

**A STUDY OF THE TEACHING OF THE AFRICAN-AMERICAN EXPERIENCE
IN SOUTH CAROLINA PUBLIC SCHOOLS
A Report to the Education Oversight Committee**

Prepared by

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Executive Summary

This research project was designed to examine the effectiveness of the provision of the Education Improvement Act of 1984 which stated in part, "By the 1989-1990 school year each public school must instruct students in the history of black people as a regular part of its history and social studies courses." A research team from the College of Charleston's Avery Research Center for African American History and Culture conducted this study of the teaching of the African-American experience in the State of South Carolina's public schools by surveying teachers, principals, and administrators, and by visiting ten schools districts throughout the state for personal interviews and firsthand observations.

The research team collected data from 397 questionnaires and 113 interviews with public school administrators, principals, and teachers, which provided the following information. Most of the state's schools infused information and materials on the African-American experience into their social studies and history courses. High schools in the state's largest school districts offered courses on African-American history and literature. Several of the smaller and rural, predominantly African-American school districts also offered courses and more coverage of the African-American experience than schools in majority white districts. The time spent teaching the African-American experience varied throughout the state since most schools districts "infused" the subject matter in social studies, history, and other courses. It was not clear how much time was actually spent teaching the subject matter. Most school districts used the celebration of Black History Month in February as either the one time during the school year in which they taught the African-American experience or highlighted the subject matter as part of their ongoing infusion of it into their curricula.

Teachers used a variety of learning materials and resources to teach the African-American experience. These materials covered the gamut from state prepared curricula and approved textbooks to African-American documents on internet websites and community resources. All teachers faced the constraint of having inadequate funds to purchase the amounts and types of resources that would enhance and support their instruction of the subject. An additional constraint was a lack of training and preparation for teachers; less than 50% of the teachers participating in this study had special training or preparation to teach the African-American experience.

There is still some discomfort among teachers and principals about the inclusion of the African-American experience in the public school curricula. Some did not like the special consideration given the subject; while others felt that it raised issues about race relations that they did not want to address in their classes. The majority of the respondents in this survey did not support making courses on the subject a requirement for students and the opposition to the idea divided primarily along racial lines.

The knowledge level on the African-American experience of the students interviewed for this report seems to contradict all of above efforts reported in the surveys and personal interviews. Among the thirty-eight high school students from four school districts who were interviewed there was a lack of understanding of several events and issues related not only to the African-American experience, but also to South Carolina history in general.

Despite these concerns, overall the research team found that the overwhelming majority of the state's public schools have made some effort to address the provision in the Education Improvement Act of 1984 for the teaching of the African-American experience.

Still, we make the following recommendations for more improvement as well as for more accountability:

1. Develop a clearinghouse for information on resources available to teachers who need to supplement their curricula in this subject matter.
2. Provide more opportunities for training for teachers.
3. Recognize the innovations that some principals and teachers are using by holding an annual conference on the teaching of the African-American experience in the state.
4. Develop a statewide website that lists resources prepared and recommended by the State Department of Education.
5. Continue to implement the provision for the teaching of the African-American experience in the EIA by enforcing the curriculum standards and providing the appropriate funding and resources.
6. Ensure that the state evaluation standards for schools recognize their compliance with the EIA provision for the teaching of the African American experience.
7. Develop a standard of measurement for the state's African-American history program that accurately and effectively measures actual student knowledge about the African-American experience.

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In Spring 2000 the Avery Research Center was commissioned to study the teaching of the African-American experience in the public schools of South Carolina. More specifically, the Center was charged to investigate whether the state's public schools were following Section 59-29-55 of the Education Improvement Act of 1984 which stated in part, "By the 1989-1990 school year, each public school must instruct students in the history of black people as a regular part of its history and social studies courses."

Background on the Implementation of the EIA

The initial objective of the State Department of Education was to implement the legislation. According to Margaret Walden, who was Coordinator of Social Studies with the Department of Education from 1987-1994, this objective included developing curricula and providing resources and materials to prepare teachers to teach the African-American experience. When implementation of the EIA began, there was no budget to support the development of materials. Nevertheless, under Ms. Walden's direction a statewide team of public school teachers and college professors developed a curriculum module for 8th grade South Carolina History with a Black History section, and eventually a 3rd grade curriculum (**South Carolina Black History: Grade Three Modules**). The plan was to develop curriculum modules for each grade level to provide the state's teachers guidelines on how to teach the African-American experience. Due to the lack of funding, the Black History curriculum modules for each grade level were never completed. But under Ms. Walden's direction the foundation for the Black History Program was established. She was successful in doing the fieldwork and offering workshops throughout the state to explain the program to teachers and to emphasize to them that it was not supposed to be a "separate curriculum," but one integrated into the overall curriculum of instruction required by the state's curriculum guidelines. In 1992-1993, the legislature passed a line item in the state budget to implement the Black History Program and a coordinator was hired with the full-time responsibility of assisting and preparing the state's teachers to implement the program.¹

Current Program Objectives and Goals

The State Department of Education has published the following Overall Program Objective for the African-American History Program: "To insure that the history of Africa and African Americans, their culture and experiences, is integrated into the existing K-12 social studies curriculum." This objective is supported with Curriculum Guides for three content areas: South Carolina History, African History and United States History. The Guides also specify what instructional objectives should be covered at each grade level. (See Appendix A.)

The current Coordinator for the African-American History Program, Thomas Rivers, has developed the following Program Goals:

- Provide teachers with content information on the teaching of African-American history aligned with the social studies standards.
- Increase teachers' knowledge and enhance their ability to use materials on African-American history and multicultural education.

¹ Interview with Margaret Walden, 13 June 2001.

- Assist schools, teachers, and students with recognizing the contributions and achievements of African Americans and other ethnic populations and to promote a climate that is sensitive to cultural diversity.
- Insure that African-American history and multicultural education is infused into the school curriculum throughout textbooks and materials used in schools.
- Organize and/or facilitate school district Leadership Networks, which focus on the dissemination of information regarding the implementation of content specific to African-American studies, multicultural education and other educational issues.²

The goals and objectives of the Black History Program have not changed significantly from the beginning of the implementation of the program in 1987. The Department of Education has made an ongoing effort to implement the Black History provision of the EIA. Given these goals and the implementation efforts, some important questions must be answered: how have the state's public schools implemented the EIA provision for African-American history? What are the measurement criteria for the program and what has it achieved since it was implemented in 1987?

Methodology for this Report

To determine if schools were implementing this Education Improvement Act provision, the Center developed a two-part study. One part consisted of developing a survey questionnaire and surveying teachers and administrators in each school district in South Carolina. The Center mailed out 1,075 survey questionnaires to a sampling of teachers and administrators across the state of South Carolina. This survey was designed to provide the study a broad sample of how teachers and administrators were responding to the Education Improvement Act's mandate to teach the African-American experience. Not only did it seek to determine if school districts were including subject matter on the African-American experience in their curricula, it also sought to examine how the subject was being taught, who was teaching it, and what resources were being used. A copy of the questionnaire is in Appendix B of this report.

Three hundred and ninety-seven of the survey questionnaires were returned. This represents 37% of those that were mailed out. Although the number of questionnaires returned was below 50% of the number mailed out, the sample is still representative of the state's eighty-six school districts. At least one survey questionnaire was returned from seventy-nine (92%) of the school districts. (See Appendix C.) The sample obtained is not a random sample, and the statistical analysis of it will not be projected as representative of how all schools in the state of South Carolina are attempting to address the Education Improvement Act and to teach the African-American experience. Nevertheless, it is a focused sample that has significant merit because it is based on a targeted list or population of respondents who can provide the information needed for analysis of specific issues.³

The questionnaires that were returned represent a cross section of the state's school districts. Although a significant proportion of the questionnaires that were returned came from Greenville (19%) and Charleston (11%) counties, this is not too surprising because Greenville and

² See Appendix A for the detailed outline of the Program Goals.

³ See Peter H. Rossi and Steven L. Nock, Editors, **Measuring Social Judgments: The Factorial Survey Approach** (Beverly Hills, CA: Sage Publications, 1982) and Frederic D'Astous, "Guide to Questionnaires and Surveys: Overview of Survey Methodology," http://member.tripod.com/frede_/dast/conseil_a/metho.html#.

Charleston counties are the two largest school districts in the state and the research team sought to obtain an adequate sample of the larger counties by mailing a significant number of surveys to teachers and administrators in those counties. Of the surveys that were returned, 21% of the respondents were African Americans, 46% were whites and one was Mexican American. A significant proportion of the respondents (33%) chose not to indicate their race on the questionnaire. (See Figure 1.)

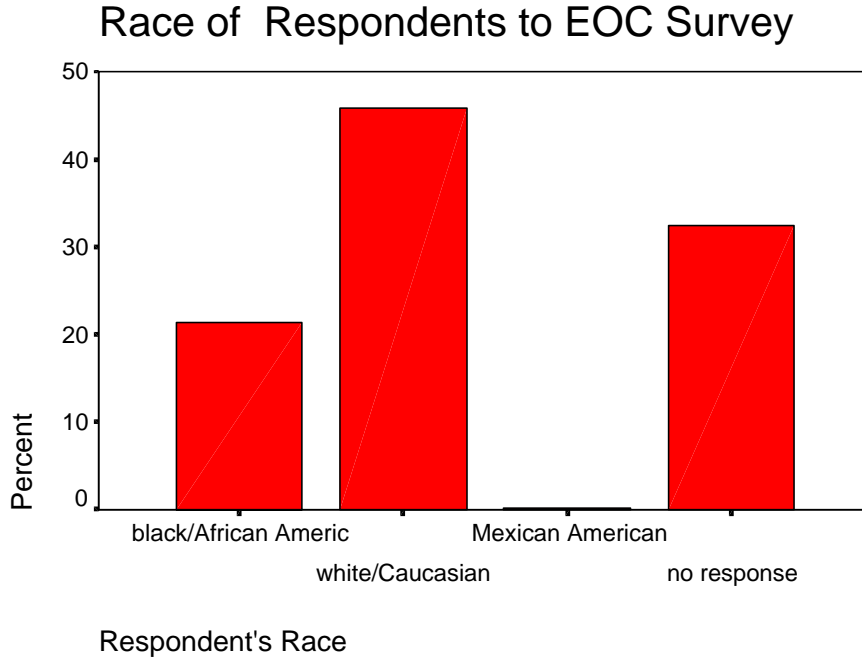


Figure 1

The respondents to the survey were also asked to report their age range and the length of time that they have been teaching. As Figures 2 and 3 indicate, the majority of the respondents were

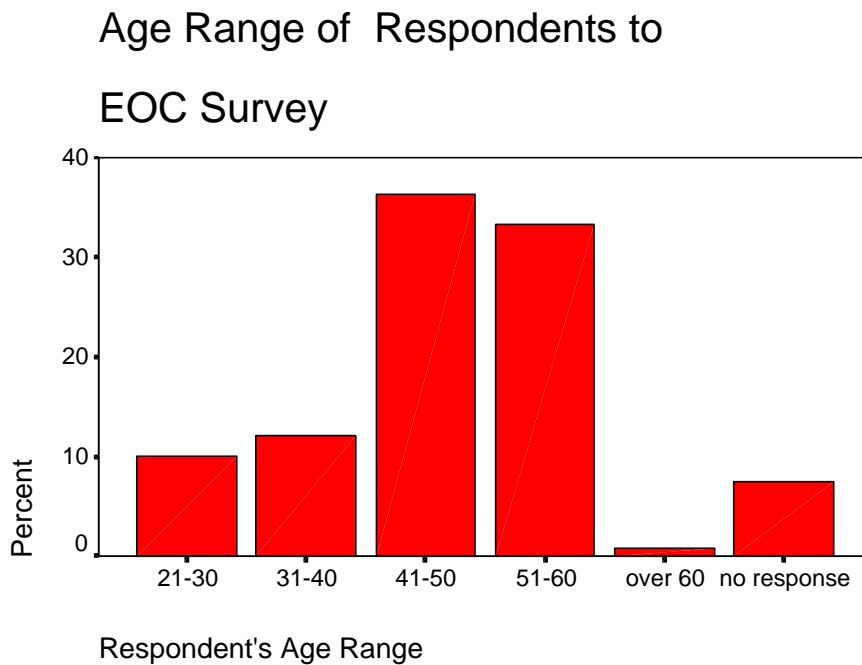
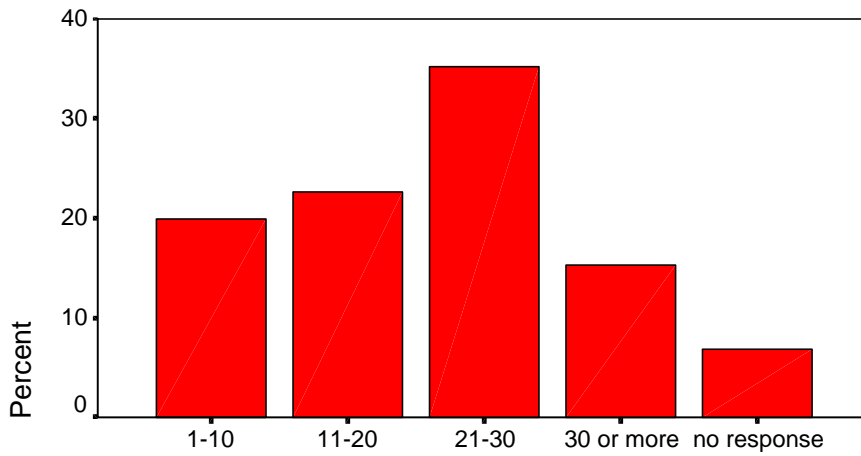


Figure 2

veteran teachers and had taught for a considerable number of years. Over two-thirds were over the age of forty. They had also taught for an average of 19.8 years. But over half (50.7%) had been teachers for more than twenty years.

