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ABSTRACT

The purposes of the Institute--to heighten the self concept and achievement of Negro youth, and to improve school-community relations in racial ghettos--are discussed in an introduction, along with the rationale, philosophical orientations, and objectives. Additional preliminary information includes a discussion of the required planning and resources used in the program operation. The Institute staff and thirty participants, chosen in administrator-teacher teams from inner-city schools, are listed. There were three phases of program operation: 1) Workshop and lectures; 2) Field testing of curriculum materials produced in Phase I; and 3) Revision of materials. Evaluation procedures on the 25 experimental and 25 control classes are detailed as an entire section on evaluation. Results of the analysis indicate that Institute participants felt positively toward the materials they produced and their experiences in the Institute. The children in the program learned more about integrated Afro-American history and enjoyed the learning process. Among other things, appendices include: Sample of curriculum materials produced; an extended list of topics, historians, and readings; samples of school visit report and log; roster of participants; and sample of posttest and pretest, with instructions. (JLE)

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Director's Report

INSTITUTE FOR TEACHERS AND PRINCIPALS

ON "INTEGRATED" AMERICAN HISTORY

IN THE INNER-CITY ELEMENTARY SCHOOLS

February 1, 1969 to October 31, 1970

Submitted by

Marvin J. Fruth, Director

Department of Educational Administration

The University of Wisconsin

Madison, Wisconsin

October 31, 1970

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FINAL REPORT
OF THE
INSTITUTE FOR TEACHERS AND PRINCIPALS ON
"INTEGRATED" AMERICAN HISTORY IN
THE INNER-CITY ELEMENTARY SCHOOLS

INTRODUCTION

The Institute for Teachers and Principals on "Integrated" American History in Inner-City Elementary Schools was conceptualized and developed because of four significant factors. First, despite allegations to the contrary, no large-city school system has a comprehensive elementary school program treating the cultural heritage of black America.

Second, according to a consensus of educators and historians interviewed by the staff, there were a large number of written materials available. But most of them were either not appropriate for the elementary school in terms of the reading difficulty, not historically accurate or balanced, or skirted the inclusion of controversial figures and events. For example, there was little recognition of the impact of Malcolm X on America and the black community or of early race riots by whites against blacks.

Third, the segregated curriculum materials and guides used by most teachers today have deprived them of a clear understanding of the role of the black man in the making of America. This is as true of teachers raised in Southern black ghettos as it is of teachers raised in Northern white ghettos.

And fourth, documents by the federal government such as the Coleman Report, the Kerner Report, and the RACIAL ISOLATION Report, and the writings and speeches of great contemporary civil rights leaders such as Dr. Martin Luther King, demanded an educational response to the deteriorating social climate of race relations in the United States.

Afro-American history may be studied in a number of ways. It may be viewed as the story of blacks as a group in American society, thereby stressing their relationship to each other, their struggles in a predominantly-unfriendly white society, and their achievements and contributions to the nation as a whole. There is much to be said for stressing the unique features of the black experience and setting it off from the history of the nation as a whole, but there is more to be said for viewing Afro-American history in a broader context. This may be accomplished without detracting from the recognition blacks richly deserve for surviving, achieving, and adding new dimensions to the national experience.

Afro-American history should be studied in the context of national and world history. Slavery, as a subject area, could illustrate this concept. Slavery may be studied entirely in terms of its effect upon the slaves themselves--how they were treated, how they lived, how families were developed, and how they resisted.

In addition to these important considerations, one may study the impact of slavery upon the national economy and the political life of the nation. Without any difficulty whatsoever it may be argued that slavery was the central issue in the life of the nation before 1860, and that a Civil War was necessary to resolve the issue.

Looking beyond national boundaries, the American slave's experience may be compared to that of slaves on other continents. For

instance, resistance to slavery and the anti-slavery movement in America related to that found elsewhere, and its impact on the political and economic development of nations was also comparable. By following this broader "integrated" framework, the Afro-American experience assumes far deeper meaning than if it were treated as a national in-group and inter-group experience.

Philosophical Orientation

The philosophical orientation of this program was guided by the questions raised by Doctor King:

I see a young Negro boy. He is sitting on a stoop in front of a vermin-infested apartment house in Harlem. The stench of garbage is in the hall. The drunks, the jobless, the junkies are shadow figures in his everyday world. The boy goes to a school attended mostly by Negro students with a scattering of Puerto Ricans. His father is one of the jobless. His mother is a sleep-in domestic working for a family on Long Island.

I see a young Negro girl. She is sitting on the stoop of a rickety wooden one-family house in Birmingham. Some visitors would call it a shack. It needs paint badly and the patched up roof appears in danger of caving in. Half a dozen small children in various stages of undress are scampering about the house. The girl is forced to play the role of their mother.

. . .

This boy and this girl separated by stretching miles are wondering: Why does misery constantly haunt the Negro? In some distant past have their forebears done some tragic injury to the Nation and was the curse of punishment upon the black race? Have they shirked in their duties as patriots, betrayed their country, denied their national birthright? Have they refused to defend their land against the foreign foe?¹

Purpose

Guided by such great needs, this project was designed first, to improve the self concept and achievement of Negro youth and second, to improve school-community relations in racial ghettos by training teachers and principals and developing relevant instructional materials

¹Martin Luther King, Jr., WHY WE CAN'T WAIT (New York: Harper and Row, Publishers, Inc., 1964), p. ix.

in "integrated" American history. Evaluation to see if the primary objective was met was accomplished through an objective study of the performance and feelings of the children using the materials. Success in achieving the second purpose was evaluated through field observations and through subjective impressions gained from teacher and administrator comments.

Rationale

The REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS² (the Kerner Report) indicted the American conscience with its thousands of words and statistics. Its implications and predictions bring fear into the hearts of all Americans. Its basic conclusion--"Our Nation is moving toward two societies, one black, one white--separate and unequal"--is a mandate for action. The section of this Report on "The Future of the Cities" paints a "black" picture--a picture documented thoroughly and repeatedly. This same picture has been painted for the education of American youth by the study of EQUALITY OF EDUCATIONAL OPPORTUNITY (the Coleman Report) and the report on RACIAL ISOLATION IN THE PUBLIC SCHOOLS.³

American public education must equip all of the children of this nation to realize their potential and participate fully in the American life. For the nation at large, the schools have discharged this responsibility well. But for the children of the racial ghetto, the schools have failed to provide the educational experiences which help overcome the effects of discrimination and deprivation.

²REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS (New York Times Company, 1968).

³James S. Coleman, et al, EQUALITY OF EDUCATIONAL OPPORTUNITY (Washington: U. S. Department of Health, Education, and Welfare, Office of Education, 1966), and RACIAL ISOLATION IN THE PUBLIC SCHOOLS (A Report of the U. S. Commission on Civil Rights, 1967).

The education of Negroes in the ghetto is fraught with complex problems that have defied past attempts to solve them. Schools serving these children often have higher-than-normal rates of truancy, pupil transiency, drop-outs, teacher turnover, disciplinary problems, and scholastic failure. Pupils lack basic skills. In fact, this bleak record of the public schools is getting worse. This is true especially in the crucial skills of reading and writing, where Negro students fall further behind whites with each year of schooling completed. They are inadequately motivated and often give evidence of malnutrition and other aspects of poor health. It is widely recognized that new approaches to these problems are needed if these children are to achieve their fair share of the American dream. These new approaches must be based upon 1) a deeper knowledge of the conditions and problems of inner-city life, 2) an examination of the background and contribution of the Negro to American culture, 3) an increased comprehension of the role of the schools in "social urban renewal," and 4) an effective relationship between the school and the inner-city community.

Coleman found that the one pupil attitude factor which appeared to have a stronger relationship to achievement than all of the school factors together is the extent to which an individual feels that he has control over his own destiny.⁴ On the basis of the Coleman survey, minority pupils, except for Orientals, have far less conviction than whites that they can affect their own environments and futures. When they do, however, their achievement is higher than that of whites that lack such conviction. Coleman went on to point out that for Negroes, this characteristic is related to the proportion of whites in the schools.

⁴Coleman, EQUALITY, p. 23.

Although the ideal of the integrated public school system should be pursued, the Coleman, Kerner, and RACIAL ISOLATION Reports provide evidence that integration is not realistic within the foreseeable future. In the interim, compensatory education and other attempts to improve pupil attitudes, identity, and achievement provide secondary alternatives. On the basis of past performance, effective programs will have to involve a deeper and more cooperative commitment on the part of the community, the teachers, and the administration--especially the principal.

As cited by the Kerner Commission, the breakdown in school-community relations is especially foreboding. The bureaucratic nature of large school systems has compromised the accountability of the local schools to the communities which they serve and reduced the ability of parents to influence decisions affecting the education of their children. Ghetto schools often appear to be unresponsive to the Negro community. This lack of response is one of the persistent sources of grievance and resentment within the community. Parents are distrustful of officials responsible for formulating educational policy. The educational consequences for students attending these schools are serious. Distrust and hostility toward the school system is generally increasing the number and intensity of conflicts and causing the disruptions within many city school districts. Parental hostility toward the schools is reflected in the attitudes of their children. Since the needs and concerns of the ghetto community are rarely reflected in educational policy formulation on a city-wide basis, the schools are often seen by ghetto youths as being irrelevant.

Teachers in ghetto schools rarely live in the community where they work and sometimes have little sympathy for the life styles of their pupils or confidence in their teachability. They often lack an

understanding of the historical development of the Negro American. They are themselves somewhat alienated by a perplexing community and a complex system, and are attempting to resolve their role through increased militancy.

The role of the elementary school principal in large urban areas is an especially-precarious one. He is caught in a crossfire between militant teachers, a complex bureaucracy, and hostile parents and rebellious students. He is conceived as the instructional leader of the faculty and the school's ambassador to the community. He must be able to relate to the black community since Negroes now comprise the majority or near majority of the public school students in seven of the ten largest American cities as well as in many other cities. If educational changes are to be effective, they must have the support of the school principal. Kvaraceus has spelled out the principal's position with clarity:

The master key of improving the school role in race relations will be found in the office of the school administrator. It is he who can hinder or help the development of more effective programs and practice. Teachers frequently complain, "my principal won't let me." How much of this complaint is rationalization and how much evasion is difficult to assay but without the active cooperation of the heads of the school--principal and superintendent--there will be few widespread or permanent achievements.⁵

Yee found that attitudes of teachers and principals in lower-class schools is much more negative toward children than the attitudes of their counterparts in middle-class schools. Thus, it would seem to follow that if optimum learning is carried on in a positively-reinforcing environment, much more involvement of principals and

⁵William C. Kvaraceus, *POVERTY, EDUCATION, AND RACE RELATIONS* (Boston: Allyn and Bacon, 1967), p. 19.

teachers with experiences emphasizing positive aspects of the lower-class (and black) children's social milieu is needed.⁶

Among its recommendations for education and the improvement of the ghetto schools, the Kerner Commission included the following:

Expansion of opportunities for community and parental participation in the school system is essential to the success of the functioning of the inner-city schools.⁷

Recognition of the history, culture and contribution of minority groups to American civilization in the textbooks and curricula of all schools; in addition, school curricula should be adapted to take advantage of student experiences and interests in order to stimulate motivation.⁸

The "Integrated" History Institute is an attempt to implement the above two recommendations and is based upon the following four assumptions.

1. Schools should be responsive to their communities.
2. An understanding of his heritage will give the Negro child a greater sense of identity and this will be reflected in his academic achievement.
3. The principal is the key figure in the adaption of any effective educational change in the school.
4. The teacher will be more effective if he understands more of the historical background of his students.

The Negro community is demanding that the schools reevaluate their social studies programs by "integrating" American history through inclusion of a greater emphasis on the contributions of American Negroes. Although many materials exist in the area of Negro history, they are often inaccurate or inappropriate, or they are poorly inte-

⁶Yee, A. H., "Do Principals' Interpersonal Attitudes Agree With Those of Teachers and Pupils?", EDUCATIONAL ADMINISTRATION QUARTERLY, Vol. VI, No. 2, Spring 1970.

⁷NATIONAL ADVISORY COMMISSION, p. 440.

⁸NATIONAL ADVISORY COMMISSION, pp. 447-448.

grated into American history. Two other problems compound the situation. Since teachers often lack understanding of Afro-American history, they find it difficult to give the Negro his rightful place in the social studies curriculum. It is also very difficult for the teacher who understands Afro-American history to implement the program without support from the school principal.

Objectives

The objectives of the program were as follows:

1. To teach integrated Afro-American history to teachers and principals from primarily-Negro urban elementary schools.
2. To provide these teachers and principals with an opportunity to develop relevant materials under the supervision of historians and curriculum experts to be utilized in the instructional program of the inner-city schools.
3. To help Negro children improve their identity and their achievement through the examination and appreciation of their heritage.
4. To give teachers a better basis for understanding the background and life styles of their students.
5. To give principals a better basis for understanding the background and life styles of their students as well as of the community with which they must interact if the schools are going to be relevant.
6. To fulfill a legitimate demand of the inner-city community to include the contribution of the Negro to American history.
7. To respond to the Kerner Committee indictment of the urban schools by attempting to improve education in the inner city.

OPERATION OF THE PROGRAM

Planning

Two necessary changes were made in the originally-proposed program for the Institute. First, all principal-teacher teams were not filled because of last-minute cancellations. Some of the teams included curriculum supervisors and teachers. In one case there was a supervisor but no teacher, and in one city group it was impossible to include an administrator. Such changes provided the advantage of a greater representation of personnel interested in the subject and the only disadvantages, if apparent, were slight.

Second, the original proposal called for completion by June, 1970. Phase II, field testing, which was to be completed in May, 1970, was not completed until June of that year. Also, the Fellows had been so prolific in the production of materials that it was impossible to review, rewrite, and reissue all of the materials in an improved form by the end of the program. The fact is that the task of organizing such a large bulk of materials and publishing them in usable form for the teacher who has little background in the history of black people in the United States was far too much to accomplish with the time and resources available. With the exception of Unit I, the materials as presently organized are useful, but their usefulness depends upon 1) creative teaching, 2) understanding of the subject matter, and 3) inservice orientation. In order for a classroom teacher to use them effectively, much more work needs to be done to organize and edit the materials.

Resources used

The major resources of The University of Wisconsin and some resources from other institutions were available to this program. Of particular note were the audio-visual production centers. The

Department of Photography/Cinema, the Bureau of Audio-Visual Instruction, and particularly the Multimedia Instructional Library produced the slides, tapes, and some of the transparencies. Dr. Gerald McVey, Coordinator of the Multimedia Laboratory, served as media consultant to the project. The printing department of the Minneapolis Area Vocational High School and Technical Institute produced the posters, printed pictures, and created many of the transparencies. In addition, the facilities, audio-visual equipment, and instructional materials of the Instructional Materials Center, directed by Professor Lola R. Pierstorff, were heavily utilized. All of these agencies gave time and consultation beyond the charges for their services.

Of course, the hours spent and the books and records used in the Memorial Library and the Wisconsin State Historical Society Libraries were unnumberable.

The physical facilities for the Workshop were used exclusively by the Institute. They included a very large room and an adjoining storage and secretarial space. While the size was adequate, the ventilation and heat were often less than pleasant. The lectures were given in an air-conditioned room in one of The University's newest buildings. The location of both sites was within one-half block of the two main libraries used.

Pre-planning

The Director and Assistant Director were primarily responsible for the organization of the summer phase. Dr. Albert H. Yee directed all activities for program evaluation and wrote the report of such work. The Assistant Director, Dr. Margaret R. Bogue, served as historian-in-residence and coordinated the activities of the historians who served as consultants and lecturers.

The Director, Dr. Marvin J. Fruth, was primarily responsible for the administration of the Institute, and he and Dr. B. Robert Tabachnick coordinated the summer Workshop of 1969.

In planning the Institute, a significant problem arose because of the different orientations of the "historians" and the "educators." In order to evaluate the materials, the educators felt that objective pretests and posttests had to be given. On the other hand, the historians saw little value in objective test items. Although the test items were ultimately developed by graduate assistants in history, this example serves to illustrate a problem of interdisciplinary programs--that of differing proof systems included in the evaluation process.

Another problem in the planning also involved the differing orientations of the "historians" and "educators." It centered on the amount of reading expected of the Fellows. It was felt that the expectations of the historians were too demanding and that the Workshop component of the program was more significant than the lectures. Consequently, after some negotiations, a realistic reading list was prepared. An interesting note is that the younger historians were more demanding in terms of pages to be read, and less realistic, than their older colleagues.

A third problem in the pre-planning phase was that of getting a representative group of black contributors, especially historians, to participate in the program. Since Wisconsin has few black professors, it was necessary to try to get black representation through outside consultants. Of the ten historians chosen to participate in the program, five were white and five black. Subsequently, one of the black historians died and two others had to drop out because of ill health. Attempts to replace them with other black historians were

fruitless. However, four Africans who were graduate students in history participated enthusiastically in the unit on Africa.

A fourth problem which developed in the planning process was that the lectures and Workshop were concurrent. Consequently, Unit Team 3, for example, was almost finished with the development of Unit III before they completed the lecture segment on the same materials. If this Institute were repeated, the lecture portion would precede the Workshop activities on that content area.

Participants

The thirty participants were chosen in administrator-teacher teams from inner-city schools serving predominantly black children.

Selection

The selection process produced a widely-diverse group. Half of the group was black and the other half white (normal University selection criteria were ignored in the Institute). The intellectual ability of the group varied widely and ranged from the bottom to the top quartiles, on the basis of intellectual tests administered by Dr. Yee and his assistants. This was in part due to the nature of the team selection. While it would have been easier to work with all highly-intelligent individuals, it is our subjective judgment that the group assembled at this Institute is more representative of the staffs of urban inner-city elementary schools. It was The University staff's responsibility to provide for these individual differences. In this respect we feel that it is commitment to children, to the inner city, and to people, that is more important than IQ per se in teaching disadvantaged children.

All participants were from eastern United States, including two teams that were from the Southeast. This geographic limitation was in

part due to the amount of funds available for travel and on-site visitation. The mix of administrators and teachers had a positive influence on the group. In order to prevent the subordinate-superordinate relationship from carrying over into the Workshop, and to get a broader look at the subject matter, the administrators and teachers from the same schools were placed on different teams within the Workshop.

A major problem encountered by not following the original selection procedure insuring an administrator-teacher team was that in those systems where the administrator was not present, the cooperation was less than in the others. This supports our original thesis that in order to implement change it is necessary to coopt or at least include the titular leader in the process. However, in the most expansive and inclusive program, that in Washington, D. C., the administrator was the elementary history supervisor from the central office. Her positive relationships with principals, built on years of successful interaction, gained enthusiastic support from all participating principals. This support is attested by the fact that all volunteered to participate, and all wish to do so this year as well. This is also true of the participating D. C. teachers. A less-comprehensive but nonetheless enthusiastic response occurred in a number of other cities as well.

In the system where no administrators participated, due to last-minute cancellations, two of the teachers were on long-term substitute status. One was not rehired, and a second was transferred twice during the year. This supports a need for administrator involvement as well as a need for a firmer commitment on the part of the city systems in terms of follow up.

In general, the participants worked harder than the staff demanded and harder than they themselves expected. There were problems of

communication, conflict in goals, and personality clashes, as would be expected when diverse personalities work closely in such consuming activities. When offered the alternative of producing less than the six units planned, the Fellows emphasized that the materials were needed and that they were going to do the job. They succeeded.

With few exceptions, the participants in this program are on the firing line in the urban ghetto schools. They came to the Institute because they wanted to improve the curriculum of their school. Some had almost a religious fervor to do this, and it caught on. Even the few who seemed at first to anticipate a "free" summer soon began to do their share. Judging from their subsequent contributions, some were pressured by their Unit Teams to contribute more time and energy than they initially desired. While the expectation of the staff was for the participants to spend three hours a day in Workshop activities, the average was closer to six and, on the night before the presentation of a unit, the team more than likely stayed up all or most of the night. In fact, a conservative guess on the time spent during the final week of completion of a unit would be sixty to seventy hours per team member.

One participant dropped out midway in the summer program. She felt that the goals of the program should have been more toward improving human relations than toward building curriculum materials. She also refused to participate in an examination on the content area of the lectures.

A list of participants and their positions follows:

Joseph S. Ban, Teacher
Howell School
Racine, Wisconsin

Anne Hatlock Brown, Art Teacher
and Curriculum Committee Chairman
Public School 39
New York, New York

Gerald O. DeClue, Supervisor
St. Louis Board of Education
St. Louis, Missouri

Glyneece W. Eustace, Team Leader
Franklin Elementary School
St. Louis, Missouri

Nancy L. Fields, Administrative Assistant
St. Louis Board of Education
St. Louis, Missouri

JoAnn M. Franzke, Teacher
Howell School
Racine, Wisconsin

Laura H. Hearn, Teacher
Myrtle Hall Elementary School
Clarksdale, Mississippi

Lowery M. Johnson, Assistant Principal
Hay Elementary School
Minneapolis, Minnesota

Richard H. Kinkade, Principal
Wright Elementary School
Beloit, Wisconsin

Michael L. Kinsler
Regional Educational Laboratory
Center for Urban Education
New York, New York

George J. Kolak, Principal
Todd Elementary School
Beloit, Wisconsin

Earl D. Lswhorn, Teacher
Fifth Street School
Milwaukee, Wisconsin

Sarah J. Lawhorn, Teacher
Twentieth Street School
Milwaukee, Wisconsin

Laura L. Love, Teacher
Ninth Street School
Milwaukee, Wisconsin

Keith R. Mack, Principal
Howell School
Racine, Wisconsin

Catherine M. Matousek, ^{Teacher} ~~Principal~~
Hay Elementary School
Minneapolis, Minnesota

Ralph E. Napper, Teacher
Wright Elementary School
Beloit, Wisconsin

Geraldine M. Oliveri, Staff Developer
Public School 39
New York, New York

Gloria Barnes Paige, Teacher
Whittier Elementary School
Washington, D. C.

Vivian R. Phillips, Teacher
Ninth Street School
Milwaukee, Wisconsin

Karen R. Prickette, Teacher
Todd Elementary School
Beloit, Wisconsin

Barbara L. Radowski, Teacher
Howell School
Racine, Wisconsin

Michael W. Randall, Teacher
Harry A. Eiseman Junior High School 275
New York, New York

Gussie M. Robinson, Educational Specialist
Public Schools of the District of Columbia
Washington, D. C.

Samuel Rothstein, Assistant Principal
Harry A. Eiseman Junior High School 275
New York, New York

Elroy F. Scott, Assistant Principal
Live Oak Elementary and Junior High School
New Orleans, Louisiana

Willye B. Shanks, Principal
Myrtle Hall Elementary School
Clarksdale, Mississippi

Eugene W. Stanislaus, Special Education Teacher
Kettle Moraine Boys School
Division of Corrections, State of Wisconsin
Fond du Lac, Wisconsin

James R. Wickman, Principal
Kettle Moraine Boys School
Division of Corrections, State of Wisconsin
Fond du Lac, Wisconsin

Aurolyn E. Williams, Teacher
 Live Oak Elementary and Junior High School
 New Orleans, Louisiana

Staff⁹

The staff of the project, their periods of participation, and their major responsibilities are presented below:

Dr. Marvin J. Fruth, Assistant Professor of Educational Administration, Director of the Institute (February 1969 to October 1970). Dr. Fruth was responsible for the administration of the program, conducting the summer Workshop, making school visitations, supervising the editing of the materials, and writing the final report.

Dr. Margaret R. Bogue, Chairman and Assistant Professor of History, University of Wisconsin Extension, Assistant Director of the Institute (February 1969 to October 1970). Dr. Bogue was responsible for outlining the historical parameters of the materials, contacting and scheduling historians, writing historical overviews for each unit, and supervising the editing of materials.

Dr. B. Robert Tabachnick, Chairman and Professor of Curriculum and Instruction (June 1969 to June 1970). Dr. Tabachnick was responsible for conducting the summer Workshop and for making some school visitations.

Dr. Albert H. Yee, Associate Professor of Curriculum and Instruction (June 1969 to June 1970). Dr. Yee was responsible for the design and implementation and the evaluation of the summer Institute and curriculum materials. In addition, he aided in writing the final report.

Dr. E. David Cronon, Professor of History (Summer 1969). Dr. Cronon was responsible for lectures on integrated American history during the summer Institute of 1969 and for evaluation of curriculum materials

⁹All staff are from The University of Wisconsin unless otherwise indicated.

in the area of "Progressivism and Black America and Black America in the 1920's."

Dr. Philip D. Curtin, Professor of History (Summer 1969). Dr. Curtin was responsible for lectures on integrated American history during the summer Institute of 1969 and for evaluation of curriculum materials in the area of "The slave Trade."

Dr. Leslie Fishel, President, Heidelberg College (Summer 1969). Dr. Fishel was responsible for lectures on integrated American history during the summer Institute of 1969 and for evaluation of curriculum materials in the area of "Black America in the Late 19th Century."

Dr. Allen Howard, Assistant Professor of History, Rutgers University (Summer 1969). Dr. Howard was responsible for lectures on integrated American history during the summer Institute of 1969 and for evaluation of curriculum materials in the areas of "The African Heritage" and "Black Identity in U. S. History."

Dr. W. C. Franklin Knight, Assistant Professor of History, State University of New York (Summer 1969). Dr. Knight was responsible for lectures on integrated American history during the summer Institute of 1969 and for evaluation of curriculum materials in the area of "Slavery in the Caribbean."

Dr. Thomas E. Skidmore, Professor of History (Summer 1969). Dr. Skidmore was responsible for lectures on integrated American history during the summer Institute of 1969 and for evaluation of curriculum materials in the area of "Slavery in Latin America."

Dr. Robert C. Twombly, Assistant Professor of History (Summer 1969). Dr. Twombly was responsible for lectures on integrated American history during the summer Institute of 1969 and for evaluation of curriculum materials in the areas of "Slavery in Colonial and Revolutionary America," and "Black Identity in U. S. History."

