

REFLECTIONS ON BLACK STAFF RECRUITMENT  
AND TRAINING IN BOSTON

by

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Abstract

This study is about the necessity for recruiting and training  
Black teachers and administrators in Boston.

The inadequacies of the Boston Public School System are  
espoused in several categories, followed by a detailed dis-  
cussion of the Black community's efforts to introduce change.

Education is discussed from a Black perspective and within  
the context of very firm personal convictions about its  
objectives as they relate to Black children.

Particular attention is given to Independent Black Insti-  
tutions and how they relate to the development of educational  
methodologies and techniques for Blacks.

In-service/pre-service training is broadly described and  
specifically designed for Boston's Black community.

Finally, recruitment recommendations are offered on the  
basis of southern Black educator displacement and models  
developed by other public school systems.

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I. INTRODUCTION

Kenneth Haskins, one of the foremost Black educators in this country, begins his speech before the United States hearings on community control with the following two quotes:

We have, as far as possible closed every avenue by which light might enter their minds. If you could extinguish the capacity to see the light, our work would be completed: they would then be on a level with the beasts of the field, and we should be safe. I am not certain that we would not do it, if we could find out the process. . . .<sup>1</sup>

Our laws positively and utterly forbid any efficient general educational system, and they do it wisely, too, for just begin and thoroughly educate one generation and the whole thing would be blown sky high. If we do not give them liberty, they would take it.<sup>2</sup>

During the 1600's Africans brought to this country were educated away from their languages, religions, names, institutions and systems of communication. Education took place only within the slave quarters or in the fields. The 1700's and 1800's brought little or no change, for this period witnessed the creation of strict slave codes which forbade the right of assemblage, the blowing of horns, beating of drums, or the bearing of firearms. Slaves were taught that whites ruled through God and that their condition on earth was a result of God's wish, which was not to be questioned.<sup>3</sup> "The Afro-American child learned that his family members were scattered through the auction of enslaved persons, learned to loiter in the fields, to sabotage the progress of field work, to feign illness as a means of escaping a day in the fields, learned to pretend to be 'happy' to prevent a whipping, learned to bend



his inner pride in order to survive the severity of enslaved life, learned that any posture of dignity on his part could lead to a severe beating or an instant removal to a worse locale."<sup>4</sup> Individual slaves learned to read and write only to the extent that it benefited their master. "So serious was the restriction of education for Afro-Americans, there were laws in many states making it a crime for an Afro-American to give instruction to his own child."<sup>5</sup> Those persons who learned trades were excluded from them once they were free and the attempts of Freedmen to gain an education were met with ostracism, re-enslavement or the possibility of being lynched.<sup>6</sup>

Schools built and opened by Black people during Reconstruction served children as well as parents and grandparents, but even these efforts were seldom allowed by racist whites. William L. Katz points out in Eyewitness that Black<sup>7</sup> teachers, officials and successful farmers were the main targets of the Ku Klux Klan. "In all the Southern states schools were set ablaze and teachers beaten or forced to leave the state."<sup>8</sup>

With the advent of public education Black students were relegated to segregated schools which had the poorest imaginable facilities and textbooks designed to inculcate negative self-concepts. Students were trained to believe in the values of American society and to perpetuate the evils of a system that oppressed African-Americans.

The 1954 Supreme Court decision outlawing "separate but equal" schools brought renewed hope to Black people, but

failed miserably as an effective strategy for educating African children. Inherent in that decision was the incorrect assumption that Black children would perform better in classes with whites. The issue of quality education was not then and still has not been considered. Integration for Black people has meant a loss of teaching and administrative positions, perpetuation of white oriented values, denial of Black culture, and a majority white setting in almost every instance. Ron Edmonds states in "A Discussion of Factors To Be Considered in Evaluating Desegregation Proposals":

Judicial hostility to majority black schools reinforces the national belief that majority black schools are bad schools. Such a belief insures that integration in education must continue to reflect preference for middle-class white behavior and precluded the possibility of identifying or developing appropriate black educational behavior in a majority black setting. Since majority black settings are, and will remain, a part of American life, it is a disservice to preclude attention to that fact.<sup>9</sup>

It is within this context that we should begin to look at the present educational system as it relates to Black people. National reading and math scores show that Black students are not performing on an acceptable level. Their drop-out rate is "almost  $2\frac{1}{2}$  times as high a rate as would be expected on the basis of the proportion of black children among all public school children."<sup>10</sup> (See Table 1.) Despite integration, it is clear that America has, again, promised much and delivered little. It is clear also that America's system of education was never intended to educate Blacks.

TABLE 1--Number and percent of public elementary and secondary school pupils; amount and percent of current operating expenditures; and the number and percent of potential dropouts among certain elementary school pupils by race

		TOTAL	BLACK	NON-BLACK
<b>PART I</b>				
	No.	44,910,421	6,712,789	38,197,632
Public Elementary and Secondary School Students <sup>a</sup>	%	100	<u>14.9</u>	85.1
<b>PART II</b>				
	No.	\$33,107,915	\$4,676,574	\$28,431,341
Current Operating Expenditures for Public Elementary and Secondary Day Schools <sup>b</sup> (in thousands)	%	100	<u>14.2</u>	85.9
<b>PART III</b>				
	No.	922,836	359,414	633,422
Potential Dropouts Among Elementary School Pupils <sup>c</sup>	%	100	<u>38.9</u>	61.1

<sup>a</sup>As reported in Directory of Public Elementary and Secondary Schools in Selected Districts, Fall 1970, U.S. Government Printing Office, Washington, D.C., 1971.

<sup>b</sup>Computed on the basis of current State expenditures for public elementary and secondary day schools as reported in Col. 6, Table 75, Digest of Educational Statistics 1970, p. 57, with each State total multiplied by the percentage of black pupils in the State's public schools, as reported in the Directory of Public Elementary and Secondary Schools in Selected Districts, Fall 1970.

<sup>c</sup>Based on teacher estimates of pupil academic potential reported in the 1969 Elementary School Survey conducted by the U.S. Office of Education.

(Taken from Robert R. Wheeler, "Public Schools, Public Policy, Public Problems: Some Observations and Suggestions," paper delivered at the National Policy Conference on Education for Blacks, Washington, D.C., March 29-April 1, 1972.)

The repression experienced by African slaves has clear parallels in today's inner city schools. Kenneth Stamp, author of The Peculiar Institution, described the steps used to produce the ideal slave. These steps are still carried out in the present school system as a means of developing slave or colonial mentalities.

<u>Stamp</u>	<u>Forms in Present School System</u>
1. "... establish and maintain strict discipline."	Done through: (a) physical abuse (b) hall passes (c) threatening suspension (d) I.D. cards (e) unfair grading (f) enforcement of extreme silence, punctuality and mechanical order for order's sake
2. "... implant in the bondsmen, themselves a consciousness of personal inferiority."	Done through: (a) teacher attitudes and expectations (b) racist textbooks (c) poor physical plant (d) little or no resource material (e) refusal to recognize Black culture
3. "... awe them with a sense of their master's enormous power."	Done through: (a) distorted history books (b) all white oriented courses (c) predominance of white teachers and administrators (d) no parental involvement (e) white teacher strikes which threaten complete stoppage of education (i.e., Ocean Hill-Brownsville)

4. "... persuade the bondsmen to take an interest in the master's enterprise and to accept his standards of good conduct."
- Done by:
- (a) educating Black children for the American mainstream
  - (b) instilling values of competition, capitalism, and individualism
  - (c) teaching children to move obsequiously and automatically
  - (d) teaching Black children to salute the American flag
5. "... impress Negroes with their helplessness, to create in them 'a habit of perfect dependence' upon their masters."ll
- Done by:
- (a) teaching children not to question reality
  - (b) failing to encourage self-reliance projects or nation-building skills
  - (c) guiding students away from technological fields
  - (d) using teacher reward systems

Black parents and educators throughout this country are now questioning the legitimacy of America's educational system and proclaiming their right to act in a decision-making capacity. The Black community is beginning to realize: (1) the role that schools should play in nation-building, (2) the relationship between our survival as a people and the development of our children's minds, (3) the importance of using the school as a mechanism for addressing community problems, (4) the importance of developing a Pan-Africanist perspective, and (5) the relationship between the Black American struggle and that of other oppressed people of color.

We begin to see more clearly the global trends of Third World struggles, the fact that our own roots lie close to Eastern sources in Asia, Africa, India, the

Caribbean, and the possibility that we may find more compatible philosophy by looking East rather than West. None of these things can happen in schools run by whites whose allegiance is, however, unconsciously, to an exploitative society.<sup>12</sup>

It is, therefore, with utmost urgency that we begin to look at what we want our children to become, what kinds of values should be instilled in order to reach that goal and most importantly, how we will train Black educators to inculcate those values. Minister Louis Farrakhan, National Representative for the Nation of Islam, stated before a group of Black educators in April 1972:

A teacher shapes and molds the minds of our young, therefore, a teacher shapes and molds the future of the nation. Sick teachers make sick nations, ill-equipped teachers make an ill-equipped nation. Teachers that are steeped in the white man's sick ideas and philosophy will make another sick generation. Therefore, in order for the teacher to teach, the teacher must first be taught.<sup>13</sup>

The Boston Public School System is clearly not interested in molding the minds of young Black people such that they will aid in the development of an "equipped nation." For, it is well known that its response to its Black constituency has been extremely obdurate. Books such as Death At An Early Age by Jonathan Kozol have shown that for years minority students in Roxbury and Dorchester have been subjected to extremely crippling instructional methods.

A very obvious manifestation of that insensitive response is the lack of a representative number of Black teaching and non-teaching staff members as well as the absence

of a viable minority staff development program. Staffing patterns on each level of the Boston Public School System fail to reflect the population of Black students attending and certainly do not reflect each school's particular racial population distribution. Community organizations such as the National Association for the Advancement of Colored People have been asking for Black staff increases since 1961. Most recently, the Black student population has voiced the same request, as evidenced through the 1971 student strike.

In order to change the tradition of mis-education that has existed in the Boston schools, we need to look at questions pertaining to an increase in Black staff. However, the mere assigning of Black teachers and administrators to the community's schools in hopes that they will be effective is certainly not enough. Realizing that all of us have been educated by western institutions of higher learning and influenced by western culture and values, it is necessary, therefore, to consider the kind of training they need in order to develop students who will be positive change agents toward the liberation of Black people in this country.

This paper is an attempt to deal with the issues of Black recruitment and pre-service/in-service training in Boston as they relate to current efforts being made by Blacks throughout the United States. It is written within the context of the following educational objectives and beliefs.

## OVERVIEW: BLACK EDUCATION

Objectives:

1. To develop skills
2. To develop positive self-concepts and self-confidence
3. To perpetuate co-operative rather than competitive attitudes (i.e., "We are . . . I am")
4. To develop a sense of familyhood and community
5. To develop consciousness and commitment that speaks to nation building
6. To develop knowledge of one's cultural heritage
7. To develop an analytical and inquisitive mind, oriented toward problem solving
8. To develop concepts of brotherhood and sisterhood
9. To develop values which speak to sharing on all levels: talents, knowledge, etc.
10. To discourage materialism
11. To develop an international perspective/identification with Black people
12. To develop appreciation of other cultures and the ability to recognize the similarities of our condition with other oppressed peoples
13. To stress the importance of sound mental and physical health as prerequisites for institution building
14. To develop skills in and teach the importance of mass media as a mechanism for educating Black people
15. To develop complete understanding of one's environment, positive and negative factors: why they exist and how negative factors can be eliminated
16. To develop the ability to distinguish between the interests of Black people and the oppressor
17. To encourage respect for spiritual and religious expression of Black people
18. To stimulate creativity



Beliefs:

1. Any education is the assertion of a definite set of values and a particular lifestyle; any group controlling education will structure it such that the outcome will be most beneficial to those setting up the system. Therefore, Black people should have full control of educating Black children.
2. Any subject can be taught subjectively by using examples to shape children's values. Therefore, it does not follow that Black teachers are not necessarily needed to teach subjects such as math and science.
3. Black parents can hold Black educators more accountable than white educators.
4. Educators who share the community experiences of their students can better understand the problems facing Black youth.
5. Black children are motivated by positive Black images.
6. The Seven Principles (discussed in Section IV) should be made a part of every facet of education for Black children.
7. Black children are motivated through the use of materials which relate to their lifestyles, taught by persons with whom they can identify.
8. The public education system in the U.S. has clearly failed to make a serious attempt to provide minority students with positive models of their ethnic groups.
9. White public school administrators are not qualified to select positive Black images for Black children.
10. Education should prepare children to be change agents.
11. Educators should look outside the system for innovative alternative models that speak to the needs of Black people (i.e., Independent Black Institutions).
12. Education should give students identity, purpose and direction.
13. Where possible, curriculum should be set up such that students are taught to apply all subjects to the condition of Black people in this country.

**II. THE BOSTON PUBLIC SCHOOL SYSTEM: POLICIES AND PROCEDURES**

### Overview

The Boston Public School System, operated by a 5-member School Committee, serves approximately 95,000 students, over 30,000 of whom are Black and concentrated in Roxbury, Dorchester, Mattapan, Jamaica Plain and the South End. Although Blacks comprise 20% of the city's population, the school system, Boston's third largest employer, has hired a mere 6% of that total.<sup>14</sup>

During the past 5-10 years, the schools located in Roxbury, Dorchester, Jamaica Plain, Mattapan and the South End have become increasingly nonwhite because of a mass exodus to the suburbs by middle-class whites. As a result, most of the children served by the Boston schools are working-class and poor whites, and Blacks representing all classes.<sup>15</sup> Presently there are approximately 200 schools in Boston. Among these, 67 are predominately Black (54 elementary, 6 junior high, 7 high schools). Although 40% of Boston's first graders are Black, current trends show that less than half of those students will actually graduate.<sup>16</sup> These figures are especially significant when one considers the fact that Greater Boston is the most heavily concentrated area of higher educational institutions in the United States. Very few of Boston's graduates, however, attend local four-year private institutions. In addition, these universities supply a very limited number of personnel for the public schools. "One

mediocre state-run school which holds Louise Day Hicks and Wallace as heroes supplies 65% of the teachers for the Boston public schools."<sup>17</sup>

It has been pointed out in several studies that the Boston public school system is a highly political institution, operated primarily by Irish Catholics. A Study of Promotional Policies and Procedures in the Boston Public Schools shows that a majority of teachers responding to questionnaires evaluated in 1970, were "under 35 years old, Catholic, and graduates of Boston high schools."<sup>18</sup> Ninety percent of the administrators were over 35, and a majority of them were male, Irish, Catholic, and educated in Boston high schools prior to attending Boston State, Boston College or Boston University.<sup>19</sup>

Boston's is the oldest public school system in the country. It is also among the most conservative, the most troubled, the most inbred. It suffers from all the difficulties plaguing most other American cities, as well as a few uniquely its own.<sup>20</sup>

### Hiring and Promotions

The selection of teachers for the Boston Public Schools is based on an 800 point evaluation system (see Appendix A). An applicant must have over 600 points in order to qualify. Initially, one must take the National Teacher Exam unless appointment is sought as an instructor in one of the trade subjects. Prior to April 1968, applicants were only allowed to submit scores from the Boston Teacher Exam. However, a 1970 study of Boston's promotional policies revealed that:

The Boston Teacher Examination and the National Teacher Examination do not measure the same. They are not equivalent examinations.

The BTE is subject to the lack of scorer reliability known to exist in all essay examinations.<sup>21</sup>

This study further proved that individuals who took both exams scored significantly higher on the NTE.<sup>22</sup> These facts point to a possible increase of qualified applicants as well as to some misgivings about the qualifications of those teachers hired and rejected prior to April 1968.

The second step involves an interview with an experienced teacher or administrator who evaluates the applicant's personal qualities. These qualities include appearance, poise, enthusiasm, personality, and use of English.<sup>23</sup>

"Failure in the interview is a sufficient condition for denying the applicant appointment in the Boston Public Schools regardless of his performance on the other components."<sup>24</sup>

The third and final step involves submitting credentials such as proof of U.S. citizenship, a birth certificate, a Massachusetts teacher certificate in the field of the exam, a transcript from undergraduate school, a Bachelor's degree and proof of prerequisite courses. A letter of good moral character and a health statement must be sent to the Board of Examiners if the applicant does not hold a Massachusetts teaching certificate.

After the application procedure is completed, applicants are placed on an Eligible List, which changes every

three years. This list is not publicized and gives preference to veterans.<sup>25</sup>

Provisional and temporary teachers are also employed by the Boston School System. These applicants apply through the Department of Teacher Placement and are required to submit an official transcript, a Boston address and an installed telephone number. When there are vacancies, teacher assignments, according to Paul Sullivan, Chief Examiner, are based on the position of applicants on the Eligible List. Vacancies in the public schools are never posted.<sup>26</sup> However, one administrator stated that principals meet, draw lots for picking positions and then proceed to draw from the list, which usually results in trade-offs.<sup>27</sup> Transfers can be requested in September or January by completing the designated forms. They are granted after two years of service, according to seniority, which is lost in the newly assigned building.<sup>28</sup>

Virtually all academic promotions in the Boston schools are made from within the system. That is, only persons who have taught for a designated period of time can serve as administrators, counselors, etc. Rank order lists (or "promotional rated lists") are developed once every three years. Separate ratings are held for each type of position and those candidates remaining on the list after a period of three years must repeat the rating procedure. Announcements of new ratings and necessary requirements are listed on Superintendent Circulars and sent to all principals, administrative heads and

headmasters. In turn, they are responsible for distributing them to all permanent teachers. Interested teachers are then required to send an application along with proof of credentials to the Board of Examiners.

Persons applying for positions as assistant principals, principals, assistant headmasters or headmasters, must present a certificate, which indicates that an applicant has the necessary knowledge and skills. This certificate is obtained by scoring 70% or more on a certificate examination, which is an essay exam written specifically for the position desired. In addition, the Board of Examiners must receive evidence of teaching ability, teaching experience, educational preparation, and professional interest and growth. If the certificate is not required, candidates must submit a two-page brief (in addition to an application) stating his qualifications for and interests in the position.

A Master's degree plus 21 or 30 hours beyond that constitute proper educational preparation. Professional interest and growth are measured by travel experience or professional co-operation and outside interests. These two areas constitute a maximum of 200 points.

Teaching experience and executive experience are based on the last Biennial Service Mark, which is administered by one's immediate supervisor. The area assistant superintendent is responsible for endorsing the marks, which are assigned on a percentage basis. That is, only a certain percentage of

personnel can receive the highest (A1) rating. Numerical scores are then attached to the ratings. Points are deducted if one has not taught or been in an executive capacity for a specified number of years.

A candidate's teaching ability is evaluated by the last two or three Biennial Service Marks, based on the position desired. The highest score attainable is 300.

The final step involves a "personal qualities" interview, which represents a possible 200 points. However, in order to qualify for this step, one must have at least 560 points, because a score of 760 is necessary to receive a rating. Interviews are conducted by a panel of Associate Superintendents. However, the panel does not use any checklists or record sheets. Individual scores are then computed and candidates are placed on the list according to their scores. Promotions are made in accordance with vacancies and persons who refuse three offers are removed from the list.<sup>29</sup>

All nonacademic staff are hired through the Civil Service. This category includes school secretaries, attendance officers, custodians, cafeteria managers, school doctors, etc. When nonpromotional vacancies occur, requisitions are sent to the State House. After receiving a list of potential employees, the school department has the option to select one of the first three candidates. Examination dates for nonpromotional positions are posted in municipal buildings, city clerk offices, City Hall, town halls, and according to Ed Winter,



Secretary of the School Committee, "other conspicuous places."

Nonacademic staff promotions are only open to permanent employees. The School Committee selects from among those senior persons who have worked for at least three years; one person's name is sent to the Director of Civil Service. If that person is approved, he then takes a qualifying exam and is hired. However, Winter stated that they generally do not ask for qualifying exams.<sup>30</sup>

### Recruitment

Until recently, Boston's recruitment process did not involve, to a great extent, persons outside of the city as can be seen from promotional policy questionnaires mentioned previously. However, according to Victor McInnis, Director of Recruitment, the following measures are presently being taken to encourage applicants from outside of Massachusetts:

- a. 600 letters to colleges and universities throughout the country (sent in September)
- b. 75 letters to predominately Black colleges
- c. 30 visits in the New England area
- d. 1 ad per year in Afro-American newspapers
- e. Several visits by two Black staff members to Black colleges

When asked whether or not the school system is working toward increasing the minority teaching staff such that it is proportionate to the minority student body, McInnis stated that while he thought more Black teachers were needed, he certainly did not think that the number should be proportionate to the

minority student population.<sup>31</sup>

During the spring of 1971, the Boston School System agreed to grant 40 contracts to Black teachers recommended through the Program to Alleviate the Black Urban Teacher Shortage, financed by the State Department of Education. Twenty of these contracts were provisional and granted to college graduates who were liberal arts oriented, but lacked the necessary education courses. The other twenty slots were allotted for those persons who were academically prepared. The first twenty candidates participated in a six week summer program, held at the Monroe Trotter School in Roxbury, 1971. This program involved practice teaching in the morning and participation in workshops during the afternoon. Workshops were co-ordinated by the Center for Urban Education, University of Massachusetts at Amherst, and the public schools. The program was designed such that studies would be continued throughout the year and following summer so that credits could be earned toward certification. Courses were offered in the following areas: educational psychology, educational philosophy, curriculum development and methods and materials.<sup>32</sup>

All 40 graduates and more have been assigned positions by the Personnel Department and are presently working in the Boston Public Schools.

Currently the proposal to Alleviate the Black Urban Teacher Shortage is being extended to encompass all minorities, and will hopefully be funded by the State.<sup>33</sup>

### In-Service Training

Boston's Department of Staff Development is city funded and operated by 1 director and 27 assistant directors, who are assigned to a 1-8 (first through eighth grade) or 7-12 (seven through twelfth grade) school. These persons are responsible for pre-service and in-service training. Pre-service training is designed for all new teachers and involves a three-day orientation session, two days in the central location and the third at the school to which an individual is assigned. Pre-service training, according to Marion Fahey, Director of Staff Development, emphasizes individualized teaching and the skill of maintaining discipline. New teachers are observed three times per year and evaluations are sent to the Office of Personnel. In addition, instructors attend in-service meetings once each month.

City-wide in-service workshops are open to all teachers in the following areas: reading (elementary and secondary), math, social science, art, Spanish, individualized teaching, nongraded schools, vision resources, and teaching in hospitals. Teachers can receive 15-30 credits for each area. National Defense Education Act (NDEA) proposals have allowed the department to buy materials that are displayed to teachers through voluntary workshops.

The Department of Staff Development is also responsible for the following programs:

- (a) Title III Project--conducted 50 workshops on the open-space concept
- (b) Affiliation with University of Massachusetts Learning and Teaching Institute--conducted 20-30 hour course designed to meet the needs of teachers
- (c) Title I--in-service courses for teachers and instructional aides in reading and math; courses on the open-space concept (Educational Professional Development Act grant)
- (d) Boston State College--in-service training program for librarian aides
- (e) In-service training workshops for elementary and secondary school principals (voluntary)
- (f) In-service workshops for principals in open-space schools
- (g) In-service workshops for science specialists
- (h) Affiliation with EDCO (Education Collaborative for Greater Boston)--workshops on Ecology and Human Relations (no credit); workshop on drugs (credit)
- (i) Affiliation with Children's Museum
- (j) Training workshops for tutors (under direction of EDCO)
- (k) Affiliation with Human Relations Program--Lincoln-Filene Center, Tufts University (no credit)
- (l) Affiliation with Language Research Institute--conducted one workshop

This Department also places practice teachers from local colleges and universities, but the only school that it has set up a regular training program with is Boston State College. Students are sent to observe and teach at the Maurice Tobin School which has 802 Black students, 125 Spanish surname students and 69 white pupils. Internships also are arranged with the Office of the Assistant Superintendent.

Although the Department is involved in a number of programs, Fahey stated that it (1) has no programs designed to meet the needs of Black children, (2) has no teacher internships with Black colleges, (3) has not asked any renown Black educators to serve as workshop leaders or speakers, and (4) has no affiliation with alternative schools which have designed programs for Black children.<sup>34</sup>

EDCO and Circle Associates have sponsored, jointly, several series of workshops entitled, "Teaching the Black Experience." These workshops were set up for Greater Boston teachers and conducted every Thursday for six weeks from 3:00 p.m. to 6:00 p.m. at 90 Warren Street, Roxbury. The following topics were included:

- I. Materials and Methods for Teaching About Africa
- II. An Introduction to Black Perspectives
- III. Materials and Methods for Incorporating the Black Experience Into the Elementary Classroom
- IV. Materials and Methods for Incorporating the Black Experience Into Secondary Social Studies Classrooms
- V. Materials and Methods for Incorporating the Black Experience Into Secondary Language-Arts Classes
- VI. Introduction to African Art

The Director of Staff Development refuses to give credit for these workshops because "they don't give enough credits,"<sup>35</sup> even though the workshops collectively represent 18 hours of in-class work. As a result, very few Boston teachers have participated.<sup>36</sup>

Staff Attitudes

Jonathan Kozol's Death At An Early Age and Peter Scrag's Village School Downtown have expressed, in great detail, many of the problems present in the Boston School System. That factor which is most detrimental to the children involves the attitudes of the administrators and teachers. These attitudes are racist in nature and range from a condescension disguised as love, to some of the worst forms of sadism possible within any school system. A study done by the Task Force on Children Out of School cited some of the ideas held by Boston administrators and politicians.

There isn't much we can do with some of these children. Many of them are just slow learners.

We don't have inferior schools; what we have are inferior students.

The problems are not our responsibility. It's the fault of the families.

The crime no longer fits the punishment. The courts are too easy on school offenders.

[If they were allowed in school] You'd almost be giving your approval of what they'd done.<sup>37</sup>

Kozol has pointed out similar teacher attitudes:

How can we motivate these culturally deprived immigrant minorities to learn?<sup>38</sup>

This place isn't a school. It's a zoo. And those are the animals.<sup>39</sup>

At the other end of the spectrum are teachers who strive to make school as unrealistic as possible by avoiding

the discussion of issues which relate to pain and suffering, meaning anything that will develop in the students an awareness of their social, political and economic oppression in this country and, more importantly, in their particular schools. The Cronin Report points out that many classrooms operate the same way they did 50-100 years ago.<sup>40</sup> The emphasis on authority and obedience contributes to the perpetuation of that mental blindness designed to repress the development of problem solving and analytical skills. "There is too much respect for authority in the Boston Schools and too little respect for the truth."<sup>41</sup> Students attending Boston's predominately Black schools are expected to respect teachers and administrators who are obviously crippling them academically, disrespecting their parents, exploiting their communities, perpetuating negative self-concepts, and generally destroying their lives.

It is common knowledge that Boston has lost a significant number of extremely well-qualified Black educators because of its emphasis on authority and adherence to outdated rules. Many persons have expressed the frustration and hopelessness they experienced daily while employed by the Boston Public School System. Among these are Melvin King, Co-Director of the Community Fellows Program, Massachusetts Institute of Technology; Barbara Hansell, now an Instructor at Wheelock College; Peter Roach, Minority Recruiter for the Hartford Public School System; John O'Bryant, Director of Health Career Counseling, Dimock Street Health and Community Center and Jim

Howard, Assistant Director of EDCO.<sup>42</sup> Howard, a teacher for seven years, described the Boston School System as a "hierarchical system designed to breed people who spy on each other." He further stated that he couldn't function to help minorities in the system because of "a lack of administrative and managerial skills on the part of principals, a lack of competent administrators, a lack of trust and the sharing of knowledge, ideas and resources among teachers, the absence of a willingness to involve the community in school affairs, a lack of humanism towards children, and the presence of fear on the part of teachers,"<sup>43</sup> a common factor in highly inbred and political school systems.

Howard, those persons previously mentioned, and many current Black administrators agree that the Boston School System discriminates against Blacks. This was also supported by a study published in 1970 which showed that Blacks, young teachers and outsiders consistently indicated that minorities are not treated fairly, while old teachers, administrators and insiders consistently indicated the opposite. The same was true with respect to issues on community participation.<sup>44</sup>

#### Physical Condition of the Schools

Boston's schools are perhaps more physically decrepit than any in the country. Scrag pointed out in a 1967 publication that "more than a third of the city's schools are over fifty years old; several are now into the second century, while



18 of the 20 schools that are more than 90 percent Negro were built before World War I."<sup>45</sup> Very little has changed since that time. With very few exceptions, schools in the Black community remain dingy, over-populated and under-equipped.

### Minority Personnel

Because Boston schools clearly show a disproportionate distribution of teaching and nonteaching minority staff on each level, staff development is presently a most crucial issue and one of the main contributing factors to student unrest. Statistics show that not only has there been an extremely small percentage of minority teachers and administrators hired, but across the board, the school system has failed to substantially increase the number of minority guidance counselors, librarians, coaches, cafeteria managers, etc. Boston has never appointed a Black full-time male principal in the history of the schools.<sup>46</sup>

Official pupil and staff data sheets from each school indicate that at the elementary level, out of a total of 144 administrators, 7 are nonwhite and 1 has a Spanish surname. (See Appendix A.) They are quite obviously located at schools which have a predominance of nonwhite or Spanish surname students. Instructional staff statistics demonstrate that the 2,605 total merely includes 208 nonwhite and Spanish surname teachers. Many of these are concentrated in Dearborn (9), Dickerman (7), Gibson (7), Lee (8), Marshall (8), Trotter (13),

Hernandez (5), and Bulfinch (5), 7 of which are predominately nonwhite or Spanish surname populated.

