

It is vital Black history is in schools throughout grades levels and the curriculum

A holistic Black history taught in our public schools is vital to a healthy and empowered sense of community, personal identity, and well being for K-12 Marion County African American students.

African American children and youth must know who they are

Marion County African American students must know who they are if they are to face life in a state that codified white supremacy in 1907. Note, Indiana passed the world's first eugenics law requiring the sterilization of the "unfit." These signs are directly west of the state capital's back entrance.



In a Marion County public school system that has traditionally confused education with assimilation, African American students are surrounded by whiteness in their school classrooms and hallways. A deep knowledge of African and African American history coupled with a strong sense of culture, are antidotes for the social disease of systemic racism that infects school climate, privatization, curricula, testing, pedagogy, and the general purpose of public education in Indiana particularly.

“What is more acceptable [here in Indianapolis], more comfortable, is a high level of acculturation. Acculturation being defined as ‘to alter...through a process of conditioning.’”

~ Mari Evans, *Clarity as Concept*

“For a span of my memory this has been a city of opposing wills, two faces firmly set toward different directions—one covertly determined to maintain the status quo, to continually block any access to power, or to parity; the other advocating an active morality and its right to inclusion as an equal entity rather than a colonized one. This has been a city of perpetual confrontation, however cloaked, between the powerless and those who influence, control, and engineer the city’s movement in the inexorable and often ruthless march toward ‘greatness’...”

~ Mari Evans, *Clarity as Concept*

“Colonality is mentioned because if colonality stays invisible, the onus of change is forever on the ‘colonized.’ Success for people of color will then endlessly revolve around finding ways to conform and succeed on another’s terms, rather than around nurturing their own criteria for achievement. A school’s value will depend upon how they’re able to get students of color to assimilate towards the cultural normative dogma of whiteness.”

~ John Harris Loflin, [The Mind Trust’s Neo-colonial War on Parents](#)

“Black students who do well in school are seen as ‘acting white.’ But, it’s not that Black student have to act white to be successful, it’s that they can’t act Black and be successful.”

-- Dr. Prudence Carter, *Keepin’ it real*

“Education for whites is indoctrination, subjugation for Blacks.”

– James Baldwin, author, social activist

“Can we call the preparation to produce the cultural hegemony of European-elites, education?”

-- Mwalimu J. Shujaa, *Too much schooling, too little education*

Proposed Action Item

AACI will gather a committee of interested local educators, students, school board members, and politicians to push to make sure a holistic Black history curriculum is used in the 11 Marion County school districts and each of the county's charter and Innovation schools.

An independent group of interested local educators, students, school board members, and politicians will form the come up with a set of criteria and will evaluate the efforts of the above committee throughout a 5-year longitudinal student and report back to the AACI. Monthly public reports will be published as to the value of the curriculum regarding school climate and academics. These 12 monthly reports will help make sure the curriculum is used in the classroom.

Garry Holland's *Historic Journey* curriculum is a good example: <https://thehistoricjourney.org/>.

There is now an ethnic studies law/curriculum in Indiana.

<https://www.doe.in.gov/sites/default/files/standards/ss-2018-ethnic-studies-standards.pdf>