

# *The* JURIST

Howard University School of Law • News Journal • 2004 Commemorative Issue • Volume 14, Number 1

## COMMEMORATING THE 50TH ANNIVERSARY OF *BROWN v. BOARD OF EDUCATION*



# From the Dean

Dear Friends,

Throughout this past year, a number of people have asked me why the Howard University School of Law was devoting so much time and attention to the commemoration of the 50th anniversary of the Supreme Court's decision in *Brown v. Board of Education of Topeka, Kansas, et al.* My first reaction is lighthearted. I note that for all intents and purposes, Howard Law School "owns" that case. The significant lawyers and strategists who brought those cases to the Supreme Court were either graduates of or professors at Howard University. The other reaction, of course, is much more serious. When one thinks of legal decisions that have affected the quality of life of people in this country and around the world, *Brown* stands out as one of those cases. Therefore, to understand contemporary America and contemporary law, one must understand and appreciate *Brown*.

It is important to note, however, that we did not use *Brown@50* commemorative events solely as a journey down memory lane. As I have said often, it is our intention to build on the past, not rest on the past. We have used this time to reflect on the relevance of the charge made by Charles Hamilton Houston to be social engineers. That charge is as meaningful to us today as it was when he uttered it more than 70 years ago.

The Howard University School of Law's social engineers are engaged in a variety of proj-

ects designed to improve the quality of life for people in the United States and in other countries. The law school recently hosted conferences on Biodiversity for Food Security on World Food Day and held the second annual Intellectual

Property Law Seminar, a highly regarded continuing legal education program. Students are showing a strong interest in environmental justice matters, which in turn, leads us to improve course offerings in this area. It is clear that our graduates will continue to infuse social justice concerns into all areas of the practice of law.

In this edition of *The Jurist* we try to convey—primarily through pictures—a sense of the activities and intellectual interests under way at the law

school. Literally and figuratively, these are only snapshots of life of the law school. We invite you to visit whenever you can to learn more about our efforts to build on the great tradition of Robert Carter, Oliver Hill, Charles Hamilton Houston, Justice Thurgood Marshall, James Nabrit, and thousands of other social engineers.

Kurt L. Schmoke  
Dean, Howard University School of Law

*\*Just before we went to press with this issue, we learned of the death of Ossie Davis. As you will see in the pages that follow, Mr. Davis was a prominent part of our Brown@50 celebration. We dedicate this issue to his memory.*



# The JURIST

2004 Commemorative Issue • Volume 14, Number 1



Jesse Jackson Jr.



Charles J. Ogletree

## Feature Article

### 13 Children Who Led the Desegregation Revolution

By Cynthia R. Mabry '80

## Brown@50: Fulfilling the Promise: The Year in Photos

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Members of the class of 1954

On the cover (l to r): Roderick D. Gillum, Rita Dove, Irvin D. Reid, Ossie Davis, Kurt L. Schmoke, Ruby Dee, Damon J. Keith, Mrs. Damon Keith, L. Douglas Wilder, and Okianer Christian Dark.

Dean: Kurt L. Schmoke • Publications Manager and Editor: Jacqueline C. Young, M.S. • Editorial Assistance: Lisa Bradford, Dione Duckett, Barbara Hart, Altheria Myers • Photography: Howard University School of Law Photo Archives, Marvin T. Jones & Associates, Jason Miccolo Johnson, Some photos were provided as a courtesy. • Production and Design: Print Graphics Inc. • Printing: Classic Press Inc.

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# ON THE CAMPUS OF

# HOWARD LAW

## SCENES FROM 2004

Howard Law was the place to be in 2004. Not only did the law school commemorate the 50th anniversary of *Brown v. Board of Education* with an array of programs, we pinned a new class, received awards, honored our students and faculty, and recognized the accomplishments of our alumni. What a year!

Photos by Martin T. Jones & Associates



President H. Patrick Swygert '68 and Alumnus Candace Byrd '94, pinned members of the class of 2007. (Left) Students, administration, and alumni joined hands at the pinning ceremony.

### Howard Law School Hosts First Wiley A. Branton Memorial Symposium

Photos by Jason Micolto Johnson



(Left to right) Michael Nemeroff, Michelle Jones, Mrs. Cecilia Marshall, Dean Schmoke, and Drew Days at the inaugural Wiley A. Branton Memorial Symposium, held November 12, 2004. Jones, a second-year law student, received the Wiley A. Branton Scholar Award for 2004. The award is given annually by the law firm Sidley Austin Brown & Wood to the Howard law student with the highest GPA after their first year of study.



Panelists at the inaugural symposium fellowship during the luncheon. Topics covered included employment discrimination, alternative dispute resolution, and housing discrimination. Pictured (l to r) are Lawrence R. Baca, Reginald Oh, Ingra Watkins, William (Bill) L. Robinson, Judith Kilpatrick, Michael Z. Green, and Lamont Stallworth. The symposium papers will be published in the Howard Law Journal.

Photo courtesy of the DC Bar Association

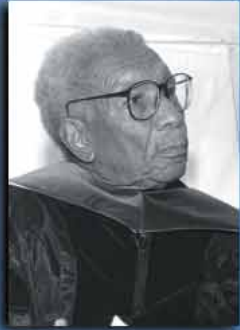


The law school was the recipient of the DC Bar Association's Thurgood Marshall Award, for its "role in training and supporting the lawyers who 50 years ago prevailed in *Brown v. Board of Education* and *Bolling v. Sharpe*." Law school faculty, students, staff, and alumni were on hand to receive the prestigious honor. Pictured are (front row, l to r) Professors Cynthia R. Mabry, Okianer Christian Dark, Laurence C. Nolan, Tamar Meekins, and Lateef Mtima. Back row (l to r), Alesia Black, Altheria Myers, Robie Beatty '70, Angela Ramson, Dean Schmoke, DC Bar President Shirley Ann Higuchi, Dione Duckett, Gabrielle Cantave, Lani Shaw, Carmiece Graves, and Miesha Darrough.

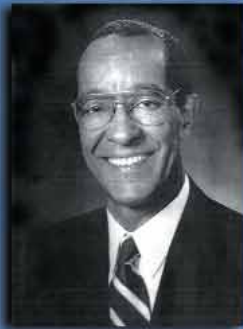
JANUARY 21, 2004

# THE LAWYERS WHO DEFEATED “SEPARATE BUT EQUAL”

FIFTY YEARS AGO, A BAND OF LAWYERS FOUGHT SCHOOL  
SEGREGATION IN THE NATION’S COURTS.



The Honorable  
Robert L. Carter '40



Charles T. Duncan



Julian R. Dugas '49



Oliver W. Hill Sr. '33



The Honorable  
Louis H. Pollak



**FIFTY YEARS LATER...** THE JURIST 3

## ...HOWARD UNIVERSITY SCHOOL OF LAW HONORED THEM.



Howard University School of Law began its journey to May 17, 2004, with the *Brown* Lawyers Panel, including some of the original jurists who argued *Brown* and *Bolling v. Sharpe*. (We regret that Charles Duncan took ill before the program and was unable to come). Duncan's contributions and those of other *Brown* lawyers were vividly recalled by the esteemed panelists. Dr. Genna Rae McNeil, (pictured above with Dean Schmoke and Professor Okianer Christian Dark) moderated the program, which received national media attention. "You honor us with your presence," she said.



Standing (l to r): Seth Adam Meinero '98, Dugas, Dr. McNeil, Laurence C. Nolan, and Judge Pollak. (front row) Hill and Judge Carter.

