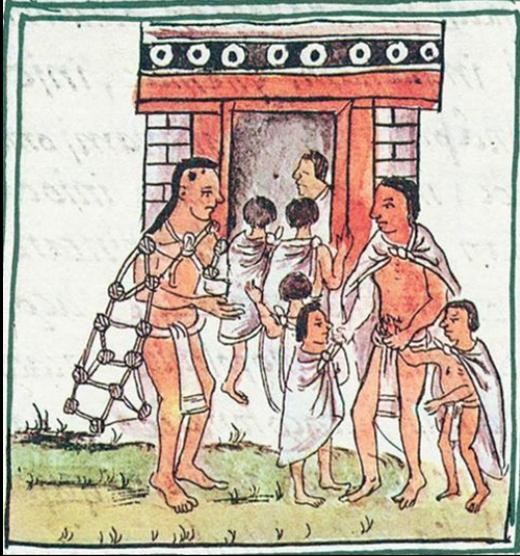


# Black Minds Matter 7 Sessions

- 01.** Schooling and its systemic realities
- 02.** Oppressive grip of education on Black male minds
- 03.** Oppressive grip of education on Black male minds
- 04.** Oppressive grip of education on Black female minds
- 05.** Oppressive grip of education on Black female minds
- 06.** Fugitive Pedagogy to successfully educate Black students
- 07.** Celebration/Community Meet and Greet

# Aztec Civilization



The Aztec had one of the first systems of mandatory public education. All children went to school in Aztec society.

# Timbuktu



**West Africa's Timbuktu was known as one of the greatest centers of knowledge in the world. Many African people who were forcibly enslaved would've been impacted by the learning community produced by Timbuktu.**

# Education in England



**School was primarily for the wealthy and middle class. Poorer families struggled to place their children in schools in 16th and 17th century England.**

# Education in Virginia

**London Company School (1619-1620) - to Christianize Indigenous People. (“Those barbarians in Virginia”)**

**East India School (1621) - to educate English children.**

**Syms School (1640s) - first “free” school in the colonies. Its purpose was to educate English children in the neighboring counties.**

**Eaton School (1650s) - Another “free” school in the colonies focusing on the same student body. The Eaton school had forcibly enslaved Black People work to maintain the school.**

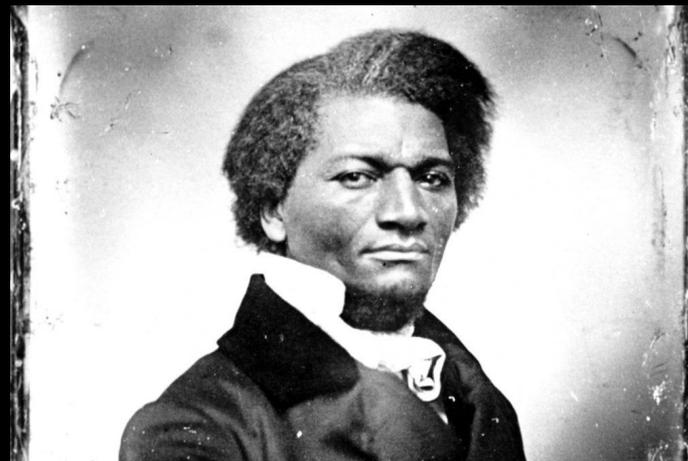
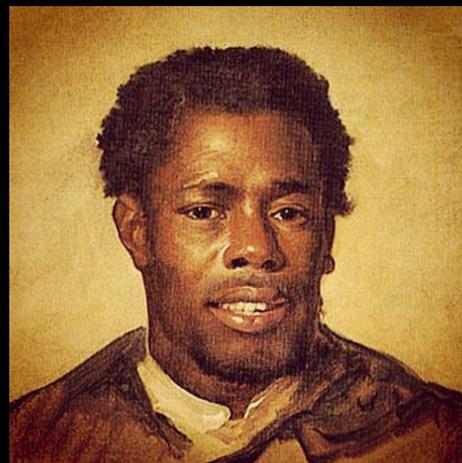
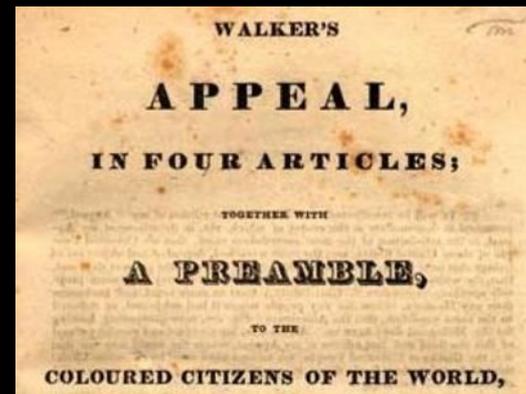
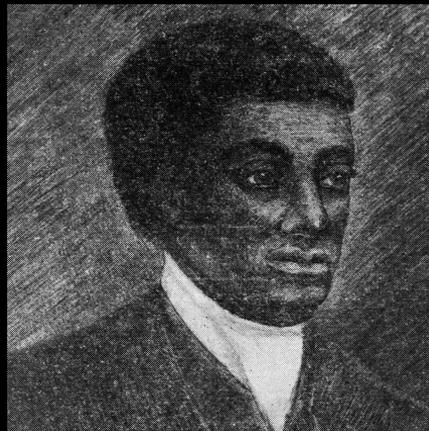
# Black Education in Virginia

