

# THE RISE AND FALL OF AN URBAN SCHOOL SYSTEM

*Detroit, 1907-81, Second Edition*



Jeffrey Mirel



ANN ARBOR PAPERBACKS

# Rise And Fall Of An Urban School System Detroit 1907 1981

**Akinyele Umoja, Karin L.  
Stanford, Jasmin A. Young**



## **Rise And Fall Of An Urban School System Detroit 1907 1981:**

**The Origins of the Urban Crisis** Thomas J. Sugrue, 2014-04-27 The reasons behind Detroit's persistent racialized poverty after World War II. Once America's arsenal of democracy, Detroit is now the symbol of the American urban crisis. In this reappraisal of America's racial and economic inequalities, Thomas Sugrue asks why Detroit and other industrial cities have become the sites of persistent racialized poverty. He challenges the conventional wisdom that urban decline is the product of the social programs and racial fissures of the 1960s. Weaving together the history of workplaces, unions, civil rights groups, political organizations, and real estate agencies, Sugrue finds the roots of today's urban poverty in a hidden history of racial violence, discrimination, and deindustrialization that reshaped the American urban landscape after World War II. This Princeton Classics edition includes a new preface by Sugrue discussing the lasting impact of the postwar transformation on urban America and the chronic issues leading to Detroit's bankruptcy.

**Inequity in Education** Debra Meyers, Burke Miller, 2009-10-29 *Inequity in Education* represents the latest scholarship investigating issues of race, class, ethnicity, religion, gender, and national identity formation that influenced education in America throughout its history. Targeting sophisticated undergraduates along with graduate students and specialists, this exciting new collection will capitalize on the growing interest in the historical foundations of the problems facing our schools today. This collection of cutting-edge essays and primary source documents represents a variety of theoretical and methodological perspectives that will appeal to both social and cultural historians as well as those who teach education courses, including introductory surveys and foundations courses.

*Demolition Means Progress* Andrew R. Highsmith, 2015-07-06 Tracks the fall of Flint, Michigan, once one of the nation's greatest industrial towns, now one of its poorest cities, compelling and powerful. Kevin Boyle, National Book Award-winning author of *Arc of Justice*. In 1997, after General Motors shuttered a massive complex of factories in the gritty industrial city of Flint, Michigan, signs were placed around the empty facility reading *Demolition Means Progress*, suggesting that the struggling metropolis could not move forward to greatness until the old plants met the wrecking ball. Much more than a trite corporate slogan, the phrase encapsulates the operating ethos of the nation's metropolitan leadership from at least the 1930s to the present. Again and again, the leaders of Flint and other municipalities tried to revitalize their communities by demolishing outdated and inefficient structures and institutions and overseeing numerous urban renewal campaigns, many of which yielded only more impoverished and more divided metropolises. After decades of these efforts, the dawn of the twenty-first century found Flint one of the most racially segregated and economically polarized metropolitan areas in the nation. In one of the most comprehensive works yet written on the history of inequality and metropolitan development in modern America, Andrew R. Highsmith uses the case of Flint to explain how the perennial quest for urban renewal, even more than white flight, corporate abandonment, and other forces, contributed to mass suburbanization, racial and economic division, deindustrialization, and political fragmentation. Challenging much of the conventional wisdom about structural inequality and

the roots of the nation's urban crisis *Demolition Means Progress* shows in vivid detail how public policies and programs designed to revitalize the Flint area ultimately led to the hardening of social divisions Brilliantly narrates the entire arc of 20th century American industrialization at the scale of a single city Flint Michigan and its suburbs a remarkable book Robert Self author of *American Babylon Race and the Struggle for Postwar Oakland* *Racism in the Neoliberal Era* Randolph Hohle, 2025-08-22 *Racism in the Neoliberal Era* explains how simple racial binaries like black white are no longer sufficient to explain the persistence of racism capitalism and elite white power The neoliberal era features the largest Black middle class in US history and extreme racial marginalization Racial languages change the meaning of public and private political economy's two fundamental terms Randolph Hohle focuses on how the origins and expansion of neoliberalism depended on a racial language of white private black public The language of neoliberalism explains how the white racial frame operates like a web of racial meanings that connect social groups with economic policy geography and police brutality When America was racially segregated elites consented to political pressure to develop and fund white public institutions The Black civil rights movement eliminated legal barriers that prevented racial integration The elite white response to Black civic inclusion was to deregulate the Voting Rights Act and banking policy Elites gave themselves tax cuts and implemented austerity measures on government programs to aid the poor They privatized neighborhoods schools and social welfare creating markets around poverty They oversaw the mass incarceration and systemic police brutality against people of color Citizenship was recast as a privilege instead of a right Neoliberalism is the result of an elite white meta strategy to maintain political and economic power This new edition is thoroughly revised and updated to take account of the further history and debates over neoliberalism in the Trump and Biden eras and the significant social and political discussions around race and racism policing housing health care and citizenship as they interconnect with the American neoliberal economic and political system The new edition will be a vital textbook for students instructors and researchers in sociology politics race and economics

