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C H A P T E R
28

The Civil Rights
Movement

1945—1966



CHAPTER OUTLINE

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AMERICAN COMMUNITIES

Montgomery Bus Boycott: An African American Community Challenges Segregation

On December 1, 1955, Rosa Parks, a seamstress and well-known activist in Montgomery, Alabama's African American community, had been taken from a bus, arrested, and put in jail for refusing to give up her seat to a white passenger. Composing roughly half the city's 100,000 people, Montgomery's black community had long endured the humiliation of a strictly segregated bus system. Drivers could order a whole row of black passengers to vacate their seats for one white person. And black people had to pay their fares at the front of the bus and then step back outside and reenter through the rear door.

In protest of Mrs. Parks's arrest, more than 30,000 African Americans answered a hastily organized call to boycott the city's buses. On the day of the boycott, a steady stream of cars and pedestrians jammed the streets around the Holt Street Baptist Church in Montgomery. By early evening a patient, orderly, and determined crowd of more than 5,000 African Americans had packed the church and spilled over onto the sidewalks. Loudspeakers had to be set up for the thousands who could not squeeze inside. After a brief prayer and a reading from Scripture, all attention focused on the twenty-six-year-old minister, the Rev. Martin Luther King, Jr., who was to address the gathering. "We are here this evening," he began slowly, "for

serious business. We are here in a general sense because first and foremost we are American citizens, and we are determined to apply our citizenship to the fullness of its means."

Sensing the expectant mood of the crowd, Dr. King got down to specifics and described Mrs. Parks's arrest. As he quickened his cadence and drew shouts of encouragement, he seemed to gather strength and confidence from the crowd. "You know, my friends, there comes a time when people get tired of being trampled over by the iron feet of oppression. There comes a time, my friends, when people get tired of being flung across the abyss of humiliation, when they experience the bleakness of nagging despair."

Even before Dr. King concluded his speech, it was clear to all present that the bus boycott would continue for more than just a day. The minister laid out the key principles that would guide the boycott—nonviolence, Christian love, unity. In his brief but stirring address the minister created a powerful sense of communion. "If we are wrong, justice is a lie," he told the clapping and shouting throng. "And we are determined here in Montgomery to work and fight until justice runs down like water and righteousness like a mighty stream." Dr. King made his way out of the church amid waves of applause and rows of hands reaching out to touch him.

Dr. King's prophetic speech catapulted him into leadership of the Montgomery bus boycott—but he had not started the movement. When Rosa Parks was arrested, local activists with deep roots in the black protest tradition galvanized the community with the idea of a boycott. Mrs. Parks herself had served for twelve years as secretary of the local NAACP chapter. She was a committed opponent of segregation and was thoroughly respected in the city's African American community. E. D. Nixon, president of the Alabama NAACP and head of the local Brotherhood of Sleeping Car Porters union, saw Mrs. Parks's arrest as the right case on which to make a stand.



It was Nixon who brought Montgomery's black ministers together on December 5 to coordinate an extended boycott of city buses. They formed the Montgomery Improvement Association (MIA) and chose Dr. King as their leader. Significantly, Mrs. Parks's lawyer was Clifford Durr, a white liberal with a history of representing black clients. His politically active wife, Virginia, for whom Mrs. Parks worked as a seamstress, had been a longtime crusader against the poll tax that prevented many blacks from voting. And two white ministers, Rev. Robert Graetz and Rev. Glenn Smiley, would offer important support to the MIA.

While Nixon organized black ministers, Jo Ann Robinson, an English teacher at Alabama State College, spread the word to the larger black community. Robinson led the Women's Political Council (WPC), an organization of black professional women founded in 1949. With her WPC allies, Robinson wrote, mimeographed, and distributed 50,000 copies of a leaflet telling the story of Mrs. Parks's arrest and urging all African Americans to stay off city buses on December 5. They did. Now the MIA faced the more difficult task of keeping the boycott going. Success depended on providing alternate transportation for the 30,000 to 40,000 maids, cooks, janitors, and other black working people who needed to get to work.

The MIA coordinated an elaborate system of car pools, using hundreds of private cars and volunteer drivers to provide as many as 20,000 rides each day. Many people walked. Local authorities, although shocked by the discipline and sense of purpose shown by Montgomery's African American community, refused to engage in serious negotiations. With the aid of the NAACP, the MIA brought suit in federal court against bus segregation in Montgomery. Police harassed boycotters with traffic tickets and arrests. White racists exploded bombs in the homes of Dr. King and E. D. Nixon. The days turned into weeks, then months, but still the boycott continued. All along, mass meetings in Montgomery's African American churches helped boost morale with singing, praying, and stories of individual sacrifice. One elderly woman, refusing all suggestions that she drop out of the boycott on account of her age, made a spontaneous remark that became a classic refrain of the movement: "My feet is tired, but my soul is rested."

The boycott reduced the bus company's revenues by two-thirds. In February 1956, city officials obtained indictments against King, Nixon, and 113 other boycotters under an old law forbidding hindrance to business without "just cause or legal excuse." A month later King went on trial. A growing contingent of newspaper reporters and TV crews from around the country watched as the judge found King guilty, fined him \$1,000, and released him on bond pending appeal. But on June 4, a panel of three federal judges struck down Montgomery's bus segregation ordinances as unconstitutional. On November 13, the Supreme Court affirmed the district court ruling. After eleven hard months and against all odds, the boycotters had won.

Their victory would inspire a new mass movement to ensure civil rights for African Americans. A series of local struggles to dismantle segregation—in the schools of Little Rock, in the department stores of Atlanta, in the lunch counters of Greensboro, in the streets of Birmingham—would coalesce into a broad-based national movement at the center of American politics. By 1963, the massive March on Washington would win the endorsement of President John F. Kennedy, and his successor, Lyndon B. Johnson, would push through the landmark Civil Rights Act and Voting Rights Act.

The struggle to end legal segregation took root in scores of southern cities and towns. African American communities led these fights, developing a variety of tactics, leaders, and ideologies. With white allies, they engaged in direct-action protests such as boycotts, sit-ins, and mass civil disobedience, as well as strategic legal battles in state and federal courts. The movement was not without its inner conflicts. Tensions between local movements and national civil rights organizations flared up regularly. Within African American communities, long-simmering distrust between the working classes and rural folk on the one hand and middle-class ministers, teachers, and businesspeople on the other sometimes threatened to destroy political unity. There were generational conflicts between African American student activists and their elders. But overall, the civil rights movement created new social identities for African Americans and profoundly changed American society.

KEY TOPICS

- Legal and political origins of the African American civil rights struggle
- Martin Luther King's rise to leadership
- Student protesters and direct action in the South
- Civil rights and national politics
- Civil Rights Act of 1964 and Voting Rights Act of 1965
- America's other minorities

WHAT WERE the key legal and political antecedents to the civil rights struggle in the 1940s and early 1950s? What organizations played the most central role? Which tactics continued to be used, and which were abandoned?

AP* Guideline 24.1

Lecture Suggestion 28.1, World War II and the Emergence of the Civil Rights Movement

Class Discussion Question 28.1

ORIGINS OF THE MOVEMENT

The experiences of African Americans during World War II and immediately after laid the foundation for the civil rights struggle of the 1950s and 1960s. Nearly 1 million black men and women had served in the armed forces. The discrepancy between fighting totalitarianism abroad while enduring segregation and other racist practices in the military embittered many combat veterans and their families. Between 1939 and 1945, nearly 2 million African Americans found work in defense plants, and another 200,000 entered the federal civil service. Black union membership doubled, reaching more than 1.2 million. But the wartime stress on national unity and consensus largely muted political protests. With the war's end, African Americans and their white allies determined to push ahead for full political and social equality.

CIVIL RIGHTS AFTER WORLD WAR II

The boom in wartime production spurred a mass migration of nearly a million black Southerners to northern cities. Forty-three northern and western cities saw their black population double during the 1940s. Although racial discrimination in housing and employment was by no means absent in northern cities, greater economic opportunities and political freedom continued to attract rural African Americans after the war. With the growth of African American communities in northern cities, black people gained significant influence in local political machines in cities such as New York, Chicago, and Detroit. Within industrial unions such as the United Automobile Workers and the United Steel Workers, white and black workers learned the power of biracial unity in fighting for better wages and working conditions. Harlem Congressman Adam Clayton Powell Jr. captured the new mood of 1945 when he wrote that black people were eager “to make the dream of America become flesh and blood, bread and butter, freedom and equality.”

After the war, civil rights issues returned to the national political stage for the first time since Reconstruction. Black voters had already begun to switch their allegiance from the Republicans to the Democrats during the New Deal. A series of symbolic and substantial acts by the Truman administration solidified that shift. In 1946, Truman created a President's Committee on Civil Rights. Its report, *To Secure These Rights* (1947), set out an ambitious program to end racial inequality. Recommendations included a permanent civil rights division in the Justice Department, voting rights protection, antilynching legislation, and a legal attack on segregated housing. Yet,

although he publicly endorsed nearly all the proposals of the new committee, Truman introduced no legislation to make them law.

Truman and his advisers walked a political tightrope on civil rights. They understood that black voters in several key northern states would be pivotal in the 1948 election. At the same time, they worried about the loyalty of white southern Democrats adamantly opposed to changing the racial status quo. In July 1948, the president made his boldest move on behalf of civil rights, issuing an executive order barring segregation in the armed forces. When liberals forced the Democratic National Convention to adopt a strong civil rights plank that summer, a group of outraged Southerners walked out and nominated Governor Strom Thurmond of South Carolina for president on a states' rights ticket. Thurmond carried four southern states in the election. But with the help of over 70 percent of the northern black vote, Truman barely managed to defeat Republican Thomas E. Dewey in November. The deep split over race issues would continue to rack the national Democratic Party for a generation.

Electoral politics was not the only arena for civil rights work. During the war, membership in the National Association for the Advancement of Colored People had mushroomed from 50,000 to 500,000. Working- and middle-class urban black people provided the backbone of this new membership. The NAACP conducted voter registration drives and lobbied against discrimination in housing and employment. Its Legal Defense and Education Fund, vigorously led by special counsel Thurgood Marshall, mounted several significant legal challenges to segregation laws. In *Morgan v. Virginia* (1946), the Supreme Court declared that segregation on interstate buses was an undue burden on interstate commerce. Other Supreme Court decisions struck down all-white election primaries, racially restrictive housing covenants, and the exclusion of blacks from law and graduate schools.

The NAACP's legal work demonstrated the potential for using federal courts in attacking segregation. Courts were one place where black people, using the constitutional language of rights, could make forceful arguments that could not be voiced in Congress or at political conventions. But federal enforcement of court decisions was often lacking. In 1947, a group of black and white activists tested compliance with the *Morgan* decision by traveling on a bus through the Upper South. This "Freedom Ride" was cosponsored by the Christian pacifist Fellowship of Reconciliation (FOR) and its recent offshoot, the **Congress of Racial Equality (CORE)**, which was devoted to interracial, nonviolent direct action. In North Carolina, several riders were arrested and sentenced to thirty days on a chain gang for refusing to leave the bus.

Two symbolic "firsts" raised black expectations and inspired pride. In 1947, Jackie Robinson broke the color barrier in major league baseball, winning rookie-of-the-year honors with the Brooklyn Dodgers. Robinson's courage in the face of racial epithets from fans and players paved the way for the black ballplayers who soon followed him to the big leagues. In 1950, UN diplomat Ralph Bunche won the Nobel Peace Prize for arranging the 1948 Arab-Israeli truce. Bunche, however,



Charlie Parker (alto sax) and Miles Davis (trumpet) with their group in 1947, at the Three Deuces Club in New York City. Parker and Davis were two creative leaders of the "bebop" movement of the 1940s. Working in northern cities, boppers reshaped jazz music and created a distinct language and style that was widely imitated by young people. They challenged older stereotypes of African American musicians by insisting that they be treated as serious artists.

Frank Driggs Collection.

Congress of Racial Equality (CORE) Civil rights group formed in 1942 committed to nonviolent civil disobedience.

QUICK REVIEW

The Postwar NAACP

- ◆ During the war, membership increased from 50,000 to 500,000.
- ◆ Used courts to attack segregation.
- ◆ Lack of federal enforcement of court decisions undermined effectiveness.

Class Discussion Question 28.5

Signs designating “White” and “Colored” rest rooms, waiting rooms, entrances, benches, and even water fountains were a common sight in the segregated South. They were a constant reminder that legal separation of the races in public spaces was the law of the land.

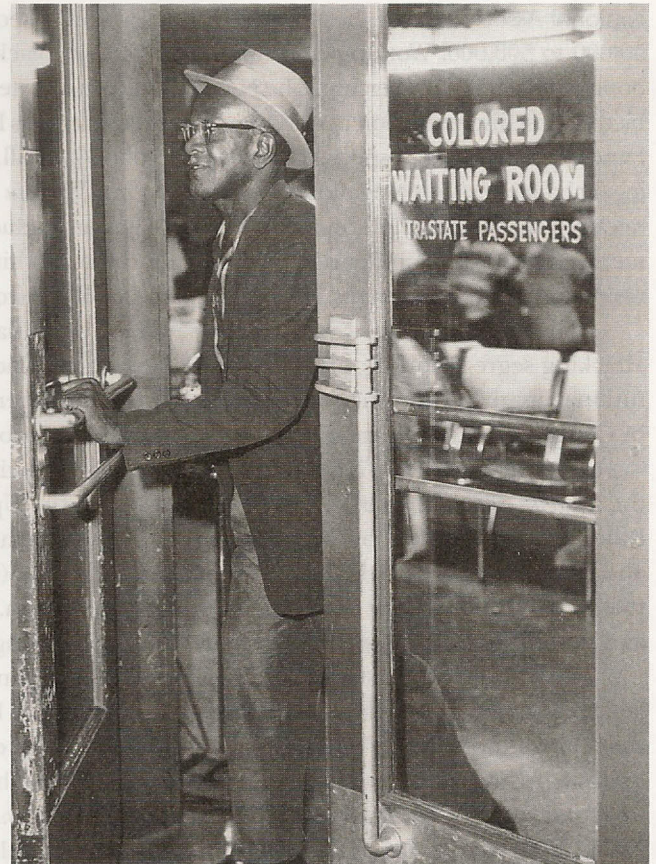
(left) Photo by Dan McCoy. Black Star; (right) Segregation Trailways. Corbis/Bettmann.

later declined an appointment as undersecretary of state because he did not want to subject his family to the humiliating segregation laws of Washington, D.C.

Cultural change could have political implications as well. In the 1940s, African American musicians created a new form of jazz that revolutionized American music and asserted a militant black consciousness. Although black musicians had pioneered the development of swing and, earlier, jazz, white bandleaders and musicians had reaped most of the recognition and money from the public. Artists such as Charlie Parker, Dizzy Gillespie, Thelonius Monk, Bud Powell, and Miles Davis revolted against the standard big-band format of swing, preferring small groups and competitive jam sessions to express their musical visions. The new music, dubbed “bebop” by critics and fans, demanded a much more sophisticated knowledge of harmony and melody and featured more complex rhythms and extended improvisation than previous jazz styles. In urban black communities the “boppers” consciously created a music that, unlike swing, white popularizers found difficult to copy or sweeten. These black artists insisted on independence from the white-defined norms of show business. Serious about both their music and the way it was presented, they refused to cater to white expectations of grinning, easygoing black performers.