Dr. Okon Uya, Assistant Professor of History (Summer 1969). Dr. Uya was responsible for lectures on integrated American history during the summer Institute of 1969 and for evaluation of curriculum materials in the areas of "Africa" and "The Black World, 1932-52."

Dr. Gerald F. McVey, Coordinator of the Multimedia Instructional Laboratory, served as a consultant on audio-visual materials.

In addition, several advanced graduate students with specialties in history, curriculum, evaluation, and audio-visual instruction assisted with the summer Workshop and/or subsequent activities. Most of these students assisted at no cost to the Institute budget. They included:

Joseph S. Ban, Fellow, "Integrated" History Institute (Summer 1970).

James A. Cavanaugh, doctoral student in history.

Richard P. Chait, doctoral student in educational administration.

Robert Crumpton, doctoral student in curriculum and instruction.

G. Thomas Fox, doctoral student in curriculum and instruction.

Carl A. Grant, doctoral student in curriculum and instruction.

Charles S. Marks, Fellow, Experienced Teacher Fellowship Program in Urban Administration.

Paul A. Muller, Fellow, Experienced Teacher Fellowship Program in Urban Administration.

Samuel L. Salter, Jr., master's degree student in educational administration.

Jay H. Shores, doctoral student in curriculum and instruction.

Karen Skuidt, doctoral student in curriculum and instruction.

Gayle F. Southworth, doctoral student in economics.

The participating historians provided exceptionally high-quality, well-prepared, and varied presentations. Some of the history professors

became involved in the Workshop activities, but there was no formal attempt to involve them in the Workshop. Upon reflection, this was a less-than-optimal use of staff and reinforced an artificial dichotomy between the Workshop and the lectures. When requested to review the historical authenticity of the materials none refused, and some went to great effort to point out possible pitfalls and improvements.

Because all of the permanent staff had other University commitments in addition to working with the Institute, they were not always available on the spot. This was especially important in the case of the Director. Although each Unit Team had two or three assistants and a definite deadline assigned, some Fellows interpreted non-availability of status personnel as disinterest. In further institutes, it would be well to have one senior staff member, at least, assigned full time in order to be present when student activities are being conducted.

During the summer Institute the staff, including all graduate assistants, met weekly to discuss the ongoing problems. A consensus model was attempted and, since many of the graduate students did not work directly with the staff in other University-related activities, it was felt that an honest exchange of views prevailed. In a vote on whether a final content examination was necessary, the Director and Assistant Director were on the losing side, and the majority prevailed. In the Director's experience at least, this model entailed more participation by graduate students in University decision making than he had had the opportunity to witness before.

As indicated previously, if this program were to be conducted again, there would be a smaller number of staff committed for a longer period of time and the distinction between the Workshop and the lectures would not be dichotomized.

Orientation

Although two social events were planned and carried out successfully, the main vehicle for orientation was the provision of two or three advanced graduate students for each ten-man Unit Team. It was anticipated that this ratio of approximately three or four Fellows to one assistant acquainted with the campus and community would take care of most orientation problems. The Director personally handled any formal administrative problems.

A social event was held during the first week and a picnic with Fellows of the Experienced Teacher Fellowship Program in Urban Administration was held.

Each of the administrator-teacher teams was interviewed at the end of the summer by Dr. Yee and another member of the staff. In this instance, plans for field testing in their schools were discussed. They also were asked for general suggestions and comments on how they felt about the program. A formal objective evaluation of the summer phase of the program is discussed in a later section of this report.

Program Operation

The program had three significant phases. Phase I was the 1969 summer session, where the thirty Fellows received training in "integrated" history and produced the materials aimed at improving achievement and self concepts of inner-city youth. Phase II was the field testing of the materials during the 1969-70 academic year by the Fellows and their colleagues in their home cities. Phase III included the summer and early fall of 1970, where the field testing was evaluated and the initiation of the editing process was undergone. The three phases fall into a logical sequence; however, time and resources were insufficient to complete Phase III.

Phase I

Phase I had two components, the Workshop and the lectures. The Workshop overview is presented in Figure 1. It included an eight-week session. The thirty Fellows were divided into three Unit Teams, with each Team producing two units of material. Each Unit Team also included two or three advanced graduate students for leadership and assistance. Emphasis was placed upon audio-visual materials, for interest and motivation to overcome reading problems that many children encounter in the urban schools.

Each unit of instruction contained three segments. First, there was an overview for the teacher and another for the student. Second, there were representative examples of major historical concepts presented in the unit. And third, there were search problems designed to stimulate further investigation of the historical concepts involved. When the units were completed, they were presented to the entire group of staff and Fellows for criticism. They were subsequently reviewed by the staff. In one instance a unit was withheld because it lacked the proper historical balance to adequately reflect the period of history covered. It was subsequently rewritten.

Appendix A includes samples of the curriculum materials produced in the Institute. Because of the media utilized in this report, it does not include audio tapes, slides, transparencies, or large posters--the most creative and dramatic materials produced. (An exemplary audio tape was sent to the Program Officer.)

The second component of Phase I, the lectures, was presented daily for two fifty-minute periods. (The lecture-discussion schedule is included as Figure 2.) A more extended list of the topics, historians, and assigned readings may be found in Appendix B. Professor Bogue, by establishing parameters for the historians and by group discussions

"INTEGRATED" HISTORY INSTITUTE
Lecture-Discussion Schedule
Summer 1969
Margaret Bogue

- T June 24 Orientation
W June 25 West African Heritage and American Negro History -
Th June 26 Professor Allen Howard
F July 27 Review and Discussion
- M June 30 Professor Howard - continued
T July 1 The Slave Trade - Professor Philip Curtin
W July 2 Slavery in Latin America - Professor Thomas Skidmore
Th July 3 Slavery in the Caribbean - Professor Franklin Knight
F July 4 HOLIDAY (Afternoon July 3--Knight and Skidmore - Panel
"Comparative Slave Systems in the New World")
- M July 7 Setting the Patterns of Slavery in Colonial and Revolutionary
T July 8 America: The Institution of Slavery Challenged -
Professor Robert Twombly
W July 9 Slavery in 19th Century America -
Th July 10 Professor Robert Starobin
F July 11 Review and Discussion
- M July 14 Professor Starobin - continued
T July 15 Civil War and Reconstruction -
W July 15 Professor Robert Starobin
Th July 17 Review and Discussion
F July 18 Late 19th Century: Black America in the Gilded Age -
Professor Leslie Fishel
- M July 21 The Growth of the Ghettoes in Late 19th and 20th Century
T July 22 America -
W July 23 Professor Allen Spear
Th July 24 Negro Americans in the Progressive Period and in the 1920's -
Professor David Cronon
F July 25 Review and Discussion
- M July 28 Progressive Period and 1920's -
T July 29 Professor David Cronon
W July 30 Negro Americans During the Depression and New Deal
Th July 31 World War II as a Catalyst for Change
F Aug. 1 The Truman Years: Desegregation of the Armed Forces
- M Aug. 4 Review and Discussion
T Aug. 5 The Civil Right Movement: The Fight for Desegregation and
W Aug. 6 the Ballot - Professor Allen Spear
Th Aug. 7 The Movement Goes Militant: 1960's -
F Aug. 8 Professor Allen Spear
- M Aug. 11 Black Identity in U. S. History - Professors Twombly and
Howard
T Aug. 12 Keynoter--Panel - Discussion to Tie Things Together

Figure 1

"INTEGRATED" HISTORY INSTITUTE
 Summer 1969
 Workshop Schedule
 Marvin Fruth - Robert Tabachnick

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
TEAM 1		UNIT I: African Background			UNIT IV: Jim Crow			
TEAM 2		UNIT II: Slavery			UNIT V: The Quest for Full Human Rights			
TEAM 3		UNIT III: Civil War and Reconstruction				UNIT VI: Civil Rights and Black Power		

Team 1 - Richard Chait, Charles Marks, Carl Grant, 10 Fellows

Team 2 - Robert Crompton, Paul Muller, Thomas Fox, 10 Fellows

Team 3 - Cayle Southworth, Samuel Salter, Jr., 10 Fellows

UNIT PRESENTATIONS

- I. Thursday, July 17, 1969 at 8:30 a.m.
- II. Friday, July 18, 1969 at 8:30 a.m.
- III. Thursday, July 24, 1969 at 8:30 a.m.
- IV. Thursday, August 7, 1969 at 8:30 a.m.
- V. Friday, August 8, 1969 at 8:30 a.m.
- VI. Thursday, August 14, 1969 at 8:30 a.m.

DISCUSSION SESSIONS

- Friday, June 27, 1969 at 9:30 a.m.
- Friday, July 11, 1969 at 8:30 a.m.
- Thursday, July 17, 1969 at 1:00 p.m.
- Friday, July 25, 1969 at 8:30 a.m.
- Monday, August 4, 1969 at 1:00 p.m.
- Wednesday, August 13, 1969 at 1:00 p.m.

STAFF MEETINGS - Tuesdays at 3:15

with the Fellows, provided the requisite continuity that could have been lacking with such a large number of high-quality individuals. The formal evaluation of Phase I of the Institute is presented in the evaluation section of this report.

Phase II

Phase II included the field testing of materials and visitations to schools. The evaluation of the field testing is presented in the evaluation section of this report. Each teacher was asked to keep a log in order to record his use of the materials and his reactions to them. All schools were visited at least once with the exception of Clarksdale, Mississippi, where school desegregation efforts prevented outsiders from entering, and the Kettle Moraine Boys School, where student turnover occurred before arrangements had been made. Reports on the staff visits to the cooperating schools and a copy of the log are included as Appendix C.

In Washington, D. C., an extensive inservice program orienting the teachers to the materials was held. At least one-half day was used for each unit. One session included, in addition to the eleven teachers and several classes of children, representatives from the central administration offices, the School Desegregation Committee, the press, and a number of teachers interested in using the materials in the future. Sample documents relating to the D. C. inservice program are presented in Appendix D.

Phase III

Phase III was delayed in part because of the late completion of the field tests and in part because of the vast amount of material and the necessity of re-checking and documenting all of the primary sources. Consequently, a decision was made that because the time and resources available would not permit a complete revision of the materials, the remaining time and resources would be directed toward a revision of Unit I. One revision was accomplished. It was submitted to

reviewed the materials and they were again revised. This is the stage at which the Institute finds itself at this time. To do the necessary revision of the other five units will require another year of work.

New Materials

A vast number of new materials were created. Each of the six units was developed to interest inner-city children and to stimulate them to think and read about themselves and their ancestors. Consequently, there was a great emphasis on an audio-visual approach for motivation as well as interest. Although many primary sources were used, they were often juxtaposed in novel ways to create interest and illuminate concepts. For example, comparisons between Malcolm X and David Walker illustrate that many of the problems and frustrations of black people have been quite similar for at least one hundred thirty-five years.

Some of the written materials were presented in visual and audio form to improve their teachability. An account of life as a slave, written by the grandmother of one of the Fellows and recorded on the cover of the family Bible brings to life the pathos of that individual and of slavery, as recorded by the granddaughter.

Similarly, the rich voices of an inner-city fifth-grade class from Racine, Wisconsin, make the words and sounds of "Born Free" something that fifth-grade children can identify with. Numerous other examples are included in the more than five hours of audio tape as well as in the numerous posters, slides, and transparencies. A description of all the new materials created or adapted would be too lengthy for this report.

Fulfillment of Objectives

There were seven objectives set forth for the Institute. Most were supported by educational and subjective judgment, but the most important goals, concerning teacher attitudes and pupil achievement and

self concepts, were evaluated more objectively and are reported in the evaluation section of this report. A list of the objectives and supporting statements follows:

1. "To teach 'integrated' American history to teachers and principals from primarily-Negro urban elementary schools."

This objective was pursued by the use of readings and lectures by historians with expertise in respective areas of this subject. It was further supported by the necessity of the Fellows to evaluate historical documents for inclusion in the curriculum units. Since the staff determined that the inclusion of a final content examination would impair the development of materials, the only evidence attesting to the achievement of the objective is a mid-term essay examination covering Units I, II, and III. No pretest was given and no comparable group was utilized, but the vast majority received A's and B's and only a few received a grade below C.

2. "To provide these teachers and administrators with an opportunity to develop relevant materials under the supervision of historians and curriculum experts to be utilized in the instructional program of the inner-city schools."

The Institute Workshop provided ample opportunity for such work and the results were impressive. Approximately eight hundred pages of written and primary source material, two hundred slides, one hundred transparencies, one hundred posters and handbills, and five hours of audio-taped material.

The response of the Institute Fellows using the materials, as well as other teachers who used them during the field test stage, indicates that while the materials were enthusiastically accepted and used they need further editing and refinement, especially for the teacher with little background in Afro-American history.

3. "To help Negro children improve their identity and achievement through the examination and appreciation of their heritage."

This objective was the focus of the field study and will be discussed in the following segment of this report.

4. "To give teachers a better basis for understanding the background and life styles of their students as well as the community with which they must interact if the schools are going to be relevant."

In support of these objectives can only be offered subjective judgments. In observations of Fellows throughout the program and site visits, it seems that there is greater understanding and less judgment made out of ignorance. Of particular note was the observable development of many of the black participants. Some who were uncomfortable in dealing with the historical material at the beginning became its staunchest advocates. Although no objective measure could be taken to verify the view, it appeared to the staff in at least three instances that black teachers developed more self pride and a more-positive attitude toward being black and toward black children than they had previous to their involvement in the program.

In two instances principals were requested by community members to provide materials of this type in an adult education setting. No evidence of negative community feedback on the use of these materials presented itself. Another principal who had not participated in the summer Workshop was exceptionally proud of the fact that the children in the program had taken every book about the black experience from the school library as well as from the city library branch located a block away.

6. "To fulfill a legitimate demand of the inner-city community to include the contributions of the Negro to American history."

We certainly have not fulfilled this demand, but we feel that we have made a contribution, one which, with sufficient time and resources, could have been a most significant one.

7. "To respond to the Kerner Commission indictment of the urban schools by attempting to improve education in the inner city."

This objective will be discussed in conjunction with Objective #3 in the next section of this report.

Evaluation

The overwhelmingly-positive response toward the curriculum units from the participating teachers and administrators, both those who developed the units and those who used them during the 1969-70 school year, is the most significant testament to their value. In a number of schools the intention is to continue their use. In the Washington, D. C., schools, for example, the Department of Social Studies is most interested in adapting the materials for the entire system. Recent cutbacks in staff development funds and incomplete revision of the materials have impeded progress in this direction. In addition, numerous requests for use of these materials have been received from other inner-city schools. Correspondence from Washington, D. C., and New York City is included in Appendix E.

In addition, two objective studies on the program have been conducted. One was a Fellow's evaluation of the summer Institute and the other was an evaluation of the effects of the materials on the children using them.

The major concern of the former study was to analyze the effect of a highly job-oriented Institute on the attitudes of the participants.

A brief report of that study follows:

To gain information on participants' perceptions of the Institute, we administered questionnaires to them during the last week of the Institute and ascertained through interviews the degree of cooperation to be expected during the next school year. The pertinent questionnaires were a sociometric form and an anonymous rating form which asked participants to rate various aspects of the Institute. All participants completed the forms willingly and were interviewed in small informal group sessions.

The attached sociogram in Figure 3 shows that the participants developed fairly good group cohesiveness among themselves, especially within their teams. The participants were asked to nominate those with whom they would most like or would not like to work in a school faculty. The teams' social structure were apparently warm, cooperative, and supportive. Such results show how it was possible to produce the great amount of material so well in such a short period of time. Although negative ratings were allowed, actually few were made, as may be seen in Figure 3. It is interesting to note that the rejections concerned only a few individuals.

There are seven "stars" in Figure 3 who received at least five choices each. From the interviews and observations during the Institute, the persons that we may now identify as being most popular choice for colleagues or "stars" seemed quite positive toward their work and experiences here and were looking forward to continued involvement through the next school year. By regarding the "stars" as group leaders who should definitely reflect the popular views of the group well, we could say that the group felt very satisfied in their work and pleased that they had devoted eight weeks to the Institute. The person numbered 252 was the most popular "star," with ten nominations which were given by individuals

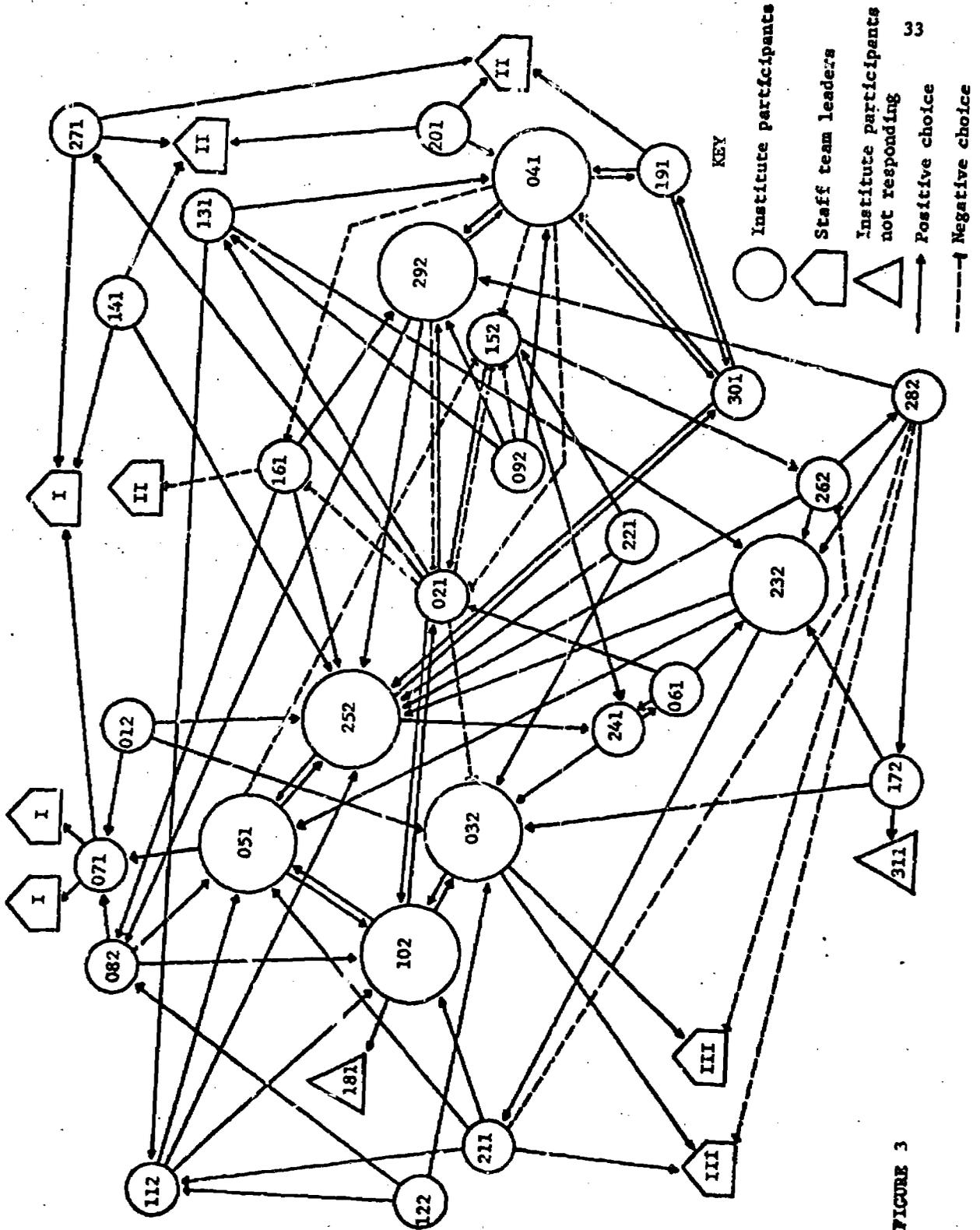


FIGURE 3

in and outside his team. His verbal and quantitative aptitude scores were the highest in the group. Observation and interview of 252 indicate that he felt the Institute was effective and successful. He expressed strong desire to continue his participation through the coming year.

In answer to the question, "How familiar have you become with members of the Institute?", twenty of the participants said they knew beyond mere acquaintance everyone (2) or almost everyone (18). Four answered that they knew at least half of the members and five said they knew less than half. Such a high number of people saying that they were well familiar with group participants is surprising, and reflects positive social structure. Although the participants were asked to nominate only other participants in the sociogram, several thought highly enough of staff team leaders to include them, too. Staff members, of course, did not fill out sociogram forms.

Figures 4 and 5 show that the average rating of the participants was good (4.9). The average is a conservative one, since we summed all items together as equivalent and did not include the last three questions, 4a, 4b, and 4c. Those three questions asked the participants to answer "Yes," "No," or "Uncertain" to the most relevant questions for evaluative purposes. Figure 4 shows that the answers to those questions were predominantly positive. All but three who were uncertain were glad they came to the Institute. Following are representative samples of the twenty-two favorable comments written for question 4c, "What will you tell your friends and colleagues about your summer in brief?":

"I would tell them what a wonderful opportunity the program had been to: work with people from all over the U. S. from many different backgrounds; do research and actually participate in making up units

Two Highest : 1a) Readings - Relevance, Importance, quality 2a) Lectures - Relevance, Importance, quality

Two Lowest: 1b) Readings - Amount assigned 2c) Lectures - Relatedness to development of curriculum materials

Mean scores (per item) of subjects on "Evaluation of Institute"

$\bar{X} = 4.9$



Question = 4c
4b
4c

yes = 26
yes = 18
Positive = 22

Uncertain = 3
Uncertain = 7
Negative = 3

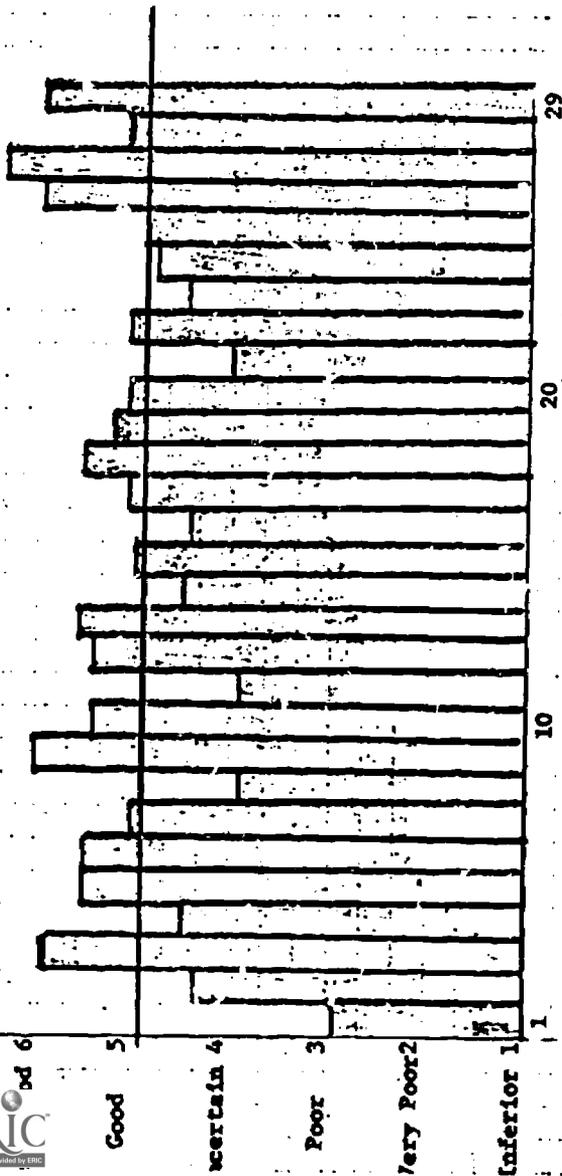
No = 0 "Are you glad you came to the Institute?"
No = 0 "Would you return for a follow-up Institute?"
1 = 3 "What will you tell your friends and colleagues about your summer in brief?"

FIGURE 4

Note: 5 at 5.8 or above

$\bar{X} = 4.9$

Note: 4 at 4.0 or below



Mean (per. person) scores of Subjects on "Evaluation of Institute"

- 5.9
- 5.1
- 6.3
- 5.8
- 4.6
- 4.7
- 4.4
- 5.1
- 4.0
- 5.1
- 5.2
- 5.5
- 5.1
- 4.4
- 4.9
- 6.5
- 5.8
- 5.4
- 3.8
- 5.4
- 6.0
- 3.8
- 5.0
- 5.5
- 5.5
- 4.4
- 5.8
- 4.3
- 2.9

FIGURE 5

in black history through primary sources; learn more about history in its true perspective and have the materials needed to teach children in our schools."

"The Institute was informative, well planned, good team relation, cooperation of staff members were excellent and concise. It was conducted in such a way that makes it conducive to want to return."

"It was a most impressive summer for me. I am most happy with the fact that although I did have six hours of U. S. history as an undergraduate, I really learned my history this summer. I would urge my colleagues to take part in a type of institute if they should have the opportunity."

"I grew! Through materials and relationships. Working materials for the following year appear to be valuable and exciting."

In summary, therefore, the participants' evaluation of the Institute and themselves was positive and shows that the great production of materials was accomplished without sacrifice of participants' individual interests, socio-emotional concerns, and group morale. Almost everyone was certain they would return for more study and work if given the opportunity. Everyone seemed eager to continue their participation in the project during the year's try-out and evaluation of the materials. If there was an opportunity to work with a smaller number of participants, the favorability of the ratings would probably have been greater.

The second objective study was conducted explicitly to evaluate the fulfillment of Objective #3: "To help Negro children improve their identity and their achievement through the examination and appreciation of their heritage," and implicitly a number of other objectives. The report of that study follows.

PROCEDURES

Sample

Since the administrator and teacher teams that were selected for the Institute represented a wide range of geographic locations, the evaluative study began with a sample highly-representative of ghetto schools serving black people. School districts of the following cities provided intermediate-grade classes for the study: Beloit, Wisconsin; Clarksdale, Mississippi; Milwaukee; Minneapolis; New Orleans; New York; Racine, Wisconsin; St. Louis; and Washington, D. C. Table 1 shows how Experimental and Control classes were distributed within and between school districts.

