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### Disparity in Education

American inventor and ex-slave, George Washington Carver, once said, “Education is the key to unlock the golden door of freedom.” The great disparity of education is an issue that is deeply rooted in the very genesis of this nation, as minorities, especially African Americans, have faced the harsh reality of receiving an inadequate and unequal education resulting in an inability to unlock the door to *true* freedom. Throughout history, as African Americans have firmly pushed for progression, they have systematically been met with the white supremacist belief that they are inferior. Nothing holds more true to this than for the educational experience of African Americans within the United States, beginning with the Jim Crow Era in 1877. With the establishment of *de facto* segregation, these laws restricted and hindered the rights of African Americans, and subjugated them to second-rate education. The ultimate epitome of Jim Crow Laws and segregation is with the Supreme Court’s decision in the court case of *Plessy v. Ferguson*, as they coined the term “separate but equal.” Although very separated, public facilities for African Americans were never equal. The progression of racial segregation within the education system is met with another important court case of *Cumming v. Richmond County Board of Education* in 1899. This unjust racial segregation provided African Americans with a menial and underfunded education, or simply no education. This radical division within the education system is strongly upheld until *Brown v. Board of Education* in 1954. The ability for one to obtain an education is something that is beyond powerful and consequential, as it is what

guides them on their journey through life. Possessing an education allows one to think freely and intellectually about the issues of life. Most importantly, given the struggles of African Americans throughout the history of the United States, once an education is attained by a person it can never be taken from them. For African Americans, the struggle for a fair and just education reached its ultimate peak during the segregation of the Jim Crow Era; however, after many years, African Americans were able to recognize progression in their struggle for education as a result of one of the most impactful Supreme Court cases in United States history. This unequal educational system set up by segregation, and exemplified through a discriminatory structure of schooling, substandard quality, and distorted distribution of funding, perpetuated a system in which African American communities would remain undereducated and trapped in unskilled labor positions until the mid-twentieth century.

The genesis of *de facto* segregation within the United States ultimately begins with the establishment of a systematic series of laws beginning in 1877. These laws were simply referred to as Jim Crow laws. These laws perpetuated a lifestyle in the Southern United States, where it became innately accepted to physically separate and discriminate against another human being due to their racial status. It created a system that epitomized the ideals of white supremacy. The sole foundation of these laws was to deny African Americans of any human rights and to institute the precedence of empowering “whites in the South to keep blacks, considered an ‘innately inferior and savage race.’”<sup>1</sup> One of the greatest disparities, as a result of these laws, can be seen within the educational system of this time period. A system that strongly mirrored the racial divide within the country at the time. For whites, school was discerned as both sacred and

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<sup>1</sup> Tischauser, Leslie V.. Landmarks of the American Mosaic Ser. : Jim Crow Laws. Westport, US: Greenwood, 2012. Accessed December 8, 2016. ProQuest ebrary, 42.

of utmost importance. It represented a place that “whites intended to protect from blacks and their inherited traits of ‘mongrelism, ignorance, and depravity.’”<sup>2</sup> In correlation with the institution of Jim Crow Laws, school systems were structured to feed the perception of the inferiority of the African American. African Americans were taught to submissively stay in “their place” and accept their role as second-rate citizens. Through a school system that prided itself on the inequality and the powerlessness of African Americans, Blacks were taught “how to live in the oppressive, prejudiced, and violent culture they saw existing around them.”<sup>3</sup> The basis of the educational system was strongly established upon an ideology to perpetuate a structure that would suppress the African American. A structure to produce African Americans who were both uneducated and unskilled. Ultimately, the fictitious notion of the inferiority of the African American race promotes the stronghold to the idea of segregation within the post-Civil War educational system of the Southern United States.

Furthermore, one of the greatest proprietaries of the segregation of African Americans within schools during the Jim Crow Era was the idea of how and what Blacks should be taught. In his book, *Race Orthodoxy in the South, and Other Aspects of the Negro Question*, Thomas Pearce Bailey, a so-called race-relations “expert,” established what he considered to be the twelve rules of governing racial thinking of whites in the South during the Jim Crow Era. When it came to education, rule number seven stated: “Let there be such industrial education of the Negro as will fit him to serve the white man.”<sup>4</sup> This perception of racial beliefs provided the

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<sup>2</sup> Tischauser, Leslie V.. Landmarks of the American Mosaic Ser. : Jim Crow Laws. Westport, US: Greenwood, 2012. Accessed December 8, 2016. ProQuest ebrary, 38.

