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~~*Brown, Not White: School Integration
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Brown, Not White, sheds light on the
politics of governance in Houston, in
this case between a public agency,
the school board, and the Mexican
American community. The study
carefully examines how democratic

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ideals are subverted by a local state body and the community's attempts to restore those ideals.

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and litigation marked the efforts of
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to achieve educational opportunity
and oppose discrimination in
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Movement In Houston

~~Brown, Not White: School Integration
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Brown, Not White: School Integration
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Houston Issue 3 of University of
Houston series in Mexican American
studies: Author: Guadalupe San
Miguel: Edition: revised:...

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Brown, Not White: School Integration
and the Chicano Movement in
Houston is a 2005 book by Guadalupe
San Miguel, Jr., published by the
Texas A&M University Press. Brown,
Not White discusses Chicano activism
in Houston, Texas during the 20th
century. It is the third volume in the
University of Houston Series in

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Mexican American Studies, sponsored by the UH Center of Mexican American Studies. Dr. Tatcho Mindiola Jr. sponsored this publication series.

~~Brown, Not White - Wikipedia~~

Brown, Not White: School Integration and the Chicano Movement in Houston. Illustrated Edition. by Guadalupe San Miguel Jr. (Author) 4.8 out of 5 stars 6 ratings. ISBN-13: 978-1585444939. ISBN-10: 1585444936.

~~Brown, Not White: School Integration and the Chicano ...~~

In 2005, historian Guadalupe San Miguel authored Brown Not White, an in-depth study of how Hispanic populations were used by school districts to circumvent truly

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integrating their schools. It detailed that when school districts officially categorized Hispanic students as ethnically white, a predominately African-American school and a predominately Hispanic school could be combined and successfully pass the integration standards laid out by the U.S. government, leaving white schools unaffected.

~~School integration in the United States - Wikipedia~~

summary. Strikes, boycotts, rallies, negotiations, and litigation marked the efforts of Mexican-origin community members to achieve educational opportunity and oppose discrimination in Houston schools in the early 1970s. These responses were sparked by the effort of the Houston Independent School District

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to circumvent a court order for desegregation by classifying Mexican American children as "white" and integrating them with African American children—leaving Anglos in segregated schools.

~~Brown, Not White: School Integration and the Chicano ...~~

They were “ brown, ” not white, as one of the slogans developed during a 1970 boycott of the Houston public schools indicated. The struggle for recognition, probably the most important action of the Mexican-origin activist community in the city during this period, lasted for two years.

~~Brown, Not White: School Integration and the Chicano ...~~

Brown, Not White: School Integration

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And The Chicano Movement in
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Aug 30, 2020 brown not white school
integration and the chicano
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Janet DaileyPublishing TEXT ID
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Library white students meanwhile are
attending schools that are less white
than they were in the 1950s and
1960s but these schools still have far
more white students than their share
of the student of

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In *Brown, Not White* Guadalupe San Miguel, Jr., astutely traces the evolution of the community's political activism in education during the Chicano Movement era of the early 1970s. San Miguel also identifies the important implications of this struggle for Mexican Americans and for public education.

~~Brown, Not White—Texas A&M
University Press~~

Mexican-American schools, activists protested, "We are Brown, not White." Using direct action, school boycotts, negotiations with school administrators and staff, and legal action, Mexican-origin activists asserted a nonwhite racial identity to protest a desegregation plan based on the legal characterization of Mexican Americans as "white."

