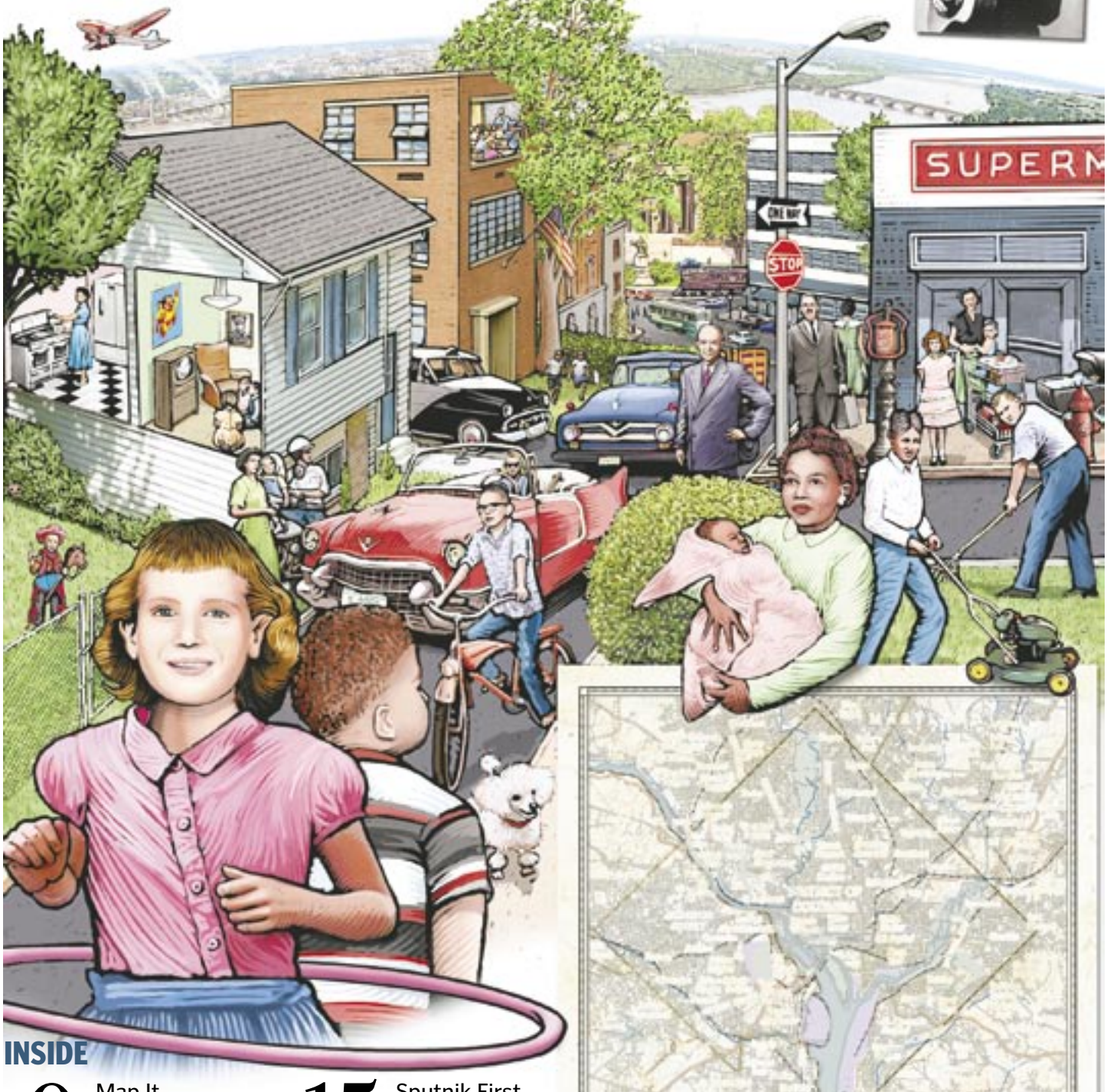
[The Washington Post]

VOLUME 3, ISSUE 8

Boom and Brown



INSIDE

May 25, 2004

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Boom and Brown

KidsPost Article: "The Unboring Illustrated True Story of the Washington Area from 1600 to Right Now, Part 8"

Lesson: In the midst of a booming economy, the nation's capital was faced with communists, Cold War and a challenge to segregation that was practiced in its customs and laws. The nation was asked to evaluate democracy by the quality of education received by its children and if the classroom should be the proving ground for social change.
Level: All
Subjects: History, social studies, civics
Related Activity: Language arts, art, geography, technology

About This Series

This is the eighth of nine parts of KidsPost's illustrated look at the history of the Washington area. Each installment treats a different period—European settlement, the creation of the nation's capital, the Civil War era, the turn of the century, up to the present.

May: Beltway Boom and Brown

The Washington area boomed during World War II, as thousands of people moved to the nation's capital to help in the war effort. From Northern Virginia to Northwest Washington to the suburbs of Maryland, thousands more worked to build office buildings and homes for all the newcomers.

Along with post-war growth came the baby boom and the Beat Generation. By 1950, scientists had invented the transistor (1948), Jonas Salk had developed a vaccination for polio (1947) and television was a "must have" in homes. In 1961, Gagarin became the first man in space, Shepard became the first American in space and the Berlin Wall went up here on earth. In 1963 Sylvia Plath's novel *The Bell Jar* and Maurice Sendak's children's classic *Where the Wild Things Are* were published, Martin Luther King delivered his "I Have a Dream" speech at the Lincoln Memorial and President John F. Kennedy was assassinated in Dalles.

This guide features articles about and activities for studying *Brown v. Board of Education*. They range from KidsPost articles for younger students to Law and Order provided by a Marshall Brennan Fellow at Washington College of Law. In addition to studying an important Supreme Court case and America in the 1950s, students may be asked to write the first draft of their school's history—education in 2004 at my school.

Read and Discuss

Give students "Q&A," a reproducible that provides information about daily life and the first visit of the Beatles in New York City and D.C.

You might relate to students that some parents complained that the music was bad for kids. Elvis Presley, for example, was broadcast from the waist up when he performed on TV. A group called Danny & the Juniors responded in a hit record with these words: "Rock 'n roll is here to stay, it will never die. . . . I don't care what people say, rock 'n' roll is here to stay."

CONTINUED ON PAGE 3

Brown v. Board Online

http://www.brownat50.org/
Fulfilling the Promise
Howard University School of Law and University played significant roles in the decision. Web site provides timeline and cases that lead to Brown, biographic information of key figures and helpful links to educational and other resources.

http://www.npr.org/news/specials/brown50/
Brown v. Board of Education
Listen to NPR broadcasts that include 1989 interview of Thurgood Marshall, memories of adults who were children in 1954, letters to President Eisenhower, behind-the-scenes at the Supreme Court deliberations and perspectives of individuals involved in today's educational environment.

http://www.landmarkcases.org/brown/home.html
Brown v. Board of Education (1954)
Street Law and the Supreme Court Historical Society provide activities; case background and questions are provided on three reading levels. Political cartoons to analyze and regional newspaper coverage for students to study, compare and draw conclusions.

http://www.nea.org/brownvboard/index2.html
The National Education Association provides concise presentation of what the Court said about education, prior cases with links, aftermath of decision and current desegregation litigation. Classroom activities and lessons.

http://www.trincoll.edu/depts/educ/brown/
Separate Is Not Equal
Alonzo Smith, research historian at the National Museum of American History, provides background on the case and questions to guide all students in a study of *Brown*.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 2

Read Art

Provide students copies of "D.C. Rocks," Patterson Clark's illustrated portrait of D.C.

What does the artist think is important to know about the era? See if students can find a U.S. President (Dwight David Eisenhower), a Supreme Court Justice (Thurgood Marshall) and a musician (Elvis Presley).

There was a new box in the living room, the TV. Toddlers soon were watching Romper Room or Saturday morning cartoons such as Mighty Mouse, while their older brothers and sisters watched a marionette named Howdy Doody. What are children watching on the TV in the illustration?

A new kind of music—rock-and-roll—became hugely popular with teenagers. On record players, they listened to vinyl discs called 45s playing the new music of Bill Haley and the Comets, The Platters, Little Richard, Chuck Berry and Elvis Presley.

Art in this period went from plain to psychedelic. In the 1940s, the model airplanes that manufacturers made to sell aircraft to the military began to be sold in kits. Made first of balsa wood, then plastic, the planes required assembly. Children and adults put the parts together and sometimes even painted their models. In the 1950s paint-by-number packages were sold with brush, small paint bottles and a canvas that was mapped and numbered for the at-home "artist." Bright colors and patterns to the max expressed the spirit of baby boomers reaching their teens in the 1960s. You might share examples of toys, art and color pallets of each decade with students—or divide the class into three parts and have them present the decades. Play hit tunes of each period for background. How do these reflect the economic conditions and attitudes of the time?

Check out Geography

Give students "Map It" which reflects D.C. in 1965. If you are using the previous maps for comparison, note the section of the Potomac River that was filled in order to create the runways of National Airport.

This is the first map in the series to include the highway numbering system. As students are asked to identify the different highways that are completed or under construction, you might discuss the importance of having a good highway system.

In April 1939, President Roosevelt submitted a report and recommendation for a "special system of direct interregional highways, with all necessary connections through and around cities, designed to meet the requirements of the national defense and the needs of a growing peacetime traffic of longer range." Years of study and disagreement passed. Finally, the first funds for interstate highways were provided with the Federal-Aid Highway Act of 1952 which "authorized $25 million for the interstate system on a 50-50 matching basis." A small beginning to a large task.

"Ike" Eisenhower had traveled from D.C. to San Francisco in 1919 in the U.S. Army's first transcontinental motor convoy and experienced the travails of inadequate roads, and during the war he had seen the benefits of the German autoban. "Together, the united forces of our communication and transportation systems are dynamic elements in the very

CONTINUED ON PAGE 4

In the Post

http://www.washingtonpost.com/education/specials/brown/

50 Years After Brown v. Board

Archives of The Washington Post coverage of the decision and its influence on the present are available to you. The Web site includes print articles, video clips, manuscripts of online discussions and graphics. Reporting includes:

- Revisiting Topeka
  Progress Made, But More to Go

- Education Review: April 2004
  How Far Have We Really Come?
  Rebuilding McKinley (video)
  Breaking Down Barriers (video)

- In the News
  Remembering a Segregated Childhood: Education Secretary Paige

  Schools and Lives Are Still Separate: Summerton, S.C.