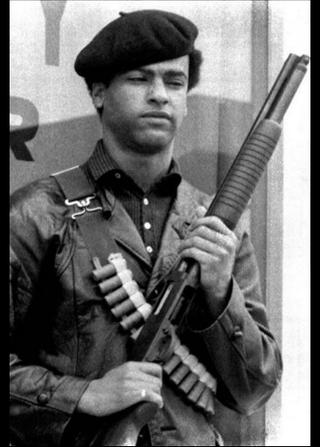
Associates of Dr. Bray School (1760-1774) - Dedicated to the education of forcibly enslaved Black children. However, a child could not attend without the permission of their “owner”. The school closed in 1774 due to low enrollment and pressure from those who were forcibly enslaving Black People.

Gabriel Prosser (1800) - More state restrictions on Black movement and education.

Nat Turner (1831) - Teaching Black People to read or write became illegal after Nat Turner’s rebellion.

Black anti-literacy laws are codified in multiple colonies and states. (1740-1865)





FEDERAL BUREAU OF INVESTIGATION CONFIDENTIAL IA

Form No. 1

THIS CASE ORIGINATED AT NEW YORK, NEW YORK

REPORT MADE AT CHARLOTTE, N. C.	DATE WHEN MADE 7/29/42	PERIOD FOR WHICH MADE 7/22/42	REPORT MADE BY [REDACTED]
------------------------------------	---------------------------	----------------------------------	------------------------------

TITLE WILLIAM EDWARD BUREHARDT DUBOIS	CHARACTER OF CASE INTERNAL SECURITY
--	--

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
EXCEPT WHERE SHOWN  
OTHERWISE

SYNOPSIS OF FACTS: Subject, who is reportedly a negro professor at a negro university at Atlanta, Georgia and who resides at New York City, reportedly made a speech in Japan several years ago, the general theme of which may have reflected uniting the yellow and black races in opposition to the white race.

APPROPRIATE AGENCIES AND FIELD OFFICES ADVISED BY SLIP DATE

- R U C -

REFERENCE: [REDACTED] Atlanta, Georgia, to the Charlotte Field Division dated February 8, 1942.

DETAILS: Reference letter of [REDACTED] Atlanta, Georgia, advised of information furnished by [REDACTED] of [REDACTED] to the effect that subject had been reported as having made a speech while in Japan to the effect that in the Japanese he saw the liberation of the negroes in America and that when the time came for them to take over the United States, they would have help from the negroes in the United States.

[REDACTED] gave as the resident address of subject, [REDACTED] New York City, and his business address as 69 5th Avenue, New York City.