THE SEGREGATED SOUTH

In the postwar South, still home to more than half the nation’s 15 million African Americans, the racial situation had changed little since the Supreme Court had sanctioned “separate but equal” segregation in *Plessy v. Ferguson* (discussed in Chapter 20). In practice, segregation meant separate but unequal. A tight web of state and local



ordinances enforced strict separation of the races in schools, restaurants, hotels, movie theaters, libraries, rest rooms, hospitals, even cemeteries, and the facilities for black people were consistently inferior to those for whites. There were no black policemen in the Deep South and only a handful of black lawyers.

In the late 1940s, only about 10 percent of eligible southern black people voted, most of these in urban areas. A combination of legal and extralegal measures kept all but the most determined black people disfranchised. Poll taxes, all-white primaries, and discriminatory registration procedures reinforced the belief that voting was “the white man’s business.” African Americans who insisted on exercising their right to vote, especially in remote rural areas, faced physical violence—beatings, shootings, lynchings. A former president of the Alabama Bar Association expressed a commonly held view when he declared, “No Negro is good enough and no Negro will ever be good enough to participate in making the law under which the white people of Alabama have to live.”

Outsiders often noted that despite Jim Crow laws (see Chapter 20), contact between blacks and whites was ironically close. The mass of black Southerners worked on white-owned plantations and in white households. One black preacher neatly summarized the nation’s regional differences this way: “In the South, they don’t care how close you get as long as you don’t get too big; in the North, they don’t care how big you get as long as you don’t get too close.” The South’s racial code forced African Americans to accept, at least outwardly, social conventions that reinforced their low standing with whites. A black person did not shake hands with a white person, or enter a white home through the front door, or address a white person except formally.

In these circumstances, survival and self-respect depended to a great degree on patience and stoicism. Black people learned to endure humiliation by keeping their thoughts and feelings hidden from white people. Paul Laurence Dunbar, an African American poet, captured this bitter truth in his turn-of-the-century poem “We Wear the Mask.”

*We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.
Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.*

BROWN V. BOARD OF EDUCATION

Since the late 1930s, the NAACP had chipped away at the legal foundations of segregation. Rather than making a frontal assault on the *Plessy* separate-but-equal rule, civil rights attorneys launched a series of suits seeking complete equality in segregated facilities. The aim of this strategy was to make segregation so prohibitively expensive that the South would be forced to dismantle it. In the 1939 case *Missouri v. ex rel. Gaines*, the Supreme Court ruled that the University of Missouri Law School must either admit African Americans or build another, fully equal law school for them. NAACP lawyers pushed their arguments further, asserting that equality could not be measured simply by money or physical plant. In *McLaurin v. Oklahoma State Regents* (1950), the Court agreed with Thurgood Marshall’s argument that regulations forcing a black law student to sit, eat, and study in areas apart from white students inevitably created a “badge of inferiority.”

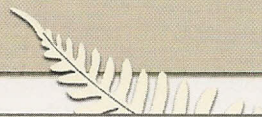


27-2

Brown v. Board of Education (1954)

Map Question 28-1

The 1954 *Brown v. Board of Education* Supreme Court decision heartened desegregation activists everywhere, by ruling that public school segregation was unconstitutional. Most importantly, it demonstrated that the federal court system could be used as a method of protecting the full rights of citizenship. In the case, Thurgood Marshall worked to establish that the existence of separate facilities for black people denied them their full rights as American citizens, going beyond standard legal arguments to prove his case. For example, he cited the research of an African American psychologist who illustrated how black children educated in segregated schools developed a negative self-image. The ruling was highly controversial; 101 members of Congress signed a document asserting that the ruling contradicted the U.S. Constitution. Impacted states passed laws transferring authority for pupil assignments to local school boards, preventing the NAACP from bringing statewide lawsuits against segregated schools. The ruling preceded desegregation campaigns in many cities throughout the South. Despite the negative reaction to the ruling, subsequent desegregation efforts greatly benefited from it.



In this excerpt, Supreme Court Chief Justice Warren details further support of the Court's opinion in the case of *Brown v. Board of Education*.

Segregation of white and colored children in public schools has a detrimental effect upon the colored children. . . . A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of the law, therefore, has a tendency to retard the education and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.

Brown v. Board of Education Supreme Court decision in 1954 that declared that “separate but equal” schools for children of different races violated the Constitution.

By 1951, Marshall had begun coordinating the NAACP's legal resources for a direct attack on the separate-but-equal doctrine. The goal was to overturn *Plessy* and the constitutionality of segregation itself. For a test case, Marshall combined five lawsuits challenging segregation in public schools. One of these suits argued the case of Oliver Brown of Topeka, Kansas, who sought to overturn a state law permitting cities to maintain segregated schools. The law forced Brown's eight-year-old daughter Linda to travel by bus to a black school even though she lived only three blocks from an all-white elementary school. The Supreme Court heard initial arguments on the cases, grouped together as *Brown v. Board of Education*, in December 1952.

In his argument before the Court, Thurgood Marshall tried to establish that separate facilities, by definition, denied black people their full rights as American citizens. Marshall used sociological and psychological evidence that went beyond standard legal arguments. For example, he cited the research of African American psychologist Kenneth B. Clark, who had studied the self-esteem of black children in New York City and in segregated schools in the South. Using black and white dolls and asking the children which they preferred, Clark illustrated how black children educated in segregated schools developed a negative self-image. When Chief Justice Fred Vinson died suddenly in 1953, President Dwight Eisenhower appointed California Governor Earl Warren to fill the post. After hearing further arguments, the Court remained divided on the issue of overturning *Plessy*. Warren, eager for a unanimous decision, patiently worked at convincing two holdouts. Using his political skills to persuade and achieve compromise, Warren urged his colleagues to affirm a simple principle as the basis for the decision.

On May 17, 1954, Warren read the Court's unanimous decision aloud. “Does segregation of children in public schools solely on the basis of race . . . deprive the children of the minority group of equal educational opportunities?” The chief justice paused. “We believe that it does.” Warren made a point of citing several of the psychological studies of segregation's effects. He ended by directly addressing the constitutional issue. Segregation deprived the plaintiffs of the equal protection of the laws guaranteed by the Fourteenth Amendment. “We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.” “Any language in *Plessy v. Ferguson* contrary to this finding is rejected.”

African Americans and their liberal allies around the country hailed the decision and the legal genius of Thurgood Marshall. Marshall himself predicted that all segregated schools would be abolished within five years. Black newspapers were full of stories on the imminent dismantling of segregation. The *Chicago Defender* called the decision “a second emancipation proclamation.” But the issue of enforcement soon dampened this enthusiasm. To gain a unanimous decision, Warren had had to agree to let the Court delay for one year its ruling on how to implement desegregation. This second *Brown* ruling, handed down in May 1955, assigned responsibility for desegregation plans to local school boards. The Court left it to federal district judges to monitor compliance, requiring only that desegregation proceed “with all deliberate speed.” Thus, although the Court had made a momentous and clear constitutional ruling, the need for compromise dictated gradual enforcement by unspecified means.

CRISIS IN LITTLE ROCK

Resistance to *Brown* took many forms. Most affected states passed laws transferring authority for pupil assignment to local school boards. This prevented the NAACP from bringing statewide suits against segregated school systems. Counties and towns created layers of administrative delays designed to stop implementation of *Brown*.

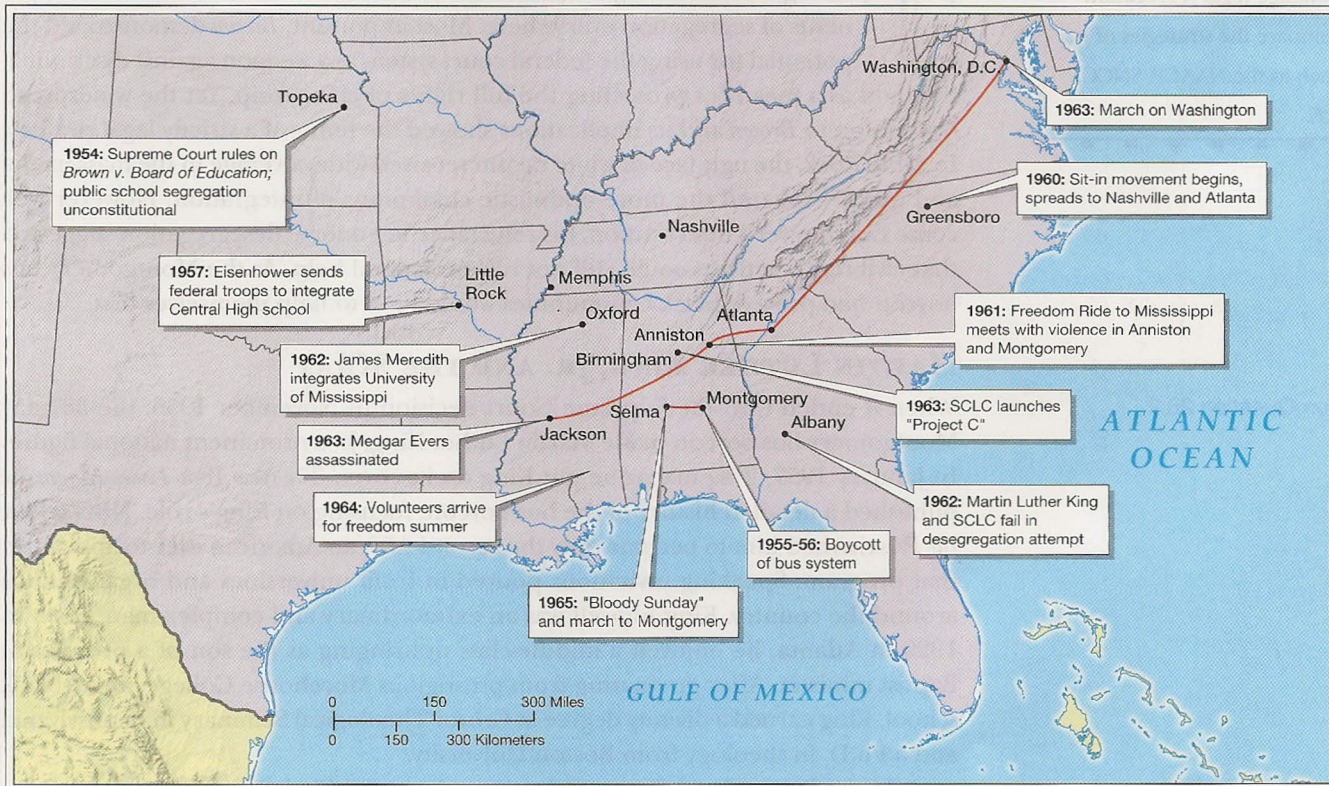
Some school boards transferred public school property to new, all-white private “academies.” State legislatures in Virginia, Alabama, Mississippi, and Georgia, resurrecting pre-Civil War doctrines, passed resolutions declaring their right to “interpose” themselves between the people and the federal government and to “nullify” federal laws. In 1956, 101 congressmen from the former Confederate states signed the **Southern Manifesto**, urging their states to refuse compliance with desegregation. President Dwight Eisenhower declined to publicly endorse *Brown*, contributing to the spirit of southern resistance. “I don’t believe you can change the hearts of men with laws or decisions,” he said (see Map 28-1).

In Little Rock, Arkansas, the tense controversy over school integration became a test case of state versus federal power. A federal court ordered public schools to begin desegregation in September 1957, and the local school board made plans to comply. But Governor Orval Faubus, facing a tough reelection fight, decided to make a campaign issue out of defying the court order. He dispatched Arkansas National Guard troops to Central High School to prevent nine black students from entering. For three weeks, armed troops stood guard at the school. Screaming crowds, encouraged by Faubus, menaced the black students, beat up two black reporters, and chanted “Two, four, six, eight, we ain’t going to integrate.” Moderate whites, such as *Arkansas Gazette* editor Harry Ashmore, opposed Faubus, fearing that

Southern Manifesto A document signed by 101 members of Congress from Southern states in 1956 that argued that the Supreme Court’s decision in *Brown v. Board of Education* contradicted the Constitution.

MAP EXPLORATION

To explore an interactive version of this map, go to www.prenhall.com/faragherap/map28.1



MAP 28-1

The Civil Rights Movement Key battlegrounds in the struggle for racial justice in communities across the South.

HOW DID the *Brown* decision pave the way for subsequent events?

his controversial tactics would make it harder to attract new businesses and investment capital to the city.

At first, President Eisenhower tried to intervene quietly, gaining Faubus's assurance that he would protect the nine black children. But when Faubus suddenly withdrew his troops, leaving the black students at the mercy of the white mob, Eisenhower had to move. On September 24, he placed the Arkansas National Guard under federal control and ordered a thousand paratroopers of the 101st Airborne Division to Little Rock. The nine black students arrived in a U.S. Army car. With fixed bayonets, the soldiers protected the students as they finally integrated Central High School in Little Rock. Eisenhower, the veteran military commander, justified his actions on the basis of upholding federal authority and enforcing the law. He also defended his intervention as crucial to national prestige abroad, noting the propaganda victory Faubus had handed to the Soviet bloc. "Our enemies," the president argued, "are gloating over this incident and using it everywhere to misrepresent our whole nation." But he made no endorsement of desegregation. But as the first president since Reconstruction to use armed federal troops in support of black rights, Eisenhower demonstrated that the federal government could, indeed, protect civil rights. Unfazed, Governor Faubus kept Little Rock high schools closed during the 1958–59 academic year to prevent what he called "violence and disorder."

HOW DID African American

communities challenge legal segregation in the South? Compare the strategies of key organizations, such as the NAACP, SNCC, SCLC, and CORE.

NO EASY ROAD TO FREEDOM, 1957–62

The legal breakthrough represented by the *Brown* decision heartened opponents of segregation everywhere. Most important, *Brown* demonstrated the potential of using the federal court system as a weapon against discrimination and as a means of protecting the full rights of citizenship. Yet the widespread opposition to *Brown* and its implications showed the limits of a strictly legal strategy. In Little Rock, the ugly face of white racism received wide coverage in the mass media and quickly sobered the more optimistic champions of integration. However welcome Eisenhower's intervention, his reluctance to endorse desegregation suggested that civil rights activists could still not rely on federal help. As the Montgomery bus boycott had proved, black communities would have to help themselves first.