  Integration Slow in Coming: Maryland

  Shaping an Argument—and an Era

  If Only White Virginia Had Followed Its Better Instincts

- From Newsweek
  A Dream Deferred: Fifty years after *Brown v. Board*, the fight for decent schooling for black kids goes on

http://www.washingtonpost.com/wp-dyn/articles/A31973-2004May16.html

Brown Isn't Enough

Washington Post columnist William Raspberry begins with the question, How much better off are we as a society as a result of that decision?

CONTINUED FROM PAGE 3

name we bear—United States. Without them, we would be a mere alliance of many separate parts," stated President Dwight D. Eisenhower, Feb. 22, 1955, in his letter forwarding the Clay Committee's report to Congress. He was proud of the interstate highway system that developed during his two-term administration.

Highways that are under construction in this decade include the circumferential highway (Capital Beltway), Route 350 (Shirley Highway, I395), John Hanson Highway (Route 50) and the George Washington Memorial Parkway.

Get Inventive

Technology continues to integrate itself into daily life. Many Americans own automobiles, televisions, refrigerators and microwave ovens. Give students "Inspired or Accidental Inventions?" to discuss how products come into being and to research the story behind the products.

Start with Sputnik

The space race and the Cold War were part of children's lives. Those who were alive in 1957 will recall watching the night sky for Sputnik to pass over. Others will recall the drills and the additional math and science requirements in school.

Combating communism and spreading democracy were other dimensions of the Cold War. The international press reported on U.S. race relations. They covered U.S. education and expressed expectation that *Brown v. Board of Education* would reveal what was in the soul of the American people and their understanding of democracy.

Give students a copy of "Sputnik First in Space." Excerpts from four passages about the successful launch of Sputnik are provided. After reading them, ask students to compare and contrast the works. Use these passages to develop skills needed for reading comprehension. You might have students consider the following: Have students highlight or underline key words and phrases that help to convey the author's attitude toward the launch. What diction gives clues to when the passage was written? For what audience was each passage written? Which passage is a news article? Which passage uses the launch to talk about another subject?

Passage 1, "Sputnik and The Dawn of the Space Age," was found on the NASA Web site (*http://www.hq.nasa.gov/office/pao/History/sputnik/*) May 2004. Passage 2, "The Human Condition" was written in 1958 by Hannah Arendt. Passage 3, "Sputnik 1: The Satellite That Started It All" was written in 2002 by Leonard David, senior spavce writer (*http://www.space.com/missionlaunches/sputnik_45th_anniversary_021004.html*). Passage 4, " 'Sputnik' Could Be a Spy-in-Sky," written by James F. King appeared Oct. 7, 1957, in The Washington Post and Times Herald on A3.

Talk About the Past

Grandparents and older people that your students know will remember Sputnik, the Cold War, segregation and integration of schools, music and daily life in the 1950s. Have students select someone to interview. Arrange a visit to the Old Soldiers Home or nursing homes, think of people at places of worship and commu-

CONTINUED ON PAGE 5

Read About It

Giff, Patricia. *Lily's Crossing*
Lily is no saint, but through this 12-year-old children learn what life at home was like in 1944. During summer at Rockaway Beach, Lily meets Albert, a young Hungarian refugee, who changes her view of the war and her own world.

Choi, Sook Nyul. *Echoes of the White Giraffe*
A refugee in South Korea, 15-year-old Sookan adjusts to life in a new village and experiences her first forbidden friendship. In this sequel to Choi's excellent *Year of Impossible Goodbyes*, Sookan tells of the family's continued turmoil and dream of returning home.

Morrison, Toni. *Remember: The Journey to School Integration*
Morrison uses photographs of young people growing up in the 1950s to which she adds an imagined dialogue to capture the emotion of living separate and unequal.

Rodman, Mary Ann. *Yankee Girl*
Alice begins sixth grade as an outsider because her father, who works for the FBI, has moved his family in 1964 to Jackson, Miss. Racism, the KKK, cliques and desire for popularity add to the tension as two girls integrate the school that year.

Taylor, Mildred. *The Gold Cadillac*
The family travels in their new car from Ohio to Mississippi to visit family. They learn it is "a mighty dangerous thing, for a black man to drive an expensive car into the rural South."

Thomas, Joyce and others. *Linda Brown, You Are Not Alone: The Brown v. Board of Education Decision*.
Writers share with young readers where they were when the Supreme Court decided *Brown v. Board of Education*. Candid with a full range of emotions.

CONTINUED FROM PAGE 4

nity clubs, and talk to grandparents and older neighbors.

Students are to collect personal stories, add information about the time period and write a story that reveals a time or more about where you live. Rather than a Q and A article, have students write a short profile. You may wish to use profiles from The Washington Post as examples. Collect the students' stories and publish them either as a bulletin board display or a desktop project. Have students read their profiles to the class. If possible, invite the interviewee to come to class that day.

Explore Education and Issues

The Washington Post extensively covered the 50th anniversary of the Supreme Court decision in *Brown v. Board of Education of Topeka*. A special section in the Education section archives many of these articles (*http://www.washingtonpost.com/education/specials/brown/*).

KidsPost provided articles for younger students with introductions to Linda Brown who grew up in Kansas and John Stokes who grew up in Virginia in the '50s. Give students "Black, White and Brown." This article introduces the educational situation at the time through Linda Brown, the five lawsuits and the Brown decision. Give students "A View From 1950s Virginia." John Stokes, a high school student in Farmville, Va., is interviewed.

In addition to using the two stories to introduce *Brown v. Board of Education*, you might use these two articles to practice reading and comprehension skills needed for your local testing. Possible questions include: Name people whose schools were part of the state lawsuits. Where did they attend school? For which article did the reporter interview someone who was in school in the 1950s? Does one article provide more facts than the other?

Whether students agree or disagree that *Brown v. Board of Education* resulted in important social change in America in the 20th century, the Supreme Court decision is worth discussion and debate. Introduce the political, legal and social context of the 1950s with the Russian launch of Sputnik and the Cold War, an international press covering segregation and asking if this is what democracy represents, an emerging middle class after World War II, and segregation in stores, restaurants and schools. To what extent did the struggle for education and integration lead to the Civil Rights Movement?

Examine the First Draft of History

When the Newseum asked scientists and historians to choose the biggest news stories of the 20th century, the *Brown v. Board of Education* story was voted ninth. Read excerpts from two Washington Post stories on the Supreme Court decision and discuss their coverage of responses and presentation of issues.

At the time of the 50th anniversary of *Brown*, the five communities involved in the lawsuits were covered in the press, the quality of American education was examined and Americans were polled. More than 80 percent of adults prefer their child attend a racially mixed school, and nearly 80 percent say they prefer their child attend the closest school, even if it is mostly one race, according to an Associated Press poll.

CONTINUED ON PAGE 6

In the Field

http://www.nps.gov/fdrm/home.htm
Franklin D. Roosevelt Memorial
West Basin Drive, near the Jefferson Memorial
Visit the four rooms, each representing one of FDR's four terms in office, in which his words are chiseled in granite. FDR will remain the person to serve longest as President of the United States and the one whose words are remembered from Fireside Chats and their association for major events.

http://www.nps.gov/nwwm/
National World War II Memorial
Between the Washington Monument and Jefferson Memorial on the Mall.
The most recent addition to the National Mall, dedicated Memorial Day 2004, the memorial commemorates the sacrifice and celebrates the victory of the WWII generation.

http://americanhistory.si.edu/brown/
National Museum of American History
"Separate Is Not Equal: *Brown v. Board of Education*"
Enter a mock classroom, separated into colored and white sections at the National Museum of American History exhibit. Documents, photographs, music and timeline help tell the story of the drive for quality education. Teacher materials available online.

http://www.loc.gov/today/pr/2004/04-081.html
Library of Congress
" 'With an Even Hand': B*rown v. Board* at Fifty"
May-Nov. 2004, the Library of Congress displays archival materials of the library and the NAACP. Includes the 1854 personal narrative of Margaret Douglass, the pen Ulysses Grant used to sign the 15th Amendment, the document on which Justice Felix Frankfurter wrote "with all deliberate speed," and the arrest record of Rosa Parks.

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Give students "Has It Worked?" This area was involved more than being the location of the Supreme Court. D.C. and Virginia school districts were litigants in the lawsuits. KidsPost states "Maryland today is one of the most segregated states." After discussing what the article reports, have students discuss what they believe is true in their school. What is the racial composition of their student body and faculty? Why they think their school is or is not providing them with a good education. Are they willing to bus to another school in order to achieve a prescribed mathematical mix or to receive a better education? Is integration important to receive equal education? What roles do their parents, school officials and they play in their education? Is having a good education important? As a culminating project, ask students to write the first draft of their school's history—education in 2004 at my school.

Learn about Law and Order

Brown v. Board of Education, decided on May 17, 1954, actually involved five separate cases in five school districts in South Carolina, Virginia, Delaware, Kansas and Washington, D.C. "Separate educational facilities are inherently unequal," the Court found. How integration of schools was to proceed remained unclear. A year later in what came to be known as Brown II, the Supreme Court allowed implementation to proceed with "all deliberate speed," which many school districts in the South took as an invitation to stall.

Provide students with a copy of "Law and Order: Thurgood Marshall and *Brown v. Board of Education*. This document provides students a background on *Brown* and introduces them to Thurgood Marshall, a lawyer and Supreme Court justice who was dedicated to the law and Constitution.

Divide students into small groups of 3 or 4 to discuss the following questions:

1. When the National Association for the Advancement of Colored People (NAACP) began its campaign for educational equality, the United States was in the economic depths of the Great Depression. For blacks, the Depression worsened discrimination in hiring, and created greater racial tension over insufficient resources. On top of this, violence against blacks in the form of lynchings, assaults and unjust prosecutions continued. Why, in the midst of these problems, would the NAACP put such high priority on equal education?

2. What do you think about the NAACP's initial strategy to focus more on the inequality under "separate but equal" and less on the legality of the segregation? What if schools today were segregated by race (gender or any other category) but were in every other way equal? Would that be constitutional? What pros and cons are there to segregation, as long as equality is assured?

3. What do you think about the NAACP's initial strategy to focus on publicly funded law schools and other graduate schools rather than public primary and secondary schools? What was gained by this approach?

