

Montgomery Boycott

Memoir by Coretta Scott King



Video link at
thinkcentral.com

How can we **CHANGE** society?

COMMON CORE

RI 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 4 Analyze the cumulative impact of specific word choices on meaning and tone. **RI 6** Determine an author's point of view or purpose in a text.

You don't have to be rich or powerful to change society. In "Montgomery Boycott," Coretta Scott King describes how a major triumph in the civil rights movement started when a seamstress refused to give up her seat on a bus.

DISCUSS Think of something you would like to change in your community. For example, you might see a need for more parks or afterschool programs. With a classmate, discuss specific actions you could take to help make this change.



● TEXT ANALYSIS: HISTORICAL EVENTS IN MEMOIRS

Memoirs often contain information about historical events in which the writer was involved. For example, in “Montgomery Boycott,” Coretta Scott King shares her memory of the events that sparked the 1955 bus boycott in Montgomery, Alabama. While reading a memoir such as King’s, you can gain a new perspective on a historical event as well as learn in-depth information about it.

As you read, look for statements that convey information about the Montgomery bus boycott, the events leading up to it, and Dr. Martin Luther King, Jr.’s, involvement.

● READING SKILL: DISTINGUISH FACT FROM OPINION

Memoirs can offer an intimate view of the past through a mixture of facts and opinions. A **fact** is a statement that can be verified using a reliable source, such as an encyclopedia. An **opinion** is a personal belief that cannot be proved. King often expresses opinions when she uses adjectives to describe people or historical circumstances.

As you read, use a chart like this one to identify important facts and the opinions of King or her husband. Underline parts of opinion statements that cannot be proved.

Facts	Opinions
“... in March 1955, ... fifteen-year-old Claudette Colvin refused to give up her seat to a white passenger.”	“Of all the facets of segregation in Montgomery, <u>the most degrading</u> were the rules of the Montgomery City Bus Lines.”

▲ VOCABULARY IN CONTEXT

King uses the following boldfaced words to describe a crucial event in the civil rights movement. Figure out the meaning of each word from the context of the phrase. Record your answers in your *Reader/Writer Notebook*.

1. employees humiliated by **degrading** work conditions
2. a **boycott** of the company until our demands are met
3. a clever **tactic** to get what they want
4. angry members urging a more **militant** protest
5. ending the **perpetuation** of injustice
6. authorities using **coercion** to control people

Coretta Scott King

1927–2006

Civil Rights Champion

As a child in Alabama, Coretta Scott had to walk five miles a day to a one-room schoolhouse while white children rode past her on a school bus. That experience and others made her determined to struggle for racial equality. She worked fearlessly with her husband, Dr. Martin Luther King, Jr., during his leadership of the civil rights movement, refusing to be intimidated after the 1956 bombing of their home. After her husband’s assassination in 1968, she remained a tireless champion in the struggle for racial justice, most notably as founder of the Martin Luther King Jr. Center for Nonviolent Social Change in Atlanta, Georgia. “Montgomery Boycott” is taken from her book *My Life with Martin Luther King, Jr.*, which she wrote shortly after his death.

BACKGROUND TO THE MEMOIR

The Civil Rights Movement

Prior to 1954, many states, especially in the South, had laws to ensure segregation, the complete separation of the races in public places. After World War II, however, opponents of these laws began to challenge their legality. In 1954, the Supreme Court ruled that it was unconstitutional to force whites and blacks to attend separate schools. Soon afterward, African Americans in Montgomery, Alabama, began the bus boycott that is the subject of this selection. The Montgomery boycott, which lasted for 381 days, brought about an end to segregation on public buses.

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Complete the activities in your *Reader/Writer Notebook*.

Montgomery BOYCOTT

Coretta Scott King

Of all the facets of segregation in Montgomery, the most **degrading** were the rules of the Montgomery City Bus Lines. This northern-owned corporation outdid the South itself. Although seventy percent of its passengers were black, it treated them like cattle—worse than that, for nobody insults a cow. The first seats on all buses were reserved for whites. Even if they were unoccupied and the rear seats crowded, blacks would have to stand at the back in case some whites might get aboard; and if the front seats happened to be occupied and more white people boarded the bus, black people seated in the rear were forced to get up and give them their seats. Furthermore—and I don't think
10 northerners ever realized this—blacks had to pay their fares at the front of the bus, get off, and walk to the rear door to board again. Sometimes the bus would drive off without them after they had paid their fare. This would happen to elderly people or pregnant women, in bad weather or good, and was considered a joke by the drivers. Frequently the white bus drivers abused their passengers, calling them . . . black cows, or black apes. Imagine what it was like, for example, for a black man to get on a bus with his son and be subjected to such treatment. **A**

There had been one incident in March 1955, when fifteen-year-old Claudette Colvin refused to give up her seat to a white passenger. The high
20 school girl was handcuffed and carted off to the police station. At that time Martin served on a committee to protest to the city and bus-company officials. The committee was received politely—and nothing was done.

