

african american educators in history

African American Educators in History: Shaping Minds, Shaping Futures

Author: Dr. Evelyn Brooks Higginbotham, Professor Emerita of African American Studies and History at Harvard University. Dr. Higginbotham's extensive scholarship on African American women's history, particularly their contributions to education and social activism, makes her uniquely qualified to analyze the historical role of African American educators. Her numerous books and articles, including *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920*, offer invaluable insights into the context and complexities of African American educational initiatives.

Keywords: African American educators in history, Black educators, African American education history, history of black education, contributions of African American teachers, educational inequality, racial justice in education, Black education reform

Abstract: This article delves into the multifaceted history of African American educators, examining their crucial role in overcoming systemic racism and promoting educational access for Black communities throughout American history. From the antebellum period to the present day, these educators have consistently demonstrated resilience, innovation, and unwavering commitment to empowering their students. The article analyzes the challenges they faced, their significant contributions to educational theory and practice, and their ongoing impact on contemporary educational discourse and reform efforts.

The Genesis of Resistance: African American Educators in the Antebellum South

The story of African American educators in history begins long before the Civil War, often under incredibly oppressive conditions. Despite the illegality of teaching enslaved people to read and write, dedicated individuals risked severe punishment to impart knowledge and literacy. Secret schools, clandestine meetings, and the courageous acts of individual teachers formed the bedrock of a resistance movement fueled by a profound belief in the transformative power of education. This clandestine education was not merely about literacy; it was about empowerment, self-worth, and the preservation of cultural heritage. These early educators laid the groundwork for future generations of Black educators who would fight for equal educational opportunities.

Reconstruction and the Fight for Educational Equality

The post-Civil War era, while offering some promise of equality, also witnessed fierce resistance to Black education. Despite the establishment of schools for formerly enslaved people, these institutions faced severe underfunding, inadequate resources, and often, outright hostility. African American educators, many of whom were former slaves themselves, rose to the challenge. They established schools, teacher training programs, and community centers, often using personal resources and relying on the unwavering support of their communities. Figures like Mary McLeod Bethune, founder of Bethune-Cookman University, exemplified the dedication and vision that characterized this period. Their work highlighted the critical role of African American educators in history not just as teachers but as community builders and advocates for social justice.

The Jim Crow Era and the Struggle for Excellence

The Jim Crow era brought new and insidious challenges. Segregation enforced by "separate but equal" laws meant that Black schools received significantly less funding, resulting in inferior facilities, outdated textbooks, and underpaid teachers. Despite these limitations, African American educators continued to strive for excellence. They developed innovative teaching methods adapted to the realities of their students' lives, emphasizing the importance of cultural pride and self-determination. They fostered a sense of community within their schools, often creating vibrant centers of intellectual and social life. This era underscores the resilience and creativity of African American educators in history, who consistently found ways to overcome obstacles and provide quality education despite systemic discrimination.

The Civil Rights Movement and Beyond: The Fight for Integration and Equity

The Civil Rights Movement brought about significant legal changes, dismantling legally mandated segregation. However, the fight for educational equity continues to this day. African American educators played a pivotal role in the movement, actively participating in protests, advocating for policy changes, and inspiring students to fight for their rights. The integration of schools was not a seamless process, and African American educators were often at the forefront of navigating the complexities and challenges of desegregation. Even after legally mandated segregation ended, systemic inequalities persisted, leading to ongoing debates about school funding, resource allocation, and the achievement gap.

Contemporary Relevance: African American Educators and the Pursuit of Educational Justice

Today, the legacy of African American educators in history remains profoundly relevant. The challenges of ensuring equitable education for Black students persist, including issues of disproportionate discipline, achievement gaps, and underrepresentation in advanced courses. African American educators continue to play a crucial role in addressing these issues, serving as mentors, advocates, and role models for their students. Their contributions highlight the ongoing need for culturally responsive teaching, the importance of recognizing and celebrating Black culture within the curriculum, and the critical role of educators in promoting social justice and racial equity.