4. Why do you think that sociological and psychological evidence played an important role in the *Brown v. Board of Education* decision? Why would evidence that facilities and staff not be sufficient?

CONTINUED ON PAGE 7

What a Time

http://www.npg.si.edu/exh/rebels/index.htm
Rebels: Painters and Poets of the 1950s
Images and words to capture a generation

http://americanhistory.si.edu/paint/index.html
Paint by Number: Accounting for Taste in the 1950s
A reviled fad reveals a "peculiarly American virtue"

http://www.pbs.org/wnet/jimcrow/
Rise and Fall of Jim Crow
PBS's awarded program looks at branches of government and individual narratives, maps and important events of the era; provides teacher's activities.

http://www.cnn.com/SPECIALS/cold.war/
Cold War
CNN interactive presents culture, technology, espionage and weapons of the Cold War experience. Includes a educator's guide. Older students might engage in archival footage and a tour of Cold War capitals in 3-D.

http://www.newseum.org/berlinwall/commissar_vanishes/
The Commissar Vanishes
A Newseum online exhibit on the falsification of photographs in Stalin's Russia.

CONTINUED FROM PAGE 6

After one representative from each group briefs the class on their respective responses, discuss the widespread resistance to desegregation. Public schools in Farmville, Va., were closed from 1959 to 1964. In our area, Arlington public schools, for example, did not desegregate until the mid-1960s. The Court heard numerous subsequent cases regarding desegregation of public schools. Some have suggested that desegregation would have been more effective had it been done in increments, to gradually ease integrated schools into American society. What do you think of this argument? What sort of alternative plan might have worked?

[NOTE: For an alternative to the Court's order in *Brown*, see "*Brown v. Board of Education*: A Moot Court Argument-Brief for Respondents" at *http://www.wcl.american.edu/journal/lawrev/52/bell.pdf*].

Once the Court ordered an end to "separate but equal," what other roadblocks remained for the quest for equality in education? Do you think public education is sufficiently integrated today? Why or why not?

After discussion, ask students to reconvene in their groups to design a plan to integrate two currently segregated schools. Among the issues to consider are fairly dividing the current budget, equalizing the existing facilities, providing transportation to allow people to attend integrated schools, and protecting students from violence that may result from tensions arising from the integration. Some of these issues may have constitutional dimensions—the Supreme Court has ruled that a school district cannot be forced to bus students to and from other school districts to achieve integration, for example.

When students present their plans, including whether the integration is necessary, have them also include an assessment of the impact of the Court's decision on U.S. education and our understanding of democracy. In 1954, the Court's decision was a landmark in the struggle for equality in America. Is it still as important today?

Space Race Begins

http://www.nytimes.com/learning/general/specials/sputnik/
The Times Looks Back: Sputnik
Times coverage of the October 1957 event, context and Web links

http://www.nasm.si.edu/galleries/GAL114/SpaceRace/sec200/sec250.htm
Space Race: Military Origins of the Space Race
National Air and Space Museum quick reference includes Sputnik replica and data

http://www.hq.nasa.gov/office/pao/History/sputnik/sputorig.html
Sputnik and the Origins of the Space Age
Interesting personal side of the announcement of Sputnik's launch in the introduction; America's response and the birth of NASA

http://www.pbs.org/redfiles/moon/
Secret Soviet Moon Mission
PBS special provides vocabulary, lesson plans and other resources in "Investigative Assets." One activity includes an analysis of the John Foster Dulles memo to the White House Press Secretary.

Key (for use with Page 8)
1. Hula hoop!
2. A flashy Cadillac cruises by.
3. Motorcycle cop checks for speeders.
4. Watching Howdy Doody on TV.
5. A DC-3 takes off from National Airport.
6. Jefferson Memorial, completed in 1943.
7. Civil rights lawyer Thurgood Marshall.
8. President Dwight D. Eisenhower, former commanding general of allied forces in Europe during World War II.
9. A baby boomer begins her journey.
10. Lawn mowers fill the air with a roar.

A free curriculum guide to this page, with lesson plans and reproducibles, will be available at The Washington Post Newspaper In Education Web site at www.washpost.com/nie.If you'd like to see previous Washington history pages, go to www.washingtonpost.com/kidspost

SOURCE: Library of Congress

Credits
Illustration by Patterson Clark, The Washington Post; Map by Gene Thorp, The Washington Post; Research and reporting for the KidsPost series by Fred Barbash, The Washington Post; Q&A by Carol Lange, Post NIE education consultant

Law and Order, William Kamens is graduating from the Washington College of Law and, through the Marshall-Brennan program, taught "We the Students" at two public high schools in the District—Cardozo High School and the School Without Walls. He thanks Genna Rae McNeil for thoroughly immersing him in the subject of the road to *Brown v. Board of Education*.

The Unboring, Illustrated True Story of the Washington Area

PART 5
Rock-and-Roll

The Washington area boomed during World War II, as thousands of people moved to the nation's capital to help in the war effort. From Northern Virginia to Northwest Washington to the suburbs of Maryland, thousands more worked to build office buildings and homes for all the newcomers.

When World War II ended in 1945, another boom started. Millions of Americans started having babies. These "boomers" became kids in the 1950s just as a new world of entertainment arrived on the scene.

There was a new box in the living room, the TV. Toddlers soon were watching "Romper Room" or Saturday morning cartoons such as "Mighty Mouse," while their older brothers and sisters watched a marionette named Howdy Doody.

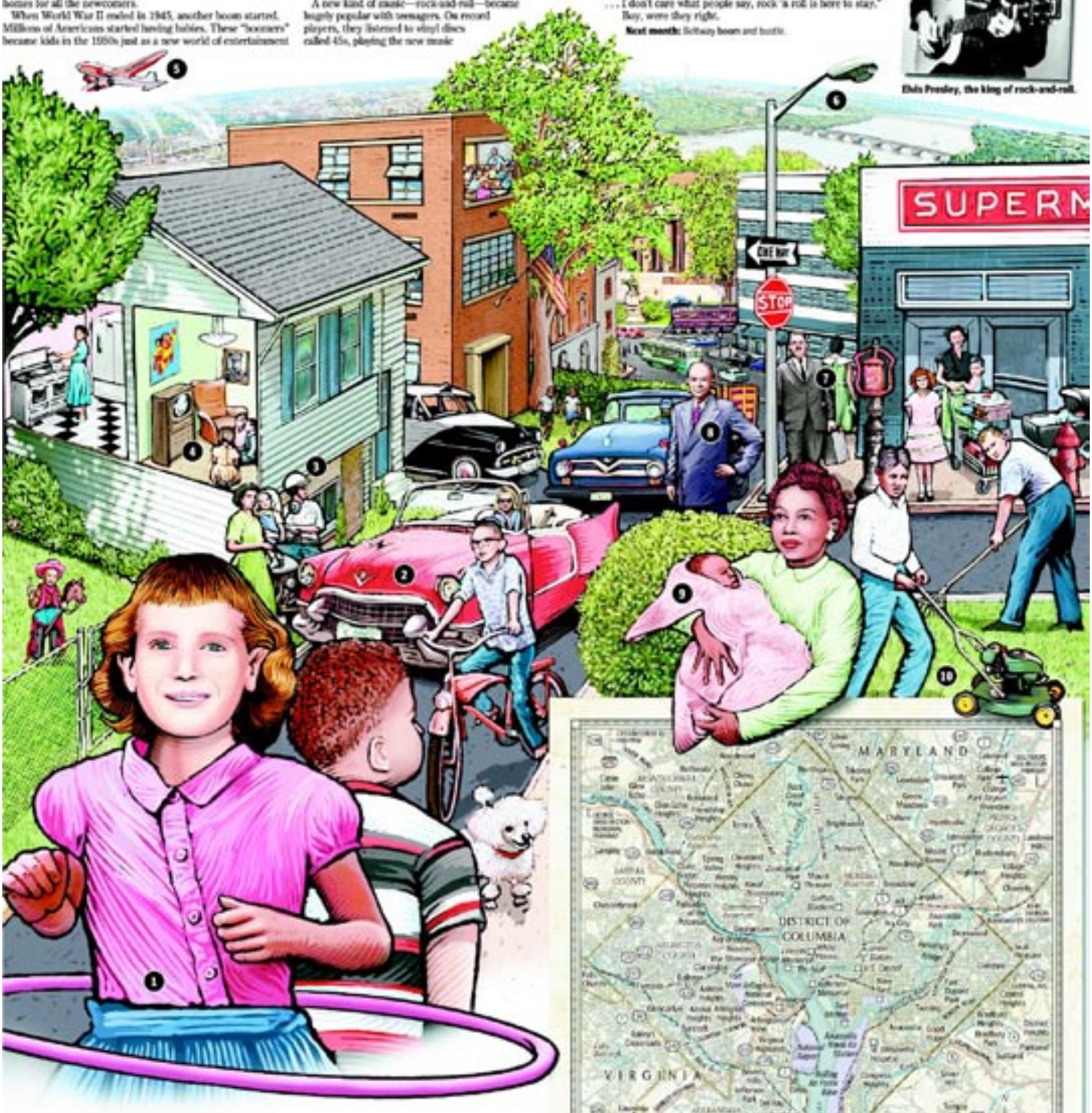
A new kind of music—rock-and-roll—became hugely popular with teenagers. On record players, they listened to vinyl discs called 45s, playing the new music of Bill Haley and the Comets, The Platters, Little Richard, Chuck Berry and Elvis Presley.

Some parents complained that the music was bad for kids.

A group called Danny & the Juniors responded in a hit record with these words: "Rock 'n roll is here to stay, it will never die. . . . I don't care what people say, rock 'n roll is here to stay." Boy, were they right.

Next month: Beltway boom and bustle.

Elvis Presley, the king of rock-and-roll.



How They Did It

In the illustration above, the background shows how the region might have looked from the Virginia side of the Potomac. Note the industrial smokestacks of Georgetown. The scene takes place in the middle of the 20th century, when the Washington, D.C., of today began to appear. As in previous drawings, four surprises are included in the drawing. Can you find the Indian axe, raccoon, crow and arrowhead? — Patterson Clark, Washington Post news artist

Map It

The Great Depression and New Deal programs, then World War II, brought many new employees to the Washington, D.C., area. As road systems responded, new suburbs emerged and older ones filled their boundaries. The National Mall and Potomac River were also shaped into more familiar contours.