The fuel that finally made that slow-burning fire blaze up was an almost routine incident. On December 1, 1955, Mrs. Rosa Parks, a forty-two-year-old seamstress whom my husband aptly described as “a charming person with a

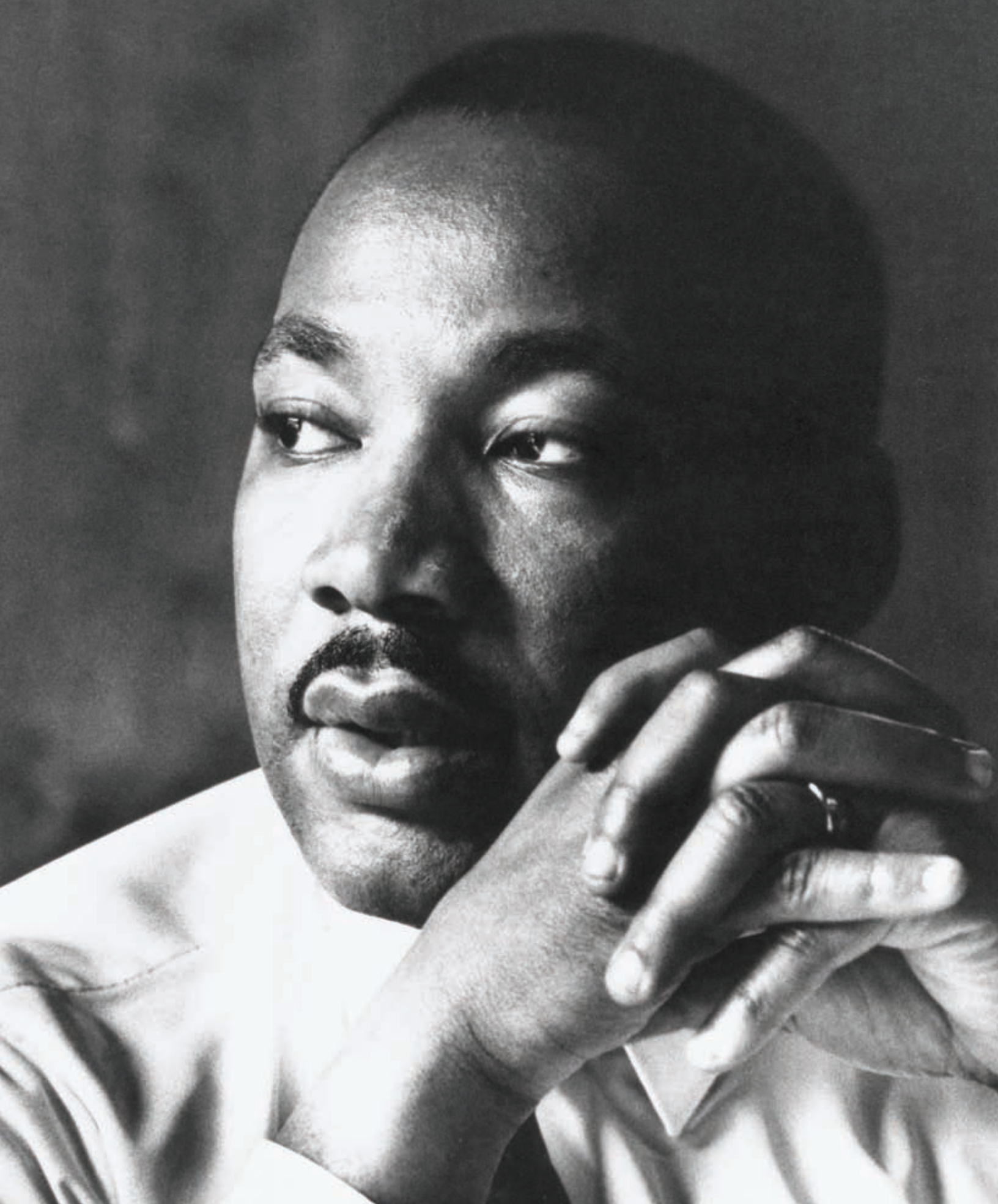
degrading (dĭ-grā'dĭng)
adj. tending or intended to cause dishonor or disgrace

A HISTORICAL EVENTS

What information in lines 1–17 helps you understand the motivation for the boycott?

Analyze Visuals ▶

What impression of Dr. Martin Luther King, Jr., do you get from this photograph?





Rosa Parks being fingerprinted by a Montgomery sheriff after she refused to give up her seat on a bus

radiant personality,” boarded a bus to go home after a long day working and shopping. The bus was crowded, and Mrs. Parks found a seat at the beginning of the black section. At the next stop more whites got on. The driver ordered Mrs. Parks to give her seat to a white man who boarded; this meant that she
30 would have to stand all the way home. Rosa Parks was not in a revolutionary frame of mind. She had not planned to do what she did. Her cup had run over. As she said later, “I was just plain tired, and my feet hurt.” So she sat there, refusing to get up. The driver called a policeman, who arrested her and took her to the courthouse. From there Mrs. Parks called E. D. Nixon, who came down and signed a bail bond for her.

Mr. Nixon was a fiery Alabamian. He was a Pullman porter who had been active in A. Philip Randolph’s Brotherhood of Sleeping Car Porters,¹ and in civil rights activities. Suddenly he also had had enough; suddenly, it seemed, almost every African American in Montgomery had had enough. It was
40 spontaneous combustion.² Phones began ringing all over the black section of the city. The Women’s Political Council suggested a one-day **boycott** of the buses as a protest. E. D. Nixon courageously agreed to organize it. **B**

boycott (boi’kōt’) *n.* a form of protest in which a group stops using a specific service or product in order to force a change

B DISTINGUISH FACT FROM OPINION

Which details in lines 36–42 are factual, and which ones are opinion?

1. **Pullman . . . Sleeping Car Porters:** Pullman porters were railroad employees who served passengers on Pullman sleeping cars, which had seats that could be converted into beds. The Brotherhood of Sleeping Car Porters was the first successful black labor union.

2. **spontaneous combustion** (spōn-tā’nē-əs kəm-būs’chən): literally, the situation that occurs when something bursts into flames on its own, without the addition of heat from an outside source.

The first we knew about it was when Mr. Nixon called my husband early in the morning of Friday, December 2. He had already talked to Ralph Abernathy.³ After describing the incident, Mr. Nixon said, “We have taken this type of thing too long. I feel the time has come to boycott the buses. It’s the only way to make the white folks see that we will not take this sort of thing any longer.”

Martin agreed with him and offered the Dexter Avenue Church as a meeting place. After much telephoning, a meeting of black ministers and civic leaders
50 was arranged for that evening. Martin said later that as he approached his church Friday evening, he was nervously wondering how many leaders would really turn up. To his delight, Martin found over forty people, representing every segment of African-American life, crowded into the large meeting room at Dexter. There were doctors, lawyers, businessmen, federal-government employees, union leaders, and a great many ministers. The latter were particularly welcome, not only because of their influence, but because it meant that they were beginning to accept Martin’s view that “religion deals with both heaven and earth. . . . Any religion that professes to be concerned with the souls of men and is not concerned with the slums that doom them, the economic
60 conditions that strangle them, and the social conditions that cripple them, is dry-as-dust religion.” From that very first step, the Christian ministry provided the leadership of our struggle, as Christian ideals were its source. **C**

Martin told me after he got home that the meeting was almost wrecked because questions or suggestions from the floor were cut off. However, after a stormy session, one thing was clear: however much they differed on details, everyone was unanimously for a boycott. It was set for Monday, December 5. Committees were organized; all the ministers present promised to urge their congregations to take part. Several thousand leaflets were printed on the church mimeograph machine, describing the reasons for the boycott and urging all
70 blacks not to ride buses “to work, to town, to school, or anyplace on Monday, December 5.” Everyone was asked to come to a mass meeting at the Holt Street Baptist Church on Monday evening for further instructions. The Reverend A. W. Wilson had offered his church because it was larger than Dexter and more convenient, being in the center of the black district.

Saturday was a busy day for Martin and the other members of the committee. They hustled around town talking with other leaders, arranging with the black-owned taxi companies for special bulk fares and with the owners of private automobiles to get the people to and from work. I could do little to help because Yoki⁴ was only two weeks old, and my physician, Dr. W.
80 D. Pettus, who was very careful, advised me to stay in for a month. However, I was kept busy answering the telephone, which rang continuously, and coordinating from that central point the many messages and arrangements.