FEBRUARY 20-21, 2004

RACE AND RIGHTS:

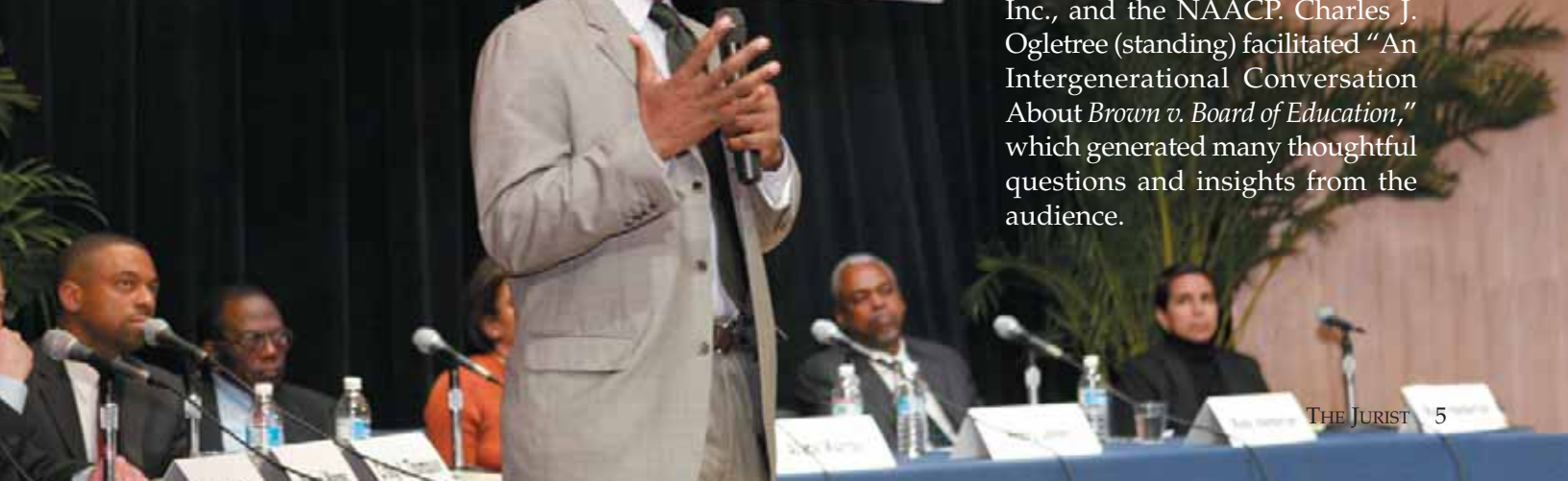
BROWN V. BOARD OF EDUCATION AND THE PROBLEMS OF SEGREGATION, DESEGREGATION, AND RESEGREGATION IN THE UNITED STATES



Photos by Martin T. Jones & Associates



Race and Rights  
Brown v. Board of Education  
and the Problems of Segregation,  
Desegregation, and Resegregation



Many distinguished speakers convened at the National Museum of American History to discuss segregation before and after *Brown*. The two-day conference and Town Hall Meeting was sponsored by the Smithsonian Museum, the Howard University School of Law, the NAACP Legal Defense and Educational Fund, Inc., and the NAACP. Charles J. Ogletree (standing) facilitated “An Intergenerational Conversation About *Brown v. Board of Education*,” which generated many thoughtful questions and insights from the audience.

FEBRUARY 26-28, 2004



Iris Toyer



William Taylor



Debra Anderson



Isiah Leggett



Harold McDougall



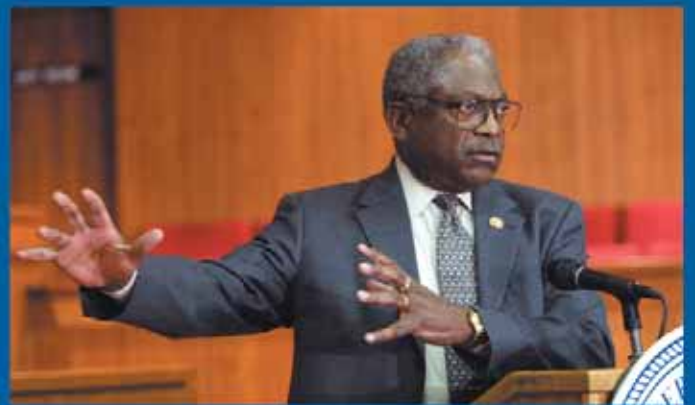
## THE LEGACY OF BROWN V. BOARD OF EDUCATION: REFLECTIONS ON THE LAST 50 YEARS

Part I of the Howard Law/Yale Law Joint Conference kicked off in Washington, D.C., on February 26. The three day event was packed with an impressive array of keynote speakers, lecturers, scholars, legal experts, educators, and some very special guests, including hundreds of students from local high schools.

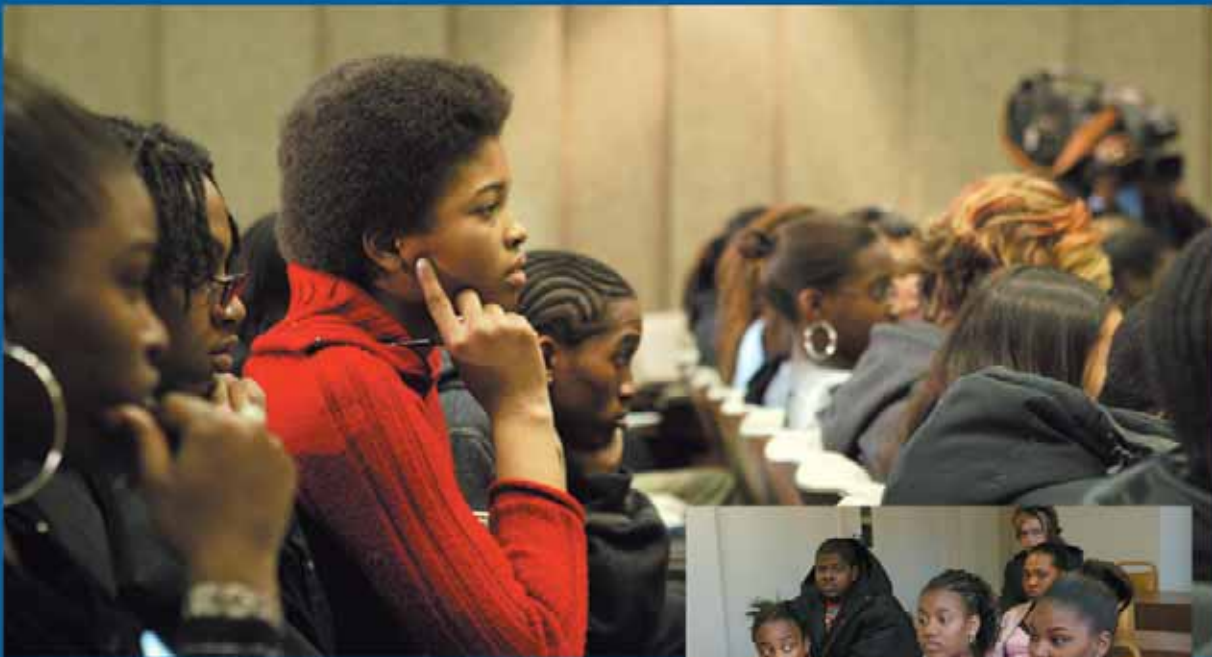
Photos by Martin T. Jones & Associates



Vernon Jordan '60 delivered the keynote address.



Congressman James M. Clyburn and Dean Kurt L. Schmoke.



*Congressman Jesse Jackson Jr. made a presentation to the high school students to educate them about Brown and the significance it has on their lives today.*



*Later, the students held small group discussions to talk about what they had learned.*



*Conference coordinator Angela Polk and George Curry, who was a panelist on "Brown and the Media."*



*Betty Kilby Fisher was one of the children who led the fight to integrate public schools in Warren County, Virginia. She has written about the experience in her book Wit, Will & Walls, which sold dozens of copies during the conference.*

*Right: Robin Konrad '04, John Jackson, and Judith Winston served on the affirmative action panel.*



Irasema Salcido



Pedro Noguera



Franz Marshall



David Shapinsky



Vincent Eng



Theodore Shaw



Jonathan Alger



Vinetta Jones



Jannette L. Dates



Lisa Crooms



*Clockwise: The Rev. Walter E. Fauntroy and Judge Roger L. Gregory delivered keynote speeches during the conference. Professor Dark, Yale Law School Deans Anthony Kronman, and Michael Thompson, and Professor Bill Robinson were all smiles after day two of the conference. Howard University President H. Patrick Swygert shared a word with Elaine Jones.*



