

The diploma thesis called „Desegregation of US Public Schools as a Phenomenon which did not lead to Integration“ deals with the process of desegregation of American public schools (elementary schools and high schools), the beginning of which can be tracked to the Supreme Court’s ruling in *Brown v. Board of Education of Topeka* in 1954. Author aims to describe the interpretations’ evolution of the Supreme Court as well as the Federal government towards desegregation. The thesis presents reasons which led to the retreat of school desegregation and induced resegregation in the 1990s even in the Southern states, which, up to that moment, had successfully transformed their public schools from fully segregated to the most integrated in the United States. Statistical data were analyzed in order to prove rising rates of minority students who have been more increasingly educated in segregated and highly segregated public schools since 1990s. The paper draws attention to a lack of interest to deal with the matter of resegregation from the side of responsible offices. The fact that integrated classrooms can better prepare children for life in a multicultural society and even improve to some extent the academic achievement of African American students has been omitted. Moreover, court ordered desegregation plans have recently been recalled and segregation of racial and ethnic groups has been blamed on demographical changes in American society.