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**A DESCRIPTIVE ANALYSIS OF TEN  
INDEPENDENT BLACK EDUCATIONAL MODELS**

**by**

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**A THESIS**

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## ABSTRACT

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This study attempted to explore the phenomenon of Independent Black Schools. Using interviews, questionnaires and site observation, ten schools were studied according to their philosophical, ideological, organizational and curricular characteristics.

Among the findings were that the schools attempt to provide three interrelated types of educational experiences: (a) an academic experience, (b) a cultural experience, and (c) a political experience. The schools varied in the intensity in which they pursued their cultural and political goals. This intensity was either low, moderate or high and seen to be a factor in the schools ability to secure sufficient funding attract students and achieve their desired goals.

All of the schools were characterized by a desire to achieve strong parental involvement, an eclectic pedagogical approach and a family oriented environment. School characteristics which were seen to be related to the schools' effectiveness were identified. It appears clear from this study that independent Black educational models provide a viable option for African American families.

## ACKNOWLEDGMENTS

One of the most difficult tasks of the African American scholar is to design and conduct research with an afrocentric framework while operating under the constraints of a traditional academic setting. Whether this criteria has been met in this study is obviously left to the judgement of its audience.

This study represents the culmination of the efforts of many people. Much appreciation is happily extended to Dr. William Davidson of Michigan State University, the principal advisor of this study. His timely criticisms and suggestions have proved to be invaluable. Although painful to acknowledge at times, his constant question "where's the thesis?" was a welcome bit of informal pressure. To Dr. Charles Johnson, the writer owes a debt of gratitude for his encouragement, assistance and suggestions. Also, to Dr. Lawrence Lezotte, for his support, criticisms, valuable suggestions and frequent educational "tidbits" (even if it did take him a while to find them at times), the writer is deeply grateful. I hopefully look forward to future collaboration with these scholars.

The investigation of the schools upon which this study is based necessitated extensive travel in the midwest and eastern parts of the country. Many thanks and good wishes are extended to Kofi Lomotey, the Council of Independent Black Institutions and all of the schools which participated in the study. The directors, teachers, aides, volunteers,



parents, students and supporters who demonstrated a sincere enthusiasm for the positive outlook of the African child was a source of motivation throughout this study and continues to be into the future. The writer also extends expressions of personal gratitude for those persons who extended to him their homes, hospitality, courtesy and hours of time. I only hope that this study gives back some of what was so freely offered.

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This study is dedicated to the African Child. May it contribute to the rejuvination of our greatness.

Craig Calvert Brookins  
Michigan State University  
December, 1984

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## CHAPTER 1

### Introduction

In recent years research has indicated that the number of African American children in different types of private schools has been steadily increasing (Schneider, Slaughter & Kramer). In addition, several alternative education models and programs have arisen throughout the United States in both majority and minority communities. Many of these models significantly depart from traditional ways of schooling and also provide alternatives to the purposes and goals of education. This paper will focus on the three main areas crucial to the development of the alternative models within the African American community; (a) ideology, (b) pedagogy, and (c) academic rigor. An attempt will then be made to integrate these areas into a proposal for research on Black alternative education models. However, several important points must first be made concerning the issues which provided the impetus for the development of alternative models.

The creation of these alternative education models in the African American community is the result of three main factors:

1. Several studies point to the academic failure of the American public school system (Hollins, 1982a; Sanday, 1976; Williams, 1978). Research points to the fact that Blacks and other minority children have consistently had higher drop-out rates, performed lower on achievement measures and demon-

strated lower self-concept and a sense of personal efficacy than white children. The reasons proposed for this failure have ranged from blaming the victim, his home environment and family background to institutional racism and the blaming of the educators. However, it should be noted that the academic "training" of African American children within this system is no longer an educational issue. Sizemore (1983) and Edmonds (1979) have asserted that the technology and "know how" for training any child in the basic academic areas has been available for some time. The issue is therefore a political one which will be determined by the willingness of school administrators, educators and politicians to facilitate the structural changes required.

2. Another factor concerns the cultural and social conflict between African American children and the educational institutions they attend (Hale, 1982; Myers, 1979; Shade, 1982). In general these researchers attempted to establish how culture influences the cognitive style of African American children. The cognitive style encouraged in the traditional classroom, and the one which facilitates effective learning is seen as different from the African American cognitive style. This difference manifests itself in the teaching methods and instructional materials within the classroom.

Additionally, Hale (1982) cited studies which describe how culture plays an important role in the social relationships between children and significant others.

Within the school, culturally specific ways of relating including verbal and non-verbal communication, and language patterns have been shown to negatively effect the classroom experience of children with teachers who are unfamiliar with the culture of the children. These cognitive and social concerns point to the need for teaching methods, instructional materials and a school environment which are more conducive to the African American culture. At present, although the African American child is able to adapt to the teaching styles of American schools and be successful, he/she loses something in the process by sacrificing the potential development of their "natural" culturally influenced abilities.

3. This final factor is related to what many percieve as a political and ideological conflict between the African American and the Anglo-American community (Giroux, 1981; Perkins, 1976; and Wilcox, 1972). These authors suggests that the problems of caste structure and class conflict contribute to the educational problems of African Americans. The important point to be made here is that while research on the academic and affective aspects of education is highly important, there also exists the need for a proper understanding of two additional goals of education - socialization and enlightenment - as they relate to African American children. This will undoubtedly prove to be a more formidable task. While academic achievement is a universal goal of education, socialization and enlightenment are more determined by a philosophy or ideology. Philosophy and



ideology refer to the outcomes that a group, in this case African Americans, desire for themselves.

The above concerns prompted many African American educators and parents to develop prescriptions aimed at first, understanding what the proper educational needs of Black children should be and then to develop programs to fulfill these needs. The following review of the literature will be concerned with these ideological, academic, and cultural prescriptions for educational models for African American children. It will be organized into three parts, those prescriptions having to do with (a) ideology, (b) pedagogical relevance, and (a) academic rigor. This review is based on literature on independent Black educational models, programs and prescriptions from 1970 to 1983. The contents of two previous reviews of the literature (Hale, 1982; and Shade, 1982) will be used to significantly reduce the number of sources cited. This information will serve as a framework for understanding the important variables involved in independent Black education.

## Literature Review

Hale (1982), in her review of the literature on Black educational models found that an integration of ideology, pedagogical relevance (method) and academic rigor (content), is essential in the development of an African American educational model.

### Ideology and Philosophy

As mentioned above, philosophy and ideology are derived from the outcomes which a group of people desire for themselves. The outcomes dictate the content of the education in terms of the knowledge which is transmitted through the educational process. This knowledge base includes factual information, attitudes, opinions and world views. Therefore, ideology and philosophy influence those processes, socialization and enlightenment, in a culturally distinct and purposeful manner.

Hale (1982) discussed the political/cultural ideology of an alternative curricular model for Black children as being one which has as its foundation "an accurate historical and political analysis of the situation of Black people in America and in the world." (p. 152). This includes an understanding of their colonial relationship with the dominant society. She stated that one of the purposes of education is to assist in the liberation of Blacks from this colonial relationship through two parallel mechanisms - education for struggle and education for survival.

In this context Woodson (1933) asserted that the education that Blacks receive only teaches them to serve in

the best interest of the system which oppresses them, and therefore become participants in their own oppression. Education for struggle serves a consciousness raising function by countering this "mis-education" with a proper understanding of the struggle and resistance against oppression which Africans and people of African descent have waged throughout history. Hale stated that Black children also need to be able to identify oppression in its various forms and disguises and learn to formulate strategies for struggling against it. Education for survival refers to the need for Black children to understand that their survival is dependent upon the survival of the group and that they must use their education and skills for this purpose.

Williams and El-Khawas (1978) proposed a philosophy of Black education which is based upon what they call a "Black vector referent," which they describe as:

a 'weltanschauung' view reflecting a specific collective psychic experience. In its essence, it refers to a frame of reference which comes from a community to shared experiences that is often referred to as a style of life, or way of looking at life. It is comprised of numerous social and psychological, and historical values and attitudes and expectations that form a synthesis for Black people. The Black vector referent shows how Black people may be qualitatively different in their American Black experience, and thus have a uniqueness that is a psychological consequence of being Black and a part of the American Black experience. (p. 185).

This Black vector referent is composed of seven elements:

1. Education as a vehicle for social change - which states that education must be relevant to the individual, specific and collective needs of Black people. Methods must

be developed for understanding the specific needs of each student and overcoming the present mechanized and dehumanizing school system.

2. A unitary conceptual approach - which attempts to depart from the traditional fragmented approach to the learning process whereby each subject is taught separate from other subjects. This approach encourages the integration of subjects by teaching the basic skills of listening, reading, writing and arithmetic in all subject areas. A unitary approach also serves to directly link school learning with the realities of the unique African American experience and its integral relationship with the American experience as a whole.

3. Scientific corrective humanism - this approach affirms human difference by encouraging the natural development of individual life and creativeness. Williams and El-Khawas suggest that "Black people undertake this country's inner moral and spiritual ideals of service towards one's brother, or that which goes beyond one's immediate domain." (p. 188).

4. Community concept - suggests that one of the main requirements of Black education is "to see that the Black child learns, appreciates, and commits himself to the service of the community....therefore, the self and individualism must be deemphasized in favor of a group consciousness, solidarity, cohesiveness which stress the individual awareness of the relationship and consequences of the individual's actions to the group." (p. 189).

5. The value of feeling - translated to the educational process requires that administrators and teachers involve themselves in the sharing and caring process of education. Modes of instruction should appreciate and emphasize the affective process of learning.

6. Cultural bias/paranoia - paranoia refers to the perception on the part of many Blacks that White people are dangerous. This perception arises from the unique historical experience, particularly that of past and continuing oppression. This realization of danger is viewed as a survival strategy and should be incorporated into the instructional process.

7. Delayed reward and self-actualization - Black children must be taught that gain and self-fulfillment only comes through a concerted and cooperative effort among themselves.

In the context of defining an independent Black educational institution, Satterwhite (1971) indentified six ideological action concepts which he views as necessary in the education of Black people.

1. Nation-building - is a process which strives to develop, service, own and control the lives of the Black community in an effort to achieve self-determination, self-sufficiency, self-respect, and self-defense.

2. Communalism - represents the action of concerted and cooperative effort as it relates to group progress and is opposed to individualism detached from the group.

3. Humanism - is a program which stresses distinctly human rather than material concerns.

4. The African Personality - Satterwhite discusses the creation of the new African man and woman who possess the attitudes, values, knowledge and behaviors necessary for the development, maintenance and perpetuation of the African world.

5. Decolonization - refers to the control and ultimate recreation of the political, economic, social and educational institutions within the Black community.

6. Harmony between man and his environment - focuses upon "programs which stress functional congruency between man and his natural surroundings." (p. 10).

Doughty (1973) performed a historical analysis on Black education and the contemporary independent Black school movement.

This study attempted to describe the conceptual framework of a Black curriculum. Doughty suggested that a Black curriculum must encompass a concern for the followings:

1. Curriculum that is flexible and geared to the unique needs and life situations of African people, their culture, values, community, nation and race.

2. Curriculum that is appropriately pre-packaged, scheduled and uniform throughout an African School System.

3. Curriculum that is symbol based in order to perpetuate and distribute through verbal symbols, recordings, still pictures and motion pictures the uniqueness of the African experience.

4. Curriculum that is experience based in order to insure the internalization of curricular experiences.

5. Curriculum that provides a small step, sequenced skill development program.

6. Curriculum that reveals, analyzes, and prescribes a course of action based on our past, yet taking into account the present predicament and motivated by the goals of the future.

7. Curriculum that examines the who, what, when, where, how and why of all questions.

8. Curriculum that receives its substance from our ideological stance and yet is academically oriented.

9. Curriculum that identifies, exposes and confronts reality.

10. Curriculum that requires sufficient concentration in the cognitive, affective and psychomotor domains.

Finally, a fairly large scale study was done on independent Black pre-schools and reported by Coleman (1977). In this report the ideological basis of the several schools studied was described as "grounded in the common belief that Black people must design, implement, and control those institutions which control the minds of Black children; that positive concepts of the child's racial identity and self-concept must be developed, and that the child must be politicized to understand the socio-political-historical struggle of Black people throughout the world. The intent is to produce a racially proud, self-sufficient, analytically

thinking, and academically skilled individual committed to Black People." (p. 117). Ten principles of quality education for Black children were indentified:

1. The direction and motivation of a Black Child Development Program (BCDP) must be sharply focused upon and guided by a recognition of the cultural heritage, history, and values related to the struggle of Black people, both in America and abroad.

2. A BCDP must be effective in fostering racial identity, teaching the child to actualize positive perceptions of self and race. This must be reflected in the teacher's expectations of the child's potential to achieve and must be manifested in the total program.

3. A BCDP must be independent regardless of the funding source. This suggests that the program must be based in and controlled by the Black community and that it must take full responsibility for the design and implementation of the program's organizational structure, teaching strategy, theoretical basis and curriculum content.

4. A BCDP must serve as a political vehicle which initiates the acquisition of those values and attitudes which foster the commitment to devote oneself to the survival and maximum development of Black people.

5. As primary role models, teachers, parents, and community residents involved in a Black program must be prepared to redefine, exhibit, and transmit a value system and behavioral patterns consistent with the ideology and objectives of the program.



6. The children in a BCDP must be provided with a learning environment which promotes collective and individual responsibility and discipline as well as exploration and experimentation designed to develop an analytical approach to problem solving.

7. The interaction pattern between teachers, parents, and community members must reflect a shared and cooperative responsibility to insure the immediate positive and appropriate reinforcement of the child's cognitive, social, emotional, and physical development.

8. The curriculum content and teaching strategy of a BCDP must be designed in accordance with and in full consideration of the child's social and physical environment in order to maximize his conceptualization and validation of the knowledge presented.

9. A BCDP must provide mechanisms for maintaining the Black family as the child's primary socialization agent.

10. The BCDP must provide activities which insure the child's physical development and the acquisition of the value of proper nutrition and exercise.

In summary, the preceding literature identifies 13 basic philosophical and ideological characteristics which are considered to be necessary in the design of African American educational models. These are:

1. Nation building - related to African Americans controlling their own institutions.
2. Self and racial identity development.

3. Political education - this involves the reality based teaching of African and African American existence in the world. Developing the ability to identify oppression and formulating strategies to struggle against it.
4. Culturally based on the heritage, history and values of Africans and African Americans, their unique needs and life situations.
5. Strong parental involvement - parents and community must be intimately involved in the school.
6. Family oriented - maintaining the Black family as the primary socializing agent through an emphasis on caring and cooperation.
7. Academically oriented - strong academic orientation.
8. Humanistic orientation - stressing harmony between humans and their environment and the natural development of life translated to the students through a curriculum in which the subjects are well integrated and interrelated.
9. Development of the New African Personality - emphasizing an Africentric approach to perceiving the environment. All things are viewed in their relationship to African people. A commitment to the African group is primary.
10. Provides for the maximal physical development of the child emphasizing exercise and nutrition.
11. Experience based - student is allowed to participate in and experience the various aspects of his/her

education.

12. Symbol based curriculum designed to perpetuate and represent the African experience.

13. A uniform curriculum which is well-structured and instructionally stable throughout the school's system.

### Pedagogical Relevance

This component refers to the teaching methods used and the structure of the environment within the classroom and school. As mentioned above, research is presently being done concerning the culturally influenced cognitive styles of Black children, however, at present there is a virtual consensus on certain aspects of the school and classroom environment and teaching methods which are thought to be essential.

Jackson (1981) identified two key factors in understanding the educational needs of Black children (a) Black children are individuals with wants and needs similar to other children, and (b) their environments play a vital role in how these needs are met by helping them to actualize their potential. Gordon (1982) suggested that Black children need a socially interactive environment which takes advantage of their high energy level and vibrancy. Shade (1982) asserts the need for a child oriented teaching approach which involves constant encouragement, recognition, warmth, and reassurance.

The highly publicized Marva Collins school has reportedly been successful in teaching African American

children who were previously thought to be uneducable. Hollins (1982b) explained the success of the Marva Collins school to be primarily due to what she terms "cultural congruence." Cultural congruence refers to the relationship between the curriculum and the students cultural experience outside the school including the home and church environments and peer group relationships. Hollins stated that the classrooms in Marva Collin's school provided a climate fostering cooperation, flexibility, collective responsibility, autonomy, and strong adult leadership, similar to that found in the Black home environment. The use of peer group interactions was demonstrated in the classroom use of familiar language patterns along with the teaching of standard English.

In addition, four features of the church environment were seen as appropriate for the classroom, these were:

1. A place provided where individuals could participate, be accepted, and be valued by standards established within their own environment. These standards and activities related to the children's personal values, goals, and experiences,
2. The notion of leadership was fostered.
3. The release of emotional tensions was encouraged.
4. Choral and responsive reading, audience participation, the use of analogies, and the identification of a moral or personal message from a passage was frequently used.

