

# The Two Worlds of Race: A Historical View

*John Hope Franklin*

JOHN HOPE FRANKLIN (1915 – 2009) was a prominent historian and ardent defender of civil rights. His numerous publications include the groundbreaking book *From Slavery to Freedom: A History of American Negroes* (1947), now in its eighth edition. He was elected a Fellow of the American Academy in 1964. The essay reprinted here originally appeared in *Dædalus* 94 (4) (Fall 1965); that volume was the first of two special issues on “The Negro American.”

Measured by universal standards the history of the United States is indeed brief. But during the brief span of three and one-half centuries of colonial and national history Americans developed traditions and prejudices which created the two worlds of race in modern America. From the time that Africans were brought as indentured servants to the mainland of English America in 1619, the enormous task of rationalizing and justifying the forced labor of peoples on the basis of racial differences was begun; and even after legal slavery was ended, the notion of racial differences persisted as a basis for maintaining segregation and discrimination. At the same time, the effort to establish a more healthy basis for the new world social order was begun, thus launching the continuing battle between the two worlds of race, on the one hand, and the world of equality and complete human fellowship, on the other.

For a century before the American Revolution the status of Negroes in the English colonies had become fixed at a low point that distinguished them from all other persons who had been held in temporary bondage. By the middle of the eighteenth century, laws governing Negroes denied to them certain basic rights that were conceded to others. They were permitted no independence of thought, no opportunity to improve their minds or their talents or to worship freely, no right to marry and enjoy the conventional family relationships, no right to own or dispose of property, and

---

© 1965 by the American Academy of Arts & Sciences

no protection against miscarriages of justice or cruel and unreasonable punishments. They were outside the pale of the laws that protected ordinary humans. In most places they were to be governed, as the South Carolina code of 1712 expressed it, by special laws “as may restrain the disorders, rapines, and inhumanity to which they are naturally prone and inclined.” A separate world for them had been established by law and custom. Its dimensions and the conduct of its inhabitants were determined by those living in a quite different world.

By the time that the colonists took up arms against their mother country in order to secure their independence, the world of Negro slavery had become deeply entrenched and the idea of Negro inferiority well established. But the dilemmas inherent in such a situation were a source of constant embarrassment. “It always appeared a most iniquitous scheme to me,” Mrs. John Adams wrote her husband in 1774, “to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have.” There were others who shared her views, but they were unable to wield much influence. When the fighting began General George Washington issued an order to recruiting officers that they were not to enlist “any deserter from the ministerial army, nor any stroller, negro, or vagabond, or person suspected of being an enemy to the liberty of America nor any under eighteen years of age.” In classifying Negroes with the dregs of society, traitors, and children, Washington made it clear that Negroes, slave or free, were not to enjoy the high privilege of fighting for political independence. He would change that order later, but only after it became clear that Negroes were enlisting with the “ministerial army” in droves in order to secure their own free-

dom. In changing his policy if not his views, Washington availed himself of the services of more than 5,000 Negroes who took up arms against England.<sup>1</sup>

Many Americans besides Mrs. Adams were struck by the inconsistency of their stand during the War for Independence, and they were not averse to making moves to emancipate the slaves. Quakers and other religious groups organized antislavery societies, while numerous individuals manumitted their slaves. In the years following the close of the war most of the states of the East made provisions for the gradual emancipation of slaves. In the South, meanwhile, the antislavery societies were unable to effect programs of state-wide emancipation. When the Southerners came to the Constitutional Convention in 1787 they succeeded in winning some representation on the basis of slavery, in securing federal support of the capture and rendition of fugitive slaves, and in preventing the closing of the slave trade before 1808.

Even where the sentiment favoring emancipation was pronounced, it was seldom accompanied by a view that Negroes were the equals of whites and should become a part of one family of Americans. Jefferson, for example, was opposed to slavery; and if he could have had his way, he would have condemned it in the Declaration of Independence. It did not follow, however, that he believed Negroes to be the equals of whites. He did not want to “degrade a whole race of men from the work in the scale of beings which their Creator may *perhaps* have given them. . . . I advance it therefore, as a suspicion only, that the blacks, whether originally a distinct race, or made distinct by time and circumstance, are inferior to the whites in the endowment both of body and mind.” It is entirely possible that Jef-

erson's later association with the extraordinarily able Negro astronomer and mathematician, Benjamin Banneker, resulted in some modification of his views. After reading a copy of Banneker's almanac, Jefferson told him that it was "a document to which your whole race had a right for its justifications against the doubts which have been entertained of them."<sup>2</sup>

In communities such as Philadelphia and New York, where the climate was more favorably disposed to the idea of Negro equality than in Jefferson's Virginia, few concessions were made, except by a limited number of Quakers and their associates. Indeed, the white citizens in the City of Brotherly Love contributed substantially to the perpetuation of two distinct worlds of race. In the 1780s, the white Methodists permitted Negroes to worship with them, provided the Negroes sat in a designated place in the balcony. On one occasion, when the Negro worshippers occupied the front rows of the balcony, from which they had been excluded, the officials pulled them from their knees during prayer and evicted them from the church. Thus, in the early days of the Republic and in the place where the Republic was founded, Negroes had a definite "place" in which they were expected at all times to remain. The white Methodists of New York had much the same attitude toward their Negro fellows. Soon, there were separate Negro churches in these and other communities. Baptists were very much the same. In 1809 thirteen Negro members of a white Baptist church in Philadelphia were dismissed, and they formed a church of their own. Thus, the earliest Negro religious institutions emerged as the result of the rejection by white communicants of their darker fellow worshippers. Soon there would be oth-

er institutions – schools, newspapers, benevolent societies – to serve those who lived in a world apart.

