On May 17, 1954, the U.S. Supreme Court decided the landmark case Brown v. Board, unanimously ruling that racial segregation of public schools was unconstitutional in that "separate educational facilities are inherently unequal." Yet whether 11, 30, or 60 years after Brown, segregation and resegregation persist; contemporary reforms such as school choice and charter schools exacerbate enduring inequities; and the former Jim Crow South has become the most integrated region for black students as de facto northern school segregation remains entrenched.

Constitutional law scholar Erwin Chemerinsky contends that there is no powerful political constituency for equalizing educational opportunities for children who are poor or are part of racial minority groups and posits that students, absent court protections, lack political power to assert their rights. Yet a legal formalist narrative erases the participation of student activists that undergirds a critical legal lens on resistance to state-sanctioned segregated education policies and minimizes the nuanced interplay between legal and movement actors over time. Chicago student protest movements to school segregation, inequitable funding, and inadequate community control demonstrated the power of affected educational constituencies to secure demands and disrupt...
organized marches and demonstrations in 1960s protests by Chicago students in the aftermath of legal efforts and adult movements in contrast to the neoliberal hegemony oppressing students of color today. While 1960s student protesters targeted local administrators and school policies, neoliberalism's diffuseness has required reorienting the confrontability, and symbolic projection, of power in education protest.

Prior to Brown, Chicago schools in after the Civil War were integrated until the 1910s, when the Great Migration brought influxes of black families and whites petitioned school board and city leaders to implement school (and residential) segregation. Black students who initially thrived felt alienated by the dire prospects relegated by Chicago Public Schools policies. Chicago civil rights groups rallied around school segregation and racial disparities in the late 1950s, and by 1961, the Coordinating Committee of Community Organization spearheaded parental direct action on CPS' mobile classrooms for overcrowded black schools and denial of transfer of black students to underused white schools. Litigation led to the 1964 Hauser Report, but CPS did not heed its findings, not even granting transportation for a permissive transfer plan.

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19 Dionne Danns, *Northern Desegregation: A Tale of Two Cities*, 51.1 HISTORY OF EDUCATION QUARTERLY 77 (2011): “[C]ommunity members in an interracial, civil rights coalition group known as the Coordinating Council of Community Organizations (CCCO) took matters in their own hands and led boycotts of the schools…to protest the lack of desegregation and the lack of quality education in Chicago’s schools.”
22 *Id.* at 710: “Pressure for school segregation also dramatically increased in Chicago during the early twentieth century in response to the arrival of thousands of African Americans, leading to extensive racial gerrymandering of school attendance lines.”
23 Philip TK. Daniel, *A history of discrimination against Black students in Chicago secondary schools*, 20.2 HISTORY OF EDUCATION QUARTERLY 147, 151-52 (1980): “The actions by the white organizations had an immediate effect…Blacks were consigned to areas no greater than twenty-seven blocks by fourteen blocks,”
24 *Id.* at 151: “Although some discrimination existed…a study completed in 1920…stated that there was 'relatively little difference between the reading accomplishments of...[Chicago born]...colored pupils and white pupils who have had the advantages of the same method of instruction and environment.'”
25 *Id.* at 159: “[M]any of these pupils found a disheartening gap between their hopes and actual achievements...[T]he prospect of becoming red-caps, maids, domestics, and porters caused many to regard education with indifference.”
26 Danns, *supra* note 19 (at 84): “A 1958 NAACP report...noted that Chicago Public Schools used discriminatory policies in school site selection, school boundaries, and instruction quality...[and] found ways to effectively maintain segregation even in areas where desegregation could have been a possibility.”
27 Tracy L. Steffes, *Managing School Integration and White Flight The Debate over Chicago’s Future in the 1960s*, JOURNAL OF URBAN HISTORY 5 (2015): “When gathering data and appealing to the board did not work, parents and civil rights groups turned to direct action to increase pressure: they protested at mobile classrooms...picketed the homes of Board of Education members; held sit-ins at board meetings; and organized marches and demonstrations.”
30 *Webb*, 223 F.Supp. 466
31 Philip M. Hauser et al, *Report to the Board of Education of the City of Chicago by the Advisory Panel on Integration of the Public Schools, CHICAGO: BOARD OF EDUCATION* (1964):
32 Danns, *supra* note 19 (at 84).
 Superintendent Benjamin C. Willis embodied this obstinacy. In 1963, he called proposed changes to neighborhood school boundaries "ominous" and balked from asking the public for new bonds to build South and West Side schools, instead expanding "Willis Wagons" from 1962 to 1964.