<sup>3</sup> Tischauser, Leslie V.. Landmarks of the American Mosaic Ser. : Jim Crow Laws. Westport, US: Greenwood, 2012. Accessed December 8, 2016. ProQuest ebrary, 46.

<sup>4</sup> Bailey, Thomas Pearce. *Race Orthodoxy in the South, and Other Aspects of the Negro Question*. New York: Neale Pub., 1914.

heart of what structured the education for African Americans during this era. A structure created to restore both the labor and servitude to the *superior* white race. The development of the particular curriculum for African Americans was distinguished clearly by race as the school board deemed their mission to “educate negroes in trades and in positions to which negroes are best qualified, and under no circumstances to educate them to compete with white labor in this city.”<sup>5</sup> One of the most prominent templates of this ideology occurred in Columbus, Georgia in 1931 with the establishment of William H. Spencer High School for African Americans. From the inception of the school, the mission of the all-white school board, lead by Roland B. Daniel, was quite clear: deny African Americans academic courses and their ability to pursue a preparation for college. As the school board began to develop a curriculum for the students, they called upon the help of supposed education expert, Franklin J. Keller. Keller advised the board to construct a program of study that denied both conventional and college preparatory classes. Keller felt that it was pivotal to withdraw classes, such as history, biology, and mathematics, as he considered there to be “commendable courage in eliminating traditional subjects which have no value for the more hand-minded boys and girls and especially for the negroes whose opportunity to make use of such traditional subjects is much more limited.”<sup>6</sup> It is quite evident that the school boards focused on a course of study that addressed the philosophy of teaching African Americans to live both passively and subordinately. To live a life of inferiority in a system that demonized them. To live a life in sickening conditions as an unskilled labor worker whose sole purpose was to serve the White man. In addition to providing African Americans

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<sup>5</sup> Anderson, James D. *The Education of Blacks in the South: 1860-1935*. Chapel Hill U.a.: Univ. of North Carolina Pr., 1988, 219.

<sup>6</sup> Anderson, James D. *The Education of Blacks in the South: 1860-1935*. Chapel Hill U.a.: Univ. of North Carolina Pr., 1988, 222.

with a school curriculum—in essence a “job training”—that would ensure harmony with a white work force, the 1907 Southern Education Association felt that it was essential for Blacks to receive a moral training that they *supposedly* were deficient in. This training emphasized the combination of good character and conduct. In truth, many felt they needed to be taught to live in a manner that served the White man.<sup>7</sup> The undergirding mythical ideology which drove these actions within the school system was this: “Schooling could never make ‘the negro...a white man by cultivating his brain, since they are what God made them and will remain so’<sup>8</sup> Any belief or notion that a black boy or girl could reach the ability level of the average white student was unreasonable and unrealistic.”<sup>9</sup> The perception of African Americans was that they were made in an image that was innately inferior when compared to white people. There was no hope for growth or prosperity. In response, a school system was generated to exemplify these ideas and enforce a machine that would produce African Americans to live a life of labor and servitude.

One of the greatest contributors to this vast disparity within the educational system of the Jim Crow Era was the outcome of the Supreme Court Case, *Plessy v. Ferguson*. Prior to 1890, the state of Louisiana supported an integrated streetcar policy. However, this framework was quickly disfigured with the 1890 Separate Car Act. This act forced both Blacks and Whites to travel in separate compartments of the streetcars; of course enraging African Americans as they were forcefully being segregated. Quickly seizing the attention of the New Orleans civil rights organization, Comité des Citoyens, they decided to dispatch one of their youngest members, Homer Plessy, to challenge these racial mandates. The organization felt that Plessy was a

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<sup>7</sup> Lexington Meeting, Southern Educational Association, December 26-28, 1907

<sup>8</sup> Newby, I. A. *Jim Crow's Defense: Anti-Negro Thought in America, 1900-1930*. Baton Rouge: Louisiana State University Press, 1965.