Those Americans who conceded the importance of education for Negroes tended to favor some particular type of education that would be in keeping with their lowly station in life. In 1794, for example, the American Convention of Abolition Societies recommended that Negroes be instructed in "those mechanic arts which will keep them most constantly employed and, of course, which will less subject them to idleness and debauchery, and thus prepare them for becoming good citizens of the United States." When Anthony Benezet, a dedicated Pennsylvania abolitionist, died in 1784 his will provided that on the death of his wife the proceeds of his estate should be used to assist in the establishment of a school for Negroes. In 1787 the school of which Benezet had dreamed was opened in Philadelphia, where the pupils studied reading, writing, arithmetic, plain accounts, and sewing.

Americans who were at all interested in the education of Negroes regarded it as both natural and normal that Negroes should receive their training in separate schools. As early as 1773 Newport, Rhode Island, had a colored school, maintained by a society of benevolent clergymen of the Anglican Church. In 1798 a separate private school for Negro children was established in Boston; and two decades later the city opened its first public primary school for the education of Negro children. Meanwhile, New York had established separate schools, the first one opening its doors in 1790. By 1814 there were several such institutions that were generally designated as the New York African Free Schools.<sup>3</sup>

Thus, in the most liberal section of the country, the general view was that Negroes should be kept out of the main

stream of American life. They were forced to establish and maintain their own religious institutions, which were frequently followed by the establishment of separate benevolent societies. Likewise, if Negroes were to receive any education, it should be special education provided in separate educational institutions. This principle prevailed in most places in the North throughout the period before the Civil War. In some Massachusetts towns, however, Negroes gained admission to schools that had been maintained for whites. But the School Committee of Boston refused to admit Negroes, arguing that the natural distinction of the races, which "no legislature, no social customs, can efface renders a promiscuous intermingling in the public schools disadvantageous both to them and to the whites." Separate schools remained in Boston until the Massachusetts legislature in 1855 enacted a law providing that in determining the qualifications of students to be admitted to any public school no distinction should be made on account of the race, color, or religious opinion of the applicant.

Meanwhile, in the Southern states, where the vast majority of the Negroes lived, there were no concessions suggesting equal treatment, even among the most liberal elements. One group that would doubtless have regarded itself as liberal on the race question advocated the deportation of Negroes to Africa, especially those who had become free. Since free Negroes "neither enjoyed the immunities of freemen, nor were they subject to the incapacities of slaves," their condition and "unconquerable prejudices" prevented amalgamation with whites, one colonization leader argued. There was, therefore, a "peculiar moral fitness" in restoring them to "the land of their fathers." Men like Henry Clay, Judge Bushrod Wash-

ington, and President James Monroe thought that separation – expatriation – was the best thing for Negroes who were or who would become free.<sup>4</sup>

While the colonization scheme was primarily for Negroes who were already free, it won, for a time, a considerable number of sincere enemies of slavery. From the beginning Negroes were bitterly opposed to it, and only infrequently did certain Negro leaders, such as Dr. Martin Delany and the Reverend Henry M. Turner, support the idea. Colonization, however, retained considerable support in the most responsible quarters. As late as the Civil War, President Lincoln urged Congress to adopt a plan to colonize Negroes, as the only workable solution to the race problem in the United States. Whether the advocates of colonization wanted merely to prevent the contamination of slavery by free Negroes or whether they actually regarded it as the just and honorable thing to do, they represented an important element in the population that rejected the idea of the Negro's assimilation into the main stream of American life.

Thus, within fifty years after the Declaration of Independence was written, the institution of slavery, which received only a temporary reversal during the Revolutionary era, contributed greatly to the emergence of the two worlds of race in the United States. The natural rights philosophy appeared to have little effect on those who became committed, more and more, to seeking a rationalization for slavery. The search was apparently so successful that even in areas where slavery was declining, the support for maintaining two worlds of race was strong. Since the Negro church and school emerged in Northern communities where slavery was dying, it may be said that the free society believed almost

*John Hope  
Franklin*

as strongly in racial separation as it did in racial freedom.

The generation preceding the outbreak of the Civil War witnessed the development of a set of defenses of slavery that became the basis for much of the racist doctrine to which some Americans have subscribed from then to the present time. The idea of the inferiority of the Negro enjoyed wide acceptance among Southerners of all classes and among many Northerners. It was an important ingredient in the theory of society promulgated by Southern thinkers and leaders. It was organized into a body of systematic thought by the scientists and social scientists of the South, out of which emerged a doctrine of racial superiority that justified any kind of control over the slave. In 1826 Dr. Thomas Cooper said that he had not the slightest doubt that Negroes were an "inferior variety of the human species; and not capable of the same improvement as the whites." Dr. S. C. Cartwright of the University of Louisiana insisted that the capacities of the Negro adult for learning were equal to those of a white infant; and the Negro could properly perform certain physiological functions only when under the control of white men. Because of the Negro's inferiority, liberty and republican institutions were not only unsuited to his temperament, but actually inimical to his well-being and happiness.