Mounting frustration and movement tactics culminated in CCCO organizing the first of three CPS boycotts that pushed students into the education movement. 224,770 students stayed out of school on October 22, 1963; Freedom Schools at local black churches taught thousands of students about black history, while 120,000 students and adults marched on the Chicago Board of Education. CCCO planned the boycott "in protest of the board's refusal of Willis's resignation" and to draw attention to the gap between the Board's integration "policy" and "racial patterning...[in] the deployment of resources." Yet students brought corollary demands that transcended integration and Willis as its political puppet, whose early retirement CCCO claimed for victory. While student numbers dwindled for the '64 and '65 boycotts amid CCCO disunity, Mayor Daley's court order to block the boycott for inciting truancy galvanized the core contingent of black students who sought "immediate changes in the schools" that they attended over desegregation. Moreover, the boycotts cemented a black student-teacher alliance via the leadership of former teacher Al Raby and his mentorship of student leaders who adapted boycotts and other civil rights-era tactics to the decentralized community-based movements.

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33 Rury, supra note 28 (at 131): "Willis would not permit the schools to become an instrument for the trans-formation of the spatial relationships of power and privilege that defined Chicago's landscape. Instead, the resources of the system were poured into addressing well-documented inequalities in different areas of the city without changing the neighborhood school policy."
34 Robert A. Dentler, Barriers to northern school desegregation, 95.1 DAEDALUS 45, 55 (1966).
35 Rury, supra note 28 (at 131).
36 Id., at 133: "As a consequence of this stance, or perhaps in spite of it, Willis became a symbol of resistance to school desegregation in Chicago. To African Americans he became an object of vilification, and for years afterward the temporary classroom buildings sometimes set up outside public schools were referred to as 'Willis Wagons' in Black neighborhoods."
37 Id. at 132: "In many respects the struggle against Willis and the Board provided the local civil rights organizations an opportunity to practice tactics of confrontation and exposure that they would use in future struggles. As in other cities, early battles over school desegregation provided an outlet for decades of anger and resentment in the Black community."
38 Danns, supra note 19 (at 85): "October 1963, February 1964, and June 1965."
40 John E. Coons, Affirmative Integration: Chicago, 2 LAW & SOCY REV. 80, 82 (1967).
41 Taylor, supra note 39.
43 Taylor, supra note 39: "Students from a group calling themselves Student Advocates of Negro History handed out materials reading, 'We are petitioning for the rewriting of school books so that the Negro is included. Then and only then will whites be able to shed their feeling of false superiority.'"
44 Rury, supra note 28 (at 135): "More than anything else, it was Daley's silence on the question of desegregation and the outspokenness of his machine functionaries against it that probably was most telling in the Chicago school crisis. The response of the Chicago Public Schools to race issues under Willis' leadership, after all, was consistent with many facets of Democratic machine politics in the city during this era"
45 Strickland, supra note 29: "Continued pressure from black Chicagoans caused the board of education to agree informally, by a seven to four vote in May 1965, not to extend Willis’s contract beyond 31 August of that year."
46 Taylor, supra note 39
47 Rury, supra note 28 (at 132)
48 Danns, supra note 17 (at 139)
With the full-fledged emergence of the students’ movement by the mid-to-late-sixties, a transition was marked in activist’s conception of power: while the boycotts sought concessions from Willis, Daley, and the political machine, students fought for education equity from within.49 Students demanded black history curricula taught by black teachers, black administrators and administrative assistants, and the hiring of more black instructors and counselors in lieu of racist white instructors.50 Mexican-American and other Latino students called for more Latino teachers, Latin American history classes; repaired and larger facilities, bilingual education programs, and funding for a soccer team.51 While representation tensions lingered,52 black student groups allied with and included Latino students53 and overlapping interests54 The movement arose out of students’ political consciousness55,56, coalescing on a school-by-school basis out of their mandate for student and community power to set school policies, instructional evaluation and expansion57, and newer, better utilized resources. Trained in58 and inspired by59 the civil rights tradition, students across the West and South Sides came together in protest.60 At, Harrison High School had a 250 -student sit-in and 750-student walkout61 of mostly black students that sparked arrests and media attention and spearheaded student meetings with the Board of Ed62, while Mexican-American

