

Mapping (De)segregation

GRADE LEVEL: Grades 8-10

SUBJECT: Geography, U.S.
History

TIME REQUIRED: 90 Minutes

In this lesson students will explore key events and themes related to the desegregation of schools in the U.S. through spatial analysis.

RATIONALE

Spatial analysis (map work) offers students the opportunity to see the content and related data in geographic relations to one another. This often leads to rich conclusions through comparisons or insights about the ways phenomena connect to and across places.

NOTE: While this lesson is intended for a 90 min. class session it could be paced for more time or activities could be cut to accommodate a shorter class period.

This lesson plan and materials needed to teach it can be found at the Thurgood Marshall Institute: <https://tminstituteldf.org/>

OVERVIEW

ESSENTIAL QUESTIONS

1. Why is change difficult?
2. How does a spatially organized set of events help us see them differently?
3. What are regional cultural differences/similarities in the U.S.?

OUTCOMES AND OBJECTIVES

After the lesson students will...

1. Describe the regional geography of the United States.
2. Draw conclusions about the relationship between state leaders' views of desegregation and key events leading to and beyond Brown v. Board of Education.
3. Demonstrate spatial reasoning during mapping activities.

PREPARING TO TEACH

- Review materials in the materials section of the lesson plan: 1) state leaders' perspectives on desegregation; 2) map of LDF cooperating attorneys; and 3) Winding Road to Brown and Beyond key events and cases related to the Brown decision.
- Secure access to mapping software. Google My Maps is a free collaborative tool that allows students to build "layers" and add points, lines, and shapes to the map. <https://mymaps.google.com/> other tools that might be accessible include ArcGIS

story maps and ArcGIS online. This can also be done with a printed out map of the U.S. or on poster paper.

SCAFFOLDS AND ACCOMMODATIONS TO SUPPORT LEARNERS

Reading support

- Working with historical documents often requires tampering with the documents to assure students are scaffolded for success.
 - Set the context for the materials
 - Give a clear goal or purpose for what they are reading
 - Offer everyday language versions of complicated segments of the texts.

Differentiation

- The tasks in this lesson can be adjusted for varied grade levels and skill levels by
 - reducing the number of document sets used as spatial data
 - dividing student groups into teams that are each responsible for a different segment of the data
 - adjusting the tools used for mapping data, if students or teacher are unfamiliar with digital mapping tools some practice with something easy like mapping their route to school could be a great way to quickly learn and troubleshoot digital tool use

INSTRUCTIONAL ACTIVITIES SEQUENCE

1. (10 min.) Quick review of Brown v. Board of Education:

Short Summary of Brown v. Board of Education 1954

Brown v. Board of Education was a landmark case in the United States that challenged the constitutionality of racial segregation in public schools. The case originated in Topeka, Kansas, where African American children were required to attend separate schools for black students, which were often inferior in quality to those attended by white students. The plaintiffs argued that this segregation violated the Equal Protection Clause of the 14th Amendment, which guarantees equal rights to all citizens.

The case reached the Supreme Court in 1954, and in a unanimous decision, the Court, led by Chief Justice Earl Warren, declared that state laws establishing separate public schools for black and white students were inherently unequal and unconstitutional. This decision overturned the precedent set by the 1896 case Plessy v. Ferguson, which had upheld the "separate but equal" doctrine.

The Brown v. Board of Education decision marked a pivotal moment in the Civil Rights Movement, as it laid the groundwork for desegregation efforts across the country and challenged the legal basis of segregation in other public facilities. It played a crucial role in the ongoing struggle for racial equality in the United States.

2. (20 min.) Pre-mapping review of materials.

Students can review the materials provided and discuss in small groups.

