

Expert Group #4: Freedom Schools Curricula



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NOTE: All of the following sources are primary documents from the 1964 Freedom Schools, provided by [Education & Democracy](#), [Civil Rights Movement Veterans](#), and the [University of Southern Mississippi Digital Collections](#).

DISCUSSION QUESTIONS	2
BACKGROUND	
• Freedom Schools Curriculum	3
• Curriculum Conference Subgroup Report (excerpt).....	4
MATHEMATICS	
• Sample math lecture & Statistics	6
POLITICS	
• Material Things & Soul Things (excerpt).....	8
• Examining the Apparent Reality - The “Better Life” that Whites Have (excerpt)	10
HISTORY	
• General Outline for Negro history 1900s - 1960s (excerpt)	12
SCIENCE	
• Physics, chemistry, astronomy, and biology	14

DISCUSSION QUESTIONS - Curricula Expert Group

- 1) What were the main components included in the curriculum? Who determined the curriculum and for what purpose?
- 2) What are some similarities and differences you see in the Freedom Schools curriculum and what you are taught in school today? Who determines the curriculum today and how do they decide what is included (or left out)?
- 3) What was the purpose of Freedom Schools in 1964? How does that compare with the purpose of schools today?
- 4) Some of the main questions that students were investigating in the Freedom Schools included:
 1. *What does the majority culture have that we want?*
 2. *What does the majority culture have that we don't want?*
 3. *What do we have that we want to keep?*

Why were these questions picked to be the focus of the curriculum? Are these questions still relevant to discuss in school today - why/why not?

BACKGROUND: Freedom Schools Curriculum

The over-arching goal of SNCC organizing in Mississippi is to build political power that defends the interests of those at the bottom of society. But to create parties and organizations that not only represent the disempowered but are led and controlled by them requires a long-term effort to develop political awareness, self-confidence, and organizational skills within the community — not just among adults but among young people too. In Mississippi in 1964, the immediate goal is to build the [MFDP](#) [Mississippi Freedom Democratic Party] as a Black-led party of the disenfranchised, and the Freedom School curriculum is directly linked to that effort. Said Rev. Edwin King, MFDP candidate for Lieutenant Governor: "*Our assumption was that the parents of the Freedom School children, when we met them at night, that the Freedom Democratic Party would be the PTA.*"

*I just loved going to talk about the movement or to conduct lessons in those classes. But I also saw something that has stayed with me all my political life. All real education is political. All politics is not necessarily educational, but **good** politics always is. You can have no serious organizing without serious education. And always, the people will teach you as much as you teach them — Kwame Ture (Stokely Carmichael)*

Rather than being built around facts to be memorized for answers to standardized tests, Freedom Schools are based on asking questions. Questions whose answers are found within the lives and experiences of the students and their families, and which are crucial to building the Movement. The instructions given to Freedom School teachers makes it plain:

In the matter of classroom procedure, questioning is the vital tool. It is meaningless to flood the student with information he cannot understand; questioning is the path to enlightenment... The value of the Freedom Schools will derive mainly from what the teachers are able to elicit from the students in terms of comprehension and expression of their experiences.

The initial focus is on two related sets of questions:

- Why are we (teachers and students) in Freedom Schools?
- What is the Freedom Movement?
- What alternatives does the Freedom Movement offer us?
- What does the majority culture have that we want?
- What does the majority culture have that we don't want?
- What do we have that we want to keep?

To help students and teachers develop their answers to these questions, the curriculum includes seven [question-oriented units](#) of study. (See also [Mississippi Freedom School Curriculum](#) from Education and Democracy for the entire, extensive Freedom School curriculum.)

BACKGROUND: Curriculum Conference Subgroup Report

Report of a subgroup of the Leadership Development and Current Issues Committee at the Mississippi Summer Project Curriculum Conference. March 21-22

The group reporting dealt with political, economic, and social issues.

Approach: Problem-Solving through a series of case studies.