**P**art II of the joint conference was held at Yale Law School in New Haven, Connecticut on April 1-3.

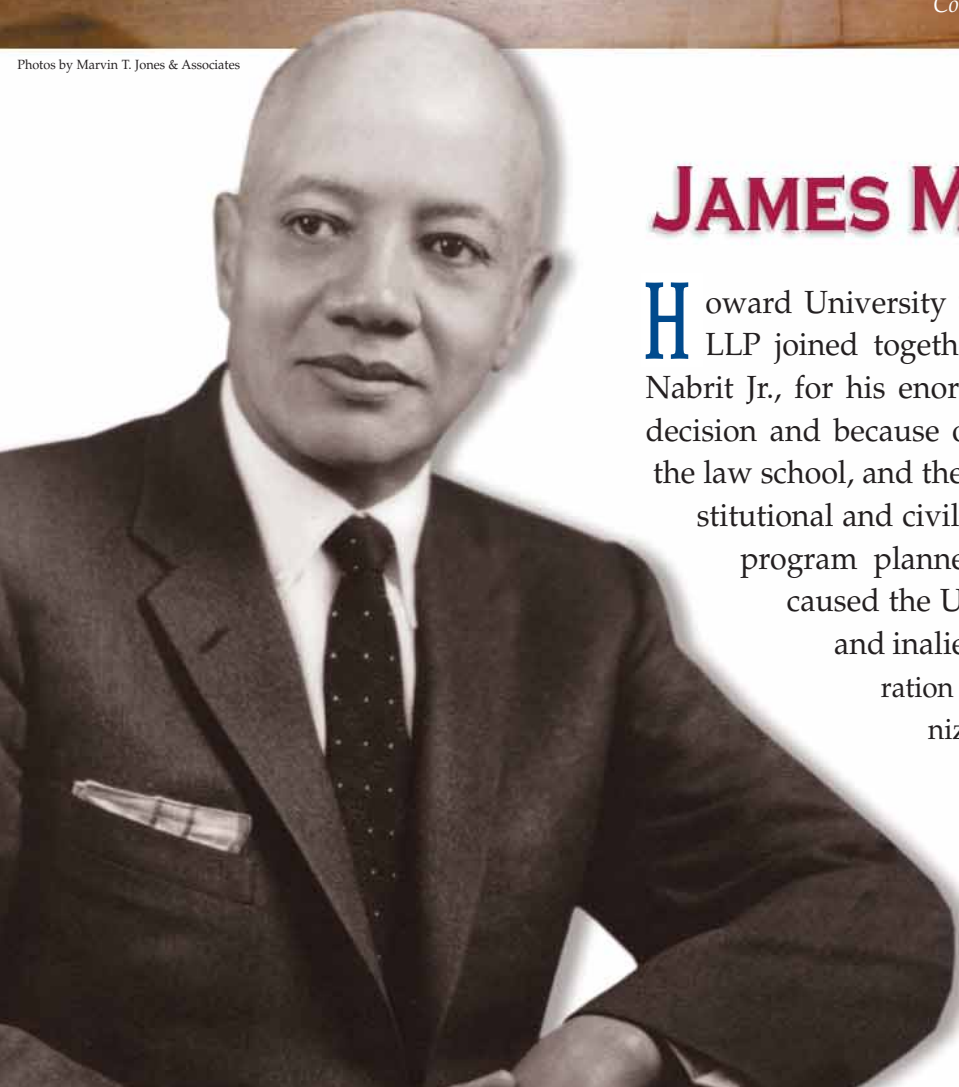
*Senator Hillary Rodham Clinton was the featured speaker at the Yale program on April 3. She is joined by Howard Law Students (l to r) Aadranna Montgomery, Marlene Donaldson, Angela Polk, Mia Woodard, and Alexander Hamilton, and Hilltop Reporter Charreah Jackson.*

MARCH 25, 2004



Dean Schmoke welcomed Peter J. Kalis of K&L and Supreme Court Justice Stephen Breyer to the program.

Photos by Marvin T. Jones & Associates



## JAMES M. NABRIT JR. DAY

Howard University School of Law and Kirkpatrick & Lockhart LLP joined together on March 25, 2004, to honor James M. Nabrit Jr., for his enormous contributions to the *Bolling v. Sharpe* decision and because of the legacy he left at Howard University, the law school, and the nation. “Nabrit was one of the leading constitutional and civil rights attorneys of his generation,” said the program planners. “He along with other *Brown* lawyers, caused the United States to live up to its ideals of justice and inalienable rights for all its citizens. No commemoration would be complete without honoring and recognizing James M. Nabrit Jr.”

The Nabrit Day celebration included a conversation with United States Supreme Court Justice Stephen Breyer, the inaugural James M. Nabrit Jr. Lecture delivered by Charles J. Ogletree, and a lavish reception.



*James M. Nabrit III conversed with K&L partners.*



*Carl G. Cooper '72, of K&L, greeted Howard law students.*



*Above: Justice Breyer*

*Right: K&L partners and other members of the audience listened as Justice Breyer discussed some of his favorite cases, including Cooper v. Aaron, which he considered to be a "great grandchild" of Brown v. Board of Education.*



*Photo courtesy of Aileen Myers*

*Justice Breyer with the women of Epsilon Sigma Iota.*

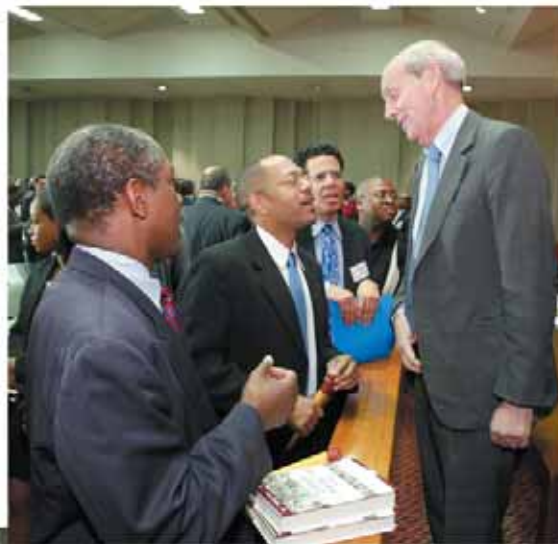
# BRIT JR. DAY



Left: Ogletree delivered the inaugural lecture. Above: Paul W. Sweeney of K&L made remarks.



Cooper and Kalis conversed with Mr. and Mrs. James M. Nabrit III.



Justice Breyer talked to the audience after his speech.



Cooper, Mrs. Nabrit III, Mrs. Thurgood Marshall, and Professor J. Clay Smith shared a moment after the lecture.



Mrs. Marshall and Kalis shared a private word.

APRIL 3, 2004

BROWN@50: MAKING THE ILLUSORY PROMISE A REALITY



Left to right: NBA President Clyde Bailey, Charles S. Scott, John A. Payton, Judge Patricia Banks, Hon. Horace T. Ward, Ernestine Sapp, Julius Chambers, and Dean Schموke.



Lawrence Baca and Barbara Arnwine addressed education issues of the future.

Howard Law School and lawyers from the National Bar Association joined together to remember their history of working together during *Brown*. The symposium also emphasized the need for continued collaboration to tackle the legal issues of the next generation.



Mrs. Thurgood Marshall addressed symposium attendees.



Conference participant discusses the history of Howard Law School and the NBA.



Mrs. Thurgood Marshall and Oliver Hill joined Julian Dugas, Judge Banks, and President Bailey for a photo.

Photos by Martin T. Jones & Associates

# CHILDREN WHO LED THE DESEGREGATION REVOLUTION

...a little child shall lead them. Isaiah 11:6

By Cynthia R. Mabry

On a sweltering hot day during the summer of 2003, I strolled through the cool National Civil Rights Museum in Memphis, Tennessee. As I perused photographs and exhibits, I was struck by the role that African American children played in desegregating schools. Historical memorabilia reveal that many young girls and boys showed unimaginable strength, courage, and bravery to integrate public schools despite school officials' and politicians' efforts to maintain segregation. Indeed, those children—whose innocent faces emblazon the pages of our civil rights books and are memorialized in museums—helped to permanently change education in America.