- What does each set of materials show or mean?
 - What stands out to them? Something they didn't know or is interesting?
 - What questions do they have?
- a. Set 1: State Leaders' share perspectives on desegregation
 - b. Set 2: Map of NAACP/LDF cooperating attorneys
 - c. Set 3: Winding Road to Brown and Beyond key events and cases

3. (30 min.) Mapping work with Google My Maps or other tools

- Students in small groups (2-3) should first decide on a theme. It would be overwhelming to try and map everything in all three sets of resources. So encourage them to decide on a geographic region (southeast, Midwest, northeast, etc.) OR a conceptual theme they notice in the data sets. This will help them narrow into a smaller segment and manageable spatial narrative.
- Select the people, events, ideas to map and research additional information online about the places and what happened. These additional bits of information offer rich narrative threads to connect the information and develop spatial insights through telling lesser known stories about people and places.
- Finish mapping work by placing all possible events, people, images, narrative on the map layers (each my map can have up to 10 layers that can be clicked on and off).

4. (20 min.) Student groups tell their spatial stories

- a. How did they approach the task?
- b. What story emerged?
- c. What else would they have liked to include or have available?
- d. What did the spatial aspect of the task tell them about the themes and region of the U.S. they worked on?

5. (10 min.) Exit ticket / Short response writing prompt responding to essential questions:

- a. Why is change difficult?
- b. How does a spatially organized set of events help us see them differently?
- c. What are regional cultural differences/similarities in the U.S.?

ASSESSMENT

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- The mapping work student groups produce and individual exit ticket/short responses will serve as key assessments for this lesson.
- Formative assessment includes observations of student work and conversations throughout the lesson.

MATERIALS NEEDED AND ADDITIONAL RESOURCES FOR ENRICHMENT

1. Excerpts from reports of various state leaders RE over-all picture of state reaction to supreme court decision; possibility of starting litigation, etc.

Atlanta, May 22, 1954

Binder 1, pgs. 81 – 86

School cases

EXCERPTS FROM REPORTS OF VARIOUS STATE LEADERS
RE OVER-ALL PICTURE OF STATE REACTION TO SUPREME COURT DECISION;
POSSIBILITIES OF STARTING LITIGATION, ETC.

ATLANTA, MAY 22, 1954

ALABAMA: Mr. W. C. Patton

There was quite a bit of rejoicing on the part of Negroes on the decision. Whites were astounded by the fact that the decision was unanimous. There are a few white "hotheads", but in the main they have been quite calm and sensible. On the other hand, Mr. Patton did not think there would be too much opposition. The Governor of Alabama is taking the attitude taken by many of the governors which is they are going to be willing to accept the decision, although they might require cases in court. Further, Mr. Patton thought that several test cases will suffice for the whole state.

ARKANSAS: Mrs. L. C. Bates

The Governor has stated that he will obey the law. The Governor is in process of appointing an interracial commission for the purpose of studying problems and ways and means of combatting them. Suits will probably have to be filed in about three counties. Several counties are already planning to have their schools integrated; Little Rock is also taking this step. Newspaper comments have been good, mostly favorable.

FLORIDA: Attorney William Fordham

One day after the decision was handed down, the Florida cabinet met and at that time it was decided to continue its building program. The Attorney General and State Superintendent of Education issued a statement wherein they adopted the attitude of "let's wait and see what is going to happen". The Acting Governor of Florida has asked for a meeting of governors to decide upon a course of action. Since the Board has met, a news release came out wherein the Attorney General was quoted as saying "the decision will not apply to Florida. Florida will not abide by it."

Mr. Fordham further stated that we will have to press suits in Florida; that the State Conference has several clients in the West Palm Beach area who are willing, ready and able to start a suit at any time "we give them the go ahead signal." Mr. Fordham thought that the State will not abide by the decision unless test cases are filed.

Editorial comments have been along the same line -- "we should keep cool heads".

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DISTRICT OF COLUMBIA: Mr. Eugene Davidson

Immediately upon learning of the Supreme Court's decision, the Board of Education called a special meeting for the purpose of working out plans to eliminate discrimination in education as soon as possible, perhaps by Fall, if not sooner. The President of the United States has already issued a statement to that effect.