MARTIN LUTHER KING, JR. AND THE SCLC

When it ended with the Supreme Court decision in November 1956, the 381-day Montgomery bus boycott made Martin Luther King, Jr. a prominent national figure. In January 1957, *Time* magazine put King on its cover. *The New York Times Magazine* published a detailed history of the bus boycott, focusing on King's role. NBC's *Meet the Press* invited him to become only the second African American ever to appear on that program. Speaking invitations poured in from universities and organizations around the country. King himself was an extraordinary and complex man. Born in 1929 in Atlanta, he enjoyed a middle-class upbringing as the son of a prominent Baptist minister. After graduating from prestigious Morehouse College, an all-black school, King earned a divinity degree at Crozer Theological Seminary in Pennsylvania and a Ph.D. in theology from Boston University.

In graduate school King was drawn to the social Christianity of American theologian Walter Rauschenbusch, who insisted on connecting religious faith with struggles for social justice. Above all, King admired Mohandas Gandhi, a lawyer turned ascetic who had led a successful nonviolent resistance movement against British colonial rule in India. Gandhi taught his followers to confront authorities with a readiness to suffer, in order to expose injustice and force those in power to end

Class Discussion Question 28.2

it. This tactic of nonviolent civil disobedience required discipline and sacrifice from its followers, who were sometimes called on to lay their lives on the line against armed police and military forces. Crucially, King believed Gandhian nonviolence to be not merely a moral imperative but a potent political strategy that had “muzzled the guns of the British empire in India and freed more than three hundred and fifty million people from colonialism.” A unique blend of traditional African American folk preacher and erudite intellectual, King used his passion and intelligence to help transform a community’s pain into a powerful moral force for change.

In a December 1956 address celebrating the Montgomery bus boycott victory, King laid out six key lessons from the year-long struggle: “(1) We have discovered that we can stick together for a common cause; (2) our leaders do not have to sell out; (3) threats and violence do not necessarily intimidate those who are sufficiently aroused and nonviolent; (4) our church is becoming militant, stressing a social gospel as well as a gospel of personal salvation; (5) we have gained a new sense of dignity and destiny; (6) we have discovered a new and powerful weapon—nonviolent resistance.” The influence of two visiting northern pacifists, Bayard Rustin of the War Resisters’ League and Glenn Smiley of the Fellowship of Reconciliation, helped deepen King’s own commitment to the Gandhian philosophy.

King recognized the need to exploit the momentum of the Montgomery movement. In early 1957, with the help of Rustin and other aides, he brought together nearly 100 black ministers to found the **Southern Christian Leadership Conference (SCLC)**. The clergymen elected King president and his close friend, the Reverend Ralph Abernathy, treasurer. The SCLC called on black people “to understand that nonviolence is not a symbol of weakness or cowardice, but as Jesus demonstrated, nonviolent resistance transforms weakness into strength and breeds courage in the face of danger.”

Southern Christian Leadership Conference (SCLC) Black civil rights organization founded in 1957 by Martin Luther King, Jr. and other clergy.

The second day of the sit-in at the Greensboro, North Carolina, Woolworth lunch counter, February 2, 1960. From left: Joseph McNeil, Franklin McCain, Billy Smith, and Clarence Henderson. The Greensboro protest sparked a wave of sit-ins across the South, mostly by college students, demanding an end to segregation in restaurants and other public places.

News & Record Library/John G. Moebes.



QUICK REVIEW

The SCLC

- ◆ 1957: Martin Luther King founded Southern Christian Leadership Conference.
- ◆ Called on people to embrace nonviolent protest.
- ◆ Used the southern black church as a leading institution in the fight for civil rights.

Lecture Suggestion 28.2, *The Civil Rights Movement and Ordinary People*

Out of Class Activity 28.1, *The Civil Rights Movement to the Average Person*

But King and other black leaders also understood that the white South was no monolith. They believed white Southerners could be divided roughly into three groups: a tiny minority—often with legal training, social connections, and money—that might be counted on to help overthrow segregation; extreme segregationists who were willing and able to use violence and terror in defense of white supremacy; and a broad middle group who favored and benefited from segregation, who were unwilling to take personal risks to prevent its destruction. In the battles to come, civil rights leaders made this nuanced view of the white South a central part of their larger political strategy. Extreme segregationists could be counted on to overreact, often violently, to civil rights campaigns, and thereby help to win sympathy and support for the cause. White moderates, especially in the business community, might be reluctant to initiate change, but they would try to distance themselves from the desperate violence of extremists and present themselves as pragmatic supporters of order and peace.

The SCLC gained support among black ministers, and King vigorously spread his message in speeches and writings. But the organization failed to generate the kind of mass, direct-action movement that had made history in Montgomery. Instead, the next great spark to light the fire of protest came from what seemed at the time a most unlikely source: black college students.

SIT-INS: GREENSBORO, NASHVILLE, ATLANTA

On Monday, February 1, 1960, four black freshmen from North Carolina Agricultural and Technical College in Greensboro sat down at the whites-only lunch counter in Woolworth's. They politely ordered coffee and doughnuts. As the students had anticipated while planning the action in their dorm rooms, they were refused service. Although they could buy pencils or toothpaste, black people were not allowed to eat in Woolworth's. But the four students stayed at the counter until closing time. Word of their actions spread quickly, and the next day they returned with more than two dozen supporters. On the third day, students occupied sixty-three of the sixty-six lunch counter seats. By Thursday they had been joined by three white students from the Women's College of the University of North Carolina in Greensboro. Scores of sympathizers overflowed Woolworth's and started a sit-in down the street in S. H. Kress. On Friday hundreds of black students and a few whites jammed the lunch counters.

The week's events made Greensboro national news. City officials, looking to end the protest, offered to negotiate in exchange for an end to demonstrations. But white business leaders and politicians proved unwilling to change the racial status quo, and the sit-ins resumed on April 1. In response to the April 21 arrest of forty-five students for trespassing, an outraged African American community organized an economic boycott of targeted stores. With the boycott cutting deeply into merchants' profits, Greensboro's leaders reluctantly gave in. On July 25, 1960, the first African American ate a meal at Woolworth's.

The Greensboro sit-in sent a shock wave throughout the South. During the next eighteen months 70,000 people—most of them black students, a few of them white allies—participated in sit-ins against segregation in dozens of communities. More than 3,000 were arrested. African Americans had discovered a new form of direct-action protest, dignified and powerful, which white people could not ignore. The sit-in movement also transformed participants' self-image, empowering them psychologically and emotionally. Franklin McCain, one of the original four Greensboro students, later recalled a great feeling of soul cleansing: "I probably felt better on that day than I've ever felt in my life. Seems like a lot of feelings of guilt or what-have-you

suddenly left me, and I felt as though I had gained my manhood, so to speak, and not only gained it, but had developed quite a lot of respect for it.”

In Nashville, Rev. James Lawson, a northern-born black minister, had led workshops in nonviolent resistance since 1958. Lawson had served a jail term as a conscientious objector during the Korean War and had become active in the Fellowship of Reconciliation. He had also spent three years as a missionary in India, where he had learned close-up the Gandhian methods of promoting social change. Lawson gathered around him a group of deeply committed black students from Fisk, Vanderbilt, and other Nashville colleges. Young activists there talked not only of ending segregation but also of creating a “Beloved Community” based on Christian idealism and Gandhian principles.

In the spring of 1960, more than 150 Nashville students were arrested in disciplined sit-ins aimed at desegregating downtown lunch counters. Lawson, who preached the need for sacrifice in the cause of justice, found himself expelled from the divinity school at Vanderbilt. Lawson and other veterans of the Nashville sit-ins, such as John Lewis, Diane Nash, and Marion Barry, would go on to play influential roles in the national civil rights movement. The Nashville group developed rules of conduct that became a model for protesters elsewhere: “Don’t strike back or curse if abused. . . . Show yourself courteous and friendly at all times. . . . Report all serious incidents to your leader in a polite manner. Remember love and nonviolence.”

The most ambitious sit-in campaign developed in Atlanta, the South’s largest and richest city, home to the region’s most powerful and prestigious black community. Students from Morehouse, Spelman, and the other all-black schools that made up Atlanta University took the lead. On March 15, 1960, 200 young black people staged a well-coordinated sit-in at restaurants in City Hall, the State Capitol, and other government offices. Police arrested and jailed seventy-six demonstrators that day, but the experience only strengthened the activists’ resolve. Led by Julian Bond and Lonnie King, two Morehouse undergraduates, the students formed the Committee on an Appeal for Human Rights. We will “use every legal and nonviolent means at our disposal to secure full citizenship rights as members of this great democracy of ours,” the students promised. Over the summer they planned a fall campaign of large-scale sit-ins at major Atlanta department stores and a boycott of downtown merchants. In October 1960, Martin Luther King, Jr. and thirty-six students were arrested when they sat down in the all-white Magnolia Room restaurant in Rich’s Department Store. As in Greensboro and Montgomery, the larger African American community in Atlanta supported the continuing sit-ins, picketing, and boycotts. The campaign stretched on for months, and hundreds of protesters went to jail. The city’s business leaders finally relented in September 1961, and desegregation came to Atlanta.

SNCC AND THE “BELOVED COMMUNITY”

The sit-in movement pumped new energy into the civil rights cause, creating a new generation of activists and leaders. Mass arrests, beatings, and vilification in the southern white press only strengthened the resolve of those in the movement. Students also had to deal with the fears of their families, many of whom had made great sacrifices to send them off to college. John Lewis, a seminary student in Nashville, remembered his mother in rural Alabama pleading with him to “get out of that mess, before you get hurt.” Lewis wrote to his parents that he acted out of his Christian conscience: “My soul will not be satisfied until freedom, justice, and fair play become a reality for all people.”

The new student militancy also caused discord within black communities. The authority of local African American elites had traditionally depended on their



27–4

Student Nonviolent Coordinating Committee, Statement of Purpose (1960)



28–2

Charles Sherrod, Student Nonviolent Coordinating Committee Memorandum (1961)

influence and cooperation with the white establishment. Black lawyers, schoolteachers, principals, and businessmen had to maintain regular and cordial relations with white judges, school boards, and politicians. Student calls for freedom disturbed many community leaders worried about upsetting traditional patronage networks. Some black college presidents, pressured by trustees and state legislators, sought to moderate or stop the movement altogether. The president of Southern University in Baton Rouge, the largest black college in the nation, suspended eighteen sit-in leaders in 1960 and forced the entire student body of 5,000 to reapply to the college so that agitators could be screened out.

An April 1960 conference of 120 black student activists in Raleigh, North Carolina, underlined the generational and radical aspects of the new movement. The meeting had been called by Ella Baker, executive director of the SCLC, to help the students assess their experiences and plan future actions. Fifty-five at the time, Baker had for years played an important behind-the-scenes role in the civil rights cause, serving as a community organizer and field secretary for the NAACP before heading the staff of the SCLC. She understood the psychological importance of the students remaining independent of adult control. She counseled them to resist affiliating with any of the national civil rights organizations. Baker also encouraged the trend toward group-centered leadership among the students. She later commented that social movements needed “the development of people who are interested not in being leaders as much as in developing leadership among other people.”

With Baker’s encouragement, the conference voted to establish a new group, the **Student Nonviolent Coordinating Committee (SNCC)**. The strong influence of the Nashville students, led by James Lawson, could be found in the SNCC statement of purpose:

We affirm the philosophical or religious ideal of nonviolence as the foundation of our purpose, the presupposition of our faith, and the manner of our action. Nonviolence as it grows from Judaic-Christian tradition seeks a social order of justice permeated by love. Integration of human endeavor represents the crucial first step towards such a society.

In the fall of 1960, SNCC established an organizational structure, a set of principles, and a new style of civil rights protest. The emphasis was on fighting segregation through direct confrontation, mass action, and civil disobedience. SNCC fieldworkers initiated and supported local, community-based activity. Three-quarters of the first fieldworkers were less than twenty-two years old. Leadership was vested in a nonhierarchical Coordinating Committee, but local groups were free to determine their own direction. SNCC members distrusted bureaucracy and structure; they stressed spontaneity and improvisation. A small but dedicated group of young white Southerners, inspired by SNCC’s idealism and activism, joined the cause. Groups such as the Southern Student Organizing Committee, led by Sam Shirah and Sue Thrasher, as well as SNCC activists like Bob Zellner, looked for ways to extend SNCC’s radicalism to white communities. Over the next few years SNCC was at the forefront of nearly every major civil rights battle.

THE ELECTION OF 1960 AND CIVIL RIGHTS

The issue of race relations was kept from center stage during the very close presidential campaign of 1960. As vice president, Richard Nixon had been a leading Republican voice for stronger civil rights legislation. In contrast, Democratic nominee Senator John F. Kennedy had played virtually no role in the congressional battles over civil rights during the 1950s. But during the campaign, their roles reversed. Kennedy praised the



In this excerpt, Fannie Lou Hamer, a member of the Student Nonviolent Coordinating Committee, recalls the difficulty she received trying to register to vote.

We stayed in to take the literacy test. So the registrar gave me the sixteenth section of the Constitution of Mississippi. . . . After I copied it down he told me right below that to give a real reasonable interpretation then, interpret what I had read. That was impossible. I had tried to give it, but I didn't even know what it meant, much less to interpret it.

Student Nonviolent Coordinating Committee (SNCC) Black civil rights organization founded in 1960 that drew heavily on younger activists and college students.

sit-in movement as part of a revival of national reform spirit. He declared, “It is in the American tradition to stand up for one’s rights—even if the new way is to sit down.” While the Republican platform contained a strong civil rights plank, Nixon, eager to court white southern voters, minimized his own identification with the movement. In October, when Martin Luther King, Jr. was jailed after leading a demonstration in Atlanta, Kennedy telephoned King’s wife, Coretta Scott King, to reassure her and express his personal support. Kennedy’s brother Robert telephoned the judge in the case and angrily warned him that he had violated King’s civil rights and endangered the national Democratic ticket. The judge released King soon afterward.

News of this intervention did not gain wide attention in the white South, much to the relief of the Kennedys. The race was tight, and they knew they could not afford to alienate traditional white southern Democrats. But the campaign effectively played up the story among black voters all over the country. Kennedy won 70 percent of the black vote, which helped put him over the top in such critical states as Illinois, Texas, Michigan, and Pennsylvania and secure his narrow victory over Nixon. Many civil rights activists optimistically looked forward to a new president who would have to acknowledge his political debt to the black vote.

But the very closeness of his victory constrained Kennedy on the race question. Democrats had lost ground in the House and Senate, and Kennedy had to worry about alienating conservative southern Democrats who chaired key congressional committees. Passage of major civil rights legislation would be virtually impossible. The new president told leaders such as Roy Wilkins of the NAACP that a strategy of “minimum legislation, maximum executive action” offered the best road to change. The president did appoint some forty African Americans to high federal positions, including Thurgood Marshall, to the federal appellate court. He established a Committee on Equal Employment Opportunity, chaired by Vice President Lyndon B. Johnson, to fight discrimination in the federal civil service and in corporations that received government contracts.

