CHAPTER FIFTEEN:
BLACK SOUTHERNERS CHALLENGE WHITE SUPREMACY

CHAPTER SUMMARY

Black Southerners refused to allow the growing tide of racism and segregation to overwhelm them. They adapted with a variety of responses to white supremacy in the late 19th and early 20th century. Blacks continued to believe in the power of an education, often enduring horrible conditions to obtain one. The South segregated schools, and almost no blacks schools at the high school level existed. Many whites and blacks, led by Booker T. Washington and the Tuskegee Institute, firmly believed that the most appropriate type of education for blacks was vocational and agricultural training. Elite blacks like W.E.B. DuBois, argued, however, for the necessity of a broad liberal arts education with an emphasis on critical thinking. The church, with Baptists leading the pack, also remained very important to black lives, providing an outlet for emotionalism and an escape from the dreariness of everyday life. Holiness churches and the Pentecostal movements also gained in popularity among many blacks dissatisfied with the formality and stiffness of some Methodist and Baptist congregations.

In an attempt to prove their patriotism and courage to whites, blacks continued to serve in the armed forces, both as “buffalo soldiers” fighting Indians in the West, and the Spanish American War and the Filipino Insurrection. For the first time, during the Spanish American War, black officers led black regiments. Ironically, blacks rarely objected to their roles in subjugating other people of color for the benefit of a country that blatantly discriminated against them. Some blacks, in addition, gained wealth during the difficult period by forming successful businesses or becoming professionals, almost always catering exclusively to other blacks. The majority of blacks, however, toiled in dirty, menial work. Even when they attempted to form unions to better their working situation, striking proved ineffective. The development of music, including ragtime, jazz and the blues, as well as playing sports provided another outlet for blacks’ talent and creativity. Sports, in particular, suffered from the growing trend of segregation through the South and generally limited black opportunities.

LEARNING OBJECTIVES

Understand the background and intellectual content of racism during the late 19th century.

Understand the importance of schools, the development of the leadership of Booker T. Washington and his ideas for the improvement of blacks, as well as the ideas of his critics.

Understand the role of churches, including new Protestant movements, in the fight against segregation and discrimination for blacks.

Understand black efforts in the military in the late 19th century, including their role as Buffalo Soldiers in the West, and as soldiers in the Spanish American War and Philippine Insurrection. Understand the discrimination and gains made in each of those conflicts.

Understand developments among black businesses, labor unions and professionals in the struggle for equality.

Understand the importance of cultural developments, including music and sports, in blacks’ fight against segregation and for a place in American society.
CHAPTER OUTLINE

I. Introduction

II. Social Darwinism
   A. Origins
   B. Effect

III. Education and Schools
   A. Difficulties in Going to School
   B. Segregated Schools
      1. Lack of high schools
      2. Modest private efforts
   C. The Hampton School
      1. Belief in vocational education
      2. Dominance of Armstrong
   D. Washington and the Tuskegee Model
      1. Washington’s Background
      2. Years at Hampton
      3. Founding Tuskegee
      4. Beliefs about education
      5. Reaction from whites
      6. Morrill Act
      7. Black colleges
   E. Critics of the Tuskegee Model
      1. Emphasis on liberal arts
      2. Private black colleges

IV. Church and Religion
   A. Establishment of Separate Churches
   B. Dominance of Baptists
   C. Meaning in Black Life
   D. Church Services
   E. Black Ministers
   F. The Church as Solace and Escape
      1. Role of services
      2. Message relayed
   G. The Holiness Movement and the Pentecostal Church
      1. Origin of the Holiness Churches
      2. Beliefs/Appeal
      3. Origins of the Pentecostal Churches
      4. Beliefs/Appeal

V. Red Versus Black: The Buffalo Soldiers
   A. The Army After the Civil War
   B. Black Military Assignments
   C. Discrimination in the Army
      1. Poor Conditions
2. Positive Aspects
D. The Buffalo Soldiers in Combat
   1. Origins of name
   2. Thoughts about role
   3. Campaigns
E. Civilian Hostility to Black Soldiers
   1. Mexicans in Texas
   2. Brownsville Affair
      a. Discrimination by whites and Mexicans
      b. Blacks blamed for violence

VI. African Americans in the Navy

VII. The Spanish-American War
   A. Push for Additional Territory
   B. War with Spain
   C. Critics of War
   D. Black Service
   E. Black Officers
      1. Leadership
      2. Racial Discrimination
   F. A Splendid Little War
   G. After the War

VIII. The Philippine Insurrection
   A. Background
   B. Would Black Men Fight Brown Men?
      1. Criticism
      2. Black Service in Philippines

IX. Black Businesspeople and Entrepreneurs
   A. Lack of Opportunity
   B. Black Businesses

X. African Americans and Labor
   A. General Labor
   B. Unions
      1. Knights of Labor
      2. American Federation of Labor
      3. International Workers of the World
      4. National Colored Labor Union
   C. Strikes
      1. General Results
      2. Examples

XI. Black Professionals
   A. Exclusion from White Facilities
   B. Medicine
      1. Schools
      2. Statistics
3. Contraction of Profession
4. Nursing

C. The Law
1. Discrimination within white system
2. Law schools

XII. Music
A. Roots
B. Ragtime
1. Definition
2. Scott Joplin
C. Jazz
1. Definition
2. Early Forms
3. Jelly Roll Morton
D. The Blues
1. Origins/W.C. Handy
2. Influence of Mississippi Delta
3. “Ma” Rainey

XIII. Sports
A. Segregation of Athletics
B. Jack Johnson
C. Baseball
1. Initial interracial efforts
2. Exclusion from major league play
3. Black teams
D. Basketball and other sports
E. College Athletics
1. Participation in North
2. Intercollegiate athletics
3. Black athletic conferences

XIV. Conclusion

TEST MATERIALS

MAP QUESTIONS
(Locate the following regions, geographical features or political entities on a map)
Hampton, VA
Tuskegee, AL
Hawaii
Cuba
Guam
Puerto Rico
Philippines
San Juan Hill/Kettle Hill
Santiago, Cuba
Atlanta