Nonteaching staff data (i.e., custodians, counselors, etc.) point to a similar discrepancy. There are presently 181 nonwhite and Spanish surname nonteaching staff members (most of whom are teacher aides) out of a total of 628.

At the junior high and middle school level, the following figures were found: nonwhite staff: administrative--8, Spanish surname staff: administrative--none (total--71--includes all administrative staff); nonwhite and Spanish surname instructional staff--78 (total--825); nonwhite nonteaching staff--28, Spanish surname nonteaching staff--none (total--142). The nonwhite administrative and instructional staff members were similarly concentrated--5 administrators at Martin Luther King, Jr. Middle School and 2 at James P. Timilty Jr. High School. Among instructional staff members, the following schools house most of the nonwhite teachers: Martin Luther King, Jr. Middle School (19); Lewis Middle School (14); and James P. Timilty Jr. High (16). All 28 of the nonwhite nonteaching staff members are also located at the 3 schools listed above, which have a tremendous predominance of nonwhite pupils.

Finally, the high school level is analogous to the preceding two. Statistics here point to the following proportions: nonwhite administrative staff--6, Spanish surname administrative staff--none (total--124); nonwhite instructional

staff--52, Spanish surname instructional staff--4 (total--1,179); and nonwhite nonteaching staff--21, Spanish surname nonteaching staff--3 (total--224). Each of the 6 nonwhite administrators is located at a predominantly nonwhite school (i.e., Jeremiah E. Burke--1; Dorchester High--2; English High--1; and Jamaica Plain High--2). Instructional staff members are scattered through all of the high schools except Boston College High, Boston Technical High, Boston Vocational Technical High, East Boston High and Roslindale High. However, 28 of the 52 teach at Jeremiah E. Burke (11), Dorchester High (6), English High (6), and Copley Square High (5). All four schools are predominately nonwhite.<sup>47</sup>

The preceding sets of statistics represent a school system which serves approximately 32,270 nonwhite pupils, 5,093 Spanish surname pupils, and 57,311 white pupils (elementary: nonwhite pupils--21,518; Spanish surname pupils--4,008; white pupils--33,965; junior high and middle school pupils: NP--4,878, SP--465, WP--9,336; high school pupils: NP--5,874, SS--620, WP--14,010).<sup>48</sup> As can be seen, the evidence presented in this brief summary clearly shows that staffing patterns in the Boston Public Schools fail to reflect the population of students and certainly do not reflect each school's particular population distribution.

Categorical Black staff statistics are extremely difficult to obtain from the Boston schools, as are achievement scores or any other figures that relate to hiring practices.

and pupil performance. After contacting numerous sources with little success, I talked with several Black academic personnel and found that the following Black staff statistics were most consistently given.

Associate Superintendents--0  
 Assistant Superintendents--1  
 Directors--1  
 Assistant Directors--4  
 Department Heads--0  
 Principals--5 (3 pro tem)  
 Vice Principals--8-10  
 Pupil Adjustment Counselors--1  
 Guidance Advisors--2  
 Guidance Counselors--2-3  
 Teachers--336  
 Testers (school psychologists)--0  
 Attendance Officers--0  
 Custodians--6 (3 permanent and 3 temporary)  
 Secretaries and Clerks--10  
 Cafeteria Personnel--10  
 Librarians--2  
 Speech Therapists--1  
 School Nurses--3  
 Coaches--1

Three extremely important areas lacking a significant number of Blacks are guidance counselors, pupil adjustment counselors and attendance officers. John O'Bryant, a fifteen year employee of the Boston School System, was the first Black guidance counselor in the system and served as a teacher/counselor from 1962-1964. After his 1965 re-assessment as a permanent counselor, he transferred, in 1966, from Boston Technical High to English High. During his years with the Boston School System, he found that guidance counselors did not understand their role and were extremely judgmental. O'Bryant pointed out that, "Up to 1969 white counselors were still

telling Black kids that they shouldn't bother going into engineering or going on to college because they couldn't get a job and besides their record shows that they wouldn't do very well."<sup>49</sup> Upon entering English, he found that there had never been any assemblies designed to guide juniors and seniors by providing information on examinations, college entrance preparation, etc. His first attempt to change this policy was turned down by the principal because the other counselors rejected the idea, even though they had been made aware of the fact that counselors were not providing students with consistent information. A second attempt proved to be more successful; that victory was accompanied, however, by a realization that there were still many problems, such as dealing with teachers who had failed students, although they had passing grades. It was not until his second year at English that corrections were made in this area.

O'Bryant further pointed out that in order to be a good counselor, one must (1) understand that their role is to provide information and support, and (2) understand that they should only provide a number of options after listening to a student's particular problems and reviewing his records.

Finally, he stated that Black counselors are especially needed because they would tend to know more about what is available for Black students and what contacts should be made. In addition to his work on Dimock Street, he is also on the State Advisory Committee for Higher Education, and Co-Chairman

of the National Association for the Advancement of Colored People (NAACP) Counseling Committee, which has been instrumental in providing supplemental financial assistance to Black students in the Greater Boston area. This organization has sent approximately 500-600 students to college. O'Bryant said that a systematic program is needed to educate parents and students about career opportunities. Again, the Boston School System has failed to carry out its responsibility to the Black community.<sup>50</sup>

A 1970 report by the Task Force on Children Out of School, showed that (1) in 1969 approximately 67,000 investigations were made by the Department of Attendance<sup>51</sup> and (2) although attendance officers perpetuate the myth that 200-500 Spanish-speaking children are absent at any given time during the year, there are actually 2,650 to 7,800 school age Spanish-speaking children out of school in Boston.<sup>52</sup>

The Department is designed to (1) keep records on all Boston school-age children, and (2) insure their school attendance. These functions are carried out by 39 attendance officers, most of whom have background training in police work. Because preference is given to veterans, many also have had military training. Officers receive \$13,400 per year; many persons have stated that their position is given on the basis of political connections and friendships, although it is a Civil Service job.<sup>53</sup> The officers' lack of training has resulted in replacing necessary counseling with punitive

measures. The racist attitudes of white policemen in the Black community are obviously present among attendance officers:

One of the Co-Heads, for example, characterized all truant children as being 'less intelligent, less well-scrubbed, crude, careless, and with pungent speech.' Upon rebuttal to his statement, he responded: 'Let's face it, these people are not school prone; they're just not. Their morals are certainly indicative of this.'<sup>54</sup>

As can be seen, the truancy problem in Boston can never be solved unless the school system is willing to hire members of minority groups who understand their communities and can relate to the problems facing Black and Spanish-speaking youth.

The Department of Pupil Counseling is designed to aid children who have special needs. These needs include three areas: "Children with school adjustment problems, children in crisis situations, and children who need clinical evaluation and treatment by mental health professionals."<sup>55</sup> Pupils are referred by teachers with the approval of principals. In 1970, there were only 29 counselors serving approximately 4% of the student body, or 135 pupils each, an impossible load.

The only prerequisite for this position is previous service as a Boston school teacher. Therefore, people trained specifically for a job such as this are not hired. Instead, teachers are rated, then selected by the Board of

Superintendents. Counselors receive a salary of \$13,400 and only work until 2:30 p.m. each day. There is currently one Black pupil adjustment counselor in Boston.<sup>56</sup>

The Task Force on Children Out of School has pointed out that while students who have problems in school are referred to counselors, those who are truant because of the same problems are dealt with by former policemen. This discrepancy is indicative of the incompetence and lack of professionalism which runs throughout the system.

#### Higher Education

Another indication of the Boston School System's failure as an educational institution is its percentage of college entrants. Only 29% of Boston's high school graduates attend degree-granting colleges. When compared with ten other cities of comparable size, Boston was eleventh on the list.

(See Appendix A.)

June 1970 statistics show that out of 16 high schools, 54% of the college entrants were from 4 of these schools:

Boston Latin, Girls' Latin, Boston Tech, and Boston English (see Table 2). Schools which were, at that time, 10% or more nonwhite, had 33.6% less college entrants than the 8 which were less than 10% nonwhite.

While many of Boston's high schools pretend to prepare students for college, it is common knowledge that only those students at Boston Latin and Girls' Latin are really recognized



TABLE 2--BOSTON HIGH SCHOOL GRADUATES, JUNE 1970

Schools	1967-1968 % of Nonwhite	Total Grads.	College Entrants				Tot. Coll. Entrants	% of Schl. Grads.	% of Tot. Coll. Entrants
			4 Yr. State	4 Yr. Other	2 Yr. State	2 Yr. Other			
<b>A. Schools with 10% or more nonwhite</b>									
Girls High	85	85	20	2	2	0	24	28.2	1.4
Jeremiah Burke	75	274	101	0	0	0	101	36.9	5.8
Jamaica Plain	41	167	9	7	11	12	39	23.4	2.3
Trade Schl. Girls	36	37	3	0	0	3	6	16.2	0.3
Brighton	45	321	0	92	20	0	112	34.9	6.5
Boston English*	23	409	110	55	30	0	195	47.7	11.3
Dorchester	21	270	40	34	9	7	90	33.3	5.2
Boston Trade	10	150	0	7	0	0	7	4.7	0.4
<b>TOTAL A</b>		<b>1,413</b>	<b>283</b>	<b>197</b>	<b>72</b>	<b>22</b>	<b>574</b>		<b>33.2</b>
<b>B. Schools with less than 10% nonwhite</b>									
Boston Latin*	10	274	0	273	1	0	274	100.0	15.8
Boston Tech*	10	364	30	226	20	0	276	75.8	16.0
Charlestown	10	211	5	5	2	0	12	5.7	0.7
East Boston	5	270	28	24	9	0	61	22.6	3.5
Girls Latin*	10	189	0	187	0	2	189	100.0	10.9
Hyde Park	5	471	28	74	17	13	132	28.0	7.6
Roslindale	5	440	21	65	52	24	162	36.8	9.4
South Boston	5	388	23	17	10	0	50	12.9	2.9
<b>TOTAL B</b>		<b>2,607</b>	<b>135</b>	<b>871</b>	<b>111</b>	<b>39</b>	<b>1,156</b>		<b>66.8</b>
<b>TOTALS A + B</b>		<b>4,020</b>	<b>418</b>	<b>1,068</b>	<b>183</b>	<b>61</b>	<b>1,730</b>		<b>of total</b>

\*54% of college entrants come from 4 of 16 schools. (Fall 1969 Sr. enrollment was 4,566 . . . 643 = 12.8% not accounted for.)

Computed from Chronicle of Higher Education, March 29, 1971.

by the system as college material. In order to enter these two schools, all applicants are required to take an examination, for which most of the minority students are not prepared after having attended such poor elementary and junior high schools. Two Black Latin students, testifying before the United States Commission on Civil Rights in 1966, described the difficulty they had during their first year, although they had received high grades before entering.<sup>57</sup>

Colleges in Massachusetts serve very few Black students. In 1970, Blacks represented a mere 3.2% of 95 of 111 Massachusetts colleges, including 2 year state, 2 year private, 4 year state, and 4 year private. Actual figures were 5,160 out of 162,165; total nonwhite enrollment was 4.7% (see Appendix A).

**III. COMMUNITY EFFORTS, 1959-1971**

The Black community of Boston has been trying to elect a Black candidate for the School Committee every two years since 1959 when Ruth Batson unsuccessfully ran for office. Therefore, the focus on community control is the only logical outcome of thirteen years of struggle. The progression toward that ideology, however, has involved numerous tactics which never evoked anything beyond an extremely insensitive response from the School Committee. An analysis of that progression clearly exemplifies the community's struggle for correct Black education and refutes the School System's unstated, but implied theory that Black people are apathetic and not concerned about Boston's willingness to graduate dysfunctional illiterates.

In 1960, the Citizens for Boston Public Schools was organized around the following issues: poor schools, patronage in the schools, unfair teacher examinations and the mispending of money. In an attempt to change the schools, four candidates were endorsed, including Mel King, former Director of the Urban League. Although two of the candidates were elected, there was still an absence of Black representation on the Committee.<sup>58</sup>

NAACP activism around de facto segregation in 1962 was followed by the first school boycott, June 18, 1963. Plans for this boycott were preceded by a May 23rd meeting, held at Freedom House. Louise Day Hicks was featured as guest

speaker. Paul Parks, First Vice President of Citizens for Boston Schools, made a "Statement on the Education of Negro Children." "The Statement, based on records of the Boston School Department, charged that Negro schools were overcrowded, that cost per pupil in Negro schools was far below the city-wide average, and that while reading test scores for the Boston School System were below the national median, scores of Negro pupils were even below the Boston median."<sup>59</sup> The NAACP presented a statement of grievances, followed by one given by the President of Congress of Racial Equality (CORE), "Citizens," clergymen, and parents. A boycott was announced the following day by representatives of CORE, NAACP, and private citizens. The School Committee tried to avert it by meeting with Mel King, James Breeden, Ruth Batson, and Paul Parks. Because the Committee refused to recognize the existence of de facto segregation, the boycott took place, but as usual it was to no avail.<sup>60</sup> The following proposals were made to the Boston School Committee.

1. An immediate public acknowledgement of the existence of de facto segregation in the Boston School System.
2. An immediate review of the open enrollment plan to allow transfers without present limitations. This plan to be put into operation by school opening in September.
3. In-service training program for principals and teachers in the area of human relations.
4. The establishing of a liaison between the school administration and colleges so that training programs may be set up for prospective teachers in urban communities.

5. The assignment of permanent teachers to grades one to three and the reduction of these classes to twenty-five.
6. The use of books and other visual aids that include illustrations of people of all races.
7. The establishment of a concentrated developmental reading program in each school in grades one through eight.
8. The expansion of the school adjustment counselor program in the congested Negro school districts.
9. The expansion of the vocational guidance program to include grade seven and the selection of qualified unbiased counselors.
10. The elimination of discrimination in the hiring and the assigning of teachers.
11. An investigation into reasons as to why Boston has no Negro principal.
12. A review of the system of intelligence testing.
13. The adoption in toto of the Sargeant report that refers to Roxbury and North Dorchester.
14. Our most important proposal is as follows:  
We seek the right to discuss the selection of a new superintendent in detail with Dr. Hunt.<sup>61</sup>

In February of 1964, the Massachusetts Freedom Movement organized a second boycott. Although approximately 10,000 Black and white students were absent from school, no changes were made. Prior to the boycott the NAACP had asked the School Committee to appoint an advisory group to investigate the schools, but the group did not meet the approval of the NAACP, so the Blakely suit was filed on April 20, 1965.<sup>62</sup>

"The NAACP alleged that the Boston School System was racially segregated; that the School Committee had engaged in

discriminatory assignment and hiring policies; that the School Committee had established attendance areas and constructed additions to schools so as to reinforce patterns of segregation; that predominately Negro schools were inferior to predominately white schools and that attendance lines and their maintenance reflect segregated housing patterns created by State action."<sup>63</sup>

Also in 1964, the parents of students attending the Boardman School in Roxbury asked that the school be demolished. After the request was refused, a protest was organized and parents bused approximately 140 of the 200 students to Peter Faneuil School near Beacon Hill. That same year, other parents brought a suit against the Committee to stop the busing of children from the Garrison to the Boardman because the latter was unhealthy, unsafe, and located near a construction site. In addition, they asked that their children be sent to another school. "On September 13, 1964, the injunction was denied and the suit was dismissed."<sup>64</sup> Parents from other schools, such as the Endicott, have attended School Committee meetings to express similar grievances, but left frustrated and insulted.

In August 1965, the Massachusetts Legislature enacted the Racial Imbalance Act, which declared it to be the policy of the State of Massachusetts "to encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools."<sup>65</sup> The Act defined a racially imbalanced school as one whose nonwhite enrollment exceeded

50%. Passage of the Act was a response to the Kiernan Report,<sup>66</sup> and the pressure of persons in the Black community, such as Reverend Vernon Carter, who in August 1965 lived in a trailer near the School Committee headquarters and giving signs to any persons who would carry them, picketed the offices day and night.<sup>67</sup>

Operation Exodus, led by Ellen Jackson and Betty Johnson--two Roxbury mothers, was organized in August 1965. This organization, reacting to the School Committee's resolution against busing, operates under an open enrollment policy. That is, students are permitted to attend any schools which are not filled. Most of the money needed (\$1,200 per week) was raised in Roxbury. Each year the organization has expanded its enrollment.<sup>68</sup>

In February 1966, Bridge, a non-profit corporation, was organized. This organization helps to familiarize the community with educational programs. "The Bridge has five major areas of interest and activity: (1) to increase interest in the schools by providing information about school programs and problems; (2) to help organize and stimulate parent groups; (3) to assist students in transferring to private and parochial schools; (4) to sponsor research on local school problems with special reference to ghetto schools; and (5) to focus on various Afro-American art forms to enhance communication within the community."<sup>69</sup>



Parent and student concern were exemplified in June 1966 when Louise Day Hicks attended the graduation ceremony at Patrick Campbell Junior High School, a predominately Black school in Roxbury. Mrs. Hicks was scheduled to hand out diplomas, but was forced to leave after Reverend Virgil Wood, a leader in the Black community, verbally attacked her nearly causing a riot. Charges of disturbing the peace were dropped after the trial judge stated that Hicks's decision to attend lacked discretion.<sup>70</sup>

The Metropolitan Council for Educational Opportunities (METCO) was organized in 1966 by citizens from surrounding suburban communities and the City of Boston. Funded by Title III, U.S. Office of Education, METCO bused children from Roxbury, North Dorchester, and the South End to areas such as Arlington, Wellesley, Brookline and Newton. Participation is strictly voluntary and those students involved in the program are guaranteed an education through high school.<sup>71</sup>

In October 1966, parents and community leaders testified before the United States Commission on Civil Rights. Mel King delivered the following statement when asked about the criticism Black parents and students expressed in relation to their schools:

There is a wide range of criticism. If you take the parents and their concerns initially, one is recognition that their youngsters are not competitive with youngsters in other parts of the city of Boston and with youngsters in the metropolitan Boston community, but confining it to parts of the city of Boston, recognition on the part of these parents that the youngsters don't do as well in

the competitive tests for schools like Boston Latin and Girls Latin and Technical High School which require the passage of exams before one is able to get in.

Criticism over the fact that parents are steered in dead ends in terms of their not being involved in helping to make some of the decisions as to what happens to their youngsters. . . . You have the attitudinal problems that parents complain about, one in terms of visiting a school, a group of parents who wanted to get involved in the education process in the community and going into a principal's office and having him say that the trouble with this neighborhood is that we have too many women who are on welfare and of the 13 women who were sitting in the office, nine of them happened to be on public welfare. . . . Or the problem of a teacher for example, asking for some assistance in taking her children to the library and having a principal say to her, 'Well.' [The teacher said] she had some parents who were interested and his [the principal's] comment to her was, 'We don't want any outsiders involved, we'll get you a couple of sixth grade students.'<sup>72</sup>

Several parents expressed their dissatisfaction with Boston schools and incidents which involved their particular children.

There was an incident in the third grade with one of my daughters where a substitute teacher had separated her from the rest of the class, her and several other Negro children, and refused to teach them for two days, and I overheard this conversation with my daughter and another little girl that was in her room and I thought it was just something the children will do to a substitute teacher, but when they continued to talk about it and I questioned them and they said: 'Yes Mommy, she made all of us sit in one end of the class and took all the rest of the children and was teaching them. We haven't done anything.'<sup>73</sup>

During the fall of 1967 and 1968, the New Urban League of Greater Boston, located at 100 Warren Street, Roxbury, sponsored a ten week Parent Education Course. The workshops were designed to "supply parents with the necessary information

about what happens to their children in the public schools so that parents can effectively evaluate the type of education their children receive." There were no fees or written tests. Registration merely required that persons have children in the public schools and their families reside in Roxbury, North Dorchester, Jamaica Plain, or the South End. Community leaders, professional educators and persons from the School Department covered the following topics:

- (1) Structure of the Boston School System
- (2) Curriculum in the Public Schools
- (3) Counseling and Tutorial Programs
- (4) Parent Involvement in the Schools
- (5) Resources in the Community Available to Children and Parents
- (6) Trips to Good Schools
- (7) Help to Parents with Problems in the Schools<sup>74</sup>

In addition to parent workshops, numerous tutorial programs have been set up throughout the community for public school students.

The Community Education Council was organized by a joint venture involving Operation Exodus and the Education Department of the Boston Urban League. Persons and groups involved in public education and working in the Black community were called together in December 1967. One hundred persons responded. The response included 37 educational agencies. In an attempt to improve education for Black children by pressuring the public school system, initial action focused on

a proposed new experimental elementary school, which was to be located on Humboldt Avenue, Roxbury. Plans for the school had not involved community people. In fact, it had been named after the father of a white School Committee member. The Community Education Council, therefore, arranged to have a public hearing before the School Committee to discuss changing the school's name. Before a large gathering of Roxbury residents, community representatives debated long hours with the School Committee to have the name changed to William Monroe Trotter, after a Black national hero. "The following day a community ceremony was held on the construction site with several hundred people, speeches, and the erection of a sign which read: 'William Monroe Trotter School, named and dedicated by the Community.'"<sup>75</sup>

Although the Black community had numerous meetings with the Boston School Committee to discuss community control of the Trotter School, plans were still carried out by the system to make the school 49% white and to exclude Blacks from the decision-making process. The frustration felt during that time was clearly expressed in an Urban League position paper entitled "Our Children Must Come First" (see Appendix B).

The philosophy around community control was further discussed at a Harvard Conference on education sub-systems in January 1968. A Black Caucus, chaired by Rhody McCoy, met separately for a period of three days to discuss gaining

control of the schools. The outgrowth of this meeting, a position paper written by two Boston Urban League members, included the following statement of objectives:

Control must extend to active members of the community for which the schools exist. The objective of our concept of control of the schools are fourfold:

1. Decision-making in regard to the procedures and processes of education must be responsive to the community.
2. There must be organizations for absolute administrative fiscal control of the schools.
3. The function of education must be redefined to make it responsive and accountable to the community.
4. Supporters must be committed to complete control of the education goals as they relate to the larger goals for community development and self-determination.<sup>76</sup> (See Appendix B.)

In March 1968, the Urban League arranged a meeting between community people and representatives from Boston's Department of Program Development. This was done in response to the School Department's wanting to receive Title III funds under a grant designed for community participation. At that meeting, the Central Cities Task Force (CCTF), a Health, Education and Welfare (HEW) project, agreed to choose from schools that were selected by the community. In addition, it agreed to rely on Operation Exodus, the Urban League, and several other agencies to increase community participation in Task Force meetings. The King-Timilty School Coalition grew out of this group. After CCTF submitted a proposal, the project was funded in July 1968. The initial effort involved fighting for Black principals. Although the two white

principals were transferred, their replacements were also white; however, the Coalition did not actively oppose their assignments. As a result, it was criticized and negatively labeled.<sup>77</sup>

The Afro-American Association of Educators (AAAE) formed after a national call for local chapters by the National Association of Afro-American Educators. The Community Education Council and the AAAE held a community meeting which resulted in the initiation of plans to gain control of the schools. When that issue changed to getting Black principals for the King, Timilty and Gibson Schools, the Concerned Parents of the Gibson School joined the movement. Meetings were held daily and a Strategy Committee of 15 men was formed along with a Resource Committee. Plans were made to take over the three schools if they opened with white principals. The School Committee, therefore, appointed two acting Black principals for the King and Timilty. At 2:00 a.m. on September 4th, the Strategy Committee voted to take control of the Gibson. That morning, 100 persons, led by parents, participated in a physical takeover of the school, but were removed later by policemen.<sup>78</sup>

On September 18, 1968, English High's Black Student Union experienced difficulty with the school bureaucracy, thereby initiating a Black high school student movement for involvement in policy making and quality education.<sup>79</sup>

Internal problems erupted at the King School the following month and resulted in a threatened teachers' strike and resignation of the principal. The King closed for two weeks and meetings were held by the Coalition. A community organization called The Cabinet developed from the meetings. Its purpose was to run the school, but after a short while, it disintegrated. The Cabinet's disintegration was followed by that of the Community Education Council, AAAE, and the Roxbury Community School Board.<sup>80</sup>

The New Breed of Teachers League, established in the summer of 1969, was a group of future Black teachers who were interested in improving education for children in Roxbury and North Dorchester. The organization was built around an internship program with the Harvard University Center for Urban Education--Training Teacher Trainers Program, the New Careers Program and the University of Massachusetts, Boston. Participants in the program taught at inner-city schools for the duration of their academic training rather than the regular six to nine weeks. This allowed them to make connections between their children's needs and the skills they (teachers) were getting on the university level. The Board consisted of six New Breed participants and six persons from the community at large. Some of the organizational purposes as stated in the bylaws were:

1. Serve Black community, specifically Black children.

2. Change schools and educational system we are involved in.
3. Direct energies toward truths on all levels.
4. Produce large numbers of qualified Black teachers quick.
5. Provide meaningful education for interns for acceptance into schools.
6. Gain information about and develop techniques to reach youngsters not reached before.<sup>81</sup>

The Massachusetts Experimental School System became a reality in September 1969, primarily through the efforts of the Committee for Community Educational Development, a group of persons concerned about the education of students in Boston. "The goal of C.C.E.D. is to effect a permanent change in public school systems in the state by launching a parallel public school education system which will set an example for new educational standards."<sup>82</sup>

The System consists of three programs: lower school, middle school and a model high school. These schools operate around three concepts: "learning through experiencing; learning about and appreciating ethnic diversity and group relationships; and the active participation in the educational process of all the elements which make up a community: parents, teachers, business, industry, and community agencies."<sup>83</sup> The Board of Directors is made up of parents, staff members, educators and representatives from organizations and groups of some communities served by the System. Although at present the System only serves Boston areas, plans are being made to



include Cambridge, Somerville, Medford and Brookline.<sup>84</sup>

The Educational Personnel for the Inner City (EPIC) began in September 1969. It grew out of a 1968 Boston University NDEA Summer Institute which brought together urban public school teachers and teacher aides from the Roxbury community. EPIC, a full-time education program, provided professional training to inner-city residents. Participants worked toward an undergraduate or graduate degree and certification as a teacher. It operated from two major assumptions: "(1) people who ordinarily would have little access to a college education can become certified teachers, (2) to be more effective in the inner-city schools, teachers should be trained in a manner different from the traditional university method."<sup>85</sup> Goals included creating new kinds of teachers, creating new teacher roles, opening the profession of education to persons interested in teaching in inner-city schools without regard to their paper credentials, creating a new teacher training model and establishing a vehicle for community influence in urban education. Participants taught in Roxbury and North Dorchester schools during the day; they attended university courses in the late afternoon and/or early evening. These courses were generally held in the community schools. EPIC field assignments included the following schools: New School for Children, Store Front Learning Center, Massachusetts Experimental School System, Martin Luther King, Jr. School, Dearborn School and Highland Park Free School.<sup>86</sup>

In 1970, the Black Educators Alliance of Massachusetts (BEAM), formerly the Massachusetts Negro Educators Association, was instrumental in organizing a boycott which involved 170 Black teachers and teacher aides. BEAM contacted the School Committee and presented Superintendent Ohrenberger with a list of demands which included a recruitment program designed such that the School System would be forced to go through the BEAM organization for Black teachers. Again, the Black representatives left insulted and with little or nothing accomplished.<sup>87</sup>

A May 8, 1970 Position Paper, written by BEAM, contained the following statement:

We stand unadulterably opposed to current practices and policies, reminding the School Committee, in particular, but other parties as well, as we have done in the past, that such policies and practices account for gross discrimination against black professionals, black non-professionals, black students, black communities, and other minorities in the City of Boston. (See Appendix B.)

The Position Paper proposed that Blacks be hired to fill the following positions: 1 associate superintendent, 10 principals, 2 assistant superintendents, 15 assistant principals, 3 headmasters, 1 administrative assistant for personnel, 3 directors, 5 assistant headmasters, 15 guidance counselors, and 10 pupil adjustment counselors. BEAM is currently negotiating with the Boston Teachers' Union in an attempt to increase Black staff.

Federation

After numerous attempts to reform the Boston Public Schools, some parents and community leaders in the early 1960's decided to initiate plans for alternative community-oriented schools. This initiation resulted in the establishment of three such institutions: The New School for Children, Roxbury Community School and Highland Park Free School, the former located in Dorchester and the latter in Roxbury.

On January 18, 1970, The Federation of Boston Community Schools, Inc., was formed by the parents and governing bodies of the three previous mentioned schools. The overwhelming consideration for the development of such an organization stemmed from the similar economic problems with which they were confronted. As financial burdens were mounting in the late 1960's, the schools' staffs, through exploratory discussions, found that a coalition would possibly result in extended assistance from foundations. In addition, it was generally felt that such an effort would provide for:

- (1) jointly sponsored seminars, workshops and teacher development programs;
- (2) joint ordering procedures;
- (3) joint sponsorship of proposals to other agencies;
- and (4) possible support of public funds.