Most significantly, the Kennedy administration sought to invigorate the Civil Rights Division of the Justice Department. That division had been created by the Civil Rights Act of 1957, which authorized the attorney general to seek court injunctions to protect people denied their right to vote. But the Eisenhower administration had made little use of this new power. Robert Kennedy, the new attorney general, began assembling a staff of brilliant and committed attorneys, headed by Washington lawyer Burke Marshall. Kennedy encouraged them to get out of Washington and get into the field wherever racial troubles arose. In early 1961, when Louisiana school officials balked at a school desegregation order, Robert Kennedy warned them that he would ask the federal court to hold them in contempt. When Burke Marshall started court proceedings, the state officials gave in. But the new, more aggressive mood at Justice could not solve the central political dilemma: how to move forward on civil rights without alienating southern Democrats. Pressure from the newly energized southern civil rights movement soon revealed the true difficulty of that problem. The movement would also provoke murderous outrage from white extremists determined to maintain the racial status quo.

FREEDOM RIDES

In the spring of 1961, James Farmer, national director of CORE, announced plans for an interracial Freedom Ride through the South. The goal was to test compliance with court orders banning segregation in interstate travel and terminal accommodations. CORE had just recently made Farmer its leader in an effort to revitalize the organization. One of the founders of CORE in 1942, Farmer had worked for various

Audio-Visual Aid, “Eyes on the Prize”



A Freedom Riders' bus burns after being fire-bombed in Anniston, Alabama, May 14, 1961. After setting the bus afire, whites attacked the passengers fleeing the smoke and flames. Violent scenes like this one received extensive publicity in the mass media and helped compel the Justice Department to enforce court rulings banning segregation on interstate bus lines.

UPI/CORBIS.

pacifist and Socialist groups and served as program director for the NAACP. He designed the Freedom Ride to induce a crisis, in the spirit of the sit-ins. "Our intention," Farmer declared, "was to provoke the southern authorities into arresting us and thereby prod the Justice Department into enforcing the law of the land." CORE received financial and tactical support from the SCLC and several NAACP branches. It also informed the Justice Department and the Federal Bureau of Investigation of its plans, but received no reply.

On May 4, seven blacks and six whites split into two interracial groups and left Washington on public buses bound for Alabama and Mississippi. At first the two buses encountered only isolated harassment and violence as they headed south. But when one bus entered Anniston, Alabama on May 14, an angry mob surrounded it, smashing windows and slashing tires.

Six miles out of town, the tires went flat. A firebomb tossed through a window forced the passengers out. The mob then beat the Freedom Riders with blackjacks, iron bars, and clubs, and the bus burst into flames. A caravan of cars organized by the Birmingham office of the SCLC rescued the wounded. Another mob attacked the second bus in Anniston, leaving one Freedom Rider close to death and permanently brain damaged.

The violence escalated. In Birmingham, a mob of forty whites waited on the loading platform and attacked the bus that managed to get out of Anniston. Although police had been warned to expect trouble, they did nothing to stop the mob from beating the Freedom Riders with pipes and fists, nor did they make any arrests. FBI agents observed and took notes but did nothing. The remaining Freedom Riders decided to travel as a single group on the next lap, from Birmingham to Montgomery, but no bus would take them. Stranded and frightened, they reluctantly boarded a special flight to New Orleans arranged by the Justice Department. On May 17, the CORE-sponsored Freedom Ride disbanded.

But that was not the end of the Freedom Rides. SNCC leaders in Atlanta and Nashville assembled a fresh group of volunteers to continue the trip. On May 20, twenty-one Freedom Riders left Birmingham for Montgomery. The bus station in the Alabama capital was eerily quiet and deserted as they pulled in. But when the passengers left the bus a mob of several hundred whites rushed them, yelling "Get those niggers!" and clubbing people to the ground. James Zwerg, a white Freedom Rider from the University of Wisconsin, had his spinal cord severed. John Lewis, veteran of the Nashville sit-in movement, suffered a brain concussion. As he lay in a pool of blood, a policeman handed him a state court injunction forbidding interracial travel in Alabama. The mob indiscriminately beat journalists and clubbed John Siegenthaler, a Justice Department attorney sent to observe the scene. It took police more than an hour to halt the rioting. Montgomery's police commissioner later said, "We have no intention of standing guard for a bunch of troublemakers coming into our city."

The mob violence and the indifference of Alabama officials made the Freedom Ride page-one news around the country and throughout the world. Newspapers in Europe, Africa, and Asia denounced the hypocrisy of the federal government. The Kennedy administration, preparing for the president's first summit meeting with

Soviet premier Nikita Khrushchev, saw the situation as a threat to its international prestige. On May 21, an angry mob threatened to invade a support rally at Montgomery's First Baptist Church. A hastily assembled group of 400 U.S. marshals, sent by Robert Kennedy, barely managed to keep the peace. The attorney general called for a cooling-off period, but Martin Luther King, Jr., James Farmer, and the SNCC leaders announced that the Freedom Ride would continue. A bandaged but spirited group of twenty-seven Freedom Riders prepared to leave Montgomery for Jackson, Mississippi, on May 24. To avoid further violence Robert Kennedy arranged a compromise through Mississippi senator James Eastland. In exchange for a guarantee of safe passage through Mississippi, the federal government promised not to interfere with the arrest of the Freedom Riders in Jackson. This Freedom Ride and several that followed thus escaped violence. But more than 300 people were arrested that summer in Jackson on charges of traveling "for the avowed purpose of inflaming public opinion." Sticking to a policy of "jail, no bail," Freedom Riders clogged the prison, where they endured beatings and intimidation by prison guards that went largely unreported in the press. Their jail experiences turned most of them into committed core leaders of the student movement.

The Justice Department eventually petitioned the Interstate Commerce Commission to issue clear rules prohibiting segregation on interstate carriers. At the end of 1962, CORE proclaimed victory in the battle against Jim Crow interstate travel. By creating a crisis, the Freedom Rides had forced the Kennedy administration to act. But they also revealed the unwillingness of the federal government to fully enforce the law of the land. The Freedom Rides exposed the ugly face of southern racism to the world. At the same time, they reinforced white resistance to desegregation. The jailings and brutality experienced by Freedom Riders made clear to the civil rights community the limits of moral persuasion alone for effecting change.

THE ALBANY MOVEMENT: THE LIMITS OF PROTEST

Where the federal government chose not to enforce the constitutional rights of black people, segregationist forces tenaciously held their ground, especially in the more remote areas of the Deep South. In Albany, a small city in southwest Georgia, activists from SNCC, the NAACP, and other local groups formed a coalition known as **the Albany movement**. Starting in October 1961 and continuing for more than a year, thousands of Albany's black citizens marched, sat in, and boycotted as part of a city-wide campaign to integrate public facilities and win voting rights. More than a thousand people spent time in jail. In December, the arrival of Martin Luther King, Jr. and the SCLC transformed Albany into a national symbol of the struggle.

But the gains at Albany proved minimal. Infighting among the various civil rights organizations hurt the cause. Local SNCC workers opposed the more cautious approach of NAACP officials, even though the more established organization paid many of the campaign's expenses. The arrival of King guaranteed national news coverage, but local activists worried that his presence might undermine the community focus and their own influence. Most important, Albany police chief Laurie Pritchett shrewdly deprived the movement of the kind of national sympathy won by the Freedom Riders. Pritchett filled the jails with black demonstrators, kept their mistreatment to a minimum, and prevented white mobs from running wild. King himself was twice arrested in the summer of 1962, but Albany officials quickly freed him to avoid negative publicity. The Kennedy administration kept clear of the developments in Albany, hoping to help the gubernatorial campaign of "moderate" Democrat Carl Sanders. By late 1962, the Albany movement had collapsed, and Pritchett proudly declared the city "as segregated as ever." One activist

The Albany movement Coalition formed in 1961 in Albany, a small city in southwest Georgia, of activists from SNCC, the NAACP, and other local groups.

summed up the losing campaign: “We were naive enough to think we could fill up the jails. Pritchett was hep to the fact that we couldn’t. We ran out of people before he ran out of jails.” Albany showed that mass protest without violent white reaction and direct federal intervention could not end Jim Crow.

The successful battle to integrate the University of Mississippi in 1962 contrasted with the failure at Albany and reinforced the importance of federal intervention for guaranteeing civil rights to African Americans. In the fall of 1962, James Meredith, an air force veteran and a student at all-black Jackson State College, tried to register as the first black student at the university. Governor Ross Barnett defied a federal court order and personally blocked Meredith’s path at the admissions office. When Barnett refused to assure Robert Kennedy that Meredith would be protected, the attorney general dispatched 500 federal marshals to the campus. Over the radio, Barnett encouraged resistance to the “oppressive power of the United States,” and an angry mob of several thousand whites, many of them armed, laid siege to the campus on September 30. A night of violence left 2 people dead and 160 marshals wounded, 28 from gunfire. President Kennedy ordered 5,000 army troops onto the campus to stop the riot. A federal guard remained to protect Meredith, who graduated the following summer.

ANALYZE THE civil rights movement’s complex relationship with the national Democratic Party between 1948 and 1964. How was the party transformed by its association with the movement? What political gains and losses did that association entail?

AP* Guideline 25.2

Class Discussion Question 28.3

THE MOVEMENT AT HIGH TIDE, 1963–65

The tumultuous events of 1960–62 convinced civil rights strategists that segregation could not be dismantled merely through orderly protest and moral persuasion. Only comprehensive civil rights legislation, backed by the power of the federal government, could guarantee full citizenship rights for African Americans. To build the national consensus needed for new laws, civil rights activists looked for ways to gain broader support for their cause. By 1963, their sense of urgency had led them to plan dramatic confrontations that would expose the violence and terror routinely faced by southern blacks. With the whole country—indeed, the whole world—watching, the movement reached the peak of its political and moral power.

BIRMINGHAM

At the end of 1962, Martin Luther King, Jr. and his SCLC allies decided to launch a new campaign against segregation in Birmingham, Alabama. After the failure in Albany, King and his aides looked for a way to shore up his leadership and inject new momentum into the freedom struggle. They needed a major victory. Birmingham was the most segregated big city in America, and it had a deep history of racial violence. African Americans endured total segregation in schools, restaurants, city parks, and department store dressing rooms. Although black people constituted more than 40 percent of the city’s population, fewer than 10,000 of Birmingham’s 80,000 registered voters were black. The city’s prosperous steel industry relegated black workers to menial jobs.

Working closely with local civil rights groups led by the longtime Birmingham activist Rev. Fred Shuttlesworth, the SCLC carefully planned its campaign. The strategy was to fill the city jails with protesters, boycott downtown department stores, and enrage Public Safety Commissioner Eugene “Bull” Connor. In April, King arrived with a manifesto demanding an end to racist hiring practices and segregated public accommodations and the creation of a biracial committee to oversee desegregation. “Here in Birmingham,” King told reporters, “we have reached the point of no return.” Connor’s police began jailing hundreds of demonstrators, including King himself, who defied a state court injunction against further protests.

Held in solitary confinement for several days, King managed to write a response to a group of Birmingham clergy who had deplored the protests. King's *Letter from Birmingham Jail* was soon widely reprinted and circulated as a pamphlet. It set out the key moral issues at stake, and scoffed at those who claimed the campaign was illegal and ill-timed. King wrote:

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have never yet engaged in a direct-action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word "Wait!" It rings in the ear of every Negro with a piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

After King's release on bail, the campaign intensified. The SCLC kept up the pressure by recruiting thousands of Birmingham's young students for a "children's crusade." In early May, Bull Connor's forces began using high-powered water cannons, billy clubs, and snarling police dogs to break up demonstrations. Millions of Americans reacted with horror to the violent scenes from Birmingham shown on national television. Many younger black people, especially from the city's poor and working-class districts, began

Police dogs attacked a seventeen-year-old civil rights demonstrator for defying an antiparade ordinance in Birmingham, Alabama, May 3, 1963. He was part of the "children's crusade" organized by SCLC in its campaign to fill the city jails with protesters. More than 900 Birmingham schoolchildren went to jail that day.

Photo by Bill Hudson. AP/Wide World Photos.





As the civil rights movement received greater coverage in the international press, editorial cartoonists in America expressed fears that white resistance to integration provided an effective propaganda weapon to the Soviet Union and its allies. This *Oakland Tribune* cartoon appeared on September 11, 1957, in the midst of the crisis in Little Rock.

The Oakland Tribune.

to fight back, hurling bottles and bricks at police. On May 10, mediators from the Justice Department negotiated an uneasy truce. The SCLC agreed to an immediate end to the protests. In exchange, businesses would desegregate and begin hiring African Americans over the next three months, and a biracial city committee would oversee desegregation of public facilities.

King claimed the events in Birmingham represented “the most magnificent victory for justice we’ve ever seen in the Deep South.” But whites such as Bull Connor and Governor George Wallace denounced the agreement. A few days after the announcement, more than a thousand robed Ku Klux Klansmen burned a cross in a park on the outskirts of Birmingham. When bombs rocked SCLC headquarters and the home of King’s brother, a Birmingham minister, enraged blacks took to the streets and pelted police and firefighters with stones and bottles. President Kennedy ordered 3,000 army troops into the city and prepared to nationalize the Alabama National Guard. The violence receded, and white businesspeople and politicians began to carry out the agreed-upon pact. But in September a bomb killed four black girls in a Birmingham Baptist church, reminding the city and the world that racial harmony was still a long way off.

The Birmingham campaign and the other protests it sparked over the next seven months engaged more than 100,000 people and led to nearly 15,000 arrests. The civil rights

community now drew support from millions of Americans, black and white, who were inspired by the protesters and repelled by the face of southern bigotry. At the same time, Birmingham changed the nature of black protest. The black unemployed and working poor who joined in the struggle brought a different perspective from that of the students, professionals, and members of the religious middle class who had dominated the movement before Birmingham. They cared less about the philosophy of nonviolence and more about immediate gains in employment and housing and an end to police brutality.

JFK AND THE MARCH ON WASHINGTON

The growth of black activism and white support convinced President Kennedy the moment had come to press for sweeping civil rights legislation. Continuing white resistance in the South also made clearer than ever the need for federal action. In June 1963, Alabama governor George Wallace threatened to personally block the admission of two black students to the state university. Only the deployment of National Guard troops, placed under federal control by the president, ensured the students’ safety and their peaceful admission into the University of Alabama.

It was a defining moment for Kennedy. Even more than for Eisenhower at Little Rock, the realities of international cold war politics pushed Kennedy toward

support for civil rights. On June 11, the president went on national television and offered his personal endorsement of the civil rights activism: “Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. . . . Are we to say to the rest of the world, and much more importantly, to each other, that this is a land of the free except for Negroes?” Reviewing the racial situation, Kennedy told his audience that “We face . . . a moral crisis as a country and a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your state and local legislative body, and, above all, in all our daily lives.” The next week Kennedy asked Congress for a broad law that would ensure voting rights, outlaw segregation in public facilities, and bolster federal authority to deny funds for discriminatory programs. Knowing they would face a stiff fight from congressional conservatives, administration officials began an intense lobbying effort in support of the law. After three years of fence sitting, Kennedy finally committed his office and his political future to the civil rights cause.

