

What You Can Do:

This is your FREEDOM SUMMER. It will not work without your help.

- COFO is asking you to:
 - provide housing for the people who are coming to work here.
 - look for buildings which can be used for Freedom Schools and Community Centers.
 - get names of students who want to go to Freedom Schools.
 - let us know when you have meetings or arrange meetings so we can come answer questions about the FREEDOM SUMMER.

Many people are coming here to work during our FREEDOM SUMMER. They want to learn about Mississippi. They feel that the problems here are the problems of people all over the country. Most of them will be college students, both Negro and white.

COFO is your organization. The things it is trying to do should be done by the state. The people who have been elected to run the state say that they do not have to do things for Negroes.

IT IS THE FAULT OF THE STATE that you cannot:

- find work
- read and write
- send your children to better schools.

If you work with COFO you will be working to get yourself the better conditions you deserve.

What Is COFO?

COFO is an organization made up of all the civil rights and local citizenship groups in Mississippi which decided they must work together to improve conditions in Mississippi.



For more information:

Write to - COFO STATE OFFICE
1017 Lynch Street
Jackson, Mississippi

Or call - 352-9605

Other offices near you:

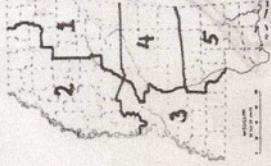
CLARKSDALE - 213 4th Street
phone - 624-2913

COLUMBUS - 1323 6th Ave. North
phone - 328-8916

GREENWOOD - 708 Avenue N
phone - 453-1282

HATTIESBURG - 507 Mobile Street
phone - 584-7670

MERIDIAN - 2505 1/2 5th Street
phone - 485-9286

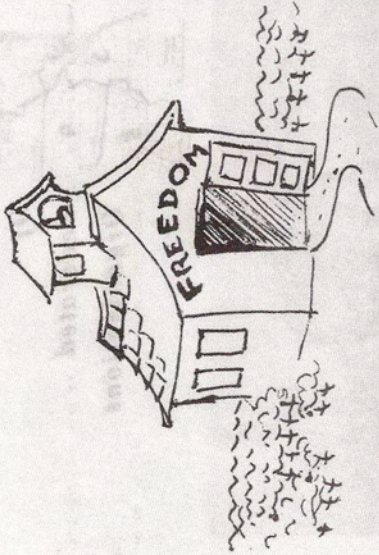


Council
Of
Federated
Organizations



MISSISSIPPI FREEDOM SUMMER

Freedom Schools



FREEDOM SCHOOLS will be during the summer. They are schools where high school students will be able to talk about things they can't talk about in regular school. They will learn about civil rights.

There will be classes for students who:

1. have trouble with their lessons in regular school and want to do better,
2. like to read and want to learn more than they are taught in regular school.

There will be singing, dancing, sports, hikes and many other things for all students.

Some of the FREEDOM SCHOOLS will be for people who spend 6 weeks away from home to live at them.

ALL OF THE FREEDOM SCHOOLS WILL BE FREE.

Voter Registration

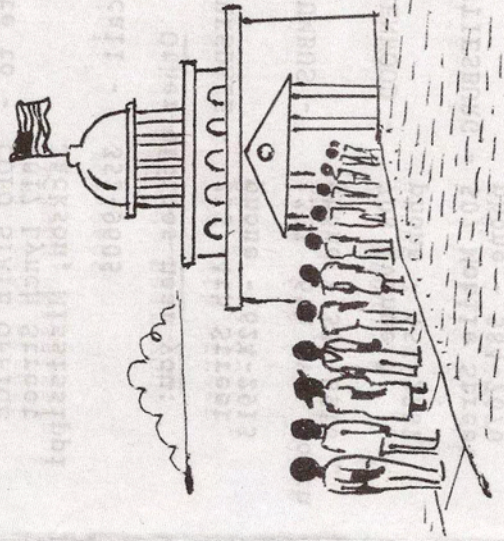
ARE YOU A REGISTERED VOTER?

If we were all voting then things would be better in Mississippi.