African American children protested inequalities that existed in their segregated schools. They were assigned to inferior physical facilities with inadequate and insufficient supplies and equipment. Those young African American crusaders bravely volunteered to integrate public schools that had exponentially higher quality and had previously been designated for white children only. When integration efforts for Central High School in Arkansas were announced, for example, 75 teenagers spontaneously signed a list to become the first African American students educated at the high school. Throughout the country, students who were chosen to integrate designated schools were courageous enough to defy governors and others who vowed to prohibit their entry to public schools.<sup>1</sup>

Photographs of events that arose during desegregation efforts reflect young but determined faces. Linda Brown was only seven years old when she became one of the plaintiffs in a lawsuit to dismantle segregation in Kansas.<sup>2</sup> Ruby Bridges was a tiny, wide-eyed, six-year-old Louisiana resident. She was born on September 8, 1954, just a few months after the United States Supreme Court

decided that segregation deprived African American children of equal protection of the laws in *Brown v. Board of Education*.<sup>3</sup>

Initially, upon admission to the schools, integration was a farce and a lonely experience for some students. Some African American students were isolated from white children. For example, Ruby Bridges was the only student in her classroom. At the same facility, white students studied, played, and ate lunch in other sections of the building. Teenagers who entered high schools in Arkansas and Alabama as a group were separated from each other and placed in different classrooms.<sup>5</sup> They also were banned from integrating extracurricular activities within their schools, including clubs, sports, band, class plays, and proms.<sup>6</sup> Most of their white classmates refused to speak to them or to sit next to them.<sup>7</sup>

For their bravery and outspokenness, children who led desegregation attempts suffered harmful and lasting effects. Both Ruby and Elizabeth Eckford, a teenager who integrated Central High, recalled nightmares about the public's violent reactions to their efforts to desegregate schools. During the school day, those young pioneers were harassed, insulted, and threatened with death. They were pelted and pummeled with rocks, rotten fruit, vegetables, eggs, and human fists. Some children were kicked. Others were spat upon. White adult demonstrators and students who opposed segregation shouted obscenities and racial epithets at them. In Arkansas, teenagers faced rifles, machine guns, and the point of a bayonet. They watched as uncontrolled throngs beat their parents and other community leaders. In support of their efforts, the president of the United States eventually ordered federal troops and police to escort the children to and from school. Teachers who supposedly had devoted their lives to educat-



ing young people not only refused to teach African American children but also refused to protect them against student mobs.<sup>8</sup> Indeed, these were nightmarish incidents for young minds to encounter and endure.

Children led efforts for desegregation in Virginia—my home state—too. In 1951, 16 year-old Barbara Johns, a high school senior in Prince Edward County, Virginia, led a strike to force improvement of conditions at Robert R. Moton High School, the high school where African Americans were educated in that county. After she convinced more than 100 students to join her revolution, Barbara telephoned civil rights attorneys and insisted that they meet with the mutineers about system-wide discrimination.<sup>9</sup> The overcrowded and poorly heated high school that Barbara and her classmates attended consisted of one main building with separate “tar-paper” shacks that were built as extra classrooms when student enrollment exceeded the capacity of the main building.<sup>10</sup> The one-story school was devoid of a cafeteria, a gymnasium, an infirmary, a set of showers, any dressing rooms, a properly equipped science laboratory, and any teachers’ restrooms.<sup>11</sup> Most schools set aside for educating African American students in Virginia did not have running water installed.<sup>12</sup> The curricular offerings at Moton were deficient too. Neither physics, Latin, drawing, nor world history was offered. How children were transported to school was affected because newer school buses were assigned to white schools and older buses were assigned to Moton.<sup>13</sup> Ultimately, the attorneys who met with Barbara observed these “deplorable” conditions and filed a lawsuit that sought desegregation in all Virginia schools.<sup>14</sup>

Desegregation in Virginia was not implemented “with all deliberate speed” as the *Brown II* court had ordered.<sup>15</sup> Instead, Senator Harry F. Byrd Sr. and many other southern politicians executed a campaign of “massive resistance” against desegregation. Byrd was one of 19 United States senators who signed the “Southern Manifesto,” which beseeched southerners to demand a reversal of the

*Brown* decision by “any and all lawful means.”<sup>16</sup> To further its plan of resistance, the Virginia General Assembly enacted legislation that, among other things, denied public funds for integrated schools and gave the governor authority to close schools when courts ordered desegregation of those schools.<sup>17</sup> Schools also would be closed whenever military or federal personnel entered school premises or even appeared in the vicinity of the school. Persons who made financial contributions to white private schools received a property tax credit.<sup>18</sup>

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**“Deep within their  
fragile bodies, they  
summoned the inner  
strength, the  
determination, and the  
sheer willpower to  
eliminate segregation.”**

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In accordance with the General Assembly of Virginia’s policies, all 22 public schools in Prince Edward County were closed for five years between 1959 and 1964.<sup>19</sup> All white students in that county were transferred to Prince Edward Academy, a private school. Moreover, until a court ruled that the practice was a violation of the Virginia constitution, public funds were used to pay tuition for white students who attended private schools in Virginia.<sup>20</sup> Most African American students did not attend school during that period.<sup>21</sup> Meanwhile, although Prince Edward County officials

admitted that public school facilities assigned to African Americans were “grossly inferior,” they attempted to equalize conditions in African American schools so they could avoid integration.<sup>22</sup> Finally, in 1964, in the *Griffin* decision, the U.S. Supreme Court ruled that Prince Edward County had to maintain a public school system, and the schools were reopened.<sup>23</sup>

Similarly, resistance in other Virginia counties was pervasive. School attendance zones were redrawn in Charlottesville. In Norfolk, integrated neighborhoods where desegregation plaintiffs lived were demolished completely. Cities and counties were merged or annexed to manipulate school attendance. In Newport News, two formerly white schools were reassigned to African Americans for their separate education in a more superior facility.<sup>24</sup> A statewide Pupil Placement Board was created to handle transfer requests. African American students who wanted to attend an all-white school were compelled to apply for

## CHILDREN WHO LED THE DESEGREGATION REVOLUTION

permission to transfer. Those applications were summarily denied.

For shorter periods, schools were closed in Norfolk and Charlottesville too.<sup>26</sup> Between 1965 and 1968, the city of Emporia designed a freedom-of-choice plan and attempted to establish a dual school system in the city and county that would essentially have left segregation intact. The proposed system was set up so that most white children would be educated in city schools that were located on better sites and were better equipped, while African American children would be educated in inferior county schools.<sup>27</sup> Finally, to avoid sending their children to integrated schools, white parents uprooted their families and fled to the suburbs.<sup>28</sup>

In 1962, when I was enrolled in first grade, schools still had not been integrated in Mecklenburg County where my sisters and I were educated. On the one hand, schools in our county were not closed. On the other hand, the schools remained segregated. In 1955, in South Hill, Virginia, where we eventually attended integrated high schools, Park View High was opened as a private school.<sup>29</sup> This tactic was used by other southern officials to circumvent desegregation. Hundreds of private schools for white students opened in the South after President Lyndon B. Johnson signed the Civil Rights Act of 1964.

When I began my research to write this essay, I did not have a sense that Mecklenburg County students were deprived of a superior education in an inferior facility. At Booker Boyd Elementary School, a community school where young African Americans from Mecklenburg County were educated, the one-story brick facility was more than adequate. The resources were sufficient. The curriculum was rigorous. Expectations for achievement were high. Our parents actively and enthusiastically participated in educational and extracurricular activities. New or slightly used state-issued textbooks were available for each student. A well-stocked library satisfied my voracious reading interests. In general, children were respectful, were orderly, and had a thirst for knowledge. Members of the custodial staff ensured that the corridors and

the classrooms were immaculate and that the grounds were manicured beautifully.

Great and talented African American teachers like Mrs. Harrison, Ms. Pettus, Ms. Boyd, Ms. Crump, Mr. Jenkins, and Mrs. Flossie Drummond taught various courses at Booker Boyd. These caring and proud teachers, some whose first names I never even knew, also had taught our mother. Not only did they educate us, but also they encouraged us and inspired us to



Photo courtesy of Mrs. Geraldine Neneid.

*The Mabry Girls: Aldrena, Francina, Shan, and Cynthia.*

excel. The slender, tall, and handsome Mr. Graham was our principal. In a quiet way, he governed the school. Those women and men left indelible impressions that continue to shape our lives.

