution, the mass production of the automobile.
E. The Crosstown Expressway: To Build or Not to Build

Teachers Note:

This episode comes in the form of a role-playing simulation designed by this writer based on a real problem in Philadelphia, Pennsylvania, to encourage the students to deal with a real kind of problem which faces the Black community in every major city in the United States of America. In most cases, "so-called" urban renewal has meant "Black Removal". Such programs represent the classic struggle of "the strong vs. the weak," yet with adequate organization the weak can overcome. One answer so frequently overlooked is coalition politics, the seed for which has been planted. If the Blacks and non-Blacks of Crosstown and Knob Hill work together they too can find justice.

Objectives:

To understand some of the problems of more automobiles and better travel.
To know that progress is costly.
To know that elected officials are responsible to the citizens.
To develop political strategies to protect the interest of Blacks.

List of Concepts:
Expressway
City Planning
Generalizations:

Progress for one is not necessarily progress for all. In a "democratic" society, citizens have the opportunity to impose their will.

F. The Crosstown Expressway: To Build or Not to Build

The original plan for the city of Sivad, an important historical city, called for streets fifty feet wide. In the early days these streets were thought to be very wide. But for today's cars, trucks, and buses, the streets are narrow and crowded. Like most other cities, Sivad (population about four million) has had to build newer highways to carry its traffic. The map on page 129 shows two of the highways that carry traffic in a north-south direction. Another expressway, north of the center of the city, carries traffic in an east-west direction.
For many years, some people have said that another east-west expressway is needed. They thought this one should be built south of the center of the city, where traffic becomes clogged on the narrow streets, especially during rush hours. After many studies, engineers and city planners agree that the city should build such an expressway. Because this highway would run across the city, it was to be called the Crosstown Expressway. The road would carry eight lanes of traffic.
The planners recommend that all the buildings and stores between South Street and Bainbridge Street be torn down in order to make a path straight across the city for the Crosstown Expressway. One reason is that many of the buildings are already old and decaying. As long as buildings are to come down, the planners felt it makes more sense to knock down these decaying buildings than to tear down those in better condition in other areas.

Opponents point out that new expressways had not always solved the traffic problems of cities. These roads have only attracted more cars into the cities, they said, and soon traffic jams had begun all over again. In fact, they say that such roads had often made traffic problems worse, for there are no places to park all the additional cars. These people say that the city should not encourage the use of cars in downtown areas. Instead of building more highways, the city should improve the subway, bus and commuter railroad services.

Another group of citizens who are unhappy about the Crosstown Expressway live in an old area of Sivad known as Knob Hill. Knob Hill was right next to the proposed path of the expressway. Many of the residents had bought homes built 150 years ago and had spent thousands of dollars fixing them up. Others lived in new apartment buildings. These residents all complained that the road would bring into their neighborhood the pollution and traffic
noise of thousands of cars and trucks.

Most of the people who would lose their homes, however, lived in rundown apartments between South Street and Bainbridge Street. Many of them were quite poor and elderly. The majority were Black, but many were white. They had lived in this section for many years. This was their neighborhood, and now it was to be destroyed to make room for a highway.

Worst of all, they feared they would not be able to find other housing in Sivad for the same rent, and they could not afford to pay more. The owners of the buildings would be paid by the government for their property. They could buy other buildings elsewhere. But those who rented the apartments would not be so lucky. They would have to move out, but they would get nothing. City governments do try to help people find housing they can afford when they must be relocated, but often the governments are not too successful.

Many people opposed the Crosstown because it would separate white people, who would be living on streets north of the expressway, from Black people, who would be living south of it. Many people in both neighborhoods believed it was good for Blacks and whites to be together as part of the same community. Many people of both races were working hard to encourage this. If the Crosstown were
built, it would be a three-hundred-foot-wide barrier of
speeding cars and trucks, which no one could cross. It
would separate the Black and white neighborhoods as com­
pletely as would a stone wall a hundred feet high.

Even though many people opposed the expressway plan,
it did not seem that they could do anything about it.
After all, the engineers and city planners said a highway
was needed. The federal and state governments were ready
to pay for building it.