MALDEN: (Reported by Mr. Marshall)

Suits will probably have to be filed in different counties of this State, with the exception of Wilmington.

GEORGIA: Dr. William M. Boyd

The State's Attorney General has called a meeting for the purpose of devising ways and means of circumventing the decision of the Supreme Court. The Superintendent of Public Education, Mr. Collins has gone on record as being unalterably opposed to desegregation. All persons running for public office have indicated that Georgia will not abide by any decision of the Supreme Court, even if Georgia has to resist alone. It was noted, however, that every major school organization is unalterably opposed to Talmadge's plan of doing away with public education and in the school system of Georgia, each teacher has been asked to contribute \$3.00 for the purpose of carrying on a campaign against the Talmadge plan.

Dr. Boyd stated further that the labor unions are in NAACP's corner; that the only course of action, theoretically, in the State of Georgia will be the filing of suits in each of Georgia's counties and some 50 suits in independent schools. The State Conference is willing to assume that "we are going to have to fight and the sooner we get on with the fight, the better".

ILLINOIS: Attorney Billy Jones

The Supreme Court's decision will definitely strengthen NAACP's position in Illinois in view of the fact that the State has a law prohibiting segregation in public education. Mr. Jones remarked however that it is the people themselves (those desiring to maintain status quo) who are keeping Illinois from being integrated.

KANSAS: (Reported by Mr. Carter)

Mr. Carter stated that he had received a letter from Attorney General of Kansas who argued the Topeka case, indicating that although he lost the case, he's happy that he did. Indications are that a number of cities will proceed with integration on their own.

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KENTUCKY: (Reported by Mr. Robert L. Carter)

No trouble is anticipated in this State.

LOUISIANA: Attorney Leonard P. Avery

Mr. Avery did not believe that the State will integrate its schools without institution of law suits on the part of NAACP. However, Mr. Avery did not think it would require a large number of suits to effect total integration.

MISSISSIPPI: Dr. E. J. Stringer

Dr. Stringer reported that there is a dangerous element present in that influential people (Negro) are now willing to sit down with the whites and have voluntary segregation. NAACP, however, will do everything possible to prevent such conferences. The Attorney General of the State has announced that he will not file a brief (arguments before the U. S. Supreme Court in October).

There has been no violence since the decision was handed down. A special meeting of the Legislative Advisory Board has been called for the purpose of finding ways and means of circumventing the Supreme Court's decision. Dr. Stringer further remarked that no county or school district will accept the Supreme Court decision without a fight. To this end, Dr. Stringer stated that in at least five communities NAACP will be able to secure plaintiffs for suits whenever necessary. At the present time NAACP has one plaintiff for the law school in Mississippi. Dr. Stringer concluded by stating that "those of us in Mississippi are especially concerned that the decision of the Court will be carried out and regardless whether Negroes or whites want to maintain segregation, we are going to see that the decision of the Supreme Court will be honored. We do need a full-time man on the field for this job."

MISSOURI: Mr. Carl H. Johnson

The public education atmosphere in Missouri is very, very good. With specific reference to the Supreme Court decision, the public opinion in Missouri is good. Favorable comments came from all metropolitan newspapers. The Governor of the State of Missouri promptly stated that Missouri would obey and follow the law of the Supreme Court. The Commissioner of Public Education indicated identically the same compliance. The Attorney General announced that Missouri will follow the law as announced and construed by the Supreme Court of the United States. The Kansas City Board of Education met on Thursday, May 20, and unanimously adopted a resolution to the effect that the School Board will immediately go forward and plan for total integration without awaiting a decree (decree resulting from the October arguments). The Board also instructed the Superintendent of Construction to immediately go into a plan to determine whether present locations of proposed buildings would be in keeping with the intended and spirit of the Supreme Court's decision. The Board further instructed the Vice President of Personnel to go into the question of hiring and employment of teachers.