The united efforts of the schools are co-ordinated by the Federation office, which is also responsible for policy-making and implementation. Officers of the Board of Directors include a president, secretary, treasurer, project

director, development officer, and legal advisor. On June 30, 1970, the Federation was made a legally organized and established corporation, upon receiving its Charter from the Commonwealth of Massachusetts.

The three schools are clearly examples of what can be achieved in the face of extremely negative odds. The leverage of involved parents and community leaders has resulted in changes which speak to the needs of the community as well as the students. The Federation cites the following as being of particular significance in its programs: (1) the educating of children thought to be uneducable in other institutions of learning; (2) the training of teachers to new roles in relationship to students and the community; and (3) the development of institutions which provide for a sense of pride, confidence and accomplishment.

The 1970-1971 school year, which began September 1st, found 550 students attending the three schools collectively. The teaching staff averaged approximately 1 certified teacher for every 15-20 students, 1 community teacher for every 15-20 students, 1 community organizer (home and social worker for every 50 families), 7 skilled consultants in the fields of music, art, drama, science, and physical education, and 2 administrative officers, a co-ordinator and an assistant co-ordinator.

The largest of the three schools is the Highland Park Free School, located at 42 Hawthorne Street. Having opened

in 1968, through the efforts of parents whose children were attending a preschool and Headstart program in Hawthorne House, the school is now in its fourth year of operation. The site, which includes four buildings, was originally a Holy Trinity Catholic School, but was turned over to the Highland Park community in 1966 by the Catholic Archdiocese, when the Catholic school was moved to the suburbs. Parents, the president of the Education Development Center, Melvin King, and several other persons played major roles in the initial planning and securing of funds. In 1968, \$22,000 was obtained through EDC. At present, the school receives funds from numerous sources, but there remains a serious money shortage.

Because the major commitment of the school is community control, the parents--generally residents of the Highland Park area--select the staff and dominate the decision-making process. The administrative personnel are Charles Lawrence, principal, and James Cooper, master teacher. In addition, there are 9 supportive personnel, 9 certified teachers, 9 community teachers, 1 reading specialist and 1 arts and sciences specialist. The teaching arrangement at Highland Park provides for a fruitful relationship between the professional and the para-professional, in that each class has one certified teacher and one community teacher. The community teachers are hired on a twelve-month basis with ongoing training through special programs at Boston University and

Simmons College. The programs enable the community teachers to receive a B.S. with the completion of 60 course credits. Although the two teachers plan and implement together, the community teacher is primarily responsible for what happens in the classroom, while the certified teacher serves as a technician.

During the past, the many applications received from certified teachers provided for considerable selectivity. Initially most of the teachers were white, but within the past three years that situation has reversed and now all of the teachers are Black. Efforts are now being made to initiate the recruitment of student teachers and certified teachers from Black southern colleges.

The selection of students is done by a parental committee, which also sets the guidelines. In an effort to appeal to the community, it was decided from the very beginning that 75% of the students were to come from families making less than \$1,000/family member/year and that there would be no tuition. The first policy-making body also decided that no standing committee could have more than 25% of its membership coming from families earning more than \$1,000/family member/year and that the Steering Committee was to be composed only of parents with children in the Free School or neighboring public schools.

Although Highland Park Free School is nongraded, it is composed of two divisions, the Lower School, ranging from

pre-kindergarten to what would be considered a public school fifth grade equivalent and the Upper School, which terminates with an eighth grade public school equivalent. Because the school is dedicated to experimentation and a pattern of goals rather than a stringent prescribed program, the curriculum is open-ended. However, emphasis is placed on competence in the languages of words and numbers, as well as the acquiring of communication and self-expression tools.

The Upper School is somewhat structured and made up basically of those students who were having serious learning problems within the public school system. As a result, the teachers are constantly striving to rekindle that desire to learn, which was killed by the public school system. The situation within the Lower School, however, is completely different because the motivation and self-esteem of the students have not been destroyed through racist behavior. Many of the younger children are eager to progress at a rapid pace, display a high level of awareness, and are generally enthusiastic about school. Teaching within both divisions is highly individualized.

In addition to having daily schedules which differ considerably from those followed in public schools, Highland Park has established a school calendar which pays special tribute to Black heroes as opposed to traditional holidays. Students are well-informed of Black persons who have made significant contributions.

Because physical education facilities are limited at the school, the older students are taken to Cabot Street Gymnasium on Friday afternoons. This is a public city gymnasium, which houses a pool and a basketball court. On Tuesday and Thursday afternoons, these same students take electives such as photography, karate, African dancing, sewing, and others.

Despite the problems of funding and the constant disruptions caused by visitors, the school is highly conducive to learning and displays a very real sense of community. Perhaps its many positive aspects can be conveyed in the following three categories:

#### Goals

1. To develop people equipped to learn anything and change in response to needs;
2. To develop a sense of personal competence and self-confidence;
3. To develop an ability to direct oneself to solve problems;
4. To develop an ability to find necessary resources or information and to know when to ask for help.

#### Advantages

1. Provides a staff sensitive to children's needs, thereby helping to create self-esteem;
2. Teaches skills which help contribute to family and community needs;
3. Reduces chances that children might be destroyed by racist behavior;
4. Allows for parent-teacher control of what the children learn;



5. Children are free to express themselves;
6. Children are encouraged to work on their own;
7. Provides opportunity for children to explore their environment.

#### Outcomes

1. Development of a model for parent controlled public education;
2. Creation of a training place for future public school teachers;
3. The education of parents in the responsibilities and skills needed to operate a school;
4. The development of a sense of community among students as well as parents;
5. The development of trust through constant contact.

Collectively, the three federation schools represent approximately ten years of planning and operation. Although foundations, churches and individuals have contributed generously, more than \$800,000 has been raised by the schools alone.

Because this organization is committed to the educational needs of the community as well as to the students, a considerable portion of the program has been and will continue to be experimental. However, it is hoped that interested persons, who share the beliefs of the Federation, will support its efforts morally and financially. Despite the fact that the Federation is functioning outside of the system, it clearly has a claim on public funds. Through developing ways to show community

creativity and competence, and through educating children, it is legitimately serving the public. During the past few years, most of the money has come from the Ford Foundation, The Associated Foundation of Boston, Headstart Follow-Through, denominational sources, and efforts of the parents and school staffs.<sup>88</sup>

Two hundred to three hundred parents, agency workers and educators attended the first two-day Black Education Conference, held in June 1970. Realizing that efforts to improve the education of Boston Blacks needed to be co-ordinated, participants selected a Task Force. The Task Force was to analyze the conference data and arrive at a philosophy for Black Education, a list of priority areas for the community and strategies for reaching their goals. Two categories of priorities were defined.

#### A. Public Education Priorities

1. Staffing including recruitment
2. Blacks in the upper echelons of administration (for example, a Black Associate Superintendent)
3. Training both Black and white personnel to teach and serve Blacks
4. Control of the schools through greater parent involvement
5. Community education, i.e., the dissemination of information to the community regarding the schools
6. Changing peoples thinking through the institution of Black Studies Departments in public schools
7. The development of alternative models of education within the public school system

8. Accountability through a Community Board of Education
9. Special public school programs and their effect on the community (both publicly and privately funded programs).

B. Community Education Priority List

1. Directing community education toward the statement of philosophy
2. Dissemination of information
3. Developing alternative models
4. Community reorganization including greater co-ordination of efforts and, in some cases, the redirection of resources
5. Political education
6. Control and accountability
7. Developing a cultural base, i.e., bringing more Black culture into community schools and educational and social agencies (art, music, language, customs, etc.)
8. Developing effective Black leadership
9. Demonstration, i.e., using community schools as role models for public schools. (See Appendix B.)

The Career Opportunities Program (COP), a nationwide training program designed to improve education in low-income areas, started in the Model Cities area of Roxbury on July 1, 1970 and operated through the summer. The lack of a program director caused the program to stop in September 1970 and begin again in January 1971.

Participants in COP serve as community teachers, while working toward degrees at local colleges and universities.

Although COP realizes that its primary objective is to improve the meaning and quality of education, "it also realizes benefits such as: 1) career development and advancement for those who are currently employed as teachers as well as the new C.O.P. Vietnam veterans; 2) bridging the gap between the community, the school, and the institution of higher education; 3) the reduction of home-school alienation and its destructive impact upon the lives of children; 4) the creation of teacher training models which are responsive to the needs of schools located in low income areas, which is taking place in C.O.P."<sup>89</sup> Currently the following schools are involved in the Roxbury area COP program: (a) Massachusetts Experimental School System, (b) The New School for Children, (c) The Highland Park Free School, (d) The Roxbury Community School, (e) Saint Joseph Elementary School, (f) Saint John's Elementary School, (g) Storefront Learning Center, and (h) 12 Title I Boston Public Schools.

#### Student Strike

The third student boycott began on February 4, 1971 when approximately 1,000 students walked out of the Boston Public High Schools. That action was initially stimulated by the Afro-American Society of Boston English High on January 22, 1971. At that time, a demonstration was held to protest the suspension of two Black students accused of being involved in a school robbery. This demonstration attracted

300 students and resulted in the temporary closing of the school. According to one of the local newspapers, the principal stated that the school had been taken over by a group of Black students. A list of demands were formulated by the demonstrators asking for (1) more Black teachers, (2) more Black studies, and (3) dismissal of charges against the two students. That same evening, the Boston School Committee met and voted to close English for the first two days of the following week. Students were only allowed back under the condition that they signed an agreement to abide by school disciplinary rules. On January 29th, Dorchester High closed after 200 Black students staged a demonstration at the administrative offices protesting racist remarks which had been made by one of the instructors.

On February 3rd, approximately 250 Black Brighton High students met to discuss their grievances. Simultaneously, the Student Mobilization Committee, a group of 250 sympathetic white students, met and later handed out leaflets enumerating 16 demands relative to students' rights and school conditions. A meeting was also held by the Black Student Federation, at which all of the involved student representatives agreed to stage a mass walkout at noon, the following day. On February 4th, approximately 600 of the striking students marched from Warren Street to a mass meeting held at Northeastern University. The purpose of the meeting was to voice the repressive conditions at their schools.<sup>90</sup> Student

representatives from Burke, Edison, Boston Tech, Boston English, Dorchester, Hyde Park and Brighton schools held a press conference at the Black United Front, while other students participated in the walkout. At that time, students criticized the lack of a Black curriculum, the low number of Black administrators and faculty, and the absence of a "mechanism suitable to the students to deal with disputes or grievances related to racism and repression."<sup>91</sup>

Co-ordinator of the Black Student Federation, Leon Rock, also read a copy of a letter which had been sent to Mayor Kevin White asking for an investigation of the Boston Public Schools "to evaluate the school system's sensitivity, the curriculum and its relationship to black students."<sup>92</sup> Students from English High requested the hiring of 25 Black teachers while Dorchester High's Black Student Union "demanded the right to have a voice in the decisions on problems concerning the expulsion, suspension and the general discipline" of the Black students there. The New Urban League expressed its support for the students through the following statement:

The current efforts of the students are a result of the failure of the school system to act without rancor, to deal with educational issues brought to them by black parents, teachers and groups in the past two decades.

The students in the best American tradition are recognizing their right to act . . . to change an unjust system.<sup>93</sup>

The February 7th edition of the Bay State Banner stated that on the Friday following the mass walkout, School Committee members and administrators met with representatives from the Mayor's office to discuss the events of that week. Although no conclusions were reached, Superintendent William Ohrenberger stated that the School Committee's efforts to recruit Black teachers had been very unsuccessful. In addition, he stated that all striking students would be considered "absent from classes," until they are back in school. However, that week, 50% of the Black junior high and high school students remained absent while awaiting a two-day meeting with administrators and faculty.<sup>94</sup>

On February 5, 1971, the Student Mobilization Committee to End the War in Vietnam and the Greater Boston High School Rights Committee, after meeting with the Black Student Federation, decided to stage a support rally of white students.<sup>95</sup>

An article in the February 12th edition of the Boston Globe stated that walkouts occurred at Martin Luther King, Jr. High and Hyde Park High on February 11th. One hundred out of 761 students left the King School an hour before dismissal and 150 white students disrupted classes around 9:00 a.m. at Hyde Park. Police were then sent in and the students walked out before 10:00 a.m.<sup>96</sup>

Also on February 11th at 3:00 p.m., the Executive Committee of the Afro-American Society of English High School

presented the five original demands of the striking students to the Boston School Committee. These were:

1. End to harassment of Black students by white students and teachers.
2. Qualified Black teachers and guidance counselors that can easily relate to Black students and their problems.
3. Black study courses relevant to Black students.
4. Evaluation of the Boston School System by the Evaluation Committee of B.R.I.D.G.E.
5. Complete amnesty for all Black students participating and supporting the strike (i.e., no punishment as far as marks and school work are concerned and time given to make up work lost).<sup>97</sup>

At 4:00 p.m. on that same day, the Black Educators Alliance of Massachusetts (formerly known as the Massachusetts Negro Educators Association), released a statement expressing its "wholehearted support" for the students' demands.<sup>98</sup>

An article in the February 12th edition of the Boston Globe stated that the School Committee had moved to eliminate racial and student unrest by voting unanimously on February 11th for "adequate police protection" inside and outside Boston's public schools. It was also decided that such requests for protection would come from the School Committee through Ohrenberger, as opposed to individual principals. Paul Tierney, Chairman of the School Committee, blamed the turmoil on a "national conspiracy to disrupt and destroy the public school system"<sup>99</sup> in the United States. Tierney cited the Progressive Labor Party, Communist sympathizers and Students for a Democratic Society (SDS) as those groups directly



responsible. Secondly, the Committee voted to direct Ohrenberger to "investigate immediately the double standard of discipline" charged by white parents who testified at the meeting. While white students and their parents were complaining that Black students were favored with regard to disciplinary action, Black students and their parents charged that the double standard favored whites. Lastly, the Committee voted that no group could exclude another from meetings which were held on school time. This particular decision was preceded by a charge against Afro-American societies and other Black groups. The three motions were made by School Committee member, John J. Kerrigan, who specified that female as well as male police be called in. However, Tierney suggested that decisions for police protection should not be made by the Committee, but by school administrators.<sup>100</sup>

The Committee's decisions were strongly attacked by A. Reginald Eaves, Director of the Mayor's Office of Human Rights. He stated that the two motions calling for police protection and banning all-Black student meetings would bring about more tension and "further polarization." According to Eaves, the unrest was a "serious situation," and would not be solved by the Committee's "hardline" policy. Finally, he added that "repression breeds more repression," that the presence of policemen in or outside the schools would cause Black parents to view them as repressory forces exclusively for Black students, and that something would have to be done

to defuse the Committee's action. This particular article also stated that before the meeting, Black student representatives met with the School Committee to express various grievances. An Afro-American Society official stated after the meeting that an Anglo-Saxon Society was formed following the Thursday, February 4th walkout. The official also charged that the white group had threatened Black students with physical harm.<sup>101</sup> The Committee's obvious contempt was manifested in the March 5th edition of The Militant:

Leon Rock, the head of the Black Student Federation, has been publicly denounced by Boston School Committeeman John J. Craven, Jr. as the biggest 'troublemaker' in the Black student strike and threatened with possible court action. Craven also attacked the demands of the Black students as both 'irresponsible' and 'impractical.'

The Boston School Committee has threatened legal action against the BSF for aiding and abetting the striking students and against Northeastern University for harboring truant minors.

The BSF has replied by calling for a continuation of the strike and support for Leon Rock. Both the SMC and the Greater Boston HSRC consider the School Committee threats as attempts to deny the Black students their just demands and to break their strike by eliminating the leadership.<sup>102</sup>

On February 15th, the CHANGE Committee was formed. This organization was composed of representatives from the Black Student Federation, various high school Black Student Unions, and a few parents. At this particular time, the strike was formalized by releases asking all Black students throughout the city to support the efforts of CHANGE. At

7:30 p.m. on that same day, a meeting for Black parents and Black teachers was held at the Elma Lewis School of Fine Arts in Dorchester. Transportation was made available by the Black United Front and the Black Student Federation. The following statement was taken from fliers distributed before this meeting. Perhaps it best points out the kinds of issues which the involved parents discussed.

Our Black youth are combating the conditions in the Boston School System that are depriving them of their manhood and womanhood. They are fighting conditions like:

1. Racism within the schools' academic procedure and policies.
2. Neglect of the needs of Black students
3. Shortage of qualified Black teachers
4. No courses of study relating to Black students
5. Low quality education and ragged school buildings
6. Lack of proper academic and guidance counseling
7. Harassment from white students and agitation from white teachers

— We realize that an education is important in life, but this is no kind of atmosphere for a proper education, and no one will put up with it.<sup>103</sup>

During the week of February 15-19, student workshops were held at 12 Bicknell Street (formerly St. Leo's Rectory). The previous week, striking students had been assembling for Black History classes at the New School for Children in Roxbury. The February 15-19th workshops were run by high school students, Black college students, parents, and representatives from community-based organizations.<sup>104</sup>

On February 24th, the School Committee granted permission to representatives from various high schools throughout the city to hold a mass meeting at Boston University. This meeting--later called a Student Conference on Boston High Schools--was scheduled to meet on February 25th and 26th from 8:30 a.m. until 3:00 p.m. On the first day of the conference, the participating students voted to allow only two adults to attend. Although the School Committee had set up an official program which called for the meetings of individual school delegations, it was later decided by the students that one large combined meeting would be more effective. Because the School Committee reneged on its promise to send representatives, Paul Tierney was telephoned and finally arrived at approximately 1:35 p.m. At that time he merely stated that he would call an emergency school board meeting for the 26th, and then proceeded to leave the conference. After his departure, it was decided that (1) each school would draw up a list of demands to present to the school board and (2) that all of the schools would support the demands of CHANGE. On February 26th all conference participants were informed by Tierney that the School Committee members could not attend because of this short notice. According to some sources, this was the very first time since the Committee had been elected that anyone could not attend an emergency meeting. As a result of Tierney and Ohrenberger's appearances on that day, students decided at 11:45 a.m. to call for a total walkout of Black

and white students. All conference representatives were to return to their respective schools and inform nonstrikers. After that decision was made all of the Black students left, but the whites remained and decided to delay their action until Tuesday when there was a scheduled school board meeting. If the Committee then continued to refuse their demands, they would encourage a wide-scale boycott.

At the regularly scheduled school board meeting on Tuesday, March 2nd, individual schools presented their grievances after the CHANGE Committee submitted its original five demands. The School Committee monopolized two hours of the two and one-half hour period, and as a result, some of the school representatives were unable to voice their grievances. In addition to monopolizing most of the time, the School Committee added "insult to injury" by walking out after two and one-half hours. At that time, all students stood up and voted to strike.<sup>105</sup>

On March 3rd large numbers of Black students were absent from school. However, the percentage of white participation was quite low. Those white students who supported the strike joined the High School Student Mobilization Committee and expressed their sentiments in a release which stated the following:

The High School Student Mobilization Committee supports the demands of the Black Student Federation against the racism of the Boston School Committee. We also demand that students be allowed to engage in political activity as freely as any other citizens, as guaranteed by the U.S. Constitution.

The special oppression faced by Black students has forced them to initiate the current four-week strike. Just as Black students have gotten support in their community, we white students must attempt the same thing. The Boston School Committee is no more interested in the welfare of white students than Black. Committee member Craven's charge that we students who are demanding a decent education and our democratic rights are truant and misdirected. It is Mr. Craven and the other members of the School Committee who are truant in their responsibility to provide us an education and treat us like human beings. The attack on students at Hyde Park High today by police called in by the School Committee is proof of the real attitude of the School Committee to Boston students.<sup>106</sup>

During the week following March 3rd, Black students continued to attend workshops, while parents held evening meetings. In addition, there were several fact sheets released to keep the Black community abreast of the strike's progress. The main themes throughout the evening meetings were: (1) unification of parents; (2) students' grades; (3) parents' rights to negotiate with school administrators, School Committee, etc.; (4) parents' rights to control curriculum; (5) legal aspects of setting up community schools; and (6) no amnesty--main source of pressure. On March 5th, a letter was sent inviting the School Committee to attend a meeting in the Black community.<sup>107</sup>

After four weeks of striking, the Change Committee released a statement asking all Black college students to boycott classes on Monday, March 8th, in support of a rally scheduled for 12:30 p.m. at Wheelock College. Immediately following that release, the Ad Hoc Committee of Teachers Supporting Students announced their dissatisfaction with the

Boston Public School System.<sup>108</sup>

In response to the Change Committee's invitation to meet in Roxbury, the School Committee seemingly was not very anxious to use the Boys' Club. Therefore, another letter was sent to the Committee, asking it to name a place which would be mutually agreeable. The details of this exchange were expressed in a March 18th press release by the Change Committee.<sup>109</sup>

On March 25th, the Chairman of the Change Committee, Anthony Banks, presented a televised speech which expressed the feelings of those students who were still striking.

. . . We have lost faith in the words of the Boston School Committee, and we have been on strike for over 8 weeks, protesting the racism in our schools, but no one will listen to us. The School Committee and Superintendent of Schools are trying to force us back into these racist, inferior schools by using police. . . .<sup>110</sup>

A fourth fact sheet was circulated in the Black community on March 30th. Unlike those previously mentioned, this release enumerated specific cases of repression and racism in the Boston High Schools.

At Girls' High School, sisters were kicked and beaten by the Boston Police force, which was called to the school by the headmaster on March 19, 1971.

At Dorchester High, a Black student was slapped by a white teacher for passing around a petition to have that same teacher removed from the Boston School System.

At the Jeremiah E. Burke two brothers were arrested for walking across the lawn of the school. A sister was slapped in the face with a billy club and thrown into a paddy wagon stationed nearby.<sup>111</sup>

During the first week in April, a motorcade was conducted by the striking students to dramatize their grievances. Also, a letter was received from Paul Tierney stating that the School Committee would meet with parents and students at the Monroe Trotter School--a state experimental school on Humboldt Avenue.<sup>112</sup> However, discussions with various involved people seem to point to the reality that with the closing of school, the strike ended and although the disproportionate number of minority teachers was slightly increased, very little has been done to substantially meet the needs of Black or white students.

The Roxbury Education and Development Institute (READ) grew out of the Boston Urban League in response to the 1971 student strike. The program focuses on 14-17 year olds and is especially interested in students who have been forced out of the Public School System. It emphasizes the development and education of young Black minds toward the Black community's social, political, industrial and cultural growth. READ cites the following as its purpose:

- 1) To provide wider educational options to parents and students by increasing the choice of what a student can learn, how the student can learn, where the student can learn, and from whom the student can learn.
- 2) To provide and transfer skills valued by the student and society.
- 3) To precipitate change in students' view of themselves and in the educators' views about what constitutes a valuable education.



- 4) To promote student and parent involvement and participation in education.
- 5) To probe the feasibility of an expanded use of voucher contracts in education.
- 6) To prevent polarization of students and the community by giving them a stake in each other. 113

Now an accredited institute, READ gives points toward a high school diploma or general equivalency diploma. It is currently a part of the Massachusetts Experimental School System.

IV. THE PHILOSOPHY OF CORRECT BLACK EDUCATION

The only tool any people can use to pass on and sustain its culture is education. As James Turner, author of Black Studies and a Black Philosopher of Education, states 'Education is not just the development and teaching of factual information but is also the primary means for imbuing a people with social values, certain political beliefs, and a specific cultural character.' Mr. Turner goes on to state that 'in any social system, teaching is done within definite ideological parameters, which engenders a common frame of reference and orientation among the people.'<sup>114</sup>

The philosophy of correct Black education has developed as an alternative to an educational system based on Western values centered around exploitation, individualism, and competition. Because the values of American schools support a government which has forced Black people to wage a war for survival, it follows that those same values cannot be used to mold the minds of African children, for, "if an institution supports the folk who give the inference of inferiority to another folk, how can that institution help the so-called inferior folk."<sup>115</sup> Lerone Bennett has pointed out that "In white oriented schools, we are educated away from ourselves--away from our people, away from our rhythm, away from our genius, and away from our soul. . . . We must abandon the frame of reference of our oppressor, perceive our own reality . . . George Washington and George Washington's slaves lived different times and different reality."<sup>116</sup>

Correct Black education proceeds from the African concept "We are, therefore, I am" as opposed to its Western

counterpart, "I think, therefore, I am." It celebrates Black culture and teaches identity, purpose, and direction which answer the question: What are we educating Black people for? That identity is based on an international perspective which recognizes a common struggle with all people of African descent. Students are taught that the purpose of education is to liberate Black people which can be done by creating a new value system and developing institutions that speak to our needs.

Black education is viewed as a nation-building tool. ("A nation is broadly defined as a group of people with a common culture, goal, history and economic base.")<sup>117</sup> That tool is responsible for developing Black consciousness, commitment and competence. "Black consciousness leads to black awareness leads to black power leads to self-reliance."<sup>118</sup> Schools in the Black community are perceived as extensions of the home and as mechanisms for looking at community problems and deriving solutions based on political perspective.

The foundation for a philosophy of correct Black education can be found in the Nguzo Saba, or Seven Principles of Blackness, developed by Maulana Karenga, founder of US.

Umoja (Unity)--To strive for and maintain unity in the family, community, nation and race.

Kujichagulia (Self-Determination)--To define ourselves, name ourselves, and speak for ourselves, instead of being defined, and spoken for by others.

Ujima (Collective Work and Responsibility)--To build and maintain our community together and to make our brothers' and sisters' problems our problems and to solve them together.

Ujamaa (Co-operative Economics)--To build and maintain our own stores, shops and other businesses and to profit together from them.

Nia (Purpose)--To make as our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

Kuumba (Creativity)--To do always as much as we can in the way we can in order to leave our community more beautiful and beneficial than when we inherited it.

Imani (Faith)--To believe with all our heart in our parents, our teachers, our leaders, our people and the righteousness and victory of our struggle.119

V. WHY BLACK TEACHERS?

Parents in the Black community are earnestly in search of teachers who will (1) perceive their children as educable human beings who deserve love and respect, (2) teach their children the necessary skills for survival in a country which oppresses Black people, (3) welcome parent involvement and recognize the right of parents to decide what kind of education their children should receive, (4) appreciate and celebrate Black culture, (5) develop a sense of community with students and parents, and (6) realize that they are accountable to the people they serve. It is the opinion of this author that for numerous reasons Black teachers can better meet the above qualifications to serve the needs of Black children in this country.

#### Racism and Teacher Attitudes

What white Americans have never fully understood . . . but what the Negro can never forget . . . is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it.

Race prejudice has shaped our history decisively; it now threatens to affect our future. While racism is essentially responsible for the explosive mixture which has been accumulating in our cities. . . .120

The fact that we live in a racist society has been clearly documented by President Johnson's Commission on Civil Disorders and by an infinite list of Black writers, such as Samuel Yette, author of The Choice. Despite

recognition of this very obvious phenomenon, white educators have refused to relate Black student achievement to the prejudices of teachers and administrators. Because most white adults in this country are racist, it necessarily follows that most white teachers and administrators believe in the myth of Anglo-Saxon superiority. It also follows that even if they do not share this belief, their attitudes are shaped by living in a racist society:

No man ever looks at the world with pristine eyes. He sees it edited by a definite set of customs and institutions and ways of thinking. Even in his philosophical probings he cannot go behind these stereotypes; his very concepts of the true and false will still have reference to his particular traditional customs.<sup>121</sup>

In 1925, Emory S. Bogardus conducted a study entitled "Social Distance and Its Origins," which showed that college students ranked African-Americans and Turks lowest among ethnic groups. Kenneth Braly and David Katz found in a 1933 study involving college students that Blacks were most often described as "superstitious, lazy, happy-go-lucky, ignorant, musical, very religious, stupid, physically dirty, naive, slovenly, and unreliable."<sup>122</sup> Later studies show that these attitudes do not change with time. G. M. Gilbert conducted the Katz-Braly study again in 1950 and found with a very slight degree of change that the same derogatory adjectives were used. Bogardus, through a series of studies (1926, 1946, 1956 and 1958) confirmed Gilbert's conclusion.<sup>123</sup>



Research conducted as recent as 1962 by Howard J. Ehrlich showed that, again, college students stereotyped Blacks as "the classic primitive . . . irresponsible, lazy, and ignorant."<sup>124</sup> It is extremely disheartening to consider that these students are the future leaders, teachers and administrators of America and that college does little or nothing to change their racist attitudes.