Our greatest concern was how we were going to reach the fifty thousand black people of Montgomery, no matter how hard we worked. The white press,

C HISTORICAL EVENTS

What disagreement within the African-American community did King need to overcome in order to build an effective movement?

3. **Ralph Abernathy** (1926–1990): a minister who became a close colleague of Dr. Martin Luther King, Jr.’s, and an important civil rights leader.

4. **Yoki**: nickname of the Kings’ daughter Yolanda.

in an outraged exposé, spread the word for us in a way that would have been impossible with only our own resources.

As it happened, a white woman found one of our leaflets, which her black maid had left in the kitchen. The irate woman immediately telephoned the newspapers to let the white community know what the blacks were up to. We laughed a lot about this, and Martin later said that we owed them a great debt.

On Sunday morning, from their pulpits, almost every African-American minister in town urged people to honor the boycott.

Martin came home late Sunday night and began to read the morning paper. The long articles about the proposed boycott accused the NAACP⁵ of planting Mrs. Parks on the bus—she had been a volunteer secretary for the Montgomery chapter—and likened the boycott to the **tactics** of the White Citizens Councils.⁶ This upset Martin. That awesome conscience of his began to gnaw at him, and he wondered if he was doing the right thing. Alone in his study, he struggled with the question of whether the boycott method was basically unchristian. Certainly it could be used for unethical ends. But, as he said, “We were using it to give birth to freedom . . . and to urge men to comply with the law of the land. Our concern was not to put the bus company out of business, but to put justice in business.” He recalled Thoreau’s⁷ words, “We can no longer lend our cooperation to an evil system,” and he thought, “He who accepts evil without protesting against it is really cooperating with it.” Later Martin wrote, “From this moment on I conceived of our movement as an act of massive noncooperation. From then on I rarely used the word ‘boycott.’”

Serene after his inner struggle, Martin joined me in our sitting room. We wanted to get to bed early, but Yoki began crying and the telephone kept ringing. Between interruptions we sat together talking about the prospects for the success of the protest. We were both filled with doubt. Attempted boycotts had failed in Montgomery and other cities. Because of changing times and tempers, this one seemed to have a better chance, but it was still a slender hope. We finally decided that if the boycott was sixty percent effective we would be doing all right, and we would be satisfied to have made a good start.

A little after midnight we finally went to bed, but at five-thirty the next morning we were up and dressed again. The first bus was due at six o’clock at the bus stop just outside our house. We had coffee and toast in the kitchen; then I went into the living room to watch. Right on time, the bus came, headlights blazing through the December darkness, all lit up inside. I shouted, “Martin! Martin, come quickly!” He ran in and stood beside me, his face lit with excitement. There was not one person on that usually crowded bus!

We stood together waiting for the next bus. It was empty too, and this was

tactic (tăk'tĭk) *n.* a planned action or maneuver to reach a certain goal

5. **NAACP**: the National Association for the Advancement of Colored People, a prominent civil rights organization.

6. **White Citizens Councils**: groups that formed, first in Mississippi and then throughout the South, to resist the 1954 Supreme Court decision to desegregate the schools.

7. **Thoreau** (thə-rō'): Henry David Thoreau (1817–1862), American writer whose famous essay “Civil Disobedience” helped inspire the ideas of nonviolent resistance used in the civil rights movement.



African Americans walking to work during the third month of the bus boycott

the most heavily traveled line in the whole city. Bus after empty bus paused at the stop and moved on. We were so excited we could hardly speak coherently. Finally Martin said, “I’m going to take the car and see what’s happening other places in the city.”

He picked up Ralph Abernathy and they cruised together around the city. Martin told me about it when he got home. Everywhere it was the same—a few
130 white people and maybe one or two blacks in otherwise empty buses. Martin and Ralph saw extraordinary sights—the sidewalks crowded with men and women trudging to work; the students of Alabama State College walking or thumbing rides; taxicabs with people clustered in them. Some of our people rode mules; others went in horse-drawn buggies. But most of them were walking, some making a round-trip of as much as twelve miles. Martin later wrote, “As I watched them I knew that there is nothing more majestic than the determined courage of individuals willing to suffer and sacrifice for their freedom and dignity.”

Martin rushed off again at nine o’clock that morning to attend the trial of Mrs. Parks. She was convicted of disobeying the city’s segregation ordinance
140 and fined ten dollars and costs. Her young attorney, Fred D. Gray, filed an appeal. It was one of the first clear-cut cases of an African American being convicted of disobeying the segregation laws—usually the charge was disorderly conduct or some such thing.

The leaders of the Movement called a meeting for three o’clock in the afternoon to organize the mass meeting to be held that night. Martin was a bit late, and as he entered the hall, people said to him, “Martin, we have elected you to be our president. Will you accept?”

Fear was an invisible presence at the meeting, along with courage and hope. Proposals were voiced to make the organization, which the leaders decided to
150 call the Montgomery Improvement Association, or MIA, a sort of secret society, because if no names were mentioned it would be safer for the leaders. E. D. Nixon opposed that idea. “We’re acting like little boys,” he said. “Somebody’s name will be known, and if we’re afraid, we might just as well fold up right now.

▲ Analyze Visuals

What do the facial expressions in the photograph suggest to you?

COMMON CORE RI.4

Language Coach

Informal Language In her memoir, King often uses informal language to narrate events. Reread lines 128–143 and note examples of King’s informal language. How does King’s choice of words affect the **tone** of the memoir?

The white folks are eventually going to find out anyway. We'd better decide now if we are going to be fearless men or scared little boys.” **D**

That settled that question. It was also decided that the protest would continue until certain demands were met. Ralph Abernathy was made chairman of the committee to draw up the demands.

Martin came home at six o'clock. He said later that he was nervous about
160 telling me he had accepted the presidency of the protest movement, but he need not have worried, because I sincerely meant what I said when I told him that night: “You know that whatever you do, you have my backing.”

Reassured, Martin went to his study. He was to make the main speech at the mass meeting that night. It was now six-thirty and—this was the way it was usually to be—he had only twenty minutes to prepare what he thought might be the most decisive speech of his life. He said afterward that thinking about the responsibility and the reporters and television cameras, he almost panicked. Five minutes wasted and only fifteen minutes left. At that moment he turned to prayer. He asked God “to restore my balance and be with me in a time
170 when I need Your guidance more than ever.”

How could he make his speech **militant** enough to rouse people to action and yet devoid of hate and resentment? He was determined to do both.

Martin and Ralph went together to the meeting. When they got within four blocks of the Holt Street Baptist Church, there was an enormous traffic jam. Five thousand people stood outside the church listening to loudspeakers and singing hymns. Inside it was so crowded, Martin told me, the people had to lift Ralph and him above the crowd and pass them from hand to hand over their heads to the platform. The crowd and the singing inspired Martin, and God answered his prayer. Later Martin said, “That night I understood what the older preachers
180 meant when they said, ‘Open your mouth and God will speak for you.’”

First the people sang “Onward, Christian Soldiers” in a tremendous wave of five thousand voices. This was followed by a prayer and a reading of the Scriptures. Martin was introduced. People applauded; television lights beat upon him. Without any notes at all he began to speak. Once again he told the story of Mrs. Parks, and rehearsed some of the wrongs black people were suffering. Then he said,

But there comes a time when people get tired. We are here this evening to say to those who have mistreated us so long, that we are tired. Tired of being segregated and humiliated; tired of being kicked about by the brutal feet of oppression.

The audience cheered wildly, and Martin said,

190 *We have no alternative but to protest. We have been amazingly patient . . . but we come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice.*

Taking up the challenging newspaper comparison with the White Citizens Councils and the Klan,⁸ Martin said,

D DISTINGUISH FACT FROM OPINION

What factual evidence supports the statement of opinion in line 148?

militant (mīl'ĭ-tənt) *adj.*
aggressive or combative

8. **Klan:** the Ku Klux Klan, a secret society trying to establish white power and authority by unlawful and violent methods directed against African Americans and other minority groups.



Martin Luther King, Jr., speaking at a church in Montgomery

◀ Analyze Visuals

How does the photograph reflect the author's description of King's speaking ability?

*They are protesting for the **perpetuation** of injustice in the community; we're protesting for the birth of justice . . . their methods lead to violence and lawlessness. But in our protest there will be no cross-burnings, no white person will be taken from his home by a hooded Negro mob and brutally murdered . . . We will be guided by the highest principles of law and order.*

200 Having roused the audience for militant action, Martin now set limits upon it. His study of nonviolence and his love of Christ informed his words. He said,

*No one must be intimidated to keep them from riding the buses. Our method must be persuasion, not **coercion**. We will only say to the people, "Let your conscience be your guide." . . . Our actions must be guided by the deepest principles of the Christian faith. . . . Once again we must hear the words of Jesus, "Love your enemies. Bless them that curse you. Pray for them that despitefully use you." If we fail to do this, our protest will end up as a meaningless drama on the stage of history and its memory will be shrouded in the ugly garments of shame. . . . We must not become bitter and end up by*

210 *hating our white brothers. As Booker T. Washington⁹ said, "Let no man pull you so low as to make you hate him."*

Finally, Martin said,

If you will protest courageously, and yet with dignity and Christian love, future historians will say, "There lived a great people—a black people—who injected new meaning and dignity into the veins of civilization." This is our challenge and our overwhelming responsibility.