Movement leaders lauded the president’s initiative. Yet they understood that racial hatred still haunted the nation. Only a few hours after Kennedy’s television speech, a gunman murdered Medgar Evers, leader of the Mississippi NAACP, outside his home in Jackson, Mississippi. To pressure Congress and demonstrate the urgency of their cause, a broad coalition of civil rights groups planned a massive, nonviolent March on Washington. The idea had deep roots in black protest. A. Philip Randolph, head of the Brotherhood of Sleeping Car Porters, had originally proposed such a march in 1941 to protest discrimination against blacks in the wartime defense industries. Now, more than twenty years later, Randolph, along with his aide Bayard Rustin, revived the concept and convinced leaders of the major civil rights groups to support it.

The Kennedy administration originally opposed the march, fearing it would jeopardize support for the president’s civil rights bill in Congress. But as plans for the rally solidified, Kennedy reluctantly gave his approval. Leaders from the SCLC, the NAACP, SNCC, the Urban League, and CORE—the leading organizations in the civil rights community—put aside their tactical differences to forge a broad consensus for the event. John Lewis, the young head of SNCC who had endured numerous brutal assaults, planned a speech that denounced the Kennedys as hypocrites. Lewis’s speech enraged Walter Reuther, the white liberal leader of the United Auto Workers union, which had helped finance the march. Reuther threatened to turn off the loudspeakers he was paying for, believing Lewis’s speech would embarrass the Kennedys. Randolph, the acknowledged elder statesman of the movement, convinced Lewis at the last moment to tone down his remarks. “We’ve come this far,” he implored. “For the sake of unity, change it.”

On August 28, 1963, more than a quarter of a million people, including 50,000 whites, gathered at the Lincoln Memorial to rally for “jobs and freedom.” Union members, students, teachers, clergy, professionals, musicians, actors—Americans from all walks of life joined the largest political assembly in the nation’s history until then. The sight of all those people holding hands and singing “We Shall Overcome,” led by the white folk singer Joan Baez, would not be easily forgotten. At the end of a long, exhilarating day of speeches and freedom songs, Martin Luther King, Jr. provided an emotional climax. Combining the democratic promise of

Rev. Dr. Martin Luther King, Jr. acknowledging the huge throng at the historic March on Washington for “jobs and freedom,” August 28, 1963. The size of the crowd, the stirring oratory and song, and the live network television coverage produced one of the most memorable political events in the nation’s history.

AP Wide World Photos.



OVERVIEW

LANDMARK CIVIL RIGHTS LEGISLATION, SUPREME COURT DECISIONS, AND EXECUTIVE ORDERS

Year	Decision, law, or executive order	Significance
1939	<i>Missouri v. ex.rel. Gaines</i>	Required University of Missouri Law School either to admit African Americans or build another fully equal law school
1941	Executive Order 8802 (by President Roosevelt)	Banned racial discrimination in defense industry and government offices; established Fair Employment Practices Committee to investigate violations
1946	<i>Morgan v. Virginia</i>	Ruled that segregation on interstate buses violated federal law and created an “undue burden” on interstate commerce
1948	Executive Order 9981 (by President Truman)	Desegregated the U.S. armed forces
1950	<i>McLaurin v. Oklahoma State Regents</i>	Ruled that forcing an African American student to sit, eat, and study in segregated facilities was unconstitutional because it inevitably created a “badge of inferiority”
1950	<i>Sweatt v. Painter</i>	Ruled that an inferior law school created by the University of Texas to serve African Americans violated their right to equal protection and ordered Herman Sweatt to be admitted to University of Texas Law School
1954	<i>Brown v. Board of Education of Topeka I</i>	Declared “separate educational facilities are inherently unequal,” thus overturning <i>Plessy v. Ferguson</i> (1896) and the “separate but equal” doctrine as it applied to public schools
1955	<i>Brown v. Board of Education of Topeka II</i>	Ordered school desegregation to begin with “all deliberate speed,” but offered no timetable
1957	Civil Rights Act	Created Civil Rights Division within the Justice Department
1964	Civil Rights Act	Prohibited discrimination in employment and most places of public accommodation on basis of race, color, religion, sex, or national origin; outlawed bias in federally assisted programs; created Equal Employment Opportunity Commission
1965	Voting Rights Act	Authorized federal supervision of voter registration in states and counties where fewer than half of voting age residents were registered; outlawed literacy and other discriminatory tests in voter registration



28-5

John Lewis, Address at the March on Washington (1963)

the Declaration of Independence with the religious fervor of his Baptist heritage, King stirred the crowd with his dream for America:

I have a dream today that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident—that all men are created equal.” . . . When we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children—black men and white men, Jews and Gentiles, Protestants and Catholics—will be able to join hands and sing in the words of the old Negro spiritual, “Free at last! Free at last! Thank God Almighty, we are free at last!”

LBJ AND THE CIVIL RIGHTS ACT OF 1964

An extraordinary demonstration of interracial unity, the March on Washington stood as the high-water mark in the struggle for civil rights. It buoyed the spirits of movement leaders as well as the liberals pushing the new civil rights bill through Congress. But the assassination of John F. Kennedy on November 22, 1963, in Dallas threw an ominous cloud over the whole nation and the civil rights movement in particular. In the Deep South, many ardent segregationists welcomed the president's death because of his support for civil rights. Most African Americans probably shared the feelings of Coretta Scott King, who recalled her family's vigil: "We felt that President Kennedy had been a friend of the Cause and that with him as President we could continue to move forward. We watched and prayed for him."

Lyndon Baines Johnson, Kennedy's successor, had never been much of a friend to civil rights. As a senator from Texas (1948–60, including six years as majority leader), Johnson had been one of the shrewdest and most powerful Democrats in Congress. Throughout the 1950s, he worked to obstruct the passage and enforcement of civil rights laws—though as vice president he had ably chaired Kennedy's working group on equal employment. Johnson reassured a grieving nation that "the ideas and the ideals which [Kennedy] so nobly represented must and will be translated into effective action." Even so, civil rights activists looked upon Johnson warily as he took over the Oval Office.

As president, Johnson realized that he faced a new political reality, one created by the civil rights movement. Eager to unite the Democratic Party and prove himself as a national leader, he seized on civil rights as a golden political opportunity. Throughout the early months of 1964, the new president let it be known publicly and privately that he would brook no compromise on civil rights. Johnson exploited all his skills as a political insider. He cajoled, flattered, and threatened key members of the House and Senate. Working with the president, the fifteen-year-old Leadership Conference on Civil Rights coordinated a sophisticated lobbying effort in Congress. Groups such as the NAACP, the AFL-CIO, the National Council of Churches, and the American Jewish Congress made the case for a strong civil rights bill. The House passed the bill in February by a 290–130 vote. The more difficult fight would be in the Senate, where a southern filibuster promised to block the bill or weaken it. But by June, Johnson's persistence had paid off and the southern filibuster collapsed.

On July 2, 1964, Johnson signed the **Civil Rights Act of 1964**. Every major provision had survived intact. This landmark law represented the most significant civil rights legislation since Reconstruction. It prohibited discrimination in most places of public accommodation; outlawed discrimination in employment on the basis of race, color, religion, sex, or national origin; outlawed bias in federally assisted programs; authorized the Justice Department to institute suits to desegregate public schools and other facilities; created the Equal Employment Opportunity Commission; and provided technical and financial aid to communities desegregating their schools.

MISSISSIPPI FREEDOM SUMMER

While President Johnson and his liberal allies won the congressional battle for the new civil rights bill, activists in Mississippi mounted a far more radical and dangerous campaign than any yet attempted in the South. In the spring of 1964, a coalition of workers led by SNCC launched the **Freedom Summer** project, an ambitious effort to register black voters and directly challenge the iron rule of segregation. Mississippi stood as the toughest test for the civil rights movement, racially and economically. It was the poorest, most backward state in the nation, and had remained largely untouched by the freedom struggle. African Americans

This excerpt from the Civil Rights Act of 1964, passed by Congress and fervently supported by President Johnson, provides African Americans with the rights that they had been granted ninety years earlier.

All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, . . . without discrimination or segregation on the ground of race, color, religion, or national origin. . . . cause to believe that any person or group of persons is engaged in a pattern of practice or resistance to the full enjoyment of any of the rights secured by this title, . . . may bring a civil action.

QUICK REVIEW

Johnson and Civil Rights

- ◆ Johnson worked to obstruct civil rights legislation in the 1950s.
- ◆ Saw civil rights for African Americans as a way of uniting the Democratic Party.
- ◆ Applied personal political skills to passage of Civil Rights Act of 1964.

28-6



The Civil Rights Act of 1964

[Lecture Suggestion 28.3, Presidential Administrations and the Civil Rights Movement](#)

[Class Discussion Question 28.4](#)

Civil Rights Act of 1964 Federal legislation that outlawed discrimination in public accommodations and employment on the basis of race, skin color, sex, religion, or national origin.

Freedom Summer Voter registration effort in rural Mississippi organized by black and white civil rights workers in 1964.

constituted 42 percent of the state's population, but fewer than 5 percent could register to vote. Median black family income was under \$1,500 a year, roughly one-third that of white families. A small white planter elite controlled most of the state's wealth, and a long tradition of terror against black people had maintained the racial caste system.

Bob Moses of SNCC and Dave Dennis of CORE planned Freedom Summer as a way of opening this closed society to the glare of national publicity. The project recruited more than 900 volunteers, mostly white college students, to aid in voter registration, teach in "freedom schools," and help build a "freedom party" as an alternative to Mississippi's all-white Democratic Party. Organizers expected violence, which was precisely why they wanted white volunteers. Dave Dennis later explained their reasoning: "The death of a white college student would bring on more attention to what was going on than for a black college student getting it. That's cold, but that was also in another sense speaking the language of this country." Mississippi authorities prepared for the civil rights workers as if expecting a foreign army, beefing up state highway patrols and local police forces.

On June 21, while most project volunteers were still undergoing training in Ohio, three activists disappeared in Neshoba County, Mississippi, when they went to investigate the burning of a black church that was supposed to serve as a freedom school. Six weeks later, after a massive search belatedly ordered by President Johnson,

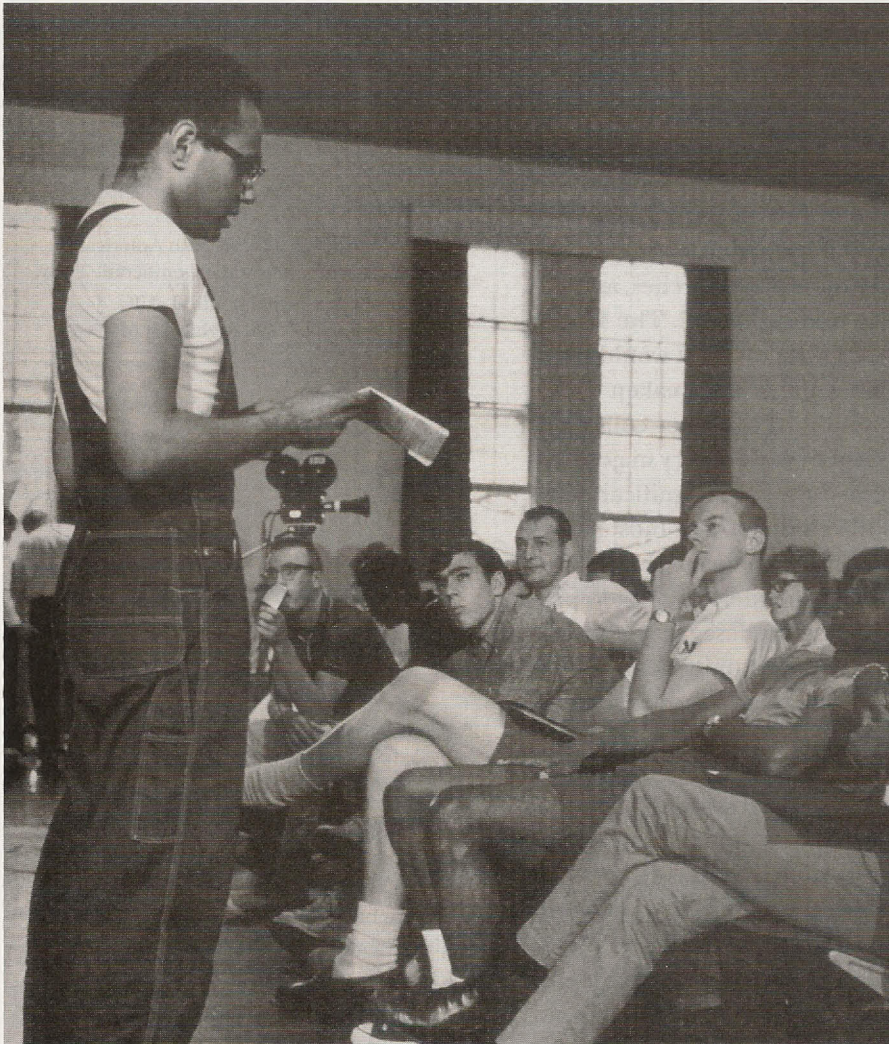
FBI agents discovered the bodies of the three—white activists Michael Schwerner and Andrew Goodman, and a local black activist, James Chaney—buried in an earthen dam. Goodman and Schwerner had been shot once; Chaney had been severely beaten before being shot three times. Over the summer, at least three other civil rights workers died violently. Project workers suffered 1,000 arrests, 80 beatings, 35 shooting incidents, and 30 bombings in homes, churches, and schools.

Within the project, simmering problems tested the ideal of the Beloved Community. Black veterans of SNCC resented the affluent white volunteers, many of whom had not come to terms with their own racial prejudices. White volunteers, staying only a short time in the state, often found it difficult to communicate in the southern communities with local African Americans, who were wary of breaking old codes of deference. Sexual tensions between black male and white female volunteers also strained relations. A number of both black and white women, led by Ruby Doris Robinson, Mary King, and Casey Hayden, began to raise the issue of women's equality as a companion goal to racial equality. The day-to-day reality of violent reprisals, police harassment, and constant fear took a hard toll on everyone.

The project did manage to rivet national attention on Mississippi racism, and it won enormous sympathy from northern liberals. Among

Bob Moses of the Student Nonviolent Coordinating Committee was one of the driving forces behind the 1964 Freedom Summer Project. Here he instructs student volunteers gathered in Oxford, Ohio, before they leave for voter registration and other community organizing work in Mississippi. Moses, who had been working for voting rights in Mississippi since 1961, played a key role in persuading SNCC to accept white volunteers from the North.

Photo by Steve Shapiro. Black Star.





their concrete accomplishments, the volunteers could point with pride to more than forty freedom schools that brought classes in reading, arithmetic, politics, and African American history to thousands of black children. Some 60,000 black voters signed up to join the Mississippi Freedom Democratic Party (MFDP). In August 1964, the MFDP sent a slate of delegates to the Democratic National Convention looking to challenge the credentials of the all-white regular state delegation.

