



SECTION  
3

# Segregation and Discrimination

### MAIN IDEA

African Americans led the fight against voting restrictions and Jim Crow laws.

### WHY IT MATTERS NOW

Today, African Americans have the legacy of a century-long battle for civil rights.

### Terms & Names

- Ida B. Wells
- poll tax
- grandfather clause
- segregation
- Jim Crow laws
- Plessy v. Ferguson
- debt peonage

#### CALIFORNIA STANDARDS

**11.1.4** Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

**11.5.2** Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

**11.10.2** Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

### One American's Story

Born into slavery shortly before emancipation, **Ida B. Wells** moved to Memphis in the early 1880s to work as a teacher. She later became an editor of a local paper. Racial justice was a persistent theme in Wells's reporting. The events of March 9, 1892, turned that theme into a crusade. Three African-American businessmen, friends of Wells, were lynched—illegally executed without trial. Wells saw lynching for what it was.



▲ **Ida B. Wells** wrote and lectured for civil rights.

**A PERSONAL VOICE** **IDA B. WELLS**  
"Thomas Moss, Calvin McDowell, and Lee Stewart had been lynched in Memphis . . . [where] no lynching had taken place before. . . . This is what opened my eyes to what lynching really was. An excuse to get rid of Negroes who were acquiring wealth and property and thus keep the race terrorized . . ."

—quoted in *Crusade for Justice*

African Americans were not the only group to experience violence and racial discrimination. Native Americans, Mexican residents, and Chinese immigrants also encountered bitter forms of oppression, particularly in the American West.

## African Americans Fight Legal Discrimination

As African Americans exercised their newly won political and social rights during Reconstruction, they faced hostile and often violent opposition from whites. African Americans eventually fell victim to laws restricting their civil rights but never stopped fighting for equality. For at least ten years after the end of Reconstruction in 1877, African Americans in the South continued to vote and occasionally to hold political office. By the turn of the 20th century, however, Southern states had adopted a broad system of legal policies of racial discrimination and devised methods to weaken African-American political power.

### VOTING RESTRICTIONS

All Southern states imposed new voting restrictions and denied legal equality to African Americans. Some states, for example, limited the vote to people who could read, and required registration officials to administer a literacy test to test reading. Blacks trying to vote were often asked more difficult questions than whites, or given a test in a foreign language. Officials could pass or fail applicants as they wished.

Another requirement was the **poll tax**, an annual tax that had to be paid before qualifying to vote. Black as well as white sharecroppers

were often too poor to pay the poll tax. To reinstate white voters who may have failed the literacy test or could not pay the poll tax, several Southern states added the **grandfather clause** to their constitutions. The clause stated that even if a man failed the literacy test or could not afford the poll tax, he was still entitled to vote if he, his father, or his grandfather had been eligible to vote before January 1, 1867. The date is important because before that time, freed slaves did not have the right to vote. The grandfather clause therefore did not allow them to vote.

**JIM CROW LAWS** During the 1870s and 1880s, the Supreme Court failed to overturn the poll tax or the grandfather clause, even though the laws undermined all federal protections for African Americans' civil rights. At the same time that blacks lost voting rights, Southern states passed racial **segregation** laws to separate white and black people in public and private facilities. These laws came to be known as **Jim Crow laws** after a popular old minstrel song that ended in the words "Jump, Jim Crow." Racial segregation was put into effect in schools, hospitals, parks, and transportation systems throughout the South.

**PLESSY v. FERGUSON** Eventually a legal case reached the U.S. Supreme Court to test the constitutionality of segregation. In 1896, in **Plessy v. Ferguson**, the Supreme Court ruled that the separation of races in public accommodations was legal and did not violate the Fourteenth Amendment. The decision established the doctrine of "separate but equal," which allowed states to maintain segregated facilities for blacks and whites as long as they provided equal service. The decision permitted legalized racial segregation for almost 60 years. (See *Plessy v. Ferguson*, page 290.)



▲ This theater in Leland, Mississippi, was segregated under the Jim Crow laws.

**Vocabulary**  
**minstrel:** one of a troupe of entertainers in blackface presenting a comic variety show

#### MAIN IDEA

#### Analyzing Effects

**A** How did the *Plessy v. Ferguson* ruling affect the civil rights of African Americans?

## Turn-of-the-Century Race Relations

African Americans faced not only formal discrimination but also informal rules and customs, called racial etiquette, that regulated relationships between whites and blacks. Usually, these customs belittled and humiliated African Americans, enforcing their second-class status. For example, blacks and whites never shook hands, since shaking hands would have implied equality. Blacks also had to yield the sidewalk to white pedestrians, and black men always had to remove their hats for whites.

## HISTORICAL SPOTLIGHT

### WASHINGTON VS. DU BOIS

Booker T. Washington argued for a gradual approach to racial equality—suggesting that “it is at the bottom of life we must begin, and not at the top.”

Ten years later, W. E. B. Du Bois denounced this view of gradual equality. Du Bois demanded full social and economic equality for African Americans, declaring that “persistent manly agitation is the way to liberty.”

