

BROWN v. BOARD OF EDUCATION, 347 U.S. 483 (1954)

Instructions: Based on the excerpts from the Brown opinion, answer the questions in the space provided. You do not need to use complete sentences. Be prepared to discuss your answers.

1. What do the Plaintiffs in the case complain that they are being denied equal access to?

2. What Amendment does the Court base its decision on?

3. What factor does the Court look at in determining whether segregation is Constitutional?

4. What does the Court say about segregation making one race feel inferior, and why does it do that?

5. What does the Court say that laws forcing integration would do?

6 C'S of PRIMARY SOURCE ANALYSIS (modified)

CONTENT

Main Idea
Summarize the major points of the document.

CITATION

Title, Author, Date

CONTEXT

What is going on in the world, the United States, and Georgia when this was created?

CONNECTIONS

Prior Knowledge
Connect the major points of this document to other things that you already know or have learned about.

COMMUNICATION

Point-of-view or bias
Is this source reliable? Why or why not?
What is the author's motivation for creating this?

CONCLUSIONS

Explain how this source changes your understanding of history.

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2. Excerpts from *BROWN v. BOARD OF EDUCATION*, 347 U.S. 483 (1954)

In [this case], minors of the Negro race had been denied admission to schools attended by white children under laws requiring or permitting segregation according to race. This segregation was alleged to deprive the plaintiffs of the equal protection of the laws under the Fourteenth Amendment.

A federal district court denied relief to the plaintiffs on the so-called "separate but equal" doctrine announced by this Court in *Plessy v. Ferguson*, 163 U. S. 537. The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws.

Here, the Negro and white schools involved [are equal] with respect to buildings, curricula, qualifications and salaries of teachers, and other "tangible" factors. Our decision, therefore, cannot turn on merely a comparison of these tangible factors in the Negro and white schools involved in each of the cases. We must look instead to the effect of segregation itself on public education. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.

Today, education is perhaps the most important function of state and local governments. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

To separate [children in grade and high schools] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to retard the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racially integrated school system.

We conclude that, in the field of public education, separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs are deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

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CELEBRATING *Courage*

50TH ANNIVERSARY OF DESEGREGATION AT UGA

A Look Back

A Brief History of UGA's Desegregation

The 1961 desegregation of the University of Georgia by Hamilton Holmes and Charlayne Hunter is considered a defining moment in civil rights history, leading to the desegregation of other institutions of higher education in Georgia and throughout the Deep South. When the two students walked on to North Campus on January 9 to register for classes, the event marked the culmination of a legal battle that had begun a decade earlier when Horace Ward unsuccessfully sought admission to the law school. Holmes and Hunter were represented by a legal team headed by Atlanta civil rights attorney Donald Hollowell and Constance Baker Motley of the NAACP Legal Defense and Educational Fund. They were joined by Ward, who had earned his law degree at Northwestern, and by Vernon Jordan, a young Atlantan who had just graduated from Howard University Law School.

Holmes and Hunter had both attended all-black Turner High School in Atlanta where Holmes had been valedictorian, senior class president, and co-captain of the football team. Hunter had finished third in her graduating class, had edited the school paper, and had been crowned Miss Turner. Nevertheless, for a year and a half university officials gave a variety of reasons for denying their applications. While the court fight was being waged, the two students started their college careers at other institutions: Holmes at Morehouse and Hunter at integrated Wayne State University in Detroit.

On January 6, 1961, federal judge William Bootle handed down his finding that "the two plaintiffs are fully qualified for immediate admission" and "would already have been admitted had it not been for their race and color."

On Monday, January 9, as the two students arrived on North Campus, they were met by a crowd of reporters and fellow students, the latter chanting "Two-four-six-

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eight! We don't want to integrate!" Still, relative calm prevailed until the third evening after their arrival, when a mob of students descended on Myers Hall, where Hunter resided. The crowd hurled bricks and bottles before finally being dispersed by Athens police, who arrived with tear gas, and Dean of Men William Tate, who waded into the crowd demanding student IDs.

Later that night, Holmes and Hunter were escorted back to Atlanta by state troopers. They were informed by Dean of Students J. A. Williams that he was withdrawing them from UGA "in the interest of your personal safety and for the safety and welfare of more than 7,000 other students at the University of Georgia." The riot and the suspension decision sparked an outcry, and more than 400 faculty members immediately signed a resolution calling for the return of Holmes and Hunter to campus. Within days, a new court order brought them back.

Meanwhile, state political leaders were doing some legislative maneuvering to keep UGA from being closed. In 1956, the Georgia General Assembly had passed a law forbidding coeducation of blacks and whites and cutting off state funds if schools were desegregated. Fortunately, Gov. Ernest Vandiver and key legislative leaders (all UGA alumni) decided that the school needed to remain open.

Holmes and Hunter were soon joined at UGA by another Turner High alum, Mary Frances Early, who transferred from the University of Michigan, where she was in graduate school. Early, who said she made the move to provide moral support to Holmes and Hunter, earned her master's degree in music education in 1962, becoming UGA's first African-American graduate.

Holmes and Hunter graduated in 1963. Holmes received a bachelor of science degree cum laude and was elected to Phi Beta Kappa. He went on to earn a medical degree from Emory University and became an orthopedic surgeon in Atlanta, affiliated with Emory's medical school and Grady Memorial Hospital. Hunter pursued a career in journalism, first with The New York Times, then with PBS, CNN and NPR.

Years passed before Holmes or Hunter returned to campus, but in 1979 Hunter came back to do a documentary on the evolution of race relations in Georgia since she had been a student. She visited again in 1981 to join the alumni board of the

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journalism school and to meet Herschel Walker. In 1988, 25 years after her own graduation, she was asked to give UGA's Commencement address.

Holmes, meanwhile, agreed in 1981 to be involved in planning the university's bicentennial celebration. Two years later, he accepted an appointment as a trustee for the UGA Foundation. In conjunction with the bicentennial, the Holmes-Hunter lectureship was established in 1985, and each year Holmes attended the lecture series with family members, including his son, Hamilton Holmes Jr., who earned a degree from UGA's business school in 1990.

In 1992, Hunter (now Hunter-Gault) penned a memoir titled *In My Place* and returned for the annual lecture, delivered that year by Jesse Jackson. It was the last time she and Holmes appeared at UGA together. Holmes died in October 1995 at age 54. At his funeral, Hunter-Gault spoke movingly of their shared experience in desegregating the university, and, in a Washington Post column, remembered him as "one in a million."

In 2001, UGA marked the 40th anniversary of desegregation by bringing back to campus many of the key figures from the 1960s including Hunter-Gault, Early, Hollowell, Ward, Baker-Motley and Vandiver, who offered an apology for campaigning for governor with a pledge to uphold segregation. The day's activities included the unveiling of a plaque to mark the renaming of the Academic Building as the Holmes-Hunter Academic Building...

Source:

University of Georgia

<http://desegregation.uga.edu/history/>