1. Andrew Mellon donated 121 Old Masters from his private collection as a gift to the nation and provided funds to build The National Gallery of Art. Designed to resemble the Roman Pantheon, it was completed in 1941.
Indicate its location on the map with a star.

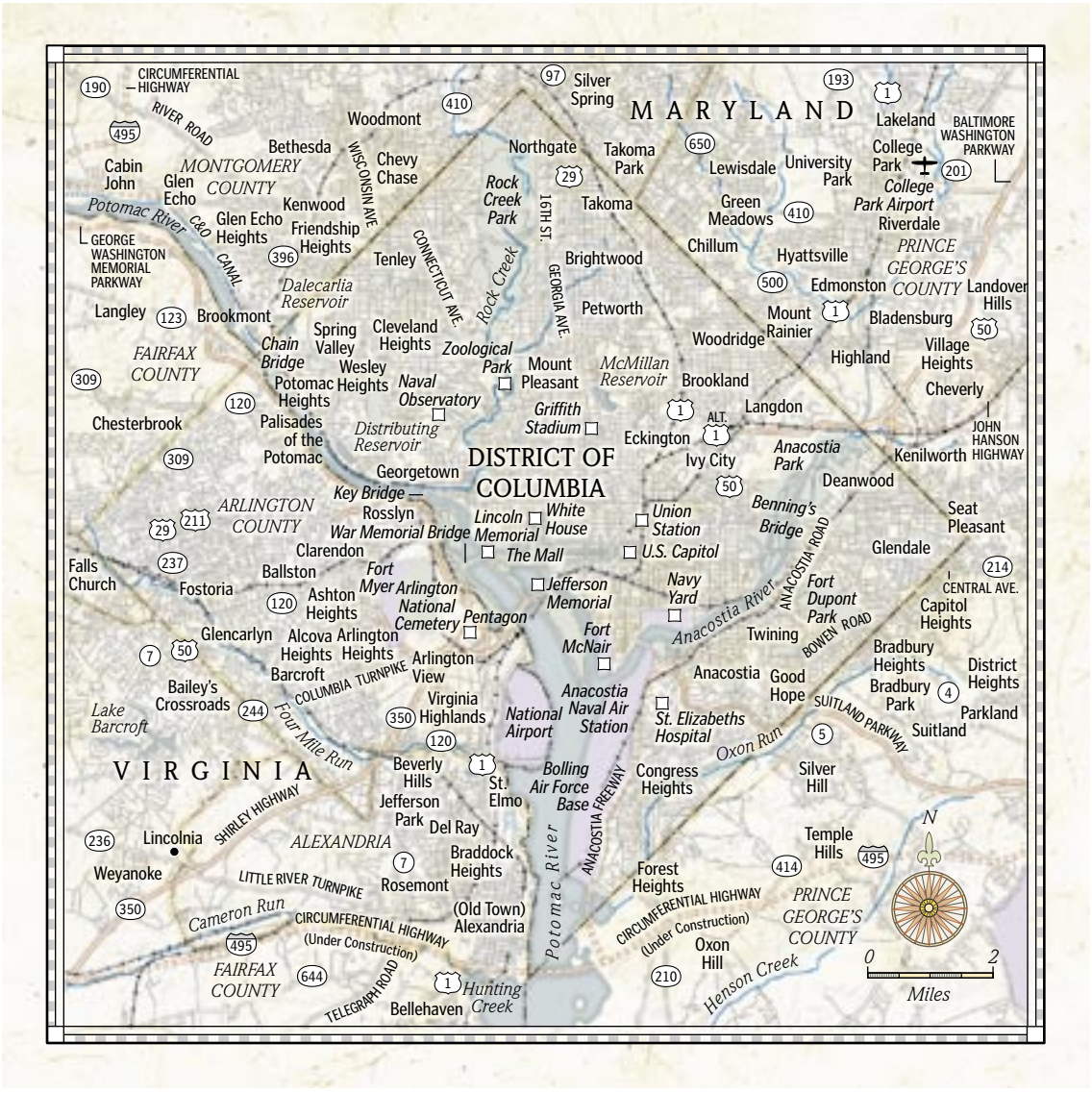
2. The Jefferson Memorial took three years to build and was dedicated in 1943. It is located by what body of water?

3. Western Market existed on the southeast corner of 21st and K Streets N.W. from the 1850s to the 1960s. Many residents shopped its stalls for fresh produce, cheese and international foods. Place an X on the map where an office building took its place.

4. What symbol indicates that a highway is under construction? List roads that are not completed in 1965.

5. List five roads that are indicated by number and tell what they are called today.

6. Why was it important for the D.C. area to develop its transportation systems?



An Integrated Curriculum For The Washington Post Newspaper In Education Program

Q&A

During 1940-1965, Americans experienced the Great Depression, New Deal recovery, World War II, economic and technological growth and social change. American culture dominated in the 1950s as Europe was recovering from the devastation of war. By the mid-1960s, the British invasion had begun. An American schoolgirl from Maryland had a role in popularizing The Beatles who arrived in the United States in 1964, singing "I Want to Hold Your Hand."

How expensive were items in this period?

In 1941, a gallon of gas cost 19 cents and a gallon of milk cost 34 cents. You could buy a car for $925 and send a letter for three cents. By 1959, the gallon of gas cost 30 cents and milk $1.01 a gallon. The car would cost considerably more at $2,200, but the letter could be mailed for four cents.

What is the "baby boom"?

More than 76 million Americans were born between 1946 and 1964. So many more babies were born than usual, the children were called baby boomers. This would influence the merchandise sold for babies and children, size of houses, the number of schools needed and culture.

Who do you know who was born between 1946 and 1964? When were your grandparents born? Bill Clinton (August 19, 1946) and George W. Bush (July 6, 1946) were the first baby boomers to be President of the United States.

What television shows did children watch in 1960?

Let's look at Sunday evening shows that parents might allow their children to watch. Walt Disney Presents was on for an hour beginning at 6:30 p.m. on ABC. At 7 p.m. Lassie, followed by Dennis the Menace was on CBS. NBC provided People Are Funny and Shirley Temple Show in the same early evening period. Popular weekday programs were Bugs Bunny, The Adventures of Ozzie and Harriet, The Flintstones, Father Knows Best and Leave It to Beaver. Older children might have been allowed to stay up to watch a western, a variety show or Route 66.

What candy did kids enjoy?

Soldiers came back from war and told of what they found in their rations. There was chocolate candy with a protective coat to stop its melting. M&M's were popular then and now.

Favorite candies in the 1950s to be eaten at the movies were Sugar Daddy, Jujy Fruit, Raisinets, Tootsie Rolls, Junior Mints and Milk Duds. Candy bars included Butterfingers, Milky Way, Mounds and 5th Avenue. If you were really cool, you would have wax lips, Atomic Fire Balls, Pez and candy necklaces, buttons and cigarettes.

In the 1960s, bubble gum cigars, Necco wafers, Sweetarts. Sourballs and Life Savers were added to the list.

What new toys did kids have?

Boys liked to assemble and paint model airplanes, and girls wanted Paint-by-Number kits. Maybe this is where Andy Warhol got his idea to paint 32 Campbell soup cans on large canvases. Slinky and Etch-A-Sketch replaced these in popularity.

Did The Beatles perform in D.C.?

Yes. D.C. is part of Beatles' history. The Beatles TV debut took place on Feb. 9, 1964, on The Ed Sullivan Show. They came by train to perform their first U.S. live concert on Feb. 11 at the Washington Coliseum, which was in Northeast. The next evening they performed at Carnegie Hall.

"Beatlemania struck the District as hard as anywhere else," according to David Segal in "We Saw Them Standing There" (The Washington Post, June 5, 2002). "Among the screaming teens in the crowd that night: a young Al Gore, who has said he brought along a Beatles wig and generated a few shrieks from girls who thought he was in the band."

What is Marsha Albert's connection to the Beatles?

The promotion of the Beatles in this area is tied to a local dj and a Silver Spring student. Read excerpts from a KidsPost January 2004 article about the letter that Marsha Albert wrote and why she attended the first live Beatles concert in the States:

American media did notice Beatlemania in England: On Nov. 11, 1963, Time and Newsweek each devoted half a page to the "New Phenomenon in Britain." On Nov. 18, NBC ran a brief British-produced news segment, as did CBS on the morning of Nov. 22. That segment would have run again on The CBS Evening News With Walter Cronkite, but all scheduled programs were knocked off the air by the assassination of President John F. Kennedy. It eventually did run Dec. 10, and among those watching were WWDC-AM DJ Carroll James and 15-year-old Marsha Albert of Dublin Drive in Silver Spring.

In a 1984 interview with this reporter, James [James passed away in 1997] said of the CBS story, which included a snippet of "She Loves You," "I looked at it and thought, well, that's interesting . . . and didn't think anything more about it. She [Marsha

CONTINUED ON PAGE 11

Q&A

CONTINUED FROM PAGE 10

Albert] looked at it, saw the same thing and wrote me a letter saying, 'Hey, that music looks great, why can't you get some to play over here?' " Two days later, an English pressing of "I Want to Hold Your Hand" was on James's turntable, hand-carried across the Atlantic by a British Airways flight attendant.

"Marsha was the only one to make the request, so I invited her in to the show that afternoon to introduce it on the air," James recalled. "I was kind of disappointed that he had 'I Want to Hold Your Hand' instead of 'She Loves You,' but it did well, too," says Albert, a quiet person then and now. Recently found by The Post, Albert has asked that her married name and home town not be identified.

At 5:15 p.m. Dec. 17, Albert read the introduction written by James: "Ladies and gentlemen, for the first time on the air in the United States, here are the Beatles singing 'I Want to Hold Your Hand.' " The station's switchboard lit up immediately with requests and James responded by playing it frequently.

What did the record company think of WWDC broadcasting the Beatles' song?

For almost a week, WWDC was the only station in America to have a copy of the record, which Capitol had finally agreed to release Jan. 13 in anticipation of a publicity boost from the band's scheduled appearance Feb. 9 on The Ed Sullivan Show. Capitol issued a cease-and-desist order to keep WWDC from playing the song—James ignored it—then decided to press a few thousand early copies solely for the Washington market.