The Crosstown Expressway: To Build or Not to Build
is a role-playing simulation concerned with the location
of an expressway. Specifically, the objective to solve
the problem of an overburdened traffic system in a hy­
pothetical (east coast) urban area. Play involves govern­
ment decisions, citizen reaction and coalition politics.
Some players have both public and private objectives which
may be in conflict with each other. Designed as a heuristic
device, the game focuses upon a number of issues: (1) in­
equities in the spatial allocation and distribution of
public facilities, (2) the effect of citizen organization
on governmental decision-making processes, (3) the po­
tential influence of money power upon politics, (4) civil
disobedience as an instrument of power, (5) the pressure
that time imposes upon decision makers, (6) the overall
nature of group interaction with regard to locational
decisions, and (7) the increasing displacement of Blacks.
There are eight major game participants in the Cross-town Expressway and they are assigned roles as government officials, as representatives of citizens from a middle to upper income suburban areas, and as representatives of citizens from a lower income inner-city neighborhood of Crosstown. The major roles follow:

You are Ronald Pearson, III, a resident of an exclusive area in the north east section of Sivad. You are a highly successful land developer (in Suburban Sivad) and president of the Sivad Chamber of Commerce. The Sivad Chamber of Commerce has urged the mayor to support the Crosstown Expressway. You say you can show that there really is enough good housing for relocating the residents who had to move. You suggest that the expressway will not have to be a wall between whites and Blacks if it is built differently. Perhaps the expressway could be built below ground level, with a special cover over it. This would allow pedestrians and automobile traffic to travel over it.

You, George Dukes, a school teacher, are one of the opponents of the Crosstown Expressway. You have lived in the neighborhood all your life, just a few blocks from where the expressway would be built. You believe the mayor has heard only one side of the story. If all the people who oppose the expressway join together, you surmise, they could have one strong voice instead of many weak ones. Then the mayor would hear the other side and might change
his mind. If the mayor does not give his approval, the Crosstown could not be built.

You are Mrs. Alice Lipscomb, a lifetime resident of the area that is in the path of the Crosstown. You have been a strong influence in your neighborhood already, and you are president of an organization called Citizens to Preserve and Develop the Crosstown Community (CPDCC) that would try to stop the building of the highway. The CPDCC wants to show that the highway is not as necessary to Sivad as some people believe. The housing association made a special study to find out exactly how many people lived between South and Bainbridge Streets and how many would need inexpensive housing. You have learned that sixty-five hundred people would have to move to make room for the Crosstown. You have also discovered that there is not enough good housing at low rentals in the city to take care of these people.

You are Richard Knight, elected to the office of mayor in the last election. Many of the people who opposed the Crosstown had voted for you; therefore, you have a political debt, in addition you are seeking reelection. Of course you would like to make a decision that will please your supporters. But you also have to be sure your decision is the best one for the whole city. You must carefully study the facts and the arguments that are presented to you.
You are Roger Brown, spokesman for the Knob Hill Community Action Committee. You are a relatively new arrival in Sivad, but live in Knob Hill, one of the exclusive areas. You are a wealthy businessman, and within a short period of time have become a prominent local citizen taking an active role in the Community Action group. The organization meets to discuss issues that affect Knob Hill, and to decide what action, if any, you can take to better the community you live in. You have accumulated a considerable sum of money in the local community chest, which you use to protect their interests.

You are Rev. James Shaw, founder and spokesman for the Interdenominational Community Council in Crosstown. You are a well-known civil rights leader in Sivad, a resident of Crosstown, and a spokesman for the religious groups of that area. Respected by your followers, you were recently appointed to one of the mayor's advisory boards, and for some time have been actively fighting social ills through the regular governmental channels. You are sincerely trying to improve the living conditions in the Crosstown area.

George W. Shipley, a representative on City Council from the Crosstown area. You are the token Black on City Council who has been a vocal dissenter on many issues that have passed through the council chamber. You are generally considered to be a militant and a troublemaker by the more
conservative elements of Sivad. What disturbs the whites most is your close association with the Black Panthers since your election.

You are Priscilla Wellington, president of the local chapter of the Daughters of the American Revolution, D.A.R. You belong to one of the best known families in Sivad and your name appears frequently in the society column of the Sivad Chronicle. You devote much of your time to charitable activities as well as to organize the local chapter of the D.A.R., acting as both the president and treasurer of the wealthy organization. Your family is reputed to have controlled local politics for more than one hundred years. You, like most of your friends, live outside the central city in what might be called the suburbs. You are interested in the Crosstown Express because it would make the historical sites of Sivad more accessible.
CHAPTER V
SUMMARY

This study began with the premise that geography at the secondary school level is racist, neglects Black America, and contributes to Black students' negative self-image. Therefore, to become relevant, strategies and content should be developed to teach geography with a Black focus.