49 Dionne Danns, Black student empowerment and Chicago school reform efforts in 1968, 37.5 URBAN EDUCATION 631, 637 (2002): “One organizer noted, ‘Busing does not face the issue of the lack of quality education of the West Side’…The belief that Black youth in Chicago should remain in Black schools was the dominating movement ideology in the latter part of the 1960s.”
50 Danns, supra note 17 (at 142-43).
52 Id. at 151: “[Per student leader Salvador Obregon], I got to look at some funding issues at school and a big percentage was funded for extracurricular activities and clubs which were all geared to Black students at Harrison. And here we were trying to organize a soccer team. We played right there in the Boulevard right in front of the school all the time. And that's when we realized that, hey, Black students are getting everything and we can't get nothing, no counselors, teachers, or a soccer team?”
53 Danns supra note 49 (at 638).
54 Alanis, supra note 51 (at 160): “[I]nterestingly, one of the demands of the New Breed Black student organization at Harrison was the establishment of ‘language laboratories’. Clearly ahead of their time, both African American and Latino students at Harrison, one may argue, were already demanding ‘Dual-Language programs’ before the concept was even coined.”
55 Danns, supra note 49 (at 640): “Sharron Matthews served as New Breed’s [Harrison High School’s black student union] vice president. Her experience in desegregation, sitting alone in the White school lunchroom, gave her an understanding of some of the detriments and sacrifice of desegregation. By her junior year in high school, she developed a sense of Black consciousness. Matthews's new awareness led her to observe the lack of Black administrators and community involvement in the school.”
56 Alanis, supra note 51 (at 139): “[Per 1960s Harrison student Hector Rodriguez,] [B]ack then, to be 'Chicano' meant that you recognized your Mexican history… asserting that you were Mexican, that you were part of the United States …We went further back to the Indians, the Aztecs, to that culture…We identify with those brothers and sisters over [in the Southwest] who are fighting over…discrimination, disrespect for our history, poor schooling, all the negative stereotypes we see on TV…Even though I'm Mexicano, I see the term as…a political consciousness.
57 Danns, supra note 49 (at 639): “This development could come through the elimination of tracking, evaluation of Harrison's educational instruction through graduate follow-up, reenrollment programs for dropouts.”
58 Danns, supra note 17 (at 141): “The Chicago Freedom Movement served as a model for the students. Many had attended rallies and retreats sponsored by movement organizers during the 1965-1966 school year….SCLC…took Marshall students on retreats, and discussed the philosophy of nonviolence and the ongoing campaign to have Black History courses included in the public school curricula.”
59 Alanis, supra note 51 (at 139, n. 75): “Juan Mora argues that, 'A new generation of Mexican activists emerged in the 1970's in the Pilsen neighborhood. In part they were influenced by the Chicano, Civil Rights and anti-Vietnam War movement of the 1960's. For the most part, however, this new political generation matured as a result of local conditions.'
60 Id. at 139-43 (discussing student organizing, protests, boycotts, walkouts, and sit-ins at Jenner Elementary School and Harrison, Farragut, Englewood, Marshall, Phillips, Parker, DuSable, Hirsh, Tilden, Waller, and Austin High Schools).
61 Danns, supra note 49 (at 641).
62 Danns, supra note 17 (at 144).
students conducted a 300-person walkout three days later prior to presenting their grievances amid rising collaboration between Latino and black students. 

In October 1968, 25 mostly high school student leaders formed Black Students For Defense and from a twelve-point manifesto launched "Liberation Monday" citywide boycotts each week until the Board met their demands, and were joined in solidarity Latino students from Harrison and Tuley Park High Schools. The first boycott on October 14, 1968 drew 27,000 to 35,000 students, while student leaders demanded CPS-wide change and a full board meeting with Willis successor James Redmond, who, alarmed by the protests, acceded to calls for more black administrators but threatened protesters with juvenile and disciplinary action Persistent student boycotts and walkouts yielded victories and exhibited students' capacity to build mass consciousness on education inequity but did not produce the sustained transformational change to which it aspired amidst deepening segregation and improper implementation of movement-won programs. Whereas the student protest leaders in the 1960s waged their movement against teachers, school administrators, and a CPS technocracy prodded by the invisible hand that was Mayor Daley, the late 20th to early 21st century has witnessed the corporatization and political de- (and re-) centralization of neoliberal public education in Chicago and across the United States.