But James taped a copy for a DJ pal in Chicago, who did the same for a DJ pal in St. Louis, and reaction in those markets was similar to Washington's. As a result, Capitol rush-released "I Want to Hold Your Hand" on Dec. 26, three weeks earlier than planned. A month after James played it for the first time, the song was No. 1 in America (a first for a British group), which led to reams of media analysis of the phenomenon, which inspired a mob scene at New York's John F. Kennedy Airport when the Beatles first landed in America on Feb. 7, 1964, which led to the largest audience in television history when the Beatles appeared two days later on The Ed Sullivan Show and a sell-out for their first American concert at the Washington Coliseum two days after that. Which is why Carroll and Betty James were invited to New York for the landmark Sullivan show.

When the Beatles appeared on The Ed Sullivan Show—their first live appearance on American television—no one could have guessed that this showcase would be so historic, or that the show's impact on pop culture would be so deep. It was and remains one of the most important milestones in the history of rock music, eyewitnessed by 728 people in the audience at CBS's Studio 50. They were the lucky ones among the 50,000 who had requested tickets, an all-time Sullivan record. The biggest numbers, of course, came in the next day when A.C. Nielsen reported that close to 74 million people—40 percent of the entire U.S. population at the time—had watched what a CBS press release identified as "The Beatles of London . . . a wildly popular quartet of English recording stars."

Why did the Beatle's do concert in D.C.?

The day after Sullivan was supposed to be a rest day for the Beatles, who were scheduled to fly to National Airport on Tuesday morning. The Washington Coliseum show and two Carnegie Hall shows the next day had been booked at the last minute to offset the group's travel expenses because Sullivan paid them only $8,500 for their three appearances on his show that February. But on Monday, a major snowstorm hit the East Coast, dumping eight inches of snow on New York and Washington. After the Beatles refused to board a plane, manager Brian Epstein was able to secure an old sleeper car and get it attached to the noon train.

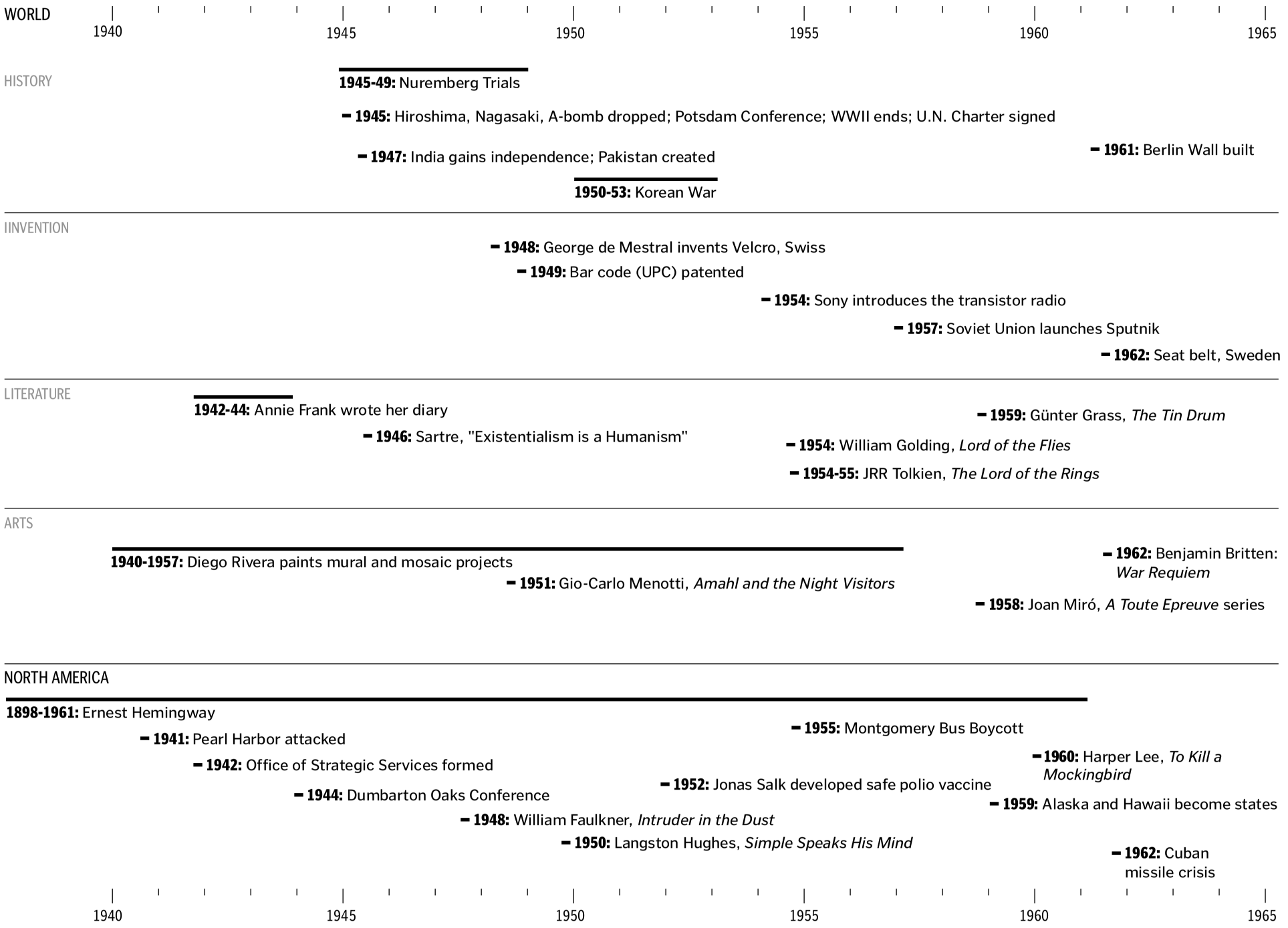
... Carroll James was given an exclusive in a satellite studio right outside the Coliseum. James did his regular afternoon shift from there, including a 10-minute live interview with the Beatles, who hid out and napped there before the show (WWDC later cut up the studio carpet into one-inch squares and gave them away as prizes). He asked the Beatles questions sent in by listeners and the Beatles had their usual fun answering them.

They also thanked Albert for writing her letter exactly two months earlier.

FILE PHOTO—THE WASHINGTON POST

The Beatles on their first tour of the U.S., which started in Washington, D.C.

Timeline (1940-1965)



An Integrated Curriculum For The Washington Post Newspaper In Education Program

Employee Explosion Transforms Washington

FILE PHOTO—THE WASHINGTON POST

Government building construction on Virginia Avenue NW, which was scheduled for completion in Spring 1941.

For the Washington businessman who gathered at the Mayflower Hotel on April 10, 1944, the pressing matter at hand was not the war itself, but how to handle the population boom it had created in their city.

The influx of workers to wartime Washington had doubled the number of federal employees in the capital over the previous three years, and it was dawning of some business leaders that the new residents were going to become a permanent fact of life.

Organizers of the meeting at the Mayflower called for a $100 million public and private building program to transform a city cluttered with makeshift housing and office arrangements into a "modern world capital," according to news reports.

"Washington up through the 1930s was a provincial city, and World War II cracked open its insularity," said Carl Abbott, a historian and author of Political Terrain. "As the command post for the world's most far-flung military enterprise, it had emerged, in political terms, as the most important city in the world."

In his book *Washington Goes to War*, journalist David Brinkley described the evolution this way: Washington "never did explode. Instead, it began to adjust to a new form of existence: more harried, more crowded, more contentious, faster, lonelier, bigger. And while some of the strains of wartime would subside when the fighting was over, the city would never again live by its old rules."

The federal bureaucracy shrank some after the war, with the number of federal civilian workers in the Washington area dropping to about 205,000 in 1947. But after experiencing the excitement of wartime Washington, few newcomers wanted to leave town. The Board of Trade reported in 1945 that a poll showed about half the people who had flocked to the region during the war would stay, and about 40 percent planned to buy cars in the next two years.

Soon enough, those who left the federal workforce would find work in the private sector, and the great immigration into Washington would spill into its suburbs.

SOURCE: Peter Whoriskey, The Washington Post, May 25, 2004. To access the entire article, visit http://www.washingtonpost.com/wp-dyn/articles/A52931-2004May24.html.

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Inspired or Accidental Inventions?

Ever wonder what theories were explored and how many hours were spent in laboratories conducting exacting experiments to create some of the products that we take for granted today? What about the time it took to develop cures for diseases that we seldom confront? Then there are the improbable inventions: The ones that make you want to know how in the world did someone think of that. In the period between 1940 and 1965, scientists introduced transistors, bar codes and the atomic bomb. In the 1940s and 1950s vaccinations for polio and measles were finally safe for children to be inoculated. Read about four inventions that fit into the latter category. The stories behind these inventions make one wonder if discovery is accidental rather than inspired.

1943—Vicissitude?

What do you do if a big science project doesn't turn out right? Maybe you should review what you have done to see if you have created something new. Engineer Richard James was trying to figure out how sensitive equipment could be transported on ships. When his springs couldn't do the job, he took another look at them. His wife called them Slinky™.

1946—Unintentional?

Here's a product that might not have been invented if Dr. Percy Spencer didn't like candy bars. An engineer at Raytheon Corporation, Dr. Spencer was using magnetrons to do radar research. The candy bar he had slipped into his pocket melted one day while he was working with the microwaves. He got to thinking about it, experimented some more (I wonder who washes his shirts) and discovered that microwaves cook food fast.

1948—Fortuitous?

Many people lost their jobs during the Great Depression. Architect Alfred Butts was no exception. He began playing around with words and created a few games. In 1948, he thought of a different way to create words—and we now have Scrabble. Another man refined the game board and the rules, but it took Mr. Butts to have the original idea.

1948—Serendipity?

If a cicada flies in your hair or a new plant appears in your garden, stop a moment to figure out how it got there. Taking a break from his work, Swiss engineer George de Mestral went hiking. Instead of screaming at the burrs, he examined how they stuck so well to his socks and pants. Those little hooks gave him the idea for Velcro.

FILE PHOTO—THE WASHINGTON POST

Your assignments

1. Now that you have read about four inventions of the 1940s, select one of the following products. Research to find the story behind its development or discovery. Summarize the story and then categorize it as an example of meticulous experimentation, an accident or some combination of the two.

1752	Lightning rod
1829	Braille
1839	Rubber (vulcanization process)
1853	Condensed Milk
1886	Coca-Cola
1929	"Scotch" tape
1943	Teflon
1944	Aerosol can
1947	Transistor
1960	Etch-A-Sketch
1972	Video Disk

2. Read the Science and Science Notebook sections in Monday's Washington Post. Clip articles that tell the story behind discoveries and inventions.