*Schools of Our Own Worth* Kamili Hayes, 2019-12-15 Winner 2020 American Educational Studies Association Critics Choice Award As battles over school desegregation helped define a generation of civil rights activism in the United States a less heralded yet equally important movement emerged in Chicago Following World War II an unprecedented number of African Americans looked beyond the issue of racial integration by creating their own schools This golden age of private education gave African Americans unparalleled autonomy to avoid discriminatory public schools and to teach their children in the best ways they saw fit In *Schools of Our Own Worth* Kamili Hayes recounts how a diverse contingent of educators nuns and political activists embraced institution building as the most effective means to attain quality education *Schools of Our Own* makes a fascinating addition to scholarly debates about education segregation African American history and Chicago still relevant in contemporary discussions about the fate of American public schooling *Parents and Schools* William W. Cutler, 2015-05-01 Who holds ultimate authority for the education of America's children teachers or parents Although the

relationship between home and school has changed dramatically over the decades William Cutler s fascinating history argues that it has always been a political one and his book uncovers for the first time how and why the balance of power has shifted over time Starting with parental dominance in the mid nineteenth century Cutler chronicles how schools growing bureaucratization and professionalization allowed educators to gain increasing control over the schooling and lives of the children they taught Central to his story is the role of parent teacher associations which helped transform an adversarial relationship into a collaborative one Yet parents have also been controlled by educators through PTAs leading to the perception that they are company unions Cutler shows how in the 1920s and 1930s schools expanded their responsibility for children s well being outside the classroom These efforts sowed the seeds for later conflict as schools came to be held accountable for solving society s problems Finally he brings the reader into recent decades in which a breakdown of trust racial tension and parents rights have taken the story full circle with parents and schools once again at odds Cutler s book is an invaluable guide to understanding how parent teacher cooperation which is essential for our children s educational success might be achieved

*Race and the Origins of American Neoliberalism* Randolph Hohle,2015-06-12 Why did the United States forsake its support for public works projects public schools public spaces and high corporate taxes for the neoliberal project that uses the state to benefit businesses at the expense of citizens The short answer to this question is race This book argues that the white response to the black civil rights movement in the 1950s 60s and early 70s inadvertently created the conditions for emergence of American neoliberalism Neoliberalism is the result of an unlikely alliance of an elite liberal business class and local segregationists that sought to preserve white privilege in the civil rights era The white response drew from a language of neoliberalism as they turned inward to redefine what it meant to be a good white citizen The language of neoliberalism depoliticized class tensions by getting whites to identify as white first and as part of a social class second This book explores the four pillars of neoliberal policy austerity privatization deregulation and tax cuts and explains how race created the pretext for the activation of neoliberal policy Neoliberalism is not about free markets It is about controlling the state to protect elite white economic privileges

Ghetto Schooling Jean Anyon,1997 Argues that without fundamental change in government and business policies and restoring political power and economic opportunities to inner city residents and the redirection of major resources back into the schools and the communities they serve urban schools are consigned to failure and no effort at raising standards improving teaching or boosting achievement can occur

