**Curry & Cecelski reading guide**  
Ed 300 Ed Reform Past & Present with Jack Dougherty  
Last updated March 2014 and archived at [http://commons.trincoll.edu/edreform](http://commons.trincoll.edu/edreform)

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<td>Based on author’s relationship (and follow-up interviews) with Carter family, first African Americans to desegregate all-white schools in Sunflower County, Mississippi in mid-1960s</td>
<td>Based on author’s study of African Americans in Hyde County, North Carolina, who protested against school desegregation plan that would close two historically black schools in their rural coastal community in late 1960s</td>
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| Historical actors: Mae Bertha & Matthew Carter & family  
White residents of Sunflower County | Historical actors: Black residents of Hyde County  
White residents of Hyde County |

**Comparative discussion questions** (answer for your book & listen to compare with other)

1) What type of school desegregation -- if any -- was implemented in each community? Who controlled the process?

2) What were the conditions of black schools in each community?

3) How did different historical actors perceive the “freedom of choice” desegregation plans in each community? Who favored or opposed it, and why?

4) How did activists in each community define the goals of their struggle? What type of power did they exercise? To what extent did they achieve their goals?

5) Historiography: Why does your instructor divide the class and assign both of these interpretations on struggles over *Brown*? Hint: Read Jack Dougherty’s “Conclusion,” in *More Than One Struggle: The Evolution of Black School Reform in Milwaukee* (2004).

Be prepared to share your expertise about your assigned book with a classmate who has read the other book, and to complete the online reading quiz in class (not beforehand).