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Sputnik First in Space

The successful launch of Sputnik I by the Soviet Union was covered in the world's press, in scientific journals and political publications. When the Newseum asked scientists and historians to vote on the biggest stories of the 20th century, "Soviets Launch First Satellite" was voted #18. Below are excerpts from four selections.

PASSAGE 1

Sputnik and The Dawn of the Space Age

History changed on October 4, 1957, when the Soviet Union successfully launched Sputnik I. The world's first artificial satellite was about the size of a basketball, weighed only 183 pounds, and took about 98 minutes to orbit the Earth on its elliptical path. That launch ushered in new political, military, technological, and scientific developments. While the Sputnik launch was a single event, it marked the start of the space age and the U.S.-U.S.S.R space race.

The story begins in 1952, when the International Council of Scientific Unions decided to establish July 1, 1957, to December 31, 1958, as the International Geophysical Year. ...

In July 1955, the White House announced plans to launch an Earth-orbiting satellite for the IGY and solicited proposals from various Government research agencies to undertake development. In September 1955, the Naval Research Laboratory's Vanguard proposal was chosen to represent the U.S. during the IGY.

The Sputnik launch changed everything. As a technical achievement, Sputnik caught the world's attention and the American public off-guard. Its size was more impressive than Vanguard's intended 3.5-pound payload. In addition, the public feared that the Soviets' ability to launch satellites also translated into the capability to launch ballistic missiles that could carry nuclear weapons from Europe to the U.S. Then the Soviets struck again; on November 3, Sputnik II was launched, carrying a much heavier payload, including a dog named Laika.

PASSAGE 2

The Human Condition

In 1957, an earth-born object made by man was launched into the universe, where for some weeks it circled the earth according to the same laws of gravitation that swing and keep in motion the celestial bodies— the sun, the moon, and the stars. To be sure, the man-made satellite was no moon or star, no heavenly body which could follow its circling path for a time span that to us mortals, bound by earthly time, lasts from eternity to eternity. Yet, for a time it managed to stay in the skies; it dwelt and moved in the proximity of the heavenly bodies as though it had been admitted tentatively to their sublime company.

... This future man, whom scientists tell us they will produce in no more than a hundred years, seems to be possessed by a rebellion against human existence as it has been given, a free gift from nowhere (secularly speaking), which he wishes to exchange, as it were, for something he has made himself. There is no reason to doubt our abilities to accomplish such an exchange, just as there is no reason to doubt our present ability to destroy all organic life on earth. The question is only whether we wish to use our new scientific and technical knowledge in this direction, and this question cannot be decided by scientific means; it is a political question of the first order and therefore can hardly be left to the decision of professional scientists or professional politicians.

PASSAGE 3

Sputnik 1: The Satellite That Started It All

Sounding more like a mechanical cricket chirping from high above, it was the beep heard 'round the world.

Forty-five years ago today, the former Soviet Union lofted the world's first artificial satellite of Earth: Sputnik 1.

The basketball-sized spacecraft weighed some 184 pounds (84-kilograms) and whipped about the globe every 98 minutes. And with every orbit, Sputnik 1 thumbed its nose at America's technological prowess, political esteem in the community of nations, as well as U.S. military strength. This Soviet satellite was the true starting gun for the "space race," a launch that also led directly to the creation of National Aeronautics and Space Administration (NASA).

Four-and-a-half decades after the fact—though Sputnik 1 has long since reentered—the signal strength of that event remains. It continues to relay an important message to space planners of today and in the decades to come.

Passage 4

'Sputnik' Could Be a Spy-in-the-Sky

LONDON, Oct. 8—The world pondered today whether Russia has gained a tremendous political advantage in being the first to launch an earth satellite. One British writer called the Sputnik (Russian word for satellite) a potential spy-in-the-sky.

The Russians proudly claimed a coup for the Communist system in the interest of science-and let Red China wave a big stick.

The Chinese Communist newspaper Ta Kung Pao, said in a defiant editorial broadcast by Peking radio: "The United States ... can no longer throw its weight about anywhere it likes in the world."

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First Draft of History

Local, national and international media covered the unanimous decisions of the Supreme Court handed down on May 17, 1954. The May 18 Washington Post and Times Herald gave the story a banner headline: "Segregation Banned in Nation; Court Defers Final Edict to Fall." Two of the three stories on the front page are excerpted below.

'Separate But Equal' Doctrine is Thrown Out Historic Opinion on Cases in D.C., Va., 3 States Are Unanimous

By Frank R. Kent, Jr.
Staff Reporter

The Supreme Court ruled unanimously yesterday that segregation in the Nation's public schools violated the Constitution.

Delayed at least until next fall, however, was the question of what procedures should be used to carry out the high tribunal's momentous decision that segregation "has no place" in the field of public education.

In this ruling, the Court took a bold stride and threw into the discard, the doctrine of "separate but equal" facilities that originated in an 1896 decision.


Washington Post
Times Herald
egation Banned in Nation;
Defers Final Edict to Fall

In reading the Court's two unanimous decisions—the first dealing specifically with Virginia, Delaware, Kansas and South Carolina and the second with the District of Columbia—Chief Justice Earl Warren noted that American courts have "labored with this doctrine for over half a century."

Brief Decisions

The two decisions were interpreted as striking the blow that eventually would mean the death of segregation wherever it was enforced in public schools throughout the Nation.

The language of the two brief, simply phrased decisions left no room for doubt as the intent of the Court, although there were indications that some die hard advocates of segregation in Southern states still planned a last ditch fight.

While the Court's decisions covered only elementary and high school students, a ruling is expected soon to extend them to cover State-supported colleges and universities. Two cases involving attempts by Negroes to enter white colleges and junior colleges in Florida and Texas have been held up pending the high tribunal's public school decision. The Court may rule on these cases before its term ends next month.

There were no attempts to minimize the importance of the decisions or their impact on the social structure of a huge segment of the Nation. In some quarters the decisions were being hailed as the most important on racial relations since the Supreme Court ruled before the Civil War that Dred Scott, a Negro slave, was not a citizen. ...

Southerners Assail High Court Ruling Sen. Russell Calls Body 'Pliant Tool' of Executive Dept.; Eastland Defiant

By Robert C. Albright
Staff Reporter

The Supreme Court's unanimous decision outlawing segregation in the public schools yesterday brought a swift and bitter protest from some key Southern legislators.

Sen. Richard B. Russell (Ga.), head of the Senate's Southern Democratic caucus, angrily charged the Court is becoming the "pliant tool" of the Executive Department, and said:

"Ways must be found to check the tendency of the Court to disregard the Constitution and the precedents of able and unbiased judges ...."

In a statement even less temperate, Sen. James O. Eastland (D-Miss.) declared the South "will not abide by nor obey this legislative decision by a political court," adding:

"We will take whatever steps are necessary to retain segregation in education."

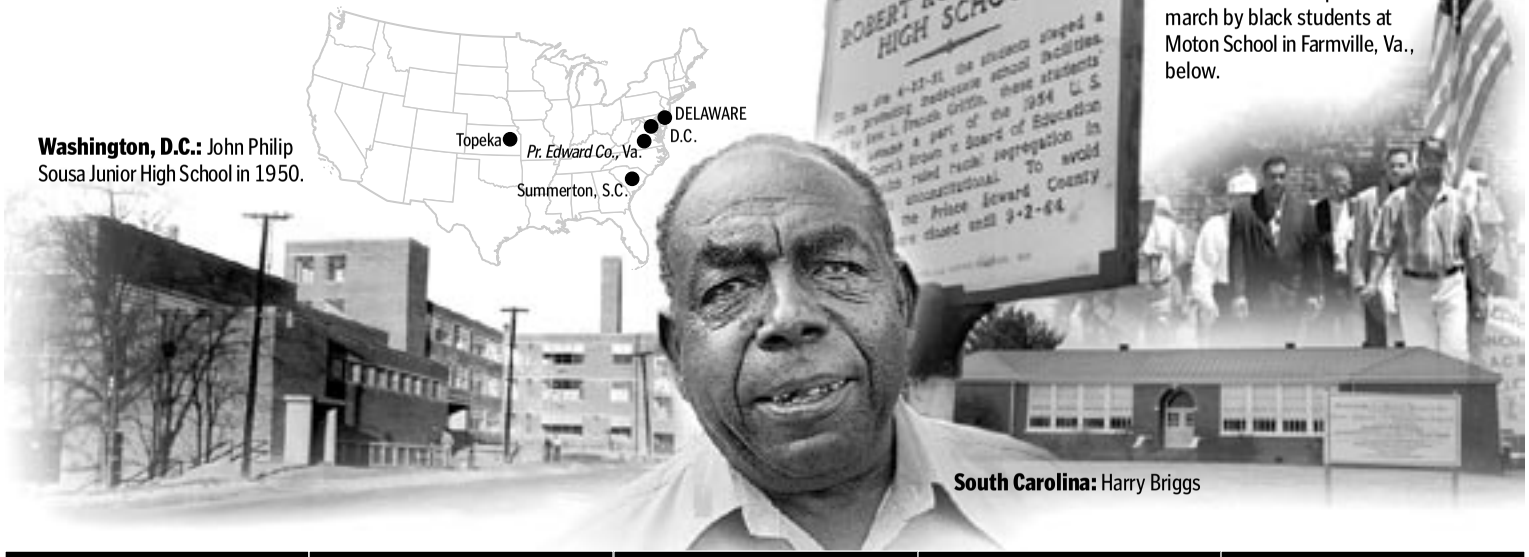
Many Southerners greeted the decision more calmly, however, and urged moderation and restraint in weighing the unanimous verdict.

Sen. Spessard L. Holland (D-Fla.) told reporters the decision was far-reaching indeed, but he hoped it would not lead to "violent repercussions." ...

Sen. Harry F. Byrd (D-Va.) ... termed it "the most serious blow that has yet been struck against the rights of the states in a matter vitally affecting their authority and welfare" and said: "In Virginia we are facing now a crisis of the first magnitude." ...

The Seeds of Desegregation

Five school districts were associated with the landmark Brown v. Board of Education *decision.*



Washington, D.C.: John Philip Sousa Junior High School in 1950.

Prince Edward County, Va.: March in 1999 to commemorate the protest march by black students at Moton School in Farmville, Va., below.