To study the problem, it became necessary to:

1. Determine the effects of racism in the public schools on the egos of Black youth.

2. Determine the treatment of Blacks in selected geographic materials.

3. Determine how to make geography more relevant to Black students.

Methodology

The method employed included:

1. A review of psychological and sociological literature related to the effects of racism upon the egos of Black youth.

2. The development of criteria for the analysis of geographic materials to determine the inclusion of a Black perspective.

3. An analysis of selected geographic materials in terms of their treatment of Blacks.


Findings

The literature review of the findings of psychologists,
psychiatrists, educators and sociologists strongly indicates, by commission and/or omission, that subject areas taught in secondary schools contribute to the negative self-image held by Black students. Historically, the problem was first documented in 1935 and continues to be documented in current literature. It is reasonable to conclude that it is time for action rather than further study of the problem.

Psychologists say that Black students do not feel that they belong because there is so little content which refers to them in a positive sense. Sociologists explain that Blacks have been systematically excluded from the social and political arenas, therefore, their abilities to solve their own problems have been limited. The content in most text materials reinforces status quo by excluding controversial issues and topics of major concern to Blacks.

On the strength of the above, geographic material should meet the following criteria in order to be relevant to Black students:

1. Content that is composed of topics significantly relevant to the Black community.

2. Content that deals with real social and political problems of Blacks in the United States, as well as proposes reasonable solutions.

3. Content that can be useful in the lessening of ethnic hostilities and conflicts.

4. Content that augments the ego of the Black student by including positive aspects of the Black experience.
If these four criteria are met, then the content is intellectually sound and useful for making geography relevant to Black students.

1. Criterion: Is the content composed of topics significantly relevant to the Black community?

The content of two geography textbooks is not significantly relevant to the Black community because one textbook is largely dedicated to physical geography, and the other is so abstract that much of the potential relevancy is lost. The content of the other two geography textbooks is relevant because the one textbook includes content about Negroes, urban centers and slavery. The fourth textbook is relevant because it includes references related to culture, slavery, ghetto, and racial strife.

2. Criterion: Does the content deal with real social and political problems of Blacks in the United States, as well as propose reasonable solutions?

The content of two geographic textbooks does not deal with real social issues or propose solutions. Both textbooks devote a chapter to social problems in Africa, but fail to mention Black American problems or concerns. One of the other textbooks
includes a limited amount of information related to social and political problems but the problems are not developed. The fourth textbook includes an entire chapter devoted to social and political problems in the Black community and proposes reasonable solutions.

3. Criterion: Is the content useful in lessening ethnic hostilities and conflicts? The content was not useful in lessening ethnic hostilities and conflicts in three of the four textbooks. In two of the textbooks no reference was made to American Negroes. In a third book, there were, at most, three casual references to Negroes in the United States. In the third textbook mention is made of conflict relative to communism but not ethnic hostility or conflict within the United States. The fourth textbook discusses the presence and consequences of ethnic hostilities in the United States. Ethnic conflicts are treated in such a way that students can deal with the underlying causes.

4. Criterion: Does the content augment the self-concept of the Black student, by including positive aspects of the Black experience?

In three of the four textbooks there is no discussion or limited discussion of Black Americans.
More importantly, of the more than four hundred pictures in each of the first three textbooks, none or at the most one, is a picture of a Black American. In the fourth textbook, Black Americans play an integral part in the content, as well as by picture, representing a variety of positive roles.

The High School Geography Project:

The High School Geography Project utilizes the inquiry teaching strategy. An evaluation of the project using the four criteria indicates this project meets the criteria at a minimal level. Some of the content is relevant to the Black community; includes real social and political problems; may lessen ethnic hostilities and conflicts and may augment the self-concept of some Black students.

Because education for Black students must encompass solutions to their problems of oppression, the teaching methods used must insure that students understand thoroughly the materials studied. To understand the meaning requires careful examination of it. Inquiry teaching directs students to identify a problem, propose hypotheses, test hypotheses and produce solutions. This writer concluded that inquiry approaches are vital to making geography relevant to Black students.
Once the shortcomings of geographic materials were obvious, it seemed reasonable to demonstrate what this writer considered relevant geographic materials. Episodes in the geography of Black America were created as examples of relevant geography. The specific content was designed to serve as a contribution to the knowledge of students by shedding light on selected spatial aspects of Black America, which have suffered from benign neglect at the hands of geographers. It is further hoped that these episodes will serve as a model for teachers who wish to pursue, in behalf of their students, the teaching of the geography of Black America.