Like racists in other parts of the world, Southerners sought support for their ideology by developing a common bond with the less privileged. The obvious basis was race; and outside the white race there was to be found no favor from God, no honor or respect from man. By the time that Europeans were reading Gobineau's *Inequality of Races*, Southerners were reading Cartwright's *Slavery in the Light of Ethnology*. In admitting all whites

into the pseudo-nobility of race, Cartwright won their enthusiastic support in the struggle to preserve the integrity and honor of *the* race. Professor Thomas R. Dew of the College of William and Mary comforted the lower-class whites by indicating that they could identify with the most privileged and affluent of the community. In the South, he said, "no white man feels such inferiority of rank as to be unworthy of association with those around him. Color alone is here the badge of distinction, the true mark of aristocracy, and all who are white are equal in spite of the variety of occupation."<sup>5</sup>

Many Northerners were not without their own racist views and policies in the turbulent decades before the Civil War. Some, as Professor Louis Filler has observed, displayed a hatred of Negroes that gave them a sense of superiority and an outlet for their frustrations. Others cared nothing one way or the other about Negroes and demanded only that they be kept separate.<sup>6</sup> Even some of the abolitionists themselves were ambivalent on the question of Negro equality. More than one antislavery society was agitated by the suggestion that Negroes be invited to join. Some members thought it reasonable for them to attend, but not to be put on an "equality with ourselves." The New York abolitionist, Lewis Tappan, admitted "that when the subject of acting out our profound principles in treating men irrespective of color is discussed heat is always produced."<sup>7</sup>

In the final years before the beginning of the Civil War, the view that the Negro was different, even inferior, was widely held in the United States. Leaders in both major parties subscribed to the view, while the more extreme racists deplored any suggestion that the Negro could ever prosper as a free man. At Peo-



ria, Illinois, in October 1854, Abraham Lincoln asked what stand the opponents of slavery should take regarding Negroes. "Free them, and make them politically and socially, our equals? My own feelings will not admit of this; and if mine would, we well know that those of the great mass of white people will not. Whether this feeling accords with justice and sound judgment, is not the sole question, if indeed, it is any part of it. A universal feeling, whether well or ill founded, cannot be safely disregarded. We cannot, then, make them equals."

The Lincoln statement was forthright, and it doubtless represented the views of most Americans in the 1850s. Most of those who heard him or read his speech were of the same opinion as he. In later years, the Peoria pronouncement would be used by those who sought to detract from Lincoln's reputation as a champion of the rights of the Negro. In 1964, the White Citizens' Councils reprinted portions of the speech in large advertisements in the daily press and insisted that Lincoln shared their views on the desirability of maintaining two distinct worlds of race.

Lincoln could not have overcome the nation's strong predisposition toward racial separation if he had tried. And he did not try very hard. When he called for the enlistment of Negro troops, after issuing the Emancipation Proclamation, he was content not only to set Negroes apart in a unit called "U.S. Colored Troops," but also to have Negro privates receive \$10 per month including clothing, while whites of the same rank received \$13 per month plus clothing. Only the stubborn refusal of many Negro troops to accept discriminatory pay finally forced Congress to equalize compensation for white and Negro soldiers.<sup>8</sup> The fight for union that became also a fight for freedom never became a fight

for equality or for the creation of one racial world.

*John Hope  
Franklin*

The Lincoln and Johnson plans for settling the problems of peace and freedom never seriously touched on the concomitant problem of equality. To be sure, in 1864 President Lincoln privately raised with the governor of Louisiana the question of the franchise for a limited number of Negroes, but when the governor ignored the question the President let the matter drop. Johnson raised a similar question in 1866, but he admitted that it was merely to frustrate the design of radical reformers who sought a wider franchise for Negroes. During the two years following Appomattox Southern leaders gave not the slightest consideration to permitting any Negroes, regardless of their service to the Union or their education or their property, to share in the political life of their communities. Not only did every Southern state refuse to permit Negroes to vote, but they also refused to provide Negroes with any of the educational opportunities that they were providing for the whites.

The early practice of political disfranchisement and of exclusion from public educational facilities helped to determine subsequent policies that the South adopted regarding Negroes. While a few leaders raised their voices against these policies and practices, it was Negroes themselves who made the most eloquent attacks on such discriminations. As early as May 1865, a group of North Carolina Negroes told President Johnson that some of them had been soldiers and were doing everything possible to learn how to discharge the higher duties of citizenship. "It seems to us that men who are willing on the field of battle to carry the muskets of the Republic, in the days of peace ought to be permitted to carry the ballots; and certainly we cannot understand the justice of denying the elective

franchise to men who have been fighting for the country, while it is freely given to men who have just returned from four years fighting against it.” Such pleas fell on deaf ears, however; and it was not until 1867, when Congress was sufficiently outraged by the inhuman black codes, widespread discriminations in the South, and unspeakable forms of violence against Negroes, that new federal legislation sought to correct the evils of the first period of Reconstruction.

