

## Historical Background

“In 1948 in South Carolina, the modern civil rights movement started with a simple request. The parents of some African American students in Clarendon County, South Carolina requested a bus to take their children to their all-black school. Some children had to walk 18 miles to and from school each day. Since the county’s [2375] white children had [30] school buses for their use and its [6531] black students had none, parents at Scott’s Branch School felt that the “separate-but equal” doctrine established by the Supreme Court in *Plessy v. Ferguson* required that the school district at least pay for the gas and repairs on the used bus that the families had bought for their children. Parents did not originally seek integration but instead some equality. The case was dismissed due to a technicality. With the assistance of local leaders and the National Association for the Advancement of Colored People, [25] parents brought suit against the school district in a new case, *Briggs v. Elliot*, for equal treatment under the law as required by the 14th amendment. In federal district court, the state’s counsel admitted that the separate schools for African Americans were unequal but claimed that the state had initiated a building program that would bring the African American schools up to par with the white schools. The court, therefore, ruled in favor of the school district. The NAACP then appealed the case to the United States Supreme Court, combining it with others like it from several states. . *Briggs v. Elliot* was the first of five cases that became part of the landmark *Brown v. Board of Education of Topeka, Kansas* decision that was decided in 1954. In *Brown*, the Supreme Court ruled that separate was inherently unequal. The court further ruled that African American students should be integrated into classrooms with white children with “all deliberate speed.”

South Carolina Social Studies Support Document, Grade 8, 2008 [http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social\\_studies/social.html](http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/social.html)

## South Carolina Standards

**5-5.3** Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)

**8-7.4** Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. (H, P, E)

**USHC-9.5** Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity. (H, P)

## Objectives

- Students will analyze a speech written by Rev. Joseph A. DeLaine, local Civil Rights Activist
- Students will analyze events surrounding the *Briggs v. Elliot* case

- Students will compare and contrast ideas in the Civil Rights Movement with current events.

**Time Required**

1-2 class periods

**Recommended Grade Level**

Middle/High

**Lesson Materials**

- Images and documents downloaded from the Joseph A. DeLaine Collection
  - [The Whites Citizens Council and States' Rights League](#)
  - [Threat Note](#)
- One printed copy of the written threat left for Joseph A. DeLaine
- Printed Copies of the two selected speeches (enough for groups)

**Lesson Preparation**

1. Print a copy of the written threat left for Joseph A. DeLaine. Fold it like a note.
2. Print all other copies. Have these files ready to be viewed before class starts.
3. Write starter question on the board: What was the Civil Rights movement?

**Lesson Procedure**

1. As students walk into the room, pull a random student to the side. Hand him the folded note. Ask that student to pass it to another student (pre-select the student that will read the note). Ask the student who will pass the note to not read it or tell the reader where he got it from.
2. Allow three to five minutes to complete the starter question on the board.
3. Bring the class to attention. Have students respond to the starter question aloud.
4. Project the image of the note onto the board. Turn to the reader of the note. Ask her/him to read the note aloud. Ask the student how he/she felt when she/he read the note.
5. Turn to the class. Explain that this note was written to tell Rev. Joseph A. DeLaine to get out of town.
6. At this point, if students have questions, use those questions to guide information concerning the Civil Rights Movement in South Carolina. If there are no questions, continue to explain who Joseph A. DeLaine was and how he was instrumental in the Supreme Court case, *Briggs v. Elliot* (a precursor to *Brown v. Board of Education*). Background information is provided as a part of the collection at <http://www.sc.edu/library/digital/collections/delaine.html>
7. After this point, explain to students that they will be analyzing a speech written by Rev. Joseph A. DeLaine.
8. Distribute the speech. Let students highlight key points and make notes on the printed copies.
9. Reconvene to discuss the speech and what they tell us about the Civil Rights Movement. Ask for questions about the documents. Again, if students have probing questions, allow those questions to guide your discussion. If there are no significant questions, ask the following:

- a. In the speech *The Whites Citizens Council and States' Rights League*, what point is DeLaine making?
- b. Which groups does DeLaine compare to Nazi's and Facists? What points does he use to make these correlations?
- c. Should groups like the KKK, the Whites Citizens Council and the States' Rights League be considered terrorists? Explain.
- d. Why do you think DeLaine felt so strongly about these groups?
- e. How do these historical acts of terrorism compare to acts by terrorists groups like Al-Qaeda?
- f. How does this speech support or contradict your current understanding of the Civil Rights Movement?

### Assessment

Have students write an editorial supporting or refuting claims by Joseph A. DeLaine that groups like the KKK, States' Rights League and the White Citizens Council were terrorists.

### Lesson Extension Options

- Take students to the computer lab to search through the Joseph A. DeLaine collection.
- Host a debate on the idea of domestic terrorism. Is it more or less detrimental than terrorism from abroad?