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61 Alanis, supra note 51 (at 111).
62 Id. at 104-05.
64 Danns supra note 49 (at 644): "A rally was held at the Afro-Arts Theater, where student leaders addressed the boycotters. One speaker, called Brother Akenti, of the Umoja Black Student Center, linked the students' fight to an international struggle against oppression."
65 Alanis, supra note 51 (at 117, n. 48).
66 Danns supra note 49 (at 644-46).
67 Danns, supra note 17 (at 145).
68 Danns, supra note 49 (at 647): "Redmond listed the repercussions for absent students, including being taken to juvenile court for truancy and parents being summoned to circuit court for being 'indifferent parents' for having a truant child...Chronically truant students were to be suspended and have to return with a parent [and] repeat offenders 16 and older would be dropped from school rolls."
69 Danns, supra note 17 (at 145): 'The students' continued agitation at area high schools led to the acquisition of insurance for student athletes, the increase and expansion of Black History courses, the appointment of more African Americans as administrators...an increase in funding for school building repairs, more technical and vocational courses, and curricular changes that reflected Africans' contributions to world history.'
70 Danns, supra note 51 (at 121): "[Harrison] br[ought] in a Mexican-American assistant principal, Mr. Henry Romero...[W]ith his assistance, a 'language aid class' was proposed in consultation with parents and community leaders. The Chicago Tribune noted that the purpose of this class was to instill pride for Spanish-speaking students. In addition to tutoring and language laboratories being offered, the Chicago Tribune reported that 150 students would participate...The other compromise from the Harrison administration was to recognize soccer as a school sports team."
71 Danns, supra note 49 (at 651): "If the movement by Black Chicago youth was judged simply by results, their actions would appear to be a failure...But one important result was that students were paying attention or had participated in the civil rights movement and utilized tactics from the movement...[and] drew attention to the massive problems that existed in the city's public schools." 
72 Id. at 652: "[T]he current school situation shows that simply having Black faces in Black places has not guaranteed substantial change, particularly when the community does not have control over who will be placed in those positions or when those placed in the positions put career advancement above the needs of the students."
73 Alanis, supra note 51 (at 158): "[I]n the case of bilingual education, there continues to be a dominant cultural and linguistic bias which presumes that (ELL's) English Language Learners are in dire need of remedial education. Throughout Chicago public schools 'transitional bilingual education' programs assume 'subtractive' approaches which aim at substituting English for Spanish as rapidly as possible."
75 Pauline Lipman & David Hursh, Renaissance 2010: The reassertion of ruling-class power through neoliberal policies in Chicago, 52 POLICY FUTURES IN EDUCATION 160 (2007): "Neoliberalism asserts that societies function best when individuals make decisions within competitive
From the 1950s to 1970s, corporate elites formed philanthropy roundtables that aimed to reverse the civil rights movement's "attempts at resource redistribution" via privatizing public education.79

While the 1980s saw a mass recession, companies conspired with the federal government in a "manufactured crisis"80 that racialized poverty and social programs, situated business leaders as appropriate education policymakers, molded economic-based school performance as common sense discourse, and expanded standardized tests into a universal benchmark for accountability.81

Meanwhile, national policies were replicated locally. In 1979, the City, faced with CPS's imminent collapse, solicited the Commercial Club82 for an emergency loan; the Club forced out the Board and founded the Chicago School Finance Authority, vested with statutory power over school finances and budget approval.83 The Club leveraged the SFA to push for district decentralization, blaming principals84 and building a coalition with community advocates, who agreed that CPS's "bloated, entrenched central bureaucracy [was] indifferent to the needs of Chicago's students" but otherwise diverged.85 City business elite parlayed this agenda into two monumental Illinois reform laws: the "Chicago School Reform Act of 1988," which ostensibly empowered parental school governance86 but in practice marginalized them;87 and a 1995 amendment which vested mayoral appointment control over board and transformed CPS, in positions and management, into a corporation.88
has led to (1) suppressed agency, (2) low-skill "control"-based learning; (3) hyper-surveillance and pushout; and (4) erasure of school space/place. High-stakes testing operates on the premise that student performance stems from "individual responsibility," pressuring students to pass or else be held back or not graduate while placing the school "on probation" even as such schools are the most disinvested and segregated. Test-prep dominant curricula deprive students from honing independent thinking skills crucial not for academics, but rather, for "critically…reflecting on their own lives and futures." Far from incidental, curricula rooted in elementary math and reading skills is by design relegated to work as "ever-more-skilled" service employees with "basic literacies, ability to follow directions, and accommodating dispositions" to the managerial business class interests CPS served. Differentiated learning between "general high schools" and magnet and selective schools preselects learners' "social dualization" and segmentation in the labor market. Consistent with these programs of socioeconomic and intellectual control are physical corollaries. On one hand, school pushout and discipline relates to the aforesaid labor-industrial complex. On the other, zero tolerance is the educational arm of mass incarceration and criminalization that, via the school to prison pipeline, calcifies blacks and Latinos' " spatial containment" within the urban landscape and echoes the carceral rhetoric around standardized testing performance.
as black students are pushed out at rates disproportionate to their to their composition in CPS. Much like the 1960s, schools are intertwined with place and residential segregation that mirrors adjacent schools', with CPS's primary concern, then as now, was with appealing to white middle class families. Yet the 2000s witnessed renewed endeavors to further push out black and Latino families from their communities, and inextricably, their schools, in the service of whites "retaking" neighborhoods of color, coming to a head with the mass closing of 54 CPS schools in 2013 and also in the larger framework of the neoliberal (white) middle class global city.

