

**THE ROLE OF THE SCHOOL**  
**in the**  
**PROMOTION OF GOOD HUMAN RELATIONS**

**A THESIS**  
**PRESENTED TO THE GRADUATE FACULTY**  
**OF DANBURY STATE TEACHERS COLLEGE**

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

**by**  
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## CHAPTER I

## THE PROBLEM AND DEFINITIONS OF TERMS USED

Our American life still contains too much intergroup stress and strain caused by bias, prejudice, and discrimination. Good human relations constitute an essential ingredient of the good life. Studies of American social patterns have shown that there is an urgent need for instruction in schools and communities in order to remedy the inability of persons "to live together well." <sup>1</sup>

## I. THE PROBLEM

Statement of the problem.--It is the purpose of this study (1) to show in some degree how pupils can develop good human relations in their homes and their communities; (2) to show the necessity of teaching information and ways of arriving at value judgments about racial and cultural relations in such a way that pupils will understand each other's views and desires and cooperate in fulfilling their common responsibilities; and (3) to show how each group learns to know and respect the cultural contributions of other groups.

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<sup>1</sup>Horton Deutsch and Mary Ann Collins, Interracial Housing, American Social Patterns, edited by William Petersen, (New York: Doubleday and Company, Inc., 1956), pp. 7-59; Leander L. Boykin, "The Negro Child and the Question of Values," The Social Studies, Vol. XLVIII, No. 5, (Philadelphia: McKinley Publishing Co., May, 1957).

Importance of the study.--"Modern education," says Kilpatrick, if it is to be its true self, must aim at the good life both socially and individually, and must support and promote better human relations wherever these are now not satisfactory." <sup>1</sup> It is necessary that we look into all possible means of developing better human relations, and study the mental, emotional, and spiritual capacities of children, youths, and adults, so that we can build the kind of education in the school and in the community that will provide rich experiences, and opportunities for each individual to participate and contribute in ways that are good for him and good for humanity.

## II. DEFINITIONS OF TERMS USED

Human Relations. "The common denominator of problems is man, his manner of behaving, his attitudes and feelings, motives and values." <sup>2</sup> By human relations we mean John, Jean, Mary and Mr. Doe, and how they get along together. Human relations are concerned with how people get along in our classes - on the playground - on teams - in school government - in the whole community.

Culture. The common experience everyone in the group has in growing up. It is also the total life of any people including the way a person eats or the language he uses.

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<sup>1</sup>William H. Kilpatrick, Modern Education and Better Human Relations, Anti-Defamation League of America, 1949. Freedom Pamphlets, p. 1.

<sup>2</sup>Frederick K. Berrien, Human Relations, Comments and Cases, (New York: Harper, 1951), p. 17.

Even his ideas of right and wrong are determined by his particular culture. We find that people's basic needs and their problems are everywhere alike. It is the way each society meets them that is different.

Minority groups. "Any sub-group of our people which is denied a fair and equal chance to live associatively with the rest of the population." <sup>1</sup>

Prejudice. "A position taken before or without proper effort at judging." <sup>2</sup>

Acculturation. "Process of learning a culture different from that of one's parental family." <sup>3</sup>

Ethnic groups. Of, pertaining to, or designating races or groups of races discriminated on the basis of common traits and customs. <sup>4</sup>

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<sup>1</sup>William H. Kilpatrick, op. cit., p. 6.

<sup>2</sup>Ibid., p. 24.

<sup>3</sup>Webster's New Collegiate Dictionary. (Springfield, Massachusetts, 1951).

<sup>4</sup>Ibid.