South Carolina: Harry Briggs

SUMMERTON, S.C.	WASHINGTON, D.C.	TOPEKA, KAN.	DELAWARE	PRINCE EDWARD COUNTY, VA.
Harry Briggs filed suit in November 1949 for a school bus for his children. He later expanded the lawsuit to demand full desegregation. School integration was delayed until the early 1970s, when most white families left the public school system. **Public schools in Summerton are today 98 percent black; the private Christian academy is overwhelmingly white.**	A parent group sued in 1950 on behalf of 11 black students seeking admission to the whites-only John Philip Sousa Junior High School. Washington schools were among the first to desegregate after the Brown decision, but white flight has now produced a heavily minority school district. **This year, the Sousa student body includes 401 African Americans, four Hispanics and no whites.**	The Rev. Oliver Brown and 12 other families filed suit in February 1951 seeking admission for their children to whites-only neighborhood schools. Civil rights groups filed a new lawsuit in 1979, arguing the school district had failed to implement the original Brown decision. **Topeka schools are now among the most integrated in the country, with the average black student attending a school that is 51 percent white.**	Black families filed suit in 1951 for equality with white schools. Urban and suburban school districts merged in 1980, creating one district, which was later redivided into four urban-suburban districts. **Delaware school districts are now among the most integrated in the nation.**	A student strike over conditions in the Farmville, Va., high school led to a 1951 lawsuit demanding an end to segregation. The county closed all public schools between 1959 and 1964 rather than integrate. Many whites returned to the public school system in the '70s and '80s. **Today the average black student attends a school that is 40 percent white.**

PHOTO CREDITS: SCHOOL PHOTOS ARE WASHINGTON POST FILE PHOTOS; BRIGGS AND MARCH PHOTOS ARE BY ASSOCIATED PRESS

THE WASHINGTON POST

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Black, White and Brown

1954 Supreme Court Case Began to Change the Face of Schools

When Linda Brown was 7 and growing up in Topeka, Kansas, a half-century ago, here's how she got to school: She walked six blocks to meet a bus that drove her two miles across town.

The trip took more than an hour.

She would have rather gone to the school a few blocks from home, where her white friends went, but black kids were not allowed there. By custom and by law in much of the country then, blacks and whites did not mix. This was called segregation.

Signs reading "Whites Only" and "Colored" hung over public water fountains and restroom doors in the South. Blacks and whites also were separated on streetcars, buses and railroads, and in hotels, restaurants, theaters, cemeteries and parks.

Twenty-one states and the District of Columbia had laws requiring or permitting separate schools for blacks and whites. Those for black students often were shacks with wood stoves and outhouses.

A giant step toward changing this was taken 50 years ago Monday when the U.S. Supreme Court ruled that segregation in public schools was illegal. The case is known as *Brown v. Board of Education* of Topeka, Kansas.

It's where Linda Brown entered the history books.

Her parents (and those of other black children in Kansas, Delaware, Virginia, South Carolina and the District) agreed to let lawyers argue in court that separate schools were bad for their children. The four state lawsuits were combined under one name, *Brown*. (For legal reasons, the D.C. case went forward by itself.)

The Supreme Court ruled in both cases on May 17, 1954. "Separate educational facilities are inherently unequal" even if they are physically the same, the court said. Separating students by race pinned a "badge of inferiority" on black children that slowed their development, the justices said.

FILE PHOTOS—THE WASHINGTON POST

Linda Brown with her children in 1974, and, inset, as a 7-year-old in Topeka, Kan.

The *Brown* decision overturned an 1896 court ruling that had permitted "separate but equal" public facilities. But *Brown* didn't bring about change overnight. Some states resisted integration for a long while. Ten years after *Brown*, 98 percent of black children in the South were still in all-black schools.

Civil rights workers in the 1950s and '60s labored hard for racial equality, not only in education, but in health care, jobs and housing. Their work continues today because, despite some changes, blacks are not always treated the same as whites. (See "Has It Worked?")

So why is *Brown* considered perhaps the most important court ruling of the 20th century?

The court's words that day helped knock down centuries of laws based on the belief that blacks were not as good as whites. Although *Brown* applied only to public education, it sent a message of hope that, someday, racial equality would extend to all areas of life.

—Fern Shen, The Washington Post, Thursday, May 13, 2004; Page C14

A View from 1950s Virginia

John Stokes, who attended all-black R.R. Moton High School in Farmville, Virginia, was also involved in the historic *Brown v. Board* case. The 72-year-old retired Baltimore principal still remembers when he was a farm boy studying from hand-me-down texts sent from the white schools.

"They had written nasty names in the books, because they knew we were going to get those books," Stokes recalled recently at his Lanham home. "They were old and had torn-out pages."

Moton was built in 1939 for 180 students, but by 1950 it had nearly 500. Some classes were held in what were called "the tarpaper shacks," three old buildings that had no restrooms and were heated by potbellied stoves. "Chicken coops was what people said they looked like," said Stokes.

At least one class was held in an old bus, former students remember.

Stokes had traveled some and seen the fancy chemistry labs and gyms in the white kids' schools. "They could go to the bathroom in their school. . . . We had to run out into the street and go through the rain, or whatever the weather, in order to use the toilet" in Moton's main building, he said.

Moton parents pleaded with Prince Edward County for a new school but were told there was no money. Finally, on April 23, 1951, the students staged a walkout, led by 16-year-old Barbara Rose Johns. They weren't looking to integrate the school system, Stokes said. They only wanted a new school.

The National Association for the Advancement of Colored People eventually persuaded the students and their parents to sue to end school segregation. Their lawsuit was among those grouped with the *Brown* case.

The Supreme Court's decision was only a partial victory for black children in Prince Edward. Rather than have blacks attend classes with white kids, the county shut down its public schools from 1959 to 1964. A private school was started for whites only. Some blacks were sent away by their parents to study elsewhere; others went to makeshift activity centers and one-room schoolhouses. Many lost years of education.

It was a rocky road, but one they had to take, Stokes says. "The younger generation of colored students . . . had stood up. There was no turning back."

The Washington Post, Thursday, May 13, 2004; Page C14

FILE PHOTO—THE WASHINGTON POST

In 1951, John Stokes was a student complaintant suing for better school conditions.

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Has It Worked?

More than a third of the nation's black students attend schools where, at most, one kid in 10 is white.

U.S. schools have been slipping back toward segregation for blacks and Hispanics for the last 15 years. The result is that in today's classrooms the races are almost as separated as they were in the early 1970s.

Maryland is one of the most segregated states. A Harvard University study found that more than half of Maryland's black students attend schools that are 90 to 100 percent non-white.

Meanwhile, whites continue to score higher than minorities on national tests.

"We have created two education systems—separate and unequal," U.S. Education Secretary Roderick R. Paige said this week. "Some students are taught well while the rest—mostly poor and mostly minority—flounder or flunk out."

What happened?

After the *Brown v. Board of Education* decision, the federal government tried to help integrate public schools. One approach was court-ordered busing, which often meant sending white kids out of their neighborhoods to attend black schools, or sending black kids off to attend white schools. Many parents objected and fought to get rid of busing.

At the same time, America's suburbs boomed as more whites and middle-income minorities moved there. City school systems then became heavily minority. In 1953, for example, about 55 percent of D.C. public school students were black; today that number is 84 percent.

In recent years, courts stopped enforcing integration plans. Many school districts declared themselves integrated and judges allowed them to end busing and other plans.

Some districts now are trying magnet schools in minority areas, with special programs intended to attract whites. While some people say that more money is the best way to help minority schools, others are pushing for tougher testing to help students.

As the 50th anniversary of the Brown ruling nears, look around your classroom, at who sits with you. Was Brown's vision fulfilled at your school?

News researcher Carmen Chapin contributed to these stories.
The Washington Post, Thursday, May 13, 2004; Page C14

Law and Order

Thurgood Marshall and Brown v. Board of Education

In 1954 the Supreme Court's decision in *Brown v. Board of Education* held that segregation in public education violated the Equal Protection Clause of the Fourteenth Amendment to the Constitution. In *Brown*, the Court unanimously overruled its 1896 ruling in *Plessy v. Ferguson*, which found "separate but equal" public accommodations to be constitutional. At the time of the ruling, race-based segregation in public education was nearly universal in the United States. *Brown* was the culmination of a decades-long battle for equal education for African Americans, waged by the National Association for the Advancement of Colored People (NAACP) Legal Defense Fund (LDF). It also thrust the LDF's chief litigator, future Supreme Court justice Thurgood Marshall, into the national spotlight.

At the beginning of the last century, the newly-formed NAACP initially focused on widespread anti-black violence and pervasive inequities for African Americans within the criminal justice system. By the 1920s, this focus broadened to include the widespread race-based system of inequality which fueled the violence and injustice. In the 1930s, the NAACP targeted inequality in education, and invited Charles Hamilton Houston to develop this campaign. Houston's leadership had transformed Howard University Law School from an unaccredited night program into a respected university graduate program for lawyers seeking social change and justice. As architect of the NAACP's strategy to combat inequality in education, he further transformed the law school into the center of this fight, attracting top African American minds to the school.

Thurgood Marshall was among this activist generation arriving at Howard. He was trained by Houston, officially joined his staff in 1936, and succeeded him as Special Counsel for the LDF in 1940. Marshall continued to work with Houston and follow his strategy of attacking first the demonstrable inequality under "separate but equal." The public accommodations targeted under this strategy were state law

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schools, and Houston and Marshall won an important victory in *Murray v. Pearson* in 1936, when the Court of Appeals of Maryland ordered a black student admitted to the University of Maryland Law School because a school established for blacks by the university did not provide an equivalent education.

The Supreme Court reached similar conclusions regarding alternative law schools (or the lack of publicly-funded options) in *Missouri ex rel. Gaines v. Canada* (1938), *Sipuel v. Okla. State Bd. of Regents* (1948), and *Sweatt v. Painter* (1950). In *McLaurin v. Okla. State Regents for Higher Educ.* (1950), the court ruled that an African American student admitted to a doctoral program under a previous court ruling could not be segregated within the school, as this would deny an equivalent education. *Sipuel*, *McLaurin* and *Sweatt* were personally argued by Marshall.

By 1950, Marshall and the LDF were prepared for a direct challenge of "separate but equal" public primary and secondary school education. The court rulings regarding public higher education broadened the legal definition of inequality and questioned the possibility of equality under "separate but equal."