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In other areas of Missouri, there may be little trouble here and there in trying to implement the decision of the Supreme Court. Some suits may or may not be necessary to implement the decision. Mr. Johnson, however, believed there is not going to be a serious fight to get full compliance with the Court's mandate.

Attorney David Grant, also reporting on the Missouri situation, commented that the situation in the major cities is very healthy, although he could not say whether or not a suit needs to be filed in St. Louis; that he did not anticipate any trouble in Jefferson City. The Governor of Missouri has announced publicly that he will not attend the conference of Southern Governors.

MARYLAND: (Reported by Mr. Marshall)

The Governor of this State has announced that he would follow the decision. There is a possibility of having the schools integrated without filing suits.

NORTH CAROLINA: Mr. Kelly M. Alexander

To date, there has been no particular problem of resentment. Greensboro has already gone into an integration program. State has already experienced integration on the church level. As far as administrative problems are concerned, school boards are already working out plans for integration. The Attorney General of North Carolina has advised that he would not attend the meeting of Southern Governors.

Mr. Alexander did not anticipate any trouble in the larger cities. However, he felt the need for law suits in the "black belt" section of the State. He anticipated problem among our "own people".

OKLAHOMA: Mr. James Stewart

Although the Governor of this State is the chairman of the Southern Governors Conference, he informed the President of the Oklahoma City branch NAACP that he did not plan to call this conference. There is a problem in the State in connection with having separate budgets for white and colored schools. Mr. Stewart stated that it was more a question of finances than whether or not we are going to be integrated.

SOUTH CAROLINA:

Favorable comments: Just before the decision was handed down, Dr. Hollis who is a member of the State Education Finance Committee came out with a statement in which he deplored the statement made by Governor Byrnes. Judge Foster of Greenville discussed advisability of abiding by whatever decision is handed down by the Supreme Court. Politicians that are presently seeking Negro votes have not come out with any type of inflammatory statements.

Unfavorable comments: Governor Byrnes has already stopped construction on school buildings in the State. Politicians who are dependent upon mass votes have come out with some very inflammatory statements and will try to do everything they can to not abide by the Court's decision.

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Legal advice was requested concerning a petition filed in Charleston by Negro parents. The petitioners request that the Negro high school be retained -- not to maintain segregation, but as a matter of convenience in view of the overcrowded condition in the other school.

There are also on file in nine different counties petitions for admission to white schools. In this connection, advice from the Legal Department was requested as to whether these petitions should be tabled. Advice was also requested in regard to applicants for colleges and whether these students should be encouraged under the present situation to press for admission.

TENNESSEE: Dr. Lee Lorch

Since the day the Court handed down its decision, comments in the press have been favorable. Editorial comments have been good. The Governor of the State has made no adverse comment. Same is true of the Mayor of Nashville.

In light of the above, it seems rather likely that in a number of cities there will be no necessity for specific court action. Trouble is anticipated in the western part of the State. The State actually has a case before the Circuit Court of Appeals which can be interpreted as a test case for Tennessee.

TEXAS: Mr. U. S. Tate

Several conferences have been called by the State Commission on Education for the purpose of having a mutual understanding of the problems. Trouble is anticipated in certain areas of the State.

VIRGINIA: Dr. J. M. Tinsley

In spite of the fact that the Governor is calling together a conference of governors, a committee composed of ex-governors of Virginia met at which time the Attorney General stated that he felt -- in the northern part of Virginia -- segregation could be done away immediately.

Dr. Tinsley anticipated trouble in the "black belt" section of the State. Further, Dr. Tinsley urged that conferences be held with officials from various sections where it is felt that the Supreme Court ruling will be put into effect without the necessity of filing court suits; that information of this type could be included in the Association's arguments before the United States Supreme Court in October.

On the other hand, there will be counties in Virginia where suits need to be instituted.