My view of conditions at Booker Boyd caused me to be shocked by my sobering realization about desegregation in Virginia when I learned that tolerable conditions at Booker Boyd were not an accident. In anticipation of the *Brown* decision, some commonwealth of Virginia school officials hurriedly designed a plan to maintain separate-but-equal school systems by improving and equalizing conditions in African American schools. The number of books that were sent to Booker Boyd, for instance, had been doubled and tripled to meet satisfactory standards. Before that plan was implemented, African American students attended elementary and high schools that were not conducive to learning or teaching. Just a few years before the

*Brown* decision was announced, Mrs. N. T. Simmons was a principal at Wyatt Elementary School, a school for African Americans who lived in Dinwiddie County, Virginia. Wyatt was a two-room school with grades one through three assigned to one classroom and grades four through seven assigned to the second classroom. Two teachers were responsible for educating those children. The library consisted of one bookcase with five shelves that held a small number of books.<sup>31</sup>

Despite the conditions, in the fall of 1954, no boys and girls attempted to integrate Mecklenburg County schools as throngs of people taunted them. As rebellions arose in other counties to the north, east, and west of us, we quietly attended the same school that we always had attended. We attended segregated schools for more than a decade as Virginia politicians ignored the *Brown* mandate and worked against desegregation. Then, in 1968, the U.S. Supreme Court required all public schools to submit realistic desegregation plans immediately.<sup>32</sup> Thus, in 1969, more than 15 years after the *Brown* decision, schools in my hometown and the surrounding cities were finally integrated. Still, there were not any riotous crowds or armed troops. Overall, the long-awaited transition was smooth. One teacher recalled that her first integrated third-grade class was mannerly and respectful. It was one of the nicest classes that she had taught.<sup>33</sup> At the high school level, though, there was some tension<sup>34</sup> and passive resistance. I remember one white female teacher who always referred to us as “Nigras.” I believe that this was her venturing close—as close as she dared—to using the N-word in our presence.

Today, schools in some districts in Virginia are lauded for the level of integration that they represent. There are 1,163,091 students enrolled in Virginia schools. A majority of the students enrolled (62 percent) are white and African Americans represent 27.1 percent. Virginia schools also educate a small percentage of Latino, Asian, and American Indian students.<sup>35</sup> Even now, though, there is a concern that resegregation has occurred. In some parts of the commonwealth, such as South Hampton Roads, 12,000 African American students are segregated from white students who attend predominately white schools.<sup>36</sup>

Children are considered one of the most vulnerable groups in America. Yet they led a revolution that resulted in desegregation of schools around the nation. Deep within their fragile bod-

ies, they summoned the inner strength, the determination, and the sheer willpower to eliminate segregation. Despite past and current resistance, African American and white students are educated in the same classrooms—in Virginia and throughout the nation—as a result of this children’s movement.

*Cynthia R. Mabry is a professor of law at Howard University School of Law.*

<sup>1</sup> JUAN WILLIAMS, EYES ON THE PRIZE 96 (1987). See also FREEDOM’S CHILDREN 50, 59-60, 63, 66 (ed. Ellen Levine 1993).  
<sup>2</sup> EYES ON THE PRIZE, *supra* note 2, at 21.  
<sup>3</sup> *Brown v. Board of Education*, 347 U.S. 483, 495 (1954).  
<sup>4</sup> RUBY BRIDGES, THROUGH MY EYES 40-41, 43 (1999).  
<sup>5</sup> EYES ON THE PRIZE, *supra* note 2, at 9; FREEDOM’S CHILDREN, *supra* note 2, at 61.  
<sup>6</sup> FREEDOM’S CHILDREN, *supra* note 2, at 50, 68.  
<sup>7</sup> *Id.* at 63.  
<sup>8</sup> EYES ON THE PRIZE, *supra* note 2, at 91-119; THROUGH MY EYES, *supra* note 5, at 48; FREEDOM’S CHILDREN, *supra* note 2, at 38-69, 93, 180-81, 183-84, 188.  
<sup>9</sup> THE BIG BANG, BROWN V. BOARD OF EDUCATION AND BEYOND 148-50 (ed. Johnathan Stubbs 2000); EYES ON THE PRIZE, *supra* note 2, at 25-27.  
<sup>10</sup> THE BIG BANG, *supra* note 10, at 150.  
<sup>11</sup> *Davis v. County School Board of Prince Edward County*, 103 F. Supp. 337, 339-40 (E.D. Va.), consolidated 345 U.S. 972 (1953).  
<sup>12</sup> Virginia Commonwealth University, <http://www.library.vcu.edu/jbc/speccoll/pac02a.html>.  
<sup>13</sup> *Id.* at 340.  
<sup>14</sup> *Davis*, 103 F. Supp. at 339-40; THE BIG BANG, *supra* note 10, at 148-51.  
<sup>15</sup> *Brown v. Board of Education*, 349 U.S. 294, 301 (1954).  
<sup>16</sup> “The Southern Manifesto,” <http://www.strom.clemson.edu/strom/manifesto.html>. See also 102 CONG. REC. 4515-16 (1956); THE BIG BANG, *supra* note 10, at 168; CHARLES J. OGLETREE, JR., ALL DELIBERATE SPEED 126 (2004) (hereinafter OGLETREE).  
<sup>17</sup> *Harrison v. Day*, 106 S.E.2d 636, 441 (Va. 1959).  
<sup>18</sup> *Griffin v. County School Board of Prince Edward County*, 377 U.S. 223-24 (1964).  
<sup>19</sup> THE BIG BANG, *supra* note 10, at 160-61, 175, 183.  
<sup>20</sup> *Almond v. Day*, 89 S.E.2d 851, 858-59 (Va. 1955).  
<sup>21</sup> *Griffin*, 377 U.S. 218, 230-31.  
<sup>22</sup> *Allen v. County School Board of Prince Edward County, Va.*, 266 F.2d 507, 508, 512 n.2 (4th Cir. 1959).  
<sup>23</sup> *Griffin*, 377 U.S. at 232-34.  
<sup>24</sup> Forrest White, *Brown Revisited*, 76 PHI DELTA KAPPAN 12-20 (September 1994).  
<sup>25</sup> THE BIG BANG, *supra* note 10, at 174-76. See also OGLETREE, *supra* note 17, at 131 (passing laws and referendums to prevent desegregation in the south).  
<sup>26</sup> White, *supra* note at 15.  
<sup>27</sup> *Wright v. Council of the City of Emporia*, 407 U.S. 451, 455-56, 462-63 (1972).  
<sup>28</sup> THE BIG BANG, *supra* note 10, at 180-81.  
<sup>29</sup> Park View High School, <http://www.parkviewdragons.com>.  
<sup>30</sup> SHARON HARLEY, THE TIMETABLES OF AFRICAN-AMERICAN HISTORY 312 (1995).  
<sup>31</sup> Telephone interview with Mrs. N. T. Simmons (February 3, 2004).  
<sup>32</sup> *Green v. County School Board of New Kent County, Virginia*, 391 U.S. 430, 439 (1968).  
<sup>33</sup> Telephone interview with Mrs. Flossie Drummond (January 18, 2004).  
<sup>34</sup> Interview with Mrs. Hazel Oliver (December 26, 2003).  
<sup>35</sup> National Center for Education Statistics, State Profiles, [http://nces.ed.gov/nation\\_sreportcard/states/profile.asp](http://nces.ed.gov/nation_sreportcard/states/profile.asp).  
<sup>36</sup> Mike Guss and Philip Walzeo, *Pioneer of Progress: Fifty Years Ago, the United States Supreme Court Ruled That the Doctrine of “Separate but Equal” Was Fundamentally Flawed*, VIRGINIAN-PILOT & LEDGER STAR at A1 (February 1, 2004).

*Note from the author:* I am grateful to Professor J. Clay Smith Jr. for suggesting that I write about my experience with desegregation in Virginia and to Professor Laurence C. Nolan for her advice and encouragement. I am especially grateful to my parents, Dorothy and Cornelious Mabry, for sacrifices that they made for my education in segregated and desegregated public schools in Virginia.

MAY 17, 2004

# MARCHING TOWARD JUSTICE

On the 50<sup>th</sup> anniversary of the historic *Brown v. Board of Education* decision, Howard University School of Law officially opened the national exhibit "Marching Toward Justice: The History of the 14th Amendment to the U.S. Constitution." The opening ceremony and ribbon cutting included special guests Ossie Davis, Ruby Dee, L. Douglas Wilder '59, and former Poet Laureate Rita Dove. The exhibit's visionary and founder, Damon J. Keith '49 delivered the keynote address. Other speakers included Wayne State University President Irvin D. Reid, Roderick D. Gillum, vice president of public policy and diversity initiatives for General Motors, and Annice Wagner, chief judge of the District of Columbia Court of Appeals.