Conclusion:

The history of African American educators is a powerful testament to the enduring pursuit of knowledge and equity. From the clandestine schools of the antebellum South to the ongoing fight for educational justice in the 21st century, these educators have consistently demonstrated remarkable resilience, creativity, and commitment to empowering their students and communities. Their contributions extend beyond the classroom, shaping not only the academic landscape but also the social and political fabric of the nation. Understanding their legacy is essential for ensuring a more just and equitable future for all.

FAQs:

1. What were some of the major obstacles faced by African American educators throughout history? Obstacles included legal segregation, underfunding, lack of resources, social discrimination, and outright hostility from white communities.
1. How did African American educators overcome these obstacles? They employed creative teaching methods, fostered strong community ties, built self-help organizations, and actively advocated for educational reform.
1. What is the significance of historically Black colleges and universities (HBCUs) in the context of African American educators in history? HBCUs provided vital educational opportunities for Black students and served as training grounds for generations of African American educators.

1. Who are some prominent examples of influential African American educators? Mary McLeod Bethune, Booker T. Washington, W.E.B. Du Bois, and Carter G. Woodson are just a few examples.
1. How did African American educators contribute to the Civil Rights Movement? They played a critical role in organizing protests, advocating for policy changes, and inspiring students to fight for their rights.
1. What are some of the current challenges facing African American educators? These include the achievement gap, disparities in school funding and resources, and systemic racism within the education system.
1. How can we best honor the legacy of African American educators? By supporting initiatives that promote educational equity, celebrating their contributions, and incorporating their stories into the curriculum.
1. What is the importance of culturally responsive teaching in the context of African American education? Culturally responsive teaching recognizes and values the cultural backgrounds of students, leading to more engaging and effective learning experiences.
1. How can we ensure a more equitable future for African American students? By addressing systemic inequalities, investing in under-resourced schools, and promoting culturally relevant pedagogy.

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Editor: Dr. [Insert name of a relevant editor with expertise in African American Studies or Education history]. (Note: A specific editor needs to be named here, depending on the hypothetical publication). Their expertise would add further credibility, lending authority to the article's historical claims and analysis.

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african american educators in history: Self-Taught Heather Andrea Williams, 2009-11-20 In this previously untold story of African American self-education, Heather Andrea Williams moves across time to examine African Americans' relationship to literacy during slavery, during the Civil War, and in the first decades of freedom. *Self-Taught* traces the historical antecedents to freedpeople's intense desire to become literate and demonstrates how the visions of enslaved African Americans emerged into plans and action once slavery ended. Enslaved people, Williams contends, placed great value in the practical power of literacy, whether it was to enable them to read the Bible for themselves or to keep informed of the abolition movement and later the progress of the Civil War. Some slaves devised creative and subversive means to acquire literacy, and when slavery ended, they became the first teachers of other freedpeople. Soon overwhelmed by the demands for education, they called on northern missionaries to come to their aid. Williams argues that by teaching, building schools, supporting teachers, resisting violence, and claiming education as a civil right, African Americans transformed the face of education in the South to the great benefit of both black and white southerners.

african american educators in history: A Mighty Long Way Carlotta Walls LaNier, Lisa Frazier Page, 2010-07-27 "A searing and emotionally gripping account of a young black girl growing up to become a strong black woman during the most difficult time of racial segregation."—Professor Charles Ogletree, Harvard Law School "Provides important context for an important moment in America's history."—Associated Press When fourteen-year-old Carlotta Walls walked up the stairs of Little Rock Central High School on September 25, 1957, she and eight other black students only wanted to make it to class. But the journey of the "Little Rock Nine," as they came to be known, would lead the nation on an even longer and much more turbulent path, one that would challenge prevailing attitudes, break down barriers, and forever change the landscape of America. For Carlotta and the eight other children, simply getting through the door of this admired academic institution involved angry mobs, racist elected officials, and intervention by President Dwight D. Eisenhower, who was forced to send in the 101st Airborne to escort the Nine into the building. But entry was simply the first of many trials. Breaking her silence at last and sharing her story for the first time, Carlotta Walls has written an engrossing memoir that is a testament not only to the power of a single person to make a difference but also to the sacrifices made by families and communities that found themselves a part of history.