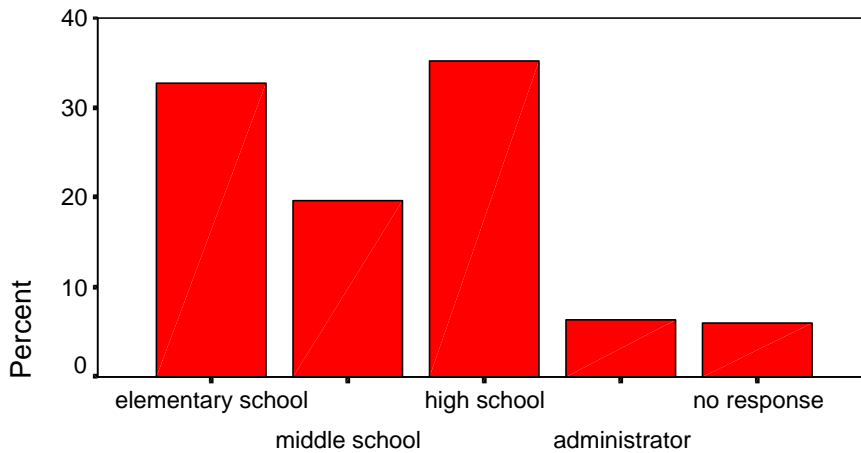
Teaching Experience of Respondents to EOC Survey



Years of Teaching Experience

Figure 3

Teaching Level of Respondents to EOC Survey



Teaching Level of Survey Respondents

Figure 3a

Figure 3a also shows that the survey was successful in obtaining responses from all levels of teachers and administrators in the state’s school districts. Thirty-three percent of the teachers who responded to the survey taught on the elementary school level; 20% taught in middle schools; and 35% were high school teachers. Of the remaining 12% who chose to respond to the survey, 6% were administrators. The remaining respondents chose not to indicate whether they were teachers or administrators.

The second part of the study consisted of visiting ten schools districts to conduct on-site interviews and analysis of how the state’s public schools were implementing the Education Improvement Act’s provision for the teaching of the African-American experience. The on-site visits were used as part of the study to verify responses given on the questionnaires, to determine what teachers were actually doing to teach the African-American experience, and to examine the resources they were using to teach it. In each district permission was obtained from the district’s superintendent in order to visit and meet with principals and teachers. The research team visited at least one high school (some districts only had one high school, e.g. Lee County), two middle schools, and two or three elementary schools. Using this methodology, the research team sought to determine and analyze how each school district was teaching the African-American experience at the various grade levels. The research team also used a “Personal Interview Form” to conduct interviews with the teachers, principals, and administrators during site visits. A copy of this form is also in the appendices.

The research team visited the following school districts:

School District	Racial Composition of Students	
	%Black	%White
Charleston County	36.3%	62.4% ⁴
Richland County District 2	47.9	46.6
Clarendon County District 1	42.8	56.3
York County District 3	24.2	74.6
Greenville County	27.4	69.3
Lee County	92.4	6.9
Abbeville County	44.1	55.0
Horry County	27.6	70.4
Jasper County	82.8	15.5
Williamsburg County	90.7	8.7

These districts were chosen in order to obtain a good sampling of the school districts throughout the state and also to ensure that a cross section of the districts were represented in the study. The study sought to survey and examine three predominantly black school districts (Lee, Jasper and Williamsburg), three predominantly white districts (Greenville, York 3, and Horry) and four districts that were somewhat mixed (Charleston, Richland 2, Clarendon, and Abbeville).

The research team interviewed 113 people in these districts. The breakdown was as follows:

Black Males	Black Females	White Males	White Females
13	34	25	41

⁴These percentages do not total 100% because of the “Other” category used for each of the school districts. Please note, however, that the “Other” category was usually less than 5%.

The 113 people interviewed held the following positions:

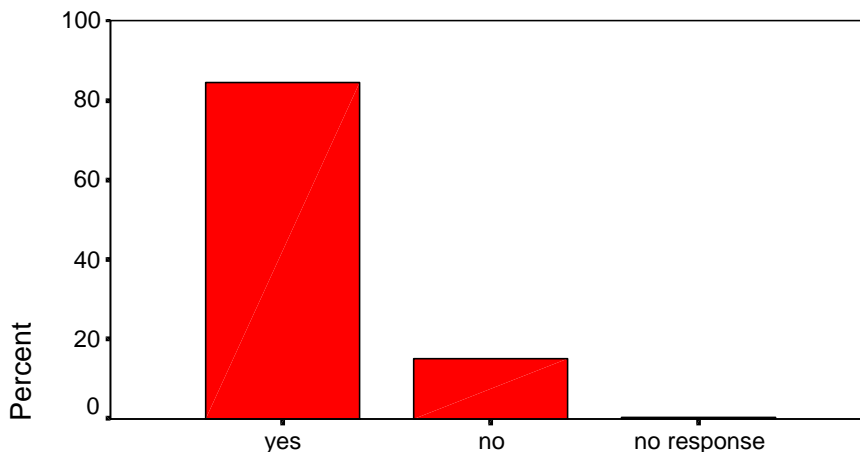
Assistant Superintendent for Instruction	-	1
Principals and Assistant Principals	-	40
Social Studies Chairs/Curriculum Coordinators	-	9
Middle and High School Social Studies/History Teachers	-	43
Elementary School Teachers	-	18
Guidance Counselor	-	1
Student Activities Director	-	1
TOTAL	=	113

A four-person research team from the Avery Research Center conducted the interviews from September to December 2000. The research team consisted of Mr. Robert Edison, Director of the Avery Research Center, Mr. Damon Fordham and Ms. Alada Shinault-Small, Research Associates at the Center, and Dr. W. Marvin Dulaney, Executive Director of the Center and Chair of the Department of History at the College of Charleston.

Findings

The first question posed on the survey questionnaire as well as in the personal interviews conducted by the research team was: “Are you aware of the Education Improvement Act of 1984 which states in part: ‘By the 1989-1990 school year, each public school must instruct students in the history of black people as a regular part of its history and social studies courses?’” According

Are You Aware of the Education Improvement Act of 1984?



Aware of Education Improvement Act of 1984

Figure 4

to the data received from the survey questionnaires, 84% of the respondents knew about the Education Improvement Act and its mandate to have the state’s public schools teach the African-American experience. Nevertheless, when the research team posed the same question to teachers, principals, and administrators during its site visits, only 66% of them knew about the Act. While this is a discrepancy of 18% between the surveys and the personal interviews, it is explainable.

For example, in many of the oral interviews where the respondents did not know about the provision, they would often follow up their answers to this first question by describing how they sought to include and teach the African-American experience in their school curricula by following the state standards and using materials developed and distributed by the South Carolina State Department of Education. Thus, overall there is general knowledge of the Education Improvement Act and an understanding throughout the state that the African-American experience should be included in the curricula of the state's public schools. (See Figure 4.)

During the personal interviews each person was also asked how his or her school implemented the Education Improvement Act. Ninety-nine percent of those interviewed stated that their schools implemented it by teaching a course or courses on the African-American experience, infusing the subject matter in the history, social studies, and language arts curricula, or by using Black History Month, multicultural awareness, and diversity materials to include it. Only one person admitted that his school did nothing to include materials and information on the African-

Is the African-American Experience Included in the Curriculum of Your School?

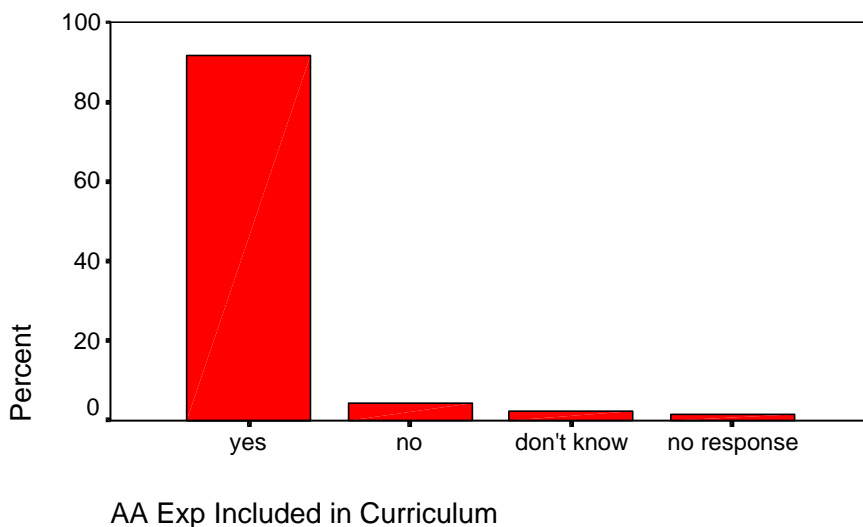


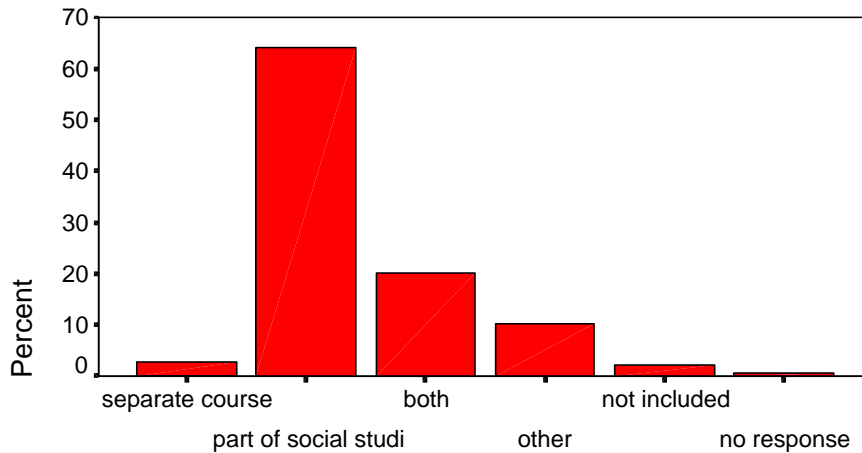
Figure 5

American experience in the curriculum. Three other teachers also stated that other than celebrating Black History Month, their schools did little to include the African-American experience in their curricula.

These responses from the personal interviews are similar to those obtained from the survey. The survey asked respondents if the African-American experience was included in their school curricula. As Figure 5 indicates, 92% of the respondents in the survey stated that their schools included instruction on the African-American experience.

When asked how the act was being implemented in their schools or school districts, nearly two-thirds of the respondents reported that their schools infused or included information on the African-American experience in history, social studies, and language arts courses. (See Figure

How Is the African-American Experience Taught at Your School?



How Is AA Exp Taught?