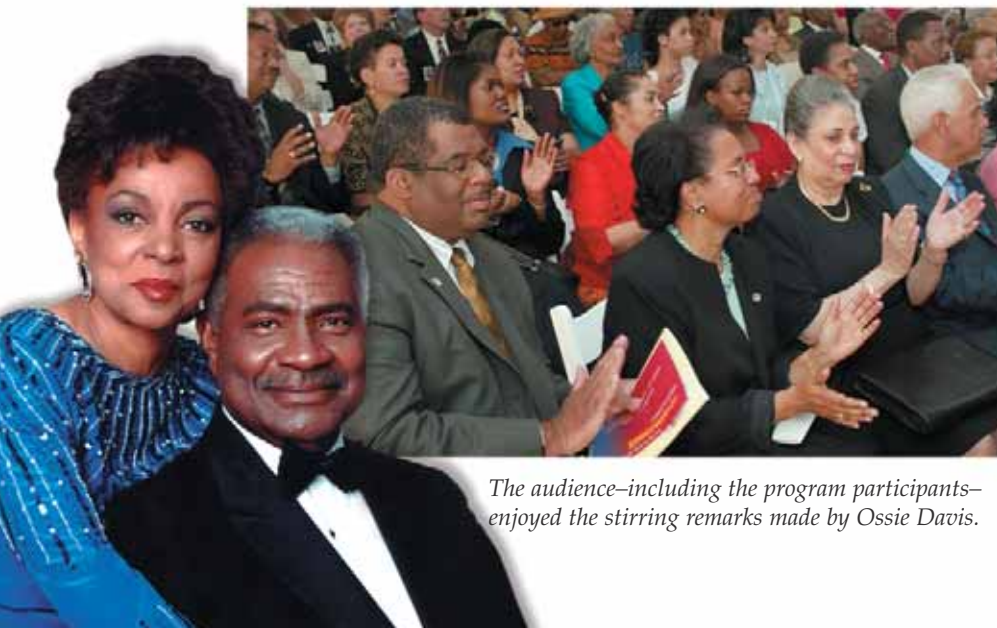
Poet Laureate Rita Dove



Dee, Dean Schmoke, and Former Dean Alice Gresham Bullock.



L. Douglas Wilder



The audience—including the program participants—enjoyed the stirring remarks made by Ossie Davis.



Charles Hamilton Houston III and Judge Keith.

Photos by Marvin T. Jones & Associates



*High school student Lauren N. Jenkins entertained the audience.*



*Davis and Associate Dean Patricia M. Worthy.*



*Entering the new law library to view *Marching Toward Justice*.*



*Judge Curtis Strong, Dee, Davis, Wilder, and Keith.*



Staff members (l to r) Ammie McCoy, Sandra Smith, Lisa Bradford, Kim Gray, Angela Jones, Jacqueline Young, and Law Student Miesha Darrough with Dee and Davis at the luncheon.



# COMMENCEMENT 2004

Photo by Jason Micoletto Johnson



## May 8, 2004

(Clockwise) Graduation speakers Alicia Roshell, Donald Thigpen, and Ted Shaw made poignant remarks to the class imploring it to continue the legacy of Brown. Graduates applaud during the ceremony. Dean Schmoke, Ted Shaw, and Law School Deans Worthy, McClendon, McGahee, and Spriggs sing *The Alma Mater*.



Students rejoice during and after the ceremony! A law student proudly shows off her J.D. degree!



Members of the class of 1954 received special recognition. Pictured are (l to r) Hon. Albert D. Matthews, Dr. Gloria E. A. Toote, and Ethel C. Ellison.

# Hearsay

**1947**

**FRANKIE MUSE FREEMAN** was a 2004 recipient of the Gertrude E. Rush Award. Freeman, a renowned civil rights lawyer, published her memoir, *A Song of Faith and Hope*, in 2003.

**1949**

**DAMON J. KEITH**, a judge on the 6<sup>th</sup> Circuit Court of Appeals, was selected as one of 600 African Americans whose biography appears in *African American Lives*, published by Oxford University Press.

**1967**

**LONNIE L. CRAWFORD JR.** served on the Merit Systems Protection Board as a federal administrative judge from 1981 to 2003. The board adjudicated appeals from federal employees on employment-related matters. Crawford currently resides in Pennsylvania.

**DR. J. CLAY SMITH JR.** has retired from his position as a professor of law at Howard Law School. Dr. Smith, who was dean from 1986 to 1988, served the law school for more than 22 years.

**1969**

**WARNER LAWSON** has been appointed associate dean for academic affairs at Howard University School of Law.

**1972**

**CARL G. COOPER**, chief diversity officer of the law firm Kirkpatrick

& Lockhart LLP, was a member of the organizing committee for the James M. Nabrit Jr. Day celebration during the law school's Brown@50: *Fulfilling the Promise* commemorative year.

**1975**

Former law school dean **ALICE GRESHAM BULLOCK** was a 2004 recipient of the Gertrude E. Rush Award.

**1981**

**GEORGE W.** and **JUDY P. DRAPER** are the first African American husband and wife to both serve as judges in the state of Missouri. George is the chief judge for the



Missouri Court of Appeals for the Eastern District. Judy is an associate circuit judge for the 21<sup>st</sup> judicial circuit in St. Louis County.

**1992**

**BERNARD HAGGERTY** is a staff attorney for the Lummi Nation. He was also the Green Party candidate for lieutenant governor in the state of Washington. Haggerty is currently pursuing a Ph.D. at the University of British Columbia Faculty of Law.

**1993**

**GINA FERGUSON ADAMS** has been the corporate vice president for FedEx's Office of Government Affairs since February 2001. Adams holds an LL.M. in international and comparative law from Georgetown University Law Center in Washington, D.C.

South Carolina law firm Haynsworth Sinkler Boyd, PA recently named

**DALHI N. MYERS** a shareholder in their Columbia office.

Myers is a member of the South Carolina Council on



Competitiveness and the U.S. Department of Commerce's South Carolina District Export Council. Following her cum laude graduation from Howard, Myers served as law clerk to Annice M. Wagner, chief justice of the District of Columbia Court of Appeals. Myers is a native of Hopkins, South Carolina.

**1994**

**CYNTHIA BOOKHART ADAMS** joined Wilmer, Cutler & Pickering as resident counsel in their New York office. She will be practicing in the securities section. Adams previously practiced law with Sullivan & Cromwell. She also clerked for U.S. District Court Judge Emmett G. Sullivan ('68).

# H e a r s a y

## CANDACE L. BYRD,

acting chief public defender for the city of Atlanta since 2003, delivered the pinning ceremony speech to the law school's incoming class of 2007. "You are our future," she said. "Make a difference in this world. Every action you take from this moment forward will change you and those around you. Aim high, even when times are tough, maintain your confidence, be courageous. Think outside the box. Focus on your purpose and, above all, be true to yourself." In 2002, Byrd was the co-campaign manager for Georgia State Senator Kasim Reed ('95). She is a member of the Georgia Bar Association.



**SUSAN HOPKINS** has a busy and successful immigration law practice in Maine.

**ANTHONY DAVID JORDAN** is the chief assistant prosecutor for the city of Cleveland, Ohio. In June 2004, Jordan married Romissa Walden.

**ELTON F. NORMAN** joined the law firm of Patrick Henry LLP, where he heads the security transactions practice. The firm has offices in Lanham, Maryland, and Alexandria, Virginia.

## 1995

**RITA SINKFIELD BELIN** and her husband Henry, are the proud parents of Henry Allen Belin IV, who was born in May.

**DAVID BUTLERITCHIE** is an associate professor of law at the Appalachian School of Law. He recently received his Ph.D. in philosophy from the University of Oregon.

**KIRSTEN BUTLERITCHIE** is the director of Career Services and Alumni Relations at the Appalachian School of Law, where she is also an adjunct professor.

**WENDELL HALL** is serving in Afghanistan as a U. S. Army Captain in JAGC/Trial Counsel.

**UZOMA ONYEIJE** is an attorney for the Federal Communications Commission. He and his wife, Karen, have a son, Gabriel.

## 1997

**RAMON L. WATKINS** recently became a shareholder in the law firm of Gable & Gotwals, an Oklahoma-based firm with offices in Tulsa and Oklahoma City. Watkins's practice emphasizes commercial real estate and sports law. At Howard, Watkins was a member of the *Howard Law Journal* and president of the Howard Law Christian Fellowship.

