

# HIGHLANDER

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# Highlander No Ordinary School

**Brenda Edgerton Conley**



## **Highlander No Ordinary School:**

**Highlander** John M. Glen, 2021-10-21 and racial justice during a critical era in southern and Appalachian history This volume is the first comprehensive examination of that extraordinary and often controversial institution Founded in 1932 by Myles Horton and Don West near Monteagle Tennessee this adult education center was both a vital resource for southern radicals and a catalyst for several major movements for social change During its thirty year history it served as a community folk school as a training center for southern labor and Farmers Union members and as a meeting place for black and white civil rights activists As a result of the civil rights involvement the state of Tennessee revoked the charter of the original institution in 1962 At the heart of Horton's philosophy and the Highlander program was a belief in the power of education to effect profound changes in society By working with the knowledge the poor of Appalachia and the South had gained from their experiences Horton and his staff expected to enable them to take control of their own lives and to solve their own problems John M Glen's authoritative study is more than the story of a singular school in Tennessee It is a biography of Myles Horton co founder and long time educational director of the school whose social theories shaped its character It is an analysis of the application of a particular idea of adult education to the problems of the South and of Appalachia And it affords valuable insights into the history of the southern labor and the civil rights movements and of the individuals and institutions involved in them over the past five decades

**Highlander** John M. Glen, **Appalachians All** Mark T. Banker, 2011-02-01 A singular achievement Mark Banker reveals an almost paradoxical Appalachia that trumps all the stereotypes Interweaving his family history with the region's latest scholarship Banker uncovers deep psychological and economic interconnections between East Tennessee's three Appalachias its tourist laden Smokies its urbanized Valley and its strip mined Plateau Paul Salstrom author of Appalachia's Path to Dependency Banker weaves a story of Appalachia that is at once a national and regional history a family saga and a personal odyssey This book reads like a conversation with a good friend who is well read and well informed thoughtful wise and passionate about his subject He brings new insights to those who know the region well but more importantly he will introduce the region's complexities to a wider audience Jean Haskell coeditor Encyclopedia of Appalachia **Appalachians All** intertwines the histories of three communities Knoxville with its urban life Cades Cove with its farming logging and tourism legacies and the Clearfork Valley with its coal production to tell a larger story of East Tennessee and its inhabitants Combining a perceptive account of how industrialization shaped developments in these communities since the Civil War with a heartfelt reflection on Appalachian identity Mark Banker provides a significant new regional history with implications that extend well beyond East Tennessee's boundaries Writing with the keen eye of a native son who left the area only to return years later Banker uses elements of his own autobiography to underscore the ways in which East Tennesseans particularly successful urban dwellers often distance themselves from an Appalachian identity This understandable albeit regrettable response Banker suggests diminishes and demeans both the individual and region

making stereotypically Appalachian conditions self-perpetuating. Whether exploring grassroots activism in the Clearfork Valley, the agrarian traditions and subsequent displacement of Cades Cove residents, or Knoxville's efforts to promote trade, tourism, and industry, Banker's detailed historical excursions reveal not only a profound richness and complexity in the East Tennessee experience but also a profound interconnectedness. Synthesizing the extensive research and revisionist interpretations of Appalachia that have emerged over the last thirty years, Banker offers a new lens for constructively viewing East Tennessee and its past. He challenges readers to reconsider ideas that have long diminished the region and to re-imagine Appalachia. And ultimately, while *Appalachians* speaks most directly to East Tennesseans and other Appalachian residents, it also carries important lessons for any reader seeking to understand the crucial connections between history, self, and place. Mark T. Banker, a history teacher at Webb School of Knoxville, resides on the farm where he was raised in nearby Roane County. He earned his PhD at the University of New Mexico and is the author of *Presbyterian Missions and Cultural Interaction in the Far Southwest, 1850-1950*. His articles have appeared in the *Journal of Presbyterian History*, *Journal of the West*, *OAH Magazine of History*, and *Appalachian Journal*.