**American Education** Wayne J. Urban,Jennings L. Wagoner, Jr.,Milton Gaither,2019-01-22 American Education A History Sixth Edition is a comprehensive highly regarded history of American education from precolonial times to the present Chronologically organized it provides an objective overview of each major period in the development of American education setting the discussion against the broader backdrop of national and world events In addition to its in depth exploration of Native American traditions including education prior to colonization it also offers strong ongoing coverage of minorities and

women This much anticipated sixth edition brings heightened attention to the history of education of individuals with disabilities of classroom pedagogy and technology of teachers and teacher leaders and of educational developments and controversies of the twenty first century *Education as Social Action* A. Swain,2005-06-01 Education plays a very important role in breaking the cycle of poverty and increasing opportunity Various forms of social movements play an important role in providing educational opportunities to communities and social groups that might otherwise be excluded filling the gap left by the state This book critically examines the origin and outcome of social action for education in different parts of the world **A New Kind of Youth** Jon N. Hale,2022-11-29 The story of activist youth in America is usually framed around the Vietnam War the counterculture and college campuses focusing primarily on college students in the 1960s and 1970s But a remarkably effective tradition of Black high school student activism in the civil rights era has gone understudied In 1951 students at R R Moton High School in rural Virginia led a student walkout and contacted the law firm of Hill Martin and Robinson in Richmond Virginia to file one of the five pivotal court cases that comprised the Brown v Board of Education decision In 1960 twenty four Burke High School students in Charleston South Carolina organized the first direct action nonviolent protest in the city at the downtown S H Kress department store Months later in the small town of McComb Mississippi an entire high school walked out in protest of the conviction of a student who sat in on a local Woolworth lunch counter in 1961 guiding the agenda for the historic Freedom Summer campaign of 1964 *A New Kind of Youth* brings high school activism into greater focus illustrating how Black youth supported liberatory social and political movements and inspired their elders across the South **Philosophy of Education** J.J. Chambliss,2013-07-04 First Published in 1996 This first of its kind Encyclopaedia charts the influence of philosophic ideas that have had the greatest influence on education from Ancient Greece to the present It covers classical thinkers as Plato Augustine Hypatia Locke and Rousseau as well as recent figures such as Montessori Heldegger Du Bois and Dewey It illuminates time hounded ideas and concepts such as idealism practical wisdom scholasticism tragedy and truth as well as modern constructs as critical theory existentialism phenomenology Marxism and post Colonialism The coverage consists of 228 articles by 184 contributors who survey the full spectrum of the philosophy of education **Black Power Encyclopedia** Akinyele Umoja,Karin L. Stanford,Jasmin A. Young,2018-07-11 An invaluable resource that documents the Black Power Movement by its cultural representation and promotion of self determination and self defense and showcases the movement s influence on Black communities in America from 1965 to the mid 1970s Unlike the Civil Rights Movement s emphasis on the rhetoric and practice of nonviolence and social and political goal of integration Black Power was defined by the promotion of Black self determination Black consciousness independent Black politics and the practice of armed self defense Black Power changed communities curriculums and culture in the United States and served as an inspiration for social justice internationally This unique two volume set provides readers with an understanding of Black Power s important role in the turbulence social change and

politics of the 1960s and 1970s in America and how the concepts of the movement continue to influence contemporary Black politics culture and identity Cross disciplinary and broad in its approach Black Power Encyclopedia From Black Is Beautiful to Urban Uprisings explores the emergence and evolution of the Black Power Movement in the United States some 50 years ago The entries examine the key players organizations and institutions trends and events of the period enabling readers to better understand the ways in which African Americans broke through racial barriers developed a positive identity and began to feel united through racial pride and the formation of important social change organizations The encyclopedia also covers the important impact of the more militant segments of the movement such as Malcolm X and the Nation of Islam and the Black Panthers

Girl's Schooling During The Progressive Era Karen Graves,2014-06-03 This work traces the impact of a differentiated curriculum on girls education in St Louis public schools from 1870 to 1930 Its central argument is that the premise upon which a differentiated curriculum is founded that schooling ought to differ among students in order prepare each for his or her place in the social order actually led to academic decline The attention given to the intersection of gender race and social class and its combined effect on girls schooling places this text in the new wave of critical historical scholarship in the field of educational research