The period that we know as Radical Reconstruction had no significant or permanent effect on the status of the Negro in American life. For a period of time, varying from one year to fifteen or twenty years, some Negroes enjoyed the privileges of voting. They gained political ascendancy in a very few communities only temporarily, and they never even began to achieve the status of a ruling class. They made no meaningful steps toward economic independence or even stability; and in no time at all, because of the pressures of the local community and the neglect of the federal government, they were brought under the complete economic subservience of the old ruling class. Organizations such as the Ku Klux Klan were committed to violent action to keep Negroes “in their place” and, having gained respectability through sponsorship by Confederate generals and the like, they proceeded to wreak havoc in the name of white supremacy and protection of white womanhood.<sup>9</sup>

Meanwhile, various forms of segregation and discrimination, developed in the years before the Civil War in order to degrade the half million free Negroes in the United States, were now applied to the four million Negroes who had become free in 1865. Already the churches and the military were completely segregated. For the most part the schools, even in the North, were separate. In the

South segregated schools persisted, even in the places where the radicals made a half-hearted attempt to desegregate them. In 1875 Congress enacted a Civil Rights Act to guarantee the enjoyment of equal rights in carriers and all places of public accommodation and amusement. Even before it became law Northern philanthropists succeeded in forcing the deletion of the provision calling for desegregated schools. Soon, because of the massive resistance in the North as well as in the South and the indifferent manner in which the federal government enforced the law, it soon became a dead letter everywhere. When it was declared unconstitutional by the Supreme Court in 1883, there was universal rejoicing, except among the Negroes, one of whom declared that they had been “baptized in ice water.”

Neither the Civil War nor the era of Reconstruction made any significant step toward the permanent elimination of racial barriers. The radicals of the post-Civil War years came no closer to the creation of one racial world than the patriots of the Revolutionary years. When Negroes were, for the first time, enrolled in the standing army of the United States, they were placed in separate Negro units. Most of the liberals of the Reconstruction era called for and worked for separate schools for Negroes. Nowhere was there any extensive effort to involve Negroes in the churches and other social institutions of the dominant group. Whatever remained of the old abolitionist fervor, which can hardly be described as unequivocal on the question of true racial equality, was rapidly disappearing. In its place were the sentiments of the business men who wanted peace at any price. Those having common railroad interests or crop-marketing interests or investment interests could and did extend their hands across

sectional lines and joined in the task of working together for the common good. In such an atmosphere the practice was to accept the realities of two separate worlds of race. Some even subscribed to the view that there were significant economic advantages in maintaining the two worlds of race.

The post-Reconstruction years witnessed a steady deterioration in the status of Negro Americans. These were the years that Professor Rayford Logan has called the “nadir” of the Negro in American life and thought. They were the years when Americans, weary of the crusade that had, for the most part, ended with the outbreak of the Civil War, displayed almost no interest in helping the Negro to achieve equality. The social Darwinists decried the very notion of equality for Negroes, arguing that the lowly place they occupied was natural and normal. The leading literary journals vied with each other in describing Negroes as lazy, idle, improvident, immoral, and criminal.<sup>10</sup> Thomas Dixon’s novels, *The Klansman* and *The Leopard’s Spots*, and D. W. Griffith’s motion picture, “The Birth of A Nation,” helped to give Americans a view of the Negro’s role in American history that “proved” that he was unfit for citizenship, to say nothing of equality. The dictum of William Graham Sumner and his followers that “stateways cannot change folkways” convinced many Americans that legislating equality and creating one great society where race was irrelevant was out of the question.

But many Americans believed that they *could* legislate inequality; and they proceeded to do precisely that. Beginning in 1890, one Southern state after another revised the suffrage provisions of its constitution in a manner that made it virtually impossible for Negroes to qual-

ify to vote. The new literacy and “understanding” provisions permitted local registrars to disqualify Negroes while permitting white citizens to qualify. Several states, including Louisiana, North Carolina, and Oklahoma, inserted “grandfather clauses” in their constitutions in order to permit persons, who could not otherwise qualify, to vote if their fathers or grandfathers could vote in 1866. (This was such a flagrant discrimination against Negroes, whose ancestors could not vote in 1866, that the United States Supreme Court in 1915 declared the “grandfather clause” unconstitutional.) Then came the Democratic white primary in 1900 that made it impossible for Negroes to participate in local elections in the South, where, by this time, only the Democratic party had any appreciable strength. (After more than a generation of assaults on it, the white primary was finally declared unconstitutional in 1944.)

Inequality was legislated in still another way. Beginning in the 1880s, many states, especially but not exclusively in the South, enacted statutes designed to separate the races. After the Civil Rights Act was declared unconstitutional in 1883 state legislatures were emboldened to enact numerous segregation statutes. When the United States Supreme Court, in the case of *Plessy v. Ferguson*, set forth the “separate but equal” doctrine in 1896, the decision provided a new stimulus for laws to separate the races and, of course, to discriminate against Negroes. In time, Negroes and whites were separated in the use of schools, churches, cemeteries, drinking fountains, restaurants, and all places of public accommodation and amusement. One state enacted a law providing for the separate warehousing of books used by white and Negro children. Another required the telephone company to provide separate tele-



phone booths for white and Negro customers. In most communities housing was racially separated by law or practice.<sup>11</sup>

Where there was no legislation requiring segregation, local practices filled the void. Contradictions and inconsistencies seemed not to disturb those who sought to maintain racial distinctions at all costs. It mattered not that one drive-in snack bar served Negroes only on the inside, while its competitor across the street served Negroes only on the outside. Both were committed to making racial distinctions; and in communities where practices and mores had the force of law, the distinction was everything. Such practices were greatly strengthened when, in 1913, the federal government adopted policies that segregated the races in its offices as well as in its eating and restroom facilities.