<sup>9</sup> Tischauser, Leslie V.. Landmarks of the American Mosaic Ser. : Jim Crow Laws. Westport, US: Greenwood, 2012. Accessed December 8, 2016. ProQuest ebrary, 64.

strategical choice due to that fact he was a product of an interracial marriage and was one-eighth African American.<sup>10</sup> The group tried to demonstrate the idea that by “selecting someone who could pass as white, they might be able to draw attention to the arbitrariness of conductors assigning seats based on race.”<sup>11</sup> Therefore, on June 7, 1892, Plessy tried to use a first-class ticket to travel on the Louisiana street car system. When confronted by the conductor about his racial background, Plessy refused to move to the colored section of the car. Plessy was arrested and taken to court. Ultimately, Plessy was able to appeal his case all the way to the United States Supreme Court, as his lawyer argued that the Separate Car Act was a direct violation of one’s privilege to due process and equal protection, which were highlighted in both the Thirteenth and Fourteenth Amendments.<sup>12</sup> The Supreme Court ruled against Plessy in a seven to one decision stating that the law was simply based on legality and not to antagonize the racial inferiority of a particular group. Justice Henry Billings Brown stated, “All railway companies carrying passengers in their coaches in this state, shall provide equal but separate accommodations for the white, and colored races...No person or persons shall be permitted to occupy seats in coaches, other than the ones assigned to them, on account of the race they belong to.”<sup>13</sup> Unfortunately, although unintended, the verdict of this court case greatly perpetuated the imbalance and discrimination of African Americans within the United States during the Jim Crow Era.

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<sup>10</sup> Ring, Natalie J. "Homer Plessy ." *The American Mosaic: The African American Experience*. ABC-CLIO, 2016. Web. 28 Nov. 2016.

<sup>11</sup> Ring, Natalie J. "Homer Plessy ." *The American Mosaic: The African American Experience*. ABC-CLIO, 2016. Web. 28 Nov. 2016.

<sup>12</sup> Ring, Natalie J. "Homer Plessy ." *The American Mosaic: The African American Experience*. ABC-CLIO, 2016. Web. 28 Nov. 2016.

<sup>13</sup> "Plessy v. Ferguson (1896)." *The American Mosaic: The African American Experience*. ABC-CLIO, 2016. Web. 28 Nov. 2016.

Particularly in their pursuit of a fair, just, and higher education. The separation was unfathomably noticeable; however, the equality was absent.

Without question, one of the vastest contributors towards the discrepancy within the education system was the result of the *Plessy v. Ferguson* court case. The ruling of this court case had an unmeasurable negative impact on African Americans ability to obtain an equal and non-discriminatory education. Although not racially explicit, the *Plessy* decision that was reached prompted a string of legislative actions that denied both equality and the ability for African Americans to reach a higher level of schooling. For African Americans, it created a conundrum, which many white Americans simply took for granted. *Plessy* provided a denotation of race that state governments now had the ability to use in order to divide particular public funds in favor of white Americans. Simply, there was nothing equal about the schools African Americans were forced to attend. Schools were in revolting condition, overpopulated, and staffed with unqualified teachers. Supplies, such as textbooks and desks, were either severely out of date or entirely non-existent. Much of these issues were due to the fact that African American schools were starkly underfunded. For example, in Beaufort County, South Carolina, the school district spent “\$40.68 per white pupil and only \$5.95 per black pupil in 1910. The average value of a school building for white students was \$30,056 that year, while the average value of a black school was \$3,953.”<sup>14</sup> Much of this predilection was due to that fact that “The white, elected school boards made decisions affecting both black and white schools in their district, but blacks could not vote.”<sup>15</sup> The structure of the school boards made it impossible for African Americans

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<sup>14</sup> Hillstrom, Laurie Collier. *Defining Moments: Plessy V. Ferguson*. Detroit, MI: Omnigraphics, 2013, 66.

<sup>15</sup> Tischauser, Leslie V.. *Landmarks of the American Mosaic Ser. : Jim Crow Laws*. Westport, US: Greenwood, 2012. Accessed December 8, 2016. ProQuest ebrary, 71.

to have an impact to try and improve schooling for blacks. Although they were forced to pay equal amounts of taxes, African Americans were unable to contribute or advocate for the methods of spending of the school board, as they were simply disregarded. Essentially, nothing could be done if the all-white school board decided to spend significantly more on white students than it did on black students. It is beyond evident that in many southern states, schooling for African Americans was simply an afterthought. Many of the schools designated for African Americans “remained open for less than three months a year. And after fifth or sixth grade, education generally stopped...In 1890, less than 1 percent of black children attended school beyond the elementary level, and 20 years later, that total had increased to only 2.8 percent.”<sup>16</sup> With the horrendous conditions and the almost non-existent funding, it made it nearly impossible for black children to remain in school—or even attend school. The system was so segregated and discriminatory, many African Americans were forced to work in a grueling, daunting, and prejudice labor force from a very young age. The final example, which demonstrates both the great separation and the inequality as a result of the *Plessy* court case, comes from Virginia beginning in 1902:

In the years between 1902 and 1923, for example, the Commonwealth of Virginia implemented a total ban on black public higher education. In 1910, while not a single black Virginian was allowed to attend a public institution of higher learning, 1,726 white residents were enrolled in the six public colleges and universities. In 1920, while no public education was available to blacks, the nine state public institutions of higher education had a total enrollment of 6,368 white Virginians. Conservative estimates of the

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<sup>16</sup> Tischauser, Leslie V.. Landmarks of the American Mosaic Ser. : Jim Crow Laws. Westport, US: Greenwood, 2012. Accessed December 8, 2016. ProQuest ebrary, 66.



number of white Virginians who received public higher education in the 21 years when no such education was provided to blacks (based on projections of either no growth in white enrollment or an average of the ten years between 1910 and 1920), would place the total number of whites who received public higher education between a low of 23,454 and a high of 79,141 students.<sup>17</sup>

The greatest issue with this statistic? It is not the amount of white students who were able to progress as a result of the ability to receive an education. The greatest problem is that African Americans were set back twenty-one years. Twenty-one years. This stationary time in education for African Americans maintained a system that forced them into harsh and unskilled labor positions. Without the ability to attend school, they were forced to begin working from a very early age. These unjust laws set blacks in a time of stagnation. A time of static. Education feeds the mind. It allows for people to make developments, evolve, and grow as a society. Unfortunately, through no fault of their own, due to the permitted racial legislation, African Americans were simply left behind.

Advancing forward, on the heels of the *Plessy v. Ferguson* decision, came another major court case that went hand in hand: *Cumming v. Richmond County Board of Education*. This landmark United States Supreme Court case marked one of the greatest perpetrators of the coined term “separate but equal,” which was established in the previous case of *Plessy v. Ferguson*. The matter of this court case occurred on July 10, 1897, when the Richmond County Board of Education decided to suspend the school operation of Ware High School; a school for sixty African American children. Through terminating the high school for African Americans,

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<sup>17</sup> Henry, A'Lelia Robinson. "Perpetuating Inequality: Plessy v. Ferguson and the Dilemma of Black Access to Public and Higher Education." *Journal of Law & Education* 27.1 (1998): 47-72, 53.

the school board was able to economically preserve Tubman High School for white girls and Richmond Academy for Boys.<sup>18</sup> It was also during this same time period that the school board decided to “[levy] for that year for the support of primary, intermediate, grammar, and high schools in the county, a tax of \$45,000, which was then due and being collected.”<sup>19</sup> These actions of the school board outraged African American residents of Richmond County. The plaintiffs of the case—Cumming, Harper, and Ladeveze—argued that “the action of the board of education was a denial of the equal protection of the laws secured by the Constitution of the United States, and that it was inequitable, illegal and unconstitutional for the board to levy upon or for the tax collector to collect from the benefits of which the petitioners in the persons of their children of school age were excluded and debarred.”<sup>20</sup> African American locals felt it to be unjust to be forced to pay taxes when their own children were being denied the ability to even attend school. Ultimately, they were paying for both their own discrimination and the advancement of white students at the expense of black students. In the end, it was decided by the Supreme Court, in a unanimous decision, that the school board was not violating the Equal Protection Clause, and denying the payment of taxes would inhibit the education of white students, and African Americans could simply attend another private institution. This idea was further discussed in Justice John Harlan’s—the same Justice who supported the “separate but equal” clause from the *Plessy v. Ferguson* case—written explanation of the decision:

If, in some appropriate proceeding instituted directly for that purpose, the plaintiffs had

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<sup>18</sup> Jones-Wilson, Faustine C. *Encyclopedia of African-American Education*. Westport, CT: Greenwood, 1996. Print, 128.

