

Západočeská univerzita v Plzni

Fakulta filozofická

Bakalářská práce

2013

Klára Niplová

Západočeská univerzita v Plzni

Fakulta filozofická

Bakalářská práce

**The life and work of Stetson Kennedy and his infiltration of the Ku
Klux Klan**

Klára Niplová

Plzeň 2013

Západočeská univerzita v Plzni

Fakulta filozofická
Katedra anglického jazyka a literatury
Studijní program Filologie
Studijní obor Cizí jazyky pro komerční praxi
Kombinace angličtina- francouzština

Bakalářská práce

**Life and work of Stetson Kennedy and his infiltration of the Ku Klux
Klan**

Klára Niplová

Vedoucí práce:

David Franklin, B.A.

Katedra anglického jazyka a literatury

Fakulta filozofická Západočeské univerzity v Plzni

Plzeň 2013

Prohlašuji, že jsem práci zpracoval(a) samostatně a použil(a) jen
uvedených pramenů a literatury.

Plzeň, duben 2013

Děkuji vedoucímu mé bakalářské práce Davidu Franklinovi, B.A. za odbornou pomoc a podporu při zpracování.

Table of contents:

1 Introduction	7
2 Biography of Stetson William Kennedy.....	2
3 Basic information about Ku Klux Klan and the historical background	9
3.1 History the Ku Klux Klan	9
3.2 First era – 1865 – 1871	9
3.3 Second era – Beginning of 20 th century – 1930's	11
3.4 Third era – period after World War II.....	12
4 Literary work of Stetson Kennedy.....	13
4.1 Palmetto Country	13
4.2 The Klan Unmasked.....	14
4.3 After Appomattox	15
4.4 Southern Florida Folklife	16
4.5 Grits&Grunts	17
5 Analysis of Jim Crow Guide to the USA	18
5.1 General information.....	18
5.2 Introduction	19
5.3 Chapter I – No Room For Redskins.....	20
5.4 Chapter II – White Mans Country.....	21
5.5 Chapter III – America's Great Wall.....	22
5.6 Chapter IV – Who Is Colored Where.....	23
5.7 Chapter V – Who May Mary Who	24
5.8 Chapter VI – Who May Live Where.....	25
5.9 Chapter VII – Who May Study Where	26
5.10 Chapter VIII – Who May Work Where.....	28
5.11 Chapter IX – Who Are Subject To Forced Labor	30

5.12 Chapter X – Who May Vote Where.....	32
5.13 Chapter XI – Look Out For The Law	34
5.14 Chapter XII – Who May Travel How.....	35
5.15 Chapter XIII – Open To All (Whites).....	35
5.16 Chapter XIV – The Dictates Of Racist Etiquette	36
6 Conclusion	37
7 Endnotes.....	37
8 Bibliography	42
9 Abstract.....	46
10 Résumé	46
11 Appendices	47

1 Introduction

The goal of the Bachelor thesis Life and work of Stetson Kennedy and his infiltration of the Ku Klux Klan is to present an outstanding personality of Mr. Stetson Kennedy and to present his heroic achievements.

The thesis is composed of introduction and four main chapters each dealing with a different topic.

In the first part the biography of Kennedy is being described in detail. The description goes from Kennedy's childhood through the beginning of his literary and folkloric work to the period of active fight for civil rights until his deceasing. There is put a special focus on the events shaping his anti-discriminative opinions. Afterwards I talk about other activities of him including folkloric work, travels and receiving numerous awards.

In second chapter it is necessary to provide basic information about the Ku Klux Klan to have a complete picture of the situation of Stetson Kennedy while spying in the Klan. The characteristic of the organization is mentioned. I introduce the three periods of Klan's highest activity. There is a comment on the structure of the Klan and on his influences and development.

Following section names the most important literary pieces by Kennedy. The enumeration includes his works focused on folklore and life of ordinary people in the South with reflecting the racial and religious discrimination. We can learn about books describing his work as undercover agent and as the Klan-buster.

The analysis of the chosen book is the topic of the last chapter. The book being analyzed is *The Jim Crow Guide*. Each of the fourteen chapters of the book is summarized in separate sub-chapters. As its topic is the laws

and rights of minorities in the U.S., it gives the reader a compact image of the life of such discriminated person.

The reason why I chose this topic is that I believe it is necessary to always remember the history with its heroes and villains. Stetson Kennedy is one of those remarkable personalities who brought a great contribution to the society by fighting tirelessly for the civil rights and was even willing to put him into danger for the general good. I tried to reveal the secrets of the Ku Klux Klan to general public to give a warning against such organizations. By my Bachelor thesis I would like to pay tribute to the memory of Mr. Stetson Kennedy with hope that his legacy will survive.

2 Biography of Stetson William Kennedy

Stetson William Kennedy was born in Jacksonville, Florida October 5, 1916 and deceased in St. Augustine August 27, 2011 at the age of 94. Stetson Kennedy was a respected folklorist, civil right defender and an extremely brave person. What made him publicly known is the infiltration of Ku Klux Klan in 1940's. [1]

Stetson Kennedy had quite calm childhood. He was helping his father who was a furniture merchant seeking “a dollar down a dollar a week” accounts for his furniture store in Jacksonville. While making rounds of many houses he has witnessed the hard life of many black inhabitants of Florida. That is when he started to feel the racial tension typical for the South in that time. [2]

Kennedy had even his own experiences with the racial discrimination. As a child, his family had a black maidservant, Flo. The relationship between young Kennedy and Flo was very positive and she was almost like a family member to him. But as it was unacceptable for the white racists to stand a protest from a black person, Flo was brutally attacked for alleged talking back to a white bus driver because he gave her wrong change. This incident touched Kennedy significantly and had a great impact on his

further life. [3]

After collage he studied the University of Florida, then later the New School for Social Research, and the University of Paris. The New School for Social Research is located in New York and was founded in 1919. It was established by few teachers of University of Columbia after being dismissed and consequently it was given the name The New School. Because the teachers were fired for having politically incorrect opinion, the school gained its typical progressive and open-minded character, which is really close to Kennedy's personality. Since he was a teenager he collected African American and white folklore materials. This passion caused that he left the university when he turned 21. Immediately after that he joined the Federal Writer's Project (FWP) which was active from 1935 to 1939. The FWP was a project initiated by the U.S. Government to support the writers while the Great Depression and to provoke and encourage people's interest in folklore and national history. Stetson Kennedy early became a chef of the department of folklore, oral history and ethnic studies. [4]

While he was working on the project he came across a book which influenced him deeply. The book 'You Have Seen Their Faces' from 1937 written by the novelist Erskine Caldwell was a description of rough living conditions of people living in the South. As he was strongly concerned with the social situation he was collecting the folklore data in Key West, Tampa and camps for turpentine workers in north Florida. In these regions the conditions of blacks were close to slavery. [5]

Then he started to supervise a young black writer Zora Naele Hurston. They worked together although the Jim Crow laws prohibited a white man from working together with a black one. Zora were not even allowed to enter the building of FWP by the front door. Although they had to travel separately, they traveled throughout the whole Florida and visited the

turpentine camps together. Zora Naele Hurston appreciated the help from Kennedy that much that she wrote a book about their travels, the book is called 'Mules and Men'. Zora Naele Hurston is also author of the book *Their Eyes Were Watching God*, which was also cinematized in 2005 and where the life of a black woman in the first black town is described. This other experience of Kennedy shaped further his opinion on the racial question. [6]

In 1942 Kennedy started to work as a Southeastern Editorial Director of the CIO's (the Congress of Industrial Organizations) Political Action Committee in Atlanta, Georgia. For this organization he wrote many monographs concerning the restrictions on voting, the poll tax or white primaries. White primaries prevented non-white voter from voting and so restrained the democratic principles of the American constitution.[7]