By the time of World War I, Negroes and whites in the South and in parts of the North lived in separate worlds, and the apparatus for keeping the worlds separate was elaborate and complex. Negroes were segregated by law in the public schools of the Southern states, while those in the Northern ghettos were sent to predominantly Negro schools, except where their numbers were insufficient. Scores of Negro newspapers sprang up to provide news of Negroes that the white press consistently ignored. Negroes were as unwanted in the white churches as they had been in the late eighteenth century; and Negro churches of virtually every denomination were the answer for a people who had accepted the white man's religion even as the white man rejected his religious fellowship.

Taking note of the fact that they had been omitted from any serious consideration by the white historians, Negroes began in earnest to write the history of their own experiences as Americans. There had been Negro historians before

the Civil War, but none of them had challenged the white historians' efforts to relegate Negroes to a separate, degraded world. In 1882, however, George Washington Williams published his *History of the Negro Race in America* in order to "give the world more correct ideas about the colored people." He wrote, he said, not "as a partisan apologist, but from a love for the truth of history."<sup>12</sup> Soon there were other historical works by Negroes describing their progress and their contributions and arguing that they deserved to be received into the full fellowship of American citizens.

It was in these post-Reconstruction years that some of the most vigorous efforts were made to destroy the two worlds of race. The desperate pleas of Negro historians were merely the more articulate attempts of Negroes to gain complete acceptance in American life. Scores of Negro organizations joined in the struggle to gain protection and recognition of their rights and to eliminate the more sordid practices that characterized the treatment of the Negro world by the white world. Unhappily, the small number of whites who were committed to racial equality dwindled in the post-Reconstruction years, while government at every level showed no interest in eliminating racial separatism. It seemed that Negro voices were indeed crying in the wilderness, but they carried on their attempts to be heard. In 1890 Negroes from twenty-one states and the District of Columbia met in Chicago and organized the Afro-American League of the United States. They called for more equitable distribution of school funds, fair and impartial trial for accused Negroes, resistance "by all legal and reasonable means" to mob and lynch law, and enjoyment of the franchise by all qualified voters. When a group of young Negro intellectuals,

led by W.E.B. Du Bois, met at Niagara Falls, Ontario, in 1905, they made a similar call as they launched their Niagara Movement.

However eloquent their pleas, Negroes alone could make no successful assault on the two worlds of race. They needed help – a great deal of help. It was the bloody race riots in the early years of the twentieth century that shocked civic minded and socially conscious whites into answering the Negro's pleas for support. Some whites began to take the view that the existence of two societies whose distinction was based solely on race was inimical to the best interests of the entire nation. Soon, they were taking the initiative and in 1909 organized the National Association for the Advancement of Colored People. They assisted the following year in establishing the National Urban League. White attorneys began to stand with Negroes before the United States Supreme Court to challenge the "grandfather clause," local segregation ordinances, and flagrant miscarriages of justice in which Negroes were the victims. The patterns of attack developed during these years were to become invaluable later. Legal action was soon supplemented by picketing, demonstrating, and boycotting, with telling effect particularly in selected Northern communities.<sup>13</sup>

The two world wars had a profound effect on the status of Negroes in the United States and did much to mount the attack on the two worlds of race. The decade of World War I witnessed a very significant migration of Negroes. They went in large numbers – perhaps a half million – from the rural areas of the South to the towns and cities of the South and North. They were especially attracted to the industrial centers of the North. By the thousands they poured

into Pittsburgh, Cleveland, and Chicago. Although many were unable to secure employment, others were successful and achieved a standard of living they could not have imagined only a few years earlier. Northern communities were not altogether friendly and hospitable to the newcomers, but the opportunities for education and the enjoyment of political self-respect were the greatest they had ever seen. Many of them felt that they were entirely justified in their renewed hope that the war would bring about a complete merger of the two worlds of race.

Those who held such high hopes, however, were naive in the extreme. Already the Ku Klux Klan was being revived – this time in the North as well as in the South. Its leaders were determined to develop a broad program to unite "native-born white Christians for concerted action in the preservation of American institutions and the supremacy of the white race." By the time that the war was over, the Klan was in a position to make capital of the racial animosities that had developed during the conflict itself. Racial conflicts had broken out in many places during the war; and before the conference at Versailles was over race riots in the United States had brought about what can accurately be described as the "long, hot summer" of 1919.

If anything, the military operations which aimed to save the world for democracy merely fixed more permanently the racial separation in the United States. Negro soldiers not only constituted entirely separate fighting units in the United States Army, but, once overseas, were assigned to fighting units with the French Army. Negroes who sought service with the United States Marines or the Air Force were rejected, while the Navy relegated them to menial duties. The reaction of many Negroes was bitter, but

*John Hope  
Franklin*

most of the leaders, including Du Bois, counseled patience and loyalty. They continued to hope that their show of patriotism would win for them a secure place of acceptance as Americans.

