

Sec. 10. Separation of races—Required.

Every person operating a bus line in the city shall provide equal but separate accommodations for white people and negroes on his buses, by requiring the employees in charge thereof to assign passengers seats on the vehicles under their charge in such manner as to separate the white people from the negroes, where there are both white and negroes on the same car; provided, however, that negro nurses having in charge white children or sick or infirm white persons, may be assigned seats among white people.

Nothing in this section shall be construed as prohibiting the operators of such bus lines from separating the races by means of separate vehicles if they see fit. (Code 1938, §§ 603, 606.)

Sec. 11. Same—Powers of persons in charge of vehicle; passengers to obey directions.

Any employee in charge of a bus operated in the city shall have the powers of a police officer of the city while in actual charge of any bus, for the purpose of carrying out the provisions of the preceding section, and it shall be unlawful for any passenger to refuse or fail to take a seat among those assigned to the race to which he belongs, at the request of any such employee in charge, if there is such a seat vacant. (Code 1938, § 604.)

Sec. 12. Failure to carry passengers.

It shall be unlawful for any person operating a bus line in the city to refuse, without sufficient excuse, to carry any passenger; provided, that no driver of a bus shall be required to carry any passenger who is intoxicated or disorderly, or who is afflicted with any contagious or infectious disease, or who refuses to pay in advance the fare required, or who for any other reason deemed satisfactory by the recorder should be excluded. (Code 1938, § 699.)

Sec. 13. Smoking.

It shall be unlawful for any person to smoke a cigar, pipe or cigarette upon any bus in the city; provided, however, that

smoking may be permitted in vehicles provided for that purpose and set apart therefor by the person operating the bus line. (Code 1938, § 443.)

Sec. 14. Failure to pay fare.⁶

It shall be unlawful for any person, with the intent to defraud the operator of a bus line, to ride or attempt to ride upon any bus in the city without the payment of the fare charged for such service. (Code 1938, § 600.)

CHAPTER 7.

CEMETERIES AND BURIALS.⁷

Article I. In General.

- § 1. Cemeteries to be supervised; powers and duties of sextons.
- § 2. Register of burials and map to be kept.
- § 3. Maintenance of graves and vaults.
- § 4. All work to be performed under supervision of sexton.
- § 5. How graves to be dug and filled.
- § 6. Construction of vaults.
- § 7. Duties of undertakers as to graves and vaults.
- § 8. Graves to be marked.
- § 9. Monument foundations.
- § 10. Construction of concrete slabs on graves.
- § 11. Area used for burial not to be used for additional burials.
- § 12. Persons erecting monuments, etc., or constructing vaults to be licensed.
- § 13. Prohibited acts; unlawful entries.
- § 14. Injuries to property or planting.
- § 15. All burials to be in established cemeteries.
- § 16. Notice of proposed interment to be given.
- § 17. Interments in nighttime.
- § 18. Violations of state law.

⁶ For state law as to riding buses without paying fare, see Ala. Code 1940, Tit. 48, § 462.

⁷ For power of city to own and regulate cemeteries, see Ala. Code 1940, Tit. 37, §§ 478-480. As to burial companies, see Ala. Code 1940, Tit. 10, §§ 124-132. As to location and extensions of cemeteries, see Ala. Code 1940, Tit. 22, § 88. As to duty of city to bury certain dead, see Ala. Code 1940, Tit. 44, § 17. As to interments generally, see Ala. Code 1940, Tit. 22, §§ 22-43, Tit. 14, §§ 114, 115. As to unlawful removal of bodies from graves, see Ala. Code 1940, Tit. 14, §§ 108-111.

Source: Code of the City of Montgomery, Document 1

Alabama. Charlottesville: Michie City Publishing Co., 1952. Alabama Department of Archives and History, Montgomery, Alabama

Birmingham - no promises overall

NEGROES' MOST URGENT NEEDS

FOLLOWING ARE A FEW OF THE MOST URGENT NEEDS OF OUR PEOPLE. IMMEDIATE ATTENTION SHOULD BE GIVEN EACH OF THESE. WHAT IS YOUR STAND TOWARD THEM?

1. The present bus situation. Negroes have to stand over empty seats of city buses, because the first ten seats are reserved for whites who sometime never ride. We wish to fill the bus from the back toward the front until all the seats are taken. This is done in Atlanta, Georgia, Mobile, Alabama and in most of our larger southern cities.

2. Negro Representation on the Parks and Recreation Board. Our parks are in a deplorable condition. We have protested, yet nothing has been toward improving them. Juvenile delinquency continues to increase. In many instances these children are not responsible. The city is. Nobody knows better than Negroes what their needs are.

Mrs. Jean Robinson quest.

Sam Belloc Dept.

3. Sub-division for housing. Just recently a project for a sub-division for Negroes was presented before the City Commission for approval. Protests from whites and other objections prevented the development. There is no section wherein Negroes can expand to build decent homes. What of Lincoln Heights?