Each principal cooperating with the project was asked to furnish one Control class equivalent to each of his Experimental classes except that the Control classes would not be exposed to the project's units or other black studies. Although it was desired that Control classes be in another school building than the Experimental classes to avoid indirect exposure to the units, this arrangement was not possible for most of the Controls. However, if there is any contamination of such Control classes, the influence would be expected to affect the test of hypotheses in the conservative direction and help emphasize the positive influence of the units if results favored the Experimental classes. School visits and teacher interviews indicated no or little unusual influence between Experimental and Control classes when they were in the same school building.

The sample providing data for this evaluation included twenty-five Experimental and twenty-five Control classes, with Washington, D. C., supplying the most classes of nineteen, and New Orleans, Racine, and St. Louis supplying the lowest number of two each. About seventy classes

TABLE 1
The Sample

City	School No.	Number of Classrooms	
		Experimental	Control
Beloit, Wisconsin	1	1	
	2		2
	3	2	
	4		2
Clarksdale, Mississippi	1	2	1
Milwaukee, Wisconsin	1	1	1
	2	1	1
Minneapolis, Minnesota	1	2	1
	2	2	
	3		2
New Orleans, Louisiana	1	1	1
New York, New York	1	1	1
	2	1	1
Racine, Wisconsin	1		2
St. Louis, Missouri	1	1	1

TABLE 1 continued

City	School No.	Number of Classrooms	
		Experimental	Control
Washington, D. C.	1	3	3
	2	1	1
	3	1	
	4	1	1
	5	1	1
	6	1	1
	7	1	1
	8	1	1
TOTAL	9	23	25

were involved in the project at the start of the school year but, for one reason or another, mainly lack of continued participation and administrative changes of teacher and classes, twenty classes did not complete the year-long study and their data were removed entirely from the analyses.

Data

Eleven dependent variables were established to adequately test the effects of the project's units on pupils' attitudes and achievement: 1) on a five-point scale, teachers' rating of pupils' general achievement as compared to typical children of the same age (T), 2) pupils' standardized achievement test score, 3) pupils' self concept as measured by a modified version of an unpublished multi-dimensional test with one hundred items developed by Pauline Sears at Stanford University's Laboratory of Human Development (S), 4) pupils' attitude toward school and the advantages of education (E), measured with a specially-prepared twenty-item inventory, 5) pupils' knowledge of content covered by the Integrated History units, total score (C), with two equivalent tests, each with forty-eight items, and 6-11) subtest scores for each of the six units in C--Unit I, C₁ . . . Unit VI, C₆. Each dependent variable will now be discussed in detail:

1) Each teacher participating in the study rated the general school achievement of each of her pupils. We asked the teachers to consider the pupils' standing on a five-point scale with extreme poles extending from superior to inferior achievement standing in comparison to typical pupils of the same age group. This rating was obtained at the pretest and posttest occasion and symbolized as T and T', respectively.

2) Shortly after the pretests were completed, each teacher was asked to furnish the latest standardized achievement test score for each pupil in her class. Since schools used a variety of different

standardized achievement tests, scores received from teachers were transformed to T scores (mean of 50 and standard deviation of 10) by using test means and standard deviations obtained from test manuals. Such scores were symbolized as \bar{A} . The transformation of scores does not completely satisfy the problem of deriving such scores from various tests instead of from the same test. However, achievement test scores do correlate positively and we proceeded on the strength of such an argument to use such transformed achievement scores, symbolized as \bar{A} .

3) The "How I Feel About Myself" (S) questionnaire was adapted from "The Self Concept Inventory" developed by Professor Pauline S. Sears and her associates at Stanford University's Laboratory of Human Development. Items were modified by Professors Yee and Tabachnick to promote clarity and to provide language that would be more familiar and acceptable to pupils such as those in this study. This multi-dimensional, 100-item inventory was designed to determine how a student feels about how he performs or reacts in the following ten behavior categories:

1. Physical abilities
2. Mental abilities
3. Social relations with peers of the opposite sex
4. Social relations with peers of the same sex
5. Social relations with parents
6. Social relations with teachers
7. Work habits
8. Personality: social virtues
9. Personality: happy qualities
10. School subjects

The pupils responded to each item by circling one of three options: yes, no, or not sure, which were scored 2, 0, and 1, respectively.

4) The "About Going to School" is a twenty-item attitude inventory specially developed for this study by Professor Yee, with the assistance of Jay Shores and Karen Skuldt. Approximately two-thirds of the questions are stated positively and the rest are stated negatively. The student indicated how well his feelings conform with the item statements by checking yes, no, or not sure; items were scored for favorability with two points for a response unfavorable to school and education in general.

5) Two parallel achievement tests were developed for pretest and posttest measures of pupils' knowledge of social studies content in the black history units. Much time and effort was given the more difficult task of developing meaningful and accurate items for this test from the extensive matter of the units. The importance of testing the null hypothesis with the history test measures would be of first priority in the evaluation of the units' effectiveness. Questions were first drafted for each of the six units by project staff members who had been most responsible for the development of units as they assisted teams of Institute participants who worked on units. The instructions were to construct multiple-choice items with five alternative answers--one that was correct, one or two that were quite wrong, and two or three distractors that might be tempting but wrong. To give some idea of the way questions looked at the outset, the first version of three items follows:

During Reconstruction black people:

- a. were not allowed to vote.
- b. held important political positions.
- c. formed roving "armies" and took over land.
- d. were targets for Ku Klux Klan members' harrasing activities.

Charles Drew was a black man. He was a doctor. He was the first man to develop a way to store blood so that blood transfusions can be given at any time and in any place. This was used in the Second World War and saved many lives. After World War II, Charles Drew was in a

bad car accident. He was rushed to the white hospital but was not admitted because he was black and he bled to death. Which of these statements is correct?

- a. This story is not true.
- b. This story is true.
- c. This story is true except for the car accident because Dr. Charles Drew, the inventor of blood plasma, is still alive.
- d. This story could have happened but it did not.

The term "riot" when used with reference to disturbances of the late nineteenth and early twentieth centuries means:

- a. ruthless terror and violence of white racists against black persons.
- b. the night rides and cross burnings of the Ku Klux Klan.
- c. angry black persons burning and looting.
- d. ruthless terror and violence of black racists against white persons.
- e. large outdoor parties by Negroes who charged admission to raise money for rent.

Even though two of the items were written by experienced elementary school teachers, each item could present real problems to our subjects, who were estimated to have an average of third-grade reading level, and assumed to be less test-conscious and motivated to tests than typical white middle-class pupils.

We also considered it important to identify information that would be representative of the content and could be developed into items that would discriminate between those pupils who had gained knowledge and understanding from the units which they would not normally obtain elsewhere, i.e., we did our best to develop maximum content validity.

To accomplish such aims, a number of items were written and re-drafted. At least two staff members, primarily Jay Shores and Karen Skuidt, worked initially to prepare each item. After their preliminary work, copies of tentative items were circulated to all staff members for their reactions and suggestions. Serving as the history consultant, Professor Bogue verified the historical accuracy of each item.

Through this revision process, the above items came to look like this:

During Reconstruction:

- a. black people controlled the South.
- b. Northern white people controlled the South.
- c. the South was getting ready for the Civil War.
- d. black people had the right to vote but could not hold office.
- e. Northern white people were not allowed to go to the South.

Charles Drew was a black man and a doctor. He:

- a. formed the American Black Medical Association.
- b. was not allowed to practice medicine.
- c. invented the iron lung.
- d. developed a new way to store blood.
- e. was a history professor.

In the late 1800's and early 1900's, the term "race riot" meant the:

- a. terror and violence of white racists against blacks.
- b. terror and violence of black racists against whites.
- c. blocking of factory entrances by black unions.
- d. mass meetings of the Alliance for Freedom Party.
- e. Both a. and b. above are correct.

After the nine persons primarily involved were satisfied with a pool of ninety-six items representing each unit, two equivalent tests of forty-eight items each were formed by randomly assigning them to the pretest or the posttest. Reactions to the present achievement test (2) were solicited from several Institute participants. Comments received were mostly impovtive or encouraging. Negative reactions emphasized the problems of testing such pupils with paper-pencil tests and the difficulty of probing higher cognitive learnings. However, those who criticized the test agreed that there seemed no practical substitute for our purposes and agreed to administer it.

Each form of the Integrated History test contained eight items for each of the six units, symbolized as C₁ - C₆ for pretest and C₁' - C₆' for the posttest. The total test scores are symbolized as C (pretest) and C' (posttest).

Scores were derived by counting the number of items correct and adding one-fifth of the number of unanswered questions to adjust for guessing on the basis of items omitted. Pupils such as in this study's sample have been found to avoid guessing and generally lack confidence and motivation in paper-pencil achievement tests. Thus, it seemed appropriate to reward the pupils for refraining from guessing and the following formula was used: corrected score = number of rights + (items omitted/5).¹⁰

A battery of tests was administered twice during the school year by classroom teachers or other personnel in the pupils' classrooms. In order to minimize the possible effect of pupils' reading problems, the teachers were instructed to read the entire test aloud while the pupils read along and responded silently. No time limit was imposed. Packets of pretests were mailed to all schools in late October and were returned during November and December. Post test packets were sent out in late March and returned during May and June.

Experimental Design

A pretest-posttest control group design was established with two levels for each of the two independent variables: 1) Experimental vs. Control groups and 2) pupil sex. Due to administrators' constraints in selecting classes, ideal and perfect randomization of the sample for the first factor was not possible, as suggested above. But analyses of pretest measures and interviews with teachers and visits to all classes indicated no systematic bias favoring Experimental and Control groups in pupil and classroom characteristics.

¹⁰K. L. Ebel, MEASURING EDUCATIONAL ACHIEVEMENT (Englewood Cliffs, N. J.: Prentice-Hall, 1965), pp. 223-224.

With such a design, analyses of variance were conducted for each dependent variable with Veldman's AVAR-23 program.¹¹ Class means were used in analyses in order to control the teacher variable and minimize extraneous school effects. The interval consistency of the dependent variables was found to be satisfactory.

RESULTS AND DISCUSSION

Pretest Measures

Table 2 presents F-test results for pretest measures. Setting the minimum level of $p < .01$ as the acceptable significance level, there are three F-ratios that are statistically significant for the factor of pupil sex. Let us discuss them some to establish a clear basis from which we may understand the relative magnitude of results obtained with posttest measures to be discussed later.

With teachers' ratings of pupils' general achievement (T), and pupils' standardized achievement scores (A), the differences favor girls, as is typically observed in schools. The two results complement each other and conform with the general expectation that girls' achievement in elementary school is typically superior to boys'. As Anastasi wrote:

With regard to school progress, girls are consistently more successful than boys. They are less frequently retarded, more frequently accelerated, and promoted in larger numbers than boys. Similarly, in school grades girls excel throughout, even in those subjects that favor boys on achievement tests. Thus a comparison of grades in arithmetic, history, or any other subject in which boys obtain higher achievement test scores shows a sex difference in favor of girls.¹²

¹¹D. J. Veldman, FORTRAN PROGRAMMING FOR THE BEHAVIORAL SCIENCES (New York: Holt, Rinehart and Winston, 1967), pp. 257-268.

¹²A. Anastasi, DIFFERENTIAL PSYCHOLOGY, 3rd ed. (New York: Macmillan, 1958), p. 493.

TABLE 2

ANOVA Results for Pretest Measures

Variable	Source	df	M.S.	F	p
Teachers' Rating of Pupils' General Achievement (T)	Experimental vs. Control Groups (A)	1	.07	.33	.57
	Girls vs. Boys (B)	1	2.00	9.34	<u>.003</u>
	A x B	1	.06	.30	.59
	Between	3	.71		
	Within	92	.21		
	Total	95	.23		
Pupils' Standard- ized Achievement Scores (A)	A	1	.36	.01	.91
	B	1	219.28	7.44	<u>.01</u>
	A x B	1	2.02	.07	.79
	Between	3	73.89		
	Within	92	29.48		
	Total	95	30.88		
Pupils' Self Concept (S)	A	1	28.41	.31	.58
	B	1	601.50	6.64	<u>.01</u>
	A x B	1	.94	.01	.92
	Between	3	210.28		
	Within	92	90.57		
	Total	95	94.35		

TABLE 2 continued

Variable	Source	df	M.S.	F	p
Pupils' Attitude Toward School (E)	A	1	.03	.004	.95
	B	1	41.05	4.70	.03
	A x B	1	.19	.02	.88
	Between	3	13.76		
	Within	92	8.73		
	Total	95	8.89		
Integrated Black History Test (C)	A	1	21.89	4.34	.04
	B	1	11.28	2.24	.13
	A x B	1	1.45	.29	.60
	Between	3	13.76		
	Within	92	8.73		
	Total	95	8.89		

In her discussion of sex differences in achievement, Tyler wrote: ". . . all studies of school achievement agree that girls consistently make better school records than boys."¹³ When aptitude is equated between boys and girls, the girls still received the higher grades from teachers. Thus, it is not surprising that results for I and A show girls in this study received higher achievement ratings from their teachers than boys and obtained higher composite scores on standardized achievement tests.

The third significant F ratio concerned measures of pupils' self concepts (S), the significant difference favoring boys over girls. Such a result is not surprising, since the ten dimensions of the self-concept inventory seem to favor the social expectancy of male self assertiveness, robust behavior, and superiority. Even though girls are better disciplined and are perceived to perform better in school than boys, males are perceived more favorably than females by members of both sexes. Females tend to ascribe more unfavorable traits to women.¹⁴

It should be noted that no statistically-significant results resulted with pupils' attitude toward school (E) and the black history test (C). Nevertheless, girls tended to be more positive toward school and educational opportunities than boys (which fits with the above results), and the Experimental group tended to do better than the Control group. As will be shown shortly, this slight advantage is far surpassed in the posttest results as well as the result discussed above indicating that the self concept of the boys is significantly more favorable than that of girls.

Posttest Measures

With the pretest/posttest control group design used in this study, the test of the null hypothesis that the Experimental and Control group

¹³L. E. Tyler, PSYCHOLOGY OF HUMAN DIFFERENCES, 3rd ed. (New York: Holt-Rinehart-Winston, 1965), p. 241.

¹⁴Tyler, PSYCHOLOGY, p. 268.

means would be equivalent is conducted with posttest measures. Posttests were administered toward the end of the school year after the Experimental group classes had received instruction in black history with the project's units.

Classroom visitations and interviews with teachers and principals were conducted at least once during the school year for each class except Clarksdale, Mississippi. Most classes were visited once during the first half of the school year and once during the second half.

The written observations of classrooms and schools by staff members strongly indicate the general success of such curricular materials. Interviews with teachers and administrators helped to identify points requiring revision, expansion, and deletion. Dedication and enthusiasm for such curricular developments were apparent in the schools, especially in those where the most use was made of them. Teachers and administrators strongly urged that the units be revised and made available to the nation's schools. If revision was not possible, most volunteered to continue to use the materials and make what revisions they could. As one small example of the program's success, one principal reported that he was able to satisfy and elicit the support of a group of parents who demanded black history for their children, by showing them this project's materials.

During the first visits, it was learned that the Control classes were not uniformly controlled in their exposure to instruction in the history units. Although none were found to be exposed to units from this project, some received instruction in black history and discussed related issues. It would be highly unlikely for classes which are predominantly taught by black teachers and composed of all or mostly all black pupils not to deal with such issues and knowledge which relate to themselves and their neighborhoods. One teacher of a Control class

misinterpreted the role of her class in the study and was actively "competing" for about two months with her counterpart Experimental class. After further explanation of her proper role during the first staff visitation, she was able to modify her instruction. That case was the most unusual example of our problem of maintaining an adequate control situation.

However, such problems are to be expected and normal when experiments are conducted with large samples in the field involving more than one school district. About seventy-five classes were actually involved in the study, but classes were dropped that did not continue their participation throughout the year or were definitely atypical of the necessary sample dimensions and controls. Some contamination of Control classes was not considered a threat to the validity of the study.

The effect of such treatment of Control classes would be to help their pupils perform more favorably in the posttest rather than to inhibit them. Since the influence, although undesired, would affect the test of the null hypothesis in the conservative direction, that is, to help confirm the null hypothesis of no significant difference, a result significantly favoring the Experimental group would be enhanced and more noteworthy.

As one would expect, the Experimental classes did not receive uniform instruction. As teachers and schools were found to vary in many ways, some classes were involved in the units throughout most of the school year, some classes received periodic selective instruction, and others were taught only one or two units. The analyses of subtest scores ($C_1 - C_6$) help ascertain if there was any differential results unit by unit.

Table 3 presents the ANOVA results obtained for posttest measures. It may be seen that teachers continued to rate the general achievement of girls higher than that of boys ($F = 16.68, p < .0003$). The difference

TABLE 3

ANOVA Results for Posttest Measures

Variable	Source	df	M.S.	F	p <
Teachers' Rating of Pupils' General Achievement (<u>T'</u>)	Experimental vs. Control Groups (A)	1	.42	2.30	.13
	Girls vs. Boys (B)	1	3.02	16.68	<u>.0003</u>
	A x B	1	.02	.13	.73
	Between	3	1.15		
	Within	96			
	Total	99			
Pupils' Self Concept (<u>S'</u>)	A	1	25.68	.22	.65
	B	1	278.96	2.38	.12
	A x B	1	27.54	.24	.63
	Between	3	110.76		
	Within	96	117.24		
	Total	99	117.04		
Pupils' Attitude Toward School (<u>E'</u>)	A	1	3.11	.35	.56
	B	1	36.60	4.11	.04
	A x B	1	.23	.03	.87
	Between	3	13.32		
	Within	96	8.92		
	Total	99	9.05		

TABLE 3 continued

Variable	Source	df	M.S.	F	p <
Integrated Black History Test (C')	A	1	879.60	41.60	<u>.0001</u>
	B	1	70.19	3.32	.07
	A x B	1	2.56	.12	.73
	Between	3	317.45		
	Within	96	21.15		
	Total	99	30.12		

appears to be even greater at posttest than at pretest. Happily, the test of the teachers' achievement ratings did not produce a significant difference between the Experimental and Control groups. In other words, the teachers perceived the general achievement of the two groups to be equivalent, which was also found with teachers' pretest ratings. No significant F ratios for either main effect were found with pupils' self concept (S') and attitude toward school (E'). It is difficult to ascertain if the units improved the girls' self concept; the change in the result from pretest to posttest was due to the girls responding more positively rather than the boys reporting less-favorable self concepts.

Table 3 also presents the ANOVA results for the posttest measures of the integrated black history test (C'). The highly-significant F ratio of 41.60 results from a difference favoring the Experimental group over the Control group that could occur less than one out of ten thousand times by chance alone. Since the pretest difference for C was not statistically significant and the significant differences between girls and boys having been discussed above to provide a basis for comparison, the strong difference for the main effect of treatment is reassuring indeed.

Table 4 shows that the Experimental group's advantage was significant through all of the six black history units, even when all of the Experimental classes had not received instruction in all units. Most completed Units I and II, but few were able to find time during the one school year to cover all six units at depth. Since all F ratios are significant at the probability level of occurring two out of ten thousand by chance alone, there must have been a strong generalizing or "spill-over" effect from exposure to some but not all units. Perhaps the pupils in the Experimental classes responded with greater motivation and confidence in the posttest than pupils in Control classes, and

TABLE 4
ANOVA Results for $C_1' - C_6'$,
History Units I - VI

Variable	Source	df	M.S.	F	p
C_1'	Experimental vs. Control Groups (A)	1	23.53	38.11	<u>.0001</u>
	Girls vs. Boys (B)	1	2.30	3.73	.0534
	A x B	1	.37	.60	.5536
	Between	3	8.74		
	Within	96			
	Total	99			
C_2'	A	1	30.37	27.13	<u>.0001</u>
	B	1	3.20	2.86	.0902
	A x B	1	.09	.08	.7750
	Between	3	11.22		
	Within	96	1.12		
	Total	99	1.43		
C_3'	A	1	39.05	37.47	<u>.0001</u>
	B	1	.72	.69	.59
	A x B	1	.37	.35	.56
	Between	3	13.38		
	Within	96	1.04		
	Total	99	1.42		

TABLE 4 continued

Variable	Source	df	M.S.	F	p
C_4'	A	1	10.42	17.45	<u>.0002</u>
	B	1	.84	1.40	.24
	A x B	1	.47	.79	.62
	Between	3	3.91		
	Within	96	.60		
	Total	99	.70		
C_5'	A	1	13.85	17.80	<u>.0002</u>
	B	1	.74	.95	.6662
	A x B	1	.08	.10	.7525
	Between	3	4.89		
	Within	96	.78		
	Total	99	.90		
C_6'	A	1	37.49	34.30	<u>.0001</u>
	B	1	5.66	5.18	.024
	A x B	1	.01	.005	.945
	Between	3	14.39		
	Within	96	1.09		
	Total	99	1.50		

thereby obtained better scores. However, the actual differences between means do not appear great.

Table 5 provides descriptive statistics for C and C' that the Experimental group improved its C' scores about eight to nine points over its performance on C. In comparison, the Control group increased its scores for C to C' only about two to three points. Taking note of the standard deviation, we can see that the Experimental group became more variable over time and exhibited more variation in C' than the Control group classes. This result was probably caused by variations in the depth of study classes pursued in the project's units and the varied instruction given them. Any problem of heterogeneity of variance threatening the validity of the F-test is minimized by the use of equal cell N_s and raising the acceptable level of statistical significance from the conventional .05 level to the probability level of .01.

Table 6 presents C and C' results for the classes in the Washington, D. C., school district. Nineteen classes from that school system participated in this evaluation study and provided an excellent subsample for further analyses. The participation of the nineteen classes was capably supervised by Mrs. Gussie Robinson, who is a history consultant in the D. C. school system. Mrs. Robinson provided assistance, consultation, and guidance to the teachers and pupils of Experimental classes and helped conduct all tests. Her leadership and the work of her teachers, therefore, provided a more tightly-controlled experimental situation than possible for the larger total sample. We may see in Table 6 that results for the D. C. subsample confirm findings discussed above for the total sample.

TABLE 5

Means and Standard Deviations for Pretest and Posttest
Integrated History Test Measures

Variable	Group	\bar{x}	SD	Sex	\bar{x}	SD
\underline{c}	Experimental	13.38	3.60	Girls	13.86	3.88
				Boys	12.96	3.60
	Control	12.49	3.08	Girls	12.70	3.32
				Boys	12.28	3.07
$\underline{c'}$	Experimental	21.18	5.43	Girls	22.07	6.07
				Boys	20.07	5.20
	Control	15.22	3.28	Girls	15.82	3.73
				Boys	14.46	2.63

TABLE 6
ANOVA Results for C and C' in
Washington, D. C., in Nineteen Schools

Variable	Source	df	M.S.	F	p
<u>C</u>	Experimental vs. Control Groups (A)	1	9.43	2.44	.12
	Girls vs. Boys (B)	1	7.53	1.95	.17
	A x B	1	.08	.02	.88
	Between	3	5.68		
	Within	34	3.86		
	Total	37	4.01		
<u>C'</u>	A	1	278.16	16.40	<u>.0005</u>
	B	1	57.16	3.37	.0718
	A x B	1	2.55	.15	.7024
	Between	3	112.62		
	Within	34	16.96		
	Total	37	24.72		

CONCLUSIONS

As substantiated by objective analyses, it is obvious that the Institute participants felt that their experiences were positive and fruitful, and that they had produced a great number of valuable materials without losing group cohesion. The analyses also show that the children in this program learned more about integrated Afro-American history and enjoyed doing it, all of which we attribute to the quality of the materials, the audio-visual approach used, the dedication of the teachers, and the readiness of pupils for such knowledge. Of particular significance was the relative advance in achievement during the field test phase also indicated other positive results. The students responded enthusiastically. Alleged non-readers took books from the library, wrote, directed, and/or performed skits on slavery and other topics, and understood the general concepts taught. Teachers who originally knew little about the subject matter and were at first reluctant about some of the more controversial aspects of the subject, in time reflected the children's enthusiasm and became ardent advocates of its usefulness. Black teachers in particular appeared to have a more-positive attitude toward black children and, in some cases, toward themselves. They were enriched by a deeper understanding of the historical tribulations and contributions of the black people.

Although one original assumption was that an improved knowledge of their past would improve the self concept of black children, this was not borne out by the study. Whether such an expectation was not warranted or whether the organization or intensity of use of the materials was insufficient was not determined. Self concept is such a significant element of human personality that effective modification probably requires more time, experience, and information than this project could

provide. Subjective impressions from staff visitations tend to support this assumption. However, when some children were asked if they could have slaves, their agreement to accept them indicates that the lesson of slavery at least was not universally learned. One point that was generally learned, however, was to be more critical of existing sources of knowledge, especially as it relates to the background of black people, and more aware of a great historical heritage that has been neglected.

The emphasis on the audio-visual approach to instruction, we feel, produced the desired results of attracting the interest of children and motivating them, as well as helping to overcome the typical reading problems of inner-city children. Improved teacher attitudes prompted teachers to better prepare and improve their presentations. In two cases, at least, teachers purchased their own audio-visual equipment to be sure that it would be available when they needed it. In Washington, D. C., teachers met on their own time, in at least one case over the weekend, to discuss common problems in teaching with the materials.

The University staff learned that working on interdisciplinary programs requires considerable negotiation in order to reach desired goals harmoniously. The question of evaluation is particularly pertinent in this case. The "proof systems" of historians and educators are not identical, since they don't always agree on evaluation procedures and objectives to be accomplished.

The tendency of some staff members to identify with respective disciplines and the lack of resources for the continued participation of some inhibited complete unanimity, which may be an unlikely possibility at best. In spite of these drawbacks, a number of historians continued to participate in reviewing materials. The materials have been used with training urban administrators, elementary social studies teachers,

and teachers of disadvantaged students. The major drawback at this time is the lack of funds to revise the materials and disseminate them to the schools of America.