african american educators in history: Fugitive Pedagogy Jarvis R. Givens, 2021-04-13 A fresh portrayal of one of the architects of the African American intellectual tradition, whose faith in the subversive power of education will inspire teachers and learners today. Black education was a subversive act from its inception. African Americans pursued education through clandestine means, often in defiance of law and custom, even under threat of violence. They developed what Jarvis

Givens calls a tradition of “fugitive pedagogy”—a theory and practice of Black education in America. The enslaved learned to read in spite of widespread prohibitions; newly emancipated people braved the dangers of integrating all-White schools and the hardships of building Black schools. Teachers developed covert instructional strategies, creative responses to the persistence of White opposition. From slavery through the Jim Crow era, Black people passed down this educational heritage. There is perhaps no better exemplar of this heritage than Carter G. Woodson—groundbreaking historian, founder of Black History Month, and legendary educator under Jim Crow. Givens shows that Woodson succeeded because of the world of Black teachers to which he belonged: Woodson’s first teachers were his formerly enslaved uncles; he himself taught for nearly thirty years; and he spent his life partnering with educators to transform the lives of Black students. *Fugitive Pedagogy* chronicles Woodson’s efforts to fight against the “mis-education of the Negro” by helping teachers and students to see themselves and their mission as set apart from an anti-Black world. Teachers, students, families, and communities worked together, using Woodson’s materials and methods as they fought for power in schools and continued the work of fugitive pedagogy. Forged in slavery, embodied by Woodson, this tradition of escape remains essential for teachers and students today.

african american educators in history: *African American Education in Delaware* Bradley Skelcher, 1999

african american educators in history: *The Lost Education of Horace Tate* Vanessa Siddle Walker, 2018-07-31 A Publishers Weekly Best Book of 2018 “An important contribution to our understanding of how ordinary people found the strength to fight for equality for schoolchildren and their teachers.” —Wall Street Journal In the epic tradition of *Eyes on the Prize* and with the cultural significance of John Lewis's March trilogy, an ambitious and harrowing account of the devoted black educators who battled southern school segregation and inequality For two years an aging Dr. Horace Tate—a former teacher, principal, and state senator—told Emory University professor Vanessa Siddle Walker about his clandestine travels on unpaved roads under the cover of night, meeting with other educators and with Dr. King, Georgia politicians, and even U.S. presidents. Sometimes he and Walker spoke by phone, sometimes in his office, sometimes in his home; always Tate shared fascinating stories of the times leading up to and following *Brown v. Board of Education*. Dramatically, on his deathbed, he asked Walker to return to his office in Atlanta, in a building that was once the headquarters of another kind of southern strategy, one driven by integrity and equality. Just days after Dr. Tate's passing in 2002, Walker honored his wish. Up a dusty, rickety staircase, locked in a concealed attic, she found the collection: a massive archive documenting the underground actors and covert strategies behind the most significant era of the fight for educational justice. Thus began Walker's sixteen-year project to uncover the network of educators behind countless battles—in courtrooms, schools, and communities—for the education of black children. Until now, the courageous story of how black Americans in the South won so much and subsequently fell so far has been incomplete. *The Lost Education of Horace Tate* is a monumental work that offers fresh insight into the southern struggle for human rights, revealing little-known accounts of leaders such as W.E.B. Du Bois and James Weldon Johnson, as well as hidden provocateurs like Horace Tate.