**A College For Appalachia** P. David Searles, 2021-05-11 Alice Spencer Geddes Lloyd was a New England woman with a mission in life. In 1916 she settled on Caney Creek in Eastern Kentucky, determined to bring higher education to this remote corner of Appalachia. The school she founded, now Alice Lloyd College, continues to serve the area and its people and to stand as a tribute to Lloyd's remarkable energy, determination, and vision. Lloyd's program combined a rigorous academic curriculum with an intense effort to instill a sense of service in the school's graduates. This education was provided free and required only that the students abide by Lloyd's strict rules of conduct and pledge to remain in the mountains after graduating. In the first full-scale study of Lloyd's life and work and the institution she founded, David Searles shows how this courageous and complex woman struggled throughout her long life against seemingly insurmountable odds to create an institution dedicated to improving life in Appalachia. But as he acknowledges, Lloyd's fundraising activities relied on harmful stereotypes that caused resentment among her mountain neighbors, and she often angered others working in the mountains. Despite the negative aspects of Lloyd's activities, Searles casts serious doubt on the now-fashionable conclusion that the women who came to the mountains to do good created more problems than they solved. Lloyd's story, he argues, demonstrates that much good was indeed accomplished and that the people of the mountains recognized and appreciated her achievement.

**Encyclopedia of U.S. Labor and Working-class History** Eric Arnesen, 2007 Publisher Description

**Research Methods for Community Change: A Project-Based Approach** Randy Stoecker, 2013 *Research Methods for Community Change: A Project-Based Approach*, Second Edition, is an in-depth review of all of the research methods that communities can use to solve problems, develop their resources, protect their identities, and build power. With an engaging writing style and numerous real-world examples, Randy Stoecker shows how to use a project-based research model in the community to diagnose a community condition, prescribe an intervention for the

condition implement the prescription and evaluate its impact At every stage of this model there are research tasks from needs and assets assessments to process and outcome studies Readers also learn the importance of involving community members at every stage of the project and in every aspect of the research making the research part of the community building process

**Radicals in America** Howard Brick, Christopher Phelps, 2015-07-15 Radicals in America offers the first complete and continuous history of left wing social movements in the United States from the Second World War to the present The book traces the full panoply of radical activist causes demonstrating how successive generations join currents of dissent face setbacks and political repression and generate new challenges to the status quo

*Alternative Schools* Brenda Edgerton Conley, 2002-11-22 An examination of the growth and development of alternative schools in American society and their role in the public school environment In *Alternative Schools A Reference Handbook* educator Brenda Edgerton Conley surveys the emerging alternatives to our conventional educational system a system that is not only costly but ineffective for many children In a resource aimed at a broad audience school administrators politicians and most important parents Conley offers both a historical and a present day perspective on alternative educational programs What sets the alternative education movement apart she argues is its acknowledgment that we all learn differently That knowledge has given rise to an explosion of exciting alternatives from open schools to home schooling from charter schools to church schools These alternative schools are smaller and less bureaucratic more responsive to the community and more receptive to change

**Encyclopedia of African-American Education** Charles A. Asbury, D. Kamili Anderson, Michael Fultz, Sylvia M. Jacobs, Faustine C. Jones-Wilson, Margo Okazawa-Rey, 1996-08-28 This indispensable reference is a comprehensive guide to significant issues policies historical events laws theories and persons related to the education of African Americans in the United States Through several hundred alphabetically arranged entries the volume chronicles the history of African American education from the systematic long term denial of schooling to blacks before the Civil War to the establishment of the Freedmen s Bureau and the era of Reconstruction to Brown v Board of Education and the civil rights reforms of the last few decades Entries are written by expert contributors and contain valuable bibliographies while a selected bibliography of general sources concludes the volume The African American population is unique in that its educational history includes as law and public policy the systematic long term denial of the acquisition of knowledge In the 18th century African Americans were initially legally forbidden to be taught academic subjects in the South where most African Americans lived This period which ended around 1865 with the conclusion of the Civil War and the establishment of the Freedmen s Bureau was followed by the introduction of laws policies and practices providing for rudimentary education for 69 years under the dual school separate but equal policies established by Plessy v Ferguson 1896 These policies did not end until the Brown v Board of Education decisions of 1954 and 1955 were reinforced by the passage of civil rights and equal opportunity legislation in the mid 1960s The education of African Americans has been a continuing moral political legal economic and psychological issue

throughout this country's history. It continues to consume time and attention and it remains an unresolved dilemma for the nation. Through several hundred alphabetically arranged entries, this indispensable reference offers a comprehensive overview of significant issues, policies, historical events, laws, persons, and theories related to African American education from the early years of this country to the present day. The entries are written by expert contributors and each entry includes a bibliography of works for further reading. A selected general bibliography concludes the volume. *Resources in Education*, 1998-05