Similar studies involving teachers have shown that they also hold low opinions of poor and Black youth. In 1952, Howard S. Becker interviewed 60 urban school teachers who stated that the children "were difficult to teach, uncontrollable and violent in the sphere of discipline, and morally unacceptable on all scores from physical cleanliness to the spheres of sex and 'ambition' to get ahead."<sup>125</sup>

Gottlieb (1964) found that white teachers dislike teaching urban black children much more than do black teachers. When discussing problems in the school, the black teachers stressed the shortcomings of the physical plant while white teachers emphasized the faults of the children. White teachers frequently described black children as 'talkative, lazy, fun-loving, high-strung, and rebellious.' Black teachers most frequently described them as 'funloving, happy, cooperative, energetic, and ambitious.'<sup>126</sup>

A study conducted by Kenneth B. Clark (1964), entitled "Clash of Cultures in the Classroom" showed that 50% of the white teachers felt that Black pupils are not capable of learning in school, are "innately inferior to whites," and "that urban black schools should become custodial institutions and not remain educational institutions."<sup>127</sup> The Evanston Integration

Study (1967-1971) showed that Black teachers viewed all students more favorably than did white teachers.<sup>128</sup> Finally, the Michigan Public School Racial Census (1967) showed that negative teacher attitudes increased as the proportion of Black students increased.<sup>129</sup>

Studies involving prospective teachers demonstrate that they also harbor negative attitudes toward Black students. One such study was conducted by Dr. Ermon O. Hogan in 1968. Undergraduate education students, in response to a hypothetical situation, stated that they would teach in an inner-city school but would not live in the community.<sup>130</sup> Hogan and Boca (1968), conducted a study at a midwestern university and found that only 16% of the undergraduate education students preferred to teach at an inner-city school. The major reasons included job difficulty, fear and value conflicts.<sup>131</sup>

Racist attitudes such as those previously mentioned are crippling Black children throughout this country. These attitudes impair children academically, psychologically, and spiritually. They are communicated to students through (1) low expectations, (2) condescension or patronage, and (3) openly prejudiced remarks. Robert Rosenthal and L. F. Jacobson conducted a study in 1968 which proved that low teacher expectation leads to low student achievement. A group of San Francisco public school students were given IQ tests at the beginning of the year. True test results

were not given to the teachers. Instead, 20 names were randomly picked and assigned to a class which was designated as the brightest children, although test results did not show that to be true. When students were retested at the end of the year, the 20 who had been perceived as the brightest performed best and were described by teachers as "happier," "more interesting," "curious" and "more likely to succeed."<sup>132</sup> The researchers pointed out:

In our experiment nothing was done directly for the child. There was no crash programme to improve his reading ability, no extra time for tutoring, no programme of trips to museums and art galleries. The only people affected directly were the teachers, the effect on the children was indirect.<sup>133</sup>

This study not only proves that teachers are responsible for low achievement but also that IQ tests are unreliable and extremely detrimental. The results of these tests are used to put children in tracks which can academically and psychologically damage students for life.

White teachers are greatly influenced by educational theorists who continue to develop racist rationales for America's refusal to educate Black children. Now that the genetic inferiority theory espoused by Jensen, Shockely and others is no longer academically and intellectually fashionable in education circles, the phrase "culturally deprived" has been coined. In order to deal with the problems of the "culturally deprived," the federal government

has spent millions of dollars on what is called "compensatory education." This is merely "a copout by educators to cover up the poor quality of education and the inadequately staffed and housed schools which have been afforded the low-income and minority-group children."<sup>134</sup> The deprivation theory shifts the blame from the victimizer to the victim by criticizing the Black child's home environment and the Black community.

The compensatory-education programs for the black ghetto child are too little, too late, and are based in theories of colonialism, dependency, power and have been inordinately influenced by the conditions which private and public funding agencies stipulate as bases for obtaining grants.<sup>135</sup>

The deprivation theory is merely one of many that have been developed by white educators for Black children, but the fact remains that "at no time in the development of new methodologies to close the cognitive gap between Black and white school children have basic educational assumptions been challenged, much less were Black psychologists and educators involved."<sup>136</sup>

Although whites have clearly failed to design a successful educational methodology for Black children, they still refuse to turn to Black educators for assistance. They are equally as adamant in their refusal to hire the necessary Black teachers and administrators in inner-city schools.

Educational institutions are most effective when administrators and teachers "have a vested interest in the

success of each child, when heart and soul are committed to each child's becoming the best person he can be."<sup>137</sup>

Educators who cannot identify with Black students in terms of "we" should not be in inner-city schools.

The relationship between the academic success and personal well-being of Black students and the presence of Black teachers and administrators is compellingly stated by Nathan Wright, Jr., author of What Black Educators Are Saying:

Both my mother and grandmother were teachers in what are now termed segregated schools. They were good teachers. They worked most diligently, for they knew that upon the success of what they and countless others like them sought to do depended the status and well-being of their race.

Black teachers of a generation and more ago recognized that the matter of black survival hung in the balance with the scholastic improvement of each black child.<sup>138</sup>

### Role Models

A study done by Hodgkins and Stakenus in 1969 showed that a student's self-concept is not totally dependent upon society's values, but greatly influenced by (1) "significant others" or those who socially control him most directly and (2) the way he evaluates his performance with respect to role expectations.<sup>139</sup> In inner-city schools those significant others are more often than not white teachers and administrators who automatically assume, based on out-of-date studies, that Black children have poor self-concepts. Soares and Soares (1969) pointed out that children "do not necessarily suffer from lower self-esteem and lower

sense of worth. It may well be that the common denominator is effective and realistic teaching."<sup>140</sup>

The importance of role models, therefore, cannot be overstated. If it is true that Black students do not necessarily enter school with poor self-concepts, it follows that the presence of Black significant others is much more likely to enhance that positiveness as opposed to the presence of white significant other. It is extremely important, however, that those models of Black manhood and Black womanhood be free of colonial mentalities. They must be able to communicate vibrations of pride and worth to Black students; they must be proud of Black culture. Dr. Alvin Poussaint, in 'Black Youth and Motivation' states:

Of obvious importance to the functioning of any individual is his concept or vision of himself. And like it or not, this concept is inevitably a part of how others see him, how others tell him he should be seen. According to Mead, Cooley, and others, the self arises through the individuals interaction with and reaction to other members of society: his peers, parents, teachers and other institutional representatives. Through identification and as a necessary means of communication, the child learns to assume the roles and attitudes of others with whom he interacts. . . .<sup>141</sup>

The presence of Black administrators and teachers also gives Black students a greater sense of control over their environment. This sense of control can be strongly linked to achievement and helps to prevent feelings of alienation often experienced by Black students in white controlled institutions.<sup>142</sup>

Culture Transference and Language

Many white educators in inner-city schools have problems with their students simply because their cultural differences prohibit the communication. In many instances white teachers' ethnocentric attitudes cause them not only to degrade Black culture but also to ignore the realization that significant others need to be knowledgeable enough to understand and to appreciate the culture of the children they teach. This problem is clearly manifested in history courses which ignore a Black cultural heritage or present distortions of it. "How can a child have incentive to become something if he does not know from where he came?"<sup>143</sup>

Black teachers, on the other hand, are immersed in Black culture. They are, therefore, more capable of celebrating it. Their knowledge of Black family structure and ability to view behavior from a Black perspective undoubtedly contributes to their ability to communicate with Black students. This ability to communicate is perhaps responsible for the findings of the previously mentioned studies which proved that Black teachers have more favorable attitudes toward Black students. It follows also that if a teacher is of a particular culture, that teacher can better transmit that culture to the children he or she teaches. The new Black poetry, for example, requires interpretations from a Black perspective. A white person who is immersed in a culture that celebrates competition and individualism would probably

have difficulty relating to the Seven Principles of Blackness, which celebrate cooperation and collectivity.

Johnson and Johnson, in "Toward Achieving a Responsive Learning Environment for Young Black Children," describe the Black perspective as a sixth sense. The other five senses differ in that they are ontogenetic.

It is embedded in the central nervous system. Black people without one are as handicapped as they would be without sight, taste, or smell. It is a mechanism through which Black individuals organize and experience their world.<sup>144</sup>

They point out that a Black perspective cannot be attained through reading, discussion groups, encounter groups or college, but only through the presence of two conditions: "(1) being Black, and (2) experiencing encounters with American culture."<sup>145</sup>

Black English is fast becoming one of the most controversial issues among American educators and linguists. Teachers of Black children have traditionally regarded Black English as a poor imitation of what is called Standard English and, therefore, they have attached negative values to the linguistic behavior of inner-city children. They have tried to educate Black children according to the linguistic behavior and lifestyles of white children. This has been extremely damaging to Black children, for if education is to be effective, it must be presented in a form which is linguistically understandable to the students involved,



especially during the first three years of school. In addition, teachers who deny the legitimacy of Black language evoke feelings of rejection and inferiority in their students.

Thus, Black children need Standard English primarily as a tool for educational acquisition. This does not mean that Standard English is a better language than Black English or that it should replace Black English as the first language of Black children.<sup>146</sup>

Dr. Orlando Taylor in "Historical Development of Black English and Implications for American Education" shows the relationship between Black linguistic forms and African linguistic history. Black English originated in West Africa and although it has changed a great deal, some features still exist. "Steward (1967, 1968), Baratz (1969), and Dalby (1969) have provided some examples of this relationship:

(1) Absence of copula verb, e.g., 'he black:' 'he is black:' 'who he:' 'Who is he:' 'I your friend:' 'I am your friend,' etc. (This feature is seen in Bantu)

(2) No distinction in gender for third person plural pronouns. For example, 'he' can mean both 'he' and 'she' in the Gullah of South Carolina and Georgia. (Again, this same rule exists in Bantu.)

(3) Distinction between second person singular and second person plural. In Gullah, for example, you is represented by 'yu' (singular) and 'yuna' (plural). (Dalby points out that these same forms are used in Sierra Leona Krio.)

(4) Prefixing or suffixing of third person plural objective case pronouns for noun pluralization, e.g., 'dem boys:' 'those boys.'

(5) No obligatory morpheme for plural, e.g., 'fifty cent:' 'fifty cents'

(6) No obligatory marker for third person singular of verbs, e.g., 'he work here:' 'he works here.'

(7) No obligatory marker for possessive, e.g.,  
'John cousin:' 'John's cousin.'

(8) Use of specific phrases to announce beginnings of sentences, e.g., 'dig,' 'look here,' etc. (The word 'dega' has similar us in Wolof, 'de' and 'eh' in Swahili.)

(9) Use of intonational ranges to mark meaning differences."147

It is Dr. Taylor's contention that all Black people, notwithstanding their birth and rearing in isolated all-white areas, have knowledge of Black culture and a competence for Black language. Black teachers are thus better equipped to relate to Black students verbally than are white teachers. In a like manner, they are more likely to understand nonverbal behavior that whites would term abnormal.

### Accountability

When schools are too largely removed from a sense of immediate responsibility to their clientele, education is in danger. The institution becomes the master rather than the servant of those it teaches.<sup>148</sup>

Education is the only profession in this country that does not make its employees accountable to the clientele they serve. For too long inner-city teachers and administrators have been coming to the Black community at 8:30 a.m., crippling our children, and returning to their segregated neighborhood at 3:00 p.m. without feeling any semblance of guilt or responsibility. Because they are members of the dominant race in this society and are in effect only responsible to their particular neighborhoods, the present education façade continues unquestioned.

Black teachers and administrators, on the other hand, can be held more accountable to the Black community, first, because their survival and that of the students are closely linked. Secondly, they are more likely to live in the community they serve and finally, their attainment of

educational skills was made possible through the historical sacrifices of Black people.

### Economic Aspects

The miseducation of Black children has resulted in vast economic gains for white Americans. For example, when a school is built in the Black community, it is financed by tax money taken out of that same geographical location; Black schools are paid for by Black people. The building of the school implies that the money will be reinvested; obviously that is not the case. Firstly, white administrators arrange for construction; therefore, the money goes to white carpenters, white plumbers, white architects, white contractors, white engineers, white bricklayers, white electricians, and white painters. Secondly, white administrators arrange to have the school furnished, so naturally they deal with white suppliers of furniture, appliances, and all the components necessary to make the physical plant complete. Thirdly, whites control the Departments of Curriculum Development, so the cycle continues and excludes educational materials written and developed by Black people. Finally, and most importantly, the jobs are filled by white administrators, teachers, guidance counselors, custodians, school nurses, secretaries, etc., thereby completely depleting the economic base of the Black community.

In 1960, New York City alone spent over \$500 million for miseducation and only 1% of that money was recirculated into the communities from which it was taken. Approximately 30,000 white teachers were taking money out of the Black community<sup>149</sup> to be spent in their communities; it was therefore put into white businesses.

These figures clearly show that Blacks are again exploited by American society. It is clear that the tax money put into schools by Black people is used primarily to supply whites with jobs and to expand white businesses. Therefore, African-Americans must begin to move into positions that will determine how the Black community's taxes are used.

**VI. INDEPENDENT BLACK INSTITUTIONS**

## Introduction

The move toward alternative education for Black children was fully endorsed as a priority at the National Black Political Convention held in Gary, Indiana, March 1972. Many African-Americans, however, have been moving in that direction for several years. As a result there are close to 100<sup>150</sup> independent Black institutions (IBI) throughout this country. These institutions were born out of the realization that America has failed to educate Black people.

Nation-building is the core ideological concept of an IBI. Frank Satterwhite, editor of Planning an Independent Black Educational Institution, defines nation-building as "a process of development requiring maximum utilization of human and material resources for the ultimate survival of African people, a process ungirded by a commitment on the part of African people to achieve self-determination, self-sufficiency, self-respect, and self-defense."<sup>151</sup> Other concepts include communalism in action (co-operation and concern for African people), humanism in action (human as opposed to material concern). The African personality (possessing, knowledge, values, behaviors and attitudes necessary for maintenance, development and perpetuation of the African world), harmony between man and his environment in action and decolonization in action (development of the political, economic, educational and political institutions

that dominate our lives.<sup>152</sup>

The most important institutional concept is accountability to the Black community. Another is the governance of the educational staff by the staff which includes Black parents, students and community residents. The staff must exercise full control over decision-making (i.e., policy control, budget, curriculum, and hiring). Finally, an IBI must never obtain financial support by compromising its principles.<sup>153</sup> "The primary purpose of an IBI should be: (1) to provide African people with identity, purpose and direction; and (2) to reinforce and perpetuate the ideology of the Pan-African World."<sup>154</sup>

The idea of separate (as opposed to segregated) Black schools is not a new concept, for in 1935 Dr. W. E. B. DuBois, Black historian made the following statement in "Does the Negro Need Separate Schools?"

. . . a separate Negro school where children are treated like human beings, trained by teachers of their own race, who know what it means to be black in the year of salvation 1935, is infinitely better than making our boys and girls doormats to be spit and trampled upon and lied to by ignorant social climbers, whose sole claim to superiority is ability to kick 'niggers' when they are down.<sup>155</sup>

The father of Black history, Carter G. Woodson expressed similar feelings in his book, Mis-education of the Negro (1933). His statement was made in the context of discussing Blacks who are always anxious to imitate whites.



The author, however, does not have such an attitude. He considers the educational system as it has developed both in Europe and America an antiquated process which does not hit the mark even in the case of the needs of the white man himself. If the white man wants to hold on to it, let him do so, but the Negro, so far as he is able, should develop and carry out a program of his own.

The so-called modern education with all its defects, however, does others so much more good than it does the Negro, because it has been worked out in conformity to the needs of those who have enslaved and oppressed weaker peoples.<sup>156</sup>

For those who would doubt the possibility of establishing a successful school for Black students, run by Black administrators and Black teachers, history does provide such an example: Dunbar High School located in Washington, D.C. The school began as a preparatory high school for Black students in the basement of a Black church in November 1870. Its present building facility was dedicated in January 1917 and housed a lunchroom and modern kitchen, laboratories for zoology, botany, physics and chemistry. It had two gymnasiums, a library which held 4,000 books, an auditorium with a pipe organ and accommodations for 185 students. Although Dunbar was the first public high school for Blacks or whites in Washington, it later became part of the larger educational system. From 1870 to 1954, students were taught by people such as Carter G. Woodson and the grandson of Frederick Douglass. While only one-half of Dunbar's students presently go to college, before 1954, three-fourths attained higher education degrees.<sup>157</sup>

Within the walls of Dunbar and those of old M street from 1870 to 1954 (eighty-four years) there was teaching of only black children by only black teachers. There was respect for learning and an expectation of superiority based on knowledge and pride emanating from teachers and instilled into pupils that made Dunbar a special educational environment.<sup>158</sup>

From April 21 to April 23, 1972 in Brooklyn, New York, the African-American Teachers Association held a conference which witnessed the origin of an organization to be known as the Council of Independent Black Institutions (CIBI). CIBI was formed out of the need to develop constructive criticism, better communication, programming and planning among the existing independent Black schools.

Many of the institutions that form that council, as well as Black educators who are not part of it, have developed educational methodologies and techniques that speak to the needs of Black children, and operate from the following assumptions as stated by Preston Wilcox, a leading Black educator:

- (a) that all Black children are human and educable
- (b) that Black children must be educated as members of a Black family and as members of the Black community
- (c) that the education of Black students wherever it takes place should be controlled by Black people
- (d) that educational experience should be organized around the Seven Criteria of a Culture and guided by the Seven Principles of Blackness: The Double Sevens

- (e) that such educational institutions meet the definitions of being alternative political institutions and not mere alternative educational institutions
- (f) a Black educational methodology should be designed to engage the learner in not separating thought from action and feeling, the apprehension of knowledge from the comprehension of knowledge, the acquisition of knowledge from an attitude toward that knowledge, theory from practice, school from home, and home from nation-linking skills with attitude.
- (g) a Black methodology engages the learner in producing a new body of knowledge about the Black experience in acquiring the skills/desire to define the society the way it really is, to perceive the world through his own eyes and those of his own group.<sup>159</sup>

Even though methodologies have been developed by Black educators (see Appendix C), public school staff developers have, for the most part, refused to use these positive innovative alternative models as resources for improving education in the Black community. Not even the urgency, manifested by high drop-out rates, low reading scores, and small percentage of college entrants has forced them to do so.

It is the contention of this author that the salvation of Black children can only be found by looking to alternatives developed especially for them. Therefore, we must obviously take a look at some of the Black Independent Institutions and their techniques and methodologies, developed by Blacks for Blacks.

### Uhuru Sasa Shule

The Uhuru Sasa Shule, located in Bedford-Stuyvesant, was founded in February 1970. It operates out of the East, a cultural and educational center, which also houses an independent newspaper, Black News and the African-American Student Association, a political association of Black high school students. Headed by Les Campbell, a public school teacher for 10 years, this institution evolved after the 1969 teacher strike in New York.

The political and economic philosophy of education at Uhuru Sasa is based on African Socialism. Education is seen as a tool for liberation and operates around the Seven Principles of Blackness. It is, therefore, designed to develop in each child (1) an inquiring mind, (2) an ability to learn from what others do, and reject or adapt it to his own needs and (3) a basic confidence in his own position as a free and equal member of society who values others and is valued by them for what he does and not for what he obtains.

Along with the above goals, students must be able to read and write fluently. They must have an ability to do arithmetic; they should know something of the history, the values and workings of a nation and government. Finally and most important, they should acquire the skills necessary to earn their living and contribute to the society.<sup>160</sup>

The Governing Council, the major component of Uhuru Sasa, is composed of students, teachers and parents, and is responsible for budgeting curriculum and fund-raising. The

headmaster is in charge of day-to-day supervision and must present regular reports to the Governing Council. Teachers, community people and outstanding students form what is called the Guidance Unit. This body sets school standards of behavior and scholarship.

Tuition is based on a graduated scale, with the number of children in a family as the determining factor. Other financial support for the school comes through Black News sales, donations, publications, food sales, and "Black Experience in Sound."

Uhuru Sasa has three divisions: preschool: 3-7, elementary: 8-14, and secondary: 14-18. The use of a tribe or family unit system allows students to move in groups, thereby teaching family unity. The tribal units are given names such as Ashanti, Bantu, Congo, Danu Wachango (Young Bloods), and Eusi Dada (Beautiful Sisters). An understanding of the curriculum can be obtained from each program as stated in "New African Educational Institution," published by the East:

#### PROGRAM OF THE UHURU SASA PRESCHOOL

(Ages 3-7)

8:30 - 9:30 a.m.      Arrival of Mwanifunzis (students)  
Calisthenics

A healthy body is as important as a developed mind. The mwanifunzis do exercises that are invigorating and challenging.

## Songs, etc.

There are a variety of Black songs that the mwanifunzis sing in the morning that bring a good feeling to the air and teach political or cultural lessons as well.

9:30 - 10:00 a.m.

## Breakfast snack

Consists of Hot cereal or muffins - juice or fruit.

10:00 - 10:15 a.m.

## Opening Exercises - Pledge Song

During these exercises, the mwani-funzis should receive their inspiration and purpose for the day. Everything is done in UMOJA (unity). Mwanifunzis are called on to say something inspirational, something that will perpetrate in their minds alliance with Black people and our struggle for freedom. The mwani-funzis all pull together by saying 7 "Harambees". Harambee means "Let's all pull together".

In Umoja, a pledge of dedication is made to the Liberation Flag, followed by the singing of "Praise the Red, the Black and the Green" which reinforces faith in Blackness.

10:15 - 11:00 a.m.

## Political Education, Current Events

Academic learning reinforced by political awareness makes for well-rounded and more complete brothers and sisters. Our mwanifunzis are provided with a historical base from an African perspective. They receive in their education an understanding of what the African in amerikka's role has been and what our role should be in terms of ending our oppression and building for ourselves. Mwanifunzis are kept abreast of political events that affect Black people, which adds to their understanding of the past, present and future of African people everywhere.

11:00 a.m. - 12 noon	Communication Skills This time is used to strengthen communication skills which includes reading, writing, phonetics, speaking and listening.
12 noon - 12:45 p.m.	Lunch
12:45 - 1:100 p.m.	Post Lunch Activity
1:00 - 2:00 p.m.	Nap and Rest Time
2:00 - 3:00 p.m.	Mathematics - Algebricks
3:00 - 4:00 p.m.	Physical Activities, Arts & Crafts, Black Story Hour
4:00 - 4:15 p.m.	Closing Exercises A closing pledge is made to the Liberation Flag and the song "We Have Done Black Things Today" is sung. These exercises help give the mwanifunzis the feeling that their day had a purpose, that being Black is a full time job and what they learn should be practiced at home.

PROGRAM OF UHURU ELEMENTARY SCHOOL  
(Ages 8-14)

SUBJECTS

Math, Science, Reading, Vocabulary, Spelling, Penmanship, History, Grammar, Geography, First Aid, Self-Defense, Music, Art, Hygiene, Civics, Current Events

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Schedule

8:30 - 9:00 a.m.	Arrival, Breakfast, A.M. Exercises
9:00 - 10:00 a.m.	Physical Education - Self-Defense, Drill, Marching, First Aid, Hygiene
10:00 - 11:00 a.m.	Communications - Grammar, Reading, Spelling, Penmanship, Vocabulary

11:00 - 12 noon	Nation Building Skills - History, Current Events, Civics, Geography, Political Education
12:00 - 1:00 p.m.	LUNCH
1:00 - 2:00 p.m.	Music, Arts, Reading, Library Hour, Drama, Swahili
2:00 - 3:00 p.m.	Math
3:00 - 4:00 p.m.	Science
4:00 -----	Departure

### Special Activities

- a) Trips to places of interest and enlightenment at least once a week.
- b) Weekend Sleepovers - Spending weekends with teachers and other students.
- c) Work Projects - Students learn to get dirty and tackle difficult jobs.
- d) Talent Shows - Assembly programs  
Special guests and talented students help provide culture and education.

### Recreational Activities

- a) Teams - Judo, Track, Swimming, Drill, Sewing and other help to develop talent and skills, keeping the students involved.
- b) Tournaments - against other institutions.

## PROGRAM FOR UHURU SASA SECONDARY SCHOOL

(Ages 14-18)

### I. EDUCATIONAL

#### A. Academic

1. First Session (September 27 to December 31)
  - a. Math (rods)
  - b. Biology
  - c. Communications (reading and listening)
  - d. African History (pre 1500 a.d.)
  - e. Third World Thought (study of relevant ideologies)



2. Second Session (January 17 to April 1)
  - a. Math (practical applications)
  - b. Communications (writing and talking)
  - c. Caribbean History
  - d. Chemistry
  - e. African Thought (study of present day Africans)
  
3. Third Session (April 18 to June 25)
  - a. Math (Business and Industrial)
  - b. Physics
  - c. Communications (newspaper and periodical analysis)
  - d. History of Africans in North America
  - e. New African Thought (ideologies of the future)

(All remaining areas of academic education will be dealt with year round.)

#### B. Recreational

1. Personal (use of special creative talents)
2. Group
  - a. Parties (special theme)
  - b. Self-Defense
  - c. Team Sports
    1. Basketball - Brothers
    2. Track - Sisters

#### C. Social

1. Propagandizing in the community
  - a. Making parties and dances (w/idea)
  - b. Sponsoring functions (that include broad community)
2. Trips
  - a. Short distances
  - b. Long distances
- c. Internal (among ourselves)
  - a. Applying principles of African Socialism

#### D. Vocational

1. Participation in the overall functioning of the East
  - a. Uhuru Sasa School (teacher training)
  - b. Black News

- c. Kitchen
  - d. Tamu Swee-Teast (food shop)
  - e. Kununuana (co-operative food buy plan for the community)
2. Assignment to specific business people (for purpose of learning trade)<sup>161</sup>

Because Uhuru Sasa recognizes the need to train Black students in technical skills, it puts particular emphasis on the acquisition of mathematical concepts. Therefore, the Cuisenaire Gattegnu Approach to Mathematics has been incorporated. This method teaches algebraic processes at the elementary level through the use of wooden Cuisenaire rods or colored cubic rods which range, in length, from 1 to 10 centimeters. Rods of equal length are the same color. Students examine relationships before they know numerals; they are introduced, thereby, to algebraic concepts before they learn arithmetic formulas. Audio-instructional techniques for reading and language have been investigated by the school.<sup>162</sup>

The African Youth Village on Mt. Addis Ababa, three hours from New York City, was set up by a group of brothers from the East. "It offers young and old the challenge of mastering the environment, rather than being mastered by it."<sup>163</sup>

Teachers at Uhuru Sasa understand that they are students as well as instructors and approach their subjects as learners. This discourages the establishment of an authoritative figure in the classroom and provides a better learning experience between students and teachers. Weekly training

workshops are mandatory for all teachers. Classes are taught by members of the African-American Teachers Association, and each subject area has a designated evening. When the workshops originated, classes were given in three areas: Political Education, Mathematics, Language Arts and Communication. Since that time, these have been expanded to include first aid, general techniques and methodologies (educational philosophy), science, and social studies. The teachers examine materials and curriculum developed by Black people throughout the world. These concepts are shared on Saturday evenings at 6:30 in workshops held for public school teachers.

The Evening School of Knowledge offers courses to the community Monday-Thursday and Saturday from 4:00-10:00 p.m. Students in the secondary school are required to take two evening school classes in order to discourage the development of a "9-3 mentality." Evening courses include: Typing, Swahili, Black Drama, Black History, Photography, Art Workshop, Remedial Reading, Logic and Reasoning, Black Women's Seminar, First Aid, Political Education, History of Revolutionary Struggle, Food Science and Body Health, Music Theory and Practice, High School Equivalency Studies, African History, Office Practices, Electronics Workshop, Gun Safety, African Drumming and Dancing, Black Male Seminar, Yoruba Culture and Language, Sewing African Clothing, Arithmetic, and Automative Science. Special Weekend Saturday classes include:

Self-Defense, Community Politics, Black Theology, Film Making, Food Preparation and a Lecture Series.<sup>164</sup>

Parents at Uhuru Sasa are expected to play an active role in the development of the institution and view learning as a family activity. When registering their children they can also pay a \$5.00 fee for any of the evening courses mentioned previously. Attendance is required at parents' seminars held once each month. Bi-monthly parent lecture series are also set up for each level of the school. The topics include: the Role of Parents, Home and Family in Revolutionary Education, Black History and Education, Education and the Black Struggle, the Revolutionary Teacher, Relevant Curriculum and Principles of Revolutionary Education. "Parent education helps to make parents more receptive to an understanding of the necessary expansion of the minds of their children."<sup>165</sup>

### African Free School

The African Free School, located in Newark, New Jersey, was founded by Imamu Amiri Baraka and Bibi Amina Baraka in 1967. The school operates around Kawaida, or tradition and reason, the Seven Principles of Blackness and the Seven Criteria of a Culture: Mythology, History, Social Organization, Political Organization, Economic Organization, Creative Motif and Ethos.

From its inception, African Free School has presented the classroom as an extension of the home. Teachers are

called Mamas and Babas (Swahili for Mother and Father), and are committed to the creation of positive familyhood images.

The goals and methodology of the school reflect the philosophy of change that is necessary to bring about meaningful education in this country. African free school is an institution of learning that considers total education as opposed to specialization. It is designed to allow its students the expertise to become productive members of a society that encourages self-reliance.<sup>166</sup>

The African Free School is an Asili School (Swahili for primary or origin) and tries to instill in each student the 16 qualities for Asili Student Development. Each student is encouraged to be disciplined, able to concentrate, balanced, ethical, relaxed, mannerly, agreeable, unselfish, non-materialistic, able to give praise, respectful, proud of himself, moral, perseverant, patient, and durable. The school has three divisions: preschool, asili school (operated during the week), and classes on Saturdays and Sundays for community children who are still attending public schools. In 1969, the AFS initiated a program within the public school system by setting up a classroom for 9-13 year olds at the Marcus Garvey School. The classroom is an arm of the education committee for the Committee for a Unified Newark (CFUN) and is not in any way affected by the Board of Education.

A Secondary Counseling program has been set up for high school students in the public schools. Its purpose is to counsel parents and students as to what subjects the

students should take, and what skills they need. In addition, students discuss which colleges can best meet their needs.