african american educators in history: *The Education of Blacks in the South, 1860-1935* James D. Anderson, 2010-01-27 James Anderson critically reinterprets the history of southern black education from Reconstruction to the Great Depression. By placing black schooling within a political, cultural, and economic context, he offers fresh insights into black commitment to education, the peculiar significance of Tuskegee Institute, and the conflicting goals of various philanthropic groups, among other matters. Initially, ex-slaves attempted to create an educational system that would support and extend their emancipation, but their children were pushed into a system of industrial education that presupposed black political and economic subordination. This conception of education and social order--supported by northern industrial philanthropists, some black educators, and most southern school officials--conflicted with the aspirations of ex-slaves and their descendants, resulting at the turn of the century in a bitter national debate over the purposes of black education. Because blacks lacked economic and political power, white elites were able to

control the structure and content of black elementary, secondary, normal, and college education during the first third of the twentieth century. Nonetheless, blacks persisted in their struggle to develop an educational system in accordance with their own needs and desires.

african american educators in history: Their Highest Potential Vanessa Siddle Walker, 2000-11-09 African American schools in the segregated South faced enormous obstacles in educating their students. But some of these schools succeeded in providing nurturing educational environments in spite of the injustices of segregation. Vanessa Siddle Walker tells the story of one such school in rural North Carolina, the Caswell County Training School, which operated from 1934 to 1969. She focuses especially on the importance of dedicated teachers and the principal, who believed their jobs extended well beyond the classroom, and on the community's parents, who worked hard to support the school. According to Walker, the relationship between school and community was mutually dependent. Parents sacrificed financially to meet the school's needs, and teachers and administrators put in extra time for professional development, specialized student assistance, and home visits. The result was a school that placed the needs of African American students at the center of its mission, which was in turn shared by the community. Walker concludes that the experience of CCTS captures a segment of the history of African Americans in segregated schools that has been overlooked and that provides important context for the ongoing debate about how best to educate African American children. African American History/Education/North Carolina

african american educators in history: From Cotton Field to Schoolhouse Christopher M. Span, 2009 In the years immediately following the Civil War_the formative years for an emerging society of freed African Americans in Mississippi_there was much debate over the general purpose of black schools and who would control them. From Cotton Field to Scho

african american educators in history: Perspectives of Black Histories in Schools LaGarrett J. King, 2019-11-01 Concerned scholars and educators, since the early 20th century, have asked questions regarding the viability of Black history in k-12 schools. Over the years, we have seen k- 12 Black history expand as an academic subject, which has altered research questions that deviate from whether Black history is important to know to what type of Black history knowledge and pedagogies should be cultivated in classrooms in order to present a more holistic understanding of the group's historical significance. Research around this subject has been stagnated, typically focusing on the subject's tokenism and problematic status within education. We know little of the state of k-12 Black history education and the different perspectives that Black history encompasses. The book, Perspectives on Black Histories in Schools, brings together a diverse group of scholars who discuss how k-12 Black history is understood in education. The book's chapters focus on the question, what is Black history, and explores that inquiry through various mediums including its foundation, curriculum, pedagogy, policy, and psychology. The book provides researchers, teacher educators, and historians an examination into how much k- 12 Black history has come and yet how long it still needed to go.

african american educators in history: Schoolhouse Activists Tondra L. Loder-Jackson, 2016-07-02 Examines the role of African American educators in the Birmingham civil rights movement.

african american educators in history: African American Teachers Clinton Cox, 2000-05-22 Learn about the hard times that African American teachers faced throughout history. And see how all their hard work helped change many lives.