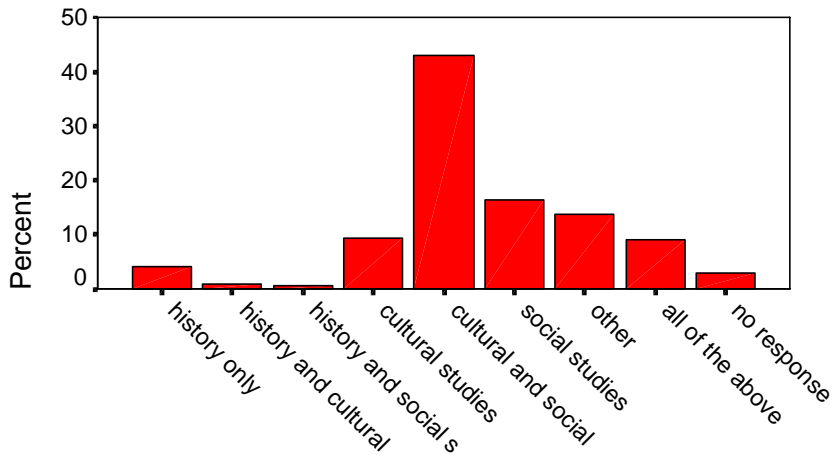
Figure 6

6.) Comparing the responses from the interviews and the questionnaires, it is apparent that statewide administrators and teachers prefer to “infuse” the African-American experience into their schools’ curricula rather than to teach it as a separate course. Only 3% of the respondents stated that their schools offered an actual course or courses specifically to teach the African-American experience and to meet the state standards mandated by the Education Improvement Act. Twenty percent of the respondents stated that their schools did both: offered a separate course in African-American history or literature and infused the subject matter throughout their curricula in history, social studies, and language arts.

This is consistent with the responses that administrators and teachers gave to the survey question about how they covered the African-American experience in their curricula. As Figure 7 shows, 43% of the respondents indicated that their schools covered the African-American experience through cultural and social studies, which included teaching the subject matter in music, religion, and literature; and addressing issues such as race relations, civil rights, and human interaction in social studies courses. Some of the respondents stated that their schools addressed the subject matter only in social studies (16%) or cultural studies (9%). Those respondents in the “Other” category (14%) indicated that their schools covered it through Black History Month programs, career awareness programs, and guest speakers. Thus, according to survey respondents, the African-American experience was covered in a variety of ways and not just in one course or through one method of instruction.⁵

⁵ Please note that in Figure 7 that some of the value labels were abbreviated in the table due to space constraints. Thus, “history and social s” is “history and social studies;” and “cultural and social” is “cultural and social studies.”

How Is the African-American Experience Covered at Your School?

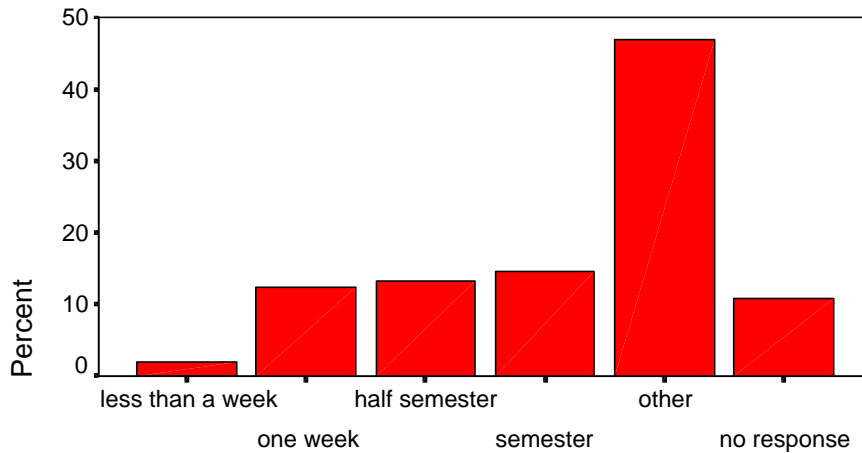


How Is AA Exp Covered?

Figure 7

According to survey respondents, the amount of time spent teaching the African-American experience at their schools varied. The modal category for their responses was “Other” (47%), and in this category were responses such as “taught all year,” “unable to determine amount of time spent,” “20 days,” “four weeks,” etc. Overall, the data suggest that most respondents did not spend as much time teaching the African-American experience as other subjects. Only 15% of the respondents, for example, stated that a full semester was spent on the African-American experience. The data from the personal interviews provide only partial clarification on this matter. The majority of the administrators and teachers interviewed stated that the African-American experience was “infused” throughout their curricula and several stated that it was “done all year.” One administrator stated: “I have observed that they observe different cultures throughout the year such as Black History Month, Hispanic History Month, etc.” While a principal observed, “the curriculum handles it (Black History) as a natural part of the historical timelines. All ethnic groups are included.” Thus, even with this data it is still difficult to determine how much time teachers spend teaching the African-American experience in the state’s schools. (See Figure 8.)

How Much Time Is Spent Teaching the AA Experience at Your School?

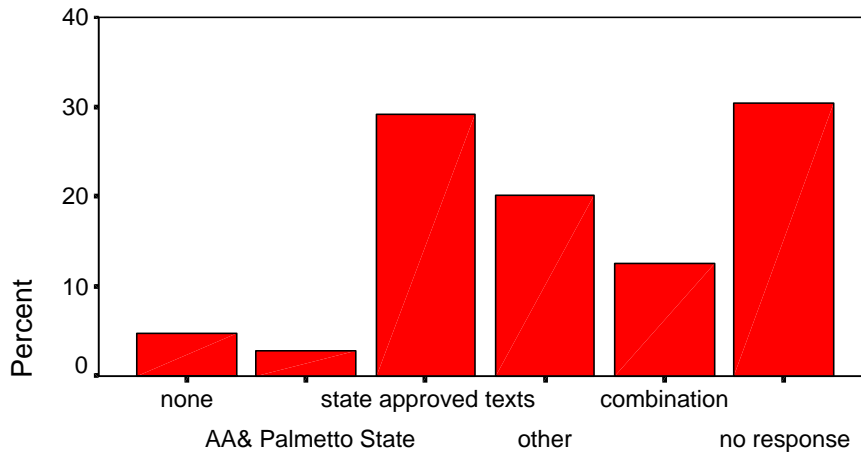


Time Spent Teaching AA Exp

Figure 8

The textbooks and materials used to teach the African-American experience in the state's public schools also varied. Only 3% of the respondents stated that they used the text prepared by the South Carolina State Department of Education, **African Americans and the Palmetto State**. This text was first published in 1994 and it has been reprinted and revised in 1998 and 2000. It is used primarily in eighth grade history courses and since it has been available for over seven years, the researchers expected to find wider usage of it. Based on the data collected from the personal interviews, 62% of the respondents indicated that they were aware of the text. But the data also show that only a few teachers used it. (See Figure 9.) Over 62% of the respondents in the survey, however, indicated that they used either state-approved textbooks or a combination of textbooks and other resources to teach the African-American experience. For example, a number of respondents stated that they supplemented their state-approved textbooks by using John Hope Franklin's **From Slavery to Freedom: A History of African Americans**; Holt, Rinehart and Winston's **African American Literature**; and a wide variety of resources beyond those provided by the State Department of Education.

What Textbooks Are Used to Teach the AA Experience at Your School?

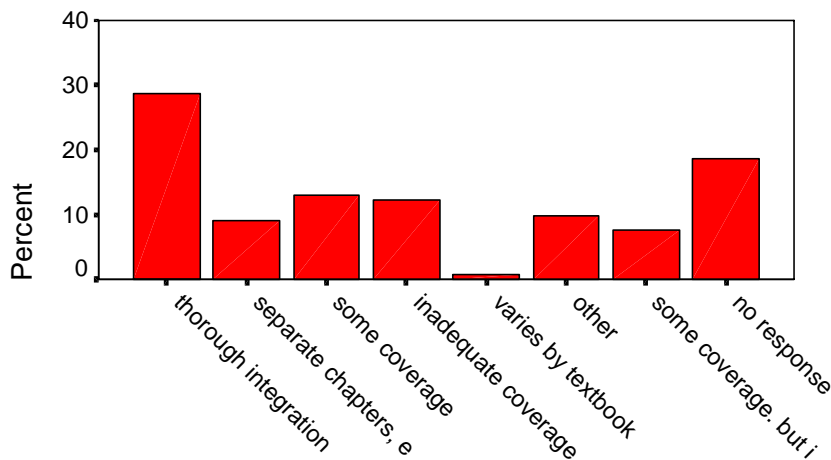


Textbooks Used to Teach AA Exp

Figure 9

Whatever textbooks the respondents used to teach the African-American experience, the majority seemed somewhat satisfied with how the subject matter was covered in them. Only about 12% felt that the textbooks that they used were inadequate in their coverage of the African-American

How Do Textbooks Cover the African-American Experience?

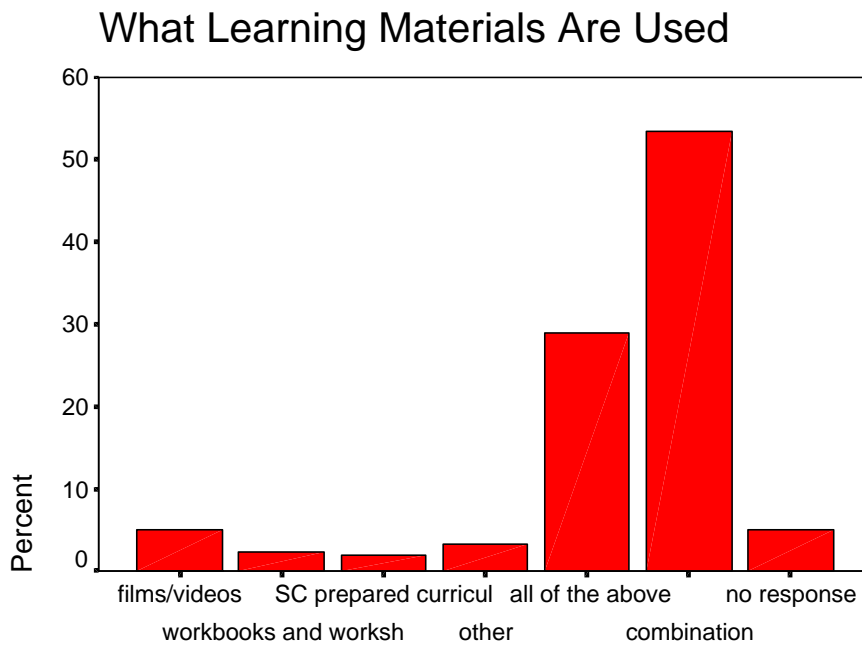


How Do Textbooks Cover AA Exp?

Figure 10

experience. The majority of respondents felt that the textbooks thoroughly integrated (28.7%), provided adequate coverage through separate chapters or sections (9.1%), or at least provided some coverage (13.3%) on the African-American experience. (See Figure 10.)⁶

Despite the respondents' opinion that the textbooks used by their schools provided some coverage on the African-American experience, they still used other learning materials to supplement and support their instruction. As Figure 11 indicates, the respondents used a variety of learning materials, including films and videos, workbooks and worksheets, curriculum guides prepared by the State Department of Education, and internet resources.⁷ Twenty-nine percent of the respondents indicated that their schools used all of the above materials, but the majority (53%) used a combination of one or more of the learning materials cited in Figure 11 to teach the African-American experience. In the personal interviews with teachers and administrators many indicated that in addition to the materials listed below, they used cdroms, audiovisual aides, posters, as well as other printed materials. For example, one teacher used posters of black inventors and scientists from the Empak Company to supplement her instruction. A principal stated that the art teachers in his school used Faith Ringgold Ward's book on African-American quilts to supplement their classes. Another favorite resource was the annual Bell South calendar of famous African Americans in South Carolina. Some teachers and principals brought in African-Americans speakers as resource persons and others took students on field trips to African-American historic sites and festivals.



What Learning Materials Are Used

Figure 11

Despite the wide variety of learning materials used by respondents in the survey to teach the African-American experience, some of the principals and teachers were not aware of some of the resources and teaching materials on the African-American experience developed by the South

⁶Abbreviations in Figure 10: “separate chapters, etc.,” “some coverage, but inadequate.”

⁷Abbreviations in Figure 11: “SC prepared curriculum; “workbooks and worksheets.”