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Houston: San Miguel Jr., Guadalupe:
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Movement in Houston

Strikes, boycotts, rallies, negotiations, and litigation marked the efforts of Mexican-origin community members to achieve educational opportunity and oppose discrimination in Houston schools in the early 1970s. These responses were sparked by the effort of the Houston Independent School District to circumvent a court order for desegregation by classifying Mexican American children as "white" and integrating them with African American children—leaving Anglos in segregated schools. Gaining legal recognition for Mexican Americans as a minority group became the only means for fighting this kind of

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discrimination. The struggle for legal recognition not only reflected an upsurge in organizing within the community but also generated a shift in consciousness and identity. In *Brown, Not White* Guadalupe San Miguel, Jr., astutely traces the evolution of the community's political activism in education during the Chicano Movement era of the early 1970s. San Miguel also identifies the important implications of this struggle for Mexican Americans and for public education. First, he demonstrates, the political mobilization in Houston underscored the emergence of a new type of grassroots ethnic leadership committed to community empowerment and to inclusiveness of diverse ideological interests within the minority community. Second, it

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And The Chicano Movement In Houston

signaled a shift in the activist community's identity from the assimilationist "Mexican American Generation" to the rising Chicano Movement with its "nationalist" ideology. Finally, it introduced Mexican American interests into educational policy making in general and into the national desegregation struggles in particular. This important study will engage those interested in public school policy, as well as scholars of Mexican American history and the history of desegregation in America.

An acclaimed economist reveals that school integration efforts in the 1970s and 1980s were overwhelmingly successful -- and argues that we must renew our commitment to integration for the sake of all

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Americans We are frequently told that school integration was a social experiment doomed from the start. But as Rucker C. Johnson demonstrates in *Children of the Dream*, it was, in fact, a spectacular achievement. Drawing on longitudinal studies going back to the 1960s, he shows that students who attended integrated and well-funded schools were more successful in life than those who did not -- and this held true for children of all races. Yet as a society we have given up on integration. Since the high point of integration in 1988, we have regressed and segregation again prevails. Contending that integrated, well-funded schools are the primary engine of social mobility, *Children of the Dream* offers a radical new take on social policy. It is essential reading

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in our divided times.

Movement In Houston

An all-too-popular explanation for why black students aren't doing better in school is their own use of the "acting white" slur to ridicule fellow blacks for taking advanced classes, doing schoolwork, and striving to earn high grades. Carefully reconsidering how and why black students have come to equate school success with whiteness, *Integration Interrupted* argues that when students understand race to be connected with achievement, it is a powerful lesson conveyed by schools, not their peers. Drawing on over ten years of ethnographic research, Karolyn Tyson shows how equating school success with "acting white" arose in the aftermath of *Brown v. Board of Education* through the

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practice of curriculum tracking, which separates students for instruction, ostensibly by ability and prior achievement. Only in very specific circumstances, when black students are drastically underrepresented in advanced and gifted classes, do anxieties about "the burden of acting white" emerge. Racialized tracking continues to define the typical American secondary school, but it goes unremarked, except by the young people who experience its costs and consequences daily. The rich narratives in *Integration Interrupted* throw light on the complex relationships underlying school behaviors and convincingly demonstrate that the problem lies not with students, but instead with how we organize our schools.

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Examines the results of the Supreme Court's 1954 decision on desegregation on the five school districts that participated in the Brown v. Board of Education case, and argues that the Court erred in moving beyond a policy of desegregation to one of integration.

Archival photographs paired with fictional text depicting thoughts and emotions of students who lived through school desegregation capture the spirit, sadness, and struggle of the time.

Much of the history of Mexican American educational reform efforts has focused on campaigns to eliminate discrimination in public schools. However, as historian Guadalupe San Miguel demonstrates

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in Chicana/o Struggles for Education: Activism in the Community, the story is much broader and more varied than that. While activists certainly challenged discrimination, they also worked for specific public school reforms and sought private schooling opportunities, utilizing new patterns of contestation and advocacy. In documenting and reviewing these additional strategies, San Miguel ' s nuanced overview and analysis offers enhanced insight into the quest for equal educational opportunity to new generations of students. San Miguel addresses questions such as what factors led to change in the 1960s and in later years; who the individuals and organizations were that led the movements in this period and what motivated them to get involved; and what strategies were pursued, how

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they were chosen, and how successful they were. He argues that while Chicana/o activists continued to challenge school segregation in the 1960s as earlier generations had, they broadened their efforts to address new concerns such as school funding, testing, English-only curricula, the exclusion of undocumented immigrants, and school closings. They also advocated cultural pride and memory, inclusion of the Mexican American community in school governance, and opportunities to seek educational excellence in private religious, nationalist, and secular schools. The profusion of strategies has not erased patterns of de facto segregation and unequal academic achievement, San Miguel concludes, but it has played a key role in expanding educational opportunities.