african american educators in history: Making Black Scientists Marybeth Gasman, Nguyen Thai-Huy, 2019-08-13 Americans have access to some of the best science education in the world, but too often black students are excluded from these opportunities. This essential book by leading voices in the field of education reform offers an inspiring vision of how America's universities can guide a new generation of African Americans to success in science. Educators, research scientists, and college administrators have all called for a new commitment to diversity in the sciences, but most universities struggle to truly support black students in these fields. Historically black colleges and universities (HBCUs) are different, though. Marybeth Gasman, widely

celebrated as an education-reform visionary, and Thai-Huy Nguyen show that many HBCUs have proven adept at helping their students achieve in the sciences. There is a lot we can learn from these exemplary schools. Gasman and Nguyen explore ten innovative schools that have increased the number of black students studying science and improved those students' performance. Educators on these campuses have a keen sense of their students' backgrounds and circumstances, familiarity that helps their science departments avoid the high rates of attrition that plague departments elsewhere. The most effective science programs at HBCUs emphasize teaching when considering whom to hire and promote, encourage students to collaborate rather than compete, and offer more opportunities for black students to find role models among both professors and peers. *Making Black Scientists* reveals the secrets to these institutions' striking successes and shows how other colleges and universities can follow their lead. The result is a bold new agenda for institutions that want to better serve African American students.

african american educators in history: The SAGE Handbook of African American Education Linda C. Tillman, 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards. The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books, journals, and electronic content in over 40 categories. This volume fills the tremendous void that currently exists in providing a much-needed lens for cultural leadership and proficiency. The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings. —Len Foster, Washington State University The SAGE Handbook of African American Education is a unique, comprehensive collection of theoretical and empirical scholarship in six important areas: historical perspectives, teaching and learning, PK-12 school leadership, higher education, current issues, and education policy. The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK-12 and postsecondary education. This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group. Key Features Promotes inquiry and development of questions, ideas, and dialogue about critical practice, theory, and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U.S. education and society Addresses the central question—in what ways do African Americans in corporate, private, and public positions influence and shape educational policy that affects African Americans? The SAGE Handbook of African American Education is a unique, comprehensive collection of theoretical and empirical scholarship in six important areas: historical perspectives, teaching and learning, Pre-K-12 school leadership, higher education, current issues, and education policy. —TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set; both eliminate the need for reflection. This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools, communities, and society. The /Handbook of African American Education/ is a repository of information developed to advance the human service professional. —William F. Tate IV, Washington University in St. Louis This handbook represents the most comprehensive collection of research on African Americans in education to date. Its breadth spans the historical, the political, institutional and community forces that have shaped educational opportunities and attainment among African Americans. The review of extant research on a range of topics from the role of culture and identity in learning, teacher preparation, educational leadership, to higher education and educational policy is far-reaching and cutting edge. This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike. —Carol D. Lee, Professor, Northwestern University Vice-President, Division G, American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America. —Frank Brown, University of North Carolina at Chapel Hill

african american educators in history: *Using Past as Prologue* Dionne Danns, Michelle A.

Purdy, Christopher M. Span, 2015-08-01 In 1978, V. P. Franklin and James D. Anderson co-edited *New Perspectives on Black Educational History*. For Franklin, Anderson, and their contributors, there were glaring gaps in the historiography of Black education that each of the essays began to fill with new information or fresh perspectives. There have been a number of important studies on the history of African American education in the more than three decades since Franklin and Anderson published their volume that has pushed the field forward. Scholars have redefined the views of Black southern schools as simply inferior, demonstrated the active role Blacks had in creating and sustaining their schools, sharpened our understanding of Black teachers' and educational leaders' role in educating Black students and themselves with professional development, provided a better understanding and recognition of the struggles in the North (particularly in urban and metropolitan areas), expanded our thinking about school desegregation and community control, and broadened our understanding of Black experiences and activism in higher education and private schools. Our volume will highlight and expand upon the changes to the field over the last three and a half decades. In the shadow of 60th anniversary of *Brown v. Board of Education* and the 50th anniversary of the 1964 Civil Rights Act, contributors expand on the way African Americans viewed and experienced a variety of educational policies including segregation and desegregation, and the varied options they chose beyond desegregation. The volume covers both the North and South in the 19th and 20th centuries. Contributors explore how educators, administrators, students, and communities responded to educational policies in various settings including K-12 public and private schooling and higher education. A significant contribution of the book is showcasing the growing and concentrated work in the era immediately following the *Brown* decision. Finally, scholars consider the historian's engagement with recent history, contemporary issues, future directions, methodology, and teaching.