In Atlantic City, the idealism of Freedom Summer ran into the more cynical needs of the national Democratic Party. Lyndon Johnson opposed the seating of the MFDP because he wanted to avoid a divisive floor fight. He was already concerned that Republicans might carry a number of southern states in November. But MFDP leaders and sympathizers gave dramatic testimony before the convention, detailing the racism and brutality in Mississippi politics. “Is this America,” asked Fannie Lou Hamer, “the land of the free and the home of the brave, where we are threatened daily because we want to live as decent human beings?” Led by vice presidential nominee Senator Hubert Humphrey, Johnson’s forces offered a compromise that would have given the MFDP a token two seats on the floor. Bitter over what they saw as a betrayal, the MFDP delegates turned the offer down. Within SNCC, the defeat of the MFDP intensified African American disillusionment with the Democratic Party and the liberal establishment.

MALCOLM X AND BLACK CONSCIOUSNESS

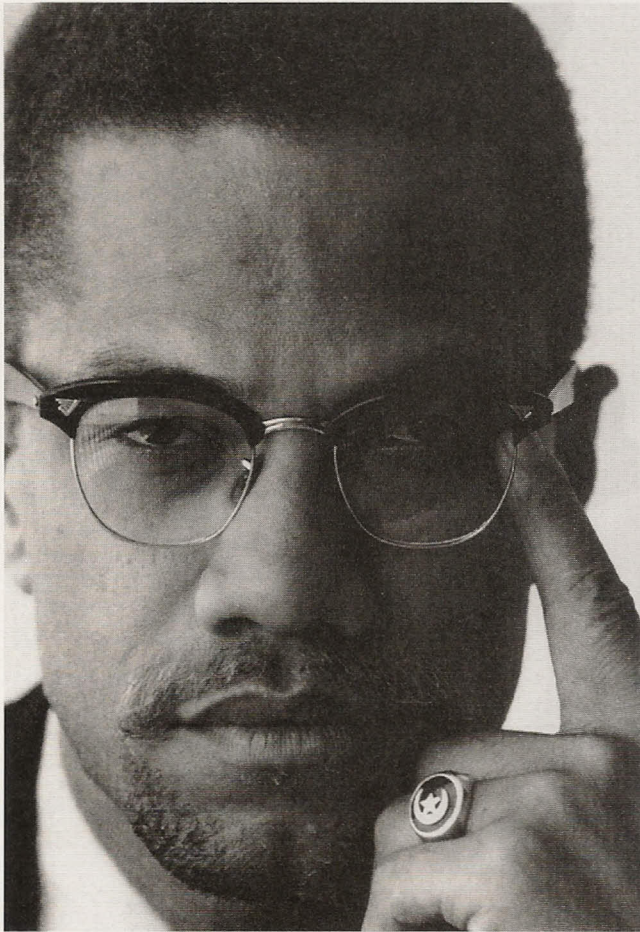
Frustrated with the limits of nonviolent protest and electoral politics, younger activists within SNCC found themselves increasingly drawn to the militant rhetoric and vision of Malcolm X, who since 1950 had been the preeminent spokesman for the black

After they were barred from the floor of the August 1964 Democratic National Convention, members of the Mississippi Freedom Democratic Party were led by Fannie Lou Hamer in a song-filled protest outside the hotel. Women from left to right: Fannie Lou Hamer, Eleanor Holmes Norton, and Ella Baker.

Photo by George Ballis. Take Stock—Images of Change.

Audio-Visual Aid, “Fund: The Story of Ella Baker”

AP* Guideline 24.4



Born Malcolm Little, Malcolm X (1925–65) took the name “X” as a symbol of the stolen identity of African slaves. He emerged in the early 1960s as the foremost advocate of racial unity and black nationalism. The Black Power movement, initiated in 1966 by SNCC members, was strongly influenced by Malcolm X.

Malcolm X in Egypt, 1964. Photo by John Launois. Black Star.

Nation of Islam (NOI) Religious movement among black Americans that emphasizes self-sufficiency, self-help, and separation from white society.

nationalist religious sect, the **Nation of Islam (NOI)**. Founded in Depression-era Detroit by Elijah Muhammad, the NOI, like the followers of black nationalist leader Marcus Garvey in the 1920s (see Chapter 23) aspired to create a self-reliant, highly disciplined, and proud community—a separate “nation” for black people. Elijah Muhammad preached a message of racial solidarity and self-help, criticized crime and drug use, and castigated whites as “blue-eyed devils” responsible for the world’s evil. During the 1950s the NOI (also called Black Muslims) successfully organized in northern black communities, appealing especially to criminals, drug addicts, and others living on the margins of urban life. It operated restaurants, retail stores, and schools as models for black economic self-sufficiency.

The man known as Malcolm X had been born Malcolm Little in 1925 and raised in Lansing, Michigan. His father, a preacher and a follower of Marcus Garvey, was killed in a racist attack by local whites. In his youth, Malcolm led a life of petty crime, eventually serving a seven-year prison term for burglary. While in jail he educated himself and converted to the Nation of Islam. He took the surname “X” to symbolize his original African family name, lost through slavery. Emerging from jail in 1952, he became a dynamic organizer, editor, and speaker for the Nation of Islam. He spoke frequently on college campuses as well on the street corners of black neighborhoods like New York’s Harlem. He encouraged his audiences to take pride in their African heritage and to consider armed self-defense rather than relying solely on nonviolence—in short, to break free of white domination “by any means necessary.”

Malcolm ridiculed the integrationist goals of the civil rights movement. Black Muslims, he told audiences, do not want “to integrate into this corrupt society, but to separate from it, to a land of our own, where we can reform ourselves, lift up our moral standards, and try to be godly.” In his bestselling *Autobiography of Malcolm X* (1965), he admitted that his position was extremist. “The black race here in North America is in extremely bad condition. You show me a black man who isn’t an extremist,” he argued, “and I’ll show you one who needs psychiatric attention.”

In 1964, troubled by Elijah Muhammad’s personal scandals (he faced paternity suits brought by two young female employees) and eager to find a more politically effective approach to improving conditions for blacks, Malcolm X broke with the Nation of Islam. He made a pilgrimage to Mecca, the Muslim holy city, where he met Islamic peoples of all colors and underwent a “radical alteration in my whole outlook about ‘white’ men.” He returned to the United States as El-Hajj Malik El-Shabazz, abandoned his black separatist views, and founded the Organization of Afro-American Unity. Malcolm now looked for common ground with the civil rights movement, addressing a Mississippi Freedom Democrats rally in Harlem and meeting with SNCC activists. He stressed the international links between the civil rights struggle in America and the problems facing emerging African nations. On February 21, 1965, Malcolm X was assassinated during a speech at Harlem’s Audubon Ballroom. His assailants were members of a New Jersey branch of the NOI, possibly infiltrated by the FBI.

SNCC leader John Lewis thought Malcolm had been the most effective voice “to articulate the aspirations, bitterness, and frustrations of the Negro people,” forming “a living link between Africa and the civil rights movement in this country.” In his death he became a martyr for the idea that soon became known as Black Power.

As much as anyone, Malcolm X pointed the way to a new black consciousness that celebrated black history, black culture, the African heritage, and black self-sufficiency.

SELMA AND THE VOTING RIGHTS ACT OF 1965

Lyndon Johnson won reelection in 1964 by a landslide, capturing 61 percent of the popular vote. Of the 6 million black people who voted in the election, 2 million more than in 1960, an overwhelming 94 percent cast their ballots for Johnson. Republican candidate Senator Barry Goldwater managed to carry only his home state of Arizona and five Deep South states, where fewer than 45 percent of eligible black people could vote. With Democrats in firm control of both the Senate and the House, civil rights leaders believed the time was ripe for further legislative gains. Johnson and his staff began drafting a tough voting rights bill in late 1964, partly with an eye toward countering Republican gains in the Deep South with newly registered black and Democratic voters (see Map 28-2).

Once again, movement leaders plotted to create a crisis that would arouse national indignation, pressure Congress, and force federal action. Martin Luther King, Jr. and his aides chose Selma, Alabama, as the target of their campaign. Selma, a city of 27,000 some fifty miles west of Montgomery, had a notorious record of preventing black voting. Of the 15,000 eligible black voters in Selma's Dallas County, registered voters numbered only in the hundreds. In 1963, local

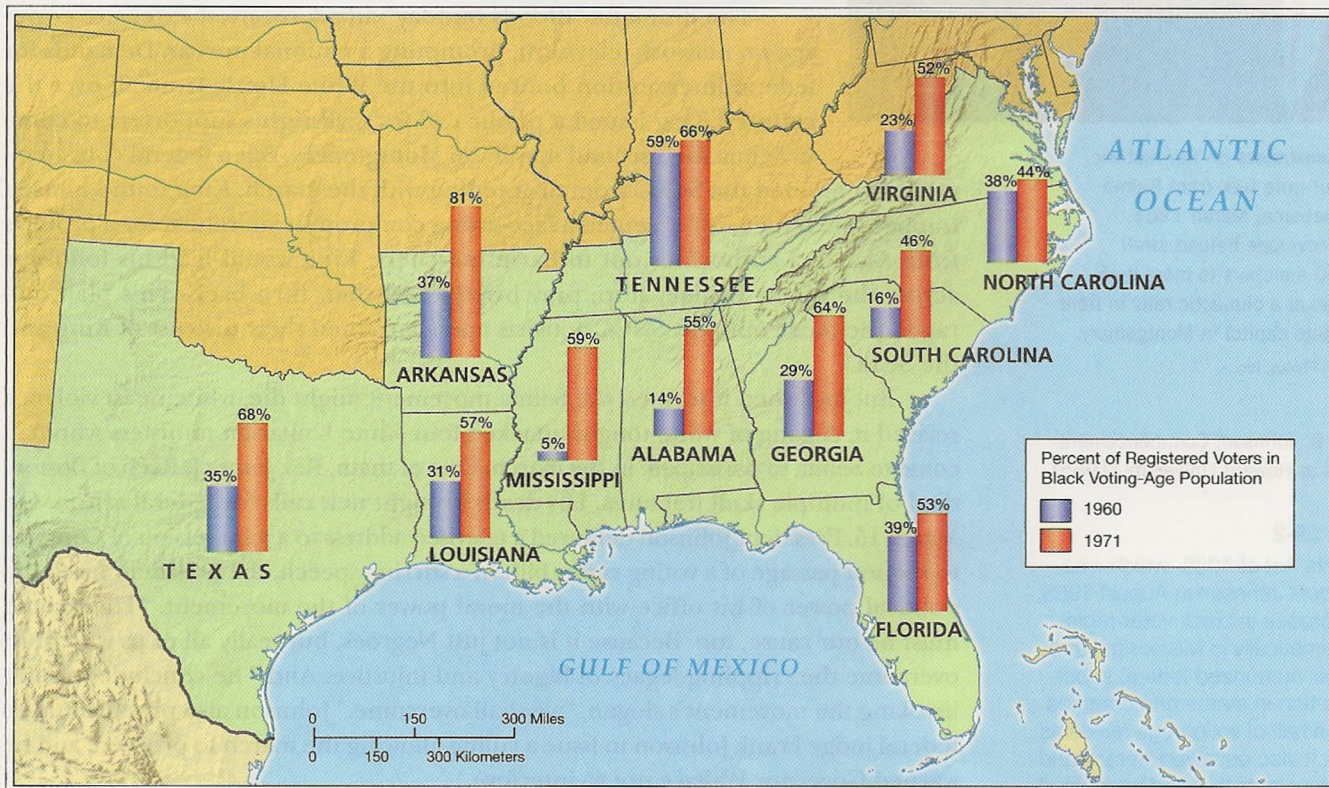


In this excerpt, Stokely Carmichael and Charles Hamilton compile the rationale and reasoning for the active Black Power movement, rejecting nonviolent integrationist rhetoric of the past for a more racially defined, confrontational approach.

Next we deal with the term "integration." According to its advocates, social justice will be accomplished by "integrating the Negro into the mainstream institutions of the society from which he has been traditionally excluded." This concept is based on the assumption that there is nothing of value in the black community and that little of value could be created among black people.

MAP EXPLORATION

To explore an interactive version of this map, go to www.prenhall.com/faragherap/map28.2



MAP 28-2
Impact of the Voting Rights Act of 1965 Voter registration among African Americans in the South increased significantly between 1960 and 1971.

IN WHICH states was the increase in registered African American voters particularly dramatic?



Voting rights demonstrators on the historic four-day, fifty-four-mile trek from Selma to Montgomery Alabama, March 1965. Intensive media coverage helped swell the original 3,000 marchers to more than 30,000 supporters at a climactic rally in front of the Alabama state capitol in Montgomery.

Bob Adelman. Magnum Photos, Inc.

28-8



Lyndon B. Johnson, Commencement Address at Howard University (1965)

Map Question 28-2

The Voting Rights Act of 1965, which was signed by President Johnson in August 1965, produced an increase in black voter registration, most dramatically in Mississippi and Alabama. The bill authorized federal supervision of registration in states and counties where fewer than half of voting-age residents were registered. It also outlawed literacy and other discriminatory tests that had been used to prevent blacks from registering to vote. Black registrants in Mississippi increased from 5 percent to 59 percent between 1960 and 1971; in Alabama, the percentage of black registrants jumped from 14 percent to 55 percent during the same time period.

activists Amelia Boynton and Rev. Fred Reese invited SNCC workers to aid voter registration efforts in the community. But they met a violent reception from county sheriff Jim Clark. Sensing that Clark might be another Bull Connor, King arrived in Selma in January 1965, just after accepting the Nobel Peace Prize in Oslo. “We are not asking, we are demanding the ballot,” he declared. King, the SCLC staff, and SNCC workers led daily marches on the Dallas County Courthouse, where hundreds of black citizens tried to get their names added to voter lists. By early February, Clark had imprisoned more than 3,000 protesters.

Despite the brutal beating of Reverend James Bevel, a key SCLC strategist, and the killing of Jimmy Lee Jackson, a young black demonstrator in nearby Marion, the SCLC failed to arouse the level of national indignation it sought. Consequently, in early March SCLC staffers called on black activists to march from Selma to Montgomery, where they planned to deliver a list of grievances to Governor Wallace. On Sunday, March 7, while King preached to his church in Atlanta, a group of 600 marchers crossed the Pettus Bridge on the Alabama River, on their way to Montgomery. A group of mounted, heavily armed county and state lawmen blocked their path and ordered them to turn back. When the marchers did not move, the lawmen attacked with billy clubs and tear gas, driving the protesters back over the bridge in a bloody rout. More than fifty marchers had to be treated in local hospitals.

The dramatic “Bloody Sunday” attack received extensive coverage on network television, prompting a national uproar. Demands for federal intervention poured into the White House from all over the country. King issued a public call for civil rights supporters to come to Selma for a second march on Montgomery. But a federal court temporarily enjoined the SCLC from proceeding with the march. King found himself trapped. He reluctantly accepted a face-saving compromise: in return for a promise from Alabama authorities not to harm marchers, King would lead his followers across the Pettus Bridge, stop, pray briefly, and then turn back. This plan outraged the more militant SNCC activists and sharpened their distrust of King and the SCLC.