## 1998

**SANDY F. BELLAMY** has been named the executive director of the Reginald F. Lewis Museum of Maryland African American History and Culture. The museum, based in Baltimore, Maryland, has an annual budget of \$38 million.

**SETH ADAM MEINERO** was the cochair of "The Lawyers Who Defeated 'Separate but Equal,'" also known as the Brown Lawyers Panel. The program, part of the law school's *Brown@50* commemoration, was cochaired by Howard Law Professor Laurence C. Nolan.



## 2001

**SHARON E. BROWN** opened the law offices of Sharon E. Brown in North Hollywood, California. The firm will specialize in bankruptcy law. Before opening her law firm, Brown was a contract attorney, editor, and benefits consultant.

Barnes & Thornburg, Indiana's largest law firm, hired **SCOTT C. HOLLINGSWORTH** as a new associate in the Indianapolis office. Hollingsworth practices in the creditor's rights department.



**TRACEY SPRINKLE** was the keynote speaker at Tuskegee University's Cap and Pinning Ceremony.

## 2002

**STEPHANIE NASH** has joined the Philadelphia office of Stradley Ronon Stevens & Young as an associate in the trust and estate department.



## IN MEMORIAM

### JOHN GOINS

*Class of 1952*

November 2004 in Washington, D.C.

### JEROME SHUMAN SR.

*Class of 1963*

July 2004 in Washington, D.C.

### RUTHIE TAYLOR

*Class of 1965*

October 2004 in Washington, D.C.

### RICHARD NORMAN SINGLETON JR.

*Class of 1985*

September 2004 in St. Louis, Missouri

# ALUMNI WEEKEND 2005

FRIDAY, OCTOBER 21, 2005 THROUGH SUNDAY, OCTOBER 23, 2005

## REUNION IS MOVING TO THE FALL

Beginning in 2005, the School of Law will celebrate class reunions during the fall. The name will be changed from "Reunion Weekend" to "Alumni Weekend" to encourage all alumni to participate. The Office of Development & Alumni Relations will coordinate Alumni Weekend activities, with the help of alumni volunteers. There will continue to be special reunion class celebrations. Through these changes, the School of Law expects to accomplish the following goals:

- Increase participation of reunion-year class members in reunion activities
- Facilitate reunion planning for class committees
- Avoid Mothers' Day conflicts
- Encourage networking activities amongst alumni and current students
- Increase faculty participation by avoiding commencement and final exam conflicts
- Encourage participation by all alumni, including non-reunion class members
- Increase participation in reunion class gifts

### POSSIBLE ACTIVITIES WILL INCLUDE:

- All-class reception
- Reunion class parties and activities
- Law Library tours
- Class pictures
- Alumni/student networking event
- Financial and estate planning seminars
- CLE Seminars, including the annual Intellectual Property Seminar

### FIFTIETH-YEAR REUNIONS WILL STILL BE HELD IN MAY

Because of the special activities planned by the University for the fiftieth-year reunion classes, the fiftieth-year reunions will continue to be held during commencement. Members of the fiftieth-year reunion classes are still invited to participate in the fall Alumni Weekend activities.

**Classes of 1955, 1960, 1965, 1970, 1975, 1980, 1985, 1990, 1995, 2000**

### Reunion Committees are forming now

Class agents are needed to help plan reunion events. If you would like to help plan your class' events, please contact the Office of Development & Alumni Relations at (202) 806-8177 or via email at [dduckett@law.howard.edu](mailto:dduckett@law.howard.edu).



Class of 1964



Class of 1974

## IN SEARCH OF ALL HOWARD UNIVERSITY SCHOOL OF LAW ALUMNI

**H**ave you ever tried to get in touch with an old classmate, only to find that the last directory is 8 years old? Well, your troubles are over. Soon an impressive directory of our alumni will be available to help you locate all your friends.

The new Howard University School of Law Alumni Directory, scheduled for release in August 2005, will be the most up-to-date and complete reference of over 3,660 Howard University School of Law alumni ever compiled! This comprehensive volume will include current name, address and phone number, academic data, plus business information (if applicable), bound into a classic, library quality edition.

The Office of Development & Alumni Relations has contracted the prestigious Bernard C. Harris Publishing Company, Inc. to produce the directory. Harris will soon begin researching and compiling the information to be printed in the directory by mailing a questionnaire to each alumnus/a. (If you prefer not to be listed in the directory, please contact the Office of Development & Alumni Relations in writing as soon as possible.)

The new Howard University School of Law Alumni Directory will soon make finding an alumnus/a as easy as opening a book. Look for more details on the project in future issues.

To update your information for the alumni directory,  
call our toll free number 1-877-553-8477 today!

For More Information Contact:

**DIONE TRACI DUCKETT, ESQ.**

*Senior Director of Development & Alumni Relations*

Howard University School of Law  
2900 Van Ness Street, NW • Washington, DC 20008  
202/806-8177 phone • 202/806-8111 fax  
dduckett@law.howard.edu

# More Scenes From 2004



## 2004 Clarence Clyde Ferguson Lecture

Harvard Law Professor Lani Guinier was the guest lecturer for the annual Clarence Clyde Ferguson Lecture. Guinier met with Howard law students, faculty, and special guests, including Oliver Hill, before delivering her famed lecture "The Miner's Canary." The October 2004 lecture was the culminating event of the law school's *Brown@50* year-long celebration.

*Pictured above with Guinier are (l to r) David Manza, Leah Aden, Celia Washington, Debbie Kim, Elizabeth Matory, Rukia Lumumba, and Sasha Hodge Wren of the ACLU Howard Chapter.*



*Ossie Davis at the May 17 ceremony.*



*Elaine Jones, George Curry, and Ted Shaw at the Howard Law-Yale Law joint conference.*



*Former Dean Bullock presented the 2004 Warren S. Rosmarin Award to Professor Andrew Gavil.*



*J. Clay Smith and Dean Schmoke at commencement.*



*Congressman James M. Clyburn enjoyed a quiet moment before delivering his remarks.*



*And The Legacy Continues...*

# T H E L A S T W O R D

## *Brown@50: A Commemoration and A Work in Progress*

*By Okianer Christian Dark*

The 50<sup>th</sup> anniversary of *Brown v. Board of Education* was a year-long undertaking at Howard University School of Law that involved all aspects or parts of the law school community, outside partners, and many splendid alumni of the law school. So, as we end our successful *Brown* commemoration, it is useful to look back and consider what has happened.

Former Dean Alice Gresham Bullock '75 initiated the *Brown@50* planning committee and graciously asked me to serve as cochair.<sup>1</sup> We received immediate support and the active involvement of our well-known alumni Oliver Hill '33 and Damon J. Keith '49 of the U.S. Court of Appeals for the 6<sup>th</sup> Circuit. Elaine Jones, then director-counsel of the NAACP Legal Defense and Educational Fund Inc., was also active, supportive, and present at several of our early planning meetings. Those individuals, along with some faculty, students, and staff members, composed the working planning committee. The planning committee approved the overall design and structure of what we referred to as the *Brown@50* Project. The *Brown@50* Project would include 12 separate events, a series of publications including a volume of the *Howard Law Journal* dedicated to *Brown*, essay contests for high school and Howard law students, and other activities that allowed us to look back and forward in discussing the history and legacy of *Brown*.

After so much effort, thought, and commitment of human and monetary resources,

the question I will answer here is how did we do? Was the *Brown@50* Project truly successful, and, if so, in what ways? Success for programs of this magnitude can be measured in many ways, including by quite simply counting the

number of people who attend or view the event or the number of press articles generated on the overall program. By these numbers, *Brown@50* would be deemed a success, but we prefer to look more closely at other criteria that can more meaningfully and accurately examine our success.

The law school's faculty was fully engaged in this project. In fact, 100 percent of the faculty contributed in various ways to its success. Several faculty members managed or took charge of major events, either as chair or faculty advisers.<sup>2</sup> They chaired committees for the project, such as the publications committee<sup>3</sup> and the website committee.<sup>4</sup> Many faculty members spoke about *Brown* programs at our law school and elsewhere in the country. They published articles

about *Brown* or incorporated aspects of *Brown* into their respective courses. In addition, numerous faculty members attended the *Brown* programs throughout the year and strongly encouraged their students to attend as well.