Finally, Hollins discussed two other aspects of the

Marva Collins school which she considers superordinates in the teaching/learning process. The first, method of presentation, suggested that learning must be presented in a manner that students can comprehend, interpret, and manage in some organized and meaningful way. And the other, motivation, suggested that learning be relevant to the students aspirations, interesting, and geared toward building the students self-esteem by encouraging him/her to take charge of their own futures and think for themselves.

The above aspects refer mainly to classroom teaching methods. In addition to these, Edmonds (1979), in a review of the effective schools research performed on large public schools identified several school-wide characteristics, based on standardized achievement tests, which are related to effective schools. Despite the problems with the public school system previously mentioned, Edmonds pointed out that schools which effectively teach the "basics" to poor and minority children do exist. In developing an effective educational model for Black children, these characteristics should not be overlooked. They are as follows:

1. Strong administrative leadership. The principals as well as the teachers must be strong instructional leaders and strongly committed to the achievement of ALL the children. In addition, the staffs of effective schools tend to assume responsibility and accountability for bringing about successful achievement.

2. A climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement. This is usually accomplished through written and specific objectives or competency levels which are closely monitored.
3. A school atmosphere which is orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional business at hand.
4. The acquisition of basic school skills takes precedence over all other school activities.
5. School energy and resources can be diverted from other business in furtherance of the fundamental objectives.
6. Some means by which student progress can be frequently measured whether through classroom testing or criterion referenced standardized tests. This is done in order to insure that the teachers, principal, and students are constantly aware of student progress in relation to the instructional objectives.

#### Academic Rigor

Hale (1982) pointed out that the reality of the Black experience in America demonstrates that Black children must be excellent in every field of endeavor in order to be given an equal opportunity. It also is the case that if the development of the Black community as a whole is to be achieved then it will require as many highly skilled, intelligent and committed Black people as possible. Not only are the teaching methods important in this respect but the

subject matter or content of what is taught needs special consideration.

Therefore, academic rigor is aimed at two interrelated goals. First, to help children to achieve their highest academic potential by transcending the "basics" of education in order that the more advanced levels of the subject areas may be learned by the students. And secondly, the content of education for Black children must be based on the unique Black experience in America and abroad and aimed at instilling particular values and ideals as identified in the ideology section of this paper.

To summarize, this review establishes a firm foundation from which to develop effective educational models for African American children. Given the paucity of research on existing Black educational models, these prescriptions provide a framework for assessing IBS's within real life settings.

#### Justification for Research

The following is an exploratory study of several independent Black schools at the elementary (K-8) level. There are three main reasons for a study of this kind. First, the majority of studies on independent education for Black children focusses on pre-school and early elementary educational models. A recent survey on independent schools for minority children conducted by the National Center for Neighborhood Enterprise identified over 250 such schools throughout the nation (Walton, 1983). These schools were

reported to be very diverse in terms of their sizes and philosophies although all have the identical goals of providing their students with an educational option that will improve their achievement and provide them with a solid understanding of their cultural heritage. There exists a need to study these schools in order to understand these particular philosophies and methods and how they manifest themselves for a particular minority group.

One such attempt to assess the functional and practical relevance of IBS's was made by Woodard (1977). Woodard attempted to describe her experiences and the experiences over a five year period of the Kawaida Educational and Development Center (KEDC) in Los Angeles, California. Woodard identified three main factors which contributed to the eventual closing of KEDC. These were (a) lack of money which resulted in inadequate and poor facilities and instructional materials, (b) lack of a formally trained staff which could draw from fundamental principles of pedagogy in order to enhance the classroom programs, and (c) the lack of a unifying ideology which precipitated conflicts between staff members and parents. These perceptions led her to conclude that:

Black alternative schools were founded upon the assumption that the basis of the problem of inequality of education for black children was cultural difference. Black alternative schools could not solve the problem of the inferior education which blacks receive in America's public schools because such educational deprivation is not a cultural problem. There are identifiable cultural characteristics unique to black people, but these characteristics do not meet the criteria of a culture...Black Americans do not comprise a cultural minority. They are a racial minority. Blacks have a



common history, but not a unified, homogeneous, easily identifiable common culture. Therefore any attempt to establish alternative educational programs based on culture will succeed only for a small group with a homogeneous value orientation. (p. 41).

This informal assessment raises questions concerning the operation and functions of IBS's.

Secondly, within the past 15 years the Black community has witnessed the birth and death of several alternative models of IBS's. The experiences of the schools which have survived should provide an insight into their structure and characteristics. It is necessary to explore the present goals and functions of IBS's in order to begin to understand the characteristics which lead to their survival and success. This includes the roles, if any, that IBS's play in the effective education of African Americans.

Thirdly, elementary education differs from pre-school education in terms of the needs of the children (e.g., more sophisticated materials and teaching methods), the expanded learning capacity of the students, and the greater outside environmental influences which effect them. Consequently, there is a crucial need for research on elementary models of education for Black children which attempt to integrate the ideology, methods and content as cited above.

The data collected for this study will primarily be descriptive with limited empirical analysis due to the small sample size and also the exploratory nature of this project. The key areas to be explored will be based on the three components (ideology, method and content). The goals of this study are threefold:

1. To generally describe the schools identified.
2. To assess the relationship between the schools and the prescriptions cited in the literature.
3. To determine the relevance that the effective schools research has for these independent Black schools.

This process will be explained further in the analysis section of this paper.

## CHAPTER 2

MethodSubjects

Ten independent Black elementary schools were included in this study. These schools are all affiliated with the Council of Independent Black Institutions (CIBI). CIBI serves as an umbrella organization for all its member schools. There are approximately 30 day schools and weekend programs within the CIBI network. Financial considerations only allowed research to be conducted on those schools within the east and midwest regions of the country. The schools range from the pre-school to the secondary level. These schools were selected because the ideological orientation which the schools and the CIBI profess falls in line with the prescriptions cited above in the literature review. Also CIBI is the only Black independent school "system" which attempts to follow a concrete and singular Black oriented ideology. The CIBI also conducts an annual Teacher Training Institute (TTI) which attempts to politically and culturally orient present and potential teachers to the concepts of effective education for African Americans. The TTI also serves as a forum for sharing and developing innovative teaching methods and curriculums. Fictitious names were used to represent the schools in this study at the request of the institutions involved. The following is a list of the schools studied:

- The Atlanta School
- The Baltimore School

- The Chicago Small School
- The Chicago South School
- The Chicago West School
- The D.C. Center School
- The D.C. North School
- The New Jersey School
- The Philadelphia School
- The St. Louis School

The research focused on the director, teachers, and teacher aides within each school. Table 1 shows the breakdown of those persons interviewed. Table 2 shows the institutional characteristics of each school. As indicated, the schools average length of operation is eight years. The teacher/student ratio is relatively low and teacher salaries are extremely low. Although half of the schools receive outside funding only one school received funding from governmental sources. Most funding came from private, community based organizations. Outside of tuition and external funding monies were secured through fundraising activities and business ventures. Many of the schools were supplemented through other organizational components such as bookstores, a community resource center or a childrens performing troupe. Others were attempting to move into other areas of business and real estate.

In terms of the teachers, 88% had completed a post secondary degree; 9% associate, 53% bachelors, 24% masters and 3% or one teacher with a Ph.D (law). 65% of these

degrees were concentrated in the educational field in the areas of early childhood education, special education, elementary education, curriculum and supervision, general education and educational administration. The remaining 35% are scattered in the social science areas and one each in

**TABLE 1**

**Number of School Staff Interviewed  
Within Each School**

| <u>School</u>               | <u>Teachers</u> | <u>Directors</u> | <u>Aides</u> |
|-----------------------------|-----------------|------------------|--------------|
| The Atlanta School          | 3               | 1a               | 1            |
| The Baltimore School        | 2               | 2                | 1            |
| The Chicago Small<br>School | 1               | 1                |              |
| The Chicago South<br>School | 3               | 1a               |              |
| The Chicago West<br>School  | 2               | 1a               |              |
| The D.C. Center<br>School   | 6               | 1a               |              |
| The D.C. North<br>School    | 7               | 2b               |              |
| The New Jersey<br>School    | 3               | 2b               |              |
| The Philadelphia<br>School  | 3               | 1                |              |
| The St. Louis<br>School     | 2               | 1a               |              |
| <hr/>                       |                 |                  |              |
| Total                       | 32              | 6                | 2 = 40       |

a  
designates that the director was also a teacher.

b  
designates that one of the directors was a teacher also.

TABLE 2

**Institutional Characteristics  
of 10 CIBI schools**

| School                      | Length of<br>Operation<br>(years) | Enrollment<br># of<br>Children | # of<br>Teachers | Teacher/<br>Child<br>Ratio | Fee<br>Charged<br>(month) | Teacher<br>Salary<br>Range | Receipt of<br>Outside<br>Funding | Elementary<br>Grades<br>Served |
|-----------------------------|-----------------------------------|--------------------------------|------------------|----------------------------|---------------------------|----------------------------|----------------------------------|--------------------------------|
| The Atlanta<br>School       | 3                                 | 28                             | 7                | 1:7                        | \$130                     | 5-10,000                   | NO                               | K - 1                          |
| The Baltimore<br>School     | 7                                 | 80                             | 8                | 1:10                       | \$190                     | 5-10,000                   | YES                              | K - 2                          |
| The Chicago<br>Small School | 7                                 | 7                              | 1                | 1:7                        | \$135                     | 5-10,000                   | NO                               | 3 - 7                          |
| The Chicago South<br>School | 12                                | 91                             | 6                | 1:15                       | \$150                     | 5-10,000                   | NO                               | K - 3                          |
| The Chicago West<br>School  | 12                                | 18                             | 2                | 1:9                        | \$154                     | 5-10,000                   | YES                              | K - 2                          |
| The D.C. Center<br>School   | 10                                | 70                             | 7                | 1:10                       | \$165                     | 5-10,000                   | NO                               | K - 8                          |
| The D.C. North<br>School    | 7                                 | 130                            | 7                | 1:13                       | \$190                     | 9-15,000                   | NO                               | K - 8                          |
| The New Jersey<br>School    | 8                                 | 68                             | 4                | 1:17                       | \$125                     | 5-10,000                   | YES                              | K - 5                          |
| The Philadelphia<br>School  | 11                                | 45                             | 4                | 1:10                       | \$135                     | N/A                        | YES                              | K - 3                          |
| The St. Louis<br>School     | 5                                 | 12                             | 2                | 1:6                        | \$165                     | N/A                        | NO                               | K - 8                          |
| Total                       | 82                                | 549                            | 48               |                            | \$1,519                   | N/A                        | N/A                              | N/A                            |
| Average                     | 8.2                               | 54.9                           | 4.8              | 1:10                       | \$152                     | N/A                        | N/A                              | N/A                            |

TABLE 3

Previous and present teaching experience of  
teachers within 10 CIBI schools

| School                   | Previous Teaching Experience <sup>a</sup> |             |         | Number of years at present school |         |
|--------------------------|---|-------------|---------|-----------------------------------|---------|
|                          | Total Teachers                            | Total Years | Average | Total Years                       | Average |
| The Atlanta School       | 3   | 3           | 1       | 4.5                               | 1.5     |
| The Baltimore School     | 4   | 13          | 3.25    | 12                                | 3       |
| The Chicago Small School | 1   | 32          | 32      | 2                                 | 2       |
| The Chicago South School | 3   | 7           | 2.3     | 16                                | 5.3     |
| The Chicago West School  | 2   | 12          | 6       | 10                                | 5       |
| The D.C. Center School   | 6   | 51.5        | 8.58    | 30                                | 5       |
| The D.C. North School    | 8   | 31          | 3.8     | 38                                | 4.75    |
| The New Jersey School    | 3   | 6           | 2       | 14.5                              | 4.83    |
| The Philadelphia School  | 3   | 19.5        | 6.5     | 12                                | 4       |
| The St. Louis School     | 2   | 4.5         | 2.25    | 6                                 | 3       |
| <sup>b</sup><br>Total    | 34  | 188         | 5.5     | 135                               | 3.4     |

<sup>a</sup>  
Based on only those teachers who were interviewed.

<sup>b</sup>  
The Chicago Small School is not figured into this equation because of its small size.



business administration, economics, nursing and law.

Table 3 shows that teachers average 5.5 years of previous teaching experience. 51% of this experience is in public schools, 31% in private schools and 18% in other independent Black schools. Teachers also average 3.4 years of teaching experience within their present school. Finally, 16% of the teachers were male although there were several males throughout each of the schools who worked with the children.

### Procedure

The proposed study was first submitted to the director of the CIBI for the councils approval and suggestions. Upon approval by the director the initial contact with the schools was made through a joint letter from the researcher and the national director of CIBI (see Appendix A and B). These letters explained the purposes and procedures of the study and requested participation from the institution. A participation agreement form (Appendix C) was enclosed along with an initial questionnaire soliciting general up-to-date information about the school, and validating whether the school met the criteria for the study. A follow-up telephone call was made to all schools which did not respond to this initial contact.

Once agreement had been obtained from all the schools wishing to participate, they were then contacted by phone to arrange a schedule for site visits. There were two day site visits at each school which will involved interviews with the director, teachers and other school workers. Also, site

observations of classrooms and classes were administered along with the collection of instructional, curricular and other learning materials. The proposed daily schedule for site visits were as follows:

Day 1) Directors Interview  
Teachers Interview

Day 2) Classroom and School Observations

Upon arriving at the schools on day one of the site visit contact was made with the director. An interview schedule was arranged and a list of materials was presented to be collected by the end of the second day. In most cases the interviews with the directors was next followed by interviews with the appropriate teachers and other workers. In some cases however, when access to teachers was not possible on the first day then teachers were interviewed on the second day. The formal classroom observation was scheduled to take place on the second day but in most cases observations were constantly being made throughout the two day visit. In addition, the reseracher was afforded the opportunity to informally discuss aspects of independent Black education and the experiences of the schools and its participants after school hours and during the evening.

In some instances, the questionnaires and agreement forms were not returned prior to the site visit and therefore were collected upon arrival. In still other instances some materials were not available upon departure from the schools which made it necessary to send to the researcher at a later date.

## Instruments

The instruments used for this study were a questionnaire, a directors and teachers interview schedule, and a site observation form (Appendix D). The questions for these instruments have been derived from the literature review and the questions raised in the Justification for Research section above and will be described further in the analysis section. The interview sessions were tape recorded for purposes of reliability, documentation and review during the analysis stage.

The instruments were pilot tested on a CIBI member school. The directors interview took approximately 60 minutes and the teachers interview, 45 minutes. The responses were brief and to the point, codifiable, and the interview instruments as a whole were effective in answering the specific research questions identified in the analysis section. The unclear questions were appropriately modified and is reflected in the interview schedules in the Appendix section.

During the pilot study it was also found to be necessary to send a list of items to be collected (i.e., student and parent handbooks, copies of the school pledge and songs, class schedules, curriculum outline, etc.) prior to the site visit in order to avoid confusion and delays during the visit.

### Questionnaire

The questionnaire was designed to obtain information on

the general institutional and organizational characteristics of each school and provide the researcher with an initial familiarity with the schools prior to the site visits. The data collected was recorded for each school and, where appropriate, aggregated across schools.

### Interviews

An interview schedule was developed for the director and teachers. The majority of the interview questions were open ended and designed to allow for follow-up questions from the researcher. An effort was made to secure a private room in which to conduct the interview. Unfortunately, at times interviews were held at the back of the classroom or other places where distractions were frequent. However, this is not believed to have significantly influenced the responses. The interview sessions were tape recorded for purposes of reliability, documentation and review during the analysis stage. Informal conversations with teachers and parents were also conducted when possible.

### Observation

A detailed list of observations to be made was constructed. In most cases, observations were structured around the interview schedule and took place on both days of the site visit.

### Analysis

The analysis was conducted according to a five stage process.

1. A general description was made on the schools individually and as a group. This was primarily derived from the

data collected on the following components:

Organizational

Hierarchical structure  
Size - student/teacher ratio  
Leadership  
Funding (income)  
Costs (per student)  
Rate of Pay/salary  
Geographical location  
Access to services by community  
Parental involvement  
Community involvement  
Relationship to other community organizations and resources

Curricular

What areas are taught  
How are they decided upon  
Expected competencies  
Evaluation procedures  
Outcome measures

Teachers

Educational background  
Teaching experience  
Contribution to curriculum

Parents

Participation in curriculum development.  
Perceived reasons for sending kids to an independent Black school.  
Previous educational experiences of children.

In addition, the following questions were designed to determine the structural aspects of the school which regulate or contribute to the teaching process:

- What type of supplemental or in-service training do you receive?
- What are the structural procedures for teacher training and teacher orientation?
- What freedom do you have within your classroom concerning the use of teaching methods, learning materials, subject matter, etc.?
- What are the requirements for becoming a teacher?

2. An attempt was made to determine the relationship between the ideological goals prescribed in the literature and the actual goals professed by the schools. The analysis attempted to answer the following general questions:

- (a) What are the ideological goals of the schools?
- (b) How does ideology translate to the teaching process?
- (c) How are ideological goals assessed?
- (d) What are the desired outcomes from your schooling?