WEST VIRGINIA: Mr. T. G. Rutter

Trouble is not anticipated in this State. The Governor will comply with the decision of the Supreme Court handed down May 17. Mr. Rutter did not feel it would be necessary to file suits.

MOTIONS AND/OR RECOMMENDATIONS
ADOPTED BY THE ATLANTA CONFERENCE
OF SOUTHERN AND BORDER STATES NAACP LEADERS
ATLANTA, GEORGIA
MAY 22-23, 1954

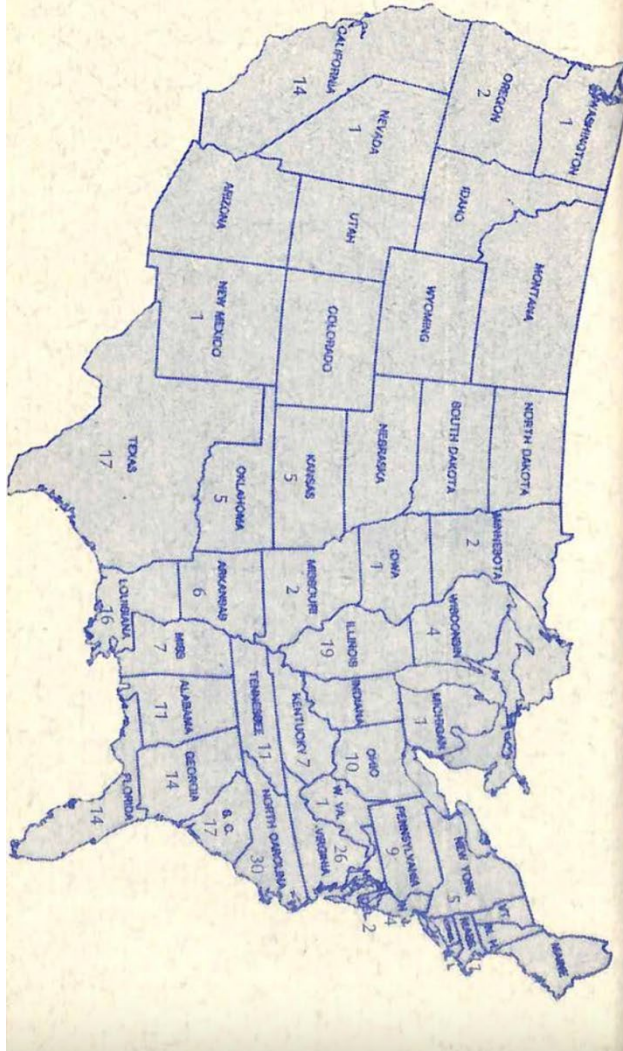
VOTED to recommend to the National Office that the Board adopt a policy that no negotiation and no legal action shall be taken by Branches without the express approval of the State Conference.

VOTED that the National Office establish the necessary procedure to protect Negro teachers against discrimination in the integration process; and that the National Office shall employ a full-time staff member to put the procedure to be decided upon into action (incorporated in the Atlanta Declaration - rephrased).

2. U.S. Map of LDF Cooperating Attorneys from, *The Quiet Revolution*. (May, 1969). A report on services during 1968 to the people of the United States by the Legal Defense Fund.
Binder 1, pgs. 106 - 127

LDF cooperating attorneys

Distribution by state of 288 local attorneys who handle LDF cases arising in their localities in cooperation with national legal staff.



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STAFF OFFICERS

- | | |
|---|--|
| JACK GREENBERG
<i>Director-Counsel</i> | JAMES M. NABRIT, III
<i>Associate Counsel</i> |
| NORMAN C. AMAKER
<i>First Assistant Counsel</i> | MICHAEL MELTSNER
<i>First Assistant Counsel</i> |
| C. STEPHEN RALSTON
<i>Director, San Francisco Office</i> | |

ASSISTANT COUNSEL

- | | |
|--|---|
| Robert Belton
W. Haywood Burns
Norman J. Chackin
Leroy D. Clark*
Michael Davidson
Charles E. Donegan
Sylvia Drew
Elizabeth B. DuBois
James N. Finney
Conrad K. Harper
Jack Himmelstein | Lowell Johnston
Charles H. Jones*
Gabrielle Kirk McDonald
William L. Robinson
Philip G. Schrag
Jonathan Shapiro
Wilma Martinez Singer
William B. Turner
Franklin E. White
Oscar Williams
Melvyn H. Zarr |
|--|---|

The following are participants and graduates of the LDF legal intern program.