During the first two weeks of school, students participate in an orientation session which sets the tone for the whole learning experience. Students learn their roles, the teacher's role and why they come to school. They are made to understand that they need an education for self-determination, self-respect and self-defense. They are taught what these concepts mean. As those concepts are learned, children begin to take walks through their community and discuss what they see. They then visit other parts of the city and compare those neighborhoods with their own. As they begin to see relationships, they learn what their responsibilities are to each other, their parents, teachers, leaders and communities. In addition, the roles of the brothers and sisters are taught, along with the Seven Criteria of a Culture, the relationship between family structure and city government, and the practical use of subjects. As a result, students begin their educational process with identity, purpose and direction and the understanding that education must make a person valuable to his society.

Preschoolers (1-5) attend school from 8:30 a.m. to 3:30 p.m. and develop skills in penmanship, numbers, color identifications, and alphabet sounds (Cureton Reading Method).

Other activities include discussing the daily methali or proverb and vocabulary development by listening to folktales and drills.

The Asili Curriculum includes: history, Swahili and English, reading, math, health, science and physical education (i.e., African dance, super simba training, South African boot dance). Students are encouraged to engage in self-reliance projects in the summer as well as during the school year. One such project involved the operation and maintenance of a snowcone machine and stand. Students were responsible for keeping a record of all sales, supplies and maintenance costs, thereby development of elementary business skills.

The Seventh Wonder has been co-ordinated as a cultural series which hosts African-Americans such as John Henrike Clark, Ed Braithwaite, Milford Graves, Don L. Lee, Gwendolyn Brooks, Nathan Hurd, and Miriam Makeba. It also includes trips to such places as the Museum of Primitive Art, the Countee Cullen Library, and the Apollo Theater in Harlem.

Parents are required to attend classes periodically so that they can develop with their children and practice the value system of the school. Teachers see this as a means of organizing the community.

The AFS family has set up through the Education Workshop of the Congress of African People, a teacher training center which will "train Black teachers to exemplify the African personality, whether they teach in independent

Black educational institutions, the public school, in the home or in the community."<sup>167</sup> Certification includes:

- attendance at all classes during the five consecutive weekends
- successful completion of the final exam
- attendance of all three 3-hour workshops after the first five weekends
- successful completion of student teaching in the African Free School classroom

The following topical headings form the curriculum content:

Progressive Education for Africans in America	Purpose of Asili Child Development
Community Organization and Involvement	Asili Curriculum
Politics for Africans in America	Composition
Development of a Newark Public School	School Libraries
Social Development as an Organizing Tool	School Supplies
Course Outline, Bibliography Introduction	School Decorating
African Free School Methodology	Referral and Information Services
Creativity	Historical Points, African Free School
Toys and Games	Development/Defense of the Black Independent Educational Institution
Audio-Visual Aids	Concept of Asili Education
Stories	Three Levels of the Educator
Culture, Concepts and Languages	16 Qualities for Asili Student Development
Parent Involvement	Education for Self-Reliance
Class Opening	Vocational Social Aspects Asili Development
Role of the Male Teacher	Skill Development
Early Childhood Development	Orientation of the Student
Preschool Curriculum	Current Events



**Discipline**

Special Education

Marking System

Administrative Development and  
Public RelationsAge Categories for Educational  
Development

Super Simba Program

Secondary Counseling

**Secondary Curriculum**

University Level Apprenticeship

Seventh Wonder/Travelog

Theater as a Teaching Tool

Prototypes for the Development  
of the Independent Educational  
Institution and  
the Public School that effect  
the African mind<sup>168</sup>Primary Anthemsisi watu weusi  
watu wazuri  
pamoya tutashinda  
pamoya tutashindawe are black  
beautiful people  
together we will win  
together we will win

(repeat first verse)

Bibi Amina Baraka

PledgeAnswers in Progress  
by Imamu BarakaPan-African Early Education Center, Inc.

The Pan-African Early Education Center, Inc., located in Durham, North Carolina, was organized in September 1970 and opened November 2, 1970. The Center is designed to give Black children a positive self-image, an outlook of respect and love for Black people, and the fundamentals of learning. The Center's first monthly newsletter listed as its goals:

- (1) Provide an all day comprehensive early education program designed to enhance the social and educational potential of Black children
  - A. an awareness and understanding of themselves
  - B. an awareness and understanding of African

- culture
- C. an awareness and knowledge of great Africans past and present
  - D. an awareness and understanding of the need for unity among Black people
  - E. an awareness and understanding of the importance of learning and education
- (2) Provide a change for parents to participate in and understand the development of the Black ideology that will effect their emotional patterns and the learning and living patterns of their children
  - (3) To help Black children achieve a normal stage of growth and development
  - (4) Provide a chance for children and parents to develop a desire and motivation for learning and in the process discover the real pride of being Black
  - (5) Provide on-going training sessions for parents and staff
  - (6) Provide training for paraprofessionals interested in preschool
  - (7) Provide parental educational programs
  - (8) Hold open forums to provide an opportunity for parents to be heard
  - (9) Provide an opportunity for parents to help build the curriculum and set educational policy.<sup>169</sup>

The Pan-African Early Education Center, Inc. serves 35 children (3-6 years old), Monday-Friday from 8:30 a.m. to 5:00 p.m. It operates on a sliding fee scale (\$3.00-15.00), money gained through the parents fund raising campaign, and donations from concerned people. The staff is composed of five persons from the New Careers Program and twelve regular volunteers.

During the morning and afternoon, students develop skills and gain knowledge in the following areas: Reading, Handwriting, Math, Black History, Physical Ed, Music, Science, Art, Dramatic Play, Survival, Library and Language Development. From October 19 through October 23, 1970, pre-service training workshops were held for the staff. These included: Speech, Dance, Science, Black History, Pan-Africanism, Teaching Black Children, Instructional Materials and Teaching Techniques, The Art of Storytelling, Black Books for Young Children, Clerical Tasks, Blacks in the Curriculum, Manuscript and Cursive Writing, Math and Art, The Teacher, Organizing and Implementing an Early Education Center.<sup>170</sup>

Parent-Staff meetings are held once a month as are Parent-Staff Training Sessions, which are set up to teach parents some of the same concepts that their children are learning. One such workshop was entitled "Black History From a Child's Eye View." Parents experienced a Black history lesson, as it was taught to the students. The session also included dinner and a Black song fest. Parents can also attend Black History classes each Wednesday night at 7:30.<sup>171</sup> In October 1972, parents were asked why children should have a Black education. Some of the responses were published in the March 1972 Monthly Newsletter:

I think it is very important for children to have a Black education because in doing so children will know about their heritage, in learning the truth and not the falsehoods that are taught in today's public schools, children will be proud to be of the Black

nation. They will have pride in all the undertakings of Black people. They will learn that to be Black is to be Beautiful and they will never be ashamed of their heritage.

Children should have a Black education so that they might become aware of who they are (identity); from whence they came; and where they are going. This will help them to understand themselves, our brothers and sisters, the environment they live in, the environment of others; the differences and the reasons for those differences. Also so that they might be cognizant of our culture.<sup>172</sup>

The Pan-African Early Education Center also sponsors the Black Youth Forum, an organization of junior high, high school and older youth. It works in conjunction with community leaders on problems affecting the Black community.

The Adult Learning Program was designed to bring community parents and youth closer together. It is composed of (1) a weekly seminar series which involves the discussion of issues concerning Black people, films, recordings, supplemental reading; and (2) training sessions which develop skills in public speaking, discussion leading, thought analysis and program planning.

The Pan-African Center for Education Materials operates in conjunction with the Pan-African Early Education Center, Inc. Organized in July 1971, it opened with 17 volunteers on September 1971. The center, directed by Mary McDonald, creates and publishes materials that will develop a positive self-image. To date four sets have been developed: Black Reading Readiness Materials, Black History Kit, Math Kit, and Science Materials.

In December 1971, Mary McDonald received a research grant from the John Hay Whitney Foundation to experiment with these materials in elementary schools and preschools. They have already been placed in Pearson Elementary School, Durham, N.C.; Morehead Elementary School, Durham, N.C.; and Heck's Grove Child Care Center, Warrenton, N.C. Orders have been placed by 29 other schools, colleges and organizations such as Drum & Spear Bookstore, Malcolm X College (Chicago), Uhuru Sasa Schule, Stanford University, Cornell University, National Black Sisters' Conference, Afram Associates, Economic Development Corporation, Institute of the Black World, Madison, Wis. Urban League and Michigan State University.

The Pan-African Early Education Center Alphabet Song is as follows:

A is for Africa which is home to me  
 B is for Black which is beautiful to see  
 C is for Community where Black people share  
 D is for Dashiki which Black people wear  
 E is for Earth we are everywhere  
 F is for Family whom we love and care  
 G is for Ghetto where often we live  
 H is for Home our shelter to give  
 I is for Identity, I'm Black and I'm Proud  
 J is for Journey which we've made unbowed  
 K is for Kinsmen our sisters and brothers  
 L is for Love Blacks love each other  
 M is for Manhood so proud and so strong  
 N is for Natural the way we belong

O is for Organize to build a Black Nation  
 P is for People who fight for Liberation  
 Q is for Quickness which we must not lack  
 R is for Ready to mount and attack .  
 S is for Soul which we must not sell  
 T is for Time which we must use well  
 U is for United in battle we fight  
 V is for Victory by Black people's might  
 W is for Woman whose respect we must earn  
 X is for Unknown those things we must learn  
 Y is for You you must fight and then win  
 Z is for Zero where all things begin  
 A through Z is what we must do  
 And if we cannot do it then we are not through.

(Written by Mary McDonald, Director of Pan-African Early Education Center, Inc.)

Martin Luther King, Jr. Community School

The time has come for an educational experiment in black excellence in the South. We need at least to explore the possibility that a black-created, black-staffed, and black controlled children's school can develop and maintain such creativity and strength that it could eventually become a re-creativity and strength that it could eventually become a re-newing force for untold numbers of black people--and perhaps one day, for a nation ready to listen.<sup>173</sup>

A document containing the above quote was presented to the initial planners of the Martin Luther King, Jr. Community School in April 1969. The school began through the efforts of several Atlanta (Ga.) mothers during the summer of 1969. It presently serves about 41 children, ranging in age from

2 to 8.

Martin Luther King, Jr. Community School is viewed as "an extension of the black communities from which the children come."<sup>174</sup> Students are taught from a Black perspective and imbued with attitudes embodied in the following concepts:

1. As an African people, we must commit our lives to the struggle and liberation of all Black people.
2. We must control our land, as a people, for it is the source of man's basic needs: food, shelter and clothing.
3. We must have pride in the dignity of both male and female roles.
4. We must be ever mindful of the need for strong family structures.
5. We must be independent in thought, able to recognize and reject propaganda--determined to seek truth.<sup>175</sup>

These attitudes are taught through the development of students in (1) expressive and graphic art; (2) Zulu and French; (3) struggle and culture; (4) Black music; (5) health and motor coordination; (6) practical life skills; (7) oral and written communications; (8) visual perception, (9) science and problem solving; and (10) mathematical concepts.

The ultimate decision-making group is made up of all parents and is called the Parent Governing Board; however, they also occupy half of the seats on the Board of Directors. This body serves in an advisory capacity and includes members from the larger Black community. Parents also attend monthly meetings to discuss the school's approach to teaching and its

philosophy.

One month before school opens, teachers and parents attend training workshops. Last year the workshops dealt with philosophy (attitudes, concepts and skills), African history and values, brotherhood and commitment from an African perspective, Black music and art, traditional education methods (how they should be changed), and how to relate to children.<sup>176</sup>

### Learning House

The Learning House, a Pan-African preschool, opened in Atlanta on September 8, 1970. It serves 20 2½-5 year olds from 8:00 a.m. to 5:30 p.m., Monday through Friday.

At the Learning House, children learn for liberation. They learn that they are part of an international struggle for freedom; and they gain a sense of responsibility to that struggle. They learn the respect and love of their community and themselves that they need to be a part of that struggle. . . .<sup>177</sup>

The staff at the learning house, which is made up primarily of parents, operates from an ideology which recognizes (1) that education is political; (2) that Black people are an African people; (3) that as a colonized people we must move toward de-colonization and nationhood by controlling our minds, bodies, and land; (4) that we must develop survival skills; and (5) that we must develop an African consciousness by stimulating the African attitudes of humanism, communalism and work.<sup>178</sup>



Learning experience, placed in an African lifestyle context can be conceptualized as: Ceremony and Ritual, Shelter, Food Gathering and Preparing, Communications, Occupations, Law and Morality, Visuals, Sound and Movement, Natural Phenomenon, Clothing and Play.<sup>179</sup> The school is an attempt to develop in each child (1) a sense of the collective; feeling responsible to other African people; (2) love and pride in the African community; (3) self-confidence, the ability to value the human over the material; (5) commitment to the struggle; (6) persistence; (7) initiative; (8) questioning, observational, analytical behavior; (9) self-disciplined behavior; (10) language abilities; (11) perceptual abilities; (12) problem solving and reasoning abilities; (13) practical life abilities; and (14) reading, writing and mathematical skills.<sup>180</sup>

A typical morning at the Learning House includes pick up and arrival, a morning ritual, breakfast, group exercises and sharing time, independent exploration of learning materials and learning sessions which involves rotating between three of five subject areas: reading, math, writing, Black history and science. The afternoon includes storytime/quiet time, arts and crafts of special exercises and a snack.<sup>181</sup> In addition to these activities, students celebrate their own birthdays; the birthdays of significant Africans (in this country and Africa); and African Liberation Days (i.e., Tanzania--December 9th, Zambia--October 24th). They also commemorate our

slain heroes such as Malcolm X, and on those days emphasis is put on the life and death of those persons. Symbols such as the African Liberation Flag are used to teach colors, shapes and concepts.

The teacher understands that she will influence the students in the following ways:

1. As a model
2. As a rewarding agent
3. As the person who establishes the appropriate verbal reinforcers
4. As a disciplining agent
5. Through the effective presentation of skills oriented activities.<sup>182</sup>

They are also concerned with the development of learning materials, the first attempt being a collection of Drawings for Black Children.

#### School Pledge

African People  
 Must Work Together  
 To Liberate Ourselves  
 To build an independent nation  
 And to create a new and better world.

#### School Song

We are an African people  
 An African people  
 An African People, yes people

Our fight is liberation  
 IS liberation . . . etc.

University of Islam (Roxbury, Mass.)

The University of Islam No. 11 is one of many developed by followers of the Honorable Elijah Muhammed, leader of the Nation of Islam. The school, located on Intervale Street, Roxbury, is an extension of the Temple of Islam and serves 125 students in grades 1 through 6. Plans have been made to add a grade each year so that students will not have to enter the public schools.

School for the students at the University of Islam is a very serious matter. They are taught that their education is inextricably tied up with the development of the nation, as pointed out previously by Minister Louis Farrakhan.

The curriculum is very basic and excludes physical education and fine arts. The students are encouraged to stay healthy through exercise; however, the schools administrative assistant has stated "Sports such as basketball, that are found in the public schools, are play. We do not have time to play." Minister George X, head of the Temple commented in relation to the absence of fine arts,

We realize that a society is multi-phased, but in building ours, we have to exempt certain things at this time. Which is more important, learning to compose music or getting food? We have to set up priorities.<sup>183</sup>

Sexes are separated so that roles can be taught along with responsibility to the nation and because girls develop faster than boys. Male classes are held from 8:30 a.m. to 11:30 a.m.,

and female classes from 12:00 noon to 3:00 p.m. School operates year round with two one-week breaks.

Religious and secular matters are one at the University. Students begin the day with an Arabic prayer and always give the Arabic greeting "As Salaam Alaikum" (Peace be unto you), before speaking. The class and teacher reply "Wa Alaikum Salaam" (Unto you peace, also). All six teachers are members of the Temple of Islam.

Tuition is five dollars per week, including transportation. Books and supplies are also taken from this fee. When asked about the future of the University, in light of financial difficulties faced by other independent Black schools, the administrative assistant replied, "The Nation of Islam is everlasting, therefore, the school is, too."<sup>184</sup>

#### Malcolm X Liberation University

Malcolm X Liberation University, located in Greensboro, North Carolina, operates from a Pan-Africanist perspective by a Governing Board composed of faculty, administrators, students and community people. Designed for Africans eighteen years and older, Malcolm X came into existence in 1969. "Its purpose is to create an educational process which is based on a revolutionary ideology that projects self-awareness, disseminates necessary concepts and techniques, provides the technological know-how with which to engage in a struggle and develop a nation."<sup>185</sup> Its curriculum includes:

Colonialism, Neocolonialism, Independent African Civilization, Pan-Africanism, engineering, communications technology, bio-medics, food science, and the teacher corps. Students are required to work a full day on the school farm each week. After completing the program, they are expected to work in Guyana, Africa or African communities in the United States.

Malcolm X is a member of the Federation of Pan-African Educational Institutions, organized in July 1970. This organization came together in order to maximize effectiveness through joint equipment and personnel sharing, curriculum development, and fund raising. Its purpose is to create an independent educational system for Africans and each school is committed to teaching technical skills and disseminating a Pan-African ideology. Member institutions (serving pre-schoolers through adults) also include the Chad School, Newark, New Jersey; the Clifford McKissick Community School, Milwaukee, Wisconsin; the Marcus Garvey School, Youngstown, Ohio; the Pan-African Work Center, Atlanta, Georgia; and the Marcus Garvey Memorial Institute, Monrovia, Liberia.<sup>186</sup>

#### Center for Black Education

In 1969, Jimmy Garrett, then Director of Black Studies at Federal City College in Washington, D.C., initiated the establishment of the Center for Black Education, after futile attempts to institute a curriculum around nation-building

at the predominately Black school. This institution serves students eighteen and over from Black communities throughout the country. It emphasizes technical skills and is Pan-Africanist in ideology. Students live at the center, thereby learning self-reliance along with technical skills. The curriculum includes pharmacy, nursing, electrical work, plumbing, construction, carpentry, and communications (photography, radio broadcasting and journalism). When instructors decide that students are ready, they are sent to Tanzania or Guyana for field work.

In Guyana, the Center has over a dozen people who instruct the African people of Guyana (on the north coast of South America) in the basics of medicinal care; they will learn about land development, foster better relations between the Africans in Guyana and the Africans in America and will impart technical skills and general political information to the government and the people.<sup>187</sup>

VII. PRE-SERVICE/IN-SERVICE TRAINING: A MODEL FOR BOSTON

Introduction

Pre-service and in-service training for teachers has traditionally meant training them to teach middle-class white students; however, the question of training Black persons to teach Black children has never been looked at seriously by public school systems in this country. Administrators seem to reflect the attitude that the mere presence of a few Black faces is enough. It is clear from the foregoing discussions that Black teachers have been influenced by the values perpetuated in this society. The Black teachers presently serving Boston schools, and certainly those who will be in the future are no exception. The Boston Public School System has failed to recognize this necessity, therefore, it is incumbent upon the Black community to see that a program is instituted specifically to train Black teachers to effectively serve its needs. This is especially significant for teachers who will participate in the pre-service program because they are generally new and unfamiliar with the community. The success of a program such as this depends, to a great extent, upon its availability to parents. Les Campbell, headmaster of Uhuru Sasa Schule has pointed out that the development of the child's mind is inextricably linked to that of the parents. Therefore, a pre-service/in-service training program should serve two functions:

- (1) the education of parents and
- (2) the education of teachers.



In-service and pre-service training programs for Black educators (including, of course, parents) should prepare them to fully understand the past, present and potential future of the Black child and his environment. Education is a never-ending process. A Black teacher, therefore, should be constantly refreshing his comprehension of: (1) Politics, (2) Black History, (3) Black Culture, and (4) Educational Methodology.

### Curriculum

A pre-service/in-service training program for Black parents and teachers in Boston should include 15 workshops in the aforementioned areas.

#### Politics

1. Political Education (Seven Principles, Systems Analysis, Propaganda Analysis)
2. Community Organizations (i.e., Black United Front, New Urban League, etc.)
3. Principals of Community Control
4. Independent Black Institutions (Economical, Political, and Educational)
5. Politics of the Boston School System
6. Mass Media (Development and Criticism of)
7. Drugs (Abuses and Uses)

#### History

8. African History
9. African-American History
10. History of Boston's Black Community (Including Current Issues)

Culture

11. African Culture (Art, Music, Dance, Literature)
12. African-American Culture (Art, Music, Dance, Literature)
13. Language (Black English, Importance of African Languages)

Educational Methodology

14. Techniques and Methodologies in Reading, Science and Math
15. Educational Materials (Publishers, Textbooks, etc.)
16. Testing (Misuses of IQ and Standardized Tests, Proper Uses (?))

Structure

The core group responsible for setting up a program such as this should include representatives from the New Urban League, Black Student Federation, National Center of Afro-American Artists, Black Educators Alliance of Massachusetts, and the Education Component of Model Cities. This nucleus would be responsible for informing the Area Planning Action Committees of ABCD (Action for Boston Community Development). Each committee would select one parent to join the decision-making body, thereby insuring a cross-section of the community. The nucleus would then represent persons who were elected from large groups, as well as those who were already affiliated with the core group organizations. The newly formed body would be responsible for electing a Program Director and Assistant Directors for each workshop area. The Director and Assistant Directors would then, with the help

of the resource people, compile a list of potential teachers for each workshop to present to the nucleus. Persons appearing on each list would make a presentation to the general body before elections take place. After teachers are elected, they would assist the nucleus in developing time schedules for each workshop after consultation with a representative sample of those persons who will be participating in the program.

The first two workshops listed under Educational Methodology would be broken down into four groups: Primary (K-2), Elementary (3-6), Intermediate (7-9), and Secondary (10-12). The Techniques and Methodologies in Reading, Science, and Math Workshops would be divided into three parts for intermediate and secondary teachers. Workshops should include discussions, lectures, problem solving, role playing, and research assignments. In order to develop teachers who will effectively communicate the concepts they learn to their students, it is necessary that participants play as active a role as possible in the workshop and actually experience some of the teaching techniques exactly as they would be taught to the students. This technique is used in the teacher training program at the African Free School in Newark.

The program should be set up such that participants would receive in-service training credits through the Boston School System. This would encourage participation if the

training is not compulsory. However, it should be required by Boston and contracted to the core organizations so that the program would reach all Black teachers in the system. After participation, teachers would be certified by the Black community.

### Potential Financial Resources

1. Boston School System
2. Educational Professional Development Act
3. Community resources

### Resource People--Local

Floyd Barbour--Professor of African American Literature and Drama, Boston University, M.I.T.

Jaki Byard--Renown Black Musician; Instructor of Music at the National Center of Afro-American Artists

John O'Bryant--Director of Health Careers Program, New England Hospital; President of the Black Educators Alliance of Massachusetts

Kenneth Haskins--Educational Consultant; Professor, Harvard University Graduate School of Education; Former Principal of the Morgan School, Washington, D.C.

Ephram Isaac--Professor of African History, Religions, and Languages, Harvard University

Willard Johnson--Professor of African History and Politics, M.I.T.; Circle Associates

Melvin King--Co-Director of Community Fellows Program, M.I.T.; Former Director of the New Urban League, Boston

Charles Lawrence--Principal of Highland Park Free School

Elma Lewis--Founder and Director of the National Center  
of Afro-American Artists

Jean McGuire--Pupil Adjustment Counselor, Boston Public  
School System

Babatunde Olatunji--Renown African Musician; Instructor  
at the National Center of Afro-Ameri-  
can Artists

Chester Pierce--Psychiatrist; Professor of Education,  
Harvard University

Alvin Poussaint--Psychiatrist; Professor, School of Medicine,  
Harvard University

Leon Rock--Black Student Federation

Geneva Smitherman--Professor of Black Language, Culture  
and Literature, Harvard University

Sister Sylvia Thibodeaux--Principal, St. Joseph's  
Community School

Resource People--National

Imamu Amiri Baraka--Spiritual Leader, Committee for  
Unified New Ark; Program Chairman,  
Congress of African People

Les Campbell--Head Master, Uhuru Sasa Shule, Brooklyn,  
New York

John Henrik Clarke--President, African Heritage Studies  
Association; Associate Editor,  
Freedomways Magazine

Minister Louis Farrakhan--National Spokesman for The  
Honorable Elijah Muhammed of the  
Nation of Islam

Bob Hoover--Founder and First President of Nairobi  
College, East Palo Alto, California;  
School Board Member, Ravenswood School  
District, East Palo Alto, California

Evelyn Moore--Executive Director, Black Child Development  
Institute, Washington, D.C.

Dudley Randall--Poet and Founder of Broadside Press,  
Detroit, Michigan

Barbara Sizemore--Coordinator for Proposal Development,  
Chicago Public Schools

James Turner--Director, Africana Studies and Research  
Center, Cornell University, Ithaca,  
New York

Albert Vann--President, African-American Teachers  
Association, Brooklyn, New York

Preston Wilcox--President, Afram Associates, Inc.;  
Chairman, Education Committee,  
Congress of African People

### Resources--Community Organizations

Action for Boston Community Development (ABCD)

Blackside

Bridge Fund, Inc.

Educational Action Center

FIRST (Drug Rehabilitation Center)

Roxbury Businessmen's League

Roxbury Defenders

Roxbury Federation of Settlements

Roxbury Media Committee

Roxbury Multi-Service Center

Tenant's Association

United Front

### Goals

It is hoped that participation in a program such as this will encourage teachers to work toward the liberation of Black people and abide by the Declaration of Black Teachers adopted at the Black Ministers-Teachers Conference, April 27, 1968 in Detroit, Michigan.

## DECLARATION OF BLACK TEACHERS

We maintain that the present system of education is not organized for the benefit of Black youth.

We have collectively dedicated ourselves to the following COMMANDMENTS which we recommend to all Black teachers.

1. We shall know no other loyalty than to the children we teach.
2. We shall create no false images of loyalty for them.
3. We shall not defend our own inadequacies by blaming our children.
4. We shall labor six days and nights devoting our talents and energies to our responsibilities to the children we teach.
5. We shall honor the mothers and fathers of our children.
6. We shall not kill the minds and bodies of our children with underestimations of their worth and the worth of Black people.
7. We shall not adulterate our instruction but shall enrich it with the aim of developing Black youth who will be of service to the Black community.
8. We shall not steal their time and energies in busy work or in activities designed to promote middle class white values and goals.
9. We shall not bear witness against our children nor against our fellow Black teachers but shall do our best to lift them from the hell of ignorance, confusion and despair in which a racist society has placed them.
10. We shall not covet that status in society which will serve to isolate us from our goals and those of the Black community.

We earnestly seek the cooperation and assistance of those who work with Black youth in the formulation and immediate implementation of a program to achieve these goals.

Adopted at BLACK MINISTERS - TEACHERS CONFERENCE

April 27, 1968 Detroit, Mich.

The Black Administrator

Pre-service/in-service training is equally as important for Black administrators. Therefore, the program outlined for teachers should also be required for Black administrators in the Boston School System. Workshops, however, should be developed to deal specifically with those problems pertinent to administrators serving the Black community. For in order to serve effectively, there are very basic qualities needed. Kenneth Haskins describes these in a statement entitled "Some Qualities Needed by Black Administrators in the Current Movement."

1. He or she must completely identify with the Black community. He must be ready to give all of his time--energy--and knowledge to it. He must understand the nature of our society which allowed him to 'advance' while his brothers and sisters were held back and know what he owes to them. He must be able to examine his own 'education' and know what has benefited him--what has been useless--and what may be a hindrance in the work he must do.
2. He or she must be able to respect all Black people but be able to differentiate between respect and subservience--for he too must be respected. He has to (as an educator) demonstrate that education as defined by the Black community (of which he is a member) is positive and not allow this new education to be placed in the same category by poor Black people as former 'education' was. If he, further, has done the kind of self-examination needed to utilize what he has--he cannot allow 'put-downs' on the basis of the fact that he has an 'education.' If he has examined himself--the fact that he is 'educated' will never be a subject raised or implied by him--for the formal part of the 'old education' may be the least important in his preparation for his current role.



3. He or she (in this period of our getting ourselves together) must be able to get along with all Black people. His own personality is a tool to be used to help develop a positive feeling and emotional and intellectual growth in students--teachers--board members--parents--and other community members. Unless he sees the beauty of Black people and the potential they have for untold development he will not function well.
4. At the present time, he or she must have the knowledge that allows him to deal with the larger community. He should be able to judge when it is time to fight or negotiate or give in--but always from a position of power. This is because the question of who controls the minds of our children cannot be compromised--it can only be partially delayed because of the already accumulated power of those formerly in control.
5. He or she must help a staff and board who want to be committed to the Black community move in that direction. He must help in separating the important issues from the petty issues. He must continually relate the strengths and weaknesses of persons to concepts--ideas--and jobs to be done and not allow personalities to be handled in any other manner.
6. He or she must recognize the immensity of the movement and while dealing with his own local school, know that what happens elsewhere is important. He must also know that control of schools is a beginning and that the Black community must and will control much more. The community must know this too so that they don't fight over the fruits of school control as if this is all--and refrain from giving energy to other institutions that need revolutionary change.
7. He or she must love people (Black if no others) and see in them beauty--intelligence--charm--etc. He must help make a community within the school as well as a school within the community. He must be able to put together what everyone brings and make these contributions not only make the institution move forward--but provide satisfaction to the individual contributors as well.
8. He or she must be able (in this transitional period) to do and teach others to do things that are not provided for either in the training of the staff--or from the outside community.