Few Negro Americans could have anticipated the wholesale rejection they experienced at the conclusion of World War I. Returning Negro soldiers were lynched by hanging and burning, even while still in their military uniforms. The Klan warned Negroes that they must respect the rights of the white race "in whose country they are permitted to reside." Racial conflicts swept the country, and neither federal nor state governments seemed interested in effective intervention. The worlds of race were growing further apart in the postwar decade. Nothing indicated this more clearly than the growth of the Universal Negro Improvement Association, led by Marcus Garvey. From a mere handful of members at the end of the war, the Garvey movement rapidly became the largest secular Negro group ever organized in the United States. Although few Negroes were interested in settling in Africa – the expressed aim of Garvey – they joined the movement by the hundreds of thousands to indicate their resentment of the racial duality that seemed to them to be the central feature of the American social order.<sup>14</sup>

More realistic and hardheaded were the Negroes who were more determined than ever to engage in the most desperate fight of their lives to destroy racism in the United States. As the editor of the *Crisis* said in 1919, "We return from fighting. We return fighting. Make way for Democracy! We saved it in France, and by the Great Jehovah, we will save it in the U.S.A., or know the reason why." This was the spirit of what Alain Locke called "The New Negro." He fought the Democratic white primary, made war on

the whites who consigned him to the ghetto, attacked racial discrimination in employment, and pressed for legislation to protect his rights. If he was seldom successful during the postwar decade and the depression, he made it quite clear that he was unalterably opposed to the un-American character of the two worlds of race.

Hope for a new assault on racism was kindled by some of the New Deal policies of Franklin D. Roosevelt. As members of the economically disadvantaged group, Negroes benefited from relief and recovery legislation. Most of it, however, recognized the existence of the two worlds of race and accommodated itself to it. Frequently bread lines and soup kitchens were separated on the basis of race. There was segregation in the employment services, while many new agencies recognized and bowed to Jim Crow. Whenever agencies, such as the Farm Security Administration, fought segregation and sought to deal with people on the basis of their needs rather than race they came under the withering fire of the racist critics and seldom escaped alive. Winds of change, however slight, were discernible, and nowhere was this in greater evidence than in the new labor unions. Groups like the Congress of Industrial Organizations, encouraged by the support of the Wagner Labor Relations Act, began to look at manpower resources as a whole and to attack the old racial policies that viewed labor in terms of race.

As World War II approached, Negroes schooled in the experiences of the nineteen-twenties and thirties were unwilling to see the fight against Nazism carried on in the context of an American racist ideology. Some white Americans were likewise uncomfortable in the role of freeing Europe of a racism which still permeated the United States; but it was

the Negroes who dramatized American inconsistency by demanding an end to discrimination in employment in defense industries. By threatening to march on Washington in 1941 they forced the President to issue an order forbidding such discrimination. The opposition was loud and strong. Some state governors denounced the order, and some manufacturers skillfully evaded it. But it was a significant step toward the elimination of the two worlds.

During World War II the assault on racism continued. Negroes, more than a million of whom were enlisted in the armed services, bitterly fought discrimination and segregation. The armed services were, for the most part, two quite distinct racial worlds. Some Negro units had white officers, and much of the officer training was desegregated. But it was not until the final months of the war that a deliberate experiment was undertaken to involve Negro and white enlisted men in the same fighting unit. With the success of the experiment and with the warm glow of victory over Nazism as a backdrop, there was greater inclination to recognize the absurdity of maintaining a racially separate military force to protect the freedoms of the country.<sup>15</sup>

During the war there began the greatest migration in the history of Negro Americans. Hundreds of thousands left the South for the industrial centers of the North and West. In those places they met hostility, but they also secured employment in aviation plants, automobile factories, steel mills, and numerous other industries. Their difficulties persisted as they faced problems of housing and adjustment. But they continued to move out of the South in such large numbers that by 1965 one third of the twenty million Negroes in the United States lived in twelve metropolitan centers of the North and West. The ramifications of

such large-scale migration were numerous. The concentration of Negroes in communities where they suffered no political disabilities placed in their hands an enormous amount of political power. Consequently, some of them went to the legislatures, to Congress, and to positions on the judiciary. In turn, this won for them political respect as well as legislation that greatly strengthened their position as citizens.

Following World War II there was a marked acceleration in the war against the two worlds of race in the United States. In 1944 the Supreme Court ruled against segregation in interstate transportation, and three years later it wrote the final chapter in the war against the Democratic white primary. In 1947 the President's Committee on Civil Rights called for the "elimination of segregation, based on race, color, creed, or national origin, from American life."<sup>16</sup> In the following year President Truman asked Congress to establish a permanent Fair Employment Practices Commission. At the same time he took steps to eliminate segregation in the armed services. These moves on the part of the judicial and executive branches of the federal government by no means destroyed the two worlds of race, but they created a more healthy climate in which the government and others could launch an attack on racial separatism.

The attack was greatly strengthened by the new position of world leadership that the United States assumed at the close of the war. Critics of the United States were quick to point to the inconsistencies of an American position that spoke against racism abroad and countenanced it at home. New nations, brown and black, seemed reluctant to follow the lead of a country that adhered to its policy of maintaining two worlds of

race – the one identified with the old colonial ruling powers and the other with the colonies now emerging as independent nations. Responsible leaders in the United States saw the weakness of their position, and some of them made new moves to repair it.