The impact of the integrated history materials on the participants' schools has been drastically limited by the unavailability of funds to revise and disseminate the materials and expand the program. With the exception of participants in Washington, D. C., where we are concentrating all unexpended materials at present, no other school program has found it possible to expend their black studies beyond this project's experiment, even though some have expressed a wish to do so. This desire to utilize the materials has also been expressed by intern teachers and fellows from our Urban Administrator Training Program.

In addition to the typical use of the materials, they have also been used in community work in Racine, Wisconsin, and are being used at the University of Missouri campus in St. Louis, the Instructional Materials Center of The University of Wisconsin, and North Carolina Central University.

The project derived energy and momentum from the facts that: 1) It was conceptually sound; 2) It brought together competent, energetic, and committed staff and participants; and 3) A large quantity of materials was developed for classroom use and evaluation of its use proved its worth. The participants provide a wide range of talents. The major reason for the success was the almost-religious fervor of a number of key participants and staff during the summer Institute. This morale rubbed off and accounted for the prolific production of materials. It also accounted for the dedication of the participants and their colleagues during the year of field testing.

The success of the evaluation is primarily attributed to the efforts of Professor Bogue for evaluating the historical accuracy of the materials and Professor Yee for directing the evaluation of the materials' educational effectiveness.

The major weaknesses of the project were as follows: 1) There was a separation of the lectures and the Workshops; 2) The task was too large for the time and resources available; 3) There was less control over the school situation than would be ideally desired during the field testing, for example, transfer of staff; and 4) There were not enough black staff--only two historians and three graduate assistants, although considerable effort was put forth to obtain more, and half of the participants were black.

The unique features of the program were: 1) We concentrated our efforts on a large, representative sample of children in racially-segregated, ghetto schools--black children at the upper-elementary level; 2) We were able to bring together historians and educators; 3) We included middle management school personnel in order to improve their understanding and ability to work with the communities and to provide support back home; 4) We focused upon the small team concept in production, utilizing a wide range of staff talents in history, curriculum and instruction, and audio-visual aids; and 5) We developed an objective evaluation of Institute participation and the effectiveness of the six integrated history units.

In summary, we built a historically-accurate and educationally-sound program of elementary school social studies curriculum materials focused upon the integration of the black experience into the mainstream concepts of American history, and were able to develop evaluation

procedures. Children learned from the units and enjoyed them very much. Teachers and administrators were generally enthusiastic toward them. and it appears that their attitudes toward the children improved as they used the materials.

The materials are still too cumbersome for new teachers to use effectively without some inservice work and a large amount of effort in preparation. What we sorely need are more resources 1) to edit and make the materials more useful for teachers of black and white pupils, 2) to develop programs for inservice education for teachers to acquaint them with the materials in particular, but also to acquaint them with the general area of Afro-American history, and 3) to continue to evaluate the effects of such materials, especially in regard to the improvement of self concepts of these children.

Educators need to understand "integrated" American history for their own development, both as teachers and as human beings. It goes without saying that although our focus has been on inner-city elementary school teachers, this necessity holds for all teachers in American society if we are going to solve the 'white problem.'

APPENDIX A

TABLE OF CONTENTS

- Unit I. A. Objectives and Concepts
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- I. Political, Economic, and Social Institutions
 - 1. Agriculture
 - 2. Villages
 - 3. Political Institutions
- J. Arts
- K. Conclusion

OBJECTIVES (Broad):

1. The student should understand that history is not just a body of facts, but man's interpretation of these facts.
2. The student should understand that similarities and differences exist between African and American culture (villages and cities).
3. The student should show some understanding of and pride in the heritage of early Africa as reflected in the study of its ancient kingdoms.
4. The student should develop an appreciation for the survival of Africanisms that are still a part of black culture today (music, art, dance, etc.).

SPECIFIC OBJECTIVES:

CONCEPTS:

Myth

- I. To explore the reasons for the myth that Africa is the Dark Continent.

1. Africa had an indigenous culture which flourished centuries before the birth of Christ.
2. History is man made and man developed and should be studied in the light of today's knowledge and outlook.

African Diaspora

- II. To show how Africans were spread all over the world.
- III. To learn about and understand the resultant impact and interaction of blacks on other cultures all over the world.

3. African migration was both voluntary and involuntary.
4. This migration has had an effect on the world, particularly on the Americas.
5. Africans retain many of their customs and show how their culture became an integral part of the culture in the many places in which they reside.

Continental Slavery

- IV. To understand something of slavery on the continent of Africa before the coming of the white man.

6. Slavery had recognized social status in African society.
7. There was opportunity for upward social mobility of slaves in African society.

African Empires

- V. To create an awareness of how trade, agriculture, and political institutions were conducted in three of the ancient empires of Africa.

8. African empires were created, flourished and declined. Despite the fall of these empires, Africa has maintained its political, social, and economic viability.
9. There was a high level of political organization and specifically systems of administration and tax collection in the three ancient empires.

UNIT I: OVERVIEW INTRODUCTION

History is always subject to the interpretation and reinterpretation of those writing it and those studying it. The search for truth has been hampered by lack of written source material in ancient times. In regard to Africa, in addition to the standard historiographical problems, we are faced with an area that has not been studied adequately or studied under preconceived ideas and prejudices. Only in very recent times, under the impetus of emerging African nationalism and the civil rights movement in all its ramifications, is Africa serving as the subject for intensive, modern study. Africa and African studies may well serve as the focus for world attention for some time to come.

Davidson, Lost Cities, p. 5.
Oliver, Dawn of African History, p. 1.

There is considerable evidence to suggest that Africa may hold the answers to the earliest development of man. One writer states, "Africa may well be the homeland of man himself". Archaeological finds which are still being studied and expanded tend to support these views. It appears that some time around 5000 B.C. new types of humanity appeared in Africa. The Negro or Negroid type was predominant among these. There is evidence that [see appended sheet] in the area of pre-dynastic Egypt-- that is, from the lower valley of the Nile--before about 5000 B.C., to show that approximately one-third of the inhabitants were Negroes or ancestors of the Negroes whom we know. The major historical developments of this period are vast migration and settlement before any contact with the European. Also in this period was the discovery and growth of agriculture and the discovery and use of metals, most important of which was iron.

Picture of pyramids

Arkell, Dawn of African History, p. 12.

A famous lower Nile city, where a high civilization flourished, was Meroe. Around 430 B.C. there is mention of this city, by the Greek historian Herodotus. Meroe fell to the Ethiopian power of Axum in the fourth century A.D. Meroe is considered as the link between Egypt and all Africa south of it. One historian claims, "Meroe's name has come to stand for a significant phase in African history: a meeting point of culture and above all, a channel for diffusion of the knowledge of making and using iron."

NOTE TO TEACHER #1: This is a good place to introduce the concepts of migrations of peoples and cultural diffusion.

NOTE TO TEACHER #2: This material can serve as the basis for concepts in anthropology, particularly the development of man.

Appendage #1

From Olduvai Gorge in East Africa, from caves in the Sahara and excavations in the Nile Valley have come bits of bone and husks of grain which speak more eloquently than words of the trials and triumphs of the African ancestors of the American Negro. Consider the following items:

OLDUVAI GORGE: A series of startling discoveries in this area suggests that the most important and fascinating developments in human history took place in the Dark Continent. Discoveries by Dr. L. S. B. Leakey and other scholars indicate that man was born in Africa, that he began to use tools there and that this seminal invention spread to Europe and Asia.

THE NILE VALLEY: Important finds in the Sudan and Nile Valley prove that people of a Negro type were influential contributors to the cradle of civilization --Egypt. Discoveries at excavations near Khartoum in the Sudan and at El Badara on the Nile indicate that Stone Age Negroes laid the foundation for much of the civilization of the Nile Valley and manufactured pottery before pottery was made in the world's earliest known city.

THE CONGO: Archeologists unearth remains of Ishongo people who lived some eight thousand years ago and used a primitive abacus or multiplication table, possibly the oldest in the world.

THE SAHARA: Henri Lhote, French explorer, discovered rock paintings which suggest to author Basil Davidson that "people of a Negro type were painting men and women with a beautiful and sensitive realism before 3000 B.C. and were, perhaps, the originators of naturalistic human portraiture".

THE AFRICAN DIASPORA

REPRESENTATIVE EXAMPLE:

- Vocabulary
(vocabulary on board and introduced to pupils) Diaspora, migrate, Islamic, Mediterranean
- Things to do
Visual #1 Show an outline map of African with overhead projector.
- Discussion Ask if anyone knows the name of the continent shown. Have the pupils tell what they know about the continent. List the statements on the board. Review the statements with the pupils to identify any misconceptions of Africa. Teacher make a listing of the statements that are clear misconceptions (for his own use) for a review for discussion purposes at the culmination of the unit.
- Visual #1
Ref. #1 Show the outline map of Africa with the political boundaries.
- Discussion
Visual #1 "Do you suppose the political boundaries that we see now were always this way?" "Why are they changed?" "Who are the people of this continent and where do they live?" "Let's see if we can recognize some of the names." Call upon various pupils for identifications. "As you can see, the people dress differently in some parts and also that they have different physical features."
- Visual #1
- Ref. #6 "These dark-skinned people of Africa, the so-called Negroes, have migrated to a very large number of kingdoms and countries all over the world".
- Visual #2
Rev. #2 "Long before Columbus discovered America, or for that matter, one thousand years before Christ, the Africans had migrated to the four corners of the earth. Sometimes by force and sometimes by choice. Let's look at some of these places."
- Things to do
- 1) Show on Visual #3a the Roman and Greek Empires taking African slaves back to their countries.
 - 2) Show on Visual #3b the Islamic invasion of Spain and Portugal from 711 to 1212.
 - 3) Show on Visual #3c the Arab invasion and carrying of slaves into Asia.
 - 4) Show on Visual #3d the Negro migration into Europe by the Portuguese slave traders in 1442.
- Discussion
Ref. #2 "There was even a Negro general in Japan, Sakanouye Tamuramaro." (Put name on board.) "Negroes also lived in Venice." (Show Venice on map.)
- "From 1511, when the first fifty Negroes were brought to the West Indian Islands, to 1888, the total abolition of slavery in

Review the meaning of the word diaspora. Have a few look at the word again. Explain the word in their own interpretations. Brazil, the African diaspora, due to the slave trade, has checkered the Caribbean, North, South, and Central America with people of African origin, a total of over forty-one million people.¹

Things to do With the use of arrow show the areas of migration. "How do you suppose the Africans felt about being taken from their homes to strange lands?"
Visual #3

ACTIVITY FOR TEACHERS:

1. With visual #3 the teacher can use another acetate sheet and show black communities in the Western Hemisphere with grease pencil.
2. Play a tape to show influences of African music in the Western Hemisphere (this can be correlated as a music period).

¹Countries in the Western Hemisphere where black communities are.

SEARCH AND INQUIRY:

Shapperson, The African Abroad.

The African diaspora describes the moving of about forty-one million people of African descent [tie in Visual #3] to different countries of the world. These people were dark-skinned and were forced and driven from their homes into slavery for cheap labor.

Some of the places the Africans were taken to were the West Indies, Portugal, Spain, Brazil, Greece, Rome, Britain, France and Holland [Visual #3].

Chu and Skinner, A Glorious Age in Africa, pp. 5-12.

Africa is a large continent. It is almost three times the size of our own country. The equator passes through it, making the climate very hot. The Mediterranean Sea serves as one of its coastlines. The Sahara Desert, the largest in the world, is located in Africa. [Define a desert.] Oases [define an oasis] are scattered here and there in the Sahara, where vegetation is fed by underground wells.

Crossing the Sahara is difficult but history relates mass movements of people across this desert. Traveling through the desert became easier when the one-hump camel was introduced from Asia. The transporting of people and goods on loaded camels became common caravan routes. These developed into important trade and culture channels which played key roles in shaping West and North African history. [Play "Caravan"; show the change in topography over many years.]

Two classes of people inhabited the regions--the Negroid and the non-Negroid. The Negroid people lived south of the Sahara while the non-Negroid lived in the North. The non-Negroid people today are known as Berbers, or nomads, who move around constantly in search of grazing lands for their horses, goats, and sheep. These people became fierce desert warriors, sometimes attacking desert travelers or aiding them.

Negroids often came in contact with the Berbers wandering in the great desert. The center of Negro society was south of the Sahara. Along the savannah grassland [describe], known as the Sudan, which means "country of the black people", the most highly-organized African kingdoms developed. This region has fertile soil with rain forests watered by the Senegal and Niger Rivers. Farming flourished, which enhanced trade. The biggest business was trade, although fishing, hunting, weaving cloth, making jewelry, and producing household tools were carried on [the mixture of these people].

Chu and Skinner, A Glorious Age in Africa, pp. 114-118.

During the seventh century A.D. a group of invaders, the Arabs, swept into North Africa, causing important changes among the people of the Sudan and the Sahara. These Arabs were desert tribesmen with a new religious faith called Islam which stretched eastward to India and westward to the Atlantic coast of North Africa. Converts to this religion invaded Christian Europe, most of Portugal and Spain, and southwestern France [Visual #2].

When America was discovered, there came demands for cheap labor to work the plantations of the New World. Trading posts were established by European merchants along the African coasts for buying African blacks for sale as slaves in the Americas.

During the Industrial Revolution (which, without slave labor, would not have flourished), many major European countries turned to manufacturing. [Visual #3]. Raw materials from other sources were needed, causing Europe to turn to Africa as an untapped source of great wealth. European explorers and colonizers raced for colonies in Africa, followed by other countries. Territories of the three great ancient empires fell to French control. Europeans called Africa the "Dark Continent" because they knew nothing of her past [myth and prejudice].

46TH CONGRESS, }
2d Session. }

SENATE.

{ REPORT
No. 693.

REPORT AND TESTIMONY

OF THE

SELECT COMMITTEE

OF THE

UNITED STATES SENATE

TO INVESTIGATE THE CAUSES OF

THE REMOVAL OF THE NEGROES FROM THE SOUTHERN
STATES TO THE NORTHERN STATES.

IN THREE PARTS.

PART I.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.

1890.

low, wearing a battered old soft hat. Slow in motion, he is constantly buffeted by the swift black tides of the avenue that sweep past him. A stranger in the city, he is considerably bewildered by the sights that confront him. A product of the plantations, he shakes his head in puzzled fashion as he surveys the hurrying throngs and endless rows of brick and mortar. If he be friendless he is often willing to make friends with the first stranger who accosts him. Sometimes he falls into honest hands. But frequently he is a prey for unscrupulous members of his race who strip him of his few possessions. Whatever befalls him, he is not easily discouraged. Endowed with the happy-go-lucky spirit of the Negro, he accepts the world much as he finds it. He has come here as to a promised land where, a man of simple faith, he believes that somewhere he will find a Black Moses to lead him out of the paths of adversity. Often his Black Moses turns out to be a well-disposed colored pastor.

Most of these Negroes from the South who come here with golden expectations eventually manage to get a foothold on some kind of a job. A few of them, to be sure, who have no one to guide or help them, succumb to temptation and fall into evil ways. But a large percentage of them see their dreams realized. Frequently in less than a month's time the seedy, penniless Negro from the South undergoes a metamorphosis as startling as that of an insect. As he strolls jauntily along the avenue swinging a cane, with his head erect, his most intimate friends of the plan-

tion would hardly recognize him. Often in the space of a single day he has transformed himself into an entirely different individual. He has, in short, by a mere exchange of garments disassociated himself from his past and has become a new and different man, casting aside with his dull garments century-old habits and traditions. It is doubtful if anyone except a Negro could make this lightning-like change. The Negro has a positive genius for adaptation. In an incredibly short time he can adapt himself to new conditions. Accustomed all his life to the broad, sunny acres of the Southland, with plenty of free air, trees and flowers, he can make himself equally at home in a narrow, sunless flat. "The Negro," said a colored pastor, "can do this because he has a cheerful disposition and a vivid imagination. Never having very much, he is able to make the most of very little. He may secretly miss green meadows and flowers, but the representations of the flowers on the wallpaper are real flowers to him. He needs only to shut his eyes in order to smell their fragrance."

Strutting the streets of the "Black Belt" are Negroes of enviable physique, with slim waists and straight broad shoulders. Many of these have found jobs on the piers as stevedores. They receive good pay and can afford to wear good clothes. Some of them dress conservatively, live frugally and put their savings in the bank. Others like to dress up and appear the glass of fashion and the mold of form. And these "dressy" Negroes adapt themselves to bright

ne time as easily as they do to other things. In the manner of dress they are different from their white brothers of the same taste except, perhaps, they run more to exaggerated styles and bright hues. Silk shirts, bright ties and gay spats and form-fitting garments of every mode may be seen on a Sunday afternoon on Lenox and Seventh Avenues north of 125th Street. Indeed, when the many churches disgorge their large congregations, men and women appear in the latest and newest creations of the tailor's and dressmaker's art. Every pleasant Sunday afternoon there is an "Easter Parade" on these ave-

nues. Next to the Southern Negro the West Indian is most conspicuous. He is as different in manner, talk and other characteristics as a New Englander is from a Middle West-erner. When he appears at a police station to intercede for a friend who inadvertently has run afoul of the law, he gravely informs the desk lieutenant in a strong English accent that he is a British subject (as well as his friend), and that perhaps his friend, a newcomer, is not acquainted with the laws and customs of the State of New York.



An invoice of ten negroes sent this day to John B Williamson by Geo Kremer named & cost as follows

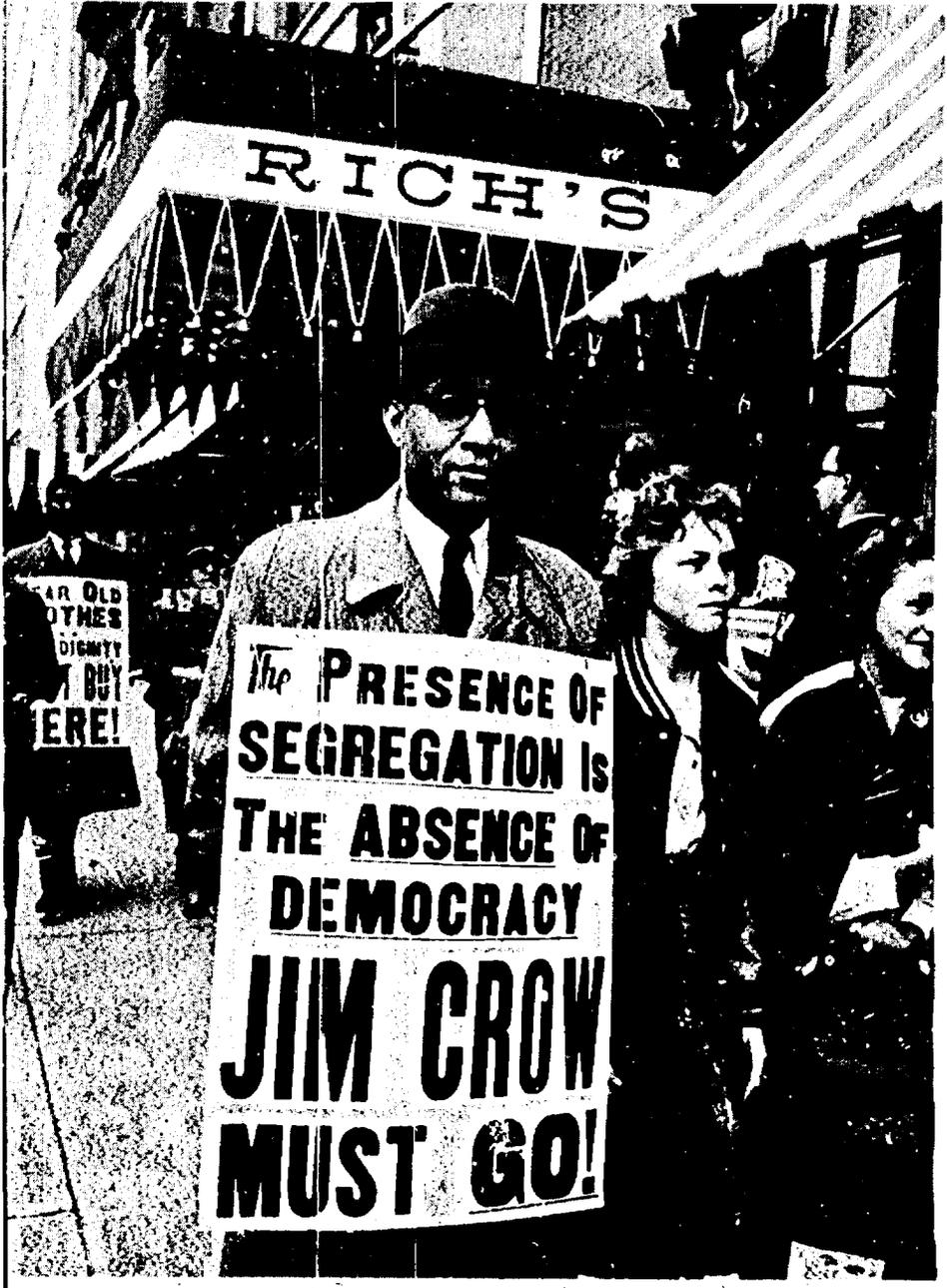
David	Betsy Kackley	\$ 410.00
	Nancy Antick	515.00
	Harry & Helen Miller	1200.00
	Mary Kootz	600.00
	Betsy Ott	560.00
	Isaac & Fanny Brouil	992.00
	Lucinda Luckett	467.50
	George Smith	510.00

Amount of my traveling expenses & boarding	\$ 254.50
of lot No 9 not included in the other bills	39.50
Kremer's expenses transporting lot No 9 to Chick	51.00
Barryall hire	6.00
	<u>\$ 535.00</u>

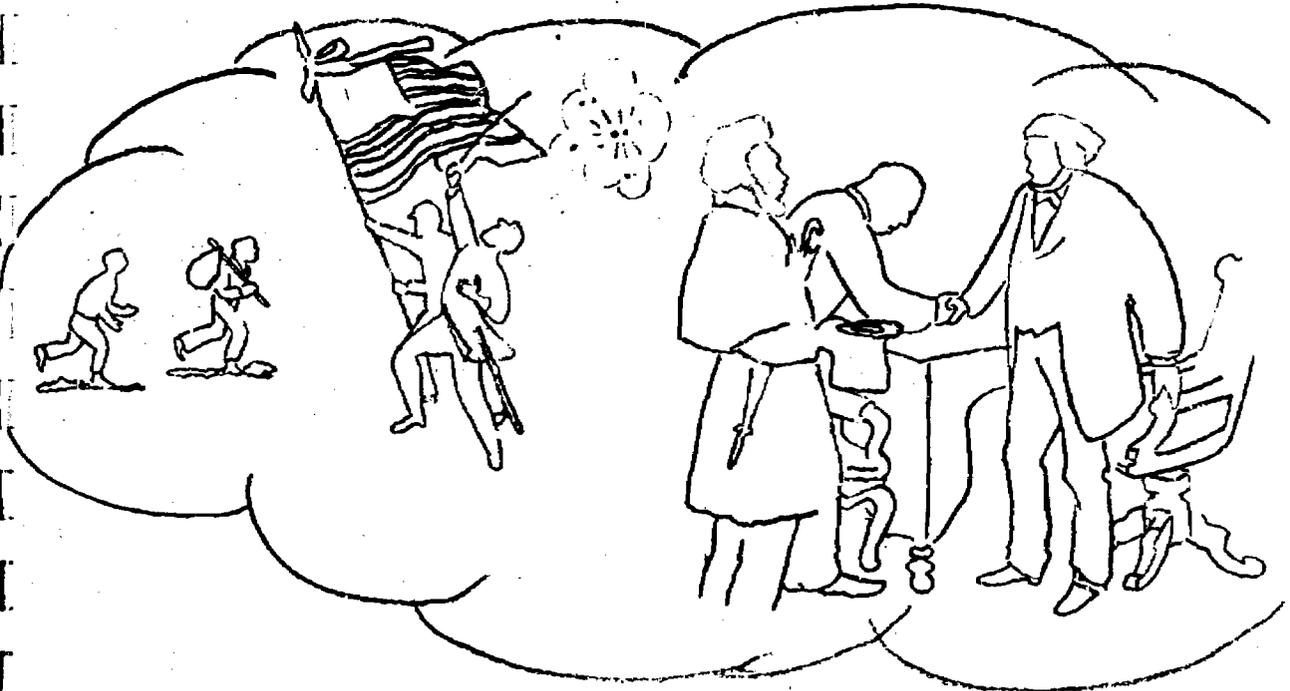
I have this day delivered the above named negroes costing including my expenses and other expenses five thousand three hundred & fifty dollars this May 20th 1855

John W. Pittman

I did intend to leave Nancy child but she made such a damned fuss I had to let her take it I could get fifty dollars for so you must add forty dollars to the above



UNIT 3



CIVIL WAR/RECONSTRUCTION

APPENDIX B

APPENDIX B

Lecture-Discussion and Reading Schedule
 Integrated History Institute
 Summer 1969

To facilitate the daily reading assignments outlined on the accompanying syllabus, members of the Summer Institute in Integrated History should purchase the following items which are available at the University Bookstore. You might prefer buying half of these on the agreement with your Institute partner that he purchase the other half so you could share them throughout the course:

Books for purchase:

- Basil Davidson, **BLACK MOTHER** (Little, Brown).
 Melville J. Herskovits, **THE MYTH OF THE NEGRO PAST** (Beacon Press).
 Adu Boahen, **TOPICS IN WEST AFRICAN HISTORY** (Humanities Press).
 Frederick Douglass, **NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS AN AMERICAN SLAVE WRITTEN BY HIMSELF** (Harvard Press).
 David Walker, **DAVID WALKER'S APPEAL**, edited by C. M. Wiltse (Hill and Wang).
 W. E. B. DuBois, **BLACK RECONSTRUCTION IN AMERICA, 1860-1880** (Meridian Books).
 August Meier, **NEGRO THOUGHT IN AMERICA, 1880-1915** (University of Michigan Press).
 Allan Spear, **BLACK CHICAGO: THE MAKING OF A NEGRO GHETTO, 1890-1920** (University of Chicago Press).
 Francis L. Broderick and August Meier, **NEGRO PROTEST THOUGHT IN THE TWENTIETH CENTURY** (Bobbs-Merrill).
 Harold Cruse, **THE CRISIS OF THE NEGRO INTELLECTUAL** (Apollo-Crowell).
 Anthony Lewis and the New York Times, **PORTRAIT OF A DECADE** (Bantam).
REPORT OF THE NATIONAL ADVISORY COMMITTEE ON CIVIL DISORDERS (Bantam).
 W. E. B. DuBois, **DUSK OF DAWN** (Schocken Books).
 C. Vann Woodward, **THE STRANGE CAREER OF JIM CROW** (Oxford).