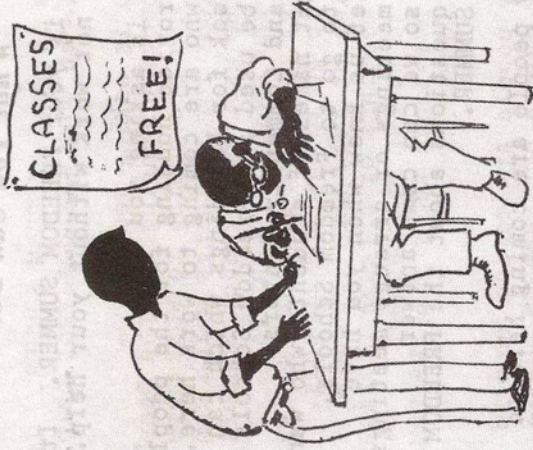
We would have:

- enough food
- more jobs
- better schools
- better houses
- paved sidewalks

People coming here this summer can work with you on VOTER REGISTRATION. They can knock on doors, teach the registration forms and drive people to the courthouse. They can help in any way you want them to.



Community Centers



A COMMUNITY CENTER is a place where everyone can do many different things. It will be mostly for adults and will offer many chances for them to learn things to help them live better.

COMMUNITY CENTERS will have:

- job training programs
- classes for people who cannot read or write
- classes on child care
- health programs
- adult education and Negro history classes
- music, drama, and arts and crafts workshops

If you have small children, they will be taken care of while you enjoy the COMMUNITY CENTER.

EVERYTHING AT THE COMMUNITY CENTER WILL BE FREE.

Memorandum

TO: MISSISSIPPI FREEDOM SCHOOL TEACHERS
FROM: Miss. Summer Project Staff
RE: SUBJECT: Overview of the Freedom Schools

COFO
1017 Lynch St.
Jackson, Miss.
May 5 (1964)

The purpose of the Freedom schools is to provide an educational experience for students which will make it possible for them to challenge the myths of our society, to perceive more clearly its realities, and to find alternatives, and ultimately, new directions for action.

Just what forms this educational experience will take will vary from school to school and from teacher to teacher. We will not be able to provide all the facilities, materials and personnel we would like. This is a fact of our whole operation, and we are used to it. But we hope the curriculum will be flexible enough to overcome them.

The Freedom Schools will consist of from 5 to 15 teachers and 25 to 50 students. It does not now appear that we will be able to secure buildings for residential schools, so you will be working in day schools in churches, store fronts, homes, etc.

The kinds of activities you will be developing will fall into three general areas: 1) academic work, 2) recreation and cultural activities, 3) leadership development. It is our hope that these three will be integrated into one learning experience, rather than being the kind of fragmented learning and living that characterize much of contemporary education. How this integration can occur will be suggested by the materials we will be sending you and by the orientation period.

Since the students' academic experiences should relate directly to their real life in Mississippi, and since learning that involved real life experiences is, we think, most meaningful, we hope that the students will be involved in the political life of their communities. As the day's schedule below indicates, the students will work in various kinds of political activity in the evenings. The way students will work in various kinds of political activity in the evenings. The way students can participate in local voter registration should be worked out by the teachers and local COFO voter registration staff at a meeting before the opening of school. The teachers will be free to participate in these activities with the students, although you may need the time to prepare lessons, etc., and thus will want the local staff to supervise the students' canvassing, etc. It may also be the case that on some evenings the teachers or students will plan a special event and thus the students will not do political work on that night. Or it may happen that the need for canvassing for a special event will cause local staff to ask for part of the students' day for this purpose. It is important that voter registration staff and teachers stay in close touch with each other so these things can be worked out. An average day's schedule might look like this: Early morning (7-9): Concentrated individual work on areas of students' particular interest or need. Morning (9-12 or 1): Academic curriculum. Afternoon: (2-4 or 5): Non-academic curriculum (recreation, cultural activities and

some tutoring). You will have to bear in mind that it is too hot in the afternoon for much concentrated work. Evening (7-9 or so): Work with voter registration activities, or special events like a visiting folk singer) on evenings when no political work is needed.

The development of a weekly schedule and a daily lesson plan will be left to the teachers and students of the school. All teachers will be at their school's site at least a week before the schools open July 7. This week should be used primarily for planning by the teaching group, as well as recruiting students and making community contacts. We will try to balance the schools' personnel so that various skills will be represented by different members of the teaching team.