- | | |
|--|---------------------------------------|
| James Abram
Jackson, Miss. | Bobby L. Hill
Savannah, Ga. |
| Reuben V. Anderson
Jackson, Miss. | Melvyn R. Leventhal
Jackson, Miss. |
| Iris Brest
Jackson, Miss. | Reese Marshall
Jacksonville, Fla. |
| Paul A. Brest
Jackson, Miss. | Mary A. L. Moss
Albany, Ga. |
| Julius L. Chambers
Charlotte, N.C. | Peter Rindskopf
Atlanta, Ga. |
| Charles Cotton
New Orleans, La. | Gerald A. Smith
Baltimore, Md. |
| Alfred Feinberg
Miami, Fla. | Edward H. Tucker
Jackson, Miss. |
| Frankie Fields
Mobile, Ala. | John W. Walker
Little Rock, Ark. |
| James E. Ferguson, II
Charlotte, N.C. | Marian E. Wright
Jackson, Miss. |

- Dr. John W. Davis, *Director*
Department of Teacher Information and Security
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Allen Black, *Director*, Memphis Regional Office
Bob Valder, *Director*, Charlotte Regional Office
Henry Urrows, *Editorial Consultant*
*Left during 1968

3. The Winding Road to Brown and Beyond Binder 1, pgs. 172-173

THE WINDING ROAD TO *BROWN*: AN LDF CHRONOLOGY

1933 Thurgood Marshall graduates first in his class from Howard University's School of Law. Oliver Hill, also a classmate and one of the *Brown* counsels, graduates second. Marshall and Hill were both mentored by the Law School's vice-dean Charles Hamilton Houston.

1934 Houston joins the National Association for the Advancement of Colored People (NAACP) as part-time counsel.

1935 After having been denied admittance to the University of Maryland Law School, Marshall wins a case in the Maryland Court of Appeals against the Law School, which gains admission for Donald Murray, the first black applicant to a white southern law school.

1936 Marshall joins the NAACP's legal staff.

1938 Marshall succeeds Houston as special counsel. Houston returns to his Washington, D.C., law practice but remains counsel with the NAACP.

1938 *Missouri ex rel. Gaines v. Canada*
The U.S. Supreme Court invalidates state laws that required African-American students to attend out-of-state graduate schools to avoid admitting them to their states' all-white facilities or building separate graduate schools for them.

1940 Marshall writes the NAACP Legal Defense and Educational Fund's corporate charter and becomes its first director and chief counsel.

1940 *Alton v. School Board of City of Norfolk*
A federal appeals court orders that African-American teachers be paid salaries equal to those of white teachers.

1948 *Sipuel v. Oklahoma State Regents*
The Supreme Court rules that a state cannot bar an African-American student from its all-white law school on the ground that she had not

requested the state to provide a separate law school for black students.

1949 Jack Greenberg graduates from Columbia Law School and joins LDF as a staff attorney.

1950 Charles Hamilton Houston dies. He was the chief architect of the NAACP LDF legal strategy for racial equality. Thurgood Marshall's teacher and mentor, and Dean of Howard University's Law School.

1950 *McLaurin v. Oklahoma State Regents*
The Supreme Court holds that an African-American student admitted to a formerly all-white graduate school could not be subjected to practices of segregation that interfered with meaningful classroom instruction and interaction with other students, such as making a student sit in the classroom doorway, isolated from the professor and other students.