Materials on special reserve:

The assigned readings cover a number of items other than portions of the books above. Multiple copies of these materials either in the original or in xerox have been placed on a special reserve in the secretary's office adjacent to our workshop headquarters. They are as follows:

- George Shepperson, "The African Diaspora--or The African Abroad," **AFRICAN FORUM**, Vol. 2, No. 1, Summer 1966, pp. 76-93.
 Oscar and Mary Handlin, "Origins of the Southern Labor System," **WILLIAM AND MARY QUARTERLY**, VII (1950), pp. 199-222.
 Carl H. Degler, "Slavery and the Genesis of American Race Prejudice," **COMPARATIVE STUDIES IN SOCIETY AND HISTORY**, II (1959), pp. 43-66.

APPENDIX B continued

- LIFE AND TIMES OF FREDERICK DOUGLASS: THE COMPLETE AUTOBIOGRAPHY, Part I, Chapter 17, "The Last Flogging."
 Eldridge Cleaver, "A Letter from Jail," RAMPARTS, June 15, 1968, pp. 18-21.
 St. Clair Drake and Horace Cayton, BLACK METROPOLIS, Volume I, pp. 77-89.
 August Meier and Elliott M. Rudwick, THE MAKING OF BLACK AMERICA, Vol. II, pp. 394-405 and 353-361.
 Gordon K. Lewis, THE GROWTH OF THE MODERN WEST INDIES, Chapter I.
 Nathan Hare, THE BLACK ANGLO-SAXONS, pp. 11-19.
 Arthur K. Waskow, FROM RACE RIOT TO SIT-IN: 1919 AND THE 1960's, pp. 38-59.
 Herbert Aptheker, A DOCUMENTARY HISTORY OF THE NEGRO IN THE UNITED STATES, Volume I, pp. 1-26.
 John Hope Franklin, FROM SLAVERY TO FREEDOM.
 Stanley M. Elkins, SLAVERY: A PROBLEM IN AMERICAN INSTITUTIONAL AND INTELLECTUAL LIFE.
 L. M. Killian, THE IMPOSSIBLE REVOLUTION? BLACK POWER AND THE AMERICAN DREAM.
 E. U. Essien-Udom, BLACK NATIONALISM.
 Gilbert Osofsky, HARLEM: THE MAKING OF A GHETTO, NEGRO NEW YORK, 1890-1930.
 Winthrop D. Jordan, WHITE OVER BLACK.
 TARIKH, Volume I, No. 4, 1967.
 Lewis Hanke, ed., HISTORY OF LATIN AMERICAN CIVILIZATION: SOURCES AND INTERPRETATIONS, Volume 2, THE MODERN AGE.

Other collections for Workshop use:

To supplement the assigned materials you will find in our Workshop headquarters a sizeable collection of adult reading material. Some of these have been given directly to the Institute for its specific purposes by book publishers, some lent by the History Department of University Extension, and a group of several hundred volumes made available for our use by the University Extension Library.

If you wish to use any of these materials outside the Workshop area, please be sure to sign them out with our secretary and to care for them as you would any library book.

APPENDIX B continued

Syllabus

Orientation, June 24

I. The African Heritage, June 25-June 30 Mr. Allen Howard and guest speakers

- June 25 "Africans in World History"
Okon Uya, Colin Palmer, and Adell Patton
- Readings: Shepperson, George, "The African Diaspora--or The African Abroad," AFRICAN FORUM, 2: 1 (1966), pp. 76-93.
- June 25 "Medieval African Empires"
Ebou Janha
- Reading: Boahan, Adu, TOPICS IN WEST AFRICAN HISTORY, pp. 3-37.
- June 26 "African States in the 17th, 18th, and 19th Centuries"
Allen Howard
- Reading: Boahan, TOPICS, pp. 38-49, 63-102.
- June 26 "Resistance and Adaptation to Colonialism"
Allen Howard
- Reading: TARIKH, "Modernizers in Africa," 1: 4 (1967), pp. 15-42, 65-75.
- June 27 Review and Discussion
- June 30 "Modern Africa, Social and Economic Development Since 1800"
Allen Howard
- Reading: TARIKH, pp. 4-14, 43-54, 55-64.
- June 30 "Nationalism and the Continuing Struggle for Independence"
George Nzongola
- Reading: Boahan, TOPICS, pp. 134-155.

Suggested Supplementary Readings:

(Paperbacks)

- R. Emerson and M. Kilson, THE POLITICAL AWAKENING OF AFRICA.
A. Boahan, TOPICS IN WEST AFRICAN HISTORY.
B. A. Ogot and J. Kieran, ZAMANI: A SURVEY OF EAST AFRICAN HISTORY.
T. Hodgkin, NATIONALISM IN TROPICAL AFRICA.
P. van den Berghe, SOUTH AFRICA, A STUDY IN CONFLICT.
F. Fanon, THE WRETCHED OF THE EARTH.
TARIKH, Vols. 1-3.

APPENDIX B continued

(General bibliography)

- J. E. Anene and G. Brown, AFRICA IN THE NINETEENTH AND TWENTIETH CENTURIES.
 A. Ajayi and I. Espie, A THOUSAND YEARS OF WEST AFRICAN HISTORY.
 W. E. B. DuBois, THE WORLD AND AFRICA.
 P. D. Curtin, THE IMAGE OF AFRICA.
 R. Greenfield, A HISTORY OF ETHIOPIA.
 B. Lewis, THE ARABS IN HISTORY.
 J. Vansina, KINGDOMS OF THE SAVANNA.

II. The Slave Trade, July 1 Professor Philip D. Curtin

- July 1 "The Origins of Atlantic Slavery"
 "The Slave Trade in Atlantic Perspective"

Reading: Davidson, Basil, BLACK MOTHER, pp. 51-112.

Suggested Supplementary Readings:

- B. Davidson, BLACK MOTHER, balance of book.
 M. J. Herskovits, THE MYTH OF THE NEGRO PAST.

III. Slavery in Latin America, July 2 Professor Thomas Skidmore

- July 2 "Was Brazilian Slavery Different?"
 "Modern Brazilian Race Relations: Behavior and Attitudes"

Reading: Lewis Hanke, ed., HISTORY OF LATIN AMERICAN CIVILIZATION: SOURCES AND INTERPRETATIONS, Volume 2: THE MODERN AGE, pp. 155-213, "Negro Slavery in Brazil."

Optional Reading:

- D. Pierson, NEGROES IN BRAZIL: A STUDY OF RACE CONTACT AT BAHIA (Carbondale, Ill.: Southern Illinois Press, 1967). This is a reprint of the original 1942 edition with a new Introduction which reviews recent research on race relations in Brazil. This title is on reserve in the Reserve Room of the Memorial Library and has not been purchased for the Institute's special reserve collection.

Suggested Supplementary Readings:

- H. Harris, PATTERNS OF RACE IN THE AMERICAS (Walker paperback).
 C. Wagley, AN INTRODUCTION TO BRAZIL (Columbia University paperback).
 D. Pierson, NEGROES IN BRAZIL, revised edition (Southern Illinois Press, 1967).

IV. Slavery in the Caribbean, July 3 Professor Franklin Knight

- July 3 "West Indian Plantation Society, 1640-1880"
 "Race Relations in the Caribbean in the 20th Century"

APPENDIX B continued

Reading: Lewis, G. K., THE GROWTH OF THE MODERN WEST INDIES, Chapter 1.

Suggested Supplementary Readings:

J. Parry and P. M. Sherlock, A SHORT HISTORY OF THE WEST INDIES.
 P. D. Curtin, TWO JAMAICAS.
 Ramiro Guerra y Sanchez, SUGAR AND SOCIETY IN THE CARIBBEAN.
 James Leyburn, THE HAITIAN PEOPLE.
 Harry Hoetink, TWO VARIANTS OF CARIBBEAN RACE RELATIONS.
 Frank Tannenbaum, SLAVE AND CITIZEN.

Holiday July 4

V. Slavery in Colonial and Revolutionary America, July 7-July 8
 Professor Robert Twombly

July 7 "The Origins of American Slavery and Racism"
 "The Institutionalization of Slavery"

Readings:

Handlin, Oscar and Mary, "Origins of the Southern Labor System," WILLIAM AND MARY QUARTERLY, VII (1950), pp. 199-222.
 Degler, Carl N., "Slavery and the Genesis of American Race Prejudice," COMPARATIVE STUDIES IN SOCIETY AND HISTORY, II (1959), pp. 49-66.
 Elkins, Stanley M., SLAVERY: A PROBLEM IN AMERICAN INSTITUTIONAL AND INTELLECTUAL LIFE, Part II, Chs. 2 and 3, pp. 37-80.

July 8 "The Culture of Black America"
 "'Race and Slavery in the Age of the Enlightenment"

Readings:

Jordan, Winthrop D., WHITE OVER BLACK, Ch. VII, pp. 269-311.
 Aptheker, A DOCUMENTARY HISTORY OF THE NEGRO PEOPLE IN THE UNITED STATES, Vol. I. pp. 1-26.

Suggested Supplementary Readings:

Lorenzo J. Greene, THE NEGRO IN COLONIAL NEW ENGLAND.
 Eric Williams, SLAVERY AND CAPITALISM.
 Melville J. Herskovits, THE MYTH OF THE NEGRO PAST.
 Benjamin Quarles, THE NEGRO IN THE AMERICAN REVOLUTION.
 Frank Tannenbaum, SLAVE AND CITIZEN: THE NEGRO IN THE AMERICAS.
 John Hope Franklin, FROM SLAVERY TO FREEDOM: A HISTORY OF NEGRO AMERICANS, Chs. I-XI (3rd edition).
 Lerone Bennett, Jr., BEFORE THE MAYFLOWER: A HISTORY OF THE NEGRO IN AMERICA, 1619-1964, Chs. 1-3 (revised edition).
 David B. Davis, THE PROBLEM OF SLAVERY IN WESTERN CULTURE.
 Julian D. Mason, ed., THE POEMS OF PHILLIS WHEATLEY.

APPENDIX B continued

VI. Nineteenth Century Slavery, Civil War and Reconstruction, July 9-July 16
Professor Robert Starobin

- July 9 "The Political Economy of Slavery in the Old South"
Reading: DuBois, W. E. B., BLACK RECONSTRUCTION, Chs. 1 and 3.
- July 10 "Black Resistance to Bondage"
Reading: Douglass, Frederick, NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE WRITTEN BY HIMSELF (all).
- July 11 Review and Discussion
- July 14 "Abolitionism White and Black"
"The Tradition of Racism in the 19th Century United States"
Reading: Walker, David, DAVID WALKER'S APPEAL (all).
- July 15 "The Limits of Emancipation During the Civil War"
Reading: DuBois, BLACK RECONSTRUCTION, Chs. 17, 4, and 7.
- July 16 "Black Reconstruction"
Reading: DuBois, BLACK RECONSTRUCTION, Chs. 8, 10, and 14.
- July 17 Review and Discussion

Suggested Supplementary Readings:

Frederick Douglass, THE LIFE AND TIMES OF FREDERICK DOUGLASS.
C. L. R. James, BLACK JACOBIANS.
J. Clarke, TEN BLACK WRITERS RESPOND TO STYRON.
William Styron, THE CONFESSIONS OF NAT TURNER.
Eugene Genovese, THE POLITICAL ECONOMY OF SLAVERY.
Willie Lee Rose, REHEARSAL FOR RECONSTRUCTION.
Herbert Aptheker, AMERICAN NEGRO SLAVE REVOLTS.
Kenneth M. Stampp, THE PECULIAR INSTITUTION.
Stanley Elkins, SLAVERY.
Leon Litwack, NORTH OF SLAVERY: THE NEGRO IN THE FREE STATES.
T. W. Higginson, ARMY LIFE IN A BLACK REGIMENT.
Benjamin Quarles, THE NEGRO IN THE CIVIL WAR.
James McPherson, THE NEGRO'S CIVIL WAR.
Joel Williamson, AFTER SLAVERY (on blacks in S. C. reconstruction).
Vernon Wharton, THE NEGRO IN MISSISSIPPI.

VII. Black America in the Late 19th Century, July 18 Dr. Leslie H. Fishel, Jr.

- July 18 "Reaction to Reconstruction"
"Developing Race Consciousness"
Confrontation of the 1890's"

APPENDIX B continued

Reading: Meier, August, NEGRO THOUGHT IN AMERICA, 1880-1915, pp. 17-82.

Suggested Supplementary Readings:

Vernon Wharton, THE NEGRO IN MISSISSIPPI, 1865-1890.
 Otto H. Olsen, THE THIN DISGUISE.
 Benjamin Quarles, FREDERICK DOUGLASS.
 Elliott Rudwick, W. E. B. DUBOIS.
 Samuel Spencer, BOOKER T. WASHINGTON.
 L. H. Fishel, Jr., "The Negro in Northern Politics."
 W. E. B. DuBois, DUSK OF DAWN.
 _____, PHILADELPHIA NEGRO.
 _____, ed., THE ATLANTA STUDIES.
 Charles W. Chesnutt, THE WIFE OF HIS YOUTH.
 Paul L. Dunbar, COLLECTED POEMS.
 Booker T. Washington, UP FROM SLAVERY.
 William H. Thomas, THE AMERICAN NEGRO.
 T. Thomas Fortune, BLACK AND WHITE IN THE SOUTH.

VIII. Growth of the Ghettoes in Late 19th and 20th Century America, July 21-
 July 23 Professor Allan H. Spear

July 21 "Jim Crow Northern Style: The Legacy of Discrimination"
 "White Hostility and the Making of the Ghetto, 1890-1915"

Reading: Osofsky, Gilbert, HARLEM: THE MAKING OF A GHETTO,
 pp. 3-52.

July 22 "The Quest for Self Sufficiency: Black Leadership in
 the Ghetto, 1890-1915"
 "World War I and the Great Migration"

Reading: Spear, Allan, BLACK CHICAGO, pp. 51-89, 129-146.

July 23 "The Aftermath of War: Violence and Segregation"
 "'Toward a Black Metropolis: The Ghetto in the 1920's"

Reading:
 Osofsky, HARLEM, pp. 127-149.
 Waskow, Arthur, RACE RIOT 10 SIT-IN, pp. 38-59.
 Drake, St. Clair and Horace Cayton, BLACK METROPOLIS,
 pp. 77-89.

Suggested Supplementary Readings:

Arna Bontemps and Jack Conroy, ANYPLACE BUT HERE.
 Elliott Rudwick, RACE RIOT AT EAST ST. LOUIS.

IX. Progressivism and Black America and Black America in the 1920's, July 24,
 July 28-July 29 Professor E. David Cronon

APPENDIX B continued

- July 24 "Impulses for Reform"
"Progressivism for Whites Only"
- July 25 "Black Voices for Reform"
"Wilson Turns the Clock Back"
- July 25 Review and Discussion
- July 26 "The Garvey Movement"
"The Negro Renaissance"

Reading: DuBois, W. E. B., DUSK OF DAWN: AN ESSAY TOWARD AN AUTOBIOGRAPHY OF A RACE CONCEPT, pp. 50-326.

Suggested Supplementary Readings:

- C. Vann Woodward, THE STRANGE CAREER OF JIM CROW.
Samuel R. Spencer, BOOKER T. WASHINGTON AND THE NEGRO'S PLACE IN AMERICAN LIFE.
Francis L. Broderick, W. E. B. DUBOIS: NEGRO LEADER IN TIME OF CRISIS.
Elliott M. Rudwick, W. E. B. DUBOIS: A STUDY IN MINORITY GROUP LEADERSHIP.
August Meier, NEGRO THOUGHT IN AMERICA, 1880-1915.
S. F. Fullinwider, THE MIND AND MOOD OF BLACK AMERICA.
Francis L. Broderick and August Meier, eds., NEGRO PROTEST THOUGHT IN THE TWENTIETH CENTURY.
St. Clair Drake and Horace R. Cayton, BLACK METROPOLIS.
Gilbert Osofsky, HARLEM: THE MAKING OF A GHETTO.
Seth M. Scheiner, NEGRO MECCA: A HISTORY OF THE NEGRO IN NEW YORK CITY, 1865-1920.
Allan Spear, BLACK CHICAGO: THE MAKING OF A NEGRO GHETTO.
Chicago Commission on Race Relations, THE NEGRO IN CHICAGO: A STUDY OF RACE RELATIONS AND A RACE RIOT.
Elliott M. Rudwick, RACE RIOT AT EAST ST. LOUIS.
E. David Cronon, BLACK MOSES: THE STORY OF MARCUS GARVEY AND THE UNIVERSAL NEGRO IMPROVEMENT ASSOCIATION.

X. The Black World: Let a New Generation Arise, 1932-52, July 30-August 1 Professor Okon Uya

- July 30 "A Rising Wind"
Reading: Franklin, John Hope, FROM SLAVERY TO FREEDOM, pp. 523-607.
- July 31 "The Black Establishment"
Reading: Franklin, SLAVERY TO FREEDOM, pp. 523-607.
- Aug. 1 "A Slave Mentality"
Reading:
Cruse, Harold, THE CRISIS OF THE NEGRO INTELLECTUAL pp. 1-10, 171-179.
Hare, Nathan, THE BLACK ANGLO-SAXONS, pp. 11-29.

APPENDIX B continued

Suggested Supplementary Readings:

Walter White, A RISING WIND.
 Herbert R. Northrup, ORGANIZED LABOR AND THE NEGRO.
 Robert C. Weaver, NEGRO LABOR: A NATIONAL PROBLEM.
 Rayford Logan, ed., WHAT THE NEGRO WANTS.
 E. Franklin Frazier, THE NEGRO IN THE UNITED STATES.
 Lee Nichols, BREAKTHROUGH ON THE COLOR FRONT.
 John D. Silvera, THE NEGRO IN WORLD WAR II.
 Herbert Aptheker, ed., A DOCUMENTARY HISTORY OF THE NEGRO PEOPLE
 IN THE UNITED STATES.
 E. Franklin Frazier, BLACK BOURGEOISE.
 Joseph A. Pierce, NEGRO BUSINESS AND BUSINESS EDUCATION.
 V. V. Oak, THE NEGRO NEWSPAPER.
 Robert C. Weaver, THE NEGRO GHETTO.
 Nathan Hare, THE BLACK ANGLO-SAXONS.

XI. The Reform Movement: Civil Rights and Beyond, 1954-1969, August 5-
 August 8 Professor Allan Spear

- Aug. 4 Review and Discussion
- Aug. 5 "The Roots of the Civil Rights Movement"
 "The Legal Phase: Desegregation and the Law"
 Reading: Lewis, Anthony, PORTRAIT OF A DECADE, pp. 12-59.
- Aug. 6 "Martin Luther King and Non-violent Direct Action"
 "Freedom High: SNCC, CORE, and the Sit-in Movement"
 Reading: Broderick and Meier, NEGRO PROTEST THOUGHT,
 pp. 263-281, 400-421.
 Meier and Rudwick, THE MAKING OF BLACK AMERICA, Vol. II,
 pp. 353-361.
- Aug. 7 "The Move Toward Nationalism: Malcolm X and the Black
 Muslims"
 "The Black Power Movement"
 Readings:
 E. U. Essien-Udom, BLACK NATIONALISM, pp. 76-94.
 Broderick and Meier, NEGRO PROTEST THOUGHT, pp. 357-383.
 Meier and Rudwick, THE MAKING OF BLACK AMERICA, Vol. II,
 pp. 394-405.
- Aug. 8 "Civil Rights: Achievements and Limitations"
 "The New Militancy: Prospects for the Future"
 Reading:
 Kerner Commission REPORT, pp. 1-29.
 Killian, L. M., THE IMPOSSIBLE REVOLUTION, pp. 147-176.

APPENDIX B continued

XII. Black Identity in U. S. History, August 11 Professors Twombly and Howard

Reading:

LIFE AND TIMES OF FREDERICK DOUGLASS: THE COMPLETE AUTO-
BIOGRAPHY, Part I, Ch. 17, "The Last Flogging," pp. 134-144.
Cleaver, Eldridge, "A Letter from Jail," RAMPARTS, June 15,
1968, pp. 18-21.

Summary Wrap-up August 12

APPENDIX C

Report of Visit to
JOHN HAY ELEMENTARY SCHOOL
Minneapolis, Minnesota
March 3, 1970

Visitors:

Dr. Yee, Mr. Shores, and Miss Skuldt

Personnel visited:

Lowery Johnson, Assistant Principal
Tony Deep, Principal
Kay Matousek and Bessie Griffin,
experimental teachers

As stated before, the school has a pleasant atmosphere. Many students were seen to be actively engaged in cooperative study in classrooms we passed. Students in the hallways were going about their business purposefully.

Experimental classes

Miss Kay Matousek:

We talked to Miss Matousek while her aide showed a film strip to the class. She made the following comments about using the materials:

1. So far Unit III has been the easiest of the first units to use in teaching. It has the most logical organization with parallel structure for pupils' and teacher's work.
2. Units I and II are overlapped a lot.
3. A story is missing from Unit III (she couldn't remember which one).
4. The tape for Unit III is of bad quality.
5. They never received a new tape of Equiano nor the script. (Now it's past the time of usefulness.)
6. Materials, such as slides, are mentioned in the text of Unit II, which were never made.
7. The tapes in Unit III are really well done.
8. It is not worth while to make copies of the written materials for the pupils; they are often too difficult.
9. She is glad we went to primary sources. The kids find the materials more believable if they know the source is something like a newspaper.

As supplementary materials, she has been using commercially-prepared film strips (McGraw-Hill) about black history and sound film strips (SVE) about six black leaders. The pupils were critical viewers.

In teaching the slavery unit, Miss Matousek emphasized that "not every slave was willing to be free, not everyone worked together." She wants to get across the that everyone contributes to society, but up to now the Negro has not been equal credit. She would like this idea to transfer to other minority groups.

Page 2

Kay does not believe in teaching black history separately. She feels it should be integrated into the social studies program from kindergarten on; it should also include all minority groups. She sees a need for sweeping revisions in the materials in their present form, and doesn't see how that can be done by fall.

We were impressed, during our short visit, with the students' interest in knowing the countries from which our ancestors came.

Mrs. Bessie Griffin:

Mrs. Griffin visited with us in Mr. Johnson's office. She had the following comments about the materials:

1. Unit II is a little better than Unit I for this class. Having more visual aids is helpful.
2. These materials are not geared to a fourth grade level.
3. In Unit II the posters are fine.
4. Some students are not good at listening to the tapes.
5. Posters and slides sometimes come late from the sixth grade class and are not organized, causing delay.
6. In Unit II the narrative of the life of Frederick Douglass is missing. Bessie compensated for this with film strips.
7. She feels a need for materials the students can use (and read) themselves.

This class is also participating in an URL project which is completely individualized. In third grade they had no group teaching, and now, in fourth grade, this history is the only thing they do as a group. This may or may not be why the group does not enter into discussion. Bessie says she asks questions but the students won't raise questions. When studying slavery the pupils did not get to the point of blaming whites but one child asked if there were any white slaves.

Mrs. Griffin feels she could do better with the materials if she used them again next year, since she would be more familiar with them. Of course, she didn't have the advantages of working with them last summer.

Control class

According to Mr. Johnson, Miss Wrosz is no longer competing strongly with Miss Matousek. She does not know what topics Kay is covering. However, Miss Matousek seemed to think that class will still be competition for her class on the posttest.

Other comments

Mr. Johnson indicated that Mrs. Griffin didn't use all of Unit I; it was too much history for the fourth graders.

A few years ago a reference list of black history resources was developed at Kay School. This is being utilized.

Mr. Johnson had the city's task force stay away from the experimental classrooms.

Hay school does not have Iowa test scores for these kids. Mr. Johnson will send the Gaits-McGinnity scores from last fall.

Mr. Johnson has been asked to be a guest lecturer on black history at the University of North Carolina (Durham) on March 16-20th. His topic is "Black Perspective in the Past and Future."

We delivered the post-tests to Mr. Johnson and asked that they be given in late March or early April.

The principal, Mr. Deep, indicated a desire to discuss at length the possibility of using our materials throughout the next school year.

We devised this log to serve as a record of your use of the materials and your reactions to them. The sheets should fit conveniently into the front of each unit's notebook. All of the required information may be recorded with a letter, digit, or check mark in the appropriate column. The materials in each unit are listed by title whenever possible. Those materials not in the notebooks are listed as general categories. The information you provide will help us revise the materials into a more usable form. Please feel free to provide comments on any aspects of the materials in the right hand column. Thank you very much for your continued cooperation.

**LOG OF USE AND REACTION
FOR UNIT ONE**

[Pages 6-33 are double-spaced versions of the following for the pupils.]

