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Carrie Jane Williamson

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appropriate for graduate study and should be supplemented with a text on statistical procedures and methodology.

Betsy Ferrer teaches middle school language arts and literature at Saint Louise Parish School in Bellevue, Washington.

All Deliberate Speed: Reflections on the First Half Century of *Brown v. Board of Education*

Charles J. Ogletree, Jr.
W.W. Norton & Company, 2004
\$26.00, 365 pages

Reviewed by Carrie Jane Williamson

All Deliberate Speed was written with the purpose of explaining the *Brown v. Board of Education* decision, “discuss[ing] the important work of lawyers who started the legal fight for racial integration” and reflecting on personal experiences related to being what Ogletree refers to as a “*Brown* baby”(pp. xiii–xiv). This autobiographical account debates the authenticity of the original historical *Brown* decision as well as the idea of segregation in modern society. While perceived as primarily an issue in the South, the second *Brown* decision urged desegregation with “all deliberate speed” throughout the country, even in Merced, California, the birthplace of Charles Ogletree. Ogletree’s foremost argument is that all deliberate speed is an attitude that has been interpreted as “go slow” (p. 299), which diminishes the impact of *Brown* to end segregation.

Ogletree recounts life as a child in Merced and the limited effect *Brown* had on his early education. However, as Ogletree aged, he found himself making his mark on American history and especially that of African Americans. As a child, he moved from one under resourced school to another, lying low as not to cause much of a stir in a time of racial unrest. In high school in the late 60s, he was a pioneer for Black students. He conveys the reality of being one of the first Black lifeguards in Merced, voted class president his senior year in high school, and among the first generation of African Americans to attend an institute of higher education. He was accepted into Stanford University, which paved his way to Harvard Law and the Supreme Court. As

Ogletree weaves America's history with his own, he reflects on opportunities that his parents and grandparents could not fathom. Ogletree has been present at every major civil rights event and decision in regards to equality, including being a founder of the "Black Graduation" that is now a tradition at Stanford. Even after his impressive accumulation of educational accomplishments, Ogletree was surprised to find racial resistance as an adult and stated that he never "imagined that affirmative action, an issue of paramount importance to [him] while a student at Stanford and Harvard, would find some relevance outside of higher education" (p. 84).

Ogletree describes Charles Hamilton Houston, a legal mastermind against segregation, as an unsung hero from the public shadows of DuBois, King, and Marshall (Houston's protégé). Houston called segregation the "worst symptom of American racism" (p. 117). Ogletree's devotion to the accomplishments of and personal relationship with Houston and Marshall are to be respected both personally and professionally.

In addition to *Brown*, Ogletree references a number of similar cases, including *Plessy v. Ferguson* and *Regents of the University of California v. Bakke*, which followed and had a similar influence on the equality and quality of American education. He makes a deliberate effort to promote works of great American literature, particularly African American literature, including Stowe's *Uncle Tom's Cabin*, Brown's *Manchild in the Promised Land*, and Wright's *Native Son*. For those of us who did not experience it firsthand, Ogletree pulls the reader into his own coming of age with an informative and objective view of all that surrounds the Civil Rights movement.

The content is autobiographically informative enough to be used as a text or supplement for a college or upper-level high school course. The account would be helpful in distinguishing between several court cases with similar claims. Because the author's presentation of the factual material is in narrative form and includes his personal reflections on the era rather than creating a text that lends itself to memorization, the reader is forced to make a connection. Ogletree has created a historically significant chronology of the African American fight for equality with the personal stamp of a man who lived it.

"The challenge [is] not to ponder the question but rather...to find the answer" (p. 94). Even after *Brown* and its predecessors, Ogletree contemplates why segregation ended with all deliberate speed and if we have discovered new ways of segregating outside the realm of education. Ogletree argues that modern society's high expectations imply that segregation still exists and requires that the reader consciously self-reflect on why we do the things we do and make the decisions we make. Regarding our own personal journey, where have we been, where are we going, and what impact have we made?

“Integration does not simply place people side by side...rather, it remakes America, creating a new community founded on a new form of respect and tolerance” (p. 299). Are we there yet?

Carrie Jane Williamson teaches middle school at Blessed Sacrament School in Savannah, Georgia

The Science Education of American Girls: A Historical Perspective

Kim Tolley
Routledge/Falmer, 2003
\$39.95, 256 pages

Reviewed by William Watson

In *The Science Education of American Girls: A Historical Perspective*, Tolley challenges culturally developed and accepted notions of American girls' lower aptitude, participation, and success in pre-college science and mathematics courses. Tolley's research uncovers the politics, competition, and power relationships encompassed by the struggle to establish and maintain equal rights for women in science education. The author thoughtfully and thoroughly investigates primary sources to explore how events in American history helped to shape perceptions of women and the ways in which those perceptions have influenced schools, curriculum, and science education.

Tolley begins after the American Revolution, when geography—including elements of biology, physics, geology, and astronomy—was the school science of the day. Geography education was considered a boys' subject because it was perceived that exploration and scientific investigation were the domain of men. Nevertheless, some girls were taught in the private schools that served boys on the rationale that the girls would eventually become mothers, and as mothers, they would be responsible for their sons' first exposure to science.

At the dawn of the 19th century, attitudes shifted, and the classics eclipsed science in academic importance. Classics were taught almost exclusively to boys, usually to the exclusion of science. Education of girls in private academies became more accepted, with science perceived as a source of academic rigor for girls. The growing acceptance of the tenet of natural theology, which