1950 *Sweatt v. Painter*
The Supreme Court rules that a separate law school hastily established for black students to prevent their having to be admitted to the previously all-white University of Texas School of Law could not provide a legal education "equal" to that available to white students. The Court orders the admission of Heman Marion Sweatt to the University of Texas Law School.

1954 *Brown v. Board of Education*
The Supreme Court rules that racial segregation in public schools violates the Fourteenth Amendment, which guarantees equal protection, and the Fifth Amendment, which guarantees due process. This landmark case overturned the "separate but equal" doctrine that underpinned legal segregation.

Attorneys for the plaintiffs in the five cases that comprised the Supreme Court case were: Thurgood Marshall, Director-Counsel, NAACP Legal Defense and Educational Fund, Inc.; Harold Boulware - *Briggs v. Elliott* (South Carolina); Jack Greenberg, Louis L. Redding - *Gebhart v. Belton* (Delaware); Robert L. Carter, Charles S. Scott - *Brown v. Board of Education of Topeka* (Kansas); Oliver M. Hill, Spottswood W.

Robinson III - *Davis v. County School Board of Prince Edward County* (Virginia); James M. Nabrit, Jr., George E. C. Hayes - *Bolling v. Sharpe* (District of Columbia).

Attorneys Of Counsel: Charles L. Black, Jr., Elwood H. Chisolm, William T. Coleman, Jr., Charles T. Duncan, William R. Ming, Jr., Constance Baker Motley, David E. Pinsky, Frank D. Reeves, John Scott, and Jack B. Weinstein.

1955 *Brown v. Board of Education (II)*
Court orders desegregation to proceed with "all deliberate speed."

1955 *Lucy v. Adams*
A federal district court orders the admission of Autherine Lucy to the University of Alabama, and the Supreme Court quickly affirms the decision.

1957 President Eisenhower orders National Guard to Little Rock, Arkansas, to escort nine black students to Central High School to enforce *Brown*.

1958 *Cooper v. Aaron*
LDF wins a Supreme Court ruling that barred Arkansas Governor Orval Faubus from interfering with the desegregation of Little Rock's Central High School. The decision affirms *Brown* as the law of the land nationwide.

1959 Prince Edward County, Virginia, closes all of its public schools rather than desegregate them.

1961 President John F. Kennedy appoints Thurgood Marshall to the United States Court of Appeals for the Second Circuit. Jack Greenberg is selected as LDF's Director-Counsel.

1961 *Holmes v. Danner*
LDF wins admission to the University of Georgia for two African Americans: Charlayne Hunter and Hamilton Holmes.

1962 *Meredith v. Fair*
James Meredith finally succeeds in becoming the first African-American student to be admitted to the University of Mississippi (Ole Miss) through

the efforts of a legal team led by LDF attorney Constance Baker Motley.

1967 Thurgood Marshall is appointed to the U.S. Supreme Court, becoming the first African-American to sit on the bench.

1968 *Green v. County School Board of New Kent County (Virginia)*
The Supreme Court holds that "freedom of choice" plans were ineffective at producing actual school desegregation and had to be replaced with more effective strategies.

1970 *Turner v. Fouche*
The Supreme Court holds unconstitutional Tallapoosa County's (Georgia) requirement of real property ownership for grand jurors and school board members.

1971 *Swann v. Charlotte-Mecklenburg Board of Education*
The Supreme Court upholds the use of busing as a means of desegregating public schools. Julius Chambers, LDF's first intern and later its Director-Counsel, argues *Swann* before the Supreme Court.

1973 *Norwood v. Harrison*
The Supreme Court rules that states could not provide free textbooks to segregated private schools established to allow whites to avoid public school desegregation.

1973 *Keyes v. School District No. 1, Denver*
The Supreme Court establishes legal rules for governing school desegregation cases outside of the South, holding that where deliberate segregation was shown to have affected a substantial part of a school system, the entire district must ordinarily be desegregated.