To develop in the future leaders of Mississippi an ability to deal with the problems of their state. Problem solving, as the committee views it, will be developed through a series of case studies dealing with the relevant political, economic, and social issues.

Advantages of approach:

1. Each problem or “case” will be related to the experiences and life situation of the students in Mississippi. It was felt that the academic disciplines of economics, politics, etc. could be best presented in the form that they present themselves in one’s life. For example, economics can be presented not as a graph but rather in the form of a loan not made or a job lost to a machine.
2. We will be able to enact new educational values by practicing more creative methods which will stimulate latent talents and interests that have been submerged too long. It is felt that one of the things which can be accomplished in such a short period of time is a “whetting of appetites” for further reading and educational experiences.
3. This approach allows for acquainting the participants with an awareness of the forces at work in our society and at the same time drawing on the experiences of the students and teachers involved. It demands very active participation from those who are to be introduced to new concepts. Most important, it seeks to draw on new kinds of creative abilities which are unfortunately not valued and remain untapped by the standard and presently accepted methods of teaching. These methods rely heavily upon tests and other methods of evaluation which are geared to particular cultural background.
4. The case study approach compensates for the obvious lack of training and standard cultural values of many of the teachers by focusing on those being taught and the method of teaching rather than the teacher himself.
5. We feel that such a curriculum will result in a creative experience for both the students and the teachers. It is hoped that both will come away with a new awareness of themselves and the movement. Perhaps, the children will be able to develop a new way of thinking and be awakened to their powers of analytic reasoning. In short we feel that the Freedom Schools can accomplish the vital task of causing high school youth in Mississippi to QUESTION.
6. The approach is not geared to a particular educational level but can be used successfully with any group since what happens in the classroom situation will be determined by the classes’ participation.

Preliminary working plan:

1. Fourteen “case-studies” or problems will be farmed out to various interested individuals to be researched.
2. Such research will require more imagination than diligence since we are not so interested in quantity of facts but concerned mainly with connections and associations which will be able to cross-cut the political, economic, and social elements of a given problem. We hope that the creativity of the class sessions will be mirrored by the creativity of the research as the students associate and pull incidents

from their own experiences which are called to mind by the discussions which in turn, are centred around the case studies.

3. Perhaps the most imaginative part of the researchers work will be required as he devises audio and visual techniques for illustrating otherwise meaningless and unrelated facts. He will try to remember photographs and pictures, tapes and records, newspaper articles, movies, plays, songs and many more pertinent materials which are not usually thought of as educational tools.

Topics: The following will be a description of the cases with some suggestions as to the directions of the topics. These directions are only initial suggestions for it will be the task of the researcher to thoroughly work out all the implications of a given problem.

1. Issue: Jamie Whitten and the Tractors

Description: This involves a decision by Congressman Jamie Whitten of Mississippi to introduce a tractor training program into an area of the state. The program would have relied upon Negro laborers but since the political stakes were very high, the situation has become extremely involved.

Ramifications: Automation—Mrs. Hamer's campaign (She is a Negro citizen of Miss. who is running against Mr. Whitten in the forthcoming congressional elections in the state)—political power and interest groups—intrastate politics—federal programs, their use and misuse.

Researcher: Robert Moses

2. Issue: Mrs. Hamer's Campaign

Ramifications: National politics—Political parties and the National Conventions—The Miss.

Delegations—Voter registration and Freedom Registration—COFO:—its development and value; its relationship to power in politics—Mrs. Hamer's platform.

Researchers: Work-study group, Dona Richards Moses, Mendy Samstein, Jesse Morris

3. School Boycotts in Mississippi (Hattiesburg, Canton)

Ramifications: School boycotts in Northern cities—Techniques of the movement in the north i.e. rent strike—Chicago's relationship to Miss.—Slum ghetto areas in the north i.e. how do the ghettos of Chicago compare with Miss.—evaluation of Miss. Schools and other segregated schools.

Materials: Textbooks covering the same topic can be compared (northern—southern): tapes are available from Haryou and Peggy and Noel Day in Boston.