9. Finally--as others develop--he or she must be able to allow them to take the responsibilities and credit they deserve. He must always be ready to allow people to try new things--in fact he must encourage and support them. He must always allow people to retreat with dignity to try again at a later date. He must see that all co-administrators, teachers, and students are allowed this and hope that the board and the community will agree and begin to practice this in other areas.

VIII. RECRUITMENT MODELS

## Introduction

A previous review of the Boston School System's recruitment policies clearly indicates that a sufficient number of Black academic staff cannot be hired through the existing structure. Compared with many other systems throughout the country, Boston's hiring and promotional policies are extremely antiquated and do not allow for objective input by persons outside of the system. As pointed out previously, administrative positions are always filled by persons inside of the system and preference is given to teachers who are graduates of local schools.

The lack of Black teachers is generally attributed to the inability to find them in sufficient numbers. No consideration whatsoever is given to the fact that (1) Boston has never instituted an effective minority recruitment plan; (2) administrators have not really put forth an effort to make the system aware of the need for Black teachers; and (3) if Black potential teachers are found, there is nothing positive about the system that would serve as an incentive for out-of-state residents. However, there are several fairly successful recruitment models in other parts of the country. These can certainly be of value in looking for new ways to improve Boston's recruitment process.

African-American Teachers Association, Inc.

The African-American Teachers Association, Inc. (ATA), located in Brooklyn, New York, was founded in 1964 by a group of parents, community people and teachers of African descent who were interested in making education more meaningful for Black students. One of its many activities has been the development of a Teacher Recruitment Program to increase the number of Black and Puerto Rican teachers in the public schools.

The program has been funded for the past two years by the New York Urban Coalition. As of September 1, 1971, ATA had recruited 315 prospective teachers as a result of having visited 19 southern institutions and 17 within New York State. Arrangements were made to place the teachers in several districts and provide temporary housing through Pratt Institute and the New Urban Leagues Open Housing Center. The teachers were enrolled in various summer enrichment programs. The program also established a series of orientation workshops. These workshops, led by Albert Vann, President of ATA, James Turner, Director of Black Studies at Cornell, and Les Campell, Headmaster at Uhuru Sasa, dealt with topics such as drugs, community needs, and teacher participation in the community.

ATA, realizing that the New York City public school bureaucracy has failed to hire Blacks and Puerto Ricans, sees recruitment as a cooperative effort of the communities, the

Community School Boards and members of the African-American Teachers Association, Inc. It is committed to finding teachers who share the background of the students, who perceive the students as their own, and will provide a proper model at all times.<sup>188</sup>

ATA has also been responsible for (1) organizing the African-American Students Association; (2) operating the Bedford-Stuyvesant Talent Search Center (a program which identifies counsels, and financially assists low-income students who want to go to college); and (3) negotiating with "the Board of Higher Education of the City University of New York for the development, structure, and control for a four-year college for the Bedford-Stuyvesant community."<sup>189</sup>

In April, 1972, ATA held the First New York City African-American Teachers Convention to discuss the establishment of an independent school, and the protection of Black public school teachers' rights.

#### Ravenswood School District

Ravenswood School District is one of the few, if not the only, public school system in this country operated by a Black superintendent and an all Black school board. In 1966, after the struggle for integrated schools failed, members of the Black community began to set up independent schools (Nairobi schools). This was followed, in 1967, by the election of two Black persons to the school board. Black high school students knocked on doors for two months to make

it possible. That kind of effort has resulted in a Black controlled school system.

One of the first areas to receive major attention from Black administrators was reading. An eight-month study showed that teachers had not used a consistent program and only 25% had taken a reading course. A massive education program was then instituted to establish a reading program with continuity and to deal with teacher attitudes. The 1971 reading results for kindergarten, first and second grades show that students have improved tremendously.<sup>190</sup> (See Appendix D.)

John Minor, the first Black superintendent, was elected in 1967. When he entered the school system, 10% of the staff was Black. That figure is currently 50%. Out of 11 principals and 8 vice principals, there was one of each in 1967. At present, five of the principals and all of the vice principals are Black (Black student population is 81% of total.)

Minor stated that he was more interested in strength than experience when he initiated recruitment for Ravenswood. Mass recruiting was done in Texas because it was the first state to integrate on a large scale. Since integration means a lost of jobs for Black educators, there was a pool of teachers available. Staff members who knew specific areas were first sent with written materials. The superintendent followed later with contracts which could be offered "on the

spot." Administrators were appointed from inside as well as outside the system.

The success of this program, according to Minor, rested in his decision to (1) personally interview and hire each person, (2) find jobs for the spouses of applicants by working out a program with industries, and (3) contract loans to help applicants pay moving costs. The latter was done through the Credit Union of the Teachers' Association.<sup>191</sup>

#### Hartford Public School System

The Hartford Public School System serves a student population which is approximately 38% white, 19% Spanish-speaking, and 65% Black. Five years ago, the Superintendent of Schools, realizing that minority students needed teachers with whom they could identify, announced the initiation of an intensive recruitment program, directed by Peter Roach, a former principal in North Carolina. At that time, there were 112 minority teachers, 2 Black principals and 1 Black vice principal. Currently, there are approximately 500 minority teachers, 460 minority paraprofessionals, 9 Black principals (30% of total) and 11-12 minority vice principals. The following steps were involved in Hartford's minority recruitment program:

#### Recruitment of Teachers

1. Divided country into ten areas and assigned one to each of ten minority staff members who were sensitive



to the kinds of teachers needed (included sending individual letters to Black teachers and soliciting help from department heads).

2. Decided what kinds of things had to be done to make the system more attractive.
3. Persuaded city officials to allot \$1 million to build 7 new schools (1/year) in order to offer potential teachers environments which were conducive to learning.
4. Integrated Black History into total K-12 curriculum, added minority electives and hired consultants, including community people, to develop new curriculum (persons from the community were paid same salaries as other consultants).
5. Provided in-service training for teachers and community people (baby-sitting service also provided).
6. Arranged another meeting for recruiting team and each member received 10 contracts to take on trips (this procedure was inacted twice during the first year).
7. Set up an orientation program to assist in finding apartments or houses, buying cars or establishing credit.
8. Recruited for two more years outside of state
9. Set up Career Opportunities Program with University of Hartford.

Because the number of Black high school graduates has increased with the hiring of minority personnel, Hartford can now feed itself with those graduates who attend college and paraprofessionals who complete COP requirements.

Recruitment of Administrators

1. Head recruiter met personally with 310 Black teachers to find those who were interested in becoming administrators and to inspire them to get involved in administrative programs.
2. Head recruiter wrote teacher organizations in North Carolina, Virginia, Kentucky, and Tennessee asking for list of all Black administrators.
3. Interested persons went to Hartford in order to go through recruitment process, but most were not accepted by School Board.
4. Resolution was passed to allow Superintendent to make appointments without approval of School Board.
5. Head recruiter and Superintendent persuaded State Superintendent to waiver any academic requirements for the administrators recruited (Hartford--15 hours in administrative law).
6. Community advisory council in each school appointed one person to sit on review boards.

Roach pointed out that "Anytime you're going to recruit administrators you must look both inside the school system as well as outside because there's some very good talent within your school system that is locked in; then there's some excellent talent locked in other school systems that would like to move. Then bringing people from outside in brings a new trend of thought and fresh ideas."<sup>192</sup>

The presence of the Director of Guidance on the recruiting team resulted in increasing the proportion of Black guidance counselors to 40%.

Pittsburgh Public Schools--Summer Internship Program

The Pittsburgh Public School System is currently operating a summer internship program for 19 Black juniors and seniors from four predominately Black institutions including Hampton Institute (10), Cheyney State College (3), Wilberforce University (3), and Central State College (1). The program is designed to recruit minority teachers for the Pittsburgh Schools. Pittsburgh's Board of Education sees the following as program objectives:

1. It provides a vehicle by which students from colleges and universities at which the Board of Education recruits to become a permanent part of the Pittsburgh Public School System.
2. To introduce the students to the Pittsburgh Public School System through assignment to summer schools as teaching assistants.
3. To expose the students to community life throughout the city of Pittsburgh and to develop them as teachers.
4. To provide an opportunity for the students to develop themselves through interaction within our educational system.
5. To provide an opportunity for the administration of the Pittsburgh Public Schools to identify potentially expert teachers through performance based on evaluation.
6. To encourage participants in the program to apply for positions with the Pittsburgh Public Schools.
7. To provide an opportunity for students in the summer school program to increase reading levels; to operate more effectively in their communities; to increase self-esteem.<sup>193</sup>

Students chosen for the program were selected on the basis of recommendations by the Director of Teacher Education at their respective colleges. The Board of Education participated in the final selection.

The first part of the basic program operates in the public schools during the morning hours. Because the participants have not had student teaching, they act as teacher assistants, which involves working with small groups or individuals on remedial lessons, special projects, etc. However, students are allowed to assume full charge of classes for some activities, if the supervising teacher so recommends.

Part two of the program involves community projects. Summer school classes end at noon. Therefore, students work during the afternoon with community action programs, summer enrichment, literacy programs, playground activities, etc. At the close of summer school, interns are involved in all-day activities.

The 8-10 week program is supervised by staff members of the Board of Education. These persons are also responsible for arranging living accommodations (room and board). Participants receive stipends of \$125 per week, a travel allowance of \$60 and \$35 upon arrival to cover initial expenses. They are paid twice each month and responsible for paying for rent and meals.

During the summer of 1971, the same program took place (involving only 10 students). One has been employed

by Pittsburgh and four are expected to be hired in  
September 1972.<sup>194</sup>

Boston Suburban Cooperative Recruiting

The Public School Systems of Brookline, Weston, Newton, Lexington, Belmont, Needham and Winchester formed a cooperative recruitment program because of a cutback in funds, a desire to maintain open communication with major colleges and universities in the east, and a desire to expand minority recruitment. These school systems have focused on traditionally Black colleges and universities, and predominately white institutions in large metropolitan areas. Each member of the recruiting team is assigned a particular area of the country and expected to find potential teachers and administrators for all seven school systems. Candidates are usually just referred to the system in which they express interest, but recruiters may also offer contracts while "on the road." Black administrators are usually sent to Black schools. As a result Black applicants in some systems have multiplied tenfold. The following schools were included in the 1971 program: Hampton Institute, University of Michigan, Fisk University, Tennessee State University, Bennett College, Greensboro A & T, Atlanta University, D.C. Teachers College, Howard University, Elizabeth City State, Central State, Norfolk State, Bowling Green and Wayne State University.<sup>195</sup>

### Black Educator Displacement in the South

Hundreds of Black educators are being displaced through demotion, dismissal, pressured resignations, and assignments out of field as Louisiana public schools desegregate. Taking their place in administrative, supervisory and top teaching posts are white educators who, in many instances are less qualified in preparation level and experience.<sup>196</sup>

The claim by Northern public school systems that Black educators cannot be found is strongly refuted by desegregation studies of several Southern states. Gregory C. Coffin, Chairman of the Department of Instruction, College of Education, Northeastern University, pointed out in "The Black Principal--The Vanishing American," that "There were over 90% fewer black principals in 13 Southern and border states in 1970 than in the 1960's."

1. Alabama: 1966-1970; black high school principals reduced from 210 to 57, black junior high school principals reduced from 141 to 54.
2. Arkansas: 1963-1971; black secondary school principals reduced from 134 to 14.
3. Florida: 1965-1970; black high school principals reduced from 102 to 13.
4. Georgia: 1968-1970; 123 reporting districts 'eliminated 66 black principals or 19% of the black principalships, while adding 75 white principals.'
5. Kentucky: 1954-1969; black principals dropped from 350 to 36. Twenty-two of the 36 were in the city of Louisville.
6. Louisiana: 1968-1970; Louisiana eliminated 68 black principals (19% of the total number of black principals), while adding 68 white principals in the same period.

7. Mississippi: ' . . . over 250 black administrators have been displaced over a two-year period.
8. Maryland: 'In Maryland, there were 44 black high school principals in 1954. In 1968, 31. Contrast this with an increase of white high school principals from 167 in 1954 to 280 in 1968. In other words, while 13 black high schools and principals were being phased out, 113 white high schools and principals were phased in.
9. North Carolina: Between 1963-1970; black high school principals reduced from 227 to 8.
10. South Carolina: 1965-1970; black high school principals reduced from 114 to 33.
11. Tennessee: 'Black high school principals have been reduced from 73 to 17.
12. Texas: Although no statewide statistics were reported, one knowledgeable principal commented, 'The black principal is rapidly becoming extinct in East Texas.
13. Virginia: 1965-1970; black secondary school principals reduced from 170 to 16.<sup>197</sup>

The dilemma of the Black principal is even more astounding when one considers the fact that these figures exclude those persons displaced from elementary schools. It also excludes those persons serving under the title of principal and acting in another capacity. In 1970, Gregory Coffin witnessed the following incident at a Mississippi school which had received a Title III grant. (The school served 600 Black children and was scheduled to receive 130 whites from another school.)

On the first day I noticed that the principal was not included in the meetings of instructional consultants and teachers. In and out of his office, he was conferring and working with the custodian and several boys hired to help clean up the school. Another man, a white man, was obviously directing the teacher training activity. When I asked about this in a subsequent interview, the jagged pieces fell into place. The recently assigned Title III project director was now the instructional leader of the school. Although the principal retained his title, his function had changed drastically. He was now principal in charge of maintenance, transportation (not bus routes), and lunches. . . .<sup>198</sup>

Teacher displacement figures are equally as alarming. The Georgia Teachers and Education Association found that a total of 39 school systems in North Georgia reduced the number of Black teachers from 742 in 1963-64 to 544 in 1968-69.<sup>199</sup> Another study of approximately 159 counties in Georgia showed that, in addition to high principal and teacher displacement, Black Head Coaches and Band Directors were almost extinct.<sup>200</sup> These displacements were inacted through:

- a. Failure of school systems to renew contracts.  
(In a majority of these cases no reason is given.)
- b. Claims of certain Federal Funds being discontinued.
- c. Complete phasing out of certain teaching positions at the end of the year. However, at the beginning of the next school year the same positions are filled by white teachers.
- d. Drop in Average Daily Attendance.<sup>201</sup>

#### Teacher Development for Desegregating Schools Institute

In 1971, the Teacher Development for Desegregating Schools Institute of the Bureau of Educational Personnel Development, U.S. Office of Education announced eight new



projects designed to provide full-time advanced training for administrators and teachers displaced as a result of desegregation. Half of the projects were developed for teachers and the other half for administrators.

Administrators receive stipends up to \$9,000 and work toward a sixth year diploma or a doctorate in the field of education. Those schools involved in training administrators include Auburn University, University of Colorado, University of Miami, and Rutgers, The State University. Participants are viewed as potential college or junior college administrators or teachers.

Teachers receive stipends of \$3,500 plus \$400 for each dependent. Their training leads to a Master's degree or specialty diploma. This program utilized the University of Florida, University of Southern Mississippi, Prairie View A & M College, and the University of Houston.<sup>202</sup>

Training Co-ordination Centers were developed in conjunction with the training programs. These centers are located at five predominately Black institutions of higher education: South Carolina State, Orangeburg, South Carolina; Morris Brown College, Atlanta, Georgia; Alabama State College, Montgomery, Alabama; Tougaloo College, Tougaloo, Mississippi; and Southern University, New Orleans, Louisiana. The following objectives of these programs were stated in the 1972 evaluation of the Morris Brown Training Co-ordination Center:

## OBJECTIVES OF PROGRAM

- A. To contact all educators in the State in order to inform them of the availability of the services of the Center.
- B. To inform displaced persons of the T.T.D.I. Training Programs and to arrange interviews between the schools sponsoring projects and eligible displaced educators.
- C. To enhance the quality of teaching by advising and making available to affected educators after evaluation of total number of personal data forms on file, general and specific reasons given by school boards and superintendents leading to displacements, demotions and unsatisfactory placements and critical shortage areas that would aid in the choice of areas of re-training, personal character and conduct and tactful handling of situations that might lead to displacement.
- D. To acquaint superintendents, colleges and universities with the Center's activities.
- E. To develop a working relationship with the school systems and other agencies where possibilities for placement of displaced educators exist.
- F. To compile and provide school vacancy reports to educators to aid them in finding new employment that exist in their areas of concentration.
- G. Resource library in the Center to be used by clients in locating new positions and educational opportunities.
- H. Maintain a regional map to show the statistics of displaced educators by counties.
- I. To compile according to race, school system, year displaced or demoted and present status of the number of black principals, counselors, band directors, coaches, library teachers adversely affected due to school desegregation from 1964 to 1972.
- J. To determine number of positions lost (left vacant) or filled by whites that were previously held by Blacks.

- K. To provide out-of-state school systems and institutions offering advanced training assistantships, fellowships and other financial aid, lists of educators by areas of direct concentration for direct mailings.<sup>203</sup>

This evaluation pointed out that Morris Brown's Training Co-ordination Center has not been able to relocate all of the teachers on its list of displacements.

A major effort to find teacher vacancies was launched. Of 196 school districts contacted we received minimum response. We have been successful in filling some of the vacancies received with displaced persons we contacted. However, there remains a large number of surplus teachers.<sup>204</sup>

#### Predominately Black Colleges and Universities

Predominately Black colleges and universities are obviously a valuable resource for recruiting Black teachers, as pointed out in several of the models described. The Directory of Predominately Negro Colleges and Universities in the United States of America, January 1969, listed 85 four-year institutions, most of which have majors in Education. A significant number of these also offer degrees in the trades.<sup>205</sup> This is extremely important, when one considers the fact that Black teachers in Boston's technical high schools are practically nonexistent.

A recent listing of 54 predominately Black colleges and universities showed that during 1970, 12,170 students graduated in education. (See Appendix C.)

Recommendations to the Boston Public School System

The following recommendations for the Boston School System are taken from school systems and schools as indicated:

- 1) Change promotion policies so that administrators, guidance counselors, etc. can be hired outside of the system.
- 2) Develop a dual eligibility list in order to provide for a sizeable increase of Black teachers within a reasonable time span.
- 3) Arrange for the organization of community review boards which would evaluate each potential administrator in their respective communities. These boards should represent each minority group (i.e., Black, Puerto Rican, Oriental) and have some input with respect to teacher training as well as the selection of administrators. (Hartford)
- 4) Establish a communications network with Black alternative schools and request their assistance in developing effective programs for Black students.
- 5) Establish contacts with other urban school systems that have successful minority recruitment programs.
- 6) Develop a team of Black recruiters large enough to cover all parts of the country that have a large number of Black teachers. (Hartford)
- 7) Contact southern teacher associations and Teacher Training Centers located at Black schools for lists

of Black displaced teachers and administrators.

(Hartford)

- 8) Set up summer and winter internships with predominately Black southern colleges and universities. (Pittsburgh)
- 9) Develop work-study programs for Black education majors attending local colleges or universities.
- 10) Make system more attractive to Black teachers and administrators by:
  - a. improving facilities
  - b. putting more Blacks in decision-making positions
  - c. Updating curriculum(Hartford)
- 11) Supply recruiters with contracts so that hiring can be done "on the spot." (Hartford)
- 12) Use Black teachers who are familiar with certain areas, to recruit in those areas. (Ravenswood, Hartford)
- 13) Assist new out-of-state teachers by developing programs to aid them in:
  - a. finding adequate housing
  2. getting loans to cover moving costs
  - c. finding jobs for their spouses(Hartford and Ravenswood ATA)
- 14) Use substitute list in areas as a means of finding Black teachers. (Hartford)

IX. CONCLUSION

Low achievement scores, high drop-out rates, and a small percentage of college entrants, shows that the Boston Public School System has failed as an effective institution for educating Black children. The move toward establishing independent schools is an assertion by Black educators that Black people must control the education of Black children. While the development of Independent Black Institutions is the direction in which to move, many African-American children remain in the public schools of this country. It is, therefore, the responsibility of committed Black adults to see that these children are taught by people who will serve as positive inspiring role models, and work, unrelentingly, toward the liberation of Black people.

Mass recruitment and training of Black teachers are clearly the most viable vehicles for insuring the above. Excluding the Black community from the development and operation of these vehicles, however, will merely cause the creation of another educational façade.

Boston has not developed recruitment and in-service training programs that will adequately meet the needs of the Black community. The Black administrator in Roxbury, Dorchester, Jamaica Plain, Mattapan, and the South End is practically nonexistent. Therefore, the School System must seriously evaluate its promotional policies and realize the need to hire Black administrators outside of Massachusetts.

Desegregation studies clearly show that there is a pool of Black administrators and teachers who have been displaced. Black colleges and universities are also valuable resources. However, the Black community must push to see that these persons are first recruited, then trained properly by Black educators.

The Boston School System can no longer deceive the Black community by disclaiming the existence of qualified, available Black administrators and teachers. If Black people's faith in the efficacy and good will of the Boston School System is ever to be renewed, the time has come for swift and dramatic change.



NOTES

## NOTES

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32. Richard Brown, private interview held in Dorchester, Massachusetts, March 2, 1972.
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34. Marion Fahey, private interview held at Boston School Departments central office, May 9, 1972.
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43. Jim Howard, private interview at the Afro-American Studies Resource Center, May 4, 1972.
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46. Those Black males who served as principals were designated as pro tem. One principal, Dave Owens has served as a pro tem principal long enough to be made full time, but as of May 1972, he had not been re-assessed.

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APPENDIX A

THE BOARD OF EXAMINERS  
 BOSTON PUBLIC SCHOOLS  
 15 BEACON STREET  
 BOSTON, MASSACHUSETTS 02108  
 TEL: (617) 742-7400 Ext. 313

THE BOARD OF EXAMINERS' CIRCULAR  
 NUMBER 1-A, 1971-1972  
 SEPTEMBER 1, 1971

GENERAL INFORMATION FOR TEACHER CANDIDATES

A candidate for possible permanent appointment as a teacher in the Boston Public Schools must hold an academic Bachelor's degree from an approved college at the time of examination. However, a college senior who will complete the degree requirements no later than the semester following the date of the examination is also eligible.

The Board of Examiners establishes an Eligible List for each teaching area, as a result of evaluations based on the steps listed below. The list is based on 800 points; a minimum of 600 is required to qualify. As vacancies occur, positions are filled by appointment in numerical order from the current merged Eligible List.

To be named on an Eligible List, a candidate must complete, by the dates specified on page three, the following steps:

1. WRITTEN EXAMINATION - National Teacher Exam (See Page 2)  
 (400 points)

Since the prerequisites for taking any examination for a Boston teaching position vary for different subject area, it is the responsibility of the candidate to request tentative approval from The Board of Examiners before taking the examination. A candidate from the Greater Boston area should request approval in person at the office of The Board of Examiners. A candidate from more distant areas may submit a transcript or an outline of his educational and academic qualifications for the position sought. If he meets the prerequisites, he will be tentatively approved.

Boston administers its own local examinations for the position of School Nurse and for teachers of the trade subjects, e.g. Plumbing, Carpentry, etc. For all other positions candidates must take the appropriate NTE. (See Page 2)

2. PERSONAL INTERVIEW in Boston (200 points)

An NTE candidate will be interviewed on the date listed on page three.

3. CREDENTIALS, TEACHING EXPERIENCE, GRADUATE STUDY, etc. (200 points)

Prior to appointment, the following credentials must be submitted: birth certificate, proof of U.S. citizenship, Massachusetts teacher certificate in the field of the examination, complete transcript of Bachelor's degree, and proof of prerequisite courses.

If a candidate cannot yet file a copy of his Massachusetts teaching certificate, dated January, 1971 or later, he must also send to The Board of Examiners a letter of good moral character and a statement of good health from a physician.

A candidate is expected to have fulfilled, by the date listed on page three, all requirements for Massachusetts teacher certification. Application should be made to Massachusetts Department of Education, Teacher Certification Division, 182 Tremont Street, Boston, Mass. 02111.

4. APPLICATION AND PERSONAL DATA SHEET

An application and Personal Data sheet must be filed for every examination score. Only when these two forms are on file will the name be placed on the Eligible List.



## THE BOARD OF EXAMINERS' CIRCULAR NO. 1-A, 1971-1972

ELIGIBLE LIST

Three times this year names will be merged into the Eligible List according to score. Most appointments are made from the List established about March 28. These are made on or after April 15, effective September 1. It is to the advantage of a candidate who wishes to teach in September to be on this March List. Only by taking the NTE in November can a successful candidate be assured of a place on the March List. However, a successful candidate taking the January 29 examination may be included on the March List if he observes the following procedures: on or before

1. January 6, notifies in writing The Board of Examiners that he
  - a. has registered for the appropriate January NTE
  - b. has requested that the Boston Public Schools receive score reports from ETS
  - c. specifies the examination code, title, and the position desired. See page 2.
  
2. February 18, completes all the steps (including an interview and filing credentials) indicated on a check-list mailed in reply to the foregoing notification.

Candidates whose names are added in July or November are eligible for positions opening only after those dates. The name of a successful candidate may remain on the Eligible List for three years. Below are the dead-line dates in the examination process:

NTE Dates	Close of Regular Registration	Degree Completed by	Required Certificate and Courses by	*Inter-view in Boston	Cre-dentials Filed by	ELIGIBLE LIST Es-tablished About
NOV. 13	Oct. 21	June 30	June 30	Jan. 22	Jan. 31	MAR. 28
	Jan. 6 (See above)	June 30	June 30	Feb. 12	Feb. 18	
JAN. 29	Jan. 6	Aug. 31	Aug. 31	May 6	May 19	JUL. 31
APR. 8	Mar. 16	Aug. 31	Aug. 31	June 10	June 16	
JUL. 15	June 22	Jan. 31	Jan. 31	Oct. 14	Oct. 20	NOV. 30

\*A candidate from a distant area may write for an appointment at another time, if necessary. The interview must be completed well before the date of the Eligible List.

SALARY SCHEDULE	Degree:	<u>Bachelor's</u>	<u>Master's</u>	<u>Master's + 30</u>	<u>Doctorate</u>
	Minimum:	\$ 7,600	\$ 8,200	\$ 8,800	\$ 9,400
	Maximum:	12,900	13,700	14,500	15,300

Increases in this salary schedule may be negotiated during the school year.

\* \* \* \* \*

All the foregoing information in this circular concerns the requirements for appointment as a permanent teacher in the Boston Public Schools.

Boston also employs provisional and temporary teachers. The Department of Teacher Placement (Room 52, 15 Beacon Street) accepts registration in person. An applicant must bring an official transcript, have an address in or near Boston and an installed telephone.

A candidate on the Eligible List but not permanently appointed is also expected to register if he wishes possible provisional or temporary service.

The salary for a first-year provisional teacher is \$6,200 or \$7,600 per annum, depending on certification status. A short-term temporary teacher receives \$27.60 per diem.

## STAFF DATA

Code

NP: Nonwhite Pupils (Black, American Indian, Oriental)  
SP: Spanish Surname Pupils  
WP: White Pupils  
NS-A: Nonwhite Staff--Administrative  
NS-I: Nonwhite Staff--Instructional  
NS-O: Nonwhite Staff--All Others (Counselors, Janitors, etc.)  
SS-A: Spanish Surname Staff--Administrative  
SS-I: Spanish Surname Staff--Instructional  
SS-O: Spanish Surname Staff--All Others  
WS-A: White Staff--Administrative  
WS-I: White Staff--Instructional  
WS-O: White Staff--All Others

N.B.: The figures for the following data were compiled by the author from individual school data sheets, which were collected by Research and Development, Woburn, Massachusetts and sent to the Bureau of Equal Educational Opportunity, State Department of Education, 182 Tremont Street, Boston, Massachusetts.