2  
7

#

[Handwritten signature]



## FBI Records: The Vault

Select Language ▾

[Get FBI Updates](#)

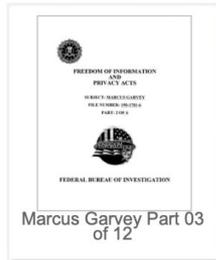
[Vault Home](#) • [Marcus Garvey](#)

### Marcus Garvey

Marcus Mosiah Garvey, Jr. (1887-1940), a Jamaican born immigrant, was an early twentieth century African-American leader who was a founder and staunch proponent of the black nationalist movement. In the aftermath of World War I, the FBI began investigating Garvey's activities, looking to deport him as an undesirable alien. In 1922, he was convicted on a mail fraud charge in connection with some of business and organizational activities in which he was involved; his sentence was later commuted by President Coolidge. This material has been released before and consists of materials from 1922 to 1965; the bulk of the file ranges 1922 to 1927.



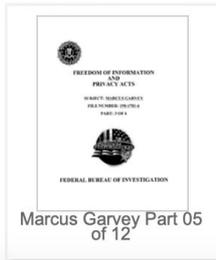
Marcus Garvey Part 02 of 12



Marcus Garvey Part 03 of 12



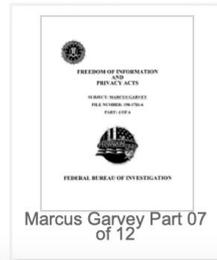
Marcus Garvey Part 04 of 12



Marcus Garvey Part 05 of 12



Marcus Garvey Part 06 of 12



Marcus Garvey Part 07 of 12

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COUNTERINTELLIGENCE PROGRAM  
BLACK NATIONALIST - HATE GROUPS  
RACIAL INTELLIGENCE

3/4/68

GOALS

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For maximum effectiveness of the Counterintelligence Program, and to prevent wasted effort, long-range goals are being set.

1. Prevent the COALITION of militant black nationalist groups. In unity there is strength; a truism that is no less valid for all its triteness. An effective coalition of black nationalist groups might be the first step toward a real "Mau Mau" [Black revolutionary army] in America, the beginning of a true black revolution.

2. Prevent the RISE OF A "MESSIAH" who could unify, and electrify, the militant black nationalist movement. Malcolm X might have been such a "messiah;" he is the martyr of the movement today. Martin Luther King, Stokely Carmichael and Elijah Muhammed all aspire to this position. Elijah Muhammed is less of a threat because of his age. King could be a very real contender for this position should he abandon his supposed "obedience" to "white, liberal doctrines" (nonviolence) and embrace black nationalism. Carmichael has the necessary charisma to be a real threat in this way.

3. Prevent VIOLENCE on the part of black nationalist groups. This is of primary importance, and is, of course, a goal of our investigative activity; it should also be a goal of the Counterintelligence Program to pinpoint potential troublemakers and neutralize them before they exercise their potential for violence.

4. Prevent militant black nationalist groups and leaders from gaining RESPECTABILITY, by discrediting them to three separate segments of the community. The goal of discrediting black nationalists must be handled tactically in three ways. You must discredit those groups and individuals to, first, the responsible Negro community. Second, they must be discredited to the white community, both the responsible community and to "liberals" who have vestiges of sympathy for militant black nationalist [sic] simply because they are Negroes. Third, these groups must be discredited in the eyes of Negro radicals, the followers of the movement. This last area requires entirely different tactics from the first two. Publicity about violent tendencies and radical statements merely enhances black nationalists to the last group; it adds "respectability" in a different way.

5. A final goal should be to prevent the long-range GROWTH of militant black organizations, especially among youth. Specific tactics to prevent these groups from converting young people must be developed. [...]

April 10, 1967

REC 105-165429-1  
Director, FBI1 -   
1 -b6  
b7HUEY PERCY NEWTON  
SM - MISC

Reference is made to San Francisco airtel dated March 16, 1967, entitled "Black Panther Party for Self Defense, Racial Matters" enclosing a letterhead memorandum of the same date.

From a review of the letterhead memorandum wherein the statements and activities of the captioned subject were noted it is believed desirable that you immediately submit a report setting forth the activities of this subject together with your recommendation with regard to placing his name in the Security Index.