<sup>19</sup> *Cumming v. Richmond County Board*, 175 U.S. 528

<sup>20</sup> Strasser, Mark. "Was Brown's Declaration of Per Se Invalidity Really Out of the Blue? The Evolving "Separate but Equal" Education Jurisprudence from Cumming to Brown." *Howard Law Journal* (2004): 1-32. *LexisNexis Academic [LexisNexis]*. Web. 5 Dec. 2016, 3.

sought to compel the board of education, out of the funds in its hands or under its control, to establish and maintain a high school for colored children, and if it appeared that the board's refusal to maintain such a school was in fact an abuse of its discretion and in hostility to the colored population because of their race, different questions might have arisen in the state court.<sup>21</sup>

The impact of this case on the hardship for African Americans was immense. It was the first major court case, which exemplified the broad determination of how states could enact the idea of “separate but equal.” Although acutely separated, for African Americans, there was nothing equal about bluntly denying them the ability to obtain an education. This decision perpetuated the inferiority of African Americans in the educational system, because it coerced them into paying taxes for a system that only supported the same people that went to great lengths to deny them of their rights. Intellectually, through the denial of an education, blacks were then pressured into menial labor jobs with treacherous conditions. This court case, alone, was one of the greatest contributors to the disparity within the education system; allowing states nationwide to disenfranchise the hope, potential, and intellectual ability of African Americans through the repudiation of a fair education.

This racially motivated decision in 1899 sustained an educational system founded on discrimination and inequality for more than fifty years; until, what is known as the most instrumental and monumental case for racial equality within schools for African Americans: *Brown v. Board of Education of Topeka, Kansas*. Although this case is regularly recognized as a singular court case, it is actually a compilation of four lawsuits. These lawsuits occurred in

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<sup>21</sup> "Cumming v. Richmond County Board of Education (1899)." *The American Mosaic: The African American Experience*. ABC-CLIO, 2016. Web. 28 Nov. 2016.

Clarendon County, South Carolina, Prince Edward County, Virginia, New Castle County, Delaware, and, most noticeably, Topeka, Kansas. All four cases involved African Americans who were denied the right to attend schools with white children, due to the laws and racial segregation that were established in *Plessy v. Ferguson*.<sup>22</sup> These lawsuits reached the United States Supreme Court as a result of lower state courts upholding racial segregation through the realm or idea of “separate but equal.” The court began its deliberation in December of 1952, and “the Court was unable to reach a decision, seemingly because it was divided on the constitutionality of the ‘separate but equal’ doctrine.”<sup>23</sup> The plaintiffs of the case, led by Thurgood Marshall who was the chief legal counsel of the National Association for the Advancement of Colored People, or NAACP, argued that the segregation of schools was a direct violation of the equal protection clause within the Fourteenth Amendment. In his argument for the plaintiffs, Marshall states, “The argument of judicial restraint has no application in this case. There is a relationship between federal and state, but there is no corollary or relationship as to the Fourteenth Amendment... The duty of enforcing, the duty of following the Fourteenth Amendment, is placed upon the states. The duty of enforcing the Fourteenth Amendment is placed upon this Court... the Fourteenth Amendment was intended to deprive the states of power to enforce Black Codes or anything else like it.”<sup>24</sup> After much deliberation over the constitutional implications of the Fourteenth Amendment, on May 17, 1954, in a unanimous decision, it was adjudicated that *de jure segregation* within the educational system was unconstitutional.

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<sup>22</sup> Jones-Wilson, Faustine C. *Encyclopedia of African-American Education*. Westport, CT: Greenwood, 1996. Print, 65.

<sup>23</sup> Jones-Wilson, Faustine C. *Encyclopedia of African-American Education*. Westport, CT: Greenwood, 1996. Print, 66.

<sup>24</sup> Gottheimer, Josh. *Ripples of Hope: Great American Civil Rights Speeches*. New York: Basic Civitas, 2003. Print.

Monumentally, the “Court focused on the detrimental psychological effects of segregation on African-American students. Then, for the first time in its history, it relied on data from the social sciences and considered the deleterious effects of racial segregation in reaching its decision;” ultimately, to revoke the verdict reached in the *Plessy v. Ferguson* case.<sup>25</sup> The opinion of the court was expressed through Chief Justice Earl Warren as he affirmed, “We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.”<sup>26</sup> On the grounds of racial equity in a society dominated by white supremacy, the *Brown* case was an enormous step in the right direction. African Americans hoped it was a first step in abolishing an unequal education system that left them undereducated and was sustained through segregation.

Unfortunately, as African Americans know all too well throughout the history of the United States, racial *progress* seems to always be met with a strong rebellious force to reinstill their inferiority within social ranks. History repeated itself after the decision made in *Brown I* and later *Brown II*. *Brown II* was an additional piece to the original court case, as it dictated that states were to move “with all deliberate speed” when it came to the desegregation of their school systems. With no definitive time period established, the progress was gradual. By the end of 1954, only two states had desegregated their schools: Texas and Arkansas.<sup>27</sup> Enraged from the decision of the Supreme Court, white America was willing to go to great lengths in order to

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<sup>25</sup> Jones-Wilson, Faustine C. *Encyclopedia of African-American Education*. Westport, CT: Greenwood, 1996. Print, 66.