## STAFF DATA

## SUMMARY

Elementary	Jr. High, Middle Schools	High Schools
NP: 21,518	NP: 4,878	NP: 5,874
Black--20,298	Black--4,769	Black--5,381
American Indian--61	American Indian--12	American Indian--9
Oriental--1,159	Oriental--97	Oriental--484
NS-A: 7	NS-A: 8	NS-A: 6
Black--7	Black--8	Black--6
American Indian--0	American Indian--0	American Indian--0
Oriental--0	Oriental--0	Oriental--0
NS-I: 189	NS-I: 74	NS-I: 52
Black--177	Black--	Black--50
American Indian--0	American Indian--0	American Indian--1
Oriental--12	Oriental--1	Oriental--1
NS-O: 154	NS-O: 28	NS-O: 21
Black--154	Black--28	Black--20
American Indian--0	American Indian--0	American Indian--0
Oriental--0	Oriental--0	Oriental--1
SP: 4,008	SP: 465	SP: 620
SS-A: 1	SS-A: 0	SS-A: 0
SS-I: 19	SS-I: 4	SS-I: 4
SS-O: 27	SS-O: 0	SS-O: 3
WP: 33,965	WP: 9,336	WP: 14,010
WS-A: 136	WS-A: 63	WS-A: 118
WS-I: 2,397	WS-I: 747	WS-I: 1,123
WS-O: 447	WS-O: 114	WS-O: 200

Total (P)							
NP: 32,270	SP: 5,093	WP: 57,311	P = 94,674				
Black--30,448							
American Indian--82							
Oriental--1,740							
-----							
NS-A: 21	SS-A: 1	WS-A: 317	P = 339				
Black--21							
American Indian--0							
Oriental--0							
NS-I: 303	SS-I: 27	WS-I: 4,267	P = 4,597				
Black--288							
American Indian--1							
Oriental--14							
NS-O: 203	SS-O: 30	WS-O: 761	P = 994				
Black--202							
American Indian--0							
Oriental--1							
-----							
Total Staff/Catetory							
N - 527	SS - 58	W - 5,345	Total - 5,930				
Special Schools:	<u>NP</u>	<u>SP</u>	<u>WP</u>	<u>Total</u>	<u>NS-I</u>	<u>NS-O</u>	<u>Total</u>
	224	93	694	1,011	2	3	5

ELEMENTARY SCHOOLS

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Henry Abrahams	67	6	144							1	7	1
Samuel Adams	44	6	236		1					-	15	2
Agassiz	27	3	344							1	15	3
Old Agassiz	15		137							-	6	-
Dante Alighieri	22	10	177							-	10	3
Ira Allen	154	15	5							-	6	-
Washington Allston	57	45	112							-	12	1
John A. Andrew	8	3	284							1	21	7
Atherton	187	6	3							1	7	1
Audubon	318	19	3		2	2				1	14	1
William Bacon	182	15	2		4					2	5	-
M. Baker School	125	1	20							-	5	1
Sarah A. Baker	444	15	7		5	16				3	18	3
Harriet A. Baldwin	75	4	168							1	10	1
George Bancroft	47	51	35			2			3	-	8	1
David Barrett	8	3	17		1					-	4	-
Josiah Bates	76	55	37			1			1	1	7	1
Phineas Bates	78	10	295							1	14	-
Beethoven	6		516							1	21	5
Bigelow	12	25	547							1	26	16
Bowditch	19	53	257							-	17	1
William Bradford	495	45	14		1	3				1	20	-
William Bradford Annex	305	36	7		1	2				1	17	-

ELEMENTARY SCHOOLS (Continued)

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Manassah E. Bradley	42	11	348							-	14	2
Phillips Brooks	322	6	2		2	3				1	15	4
Charles Bulfinch	101	96	2					4		-	5	-
Bunkerhill		3	274							15	1.8 9	1
Choate Burnham	3		234							-	11	7
Carter Playground	124	36	8		2	2			1	-	8	1
William E. Channing	18		570		1					1	21	1
Chapman		5	296							15	3.2 10.2	1.2 4.4
Champlain	333	17	4			3				-	15	1
John Cheverus	1	2	407							1	14	2
James J. Chittick	17		708							1	36	3
Rodger Clap	6	12	432							1	17	3
Commonwealth Housing Project	15		30							-	2	-
George E. Conley		2	493							1	15	1
Benjamin Cushing	6	6	325		1					1	9	3
Benjamin Dean			257							-	8	-
Dearborn	407	44	5		9	9				2	16	4
Dearborn Annex ( )	183	9	2		4	1				2	10	2
Paul A. Dever	594	136	108		1	7			3	2	35	15
Quincy E. Dickerman	300	11			7	4				1	9	1
Dillaway	138	1	8	-	-	-	-	-	-	-	-	-
Dudley	152	5	3		3	10				2	12	2

ELEMENTARY SCHOOLS (Continued)

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Elliott Elementary	30		277		2					1	12	6
David A. Ellis	586	8	6		2	13				3	23	3
David A. Ellis Annex	98									1	6	4
Ralph Waldo Emerson	223	66	59	1	5			2			12	2
William E. Endicott	355		6		1	2				1	14	
E. Everett	72	64	530							1	24	-
Peter Faneuil	51	6	177							2	17	-
Emily A. Fifield	74	29	440		1					3	16	-
Fairmount	16	4	375							-	16	2
Farragut	119	42	130							-	11	-
Faxon Building	14		202							-	10	1
Benedict Fenwick	246	59	12		3	4				-	17	2
Margaret Fuller	47	64	288		1					1	11	-
Thomas Garoner	43	14	452		1					1	19	1
J. H. Garfield	24	5	398							1	18	14
William Lloyd Garrison	1233	38	6		2					2	53	8
Christopher Gibson	545	25	19	1	7					2	14	-
E. Greenwood	10	1	723							1	21	1
Sarah Greenwood	787	6	7		5	5				1	31	
Henry Grew	2		468		1					1	18	2
Curtis Guild	10	5	446							-	16	2
Nathan Hale	267	14	5		3	7				2	10	3
Haley	92	17	86		1					1	10	6



ELEMENTARY SCHOOLS (Continued)

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Alexander Hamilton	60	2	186							3	12	2
Hamilton Annex	36	2	155							1	7	-
I. N. Hart			324	-	-	-	-	-	-	-	-	-
Harvard	20	2	337							1	2.5 12	2
Hastings Street	19		245							1	9	1
Nathaniel Hawthorne	72	128	10		3	4		2	3	1	9	3
Hemenway	9	1	218							-	8	1
Mary Hemenway	5		630		1					.33	20	5
Hernandez		123					1	5	5			
Henry L. Higginson	250	3	5		2	5				1	10	3
George F. Hoar	24	80	568		1					1	35	15
Oliver Holden	1		117							-	5	1
Julia Ward Howe	415	5	2		6	8				1	13	6
Joseph J. Hurley	285	156	23	1	2	7		2	3	2	30	5
Washington Irving Colony	2	3	175							-	7	-
Andrew Jackson	41	40	107		2					1	8	2
Jefferson Dist.--Jeff. Bldg. and Hennigan	365	51	125		2	4			1	4	29	14
Kennedy Annex	100	38	263		1					1	20	8
J. F. Kennedy	279	132	179		2	2			2	1	30	9
Patrick F. Kennedy	1		438							1	15	-
Thomas F. Kenny	40		365							1	18	2
W. H. Kent	11	2	182							.4	.8 .6	.5
Joyce Kilmer	9		474							1	15	1

ELEMENTARY SCHOOLS (Continued)

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Lee School	806	54	229		8	6				2	33	13
Thomas F. Leen	2	3	161	-	-	-	-	-	-	-	-	-
Abraham Lincoln	468	56	83		6					1	32	7
C. Logue School	364	5	57		2					-	12	1
Longfellow	2	5	678							1	23	
Theodore Lyman	32	9	184							1	14	5
Patrick F. Lyndon	5	2	349							1	14	2
Mary Lyon	17	3	206						-	8	1	
Charles E. Mackey	344	146	88		4	3		1	1	1	32	9
Joseph T. Mann		3	301							-	10	1
Joseph P. Manning	5		242							-	10	1
John Marshall	425	61	699		8	1				2	41	14
Samuel W. Mason	123	106	72		3			1		-	14	1
Lewel Mason	23		103							-	4	1
Mather	94	32	935							1	40	3
J. W. McCormack	606	143	83	1	4	2		2	3	9	45	26
Donald McKay	46	13	453							1	30	14
Ellis Mendell	102	147	124							1	12	-
Martin Milmoore	41	28	78							2	8	
Minot			281							-	10	1
Randell G. Morris	1		455							-	14	-
John L. Motley	1	4	357							1	13	-
Mozart		3	375							-	13	-

ELEMENTARY SCHOOLS (Continued)

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Florence Nightingale	138	14	86		2	2				-	12	3
Oak Square	1	7	140							-	6	1
Hugh R. O'Donald	1	9	326							.5	12.8	1+4.2
Patrick O'Hearn	3	3	458		1					.33	17	5
John B. O'Reilly	18	4	326							-	18	6
James Otis	2	4	361		1					-	18	6
Paine Annex	282	14	6		4	2				1	11	-
Robert Treat Paine	456	18	19		3	4				1	20	5
Albert Palmer	206	11	4							-	7	-
Theodore Parker			119							-	5	-
Francis Parkman	80	12	438							1	18	4
Charles C. Perkins	118	6	1		3					.2	6	
Michael J. Perkins	20	9	390							1	18	6
O. H. Perry	1		429							1	15	1
John D. Philbrick		1	188							-	8	1
Prince	161	10	114							.2	5.3 13.2	
Prince District	41	1	47							.2	10	
Quincy	142		5		3						6	1
Ellen H. Richards	6		250							-	10	1
Sophia W. Ripley	1	3	436							2	17	1
	4	35	390							.33	23	7
F. D. Roosevelt	32		318								13	2

ELEMENTARY SCHOOLS (Continued)

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Theodore Roosevelt	55	93	26		1					1	8	-
William E. Russell												
Savin Hill Relocatables	4	1	130							-	4	-
Seaver	27	3	305							1	12	1
Pauline Agassiz Shaw	632	14	34							2	25	-
Philip H. Sheridan	1	336			1					-	10	-
Edward Southworth	25	12	367							-	13	-
Gilbert Stewart	55	1	316		1					-	14	-
Lucy Stone	175	17	221			2				-	20	4
James J. Storrow		2	84							-	4	-
Charles Sumner	25	5	663							1	28	3
William H. Taft	45	9	242							-	12	-
Charles H. Taylor	123	3	232							1	25	-
E. P. Tileston	192		146	1							15	3
Maurice J. Tobin	802	125	69							1	40	
William Munroe Trotter	409		340	1	13	4						
Warren-Prescott			664							1	23	
Weld			80							-	3	1
Steven Weld	89	4	16							1	8	
John G. Whittier		106							1	1	3	5
Williams	61		5	1							3	1
John J. Williams	142	78	60		3					-	13	6

ELEMENTARY SCHOOLS (Continued)

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Winship	82	4	305		1						.17	1½+6
John Winthrop	357	73	9		1	1				1	18	10
Rodger Wolcote	387		20		2					3	19	
Wyman	89	75	64			1				-	11	2

JUNIOR HIGH AND MIDDLE SCHOOLS

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Joseph H. Barnes Junior High	11	4	699		1					5	36	8
Mary E. Curley Junior High	394	177	504		3			2		2	60	3
Grover Cleveland Junior High	87	23	1008		1					1	52	-
Thomas A. Edison Junior High	238	20	537		1			1		4	45	-
Clarence R. Edwards Jr. High	9	3	611		2					8	31	9
Patrick F. Gavin Junior High	21	22	1148		1					5	61	19
Oliver W. Holmes Junior High	548	18	7	-	-	-	-	-	-	-	-	-
Washington Irving Junior High	133	14	1079		2					4	62	12
Martin Luther King Midd. Sch.	790	45	2	5	19	3		1		7	31	7
S. Lewenberg	827	29	19		5					7	54	18
Lewis Middle School	336	7	47	1	14	20				2	32	-
Michelangelo Junior High	21		256							1	22	-
William Barton Rodgers Jr. H.	46		1208		1					2	58	11
Robert Gould Shaw Jr. High	58	2	657							2	48	6
W. H. Taft Jr. High	111	17	393		2					6	25	10
Frank Thompson Midd. School	547	45	272		2					5	53	-
James P. Timilty Jr. High	518	26	1	2	16	5					23	
Woodrow Wilson Junior High	183	13	888		4					2	54	11

### HIGH SCHOOLS

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Boston College High		105						4	3	1	2	
Boston High	181	48	336		2					7	43	1
Boston Latin	133	9	1865		1					11	95	19
Boston Technical High	256	13	1573							6	105	2
Boston Vocational Tech. High	7		37							1	8	4
Boston Trade High	445	46	178		2	1				2	55	2
Brighton High	365	42	826		2					15	61	21
Jeremiah E. Burke	1005	39	15	1	11	6				6	57	12
Charlestown High	54	35	943		2					7	47	5
Copley Square High	206	51	127		5	4				3	27	1
Dorchester High	872	36	797	2	6	2				8	98	-
East Boston High	37		1200							6	69	14
English High	706	43	228	1	6					2	56	8
Girls' High	449	30	5		3	4				5	32	9
Girls' Latin	131	4	1050		1					6	57	9
Girls' Trade	361	34	59		2					3	27	8
Hyde Park High	253	9	1382		3					9	79	27
Jamaica Plain High	330	50	288	2	3	1				4	40	14
Roslindale High	80	16	1330							7	67	17
South Boston High	3	10	1771		1					9	98	27

SPECIAL SCHOOLS

Name of School	NP	SP	WP	NS-A	NS-I	NS-O	SS-A	SS-I	SS-O	WS-A	WS-I	WS-O
Kennedy Memorial	2 (BL)		27							-	5	-
English Language Center	86	76	164							1	16	-
Boston Business	102	3	437							1	28	5
Horace Mann	34	14	66		2 (BL)	3 (BL)				6	20	10



PERCENT OF HIGH SCHOOL GRADUATES WHO ATTEND DEGREE-GRANTING COLLEGES  
(Rank Order Comparison of Boston and Cities of Comparable Size)

Rank	City	% Attend College	Public School Population	City Population	Latest Year
1	San Diego	75%	130,217	680,000	1966
2	Denver	56	96,634	480,000	1969
3	Kansas City, Mo.	52	72,702	555,000	1964
4	Seattle	50	89,502	550,000	1969
5	Minneapolis	50	68,200	440,000	1969
6	Pittsburgh	49	72,011	530,000	1969
7	Milwaukee	48	132,500	750,000	1969
8	Indianapolis	45	107,747	510,000	1969
9	St. Louis	39	124,841	665,000	1968
10	Memphis	37	133,000	545,000	1969
11	Boston	29	96,534	570,000	1969

One measure of how well a school system is meeting the needs of its children is to determine how many children it equips and motivates to continue on in the field of higher education. A total of ten cities was selected on the basis of population and geographical location to compare to Boston. They represent a wide cross-section geographically, while having similar size public school populations (e.g., medium size, ranging from 72,000 to 133,000 children).

\*Taken from The Way We Go To School, a report by the Task Force on Children Out of School, Boston, 1970.

WHO GOES TO WHAT COLLEGE IN MASSACHUSETTS  
MINORITY POPULATIONS, FALL 1970

Type of School	Total Schools Included (Total of Type)	Total	Enrollments				Total Nonwhite	
			Black*		Other Minority*		No.	%
			No.	%	No.	%	No.	%
2 Year State (13 Community + 2 J.C.)	14 (of 15)	19,462	237	1.2	148	0.8	380	2.0
2 Year Private	20 (of 25)	11,679	241	2.1	302	2.6	543	4.6
4 Year State (+ University)	14 (of 14)	48,992	1,350	3.0	580	0.1	1,930	3.9
4 Year Private	47 (of 57)	82,032	3,326	4.1	1,474	1.8	4,800	5.9
<b>TOTAL</b>		162,165	5,160	3.2	2,504	1.5	7,664	4.7

\* Minority count includes some foreign students.

Computed from data in Chronicle of Higher Education, March 29, 1971.

MINORITY POPULATION  
MASSACHUSETTS STATE 4 YEAR COLLEGES

School	Enrollment			Total Students
	Black*	Other Minority*	Total Nonwhite	
Boston State	215	148	363	5,425
Bridgewater State	12	7	19	3,303
Fitchburg State	13	4	17	2,352
Framingham State	4	31	24	2,235
Lowell State	15	9	24	1,879
Lowell Tech	17	59	76	3,153
Salem State	31	19	50	4,386
S.E. Mass. Univ.	66	36	102	3,032
Univ. of Mass.:				
Amherst	629	136	765	15,733
Boston	271	56	327	4,155
Westfield State	22	1	23	2,189
Worcester State	25	74	99	1,150
<b>Total</b>	<b>1,350</b>	<b>580</b>	<b>1,930</b>	<b>48,992</b>
<b>% of Total</b>	<b>3</b>	<b>0.1</b>	<b>3.9</b>	

\* Number of minorities includes foreign students in at least one school listed.

MINORITY POPULATION, FALL 1970  
MASSACHUSETTS JUNIOR COLLEGES

School (20 of 25)	Enrollment		Total Minority	Total Students
	Black No.	Other Minority No.		
Aquinas	0	0	0	153
Aquinas Business	0	3	3	174
Bay Path	2	10	12	520
Becker	5	5	10	422
Bradford	5	1	6	405
B. McIntosh	13	7	20	306
Burdett*	10	11	21	306
Cambridge	8	5	13	151
Dean*	10	27	37	859
Endicott	1	4	5	835
Garland*	5	6	11	411
Graham	80	24	104	1,255
Franklin Inst.	9	22	31	746
Lasell	7	5	12	908
Leicester	8	1	9	322
Mt. Ida	9	3	12	500
Northampton	14	13	27	521
Stevens College	7	6	13	109
Wentworth	23	45	68	1,620
Worcester	25	74	99	1,156
<b>Total</b>	<b>241</b>	<b>302</b>	<b>543</b>	<b>11,679</b>
<b>% of Total</b>	<b>2.1</b>	<b>2.6</b>	<b>4.6</b>	

\*Missing: Bryant and Stratton, Chamberlayne, Fischer, Pine Manor, Simons Rock.

From Chronicle of Higher Education, March 29, 1971.

MINORITY POPULATION IN COLLEGES

COMMUNITY COLLEGES

MASSACHUSETTS, FALL 1970

Community Colleges (2 Yr. Public)	Black No.	Other Minority No.	Total Number of Minority Students	Total Number Students
Berkshire CC	9	1	10	971
Bristol CC	33	34	67	1,439
Cape Cod CC	16	3	19	948
Greenfield CC	6	11	17	980
Holyoke CC	35	44	79	2,285
Mass. Bay CC	7	10	17	1,415
Massasoit CC	5	1	6	1,406
Mt. Wachusett CC	8	5	13	1,071
N. Shore CC	28	13	41	1,953
N. Essex CC	4	2	6	1,746
Quinsigamond CC	17	4	21	1,667
Springfield Tech. CC	59	16	75	2,287
Middlesex CC	?	?	?	?
<b>Total CC</b>	<b>227</b>	<b>144</b>	<b>371</b>	<b>18,168</b>
<b>Public Jr. Colleges (Town supported)</b>				
Newton JC	14	3	17	462
Quincy JC	2	1	3	832
<b>Total Public JC (15)</b>	<b>16</b>	<b>4</b>	<b>19</b>	<b>1,294</b>
<b>Total Public 2 Year</b>	<b>243 (1.2%)</b>	<b>148 (.8%)</b>	<b>391 (2%)</b>	<b>19,462</b>

From Chronicle of Higher Education, March 29, 1971.

APPENDIX B

"Our Children Must Come First"

Toye Brown Lewis  
New Urban League of Boston

August 15, 1969

For nearly a decade, individuals and groups in Roxbury have been working for quality education in the public schools. Little progress has been made on changing the Boston public schools although a small number of black youngsters have been saved by the bussing programs, community tutorial programs and independent schools.

In spite of the fact that Boston has received millions of dollars in Title I and Title III monies since the passage of the Elementary and Secondary Education Act of 1965, Roxbury children still score lower on achievement tests and are forced by law to attend overcrowded classes with teachers who live outside the community and don't understand or serve as advocates for the children they are paid to "teach."

Clearly, Roxbury schools are worse now than they were at the time of the 1954 Supreme Court Decision and at the time of the passage of the ESEA.

Even with the talk of revolutionary changes in education at Harvard and the other neighboring schools of education and demonstrations of parental concern through the integration and community control movements, the public school system has not become any more responsive to the black

community's demands for quality education.

Public agencies and private organizations have set up community education programs to bring about change in the public schools. The results indicate clearly that progress has been little.

Title I funds have been poured into the model sub-system, yet there are still no black principals in that system and only a couple of black teachers. The sub-system will be operating the Trotter School.

The power of the Racial Imbalance Law to desegregate schools has not been enforced in the four years since its passage where it could have resulted in better educational facilities and opportunities for black children. Only now when the black community has the opportunity to have a public school that promises quality education as in the new Trotter School does the state and city enforce the Racial Imbalance Law. By enforcing the law, a majority of white children will benefit from the program of educational excellence at the Trotter School while only a minority of black children will be able to attend the school although the school is located in the heart of the black community.

Our kids should come first. All applications from parents in the immediate community should be accepted first and if there are openings, then children from outside the community should be invited.



In no white community would the parents and community agencies allow a new public school with educational excellence be taken over by outsiders. These white children have good schools in their own communities and if they don't, their parents should be working for community control of schools in their communities. If the Trotter School were in a white neighborhood and we were planning to make it 49% black, there would be an immediate protest for "neighborhood schools" as a means to keep black children out.

Let's face it, the Racial Imbalance Law as it currently stands is working against the black community--not for it.

It will be a day of doom and defeat in this community if the Trotter School opens its doors to a majority of white children in compliance with the Racial Imbalance Law while children from the Roxbury neighborhood have to walk past the school on their way to the old delapidated and racist Roxbury schools. Children from outside the community will enjoy the luxury of the new Trotter School while black community children can only stand outside and look in.

White children have been actively recruited for the Trotter School by the state and city, while black children who live in the area have been rejected. Over 350 seats were reserved for white children in the Trotter School. How many seats have been reserved for black children in the better Boston public schools throughout the City? NONE! The Open Enrollment program has failed because when a Roxbury parent

applies to a particular school, he is told that there are no openings in the particular grade or classroom.

The community-wide struggle in 1967 to get the Trotter School named after a black hero who fought for the rights of black people will be in vain if the Trotter School fails to become a community school when it opens this year. Our community has waited too long and fought too hard for good schools to allow outsiders to control the Trotter School. We have earned the Trotter School. It belongs to our children.

POSITION STATEMENT  
FIVE STATE ORGANIZING COMMITTEE  
FOR COMMUNITY CONTROL

ORGANIZED AT:

The Harvard University Conference on Sub-Systems

HELD AT:

The Harvard Faculty Club  
Cambridge, Massachusetts  
January 24, 1968

Black people in America in the year 1968 find ourselves at a critical point in our history. Having survived more than 350 years of brutal oppression at the hands of the white majority, we are now faced with two alternatives:

1. We can submit to the continued control by white people of the institutions that control our lives, realizing fully that those white people are victims of an ethnocentric ideology which cannot envision the development of a viable non-white civilization in modern times, and which therefore is bent on the genocide of all black people.

2. We can battle with whatever weapons and through whatever means necessary to wrest control of these basic institutions from the hands of racists in order to develop our sense of human values and the possibilities of human development.

It is no longer reasonable to expect that black people will any longer accept oppressive colonization by the white majority. Nor that black people will submit to a genocidal system that deprives whites as well as blacks of certain potentialities for human development.

Black people in American cities are in the process of developing the power to assume control of these public and private institutions in our communities. The single institutions which carries the heaviest responsibility for dispensing or promulgating those values which identify a

groups' consciousness of itself is the educational system. To leave the education of black children in the hands of people who are white and who are racist is tantamount to suicide.

Recognizing the crucial nature of public education in the five cities represented at this conference, and this education's destructive effects on the black community in particular, concerned black participants have formed a Black Caucus to address the question:

"How do we gain control of our schools? thus the destiny of our children."

#### OUR POSITION ON EDUCATIONAL SUB-SYSTEMS:

We are firmly opposed to the concept of educational sub-systems. As we see it, sub-systems take their place alongside compensatory education programs, proposals designed to racially balance the schools and other techniques created by white Americans to avoid presenting relevant and instructive education programs. These efforts are only token modifications of the racist power relationships which currently exclude black people from all levels of participation in the education process.

We also reject the idea of sub-systems because educators are taking what was essentially a black movement for control of our schools and re-defining that movement to their advantage creating the concept of sub-systems decentralization and community schools. There must be a clear differentiation

between the concept of educational sub-systems and the movement toward self-determination. Black people will not be satisfied with the compromise which sub-systems present. We will do whatever is necessary to gain control of our schools. We view movements toward incorporation of the concept of community control into school systems whose basic control still lies with white establishment power elements as racist and destructive of the movement among black people for self-determination.

The nature of the control we seek does not mean merely naming black people into administrative positions in the existing public school systems. Control must extend to active members of the community for which the schools exist. The objective of our concept of control of the schools are fourfold:

1. DECISION MAKING IN REGARD TO THE PROCEDURES AND PROCESSES OF EDUCATION MUST BE RESPONSIVE TO THE COMMUNITY.
2. THERE MUST BE ORGANIZATIONS FOR ABSOLUTE ADMINISTRATIVE FISCAL CONTROL OF THE SCHOOL.
3. THE FUNCTION OF EDUCATION MUST BE RE-DEFINED TO MAKE IT RESPONSIVE AND ACCOUNTABLE TO THE COMMUNITY.
4. SUPPORTERS MUST BE COMMITTED TO COMPLETE CONTROL OF THE EDUCATION GOALS AS THEY RELATE TO THE LARGER GOALS FOR COMMUNITY DEVELOPMENT AND SELF-DETERMINATION.

STRATEGIES: GENERAL

The strategies for accomplishing control of our schools will be essentially twofold:

1. MOBILIZING COMMUNITY CONCERN IN REGARD TO THE NEED FOR COMMUNITY CONTROL.
2. TRAINING COMMUNITY PEOPLE (everyone with a stake in the products of the school) TO EFFECTIVELY PARTICIPATE IN THE NEW PROCESS OF COMMUNITY CONTROL OF OUR SCHOOLS.

STRATEGIES: SPECIFIC

The five-state organizing Committee for Community Control herein suggests the need for the following: We welcome and will actively seek monies for the implementation of these activities:

1. THE ORGANIZATION OF A NATIONAL NETWORK OF COMMUNICATION FOR BLACK PEOPLE CONCERNED WITH THE CONTROL OF THE SCHOOLS IN THEIR COMMUNITIES.
2. A NATIONAL CONVERENCE OF COMMUNITY PEOPLE TO DISCUSS VARYING IDEAS OF GAINING CONTROL OF SCHOOLS, IN BLACK COMMUNITIES.
3. DEVELOPMENT OF A PROGRAM AMONG BLACK PROFESSIONALS AND UNIVERSITY PEOPLE REFUSE TO PARTICIPATE IN ANY EDUCATIONAL CONFERENCES OR PROGRAMS WITHOUT BEING ACCOMPANIED BY PARENTS OR COMMUNITY PEOPLE. TO ALSO REFUSE TO PARTICIPATE IN ANY EDUCATIONAL PROGRAMS THAT DO NOT ADHERE TO THE ABOVE OBJECTIVES AND STRATEGIES, AND ADDRESS THE QUESTION OF HELPING COMMUNITY PEOPLE GAIN CONTROL OF THEIR SCHOOLS.

4. DEVELOP A POOL OF RESOURCES RELEVANT TO THE EDUCATIONAL NEEDS OF THE BLACK COMMUNITY AS DEFINED BY THE MEMBERS OF THAT COMMUNITY.

IN SUM, WE DEMAND THE RESPONSIBILITY FOR WHAT HAPPENS TO OUR CHILDREN. WE CONSIDER IT AN INSULT TO BE ASKED TO PROVE WHETHER WE CAN DO A BETTER JOB IN ORDER TO BE GRANTED THE NECESSARY RESOURCES AND SUPPORT. WE SHOULD NOT BE FORCED INTO ANSWERING THE QUESTION, "CAN YOU DO IT BETTER?" TO THOSE WHO HAVE FAILED MISERABLY IN THE PAST DESPITE SUBSTANTIAL RESOURCES.

OUR VISION FOR CONTROL BY THE COMMUNITY IS NOT ON A DEMONSTRATION BASIS OR FOR ONE OR TWO YEARS, BUT INDEFINITELY.



A POSITION PAPER  
OF THE  
MASSACHUSETTS NEGRO EDUCATORS' ASSOCIATION

May 8, 1970

The Massachusetts Negro Educators' Association calls to the attention of all concerned parties in the City of Boston, once again, the great inequities that exist between the opportunities accorded Black teachers and white teachers in areas of recruitment, appointment, and vertical mobility (promotion) within the Boston Public Schools.

We stand unalterably opposed to current practices and policies, reminding the School Committee, in particular, but other parties as well, as we have done in the past, that such policies and practices account for gross discrimination against black professionals, black non-professionals, black students, black communities, and other minorities in the City of Boston.

To date Black educators are represented in the Boston Public Schools in the following capacities and numbers:

- 2 principals
- 9 assistant principals
- 2 supervisors
- 1 pupil adjustment counselor
- 2 principals (pro tem)
- 2 assistant directors
- 2 guidance counselors
- 3 education specialists

To correct these inequities and the discriminatory practices of the past, we propose that the Boston Public Schools hire or promote Black educators, whichever may be appropriate, to fill the following positions in the Boston Schools:

1 associate superintendent	1 administrative assistant for personnel
10 principals	3 directors
2 assistant superintendents	5 assistant headmasters
15 assistant principals	15 guidance counselors
3 headmasters	10 pupil adjustment counselors

In addition to these, we urge that Blacks be hired to fill positions on an equitable basis and in equitable numbers in the following categories:

- . school custodians
- . clerical and secretarial personnel
- . head coaches
- . school nurses
- . attendance officers
- . cafeteria management
- . and two thirds of all recruitment teams

It is also our firm belief that those selected to fill these positions must be given a period of two months pre-service, three to six months of in-service training or comparable training with a target date of appointment of September 1, 1970.

Members of the Boston School Committee and many citizens of the City of Boston will look upon the list of demands that we have presented here as shocking and perhaps question the seriousness of the Massachusetts Negro Educators' Association in presenting them. We can only assure our colleagues in education and all other interested parties that we are, indeed, serious in making these demands and suggest that it is the personnel practices responsible for the critical conditions documented in this proposal that are shocking, rather than the solutions that we recommend.