The following were the corresponding interview questions:

- What is the philosophical or ideological basis of your school?
- How does this philosophy translate to or influence the curriculum?
- How is Black cultural, historical and educational content integrated into the curriculum?
- How does your school differ from traditional educational programs?
- What are the expected characteristics of a child which has completed your school program?
- There is concern within the Black community over the lack of positive male role models for the Black child. How does your school handle this problem?

3. The analysis answered the following questions related to pedagogy and the classroom climate:

- (a) What child development theories are used?
- (b) How do these relate to the culture of the child?
- (c) What is the general classroom climate?

The corresponding interview questions were:

- (Director) What theoretical framework or child development theories does the school try to follow? Why?
- (Teachers) What theoretical framework or child development theory(s) do you try to follow? Why?

The major data used to answer these questions came from the observations of the classroom and student/teacher interactions. The aim was is only to get a general idea of the classroom atmosphere and not a detailed description of the teaching methods.

4. This study answered the following questions related to the curriculum:

- (a) How is the curriculum organized?
- (b) What is the content of the curriculum?
- (c) How do children progress through the school?

The corresponding interview questions were:

- Is there a standard or set curriculum in your school?
- How was this curriculum developed?
- How do children progress through your school?

In addition, the researcher collected a copy of the curriculum for the school and each teacher, if it was available?

5. The following questions relating to educational rigor (academic and affective) were answered:

- (a) How far does the curriculum transcend the "basics?"
- (b) How much relevance does the effective schools research have for these independent Black schools?
- (c) What is the academic achievement level of the students in the schools?

The corresponding interview questions to this component

of the analysis was as follows:

- What subject areas are taught at each grade level?
- How are new methods or content added to the school curriculum?
- What are the academic objectives of the school? For each grade level? Are they written?
- What are the affective objectives of the school? Are they written?
- What other objectives does the school try to accomplish? Are they written?
- How are these objectives assessed?
- What is the rationale for choosing these objectives?

6. Finally, this study attempted to determine the attitudes of the school towards the characteristics which a teacher should possess in order to teach Black children. The corresponding questions:

- What are the essential skills and knowledge a teacher should possess in order to teach Black children?

The interview questions were content analyzed resulting in categories of responses. These responses were first compiled within each school and then between schools. The majority of questions are openended which allowed the interviewer to pursue any unclear answers or additional concerns which may have been appropriate. This format also minimized the potential for a respondent to be led in a particular way and thereby biasing the response. Additional information was obtained through this process. An effort was made to determine the most frequently occurring responses and to compare responses that were typical of particular schools.



This information was shaped into the characteristics which were most associated with the schools.

Data was also collected concerning the social and ecological climate through observation and informal interviews with school workers and parents. The appropriateness of an educational environment for African Americans was also measured through the process of analyzing certain ecological variables within the school such as the cultural content of classroom walls, bulletin boards, directors office and library area.

A copy of the curriculum and a variety of other materials related to the school was collected to assist in this analysis. Achievement data was collected from many but not all of the schools. In addition, the types of achievement tests used by each school varied considerably limiting across school comparisons. This did allow for a partial analysis of variables associated with the academic effectiveness of the schools. Although no conclusive results can be reported the direction of possible relationships was determined.

## CHAPTER 3

### Results

This chapter is separated into three parts:

1. Descriptive case studies of each school.
2. Between-school comparisons of the school according to key characteristics.
3. The responses of teachers and administrators to questions relating to attitudes towards their schools and teaching Black children in general.

Many of the responses and observations reported were not characteristic of each and every school. However, an effort was made to report those findings which were most representative of the majority of the schools.

### Case Studies

#### The Atlanta School

Started in 1981 the Atlanta School is an independent Black institution which serves children from the age of 3 through 6 years and the grades pre-primary through 1st grade. Located in Atlanta Georgia the school is situated in a residential Black neighborhood and occupies a selfcontained one story building. There are three self-contained classrooms, a larger activity area (the kindergarten class is held in this area also), kitchen and a large fenced play area in the rear of the building.

The kindergarten and 1st grade classroom atmosphere tended to be very intimate with a substantial opportunity for individual attention and instruction. The 1st grade

classroom was arranged in a traditional manner with moveable desk and chairs facing the front of the room. The children were generally very active and expressive but respectful and responded well to the teachers and other adults. The classroom boards and walls contained various pictures and learning materials (i.e., concept charts, alphabet lists), maps, calenders, the school pledge and various sayings and quotes (i.e., "have pride without arrogance," "be kind without being weak," etc.) the childrens' coat racks have their names positioned on construction paper cutouts in the shape of the African continent.

#### Organizational Structures

The Atlanta School is operated by a Board of Directors composed of staff members and parents. The director serves as administrator and teacher. Parent involvement is mandatory. The parents are responsible for assisting children in completing homework neatly and efficiently, helping with school cleanup and maintenance, attending monthly parent meetings, assisting in fundraising events, and joining a standing parent committee.

#### Philosophy and Ideology

The Atlanta School states that it is an independent institution not owned or operated by any religious, political, or community organization. Their educational program is guided by two main beliefs: (a) That African Americans are an African people, and (b) that as such African Americans have a common history which leads them to embrace a common purpose the physical and psychological independence

of African people. Education is seen as the primary thrust for stimulation during the formative years, from birth to age five, directly affects the intellectual advancement and academic achievement of later years. Because of this the school attempts to provide an early academic experience for pre-primary children and a smooth transition to the primary level. There are hopes to expand the school program to higher grade levels in the future. Among the goals of the educational program is to help children become independent, selfthinkers and to develop within themselves an African American orientation and consciousness ultimately manifested in their future commitment to African American people.

### Curriculum

The curriculum was created by using several existing curriculum models and the experience of the teachers themselves. The Atlanta Public School objectives are used as the guidelines for instruction. Children are assessed through testing (formal and informal) and observations. Standard texts and materials are used along with African american oriented materials. Subject areas include mathematics, language arts, social studies, science, African/world history and geography. In addition, the school lists activities offered to promote creativity, motor development, and social interaction through arts and crafts, organized games and exercises and free play.

### Teachers

Essentially there are no educational requirements beyond

the high school diploma for becoming a teacher at the Atlanta School. The school however does desire some experience in education or in working with children. Prospective teachers are interviewed by the director and board members and are evaluated on their performance in on-site situations, a thirty minute trial teaching session and their writing ability.

Throughout the year teachers participate in out-of-school workshops and attend daycare conferences required for school licensure by Georgia State. Teachers are also allowed unlimited freedom in utilizing whatever teaching methods and learning materials they feel are appropriate as long as it falls within the guidelines of the school's philosophy. Teachers are evaluated essentially through observation and feedback from the director.

### The Baltimore School

The Baltimore School was founded in 1978 as a school designed to expose children to a learning experience which fosters a positive, healthy self-concept and also stresses academic development for pre-primary children. The primary division of the school was established in 1982. The program is divided into two academic divisions. The pre-school and the early primary divisions (kindergarten, 1st and 2nd grades). Each division is named after a significant African place or person. The school occupies a former two story church building. The kindergarten classroom and the 1st and 2nd grade combined classrooms are self enclosed. There is also a small library and computer area for the children. The classrooms are spacious allowing each child plenty of room.

The atmosphere was moderately loud and orderly. The Baltimore School attempts to create a family oriented environment for the children. The students are respectful and look upon their teachers as parent figures. The classrooms are well structured with movement controlled by the teacher. The 1st and 2nd grade classroom is arranged traditionally with students desks facing the teachers desk at the front of the room.

The school's walls and bulletin boards were colorfully and lively decorated with cultural and academic materials which included maps, student work, academic charts and posters, students pictures and Black oriented pictures and posters (e.g., a series of alphabet posters with the letters designating the name and description of an African tribe).

## Organizational Structure

The Baltimore School's major functioning body is the Board of Directors composed of parents, staff and community members. Under the board is the administrative and teaching staff including an administrative director, educational director, the head teacher and teachers. The Board of Directors must approve all budgetary and financial decisions. The administrative director is responsible for the day to day operations of the school. The educational director handles the curricular issues and teacher evaluations. An effort is made to encourage parent participation through a parent-teachers association. Workshops and program are also provided for parents including speakers, yoga and aerobics classes, and panel discussions.

## Philosophy and Ideology

The Baltimore School adopted a nationalist/pan-africanist ideology in the summer of 1983. It views pan-africanism as "the idea that Black people all over the world are one people united by our common ancestry, our common condition and our common destiny. We must unite in mind, spirit and effort to solve the problems that confront us. No one of us can be 'free' until the means for full human development are available to all of us."

One of the main components of this ideology is that the school recognizes itself to be an independent Black institution which provides a valuable community service. The Baltimore School "sees as the reason for its existence as being the education of children in the acquisition of an

understanding of the world for the purpose of creating a people who possess the skill to transform." It attempts to accomplish this by creating an atmosphere where children can become academically superior, politically and socially mature, and culturally strong. The goal is to develop within the child a positive self-concept and identity, direction and value systems at an early stage of his/her life. The fundamental basis for developing this value system is the Nguzo Saba (appendix E) which represents the attitudes and behaviors which the child is expected to adopt and internalize.

Another of the prime components of the program is the promotion of the family concept within the school. This manifests itself in three central ways: (a) through the rituals and protocols of the educational program, (b) the opportunity provided for the utilization of the attitudes, knowledge and behaviors to be used outside of the classroom and at home, and (c) the efforts to provide community and family involvement in the educational activities.

Finally, each child is taught and encouraged to utilize his/her learned skills, abilities and attitudes for the improvement and changing of the world.

### Curriculum

The present curriculum of the Baltimore School was developed by the teachers and administrators utilizing models of other school curriculum and specialist in certain areas. According to the school handbook the curriculum attempts to



incorporate emotional, cultural, social, physical, spiritual as well as academic experiences. The elementary level (kindergarten - 2nd grade) has a curriculum guide with specific objectives which correspond with student report cards. The guides also contain suggested methods and material to assist teachers in helping students achieve the objectives. There is however no systematic procedure for integrating Black historical and cultural content. The major academic subject areas include:

- cognitive skills
- psychomotor skills
- physical education
- social development
- communicating skills
- mathematics
- phonetics
- general science
- history and geography
- language arts
- meditation
- yoga
- arts
- self-concept activities
- cultural awareness
- music
- food experience
- Black history

A cultural series involving speakers and field trips to places of historical and current significance is also included in the curriculum. Students may also become involved in a cultural performance troupe which performs for various schools and community groups.

Standardized learning texts and materials are used for instruction in addition to a growing collection of Black oriented reading materials in the library.

Students progress through the school according to a combination of ability and age level. Standardized tests, teacher-made tests and observations are used. On a daily and weekly basis teachers are expected to keep a record on how the student performs in each competency area. Report cards are sent home at the end of each four quarter period. Parents conferences and workshops are also provided.

### Teachers

The Baltimore School requires that a teacher possess a bachelors or associates degree in the area of education, understands the needs of Black children and has a comfortable awareness of themselves. The school has developed a teachers handbook which describes in detail those aspects of good teaching skills including classroom management, role of the teacher, teacher/student relationships and methods of effectively motivating students. The handbook is designed to assist the teacher and school in creating the desired educational atmosphere.

In addition, monthly staff meetings and workshops are held although these were reported to predominantly cover the organizational and daycare aspects of the school. Teachers possess a great amount of freedom to be creative or introduce new ideas, teaching methods or learning materials into the classroom. However, teachers must only bring positive images into the classroom and limit their innovations to those that help achieve the curriculum objectives.

Teacher evaluations are performed by the educational director. Teachers are evaluated according to an extensive

.

list of performance objectives including quality of work,  
volume of work, planning, application of knowledge and  
skills, problem solving, relationship and interaction with  
others, attendance and punctuality and commitment to the job.

## The Chicago Small School

The Chicago Small School was started in 1982. It presently occupies two rooms and shares a building with another independent Black school and a moderate sized inner-city university in the Chicago area. The school presently has one classroom with a total of seven children. The children range from grade three through seven. This year the school has witnessed a significant decline in enrollment attributable to several factors which has caused it to scale down its operations.

The classroom maintains a general orderly and respectful atmosphere. The teacher moves in and out of subjects smoothly with a set time frame for each. The day begins with a discussion of a Black historical person or event. This generally takes the form of the teacher writing a paragraph or more on the blackboard and the children reading and discussing it.

Free movement about the room is not restricted as long as it is purposeful. Children work at their own level with occasional group activities depending on the task. The teacher is in constant motion moving from one student to the other. The students are encouraged to express themselves and ask questions. There is a strong emphasis on symbolism and ritual including the pledges and songs. Children are required to wear uniforms everyday. The walls of the classroom are decorated with key words, pictures, maps, students photographs, school work, media articles, pictures of current events and historical Black figures, slogans and

quotes.

### Organizational Structure

The school is governed by a board of directors which includes two former parents and a community person. There is an acting administrator, one full-time teacher and several part-time staff persons. The Board of Directors makes the budgetary and financial decisions and has final approval on any curricular decisions.

### Philosophy and Ideology

The Chicago Small School characterizes itself as being an independent Black institution. They define this by stating that as Black parents and teachers they take total responsibility for the education of their children. This ideology encompasses the teaching of academic skills with an emphasis on the 3R's (reading, writing and arithmetics), a knowledge and understanding of the child's heritage, an appreciation for their "Blackness," the need for students to have social and political awareness, and the use of a distinct value system based on the "Nguzo Saba."

In addition the school stresses the need to create within the students a commitment to African people. This was summarized in the following excerpt from their written ideological statement:

Accepting the irrefutable principle that 'Black' and 'African' are synonymous, we are an African people with an African heritage and culture. We recognize the African community as consisting of the living, dead, and unborn. Having an Afrocentric world view, we perceive ourselves as part of an African world community, with a sense of responsibility to African peoples and communities around the world. Therefore our children must be

instilled with concern for the welfare of African people internationally, nationally, and locally and this must take precedence over all else.

### Curriculum

Presently the curriculum is mostly developed by the teacher with input on the part of the active administrator and the Board of Directors concerning certain specific testing needs. There are no specific academic objectives although the school is planning on developing them in the near future. Standardized testing is done using the Stanford Diagnostic test. Students progress at their own pace with an opportunity to advance beyond their present grade levels.

The curriculum includes language arts, mathematics, social studies, African/American history, art, music and science. The School uses standard instructional texts and materials oriented toward Black children.

### The Chicago South School

Located in a self-contained store front building on the south side of Chicago, Illinois the Chicago South School originated in 1972. Dedicated to the academic and cultural development of Black children the school provides an educational day program to the surrounding African American community. The academic program is divided into four levels. The pre-primary, the kindergarten, the 1st grade and the 2nd and 3rd grade combined classrooms. The 1st grade classroom is located in a self-enclosed room with the students desks arranged in rows facing the front of the room. The teacher maintained an orderly environment and movement and activity was controlled. Interaction between students and teacher was intimate and respectful. The teacher moved about the room freely during group and individual work and was accessible for individual assistance.

The 2nd and 3rd grade classroom was characterized by slightly more active students. Students were arranged in desks facing each other and the blackboard. The teacher's desk was located at the rear of the room. Free movement was allowed about the room although the teacher maintained control over the activity. The group lessons contained a high degree of discussion and interaction. During individual seat work the teacher was in constant motion around the room assisting students.

The overall atmosphere of the school was generally noisy but orderly and controlled. The children were observed to be helpful to each other and responsible for their peers'

behavior.

There is a library and computer area housed in the loft area above one of the classrooms. The pre-school and assembly is located in a large area at the front of the building. The walls and bulletin boards of this room are decorated with cultural symbols and murals, pictures, maps of Africa, an African American flag, childrens' academic and art work, posters and inspirational quotes. The classrooms and hallway walls are decorated much the same with learning materials corresponding with the levels of the students.

#### Organizational Structure

The Chicago South School is the educational division of a larger community organization. The other divisions include community service and business activities. An eight member Board of Directors is responsible for the overall operation of the organization. There is a director specifically responsible for the school's day to day operations, a coordinating council consisting of members of the parent body and the school body, and finally the school staff members. Parents are required to assist in fundraising activities by obligating themselves to raise at least \$100 for the school.

#### Philosophy and Ideology

As mentioned above, the Chicago South School is dedicated to the academic and cultural development of Black children. In the school's handbook the school defines Black according to four distinct criteria:

1. Color: of African ancestry;



2. Culture: practicing a lifestyle which recognizes the importance of our African and African American heritage and traditions, and geared to the values which will facilitate the present and future development of our people;
3. Consciousness: aware of our strength, beauty and potential as African people; able to interpret all situations from the standpoint of the greatest good for the greatest number of Blacks in the world; and
4. Commitment: willingness to work tirelessly in the interest of African and African American people.

The handbook continues on to define independence as "not being dependent on resources outside of our community for the maintenance of our programs," and institution as "a body of people committed to the struggle for a common cause." The Chicago South School sees as one of its main goals "to participate in the world Black struggle of recreating an African mind as the basis for our movement toward self-determination."

By striving for the above goals the school hopes to help children develop an accurate self-identity, an understanding and appreciation for that identity, achieve academic excellence, appreciate the extended family concept and maintain control of their lives and the lives of their community. The principles of the Nguzo Saba are used as the value system for which children are taught to adopt, internalize and behave accordingly.

### Curriculum

The curriculum for the Chicago South School was developed from various sources including the norms of the Chicago Public School system, the Council of Independent Black Institutions curriculum and the knowledge and

experience of the developers. The curriculum utilizes advanced academic norms on top of the public school norms. Each teacher develops their own lesson plan which contains month by month objectives and concepts. The major objective of the curriculum is to "prepare today's Black children for the future by developing positive images, knowledge, skills and resources for greater achievement." The principles of the Nguzo Saba are integrated into the curriculum areas. The subject areas include communications (language arts), mathematics, culture (identity and values, history from an African perspective, geography and social studies), science, Kujichagulia skills (self-determination skills; for the primary level, includes such skills as sweeping, setting the table, cutting with a knife, brushing teeth and other personal hygiene skills), physical development, and cultural arts (foreign languages, music and crafts).

Children are evaluated according to teacher-made tests, observations and monthly and quarterly mastery tests. Observations take into consideration social, emotional and academic development.

### Teachers

The basic requirements for becoming a teacher at the Chicago South School is that the person possess some educational knowledge and experience and be in agreement with the ideals of the school. Teachers are interviewed by the Board of Directors and observed in a trial teaching session. New teachers are required to participate in staff orientation

sessions which basically review the philosophy, organization, and curriculum of the school and how it originated. These new teachers are observed at the beginning of their service and gradually integrated into the classroom.

Teacher evaluations take place at least three times a year. Twice teachers evaluate each other and once by an outside evaluator. Evaluations assess the teachers attitude, work style and performance within the classroom on lesson planning, relationships with students and the use of learning materials. In-service workshops are given periodically along with training through CIBI's Teacher Training institute and other outside educational workshops. The teachers have the freedom to bring new methods and materials into the classroom as long as it complements the philosophy and ideology of the school.

### The Chicago West School

Located in a four story building on the far westside of Chicago the Chicago West School was organized in 1972. It was started by a cadre of college and high school volunteers along with parents and community residents in an effort to develop a self-determined, independent African American educational institution to serve the cultural and academic needs of westside children. There are presently two classrooms named after African tribal nations, one for the pre-primary and kindergarten and the other for the 1st and 2nd grades. Eighteen children are presently enrolled in the day program. The primary classroom was arranged in a traditional manner with the children generally seated in rows with moveable desks facing the blackboard and teachers desk.

The atmosphere was observed to be generally quiet and orderly. During the group lesson the students seemed eager to respond to the teachers prompts and ask questions. During individual work the students were engaged in the completion of the task and the teacher was readily available for individual assistance.

#### ORGANIZATIONAL STRUCTURE

The Chicago West School is incorporated under a larger community organization. The board of directors, composed of seven members including teachers, parents and community persons is the major functioning body of the organization which is morally and legally responsible for the school. Also included within the larger organization is a parents council which is directly connected with the school and

serves to plan events and fundraisers and provide input and assistance for curriculum issues, nutrition and other aspects of the schools operation.

Parental involvement in the Chicago West School is mandatory. Parents must sign a contract obligating themselves to one of three levels of activity. Level I/department head - involves membership as one of the directors of the larger community organization. Level II/committee member - requires participation in one of six organizational committees. Level III/minimum commitment - requires parents to fulfill eight obligations having to do with good parenting skills, and supporting the school and its functions.

#### Philosophy and Ideology

The Chicago School views itself as a nationalist, pan-africanist school which serves the children of working class and professional parents. It attempts to provide a superior academic experience from a Black cultural base which stresses the belief that Black people in America are an African people who belong to a world African community.

The school lists as its objectives "to introduce an alternative life style as a foundation for producing within the Black community a feeling of spiritual and functional unity." In addition, the school teaches children to be independent thinkers and have a positive self and group identity. The children are taught to practice and internalize the Nguzo Saba by using this value system in

everything that is studied or done.

The Chicago West School includes in its parents handbook the following ideological statement:

Education is an act; it is not a resolution. It is the struggle, not the preparation for it. It combines thinking, feeling and acting into a single whole. It is a human act. It is a people-building act. It places the responsibility for learning on the learner himself. It vests the teacher with the skill to foster liberation but not the skill to control. It is a human loving act between two people whose common destinies are bound together.

### Curriculum

The Chicago West Schools' present curriculum was developed in 1976 by 4 staff members. Each year the curriculum has been revised to its present form. The school attempts to use standards higher than the Chicago Public schools. Standardized testing is done using the same tests as the Chicago Public Schools. Listed as part of the curriculum are the following areas:

1. Language Arts - developing written and oral communication skills including foreign languages, drama, poetry and storytelling.
2. African History - focusing on the truth of African history including African American and aspects of european history.
3. Mathematics - developing an understanding of mathematical concepts and the skill and practice of computations.
4. Science - emphasizing the inquiry methods of learning and including the physical sciences, nature studies, biological science, health, safety and human physiology.

5. General development - including study skills, listening, sitting quietly, following directions, concentration, reading for a purpose everyday and practice.

6. Fieldtrips

7. Cultural Development - Music and dance. The school has a cultural performing troupe as part of its program.

The curriculum for each area is specifically written out for each grade level. This includes the goals, objectives and methods for achieving them. Child evaluations are done each quarter (every 10 weeks). Each age grade has an evaluation form which is based on the achievement of the academic objectives and the child's progress towards understanding and practicing the seven principles of the Nguzo Saba. The evaluation form also includes an area for teacher recommendations and parent comments. In addition, a pre-testing checklist is completed for each child to insure that they have the appropriate entry skills before beginning the next age level work.

The Chicago West School uses standard instructional materials, those developed specifically for African American children and self-made materials.

### Teachers

The following teacher qualifications are required by the Chicago West School: Some educational training or experience, a commitment to the school's program, an awareness of cultural and political issues, involvement in outside community

activities, awareness of self as a Black person, awareness of Black peoples struggle, and an ability to impart or transmit this knowledge to children.

Teachers must attend the Council of Independent Black Institution's Teacher Training Institute and a two-week long meeting prior to the beginning of the school year. Teachers also attend several joint in-service workshops which are held with the other independent Black schools in the area and city-wide educational workshops.

Classrooms reportedly take on the flavor of the individual teachers with limits only imposed on those methods or ideas which do not agree with the objectives and ideology of the program. Informal teacher evaluations are conducted based on the academic and behavioral performance of the students.



## The D.C. Center School

The D.C. Center School was founded in 1974 as a part of a larger community organization whose primary objective was to "create a self sufficient and enduring organization based on Pan African nationalism. The principles of familyhood, mutual respect, love and devotion are considered paramount to the .... organization." The school and organization are presently located in a three story building on the North side of Washington D.C. The first floor consists of a large activity and assemble room. It opens onto a large play area in the back of the building. The six classrooms are self enclosed and located on the second floor of the building. There is also a computer room located on this floor. The third floor houses the school offices, a study area, activity room and small store.

The atmosphere of the D.C. Center School was warm and generally informal. The children were respectful during and inbetween class periods. However, the noise and activity level increased drastically during these breaks in class. Expression is encouraged and although the activity at times seemed to be in disarray the rules and limits within the school were clearly stated and understood by the students. The school places a premium on creating a family oriented environment. The relationships between the children and teachers tended to be one of mutual respect and interaction. Formal and informal interactions were observed between teachers and students. Both seemed to be very comfortable

with their roles.

There is a dress code for the school which mandates that all children and teachers must maintain an African oriented dress. In addition, all students who do not have a traditional African name adopts one which is used in conjunction with their other names during the course of the school day.

### Organizational Structure

The principle components of the school structure include the Board of Directors, the school administrators, a parents group which is composed of parents and other concerned persons within the community. The Board of Directors is composed of founding members, administrators, teachers and community representatives. The overall organization, however, has several other community and business components.

The parents group's main purposes are to (a) provide structured avenues of meaningful participation in the affairs of the organization by parents and other concerned persons, and (b) provide a structured means by which the membership may give aide and assistance to the organization and its programs.

Parents and families are required to actively participate in the support and maintenance activities of the organization. This includes mandatory attendance at the parent group meetings, participation on one of 5 parent group committees and assistance in fundraising activities and good parenting skills. Failure to abide by these requirements may result in the families suspension from the organization.

## Philosophy and Ideology

The D.C. Center School operates from a Nationalist/Pan-Africanist ideological orientation. The general features of this perspective include an emphasis on selfreliance and development, consciousness of racial identity and its meaning to African people, a commitment and understanding of the struggle of African people in the world, development of skills and attitudes needed to achieve full liberation, and an appreciation for the principles of collectivism, democracy, and humanism.

Much of the basis for the school's program is manifested in the principles of the Nguzo Saba. The school views these principles as not only the basis for an African American educational model but as a way of living. Participants in all aspects of the organization are expected to practice this way of living.

The D.C. Center School sees itself as providing a traditional family based afrocentric education. Afrocentric refers to the perpetuation and development of a dynamic African culture. These dynamics are packaged in what is referred to as an "intensive" educational program. The following passage from the school's parent handbook clasifies this meaning:

Intensity refers to the possibility and the actual objective of the curriculum to accelerate the pace of skill and information acquisition....Intensity as it is used here does not refer to teaching methodology that emphasizes rote learning, nonparticipatory exercises, intellectual force feeding and ceaseless drill. It instead refers to the comprehensive purpose and goals of the program. It refers to the totality of the learning environment which is structured for the child (diet,

social practices, images, language, routines, pledges...) which counteracts the negative ethos projected in television, general media, popular fads, and the consumerist, materialistic and selfish values of American society.

In its intensity it should reflect the compassion and sensitivity of familyhood. The object of the intensity is the early development of a sense of purpose, of direction, identity and the development of a hunger for knowledge. The program's intensity should parallel and maximize the child's innate curiosity and drive to understand the world. Ultimately the children must believe it is their destiny to change the world for the better and act accordingly.

### Curriculum

The curriculum of the D.C. Center School evolved through several different development initiatives prior to arriving at its present form. The development process incorporated the curriculum models of the Washington D.C. and other public schools, other independent schools, the Council of Independent Black Institutions, teaching texts and the experience of the developers. There is presently a curriculum advisory committee which meets regularly and allows parental input into the curriculum development and review process.

The students are grouped into three divisions. Division one is the pre-school (ages 2 through 5 1/2 years), division two includes the primary levels (ages 4 1/2 through 9 years), and division three, the middle school (ages 8 1/2 through 14 years). There are eleven overlapping age level classes included in the three divisions. Each level is named after an African tribal nation and/or historical figure.

The following subject areas are included in the curriculum:

**General subjects-All Divisions: Cognitive skills, psychomotor skills affective development, social development, communication skills, mathematics, worldview/cultural studies, general science, history and geography.**

**Specific Subject of Individual classes Division One: Kiswahili, music, arts and crafts, health and nutrition, political analysis, literature of Pan Africa, physical development, applied science, problem solving, and leadership skills.**

Each level has a specific list of academic, cultural and physical objectives attached to it. These objectives are clearly summarized in the parent handbook. Each subject area has a specified list of objectives. Some of the objectives are accompanied by a list of suggested methods and exercises to be used for accomplishing the objectives. Cultural objectives are also included in the curriculum packages. For example, the social studies section for the middle school lists lessons on the concepts of family, community, nation and Race including exercises designed to help the student understand their significance. Parts of the science curriculum uses the principles of the Nguzo Saba to categorize exercises. For Umoja (unity), one of the objectives is to identify Latin root terms used in scientific terminology. For Imani (faith), the objective is to hypothesize the answer given a scientific problem and tell how this hypothesis was devised.

For each of the learning objectives there is a form filled out for each student listing the objectives, date initiated and date of completion. In addition, all classwork is not marked or graded. It is corrected and redone until it is correct.

The school operates on a trimester system. Children receive major evaluations at the middle and end of each trimester which determines their completion of the specified objectives. A decision is made at this time regarding their moving on to the next level.

### Teachers

Several qualities are required of a person to become a teacher at the D.C. Center School. In addition to the city-wide educational requirements for licensure the school desires a teacher with previous teaching experience, is involved in African related events, has an awareness of current events and their cultural heritage, possesses the ability to relate to parents and demonstrates on an everyday basis the philosophy and ideology of the school.

Teachers receive additional training through in-service workshops three times a year and teacher study sessions which involve reading and discussion of different aspects of the teaching process. Teachers are also required to attend CIBI workshops and city-wide educational programs.

Teachers are allowed freedom in the classroom to interject and infuse innovative curriculum ideas as long as they fall within the guidelines of the school. The parent handbook contains a list of principles for dealing with the social behavior and policy guidelines and methods for reinforcing the positive social behavior of the students. This list is for the purpose of informing the parents and teachers of the appropriate teacher/student behaviors allowed in the school.

## The D.C. North School

The D.C. North School, established in 1977, is located on the far north side of Washington D.C. Begun as an effort to "bridge the gap between quality academic success, cultural appreciation, and relevancy to the Black experience." The school's program is separated into four academic divisions:

- The toddler division - providing basic day care services for children 10 months through 36 months.
- The pre-primary division - providing an early childhood education for children from 3 through 5 years of age.
- The primary division - for children 6 to 9 years old.
- The middle school division - for children up to the age of 13 years.

Using the concepts of an open space structure and multi-level grouping the D.C. North School attempts to simulate, as much as possible, the home environment. Open space refers to an environment which is designed to provide free interaction between students and activities, greater stimulus opportunities and self-direction for the learner. The school brochure states that "open space education does not mean chaotic freedom or undisciplined instruction. The well planned architectural design facilitates organized activity, using open spaces, strategically divided, low storage and separate areas for quieter activities." Multi-level grouping places a child in groups which allow him or her to develop and progress, in each area at their own pace.

The overall atmosphere of the school is loud but orderly and activity oriented. Teachers were observed interacting

freely and encouraging expression and discussion with students of all ages. Within each classroom student activities varied from group work on one side of the room to individual work on the other. Teacher and students freely moved about the school. The classrooms themselves were partitioned by bookcases, coat racks and other objects although at times it was difficult for an observer to determine where one classroom area began and the other ended. The students, however, were well aware of their spaces.

The environment was visually stimulating. The walls and bulletin boards throughout the school were colorfully decorated with a mixture of learning materials (multiplication tables, calenders, Dolch word lists, maps, etc.), students work, cultural pictures and symbols and inspirational quotes and pictures. The disciplinary rules list are also posted in each classroom.

#### Organizational Structure

The major organizational component of the school is the Board of Directors composed of three staff members and a law firm. The administrative staff is next including the business director, the administrative director who is basically responsible for the day to day operations, and the curriculum director, responsible for curriculum issues, teacher training and evaluation and the securing of educational resources. Finally, there is the teaching staff, including head teachers, teachers and volunteers.

The D.C. North School also has a Parent Advisory Council (PAC) which is composed of all the parents of the school.



The PAC was designed to give parents an opportunity to contribute positive and constructive support and advice. Parents are expected to become involved in at least one of nine committees aimed at maintaining and upgrading the operation of the school. The council also serves as a forum for parents to formally bring any problems or concerns.

### Philosophy and Ideology

The D.C. North School sees itself as a Black designed and operated community based educational institution which was created to provide a new type of education for the children of working class parents, "particularly those of the Black experience, whom as a group, have been victims of oppressive conditions... racism, poor housing, improper diet, inadequate medical care, inflation, unemployment,..."

Preparing students for survival is viewed as the primary function of a quality education program. The school brochure states:

This education does not simply mean preparing people for jobs. Quality education must equip students with the principles, abilities, knowledge and experience necessary to make socially responsible and socially necessary decisions, as well as the technical skills necessary to carry out these decisions. Quality education must strive to develop creative and intellectual potential to the greatest degree possible, through exposure to new ideas, through disciplined learning, through problem-solving and the opportunity for direct and effective action....Quality education should develop a desire for students to learn by providing a stimulating environment and challenging activities which foster growth and development at every level. Finally, quality education must include mechanisms to understand the social, economic and political environment AS IT AFFECTS PEOPLE [emphasis in original].

The goals mentioned above are accomplished through seven-

ral mechanisms:

- Providing a strong educational background through early and advanced academic exposure.
- Providing positive motivation to bring out the individual child's potential.
- Developing pride, a strong self-concept and identity by involving Black children with their heritage through programs emphasizing cultural awareness and historical understanding and how it relates to the society as a whole.

In addition, the founder of the school attempted to develop an educational models that would prepare students to become leaders of the Black working class community. The principles of the Nguzo Saba are used as the basis for an appropriate value system. However, these principles are looked upon as universal principles as opposed to those unique to the African experience.

#### Curriculum .

The educational program at the D.C. North School was developed over a seven year period prior to its establishment in 1977. The original ideology and performance objectives were developed by the founder and present curriculum director using the works and experiences of prominent educators, educational psychologists and innovative school systems. Each year the staff and a curriculum committee (composed of parents and teachers) evaluates the curriculum and makes any needed changes or additions.

The curriculum includes the core subject areas of art, music, physical education and social studies. Karate, piano, modern dance and gymnastics are also available.

For each child, at each academic division (toddler -

middle school) there is a specific performance objectives form where the objective and the date the objective was achieved is listed. These forms are to insure mastery of all curriculum objectives. In addition, the curriculum director has created an activity kit to assist unknowledgeable or inexperienced teachers in a particular area. This kit contains suggested methodology and exercises for achieving each performance objective. Black cultural and historical content for the performance objectives are primarily incorporated through the social studies and literature areas.

The multi-level grouping allows children to progress through the school at their own rate and ability level. The achievement of the explicit curriculum objectives determines the progression of the child from one level to the next. teacher/student relations which are allowed in the school.

### Teachers

The requirements for teaching at the D.C. North School are that the teacher have a degree or educational training in early childhood education or another educational related field of study (licensure requirement), a strong desire to teach and a willingness to learn. As mentioned earlier teacher training and evaluation is done by the founder and present curriculum director who developed the basic curriculum and teaching methods used by the school.

A week-long teacher training workshop is held at the beginning of each school year and four yearly one-day workshops are held throughout the year. These workshops are

designed for the teacher to reinforce the philosophy of the school, constructively critique each others techniques, perform group evaluations, present video presentations and readings on new instructional methods and ideas and discuss recent issues related to the school. Each new teacher is additionally trained one on one by the curriculum director. The goal is to train teachers who will be strong in all subject areas. An attempt was made to recruit teachers without much of the "spoiled" teaching experience and training received in traditional teacher training programs and schools.

Teachers attend city-wide educational workshops and are encouraged to take additional schooling. Teachers are also encouraged to create and introduce new teaching methods and ideas into the classroom based on the structure and philosophy of the curriculum.

The evaluation process involves assessment of teachers on a number of performance objectives including job performance, personal qualities, preparation and delivery of lesson plans and objectives of the school program, teacher/child relationships and other learning related tasks.

## The New Jersey School

The New Jersey School was founded in 1976 by a local community organization. It is presently located within the Black community of a relatively small New Jersey City in a self-contained building which also has an enclosed recreation area for the students.

The classrooms are divided into three levels, each named after a particular Black leader. There is the pre-primary, the kindergarten through 2nd grade and the 3rd through 5th grade classrooms.

A high level of energy and noise was typical of the school as a whole. This was attributed to the desire on the part of the staff to encourage expression, which is considered a healthy part of development.

The kindergarten - 2nd grade class is the largest. There was generally alot of activity going on at one time. The teacher had difficulty attending to all the children during any particular period of time. The children however were cooperative and attentive. The teacher attempted to respond to the individual needs of the children as much as possible. There was constant and free movement on the part of students and teachers depending on the context of the situation and the task being performed. The children were polite and respectful to the teachers and other adults present. During the dance class the students responded enthusiastically and were surprisingly coordinated for the difficulty of the exercises they were attempting to master.

The 3rd to 5th grade classroom was arranged in a

traditional manner with seating in rows and facing the front of the room where the teachers desk and blackboard were situated. The students were attentive and responsive to the teacher and eager to participate in the group lesson which was taking place. Relatively free movement was allowed around the classroom as long as it was purposeful. Discipline was immediate and firm and despite the high noise level displayed by the students the teachers rarely needed to raise their voices.

The wall decorations for both classrooms were relatively modest including student work, pictures, instructional diagrams and materials and maps.

#### Organizational Structure

The New Jersey School is operated by a community organization consisting of a Board of Directors, Parent-Teachers Council and the school staff. The Board of Directors is composed of eight persons including several founding members, community persons and two people elected from the parent body. The parent-teacher council conducts workshops and other activities aimed at strengthening the educational role of parents both at home and school. Parents are expected to attend monthly Parent-Teacher Council meetings, assist their children with homework assignments, attend parent/teacher conferences, visit the school and volunteer their services.

#### Philosophy and Ideology

The New Jersey School states that it was founded to

provide an education based on four basic beliefs:

1. Education has a culturally defined purpose as described by Dr. Julius K. Nyerere:

"That purpose is to transmit from one generation to the next the accumulated wisdom and knowledge of the society, and to prepare the young people for their future membership of the society and their active participation in its maintenance or development.

2. Education is presented through and perpetuates a cultural perspective. Education is approached from an African perspective and worldview.
3. The belief that every child can learn if motivated. Approaching education from an African cultural context and worldview is an important means of providing educational motivation for Black children.
4. Education should challenge Black students to apply the skills they acquire in service to their community and its needs.

In addition, the seven principles of the Nguzo Saba are used as a value system which guides the teaching/learning process.

### Curriculum

The curriculum of the New Jersey School was developed using different models of both public and private schools. It attempts to provide many experiences for enhancing the affective and cognitive development of its students. Each curriculum area is introduced at the pre-primary level and built upon as the child progresses through the program. The school bases a portion of its curriculum on the minimum promotion standards of the city's public school system. The

specific academic objectives to be attained are written and guide the teaching lessons for the pre-primary levels. The school is in the process of developing the upper grade school objectives. A progress report for each student is completed at the end of each trimester. For each level the report contains the objectives to have been achieved and a checklist of where the child stands on that objective.

### Teachers

The New Jersey School requires that a prospective teacher possess a high school diploma (some post-secondary training is desirable), familiarity with the school and the school with them, good instincts when dealing with children, good reading and writing skills, an awareness of political issues and a commitment to the school.

New teachers must participate in a teacher-training program given by the principal and involves an orientation on the background of the school and its ideology, development of lesson plans, classroom management, observation of in-class performance, role playing exercises and extensive feedback. Teachers are also expected to attend the CIBI Teacher Training Institute and various educational workshops throughout the year. The principal supervises evaluation (including self-evaluation) at the end of each school trimester. Finally, teachers are allowed to introduce new methods and materials into the classroom which are not in opposition to the ideology and objectives of the school.



### The Philadelphia School

The Philadelphia School originated in 1973 as a result of a public school teachers strike. Formed by a cadre of concerned parents, educators, students and community members the school presently occupies a two-story building within the African American community on the west side of Philadelphia Pennsylvania. All the classes are named after African countries. The kindergarten and 1st grade classrooms are autonomous while the 2nd and 3rd grade classes are combined.

The general atmosphere of the school varies considerably from relative calm to intense activity and noise. Staff persons are frequently heard shouting instructions and warnings to the students. The students as a whole were polite and respectful to teachers and other adults. There was an eagerness to display their talents and knowledge on the part of the older students. On particular days during the end of school there is a "special lessons" session in which, depending on the day, additional instruction is given in science, math and Black history. These sessions experienced frequent interruptions (parents picking up children), and a continuous effort on the part of the teacher to maintain order. Corporal punishment (hitting on the hand with a ruler or other light object) was witnessed frequently.

The walls and boards of the 1st grade classroom contained various pictures of Black and white fictional and non-fictional characters, a spelling test chart, weather posters, color charts, calender and other childrens academic and art work. The children's desks were arranged traditionally

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facing the front of the classroom. The teacher was observed sitting in middle of the childrens desks interacting intimately with the students during the lesson. All the students had immediate access to the teacher. The room itself was fairly small contributing to the necessary intimacy of the environment.

The 2nd and 3rd grade classroom was arranged similarly. The teacher's desk was situated at the front side of the room. The walls and bulletin boards of this classroom consisted of a large map of Africa, pictures of the childrens' events and fieldtrips (including a visit from the king of Ghana, West Africa), pictures of various African American individuals, childrens art and academic work and several inspirational sayings and quotes.

Each classroom contained a list of the school's disciplinary policy for the children to view. There are two categories of punishments that are given depending on the behavior exhibited. Corporal punishment and parent contact is the penalty for excessive behaviors such as fighting, stealing, property destruction, obscene language or behavior, and cheating. Milder forms of punishment and parental contact is given for cursing, lying, playing in class, running up and down the stairs, chewing gum or candy in class and yelling in the corridors.

### Organizational Structure

The Philadelphia School is one component of a larger community organization. Along with the educational program

the organization offers a secondary evening school, technical skill courses, counseling (i.e., parent workshops), cultural events (seminars on history, political education, etc) and a video service for the Philadelphia area. The main operating body of the organization is the advisory council consisting of former workers or those persons previously involved in the development of the organization, a representative of the parent group, experts from various community and business groups and administrative staff persons.

The administrative staff consists of the executive director and his assistant, the program director (administrator), the educational director and the parents council. Parents have certain responsibilities they must adhere to basically having to do with supporting the school and regularly attending monthly parent meetings. Parents are also encouraged to bring suggestions and new ideas to the attention of the school.

#### Philosophy and Ideology

The overall goal of the Philadelphia School is to elevate the cultural and academic abilities of the minorities, primarily African Americans, in the Philadelphia area. In addition, the school attempts to teach children to meet their own needs and the needs of the community, develop a positive identity and gain an historical understanding of their heritage and how it applies to a contemporary way of life. The parent handbook states that the learning procedures utilized at the school:

Provides OUR children from the pre-school level onward with a value system or frame of reference for living. This permits OUR children to define for themselves WHY they are learning, to be highly receptive to WHAT they must learn, and to gain the proper techniques for how to learn well. This value system continuously motivates OUR children to be productive, sharing and loving human beings.

This value system is based on the seven principles of Blackness or the "Nguzo Saba."

### Curriculum

The basic curriculum for the Philadelphia School was developed by the administrators and teachers of the school. Public school objectives and the experience and knowledge of the participants was used to create the overall general objectives. The cultural and science content was then added to the program. From these overall objectives every teacher is required to create their own yearly curriculum including the specifics of what they plan to teach which the advisory council eventually approves.

Assessment of the students is conducted using teacher-made tests, standardized tests and observation. Report cards are sent home to parents every 10 weeks. Mostly standard texts and instructional materials are used along with some African American oriented materials. Children generally progress by ability level as opposed to age level. Emotional maturity and physical development are also taken into consideration in this process.

### Teachers

The Philadelphia School has no formal process for the training of its teachers. The teachers in the primary (K -

3rd) grades entered the school with previous experience which was considered to be appropriate training. However, the present pre-primary teacher came to the school without prior experience or formal training and was basically trained by the members of the staff. This training included help in lesson planning, interaction with the children, exercises on methods of "reaching" the children, and observations and extensive feedback on in-class performance.

Teacher evaluation takes place at the end of the year. Teachers are assessed by the accomplishments of their students. If the students do well on the standardized and teacher-made tests and other characteristics such as self-esteem then the teacher is considered to be effective.

Supplemental and in-service training for teachers takes the form of staff meetings, curriculum workshops, out-of-school seminars and programs, and CIBI sponsored workshops. Periodically the school holds workshops with other schools in the area also. Tutorials on particular subject areas are also given by community volunteers. The teachers also reported having unlimited freedom within the classroom concerning the use of teaching methods and learning materials as long as the methods were within the guidelines of the the ideology of the school.

## The St. Louis School

Opened in 1979 as an independent elementary school, the St. Louis School is located in the inner city of St. Louis Missouri. It is presently housed in the basement of a church building. The school was planning to move into its own facilities in the near future.

There are presently two classrooms. The pre-school through 1st grade and the 2nd through 8th grade classroom. The upper level classroom maintained an orderly environment. Students were observed to be respectful and quiet and movement about the classroom is controlled by the teacher. Expression by the students was encouraged and various topics were freely integrated into the discussions by the students and teachers during the course of the lessons. The older students tended to work on individual work while the younger students fluctuated between group and individual work.

### Organizational Structure

The organizational structure consisted of a Board of Directors composed of the co-founders and three other members. There are two co-principals (one of which is a full-time teacher), one other full-time teacher, a teachers aide and volunteers. The parents are required to sign an enrollment contract which obligates them to a certain level of involvement within the school including membership in at least one of five support committees, raising a minimum amount of funds for the school with the assistance of the school itself and attendance at family workshops.

The family workshops are an integral part of the school

program which provide and opportunity for communication with parents, sharing of information and serve as a forum for discussion of issues related to the school, parenting and other community and worldly events. Parents are also allowed to bring suggestions on curriculum and organizational issues to the school however the decisions on implementation of these suggestions are strictly left to the principal.

### Philosophy and Ideology

The school stresses the development of the students skills and resources in order to return those skills and resources for the benefit of African American people and then mankind. It encourages self-determination and the continued transmission of knowledge and wisdom, academic and cultural, from one generation to the next. This is summarized in the following excerpt from a pamphlet describing the school:

(The St. Louis School) stresses high academic achievement, cooperation in work and living, conflict resolution and avoidance skills, self-discipline, and values and practices that lead to responsibility to God, self, family, community, race and humankind.

There is also an emphasis on political education, primarily aimed at developing within the student an understanding of how events effect their lives and becoming effective decision makers for themselves and their communities. A strong emphasis is placed on spiritual development involving an understanding and appreciation of different religions and the use of particular rituals and protocols. These rituals (pledges, songs, discussions, questions, etc) and protocols (proper ways of addressing

teachers and peers and asking questions) are also used throughout the school day for different purposes.

### Curriculum

The curriculum was developed by using various academic objectives of state and local schools, consulting a curriculum specialist, and extracting from these the areas which were appropriate for the school's purposes. Because of the desire to create academic excellence some areas were enhanced by the addition of more advanced objectives.

The curriculum consists of the areas of mathematics, science, reading, language arts, social studies, kiswahili, music, physical development, and as reported "opportunities for the practical application of each subject."

The school specifically lists the school-wide goals for each academic year along with how they are expected to be achieved. At the end of the year these goals are then reviewed and an assessment is made as to what gains or improvements were made.

Students are evaluated by how well they have achieved certain minimum academic objectives, their own work habits and by a work record which is given out every friday. This work record lists the date, assignment, the grade given and the cumulative average for the subject area. These forms are taken home in order to keep students, teachers and parents constantly up to date on their progress. The school also uses standard academic texts and instructional materials as well as self-made and Black oriented materials.



## Between School Comparisons

### Organizational Structure

Table 4 lists the organizational and parental characteristics of each of the 10 CIBI schools. All of the schools have formalized a governing body and parents group (parents council or parents committee). In each of the other three categories half of the schools are components of a larger organization, have a free standing director (i.e., not involved directly in the teaching process) and require mandatory parental involvement.

### Philosophy and Ideology

This was essentially an exploratory study and not designed to measure each school on the specific philosophical and ideological characteristics identified in the literature (see page 12). However, although the philosophy and ideology of the 10 independent Black schools studied are not absolutely identical there are several commonalities which they share. The intensity with which they are pursued varies within each school, however all are present to some degree in each school. These commonalities were:

1. An emphasis on high or superior academic achievement.
2. An emphasis on the transmission of culture and in some cases cultural development.
3. Developing a commitment to African people within the children.
4. Teaching self-determination including the necessity for the schools themselves to be independent.

**TABLE 4**

**Organizational structure  
of 10 CIBI schools**

| <b>School</b>                        | <b>Board of<br/>Directors</b> | <b>Component<br/>of a larger<br/>Organization</b> | <b>Free<br/>Standing<br/>Director</b> | <b>Mandatory<br/>Parental<br/>Involvement</b> | <b>Parents<br/>Group</b> |
|--------------------------------------|-------------------------------|---|---------------------------------------|---|--------------------------|
| <b>The Atlanta<br/>School</b>        | YES                           | NO  | NO                                    | YES   | YES                      |
| <b>The Baltimore<br/>School</b>      | YES                           | NO  | YES                                   | NO  | YES                      |
| <b>The Chicago<br/>Small School</b>  | YES                           | NO  | YES                                   | N/A   | N/A                      |
| <b>The Chicago<br/>South School</b>  | YES                           | YES   | NO                                    | YES   | YES                      |
| <b>The Chicago<br/>West School</b>   | YES                           | YES   | NO                                    | YES   | YES                      |
| <b>The D.C. Center<br/>School</b>    | YES                           | YES   | NO                                    | YES   | YES                      |
| <b>The D.C. North<br/>School</b>     | YES                           | NO  | YES                                   | NO  | YES                      |
| <b>The New Jersey<br/>School</b>     | YES                           | YES   | YES                                   | NO  | YES                      |
| <b>The Philadel-<br/>phia School</b> | YES                           | YES   | YES                                   | NO  | YES                      |
| <b>The St. Louis<br/>School</b>      | YES                           | NO  | NO                                    | YES   | YES                      |

5. Basing the educational process on distinct and explicit values.
6. Developing a strong Black identity and self-concept within the children.
7. The belief that all Black people are an African people with a common ancestry, a common condition and a common destiny.
8. Providing the children with a political education through an understanding of current and historical events and how they relate to African people.
9. Development of a lifestyle based on humanistic values.

The ten school programs in this study attempted to translate their ideology to the curriculum and teaching process through a set of formal and informal methods. The formal methods are those which are structured into the program specifically for the purpose of inculcating the desired ideas, attitudes and knowledge into the students. Usually these methods are written into the policy or curriculum guidelines of the school.

The informal methods are those which the teacher uses to supplement the formal methods, instructional materials and lesson plans. In many instances these two categories overlap. Although the informal methods are not written into the formal school policies they nevertheless occur as conscious efforts on the part of the teachers and others. These formal and informal methods can consequently be categorized into several distinct types. The following is a

list of these methods and their types:

Formal Methods

1. Birthday celebrations of significant African-American and African leaders (i.e., Kwame Nkrumah, Malcolm X, Martin Luther King, Marcus Garvey, Harriet Tubman, Fannie Lou Hammer, etc.).
2. Special days and programs oriented toward these significant figures such as hero study day, observance day, and libation day.
3. Through field trips and participation and sponsorship of community events such as Kwanzaa programs and the African liberation day parade. Students also participate in local science fairs in addition to the national science fair held each year by CIBI.
4. Recognition days emphasizing the values represented by the Nguzo Saba (i.e., togetherness day).
5. Protocols and rituals were used by most of the schools as formal procedures designed to reflect and reinforce their goals and values, particularly the Nguzo Saba. The protocols ranged from the proper way of standing, attending to and addressing teachers and other students to offering greetings, making requests and conversing in kiswahili. Of particular significance was the utilization of kiswahili terms to refer to the students teachers and other adults as mother (mama), father (baba), sister and brother.
6. The curriculum of the independent Black schools was

designed for early academic exposure with emphasis on science, math and history. Some schools utilized a separate Black history class while others integrated Black content through the other subject areas.

Lessons and classes were provided in arts and crafts, yoga and meditation. The St. Louis School in particular included conflict resolution and role playing into its curriculum.

7. Teachers reported that they designed their lesson plans to directly reflect Black cultural content using African people, historical events, current events and political education.
8. Through a curriculum which contains specific objectives for learning Black cultural and historical content.
9. Through self-made and Black oriented instructional texts, pamphlets, workbooks, and readers as well as poetry and proverbs. Films and guest speakers are also used.
10. Formalized African and African American games and songs with specific cultural and value oriented themes.
11. Utilizing symbolic representations of concepts, values and themes such as pictures; maps and shapes of Africa; pictures of historical Black figures; and colors (i.e. red, black and green).
12. Naming classrooms after African tribal groups, nations or people.

13. Discipline policies emphasizing respect and the proper roles and responsibilities of students and staff.

14. Dress codes requiring African related attire (The D.C. Center School, The Chicago West and Chicago Small School).

The above data consequently categorizes several purposeful policies used to inculcate cultural knowledge and values. Table 5 lists these policies used within each of the schools. As indicated, the schools were fairly similar on all but two of these programatic methods; the dress code policy and the integration of cultural content into the specific curriculum objectives.

#### Informal Methods

The staff of these 10 schools listed several different informal techniques for transmitting the philosophy which in general provides the students with a constant and consistent exposure to cultural, historical and value related content.

This took the form of:

- Using examples of African people places and events.
- Using proverbs and stories.
- Stimulating discussions on current events and concerns of the students.
- Encouraging questions by teaching students to always ask "why."
- Using sentences in lessons and tests related to African people.

TABLE 5

Curricular policies related to  
cultural development within each school

| School                       | Pledges | Kiswahili | Rituals | Pro-<br>tocols | Black<br>Holi-<br>days | Dress<br>Code | Diet | Use of<br>Nguzo<br>Saba | Cultural<br>curriculum<br>objectives | Black<br>oriented<br>materials | Family<br>orien-<br>tation |
|------------------------------|---------|-----------|---------|----------------|------------------------|---------------|------|-------------------------|--------------------------------------|--------------------------------|----------------------------|
| The Atlanta<br>School        | YES     | YES       | NO      | YES            | YES                    | NO            | YES  | YES                     | NO                                   | YES                            | YES                        |
| The Baltimore<br>School      | YES     | YES       | YES     | YES            | YES                    | NO            | YES  | YES                     | NO                                   | YES                            | YES                        |
| The Chicago<br>Small School  | YES     | YES       | YES     | YES            | YES                    | YES           | N/A  | YES                     | NO                                   | YES                            | YES                        |
| The Chicago<br>South School  | YES     | YES       | YES     | YES            | YES                    | NO            | YES  | YES                     | NO                                   | YES                            | YES                        |
| The Chicago<br>West School   | YES     | YES       | YES     | YES            | YES                    | YES           | YES  | YES                     | NO                                   | YES                            | YES                        |
| The D.C.<br>Center School    | YES     | YES       | YES     | YES            | YES                    | YES           | YES  | YES                     | YES                                  | YES                            | YES                        |
| The D.C.<br>North School     | NO      | NO        | YES     | NO             | YES                    | NO            | YES  | YES                     | YES                                  | YES                            | YES                        |
| The New<br>Jersey School     | YES     | YES       | YES     | YES            | YES                    | NO            | N/A  | YES                     | NO                                   | YES                            | YES                        |
| The Philadel-<br>phia School | YES     | YES       | YES     | NO             | YES                    | NO            | NO   | YES                     | NO                                   | YES                            | YES                        |
| The St. Louis<br>School      | YES     | YES       | YES     | YES            | YES                    | NO            | N/A  | YES                     | NO                                   | YES                            | YES                        |

- Writing African or African American stories and book reports.
- Supplementing textbook inaccuracies with facts.
- Consistent reinforcement.
- Acting as a role model. Displaying the values of the school.
- Structuring classroom activities to encourage cooperation, sharing and helping as well as independence.

The schools' staff reported that their schools differed from traditional schools through:

1. The teaching of Black culture, heritage and history.
2. Teaching from an Afrocentric perspective -  
 Afrocentrism, in general refers to the concept that all thought processes and behaviors should be in the best interest of Black people.
3. Strong parental involvement and communication.  
 Mandatory parental involvement is required in most schools.
4. A family environment stressing humanistic teacher/student relationships characterized by love and care for the child.
5. A small teacher/child ratio allowing individualized instruction and concern.
6. Political education attempting to provide children with an understanding of themselves within the world context.
7. High expectations, a positive achievement orientation



and challenging academic lessons characterized by early academic exposure.

8. Exposure to various ideas and knowledge.
9. Committed staff persons.
10. Relaxed, non-competitive and non-pressurized atmosphere.
11. Positive images.
12. Opportunities for teachers to be creative and flexible in teaching methods and subject content.
13. Academic content based on reality and facts.
14. An emphasis on nutrition and diet.
15. Use of a specified value system, the Nguzo Saba.
16. An emphasis on self-concept and Black identity development.
17. The teaching of respect and self-discipline.
18. Multi-level classrooms.
19. The special emphasis on the teaching and practicing of a positive and productive lifestyle and the preparing for future life experiences.
20. African-American control of schools.
21. Celebration of African and African-American holidays.
22. The identification of specific purposes and goals behind the educational experience.

The schools listed several desired outcomes of the schooling process, characteristics which the children are expected to possess. Obviously, these characteristics are strongly dependent on the age level at which the student leaves the school but in general they are:

1. A strong sense of themselves as a Black child. This includes a positive self-concept, identity and attitude, a strong cultural identity and an appreciation of his/her heritage.
2. Confidence in their abilities, comfortable in any environment and not easily influenced by peers or ideas.
3. Academic competence - Students are expected to achieve at grade level or above and possess good study habits. Reading ability is particularly emphasized.
4. The ability to think analytically, critically and independently. Students should have problem solving skills. Afrocentric thought processes are emphasized.
5. An understanding of the Nguzo Saba and the ability to make value decisions based on its principles.
6. A commitment to African and African-American people throughout the world.
7. A disciplined and self-determined attitude and behavior.
8. An awareness of political issues and current events, particularly as they relate to African Americans.
9. Strong historical knowledge.
10. Social and emotional competence recognizing the importance of people and the ability to effectively communicate and relate to all people.
11. Understand the needs and purposes of education.

12. Recognize the importance of family and familial relationships.

13. Possess the urge to create and institute change in society.

### Curriculum

The curriculum of these ten schools can be defined as the total school program including those policies and procedures related to these academic, cultural and political development. All of the schools provided a standard academic program stressing the basic subject areas. Standardized materials were used and objectives were generally derived from existing local standards. The effective schools literature (Edmonds, 1979) identified six characteristics which are related to academically effective schools. To review briefly, these were:

- a strong instructional leadership.
- high achievement expectation on the part of the teachers.
- an orderly, quiet and instruction oriented atmosphere.
- acquisition of basic school skills takes precedence over other activities.
- school resources channeled to the furtherance of the fundamental objectives.
- a means by which student progress is frequently measured.

Table 6 lists the relative presence or absence of these characteristics within each of the CIBI schools. This study identified several additional characteristics which were potentially related to academic effectiveness. These were:

TABLE 6

**Curricular characteristics  
related to academic school effectiveness**

| School                      | Curriculum<br>Leadership | High<br>Achieve-<br>ment<br>orienta-<br>tion | Orderly<br>quiet<br>environment | Standar-<br>dized<br>tests | Specific<br>performance<br>objectives | Precedence on<br>Acquisition of<br>Basic skills | <sup>a</sup><br>Resources<br>Channeled to<br>Fundamentals |
|-----------------------------|--------------------------|--|---------------------------------|----------------------------|---------------------------------------|---|---|
| <hr/>                       |                          |  |                                 |                            |                                       |   |   |
| The Atlanta<br>School       | NO                       | YES  | NO                              | YES                        | NO                                    | YES   | N/A   |
| The Baltimore<br>School     | NO                       | YES  | NO                              | YES                        | YES                                   | YES   | N/A   |
| The Chicago<br>Small School | N/A                      | YES  | N/A                             | YES                        | NO                                    | YES   | N/A   |
| The Chicago South<br>School | NO                       | YES  | NO                              | YES                        | NO                                    | YES   | N/A   |
| The Chicago West<br>School  | NO                       | YES  | NO                              | YES                        | NO                                    | YES   | N/A   |
| The D.C. Center<br>School   | YES                      | YES  | NO                              | NO                         | YES                                   | YES   | N/A   |
| The D.C. North<br>School    | YES                      | YES  | NO                              | YES                        | YES                                   | YES   | N/A   |
| The New Jersey<br>School    | YES                      | YES  | NO                              | YES                        | NO                                    | YES   | N/A   |
| The Philadelphia<br>School  | NO                       | YES  | NO                              | YES                        | NO                                    | YES   | N/A   |
| The St. Louis<br>School     | YES                      | YES  | YES                             | YES                        | YES                                   | YES   | N/A   |

<sup>a</sup> Not able to determine with existing data.

- Multi-level classrooms.
- Early academic exposure.
- Small teacher/student ratio.
- Formalized teacher training program.
- Formalized teacher evaluation.

Table 7 lists the relative presence of these characteristics within each school. The two areas in which the schools showed significant variance were in performance objectives and instructional leadership.

### Theoretical and Pedagogical Framework

The Schools in this study varied considerably in their use of theoretical approaches and methods such as Piaget, Montessori, mastery learning or direct instruction. However, all of the schools and teachers stated using an eclectic approach. This involved the use of those learning models or parts of the models or theories which were considered appropriate for their purposes. In addition, the characteristics identified in the above section which were related to effective schools are also a major component of the pedagogy. These were:

- Multi-level grouping is used partly out of necessity and partly because it was considered to be an effective method of teaching students and fit into the family structure of the schools. An important aspect of this approach is the grouping of students to allow the older students to help and be role models to the younger students.

- Individualized Instruction - although the dominant mode of instruction in most of the schools was group

TABLE 7

Effective school characteristics  
of 10 CIBI schools

| School                   | Multi-<br>level<br>Classrooms | Early<br>Academic<br>exposure | Small<br>teacher/<br>student<br>ratio | Teacher<br>training<br>program | Teacher<br>evalua-<br>tions |
|--------------------------|-------------------------------|-------------------------------|---------------------------------------|--------------------------------|-----------------------------|
| The Atlanta School       | YES                           | YES                           | YES                                   | NO                             | YES                         |
| The Baltimore School     | YES                           | YES                           | YES                                   | NO                             | YES                         |
| The Chicago Small School | YES                           | N/A                           | YES                                   | N/A                            | N/A                         |
| The Chicago South School | YES                           | YES                           | YES                                   | N/A                            | YES                         |
| The Chicago West School  | YES                           | YES                           | YES                                   | YES                            | YES                         |
| The D.C. Center School   | YES                           | YES                           | YES                                   | YES                            | YES                         |
| The D.C. North School    | YES                           | YES                           | YES                                   | YES                            | YES                         |
| The New Jersey School    | YES                           | YES                           | NO                                    | N/A                            | YES                         |
| The Philadelphia School  | YES                           | YES                           | YES                                   | NO                             | NO                          |
| The St. Louis School     | YES                           | YES                           | YES                                   | NO                             | YES                         |

instruction, individual attention was readily given when necessary or when requested by the students.

- Early academic exposure - theoretically this was viewed as necessary and effective in developing academic capabilities in the children early in life allowing them to go beyond the normal academic expectations of later schooling. All of the schools except the Chicago Small School contained a pre-primary component. Early academic exposure generally took place at this level with children 3 through 5 years of age.

- Value oriented methods - teaching methods as well as content were explicitly based on values which reinforce the affective and academic dimensions of education and life in general.

Two of the schools have very extensively developed frameworks for the teaching/learning process. In addition to the open-space environment mentioned in the case study section the D.C. North School attempts to determine the learning style of each child and use this knowledge to create the appropriate learning atmosphere for that child. The learning style is assessed within 30 - 60 days of enrollment by administering learning style inventories. These inventories are completed by the child and through observation by the teacher. They determine such characteristics as the atmosphere (noise level, lighting, temperature, design of the classroom) in which the child feels most comfortable and the internal characteristics of a child such as motivation.

Additionally, the D.C. North School encourages its teachers to closely follow the curriculum and stresses active, experientially based learning. Teachers keep children for a 3 year period which allows them to become very familiar with their needs and individual characteristics and creates a comfortable and trusting atmosphere for the child.

The D.C. Center School attempted to develop its own theoretical framework from the basis of the unique African psyche and experience. This approach is based on how childhood was perceived in a traditional east African environment. Although not fully developed, the stages in this approach include:

1. Birth to 7 years - Early childhood

2. 7 years to 12 years - Childhood - New birth

Children receive more responsibility and develop a new type of thinking process.

3. 12 years to 14 years - Pubescence

Children begin to think much like adults. They begin more mature thought about their lives.

Spiritual maturity is also evident.

4. 14 years and older - Adulthood

Ceremonies initiating the child into the next level are given at each stage. The school had a 6-week program and initiation ceremony for the 14 year olds.

Several other aspects of the teaching process were seen as necessary in effectively teaching Black children despite the approaches used. These were:



1. Content and information must be interesting and challenging to the child.
2. Content must be realistic to the child's environment.
3. Affection and love must be generously given.
4. Common sense approaches which comes from a combination of knowledge and experience.
5. Learning must be viewed as a positive and negative experience.
6. Expression must be encouraged. This was observed in varying degrees in each school but generally geared toward the belief that expression leads to confidence in ability, eventual self-control, an understanding of appropriate and inappropriate behavior, and active and natural learning.

### Achievement

Documentation of achievement scores from standardized tests were obtainable from only a few schools. An analysis of the overall effectiveness of the ten schools in terms of academic achievement could not be made.

The schools in which the achievement scores were available demonstrated average or above average scores in terms of their national percentile rankings in reading, math and language arts. In the New Jersey School, students whose only school experience had been with an independent Black school (IBS) achieved higher scores than those who entered the school after experiences in other public and nonpublic schools. In addition, throughout the schools it was

consistently reported by teachers and parents that upon leaving the IBS children generally entered other public and nonpublic schools at least one or two grade levels ahead of their age group.

### Discipline

The type of discipline problems most frequently mentioned were respect (talking back to teachers, gestures toward teachers and peers), playing in the classrooms and running through the school, cursing and fighting (occasionally; not reported in most schools).

In general, discipline problems were minor. According to the teachers and administrators, the most effective means for maintaining an orderly and disciplined atmosphere was by creating a tight, positive and well structured classroom environment. These involved classroom management techniques in which the teacher plans activities and anticipates the attention span, interests, needs and abilities of the students. Rules must be explicit and rewards consistent. Teachers must effectively maintain communication with the student, constantly discuss and identify problems and emphasize problem solving techniques. Constant communication with other teachers and consistency among teachers was also mentioned as important. Among the other techniques used for maintaining discipline were:

1. Behavior modification techniques.

- time out - away from other children, isolation
- withdrawal of privileges

- reward or point system
  - extra school work
  - corporal punishment - usually involving, moderate spanking or a ruler on the hand. The extent to which this technique was used varied in each school. In all cases parents permission is previously obtained.
2. Referral to principals or directors office
  3. Modeling - children are indirectly told to behave like those who are behaving properly. For example, a teacher may say "I think I will let Kofi go to lunch early because he is sitting quietly in his seat and doing his work."
  4. Informing parents - this is an extremely important technique because teachers and parents attempt to stay in constant communication, in many cases, seeing each other everyday. The child consequently receives consistency at home and school.

#### Attitudinal Responses

Question #1 - How do you prepare students for the transition from your school into traditional schooling? This question was posed to the school directors and attempted to address the problems created by the uniqueness of an independent Black institution characterized by its ability to give individualized attention, its non-competitive nature, close teacher/student relationships and lack of gross anti-social behaviors. Also, other schools, particularly inner-city public schools have more of a heterogeneous population

in terms of racial, ethnic, and religious groups and ideas.

The majority of the respondents stated that in general nothing out of the ordinary was attempted. The schools emphasis on strong academic and self-confidence and identity building was thought to be sufficient for the students to draw on in difficult or unfamiliar situations.

The conscious efforts that were made to approach these problems usually consisted of honestly discussing and assisting the possible differences that may be encountered at the new schools and providing social experiences outside the school. Some of the schools researched the potential schools which their children were planning to attend and assessed their programs in order that the parents and students would know what to expect and prepare themselves. Parental support was the primary resource for the student. The Atlanta School also attempted to prepare its students for test-taking by reducing the related anxiety and pressure. The teachers used relaxation and meditation exercises for the children prior to taking the tests.

Question #2 - "There is concern within the Black community over the lack of positive Black male role models for the Black male child. How does your school handle this problem?" The most frequent response to this question was that a conscious effort on the part of all the schools was made to recruit male teachers and other school workers. This included getting parents involved and providing opportunities for the children to visualize active and positive male

figures in all aspects of the school program. In addition, children are exposed to historical and current male figures. Both positive and negative images are discussed. Children also observe the role in which the male is expected to play within the framework of the family.

Question #3 - What are the essential skills and knowledge a teacher should possess in order to teach Black children?" Teachers responded to this question in a variety of ways. A couple of the responses were specific to particular schools and will be indicated in this analysis. These responses were:

1. 56% of the teachers felt that an effective teacher for Black children must possess a strong commitment to the children. This involves a caring and love of the children similar to that of a parents love, a caring for their parents and the belief that the child is capable of learning anything. In addition, the teacher must understand the importance of the Black child to the Black community and the role that education will play in terms of developing future leaders and change agents.
2. 41% stated that teachers should possess good educational training, This referred to educational knowledge and skills and an understanding of the learning process and not necessarily formalized educational training.
3. 41% stated that an effective teacher needs a good self-knowledge, self awareness, self-confidence and a

**strong Black self-identity.**

- 4. 31% of the respondents believed that a teacher must possess a good historical, cultural and truthful understanding of Black people. This includes knowledge of current political events and of European history and culture as they relate to Black people around the world.**
- 6. 28% responded that the teacher must possess "know how." This was described as the ability to initiate the child's thinking process, motivate the child, bring excitement to the classroom, relate to children and challenge the students.**
- 7. 25% stated that the teacher must have a strong desire to be a teacher, is satisfied with their role as a teacher, takes pride in their job, is enthusiastic, and has a positive outlook.**
- 8. 22% stated that a teacher must possess the desire to learn more, have good study and self-training skills and continually assess their own performance within the classroom.**

**The following remaining responses were made by less than 20% of the teachers:**

- 9. Be open-minded, flexible and use common sense in relating to children.**
- 10. Understand the child's worldview and needs.**
- 11. Possess patience.**
- 12. Go beyond what is expected of a teacher. Self**

**motivation and hard work.**

**13. Have a love of Black people.**

**14. Think Afrocentrically - all thoughts, actions and teachings are related to the best interests of African/ African American people.**

**15. Actively involved in the Black liberation struggle (the response of three teachers from the D.C. Center School).**

**16. Experience with Black Children.**

**17. Possess a commitment to the school and community.**

**18. Have a strong creative capacity.**

**3% or one respondent each stated that a teacher should:**

- have been exposed to various ideas and situations.**
- believe in the family and community concepts.**
- understand and practice the Nguzo Saba.**

## CHAPTER 4

### Discussion

#### Philosophy and Ideology

As expected, the philosophical and ideological approaches of the schools corresponded closely with those prescribed and identified in the literature (see page 12). The different aspects of these philosophical prescriptions are manifested in various ways and in varying degrees throughout each of the schools. However, the schools as a group attempt to provide three interrelated types of educational experiences: (a) An academic educational experience, (b) a cultural experience, and (c) a political experience.

An academic experience - this is discussed in more detail later in this paper, however, its important to note here that this experience is similar to the one a child would receive in other academically effective educational environments. The emphasis is on providing the child with a superior education. Superior in terms of preparing the child for academic content beyond the standardized objectives of the public school systems.

Although the documented standardized test scores were not collected the track record reported by the individual schools indicates that the students as a whole manage to achieve at least an average level of success and in many cases are above average. Since this effectiveness may only



manifests itself most noticeably with students who have been with the schools throughout their school career it would be interesting to determine what effect the schools have on students over several years and on those entering from other school systems.

CIBI schools are designed to be the "correct" models of education as opposed to "alternative" models. Each of the schools preferred to enroll children at the beginning of their educational careers. Students who have been incapable of achieving in other school systems in many cases enter with additional baggage (i.e., emotional problems, conflicting value systems, antisocial behaviors) which in many instances the schools are either not equipped to handle or prefer to avoid because of the drain in human resources which these children require. Therefore, the schools are most effective in developing as opposed to rehabilitating the character of the child.

It is also important to develop with the child the confidence needed to achieve any academic task. This is particularly relevant in the fact that the children will eventually enter a different school system which does not necessarily hold the same standards or provides the same support as does the CIBI schools. This represents a fear on the part of many parents that the child will be incapable of coping with such obstacles. It is possibly the case, however, that the children may enter more traditional schooling better prepared than the average child in terms of their academic competence and wider exposure to different

educational content. Future research in this area will be needed to determine if this is actually the case. In viewing these perspectives it appears that the major goals of the academic experience is to provide children with a competent academic ability and develop their confidence in that ability.

The cultural experience attempts to expose the child to the values, history and cultural aspects of their heritage through purposeful and explicit methods. The goal is to help the child understand his heritage in an intrinsic and non-superficial manner. Many of the schools attempt to reflect the society and the individuals within that society which they are trying to create; the development of the new African man and woman.

This "newness" or "uniqueness" is of crucial importance in understanding the independent Black school. The schools are attempting to present a solution for the dissolutionment presently found in many African American communities. In his discussion of the schizoid nature of Black existence, Wilson (1978) asserts:

Black people in America do not belong to any one functional, coherent, cohesive culture. They belong to neither the white culture nor to one they can call their own. Culturally speaking, blacks exist between "the devil" of the dominant white world to which he is not permitted to fully belong, and 'the deep blue sea' of the currently dysfunctional black world to which he is also not permitted to belong. He is victimized by both worlds and has thus far found no positive way out of this crushing dilemma. The black man today is only part black. The other part of him is white. These two parts which more often than not pull against each other, which contradict each other and which are 'out of synch' with each other, make up virtually two sets of mutually incompatible needs, drives, impulses, values, cultural traditions, ways of thinking, etc, simultaneously. (p. 51).

Therefore, these CIBI schools are characterized by their desire to create a functional and positive ethos and culture within the Black community. This constitutes an attempt to create what Anyon (1981) termed "cultural capital."

Cultural capital refers to providing the children with "knowledge and skill at manipulating ideas and symbols in their own interest, e.g., historical knowledge and analysis that legitimates their dissent and furthers their own class in society and in social transformation." (p. 32). In the case of the CIBI schools, the attempt is made to provide the cultural capital which will further the transformation of society for the African race. Students are consciously being prepared to take leadership roles and be agents of social change.

One of the most important aspects of this component of the program is its value orientation which focuses on the cultivation of positive and humanistic values and those directed in the best interests of African people. This value system serves as the foundation on which the cultural system

is to be developed.

The political experience attempts to provide the child with a realistic, historical and analytical understanding of world events. Again, the emphasis is on the African experience and how world events effect African people. It is the belief that no events occur outside of a political context and that this realization will assist the child in making appropriate life decisions in the future.

Although interrelated these three experiences did not appear to be dependent upon one another. For example, it is probably possible to achieve an academically effective school without achieving the cultural or political effectiveness. A cultural and political education is more difficult to achieve. This points to another set of categories on which the schools differ. This can be defined through levels of intensity in relation to cultural and political goals.

The ten CIBI schools which were studied can be categorized as being of low intensity, moderate intensity or high intensity in pursuing their cultural and political goals. The schools which were of low intensity were those which were characterized by two or more of the following characteristics:

- Were in a transition stage from one type of educational program to a nationalist/pan-africanist orientation.
- Began as an alternative to the public schools as opposed to a consciously distinct educational model

oriented specifically towards Black people.

- Provided a cultural education primarily through a historical teachings perspective.

Received outside governmental funding.

The schools which were of low intensity were The Baltimore School and The Philadelphia School.

The schools which were of moderate intensity were those which:

- Exposed children to a political and cultural education which is characteristic of a survival orientation which emphasizes development of the skills and knowledge needed for Blacks to survive in the present society.

Enrolled a substantial number of children with professional and high income parents.

- The schools which were considered moderately intense were the D.C. North School and the Atlanta School.

The schools which were highly intense were those which:

- Adhered strongly to a nationalist/pan-africanist orientation.
- Strongly pursued a cultural educational experience in an explicit effort to create the "new African society." This is essentially accomplished through a curriculum which strongly emphasized the behaviors, attitudes, knowledge and values characteristic of an African personality.
- The schools characterized as highly intense were the D.C. Center School, the Chicago South School, the Chicago Small School, the New Jersey School and the

### **St. Louis School.**

Although these categories cannot be empirically validated given the data collected these intensity levels are based on the overall focus or direction of the school although most schools contained elements of all three.

The low intensity schools tended to have the most trouble in translating their philosophies to the educational program. This seemed to be partly a consequence of the lack of ideological consistency among staff members and parents. The fact that these schools were not originally designed to be distinct African American educational models caused conflicts when attempts were made to make that transition. Also, receipt of governmental funding may have required the schools to adhere to certain standards which would not cause them to jeopardize this support.

The intensity level also related to the schools' ability to secure operational resources. Outside of tuition, the data indicate that the low intensity schools secure a considerable portion of their funding through direct or indirect governmental sources. Moderate intensity schools secure a significant amount of their funding through parental contributions and support. And, the high intensity schools must secure their resources through fundraising activities and other business ventures.

Obviously, those schools capable of securing sufficient resources were the ones more able to diversify roles within their schools. In all but one of the low and moderate

intensity schools the structure was able to support a separate director to administrate its organizational and business functions. In the high intensity schools the teachers also functioned as administrators performing the business, administrative and curricular duties. This diversity may have led to a more efficient but not necessarily a more academic or culturally effective school.

In this study, academic and cultural effectiveness was considered to be representative of three particular characteristics: (a) the consistency of responses among staff members within a particular school, (b) perceived satisfaction with the school program on the part of the staff members (established through the formal and informal interviews with staff and parents), and (c) the observed consistency between the school's professed philosophy and its actual practice. In general, the low intensity schools were ineffective in achieving these three characteristics whereas the moderate and high intensity schools were more effective in this respect.

Many questions related to philosophy and ideology remain unanswered. Most questions have to do with determining the effectiveness of a school in achieving its cultural and political goals. The task, it seems, is to assess the degree to which the children are influenced and motivated by the educational programs. A systematic process is needed by which to judge the effectiveness of a school, and more importantly, what particular variables lead to this effectiveness. Presently, most assessment is conducted

through informal observation and follow-up of the behaviors and attitudes of children who have matriculated through these programs. Future research will need to be conducted in the development of instruments to assess the effectiveness of the schools. The desired characteristics identified by the school teachers and administrators can possibly be transformed into outcome measures and used to determine when a school can be considered effective. From there it may be possible to determine the answer to such questions as: What are the necessary components of an educational model which cause or create the desired cultural characteristics in the child? Is it the family oriented environment? The factual historical information? The political perspective? Does it necessitate a combination of these and more?

#### Organizational Structure

As noted in the results section, the overall structure of the CIBI schools is comparable to other types of nonpublic schools. Probably the most important component of organizational structure is the fact that the CIBI schools are characterized by strong parent/teacher communication and parental involvement. This is partly the result of efforts on the part of the schools to encourage participation such as mandatory parental involvement and parent/community information and education programs. In addition, research suggests that parents who choose to send their children to private schools and pay private school tuition signal a concern for their child's education and a belief that the



program offered will help their child to learn. This is particularly true for families for which the financial sacrifice is great (Murnane, 1982). This may consequently translate to a greater involvement and emotional investment in the school. It was also reported that those parents who are most active within the school are those who are more aware of educational issues and needs, tended to be more conscious of political, cultural and educational realities and whose personal philosophies closely corresponded with that of the school.

However, several questions arise concerning the parent/school relationships which need further exploration and research. First, what is the exact degree of involvement by parents within the schools. More specifically, what percentage of the parents are involved and what is the depth of this involvement. Secondly, what effect does social status and level of educational attainment have on the ability of the schools to achieve their desired goals. In one school which claimed to serve at least a 50% population of low-income families it was reported to be more difficult to obtain parental support. Thirdly, what effect does the cultural and political education of the children have on their parents? A fourth concern has to do with the affect that the schools have on the surrounding community? If the schools are designed to reflect the society they want to create then the process for transforming a school program and its values to the larger Black community must be systematized.

Finally, what are the reasons parents decide to send their children to Black independent schools. As indicated earlier, the teachers reported several reasons, among which the most important two were academic effectiveness and ideological exposure. A study conducted by the director of the New Jersey School indicated that academic performance expectations for the school was high throughout the parent body and that ideological (expressed as cultural) expectations were high for a large segment. It needs to be determined if these findings are consistent throughout the CIBI network, and if not, what variables determine the relationship. For example, in one case the school happened to be the only one of its kind within the city which had any type of Black cultural orientation.

### Curriculum

As identified in the results section, the two areas in which the schools showed significant variance were in performance objectives and instructional leadership. A more detailed assessment of the effect that these characteristics have on achievement needs to be conducted. This study, did not determine whether the acquisition of basic school skills took precedence over other school activities. It appears, however, that most of the schools gave equal attention to the development of cultural skills and knowledge. Also because resources were limited within most of the schools, those available were necessarily channeled to fundamental objectives. Future research will be needed to determine the

order of priorities within the schools. Are they academic or cultural? Can these tasks be separated?

Those schools which had strong instructional leadership and a strong teacher training program generally tended to have a more cohesive consistent and satisfied staff. Cohesiveness and consistency is represented by teachers who generally responded similarly to interview questions, were clear on the goals of the school and attempted to closely follow the curriculum. The teachers in these schools also tended to very clearly understand their role as a teacher and the limits of their freedom within the classroom. In some cases, the schools conducted teacher training and evaluation but they were not done regularly and did not have a particular focus. A good teacher training program was one which was formalized and attempted to orient the teachers to the philosophical and cultural milieu of the school as well as its particular instructional methods and styles. This is done in order to create a school environment where the teachers are cohesive, consistent and clearly have the same goals in mind. Effective teacher evaluations were systematic and tended to look for specific teacher qualities and behaviors based on the philosophy of the school.

As identified in the results section, the two programatic methods on which the schools most differentiated were; the dress code policy and the integration of cultural content into the specific curriculum objectives. At this point no clear relationship can be deduced from the presence

of a dress code policy and school effectiveness. It may only be relevant when considering the cultural "intensity" level which a school desires to achieve. For example, the D.C. Center School stated that it has a very intense program which attempts to provide for the immediate cultural needs of Black people. The dress code is one of the methods through which this immediacy can be obtained by providing the child with an image or symbol of their African culture on a daily basis.

On the other hand, cultural content which is integrated into the specific cultural objectives of the school may pose a different problem. Integration of cultural objectives is one formalized method of assuring that specific content is received by the students. It also requires that this content be well-defined. Otherwise the schools run the risk of integrating content in a haphazard and unsystematic way. Consequently, content can be easily lost through staff turnover or unknowledgeable teachers.

The schools departed significantly from the prescription for an orderly, quiet and instructionally oriented atmosphere. The environment was instructionally oriented although "time on task" was observed to be low in many cases. More extensive observational studies may be needed to determine the particular levels of time on task and its relation, if any to achievement. The schools, in general, made a conscious effort to encourage pupil expression. This was consistent with the research that suggests that African American children need an environment which takes advantage of their natural high energy level and vibrancy (Gordon,

1982). Also, the necessity for quiet and order may not be applicable to such a small school environment. The fact that a small student/teacher ratio generally leads to a more manageable classroom situation and consequently less confusion and more order.

Academic and cultural content was the most significant aspect of the curriculum throughout all of the schools. Content is the ingredient that most distinguishes the independent Black school from other public and non-public schooling. The schools make a conscious effort to honestly deal with values and the crucial issues affecting Black people. Further research needs to be conducted to more specifically develop and operationalize "cultural content." What specifically are the necessary attitudes, concepts and knowledge for Black child development. The CIBI network is presently attempting to more specifically develop these concepts. A clearly operationalized cultural model would assist the implementation and dissemination of Black educational needs.

### Pedagogy

Interestingly, a combination of several approaches, including common sense, was the most prevalent theoretical and instructional approach. This again points to the significance of a positive achievement orientation. Developing childrens' confidence in their abilities is of primary importance.

The traditional approach to the educational process

utilized by the D.C. Center School holds interesting possibilities. Presently many young people lack a clear understanding of their roles and responsibilities within the society. Boateng (1983) notes that:

In western cultures, social scientists agree that the transition from youth to adulthood, with its sexual ripening, is accompanied with prolonged conflicts marked by varying degrees of frustration, guilt, and at times a total break in intergenerational communications. In traditional African societies, secret societies or initiation ceremonies helped the African youth to avoid this break in communication and all the attending negative reactions. Traditional African education was an informal vehicle that prepared Africans for their responsibilities as adults in their communities.

The development and application of this approach could lead to a more consistent and concrete view of childhood and early adolescence.

Perhaps the most significant and most frequently mentioned aspect of the teaching process concerns the need for the expression of love and caring. This was seen as an essential part of any effort to relate to African American children. This involved frequent touching and holding as well as concern for the child as a whole, their family and home life, their experiences and their community.

Another concept identified in the data is that of afrocentrism. Asante (1981) has very clearly detailed the characteristics of an afrocentrically minded person. However this concept also needs to be operationalized in order that specific content and methods can be identified and taught within the schooling process.

## Teachers

Teachers were considered the most important components within each of the school's educational philosophies. All of the culture and information is filtered through the teachers. The results section listed the various qualities which the CIBI teachers perceived as necessary for an effective school program. Several teachers believed that any person is capable of teaching Black children if they are enthusiastic, willing to learn and share the school's philosophy. However, the philosophies of the schools dictated that a Black teacher is most capable of transmitting the culture and properly socializing the child.

A difference was observed in the motivation of the teachers within the different schools. In the schools characterized by high intensity programs, most of the teachers tended to be naturally motivated in the sense that their lifestyles very closely corresponded with the ideals of the program. Although the academic training of the child was important their motivation was more culturally oriented.

The teachers of the moderate intensity schools were more academically oriented and the cultural motivation came as a result of the training and education received through the school. Again, these distinctions are not absolute. Elements of each are present in each school. However, this points to the significance of an effective training and evaluation program. As the schools continue to operate and expand, the need to train more non-culturally motivated teachers will be greater.

## Discipline

The data indicate that a tightly structured and positive environment was the most important component in minimizing disciplinary problems. However, other factors specific to the CIBI schools and private, independent schools in general are also responsible. Small class sizes, concerned and active parents, and the fact that most of the schools are able to limit their enrollment may contribute to this lack of disciplinary problems.

In most respects the schools adhere to discipline techniques which are recognized in most of the mainstream literature. In addition, the family orientation and the open expression of love and caring contributes to the school's ability to maintain their effectiveness. The family oriented environment allows children to feel comfortable, secure and, most importantly, creates a sense of continuity between the child's home and school.



## Summary

This study attempted to explore the phenomenon of Independent Black Schools. Using interviews, questionnaires and site observation, ten schools were studied according to their philosophical, ideological, organizational and curricular characteristics. Among the findings were:

1. The schools attempt to provide three interrelated types of educational experiences: (a) An academic experience, (b) A cultural experience, and (c) A political experience.
2. Schools varied in the intensity in which they pursue their cultural and political goals. This intensity was either low, moderate or high. This intensity was a factor in determining the degree to which the schools were able to secure sufficient funds, attract students and accomplish their desired goals.
3. All of the schools were characterized by strong parental involvement although the exact level of this involvement could not be determined. It was however considered to be contributive to the schools effectiveness.
4. The relationship between school characteristics and the effective schools literature on public schools was analyzed. Additional characteristics were identified which may also have an affect on school effectiveness. Additional research needs to be conducted to determine the relationship between these

characteristics and student achievement.

5. In general, the schools used an eclectic pedagogical approach with a strong emphasis on providing a loving, caring and family oriented educational environment.

Implications of each of these characteristics were discussed along with suggestions for future research. It appears that the most important task next is to operationalize the crucial variables within a school program determine cultural and academic effectiveness. Such a causal model would provide the basis for the dissemination and development of more innovative and dynamic Black educational programs. It is nevertheless clear from this study that independent Black educational models provide a viable option for African American families.

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## APPENDIX A

### Cover letter and introduction

To whom it may concern:

My name is Craig C. Brookins and I am a graduate student at Michigan State University. I have initiated a study for my masters thesis entitled "A Descriptive Analysis of Independent Black Educational Models." I have selected the CIBI network of schools for this study primarily because of the ideological orientation which is consistent and shared between the various schools.

The purpose of this letter is to solicit your support and participation in the study. Enclosed is an introductory letter from the director of CIBI, Kofi Lomotey. I have discussed the proposed study at length with him and have adhered to the guidelines for study on CIBI member schools. The proposal has been approved and this is the first step in the process.

The study involves a two (2) day site visit. The first day will include interviews with the director, teachers, and other workers within the school. The second day will include observations of classroom activities. The goal of the study is to describe how ideology is translated to the curriculum and the teaching process and to begin to develop a framework from which to measure outcomes and goals of a proper African American educational model.

Enclosed is a form on which to indicate whether your school will participate in this study. Also enclosed is a questionnaire which will provide me with some general information about the school. Please fill out the participant agreement form and the questionnaire and return by April 20, 1984 in the pre-addressed stamped envelope. Please return the questionnaire even if you do not agree to participate in the study.

Upon receipt of the participant agreement form I will call your school by telephone to arrange a time for the site visit. There are eleven (11) schools which have been identified for the study. I would like to arrange site visits between April 26 and June 1.

Due to the limited amount of time remaining in the school year your immediate reply to this letter will be appreciated. I hope this does not cause any inconvenience. If there are any questions about the proposed study or any other concerns which you may have feel free to call me collect at 517-372-9567. Thank you very much for your cooperation.

APPENDIX B

CIBI Introduction Letter



**The Council of Independent Black Institutions**

NATIONAL EXECUTIVE OFFICE  
P.O. BOX 50396  
EAST PALO ALTO, CA 94303  
(415) 327-5843

27 March 1984


To Whom It May Concern:

This is to introduce Brother Craig C. Brookins, who is a graduate student at Michigan State University. Mr. Brookins is aware of the CIBI guidelines regarding research on CIBI and its member institutions, and has agreed, in writing, to comply. Please offer him any assistance you can, as he pursues his research related to independent Black institutions.

I am sure that Brother Brookins would be willing to let you peruse a copy of his thesis proposal as he discusses his intentions with you. In addition, he is aware that research on your particular institution also requires your approval.

Thank you, in advance, for your time and consideration.

Sincerely yours,

  
Kofi Yomotey,  
National Executive Officer

APPENDIX C  
Participant Agreement Form

SCHOOL NAME \_\_\_\_\_

\_\_\_\_\_ OUR SCHOOL WILL PARTICIPATE IN THE STUDY AS  
DESCRIBED. PLEASE CONTACT US.

\_\_\_\_\_ OUR SCHOOL WILL NOT PARTICIPATE IN THE STUDY.

\_\_\_\_\_  
SIGNATURE OF SCHOOL OFFICIAL

\_\_\_\_\_  
DATE

Please fill out and return in the enclosed envelope.

THANK YOU VERY MUCH!!

## APPENDIX D

### Instruments

#### School Questionnaire

1. Name of School \_\_\_\_\_
2. Address \_\_\_\_\_  
\_\_\_\_\_ Tel # \_\_\_\_\_
3. Director \_\_\_\_\_
4. Length of Operation (Yrs) \_\_\_\_\_
5. Enrollment: # of Total Children \_\_\_\_\_  
# of Children (K-8) \_\_\_\_\_
6. Types of Programs offered (please check):  
Pre-school \_\_\_\_\_ Weekend Program \_\_\_\_\_  
Full time \_\_\_\_\_ After School care \_\_\_\_\_
7. Teacher/Child ratio \_\_\_\_\_
8. School Staff (specify):  

|                   | MALE  | FEMALE |
|-------------------|-------|--------|
| Teachers          | _____ | _____  |
| Directors         | _____ | _____  |
| Paraprofessionals | _____ | _____  |
| Parents           | _____ | _____  |
| Volunteers        | _____ | _____  |
| Others            | _____ | _____  |
9. Racial Composition of School (specify)  

|           |             |             |             |
|-----------|-------------|-------------|-------------|
| Children: | Black _____ | White _____ | Other _____ |
| Staff:    | Black _____ | White _____ | Other _____ |
10. Source of Funds:  

|                         | Percentage | Name of Agency |
|-------------------------|------------|----------------|
| Private Foundations     | _____      | _____          |
| Governmental Funding    | _____      | _____          |
| Community Organizations | _____      | _____          |
| Other                   | _____      | _____          |
11. Average Annual Budget (please check)  

|                   |       |                   |       |
|-------------------|-------|-------------------|-------|
| \$0 - \$5,000     | _____ | \$15,000 - 20,000 | _____ |
| \$5,000 - 10,000  | _____ | \$20,000 - 25,000 | _____ |
| \$10,000 - 15,000 | _____ | Above \$25,000    | _____ |
12. Please list other services offered through your institution to:  

|            |       |
|------------|-------|
| Children:  | _____ |
| Parents:   | _____ |
| Community: | _____ |



13. What is the income range of the majority of your students families? (please check one):

|                           |                           |
|---------------------------|---------------------------|
| \$0. - 5,000. _____       | \$15,000. - 20,000. _____ |
| \$5,000. - 10,000. _____  | \$20,000. - 25,000. _____ |
| \$10,000. - 15,000. _____ | Above \$25,000 . _____    |

14. Please check the following activities in which parents are involved in your school:

|                         |       |
|-------------------------|-------|
| Policy making decisions | _____ |
| Supplying equipment     | _____ |
| Curriculum development  | _____ |
| Educational programs    | _____ |
| Physical maintenance    | _____ |
| Other (indicate)        | _____ |
|                         | _____ |

15. What is the salary range of the teachers in your school? (check one only)

|                         |                         |
|-------------------------|-------------------------|
| \$0 - 5,000 _____       | \$15,000 - 20,000 _____ |
| \$5,000 - 10,000 _____  | \$20,000 - 25,000 _____ |
| \$10,000 - 15,000 _____ | Above \$25,000 _____    |

16. Is your school accredited? Yes \_\_\_\_\_ No \_\_\_\_\_

17. Does your school use standardized achievement tests?

Yes \_\_\_\_\_ No \_\_\_\_\_  
If Yes, Which ones? \_\_\_\_\_

18. Briefly state the philosophical or ideological basis of your program: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Person completing Questionnaire \_\_\_\_\_

20. Position \_\_\_\_\_ Date \_\_\_\_\_

THANK YOU VERY MUCH !!!

### Directors Interview

SCHOOL \_\_\_\_\_

TIME: BEGIN \_\_\_\_\_  
END \_\_\_\_\_

1. Name \_\_\_\_\_

2. Educational background (circle):

High school diploma    Diploma    Bachelors    MA    PhD    Other

Major \_\_\_\_\_

3. Teaching experience:

Where: \_\_\_\_\_ how long \_\_\_\_\_  
Where: \_\_\_\_\_ how long \_\_\_\_\_  
Where: \_\_\_\_\_ how long \_\_\_\_\_

4. # of years Director \_\_\_\_\_

5. What are your functions within the school?

6. What is the organizational structure of your school? How does the authority structure flow?

7. Who makes budgetary and financial decisions?

8. Who makes curricular decisions?

9. What is the philosophical or ideological basis of your school? Is it written?

10. How does this philosophy translate to or influence the curriculum?

11. How is Black cultural, historical and educational content integrated into the curriculum?

12. What subject areas are taught at each grade level?

13. How was the curriculum developed?

14. How do children progress through your school?

15. What are the academic objectives of the school? For each grade level? Are they written?

16. What are the affective objectives of the school? For each grade level? Are they written?

17. What other objectives does the school try to accomplish? Are they written?

18. How are these objectives assessed? How are the students evaluated?

19. What is the rationale for choosing these objectives?

20. What theoretical framework or child development theory(s) does the school try to follow? Why?

21. How are new methods or content added to the school curriculum?

22. What are the requirements for becoming a teacher in your school?

23. Do teachers or other school workers receive supplemental or inservice training? Is it required? If so, how often?
24. What freedom do teachers have within their classrooms concerning the use of teaching methods, learning materials, subject matter, etc.?
25. Does your school have discipline problems? If so, what type? If not, why not?
26. What is the approximate income level of the students in your school?
27. How does your school differ from traditional educational programs?
28. How do you prepare students for the transition from your school into traditional schooling?
29. What are the expected characteristics of a child which has completed your school program?
30. There is concern within the Black community over the lack of positive male role models for the Black male child. How does your school handle this problem?
31. What types of schools do the children typically attend before coming to your school.
31. What are some of the reasons you think parents decide to send their children to your school?
32. What efforts are being made to improve your school?

### Teachers Interview

SCHOOL \_\_\_\_\_

Time: Begin \_\_\_\_\_  
End \_\_\_\_\_

1. Name \_\_\_\_\_
2. Educational Background (circle):  
 High school Associates MA PhD Other  
 diploma  
 Major \_\_\_\_\_
3. Previous teaching experience:  
 Place \_\_\_\_\_ # years \_\_\_\_\_  
 Grades taught \_\_\_\_\_
4. # of years teaching at present school \_\_\_\_\_

5. Present grades and areas teaching? \_\_\_\_\_  
\_\_\_\_\_
6. What is the philosophical or ideological basis of your school?
7. How do you include this in your teaching methods?
8. Is there a particular theoretical framework(s) or learning theory(s) which you follow?
9. Is there a standard or set curriculum in your school?
10. How was this curriculum developed?
11. What type of supplemental or in-service training do you receive? How has it benefited you?
12. What freedom do you have within your classroom concerning the use of teaching methods, learning materials, subject matter, etc.?
13. What are the expected characteristics of a child who has completed your school program?
14. What role do teachers and parents have on curriculum decision-making?
15. What are the essential skills and knowledge a teacher should possess in order to teach Black children?
16. What do you see as the difference between your school and traditional schooling?
17. There is concern within the Black community over the lack of positive male role models for Black children. How do you try to counter this problem?
18. How do you handle discipline in your classroom?
19. What steps are being taken to improve your school? What steps could be taken if adequate resources were available?
20. What are some of the main reasons you think parents send their children to your school?

#### Site Observation Schedule

##### Procedures

1. Become generally acquainted with the school, staff and children.

2. Obtain written of ideological goals.
3. Obtain daily schedule.
4. Obtain copy of curriculum for grade levels.
5. Obtain lists of instructional materials.
6. Obtain standardized tests scores.
7. Obtain evaluation information and/or competency requirements.
8. Establish a specific period to verify observations with appropriate staff.
9. Observe structural arrangement of schools.
  - Make a scale drawing of school
  - Are classrooms arranged traditionally or in other ways (i.e., open classrooms, enclosed areas, etc.)?
  - Do bulletin boards and classroom and office walls reflect the ideals of the school?
10. Observe general student/teacher interaction.
  - Describe relative amount of individual or group work.
  - Describe discipline techniques used.
  - Describe amount of warmth and contact observed.
  - Described social interaction between students and teachers/adults and students and other students (i.e., respect, play behavior, manners, etc.).
11. Be extremely descriptive in recording observations.

## **APPENDIX E**

### **Nguzo Saba The Seven Principles of Blackness**

Created in the 1960's by Dr. Maulana Ron Karenga, the "Nguzo Saba" or Seven Principles of Blackness was an effort to codify the basic social and moral values which form the basis of African American culture. These principles were viewed as a liberating tool for Africans in America. The seven principles are as follows:

1. Umoja (unity): to strive for and maintain unity in the family, community nation and race.
2. Kujichagulia (self determination): to define oneself, and speak for oneself instead of being defined, named and spoken for by others.
3. Ujima (collective work and responsibility): to build and maintain our communities together, to make our businesses and to profit from them.
5. Nia (purpose): to make our collective vocation the building and development of our community in order to restore our people to their traditional greatness.
6. Kuumba (creativity): to do always as much as we can, in the way that we can, in order to leave our community more beautiful and beneficial than when we inherited it.
7. Imani (faith): to believe with all our hearts in our parents, our teachers, our leaders, our people and the righteousness of our struggle.