Carolina Department of Archives and History (SCDAH) and the State Department of Education. Respondents were asked in the survey and in the personal interviews if they were aware of five publications and curriculum guides published by the SCDAH and the Department of Education. These five resources are listed below in Figure 12. Only five respondents in the survey were aware of all of these resources. A healthy 32% were aware of two or more of the resources, but they were still outnumbered by the nearly 39% that were unaware of any of these publications and resources. Upon further investigation of this matter during the personal interviews, 51% of those interviewed stated that they were aware of these resources. But when asked which ones were used at their schools, only three of them were mentioned. Two people used the curriculum guide on “Jehu Jones,” and one person each used the curriculum guides on “Slavery in South Carolina” and “African Americans in the Confederacy” (not listed below).⁸

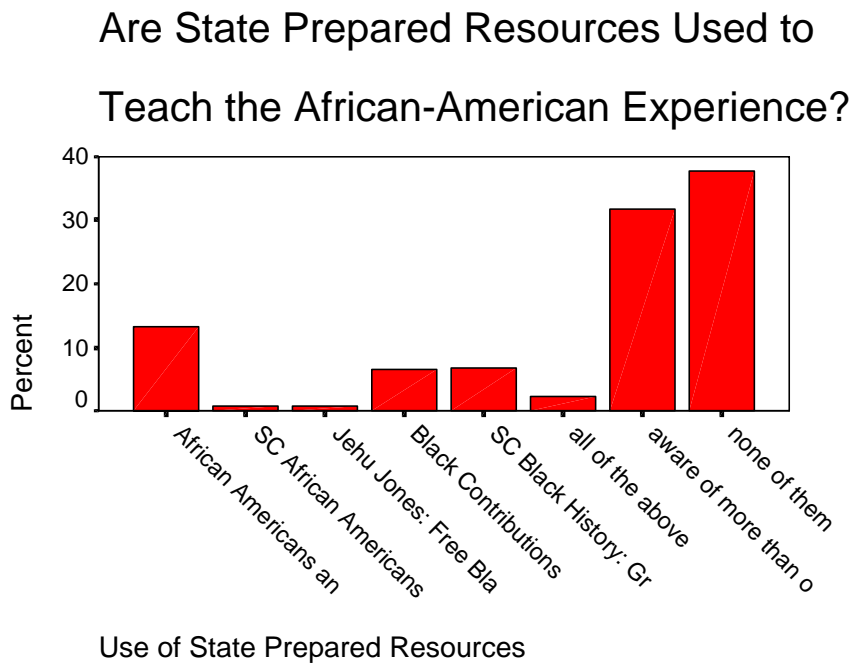


Figure 12

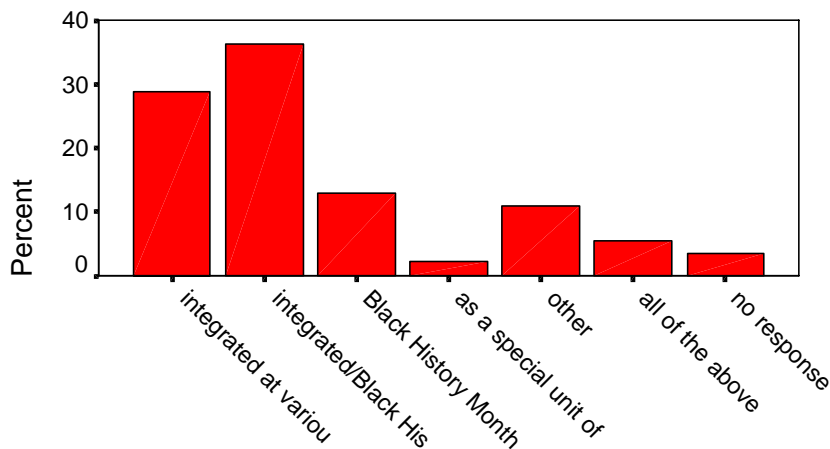
In conjunction with the questions on how the African-American experience was taught and what resources were used, the survey also sought to examine when it was taught in the state’s public schools. Each respondent was asked when the African-American experience was taught at their schools and how regularly was it taught. In Figure 13 below, 29% of the respondents indicated that the African-American experience was integrated at various times in their schools’ curricula. The modal category, however, consisted of those respondents who stated that their schools not only integrated the African-American experience into their curricula at various times during the school year, but they also made a special effort to emphasize it during Black History Month (36%). This is consistent with their earlier responses about how their schools implemented the provision for the teaching of the African-American experience in the Education Improvement Act. That is, it appears that instead of relegating the subject matter to a special unit of instruction (only 2% of the respondents reported that their schools taught it in this manner) or emphasizing it only during Black History Month (13% taught it in this manner), the majority of the respondents

⁸ In Figure 12, the full titles of the resources as they appear in the graph are: **African Americans and the Palmetto State; South Carolina African Americans in the Civil War; Jehu Jones: Free Black Entrepreneur; Black Contributions to South Carolina History; and South Carolina Black History: Grade Three Modules.**

reported that their schools sought to teach it throughout the year. Some of the respondents in the “Other” category (11%) reported that their schools did not teach the African-American experience on a “regular” basis, but found creative ways to include the subject matter in their curricula. For example, one respondent’s school integrated African-American history into government classes by focusing on the civil rights movement. Another respondent taught African-American poetry as part of her coverage of the art form in language arts.⁹

When respondents were asked how regularly the African-American experience was taught at their schools, their responses were consistent with the above data. Over two-thirds of the responses were in the four categories of: “each semester” (21%), “each semester and during Black History Month” (12%), “Black History Month and other times” (13%), and “other” (23%). (See Figure 14.) Moreover, those respondents who were in the “other” category usually stated that the African-American experience was taught “all year” or “infused throughout the year” in their curricula. Only 17% of the respondents stated that it was taught only during Black History Month.

When Is the African-American Experience Taught at Your School?



When Is AA Exp Taught?

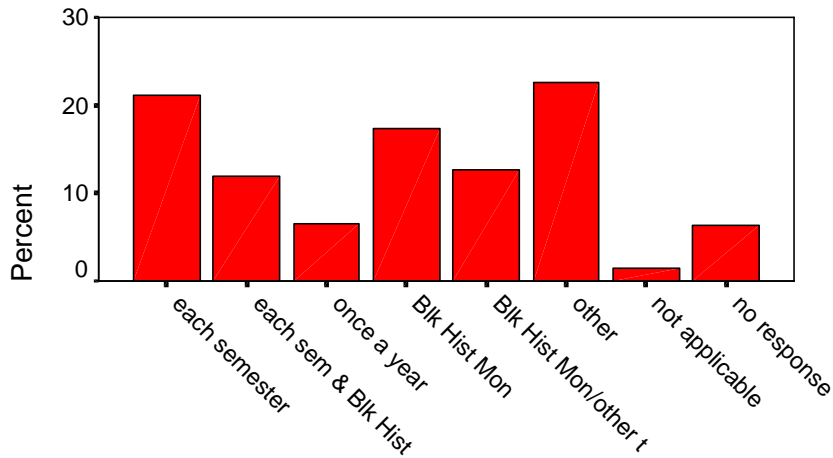
Figure 13

Essentially, the data in Figures 13 and 14 provide evidence that the majority of the schools represented by the respondents in the survey are teaching the African-American experience on a regular basis and integrating the subject matter into their overall curricula. It also confirms the data cited earlier in this report in Figures 5 and 6 by showing that the majority of the schools of the respondents attempt to teach the African-American experience as a regular, recurring part of their curricula. Thus, this is strong evidence that many of the schools throughout the state are attempting to implement the provision of the Education Improvement Act for the teaching of the African-American experience.¹⁰

⁹ Abbreviations in Figure 13: “integrated at various times during the year;” “integrated and during Black History Month;” and “as a special unit of instruction.”

¹⁰ Abbreviations in Figure 14: “each semester and Black History Month;” “Black History Month only;” and “Black History Month and other times.”

How Regularly Is the African-American Experience Taught at Your School?

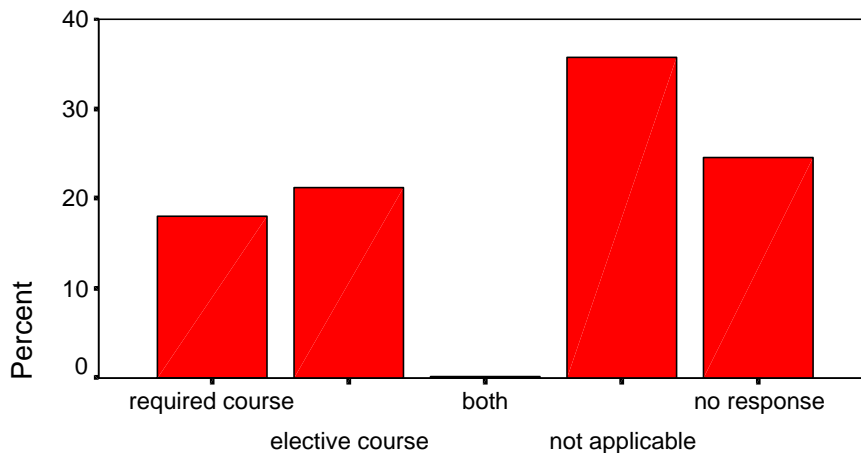


How Regular is AA Exp Taught?

Figure 14

Given the mandate of the Education Improvement Act for the teaching of the African-American experience, this study also attempted to determine how many schools required students to take courses on the subject. To address this question respondents in the survey were asked if courses on the African-American experience were required or elective courses at their schools. In Figure 15, the respondents gave answers that were consistent with other parts of the survey. That is,

Are Courses on the African-American Experience Required or Elective Courses?



Are AA Courses Required?

Figure 15

since most of the respondents' schools "infused" material on the African-American experience in social studies, history, language arts, and other courses, it was no surprise that only 18% of the

respondents stated that their schools required students to take courses on the African-American experience. A similar percentage (21%) stated that such courses were electives at their schools. Of course, the majority of the respondents stated that the question was not applicable (36%) to their schools or gave no answer (25%) to the question. Please note that this data must be analyzed with some caution. Some of the respondents misinterpreted the question and replied that “courses on the African-American experience” were required for their students because the subject matter was a regular part of their curricula. This was probably the case for respondents who taught at the elementary and middle school levels because such courses would not be part of their curricula as either requirements or electives. The breakdown of the responses to this question by the teaching level of the respondents in Figure 16 shows the apparent error that some of them made in responding to this question. According to the graph, thirty-two elementary teachers and twenty-two middle school teachers worked at schools that offered required or elective courses on the African-American experience.