JAJ/csh  
(5) *csh*NOTE:

Subject is not in the Security Index. Bureau files reveal no prior investigation of subject. He is one of the militant leaders of the Black Panther Party for Self Defense in the San Francisco area and has been observed openly carrying revolvers and rifles on the street and has made revolutionary statements with regard to doing away with our form of Government. Subject has an extensive criminal record and is reportedly supervising the making and gathering of Molotov cocktails.

# Black Panther Greatest Threat to U.S. Security

WASHINGTON (UPI) — The Black Panther party represents the greatest threat among the black extremist groups to the internal security of the United States, FBI director J. Edgar Hoover said today. Hoover said in his fiscal 1969 annual report the increased activity of "violence-prone black extremists group" had put more investigative responsibilities on the FBI.

"Of these," Hoover said, "the Black Panther party, without question, represents the greatest threat to the internal security of the country."

"Schooled in the Marxist-Leninist ideology and the teachings of Chinese Communist leader Mao Tse-tung, its members have perpetrated numerous assaults on police officers and have engaged in

only to ghetto residents, but to students in colleges, universities and high schools as well."

Huey Newton, the Panthers' minister of defense, was convicted Sept. 8, 1968 for the fatal shooting of an Oakland, Calif., policeman.

Another Panther, Bobby Seal, was among eight demonstrators at the 1968 Democratic National Convention in Chicago indicted on federal charges of inciting to riot.

Hoover announced new figures showing student revolutions during the 1968-69 academic year caused more than \$3 million in damage to educational facilities and led to more than 4,000 arrests.

He said the use of "organized terror and violence" disrupted more than 225 institutions of

In 1969 the US government waged war on the BPP which resulted in the killings of BPP members, infiltration of BPP chapters, and multiple members locked up as political prisoners.

The government has continued its war on Black movements to the present day.



# Pushout: A Discussion About the Criminalization of Black Girls in Schools

Monday, June 27th, 2016

## Introduction

Dr. Robert K. Ross, The California Endowment

## Moderator

Priscilla Ocen, Loyola Law School

## Performance by

Jazz Hudson

#PUSHOUT



## Panelists

Monique Morris, National Black Women's Justice Institute

Ingrid Archie, A New Way of Life

Nola Brantley, Nola Brantley Speaks



The California Endowment



DEPARTMENT OF EDUCATION SUSPENSION DATA FOR GIRLS AND BOYS

SUSPENDED **3x** MORE



WHITE BOYS

BLACK BOYS

SUSPENDED **6x** MORE



WHITE GIRLS

BLACK GIRLS

Figure 1: Intra-gender comparison of suspension rates. Department of Education, school year 2011-2012

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## RATES OF ARREST AND REFERRAL TO LAW ENFORCEMENT



**Black girls are almost 4x more likely to be arrested in school than white girls.**



**White girls**



**Black girls are close to 3x more likely to be referred to law enforcement than white girls.**



**White girls**



**Latina students are close to 3x more likely to be arrested in elementary school than white girls.**



**White girls**

Source: Misha Inniss-Thompson, SUMMARY OF DISCIPLINE DATA FOR GIRLS IN U.S. PUBLIC SCHOOLS: AN ANALYSIS FROM THE 2013-14 U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS DATA COLLECTION, National Black Women's Justice Institute (2017).

# The Spirit of Fugitive Pedagogy

- 1. Deeply rooted in the Black Experience**
- 2. Guided by members of the Black community**
- 3. Black faculty and Black community members present**
- 4. Education tied to freedom, liberation, and upliftment of the Black community and Black people.**
- 5. Education influenced by the culture of Black People**
- 6. Education relevant to lived experience of the people**



# **The Spirit of Institutional Fugitive Pedagogy**

- 1. Owned/Directed by the Black community**
- 2. Brings value to the Black community**
- 3. Curriculum centers Black history and the Black experience.**
- 4. Assessment is community and culturally relevant.**
- 5. Communal/Restorative approach to behavior and discipline.**
- 6. Earns the trust and respect of the community by succeeding in its mission to provide a quality culturally relevant education to Black students.**