Researcher: Rochelle Horowitz

4. Hattiesburg Demonstrations with respect to Communications and Public Relations

Ramifications: Press Releases: how to write them, where to send them—comparison of northern and southern account of the same incident—freedom of the press north and south: what are its powers and how does it operate—what is the need for ministers and students from the north—what are the effects of these northerners upon demonstrations and police action.

Researcher: Sandy Leigh

5. How the Power Structure Works

Ramifications: Interlocking power—how the establishment gets established—sovereignty commission—corporate structure northern businesses and corporation in the south—the effect of northern sympathy demonstrations i.e. Wall St. Picket

Researcher: Jack Mennis (he has been doing research already in the area of corporate structure in the south, and should be able to choose an appropriate case study).

MATHEMATICS: Sample Lecture

Note to Freedom School teachers:

This diagnostic is rather important in the summer curriculum. Your students will demonstrate a wide variety of levels of mathematical knowledge and we wish to satisfy individual needs as much as possible. This tests should help you find just what each student needs. Administer the test in the manner you think best. Some students will only be able to solve a few of the arithmetic problems, if that. Let them go when they feel they can do no more. I would suggest a very liberal time allowance. Most likely few of the students have seen any set theory but, given time, many could solve that section. Perhaps you'll want to break the test up into two parts. Perhaps it would be best for some students if you sat down with them and went through the test problem by problem, offering hints when necessary. Those students who are able to work the test will want something new. Suggestions are analytic geometry, probability theory, or the binary number system. But you are invited and encouraged to use your imagination in inventing a course for them. One word of advice. The standard method of teaching math in Mississippi is through routine drill, and more routine drill. If your course tends to seem routine, like regular school, the students will tend to lose interest and you may lose them. Be creative. Experiment. The kids will love it.

Supplementary Lectures

Note to the teachers: these lectures are intended to give a bit of mathematics from a different point of view. You may alter or add to this as you like. (Actually, these are only a couple of ideas of how a teacher can show his students something new and different. You will need to amplify what is written here.) Feel free to write up your own lectures.

Lecture 1, Geometric Computation.

The point of this lecture is to demonstrate methods of addition, subtraction, multiplication, division, and the taking of square roots by geometric methods. Recall that the square root of a number Y is the number Z such that Z times Z equals Y . The square root of 9 is 3 because 3 times 3 equals 9.

Addition and subtraction are rather easy. First draw a horizontal line. Call it an axis and find a point on it which we call the "origin." Open the compass to a given unit length. Let's add 2 and 3. First place the point of the compass on the origin and mark off a unit length on the axis to the right of the origin. Then place the point of the compass on the new point and mark off another point to the right which will be a unit length's distant. This gives us our two. Mark off three more places to the right. Now we have added 2 and 3 and are 5 units to the right of the origin which illustrates that $2 + 3 = 5$.

[The following page is an example of the type of data that was used with students for math and critical literacy lessons]

Statistics on Housing Conditions ([Click here](#) to read about other topics)

Statistics revealing housing conditions for Mississippi Negroes are somewhat shocking. In 1960 there were 207,611 housing units for Mississippi Negroes. Of these, 38 percent were owner-occupied, and 62 percent were renter-occupied (significantly out of line with the national proportion of owner and renter occupied housing). Of the 207,611 houses, only one-third can be classed as being in sound condition; the others have been classified as either deteriorating or dilapidated. Of the homes in the rural areas, over 75 percent are without any piped water at all, and over 90 percent of these rural homes had no flush toilets, no bathtub and no shower.