The fact that you will do the actual development of a plan for each day means that you will have to be creative, resourceful, and flexible. To aid you in your task, we will be supplying you with the following material, either in the mail or at orientation:

1. Curriculum Guide for Freedom Schools, by Noel Day. This document will be your basic teaching material. It contains six units of study centered around values and social change. Each unit contains suggested content materials and teaching methods. It will be possible for you to center some of the writing and reading teaching around the subject matter of the units, and discussion will help students grow in public speaking ability.

2. Case studies are being prepared by various people. Some of these will relate directly to the curriculum suggested by the Curriculum Guide, some can be used as supplementary material. The Case Study Outline will explain how to use these studies of various problems related to civil rights and political change.

3. Papers on the teaching of science, math and remedial reading and writing (also short papers on teaching arts and crafts, dramatics, etc.)

Science will not relate directly to the subject matter of the curriculum guide, but it is important that students receive both a feeling for what real science is (which they do not receive in school) and tutorial help in specific scientific areas of study if they show interest. Any teachers who know this area should come prepared to do some special work with a few students and to handle a class session or two on a general "Wonders of Science" theme. The paper you will receive will give further ideas.

Math is an area of real difficulty for many students. Try to secure 11th and 12th grade (and earlier) math texts for use in tutoring. It will be difficult to develop class sessions around this subject, since students' abilities will vary greatly. The paper on teaching of this subject will help you see an approach for a classroom situation.

Remedial reading and writing work will be needed by nearly all students. Reading aloud is suggested in the Curriculum Guide as are some other topics. Students should be encouraged and guided in doing outside reading. Writing should be discussed with students individually with tutorial help directed toward writing improvement.

Introduction

One of the purposes of the Freedom Schools is to train people to be active agents in bringing about social change. We have attempted to design a developmental curriculum that begins on the level of the students' everyday lives and those things in their environment that they have either already experienced or can readily perceive, and builds up to a more realistic perception of American society, themselves, the conditions of their oppression, and alternatives offered by the Freedom Movement.

It is not our purpose to impose a particular set of conclusions. Our purpose is to encourage the asking of questions, and the hope that society can be improved.

The curriculum is divided into seven units:

1. Comparison of student's reality with others (the way the students live and the way others live)
2. North to Freedom? (the Negro in the North)
3. Examining the apparent reality (the "better lives" that whites live)
4. Introducing the Power Structure
5. The poor Negro and the poor white
6. Material things versus soul things
7. The movement

Each unit develops concepts that are needed for those that follow.

Physically, the content (suggested questions and concepts) is on the right side of each page with suggested case studies and visual aid material listed opposite. The suggested questions and concepts in the content portion of each page constitute the teaching guide. It should be emphasized that these are only suggestions, and that individual teachers may interpret the concepts in different ways or substitute other methods. There is probably more in each unit than it will be possible to use, but it was included so that each teacher would have a range of material to choose from, and extra material if necessary.

There are two additional sets of questions that are to be reintroduced periodically, both to permit an on-going evaluation of the effectiveness of the curriculum, and to provide students with recurring opportunities for perceiving their own growth in sophistication.

The BASIC SET OF QUESTIONS is:

1. Why are we (teachers and students) in Freedom Schools?
2. What is the Freedom Movement?
3. What alternatives does the Freedom Movement offer us?

The SECONDARY SET OF QUESTIONS is:

1. What does the majority culture have that we want?
2. What does the majority culture have that we don't want?
3. What do we have that we want to keep?
4. What do we want that neither group has?

4. A paper on Leadership Development by Charlie Cobb will contain suggestions of the kinds of skills students should develop and suggest how these can be integrated into daily activities.

5. A paper suggesting recreational and cultural activities for students will be available.

IT IS ABSOLUTELY ESSENTIAL THAT YOU STUDY THESE MATERIALS CAREFULLY AND BRING THEM SOUTH WITH YOU. THEY WILL BE YOUR GUIDE FOR THE SUMMER. YOUR TIME HERE IS LIMITED AND YOU MUST PREPARE AHEAD OF TIME AS MUCH AS POSSIBLE. We will NOT be able to replace curriculum materials if you fail to bring them with you.

We are glad you will be with the Mississippi Movement and hope that you share our excitement about the possibilities that the summer holds for real growth for you and Mississippi's young people.