**And Gently He Shall Lead Them** Eric Burner, 1994-08 Moses spent almost three years in Mississippi trying to awaken the state's black citizens to their moral and legal rights before the fateful summer of 1964 would thrust him and the Freedom Summer movement into the national spotlight. This book follows him through the civil rights years, his intensive fearless tradition of community organizing, his involvements with SNCC and the Mississippi Freedom Democratic Party, and his negotiations with the Department of Justice as the author chronicles both Moses' political activity and his intellectual development, revealing the strong influence of French philosopher Albert Camus on his life and work. *Making Democracy Work Better* Richard A. Couto, 2003-07-11 The decade of the 1980s marked a triumph for market capitalism. As politicians of all stripes sought to reinvent government in the image of private enterprise, they looked to the voluntary sector for allies to assuage the human costs of reductions in public policies of social welfare. This book details the savage side of market capitalism in Appalachia and explains the social, political, and economic roles that mediating structures play in mitigating it. Profiling the work of twenty-three such mediating structures, community-based organizations that battled to provide social safety nets, fight environmental assaults, and upgrade the education and job skills of Appalachian residents, Richard Couto distills the practical lessons to be found in their successes and shortcomings. Couto argues that a broader set of democratic dimensions be used in taking the measure of civil society and public policy in the twenty-first century. He shows that mediating structures promote the democratic prospect of reduced inequality and increased communal bonds when they provide and advocate for new forms and increased amounts of social capital, the public goods and moral resources that we invest in one another as members of a community.

**The Language of Protest** Mary Lynne Gasaway Hill, 2018-04-16 Rooted in the performative of Speech Act Theory, this interdisciplinary study crafts a new model to compare the work we do with words when we protest across genres from different geographies and languages. Rich with illustrative examples from Turkey, U.S., West Germany, Romania, Guatemala, Great Britain, and Northern Ireland, it examines the language of protest, chants, songs, poetry, and prose with an innovative use of analytical tools that will advance current theory. Operating at the intersection of linguistic pragmatics and critical discourse analysis, this book provides fresh insights on interdisciplinary topics including power, identity, legitimacy, and the Social Contract. In doing so, it will appeal to students and scholars of sociolinguistics, pragmatics, and critical discourse analysis, in addition to researchers working in sociology, political science, discourse, cultural, and communication studies.

We Make the Road by Walking Myles Horton, 1990-12-28 This dialogue

between two of the most prominent thinkers on social change in the twentieth century was certainly a meeting of giants Throughout their highly personal conversations recorded here Horton and Freire discuss the nature of social change and empowerment and their individual literacy campaigns *The SoJo Journal* Brad J. Porfilio, Azadeh F. Osanloo, 2020-12-01

The SoJo Journal Educational Foundations and Social Justice Education is an international peer reviewed journal of educational foundations San Jose State University hosts the journal It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives The SoJo Journal Educational Foundations and Social Justice Education is interested in research studies as well as conceptual theoretical philosophical and policy analysis essays that challenge the existing state of affairs in society schools and in formal education The SoJo Journal Educational Foundations and Social Justice Education is necessary because currently there is not an exclusively international foundations of education journal For instance three of the leading journal in education foundations journals e g The Journal of Educational Studies British Journal of Sociology of Education The Journal of Educational Foundations solicit manuscripts and support scholarship mainly from professors who reside in Britain and the United States This journal is also unique because it brings together scholars and practitioners from disciplines outside of educational foundations who are equally committed to social change and promoting equity and social justice inside and outside of K 16 schools The SoJo Journal Educational Foundations and Social Justice Education s audience is K 12 teachers K 12 teacher educators educational leaders social activists political economists and higher education personnel across the globe The journal is marketed to Educational Foundation Teacher Education and Educational Leadership programs which have embraced the intellectual work of the various editorial members *Protest, Power, and Change* Roger S. Powers, William B. Vogele, Douglas Bond, Christopher Kruegler, 1997-01-01