The current state of unrest reflected in the community at large suggests quite strongly that immediate action needs to be taken to defuse the explosive situation in the Boston Schools. The times demand equity; they demand justice, and they demand a forthright effort on the part of those in authority. We see our roles as leaders in the Greater Boston Community as demanding that we ask for no less than our strongest efforts to fulfill our responsibilities.

T A S K   F O R C E   R E P O R T

Submitted to

THE BLACK EDUCATION CONFERENCE

## I. THE ROLE OF THE TASK FORCE

The Black Education Conference was held for two days in June and was attended by 200 to 300 interested parents, educators, agency workers, and community people. During the two day conference a wide variety of seminars and small groups met and produced considerable factual data, opinion, and suggestions. The conference participants were interested in and concerned about the state of education of Blacks in Boston. It was realized that a great many efforts and energies were being put into attempts to improve the quality of education of Blacks and that many of these efforts were not generally known nor were they coordinated with each other.

Before the Conference adjourned a Task Force was appointed and was charged with the task of sifting through the data that the conference produced and with developing the following:

1. A statement of philosophy or common ideology as a basis for what Black Education ought to be and as a focus for whatever strategy needs to be developed.
2. The priority areas to which the concerted efforts of the Black Community should be directed.
3. Strategies for implementing the goals that come out of the philosophy and priority areas. These strategies should take into account the Conference Staff's survey of available resources in the Black Community and its suggestions for fund raising.

The Task Force met on Saturday and Sunday, July 11 and 12, at Shadowbrook in Lenox, Massachusetts. The following persons participated in the deliberations of the Task Force:

Al Boone	Carole Raye
Alan Clarke	Roosevelt Weaver
Janice Cooper	Doug Lee
Jim Cooper	Mel King
Cheryl Eastmond	Frances Freeman
Barbara Jackson	Carrie Turnbow
Joyce Jones	Jay Jordan

## II. THE MAJOR CONCERNS OF THE BLACK EDUCATION CONFERENCE

Before it began its major work the Task Force attempted to identify the major concerns that had been expressed during the Black Education Conference and agreed upon the following eight as representing the Conference participants:

1. QUALITY EDUCATION
2. COMMUNITY CONTROL
3. WHAT IS HAPPENING IN EDUCATION IN THE BLACK COMMUNITY?
4. BLACKNESS (and its definition)
5. WHAT A PARENT WANTS HIS/HER CHILD TO BE ABLE TO DO?
6. HOW MUCH MONEY IS BEING SPENT DOWNTOWN?
7. WHO RUNS THE PUBLIC SCHOOLS?
8. HOW CAN THOSE RESPONSIBLE FOR AND/OR INVOLVED IN EDUCATING BLACKS BE HELD ACCOUNTABLE?

### III. THE STATEMENT OF PHILOSOPHY

THE TASK FORCE reached agreement on the following statement of philosophy:

The survival of the Black man is at stake. We must be aware as Blacks of the totality of this threat. But it is not enough to survive; we must live as individuals and as a Black nation. We must flower and grow. It is too easy to deal with the evils that white America has perpetrated against Blacks. But to deal with 300 years of oppression may be just a cop out. We must address ourselves as Blacks to the effect that 300 years of oppression has had on Blacks and we must realize that the responsibility for change is Black responsibility. A Black people who feel beautiful as well as say they are beautiful can and will assume this responsibility.

### IV. PRIORITIES

Two priorities lists were developed by the Task Force. The first concerns itself with public education. The second concerns itself with community education. (The reader should not necessarily give greater weight to an item because it is placed earlier on the list. The placement is not intended to represent a value judgment.)

**A. Public Education Priorities**

1. Staffing including recruitment.
2. Blacks in the upper echelons of administration (for example, a Black Associate Superintendent).
3. Training both Black and white personnel to teach and serve Blacks.
4. Control of the schools through greater parent involvement.
5. Community education, i.e., the dissemination of information to the community regarding the schools.
6. Changing peoples thinking through the institution of Black Studies Departments in public schools.
7. The development of alternative models of education within the public school system, e.g., model sub-system, use of the community as a resource, etc.
8. Accountability through a Community Board of Education.
9. Special Public School programs and their effect on the community (both publicly and privately funded programs).

**B. Community Education Priority List**

1. Directing community education toward the statement of philosophy.
2. Dissemination of information.
3. Developing alternative models.
4. Community reorganization including greater coordination of efforts and, in some cases, the redirection of resources.

5. Political education.
6. Control and accountability.
7. Developing a cultural base, i.e., bringing more Black culture into community schools and educational and social agencies (art, music, language, customs, etc.).
8. Developing Effective Black Leadership.
9. Demonstration, i.e., using community schools as role models for public schools.

#### V. RECOMMENDATIONS OF THE TASK FORCE

The Task Force recommends to the Black Education Conference that it establish a COMMUNITY SCHOOL BOARD and that this Board be charged with the following responsibilities:

- A. To initiate a process in the Black Community geared to getting the public schools to work for Black children's education; and
- B. To supervise community efforts in education and bring about changes in direction where indicated.

#### VI. STRATEGIES DESIGNED TO IMPLEMENT THESE RECOMMENDATIONS

The strategies of implementation are interchangeable with the tasks of the newly formed Community School Board. The structure of the Board will be discussed in Section VII.

The strategies (Tasks) follow:

- A. Propagandize the STATEMENT OF PHILOSOPHY throughout the Black Community and the Public Schools.
- B. Evaluate existing programs.
- C. Evaluate proposed programs with veto power.
- D. Examine and if necessary redirect community resources (programs) the focus on children, e.g., community schools, Upward Bound, boy's club, etc.



- E. Serve as a WATCH DOG over public schools:
1. Control and accountability.
  2. Advise on Black Experience.
  3. Parent Organization.
  4. Dissemination of information.
  5. Create channels of communication between community education models (e.g., independent schools) and the public schools.
  6. Develop greater parent involvement and therefore greater parent control.
    - a. Regular school activities.
    - b. Special programs, e.g., King-Timilty Advisory Council, Title I programs, Model Sub-System, etc.
- F. Coordinate efforts of community agencies that are involved in education:
1. Bring agency heads together to discuss program priorities and evaluation.
  2. Develop a TASK FORCE (II) to design and implement parent and community education seminars.
  3. Get a commitment from each agency that it will implement these seminars in its agency for parents and other community people.

## VII. THE STRUCTURE OF THE COMMUNITY BOARD OF EDUCATION

The exact membership of the Board of Education should be determined by the Black Education Conference in such a way that all Black persons or groups interested may be represented in views, if not in body. The chart in the Appendix shows the structure.

The Black Community is the controlling force. Out of the community grew the Black Education Conference. This conference appointed TASK FORCE I which will go out of existence after the second meeting of the conference. The conference will appoint (elect) a Black Board of Education. To help it perform its tasks the Board will establish four sub-parts. Participation in the work of the sub-parts will not be restricted to members of the Board. The sub-parts follow:

## A. Evaluation Mechanism

1. Establish criteria for evaluation of old, new, and proposed programs.
  2. Establish a Model Program.
  3. Advise Community Board on effectiveness or potential effectiveness of:
    - a. Old Programs
    - b. New Programs
    - c. Proposed Programs
- B. Task Force II. Will design and implement Parent Education Seminars.
- C. Committee to Coordinate Community Resource and efforts.
- D. Committee to Serve as Watch Dog over public programs.

It is projected that in this first phase of the Community School Board's operation it should effectively involve 1000 Blacks.

The Long Range payoff will be a cultural and political base founded on unity and trust. An emphasis should be placed whenever possible on pre-school children and younger parents-- the strategy, involve the young parents now; work with them as their children advance through school.

APPENDIX C

## EDUCATIONAL METHODOLOGIES AND TECHNIQUES

Developed by African-Americans

(Partial Listing)

- Afram Associates, Inc.  
68-72 East 131 Street  
Harlem, N.Y. 10037  
212/690-7010
- All-African Peoples Union  
P.O. Box 3309  
Jefferson Station  
Detroit, Michigan 48214
- Cultural Linguistic Follow  
Through Approach  
Center for Inner City Studies  
Northeastern Illinois State  
College  
700 East Oakwood Boulevard  
Chicago, Illinois 60653  
312/373-3050
- Freedom Library Day School  
2064 Ridge Avenue  
Philadelphia, Pa. 19121  
215/CE2-1810
- Learning House  
381 Lawton Street, S.W.  
Atlanta, Georgia 30310  
404/758-7309
- Non-Graded Model Follow Through  
Approach  
Dr. Mary Christian  
Department of Elementary  
Education  
Hampton Institute  
Hampton, Va. 23368  
703/723-6581, Ext. 329
- Role Trade Model Follow Through  
Approach  
Dr. Stanley Crockett  
Western Behavioral Sciences  
Institute  
1150 Silverado  
La Jolla, California 92027  
714/459-3811
- Nairobi College  
Bob Hoover  
805. Runneymede  
East Palo Alto, Calif.
- African Free School  
Hokalu Mwalimu  
13 Malcolm X Shabazz Blvd.  
(Belmont Ave.)  
Newark, New Jersey 07102  
201/621-2300
- Community Learning Advocates,  
Inc.  
P.O. Box 7456  
Detroit, Michigan 482-2  
313/831-5660; 313/831-9619
- The (George) Cureton Method  
Wyandanch Public Schools  
Administration Building  
Straight Path  
Wyandanch, New York 11798
- Home-School Partnership  
Follow Through Approach  
Dr. Edward Johnson  
Southern University and A & M  
College  
Southern Branch Post Office  
Baton Rouge, La. 70813  
504/775-6300, Ext. 377
- New Approach Method (NAM)  
c/o Black Cultural Center  
194 Brunswick Avenue  
Trenton, N.J. 08618  
609/989-7215
- Pan-African Early Education  
Center  
832 Ridgeway Avenue  
Durham, North Carolina 27701  
919/688-7383

The University of Islam  
5335 South Greenwood Avenue  
Chicago, Illinois 60615  
312/MU4-8823

(List was compiled by Afram Associates, Inc., New York, N.Y.)

LETTER RATINGS AND READINESS STATUS CORRESPONDING  
TO VARIOUS RANGES OF TOTAL SCORES

Score Range	Letter Rating	Readiness Status	Significance
Above 76	A	Superior	Apparently very well equipped for first grade work. Should be given opportunity for enriched work in line with abilities indicated.
64-76	B	High Normal	Good prospects for success in first grade work provided other indications such as health, emotional factors, etc., are consistent.
45-63	C	Average	Likely to succeed in first grade work. Careful study should be made of the specific strengths and weaknesses of pupils in this group and their instruction planned accordingly.
24-44	D	Low Normal	Likely to have difficulty in first grade work. Should be assigned to slow section and given more individualized help.
Below	E	Low	Chances of difficulty high under ordinary instructional conditions. Further readiness work, assignment to slow sections, or individualized work is essential.

## RAVENSWOOD CITY SCHOOL DISTRICT

Metropolitan Readiness Test Results  
For Kindergarten--May 1971

School	A	B	C	D	E	Total
Belle Haven	25	65	46	11		147
Brentwood	8	21	42	5		76
Costano	4	16	38	12		70
James Flood	11	20	21	2		54
Kavanaugh	9	39	45	6		99
O'Connor	15	8	6	2		31
Runnymede	18	9	6			33
Willow	9	23	17	3		52
District	99	201	221	41		562

Metropolitan Readiness Test Result Recap  
Kindergarten--May 1968, 1969, 1970, 1971  
Total District

Year	A	B	C	D	E	Total
1968	32	98	251	250	24	655
1969	39	143	331	135	17	665
1970	89	167	291	73	9	629
1971	99	201	221	41	0	562

READING TEST RESULTS

1968-1971

Grade 1

School	May 1968 <sup>a</sup>	May 1969 <sup>a</sup>	May 1970 <sup>b</sup>	May 1971 <sup>b</sup>	Publisher's Norm	State Mean 1970	State Median 1970
Belle Haven	1.6	1.6	1.9	2.0			
Brentwood	1.6	1.6	1.8	1.9			
Costano	1.6	1.6	1.7	1.8			
Flood	1.8	1.9	2.4	2.3			
Kavanaugh	1.7	1.8	1.9	2.1			
O'Connor	2.1	2.2	2.4	2.9			
Runnymede	1.7	1.7	2.0	2.0			
Willow	<u>1.8</u>	<u>1.8</u>	<u>2.0</u>	<u>2.0</u>			
District	1.7	1.7	1.9	2.0	<u>1.8</u>	<u>1.9</u>	<u>1.8</u>

<sup>a</sup>Stanford Reading Test

<sup>b</sup>Cooperative Primary Reading Test



READING TEST RESULTS  
1968-1971  
Grade 2

School	May 1968 <sup>a</sup>	May 1969 <sup>a</sup>	May 1970 <sup>b</sup>	May 1971 <sup>b</sup>	Publisher's Norm	State Mean 1970	State Median 1970
Belle Haven	2.4	2.0	2.6	2.6			
Brentwood	2.3	2.5	2.6	2.6			
Costano	2.2	2.3	2.5	2.7			
Flood	2.8	2.6	3.0	3.3			
Kavanaugh	2.3	2.3	2.7	2.6			
O'Connor	2.5	2.9	3.1	3.2			
Runnymede	2.6	2.8	2.9	3.3			
Willow	<u>2.4</u>	<u>2.6</u>	<u>3.1</u>	<u>3.2</u>			
District	2.4	2.5	2.7	2.9	<u>2.8</u>	<u>2.7</u>	<u>2.6</u>

<sup>a</sup>Stanford Reading Test

<sup>b</sup>Cooperative Primary Reading Test

### SOURCES OF BLACK PERSONNEL

The following is a list of Colleges and Universities with predominantly black enrollment among their 1970 graduation class. In presenting this for use it is recognized that the number of graduates varies with each class.

#### COLLEGES AND UNIVERSITIES WITH PREDOMINATELY BLACK ENROLLMENT

(Number indicates 1970 graduates in education.)

#### ALABAMA

Alabama State University 350

Contact placement office:  
Arthur D. Barnett  
915 S. Jackson St.  
Montgomery, Alabama  
Dawnelly Field 5 miles

Miles College 158

Contact placement office:  
Mrs. Alice P. Allen  
5500 Avenue G  
Birmingham, Alabama  
(205) 786-5281 Ext. 7  
Municipal Airport (Birmingham) 13 miles

Oakwood College E20 S5 to 10

Contact placement office:  
Dr. C. E. Hogan  
Oakwood Road, N.W.  
Huntsville, Alabama 35806  
539-9461 Ext. 260  
Huntsville Airport 12 miles

Stillman College 130

Contact placement office:  
Jerry L. Campbell  
Box 1430  
Tuscaloosa, Alabama 35401  
752-2548  
Tuscaloosa Airport 10 miles

Talladega College 85

Contact placement office:  
James W. Adams  
Talladega, Alabama  
362-4839  
Birmingham Municipal  
Airport 50 miles

Tuskegee Institute 144

Contact placement office:  
John P. Krouse  
Post Office Box 1199  
Tuskegee, Alabama  
727-8434  
Montgomery Airport 50 miles

#### ARKANSAS

Arkansas A & M College 500

Contact placement office:  
Alton Boyd  
College Heights, Arkansas 71655  
(501) 367-6811 Ext. 27  
Pine Bluff Airport 50 miles

Philander Smith College 120

Contact placement office:  
Mrs. Luella H. Casson  
819 W. 13th Street  
Little Rock, Arkansas  
(501) 375-9845  
Adams Field 3 miles

## DELAWARE

Delaware State College 200  
 Contact placement office:  
 Samuel H. Hall  
 North Dupont Hwy.  
 Dover, Delaware  
 (302) 734-8271 Ext. 287  
 Philadelphia International  
 Airport 85 miles

## DISTRICT OF COLUMBIA

Howard University 180  
 teachers  
 Contact placement office:  
 Mrs. Marian V. Coombs  
 Washington, D.C.  
 National Airport approx.  
 5 miles

## FLORIDA

Bethune-Cookman College 250  
 Contact placement office:  
 Edward R. Rodriguez  
 Daytona Beach, Florida  
 255-1401 Ext. 283  
 Municipal Airport 3 miles

Florida A & M University 700  
 Contact placement office:  
 C. C. Cunningham  
 Box 158  
 Tallahassee, Florida  
 222-8030 Ext. 5403, 531  
 Tallahassee Municipal  
 Airport 5 miles

Florida Memorial College 90  
 Contact placement office:  
 Dr. B. H. Puryear  
 15800 N.W. 42nd Ave.  
 Miami, Florida  
 625-4141 Ext. 72  
 Miami International Airport  
 15 miles

## GEORGIA

Albany State College 200  
 Contact placement office:  
 Bennie L. Walker  
 Holley Blvd.  
 Albany, Georgia  
 435-3411 Ext. 350  
 McAfee Airport 3 miles

Fort Valley State College 375  
 Contact placement office:  
 Ralph P. Malone  
 P.O. Box 416  
 Fort Valley, Georgia 31030  
 825-8281 Ext. 261  
 Macon Airport 20 miles

Savannah State College 150  
 Contact placement office:  
 Dr. Thelma Harmond  
 Savannah, Georgia 31404  
 Travis Field 15 miles

## KENTUCKY

Kentucky State College 200  
 Contact placement office:  
 Mr. Frank E. Austin, Jr.  
 New Classroom Building  
 Frankfort, Kentucky 40601  
 (502) 564-5948  
 Bluegrass Field-Lexington,  
 Kentucky 25 miles

## LOUISIANA

Dillard University 250  
 Contact placement office:  
 E. G. Alexander  
 New Orleans, Louisiana 70122  
 Moisant International Air-  
 port 15 miles

## Grambling College 325

Contact placement office  
Leon Whittaker  
P.O. Box 466  
Grambling, Louisiana  
247-3761, Ext. 346  
Monroe Airport, Monroe,  
Louisiana 40 miles

## Southern University 1000

Contact placement office:  
Kerney Laday  
Southern Brand Post Office  
Eaton Rouge, Louisiana  
775-6300, Ext. 219  
Ryan Airport 5 miles

Xavier University of  
Louisiana 175

Contact Director of Career  
Planning and Placement  
7325 Palmetto Street  
New Orleans, Louisiana  
486-7411 Ext. 269  
Moisant International  
Airport 7 miles.

## MARYLAND

## Coppin State College 130

Contact placement office:  
Charles W. Ward  
2500 W. North Avenue  
Baltimore, Maryland  
LA 3-1111  
Friendship Airport 10 miles

## Morgan State College 544

Contact placement office:  
George MacDonald  
Coldspring Lane and Hillen Rd.  
Baltimore, Maryland  
323-2270 Ext. 255-254  
Friendship Airport 12 miles

## MISSISSIPPI

## Tougaloo College 140

Contact placement office:  
A. A. Branch  
Tougaloo, Mississippi  
982-4242  
Allen Thompson Field,  
Jackson, Miss. 19 miles

## MISSOURI

## Lincoln University 300

Contact placement office:  
James A. Saunders  
Jefferson City, Missouri  
636-8121  
Columbia Regional Airport  
20 miles

## NORTH CAROLINA

## Barber-Scotia College 100

Contact placement office:  
Ralston M. Kelly  
Concord, North Carolina  
786-5171 Ext. 270  
Douglas Airport 28 miles

## Bennett College 130

Contact placement office:  
Mrs. Allotte J. Barnes  
Greensboro, North Carolina  
275-9791 27420  
Greensboro High Point  
Airport 7 miles

Elizabeth City State  
University 218

Contact placement office:  
Mr. Ranaldo Lawson  
Parkview Drive  
Elizabeth City, N.C.  
335-5185  
U.S. Coast Guard Base 2 miles

Fayetteville State  
University 180

Contact placement office:  
M. J. Yarboro  
Fayetteville, N.C. 28301  
483-6144  
Municipal Airport (Granis  
Field) 12 miles

Saint Augustine's College 60

Contact placement office:  
Miss Gloria J. Johnson  
Raleigh, N.C. 27602  
828-4451, Ext. 36  
Raleigh-Durham Airport  
18 miles

Livingstone College 175

Contact placement office:  
Mrs. Doris P. Jones  
Salisbury, North Carolina  
633-5445  
Douglas Municipal Airport  
45 miles

Shaw University 50

Contact placement office:  
Dr. Mark M. Atkinson  
Raleigh, North Carolina  
833-3812  
Raleigh-Durham Airport  
14 miles

Winston-Salem State  
University 160

Contact placement office:  
Mr. Hamlet E. Goore  
Winston-Salem, N.C.  
725-3563  
Smith-Reynolds Airport  
4 miles

## OHIO

Central State University 1000

Contact placement office:  
Mr. David Youngblade  
Arnett Hall  
Wilberforce, Ohio 45384  
376-7613  
Dayton Municipal Airport-  
Vandalia 32 miles

Wilberforce University 35

Contact placement office:  
Ermin L. Frey  
Wilberforce, Ohio  
372-8074  
Dayton Airport 22 miles

## OKLAHOMA

Langston University 315

Contact placement office:  
Roy L. Watson  
Langston, Oklahoma  
(405) 466-2821  
Will Rogers Airport, Okla-  
homa City, Oklahoma 40 miles

## PENNSYLVANIA

Cheyney 425

Contact placement office:  
James Peal  
Cheyney, Pennsylvania 14319  
399-6880, Ext. 320  
International Airport 40 miles

Lincoln University 200

Contact placement office:  
Carl F. Brown  
Lincoln University, Pa. 19352  
(215) 932-8300  
Philadelphia International  
Airport 45 miles

## SOUTH CAROLINA

Benedict College 50  
 Contact placement office:  
 Willie Williams  
 Harden & Blanding Streets  
 Columbus, South Carolina  
 779-4930  
 Columbia Metropolitan Air-  
 port 10 miles

South Carolina State College  
 250  
 Contact placement office:  
 Mrs. Daisy Dunn Johnson  
 Orangeburg, S.C. 29115  
 534-6560  
 Columbia Metropolitan  
 Airport 42 miles

## TENNESSEE

Fisk University 235  
 Contact placement office:  
 Philip J. Winkfield  
 Heritage House  
 17th and Meharry Blvd.  
 Nashville, Tennessee 37203  
 244-3580, Ext. 242-243  
 Municipal Airport 14-16 miles

Knoxville College 173  
 Contact placement office:  
 Miss Carolyn Crawford  
 901 College Street, N.W.  
 Knoxville, Tennessee 37921  
 (615) 546-0751, Ext. 248  
 McGhee-Tyson Airport 13 miles

Lane College 200  
 Contact placement office:  
 Mr. Kapel Kirkendoll  
 Jackson, Tennessee  
 424-4600  
 McKellar Field 7 miles

LeMoyne-Owen 142  
 Contact placement office:  
 J. J. Williams  
 807 Walker Ave.  
 Memphis, Tennessee  
 948-6626  
 Memphis International Air-  
 port 10 miles

## TEXAS

Bishop College 200  
 Contact placement office:  
 W. E. Hogan  
 3837 Simpson-Stuart Rd.  
 Dallas, Texas  
 FR6-4311  
 Lovefield Airport 20 miles

Huston-Tillotson College 110  
 Contact placement office:  
 Mrs. Lavon Marshall  
 1820 E. Eighth Street  
 Austin, Texas  
 476-7421, Ext. 40  
 Municipal Airport 4 miles

Jarvis Christian College 96  
 Contact placement office:  
 Jerome L. Donaldson  
 Hawkins, Texas 75765  
 769-2841  
 Texas-Municipal Airport,  
 Pounds Field 20 miles

Texas College 69  
 Contact placement office:  
 William H. Ammons, II  
 2404 N. Grand  
 Tyler, Texas  
 (214) 593-8311  
 Pounds Air Field 8 miles

Texas Southern University  
104

Contact placement office:  
Mr. Elva K. Steward  
3201 Wheeler Street  
Houston, Texas  
(713) 528-0611, Ext. 206  
Houston Intercontinental  
Airport 30 miles

Wiley College 107

Contact placement office:

Bishop B. Curry, Jr.  
Wiley College  
Marshall, Texas  
(214) 935-2157  
Trans-Texas Airport,  
Longview, Texas 25 miles

#### VIRGINIA

Hampton Institute 400

Contact placement office:  
Fred G. Scott  
East Queen Street  
723-6581, Ext. 228  
Patrick Henry Airport,  
Newport News, Va. 15 miles

Saint Paul's College 75

Contact placement office:  
James B. Cooley  
Lawrenceville, Va. 23868  
848-3111, Ext. 44  
Byrd Airport 75 miles

Virginia State College 125

Contact placement office:  
Mr. Alphonso McCain  
526-5111  
Byrdfield Airport, Richmond,  
Virginia 22 miles

Virginia Union University 65

Contact placement office:  
Phillip H. Brunson, Jr.  
1500 North Lombardy Street  
Richmond, Virginia  
(703) 355-0631  
Byrd Airport 10 miles

The following lists contain suggested black persons, organizations and newspapers to be approached for recruiting teachers, counselors and administrative personnel.

## NATIONAL

MR. JOE L. REED, Executive  
Secretary  
Alabama State Teachers  
Association  
853 Thurman Street  
Montgomery, Alabama 36104  
(205) 263-0511

MR. T. E. PATTERSON, Executive  
Secretary  
Arkansas Teachers Association  
1306 Wright Avenue  
Little Rock, Arkansas 72206  
(501) 375-2321

MR. RON KREULEN, Acting  
Director--PR & R  
Florida Education Association  
208 W. Pensacola Street  
Tallahassee, Florida 32304  
(904) 224-1161

DR. H. E. TATE, Executive  
Secretary  
Georgia Teachers and Education  
Association  
201 Ashby Street, N.W.  
Atlanta, Georgia 30314  
(404) 522-7512

MR. J. K. HAYNES, Executive  
Secretary  
Louisiana Education Association  
1335 N. Boulevard, Box 1767  
Baton Rouge, Louisiana 70821  
(504) 343-1306

MR. C. J. DUCKWORTH, Executive  
Secretary  
Mississippi Teachers Association  
1328 Lynch Street  
Jackson, Mississippi 39203  
(601) 354-5351

MR. E. B. PALMER, Executive  
Secretary  
North Carolina Teachers  
Association  
125 E. Hargett Street  
Raleigh, N.C. 27601  
(919) 832-3959

MR. W. E. SOLOMON, Associate  
Executive Secretary and  
Director of Special Services  
South Carolina Education  
Association  
421 Zimacrest Drive  
Columbia, S.C. 29210  
(803) 779-3420

MR. FITZ TURNER, Director of  
Special Services  
Virginia Education Association  
116 S. 3rd Street, Gamble's  
Hill  
Richmond, Virginia 23219  
(703) 648-1616

DR. VERNON McDANIEL,  
Executive Director  
Commission on Democracy in  
Education  
Box 8994  
Dallas, Texas 75216  
(214) 376-4311

MR. JOSEPH L. HOWELL  
The Research Council of the  
Great City Schools  
1819 H Street, N.W.  
Washington, D.C. 20006  
(202) 293-7603



## BLACK NEWSPAPERS IN THE U.S. WITH CIRCULATION OVER 10,000

## ALABAMA

Birmingham Mirror

## CALIFORNIA

Los Angeles Sentinel  
Oakland California Voice  
San Diego Lighthouse  
San Francisco Independent

## DISTRICT OF COLUMBIA

Washington Afro-American

## FLORIDA

Jacksonville Florida  
Star-News  
Jacksonville Florida Tattler  
Miami Florida Times  
Tampa Florida Sentinel-  
Bulletin

## GEORGIA

Atlanta Daily World  
Valdosta Telegram

## ILLINOIS

Chicago Courier  
Chicago Daily Defender  
Chicago News Crusader

## INDIANA

Gary American  
Indianapolis Recorder

## LOUISIANA

New Orleans Louisiana

## MARYLAND

Baltimore Afro-American

## MASSACHUSETTS

Springfield Sun

## MICHIGAN

Detroit Michigan Chronicle  
Detroit Tribune

## MINNESOTA

Minneapolis Spokesman  
Twin Cities Observer  
St. Paul Recorder  
St. Paul Sun

## MISSOURI

Kansas City Call

## NEBRASKA

Omaha Star

## NEW JERSEY

Newark New Jersey Herald  
News

## NEW YORK

Brooklyn New York Recorder  
Buffalo Criterion  
Buffalo Empire Star  
New York Amsterdam

## NORTH CAROLINA

Charlotte Post  
Durham Carolina Times  
Raleigh Carolinian  
Wilmington Journal

## OHIO

Cleveland Call and Post

## OKLAHOMA

Oklahoma City Black Dispatch

## PENNSYLVANIA

Philadelphia Independent

Philadelphia Tribune  
Pittsburgh Courier

TEXAS

Fort Worth Mind  
Houston Forward Times

VIRGINIA

Norfolk Journal & Guide  
Richmond Afro-American  
Roanoke Tribune

From An Equal Opportunity Guide to Recruiting Minority  
Teachers, Counselors and Administrative Personnel,  
Equal Educational Opportunities Section, Division of  
Planning and Development, Minnesota State Department  
of Education, St. Paul, Minnesota.

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