The level of student participation in a project of this magnitude is another way to measure success. If this were our only factor for determining success, then the *Brown@50* Project would be regarded as a resounding success!

The *Brown@50* Project was blessed to have student assistants specifically hired to work on



"Our speakers and presenters were wonderfully insightful and very generous with their time and talent. Everyone who participated in the *Brown@50* programs deserves special mention and recognition."

these events and activities.<sup>5</sup> They were each worth their weight in gold in terms of their attention to detail, follow-through, initiative, and, of course, cheerful commitment. From the very beginning, we had student members from all three law school classes involved in the planning process. More important, three of our major events were chaired or cochaired by law students: the Inaugural Charles Hamilton Houston Lecture, the town hall meeting that was part of the joint conference with the Smithsonian's National Museum of American History, and the Howard Law–Yale Law joint conference. All of our students did a remarkable job leading those highly visible and influential events. However, student volunteerism did not end there. Every event was hosted by a student organization that assisted in distributing programs, setting up information tables (when necessary), and escorting our special guests, speakers, or program participants. We estimate that approximately 100 law students served in various volunteer roles during the 2003–2004 term.

The unsung heroes of this effort have been the law school staff members who made many vital contributions as well. Nearly every office or staff function in the law school was involved in the *Brown@50* Project. Often, their work could not be readily seen or appreciated, especially when everything worked according to the plan. Yet, the staff members were involved at every phase of each program. For example, to get a room ready for an event meant that the *Brown@50* Project needed the support and involvement of the offices of the dean, academic dean, budget and finance, administration and operations (including housekeeping, security, and dining services), and even law school services.

At critical times, staff members would stop by and volunteer whatever time they had to help in any way needed. For example, we had a group composed primarily of staff members whom we called "Howard's Angels." Those Angels would assemble whenever we had a crisis to respond to and assist in completing the task. Though I would like to say that everything went off without a hitch, there were



*Staff members Jacqueline Young (left) and Altheria Myers, joined Professor Dark and Lani Guinier. Young and Myers helped to coordinate many of the Brown@50 programs sponsored by the law school.*

times when even the best of plans went awry and we needed help. Howard's Angels would step in with a wonderfully positive spirit and manage us through the crisis. The dedication, demonstrated by the Angels and many other staff members, completely infused everything, and we are extremely grateful to each staff member for his or her contribution.

The *Brown@50* Project had wonderful outside partners, which increased our ability to reach sectors of the community both within the Washington, D.C., metropolitan area and beyond. We were partners with the D.C. Humanities Council as a host site for the Charles Hamilton Houston Symposium in October 2003, with the Smithsonian's National Museum of American History for our town hall meeting in February 2004, and with the National Bar Association in April 2004, among others. Funding for our various programs and projects had a broad national base. We received small individual and institutional financial contributions that made the commemoration possible.

Our speakers and presenters were wonderfully insightful and very generous with their time and talent. Everyone who participated in the *Brown@50* programs deserves special mention and recognition. We were especially grateful for the support we received from the attorneys who had actually worked on the *Brown* cases, along with their families. Those attorneys shared their time with us during the commemorative year. Their mere presence both inspired and reminded us of the important sacrifices and contributions that they made to this

nation. We acknowledge and especially thank Oliver Hill, Julian Dugas '49, Robert Carter '40, and Louis Pollak for being such a vital part of Howard's *Brown@50* Project. We were also blessed to have the cheerful support, presence, and involvement of family members of *Brown* attorneys who have passed away: Mrs. Thurgood Marshall, Charles Hamilton Houston Jr., Charles Hamilton Houston III, Dr. Karina Houston, Mrs. Charles Duncan, and James Nabrit III.

In the end, the law school's *Brown@50* Project was successful whether one measures the amount of publicity; the number of people who attended the programs; the number of hits on our *Brownat50.org* website; the number of publications produced, including the fabulous three-issue volume of the *Howard Law Journal* dedicated to the legacy of *Brown*; the number of visitors to Damon J. Keith's historic exhibit "Marching Toward Justice" in our new law library; the 100 percent participation by the law faculty; the overwhelming participation of both staff and students; the number of requests for information from colleges, universities, school districts, media, and others around the country; the number of people who watched WHUT programming about *Brown* events, or the general "buzz" about our activities within the metropolitan area and elsewhere in the country. Ultimately, we did a good job!

This project's overall success would not have been possible without leadership at the top. In this case, the leadership I am talking about is in the office of the dean. Former Dean Alice Gresham Bullock initiated this project in the fall of 2001, recognizing that it would take much time and attention to detail to develop an appropriate commemoration. Interim Dean Patricia M. Worthy provided strategic and logistical support before and during the commemorative period.

Dean Kurt L. Schmoke, who came to the law school in January 2003, made this commemoration one of his top priorities. In many thoughtful and countless ways, Dean Schmoke made sure that the *Brown@50* Project was an unparalleled tribute. He did not sit by passively while the planning and work were going on.

Rather, he rolled up his sleeves and worked alongside the planning committee from the moment he became dean. His commitment cannot be overstated, but I wish to note his special importance to one significant event: the joint Howard Law–Yale Law conferences. This joint effort between the law schools was initiated by Dean Schmoke and, quite simply, occurred because of his leadership.

At the outset, the planning committee discussed the commemoration in terms of how it could assess *Brown's* impact on the United States' educational, social, and economic systems during the past 50 years so that strategies could be conceived and new frameworks could be put in place for the next 50 years. What remains for another column is an evaluation of the discussion that resulted from our 12 commemorative events that will lead us to our next steps beyond *Brown*. That effort will support Dean Schmoke's statement at the beginning of this issue of *The Jurist*: "It is our intention to build on the past, not rest on the past."

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<sup>1</sup> Former Dean Bullock took a much-deserved sabbatical during the planning period for the *Brown@50* commemoration, and I became the chair of the project at the end of summer 2002.

<sup>2</sup> For example, Professor Laurence Nolan was cochair along with Seth Adam Meinero, Class of 1998, of the Lawyers Panel which was also widely televised on WHUT. The panel featured some of the original lawyers in *Brown v. Board of Education*. Professor Harold McDougall was the cofaculty adviser to the Howard-Yale Conference (Part I). Professors Homer LaRue and Carmia Caesar were faculty advisers to the town hall meeting that was a part of the conference with the Smithsonian's National Museum of American History.

<sup>3</sup> Professor Rhea Ballard-Thrower was the chair of this committee, which was responsible for work on a reference book that detailed facts and history of the *Brown* cases.

<sup>4</sup> Professor Steve Jamar served as chair and webmaster for the <http://www.brownat50.org> website. The website was extremely popular and a useful resource. At one point, the website was receiving about 1,267 hits per day from locations throughout the world. We are certain that by any measure, our website not only was an important gateway to the project but also has continued to provide significant information.

<sup>5</sup> Mia Woodard, Class of 2004; David Dillard, Class of 2004; Lani Shaw, Class of 2005; and Miesha S. Darrough, Class of 2005, have been admirably professional and dedicated in their service on this project.

# INVEST IN HOWARD UNIVERSITY SCHOOL OF LAW

The Annual Fund is an opportunity for alumni to support the students and faculty of the Howard University School of Law. The fund is a primary resource for student scholarships, student services, financial aid, capital improvements, and faculty development. Annual Fund gifts allow the school to better prepare its students and faculty for leadership in the new millennium.

Annual Fund gifts to Howard University School of Law may be made in two ways. An unrestricted gift affords the law school the flexibility to earmark funds according to priorities such as student scholarships, research, or technology upgrades. An unrestricted gift is a valuable tool that allows the school to respond quickly to unexpected challenges. The donor may also make a restricted gift. In that case, the donor specifically identifies the project (e.g., library construction) or scholarship fund he or she wishes to support.

The gift of an alumnus, regardless of the amount or type, provides the following benefits to Howard University School of Law:

- A first time or renewed gift increases the Alumni Participation Rate.
- Foundations and corporations consider the Alumni Participation Rate a key factor in making their donations.
- The level of alumni participation is critical to the law school's stability.

## Giving Is Easy

Gifts to Howard University School of Law are tax deductible. You may give in installments by using a credit card, check, securities, bequests, or real estate.

*Building  
for the  
Millennium*

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For further information on ways to invest, please contact:

**DIONE TRACI DUCKETT**

*Senior Director of Development & Alumni Relations*

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