Covers tactics leaders and famous actions From Solidarity s passive aggressive faceoff with communism to the courageous sit ins and marches of the Civil Rights Movement here is the first systematic survey of peaceful confrontations between the forces for the status quo and the forces for change All the important events tactics and leaders are covered Women s suffrage blockades IRA hunger strikes monkey wrenching Charter 77 the Clamshell Alliance Rosa Parks Leo Tolstoy Martin Luther King Lech Walesa and many more Focuses on critical issues Clear comprehensive and authoritative the Encyclopedia examines such critical contemporary issues as violence the nature of power conflict resolution the mechanisms of social movements the application of moral authority and defines and surveys the underlying assumptions and prevailing thinking of all activists for change A practical blueprint for peaceful protest the first and only work of its kind For this first systematic treatment of the subject expert contributors from around the world have written essays on key persons events ideas works institutions groups and methods The result is a primer and practical guide on all aspects of nonviolent action There is an introduction a listing of the entries by category and a comprehensive index Special features First and only encyclopedia on the subject Spotlights the most important peaceful struggles of the 20th century Examines 104

nonviolent movements campaigns and events Profiles 70 activists and scholars including a dozen Nobel Peace Prize laureates  
Surveys 42 organizations that have led nonviolent movements Details 40 methods of peaceful protest     *Human Rights Education for the Twenty-First Century* George J. Andreopoulos, Richard Pierre Claude, 1997-04 I Theories and contexts

**Black Struggle, Red Scare** Jeff R Woods, 2003-10-31 At the height of the cold war southern segregationists exploited the reigning mood of anxiety by linking the civil rights movement to an international Communist conspiracy Jeff Woods tells a gripping story of fervent crusaders for racial equality swept into the maelstrom of the South's siege mentality of crafty political opportunists who played upon white southerners' very real fear of Communists and of a people who saw lurking enemies and detected red propaganda everywhere In their strange double identity as both defiant Confederate flag wavers fiercely protecting regional sovereignty and as American superpatriots many southerners stood ready to defend against subversives be they red or black Concentrating on the phenomenon at its most intense period Woods makes vivid the fearful synergy that developed between racist forces and the anti Communist cause reveals the often illegal means used to wash the movement red and documents the gross waste of public funds in pursuing an almost nonexistent threat Though ultimately unsuccessful in convincing Americans outside of Dixie that the civil rights protests were controlled by Moscow the southern red scare forced movement activists to distance themselves from the Marxist elements in their midst thereby gaining the sympathy of the American people while losing the support of some of their most passionate antiracist campaigners A product of vast archival research and the latest literature on this increasingly popular subject this is the first book to consider the southern red scare as a unique regional phenomenon rather than an offshoot of McCarthyism or massive resistance Addressing the fundamental struggle of Americans to balance liberty and security in an atmosphere of racial prejudice and ideological conflict it will be equally compelling for students of civil rights southern history the cold war and American anti Communism     **I've Got the Light of Freedom** Charles M. Payne, 2007-03-16 With this history of the civil rights movement focusing on Everyman turned hero the commoner as crusader for justice Payne challenges the old idea that history is the biography of great men Kirkus Reviews Remarkably astute in its judgments and strikingly sophisticated in its analyses it is one of the most significant studies of the Black freedom struggle yet published David J Garrow author of the Pulitzer Prize winning *Bearing the Cross* This extremely important book clearly reveals the logic of how ordinary people propelled the civil rights movement It provides a basis for optimism as we approach the next century Aldon Morris author of *The Origins of the Civil Rights Movement*     Theoretical and Historical Evolutions of Self-Directed Learning Caleb Collier, 2023-04-14 This book analyzes the deep historical and theoretical roots of self directed learning models in order to put forward a new conceptual understanding of self directed learning It utilizes philosophical methods to present arguments both historical and contemporary in favor of shifting education toward self directed models and away from a view of education that places teachers administration curriculum and standards at the center of the learning endeavor This book demonstrates that self



directed learning has proven to be effective in numerous contexts and builds on this history to present a new philosophy of education termed Eudemonic Self Directed Learning for individual and societal flourishing Exploring exemplars from different cultural and historical settings to inform post pandemic pedagogies and policies this book will appeal to scholars and researchers of the history and philosophy of education with interests in self directed learning and its potential for contemporary practice

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