Building Mathematics Learning Communities Erica N. Walker,2015-04-17 Opportunity to learn OTL factors interact and ultimately influence mathematics achievement Many important OTL interactions take place in school settings This volume provides insights into the role of peer interactions in the mathematics learning process The analysis describes with a sense of purpose a topic that is typically overlooked in discussions of mathematics reform The case study is an important contribution to the urban mathematics education literature William F Tate Edward Mallinckrodt Distinguished University Professor in Arts Sciences Washington University in St Louis Drawing on perceptions behaviors and experiences of students at an urban high school both high and low achievers this timely book demonstrates how urban youth can be meaningfully engaged in learning mathematics The author presents a potential model rather than a deficit model complete with teaching strategies and best practices for teaching mathematics in innovative and relevant ways This resource offers practical insights for pre and inservice teachers and administrators on facilitating positive interactions engagement and achievement in mathematics particularly with Black and Latino students It also examines societal perceptions of urban students and how these affect teaching and learning policies and mathematics outcomes Based on extensive research in urban high schools the author identifies three key principles that must be understood for teachers and students to build strong mathematics communities They are Urban students want to be a part of academically challenging environments Teachers and administrators can inadvertently create obstacles that thwart the mathematics potential of students Educators can build on existing student networks to create collaborative and non hierarchical communities that support mathematics achievement Erica N Walker is Associate Professor of Mathematics Education at Teachers College Columbia University

*Histories of Social Studies and Race: 1865-2000* Christine Woyshner,Chara

Haeussler Bohan,2012-09-06 This collection of historical essays on race develops lines of inquiry into race and social studies such as geography history and vocational education Contributors focus on the ways African Americans were excluded or included in the social education curriculum and the roles that black teachers played in crafting social education curricula

*Race and Education in New Orleans* Walter Stern,2018-05-04 Surveying the two centuries that preceded Jim Crow s demise *Race and Education in New Orleans* traces the course of the city s education system from the colonial period to the start of school desegregation in 1960 This timely historical analysis reveals that public schools in New Orleans both suffered from and maintained the racial stratification that characterized urban areas for much of the twentieth century Walter C Stern begins his account with the mid eighteenth century kidnapping and enslavement of Marie Justine Sirnir who eventually secured her freedom and played a major role in the development of free black education in the Crescent City As Sirnir s story and legacy illustrate schools such as the one she envisioned were central to the black antebellum understanding of race citizenship and urban development Black communities fought tirelessly to gain better access to education which gave rise to new strategies by white civilians and officials who worked to maintain and strengthen the racial status quo even as they conceded to demands from the black community for expanded educational opportunities The friction between black and white New Orleanians continued throughout the nineteenth century and well into the twentieth when conflicts over land and resources sharply intensified Stern argues that the post Reconstruction reorganization of the city into distinct black and white enclaves marked a new phase in the evolution of racial disparity segregated schools gave rise to segregated communities which in turn created structural inequality in housing that impeded desegregation s capacity to promote racial justice By taking a long view of the interplay between education race and urban change Stern underscores the fluidity of race as a social construct and the extent to which the Jim Crow system evolved through a dynamic though often improvisational process A vital and accessible history *Race and Education in New Orleans* provides a comprehensive look at the ways the New Orleans school system shaped the city s racial and urban landscapes Strength Through Diversity Barry M.

Goldenberg,2025 For nearly seven years from 1967 to 1974 many hundreds of bright college going youth most of whom had previously been labeled as high school dropouts would proudly celebrate their graduation from Harlem Prep a small educational experiment that grew to become a nationally renowned cherished community institution in the iconic Black neighborhood of Harlem Operating in a repurposed supermarket that used blackboards as classroom dividers the school s unique multicultural philosophy inspired all who stepped foot inside This philosophy exemplified by the school s motto of unity through diversity shaped the school s ethos fostered student achievement and most of all made Harlem Prep distinct from any other educational institution past or present In *Strength Through Diversity* Barry M Goldenberg shares the history of this one of a kind multicultural institution from its rise apex and decline revealing the collective stories of hope struggle and love from administrators teachers community members and students Using history as a blueprint Goldenberg illustrates



the untapped potential of multicultural education in the ongoing quest for educational equity Provided by publisher

**Schools Betrayed** Kathryn M. Neckerman, 2010-06-15 Neckerman's analysis provides a welcome antidote to much of the historical literature on American education which rarely examines actual policy choices Segregation did harm blacks as this fine book shows Journal of American History Book Jacket

**The New Democratic Professional in Education** Gary L. Anderson, Michael Ian Cohen, 2018-08-17 This timely and accessible book examines two waves of business influence that created models of schooling that are out of touch with the experiences of students the professional expertise of teachers and the needs and interests of local communities The book also describes the forms of resistance that are currently emerging to fight for the democratic mission of a public education Building on these promising efforts the authors present a vision for a new democratic professional that is grounded in participatory communities of practice as well as advocacy for and input from school communities

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