# The Spirit of Personal Fugitive Pedagogy

- 1. Rooted in real relationships between community, educators, and students.**
- 2. Curriculum is relevant to the social, political, economic, cultural, historical, and contemporary reality of students.**
- 3. Educators must have a social and cultural understanding of their students and how they learn.**
- 4. The culture of education cannot be rooted in stereotypes, oppression, and exploitation of Black students.**
- 5. All Black students can learn, and are valuable.**
- 6. Black culture and identity needs to be welcomed in the learning space.**



# Texts Used with Black Minds Matter Class



## Black Minds Matter

Dr. Luke Wood



## Black Boy Poems and Curriculum

Tyson Amir



## PushOut

Dr. Monique Morris



## Fugitive Pedagogy

Garvis Givens



## Anti-Blackness at School

Joi A. Spencer and  
Kerri Ullucci



**Impact**

"I appreciated the space to talk about race and what we are seeing in our community, as educators. I also appreciated hearing from parents and other community members."

"It helped me to understand how racism underlies so many parts of our society and that I need to work to help change that in whatever way I can."

"This class was extremely impactful during the pandemic to help me get more perspectives from Black people and other minorities that as a white female I don't have and it was good to really help my listening skills and practicing more empathy."

"It opened up the door for me to really look at my own learned assumptions and beliefs. Unknowingly I had somewhat of an attitude, (for lack of better words), that existed in my subconscious. By attending these cohorts it allowed me to face my own biases head on, forcing me to redirect my thought process in a more productive way."

## **Reflections from participants:**

### **What impact did the Black Minds Matter class have on you personally/ professionally**

"The content was powerful and helped me self-reflect on what allyship means. The class was relevant because my teaching was more informed of background, history, contemporary issues facing my Black students."

"It was a phenomenal class that provided opportunities to reflect, hear others reflect, and share about their life experiences."

"It was wonderful to openly, and candidly discuss ongoing cultural issues and social systems set in place..."

"The Black Minds Matter class helped me understand HOW to be an active participant in dismantling racism in the classroom and in the community. It's not enough to just agree with the ideas. It's necessary to put one's values into practice every day."

"It helped me to be more aware of the gaps in my front yard, the class made the facts more real - this isn't just a national problem, but one a lot closer to home where I can actually do stuff about it."

"The community voices and the conversations helped me to gain a deeper perspective of the needs of our black families and students."

"Black Minds Matter made me more confident when interacting with family and friends on the issues of race and equity since I was more well informed. This past year I have continued to read books on the subject... This class also made me much more pro-active as a teacher and I made a lot of effort to reach out to my students who are Black to encourage them to enroll in the Afrocentric Honors US History and Afrocentric Honors English classes, which they did. One of them shared ... the Afrocentric classes changed his life. He spoke about 'miseducation' and is now thinking of applying to a 4-year college instead of going the community college route. He is thinking of studying English or journalism now, since he has seen the power of the word. I give a lot of credit to the Black Minds Matter class."

"Be comfortable with being uncomfortable. I remained mostly quiet and absorbed all that was said. There were times of discomfort for sure, and I stayed with it."

"The Black Minds Matter class helped me understand HOW to be an active participant in dismantling racism in the classroom and in the community. It's not enough to just agree with the ideas. It's necessary to put one's values into practice every day."

"I understand now most aren't aware of the role that they play in perpetuating their fearful and penalizing narratives onto young black boys ... I now enter conversations as a parent and staffer with this in mind."

"Enjoyed the conversation. Nice to hear I was not alone."

"In my role as a parent I became more aware of what my kids were reading in class and I volunteered to read books in the classroom so I could bring in diversity. I also went through my own family bookshelf and made changes."

# Barriers

- Racism, Anti-Blackness, & White Supremacy Culture
- Inconsistency
- Lack of Knowledge/Experience with topics
- Fear of Parent pushback
- Community Pushback

-Lack of time and personnel

# How to get started with Black Minds Matter

1. Support from Superintendent
2. Support from a site administrator
3. Base Curriculum written by Black people
4. Regular Meeting Space
5. Community Feel- music, food, authentic conversations, Black participants
6. District Credibility
7. Commitment to continue the work each year