While student-led and solidarity protest in CPS in the 2010s evoked 1960s-era tactics, modern protests are engaged in a less direct confrontation of power reliant on symbolic projection —i.e. decentralized neoliberal ascendance to centralized political office—than their forebears. CPS’s mayoral control and Mayor Rahm Emanuel’s unabashed loyalty to (and past work in) finance and disregard for working-class interests earned him the moniker "Mayor 1%,” as student protesters have placed Emanuel at CPS policy's epicenter from Chicago Teachers Union-student rallies against closings, equitable funding and elected school board marches, and anti-

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100 Id. at 348: “CPS data, obtained by Generation Y, show that in 1994, the year before Zero Tolerance began, African American students made up 55% of CPS enrollment, but got 66% of suspensions and expulsions. In 1999-2000, under Zero Tolerance, African American students were less than 53% of all CPS students, but received more than 73% of all suspensions and expulsions. Although enrollment in CPS increased by only 665 students between 1999 and 2000, suspensions increased from 21,000 to nearly 37,000.”

101 Lipman, supra note 20: “‘Good’ schools are real estate anchors in gentrifying neighborhoods. The intersection of CPS policies and the interests of developers and real estate companies is apparent in the geographical location of four of the new college-preparatory magnet high schools…. The displacement of the previous students [at Jones Commercial High School] was itself a process of gentrification, removing the working-class high school students who fought to keep it open much as working-class families have fought developers in the neighborhood.

102 Lipman & Hursh, supra note 77 (at 173).

103 Carl A. Grant, et al., Fighting for the ‘right to the city’: examining spatial injustice in Chicago public school closings, 35.5 BRITISH JOURNAL OF SOCIOLOGY OF EDUCATION 670 (2014).

104 Lipman & Hursh, supra note 77 (at 173): "Before communities can become new sites of capital accumulation…[t]heir 'regeneration' is only possible through dispersing the people who live there, erasing the identities they have constructed for their communities, and replacing them with new, sanitized images….In Chicago's global city image of middle-class stability, upscale leisure and cultural venues, and affluent housing and retail complexes, they are a presence to be excluded or contained."

105 Ashlee Rezin, CPS Students Dress Like Zombies, Protest The 'Death Of Public Education' (VIDEO), PROGRESS ILLINOIS, Nov. 4, 2013, http://www.progressillinois.com/quick-hits/content/2013/11/04/cps-students-dress-zombies-protest-death-public-education-video: "I love to learn, but because education officials put so much emphasis on standardized testing — they use it to measure school success, measure teacher success, measure student success — teachers are forced to teach to the test and that really limits what we can do in the classroom,' said Charlie Murphy, 16, a junior at Lane Technical College Prep High School and member of the CSO." (emphasis added).

106 Kari Lydersen, How Mayor Rahm Emanuel Awoke a Progressive Resistance in Chicago, IN THESE TIMES, Nov. 18 2013, http://inthetimestimes.com/article/15835/rahm_emanuel_mayor_1_percent

107 Steven Yaccino, Thousands Attend Rally for Chicago Teachers as Union Nears Contract, NEW YORK TIMES, Sept. 12, 2012, http://www.nytimes.com/2012/09/16/education/thousands-gather-in-support-of-chicago-teachers.html: "[T]hey were not yet ready to stop voicing their grievances about Mayor Rahm Emanuel’s education policies, which have been at the heart of these contentious negotiations."

