

# Contents

Preface: A New Grammar for Black Education	vii
Introduction: Blackness and the Art of Teaching	1
1 Between Coffle and Classroom: Carter G. Woodson as a Student and Teacher, 1875–1912	26
2 “The Association . . . Is Standing Like the Watchman on the Wall”: Fugitive Pedagogy and Black Institutional Life	62
3 A Language We Can See a Future In: Black Educational Criticism as Theory in Its Own Right	93
4 The Fugitive Slave as a Folk Hero in Black Curricular Imaginations: Constructing New Scripts of Knowledge	126
5 Fugitive Pedagogy as a Professional Standard: Woodson’s “Abroad Mentorship” of Black Teachers	159
6 “Doomed to Be Both a Witness and a Participant”: The Shared Vulnerability of Black Students and Black Teachers	199
Conclusion: Black Schoolteachers and the Origin Story of Black Studies	229
Notes	243
Acknowledgments	295
Index	299