Because he suffered a back injury he was deemed unworthy for military service. As a folklorist he felt a strong patriotic duty which he decided to accomplish in his own way. Kennedy became an agent of Georgia Bureau of Investigation and also he served as a director of the Anti-Nazi League in New York and he infiltrated the Ku Klux Klan. That was his manner of fighting against what he called "homegrown racial terrorists" and his contribution to the society, which he believed, was necessary to make. He worked as a Klavaler or a Klan strong-arm man for the Klan in Stone Mountain. As a Klavaler he worked in the murder squad in so called Klavaler Klub. To gain membership he had to be absolutely trustworthy which he managed by using name of his deceased uncle who had been one of the founders of the Ku Klux Klan. He was doing a research among the members of Ku Klux Klan; he was in touch even with those who had a high position. [8]

The most important persons were called Grand Dragons. Stetson Kennedy managed to get evidence from a waste bin of one of the Grand

Dragons and so to revoke the Klan's corporate charter. As a result they were forced to pay \$685,000 tax lien to Internal Revenue Service in 1944. This act made it harder for the Klan to finance the internal functioning and, what is more important, to recruit new members. [9]

When he started the research his main intent was to provide the information about how the Klan works. He wanted to describe the rituals, the admission of new members and the whole internal structure. He was giving the information to the Anti-Nazi League, to the Anti-Defamation League and to the Georgia Bureau of Investigation. But the information channel which was the most effective was the journalistic one. Kennedy shared every gained information with Drew Pears, American journalist who is famous for discussing controversial topics such as the news of the authorization of electronic surveillance of Reverend Martin Luther King Jr. by Senator Robert F. Kennedy, his opposition to Vietnam War or support of liberalization of Eastern-block countries. [10] [11]

In late 1940's Stetson Kennedy became a consultant to the Superman radio show which was broadcasting his testimony of the Klan's practice. In the Superman radio show Kennedy revealed the secret codewords, rituals and secret practice of the Klan in 16 part series. The information about the Klan was sent by Kennedy every week to the Superman radio show. So the adventures of Superman defeating the enemies which seemed as a fiction were, in fact, a real names, code words and detailed description of the Klan. Every Sunday the names of businessmen, politicians and judges previously present at the Ku Klux Klan meeting were revealed and so the Klan lost the powerful members. [12]

In 2005 a popular journalist Stephen J. Dubner and University of Chicago economist Steven Levitt wrote a very successful book *Freakonomics* which contained Kennedy's testimony. Later he was criticized that the story was quite exaggerated and also Kennedy appropriated evidence of

somebody else. Later Kennedy admitted he had used material which was originally from another man who also infiltrated Ku Klux Klan but he did not want his name used. Despite this fact Stetson Kennedy refused to apologize for embellishing the story. Also many people of the liberal and civil rights world stood up for him saying that although he may have embellished few things, he actually did infiltrate the Klan and he really did a lot of good things. [13]

Since he became a member of Ku Klux Klan his life took a totally different turn. From a peaceful calm way of living full of work with folklore organization he became a passionate active fearless civil right defender. Since then he never stopped being afraid of his life. The pressure from within the Klan was enormous as the members knew there is somebody from inside betraying them. Every time they arranged a meeting or made up knew code words, it was made public. And naturally the anger of the Klan was getting bigger and bigger, just as Kennedy's fear of revealing him. That few years he could hardly fall asleep but his effort did pay off. The Klan had never found out who was the spy by themselves. However several times Kennedy's testimony was needed at the court so eventually it his identity came out. [14]

When he assumed he discovered every secret of the Klan and the probability of revealing was getting higher he decided to end his membership and continue in his liberal work. He was attempted to assassinate by the Klan and threatened very often. Racists from all over the states hated him for defending the blacks. Because the society was still quite conservative he had a big problem with finding an editor for his new book. Stetson Kennedy saw his life in the states is not secure and it has no future for him or his family. [15]

In 1950's they moved to France to escape the menace of attack from racists. He came across a French philosopher, existentialist and literary

critic Jean-Paul Sartre who helped him not only to publish the book in France, but to translate the book to many languages and publish it all over the world, even in the USA. The book concerns his adventurous investigation. It is called *The Jim Crow Guide to U.S.A* and after many difficulties it was published in 1954. The following book was published in France as well; it's the book *I Rode with the Ku Kux Klan*. [16]

Then he was travelling a lot, he visited many different countries in the US, Europe, Asia and Africa. He had been travelling for three years over several European communist countries, especially Hungary, where he saw the life in communism. For a person with such a strong empathic feeling the urge of commenting on such situation was irresistible. Kennedy formed a radical rejecting opinion on communism which was in contrast with the fact, that he was accused of being a communist in the time he tried to publish *I rode with the Klan* in the USA. He had always remained himself, although he was quite unorganized and of a boisterous mind. During his further life he was still very active journalist and critic of violating the civil rights. But what more, his active approach to social life could be seen also in his economic activities in Jacksonville. [17]

Stetson Kennedy had spent the rest of his life writing books whose main theme remained folklore and civil rights. Stetson Kennedy was a lover of women. Reputedly he had several affairs, sometimes even with married women and still he had married seven times. For the last time he married in 2006 to Sandra Parks, a book-store owner. He started to write his own biography but unfortunately never finished. Stetson William Kennedy died in Baptist Medical Center South near St. Augustine, where he had been receiving hospice care in 2011. [18]

Among the most important things Kennedy did it is necessary to mention the foundation of Beluthahatchee Park in 1949. Beluthahatchee Park is a natural park with area of four acres in Jacksonville. Beluthahatchee means

place of forgiveness. Because he was inducted to Florida Artists Hall of Fame and the house where Stetson Kennedy has been living for many years is located here, on his estate, this place had been declared a Literary Landmark by Friends of Libraries. The visitors can admire a wildlife nature on Beluthahatchee Lake and also the house of Stetson Kennedy which is open to public. The park primarily serves as a preservation of many plant species which also form the natural barrier and the preservation of threatened animal species, such as ospreys, eagles or white ibis. The house of Stetson Kennedy is accessible for the whole year and educational programs are provided. [19]

The whole project was financed by the Stetson Kennedy foundation. The Stetson Kennedy foundation is dedicated to the struggle for human rights, peace, harmony and protection of Mother Earth. [20]

The Beluthahatchee Park had been also one of the favorite places of a folk singer Woody Guthrie. Woody Guthrie had been a great friend of Kennedy's and he wrote many songs about him and one novel in Beluthahatchee Park. Woody Guthrie's political attitudes inclined to socialism and left-wing tendencies. In fact he had been living as an independent traveling bohemian. [21]

Beluthahatchee Park served as a shelter for blacklisted artists which Stetson Kennedy welcomed on his property. The blacklisting was typical on the 1950's. The authorities blacklisted the well-known artists when they made impression of being communists. Many of the artists were forbidden to execute the job, had to pay fines or even were imprisoned. [22]

Through his life he received the Florida Folk Heritage Award and the Florida Governor's Heartland Award which is addressed to the greats of literary and folklore field. In total Stetson Kennedy is a recipient of 45 awards. [23]

3 Basic information about Ku Klux Klan and the historical background

3.1 History the Ku Klux Klan

The Ku Klux Klan is a legal organization established in 1865 based on principles of the supremacy of a Caucasian Protestant heterosexual American profile of members. It has political aims and is well structured. The members act in anonymity as they wear typical uniform of a long white shirt and white picked hood which should symbolize the ghosts of Confederate soldiers. The organization has its own government, rules and principles written in its constitution and its own economical and political structure. The name Ku Klux Klan is derived from the Greek word *kuklos* which means a group or a circle and the word *klan* was added. The Klan was active in three periods, since the foundation in 1865 until 1871, then it was revived in the beginning of 20th century and functioned until the 1930's and there were light attempts of reborn of the organization. [24] [25]

3.2 First era – 1865 – 1871

The Ku Klux Klan was founded in 1865 at Pulaski, Tennessee. Originally it was a social fraternity of six young white students who invented their typical uniforms and rituals. Step by step new members were joining them and the student fraternity had become an organization with developing structure and goals. The structure was very elaborated, they made up their own names for each function. There whole organization was called Invisible Empire. In the head of each realm there was a Grand Dragon, the first Grand Dragon had been elected a former Confederate General Nathan Bedford Forrest. For provinces it was Grant Giant, than Grand Titan ruled denominations and Grand Cyclop controlled dens. Their assistants were named after mythological creatures, such as Furie or Goblins. The time of Reconstruction, immediately after the Civil War, strengthened the spread and supported the popularity of it. The Reconstruction period lasted from the end of the Civil war, 1867, until

1877. Its goal was to put the South, which suffered great losses in economic and social field, back together. There occurred several conflicts about how the reconstruction should be made because the North, who won the war, had totally different opinions on slavery, than the South, whose economy was based on slavery. Also the fact that two president, each of different political view, took the power one after each other, did not help. [26]

At that time, there was not a stable government, the rights were given to African Americans and people were afraid of their new power. In the 1850's the African American population reached 20% of the total American population, but for example in South Carolina the blacks represented a majority of the total number of inhabitants.[27]

The Ku Klux Klan symbolized a secret power which was defending them against the Negro overtake of control. Because the government was not settled well yet it was easy for the Klan members to exercise their own justice. The laws were partially in process of ratification and because the Klan members couldn't be recognized the sanction was impossible. Also many new officers were members. [28]

This period is typical by being full of violence against African Americans although they gained many rights. African Americans were given a right to go to school, the right to vote, gained a freedom of speech or the right to possess wealth and still they were discriminated in South.

In 1866 Freedman's Bureau was established to enforce the assimilation of black people. The government proposed 14th Amendment stating African American citizens of the USA with all the appropriate rights. After two years of rejecting by the South the 14th Amendment was finally ratified. The three laws followed in 1870 to prevent such situation and to guarantee no violation of the 14th Amendment. First law says that anybody preventing anybody from voting is a subject to fine. Second law

guarantees the election to be supervised by state authorities. Third law, the law about the Ku Klux Klan, finds the activities of the Klan as illegal. The mean to stop the Klan is to suspend Habeas Corpus, a right of a citizen for bringing into independent court. President Grant utilized this opportunity to prosecute Klan members in nine districts in South Carolina. These legal measures meant the end of the Ku Klux Klan. [29]

3.3 Second era – Beginning of 20th century – 1930's

The revival of the Klan took place in 1915 in Georgia. Few important things accelerated and strengthened the effort of reborn of the Ku Klux Klan. [30]

In first place it was a movie, *The Birth of a Nation* by D. W. Griffith, which describes the American historic events in the time of Civil War and Reconstruction period and has very strong patriotic overtone. [31]

The case of lynching Leo Frank, a Jew, in August 1915 also remarkably influenced the revival of the Klan.

In the 1915 William J. Simmons and other sixteen men declared new Knights of the Ku Klux Klan by petting a cross on fire. The renewed organization had changed its principles little bit. The original goal of protecting white inhabitants during the period of Reconstruction had modified with the influx of immigrants. The protest was directed against Jews, homosexuals, Roman Catholics, Blacks and their supporters. [32]

The associations with the Ku Klux Klan of the people from North were connected with terrorism and violence. The southern people remembered the Klan more like a fighters for their rights so the Knights of the Ku Klux Klan were more successful in the South.

The Klan tried to win the white Americans over and declared they want a pure Protestant nation. One of the mottos was a peaceful way of establishing such society. But this rule should be applied only on the born

American whites. Everybody outside their conditions was excluded from the privilege of non-violent treatment. The Klan proclaimed to function for the flag and for the constitution but as the country should have been by whites for whites the fundamental laws of constitution were misinterpreted. They warned about the danger of mixing races and the danger of not having enough jobs for native Americans because of immigrants. [33]

A boom of recruiting new members has been noticed. Many new members originated in middle class and sympathized with the ideas of establishing more public schools, the ideal of Christian family and government without corruption. The boom was even strengthened by the policies of a new leader, Hiram W. Evans who replaced Simmons in 1922. In the 1920's there were approximately five million Klansmen. With the new leadership the methods of directing had changed. The organization became politically active and many officials were Klansmen. [34]

The Johnson-Reed Immigration Act of 1924 setting quotas for immigrants according to their origin started the decline of the Klan. As the Klan was becoming more commercial and widespread, there appeared several conflicts, affairs and finally it kept falling apart from within from 1930's to 1944. In 1944 the Knights of the Ku Klux Klan officially declared the end of existence. [35]

3.4 Third era – period after World War II.

After World War II a new more up-to-date stand was taken to protest against Communism. The group was gradually getting more radical and resulted in 1954 by demonstrating against the decision of United States Supreme Court who found illegal the separate schools of white and black students in the Brown v. Board of Education of Topeka case. The Klan led this demonstration. Consequently they announced a rebirth of the Knights of the Ku Klux Klan in 1955. [36]

During 1950's and 1960's many attacks on African American citizens were noticed and finally this behavior led to adopting legal measures against the Klan. Despite numerous efforts to disband the Klan it maintained to exist.

In 1980's and 1990's the Ku Klux Klan was dealt a heavy blow. It concluded by disbanding the Klan in 1993 by a court decision caused by riots on Martin Luther King Jr. Day. [37]

These days we still can find several groups with similar program as the one of the Ku Klux Klan also sympathizing with Neo-Nazi groups. In the USA the influx of immigrants, mainly of Hispanic origin, provokes displeasure of Americans and so these groups still find few followers. [38]

4 Literary work of Stetson Kennedy

4.1 Palmetto Country

The first book by Stetson Kennedy is called *Palmetto Country* and was published in 1942. It was published as a volume in the American Folkways Series which was edited under eye of Erskine Caldwell. [39]

The American Folkways Series is composed of 28 books, each denomination ending with *country*, for example *Wheat Country*, *Desert Country etc.* *Palmetto Country* is named after a special sort of tall palm tree typical for the region of south Florida, Georgia and Alabama, Kennedy had chosen this particular tree because it is a typical crop eaten by poor people who is the book about. [40]

Stetson Kennedy decided to write *Palmetto Country* to use the material collected on his travels. Kennedy traveled through the South Florida together with Zora Nael Hurston, Alan Lomax and others. He used his recorder to catch every story and every song to perfectly describe the life in the Reconstruction period in the region. He enriched the documentation with many photographs and authentic reports of local African Americans

or Cuban Americans. [41]

In contrast to other writers commenting on the same topic, Kennedy held the unpopular view of equality of blacks and whites. The book advocates the blacks and other minority groups and provides the picture from their point of view. Kennedy interviewed many locals to guarantee a hundred percent authentic testimony. The political situation is portrayed in detail. Kennedy talks about Northern rubber barons bringing corruption to the unstable southern politics and so advancing their own interests. The book was commended by well-known folklorist Alan Lomax and by Kennedy's friend and well-known folk singer Woody Guthrie and later by other literary giants. Finally the publishing was restarted in 2009. [42]

4.2 The Klan Unmasked

As well as the publishing of *Jim Crow Guide* was problematical, the publishing of *The Klan Unmasked* marked the same difficulties. The book was written in the beginning of 1950's when it was not possible to find a publisher as this period is marked by reborn of the Ku Klux Klan and by having members in political spheres. Finally Stetson Kennedy managed to find a publisher; it was English publishing house Arco. Originally it was published with a title *I rode with the Ku Klux Klan* but was renamed when it was published in the U.S. in 1990. [43]

Stetson Kennedy describes in detail the period when he infiltrated the Klan and worked there as an undercover agent. He uses the style of detective story or a thriller to attract the reader's attention rather than using some kind of documentary style. [44]

He reveals all the secrets of the Ku Klux Klan and describes what happened beneath the mask. We can learn about all the secret codewords, rituals but also about the concrete identities of klansmen. Sometimes they were policemen or politicians which Kennedy observed during the meetings because the uniform was not long enough to cover

the lower part of policemen uniform and shoes. [45]

The few chapters concern Kennedy's efforts to extradiate the evidence of crimes committed by klansmen and his eye-witnessed testimony from the meetings of the Klan where all the actions were planned.

In other chapters he concentrates on the real functioning of the Klan, on the concrete crimes and torturing of the Klan. [46]

4.3 After Appomattox

The book *After Appomattox: How The South Won The War* is a description of the events at the end of the Civil War and the beginning of the period of Reconstruction with eyes of Stetson Kennedy. Mainly he puts stress on the political background and secret deals made by the representatives of both North and South sides. The fundamental part of the work is more than thirty page long document of authentic testimonies of people terrorized by the Klan and those who suffered by the segregation. These documents also played a key role in inspiring Kennedy to write such book. [47]

The topic of the book is indicated in the headline and sub-headline. Appomattox is a city in Virginia where the last battle of the Civil War took place in April, 9 1865 and so the military victory of the Union was officially declared although no peace treaty have ever been signed. [48]

The sub-headline expresses the opinion of Kennedy. It says that the South won the Civil War, which is the opposite conclusion than is officially stated. Because how we can learn from the book, the victory of the North, although officially recognized, in practice was not exercised. The North did not have enough political power in the South to apply its policy and to supervise how it is respected. The free governing of ex-confederates led to disobeying the laws and put the official government under great pressure. Kennedy talks about the political chess behind the scene. He looks realistically and critically on the behavior of the officials. [49]

The records from 1871-1872 of the eye witnesses prove the fact that the violation of laws occurred permanently. The terror and torture of the victims is described. [50]

The other important part describes the behind-curtain deal concerning the presidential election in 1876. As usual there were two candidates, a Republican, Rutherford Birchard Hayes, and Democrat Samuel Tilden. The two candidates received similar vote results and there could not have been elected any of them. So a special commission of fifteen members was set up. But the Democrats came with a deal. They guaranteed the presidency to Hayes in exchange for several requirements to be fulfilled. This deal is known as *The compromise of 1877*. In March 1877, only two days before the inauguration, Rutherford Birchard Hayes was confirmed as the winner of the election. [51] [52]

Stetson Kennedy criticizes the naivety of Democrats and how easily they gave up the fight. By the Compromise of 1877, which was not satisfied, they caused a total stop of the efforts to introduce more Afro-American favoring laws and decelerated the evolution of civil right laws for decades.[53]

The North won in the military field but suffered a crushing defeat in the field of politics and culture and lost all the power.

The historical narration is interlaid with the authentic stories of the victims who stood against the racial segregation by themselves and alone, without any defense from the formal authorities. [54]

4.4 Southern Florida Folklife

South Florida Folklife was published in 1994 and written by Stetson Kennedy with the cooperation of Peggy Bulger and Tina Bucuvalas. The three folklorists are co-authors of a very reputable book about the folklore in Florida. [55]

Peggy Bulger has admired Kennedy's work for many years and she based her doctoral thesis on his work as a folklorist. She is devoted to folklore since the university studies and managed to get a job as the director of Library of Congress' American Folklife Center. [56]

Tina Bucuvalas is also a respected folklorist. She is focusing on Floridian folklife for last twenty years but in the past she studied many other southern states. At the moment she works as the Curator of Arts and Historical Resources for the City of Tarpon Springs. [57]

The book's fundamental principle is the contrast. The culture and folklore is shown through the contrasts between wealthy and poor people, the immigrated ones and old residents. The period from 1930's to the present is rendered so they present the development noticed in these days. It is perfectly mapping the cultural life and traditions of the South. [58]

4.5 Grits&Grunts

Grits&Grunts was the first book by Stetson Kennedy. But because of his financial situation at that time he could not publish it. After many decades it was finally published in 2008 by Pineapple Press, Inc. [37] Kennedy has lived on Key West in 1930's, shortly after he started his career orientated on studying folklore and collecting folk materials. [59]

Pineapple Press, Inc. is a company focused on publishing books with historical or folkloric thematic and so this work perfectly complies with the character of the company. [60]

The book is illustrated by a well-known Floridian painter Mario Sanchez. Mario Sanchez (1908-2005) had lived and worked in Key West for his whole life. This fact and his style of painting is a cause why Stetson Kennedy chose him. The colorful sceneries of Key West streets, neighborhoods and everyday social life perfectly correspond with the lifestyle of the island and rise its artistic value. [61]

Key West is an island in Gulf of Mexico. It lies right in the middle of the way from Mexico to Florida. Because of this fact, the diversity of the city is significant. The influences of Mexico and Florida are seen on the architecture, food or even composition of residents. These aspects make this place very interesting to be explored. [62]

The work is divided into eight parts covering every basic field to introduce the area to the reader. We learn about geography of Key West, about its unique culture, eating habits and other elements of folklore. The atmosphere is depicted with Kennedy's own collection of oral histories. We can also find tales and a whole chapter concerning folk songs and ballads from the region. Because of big number of Cubans on the island, the chapter containing songs, ballads and games is accompanied with Spanish translations. Also the headline of the chapter, *A la Cubana*, indicates that it is dedicated to the Cuban residents and their effect on the development of the Key West culture. Kennedy provided his personal photographs of the city to enrich the book and to make it easier for the reader to imagine it. [63] [64]

5 Analsis of Jim Crow Guide to the USA

5.1 General information

The Jim Crow Guide to the U.S.A was written in 1954. But because of the political situation in the U.S. which was ruled by the Jim Crow laws Stetson Kennedy had not found a single editor because of the character of the book. After Kennedy moved to France to find a publisher he gave the book to Jean-Paul Sartre, a French philosopher, who actually liked the book. Jean-Paul Sartre helped Kennedy to publish the book in France in 1956 and later it was translated to many languages and published in many different countries, even in the U.S. [65] [66]

Stetson Kennedy wrote a guide for non-white people, non-Christian people and their supporters to give them detailed information about the

rules they should respect, either they are based in law or they are just customs.

Talking about the formal side, the general rules of a guide are more or less respected. But the book has a sarcastic and critical tone. The author often speaks to the reader. By speaking to the reader the effect of the reality is created. It is very common in the text that he speaks to the black reader rather than to the white one because the guide is dealing with the discrimination of minorities and so the information is not as relevant for the white reader as it is for the black reader.

The author mentions concrete laws, judicial reports or municipal ordinances. To be still comprehensible to general public he uses a big number of particular cases to demonstrate the cruel reality.