108 Matt Urichrcht, Chicago Students Boycott Class, Demanding an Elected and Accountable School Board, IN THESE TIMES, Aug. 28, 2013, http://inthetimestimes.com/working/entry/15534/chicago_students.boycott_class.demanding_an.elected_and.accountable_school: "Standing in the middle of the crowd with her three children participating in the day’s boycott, Mae McLeninen, a janitor at Curie High School on the South Side, said she kept her elementary-age kids out of school to join the effort against Emanuel and the board.‘We’ve gotta get rid of the mayor, but not just him. We have to hold them accountable through an elected school board,’ McLeninen says.” (rally also featured calls for board chairperson David Vitale to step down)

109 Ellyn Fortino, CPS Students Call For An Elected School Board, Adequate School Funding (VIDEO), PROGRESS ILLINOIS, Aug. 18, 2014, http://www.progressillinois.com/posts/content/2014/08/18/cps-students-demand-elected-school-board-adequate-neighborhood-school-funding: "We’ve taken over Board of Education meetings, had marches, had press conferences, but the Board of Education has not listened to us," said CSU organizer Ross Floyd, a junior at…Jones College Prep[…].They continue to move forward with devastating cuts to our schools that hurt each and every student's education. The reason this happens is because the Board of Education is only accountable to one man — Rahm Emanuel. And that is not right.”
standardized testing walkouts.\textsuperscript{110} (To a lesser extent, the Board has also been the subject of student and others' power critiques as relates to local school administration.)\textsuperscript{111} While student protest leaders pinpoint neoliberal corporatism as the impetus for modern-day educational inequity, such discourse arose around policy rather than divestment or confrontation of corporate power.\textsuperscript{112} At the local-school level, students' movement framing in relation to larger district had the most visibility in anti-charter protests,\textsuperscript{113} school closures\textsuperscript{114}, and relatedly, school safety concerns.\textsuperscript{115} Local school student protest also coalesced in protesting censored student curricula\textsuperscript{116} unjustly terminated teachers\textsuperscript{117} and administrators\textsuperscript{118}, and the non-indictment in Ferguson,\textsuperscript{119} only the walkout for banning \textit{Persepolis} at selective-enrollment Lane Tech, received a formal CPS response.

The 2013 school closures in 2013 mobilized the modern student protest movement and framed its struggle in opposition to privatization, endemic structural racism, high-stakes testing, and the school to prison pipeline in relation to CPS policies generally and Mayor Emanuel and the Board of Education particularly\textsuperscript{120} from a budgeting-structural inequity intersectional standpoint.\textsuperscript{121} Most notably, the student movement has prevailed in phasing out zero tolerance discipline within
CPS via protests\textsuperscript{122} to revise the Student Code of Conduct that resulted in a new Code, less out-of-school discipline, and expanded restorative justice programs for the 2014-15 school year.\textsuperscript{123}

Student protests in Chicago Public Schools in response to educational and social inequities have long confronted institutional actors' complicity in policies that deny equal opportunity to students of color. With the departure from the movement ideologies of the 1960s, neoliberalism adapted a nefarious colorblind racism rooted in policies orchestrated by a politically decentralized business elite. Yet the changing political landscape in Chicago and Illinois via the neoliberal tandem of Emanuel and Governor Bruce Rauner\textsuperscript{124} and the former venture capitalist's enmeshment in CPS's privatization\textsuperscript{125} and staunch-anti-union, pro-charter, corporatist and outlook on school reform\textsuperscript{126} has set the foundation for a tangible recentralization of targeted policymaking power. The intersection of the Black Lives Matter in critical discourse on public education;\textsuperscript{127} mounting political consensus for a local elected school board;\textsuperscript{128} and a labor consciousness counteractive\textsuperscript{129} to the service labor industrial complex\textsuperscript{130} delineate emerging paths for student resistance.

While Chicago in the 21st century has yet to witness the scale of mobilization in the sixties, when tens and thousands of students descended upon City Hall and the central business district, the success of the modern movement shall ultimately hinge on advancing that march\textsuperscript{131} straight into the halls of privilege to confront the very architects of Chicago education inequality themselves.

\textsuperscript{127} SCOTT FOUNDATION FOR EDUCATION, BLACK LIVES MATTER: THE SCOTT 50 STATE REPORT ON PUBLIC EDUCATION AND BLACK MALES (2015)
\textsuperscript{129} Courtney Gousman, Fight to increase minimum wage continues in Chicago, WGN\_TV, Apr. 11, 2015, http://wgntv.com/2015/04/11/fight-to-increase-minimum-wage-continues-in-chicago/
\textsuperscript{130} Courtney Gousman, Fight to increase minimum wage continues in Chicago, WGN\_TV, Apr. 11, 2015, http://wgntv.com/2015/04/11/fight-to-increase-minimum-wage-continues-in-chicago: