The Cambridge Guide to African American History

RAYMOND GAVINS
Duke University
## Contents

**Preface**

**Cross References**

<table>
<thead>
<tr>
<th>Entries</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott, Robert S.</td>
<td>1</td>
</tr>
<tr>
<td>Abele, Julian F.</td>
<td>1</td>
</tr>
<tr>
<td>Affirmative Action</td>
<td>2</td>
</tr>
<tr>
<td>Africa</td>
<td>3</td>
</tr>
<tr>
<td>African Blood Brotherhood (ABB)</td>
<td>4</td>
</tr>
<tr>
<td>Afro-American Studies</td>
<td>7</td>
</tr>
<tr>
<td>Agriculture</td>
<td>8</td>
</tr>
<tr>
<td>AIDS</td>
<td>9</td>
</tr>
<tr>
<td>Ali, Muhammad</td>
<td>11</td>
</tr>
<tr>
<td>Allen, Richard</td>
<td>12</td>
</tr>
<tr>
<td>American Revolution</td>
<td>12</td>
</tr>
<tr>
<td>Anderson, Marian</td>
<td>13</td>
</tr>
<tr>
<td>Angelou, Maya</td>
<td>14</td>
</tr>
<tr>
<td>Anticomunism</td>
<td>15</td>
</tr>
<tr>
<td>Antilynching Campaign</td>
<td>16</td>
</tr>
<tr>
<td>Antislavery Movement</td>
<td>16</td>
</tr>
<tr>
<td>Antiterror Wars</td>
<td>17</td>
</tr>
<tr>
<td>Apartheid</td>
<td>18</td>
</tr>
<tr>
<td>Architecture</td>
<td>19</td>
</tr>
<tr>
<td>Art</td>
<td>20</td>
</tr>
<tr>
<td>Ashe, Arthur R.</td>
<td>21</td>
</tr>
<tr>
<td>Associated Negro Press (ANP)</td>
<td>23</td>
</tr>
<tr>
<td>Atlanta Compromise (1895)</td>
<td>24</td>
</tr>
<tr>
<td>Back-to-Africa Movement</td>
<td>25</td>
</tr>
</tbody>
</table>
Still, America embraced Lincoln's "new birth of freedom." When
the war ended half of all eligible northerners had served, compared
to three-fourths of southerners. The US Colored Troops and Navy
had enlisted nearly 200,000 blacks. The Union had incurred an esti-
imated 350,000 fatalities; the Confederacy, 258,000. More than 4 mil-
lion slaves were "forever free" as the Thirteenth Amendment abolished
slavery.

[See also Constitution, US; Military; Violence, racial.]

Reference
Foner, Philip S., ed. Frederick Douglass: Selected Speeches and Writings.

Further Reading
Robinson, Armstead L. Fruits of Bondage: The Demise of Slavery and
the Collapse of the Confederacy, 1861-1865. Charlottesville: University of

CLARK, KENNETH B. CHILD PSYCHOLOGIST
Born: July 24, 1914, Panama Canal Zone
Education: Howard University, B.A., 1935, M.A., 1936; Columbia
University, Ph.D., 1940
Died: May 1, 2005, New York, NY

Inspired by his Howard professors, who "made their students into instru-
ments of change" (Willie and Greenblatt, 1981, p. 155), Clark led student
protests against Jim Crow and later earned graduate degrees in psychol-
ogy. Using social science research to promote social justice, he became
a nationally respected expert on child personality and school desegregation.
He and his wife, Dr. Mamie Clark, established Northside Child
Development Center in Harlem (1946); their inquiries supported the
need for stable black families. Home environment critically impacted
learning, they found. Race relations in communities influenced children's
self-esteem as well.

Clark was pivotal among the scholars who assisted NAACP coun-
sel in contesting segregated schools. In 1930 the Clarks conducted stud-
ies showing that separate schooling harmed the social development of
children regardless of race. Counsel argued this in a Charleston, South

Carolina federal court (1951). The Clarks also experimented with a black
doll and a white doll, noting the responses of more than 200 black chil-
dren. Their palpable preference for the white doll revealed a negative
self-image. This proved crucial: the Supreme Court's Brown decision,
stating that it "generates a feeling of inferiority" in Negro children, over-
turned school segregation. Afterward, Clark worked to implement racial
and curricular integration in New York public education.

Reference

Further Reading
Keppel, Ben. The Work of Democracy: Ralph Bunche, Kenneth B. Clark, Lorraine
Hamberry, and the Cultural Politics of Race. Cambridge, MA: Harvard
Klein, Woody, ed. Toward Humanity and Justice: The Writings of Kenneth
B. Clark, Scholar of the 1954 Brown v. Board of Education Decision. Westport,

CLARK, SEPTIMA P. EDUCATOR AND CIVIL RIGHTS ORGANIZER
Born: May 3, 1898, Charleston, SC
Education: Avery Institute, graduated 1916; Benedict College, B.A., 1942;
Hampton Institute, 1945
Died: December 15, 1987, Charleston, SC

A courageous teacher in the Jim Crow era, Clark also taught during the
King years. Fired in 1956 because of her NAACP affiliation, she sued
the Charleston, South Carolina schools and won compensation (1976).
A staff member at Highlander Folk School in Tennessee, she adapted her
teaching methods from Charleston and Johns Island to create a curricu-

lum for "citizenship schools." It stressed basic literacy and life skills and
knowledge of voting rights.

About 897 Citizenship Schools operated in the South ca. 1957-70. Using
them to foster voter registration, the Atlanta-based Voter Education
Project (1962) trained 10,000 citizenship tutors by 1966. Schools con-
voked in churches, lodge halls, homes, and fields. Like ex-slaves' Sabbath
Schools, foundational in their freedom struggle, Citizenship Schools
paved the way for Freedom Schools, which Ella Baker and student activists used to enlarge “the grassroots base of the southern wide opposition to segregation” and increase black suffrage. Baker and Clark had been sisters in civil rights struggles since the 1940s.

Further Reading


CLUBS

Men’s and women’s clubs were resources in black society from slavery to freedom. Like mutual aid groups, the National Association of Colored Women (1896), Order of Elks (1899), and other associations, reporting “thousands of members throughout the nation,” promoted blacks’ well-being. They not only mirrored but also bridged class, gender, and cultural divides among blacks in their collective struggle for racial equality.

For example, Links, Inc., a middle-class club, formed to serve the community in 1945. Many elite Philadelphia black women pledged to “link” their friendship, means, and services on behalf of the disadvantaged. Today, Links has 281 chapters in 40 states, Washington, DC; the Bahamas; and Frankfurt, Germany. Chapters administer programs such as Service to Youth, which has funded education for “gifted minority youth,” along with crime and drug prevention projects, since 1958. Still operating, Project LEAD (Links Erase Alcohol and Drug Abuse) began in 1985.

[See also Fraternal orders and lodges; Fraternities; Sororities.]

Further Reading


COLD WAR

Driven by US-Soviet interests and policies, the Cold War (1945–89) intensified the ideological struggle between the United States and the Soviet Union, polarizing international relations; spawned military conflicts, usually in Third World nations; escalated a nuclear arms race; and produced regional security pacts.

It witnessed anticomunist propaganda and a Second Red Scare in domestic politics. Senate committees chaired by Joseph McCarthy (R–Wisconsin), with the House Committee on Un-American Activities (HUAC), hounded communists and their sympathizers. In televised hearings, they interrogated citizens accused of being Communist Party members or associates. In 1950, when black activist Paul Robeson refused to answer HUAC’s questions, authorities revoked his passport. The next year W. E. B. Du Bois was indicted and isolated for his work at the Peace Information Center. Federal courts exonerated Robeson (1958) and Du Bois (1959). Martin Luther King, Jr. warned that witch-hunts and racism could destroy America’s soul.

[See also Anticommunism.]

Further Reading


COLONIALISM

Colonialism is the formation and control of colonies in one territory by people of another territory.

For example, British and European settlers colonized Africa. Ostensibly to resolve boundary and trade issues, their Berlin Conference (1884) carved the continent into colonized territories. In 1914, except for Liberia and Ethiopia, Africa remained under whites’ rule. They controlled wealth and power as Africans resisted, often violently. After 1945 the United Nations supported their anticolonial and liberation struggles, which helped to forge independence for many nations ca. 1956–74. These developments galvanized African American activists, who viewed US black inequality as “internal colonialism.”

[See also Africa.]

Further Reading