Table 4 Negro housing in Mississippi, 1960, U.S Bureau of the Census

	Total	Urban	Rural
Total Housing Units	207,611	77,824	129,787
Owner occupied (#)	79,059	32,913	46,146
Owner occupied (%)	38.1	42.3	35.6
Renter occupied (#)	128,552	44,911	83,641
Renter occupied (%)	61.9	57.5	64.4
Condition			
Owner occupied			
Sound	36,656	17,677	18,979
Deteriorating	27,545	10,005	17,540
Dilapidated	14,858	5,231	9,627
Renter occupied			
Sound	33,169	15,294	17,874
Deteriorating	52,629	15,937	36,692
Dilapidated	42,755	13,680	29,075
Water Supply			
Hot and Cold water piped inside	40,870	33,181	7,689
Only cold water piped inside	39,101	30,376	8,725
Piped water outside	27,502	10,229	17,273
No piped water	100,138	4,038	96,100
Toilet Facilities			
Flush Toilet, exclusive use	62,160	52,481	9,679
Flush Toilet, shared use	7,570	6,965	605
None	137,881	18,378	119,505
Bathing Facilities			
Bathtub or shower, exclusive use	44,991	36,333	8,658
Bathtub or shower, shared use	2,207	1,807	400
None	160,413	39,684	120,729

POLITICAL: Material Things and Soul Things

[Sample lesson from Freedom Schools Curriculum]

Purpose: 1. To develop insights about the inadequacies of pure materialism;
2. To develop some elementary concepts of a new society.

Summary: Starting with a questioning of whether the material things have given the “power structure” satisfaction, to raise the question of whether achievement will bring the Negro and/or the poor white fulfillment. Then to explore whether the conditions of his oppression have given the Negro insights and values that contribute to the goal of a more human society. And finally to develop this relevance into some insights as to the characteristics of a new society.

Materials: [Statements of Discipline of Nonviolent Movements](#)

Introduction: The last few days we have been exploring in another world—different than the one we live in everyday—the world of the “power structure,” and we have made some interesting discoveries:

1. That the “power structure” has a lot of power to make things happen just as they want them to be.
2. That the “power structure” has a lot of money that buys—big, luxurious houses, expensive cars, expensive clothing, trips, and all the other things we see on TV and in the movies.

But we’ve also discovered that—

1. The “power structure” is afraid of losing its power and its money; and
2. The “power structure” is afraid of Negroes and poor whites find out the “truth” and getting together.

Ideas to be developed:

1. The possessions of men do not make them free. Negroes will not be freed by:
 - a. Taking what the whites have.
 - b. A movement directed at materialistic ends only.
2. The structure of society can be altered.
3. While a radically new social structure must be created in order to give man the room to grow in, it is not the changing of structure alone that produces a good life or a good world. It is also the ethical values of the individual.
4. There are many kinds of power we could use to build a new society.

Concept: That just taking the “power structure’s” money and power would not make us happy either. We have seen that having money and power does not make the “power structure” happy. We have seen that they have to pay a price for it.

Questions: Would just taking their money and power away and keeping it ourselves make us happy? Wouldn’t we have to be afraid and distrust people too? Wouldn’t we have to make up lies to convince ourselves that we were right? Wouldn’t we have to make up lies to convince other people that we were right? Wouldn’t we, too, have to keep other people down in order to keep ourselves up?

Suppose you had a million dollars. You could buy a boat, a big car, a house, clothes, food, and many good things. But could you buy a friend? Could you buy a spring morning? Could you buy health? And how could we be happy without friends, health, and spring?

This is a freedom movement; suppose this movement could get a good house and job for all Negroes. Suppose Negroes had everything that the middle class of America has . . . everything that the rest of the country has . . . would it be enough? Why are there heart attacks and diseases and so much awful unhappiness in the middle class . . . which seems to be so free? Why the Bomb?

Concept: That the structure of society can be changed. Discussion of a possible new society.