### Digital Collections Information

This lesson plan is based on images and/or documents derived from the Joseph A. DeLaine collection available from the University of South Carolina's Digital Collections Library. To see more from this collection please visit the following link.

<http://www.sc.edu/library/digital/collections/delaine.html>

To see other collections that may be helpful to your search, visit the Digital Collections homepage by clicking here <http://sc.edu/library/digital/index.php> or visit SCDL's collections by clicking here <http://www.scmemory.org/index.php>.

8-7.4

# Domestic Terrorism

# Threat

and if you are not away by then  
rather than let you spread your  
dirty filthy poison here any longer  
we have made plans to move  
you if it take dynamite to  
do so this is final

9-28-73  
D-215465

# Speech, The White Citizens Council and States Right League, Joseph A. DeLaine, Sr.

*J. A. DeLaine Speech making*

## The White Citizens Council and States Right League

My reason for being in New York is anybody's guess. However some evidence aided by the light thrown on the southern rebellion as it was published in the New York <sup>Daily</sup> News I am able to explain some of the undercover workings of the white citizens council.

Like the rise of the Facists producing Mussolini and the Nazi producing Hitler, the white Citizens Council, if unchecked will produce its dictator.

### Facism

The purpose of Facism was to secure discipline and unity by centering power in a small minority headed by an absolute dictator.

Facism depended upon the police to crush all opposition or dissent. Secret police spy on the whole population, and any casual remark against the facist led to swift and severe punishment. Opposition parties were dissolved. Opponents either left the country or were killed or jailed. Others who did not like the principles learned to act as if they were loyal supporters. It tries to identify its principles with the country, so that disagreement will look like treason. Some other group within the country, is usually picked out to serve as "ENEMY" and made to appear as the cause of all evil or misfortune.

### Nazi

For example, the Nazis in Germany represented their movement first as a crusade against the Jews, then a fight against COMMUNISM, and later a struggle against neighboring countries they wished to subdue or occupy.

Superpatriotism becomes a kind of race fanaticism. It combines racial religious bigotry as in the case of the strong American Facist movement of the 1920's called the Klu Klux Kland.

*Some of* These Fascist groups gained control of industry, trade, education and religion and finally complete control of the government. Their beginning was against some other group which they denounced.

### The White Citizens Councils

The White Citizens Councils took their beginning in Opposition to the Unanimous Decision of the United States Supreme Court which ~~ruled that it was UNCONSTITUTIONAL to segregate school children on the bases of race or color.~~ This gave the bigots and racist a chance to stir the hatred of many under the pretence of patriotism and loyalty. They even denounce the U.S. Supreme Court and the NAACP as COMMUNIST front because they find racial prejudice a fertile field to usurp political power and exploit other elements of society by their cunning practices. For this there must be an invisible ruling group and a mouthpiece similar to a dictator. The Klu Klux Kland called its mouth piece the Grand Dragon. It yet remains <sup>Negro</sup> what the mouth piece of the WCC is called but thanks be to the New York Daily News that a part of their cunning practices have been published. The whole truth will never be published. Their drive is to prove that the Negro is inferior and that the way to keep him "in his place" is to squeeze him economically and put fear into <sup>his heart</sup> him. Extending the economic squeeze to dissenting white men.

### FEAR

Decisions Made behind closed doors

*b. mind* The WCC makes their decisions behind closed doors and pass the word <sup>people</sup> down the line to others. Some are race haters and some <sup>are</sup> are carrying out their treacherous decisions through fear.

The Citizens Councils has created a climate of fear from thought control which is enforced by financial sanction. And has undone most of the improvements in race relations made in the last 30 years.

### Violence

Increasing violence is in many sections, although official statistics fail to support the violence. Crime is committed in a subtle way. It is inspired by the white CC but carried out by individuals. Crime instigated or committed with the backing of the WCC is immediately laid upon the NAACP or some Negro. Sheriffs, policemen and even the innocent man in the jury box bow to the wishes of the decision made by the WCC behind closed doors.

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## WCC Growth

The news paper attribute the growth (1) To "the technique of using Economic Sanctions against dissenters, white and Negro, and (2) a BANKROLL put up by undisclosed groups".

Bank, "a full court sitting, to hear arguments". Roll., "To utter with a deep speed".

This word BANKROLL resemble the real activities which I have experienced. This court sitting is done without the knowledge of the person being tried. He is condemned before he knows he is being tried. Like the facisit with a secret police they crush those who oppose their practices. Their spie system is built upon much unreliable information. And the dissenters or opposition's verdict is secretly announced before he enters a court room. While he seeks council to defend himself from the framed accusation he often employs a member of the WCC to defend him. His council takes his money but knows the verdict is fixed before the Judge enters the court.