The Jim Crow Guide is composed of 14 chapters. Each chapter describes rights of different race and concerns different fields of interest of Jim Crow. The covered areas are work, marriage, immigration, studying, living or voting. It is accompanied with statistics and cases of concrete persons. [67]

Jim Crow laws were a group of laws implemented in the period of 1887, the end of Reconstruction Era, and 1950's, a strong civil rights movement. These laws enforced the racial segregation and introduced it to the American law system for almost one century. [68]

5.2 Introduction

The work is introduced by part called 'Why this guide'. We find out why is this guide different from any other guide. It is because this guide is orientated towards people of color and what they should know about regulations for colored people. People are warned against other guides which could cause you problems or even kill you if you visited a wrong restaurant or hotel. We learn the basic characteristic of leveling the society to first or second-class citizenship. Each of the type has its own expectation concerning clothing, behavior or level of literacy. We get the information about the history of American racist policy which goes back to

the colonization of the continent about five hundred years ago. [69]

5.3 Chapter I – No Room For Redskins

In the first chapter, called No Room For Redskins, the topic of history of Native Americans discrimination is discussed. We learn about their history, about the very beginning of the conflict between them and white colonizers. There is given the explanation of how different is the thinking of Native Indians and white Americans. There is the Native Indian style, where the land does not belong to anybody, so everyone can farm freely. On the other side there is the white American style of considering land as a property so everyone can own or purchase it. This fundamental difference caused that Indians were easily deceivable and almost the whole continent was consequently sold off for a symbolic price. This lasted from the very beginning of colonization until the 1950's.

During this period American Indians were put into reservations, taken away their property, they were not given many rights and were nearly wiped out. They were treated like wild animals, haunted, locked up in reservation and killed. All this was caused by the fact that they refused to surrender to the whites and to work for them as slaves. [70]

After their population declined significantly the U.S. government decided that there is no need to bother with their future as they do not have any. They were let to direct the reservations by themselves. But soon they were deprived of it and reservations were ruled by military dictatorship.

A majority of the reservations was set up in Midlands, a region of droughts and very hot climate. American Indians had big problems to cultivate plants there because they could not move from the reservation to find more fertile land and the government refused to help them. American Indians could not find a job. Nobody wanted to employ a Native American. Sometimes they only could work as farm labor. The only one other field how they could work was to show to white tourists how they

live. It was some kind of open-air circus attractions. [71]

5.4 Chapter II – White Mans Country

At the beginning of this chapter there is a remark excluded from the Ideals of the Ku Klux Klan quoting “*We must keep this a White man’s country. This republic was established by White Men. It was established for White Men.*” [72] The headline of the chapter was copied from this part. The headline as well as the first paragraph quoting the Klan’s ideals refers to the message given by the chapter. It tells the introduction of an Afro-American to the society and his position in it is discussed.

We learn about how white people looked down on black people, either in everyday life or legislative issues. A black person was counted as three-fifths of a person. White Americans soon after having brought Africans to the continent regulated the rights set in constitution. Many amendments limiting rights of blacks were ratified. For example they were not allowed to be considered as citizens, although they were born in the U.S. or even if they had white father. It was quite common at that time that white masters were raping their black slave women.

Even Abraham Lincoln, a lawyer at that time, criticized these anti-negro actions. He claimed that by taking away the basic rights from the blacks, there is only a little step from taking it away from immigrants in general and that would be hidden despotism. [73]

Also it is explained that it was not only poor ordinary people who were spreading the Klan’s principles, it was the politicians in the first place. We can see another remark on the Klan about how they became politically powerful in 1920’s. It is said that America was ‘Kluxed.’ Even President Warren G. Harding became a member of the Klan and the ceremony took place in the White House. Later in this chapter there are other information and quotation about how the Klan planed to rule the world and many their principles are enumerated.

The bombing of Japan is also being criticized with reminding that neither German nor Italy was not bombed during the World War I. President Harry S. Truman was strongly defending the atomic bombing of Japan and claimed it was an adequate response to attacking the Pearl Harbor by Japanese. The discrimination of Asians was directed against both the enemies and allies. It could be seen in both war in Korea and Japan.

Then again follows few comments on the control of schools by the Klan, about firing teachers disagreeing with the Klan, about their control of publishing books and magazines. It also has been described that the Ku Klux Klan went even further. They organized lectures in schools to rise a new racist generation, new supporters. They claimed that blacks are lazy, physiologically resembling to apes and that they steal. This should guarantee the future of the Ku Klux Klan. [74]

5.5 Chapter III – America's Great Wall

In the third chapter the immigration policy is described. When American Indians refused to subjugate the Africans were brought to America to work on behalf of their masters. Then they were given freedom but nobody left there to do the work when it was necessary to build the railways.

Chinese were brought as a cheap workforce. Consequently it was considered that they were too many in America and the officials regulated the Asian immigration. [75]

The Chinese exclusion act was introduced in California in 1882. Other states followed this example and at the end there was a Great Wall against Chinese along the whole Pacific coast.

Then once again Americans needed someone to work for them and they became to bring Japanese at the beginning of 1880's. Only 16 years later, the first public riots against Japanese were held in San Francisco. Asian children were even prohibited to attend schools. The term "yellow peril"

was introduced in 1914. [76]

The Immigration Act of 1924 set quotas for immigrants. Several nations were appraised as “ineligible for citizenship” and these people were forbidden to come to the USA. The Chinese men who already had gained the American citizenship were not allowed to bring their Chinese wives. After many discussions Arabs were considered as white. This Act was valid until 1940 when it was made possible for Chinese, Filipino and Indian descendents to gain American citizenship. These quotas were enforced by another amendment in 1952. There have been a panic over the communists but the Nazis were welcomed without any worries. [77]

5.6 Chapter IV – Who Is Colored Where

The definition of who is of which color is provided in this part of work. The criteria are even stricter than earlier in Nazi Germany. Also they vary from state to state. In some states you would be of Negro race even if you had only one sixteenth of Negro blood, in others if you had one eighth, one fourth or one half. In other states any person having any Negro blood is considered Mulatto. Also a person of Indian-Negro parentage is considered Negro. If you are a person of less than one fourth Indian you are white in the eyes of law. In the case the race can't be identified the court decides according to the physical appearance and other evidence. [78]

Then several particular examples of laws of states are introduced. So you can see how your race can change when you travel.

Because the law treated each race in a different way some who would be considered Negroes but had the appearance of White lied to the authorities claiming to be White to gain the advantages. Every year 50,000 people made this changeover. The changeover can also go the opposite direction. It is known that in couple of cases the race of a baby was changed after few months because the signs of Negro race became

visible.

The irony of black soldiers fighting for America in World War II. and could not go to a restaurant because there was no restaurant for blacks leaps to the eye. Also it was important whether you are born-native nonwhite or a tourist. The tourists were treated as whites. So in the guide it is advised to act like one if you have chance. [79]

5.7 Chapter V – Who May Marry Who

The first information we learn is that mixed marriages were forbidden in all southern states and the situation about them was quite complicated in the rest of the states.

If someone married a colored person he would risk the children to be taken away from him and the marriage would automatically be declared illegal and void. In some states you would have been imprisoned. Persons whose place of permanent residence prohibit the interracial marriage and they get married in other state permitting it would be prosecuted. Also the interracial intercourse or cohabitation is illegal. Among general public the term miscegenation, which is usually used when talking about animals, is used to express pejoratively the general opinion on interracial relationships. Similar laws concern the Mongolian race, Indian race and Malay race. [80]

In most of the states both partners are sanctioned, except West Virginia where the sanction applies only on the white partner. In few states, such as Indiana or Mississippi, any kind of spreading suggestions against inequality between white and black spouse would be punished by fining or imprisonment. This includes making or circulating movies, songs, printed documents or plays with such topic.

Then there are mentioned several examples of people who were sentenced for breaking up the anti-interracial marriage law. This touched also the whole families which were ruptured because their mothers taught

the children not to discriminate according to the color of skin.

In the next part of this chapter the laws against interracial marriage of every of the state which forbids it are mentioned. The strictest states are Virginia, Tennessee, Montana and Georgia. There is an interesting example in the legislature of Mississippi. It is stated that the anti-interracial law does not apply on occasional intercourse although any other type of relationship is prohibited. [81]

5.8 Chapter VI – Who May Live Where

Sixth section of the book deals with the problem of which races may live in which areas. Generally it is unacceptable for white and colored people to live in one district. Whites are allowed to live anywhere they like. Special zones were made for colored. Colored people are also required to pay higher rent than white people. It is 30% more on average. The only exception was black servants who were allowed to live in the house of their master.