1. Money—should a few people have a lot of money, should everybody have the same, should everybody have what they need?
2. Jobs—should men be able to work at any job they can do and like, regardless of color, religion, nationality? Suppose a man were put out of a job by automation (like the mechanical picker?) What should happen to him? Should he just sit around? Should he be trained for a new job? Who can train him? When he is old, should he have to depend on his family or be poor? Should he be helped when he is old? Why? Should all workers join together if they wish? Should they share in the profits? Why?
3. Housing—Should every family be able to live where they wish to live, regardless of race or religion? Why? Should every family have a decent home? Should it have heat, a kitchen, a bathroom, hot water, nice furniture? Why does the kind of house a family has affect their family life? Suppose a family does not have enough money? Does a family have a basic right to good housing?
4. Health—should all people have a right to receive the same medical services regardless of religion or race or money? Should all people be able to receive whatever medical services they need regardless of how rich or poor they are? Why? From whom?
5. Education—Should all children be able to go to the same schools regardless of their race or religion? Should all children have the right to get as much education as they are capable of? Suppose they can't afford to go to special high schools or to college? Should they still be able to go? How? Who should pay? What should be taught in schools? Do we teach myths and lies? Why? Should we? Should we train people for jobs in schools? To be good citizens? What else should we train people for?—culture, resourcefulness, world citizenship, respect for other people and cultures, peace? What about teaching adults? Should they have a chance too? Should it be free? Should they be able to go to special schools if necessary?
6. Legal—Should the laws and the courts treat all people the same? Should the laws be more concerned with protecting the property a man has or the man himself? Why?
7. Political system—should every man have the right to vote? What if he cannot read? Should he still have the right to vote and choose his representatives? Should politicians have a right to give out favors? Can they be honest in this system? Suppose people can get good housing, jobs, health services, etc., in other ways . . . will they need political favors?
8. Mass media—should newspapers, TV, magazines tell the truth? Should that be their basic job? Should they have to support themselves by advertising? How else could they get enough money?
9. International relations—how should we want to treat other countries? Should we help them if we have more than they do? Should we work for peace? Can we have peace if we keep building bigger bombs and faster planes? (What does fear do, threats? What about children fighting?)
10. Cultural life—are artists, actors, musicians, and writers important? Why? Should art and acting and music and writing be considered work? Should there be free concerts and free plays for everyone to see? Why?

POLITICAL: Examining the Apparent Reality (The “Better Life” That Whites Have)

[Sample lesson from Freedom Schools Curriculum]

Purpose: To find out what the whites’ “better life” (better schools, jobs, housing, health facilities, etc.) is really like, and what it costs them.

Materials: [Guide to Negro History](#), parts 1-3.

[Inserted by Editors:] [In White America](#)

[Inserted by Editors:] [Negro History Addendum I](#)

[Inserted by Editors:] [Negro History Addendum II](#)

[Inserted by Editors:] [Negro History Study Questions](#)

[Inserted by Editors:] [Development of Negro Power](#)

Introduction, Suggestions: We have seen that Negroes live differently than whites in Mississippi and in the rest of the U.S.—and it seemed that whites go to better schools, get better jobs, and live in better houses than Negroes. *Reintroduce pictures of school.* Let us see if it’s as good as it looks. The nice, new building, the laboratories, the school libraries, the gyms, and new textbooks and so on.

Concept: What education is.

Suggested questions: What do people learn in school beside reading, writing, and arithmetic? Do they learn things about other people? What? About jobs? What? About their country? What? About their city or town? About their government? About what they believe? About other countries? What?

1. Repeat pledge of allegiance. Analyze it: does it mean everything it says? When you say it, what does it teach you about your country and what it believes?

2. Recite the “Bill of Rights.” Analyze it: Does it teach us about our country’s beliefs? What? What does Freedom of Assembly mean? Does it mean you have the right to come together and demonstrate? If so, why do demonstrators go to jail? What does Freedom of Worship mean? Does it mean you can go into any church? If so, why do people get arrested at kneel-ins? What does Freedom of Speech mean? Do you have a right to say what you wish about voting and freedom and other things at rallies and meetings at Freedom Schools? Do you have a right to say what you wish on leaflets and are you free to distribute them? If not, why not?

Question: Are these things the truth? Are they just ideals that we talk about or do Americans really believe them and practice them? Why could this be?