But just when it seemed the Selma movement might die, white racist violence revived it. A gang of white toughs attacked four white Unitarian ministers who had come to Selma to participate in the march. One of them, Rev. James J. Reeb of Boston, died of multiple skull fractures. His death brought new calls for federal action. On March 15, President Johnson delivered a televised address to a joint session of Congress to request passage of a voting rights bill. In a stirring speech, the president fused the political power of his office with the moral power of the movement. “Their cause must be our cause, too. Because it is not just Negroes, but really all of us who must overcome the crippling legacy of bigotry and injustice. And,” he concluded firmly, invoking the movement’s slogan, “we shall overcome.” Johnson also prevailed upon federal judge Frank Johnson to issue a ruling allowing the march to proceed, and he warned Governor Wallace not to interfere.

On March 21, Martin Luther King, Jr. led a group of more than 3,000 black and white marchers out of Selma on the road to Montgomery, where the bus boycott that marked the beginning of his involvement had occurred nine years before. Four days later they arrived at the Alabama statehouse. Their ranks had been swelled by more than 30,000 supporters, including hundreds of prominent politicians, entertainers,

and black leaders. “I know some of you are asking today,” King told the crowd, “How long will it take?” He went on in a rousing, rhythmic cadence:

How long? Not long, because the arc of the moral universe is long but it bends toward justice. How long? Not long, because mine eyes have seen the glory of the coming of the Lord!

In August 1965 President Johnson signed the **Voting Rights Act** into law. It authorized federal supervision of registration in states and counties where fewer than half of voting-age residents were registered. It also outlawed literacy and other discriminatory tests that had been used to prevent blacks from registering to vote. Between 1964 and 1968, black registrants in Mississippi leaped from 7 percent to 59 percent of the statewide black population; in Alabama, from 24 percent to 57 percent. In those years the number of southern black voters grew from 1 million to 3.1 million. For the first time in their lives, black Southerners in hundreds of small towns and rural communities could enjoy full participation in American politics. Ten years after the Montgomery bus boycott, the civil rights movement had reached a peak of national influence and interracial unity.

CIVIL RIGHTS BEYOND BLACK AND WHITE

The civil rights movement revolved around the aspirations and community strength of African Americans. The historic injustices of slavery, racism, and segregation gave a moral and political urgency to the black struggle for full citizenship rights. Yet other minorities also had long been denied their civil rights. After World War II, Latinos, Indian peoples, and Asian Americans began making their own halting efforts to improve their political, legal, and economic status. They faced strong opposition from institutional racism and various economic interests that benefited from keeping these groups in a subordinate position. At the same time, the civil rights struggle helped spur a movement to reform immigration policies. The largely unintended consequences of the 1965 Immigration and Nationality Act would radically increase and reshape the flow of new immigrants into the United States.

MEXICAN AMERICANS AND MEXICAN IMMIGRANTS

The Mexican American community in the West and Southwest included both long-time U.S. citizens—who found white authorities nonetheless unwilling to recognize their rights—and noncitizen immigrants from Mexico. After World War II, several Mexican American political organizations sought to secure equal rights and equal opportunity for their community by stressing its American identity. The most important of these groups were the League of United Latin American Citizens (LULAC), founded in Texas in 1928, and the GI Forum, founded in Texas in 1948 by Mexican American veterans of World War II. Both emphasized the learning of English, assimilation into American society, improved education, and the promotion of political power through voting. LULAC successfully pursued two important legal cases that anticipated *Brown v. Board of Education*. In *Mendez v. Westminster*, a 1947 California case, and in the 1948 *Delgado* case in Texas, the Supreme Court upheld lower-court rulings that declared segregation of Mexican Americans unconstitutional. Like *Brown*, these two decisions did not immediately end segregation, but they offered pathbreaking legal and psychological victories to Mexican American activists. LULAC won another significant legal battle in the 1954 *Hernandez* decision, in which the Supreme Court ended the exclusion of Mexican Americans from Texas jury lists.

Voting Rights Act Legislation in 1965 that overturned a variety of practices by which states systematically denied voter registration to minorities.

WHAT LEGAL and institutional impact did the movement have on American life? How did it change American culture and politics? Where did it fail?



In this excerpt, GI Forum organizer Ed Idar recounts a grassroots campaign to fight discrimination in the integration of Mexican Americans to Anglo schools in Kyle, Texas.

The people voted to go ahead and move that building and pay the expense, raise the money to pay for it. The school board never did like the idea but within a few months they put out a bond issue and they raised enough money to enlarge the downtown campus. . . . they integrated the school. And we didn't have to go to court for that one. It was just public pressure organizing the people to get them to do something—that's what happened.

Mexican migration to the United States increased dramatically during and after World War II. The *bracero* program, a cooperative effort between the U.S. and Mexican governments, brought some 300,000 Mexicans to the United States during the war as temporary agricultural and railroad workers. American agribusiness came to depend on Mexicans as a key source of cheap farm labor, and the program continued after the war. Most *braceros* endured harsh work, poor food, and substandard housing in the camps in which they lived. Some migrated into the newly emerging barrio neighborhoods in cities such as San Antonio, Los Angeles, El Paso, and Denver. Many *braceros* and their children became American citizens, but most returned to Mexico. Another group of postwar Mexican immigrants were the *mojados*, or “wetbacks,” so called because many swam across the Rio Grande to enter the United States illegally.

This continued flow of immigrant workers into the Southwest heightened tensions within the Mexican American community. Both LULAC and the GI Forum contended that Mexican American civil rights activists needed to focus their efforts on American citizens of Mexican descent. Thus, they lobbied to end the *bracero* program and for stricter limits on immigration from Mexico to help maintain strict boundaries between Mexican American citizens and Mexican immigrants. Yet within Mexican American communities, where citizens and noncitizens shared language and work experience, and made families together, this distinction had always been blurry. “I’ve been following the crops in California for about twelve years,” one Mexican American farm worker noted in 1955, “and still don’t know if I’m for or against the *braceros*. I guess that’s because I first came to this country as a *bracero* myself in 1944, and know something about their problems.”

In 1954, in an effort to curb the flow of undocumented immigrants from Mexico, the Eisenhower administration launched the massive “Operation Wetback.” Over the next three years, Immigration and Naturalization Service (INS) agents rounded up some 3.7 million allegedly illegal migrants and sent them back over the border. INS agents made little effort to distinguish the so-called illegals from *braceros* and Mexican American citizens. Many families were broken up, and thousands who had lived in the United States for a decade or more found themselves deported. Many

Delegates to the 1948 National Convention

of the League of United Latin American Citizens met in Kingsville, Texas. After World War II, LULAC grew to about 15,000 members active in 200 local councils, mostly in Texas and California.

Benson Latin American Collection.



deportees were denied basic civil liberties, such as due process, and suffered physical abuse and intimidation. The breakup of families caused enormous resentment and anger, as did the contradictory policies of the federal government. As Ernesto Galarza, a leader of the National Agricultural Workers Union put it, “while one agency of the United States government rounded up the illegal aliens and deported them to Mexico . . . another government agency was busily engaged in recruiting workers in Mexico to return them to U.S. farms.”

The government campaign against aliens pushed LULAC, the GI Forum, and other activist groups to change their strategy in a critical way. The campaign to win full civil rights for American citizens of Mexican descent would increasingly be linked to improving the lives—and asserting the rights—of all Mexican immigrants, both legal and illegal. If the government and the broader American public refused to distinguish between a Mexican national, a resident alien of the United States, a naturalized American citizen, or a native-born American, why should Mexican Americans cling to these distinctions? By the 1960s, a new civil rights movement emerged, *la raza*, based on the shared ethnicity and historical experiences of the broader Mexican American community.

PUERTO RICANS

The United States took possession of the island of Puerto Rico in 1898, during the final stages of the Spanish-American War. The Jones Act of 1917 made the island an unincorporated territory of the United States and granted U.S. citizenship to all Puerto Ricans. Over the next several decades, Puerto Rico’s economic base shifted from a diversified, subsistence-oriented agriculture to a single export crop—sugar. U.S. absentee owners dominated the sugar industry, claiming most of the island’s arable land, previously tilled by small farmers growing crops for local consumption. Puerto Rico’s sugar industry grew enormously profitable, but few island residents benefited from this expansion. By the 1930s, unemployment and poverty were widespread and the island was forced to import its foodstuffs.

Small communities of Puerto Rican migrants had begun to form in New York City during the 1920s. The largest was on the Upper East Side of Manhattan—*el barrio* in East Harlem. During World War II, labor shortages led the federal government to sponsor the recruitment of Puerto Rican workers for industrial jobs in New Jersey, Philadelphia, and Chicago. But the “great migration” took place from 1945 to 1964. During these two decades the number of Puerto Ricans living on the mainland jumped from fewer than 100,000 to roughly 1 million. Economic opportunity was the chief impetus for this migration, for the island suffered from high unemployment rates and low wages.

The advent of direct air service between Puerto Rico and New York in 1945 made the city easily accessible. The Puerto Rican community in East (or Spanish) Harlem mushroomed, and new communities in the South Bronx and Brooklyn began to emerge. By 1970, there were about 800,000 Puerto Ricans in New York—more than 10 percent of the city’s population. New Puerto Rican communities also took root in Connecticut, Massachusetts, New Jersey, and the Midwest. Puerto Ricans frequently circulated between the island and the mainland, often returning home when economic conditions on the mainland were less favorable.

The experience of Puerto Rican migrants both resembled and differed from that of other immigrant groups in significant ways. Like Mexican immigrants, Puerto Ricans were foreign in language, culture, and experience, yet unlike them they entered the United States as citizens. Many Puerto Ricans were also African Americans. Racial and ethnic discrimination came as a double shock, since Puerto Ricans, as citizens,

entered the United States with a sense of entitlement. In New York, Puerto Ricans found themselves barred from most craft unions, excluded from certain neighborhoods, and forced to take jobs largely in the low-paying garment industry and service trades. Puerto Rican children were not well served by a public school system insensitive to language differences and too willing to track Spanish-speaking students into obsolete vocational programs.

By the early 1970s, Puerto Rican families were substantially poorer on average than the total population of the country, and they had the lowest median income of any Latino groups. The steep decline in manufacturing jobs and in the garment industry in New York during the 1960s and 1970s hit the Puerto Rican community especially hard. So did the city's fiscal crisis, which brought sharp cuts in funding for schools, health care, libraries, government jobs, and other public services traditionally available to immigrant groups. The structural shift in the U.S. economy away from manufacturing and toward service and high-technology jobs reinforced the Puerto Rican community's goal of improving educational opportunities for its members. The struggle to establish and improve bilingual education in schools became an important part of this effort. Most Puerto Ricans, especially those who had succeeded in school and achieved middle-class status, continued to identify strongly with their Puerto Rican heritage and the Spanish language.

JAPANESE AMERICANS

The harsh relocation program of World War II devastated the Japanese American community on the west coast (see Chapter 25). But the war against Nazism also helped weaken older notions of white superiority and racism. During the war the state of California had aggressively enforced an alien land law by confiscating property declared illegally held by Japanese. In November 1946, a proposition supporting the law appeared on the state ballot. But, thanks in part to a campaign by the Japanese American Citizens League (JACL) reminding voters of the wartime contributions of Nisei (second-generation Japanese Americans) soldiers, voters overwhelmingly rejected the referendum. One JACL leader hailed the vote as proof that "the people of California will not approve discriminatory and prejudiced treatment of persons of Japanese ancestry." Two years later the Supreme Court declared the law unconstitutional, calling it "nothing more than outright racial discrimination."

The 1952 Immigration and Nationality Act (see Chapter 26) removed the old ban against Japanese immigration, and also made Issei (first-generation Japanese Americans) eligible for naturalized citizenship. Japanese Americans, who lobbied hard for the new law, greeted it with elation. "It gave the Japanese equality with all other immigrants," said JACL leader Harry Takagi, "and that was the principle we had been struggling for from the very beginning." By 1965, some 46,000 immigrant Japanese, most of them elderly Issei, had taken their citizenship oaths. One of these wrote a poem to celebrate the achievement:

*Going steadily to study English,
Even through the rain at night,
I thus attain,
Late in life,
American citizenship.*

INDIAN PEOPLES

The postwar years also brought significant changes in the status and lives of Indian peoples. Congress reversed the policies pursued under the New Deal, which had

stressed Indian sovereignty and cultural independence. Responding to a variety of pressure groups, including mining and other economic interests wishing to exploit the resources on Indian reservations, Congress adopted a policy known as “termination,” designed to cancel Indian treaties and terminate sovereignty rights. In 1953, Congress passed House Concurrent Resolution 108, which allowed Congress to terminate a tribe as a political entity by passing legislation specific to that tribe. The leader of the termination forces, Senator Arthur Watkins of Utah, declared the new law meant that “the concept that the Indian people exist within the United States as independent nations has been rejected.” Supporters of termination had varied motives, but the policy added up to the return of enforced assimilation for solving the “Indian problem.”

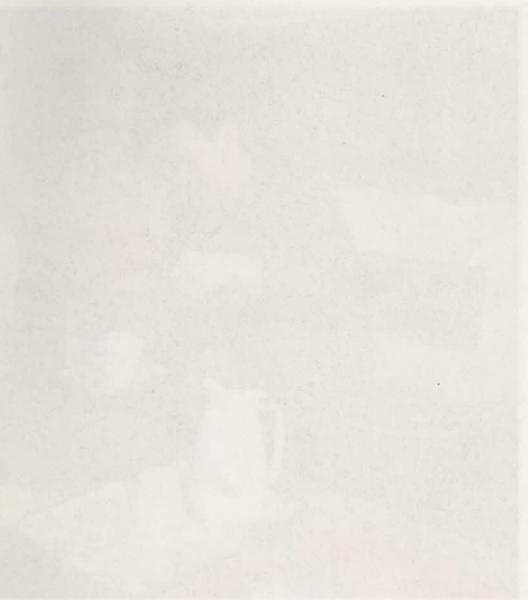
Between 1954 and 1962, Congress passed twelve termination bills covering more than sixty tribes, nearly all in the West. Even when tribes consented to their own termination, they discovered that dissolution brought unforeseen problems. For example, members of the Klamaths of Oregon and the Paiutes of Utah received large cash payments from the division of tribal assets. But after these one-time payments were spent, members had to take poorly paid, unskilled jobs to survive. Many Indian peoples became dependent on state social services and slipped into poverty and alcoholism.

Along with termination, the federal government gave greater emphasis to a relocation program aimed at speeding up assimilation. The Bureau of Indian Affairs encouraged reservation Indians to relocate to cities, where they were provided housing and jobs. For some, relocation meant assimilation, intermarriage with whites, and the loss of tribal identity. Others, homesick and unable to adjust to an alien culture and place, either returned to reservations or wound up on the margins of city life. Still others regularly traveled back and forth. In some respects, this urban migration paralleled the larger postwar shift of rural peoples to cities and suburbs.