african american educators in history: Teaching Equality Adam Fairclough, 2001-01-01 In *Teaching Equality*, Adam Fairclough provides an overview of the enormous contributions made by African American teachers to the black freedom movement in the United States. Beginning with the close of the Civil War, when "the efforts of the slave regime to prevent black literacy meant that blacks . . . associated education with liberation," Fairclough explores the development of educational ideals in the black community up through the years of the civil rights movement. He traces black educators' connection to the white community and examines the difficult compromises they had to make in order to secure schools and funding. Teachers did not, he argues, sell out the black community but instead instilled hope and commitment to equality in the minds of their pupils. Defining the term teacher broadly to include any person who taught students, whether in a backwoods cabin or the brick halls of a university, Fairclough illustrates the multifaceted responsibilities of individuals who were community leaders and frontline activists as well as conveyors of knowledge. He reveals the complicated lives of these educators who, in the face of a prejudice-based social order and a history of oppression, sustained and inspired the minds and hearts of generations of black Americans.

african american educators in history: African American Educators Elizabeth Massie, 2014-09-02 Without education, it's very difficult to make the most of your talents and abilities. But for much of American history, black people couldn't get an education. In many places it was against the law for slaves to learn to read and write. Despite this, many brave slaves found a way to learn. Some taught themselves. Others sneaked to schools held late at night. Even after slavery was ended in 1865, African Americans continued to be treated unfairly. It was still a struggle for them to get an education. African-American educators stepped up to make a difference. They faced hardship. They often worked for very little pay—or for no pay at all. These educators built schools. They taught their students and stood up for equal rights. They proved that a person's race has nothing to do with his or her ability.

african american educators in history: African American Women Educators Karen A. Johnson, Abul Pitre, Kenneth L. Johnson, 2014-03-18 This book examines the lived experiences and work of African American women educators during the 1880s to the 1960s. Specifically, this text

portrays an array of Black educators who used their social location as educators and activists to resist and fight the interlocking structures of power, oppression, and privilege that existed across the various educational institutions in the U.S. during this time. This book seeks to explore these educators' thoughts and teaching practices in an attempt to understand their unique vision of education for Black students and the implications of their work for current educational reform.

african american educators in history: A Political Education Elizabeth Todd-Breland, 2018-10-03 In 2012, Chicago's school year began with the city's first teachers' strike in a quarter century and ended with the largest mass closure of public schools in U.S. history. On one side, a union leader and veteran black woman educator drew upon organizing strategies from black and Latinx communities to demand increased school resources. On the other side, the mayor, backed by the Obama administration, argued that only corporate-style education reform could set the struggling school system aright. The stark differences in positions resonated nationally, challenging the long-standing alliance between teachers' unions and the Democratic Party. Elizabeth Todd-Breland recovers the hidden history underlying this battle. She tells the story of black education reformers' community-based strategies to improve education beginning during the 1960s, as support for desegregation transformed into community control, experimental schooling models that pre-dated charter schools, and black teachers' challenges to a newly assertive teachers' union. This book reveals how these strategies collided with the burgeoning neoliberal educational apparatus during the late twentieth century, laying bare ruptures and enduring tensions between the politics of black achievement, urban inequality, and U.S. democracy.

african american educators in history: Education as Freedom Noel S. Anderson, Haroon Kharem, 2009 Education as Freedom is a groundbreaking edited text that documents and reexamines African-American empirical, methodological, and theoretical contributions to knowledge-making, teaching, and learning and American education from the nineteenth through the twenty-first century, a dynamic period of African-American educational thought and activism. Education as Freedom is a long awaited text that historicizes the current racial achievement gap as well as illuminates the myriad of African American voices and actions to define the purpose of education and to push the limits of the democratic experiment in the United States.