Concept: That truth, freedom, liberty, equality, and other ideals are often distorted and used as excuses and justifications for contradictory actions.

Questions: Are there any other things that the schools teach us that are untrue—myths? Can you point out any of the myths that are taught in the schools? What do the schools teach about Negroes?

NOTE: There is a real opportunity here for the teacher (white or middle-class Negro), if he can be honest and searching enough, to share the misinformation or myths he learned about Negroes and/or himself, and use his experience to help deepen the insights of the students.

Suggested supplements to students’ lists:

1. That all Negroes were slaves.
2. That Negroes are inferior—mentally, morally, physically.

3. That Negroes were happy and satisfied as slaves (well-fed and singing and dancing on the plantation)
4. That Negroes are happy and satisfied now.
5. That Negroes are incapable of participating in government.
6. That Negroes don't want to participate in government.
7. That Negroes are lazy.
8. That Negroes can only do menial work and nothing more.

Examine each of these myths.

Questions: How do you know these myths aren't true? Can you give examples?

Suggestion: Let us explore history and see how true these myths are (take them one at a time).

Case study: Guide to Negro History

Myth: That Negroes were happy and satisfied as slaves.

(Present Guide to Negro History in storytelling style first, then have students dramatize extemporaneously, using their own words.)

NOTE: the dramatization of a slave revolt can serve an important function by permitting students to vent repressed hostility and aggression against whites and their condition.

Case Study—[Guide to Negro History, Part II: Negro Resistance to Oppression](#)

Raise myth again. Question: What do you think now? Were Negroes happy as slaves?

Myth: That Negroes don't want to participate in government and are incapable of participating.

Case Study—[Guide to Negro History, part III: Reconstruction \(1865-1877\) and the Beginning of Segregation](#)

Raise myth again: Question: if Negroes can and want to participate in politics, why don't they?

Myth: Negroes are inferior mentally, morally, and physically, and can do only menial work. Cassius Clay and Joe Louis: list other accomplishments of outstanding Negroes in music, science, etc.

Case Study—[Guide to Negro History, part I: Origins of Prejudice \(1600-1800\)](#)

Raise myth again. Question: Why is this kind of myth started?

Concept: the effect on a person's self-image, motivation, and achievement when presented with low expectations (as exemplified by these myths.)

Questions: how do you feel in school when a teacher calls you "stupid" or "dumb"? Do you try harder or do you give up? Are you angry? (Set up other examples within the students' experience.)

Questions: What does this kind of myth do to you? Does it make you try? Does it make you proud to be Negro?

Discussion: Reintroduce three basic questions:

1. Why are we (students and teachers) here in Freedom Schools?
2. What is the Freedom Movement?
3. What alternative does the Freedom Movement have to offer?

HISTORY: General Outline for Negro History 1900's - 1960's

[Sample background reading from Freedom Schools Curriculum]

(I) THE NEGRO AT THE TURN OF THE CENTURY:

The fact that the atmosphere in America was decidedly hostile toward any considerations of racial equality:

- a) the abuses of Darwinism and the supposed biological distinctions between the races
- b) Widespread racism, and its contemporary victims:
 - the Negro
 - the "new immigrants" from southern and eastern Europe
 - the natives of colonial areas in the Caribbean, Africa, and the Pacific (In other words, the specious assumptions of Anglo-Saxon superiority)
- c) Nationalism and patriotic fervor demanded that the United States engage in and excel at imperialistic ventures.
- d) Acquiescence by northerners in the South's racial policies; would-be reformers distracted by industrial involvement and by sheer indifference.
(THIS WOULD BE AN APPROPRIATE POINT TO REFER TO OTHER PARTS OF THE CURRICULUM WHICH DISCUSS BROAD COMMUNITY INDIFFERENCE TO INTOLERANCE AND PERSECUTION; cf. the discussion on Nazi Germany, for example)
- e) Passage and enforcement by southern states of Jim Crow laws.