In 1909 the Niagara Movement, founded by Du Bois in 1905, became the National Association for the Advancement of Colored People (NAACP), with Du Bois as the editor of its journal, *The Crisis*. He wrote, “We refuse to surrender . . . leadership . . . to cowards and trucklers. We are men; we will be treated as men.” The NAACP continues the fight for racial equality today.

Some moderate reformers, like Booker T. Washington, earned support from whites. Washington suggested that whites and blacks work together for social progress.

### A PERSONAL VOICE BOOKER T. WASHINGTON

“To those of the white race . . . I would repeat what I say to my own race. . . . Cast down your bucket among these people who have, without strikes and labour wars, tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures from the bowels of the earth. . . . In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.”

—Atlanta Exposition address, 1895

Washington hoped that improving the economic skills of African Americans would pave the way for long-term gains. People like Ida B. Wells and W. E. B. Du Bois, however, thought that the problems of inequality were too urgent to postpone. **B**

**VIOLENCE** African Americans and others who did not follow the racial etiquette could face severe punishment or death. All too often, blacks who were accused of violating the etiquette were lynched. Between 1882 and 1892, more than 1,400 African-American men and women were shot, burned, or hanged without trial in the South. Lynching peaked in the 1880s and 1890s but continued well into the 20th century.

**DISCRIMINATION IN THE NORTH** Most African Americans lived in the segregated South, but by 1900, a number of blacks had moved to Northern cities. Many blacks migrated to Northern cities in search of better-paying jobs and social equality. But after their arrival, African Americans found that there was racial discrimination in the North as well. African Americans found themselves forced into segregated neighborhoods. They also faced discrimination in the workplace. Labor unions often discouraged black membership, and employers hired African-American labor only as a last resort and fired blacks before white employees.

Sometimes the competition between African Americans and working-class whites became violent, as in the New York City race riot of 1900. Violence erupted after a young black man, believing that his wife was being mistreated by a white policeman, killed the policeman. Word of the killing spread, and whites retaliated by attacking blacks. Northern blacks, however, were not alone in facing discrimination. Non-whites in the West also faced oppression. **C**

## Discrimination in the West

Western communities were home to people of many backgrounds working and living side by side. Native Americans still lived in the Western territories claimed by the United States. Asian immigrants went to America’s Pacific Coast in search of wealth and work. Mexicans continued to inhabit the American Southwest. African Americans were also present, especially in former slave-holding areas, such as Texas. Still, racial tensions often made life difficult.

**MEXICAN WORKERS** In the late 1800s, the railroads hired more Mexicans than members of any other ethnic group to construct rail lines in the Southwest.

### MAIN IDEA

#### Summarizing

**B** What were Booker T. Washington’s views about establishing racial equality?

### MAIN IDEA

#### Contrasting

**C** How did conditions for African Americans in the North differ from their circumstances in the South?



◀ Mexican track workers for the Southern Pacific railroad posed for this group photo taken sometime between 1910 and 1915.

Mexicans were accustomed to the region's hot, dry climate. But the work was grueling, and the railroads made them work for less money than other ethnic groups.

Mexicans were also vital to the development of mining and agriculture in the Southwest. When the 1902 National Reclamation Act gave government assistance for irrigation projects, many southwest desert areas bloomed. Mexican workers became the major labor force in the agricultural industries of the region.

Some Mexicans, however, as well as African Americans in the Southwest, were forced into **debt peonage**, a system that bound laborers into slavery in order to work off a debt to the employer. Not until 1911 did the Supreme Court declare involuntary peonage a violation of the Thirteenth Amendment.

**EXCLUDING THE CHINESE** By 1880, more than 100,000 Chinese immigrants lived in the United States. White people's fear of job competition with the Chinese immigrants often pushed the Chinese into segregated schools and neighborhoods. Strong opposition to Chinese immigration developed, and not only in the West. (See Chinese Exclusion Act, page 259.)

Racial discrimination posed terrible legal and economic problems for non-whites throughout the United States at the turn of the century. More people, however, whites in particular, had leisure time for new recreational activities, as well as money to spend on a growing array of consumer products.

### Vocabulary

**peon:** a worker bound in servitude to a landlord creditor



## ASSESSMENT

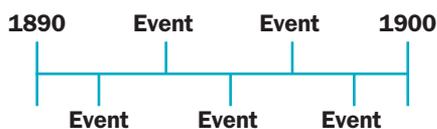
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Ida B. Wells
- grandfather clause
- Jim Crow laws
- debt peonage
- poll tax
- segregation
- Plessy v. Ferguson

### MAIN IDEA

**2. TAKING NOTES** (11.1.4)

Review the section, and find five key events to place on a time line as shown.



Which of these events do you think was most important? Why?

### CRITICAL THINKING

**3. IDENTIFYING PROBLEMS** (HI 2)

How did segregation and discrimination affect the lives of African Americans at the turn of the 20th century?

**4. COMPARING** (11.10.4)

What did some African-American leaders do to fight discrimination?

**5. CONTRASTING** (HI 1)

How did the challenges and opportunities for Mexicans in the United States differ from those for African Americans? **Think About:**

- the types of work available to each group
- the effects of government policies on each group
- the effect of the legal system on each group