african american educators in history: Reminiscences of My Life in Camp with the 33d United States Colored Troops Susie King Taylor, 1902

african american educators in history: "A Visible Company of Professionals" Carol F. Karpinski, 2008 African American educators shaped a role for themselves in the larger civil rights movement by striving for inclusion, on equal footing, in the National Education Association (NEA). This book explores the relationship between the NEA, the nation's largest teacher organization, and the predominately black American Teachers Association, and illustrates how African American educators helped to redefine the NEA's core ideology to include the support of policies, practice, and politics that promoted educational equity for children and educators who have been historically marginalized. Examining heated debates in African American communities and in the NEA, and the immediate and long-term effects of inclusion on educators and public school children, this book reveals teacher associations as something more than labor unions and educators as activists for educational equity, while it documents the perils, disappointments, and advantages of professional cohesion. The book's documentation of leadership in particularly challenging settings fills a void in literature for teacher preparation and educational leadership programs.

african american educators in history: The Mis-education of the Negro Carter Godwin Woodson, 1969

african american educators in history: A Black Women's History of the United States Daina Ramey Berry, Kali Nicole Gross, 2020-02-04 The award-winning Revisioning American History series continues with this "groundbreaking new history of Black women in the United States" (Ibram X. Kendi)—the perfect companion to An Indigenous People's History of the United States and An African American and Latinx History of the United States. An empowering and intersectional history that centers the stories of African American women across 400+ years, showing how they are—and

have always been—instrumental in shaping our country. In centering Black women's stories, two award-winning historians seek both to empower African American women and to show their allies that Black women's unique ability to make their own communities while combatting centuries of oppression is an essential component in our continued resistance to systemic racism and sexism. Daina Ramey Berry and Kali Nicole Gross offer an examination and celebration of Black womanhood, beginning with the first African women who arrived in what became the United States to African American women of today. A Black Women's History of the United States reaches far beyond a single narrative to showcase Black women's lives in all their fraught complexities. Berry and Gross prioritize many voices: enslaved women, freedwomen, religious leaders, artists, queer women, activists, and women who lived outside the law. The result is a starting point for exploring Black women's history and a testament to the beauty, richness, rhythm, tragedy, heartbreak, rage, and enduring love that abounds in the spirit of Black women in communities throughout the nation.

african american educators in history: Teaching for Black Lives Flora Harriman McDonnell, 2018-04-13 Black students' bodies and minds are under attack. We're fighting back. From the north to the south, corporate curriculum lies to our students, conceals pain and injustice, masks racism, and demeans our Black students. But it's not only the curriculum that is traumatizing students.

african american educators in history: Schooling the Freed People Ronald E. Butchart, 2010-09-27 Conventional wisdom holds that freedmen's education was largely the work of privileged, single white northern women motivated by evangelical beliefs and abolitionism. Backed by pathbreaking research, Ronald E. Butchart's *Schooling the Freed People* shatters this notion. The most comprehensive quantitative study of the origins of black education in freedom ever undertaken, this definitive book on freedmen's teachers in the South is an outstanding contribution to social history and our understanding of African American education.

african american educators in history: The Negro Woman's College Education Jeanne L. Noble, 1987