The American States Right League carried many of the principles practiced by the WCC but not quite as subtle and vicious. Many States Right Leagues in S.C. have changed over to the WCC.

In 1949 and 1950 under the States Right League we were suppressed when we sought to rid our school of some irregularities. In our movement we sought School Bus transportation for Negro Children. This was bitterly opposed by the racist. We changed with the NAACP policy to Equal Educational Opportunity. They gave us bad names, they closed mortgages, they refused us credit, they fired us. Failing to stop our petition and public mass meeting they framed a slander lawsuit against me who was the chairman of the patrons. Strangely enough the defendants in the Clarendon County Case in the Federal Court became the prosecuting witnesses against me in the state court trying to wind a \$20,000.00 for allegedly slander. The accuser was a condemned man by the county Board of Education. They made me pay a judgment of \$2,700.00. They threw KKK papers and laid it on us, but got caught. My home and furniture was burnt to the ground. In 1954 my farm house was burnt when my brother moved in to take charge of my farm.

## WCC

In August the WCC was organized in Lake City where I had lived for five years and the loosing attorney S.E.Rogers came and spoke there. The next night my window pains were broken out. They stoned my house. One car's number was turned over to the police but nothing was done about it. The sheriff started to accuse my son for being responsible for the crimes. Fortunately my son was living 80 miles away from his father and mother. When my son arrived a few minutes before my windows were broken out and reported it to the police headquarters, the remark was "Are you sure the car wasn't your daddys car". When my neiphew's place was shot into, the Sheriff of Clarendon County accused some NAACP person for the crime and made no effort to catch the culprits. When my church was burned they again tried to link my son to the crime. Fortunately he was in Allen University attending school 80 miles away. When the threatning letter came to me threatning to dynamite my house if I did not leave they said some of my members did it who wanted me to leave. On the night of Oct.10 when my wife and I fled my home on account of the terror from the shooting of guns and when I shot back and two white men were hit. They seek me like I am some common criminal. Nothing was said about the evil done to me and my family. However, I appreciate one great honor attributed accidentally to me. That is, the Governor of the State of S.C. Called me recently a PROFESSIONAL AGITATOR. Seeing that from our 1949 and 1950 agitation and petition all Negro children are transported to and from school like all other children and seeing that Every county in S.C. has new modern school building since we began our c mpaign. And seeing that the U.S.Supreme Court has unanimously stamped its approval to what we agitated and declared segregation illegal, gives me pride to be called and agitator.

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Facism tries to identify its principles with the principles of the country so that disagreement will look like treason. Some other group within the country is usually picked out to serve as "ENEMY" and made to appear as the cause of all evils and misfortunes.

## Nazism

For example, the Nazi in Germany represented their movement first as a crusade against the Jews, then a fight against communism and later when they had subdued all opposition parties within the country, they began a crusade against neighboring countries, they wished to subdue or occupy.

Supernationalism becomes a kind of race fanaticism. It combines racial religious bogotry as in the case of the strong American Facisit Movement in the 1920's called the Klu Klux Kland.

Some of these Facits groups gain complete control of industry, trade, education and religion and finally complete control of the Government. Their beginning was against some other group which they denounced.

## THE WHITE CITIZENS COUNCILS

The White Citizens Councils are arising almost identical like the Nazi of Germany. The greatest fortress against them is the Supreme Court's Decision of May 17, 1954 and the ~~SUPREME~~ COURT of the Land seems not to have the ability to force its just decision on the lawless group that misinterprets their constitutional privileges.

The white Citizens Councils were organized in Opposition to the U.S. Supreme Court's Decision of May 17, 1955. The court's decision was unanimous but decree gave the segregationist time to organize while continuing to deny a large segment of the population of their constitutional rights. This lenancy on the part of the Supreme court gave the bigots and racists an opportunity to organize in opposition to the Supreme Law of the Land. They pretend to be patriotic and loyal while they stir up hatred and denounce the Supreme Court and the NAACP as being communist front Organizations. In the White Citizens Council they have discovered that racial prejudice is a fertile field to usurp political power and exploit other elements of society by their cunning practices. For this they have discovered a good rallying point to be segregation.

For this there must be an invisible ruling group and a mouth piece similar to a dictator. The KKK called its mouth piece the Grand Dragon. It yet remains to be known what the WCC call their mouth piece. But thanks be to the news men for uncovering a part of their cunning practices through publicity.

The WCC drive is to prove that the Negro is inferior and that the way to "keep him in his place" is to squeeze him "Economically" and put fear into his heart and mind. They not only put economic squeeze on Negroes but they extend it to men of all races. (The Page) (The Editor of the Florence Morning News) (A Methodist Minister who made a motion in the Annual Conference)