1973 *Adams v. Richardson*
A federal appeals court approves a district court order requiring federal education officials to enforce Title VI of the 1964 Civil Rights Act (which bars discrimination by recipients of federal funds) against state universities, public schools, and other institutions that receive federal money.

1974 *Milliken v. Bradley*
The Supreme Court rules that, in almost all cases, a federal court cannot impose an inter-district remedy between a city and its surrounding suburbs in order to integrate city schools.

1978 *Bakke v. Regents of the University of California*

The Supreme Court rules that schools can take race into account in admissions, but cannot use quotas.

1982 *Bob Jones University v. U.S.; Goldboro Christian Schools v. U.S.*

The Supreme Court appoints LDF Board Chair William T. Coleman, Jr. as "friend of the court" and upholds his argument against granting tax exemptions to religious schools that discriminate.

1984 *Geier v. Alexander*

As part of a settlement of a case requiring desegregation of its public higher education system, Tennessee agrees to identify 75 promising black sophomores each year and prepare them for later admission to the state's graduate and professional schools. A federal court of appeals approves this settlement in 1986 despite opposition from the Reagan Administration.

1984 Julius L. Chambers is named LDF's Director-Counsel.

1993 Elaine R. Jones is named LDF's first female Director-Counsel.

1995 *Missouri v. Jenkins*

The Supreme Court rules that some disparities, such as poor achievement among African-American students, are beyond the authority of the federal courts to address. This decision reaffirms the Supreme Court's desire to end federal court supervision and return control of schools to local authorities.

1996 *Sheff v. O'Neill*

In this LDF case, the Supreme Court of Connecticut finds the State liable for maintaining racial and ethnic isolation, and orders the legislative and executive branches to propose a remedy. LDF would have to return to the Court in 2003

to force the legislative body to fulfill the Court's mandate.

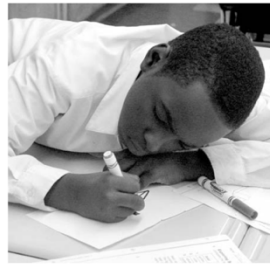
1996 *Hopwood v. Texas*
U.S. Court of Appeals for the Fifth Circuit rules that the affirmative action plans used by Texas universities are unconstitutional; the Supreme Court refuses to review the case.

1999 Thirty years of court-supervised desegregation ends in Charlotte-Mecklenburg school district.

2003 *Gratz v. Bollinger; Grutter v. Bollinger*

The Supreme Court considers challenges to the University of Michigan's affirmative action program for its undergraduate and law schools, respectively. LDF represents African-American and Latino student intervenors in the *Gratz* undergraduate school case; LDF Associate Director-Counsel Theodore M. Shaw is lead counsel. In *Grutter*, the Court preserved the core principle of affirmative action, finding that the consideration of race in pursuit of a diverse student body is a compelling state interest.

2004 Theodore M. Shaw becomes LDF's fifth Director-Counsel.



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ABOUT THE NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC. (LDF)
LDF was founded in 1960 under the leadership of Thurgood Marshall, who led the legal team that won *Brown v. Board of Education*. LDF's mission is to transform the promise of equality into reality for African Americans and, ultimately, all individuals in the areas of education, political participation, economic justice and criminal justice.

Although LDF works primarily through the courts, its strategies include advocacy, educational outreach, monitoring of activity in the executive and legislative branches, coalition building and policy research.

Fifty years after *Brown*, education is still LDF's main program area. LDF continues to play a major role in the decades-long struggle to win equal access to primary, secondary and higher education for all of our nation's youth. Additionally, through its scholarship and fellowship programs, LDF has helped over 4,000 exceptional African-American students to graduate from many of the nation's best colleges, universities and law schools.

LDF is based in New York City with offices in Washington, DC and Los Angeles.

99 Hudson Street, Suite 1600
New York, NY 10013
212.965.2200
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