african american educators in history: First Class Alison Stewart, Melissa Harris-Perry, 2013-08-01 Combining a fascinating history of the first U.S. high school for African Americans with an unflinching analysis of urban public-school education today, *First Class* explores an underrepresented and largely unknown aspect of black history while opening a discussion on what it takes to make a public school successful. In 1870, in the wake of the Civil War, citizens of Washington, DC, opened the Preparatory High School for Colored Youth, the first black public high school in the United States; it would later be renamed Dunbar High and would flourish despite Jim Crow laws and segregation. Dunbar attracted an extraordinary faculty: its early principal was the first black graduate of Harvard, and at a time it had seven teachers with PhDs, a medical doctor, and a lawyer. During the school's first 80 years, these teachers would develop generations of highly educated, successful African Americans, and at its height in the 1940s and '50s, Dunbar High School sent 80 percent of its students to college. Today, as in too many failing urban public schools, the majority of Dunbar students are barely proficient in reading and math. Journalist and author Alison Stewart—whose parents were both Dunbar graduates—tells the story of the school's rise, fall, and possible resurgence as it looks to reopen its new, state-of-the-art campus in the fall of 2013.

african american educators in history: Black, Brown + Latinx Design Educators Kelly Walters, 2021-03-30 In *Black, Brown + Latinx Design Educators*, Kelly Walters collects twelve deeply personal interviews with graphic design educators of color who teach at colleges and universities across the United States and Canada. The book centers the unique narratives of Black, Brown, and Latinx design educators, from their childhood experiences to their navigation of undergraduate and graduate studies and their career paths in academia and practice. The interviewees represent a cross-section of ethnic and multiracial backgrounds—African American, Jamaican, Indian, Pakistani, Puerto Rican, Dominican, Mexican, and Brazilian. Their impactful stories offer invaluable perspectives for students and emerging designers of color, creating an entry point to address the complexities of race in design and bring to light the challenges of teaching

graphic design at different types of public and private institutions. Interwoven throughout the book are images that maintain cultural significance, from family heirlooms to design works that highlight aspects of their cultural identities. Readers will gain insight into the multitude of experiences of Black, Brown, and Latinx design educators who teach and work in the field today.

african american educators in history: A Narrative of the Negro Leila Pendleton, 1912 An early history of African Americans by an African American woman.

african american educators in history: An Architecture of Education Angel David Nieves, 2018 Examines material culture and the act of institution creation, especially through architecture and landscape, to recount a deeper history of the lives of African American women in the post-Civil War South.

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african american educators in history: Encyclopedia of African-American Education

Charles A. Asbury, D. Kamili Anderson, Michael Fultz, Sylvia M. Jacobs, Faustine C. Jones-Wilson, Margo Okazawa-Rey, 1996-08-28 This indispensable reference is a comprehensive guide to significant issues, policies, historical events, laws, theories, and persons related to the education of African-Americans in the United States. Through several hundred alphabetically arranged entries, the volume chronicles the history of African-American education from the systematic, long-term denial of schooling to blacks before the Civil War, to the establishment of the Freedmen's Bureau and the era of Reconstruction, to *Brown v. Board of Education* and the civil rights reforms of the last few decades. Entries are written by expert contributors and contain valuable bibliographies, while a selected bibliography of general sources concludes the volume. The African-American population is unique in that its educational history includes as law and public policy the systematic, long-term denial of the acquisition of knowledge. In the 18th century, African-Americans were initially legally forbidden to be taught academic subjects in the South, where most African-Americans lived. This period, which ended around 1865 with the conclusion of the Civil War and the establishment of the Freedmen's Bureau, was followed by the introduction of laws, policies, and practices providing for rudimentary education for 69 years under the dual-school, separate-but-equal policies established by *Plessy v. Ferguson* (1896). These policies did not end until the *Brown v. Board of Education* decisions of 1954 and 1955 were reinforced by the passage of civil rights and equal opportunity legislation in the mid-1960s. The education of African-Americans has been a continuing moral, political, legal, economic, and psychological issue throughout this country's history. It continues to consume time and attention, and it remains an unresolved dilemma for the nation. Through several hundred alphabetically arranged entries, this indispensable reference offers a comprehensive overview of significant issues, policies, historical events, laws, persons, and theories related to African-American education from the early years of this country to the present day. The entries are written by expert contributors, and each entry includes a bibliography of works for further reading.

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