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The actions he describes have expanded, extended, and diversified the historic struggle for Mexican American education.

In 1954 the Supreme Court decided *Brown v. Board of Education*; ten years later, Congress enacted the Civil Rights Act. These monumental changes in American law dramatically expanded educational opportunities for racial and ethnic minority children across the country. They also changed the experiences of white children, who have learned in increasingly diverse classrooms. The authors of this commemorative volume include leading scholars in law, education, and public policy, as well as important historical figures. Taken together, the chapters trace the narrative arc of school desegregation

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in the United States, beginning in California in the 1940s, continuing through Brown v. Board, the Civil Rights Act, and three important Supreme Court decisions about school desegregation and voluntary integration in 1974, 1995, and 2007. The authors also assess the status of racial and ethnic equality in education today and consider the viability of future legal and policy reform in pursuit of the goals of Brown v. Board. This remarkable collection of voices in conversation with one another lays the groundwork for future discussions about the relationship between law and educational equality, and ultimately for the creation of new public policy. A valuable reference for scholars and students alike, this dynamic text is an important

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contribution to the literature by an
outstanding group of authors.

This is the first effort to provide a broad assessment of how well the Brown v. Board of Education decision that declared an end to segregated schools in the United States was implemented. Written by a distinguished group of historians, the twelve essays in this collection examine how African Americans and their supporters in twelve states—Arkansas, North Carolina, Virginia, South Carolina, Georgia, Mississippi, Florida, Delaware, Missouri, Indiana, Nevada, and Wisconsin—dealt with the Court’s mandate to desegregate “with all deliberate speed.” The process followed many diverse paths. Some of the common themes in these efforts

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were the importance of black activism, especially the crucial role played by the NAACP; entrenched white opposition to school integration, which wasn't just a southern state issue, as is shown in Delaware, Wisconsin, and Indiana; and the role of the federal government, a sometimes inconstant and sometimes reluctant source of support for implementing Brown.

A Publishers Weekly Best Book of 2018 “ An important contribution to our understanding of how ordinary people found the strength to fight for equality for schoolchildren and their teachers. ” —Wall Street Journal In the epic tradition of *Eyes on the Prize* and with the cultural significance of John Lewis' s *March* trilogy, an ambitious and harrowing account of

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the devoted black educators who battled southern school segregation and inequality For two years an aging Dr. Horace Tate—a former teacher, principal, and state senator—told Emory University professor Vanessa Siddle Walker about his clandestine travels on unpaved roads under the cover of night, meeting with other educators and with Dr. King, Georgia politicians, and even U.S. presidents. Sometimes he and Walker spoke by phone, sometimes in his office, sometimes in his home; always Tate shared fascinating stories of the times leading up to and following *Brown v. Board of Education*. Dramatically, on his deathbed, he asked Walker to return to his office in Atlanta, in a building that was once the headquarters of another kind of southern strategy, one driven by

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integrity and equality. Just days after Dr. Tate ' s passing in 2002, Walker honored his wish. Up a dusty, rickety staircase, locked in a concealed attic, she found the collection: a massive archive documenting the underground actors and covert strategies behind the most significant era of the fight for educational justice. Thus began Walker ' s sixteen-year project to uncover the network of educators behind countless battles—in courtrooms, schools, and communities—for the education of black children. Until now, the courageous story of how black Americans in the South won so much and subsequently fell so far has been incomplete. *The Lost Education of Horace Tate* is a monumental work that offers fresh insight into the southern struggle for human rights,

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revealing little-known accounts of leaders such as W.E.B. Du Bois and James Weldon Johnson, as well as hidden provocateurs like Horace Tate.

Argues that racial segregation is still prevalent in American society and a transformation is necessary to build democracy and eradicate racial barriers.

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