Civic and religious groups, some labor organizations, and many individuals from the white community began to join in the effort to destroy segregation and discrimination in American life. There was no danger, after World War II, that Negroes would ever again stand alone in their fight. The older interracial organizations continued, but they were joined by new ones. In addition to the numerous groups that included racial equality in their overall programs, there were others that made the creation of one racial world their principal objective. Among them were the Congress of Racial Equality, the Southern Christian Leadership Conference, and the Student Non-Violent Coordinating Committee. Those in existence in the 1950s supported the court action that brought about the decision against segregated schools. The more recent ones have taken the lead in pressing for new legislation and in developing new techniques to be used in the war on segregation.

The most powerful direct force in the maintenance of the two worlds of race has been the state and its political subdivisions. In states and communities where racial separation and discrimination are basic to the way of life, the elected officials invariably pledge themselves to the perpetuation of the duality. Indeed, candidates frequently vie with one another in their effort to occupy the most extreme segregationist position possible on the race question. Appointed officials, including the constabulary

and, not infrequently, the teachers and school administrators, become auxiliary guardians of the system of racial separation. In such communities Negroes occupy no policy-making positions, exercise no influence over the determination of policy, and are seldom even on the police force. State and local resources, including tax funds, are at the disposal of those who guard the system of segregation and discrimination; and such funds are used to enforce customs as well as laws and to disseminate information in support of the system.

The white community itself acts as a guardian of the segregated system. Schooled in the specious arguments that assert the supremacy of the white race and fearful that a destruction of the system would be harmful to their own position, they not only “go along” with it but, in many cases, enthusiastically support it. Community sanctions are so powerful, moreover, that the independent citizen who would defy the established order would find himself not only ostracized but, worse, the target of economic and political reprisals.

Within the community many self-appointed guardians of white supremacy have emerged at various times. After the Civil War and after World War I it was the Ku Klux Klan, which has shown surprising strength in recent years. After the desegregation decision of the Supreme Court in 1954 it was the White Citizens’ Council, which one Southern editor has called the “uptown Ku Klux Klan.” From time to time since 1865, it has been the political demagogue, who has not only made capital by urging his election as a sure way to maintain the system but has also encouraged the less responsible elements of the community to take the law into their own hands.

Violence, so much a part of American history and particularly of Southern his-



tory, has been an important factor in maintaining the two worlds of race. Intimidation, terror, lynchings, and riots have, in succession, been the handmaidens of political entities whose officials have been unwilling or unable to put an end to it. Violence drove Negroes from the polls in the 1870s and has kept them away in droves since that time. Lynchings, the spectacular rope and faggot kind or the quiet kind of merely “doing away” with some insubordinate Negro, have served their special purpose in terrorizing whole communities of Negroes. Riots, confined to no section of the country, have demonstrated how explosive the racial situation can be in urban communities burdened with the strain of racial strife.

The heavy hand of history has been a powerful force in the maintenance of a segregated society and, conversely, in the resistance to change. Americans, especially Southerners whose devotion to the past is unmatched by that of any others, have summoned history to support their arguments that age-old practices and institutions cannot be changed overnight, that social practices cannot be changed by legislation. Southerners have argued that desegregation would break down long-established customs and bring instability to a social order that, if left alone, would have no serious racial or social disorders. After all, Southern whites “know” Negroes; and their knowledge has come from many generations of intimate association and observation, they insist.

White Southerners have also summoned history to support them in their resistance to federal legislation designed to secure the civil rights of Negroes. At every level – in local groups, state governments, and in Congress – white Southerners have asserted that federal civil rights legislation is an at-

tempt to turn back the clock to the Reconstruction era, when federal intervention, they claim, imposed a harsh and unjust peace.<sup>17</sup> To make effective their argument, they use such emotion-laden phrases as “military occupation,” “Negro rule,” and “black-out of honest government.” Americans other than Southerners have been frightened by the Southerners’ claim that civil rights for Negroes would cause a return to the “evils” of Reconstruction. Insecure in their own knowledge of history, they have accepted the erroneous assertions about the “disaster” of radical rule after the Civil War and the vengeful punishment meted out to the South by the Negro and his white allies. Regardless of the merits of these arguments that seem specious on the face of them – to say nothing of their historical inaccuracy – they have served as effective brakes on the drive to destroy the two worlds of race.

One suspects, however, that racial bigotry has become more expensive in recent years. It is not so easy now as it once was to make political capital out of the race problem, even in the deep South. Local citizens – farmers, laborers, manufacturers – have become a bit weary of the promises of the demagogue that he will preserve the integrity of the races if he is, at the same time, unable to persuade investors to build factories and bring capital to their communities. Some Southerners, dependent on tourists, are not certain that their vaunted racial pride is so dear, if it keeps visitors away and brings depression to their economy. The cities that see themselves bypassed by a prospective manufacturer because of their reputation in the field of race relations might have some sober second thoughts about the importance of maintaining their two worlds. In a word, the eco-

nomics of segregation and discrimination is forcing, in some quarters, a reconsideration of the problem.

It must be added that the existence of the two worlds of race has created forces that cause some Negroes to seek its perpetuation. Some Negro institutions, the product of a dual society, have vested interests in the perpetuation of that society. And Negroes who fear the destruction of their own institutions by desegregation are encouraged by white racists to fight for their maintenance. Even where Negroes have a desire to maintain their institutions because of their honest commitment to the merits of cultural pluralism, the desire becomes a strident struggle for survival in the context of racist forces that seek with a vengeance to destroy such institutions. The firing of a few hundred Negro school teachers by a zealous, racially-oriented school board forces some second thoughts on the part of the Negroes regarding the merits of desegregation.