	Check if you used this material.	I decided not to.	If you didn't use this section, why?	Estimated class hours spent.	Check if you would use the same material again.	Comments
Objectives and Concepts						
Overview-Introduction						
The African Diaspora						
Overview of the Three Ancient African Kingdoms						
Trade in Ghana						
Trade in Mali						
Trade in Songhay						
Slavery						
The Legend of Ouagadougou-Bida						
The Myth of the Dark Continent						
Oral History						
The Pilgrimage [and tape]						
Agriculture						
Villages and Cities						
Political Institutions						
OVERVIEW						
Using African Art Objects for Search & Inquiry						
Activities Concerned with Modern Africa						
African Background Overview for Children						
Tapes						
Slides						
Transparencies						
Other Materials						

LOG OF USE AND REACTION
FOR UNIT TWO

	Check if you used this material.	If you didn't use this section, why?		Estimated class hours spent.	Check if you would use the same ma- terial again.	Comments
		I decided not to.	Lack of time.			
Slavery						
Middle Colonies						
The Life of Slavery						
Folklore [Two tales]						
The Christmas Season on the Plantation						
Sub-overseers and Drivers						
The Breakup of Slave Fami- lies						
Master and Slave Relation- ships						
A Slave Picks Cotton						
Phillis Wheatley						
Penalties						
Artisans						
Songs						
Recommended Poems						
Excerpts from <u>Narrative of the Life of Frederick Doug- lass</u>						
Duties of Slaves in the North						
Misdemeanors, Codes, Punish- ments and Laws (titled individually)						
Map Study						
Crossword Puzzle						
Slave Resistance						
Slave Laws						

	Check if you used this material.	If you didn't use the section, why?		Estimated class hours spent.	Check if you would use the same material again.	Comments
		I decided not to.	Lack of time.			
Several Accounts of Runaways						
Colonial Laws Relative to Fugitives						
The Underground Railroad						
Denmark Vesey Uprisings of 1822						
Petition for Freedom						
The Love of Freedom						
James Forten, Jr.						
Celebration of West Indian Emancipation Day						
Theodore Parker Assists at a Marriage						
pages from American Slave Insurrections Before 1861						
Songs and Poems [titled individually]						
Statements on Poetics						
Accounts of Personal Rebellion [individually titled]						
The Negro Conspiracy in the City of New York in 1741						
Prince Hall						
Benjamin Bradley						
The First "Kneel-in" as told by Rev. Richard Allen						
Free Blacks in Ohio in						

	Check if you used this material.	If you didn't use this section, why?		Estimated class hours spent.	Check if you would use the same material again.	Comments
		I decided not to.	Lack of time.			
Mrs. Woodhouse						
James Beckwourth						
Henry Alexander						
James Derham						
Phillis Wheatley						
James Derham [from <u>The Negro in American Life</u>]						
Henry Alexander [from <u>Journal of Negro History</u>]						
Phillis Wheatley [from <u>The Negro in American Life</u>]						
Captain Paul Cuffee						
Richard Allen						
The First "Kneel-in" as told by Rev. Richard Allen						
Benjamin Bradley						
The White Slave						
Prince Hall						
Fred Fowler						
George Bush						
Patrick Snead						
Deed of Manumission						
Free Blacks in Ohio in 1834						
Mrs. Woodhouse						
James Beckwourth						
Poem by Phillis Wheat-						

	Check if you used this material.	I decided not to.	If you didn't use this section, why?	Estimated class hours spent.	Check if you would use the same material again.	Comments
Tapes						
Slides						
Transparencies						
Posters						
Other Materials						

LOG OF USE AND REACTION
FOR UNIT THREE

LOG OF USE AND REACTION FOR UNIT THREE	Check if you used this material.	I decided not to.	If you didn't use the section, why?	Estimated class hours spent.	Check if you would use the same ma- terial again.	Comments
The Teacher's Overview						
Political Background and Action Prior to the Civil War						
The Jerry Rescue						
The American Civil War {untitled, follows picture}						
Black Military Involvement in the Civil War						
Reconstruction in America 1860-1880						
Activities Related to Events Prior to the Civil War						
Search Questions for Children's Handbook						
Letters Exchanged by Sarah Logue and Jermain Loguen						
Extract from <u>The Seces- sion War in America</u>						
Remarks on the Review of Inchiquin's Letters						
Basic Compromises and Laws Related to Slavery						
Quotes from Blacks and Abolitionists [titled individually]						
Black Poetry of the Time [titled individually]						
Walker's <u>Appeal</u>						
The Story and Song of John Brown						

	Check if you used this material.	I decided not to.	If you didn't use the section, why?	Estimated class hours spent.	Check if you would use the same material again.	Comments
How Blacks Worked in Political Parties Before the Civil War						
Overview [single page, untitled] and The Black Man at War						
Excerpts from <u>Narrative of the Life of Frederick Douglass</u>						
Comments from People of the Time [titled individually]						
Port Hudson						
The Battle of Fort Wagner and Gunboats of the Civil War						
Evolution of the Black Man from Slave to Freedom through Military Service						
Reconstruction in America 1860-1880						
Information on Presidents [titled individually]						
Information on King and Abernathy [titled individually] and Song						
The Impeachment Trial of Andrew Johnson and The Carpetbaggers						
Letter to Sarah						
The Negro in the Political Reconstruction of the South and Freedman's Bureau						
Constitutional Amendments and The Civil Rights Act of 1957						
Quotes from Lee, Bruce, and Douglass [titled individually]						
The Roles of Thaddeus Stevens and Charles Sumner						

	Check if you used this material.	I decided not to.	If you didn't use this section, why?	Estimated class hours spent.	Check if you would use the same material again.	Comments
Tapes						
Slides						
Transparencies						
Posters						
Other Materials						

LOG OF USE AND REACTION
FOR UNIT FOUR

	Check if you used this material.	If you didn't use this section, why?		Estimated class hours spent.	Check if you would use the same ma- terial again.	Comments
		I decided not to.	Lack of time.			
Political Events (Overview)						
Structured Lesson on Plight of Negro Politically						
The Black Community (1877- 1910)						
Segregation: Introduction						
Discrimination in Housing						
Education in the South (1877-1910)						
Courts and the Position of the Negro						
Black Scientists and In- ventors						
The Rise of Black Nation- alism (1890-1910): Introduction						
Negro Contribution to Agriculture						
Sharecropping						
The Negro and Organized Labor						
Institutionalization of the Negro Churches and Self-help Organizations						
Black Leadership (1877-1909)						
William Monroe Trotter						
Black Culture Moves Across America						
Tapes						
Slides						
Transparencies						
Other Materials						

LOG OF USE AND REACTION
FOR UNIT SIX

	Check if you used this material.	If you didn't use this section, why?		Estimated class hours spent.	Check if you would use the same material again.	Comments
		I decided not to.	Lack of section, time.			
Separate but Equal						
Separate but Unequal						
Martin Luther King, Jr.						
Black Political Officials						
The Black Muslims						
Black Power						
New Organizations and Spokesmen						
Black Power and Politics						
Uprisings						
Riot, Revolt, or Uprising?						
Black Reaction						
Black Culture in White America						
The Language of Soul						
Search Questions						
Culminating Activities						
Who Am I, and Quotes from Black Leaders						
Self-Help Programs						
Audio Highlight						
Tapes						
Slides						
Transparencies						
Posters						

APPENDIX D

APPENDIX D

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
 Department of History
 Presidential Building
 415 - 12th Street, N. W.
 Washington, D. C. 20004

March 19, 1970

Memorandum to: Participating Teachers in the Integrated History Program
 From: Gussie M. Robinson, Educational Specialist - Department of History
 Subject: Suggested Topics to Be Highlighted in Unit III

The content materials found in Unit III should be correlated in your units on Westward Expansion, and the Nation Divided and Reunited. To aid you in selecting pertinent materials from Unit III, am enclosing an outline with the topics and pages where this information may be found. Please see unit for suggestions for use of visuals.

<u>I. Westward Expansion</u>	<u>Page</u>
A. The Northwest Ordinance of 1787	27
B. The Three-Fifths Compromise of 1797	27
C. The Sectional Differences Emerging Due to Acquisition of the Northwest, Southwest, and Louisiana Territories (See Teacher's Overview, textbooks, and encyclopedia)	
D. The Provisions of the Missouri Compromise of 1820	27
E. David Walker's Appeal (Use tape for Unit III)	42
F. The Discovery of Gold in California and the Compromise of 1850 Written by Henry Clay	28
G. The Fugitive Slave Act (See Teacher's Overview)	
H. The Kansas-Nebraska Bill of 1854 (See Teacher's Overview and encyclopedia)	
I. The Dred Scott Decision of 1857	28
J. John Brown's Raid at Harper's Ferry in 1859	46
K. The Formation of the Confederate States and the Battle of Fort Sumpter in 1861 (See Teacher's Overview, last paragraph, and encyclopedia)	
 <u>II. How Blacks Worked in Political Parties Before the Civil War</u>	
A. The Two Major Parties	48-49
B. Third Parties	
1. Liberty Party	48-49
2. Free Soilers (Develop in depth the philosophies of these parties)	48-49

APPENDIX D continued

Page 2

<u>III. The Civil War</u>	<u>Page</u>
A. Let pupils discover how it started out and the Americans involved	50
B. The Black Man at War	51
1. Reasons why the border states wanted the South in the Union	
2. The effects of the National Enrollment Act of March, 1863, on the acceptance of blacks into military service	53
C. The Narrative of Frederick Douglass	54
D. The Emancipation Proclamation (Read and discuss. Point out the fact that this proclamation did not free all Negroes, just those in rebel states; it wasn't until the passage of the Thirteenth Amendment that all blacks were freed.)	56
E. The General Strike (Develop thoroughly)	57
F. Lincoln's Reason for Issuing the Emancipation Proclamation	57
G. How Black Soldiers Were Treated (Read and discuss. Use tape, slides, and transparencies.)	58
H. The Battle of Port Hudson	59-60
I. The Battle of Fort Wagner	59-60
IV. <u>Reconstruction</u> (Introduce by using pages 64-66. Deal with this portion of the unit by developing the five themes listed on page 66. Initiate the unit by using the following transparencies:)	
A. Kennedy and Lyndon Johnson (Use information in pupil's materials. Stress Kennedy's firm stand on the war on poverty; his goal incompleting due to his assassination, was continued by Lyndon Johnson.)	67
B. King and Abernathy (Stress King's role in the Montgomery bus boycott, and his philosophy of non-violence; his dream unmaled, Abernathy assumed his role. Develop an understanding that a man's dream does not have to die because the man dies.)	
C. Lincoln and Andrew Johnson (Discuss the reasons for Lincoln's lack of popularity, his death, his plan for reconstructing the South. Discuss Johnson's plan as compared to Lincoln's.)	71-72

(Information concerning each of these personalities may be found on pages 67-69.)

(Use the newspapers included in Unit III for detailed information on the Impeachment and Trial of Andrew Johnson. Have pupils use the papers to determine the philosophy of each of the two major parties during the convention in San Francisco, California.)

APPENDIX D continued

Page 3

	<u>Page</u>
D. Develop the Following Themes:	
1. Carpetbaggers	72
2. The Negro in the political reconstruction of the South	77
3. Freedmen's Bureau	78-79
E. Study in Depth:	
1. Constitutional amendments	
a. The Thirteenth Amendment	79
b. The Fourteenth Amendment	80
c. The Fifteenth Amendment	80-81
2. The Civil Rights Act of 1957	81
3. The role of Thaddeus Stevens and Charles Sumner in their fight for the passage of the 14th Amendment	

(Use other reference books for additional materials or information. Have pupils examine the 15th Amendment carefully to see why the states in some areas of the country were able to set up laws that denied the Negro the right to vote. How does the wording of this Amendment compare with that of the 14th Amendment?)

I do hope this will serve some useful purpose to you. If I can be of further help to you, please let me know.

As far as I know, Dr. Fruth and his staff will be here in April to talk with the pupils involved and possibly to attend the workshop.

APPENDIX D continued

School Visitation

According to a telephone call from Dr. Fruth, he will be here April 23-April 24 to visit the schools and attend the workshop.

To facilitate this, the following schedule has been planned:

Wednesday, April 22, 1970:

	<u>School</u>	<u>Teacher</u>	<u>Principal</u>
9:15 - 10:00 A.M.	Young	Dukes	Spotswood
10:15 - 11:00 A.M.	Benning	Hendricks	Rhodes
11:15 - 12 noon	Payne	Maxton	Curtis
1:00 - 1:45 P.M.	Emery	Mickens	Balluch
2:00 - 2:45 P.M.	Mott	Young	Molley

Thursday, April 23, 1970:

Workshop - Whittier 9:00 A.M. - 4:00 P.M.

Friday, April 24, 1970:

9:00 - 9:45 A.M.	Rudolph	Clifford	Brown
10:00 - 10:45 A.M.	Bunker Hill	Brown	Carter
11:00 - 11:45 A.M.	Whittier	Paige	Troupe
		Roberts	
		Wilson	

Please bring your log for Unit III and Units IV and VI to the workshop on Thursday.

The post test will be administered during the week of April 27.

Please feel free to call me if you have any questions.

APPENDIX E

APPENDIX ~~q~~^E

April 19, 1969

Dear {Principal}:

It gives me great pleasure to notify you that you and xxxxxxxxxx have been selected as participants for the "Integrated" History Institute at The University of Wisconsin from June 23 to August 15, 1969. If you plan to accept appointment as a participant in this program, a letter of acceptance and the enclosed Application for Stipend Form (OE7616) must be submitted no later than April 28, 1969. If these are not received your name will be dropped as an enrollee on May 9, 1969, and a replacement will be selected from the alternate candidates.

On receipt of your letter of acceptance we will provide you with information on housing and other materials regarding the Institute. If you are in need of further information, feel free to call upon us at any time.

We look forward to working with you during the summer and during the coming academic year.

Sincerely,

"INTEGRATED" HISTORY INSTITUTE

s/Marvin J. Fruth, Director

MJF/es

Enclosures 2

APPENDIX ^E continued

May 1969

Dear Participant:

I believe it may be useful to provide you with information regarding summer accommodations in Madison. There are four options:

1) The University rents dormitory rooms with meals for the eight week summer session. The rates are:

	Single	Double (per person)
Men	\$240	\$215
Women	\$240 to \$250	\$215 to \$225

These rooms are within short walking distance of the Institute Workshop.

2) The University rents dormitory rooms without meals for the eight week summer session at the following rates:

	Single	Double (per person)
Men	\$115	\$100
Women	\$115	\$100

These rooms are also within walking distance of the Institute Workshop.

3) Tenants of University-owned married student housing sublet individually for the eight week summer session. A list of available apartments may be obtained at the address below.

These accommodations are not within walking distance of the Institute Workshop, but transportation is readily and conveniently available.

For these three options please contact:

The University of Wisconsin
Housing Bureau
433 North Murray Street
Madison, Wisconsin 53706

4) Participants may rent privately either rooms, apartments, or homes through response to newspaper advertisements or through references supplied

APPENDIX ^E_A continued

Page 2
Institute Participants
May 1969

by the Housing Bureau. Rents and proximity to campus, of course, vary greatly.

The \$75-per week stipend and the \$15-per week dependent will be paid monthly July 15 and August 15, through the University offices. In order for your appointment to be process in time for the July 15 check, it will be necessary for you to complete the enclosed forms. Please return all forms to the 415 West Gilman Street address.

Should you have other questions, please feel free to contact us. We are looking forward to a fruitful summer.

Sincerely,

"INTEGRATED" HISTORY INSTITUTE

s/Marvin J. Fruth, Director

MJF/es

Enclosures

APPENDIX ^E continued

June 11, 1969

Dear Participant:

The summer is fast approaching and we are looking forward to a stimulating and productive program. Our staff has been preparing for the fifteen teacher-principal teams that will be fairly-representative of the nation.

The Workshop will be held in Room 83 and the lectures in Room 200, both in the Education Building. We will look forward to meeting with you at 8:30 A.M. on Monday, June 23, in Room 83.

In the interim, if you have any questions, you may direct them to me or Mrs. Eileen Southworth, my secretary, at the same address. The staff will be working during the week previous to the beginning of the program. If you arrive in town early and have any questions, feel free to call upon us.

We are enclosing a copy of FROM PLANTATION TO GHETTO, by Meier and Rudwick, for each team for your general reading prior to the program.

We are looking forward to meeting each of you.

Sincerely,

"INTEGRATED" HISTORY INSTITUTE

s/Marvin J. Fruth, Director

MJF/es

Enclosure

APPENDIX ^E continued

November 3, 1969

Dear Participant:

Last week we mailed the pretest materials from the Integrated History Institute. We had assumed that procedural arrangements had been clarified either during the final conference with Dr. Yee and myself, or in subsequent communications. Since a number of questions have arisen I thought it wise to review a few points.

First, for every group that is using the instructional materials (the experimental group), there should be a similar group that is not using the materials (the control group). Both groups are to be pretested but only the experimental group will use the materials.

Second, if the pretest is too long for one session, employ two or three sessions; however, be certain to follow an identical procedure for the posttest.

Third, we will send the remaining materials in the next week. Try to return the pretests to us as soon as possible.

Fourth, we will visit you in December, after you have had an opportunity to use the materials. Individual contacts will be made in order to select the most convenient.

Fifth, if any problems occur, please contact us. Either drop a card to me and we will call you on our low-cost line, or, if it is urgent, call me collect.

Sixth, please notify us if the address for the pretest material was incorrect.

Lots of luck, and we'll see you soon.

Sincerely,

"INTEGRATED" HISTORY INSTITUTE

o/Marvin J. Fruth, Director

APPENDIX ^E continued

November 7, 1969

Dear Participant:

Procedures have been established to process and analyze the integrated history pretest that we sent you several weeks ago. We will need to keypunch data from about 2700 pupil test booklets, which we expect will be the slowest part of our data processing. Therefore, we would appreciate very much your sending completed tests from each classroom as soon as they become available. Two return envelopes were supplied for each class. Please be sure to indicate which classes are meant to be Experimental and Control classes.

We hope to have work for our keypuncher in the near future (and so does she). As soon as all of the test booklets have been received from you, we will send the remaining integrated history units. Best wishes from all of us.

Thanks very much.

Cordially yours,

"INTEGRATED" HISTORY INSTITUTE

S/Albert P. Yee

AHY/kr

APPENDIX ^E_A continued

February 26, 1970

Dear Participant:

The pretest data for the "integrated" history project is being processed. As you must realize, a primary goal is to measure changes in student attitude and performance attributable to use of the materials. In order to further analyze the effects, we are asking at this time for two additional pieces of data on each of your students, which was discussed last summer. The enclosed sheet, which lists each student whose pretest was incomplete, was prepared to help you organize this information for us.

First, each student's score on your most recently-administered general achievement test is needed. Ideally we would like his raw score, but if that score is not available, please record his standardized score. Be sure to give the name of the achievement test used. If standardized scores are reported, please include a table of norms used, indicating how this score was gotten from the raw score.

Second, we need to know the predominant racial background of all non-black students. Your school system may have this information available in some coded form, but you will probably be able to get such information more easily from the teacher. If there are no non-black students, indicate so.

We greatly appreciate the cooperation you are giving us during this project. Please return the list in the enclosed envelope as soon as possible. Should you encounter difficulties or have questions about what has been requested, call myself, Jay Shores, or Karen Skuldt at 608/262-3726.

Sincerely,
"INTEGRATED" HISTORY INSTITUTE
s/Albert H. Yee

APPENDIX ^E continued

January 19, 1970

Dear Dr. Fruth:

The entire staff of the Department of History (Social Studies) and the eleven elementary school teachers involved in field testing the six units in integrated history developed during the summer of 1969 at the University of Wisconsin under your direction, enthusiastically endorse without reservation the value and basic scholarship of these materials.

Each of the eight elementary schools involved in the experiment of trying out and evaluating the materials welcomes the opportunity to cooperate with you and your associates in this most valuable and greatly needed educational experience.

Our experiences to date indicate overwhelmingly that we desperately need to take one additional step, and that is to train or retrain more teachers and principals in the Afro-American experience--content, methods, techniques and materials.

To this end we urgently request your cooperation and assistance in helping to finance, plan and conduct an institute for the training of fifth grade elementary school teachers and elementary school principals in the Afro-American experience during the summer of 1970. The need for such training is critical and long overdue. Our cooperative effort to make this institute a reality and a success will do much to provide continuing evaluation for the six integrated history units and also to upgrade the quality of classroom instruction in the social studies at the elementary school level in our inner city schools.

Please be assured that before and after this institute is once underway, all eleven of us here in the department will give this

APPENDIX ^F_H continued

Dr. Fruth
Page 2
January 19, 1970

project the highest priority and will cooperate in every way that we
can to make it a success.

Very sincerely yours,

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

s/Joseph E. Penn, Supervising Director
Department of History
415 12th Street, N. W.
Washington, D. C. 20004

JEP/blp

APPENDIX ^E_A continued

May 1, 1970

Dear Mr. Penn:

I am very much interested in having our fifth grade classes participate in the Integrated History Project for the coming school year. We have departmentalization in grade five and our history teacher is Mrs. Dorothy S. Porter. Mrs. Porter attended the recent workshop of the Integrated History Project. We have approximately 120 pupils who could benefit from this project. I would greatly appreciate it if we could participate in the project and receive all the material that is available.

Thank you for your cooperation.

Sincerely,

THOMAS B. BRYAN SCHOOL

s/Gilbert L. Hoffman, Principal
13th and Independence Avenue, S.E.
Washington, D. C. 20004

GHL/bmh

APPENDIX ²~~1~~ continued

June 15, 1970

Dear Dr. Fruth:

In your letter of June 1, 1970, you requested that the Integrated History Materials be returned to you.

We always thought these materials had been given to Community School 31. During my conversation with Dr. Tabachnick about a month ago, I got the impression that we at C. S. 31 were to keep these materials. I believe he also said that Wisconsin University would be sending us extra help for the re-development and adjustment of these materials at our school.

We find these materials of great value, and we would like to integrate them into our curriculum. Please contact us as to the possibility of this arrangement.

Sincerely yours,

COMMUNITY SCHOOL 31

s/Loidis R. Cordero, Assistant Principal
144-176 East 128th Street
New York, New York 10035

LRC/pen

APPENDIX ^E continued

June 30, 1970

Dear Mr. Cordero:

I am sorry that Dr. Tabachnick failed to communicate our exact purposes regarding the "Integrated" History materials. The inside cover of the notebooks carries a message that the University lawyers said must be incorporated. Since many of these materials are copy-righted, they cannot be used further without the original authors' permission.

We would like nothing better than to have you continue to work with the materials, and for us to work with you. Unfortunately, the Office of Education isn't as enthusiastic. Our program, which we had hoped to continue over a period of years to really solidify the materials, has not received the continued funding. Therefore, we have no option, at the present time, but to terminate the program. We are not, however, quitting. We are seeking alternative funding but the present market is dim.

I am sure that you will recognize that to use these materials in a truly meaningful way would require considerable rewriting and editing. We will continue to do that, but without the necessary resources it will take much longer than first anticipated.

We would appreciate a letter from you attesting to the value of the materials in the hope that we could use it as an evidence in our attempt to attract further funding. If we do get refunded we will contact you forthwith.

Again, I'm sorry that we misunderstood each other, and I hope to hear from you again.

Sincerely,

"INTEGRATED" HISTORY INSTITUTE

s/Marvin J. Fruth, Director

APPENDIX ^E continued

September 26, 1970

Dear Dr. Fruth:

I thank you for your kind letter of thanks for my participation in the pilot integrated history project here last year. It was truly a stimulating and thrilling experience for the children and me. All of us learned so much and for that reason I feel that I should thank you and all of the others who developed those fine materials.

It seems to me that your materials would fit right in with the Clark Plan, which is designed to stress reading in all the subject areas. The children last year seemed eager to use them and share what they had learned. For that reason, I feel that their vocabulary was enhanced as well as their conceptual awareness.

This year I do plan to use the materials as I understand that the Clark Plan is quite flexible. I am hopeful of achieving greater success this year since I am familiar with the materials and because I got so many new ideas from the in-service workshops that we were fortunate enough to attend.

Again, thank you for the letter.

Sincerely,

BENNING SCHOOL

s/Delores P. Hendricks
5721 Second Street, N. E.
Washington, D. C. 20011

APPENDIX ^E continued

October 11, 1970

Dear Dr. Fruth:

We are about to settle down now for what I believe will be an excellent year for our Integrated History Project.

After I had played the tape for Unit I, the students sat spell-bound for a while, and then one little fellow said "fascinating." Another said "I have never heard anything like it."

Several of my last year's students have returned and formed a club to help rewrite the unit in words the younger children will understand. This will help slower readers too. Robin is still working on her assignment but it is hard to pin her down to write anything although her hands are much better and she is calmer, too. They all want to know when you are coming back.

A student teacher will be with me for a bout a month. This will help some. A first grade teacher asked "Where did they find all of that material? It's amazing!" In fact, everyone I have presented the materials to has expressed high regards for them. Speaking of activities, I cannot find the time to include all of them.

About two weeks ago I attended a meeting at the Christiansburg, Virginia, Community Center--570 High St. N. E. They have a Black Studies Program but it just consists of lists of famous Negroes as most of them do.

The Director, Mrs. Doris Damiani, is interested in knowing more about the program. The project is connected with a college nearby-- V. P. I. at Blackburg, Virginia, I think. But, even though this is a small place its historical background is good for Post Civil War Era.

APPENDIX ^E continued

Dr. Fruth
Page 2
October 11, 1970

I do hope that this initial effort will eventually lead to the inclusion of black history in the social studies curriculum and textbooks in proper perspective.

As I look at textbook after textbook, they seem so meaningless for some children. My parents filled in the missing links for me but most children are not so fortunate.

Thank you for your efforts. I hope they will not be in vain.

Sincerely,

YOUNG SCHOOL

s/(Mrs.) Piccola H. Dukes
24th and Benning Rd., N. E.
Washington, D. C. 20002

FEDERAL PROJECT

Educator Evaluates Integrated History

By DANNY GREENE

A Chinese-American educator was in New Orleans today to evaluate a federally funded project to "re-write the history books."

Dr. Albert H. Yee, professor of education at the University of Wisconsin, discussed the program of integrated history at Judah P. Benjamin School.