As Martin finished speaking, the audience rose cheering in exaltation. And in that speech my husband set the keynote and the tempo of the Movement he was to lead, from Montgomery onward. ♪

perpetuation
(pər-pĕch'ōō-ā'shən) *n.*
the act of continuing or prolonging something

coercion (kō-ūr'zhən) *n.*
the act of compelling by force or authority

9. **Booker T. Washington** (1856–1915): an African-American educator and writer.

Comprehension

- Recall** What rules did African Americans have to follow on buses in Montgomery?
- Recall** What incident set off the bus boycott?
- Recall** How successful was the first day of the boycott?
- Summarize** What did Dr. Martin Luther King, Jr., urge his followers to avoid in his speech at the Holt Street Baptist Church?

COMMON CORE

RI 4 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI 6 Determine an author's point of view or purpose in a text.

Text Analysis

- Analyze Opinions** Review the chart you created as you read. Both the author and Dr. Martin Luther King, Jr., express opinions about the protesters who participated in the boycott. What character traits of the protesters are emphasized in these opinions?

● **6. Examine Historical Events in Memoir**

According to the author, how did the Montgomery boycott influence the civil rights movement? Use a chart like the one shown to record your answer.

<i>Aspects of Civil Rights Movement</i>	<i>Influence of Boycott</i>
<i>Leadership</i>	
<i>Strategies</i>	

- Analyze Memoir** In what ways might this selection have been different if the author had intended to write a standard historical account instead of a memoir? Be specific.
- Draw Conclusions About Leadership** What values influenced King's leadership during the boycott? Cite evidence from the text.
- Compare Texts** Compare and contrast the experiences of the African Americans in Montgomery with the experiences of Japanese Americans described in the excerpt from *Farewell to Manzanar*, which begins on page 954. What circumstances might explain the different ways in which these two groups responded to injustice?

Text Criticism

- Critical Interpretations** Some reviewers of Coretta Scott King's memoir *My Life with Martin Luther King, Jr.* complained that her portrayal of the civil rights leader is too idealized. Do you think that she should have shown more of her husband's flaws or weaknesses in "Montgomery Boycott"? Explain why or why not.

How can we **CHANGE** society?

What ordinary people do you know or know of who are working to change society?

Vocabulary in Context

▲ VOCABULARY PRACTICE

Choose the word that is not related in meaning to the other words in the set.

1. boycott, cooperation, acceptance, participation
2. tactic, strategy, maneuver, hindrance
3. perpetuation, conclusion, cessation, interruption
4. compliant, militant, submissive, passive
5. coercion, compulsion, intimidation, influence
6. humiliating, demeaning, uplifting, degrading

WORD LIST

boycott
coercion
degrading
militant
perpetuation
tactic

ACADEMIC VOCABULARY IN SPEAKING

- acknowledge
- community
- contemporary
- culture
- role

Can an individual play a significant **role** in changing history? Share your response in a discussion, using details from Coretta Scott King’s memoir to support your opinions. Use at least one Academic Vocabulary word in your response.

VOCABULARY STRATEGY: THE SUFFIX *-ion*

The suffix *-ion* means “the act, state, or result of.” When this suffix is added to a verb, it changes the word to a noun. For example, in the vocabulary word *coercion*, the suffix *-ion* has changed the verb *coerce* into a noun meaning “the act of coercing.” Notice that the final *e* in a word is dropped when a suffix that begins with a vowel is added. Sometimes a final consonant in a word is doubled or letters are changed when a suffix is added. If you can identify the root or the base word in a word with the suffix *-ion*, you can often figure out the word’s meaning.

PRACTICE Add the suffix *-ion* to each word below, changing the last letter or letters of the base word if necessary. Then write a short definition of each word, referring to a dictionary if necessary.

1. perpetuate
2. conciliate
3. evacuate
4. imitate
5. expand
6. suspect

COMMON CORE

L 4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

Interactive Vocabulary **THINK** central

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