The U.S. Supreme Court ruled out many laws introduced by individual states which were enforcing the racial zoning. However the court tried to improve the situation, the social pressure and terroristic attacks kept the racial boundaries. In this part many concrete laws are mentioned. [82]

Real estate boards and commissions were number one influence on the zoning. They usually had an internal policy not to sell to non-Christians in Christian neighborhood and to people of one color in neighborhood where dominated different color. This policy caused that many races, such as Blacks, American Indians, Mongolians or Jews could hardly find a place to stay and they were forced to live in ghettos.

If the law did not force them, the patriotic radical groups like the Ku Klux Klan did. The Klan had its own guards who kept watch night and day and checked if any black person doesn't cross the boundary. Few examples of bombing or attacking houses of blacks are given.

Minority groups also fought for the right of purchase for a long time. Finally it was accorded to them but it was forbidden to them to occupy it, the law came into force in mid- 1930's. If you incorporate your family it becomes a legal unit without color or religious so you would be allowed to sell to any race or religious group. [83]

The racial zoning touched not only the blacks but the Chinese as well. 80% of the 100,000 population of the Chinese had to live in so called "Yellow Ghettos" in big cities such as – New York, Los Angeles, Chicago or San Francisco, who had the most populous minority of the Chinese of all the states counting 40% of the whole Chinese population.

As for the Japanese the situation became much harder after the beginning of World War II. and the attack on Pearl Harbor. American government decided to take strict actions against all the Japanese living on the Pacific coast. All these 110,000 Japanese-Americans were taken to concentration camps where they had to stay until the end of the war. After setting them free many of them renounced the American citizenship.

The top of racial zoning is the zoning of cemeteries. The blacks could not have been buried in the same ground as the whites. Also the deceased pets could not share the same pet cemetery if they were owned by a black person. [84]

5.9 Chapter VII – Who May Study Where

Chapter VII deals with the problem of leveling education. The pupils of different races could not have shared the same classroom. Few states introduced extreme regulations ordering to keep the names of white and black pupils on separate lists or to keep the textbooks in separate warehouses. There were also separate schools for full-blooded whites, full-blooded blacks and persons of mixed race.

Although the government promised the same support to black and white students, the reality was totally opposite. The Government provided less

money to the South and more to the North. Of course the states divided the support unequally between the students. As a result the white person from the South was less educated than a black person from the North.

Generally a colored student received about one fourth of what received white student. In classroom of schools for colored there were more than ten extra students. The education of colored was three times slower than the education for white students. The courses for the blacks were orientated towards manual work such as carpentry or bricklaying. [85]

The university studies are even more difficult for the Blacks. Although officially the segregation had been abolished, in reality it still remained in practice. The domains of medicine, philosophy or dentistry are impossible to attend for the black students. The possibility of gaining the Ph.D. degree is almost non-existent. In most of the application forms to universities the officials demand a photograph, information about origin or religious faith.

After black applicants, Jewish are the most discriminated. They are not accepted to courses such as architecture, law or fine arts. In the text we learn about this phenomenon from detailed statistical data. Even quotas about religion were set on universities like Harvard, Columbia, Duke or Yale. Few particular cases of violating the equality guaranteed by law are mentioned.

In 1948 the first black student was accepted to the University of Oklahoma. The court ordered the university to do so but he still suffered by discrimination and was segregated in an individual booth in the classroom. Other judicial cases demonstrating this fact follow. [86]

In 1950's there were efforts to desegregate the public schools. Although many southern states loudly protested the Supreme Court found the segregation unconstitutional in May 1954.

A huge wave of protests was started. Southern states, the Ku Klux Klan and other organizations with similar principles as the Klan threatened to use arms to stop the desegregation. White Citizens' Councils were set up to ruin the Blacks economically. They cooperated with banks and other institutions so they did not accord loans to black people and they threatened the clients of black doctors and lawyers. The parents were overpersuaded not to put their children to mixed schools.

It was also a political fight. Political opponents claimed those who support desegregation are communist and they threatened to call up armed militia. Also there occurred few cases of attacking physically black children when going to school.

On the contrary there was a big support in the North. In public survey 74% approved a violent way of enforcing the law of desegregation.

The text is concluded with an enumeration of individual states dealing with the problem. [87]

5.10 Chapter VIII – Who May Work Where

Chapter VIII describes the economical discrimination of minorities. The minorities are discriminated according to their faith, origin or skin color.

During World War II President Roosevelt tried to provide equal professional opportunities to all by establishing Fair Employment Practices Commission (F.E.P.C.). This commission was set up to control whether the minorities are not discriminated. It turned out that 80% of all the complaints received by the commission were sent by the Blacks. Other 8% of complaints touched the discrimination caused by religion. From these 8% other 80% were complaining about discriminating Jewish people. The F.E.C.P. was repealed in 1945.

After World War II there has been seen a massive increase of discrimination at work. Almost no Jewish was allowed to work as clerk or

lawyer.

Talking about the Chinese, the situation was little better. Majority of them worked in Chinese restaurants or laundries. Because they had Chinatowns it was easier to find a job there but still they were not integrated and the situation of employment had not changed since 1920's. Although Italian or Portuguese immigrated later they were looked at as Americans by white Americans but the Chinese were still considered strangers. To prove this we can see numerous statistics in the following text. [88]

The situation was worst for the Black people. It was said that they are "last hired, first fired." [89] Detailed figures demonstrate that the unemployment of the Blacks was very high. In 1920's the ratio of unemployed black labor force was 40%. The situation later improved but still the number of unemployed black people were twice that high than of unemployed white people. Although there were times of lack of work force the Whites refused to hire black persons. What more, they prevented them to move when they got a job offer from the North.

During some time couple of jobs only for the Blacks developed. It was manual works like servants or workers with sawmill. Only minimum of them succeeded in jobs like lawyers or doctors. In case they did succeed, they had almost exclusively black clients. Even barbers in some states could not cut hair of white women. In factories, the toilets had to be separate or the Whites worked day shifts and the Blacks night shifts.

The city licensing and zoning boards often reject to give a license to members of minority so they cannot execute a business. [89]

Despite guaranteeing equality by the Government in governmental agencies, the clause saying it was present in the governmental contracts, the discrimination was almost as high as in the private sector. Among the governmental agencies the most discriminative there are named

Department of Justice and Federal Trade Commission. In next part of this chapter discriminative practices of individual governmental agencies are enumerated. The black workers did not get the wage for overtime work.

The following part gives us information about the numbers of black soldiers in American armed troops.

Then Kennedy describes several cases of discrimination of black soldiers. One of the cases talks about a Colonel required a chauffeur and after he was allocated black chauffeur he immediately shot him. He was not sent to prison. [90]

The American troops were introducing their discriminative policy to European countries while fighting there. Many Blacks rather stayed in European countries than came back to the U.S. because they were treated better there.

The racial quotas and selection tests were demanded from Blacks before being accepted to the army. Few concrete information and numbers about the Blacks in Korean War are stated. The black soldiers were segregated to one troop and after not receiving appropriate equipment and sending to the forefront they were bombed by the American Air Force which was claimed to have been an accident.

The chapter is closed by naming different problems of the blacks in the army and their solutions. [91]

5.11 Chapter IX – Who Are Subject To Forced Labor

In chapter IX there is described how after the minorities are discriminated in work they are punished for not having one. The fact of breaking law by not having a permanent full-time job is called vagrancy. Also the situation of forced labor is explained.

