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Titolo	School Desegregation : Oral Histories toward Understanding the Effects of White Domination // edited by George W. Noblit
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ISBN	9789462099654 9462099650
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (236 p.)
Collana	Foundations and Applications of Artificial Intelligence
Disciplina	344.730798
Soggetti	Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Preliminary Material / George W. Noblit -- Introduction / George W. Noblit -- The Shift to Desegregated Schools / George W. Noblit -- Remembering Pre- and Post-Desegregation in Northeastern North Carolina / Sherick Hughes and Amy Swain -- Educational Apartheid in Macon/Bibb County, Georgia / Ashley P. Murray and Delores D. Liston -- Segregation and Desegregation in Parsons, Kansas / Jean Patterson -- A Historically Black High School Remains Intact / Gerrelyn Patterson -- Student Experiences / George W. Noblit -- The Final Days of Douglass School / Jean Patterson -- Dan Edwards Remembering Desegregation in Tampa / Barbara J. Shircliffe -- Educational Apartheid in Macon/Bibb County, Georgia / Ashley P. Murray and Delores D. Liston -- Marilyn Matthiew: Remembering Desegregation in Tampa / Barbara J. Shircliffe -- Just Let Them Have the School / Gerrelyn Patterson -- Implementation and Administration of Desegregated Education / George W. Noblit -- Ambivalence, Angst, and Hope / Natalie Adams and James H. Adams -- "It's Time to Make Things Right" / Kate Willink -- Implementing the "Law of the Land" / James H. Adams and Natalie Adams -- Conclusion / George W. Noblit and Matthew Green -- Contributors / George W. Noblit.
Sommario/riassunto	This book is written for the Millennial Generation to educate them about what school desegregation was actually about—the struggle over white domination in the United States. The textbooks they read as high school students describe the heroic efforts of African Americans to

achieve civil rights but do not describe who was denying them these rights—white Americans. The oral histories in this book reveal how individuals navigated efforts to achieve educational equity amidst efforts to reassert white domination. These accounts counter the textbook history the Millennial Generation read which omits the massive white resistance to school desegregation, the various ways whites used subterfuge to slow down and redirect school desegregation in what would more benefit whites, and the concerted white political backlash that has been ensconced in educational policy and reform beginning with *A Nation at Risk* and continuing in *No Child Left Behind*. That is, educational policy as we know it is all about asserting white domination and not about educating children, and thus the Millennial Generation is faced with undoing what their parents and grandparents have done.