(II) ROLE OF THE NEGRO LEADERSHIP IN THE EARLY YEARS OF THE 20TH CENTURY:

Booker T. Washington's emphasis on occupational, economic adjustment within a southern context. To what extent had the famous Atlanta speech of Washington played into white hands? To what extent was his position defensible?

Development of a more radical Negro protest leadership:

Niagara Movement of 1905

W.E.B. DuBois and the Soul of Black Folk

Monroe Trotter

The need for a broader, interracial protest: founding of the National Association for the Advancement of Colored People in 1909:

triggered by race riots in Springfield, Ill.

organized by social workers, journalists, ministers, lawyers, and other professional personnel
an example of reform during the Progressive Era on a regional basis

interracial composition: the Negro Talented Tenth is joined by white spokesmen having both
influence and reputations

emphasis strong from the beginning on legal and judicial redress and interracial reform

III) IMPACT OF WORLD WAR I UPON THE RACIAL SITUATION:

Stimulus for adjustment: Negro migration northern cities to meet labor shortage; Negro service in the armed services during a national crisis; shift in racial question from a sectional to a national scene.

Reactions of the white community: widespread race riots: East St. Louis, Chicago, Washington, D.C., etc; increase in lynchings during the war; broadened patterns of discrimination; whites demonstrate paralyzing effects of their fear of change (here again would be an appropriate place to refer to other aspects of the curriculum on the destructive consequences of fear, hatred, uncertainty, etc.)

NAACP seeks help and protection from Federal Government; President Wilson hesitantly denounces interracial violence. He had feared to antagonize the dominant element within Congress which represented white, southern Democratic House and Senate leaders. His actions, though few and late, confirmed the impact of national and world events upon American racial patterns. In other words, the racial question was not handled on its own merits but attended to only because it might prove

embarrassing to the national war effort not to act (here see the parallels with F.D.R.'s order of June 1941 on F.E.P.C. and the broader Governmental reactions to civil rights during the Cold War).

(IV) BUT CERTAIN CHANGES HAD OCCURRED AND COULD NOT BE REVERSED:

Migration of Negroes to the North had laid the base for a new political power bloc

A war to "Make the World Safe for Democracy" had opened the prospect of taking seriously the traditional American verbalizations about equality and individual dignity for all

During the 1920's, the NAACP made the first protracted attempt in the 20th century for civil rights legislation on the Federal level; the Dyer anti-lynching bill passed the House of Representatives in 1922 but died at the threat of a southern filibuster in the Senate. Consequences:

a growing Negro contempt for the false promises of Harding, Coolidge, and the Republicans of 1920's

the development of an awakened esprit with political possibilities within the Negro community
some educational consequences for white politicians and public on the evils of lynching and racial patterns in the South

further organizational strength for the NAACP as the then leader of the Negro protest for legal-judicial reform (success of NAACP before the Supreme Court on several instances in the 1920's enhanced this trend)

Famous Harlem Renaissance of the 1920's:

Wide appreciation in northern metropolitan areas for Negro contributions to art, literature, and artistic expression generally. To what extent was this phenomenon limited in its impact upon long-range interracial reforms?

Development, too, of Marcus Garvey's Black nationalism, which appealed to quite a different audience. Why did it attract such wide attention? What did this indicate about the racial situation in the American democracy?

(V) IMPACT OF THE DEPRESSION OF THE 1930'S:

An expanded role for the Federal Government in socio-economic matters, with the general acceptance by the public of this heightened "federal presence" in public matters.

Some benefits to the Negro population from government work projects, but the positive features simultaneously blunted by widespread economic collapse, unemployment, and the displacement of defenseless sharecroppers and tenant farmers through agricultural reeducation programs.

New Deal breakthrough in attention to Negro affairs with the appointment of several prominent Negroes to federal agencies.

Again, raise the question of the implications of federal action upon interracial redress, the extent of such action, and the reasons why the political power structure within Congress prevented more persistent reforms from Washington.