A person can be accused of vagrancy in case he is unemployed, he does not have wherewithal of maintenance, he is a beggar or he has only a part-time job. The provisions against this law violence are a fine,

imprisonment or banishing from the city by police. If the person accused of vagrancy after serving does not change his work status he can be sentenced repeatedly. This usually does not concern White Americans.

Black people wrote a song about this situation and the song is also included in this chapter. Also we learn the exact enumerated criteria according to which we appoint someone as a vagrant. Few southern states had extended the definition and also these specifications are given in the text. [92]

Then Kennedy writes about the labor camps. Despite the slavery being abolished many years ago, the ex-slavemasters made another way to keep the Blacks work as slaves. These relationships are tied with a contract signed voluntarily by both parties. However the workers are forced to sign such contract because the job offers for minorities are close to non-existing. The worker is often tied even more by making a debt which he has to pay under any condition made up by the employer.

The living conditions of labor camps are described in detail. There were many cases of raping, lynching, starvation and beating. The workers said the only way to get out of the camp is to die. The workers lived in huts with no windows and no equipment. The medicine care was not provided. Even the childbearings had no assistance from doctor. That was why the death rate of mother and infant was so high. The food was so bad that many people suffered diseases from malnutrition. The women usually had to wake up their husband and give him breakfast so he could go to work at time. If the husband had not been ready on time, the woman would have been punished.

There were also other systems than labor camps. Sometimes the employer had a truck full of workers and he transported them from one city to another, from one harvest to another. The last profession developed from the need of cheap labor force was the labor recruiters.

These people were hiring the workers and were paid from 5-20 dollars per head. [93]

The conditions were close to slavery. The workers often tried to run away but the employer was helped by the police and the Ku Klux Klan so usually they managed to catch the one who ran away. In the following part there are described several cases of escaping from the camps and also several cases of the servants and their masters. The so called Wetbacks, who are Mexicans illegally migrating because of unemployment in Mexico, are mentioned.

The Government ignored the illegal immigration and the bad conditions in labor camps as well.

At the end we are informed about the problems of Japanese labor force which had been brought to the U.S. to earn better money than in Japan and then the wage is the lowest from all the working groups in USA. [94]

5.12 Chapter X – Who May Vote Where

Chapter X informs about the problems connected with discrimination of black voters. Although the right to vote was accorded to them right after the Civil War in 1870 by ratifying the 15th Amendment, the practice is far from the idea of the amendment. Southern states discriminate black voters and prevent them from executing their right by using many means.

The reasons of such breaking are the neglecting by the Government and the right of each individual state to set his own voting rights.

Next part of this chapter provides historical background of the political evolvement of the voting rights which began in Reconstruction period. The newspapers support this behavior because they write about how Americans saved the black population and how they are not able to be educated and to take care of themselves. However the reality is described in thirteen volumes of eye-witnessed testimony in Library of

Congress.

The activity of the Ku Klux Klan enforced the suppression of democracy. They often threatened those black who would want to vote.

The result of combination of all these factors is that only white people went to vote. [95]

At the turn of the century the blacks begin to set up their right. The situation changed quickly as the barriers started to be built to stop them voting. In the 1896 a great amount of 130,000 black people came to polls. In 1904, after introduction of several barriers, it was only one tenth of them. One of the barriers was establishment of Poll tax. If you wanted to vote you had to pay few dollars, the amount differed from place, which was the Poll tax. This measure should have kept the blacks from voting but on the contrary it discouraged the whites.

The steps to prevent the blacks from voting were both legal and illegal. The legal steps rather made it more difficult to vote but the illegal ones could put you in danger. There have been known numerous cases of threatening, physical attacks or even murdering because a black person dared to vote.

The politicians and the Ku Klux Klan loudly asserted white supremacy and they acted in conflict with the judicial orders. These activities are further described in next part of this section. In Mississippi, for example, the blacks could vote in 6 counties out of 82. [96]

If someone wanted to vote at first he would have to register. The authorities exercised tactics to avoid the blacks to find out when and where they should register and so they evaded the law.

Some other ways were implemented. The blacks had to pass a test which should either prove that they can read from and they understand the American constitution or had to answer questions which were unable to

be known. For example one of the questions was how many windows are in the White House.

Sometimes the officials simply crossed them out from the register list for imaginary reasons. Sometimes the black voter received summonses to the court where he had to prove he is not of a bad character. These trials usually took place during working hours to make it more difficult for the defendant to come. [97]

Once the black person is registered there are other obstacles to overcome. Both the authorities and the general public in the South threaten to them. The Ku Klux Klan and other organizations threaten, beat, stab and murder people who had refused to obey. Many events of it have been enumerated in the text.

The case of Mr. Mallard tells about how he was shot down in front of his wife and daughter on the way home from church by the members of the Ku Klux Klan for voting despite being told not to. The investigation did not bring any suspect except Mrs. Mallard.

The problem touches the political spectrum as well. A new party has to gain determined number of votes in previous election to be allowed to participate in next elections, which makes it impossible to start functioning. The monopoly of Democrats and Republicans bring no change for the situation of black people.

It is very dangerous for a black person to candidate in primaries. Many people have been killed for this reason. This practice lasted until the beginning of the 20th century.

It is ironic that in the states with biggest population of blacks the voting rights were the most restricted to reduce their power. [98]

5.13 Chapter XI – Look Out For The Law

A phrase often used by people say that some people are more equal than

others in America. That perfectly represents the real instance when a colored man tries to achieve justice. The Ku Klux Klan took care of control whether the blacks do not execute the profession of judge, member of jury or they do not testify against white person.

In the text, there is a song about how a white criminal is released and black suspect is hung straight away.

We can learn about few concrete cases. One of them talks about murder of Mr. and Mrs. Moore by dynamiting. No suspect was found. Nobody started the investigation.

Then we can see a comparison of the rights of colored in America to the system of Nazi-German. The only difference found is the transparency of law. In Nazi-German it was clearly said who has right to what. In USA the laws promise equality but exercise discrimination. [99]

5.14 Chapter XII – Who May Travel How

Chapter XII deals with the different segregation laws in different means of transport. In period from 1944 to 1956 there have been endorsed series of laws guaranteeing equality in public transport.

However the southern officials have always been breaking the laws against racial segregation including laws about equality in transport. Many people were arrested for sitting in a wrong part of bus. Several individual cases are named in the text.

It is also said that it is very expensive to build segregated bus stations, railways and other public places.

The planes were not included in the laws of segregation so you could sit wherever you wanted but once you landed you had to behave according to these laws again. [100]

5.15 Chapter XIII – Open To All (Whites)

In this section it is explained to which public places and under which

conditions you have access.

Between 1883 and 1875 the law ensuring equality was valid. In this period a colored person could have complained about not being waited on because of racial or religious reasons.

After 1875, there were no laws prohibiting racial discrimination in more than half of the 48 states. In some states, such as Delaware, the discriminative laws were in their law system and so had to be respected. The law ensures the proprietors can refuse to provide the service to anybody they assume could cause them a loss by putting off the clients.

The last part talks about individual concrete laws of few states. In Alabama it was forbidden to one race to use toilet facilities of another race. In fact it should keep the black employees away from the facilities for white clients. [101]

5.16 Chapter XIV – The Dictates Of Racist Etiquette

The rules of etiquette should be familiar to everybody. In the case you are non-white in America you should be prepared for quite different treatment.

Anywhere in the States, but predominantly in southern states, there is applied a special etiquette for treating second-class citizens. The rules differ from a country and their variations correspond to the level of discrimination in laws.

In some states it is legal for a black to come to visit white friend. However it is recommended to avoid coming unannounced as the visit of the white person could treat you adversely.

