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Nota di contenuto	Intro -- Contents -- Preface -- Chapter 1 Introduction: The Way It Was -- Chapter 2 George Washington Trenholm: The Role of the Principal in the African American Community -- Chapter 3 It All Began with Miss Doss -- Chapter 4 Remembering the Teachers: The Heart of the Matter -- Chapter 5 The Segregated African American School: A Center for Culture, Recreation, Leadership, and Education -- Chapter 6 The Village as Educator: Learning, Nurturing, and Supporting African American Children Beyond the School Building -- Chapter 7 Alabama Politics and School Desegregation: The Punting Syndrome -- Chapter 8 From Segregation Forever to Black Is Beautiful: Access to Higher Education in Alabama Next Door -- Chapter 9 The Destruction of a School Community: Can It Be Rebuilt? -- Chapter 10 Where Do We Go from Here? -- Appendix A Significant Dates and Events Related to African American Education in Tuscumbia, Alabama -- Appendix B Methodology -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- R -- S -- T -- V -- W -- Photo essay follows page 90.
Sommario/riassunto	The history of the education of African American children in one Alabama town is reconstructed over a period of 100 years, from the

First Reconstruction period to the Second Reconstruction period (Governor George Wallace's stand in the schoolhouse door). Lessons learned from this case study, in addition to 15 years of desegregated education in the community, provides a perspective for educational policymakers to consider, as they attempt to plan effective schools in the 21st century for all children in America. Many have viewed segregated schools for African American students as dens of educational pathology with poor teachers and administrators, poorly operated academic programs and activities, dilapidated school buildings, and scarce resources. Until the last two decades, little had been written about the internal functioning of these schools or the positive impact of their efforts from the perspective of their students, families, teachers, or administrators. Despite being underfunded, understaffed, and issued second-hand books and equipment, this school and community worked together, as did many other African American schools and communities, to create effective schooling for children. This study addresses four major questions: (1) What kinds of educational experiences did teachers and principals view as important for the successful education of African American children? (2) How did the school interact with parents and the community? (3) How did the educational environment change when African American children began attending desegregated schools? (4) What can we learn from this successful school for African American children as well as their experiences in the desegregated setting that will provide a perspective for educational policymakers as we plan effective schools for all children in this country? The findings from this case study present a perspective on which educational policymakers can build as we plan caring, nurturing, and equitable learning environments for children in schools in all communities.

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