<sup>26</sup> *Brown v. Board of Education*, 347 U.S., 495

<sup>27</sup> Alexander, Lisa Doris. "Brown v. Board of Education (Brown I)." *The American Mosaic: The African American Experience*. ABC-CLIO, 2016. Web. 28 Nov. 2016.

reinforce the power of white supremacy within the country. They were determined to ensure that African Americans would feel their wrath. They were persistent in their venture to perpetuate a societal system that continued to trap blacks as being inferior. A direct example of this, was when in Milford, Delaware, as hundreds of outraged parents protested the desegregation of their local schools. Later receiving national attention.<sup>28</sup> This was not a singular event. The outrage and defiance was clear, as Georgia Governor, Marvin Griffin, declared, “No matter how much the Supreme Court seeks to sugarcoat its bitter pill of tyranny, the people of Georgia and the South will not swallow it.”<sup>29</sup> White Americans saw it exactly as that: tyranny. The idea of an African American absconding from oppression was seen as cruel and unreasonable toward white people. It exemplified their greatest fears. The fear of losing power and increasing competition amongst the social ranks. Job protection became a major concern for all levels of whites in the South. For many whites, limiting the occupational ability of African Americans only ensured a better future for themselves. As education is a means to improvement in attaining a job, subduing African Americans was something that was deeply engrained in the white working class. As stated in The Richmond News Leader in Virginia, —the same town of *Cumming v. Richmond Board of Education*— “When the Court proposes that its social revolution be imposed upon the South “as soon as practicable,” there are those of us who would respond that “as soon as practicable” means never at all.”<sup>30</sup> There is no question, what was supposed to be a time of progress for the

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<sup>28</sup> Klarman, Michael J. *Brown V. Board of Education and the Civil Rights Movement*. New York, NY: Oxford University Press, 2007, 94.

<sup>29</sup> Patterson, James T.. *Brown v. Board of Education : A Civil Rights Milestone and Its Troubled Legacy*. Cary, US: Oxford University Press (US), 2006. ProQuest ebrary. Web. 6 December 2016.

<sup>30</sup> Patterson, James T.. *Brown v. Board of Education : A Civil Rights Milestone and Its Troubled Legacy*. Cary, US: Oxford University Press (US), 2006. ProQuest ebrary. Web. 6 December 2016.

African American people of this country, was met with both disdain and contempt from a white America unwilling to bequeath any power. A white America deeply founded on the ideals of white supremacy; determined to preserve a system that would leave African Americans uneducated, trapped in unskilled labor positions, and in an inferior position within society.

This unequal educational system set up by segregation, and exemplified through a discriminatory structure of schooling, substandard quality, and distorted distribution of funding, perpetuated a system in which African American communities would remain undereducated and trapped in unskilled labor positions until the mid-twentieth century. For African Americans, this unfathomable disparity of education is a matter that was established through the very foundation of this country. A foundation structured to uphold the notions of white supremacy. A foundation to limit African Americans through all means necessary, keep them undereducated, and force them into unskilled labor positions in servitude of the White man. Ultimately, never allowing African Americans to receive a fair and adequate education. Through pushes for progression and equality, African Americans have always run into a wall of contempt and new measures to uphold the degrading power of white supremacy. Through the Jim Crow Era and the establishment of *de facto segregation*, African Americans have always suffered at the very hands of their oppressor. Condemned as substandard human beings. Their inferior education rested on the idea that “‘Our civilization and safety require the social bar to be forever preserved between the races. Education of negroes tends to throw down the bar. It is preparing the way for social equality,’ and that could never be allowed. Education gave blacks the dangerous idea that they were equal to whites.”<sup>31</sup> A quality education is something that is essential to the livelihood of all

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<sup>31</sup> Tischauser, Leslie V.. Landmarks of the American Mosaic Ser. : Jim Crow Laws. Westport, US: Greenwood, 2012. Accessed December 8, 2016. ProQuest ebrary, 67.

people. It is what guides people through life, and allows them to think intellectually on all aspects. Most significantly, once acquired, it can never be taken away.



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