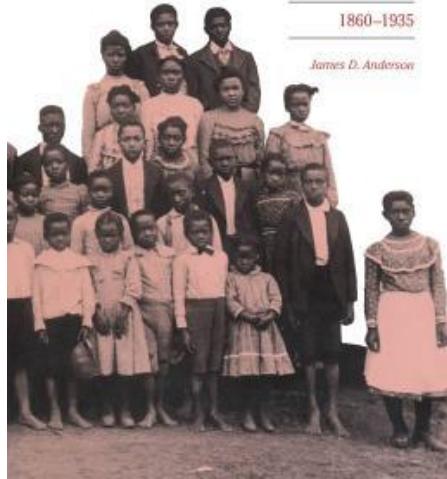


The  
Education  
of Blacks  
in the  
South,  
1860-1935

*James D. Anderson*



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# **Education of Blacks in the South, 1860-1935**

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## **Education of Blacks in the South, 1860-1935** James D. Anderson

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.

## **Education of Blacks in the South, 1860-1935 Details**

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## **From Reader Review Education of Blacks in the South, 1860-1935 for online ebook**

### **Bryan says**

Having endured a modern public education through a bachelor degree in a state university, I have never come across a poignant reflection of the racial strife existent in the postbellum south which this book clearly expresses through its examination of the education crusade undertaken by blacks in America. I was educated about Jim Crow laws and segregation and knew of the education reform movement of the forties and fifties, but without the knowledge of the experiences blacks played in forming an education system that responded to their desires as individuals and a community, knowledge of these other aspects of black American history is incomplete. This book should be read by all who can read its quality. This book should be interpreted and presented to students of all education levels so we can understand and fully appreciate what education really is. This book is not just about a racial caste society at odds with one another, it is about the enduring will to freedom and the belief that increasing our understanding of the world by educating ourselves will make tomorrow better.

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### **Angie says**

Extremely readable. Consider the epilogue required reading if you can't finish for some reason. I do wish there had been room to talk about Howard University and the leading liberal arts private universities. But, this is important reading for any American educator.

This really had an impact on my understanding of Du Bois, Washington, and the debate around the Hampton-Tuskegee model. It is interesting, but perhaps not surprising, that in my Texas elementary education, we learned (a little) about the Tuskegee Institute. And nothing about any others.

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### **Crystal Belle says**

Lots of information but ridiculously boring to read!

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### **Christopher says**

A thorough, engrossing historical view of Black education and the incredible barriers overcome by so many determined and insistent people. How many people would endure double taxation today only to be subjected to substandard education?

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### **Elliedakota says**

Class assignment EFR500. Good info, but very repetitive. Could be much shorter and still as informative.

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**Gillian Mertens says**

A thorough and insistent analysis of white supremacy's attempts to prevent the education of Blacks in the American South, and the Black population's widespread resistance to and subversion of these efforts. Anderson's account of the insidious and pervasive nature of the Hampton-Tuskegee method, and white efforts to use education as a tool for the indoctrination of Black people, is highly readable and striking.

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