The *Brown* case joined together challenges to segregated public education in the states of Kansas, South Carolina, Virginia and Delaware. Originally, the cases were argued before the Supreme Court in December 1952. Prior to deciding the outcome, the Court's leading proponent for maintaining "separate but equal," Chief Justice Fred Vinson, died and was succeeded by Chief Justice Earl Warren, who invited reargruments in front of a dynamically altered Supreme Court.

On reargument, Thurgood Marshall led and collaborated with Spottswood Robinson, III, Robert Carter, and Jack Greenburg in presenting the four cases, argued from briefs prepared by themselves and many other top legal minds. These arguments focused on the meaning of the Fourteenth Amendment adopted after the Civil War, looking to its prohibition of state-sponsored discrimination based on race. In light of this amendment, Marshall and the others asked the Court for the first time to consider the validity of *Plessy v. Ferguson* where public school education is concerned.

The arguments further introduced psychological and sociological evidence to support the position that segregation in education contributed to inequality even where tangible elements like facilities, supplies, and staff were equal.

The Court embraced these arguments, finding that segregated public education stamped a state-sponsored label of inferiority on young African American students, and stating "in the field of public education the doctrine of 'separate but equal' has no place." In *Bolling v. Sharpe*, a companion case concerning John Philip Sousa Junior High School, the Court ruled against "separate but equal" in Washington, D.C., public schools under the Due Process Clause of the Fifth Amendment. Since Washington, D.C., was not a state, D.C. schools were not subject to the Fourteenth Amendment.

Elimination of the doctrine of "separate but equal" did not guarantee equality of facilities, supplies and staff. Marshall continued as the

CONTINUED ON PAGE 22

In the Know

Bolling v. Sharpe: The 1954 Supreme Court decision holding that segregated public schools in the federal District of Columbia were unconstitutional

Brown v. Board of Education: The 1954 Supreme Court decision holding segregated state public schools to be unconstitutional. The decision marked the beginning of the end for the doctrine of "separate but equal."

Court of Appeals: A federal or state court that will hear arguments for and against the outcome of a case at the trial court level

Desegregation: The elimination of racial separation. Desegregation has been a primary goal of the civil rights movement. The 1954 Supreme Court decision in *Brown v. Board of Education* gave strength to that goal.

Fourteenth Amendment: Established the Equal Protection Clause, with its prohibition against state-sponsored discrimination based on race

Howard University Law School: Washington, D.C., law school which has produced some of the nation's top black attorneys and from the 1930s onward was the center of the struggle for equal educational opportunity

Lynching: From the term for "vigilante justice" practiced by Captain William Lynch in the late 18th century. In the 19th century, lynching—hanging, burning and other killing—was primarily directed against African Americans. In the last 16 years of the 19th century, over 2,500 lynchings were reported. The NAACP fought for federal anti-lynching laws early in the 20th century.

CONTINUED FROM PAGE 21

NAACP's legal director, fighting for equality for African Americans and defending civil rights demonstrators, until 1961. That year, he was appointed to the Court Appeals for the Second Circuit, and in 1965 he was named Solicitor General of the United States. In 1967, he became the first African American elevated to the Supreme Court, where he served for twenty-four years, and offered his passion for justice to the equal rights struggles of women, Hispanics, gays and lesbians, senior citizens, and other disenfranchised individuals and groups.

In 1978, when Wiley Branton, with whom Marshall had worked on the integration of Central High School in Little Rock, was being installed as dean of Howard Law School, Justice Marshall spoke:

There are people that tell us today, and there are movements that tell us, tell Negroes,

> "Take it easy man. You made it. No more to worry about. Everything is easy."

Again, I remind you about what Charlie Houston said, "You have got to be better, boy. You better move better."

Be careful of these people who say, "You have made it. Take it easy; you don't need any more help." ... I would like to read ... for these people who tell you, 'to take it easy. Don't worry, etc.'

> "The great enemy of truth very often is not the lie; deliberate, contrived and dishonest; but the myth persistent, persuasive, and unrealistic."—John F. Kennedy

Be aware of that myth, that everything is going to be all right. Don't give in. I add that, because it seems to me, that what we need to do today is to refocus. Back in the '30s and '40s, we could go no place but to court. We knew then, the court was not the final solution. Many of us knew the final solution would have to be politics, if for no other reason, politics is cheaper than lawsuits. So now we have both. We have our legal arm, and we have our political arm. Let's use them both. And don't listen to this myth that it can be solved by either or that it has already been solved. Take it from me, it has not been solved.

I will conclude if I may with a conclusion from another great American. The late Chief Justice Warren in his one book. And this is the conclusion of his book. And more important and as we move more in what I consider to be 'his new phase. He says,

"Those who won our independence believed that the greatest menace to freedom is an inert people. That public discussion is a political duty. That this should be a fundamental principle of the American government. They eschewed silence coerced by law."

And then again, Chief Justice Warren, "No., the democratic way of life is not easy. It conveys great privileges with constant vigilance needed to preserve them. This vigilance must be maintained by those responsible for the government. And in our country those responsible are, we the people, no one else. Responsible citizenship is therefore the ... anchor of our republic. With it we can withstand the storm. Without it, we are helplessly at sea."

NAACP (National Association for the Advancement of Colored People): Founded in 1909 as the National Negro Committee, to fight for civil and political rights for blacks

Plessy v. Ferguson: 1896 Supreme Court decision that established the doctrine of "separate but equal"

Segregation: The forced separation of one race or class from others. Segregation can be legal (*de jure*)—enforced by laws such as those that prevailed in the South that mandated separation, and *de facto* segregation, which is enforced by cultural and economic patterns, rather than by law.

"Separate but equal": Doctrine introduced in *Plessy v. Ferguson* stating that state-sponsored segregation according to race was constitutional. This became the legal foundation for segregation in education, employment, public facilities, transportation, and virtually every other aspect of American life.

Solicitor General of the United States: The number one litigation attorney for the United States. The Solicitor General represents the United States in Supreme Court cases.

Thirteenth Amendment: Ratified in 1865, this amendment abolished slavery.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Milestones in Thurgood Marshall's Life and the Road to Brown

1863: At the height of the Civil War, President Abraham Lincoln issues the Emancipation Proclamation
1865: Civil War ends; Thirteenth Amendment ratified, prohibiting slavery
1868: Fourteenth Amendment ratified, requiring among other things equal protection of all U.S. citizens under the law
1896: Supreme Court ruling in *Plessy v. Ferguson* introduced doctrine of "separate but equal"
1909: The National Association for the Advancement of Colored People is founded
1929: Charles Houston named vice-dean at Howard University Law School, transforming it over the next six years into a leading school, training over 25% of the nation's black lawyers
1933: Thurgood Marshall receives law degree from Howard and begins private practice in Baltimore
1934: Marshall begins to work for Baltimore branch of the NAACP
1935: Houston named special counsel for the NAACP
1936: With Houston, Marshall wins first major civil rights case, *Murray v. Pearson*, requiring the admission of an African American to the law school of the all-white University of Maryland because state offered no equivalent course of study to the state's black residents.
1936: Marshall becomes assistant special counsel for NAACP in New York
1938: Houston argues *Missouri ex rel. Gaines v. Canada* in front of the Supreme Court, requiring the admission of an African American to the all-white University of Missouri law school because there was no comparable program in the state's black college.
1940: Houston retires as special counsel for NAACP and is succeeded by Marshall
1948: Marshall successfully argues *Sipuel v. Okla. State Bd. of Regents* in front of the Supreme Court, requiring admission of an African American applicant to the School of Law of the University of Oklahoma

LIBRARY OF CONGRESS

George E.C. Hayes, left, Thurgood Marshall and James Nabrit congratulating each other following the Supreme Court decision declaring segregation unconstitutional.

1950: Marshall successfully argues two Supreme Court cases involving graduate-school integration, *Sweatt v. Painter* and *McLaurin v. Oklahoma State Regents*
1954: Marshall leads a team which successfully argues *Brown v. Board of Education*, reversing the "separate but equal" legal basis for segregation in America
1957: National Guard troops escort nine black students into Central H.S., Little Rock, Ark.
1961: Marshall participates in the last of 29 successful arguments in front of the Supreme Court, overturning the Louisiana disorderly conduct convictions of several African American protesters peacefully occupying a segregated public lunch counter.
1961: Marshall named to the Court of Appeals for the Second Circuit by President John F. Kennedy
1965: Marshall appointed U.S. solicitor general by President Lyndon Johnson
1967: Marshall becomes first African American to become a U.S. Supreme Court Justice
1971: Supreme Court rules that busing is an acceptable means of desegregation in Charlotte-Mecklenburg, N.C.
1991: Marshall retires from the Supreme Court
1993: Marshall dies at 84

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Academic Content Standards

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.

Maryland

Social Studies

History. Grade 3: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States

History. Grade 4: Students will explain how changes in transportation and communication led to growth and development of towns and cities in Maryland

Political Science. Grade 8: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A complete list of State Content Standards of Maryland can be found at http://www.mdk12.org/mspp/standards/.

Virginia

Social Studies

Civics. Grade 3.10: The student will recognize why government is necessary in the classroom, school and community by

a) explaining the purpose of rules and laws;
b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
c) explaining that government protects the rights and property of individuals.

United States History: 1877 to the Present

The United States Since World War II. USII7: The student will demonstrate knowledge of the social, economic and technological changes of the early twentieth century by describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women and minorities.

USII8: The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by examining the Civil Rights Movement and the changing role of women.

A complete list of Standards of Learning of Virginia can be found on the Web at http://www.pen.k12.va.us/.

Washington, D.C.

Social Studies

Political Ideas, Turning Points and Institutions. Grade 3: The student explains how government does or does not provide for needs and wants of people, establish order and security and manage conflict; explains rights, responsibilities, freedom, justice and equality.

Political Ideas, Turning Points and Institutions. Grade 11: The student evaluates federal civil rights and voting rights developments since the 1950's (e.g., demonstrations, desegregation, affirmative action).

Religious, Ethical, and Philosophical Forces in History. Grade 3: The student demonstrates an understanding of people, events, problems and ideas that were significant in creating the history of Washington, D.C.

Religious, Ethical, and Philosophical Forces in History. Grade 9: The student compares and contrasts differing sets of ideas, values, personalities, behaviors and institutions of Washington, D.C.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at http://www.k12.dc.us.