Tabulation of Teachers/Administrators
Whose Schools Required Courses on
the African-American Experience

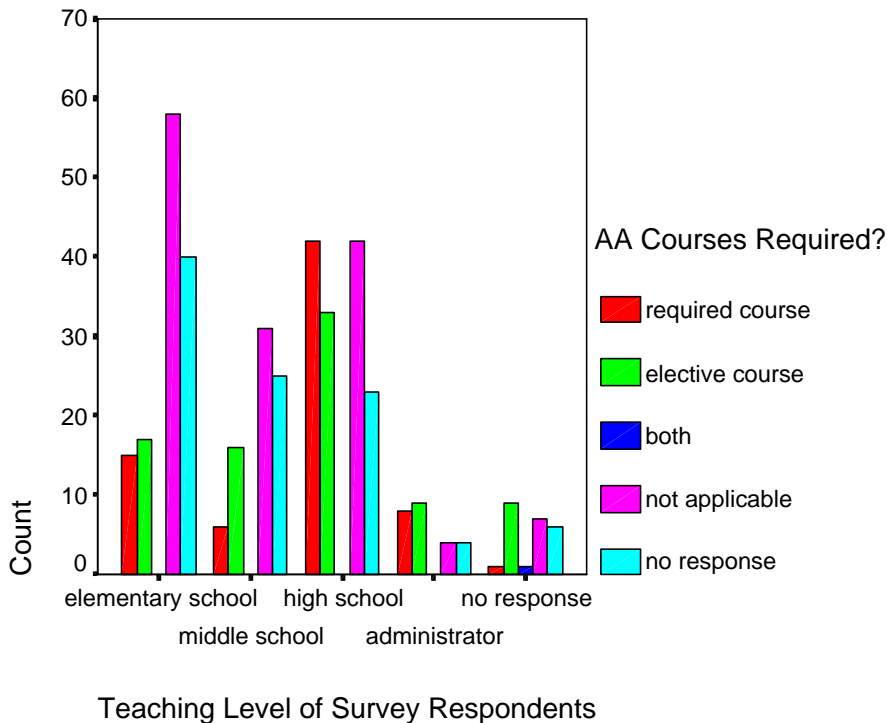


Figure 16

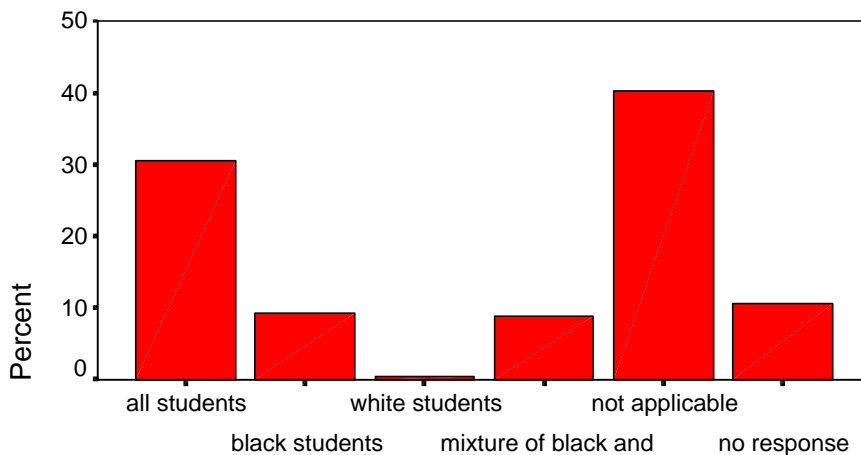
Although Figure 16¹¹ contains the errors that some of the elementary and middle school respondents made in addressing the questions about required and elective courses on the African-American experience, it still provides reliable information for the 140 respondents who teach on the high school level. Of those respondents, 30% reported that their high schools offered required courses and 27% offered elective courses. These responses are easily verified by the personal interviews. Twenty-one percent of the persons interviewed by the research team stated that their schools offered courses on the African-American experience in history and literature, and 6% of those courses had been organized before the provision for black history instruction in the

¹¹ Figure 16 uses actual numbers instead of the percentages used elsewhere in this report.

Education Improvement Act of 1984. The research team also found that the two largest school districts, Charleston and Greenville, had the most schools offering such courses. Several of the smaller, predominantly African-American school districts, such as Lee and Williamsburg counties, also offered the courses at the high school level.

Since the administrators and teachers from the above school districts reported that they offered required and elective courses on the African-American experience, the research team investigated which students primarily were taking such courses. The respondents in the survey provided mixed data. Some of them provided responses again based on how their schools implemented the Education Improvement Act and taught the African-American experience—by infusing it in courses across their curricula. As a result, 31% of the respondents replied that “all students” at their schools took courses on the African-American experience. Although the modal category on this question was “not applicable” (40.3%), which indicates the correct reading of the question by some of the respondents, the overall responses as indicated in Figure 17 have to be verified and qualified by additional data.¹² Analyzing the respondents’ answers to this

Who Takes Courses on the African-American Experience at Your School?



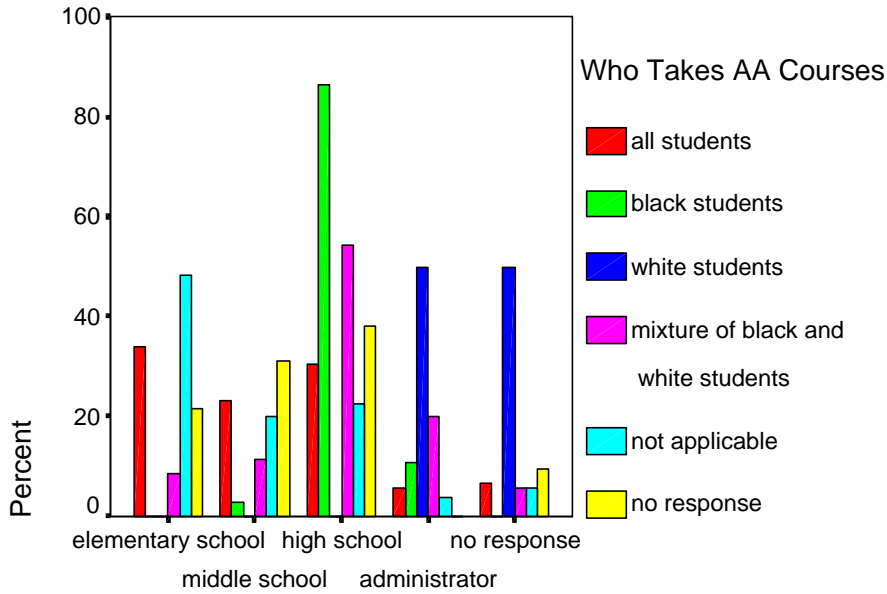
Who Takes AA Courses

Figure 17

question by their teaching levels, as it was done in Figure 16, reveals how those on the elementary and middle school levels seem to have misread the question. In Figure 18, 57% of the 121 respondents who said that “all students” took courses on the African-American experience taught on the elementary and middle school levels. Conversely, those respondents who said that the courses were taken primarily by black students taught overwhelmingly on the high school level (87%). The high school data appear to be the most accurate. Please note also that only two respondents stated that primarily white students took the courses: one was an administrator and the other did not provide his or her teaching level. As a result, the two bars in the graph representing white students appear at the 50% level in each of those categories.

¹²Abbreviation in Figure 17: “mixture of black and white students.”

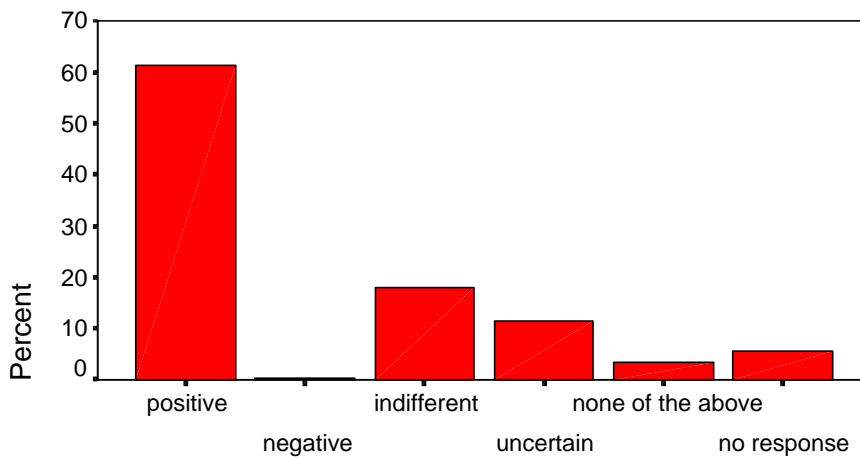
Respondents' Teaching Level Tabulated by Students Who Takes AA Experience Courses



Teaching Level of Survey Respondents

Figure 18

Reactions of Students to Courses and Materials on the A A Experience



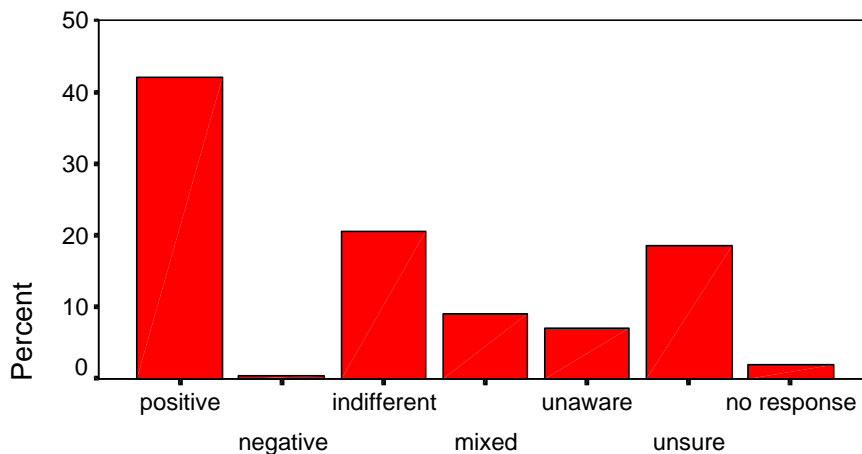
Student Reaction to AA Courses

Figure 19

In addition to examining which students were taking courses on the African-American experience, the research team also wanted to find out how students and parents felt or reacted to the courses and the teaching of the African-American experience in the curricula of the school districts throughout the state. Figures 19 and 20 indicate that the courses and the teaching of the African-American experience have had a positive reception throughout the state. Sixty-two percent of the respondents in the survey stated students had a positive reaction to courses and

materials on the African-American experience. A smaller percentage (42%) of the respondents felt that parents were as positive as the students, but an almost equal percentage felt that parents were either indifferent (21%) or they were unsure (19%) about how parents actually felt about the courses and materials. The data collected from the personal interviews with teachers, principals, and administrators further illuminate their perceptions of the attitudes of students and parents toward the teaching of the African-American experience in the public schools. When asked what was the climate at their schools toward the teaching of the African-American experience, 56% of those interviewed stated that it was “highly receptive.” An additional 37% said that it was “receptive” and 4% said that it was “somewhat receptive.” When they were asked

Reactions of Parents to Courses and Materials on the A A Experience



Parents Reaction to Teaching of AA Exp

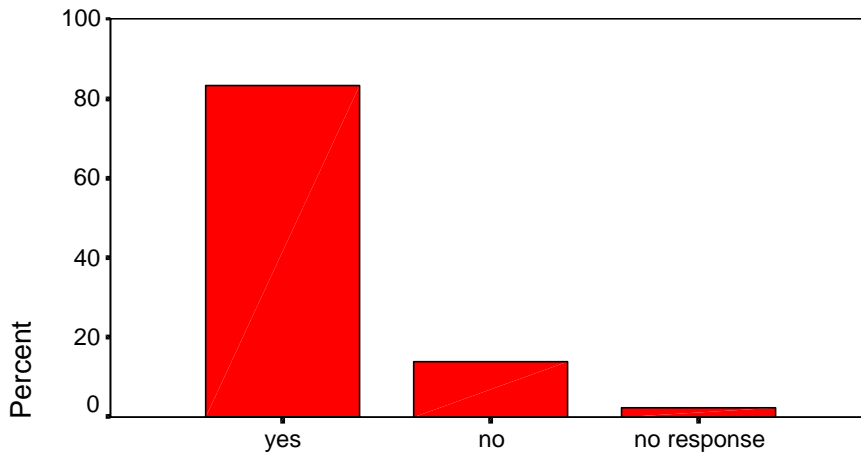
Figure 20

about the climate in their communities toward the subject matter, 46% said that it was “highly receptive” and 41% said that it was “receptive.” The anecdotal comments from the personal interviews support these responses. At a high school that has had an elective African-American literature course for over twenty years, the teacher of the course stated, “at first it was seen as only a course for blacks, now white students also take it.” A principal stated that “parents are asking how they can help” with the instruction in black history. While most comments about the climate in schools and community toward the teaching of the African-American experience were positive, there were a few negative ones. A principal stated that “race is still a touchy issue in this community” and “teaching black history tends to bring it out.” Another teacher stated that she had a problem from a white parent who objected to the language in Richard Wright’s **Black Boy**. But she was not sure whether it was the language to which the parent objected or the subject matter: African-American literature.

Overall, the climate for and the reactions to teaching of the African-American experience tended to be positive. Serving as confirmation of this fact is the positive support for the celebration of Black History Month and the observance of other African-American holidays by most of the schools represented by respondents in the survey. As Figures 21 and 22 indicate, 83% of the respondents stated that their schools sponsored special programs for Black History Month. Fifty-

nine percent also stated that their schools used African-American holidays, such as Dr. Martin Luther King's birthday, for special instruction.