Try to have the students see from themselves the interrelationships between economic, social, and political status and reform.

Added questions for the 1930's centered about the competition between the NAACP and more radical proposals for Negro action. Note, for example, the friction and suspicion between NAACP and the Communist Party and the way in which the latter came to influence the National Negro Congress as a short-lived competitor of the NAACP.

Some comment, too, might be made about the development of a white southern liberal group, centering about the Commission on Interracial Cooperation out of Atlanta, Ga.

(VI) WORLD WAR II and the NATIONAL EMERGENCY:

What were the consequences of the war for the Negro?

Did the American society respond to the race issue on its own merits, or did another type of crisis encourage response to Negro demands?

SCIENCE: Physics, chemistry, astronomy, and biology

[Sample course outlines from Freedom Schools Curriculum]

(Enclosed are my suggestions for science curricula for the Freedom Schools. These are merely outlines; I could not do any more than this since I do not know what the general education level is, what equipment is available, how many people will be able to teach science, etc. The outline may seem somewhat advanced in level; however, what I have in mind is to keep most of the work qualitative, i.e. descriptive rather than mathematical. In this way, a broad range of scientific material can be introduced and the students' interest will not be lost in too many details, and physical or biological principles can be emphasized. . . . ---Walter E. Gross)

PHYSICS AND CHEMISTRY

1. Mechanics.

Motion. How we describe it. Speed. Velocity (speed and direction of motion.) Acceleration.

Forces. What a force is. Different kinds of forces, e.g. pulls and pushes, gravity springs. Force causes acceleration.

Application of these principles. Projectiles. Motion in a circle.

2. Heat and gas laws.

What a temperature is. What heat is. Difference between the two. Effects of heat: boiling, evaporation, expansion, contraction.

Pressure.

Gas laws: relationships between temperature, volume, and pressure for a gas.

3. Atomic physics and chemistry.

Matter is composed of atoms: why we believe this and how this was discovered. The great experiments that led up to this.

Combination of atoms into molecules. Elements and compounds.

What an atom is made of: neutrons, protons, electrons. The nucleus.

How atoms hold together: electric forces between the protons and the electrons.

Periodic Table of the elements.

The Nucleus: composed of protons and neutrons. Properties of these particles: Mass, charge, spin. Mass and energy as equivalent. Nuclear energy.

4. Electricity.

Forces between charges. Electric field between stationary charges. Magnetic field when charges move.

Electrons in metals. Become free of atoms, and move; called currents.

Applications of electricity: magnets; motors; generators.

5. Optics.

What light is. 2 theories: wave or particles. Evidence for each.

Speed of light.

Intensity.

Mirrors.

Refraction: lenses.

Optical instruments: telescope, microscope; the eye.

ASTRONOMY

1. The Solar System.

The 9 planets: How they were discovered; Sizes; surface features; atmospheres.

Moons of each planet. Similarities and difference to the earth's moon.

How we know that the planets go around the sun, even though it seems that they—and the sun—go around the earth.

2. Outside the solar system

Galaxies, i.e. systems of stars. Our own galaxy the “Milky Way”. Distances.

Well-known stars; constellations. The North star. Sirius, the nearest star. How to measure distances: the light year.

How stars are made up; the sun.

3. Space travel.

Work that has already been done. Satellites and rockets.

Landing on the moon; the first stage.

Traveling to the planets; what might be learned.

BIOLOGY

1. The cell. Why we believe living things are composed of cells.

How a cell is made—general features.

One celled animals and plants.

More complicated cells. Cells specialize and perform one function only: e.g. blood cells, nerve cells, fat cells.

Simple features of heredity: genes and chromosomes.

2. Plants.

Photosynthesis. Mechanism; importance in producing food for all living things.

3. Animals. Simple animals.

Vertebrae; evolution—how it was discovered and what its significance was. Description of the various kinds of animals throughout evolution.

4. Present research in biology.

Application of chemical techniques (biochemistry)

Application of physical techniques (biophysics)