Dr. Yee visited the school at the request of Benjamin principal Elroy Scott, who participated in an eight-week black history institute at the University of Wisconsin last summer. Materials developed from that institute are being used in social studies courses at Benjamin and at Live Oak School under the direction of Miss Arlene Williams, another participant in last summer's institute.

SCOTT EXPLAINED that the program attempts to "present history as it really was, not leaving out the contributions of black Americans."

Dr. Yee said the pilot project is being used in schools in New York, Milwaukee, St. Louis and Washington, D. C., as well as New Orleans. His evaluations consist of talking to program directors and to teachers and students involved in the project.

Dr. Yee said the institute accumulated so much material on the history of black people that it became a problem to determine what materials



DR. ALBERT H. YEE

would be appropriate and relevant for elementary school use. He also said there was a problem in determining the best way to teach the material.

Scott said in New Orleans they had started by incorporating history of black Americans into the regular history courses, but he said a problem developed due to the volume of material on the new subject.

MAY 8, 1970

FIVE

DR. YEE SAID program developers were careful to avoid using materials which would inflame emotional biases or touch upon highly controversial subjects. He added that since the program is only in its first year, it is hard to tell how well developers accomplished these goals.

Dr. Yee spoke briefly to members of the Benjamin student body. He told them, "I hope as you study black history that you will consider these questions: Who are you? Where are you going and why?"

Following his presentation to the students Dr. Yee met in the school library with Scott, district superintendent James Dean, and Dalton Williams and Ernest Chacherie, both professors at Southern University in New Orleans.

DR. YEE TOLD them he found less black nationalism in the schools than he had anticipated. He said many militant parents have been satisfied with the program after they have seen it.

He said sources included such prominent black Americans as Dr. Martin Luther King and Malcom X. Writers like these help blacks develop a sense of self-identity, as well as informing whites, he said.

"Many times people have biases and prejudices based on a lack of information," Dr. Yee said. "I believe our program will help to inform black students."

The program is funded through the Department of Health, Education and Welfare.

Hay team develops integrated history curriculum

Lowery M. Johnson and Miss Kay Matousek of Hay Elementary School joined fourteen other principal-teacher teams from throughout the Eastern half of the United States at Madison, Wisconsin, last summer. During eight weeks of intensive study and curriculum development, the group worked with Dr. Marvin Fruth, Director of the Integrated American History Institute of the University of Wisconsin, where Fruth is a professor in the Department of Educational Administration.

Their project—development of a practical, interesting black history curriculum to be integrated into the social studies for fourth, fifth, and sixth grade students—has resulted in a wealth of material, both printed and audio-visual, for use in the classroom.

Each unit of study is divided into three principal parts, consisting of: an overview; repre-

tapes, slides, transparencies, and primary source materials; and "search and discovery." Some of the primary source materials consist of reproductions of old documents, letters and pictures. All of the materials including the audio-visuals, were developed and produced by the principal-teacher teams.

Goals of the curriculum project are to improve and strengthen the self-image of black children and to develop an appreciation and a realistic picture of black history and culture for white children. The research is being conducted under the auspices of the Education Professions Development Act of the U. S. Office of Education.

The materials will be used experimentally this year at Hay. Miss Matousek's sixth grade class will be exposed to much of the material after a pre-test in attitudes is given this fall; Miss Rosemary Wrzos' sixth-

be the control group. Mrs. Bessie Griffin will be using new materials with part of her fourth grade class. In spring, 1970, a follow-up test will be given to indicate whether the desired changes in attitude have occurred; the materials will then be temporarily recalled for evaluation and to make necessary changes.

A Summer Institute for Teachers and Principals On
"Integrated" American History in the Inner-City
Elementary Schools,
As Authorized by Part D of the Education Professions
Development Act

The University of Wisconsin
Madison, Wisconsin
June 23-August 15, 1969



Dr. Marvin J. Fruth, Director
"Integrated" American History Institute
The University of Wisconsin
Madison, Wisconsin 53706

Deadlines

Completed applications to the program must be
postmarked by April 6, 1969.

Accepted applicants and alternates will be notified
by April 19, 1969.

Letters of acceptance from participants and alternates
must be postmarked by April 28, 1969.

Discrimination prohibited—Title VI of the Civil
Rights Act of 1964 states: "No person in the United
States shall, on the ground of race, color, or national
origin, be excluded from participation in, be denied
the benefits of, or be subjected to discrimination
under any program or activity receiving Federal
financial assistance." Therefore EPDA programs must
be operated in compliance with this law.

- Marvin J. Fruth, Assistant Professor of Educational Administration - Director
- Margaret R. Bogue, Chairman, Department of History Extension - Assistant Director
- E. David Cronon, Chairman, Department of History
- Philip D. Currin, Professor of History
- Leslie H. Fishel, Jr., Director, State Historical Society of Wisconsin
- Allan Howard, Instructor in African History
- Franklin W. C. Knight, Assistant Professor of History, N. Y. State University, Stonybrook
- Thomas E. Skidmore, Professor of History
- Allan M. Spear, Associate Professor of History, University of Minnesota
- Robert Starobin, Assistant Professor of History
- Robert B. Tabachnick, Professor of Curriculum and Instruction
- Robert C. Twombly, Lecturer in History
- Albert H. Yee, Associate Professor of Curriculum and Instruction
- (University of Wisconsin personnel unless otherwise indicated.)

"Integrated" American history represents an interdisciplinary approach to our Black heritage. Professors of American and African history will conduct morning lectures and professors of education will coordinate afternoon workshops to develop instructional materials appropriate to the elementary schools. During the 1969-70 school year participants will implement and evaluate these materials in local schools. The participating schools will be visited periodically by the project staff.

Admission to the program requires application from a teacher and the principal of one predominantly Negro elementary school. Teacher and principal must hold 1969-70 employment contracts for the same school.

The six credit graduate course, to be offered at The University of Wisconsin-Madison, will extend from June 23 through August 15. The rich research and recreational facilities of this lakefront University will be available to program participants. Stipends will include \$75 per week plus \$15 per week per dependent.

University and private dormitories as well as apartments and homes are available for summer rental. In addition, University dining halls, the student union, and the many campus restaurants serve meals.

For an application please complete the attached request card.

Please forward a Teacher-Principal Team Application for the Institute for Teachers and Principals on "Integrated" American History In the Inner-City Elementary Schools.

Name: Teacher _____

Principal _____

School _____

Street _____

APPENDIX F

APPENDIX F

ROSTER OF PARTICIPANTS

<u>Name and Home Address</u>	<u>Pre-Program School Address</u>	<u>Post-Program School Address</u>
Mr. Joseph S. Ban 3215 21st Street Racine, Wisconsin 53405	Howell School 1734 Washington Avenue Racine, Wisconsin 53403	Franklin Elementary School 1012 Center Street Racine, Wisconsin 53403
Anne Matlock Brown 287 E. 3rd Street New York, New York 10009	C. S. 31 144-176 E. 128th Street New York, New York 10016	Same
Mr. Gerald O. DeClue 4415 Margaretta St. Louis, Missouri 63115	St. Louis Board of Education/Department of History 911 Locust Street St. Louis, Missouri 63101	University of Missouri 8001 Natural Bridge Road St. Louis, Missouri 63121
Miss Glynece Eustace 300 Mansion House Center St. Louis, Missouri 63102	Franklin School 814 N. 19th Street St. Louis, Missouri 63106	Same
Mrs. Nancy L. Fields 5475 Cabanne Street St. Louis, Missouri 63112	Banneker District Offices 2840 Lucas Street St. Louis, Missouri 63103	Same
Miss JoAnn M. Franzke 25 Ohio Street Racine, Wisconsin 53400	Howell School 1734 Washington Avenue Racine, Wisconsin 53403	Franklin Elementary School 1012 Center Street Racine, Wisconsin 53403
Mrs. Laura H. Hearn 513 Bolivar Avenue Clarksdale, Mississippi 38614	Myrtle Hall Elementary School/ Clarksdale, Mississippi 38614	Same
Mr. Lowery H. Johnson 4337 2nd Avenue S. Minneapolis, Minnesota 55409	Hay Elementary School 1014 Penn Avenue N. Minneapolis, Minnesota 55411	Same
Mr. Richard H. Kinkade 1820 Burton Street Beloit, Wisconsin 53511	Wright Elementary School Harrison and Woodard Beloit, Wisconsin 53511	Same
Mr. Michael L. Kinsler 40 W. 135th Street New York, New York 10037	Center for Urban Education 105 Madison Avenue New York, New York 10016	Same
Mr. George J. Kolak 1760 Fayette Avenue Beloit, Wisconsin 53511	Todd Elementary School 1621 Oakwood Beloit, Wisconsin 53511	Same
Mr. Earl D. Lawhorn 3314 N. 17th Street Milwaukee, Wisconsin 53206	Fifth Street School 2770 N. 5th Street Milwaukee, Wisconsin 53212	Same

APPENDIX F continued

<u>Name and Home Address</u>	<u>Pre-Program School Address</u>	<u>Post-Program School Address</u>
Mrs. Sarah J. Lawhorn 3314 N. 17th Street Milwaukee, Wisconsin 53206	Twentieth Street School 2442 N. 20th Street Milwaukee, Wisconsin 53206	Brown Street School 2029 N. 20th Street Milwaukee, Wisconsin 53205
Mrs. Laura L. Love 3301 N. 9th Street Milwaukee, Wisconsin 53206	Ninth Street School 1723 N. 9th Street Milwaukee, Wisconsin 53206	Same
Mr. Keith R. Mack 1741 Park Avenue Racine, Wisconsin 53403	Howell School 1734 Washington Avenue Racine, Wisconsin 53403	Racine Public Schools 2230 Northwestern Avenue Racine, Wisconsin 53404
Miss Catherine Matousek 2716 Blaisdell Avenue S. Minneapolis, Minnesota 55408	Hay Elementary School 1014 Penn Avenue N. Minneapolis, Minnesota 55411	Same
Mr. Ralph E. Napper R. R. 1 Clinton, Wisconsin 53425	Wright Elementary School Harrison and Woodard Beloit, Wisconsin 53511	Same
Mrs. Geraldine Oliveri 33-28 71st Street New York, New York 11372	C. S. 31 144-176 E. 128th Street New York, New York 10016	Same
Gloria Barnes Paige 4502 17th Street, N. W. Washington, D. C. 20011	Whittier Elementary School 5th and Sheridan Streets, N. W. Washington, D. C. 20011	Same
Mrs. Vivian R. Phillips 10.1 W. Chambers Street Milwaukee, Wisconsin 53206	Ninth Street School 1723 N. 9th Street Milwaukee, Wisconsin 53206	Same
Mrs. Karen K. Prickette 720 Briar Lane Beloit, Wisconsin 53511	Todd Elementary School 1621 Oakwood Beloit, Wisconsin 53511	Same
Miss Barbara L. Radowski 1419 W. 6th Street Racine, Wisconsin 53400	Howell School 1734 Washington Avenue Racine, Wisconsin 53403	Marquette Elementary School 510 S. Thornton Avenue Madison, Wisconsin 53703
Mr. Michael W. Randall 77-38 166th Street New York, New York 11366	Eiseman J. H. S. 275 985 Rockaway Avenue Brooklyn, New York 11212	Same
Mrs. Gussie M. Robinson 5713 5th Street, N. W. Washington, D. C. 20011	Department of History Public Schools of the District of Columbia 415 12th Street, N. W. Washington, D. C. 20004	Same

APPENDIX F continued

<u>Name and Home Address</u>	<u>Pre-Program School Address</u>	<u>Post-Program School Address</u>
Mr. Samuel Rothstein 958 N. 4th Street New Hyde Park, New York 11040	Eiseman J. H. S. 275 985 Rockaway Avenue Brooklyn, New York 11212	Same
Mr. Elroy F. Scott 1730 Marengo Street New Orleans, Louisiana 70115	Live Oak Elementary School 3128 Constance Street New Orleans, Louisiana 70130	Judah P. Benjamin School 4040 Eagle Street New Orleans, Louisiana 70130 70118
Mrs. Willye B. Shanks P. O. Box 337 Jonestown, Mississippi 38639	Myrtle Hali Elementary School Clarksdale, Mississippi 38614	Same
Mr. Eugene W. Stanislaus R. R. 5, Box 272 Fond du Lac, Wisconsin 54935	Kettle Moraine Boys School Plymouth, Wisconsin 53073	Same
Mr. James R. Wickman 615 E. Division Street Fond du Lac, Wisconsin 54935	Kettle Moraine Boys School Plymouth, Wisconsin 53073	Same
Miss Aurolyn Williams 9229 Forshey Street New Orleans, Louisiana 70118	Live Oak Elementary School 3128 Constance Street New Orleans, Louisiana 70130	Same

APPENDIX G

INSTRUCTIONS FOR ADMINISTRATING THE TESTS

First, we want to thank you for your cooperation and participation in helping to evaluate the materials on integrated history that were developed this summer. Such help is essential to the improvement and final development of the materials.

The materials that we sent to you are the pretests to assess the readiness level of the pupils. All classes that will receive lessons from the integrated history units and those classes serving as control (not receiving such lessons) will be given these pretests. Later in the spring, a posttest will be sent to assess pupil achievement.

To properly administer the pretest, teachers should follow the guidelines below as closely as possible:

1. Obtain enough copies of the pupil test booklet for your class and a self-addressed return envelope. These two items constitute the test materials for each class.

2. Administer the test when there will be a minimum of disturbances and when the pupils may be able to do their best, perhaps the first thing in the morning.

3. Have the children complete the information (their names, etc.) on the first page of the test booklet.

4. The teacher will read the test items while the pupils read along silently. Be sure to pause a moment to give the pupils time to mark one and only one answer. Demonstrate the procedure with the example problems and see if children understand by spot-checking their examples. It is important that they mark only one answer and to give a response to every item. For some cases it may be necessary to illustrate the procedures further on the chalk-

5. There are three separate parts to the test booklet. Each part has been printed with a different colored paper and should be handled as you reach them. In other words, do not discuss the instructions for the second part until the first part has been finished. We estimate that the first part will take from thirty to forty minutes, the second part about fifteen minutes, and the last part about forty-five minutes. It is not necessary to complete the whole booklet in one session, but it would be best to complete each part of the test in single sessions.

6. It is important that the pupils understand that they should try to pick answers that they think are right. There is no one correct answer in the first and second parts. If they are not sure of the correct answer in the third part, it is all right if they guess.

Please do not coach or give any indication of what you think is the right answer, hard as that may seem at times. Only very minor rephrasing of questions should be done for pupils who ask for them, since rephrasing could distort what was intended or give clues. It also decreases the standardization of test conditions.

7. After the test has been completed, rate each pupil on the first page of the test booklet with one of the following levels of overall school achievement: 5 (superior), 4 (above average), 3 (average), 2 (below average), and 1 (inferior). In this comparative rating, think of the range of achievement ability possible for children in your grade level without regard to intelligence and background. In other words, give a "5" to a child that would be a superior student in the same grade in any school of your city. Put your rating on the line provided for "office use only."

8. At this point, the test booklets are ready to be mailed back to us for scoring and analysis. If for some reason the self-addressed envelope we sent you was mislaid, send the booklets as soon as possible to:

Dr. A. H. Yee
Box 50, Education Building
University of Wisconsin
Madison, Wisconsin 53706

When we have received the test booklets for all of the participating classes in your school, we will send the rest of the units as soon as possible. If you do not receive enough test booklets or have some other major problem related to the pretesting, we will do our best to help if you call Dr. Yee, Miss Skuldt, or Mr. Shores at AC 608 262-3726.

your name	teacher's name	grade
Circle one: girl boy	school	date
office use only		

HOW I FEEL ABOUT MYSELF

There are some things we do that make us feel good about ourselves and we feel satisfied with what we have done. There are other things we do that make us feel bad, or dissatisfied with what we have done. On the following pages we have different kinds of things which people do. To the right of each thing are three answers: Yes, No, and Not Sure. Mark the one answer that best tells how you feel about yourself in doing that thing.

Mark "Yes" if you feel something is named that you feel good about or are satisfied about. Mark "No" if something is named that you do not feel good about or are not satisfied with. Check "Not Sure" if you cannot say "Yes" or "No."

The teacher will read the statements while you read silently. Then she will give you a moment to check one answer. Here are two examples:

	Yes	No	Not Sure
a. Eating ice cream			
b. Running and jumping			

Remember: Mark the answer that best fits how good you feel about how you do those things.

Check "Yes," "No," or "Not Sure" depending on how you feel about yourself in doing each thing.

	Yes	No	Not Sure
1. Playing games after school	1.		
2. Learning things rapidly	2.		
3. Getting along with boys	3.		
4. Getting along with girls	4.		
5. Getting along with parents	5.		
6. Getting along with teachers	6.		
7. Getting my school work in on time, and not getting behind	7.		
8. Knowing how other people feel	8.		
9. Being funny, able to make other people laugh	9.		
10. Doing science projects	10.		
11. Being good at sports	11.		
12. Remembering what I've learned	12.		
13. Holding my temper with boys	13.		
14. Holding my temper with girls	14.		
15. Holding my temper with parents	15.		
16. Holding my temper with teachers	16.		
17. Getting assignments straight the first time	17.		
18. Being willing to help others	18.		
19. Being confident, not shy or timid	19.		
20. Doing art work	20.		

		Yes	No	Not Sure
21.	Being good at doing things that need strength and skill			
22.	Being a good student			
23.	Making friends with boys			
24.	Making friends with girls			
25.	Being able to take orders from parents without a lot of fuss			
26.	Being able to take orders from teachers without a lot of fuss			
27.	Being able to think hard			
28.	Being courteous, having good manners			
29.	Getting a lot of fun out of life			
30.	Doing arithmetic work			
31.	Being strong enough for sports			
32.	Being smart			
33.	Being a leader--the one to get things started with boys			
34.	Being a leader--the one to get things started with girls			
35.	Listening to parents, not closing my ears to them			
36.	Listening to teachers, not closing my ears to them			
37.	Studying hard, not wasting time			
38.	Letting others have their way sometimes			
39.	Feeling good about what I do, not expecting everything I do to be perfect			

		Yes	No	Not Sure
40.	Getting good grades in school	40.		
41.	Being good looking	41.		
42.	Having new ideas different from others	42.		
43.	Having plenty of boys for friends	43.		
44.	Having plenty of girls for friends	44.		
45.	Being able to talk to parents easily	45.		
46.	Being able to talk to teachers easily	46.		
47.	Going ahead with school work on my own	47.		
48.	Making other people feel comfortable	48.		
49.	Having lots of pep and energy	49.		
50.	Doing social studies projects	50.		
51.	Being a good athlete	51.		
52.	Being able to use what I've learned	52.		
53.	Playing and working with boys	53.		
54.	Playing and working with girls	54.		
55.	Feeling comfortable with parents	55.		
56.	Feeling comfortable with teachers	56.		
57.	Spending most of my time on my work, not goofing off	57.		
58.	Getting others in class to like me	58.		
59.	Enjoying myself in school	59.		
60.	Reading on my own to learn something	60.		
61.	Being big and strong enough for my age	61.		

		Yes	Not Sure
62.	Having brains and being smart	62.	
63.	Having boys like me	63.	
64.	Having girls like me	64.	
65.	Feeling that parents trust me	65.	
66.	Feeling that teachers trust me	66.	
67.	Being well organized, having things ready when they are needed	67.	
68.	Liking others in class	68.	
69.	Being able to change things when they don't suit me	69.	
70.	Doing library reading at home	70.	
71.	Doing things like swimming and playing games outside	71.	
72.	Being interested in new things, excited about learning	72.	
73.	Having fun with boys in the class	73.	
74.	Having fun with girls in the class	74.	
75.	Having fun at home with parents	75.	
76.	Having fun at school with teachers	76.	
77.	Sticking to things, not giving up too soon	77.	
78.	Being easy to get along with	78.	
79.	Getting along without worrying too much	79.	
80.	Doing spelling work	80.	
81.	Being neat and clean in how I look	81.	
82.	Doing hard things	82.	

		Yes	No	Not Sure
83. Helping boys and having them help me	83.			
84. Helping girls and having them help me	84.			
85. Helping parents and having them help me	85.			
86. Helping teachers and having them help me	86.			
87. Not making excuses for work that should be finished but isn't	87.			
88. Being fair	88.			
89. Liking to live as I please	89.			
90. Taking part in class discussions	90.			
91. Enjoying games and sports	91.			
92. Having the brains for college	92.			
93. Understanding the feelings of boys	93.			
94. Understanding the feelings of girls	94.			
95. Understanding the feelings of parents	95.			
96. Understanding the feelings of teachers	96.			
97. Putting time to good use	97.			
98. Understanding other people	98.			
99. Being able to live my own life	99.			
100. Writing stories of my own	100.			

ABOUT GOING TO SCHOOL

This short list of questions gives you a chance to tell what you think about going to school. Mark what you think is the answer that fits your feelings best, just as you did in the last part.

Here is an example:

	Yes	No	Not Sure
a. School is good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The one answer you marked should be what you think, not what you think the teacher or anyone else wants. Do not be afraid to mark what you think; no one will use what you say to hurt or help your school grades.

Read along silently as your teacher reads the statements to you. Turn the page when the teacher tells you to do so.

		Yes	No	Not Sure
1.	Most of my friends like school.			
2.	What I do in school is interesting.			
3.	Most kids would be better off if they never went to school.			
4.	I think school can help me learn.			
5.	It is hard to like going to school.			
6.	Most things about school are all right.			
7.	I hope to get as much schooling as I can.			
8.	I like to go back to school at the end of the summer vacation.			
9.	When I grow up, I will be glad I went to school.			
10.	Going to school has nothing to do with getting a good job.			
11.	If I had a choice I would rather play than go to school.			
12.	I ca. hardly wait until I am old enough to quit school.			
13.	I do not like to be absent from school.			
14.	I learn a lot of new things in school.			
15.	Going to school is a waste of time.			
16.	There are a lot of things I do not like about school.			
17.	I like to talk about what I have learned in school with my friends.			
18.	For some lessons, time seems to go fast.			
19.	Sometimes I want to learn more about things we study in school.			
20.	People I respect want me to go to school.			

"INTEGRATED" HISTORY TEST -- I

Read silently as the teacher reads each question. Without any talking, pick the one answer that you think is correct by putting a circle around the letter in front of that answer.

If you feel more than one answer is correct, pick the best one by circling it. If you are not sure what the right answer is, go ahead and guess. Pick an answer for each question.

For example:

Sammy Davis, Jr., is:

- a. a boxer.
- b. a singer.
- c. a scientist.
- d. a politician.
- e. a professor.

Answer "b" should be circled, because Sammy Davis, Jr., is not a boxer, scientist, politician, or professor. He sometimes makes speeches on politics but singer is the best answer because his main work is entertainment as a singer.

Wait to turn the page until your teacher tells you to do so.

1. The legend of Ouagadou-Bida tells a story of:
 - a. how soldiers were trained in Ghana.
 - b. how Ghana won its wars.
 - c. the fall of Ghana.
 - d. how all girls living in Ghana will die.
 - e. a snake that lived forever.

2. When freed from slavery each black was:
 - a. given a mule and forty acres by his master.
 - b. no longer discriminated against.
 - c. able to enter the job of his choice.
 - d. faced with many new problems.
 - e. trained in a skill.

3. During Reconstruction:
 - a. black people controlled the South.
 - b. Northern white people controlled the South.
 - c. the South was getting ready for the Civil War.
 - d. black people had the right to vote but could not hold office.
 - e. Northern white people were not allowed to go to the South.

4. Black Nationalism can best be called a movement:
 - a. to bring blacks into white society.
 - b. to make a separate black nation in the United States.
 - c. to make a united brotherhood of blacks.
 - d. to bring black artists, musicians, and poets together to start a black university.
 - e. to teach black children Swahili.

5. There were no black:
 - a. welders in the 1940's and 1950's.
 - b. machine workers in the 1940's and 1950's.
 - c. women who ran businesses before 1950.
 - d. millionaires before 1950.
 - e. U. S. Senators between 1940 and 1950.

6. What made the Black Muslim movement important to black people?
 - a. Black Muslims refuse to eat pork.
 - b. Black Muslims make one feel proud to be black.
 - c. Black Muslims have a lot of money.
 - d. Black Muslims go to church every Sunday.
 - e. Black Muslims don't smoke or drink.

7. Ghana, Mali, and Songhay:
- struggled against each other.
 - united to rule all of Africa.
 - are cities in northern Africa.
 - are new African states.
 - were the names of three slave-trading ships.
8. The Underground Railroad was:
- the routes to freedom used by the slaves.
 - another name for the slave trade.
 - built by slaves between Baltimore and Atlanta.
 - a subway in Chicago.
 - a railway used by the Northern Army.
9. Frederick Douglass became famous for his:
- fighting ability as a colonel in the Union Army.
 - running away from slavery.
 - ability to help other slaves escape.
 - many visits to Africa.
 - strong speeches against slavery.
10. The migration of blacks from the South to the North in the late 1800's and early 1900's was:
- an attempt by blacks to find better lives.
 - made by blacks who were angry about what was happening in the South.
 - a protest by blacks against racism and discrimination.
 - All of the above are true.
 - None of the above is true.
11. Charles Drew was a black man and a doctor. He:
- formed the American Black Medical Association.
 - was not allowed to practice medicine.
 - invented the iron lung.
 - developed a new way to store blood.
 - was a history professor.
12. The Black Muslim movement in the United States was started by:
- a man named Elijah Muhammed.
 - a man named W. D. Fard.
 - a man named Martin Luther.
 - a group of black men in Chicago.
 - a group of black Baptists.