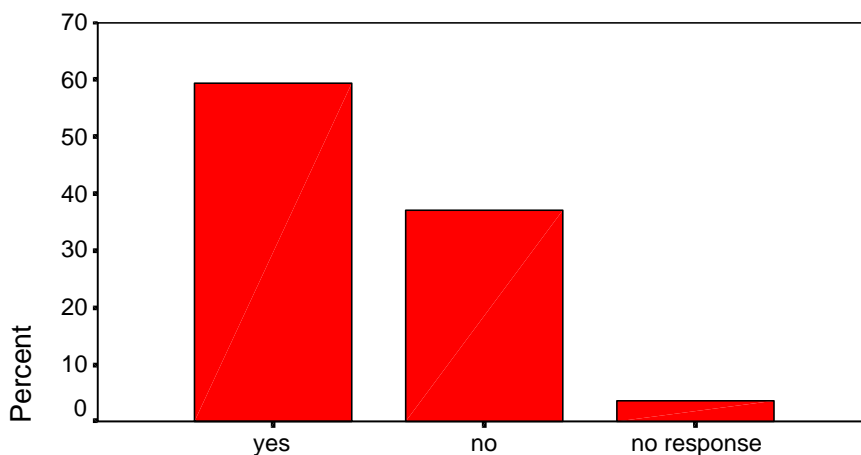
Does Your School Sponsor Special Programs for Black History Month?



Black History Month Programming

Figure 21

Does Your School Use Any Other African-American Holidays for Special Instruction?

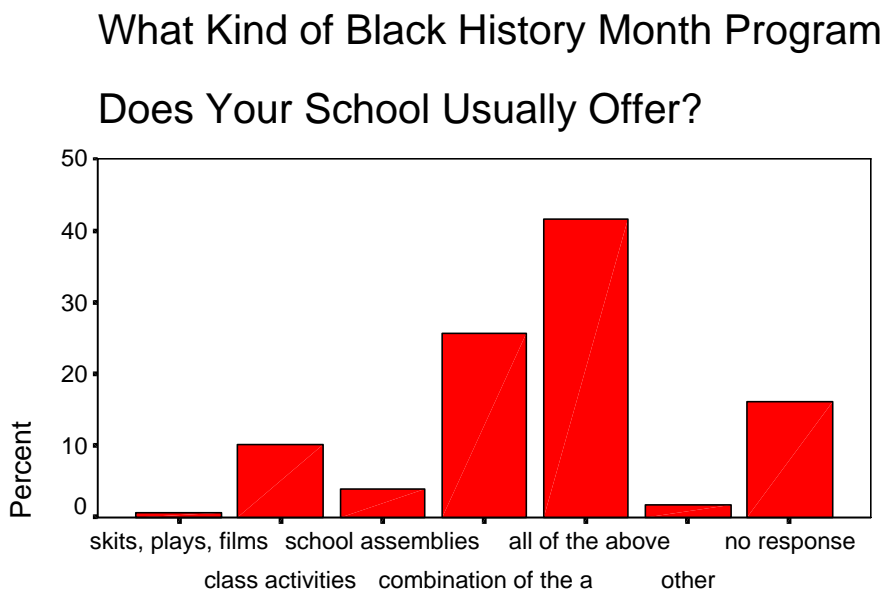


Special Instruction for AA Holidays

Figure 22

It was during Black History Month, however, when the respondents' schools sponsored the most programs related to their instruction on the African-American experience. The special programs that they sponsored consisted of a variety of activities, including classroom activities, skits and plays by students, and school assemblies. Forty-two percent of the respondents stated that their schools did all of these activities during Black History Month. The schools of 26% of the

respondents sponsored a combination of these activities to celebrate the month of February. (See Figure 23.) As this report has noted above, Black History Month is an important time of the year for many schools to teach and highlight the African-American experience. (See Figure 13, page 14.) Many schools use the month-long celebration as the one time during the year to infuse the African-American experience more fully across their curricula.¹³ The involvement of teachers in organizing programs for Black History Month appears to be crucial. According to the respondents in the survey, teachers do more of the organizing of Black History Month programs than principals, students, and parents. (See Figure 24.) Twenty-three percent of the respondents said that teachers did all of the organizing of Black History Month programs at their schools; 10% said that teachers worked with principals to plan programs; 13% stated that teachers worked with students; and 10% said that teachers planned programs with both principals and students.



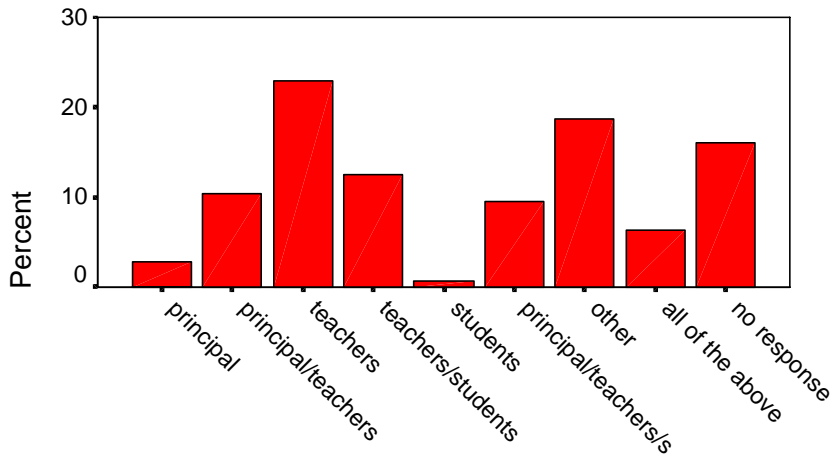
Types of Black History Programs

Figure 23

Some of the participants in the personal interviews noted that parents often helped to plan Black History Month programs at their schools. (In Figure 24, the minor participation of parents in the planning of Black History programs at the schools is in the “other” category along with the planning done by school counselors and other individuals.) Indeed, some principals and teachers stated that school assemblies for Black History Month often became community events and were attended by students, teachers, parents, and other individuals from the communities surrounding the schools. Several schools held workshops during Black History Month in order to involve parents more in the development of the curricula for teaching the African-American experience.

¹³Abbreviation in Figure 23: “combination of the above activities.”

Who Organizes Black History Month Programs at Your School?

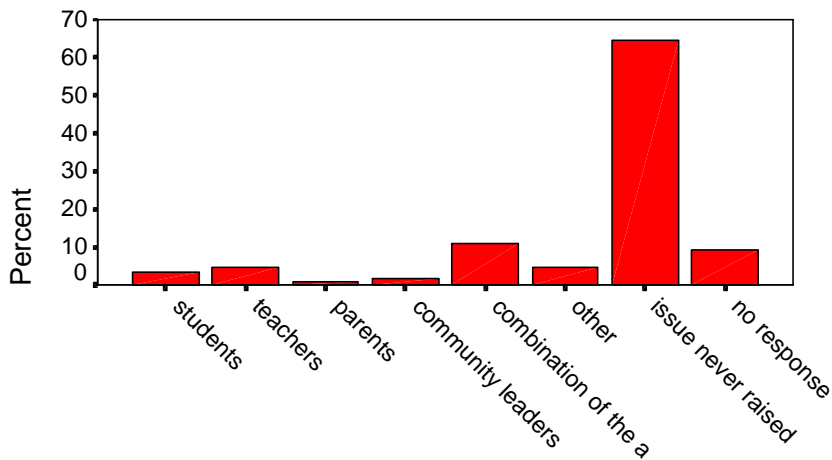


Who Organizes Black History Programs

Figure 24

The involvement of parents as well as other members of the community is not a unique phenomenon.¹⁴ Historically, African-American parents and community leaders have sought to influence the teaching of the African-American experience by not only attending programs and

Groups Asking for Courses on the AA Experience in the School Curriculum



Requests for Courses on AA Exp

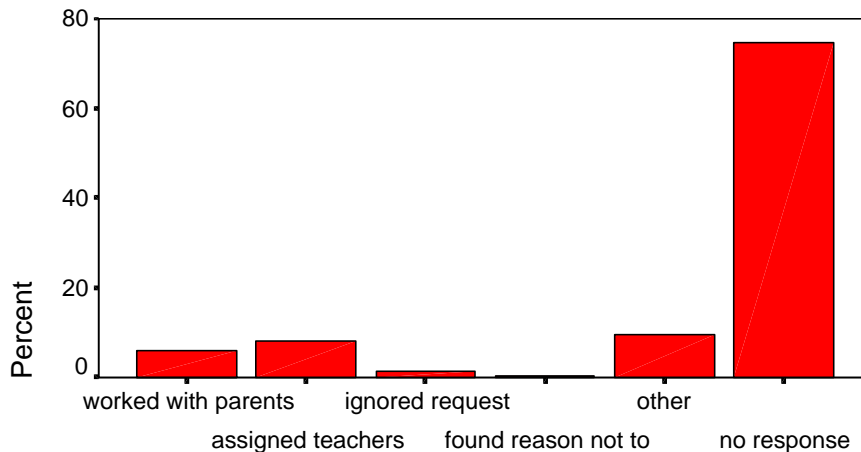
Figure 25

assemblies at the schools related to the subject matter, but also by asking that the schools in their communities offer courses on the subject.¹⁵ According to the respondents in the survey, this does

¹⁴Abbreviation in Figure 24: “principal, teachers and students.” Abbreviation in Figure 25: “combination of the above groups.”

not appear to be a major issue in their schools. Sixty-five percent of them stated that they had not received any such requests. Moreover, the requests were more likely to come from their schools' teachers (5%) or a combination of students, teachers, parents, and community leaders (11%) than from any one source. The few requests that were made were usually handled by assigning teachers to develop the curricula for such courses (8%) or by working with parents to address the request (6%). But since the majority of the respondents reported that the issue has never been raised, 75% of them did not have to address it. (See Figures 25 and 26.)¹⁶

School Response to Request for Courses on the AA Experience



School Response to Request

Figure 26

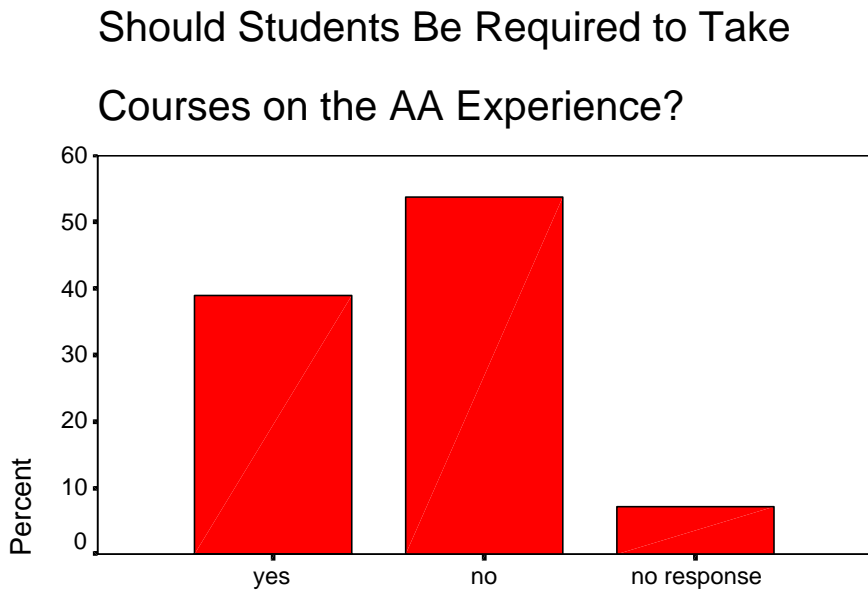
A question related to the issue of whether parents and community leaders had asked for courses on the African-American experience is whether such courses should be required. Many of the scholars and lay persons who have advocated the teaching of the African-American experience for the past thirty-five years have suggested that courses on African-American history and culture should be required for all students, but especially for African-American students attending schools in predominantly black school districts such as several of the districts covered by this report.¹⁷ The survey questionnaire asked the respondents their opinion on this issue. Specifically, they were asked, "Should students be required to take courses on the African-American experience in the public schools of South Carolina?" Figure 27 shows their responses. Thirty-nine percent of the respondents felt that such courses should be required. But a majority of 54% felt that courses on the African-American experience should not be required in the state's public schools. This question elicited much comment from the respondents. Some stated that "a separate course" should not be required because it is "included with the rest of the curriculum." Several stated "one group's history" should not be highlighted over the "histories of other groups." One respondent felt that "black students were uncomfortable" when they were "singled out for special treatment" in the classroom. Perhaps the most critical response was that "black

¹⁵ See Nathan Hare, "The Battle for Black Studies," *The Black Scholar* 3 (1972): 32-37.

¹⁶ Abbreviation in Figure 26: "found reason not to address the issue."