The drive to destroy the two worlds of race has reached a new, dramatic, and somewhat explosive stage in recent years. The forces arrayed in behalf of maintaining these two worlds have been subjected to ceaseless and powerful attacks by the increasing numbers committed to the elimination of racism in American life. Through techniques of demonstrating, picketing, sitting-in, and boycotting they have not only harassed their foes but marshaled their forces. Realizing that another ingredient was needed, they have pressed for new and better laws and the active support of government. At the local and state levels they began to secure legislation in the 1940s to guarantee the civil rights of all, eliminate discrimination in employment, and achieve decent public and private housing for all.

While it is not possible to measure the influence of public opinion in the drive for equality, it can hardly be denied that over the past five or six years public opinion has shown a marked shift toward vigorous support of the civil rights movement. This can be seen in the manner in which the mass-circulation magazines as well as influential newspapers, even in the South, have stepped up their support of specific measures that have as their objective the elimination of at least the worst features of racism. The discussion of the problem of race over radio and television and the use of these media in reporting newsworthy and dramatic events in the world of race undoubtedly have had some impact. If such activities have not brought about the enactment of civil rights legislation, they have doubtless stimulated the public discussion that culminated in such legislation.

The models of city ordinances and state laws and the increased political influence of civil rights advocates stimulated new action on the federal level. Civil rights acts were passed in 1957, 1960, and 1964 – after almost complete federal inactivity in this sphere for more than three quarters of a century. Strong leadership on the part of the executive and favorable judicial interpretations of old as well as new laws have made it clear that the war against the two worlds of race now enjoys the sanction of the law and its interpreters. In many respects this constitutes the most significant development in the struggle against racism in the present century.

The reading of American history over the past two centuries impresses one with the fact that ambivalence on the crucial question of equality has persisted almost from the beginning. If the term “equal rights for all” has not always meant what it appeared to mean, the inconsistencies and the paradoxes

have become increasingly apparent. This is not to say that the view that “equal rights for some” has disappeared or has even ceased to be a threat to the concept of real equality. It is to say, however, that

the voices supporting inequality, while no less strident, have been significantly weakened by the very force of the numbers and elements now seeking to eliminate the two worlds of race.

John Hope  
Franklin

#### ENDNOTES

- <sup>1</sup> Benjamin Quarles, *The Negro in the American Revolution* (Chapel Hill: University of North Carolina Press, 1961), 15–18.
- <sup>2</sup> John Hope Franklin, *From Slavery to Freedom: A History of American Negroes*, 2nd ed., rev. and enl. (New York: Knopf, 1956), 156–157.
- <sup>3</sup> Carter G. Woodson, *The Education of the Negro Prior to 1861: A History of the Education of the Colored People of the United States from the Beginning of Slavery to the Civil War* (Washington, D.C.: Associated Publishers, 1919), 93–97.
- <sup>4</sup> P. J. Staudenraus, *The African Colonization Movement, 1816–1865* (New York: Columbia University Press, 1961), 22–32.
- <sup>5</sup> John Hope Franklin, *The Militant South, 1800–1861* (Cambridge, Mass.: Belknap Press of Harvard University Press, 1956), 83–86.
- <sup>6</sup> Louis Filler, *The Crusade Against Slavery, 1830–1860* (New York: Harper, 1960), 142–145.
- <sup>7</sup> Leon F. Litwack, *North of Slavery; The Negro in the Free States, 1790–1860* (Chicago: University of Chicago Press, 1961), 216–217.
- <sup>8</sup> Benjamin Quarles, *The Negro in the Civil War* (Boston: Little, Brown, 1953), 200.
- <sup>9</sup> John Hope Franklin, *Reconstruction: After the Civil War* (Chicago: University of Chicago Press, 1961), 154–158.
- <sup>10</sup> Rayford W. Logan, *The Negro in American Life and Thought: The Nadir, 1877–1901* (New York: Dial Press, 1954), 239–274.
- <sup>11</sup> John Hope Franklin, “History of Racial Segregation in the United States,” *Annals of the Academy of Political and Social Science* 304 (March 1956): 1–9.
- <sup>12</sup> George W. Williams, *History of the Negro Race in America from 1619 to 1880: Negroes as Slaves, as Soldiers and as Citizens, together with a Preliminary Consideration of the Unity of the Human Family, an Historical Sketch of Africa, and an Account of the Negro Governments of Sierra Leone and Liberia* (New York: G. P. Putnam’s Sons, 1882), x.
- <sup>13</sup> Franklin, *From Slavery to Freedom*, 437–443.
- <sup>14</sup> Edmund David Cronon, *Black Moses, The Story of Marcus Garvey and the Universal Negro Improvement Association* (Madison: University of Wisconsin Press, 1955), 202–206.
- <sup>15</sup> Lee Nichols, *Breakthrough on the Color Front* (New York: Random House, 1954), 221–226.
- <sup>16</sup> *To Secure These Rights, The Report of the President’s Committee on Civil Rights* (Washington, D.C.: U.S. Government Printing Office, 1947), 166.
- <sup>17</sup> John Hope Franklin, “As For Our History,” in *The Southerner as American*, ed. Charles G. Sellers (Chapel Hill: University of North Carolina Press, 1960), 1–18.