

JUL 06 1994

THE NEGRO DIALECT IN THE
INTEGRATED CLASSROOM

AN ABSTRACT OF
A THESIS
PRESENTED TO THE GRADUATE FACULTY
OF DANBURY STATE COLLEGE

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

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April 1967

The questions with which this study is concerned are based on the theory that the dialect of the Negro is one of the most significant barriers to integration. To get a closer look at the problem has led to a closer look at the Negro's subculture from which his speech has developed. From this might be gained a more enriched understanding of the origin, complexity and potentiality of the Negro's dialect which is so much a part of the Negro's cultural heritage.

To determine the significance of the dialect in the integrated classroom, attention is given the Negro by way of direct observation of an integrated situation and by analysis of data received in answers to questionnaires sent to teachers in newly integrated classrooms. It is here that the Negro pupil and the teacher are forced to deal with the Negro's inability to properly handle the English language. His weaknesses in vocabulary, grammar, usage and expression contribute to his poor performance in all areas. These learning difficulties lead to the Negro's awareness of his second-class citizenship and ultimately to his low horizons of hope and aspirations.

One further implication of the results of the test is the need for the development of more up-to-date, comprehensive programs to meet the communicative deficiencies of these

Negro children. And perhaps even more important to the child is the need for the development of teachers who, although they can and do use good English, can also recognize that to speak a substandard dialect is not to be inferior. The dialect of the American Negro has for too long been linked with the humble status and low achievement which have given rise to social, vocational, and educational barriers to integration. The Negro child faces this in his attempt to obtain the equal education to which he is entitled. This study has sought to build a foundation for eventual answers to his problems, answers which will keep in mind that any improvement in speech required by the child should be within the framework of his own basic standard and culture.