13. African history shows that:
- all people in Africa have the same background.
 - black men cannot rule themselves.
 - there are no ties between Africa and black America.
 - the African is generally a lazy person.
 - Africa's people and minerals were taken by European traders.
14. Because there were many more slaves than masters on plantations:
- the slaves ran their own farms.
 - the masters did not go into the fields.
 - no slaves were allowed in the main house or its yards.
 - slaves were often put in charge of other slaves.
 - slaves easily were able to take over plantations.
15. After the Civil War, white Northerners, known as carpetbaggers, moved South:
- to become businessmen.
 - to become politicians.
 - to become teachers and preachers.
 - All of the above are correct answers.
 - None of these is a correct answer.
16. Which one of the following music types did not come from the black culture?
- Blues
 - Jazz
 - Spiritual
 - Cakewalk
 - Country-western
17. "Separate and Equal" has to do with having black schools and white schools. In the separate and equal schools:
- a teacher would get the same salary in each kind of school.
 - classes are the same size in each school.
 - schools of the same size have the same amount of money for supplies.
 - All of the above statements are true.
 - None of the above statements is true.
18. Martin Luther King, Jr., led his followers using _____ in the fight for black equality.
- violent strikes
 - riots
 - threat of racial war
 - All of the above.
 - None of the above.

19. Early African empires were powerful because they had:
- a good location for farming and mining.
 - good trade routes.
 - wise leaders.
 - strong armies.
 - All of the above are correct answers.
20. When slaves ran away, the owners:
- gave them freedom.
 - reported them to the governor of the state.
 - paid them to return.
 - replaced them with hired help.
 - advertised for their return.
21. During the Civil War, most plantation slaves:
- ran away from the plantations when Union troops came near.
 - stayed on the plantations.
 - wanted the South to win.
 - joined the Confederate Army.
 - joined the Union Army.
22. The man with the ideas most like those of W. E. B. Du Bois was:
- Malcolm X.
 - Booker T. Washington.
 - Monroe Trotter.
 - Martin Luther King, Jr.
 - Theodore Roosevelt.
23. The years 1910-1953 can be described best as:
- a happy and good time for blacks.
 - a time when no blacks did anything for themselves.
 - a time when civil rights were fought for by many blacks.
 - a time when most whites were understanding and open to the black experience.
 - a time when all blacks wanted to go back to Africa.
24. The "Afro" is:
- a secret handshake used by the Black Panthers.
 - a way of straightening hair.
 - a hair style worn by all black college students.
 - the hair style of a black person who lets his hair grow naturally.
 - a dance much like the Watusi.

25. In West Africa, the villages were grouped around:
- the king and the elders.
 - the mayor.
 - the storyteller.
 - the strongest warrior and the medicine man.
 - the richest man and the priest.
26. One reason slavery began in the U. S. was:
- Africans wanted to be slaves.
 - American farmers and businessmen wanted cheap laborers.
 - the whites in the U. S. need another race to rule.
 - the weather in the U. S. was good for slavery.
 - blacks were not smart enough to do anything else.
27. Jermain Loguen fought slavery by:
- leading a band of blacks who stole from rich whites.
 - leading a slave rebellion.
 - preaching the black Muslim faith.
 - writing and preaching against slavery.
 - organizing a march on the U. S. capitol.
28. Which of the following was not recommended by Booker T. Washington?
- Self-help programs
 - Training blacks for jobs
 - Voter registration drives
 - Working together with whites
 - Saving money
29. Booker T. Washington:
- would never talk to a white man.
 - would not support any black organizations.
 - urged blacks to do more for themselves.
 - wanted all black children to go to college.
 - founded the University of Alabama.
30. Which of the following is a part of black culture?
- Wearing a process (straightening hair)
 - Running a race
 - Black convertibles
 - African statues
 - The U. S. Constitution

31. The histories of Ghana, Mali, and Songhay indicate that:
- civilizations were not developed in Africa before 1500.
 - Africans were good businessmen.
 - empires last longer when they are ruled by two men.
 - there were no early Africans that had advanced and complex ways of living.
 - early empires united all of Africa.
32. During the time of slavery, black rebellions (riots) in New York, Virginia and in other places:
- helped to free many slaves.
 - were led by Frenchmen and Spaniards.
 - were quickly crushed by whites.
 - never happened, because blacks don't revolt.
 - took many white prisoners and made them slaves.
33. The Fugitive Slave Law said:
- all white men caught helping blacks would be sent into slavery.
 - a criminal who ran away from prison could be made a slave.
 - if a slave reached the North he was free at last.
 - when a runaway slave was caught he must be returned to his owner.
 - a slave who captured a runaway would be given his own freedom.
34. In the late 1800's and early 1900's, the term "race riot" meant the:
- terror and violence of white racists against blacks.
 - terror and violence of black racists against whites.
 - blocking of factory entrances by black unions.
 - mass meetings of the Alliance for Freedom Party.
 - Both a. and b. above are correct.
35. During World War I and World War II, black soldiers were:
- not segregated and discriminated against but contributed to the U. S. victories.
 - segregated and discriminated against and did not contribute to the U. S. victories.
 - Segregated and discriminated against but contributed to the U. S. victories.
 - not segregated and discriminated against and did not contribute to the U. S. victories.
 - cowards.
36. Islam is:
- a dance that was popular in the 1930's.
 - a way of thinking about life which started in 1960.
 - a religion whose god is called Allah.
 - a "brand X" type of religion with no god.
 - a Christian group which believes God is black.

37. From 1500-1850, Africans usually left Africa because:
- they liked to travel on boats.
 - they wanted to find better jobs.
 - they were not happy in Africa.
 - they were looking for adventure.
 - they were taken to other lands by force.
38. Many blacks today cannot trace their own ancestors back very far because, during the days of slavery:
- a slave often took the last name of his owner.
 - family members were often sold to different people.
 - permanent records were not made of births and deaths of most slaves.
 - records were lost in the Civil War.
 - All of the above are correct answers.
39. People who helped, and sometimes died, in the fight against slavery were called:
- reconstructionists.
 - abdicators.
 - abolitionists.
 - alcoholics.
 - rehabilitators.
40. Jim Crow is:
- the name of a black bird.
 - a name for segregation and discrimination.
 - the name of a political party.
 - the name of a law which freed some slaves.
 - a name used by a writer of black poetry.
41. Ever since the period of Reconstruction:
- the black man has usually worked for lower wages than the white man.
 - the black man has not been able to find work.
 - the black man has not wanted to work at all.
 - the number of black workers has gotten smaller and smaller.
 - the black worker has enjoyed the same advantages that the white worker has.
42. Around 1960, young black Southerners:
- joined the Black Panther party.
 - took over the Alabama capitol.
 - marched with Malcolm X but did nothing else.
 - started the sit-ins and lunch counter demonstrations.
 - reorganized the Ku Klux Klar.

43. Africa has been called the Dark Continent because:
- Africa is covered mostly by dark jungles.
 - white people didn't know much about Africa.
 - Africa has no history.
 - Africans did not make important achievements.
 - the sun doesn't shine in Africa.
44. A person with a white father and a slave mother was treated like:
- a carpetbagger.
 - a white.
 - a foreigner.
 - a free black.
 - a slave.
45. People began to protest against the slavery of blacks in America:
- one year before the Civil War.
 - during the War of 1812.
 - after Abraham Lincoln died.
 - soon after slavery started.
 - No one protested against it.
46. Right after the Civil War:
- whites and blacks lived together easily.
 - white Southerners were forgiven by Northerners and Negroes.
 - blacks controlled the South.
 - masters would do anything to regain their lost power.
 - the South quickly rebuilt.
47. Which one of these statements is true?
- After Nat Turner, there were no black leaders until Malcolm X.
 - Blacks were not able to lead other blacks until the 1960's.
 - Black leaders had little power until the 1960's.
 - There has been a long line of black leaders in politics and business.
 - The blacks did not need any leaders until the 1960's.
48. The Montgomery bus boycott was important because it:
- showed that black people could do nothing about unfair treatment.
 - was started by Nat Turner.
 - gave the world a new leader, Martin Luther King, Jr.
 - made the bus company go out of business.
 - caused no changes to be made.

your name	teacher's name	grade
Circle one: girl boy	school	date
office use only		

HOW I FEEL ABOUT MYSELF

There are some things we do that make us feel good about ourselves and we feel satisfied with what we have done. There are other things we do that make us feel bad, or dissatisfied with what we have done. On the following pages we have different kinds of things which people do. To the right of each thing are three answers: Yes, No, and Not Sure. Mark the one answer that best tells how you feel about yourself in doing that thing.

Mark "Yes" if you feel something is named that you feel good about or are satisfied about. Mark "No" if something is named that you do not feel good about or are not satisfied with. Check "Not Sure" if you cannot say "Yes" or "No."

The teacher will read the statements while you read silently. Then she will give you a moment to check one answer. Here are two examples:

- a. Eating ice cream
 - b. Running and jumping
- | Yes | No | Not Sure |
|-----|----|----------|
| | | |
| | | |

Remember: Mark the answer that best fits how good you feel about how you do those things.

Check "Yes," "No," or "Not Sure" depending on how you feel about yourself in doing each thing.

	Yes	No	Not Sure
1. Playing games after school	1.		
2. Learning things rapidly	2.		
3. Getting along with boys	3.		
4. Getting along with girls	4.		
5. Getting along with parents	5.		
6. Getting along with teachers	6.		
7. Getting my school work in on time, and not getting behind	7.		
8. Knowing how other people feel	8.		
9. Being funny, able to make other people laugh	9.		
10. Doing science projects	10.		
11. Being good at sports	11.		
12. Remembering what I've learned	12.		
13. Holding my temper with boys	13.		
14. Holding my temper with girls	14.		
15. Holding my temper with parents	15.		
16. Holding my temper with teachers	16.		
17. Getting assignments straight the first time	17.		
18. Being willing to help others	18.		
19. Being confident, not shy or timid	19.		
20. Doing art work	20.		

	Yes	No	Not Sure
21. Being good at doing things that need strength and skill			
22. Being a good student			
23. Making friends with boys			
24. Making friends with girls			
25. Being able to take orders from parents without a lot of fuss			
26. Being able to take orders from teachers without a lot of fuss			
27. Being able to think hard			
28. Being courteous, having good manners			
29. Getting a lot of fun out of life			
30. Doing arithmetic work			
31. Being strong enough for sports			
32. Being smart			
33. Being a leader--the one to get things started with boys			
34. Being a leader--the one to get things started with girls			
35. Listening to parents, not closing my ears to them			
36. Listening to teachers, not closing my ears to them			
37. Studying hard, not wasting time			
38. Letting others have their way sometimes			
39. Feeling good about what I do, not expecting everything I do to be perfect			

		Yes	No	Not Sure
40.	Getting good grades in school	40.		
41.	Being good looking	41.		
42.	Having new ideas different from others	42.		
43.	Having plenty of boys for friends	43.		
44.	Having plenty of girls for friends	44.		
45.	Being able to talk to parents easily	45.		
46.	Being able to talk to teachers easily	46.		
47.	Going ahead with school work on my own	47.		
48.	Making other people feel comfortable	48.		
49.	Having lots of pep and energy	49.		
50.	Doing social studies projects	50.		
51.	Being a good athlete	51.		
52.	Being able to use what I've learned	52.		
53.	Playing and working with boys	53.		
54.	Playing and working with girls	54.		
55.	Feeling comfortable with parents	55.		
56.	Feeling comfortable with teachers	56.		
57.	Spending most of my time on my work, not goofing off	57.		
58.	Getting others in class to like me	58.		
59.	Enjoying myself in school	59.		
60.	Reading on my own to learn something	60.		
61.	Being big and strong enough for my age	61.		

		Yes	No	Not Sure
62.	Having brains and being smart	62.		
63.	Having boys like me	63.		
64.	Having girls like me	64.		
65.	Feeling that parents trust me	65.		
66.	Feeling that teachers trust me	66.		
67.	Being well organized, having things ready when they are needed	67.		
68.	Liking others in class	68.		
69.	Being able to change things when they don't suit me	69.		
70.	Doing library reading at home	70.		
71.	Doing things like swimming and playing games outside	71.		
72.	Being interested in new things, excited about learning	72.		
73.	Having fun with boys in the class	73.		
74.	Having fun with girls in the class	74.		
75.	Having fun at home with parents	75.		
76.	Having fun at school with teachers	76.		
77.	Sticking to things, not giving up too soon	77.		
78.	Being easy to get along with	78.		
79.	Getting along without worrying too much	79.		
80.	Doing spelling work	80.		
81.	Being neat and clean in how I look	81.		
82.	Doing hard things	82.		

		Yes	No	Not Sure
83.	Helping boys and having them help me	83.		
84.	Helping girls and having them help me	84.		
85.	Helping parents and having them help me	85.		
86.	Helping teachers and having them help me	86.		
87.	Not making excuses for work that should be finished but isn't	87.		
88.	Being fair	88.		
89.	Liking to live as I please	89.		
90.	Taking part in class discussions	90.		
91.	Enjoying games and sports	91.		
92.	Having the brains for college	92.		
93.	Understanding the feelings of boys	93.		
94.	Understanding the feelings of girls	94.		
95.	Understanding the feelings of parents	95.		
96.	Understanding the feelings of teachers	96.		
97.	Putting time to good use	97.		
98.	Understanding other people	98.		
99.	Being able to live my own life	99.		
100.	Writing stories of my own	100.		

ABOUT GOING TO SCHOOL

This short list of questions gives you a chance to tell what you think about going to school. Mark what you think is the answer that fits your feelings best, just as you did in the last part.

Here is an example:

	Yes	No	Not Sure
a. School is good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The one answer you marked should be what you think, not what you think the teacher or anyone else wants. Do not be afraid to mark what you think; no one will use what you say to hurt or help your school grades.

Read along silently as your teacher reads the statements to you. Turn the page when the teacher tells you to do so.

		Yes	No	Not Sure
1. Most of my friend's like school.	1.			
2. What I do in school is interesting.	2.			
3. Most kids would be better off if they never went to school.	3.			
4. I think school can help me learn.	4.			
5. It is hard to like going to school.	5.			
6. Most things about school are all right.	6.			
7. I hope to get as much schooling as I can.	7.			
8. I like to go back to school at the end of the summer vacation.	8.			
9. When I grow up, I will be glad I went to school.	9.			
10. Going to school has nothing to do with getting a good job.	10.			
11. If I had a choice I would rather play than go to school.	11.			
12. I can hardly wait until I am old enough to quit school.	12.			
13. I do not like to be absent from school.	13.			
14. I learn a lot of new things in school.	14.			
15. Going to school is a waste of time.	15.			
16. There are a lot of things I do not like about school.	16.			
17. I like to talk about what I have learned in school with my friends.	17.			
18. For some lessons, time seems to go fast.	18.			
19. Sometimes I want to learn more about things we study in school.	19.			
20. People I respect want me to go to school.	20.			

"INTEGRATED" HISTORY TEST - 11

Read silently as the teacher reads each question. Without any talking, pick the one answer that you think is correct by putting a circle around the letter in front of that answer.

If you feel more than one answer is correct, pick the best one by circling it. If you are not sure what the right answer is, go ahead and guess. Pick an answer for each question.

For example:

Sammy Davis, Jr., is:

- a. a boxer.
- b. a singer.
- c. a scientist.
- d. a politician.
- e. a professor.

Answer "b" should be circled, because Sammy Davis, Jr. is not a boxer, scientist, politician, or professor. He sometimes makes speeches on politics but singer is the best answer because his main work is entertainment as a singer.

Do not turn this page until your teacher tells you to do so.

1. Africans have migrated to different parts of the world and may be found today:
 - a. only in North, Central, and South America and Europe.
 - b. only in North, Central and South America.
 - c. all over the world.
 - d. only in Africa.
 - e. only in the Middle East.

2. The punishment given an American slave caught stealing food for his family was:
 - a. a scolding.
 - b. a whipping.
 - c. death.
 - d. Any of these could be given.
 - e. None of these could be given.

3. A white person who fought against slavery was:
 - a. John Brown.
 - b. Frederick Douglass.
 - c. Harriet Tubman.
 - d. Jefferson Davis.
 - e. David Walker.

4. The history of politics from 1876 to 1900 shows that:
 - a. black chances for freedom ended when Lincoln died.
 - b. Republicans, the party of Lincoln, usually rewarded black support.
 - c. blacks and whites would work together toward common goals.
 - d. the Fifteenth Amendment to the U. S. Constitution would give the black equality.
 - e. neither Democrats nor Republicans were interested in meeting the needs of blacks.

5. Which one of these statements is true?
 - a. There were no black poets in the early 1900's.
 - b. No black poets have written about whites until recently.
 - c. No black poets lived in Harlem.
 - d. All black poets lived in Harlem in the early 1900's and wrote about the ghettos of New York.
 - e. There have been many black poets who have written about their feelings and experiences.

6. The initials S. N. C. C. stand for:
 - a. Student Nonviolent Coordinating Committee.
 - b. Some Negroes Carry Clubs.
 - c. Student National Coordinating Committee.
 - d. Segregation of Negroes Coordinating Council.
 - e. Society for National Colored Colleges.

7. West African empires became wealthy by:
- selling spices, fruit, and sugar.
 - trading metals, salt, and crops.
 - owning copper mines.
 - selling their land.
 - getting U. S. aid.
8. The slave on a southern plantation had:
- as many privileges as other men.
 - as many privileges as an indentured servant.
 - privileges equal to those of the blacks of today.
 - equal privileges with slaves in the northern states.
 - as many privileges as his master allowed him to have.
9. In the beginning of the Civil War, the governments of both the North and the South:
- asked and begged Blacks to fight for them.
 - did not want black soldiers.
 - used black men as spies in Europe.
 - paid black soldiers more than white soldiers of equal rank.
 - had many black army officers.
10. After the "migration" north:
- a few northern cities had more blacks than whites.
 - the North had thousands of new black farmers.
 - the blacks migrated south again.
 - for a short time there were no blacks in the South.
 - All of these are correct.
11. Many blacks migrated from the South to large industrial cities in the North. Which one of the following was not a reason for the migration?
- There was much boll weevil damage to cotton fields.
 - There was a chance for better jobs in the large northern cities.
 - They wanted to become sharecroppers in the North.
 - They saw ads in black newspapers for jobs in those cities.
 - Those who went to northern cities wrote to friends still in the South and told them to come too.
12. People who join the Black Muslims must be:
- men who have little money.
 - black men who believe in Cassius Clay.
 - men who know what it is like to be black, regardless of their color.
 - black men who have guns.
 - black men who believe in Allah.

13. The pilgrimage of Mansa Musa to Mecca shows:
- that trade routes cannot cross the Sahara Desert.
 - the great power and glory of Mali.
 - the great power and glory of Songhay.
 - that Christianity was important in Western Africa.
 - the end of growth, wealth, and learning for Mansa Musa's empire.
14. Free blacks:
- often returned to slavery because they liked it better.
 - often became rich and powerful people.
 - usually went to California.
 - usually had to carry papers with them to prove their freedom.
 - usually had to wear uniforms.
15. During the Civil War, many black men:
- controlled factories in the North.
 - went to France as spies.
 - controlled southern plantations.
 - fought bravely for the Union.
 - served in the navy of the Confederacy.
16. Racial restrictive covenants are when:
- laws do not allow racial discrimination in public housing.
 - blacks and whites agree to live in segregated neighborhoods.
 - movie theater owners provide separate balconies for blacks.
 - white neighbors agree not to sell or rent to blacks.
 - neighbors agree to sell and rent to all people.
17. Which one of these statements is true?
- Where the black people lived was always a ghetto.
 - Only blacks live in ghettos.
 - There were no ghettos in 1949.
 - One result of segregation is the black ghetto.
 - Most of Harlem has always been a ghetto.
18. The most famous spokesman of the Black Muslim movement has been:
- Adam Clayton Powell.
 - Cassius Clay.
 - Martin Luther King, Jr.
 - W. E. B. Du Bois.
 - Malcolm X.

19. Long ago, Africans lived together as:
- hermits.
 - colonies.
 - countries.
 - states.
 - extended families.
20. Slaves who were _____ usually had the hardest life of all slaves.
- ship builders
 - soldiers
 - house servants
 - field hands
 - fruit vendors (sellers)
21. Frederick Douglass was a slave who criticized slavery:
- by organizing a "back to Africa" movement.
 - in the Crisis.
 - by killing his master.
 - in folk songs.
 - in the North Star.
22. Daniel Hale Williams and Benjamin Banneker showed that black men:
- could get patents from the government.
 - greatly advanced medicine and the sciences.
 - needed a college education to be famous.
 - could pioneer in the West as well as white cowboys.
 - could join the Ku Klux Klan.
23. Which one of these statements is true?
- Some blacks started their own schools.
 - If the state doesn't start schools for the blacks, the blacks will have no schools.
 - No black man wants to go to school.
 - Most black schools in the South are cabins.
 - Blacks build only vocational schools.
24. Why would a Black Muslim use X for his last name?
- He can't spell his last name.
 - He is too proud to use his last name.
 - He doesn't like the way his last name sounds.
 - He feels his last name is African and he is American.
 - He feels his last name was once a white slaveowner's name.

25. We know something about early African history because of:
- stories and songs.
 - writing on stone tablets.
 - museum collections.
 - the Bible verses.
 - magazine articles.
26. Which of the following reasons was the most important for having slave songs?
- To make money as singers
 - To tell about slave life
 - To show blacks have rhythm
 - To praise slavery
 - To entertain whites
27. The Freedmen's Bureau:
- helped people who ran away from Canada.
 - paid money to Northerners called "carpetbaggers."
 - was a union which former slaves formed.
 - was a group of blacks who formed a railroad.
 - was set up to help the new free blacks.
28. After black nationalism started, many blacks decided to work toward:
- vocational education and political power.
 - pride in their race and self help.
 - buying power with their money.
 - "Back to Africa" programs.
 - forming a black American state in the United States.
29. Up until 1900 there were, in the United States, no black:
- banks.
 - insurance companies.
 - political parties.
 - unions for workers.
 - steamship lines.
30. The idea of "Black Power" includes black people:
- who lift weights.
 - controlling their own communities.
 - ruling the world.
 - arresting other black people.
 - working in factories.

31. History books:

- a. are important to use only if you have the one that is correct.
- b. each say exactly the same things about the past.
- c. tell only the facts about the past.
- d. show what the writer thinks is important about the past.
- e. are written again every ten years.

32. What or who was "King Cotton"?

- a. A man who freed many slaves
- b. A famous slave who was very strong
- c. Cotton grown on Colonel King's plantation
- d. The cotton industry in the South
- e. A famous black pirate

33. During Reconstruction, black people:

- a. held high political offices.
- b. were not allowed to vote.
- c. formed roving "armies" and took over land.
- d. were no longer targets for the Ku Klux Klan's actions.
- e. elected the first black president.

34. After the Civil War, most former southern slaves:

- a. worked as sharecroppers for former masters.
- b. bought small pieces of land to farm.
- c. received forty acres and a mule from the government.
- d. took over plantations.
- e. went to college.

35. The Crisis is:

- a. a Ku Klux Klan newspaper.
- b. a newspaper of the Black Muslims.
- c. a magazine printed by the N.A.A.C.P.
- d. another name for a steamship line.
- e. a book which Malcolm X wrote.

36. The person who is given credit for making the slogan "Black Power" popular is:

- a. Lyndon B. Johnson.
- b. Stokely Carmichael.
- c. James Farmer.
- d. Malcolm X.
- e. George Wallace.

37. The trip of Malcolm X to Mecca and the trip of Mansa Musa to Mecca show that both men:
- traded gold for slaves.
 - were important leaders of Africa.
 - talked and prayed together.
 - accepted the religion of Islam.
 - went to Mecca by train.
38. Before the Civil War, whites could own slaves because:
- people paid a lot of money for slaves.
 - the Bible said some men were to be slaves.
 - everyone knew slavery was all right.
 - laws allowed it.
 - the blacks wanted to be slaves.
39. The Emancipation Proclamation was a document that:
- freed all the slaves in both the North and the South.
 - freed slaves only in Washington, D. C.
 - freed some of the slaves, but not all of them.
 - freed prisoners in federal jails.
 - had nothing to do with freedom.
40. Sharecropping, after the Civil War, was:
- system in which the government plowed land and shared crops with the needy.
 - when whites sold land as a fair exchange for crops.
 - a system where black farmers shared their crops with others freely.
 - another name for slavery in which only the name was changed.
 - farming someone's lands and paying rent by giving the owner part of the crops.
41. W. E. B. Du Bois:
- the main leader of the Garvey government.
 - a leader of the N.A.A.C.P.
 - a famous scientist.
 - a lightweight boxer.
 - a Senator from Massachusetts.
42. Watts, California; Newark, New Jersey; and Detroit, Michigan:
- are cities with a population of over two million.
 - are west coast cities where automobiles are manufactured.
 - are cities where some black people rioted.
 - have many, many rich black people.
 - are cities where black people have true equality.

43. The centers of early African empires were usually found:
- on jungle river banks.
 - in small villages.
 - in large villages and cities.
 - in the Sahara Desert.
 - in Southern Africa.
44. Which one of these is true?
- There were no slave laws in the United States.
 - There were slave laws only in Alabama.
 - There were slave laws only in the southern states.
 - Slaves made laws to govern themselves known as slave laws.
 - There were slave laws in most of the original states.
45. The Missouri Compromise:
- freed the slaves in Missouri.
 - admitted Missouri into the Union as a slave state.
 - outlawed the Ku Klux Klan in Missouri.
 - was a "Jim Crow" law.
 - allowed those who lived in the northern half of the Northwest Territory to have slaves.
46. The church was an important part of black American history because:
- Christians didn't discriminate against blacks.
 - it gave hope and help to the blacks.
 - it helped blacks find jobs.
 - it was the best place to talk with whites.
 - it was like native African churches.
47. The N.A.A.C.P. :
- does not involve itself in court battles.
 - tried to keep the anti-lynching law from being passed in Congress.
 - is a Black Muslim newspaper.
 - works only with legal cases against the armed forces.
 - fight discrimination through the courts.
48. Culture can be seen in a people's:
- art and poetry.
 - songs and dances.
 - home designs and clothing.
 - All of the above are correct answers.
 - None of the above is a correct answer.