**Implications**

A study of this nature has limitations, one of which is that it must focus on only a small portion of problems of the role of secondary school geography and its relevancy to Black students. This study has in no way dealt with the issues of:

1. Insensitive and ill prepared teachers;
2. The poor quality and quantity of equipment;
3. Inadequate curriculum designs; and
4. The lack of research in the geography of Black America.

This writer suggests that the following kinds of research questions are vital to the Black student and should be investigated as soon as possible:
1. What types of in-service and pre-service programs sensitize a teacher to the Black experience and enable him to teach geography with a Black focus.

2. What effect does the quality and quantity of equipment have on the teaching of geography?

3. How does one build a sound social studies curriculum around the geography of Black America?

4. How does one develop the most effective techniques for research in Black America?

Both the High School Geography Project and Silver Burdett have taken steps in the direction of making geography relevant to Black students, but much more (as has been indicated above) must be done. It is hoped that this study may serve to encourage additional work to make geography more relevant to Black students.
FOOTNOTES


10. Ibid., p. 244.


12. The term "culturally deprived" is one which usually refers to Blacks.
14 Ibid., p. 45
15 Ibid., p. 45
17 Harlem Youth Opportunities Unlimited, Inc., *Youth in the Ghetto*. (New York: Harlem Youth Opportunities Unlimited, Inc., 1964) p. 28
19 See Chapter II; Section B.
23 Ibid., p. 66
28 Ibid., p. 147
30 Powerless—the feeling of an inability to improve one's plight.
37 Ibid., pp. 6-7
39 McGeorge Bundy, "Some Thoughts on Afro-American Studies," in Armstead Robinson, Craig. Foster and Donald Ogilvie (Eds); *Black Studies in the University*, (New York: A National General Company 1969) p. 179
42. William Bunge, "Racism in Geography," The Crisis 72 (October 1965) p. 495.

43. Nathan Hare, "What Should be the Role of Afro-American Education in the Undergraduate Curriculum?" Liberal Education, p. 49.

44. Joan Evans, "Our Houses" unpublished resource unit, Santa Anna Unified School District.


46. Robert Coles, Children of Crisis, (Boston: Little Brown & Company 1967) Fig. 13, facing p. 51.

47. Ibid., p. 70.

48. Ibid., p. 70.


50. Ibid., p. 103.


55. Ibid., p. 40.


58. Ibid., p. 37.


Evans, Op. Cit., pp. 82-84.


Ibid., p. 2.


Ibid., pp. 3-4.


Ibid., pp. 18-19.


Ibid., p. 195.

Ibid., p. 12.
The information was provided by Ginn and Company and Silver Burdett Company by long distance telephone.
It is predicted that The World Today, on the basis of pre-sale inventory will take 15 percent of the market. This volume was selected because: (1) newness of the geography textbook; (2) the interest shown by some large school systems with heavy Black enrollment.
John Bradley, World Geography, New York: Ginn and Company (1971)
Ibid., pp. 318-324.
Ibid., pp. 298-315.
Ibid., pp. 484-485.
Ibid., pp. 597-613.
Ibid., pp. 489-505.
Ibid., p. 520.
Ibid., pp. 484-485
Ibid., 485.
Ibid., p. 165.
Ibid., p. 468.

Ibid., pp. 496-503.

Ibid., pp. 258-263.

Ibid., pp. 420-476.

Ibid., pp. 261-263.

Ibid., 262.

Ibid., p. 225.

Ibid., p. 226.

Ibid., p. 228


Parenthesis added by the writer for clarity.


Ibid., pp. 369-371

Ibid., p. 553

Ibid., p. 185.

Ibid., p. 573.


Ibid., pp. 525-234.

Ibid., p. 447.


Ibid., 474.
121 Ibid., p. 400.
122 Ibid., p. 481.
123 Ibid., pp. 377-378.
124 Ibid., p. 380.
125 Ibid., p. 384.
126 Ibid., p. 21.
127 Ibid., p. 173.
128 Ibid., p. 384.
129 Ibid., p. 288.
130 Ibid., p. 456.
131 Ibid., p. 30.
132 Ibid., p. 455.
135 Ibid., p. 15
137 Four of the six units could be used to satisfy criterion three.
141  Ibid., p. 7.


143  Ibid., p. 33.


149  Ibid., p. 41.


154  Ibid., p. 132.


Ibid., p. 43


Ibid., p. 175


"Talented Tenth", A most able portion of the Black Population to migrate.


Based on an interview of James Mills at his home in River Rouge, Michigan on June 15, 1970.

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