

**(CALIGURI, from page 1)**

ALTHOUGH OTHER FACTORS may be considered in measuring the value of home influences on possible scholastic achievement by a child, this simple test will provide most parents with a good idea of how much they contribute to the educational development of their children. It should be noted that the checklist is concerned with what parents DO, or at least TRY TO DO, not with who they ARE or what they HAVE.

It hardly seems necessary to point to the many great men and women in all fields of endeavor who surmounted the handicaps of impoverished childhoods, lowly social backgrounds, or both. The history of the Negro in this and other countries, for instance, is studied with success stories that may never have been written without encouragement and inspiration from financially and culturally poor parents.

Only recently, two University of Chicago researchers used a test similar to the one presented here in interviewing parents of school children in various social strata. The conclusions of R. H. Dave and R. M. Wolf, although tentative, indicate that parental concern for their children's scholastic achievement, as reflected by conditions in the home, exert a greater influence on a child's intellectual growth than wealth and/or social position. No claim is made, however, that favorable home conditions can completely erase intellectual limitations imposed by inherited characteristics.


Suffice it to say that good or bad scores made by parents in the Dave-Wolf study corresponded in kind to good or bad academic ratings for their children, and that although initial research indicates that child-rearing practices have a direct influence on the educational development of children, these practices are not necessarily related to either the educational or social backgrounds of the parents.

WE MAY SAFELY CONCLUDE that if the parent provides a good educational environment in the home, the school is provided with a strong ally. On the other hand, if the home environment is weak, the school will suffer in proportion to the weak spots existing in the school community and must take direct steps to overcome these weaknesses before they undermine the entire educational structure.

It will be necessary for teachers, through personalized counseling, to more closely identify themselves with children from poor home

environments. They must serve as good-language models and attempt to exert delicate influences upon the child's friendships, morals and extra-curricular activities. Every reasonable effort must be made to compensate for the lack of proper guidance in the home.

Although parental failure to provide good educational environments in the home imposes additional burdens on the school, the school must accept these added burdens as "part of the game" until the delinquent parents recognize their full civic responsibility and become good educational partners to their children.

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