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| Autore | Green Hilary |
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| Sommario/riassunto | Tracing the first two decades of state-funded African American schools, Educational Reconstruction addresses the ways in which black Richmonders, black Mobilians, and their white allies created, developed, and sustained a system of African American schools following the Civil War. Hilary Green proposes a new chronology in understanding postwar African American education, examining how urban African Americans demanded quality public schools from their new city and state partners. Revealing the significant gains made after |

the departure of the Freedmen's Bureau, this study reevaluates African American higher education in terms of developing a cadre of public school educator-activists and highlights the centrality of urban African American protest in shaping educational decisions and policies in their respective cities and states.