Indians increasingly came to see termination as a policy geared mainly to exploiting resources on Indian lands. By the early 1960s, a new movement was emerging to defend Indian sovereignty. The National Congress of American Indians (NCAI) condemned termination, calling for a review of federal policies and a return to self-determination. The NCAI led a political and educational campaign that challenged the goal of assimilation and created a new awareness among white people that Indians had the right to remain Indians. When the termination policy ended in the early 1960s, it had affected only about 3 percent of federally recognized Indian peoples.

Taking their cue from the civil rights movement, Indian activists used the court system to reassert sovereign rights. Indian and white liberal lawyers, many with experience in civil rights cases, worked through the Native American Rights Fund, which became a powerful force in western politics. A series of Supreme Court decisions, culminating in *United States v. Wheeler* (1978), reasserted the principle of “unique and limited” sovereignty. The Court recognized tribal independence except where limited by treaty or Congress.

The Indian population had been growing since the early years of the century, but most reservations had trouble making room for a new generation. Indians suffered increased rates of poverty, chronic unemployment, alcoholism, and poor health. The average Indian family in the early 1960s earned only one-third of the average family income in the United States. Those who remained in the cities usually became “ethnic Indians,” identifying themselves more as Indians than as members of specific tribes. By the late 1960s, ethnic Indians had begun emphasizing civil rights over tribal rights, making common cause with African Americans and other minorities. The National Indian Youth Council (NIYC), founded in 1960, tried to unite the two causes



A Texas night worker behind the counter of their newly opened restaurant in Los Angeles, ca. 2000. In the third five-year state the Immigration and Nationality Act of 1952, the city's Asian American population had grown to more than 1.2 million, including the largest Korean community outside of Korea.

QUICK REVIEW

Termination

- ◆ Cancellation of treaties and sovereignty rights under pressure from mining and other economic interests.
- ◆ 1954–1962: Termination bills passed covering sixty tribes.
- ◆ Termination contributed to poverty and social problems among Indian peoples.



A Korean couple working behind the counter of their newly opened restaurant in Los Angeles, ca. 2000. In the thirty-five years after the Immigration and Nationality Act of 1965, the city's Asian American population had grown to more than 1.2 million, including the largest Korean community outside of Korea.

Michael Newman/PhotoEdit.

of equality for individual Indians and special status for tribes. But the organization faced difficult contradictions between a common Indian identity, emphasizing Indians as a single ethnic group, and tribal identity, stressing the citizenship of Indians in separate nations.

REMAKING THE GOLDEN DOOR: THE IMMIGRATION AND NATIONALITY ACT OF 1965

The egalitarian political climate created by the civil rights movement nurtured efforts to modernize and reform the country's immigration policies. "Everywhere else in our national life, we have eliminated discrimination based on national origins," Attorney General Robert Kennedy told Congress in 1964. "Yet, this system is still the foundation of our immigration law." In 1965, Congress

passed a new Immigration and Nationality Act, abolishing the national origins quotas that had been in place since the 1920s, and substituting overall hemispheric limits: 120,000 visas annually for immigrants from the Western Hemisphere, and 170,000 for those from the Eastern Hemisphere (with a 20,000 limit from any single country). The act was intended to redress the grievances of eastern and southern European ethnic groups who had been largely shut out since 1924. President Lyndon B. Johnson played down its importance. "It does not affect the lives of millions," he said when he signed the bill into law. "It will not reshape the structure of our daily lives, or really add importantly to our wealth or our power."

But the new law included several provisions that proved LBJ's prediction wrong. Exempted from numerical quotas were immigrants seeking family reunification with American citizens or resident aliens. In addition, preferences to those with specialized job skills and training, in fields like medicine and engineering, were extended to people from the nations of the Eastern Hemisphere. The high priority given family reunification created an unprecedented cycle of *chain immigration and sponsorship* of people seeking to join relatives already in the United States. As initial immigrants attained permanent resident or citizenship status, they would sponsor family members and relatives to come over. Once these family members and relatives arrived in the U.S., and became resident aliens or citizens, they in turn could sponsor their family members, and so on.

The consequences for Asian American communities in particular were profound. The number of Asian Americans soared from about 1 million in 1965 to 11 million by the end of the century. Immigrants from India and the Philippines included a high percentage of health-care professionals, while many Chinese and Korean immigrants found work in professional and managerial occupations as well as their own small businesses. At the same time, low-skilled and impoverished Asians poured into the "Chinatowns" and "Koreatowns" of cities like New York and Los Angeles, taking jobs in restaurants, hotels, and garment manufacturing. Four times as many Asians settled in the United States in this period as in the entire previous history of the nation. This new wave also brought a strikingly different group of Asian immigrants to America. In 1960, the Asian American population was 52 percent Japanese, 27 percent Chinese, and 20 percent Filipino. In 1985, the composition was 21 percent Chinese, 21 percent Filipino, 15 percent Japanese, 12 percent Vietnamese, 11 percent Korean, 10 percent Asian Indian, 4 percent Laotian, and 3 percent Cambodian.

CHRONOLOGY

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| <p>1941 Executive Order 8802 forbids racial discrimination in defense industries and government</p> <hr/> <p>1946 In <i>Morgan v. Virginia</i>, U.S. Supreme Court rules that segregation on interstate buses is unconstitutional
President Harry Truman creates the Committee on Civil Rights</p> <hr/> <p>1947 Jackie Robinson becomes the first African American on a major league baseball team</p> <hr/> <p>1948 President Truman issues executive order desegregating the armed forces</p> <hr/> <p>1954 In <i>Brown v. Board of Education</i>, Supreme Court rules segregated schools inherently unequal</p> <hr/> <p>1955 Supreme Court rules that school desegregation must proceed "with all deliberate speed"
Montgomery bus boycott begins</p> <hr/> <p>1956 Montgomery bus boycott ends in victory as the Supreme Court affirms a district court ruling that segregation on buses is unconstitutional</p> <hr/> <p>1957 Southern Christian Leadership Conference (SCLC) is founded
President Dwight Eisenhower sends in federal troops to protect African American students integrating Little Rock, Arkansas high school</p> <hr/> <p>1960 Sit-in movement begins as four college students sit at a lunch counter in Greensboro, North Carolina, and ask to be served
Student Nonviolent Coordinating Committee (SNCC) founded
Board of Indian Commissioners is created</p> | <p>1961 Freedom Rides begin</p> <hr/> <p>1962 James Meredith integrates the University of Mississippi
The Albany movement fails to end segregation in Albany, Georgia</p> <hr/> <p>1963 SCLC initiates campaign to desegregate Birmingham, Alabama
Medgar Evers, leader of the Mississippi NAACP, is assassinated
March on Washington; Martin Luther King, Jr. delivers his historic "I Have a Dream" speech</p> <hr/> <p>1964 Mississippi Freedom Summer project brings students to Mississippi to teach and register voters
President Johnson signs the Civil Rights Act of 1964
Civil rights workers Michael Schwerner, James Chaney, and Andrew Goodman are found buried in Philadelphia, Mississippi
Mississippi Freedom Democratic Party (MFDP) is denied seats at the 1964 Democratic Presidential Convention</p> <hr/> <p>1965 SCLC and SNCC begin voter registration campaign in Selma, Alabama
Malcolm X is assassinated
Civil rights marchers walk from Selma to Montgomery
Voting Rights Act of 1965 is signed into law
Immigration and Nationality Act</p> |
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The 1965 act also created conditions that increased undocumented immigration from Latin America. The new limits on Western Hemisphere migration, along with simultaneous ending of the *bracero* program, tempted many thousands to enter the United States illegally. The Immigration and Naturalization Service arrested and deported 500,000 illegal aliens each year in the decade following the act, most all of them from Mexico, Central America, and the Caribbean. By the 1980s, more than 80 percent of all legal immigrants to the United States came from either Asia or Latin America; if one included illegal immigrants, the figure would surpass 90 percent.

CONCLUSION

The mass movement for civil rights was arguably the most important domestic event of the twentieth century. The struggle that began in Montgomery, Alabama, in December 1955 ultimately transformed race relations in

thousands of American communities. By the early 1960s this community-based movement had placed civil rights at the very center of national political life. It achieved its greatest successes by invoking the law of the land to destroy legal segregation and win individual freedom for African Americans. The Civil Rights Act of 1964 and the Voting Rights Act 1965 testified to the power of an African American and white liberal coalition. Yet the persistence of racism, poverty, and ghetto slums challenged a central assumption of liberalism: that equal protection of constitutional rights would give all Americans equal opportunities in life. By the mid-1960s, many black people had begun to question the core values of liberalism, the benefits of alliance with whites, and the philosophy of nonviolence. At the same time, a conservative white backlash against the gains made by African Americans further weakened the liberal political consensus.

In challenging the persistence of widespread poverty and institutional racism, the civil rights movement called for deep structural changes in American life. By 1967, Martin Luther King, Jr. was articulating a broad and radical vision linking the struggle against racial injustice to other defects in American society. “The black revolution,” he argued, “is much more than a struggle for the rights of Negroes. It is forcing America to face all its interrelated flaws—racism, poverty, militarism, and materialism. It is exposing evils that are deeply rooted in the whole structure of our society.” Curing these ills would prove far more difficult than ending legal segregation.

AP* DOCUMENT-BASED QUESTION

Suggested Answer:

Successful essays should note:

- If the civil rights movement was successful in achieving its goals and why (Overview p. 1028, Chronology p. 1041, and Document A)
- Why the protests of the 1950s and 1960s were successful when so many earlier protests had failed (Document B)
- The impact of photographs, televisions, and print media in the news, making the world aware of the civil rights movement and the treatment of those involved (Document B)
- What was intended under nonviolent civil disobedience (Document C)
- What the Voting Rights Act of 1965 stated and if its goals were achieved (Map 28-2 and Document D)
- The growth of voter registration, primarily in the South, and if it reflects full success of the civil rights movement (Document D)
- The success and failures of the civil rights movement based on the creation of the Black Power movement (Image p. 1032 and Document D)

Directions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and from the chapter to prove the position you take in your thesis statement.

Evaluate the effectiveness of Dr. Martin Luther King’s philosophy of nonviolent civil disobedience in undermining the culture of “Jim Crow” and segregation in the South. What outside elements may have contributed to the success of the civil rights movement?

DOCUMENT A

Examine the Overview of Landmark Civil Rights Legislation, Supreme Court Decisions, and Executive Orders on page 1028. Also look at the chronology at the end of Chapter 28 (page 1041).

- *Would you judge the civil rights movement to have been successful in achieving its goals?*

DOCUMENT B

Look at the photos on page 1012. This was the South, “Jim Crow,” and segregation from the end of Reconstruction to the end of the 1960s. African American protests against this system had been going on in the South at various times since the 1890s, usually unsuccessfully. Now look at the following photo of Dr. Martin Luther King, Jr. on the bus in Montgomery, Alabama, in 1956. Look at the photo of the Greensboro, North Carolina college students quietly protesting the segregated Woolworth’s lunch counter in 1960 (page 1017). Look at the Freedom Riders’ bus on fire in Alabama in 1961 (page 1022). Look at the photo of the police dogs tearing into young students who protested segregation in Birmingham, Alabama in 1963 (page 1025).

- Why did these protests succeed, even with violence and cruelty against the protesters, when so many earlier protests had failed?
- Consider this: Where are the photos of those earlier protests?
- Why do we have these photos from 1956, 1960, 1961, and 1963?
- Where did these photos appear?
- Did civil rights leaders arrange to have the media present at their protest? Would that be useful?
- Many of these photos had counterparts shot by television news teams. How would the dogs used on the Birmingham student look on national television?



UPI/Corbis-Bettmann

DOCUMENT C

Read the statement below by James Lawson and the statements by Dr. Martin Luther King, Jr. on pages 1025 and 1028. Remember the instructions to the Nashville students on page 1019: "Don't strike back or curse if abused. . . . Show yourself courteous and friendly at all times. . . . Report all serious incidents to your leader in a polite manner. Remember love and nonviolence."

We affirm the philosophical or religious ideal of nonviolence as the foundation of our purpose, the presupposition of our faith, and the manner of our action. Nonviolence as it grows from Judaic-Christian tradition seeks a social order of justice permeated by love. Integration of human endeavor represents the crucial first step towards such a society.

By appealing to conscience and standing on the moral nature of human existence, nonviolence nurtures the atmosphere in which reconciliation and justice become actual possibilities.

- What was nonviolent civil disobedience?

DOCUMENT D

Examine the map on page 1033 detailing African American voter registration in 1960 and again in 1971 in southern states.

- Did the Voting Rights Act of 1965 achieve the intended goals?
- Does this indicate that the civil rights movement was successful in its goals?

Now look at the photo of Malcolm X on page 1032 and examine the goals of the Black Power movement.

- If the civil rights movement was successful, why did the Black Power movement exist?

- The relationship between African American living conditions and their civil rights (Figure 29-1, 29-2, 29-3, and Document E)
- The causes of the racial riots between 1965 and 1968 (Map 29-1 and Document E)
- The presence of "Jim Crow" laws, the failures of the civil rights movement, and other issues that caused race riots (Document E)
- The successes and failures of nonviolent civil disobedience (Document E)

DOCUMENT E



LBJ Library, Photo by Cecil Stoughton

In this photo, President Johnson is signing the Civil Rights Act of 1964. Directly behind the president are Dr. Martin Luther King, Jr. and other prominent leaders of the government and the civil rights movement. A year later this ceremony would be duplicated at the signing of the Voting Rights Act of 1965. Now turn to the charts on pages 1061 and 1062 (Chapter 29) detailing life expectancy, infant mortality rates, and poverty rates by race between about 1940 and about 1970.

- Were living conditions for African Americans improving along with their civil rights during these decades?

Finally, consider the map on page 1064 (Chapter 29) of urban uprisings in mainly black neighborhoods between 1965 and 1968.

- If conditions were improving, how would you explain the discontent that led to these racial riots?
- Was “Jim Crow” truly dead, or were other issues at the cause of these race riots? Was the civil rights movement successful?
- Did nonviolent civil disobedience work?

AP* PREP TEST

Select the response that best answers each question or best completes each sentence.

Answer Key

1-B	8-D
2-E	9-E
3-D	10-A
4-E	11-D
5-A	12-C
6-B	13-B
7-A	14-C

- The foundation for the modern civil rights movement:
 - came with the social and political reforms of the progressive era.
 - was World War II and the immediate aftermath of that conflict.
 - was the *Brown v. Board of Education* Supreme Court case.
 - emerged in 1960 with the presidency of John F. Kennedy.
 - came with New Deal legislation and the social issues it presented.
- Between 1900 and 1950:
 - no contact at all existed between white and black Southerners.
 - Jim Crow segregation had been eliminated by southern legislatures.
 - legislation to end racial problems eliminated the need for federal intervention.
 - few racial problems existed in the South because most blacks had left.
 - the South established strict laws in an effort to separate the races.