¹⁷ See William E. Adams, "Black Studies in Elementary Schools," *Journal of Negro Education* 39 (Summer 1970): 202-208; and Molefi K. Asante, "The Afrocentric Idea in Education," *Journal of Negro Education* 60 (1991): 170-180.

history should not be taught” as a separate course because “it tended to make heroes” out of “bad role models like Jesse Jackson, Louis Farrakhan and others.”



Should AA Course Be Required?

Figure 27

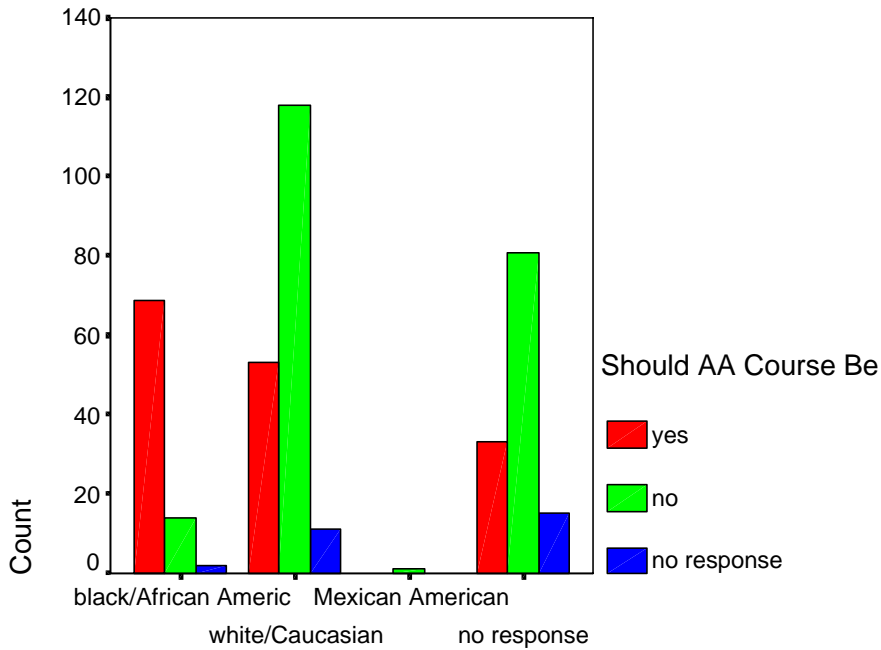
Upon examining which groups among the respondents favored or opposed requiring students to take courses on the African-American experience, some of the findings were obvious. Most African-American respondents (81%) favored having required courses on the subject; most white respondents (69%) opposed it. A majority of respondents from majority black schools (51%) favored it; those from majority white schools (60%) opposed it. Respondents from mixed schools split over the requirement, but 49% were against it and 40% for it. (See Figures 28 and 29.)

While this issue seems like it is essentially a black and white one, there are some gray areas. For example, the respondents who taught at elementary and middle schools were not as opposed to having required courses on the African-American experience as those who taught on the high school level. Only 46% of the respondents teaching on the elementary school level opposed it, while 42% favored it. Fifty percent of the respondents teaching on the middle school level opposed it and 45% favored it. Among those who taught on the high school level, however, two-thirds opposed having required courses on the African-American experience. (See Figure 30.)

An important reason why some principals and teachers were concerned about making courses on the African-American experience required was because of the lack of training and teacher preparation to teach the courses. As Figure 31 shows, 45% of the respondents stated that teachers at their schools received no special training to teach courses or to introduce materials on the African-American experience. Less than 50% of the respondents stated that the teachers at their schools had attended in-service workshops and other training programs, had used state prepared curriculum guides, or had taken college courses (the “other” category) to prepare themselves to teach the African-American experience. Information received during the personal interviews on this issue was even more revealing about the problem. Similar to the experience of the respondents in the survey, about 50% of the persons interviewed had had no training to teach the African-American experience. Among those who had had some training, their training ran the gamut. Some had attended workshops at local colleges and universities in their communities on

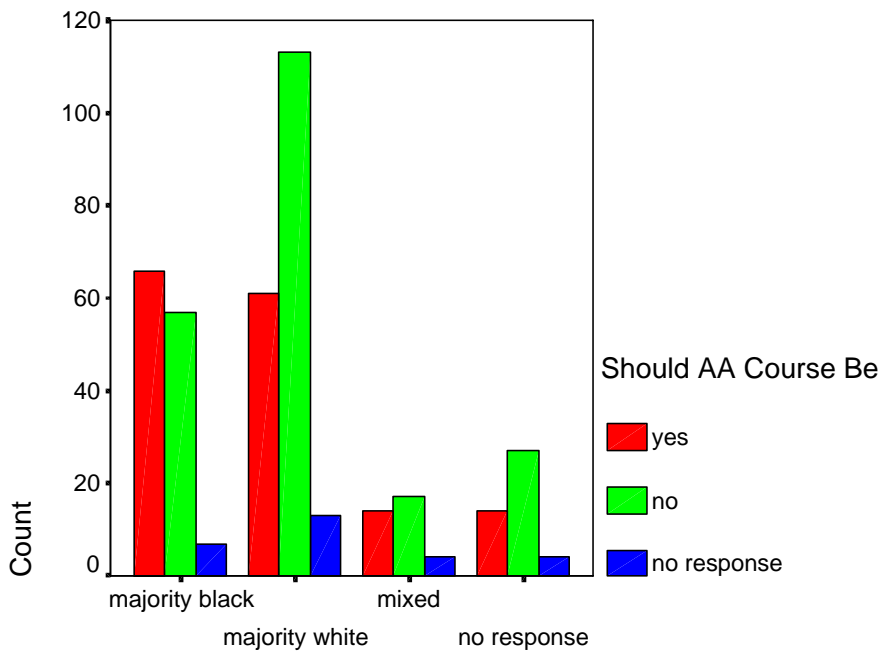
African-American history and literature. Others had attended seminars on “how to deal with African-American males.” For some, their school districts had sponsored sensitivity training and

Tabulation of Respondent’s Race by Should AA Courses Be Required?



Respondent's Race

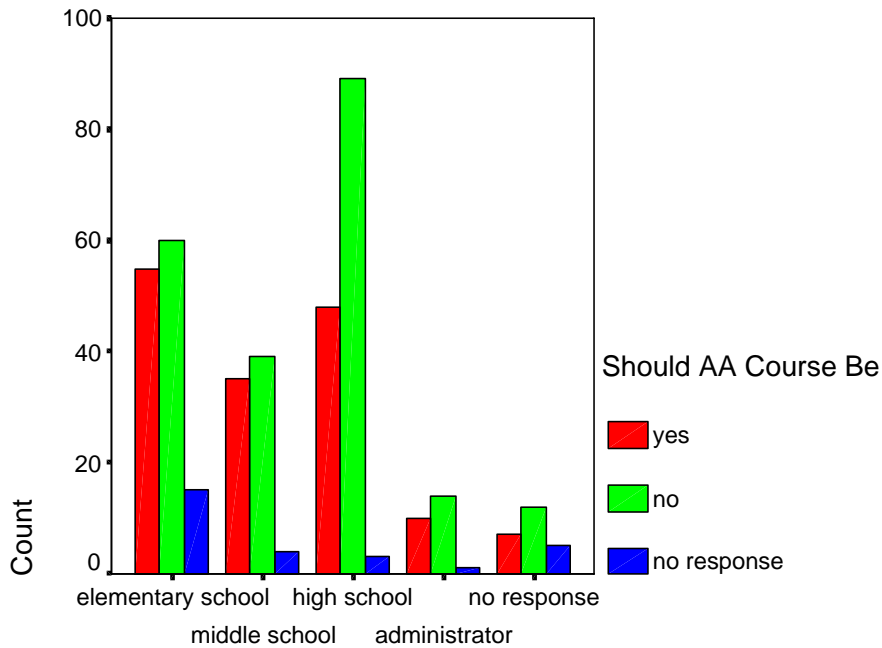
Figure 28
Tabulation of Ethnicity of School by Should AA Courses Be Required?



Ethnicity of School

Figure 29

Tabulation of Teaching Level of Survey Respondents By Should AA Courses Be Required?¹⁸



Teaching Level of Survey Respondents

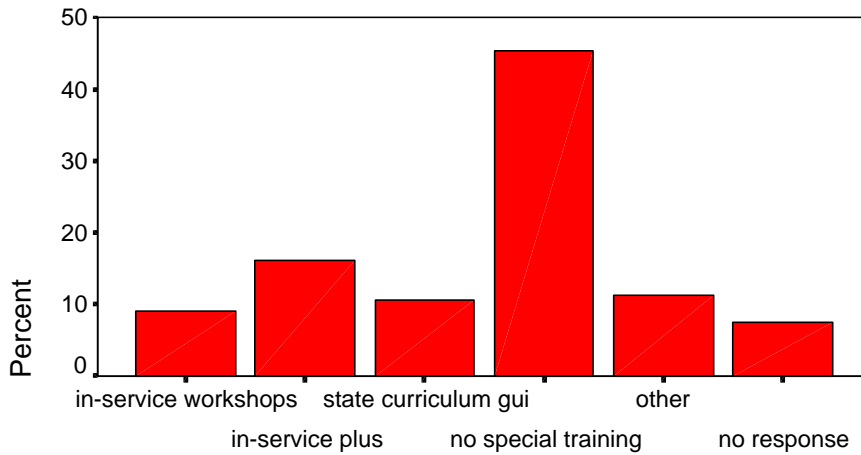
Figure 30

multicultural education workshops. Some of these workshops had also focused on “diversity.” Several teachers had attended a summer institute on African-American history and literature at South Carolina State University. Only one teacher among those interviewed stated that he had majored in African-American history in college. An interesting finding was that at several schools the principals, senior teachers, or the Social Studies chairs assumed responsibility to assist teachers on their staffs by providing them resources and preparing them through in-school workshops to teach the African-American experience. One of the elementary school principals who had developed in-school methods to train her teachers on how to infuse the African-American experience in their teaching also tied each teacher’s evaluation to how well he or she carried out these methods in the classroom.

Given the general lack of training for teachers on the African-American experience that seems to be the norm throughout the state, their responses to the question about who would teach a required course on the subject seems contradictory. Nevertheless, as Figure 32 reveals, 56% of the respondents to the survey stated that “if the State of South Carolina required all students to take a course on the African-American experience,” there were persons at their schools qualified to teach it. Only 13% responded negatively to this proposition and 30% said that they did not know if there were persons qualified to teach a required course on the African-American experience at their schools.

¹⁸ Please note that Figures 28, 29, and 30 use actual numbers instead of percentages.

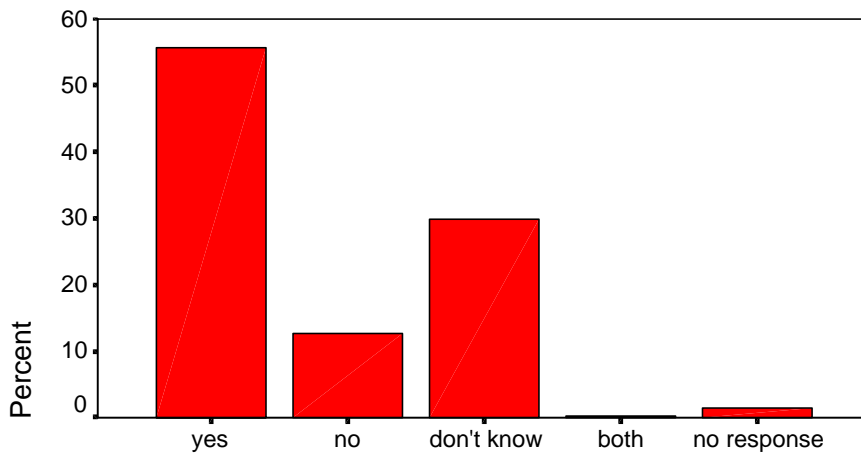
Special Training/ Preparation for Teachers to Teach the AA Experience



Training for Teachers on AA Exp

Figure 31

Are There Persons at Your School Qualified to Teach the African-American Experience?



Are Teachers Qualified to Teach AA Exp?

Figure 32

Student Survey

To supplement the survey and the interviews conducted in the fall of 2000, the research team interviewed thirty-eight high school students from four school districts.¹⁹ The interviews sought

¹⁹ Although six schools districts--Horry, Charleston, Bamberg, Richland II, Berkeley and Lee--were contacted to schedule interviews with students, only four followed up by actually scheduling interviews with students. This

to gain student input about whether the state's public schools were implementing the EIA of 1984 and including the African-American experience in their curricula. The students were asked some of the same questions as the teachers and administrators who were interviewed during the site visits. (See Appendix D for a copy of the Personal Interview Form and Appendix E for the Student Interview Form.) But in order to gauge what students were actually learning about the African-American experience, students were also asked more specific questions about people and events. An analysis of student responses follows.

Student responses to the question, "describe how your school teaches the African-American experience" were similar to those provided by the teachers and the administrators in the survey and personal interviews. That is, the majority of the students stated that the subject matter was infused in History, English, Social Studies, and "cultural diversity" classes. Seven of the students had taken African and African-American history classes at their schools. A minority of the students stated that their schools did not teach anything on the African-American experience or taught it only for "two days during February."

Student responses about "when," "how often," and "in what context" was the subject matter taught were also similar to that of teachers and administrators. Some students stated that the African-American experience was infused all year in the courses listed in the paragraph above. Several stated that in English classes the teachers focused specifically on black authors during February. Two students stated that their school provided special information on the public address system during Black History Month. Students from one school stated that in a Business class they were given "Black History teasers" each day on the board during Black History Month. Students in two of the school districts stated that they received more instruction on the African-American experience in "cultural diversity" and "Success" classes rather than in other academic classes.

One of the objectives of the state's program in African-American History Program is to identify the contributions of African Americans throughout South Carolina's history. To assess how this objective was being achieved students were asked to name African-American South Carolinians about whom they had learned in school. Students in two of the districts could not name any African-American South Carolinians. Students from the other two districts were able to name specifically Cleveland Sellers, Philip Simmons, and several other local African Americans in their communities. But none of them were able to name more than three individuals. Ironically, the students were better able to name national historical figures in African-American history than those specifically related to South Carolina. For example, most of them could name national historical figures such as Frederick Douglass, Harriet Tubman, George Washington Carver, Sojourner Truth and Jackie Robinson.

The inability of the students to name African Americans in South Carolina history was matched by their inability to identify a list of African Americans who were the first to make important achievements in their fields or who had national significance. Among the thirteen names presented to the students were South Carolinians Septima Clark, Ron McNair, Modjeska Simkins, William Ellison, Robert Smalls, Jonathan Jasper Wright, Denmark Vesey, Joseph H. Rainey and the *Briggs v. Elliott* case. Twelve of the students could identify McNair; three could identify Ellison; eight Vesey, one Smalls, and fourteen knew of the *Briggs v. Elliott* case. None of the students knew Wright, Clark, Rainey or Simkins. By contrast, all thirty-eight of the

information is based on interviews with students from school districts in Bamberg, Berkeley, Charleston, and Horry counties.+

students could identify Rosa Parks, Martin Luther King and Malcolm X. Several students noted that African-American historical figures such as Rosa Parks and Martin Luther King were emphasized over and over in their classes, while those relevant to South Carolina were ignored or not discussed.

Students were also asked about significant events in African-American history. Specifically, they were asked what they had learned about the Middle Passage, slavery, Reconstruction and the civil rights movement. They were asked about the latter three events in the context of South Carolina history. Their responses ranged from knowing nothing about the above events to having a vague idea about them to at least having some basic information.

Only five of the students knew about the Middle Passage. These students knew that it was associated with the slave trade and two of them were able to describe it specifically as the trip from West Africa to the Americas on the slave ships. One student cited the movie **Amistad** as the source for her information. She had seen the movie when it was released to theaters nationally and she had not learned about the Middle Passage in school.

Providing information about slavery in South Carolina was also problematic for the students. Most of them had a vague idea about slavery. Several knew that slaves had worked on plantations for no money and that some had even worked off the plantation. One of the students noted that he had taken a fieldtrip to the Old Exchange Building in Charleston and learned about the slave trade. Another student knew that freedmen had taken the surnames of their former owners. Only one of the students knew about the role of African slaves in South Carolina's rice economy.

The majority of the students knew nothing about Reconstruction in South Carolina. Only eight knew vaguely about the timeframe for Reconstruction: "after the Civil War." Only one could provide specifics; she knew that during the Reconstruction era the 13th and 14th Amendments had been passed and that there was an attempt "to end segregation."

The students knew even less about the civil rights movement in South Carolina. Fortunately, students from two of the districts had seen the film **Separate But Equal** and had a vague idea about the background of the *Briggs v. Elliott* case and its relationship to the *Brown* decision. One of the students knew about the "Orangeburg Massacre." Overall, however, the majority of students had no familiarity with the people or events of the civil rights movement in South Carolina.

Given the dearth of knowledge that the students had about the African-American experience in South Carolina and the topics and events listed above, they were very eager and quite willing to make suggestions about the topics that they felt should be included. Not surprisingly, they emphasized that "black contributors to local and South Carolina history" should be included in social studies classes. They also wanted more information about civil rights, black inventors, black businessmen, and more on slavery (although the students from one high school wanted "less on slavery").

The majority of the students also felt that courses on the African-American experience should be required. But a significant number also felt that the subject matter should be infused throughout the curriculum so that all students—even those who did not take courses on the African-American experience—could learn about each other. Many of the students felt that they did not get enough information on the African-American experience even when it was covered. They felt

that teachers were rushed to cover the overall curriculum objectives and therefore did not teach enough about the African-American experience. Moreover, they felt that some teachers did not want to cover the African-American experience because they were uncomfortable teaching controversial material. The students at one high school, for example, stated that their teachers refused to allow them to discuss the Confederate flag issue because they were afraid of the controversy that it might spark if students told their parents about the discussion.

Conclusions and Recommendations

Based on the findings in this study the State of South Carolina has come a long way since the enactment of the provision in the Education Improvement Act of 1984 requiring the teaching of the African-American experience in the state's public schools. It is clear that most of the state's school districts make some attempts to follow the provision and teach the African-American experience in social studies, history, and other classes. Most schools, especially on the elementary and middle school levels, "infuse" the subject matter into social studies and history courses. A minority of schools, primarily the high schools in the state's largest school districts, offer courses on the African-American experience in history and literature. These courses have survived the decline in popularity for such courses and appear to be thriving.

Teachers in the state's public schools also use a variety of resources to teach the African-American experience. The research team found that most teachers supplemented the curriculum guides and textbooks prepared or approved by the South Carolina Department of Archives and History and the State Department of Education, respectively, with a variety of resources, including outside readings, cdroms, internet sites, audiovisual materials, and a variety of community resources (guest speakers, fieldtrips to historic sites, and programming support from parents). The level of funding seemed to be the only restriction on the resources that teachers were able to use to teach the African-American experience. (See below for a further discussion of the funding issue.)

It was not clear how much time teachers spent teaching the African-American experience. By infusing the subject matter into social studies, history, and other courses, the time spent on it appeared to vary throughout the state's school districts. As the data cited above indicated, many of the respondents could not determine how much actual time was spent on the African-American experience. The overwhelmingly majority of them used the celebration of Black History Month as an opportunity to highlight the African-American experience in their classes and to plan special programs that featured speakers, plays and skits, and even workshops attended by parents and other community members.

The funding for materials to support the teaching of the African-American experience was also an issue. During its site visits the research team found that very few schools had funds designated to support the teaching of the African-American experience. Most of the schools used funds from their overall budget to buy teaching materials and other resources. When asked to place a dollar figure on the amount that was spent on materials to support the teaching of the African-American experience, only 1% stated that they spent more than \$100 per year. Three of the teachers interviewed by the research team had written grants to fund the purchase of materials and to support speakers and a residency program for an African-American artist. None of the administrators, principals, and teachers interviewed for this study knew about the availability of any state funds to support instruction on the African-American experience.

Upon being made aware of such funding realities, the research team investigated how the State of South Carolina provided funding to support its implementation of the provision for the teaching of the African-American experience under the Education Improvement Act of 1984. As noted on page one of this report in 1993 the state legislature passed a line item in the state budget to support the implementation of the Black History provision in the EIA. From 1993 to 1998, Willie Harriford served as the Coordinator for Black History with the State Department of Education. His office had a budget of \$110,000 a year that he used to buy educational materials, to provide stipends for teachers who attended workshops and in-service training on Black History, and to develop programs to support the implementation of the EIA provision. Part of the funds supported the printing and distribution of the publication, **African Americans and the Palmetto State**. When Harriford left the position in 1998, it remained vacant for two years.²⁰ His departure from the position seems to have suspended temporarily, at least, the statewide efforts to support the teaching of the African-American experience. With the appointment of Thomas Rivers as Coordinator for Black History with the State Department of Education in Spring 2000, these efforts have just been renewed.

The appointment of Thomas Rivers has already begun to address one of the issues confronting teachers in their efforts to teach the African-American experience: training and preparation. As the data from the survey indicated, less than 50% of the teachers had had any training on the subject matter. In addition, with the exception of the summer institutes at South Carolina State University and the courses taken by teachers at the state's college and universities, some of the training had focused more on "diversity," "sensitivity," and behavioral issues than on the curricular content and resources needed to teach the African-American experience. To address the latter issue, in September 2000 Rivers sponsored the first of several workshops to develop curriculum and resources for the teaching of the African-American experience. He has also issued a request for proposals from the state's colleges and universities to develop summer workshops and institutes to train and prepare teachers in this field.

Although Rivers has developed five Program Goals for the African American History and Multicultural Education Program, it is not clear how the success of the program will be measured. Rivers stated that when he started his position in Spring 2000, he inherited a program that had lapsed in its implementation of the EIA provision for Black History. He began an assessment then and found that there was still a need for curriculum development and providing basic resources to teachers. Also, there were no specific goals and objectives for the program. To facilitate his own annual performance evaluation, he developed the five program goals listed on page two and itemized in Appendix A of this report.

Rivers also stated that the effort to implement the EIA needed to continue. While he indicated that he worked closely with the Department of Education's Social Studies Coordinator to link the African-American History program to the curriculum objectives in that area, he felt that a special effort was still needed to train teachers, to develop resources, and to insure that the state's public schools were providing students instruction on the African-American experience. He is also planning to update the state's publication, **African Americans and Palmetto State** by returning the color pictures to the next issue and by making it available on cdrom.²¹

While this study has found significant efforts by the state's public school districts to teach the African-American experience, it is clear that there are still areas in this state in which teachers

²⁰ Telephone interviews with Willie Harriford, 20 December 2000 and 29 March 2001.

²¹ Interview with Thomas Rivers, 3 May 2001.

are still uncomfortable with this material. There are some blacks and whites for which the material brings painful memories. Some areas of South Carolina are not progressive in race relations and this is reflected in the implementation, or lack thereof, in some sections of this state. While almost all of the administrators, principals, and teachers interviewed for the study were polite and very friendly, some displayed a sense of nervousness and discomfort with the questions and the overall project. As the responses to the question on whether courses on the African-American experience should be required indicated, there is still some resistance to making the African-American experience an important as well as integral part of the curricula in the state's public schools.

Moreover, our interviews with thirty-eight students from four school districts indicated that some students still were not learning some of the basic facts about South Carolina history as required by the overall curriculum standards. Due to the need to meet the deadline for this report our random interviews with students were not necessarily "scientific." But the interviews did provide us a sense of what students had learned and how they felt about the information that they were receiving on the African-American experience. It was very clear that even among this small unscientific sample of students something was lacking. Their knowledge about the African-American experience within the framework of South Carolina history was not congruent or consistent with what teachers and administrators in our survey and interviews claimed that they were doing to teach the African American experience.

Based on the above conclusions, the State of South Carolina should consider the following recommendations:

8. Develop a clearinghouse for information on resources available to teachers who need to supplement their curricula in this subject matter.
9. Provide more opportunities for training for teachers.
10. Recognize the innovations that some principals and teachers are using by holding an annual conference on the teaching of the African-American experience in the state.
11. Develop a statewide website that lists resources prepared and recommended by the State Department of Education.
12. Continue to implement the provision for the teaching of the African-American experience in the EIA by enforcing the curriculum standards and providing the appropriate funding and resources.
13. Ensure that the state evaluation standards for schools recognize their compliance with the EIA provision for the teaching of the African American experience.
14. Develop a standard of measurement for the state's African-American history program that accurately and effectively measures actual student knowledge about the African-American experience.