4. Jobs for qualified Negroes. Certain civil service jobs are not open to Negroes, yet many are qualified. Negroes need jobs commensurate with their training. Everybody can not teach.

5. Negro representation on all boards affecting Negroes. Negroes are taxpayers; they are property owners or renters. They constitute about fifty percent of the city's population. Many boards determine their destinies without any kind of representation whatsoever. Only Negroes are qualified to represent themselves adequately and properly.

6. Congested areas, with inadequate or no fireplugs. Fire hazards are inviting.

7. Lack of sewage disposals makes it necessary to resort to out-door privies, which is a health hazard.

8. Narrow streets, lack of curbing, unpaved streets in some sections. Immediate action should be taken on this traffic hazard.

Gentlemen, what is your stand on these issues? What will you do to improve these undemocratic practices? Your stand on these issues will enable us to better decide on whom we shall cast our ballot in the March election.

Very truly yours,
Montgomery Negroes

3 items require no money

Source: Negroes' Most Urgent Needs - Document 2

Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama.

September 19, 1956

INTEGRATED BUS SUGGESTIONS

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be re-boarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept goodwill on the part of many.
2. The whole bus is now for the use of all people. Take a vacant seat.
3. Pray for guidance and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm dignity of our Montgomery people in your actions.
5. In all things observe ordinary rules of courtesy and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag!
7. Be quiet but friendly; proud, but not arrogant; joyous, but not boisterous.
8. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend.

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. Assume that he will cooperate in helping you occupy any vacant seat.
2. Do not deliberately sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say "May I" or "Pardon me" as you sit. This is a common courtesy.
4. If cursed, do not curse back. If pushed, do not push back.
If struck, do not strike back, but evidence love and goodwill at all times.
5. In case of an incident, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose non-violence you have confidence. You can uphold one another by a glance or a prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the oppressor and use moral and spiritual force to carry on the struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving reconciliation and social change.
9. If you feel you cannot take it, walk for another week or two. We have confidence in our people. GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION
THE REV. M. L. KING, JR., PRESIDENT
THE REV. W. J. POWELL, SECRETARY

(omitted part of the source)

9. If you feel you cannot take it, walk for another week or two. We have confidence in our people. GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION
THE REV. M.L. KING JR., PRESIDENT
THE REV. W.J. POWELL, SECRETARY

Source: Intergraded Bus Suggestions - Document 3

Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama.

*Citation: ADAH; Alabama Department of Archives and History (Teaching Resource)

Grade: 7-12

Title: MONTGOMERY BUS BOYCOTT

Length of class period: 80 min (can be divided into a few short classes)

Inquiry: The essential question students will be addressing is: What challenges did the participants in the Montgomery bus boycott face and what were their objectives for the boycott?

Objectives:

1. Identify the policy of segregation on the buses and in the daily life that existed in Alabama.
2. Define the legal idea of being "separate but equal."
3. Understand the goals and non-violent approach of Dr. King the Boycott.

Materials:

Document 1-Code of the City of Montgomery, Alabama. Charlottesville: Michie City Publishing Co., 1952. Alabama Department of Archives and History, Montgomery, Alabama

Document 2- Negroes' Most Urgent Needs

Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama.

Document 3- Intergraded Bus Suggestions

Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama.

Activities: (please add supplemental information throughout the analyzing of these primary sources about the Boycott)

- Read Document 1, Sec. 10 - 11 aloud. Have the class discuss city laws and Mrs. Parks' arrest on December 1, 1955.
(According to police reports from the time period, Rosa Parks was charged with violating Sec. 11.)
- Allow the students to read Document 2. After having read Document 2 tell the students that these items were presented to the Montgomery City Council in 1955 prior to the Montgomery Bus Boycott. Have the students summarize and react to the needs that are outlined in the sources.
- Allow the students to read Document 3 then discuss with the students their opinions concerning the suggestions. Point out the pattern of nonviolence that Dr. King used as a part of the Civil Rights Movement. Why was nonviolence an important issue to Dr. King? Explore the risks that the people involved in the Boycott took by participating.

Assessment: Have the students write a five paragraph essay explaining whether they would have been a part of the Montgomery Bus Boycott if they were living in Alabama in 1955. Have the students' think about the risks and rewards of the boycott. How long would they be willing to walk miles to work, etc.?

Connecticut Framework Performance Standards:

1. Use primary source documents to analyze multiple perspectives.
2. Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
3. Analyze historical and contemporary conflicts through the respective roles of local, state and national governments.
4. Describe and analyze, using historical data and understandings, the options, which are available to parties involved in contemporary conflicts or decision-making.
5. Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

Submitted by: Morgan Perry

*Citation: ADAH; Alabama Department of Archives and History (Teaching Resource)