In border areas the rules cannot be clearly specified as the laws and rules of etiquette mingle. This uncertainty in how should one act cause even stronger tension in dealing with someone of other race. [102]

6 Conclusion

The target I tried to achieve was to introduce the personality of Stetson Kennedy to general public. Also I aimed to give the description of Kennedy's literary work and his strong moral principles he always stucked to.

The first part introduces the life of Kennedy. It is described since his birth until the decease. Life of Stetson Kennedy was full of adventures and passion. He committed his life to work for the good of society and tirelessly defended the civil rights.

In next chapter I focus on the Ku Klux Klan. I talk about their principles, structure or tactics. The three periods when the Klan was most powerful are described.

The following section is composed of six parts each describing one of his books. The topics of the works go from folklore stories through detective adventures to commenting on the discrimination of minorities in laws. From his pieces we learn about how extraordinary writer and person he was.

Last chapter of the thesis analyzes the book *Jim Crow Guide to the U.S.* from individual opinions of Kennedy we get to the general situation of the South in that time. Each chapter of the book talks about different filed of law and so a coherent picture of the South is given.

The objective I hope to have managed to introduce is the complete image of the South through the eyes of one of the most courageous personalities of that time.

7 Endnotes

1. Spencer, Terry; Stetson Kennedy, Exposer Of Ku Klux Klan Secrets, Dies At 94; Huffington Post [online]

2. Stetson Kennedy; Stetson Kennedy [online]
3. Ectric, Bill; The Stetson Kennedy Interview; www.billelectric.com [online]
4. History; newschool.com [online]
5. Stetson Kennedy biography; The Library of Congress [online]
6. Klinberger, Jeff; Florida's Homer, folklorist Stetson Kennedy, dies at age 94; Tampa Bay [online]
7. Stetson Kennedy op.cit. [online]
8. Ibid.
9. Ibid.
10. Ibid.
11. Heintze, Jim; Biography of Drew Pearson; American Library [online]
12. Garfield, Bob; Remembering Stetson Kennedy; onthemedia.com [online]
13. Spencer, Terry; op. cit. [online]
14. Ibid.
15. Ibid.
16. Stetson Kennedy; Reporters and Writers; reportingcivilrights.com [online]
17. Ibid.
18. Spencer, Terry; op. cit. [online]
19. BELUTHAHATCHEE PARK;History, Heritage and Nature Converge; Bartram scenic highway [online]
20. The Stetson Kennedy foundation; Stetson Kennedy; [online]
21. Woody Guthrie's Biography; Woody Guthrie [online]
22. Hollywood Blacklist; US history [online]
23. Florida Folklorists of Past and Present; florida Memory [online]
24. Ku Klux Klan; Legal Dictionary [online]

25. Ku Klux Klan (KKK) - Profile of the Ku Klux Klan (KKK); About Terrorism [online]
26. Reconstruction; westga.edu [online]
27. Tindall, George Brown; Dějiny Spojených Států Amerických p. 41-46
28. Tindall, George Brown; Dějiny Spojených Států Amerických p. 88-91
29. Ku Klux Klan – History; Extremism in America; archive.adl.org [online]
30. The New Georgia Encyclopedia; Georgia Encyclopedia [online]
31. Bessie Love; csfd [online]
32. Principles and Purposes of the Knights of the Ku Klux Klan; KU Klux Klan [online]
33. History of the Ku Klux Klan; kukluxklan.net [online]
34. The New Georgia Encyclopedia, op.cit. [online]
35. Clack, George; Outline of U.S. History; p. 57-61
36. Brown v. Board of Education of Topeka; Cornell University Law School [online]
37. The New Georgia Encyclopedia, op.cit. [online]
38. About the Ku Klux Klan; Extremism in America [online]
39. Palmetto Country; Stetson Kennedy [online]
40. Ibid.
41. Conversation with Stetson Kennedy; The Library of Congress [online]
42. Stetson Kennedy and the pursuit of truth; Southern Studies [online]
43. The Klan Unmasked; Stetson Kennedy [online]
44. The Klan Unmasked; studyworld.com [online]
45. Ibid.
46. Ibid.
47. After Appomattox; Stetson Kennedy [online]
48. Appomattox Court House; Civil War [online]
49. After Appomattox, op.cit.m [online]

50. Ibid.
51. The Compromise of 1877; Authentic History [online]
52. Appomattox Court House, op.cit. [online]
53. The Election of 1876 & The End of Reconstruction; Authentic History [online]
54. After Appomattox, op.cit. [online]
55. Southern Florida Folklife; Stetson Kennedy [online]
56. Florida Folklorists of Past and Present, op.cit. [online]
57. Ibid.
58. . Southern Florida Folklife, op.cit. [online]
59. Grits and Grunts: Folkloric Key West ; Project Muse [online]
60. About Pineapple Press; Pineapple Press [online]
61. Ibid.
62. Key West History; conchtv.com [online]
63. Grits and Grunts: Folkloric Key West, op.cit. [online]
64. Grits and Grunts: Folkloric Key West ; scribd.com [online]
65. Spencer, Terry, op.cit. [online]
66. The Jim Crow Guide; Stetson Kennedy [online]
67. The Jim Crow Guide; Stetson Kennedy [online]
68. Jim Crow law; Encyclopedia Britænnica
69. Kennedy, Stetson; The Jim Crow Guide do the U.S.; p. 1
70. Kennedy; p. 2-6
71. Kennedy; p. 7-10
72. Kennedy; p. 10
73. Kennedy; p. 10-12
74. Kennedy; p. 13-15

75. Kennedy; p. 16-17
76. Kennedy; p. 18-19
77. Kennedy; p. 20-21
78. Kennedy; p. 22-24
79. Kennedy; p. 25-28
80. Kennedy; p. 28-32
81. Kennedy; p. 33-36
82. Kennedy; p. 36-39
83. Kennedy; p. 40-41
84. Kennedy; p. 42-44
85. Kennedy; p. 44-48
86. Kennedy; p. 49-52
87. Kennedy; p. 53-57
88. Kennedy; p. 57-61
89. Kennedy; p. 57
90. Kennedy; p. 61-66
91. Kennedy; p. 67-70
92. Kennedy; p. 70-73
93. Kennedy; p. 74-75
94. Kennedy; p. 76-78
95. Kennedy; p. 79-82
96. Kennedy; p. 83-85
97. Kennedy; p. 86-87
98. Kennedy; p. 88-89
99. Kennedy; p. 89-90

100. Kennedy; p. 91-92

101. Kennedy; p. 92-93

102. Kennedy; p. 93

8 Bibliography

Print Sources

Clack, George; Outline of U.S. History; Bureau of International Information Programs U.S. Department of State; 2005. p. 367; ISBN 9781604564952

Kennedy, Stetson; The Jim Crow Guide to the U.S.A.; University Press of Florida; 1990. p. 94 ISBN 978-0813009872

Tindall, George Brown; překlad Faltýsková, Alena; Dějiny Spojených států amerických; Praha, 2000; p. 921. ISBN 80-7106-452-1

Tindall, George Brown; překlad Faltýsková, Alena; Dějiny Spojených států amerických; Praha, 2008, p. 204. ISBN 978-80-7106-588-3

Internet Source

About Pineapple Press; Pineapple Press [online]; Available from: <http://www.pineapplepress.com/about.html> [Retrieved 1 April 2013]

About the Ku Klux Klan; Extremism in America [online]; Available from: http://archive.adl.org/learn/ext_us/kkk/default.asp?LEARN_Cat=Extremism&LEARN_SubCat=Extremism_in_America&xpicked=4&item=kkk [Retrieved 27 March 2013]

After Appomattox; Stetson Kennedy [online]; Available from: <http://www.stetsonkenedy.com/after.htm> [Retrieved 30 March 2013]

Appomattox Court House; Civil War [online]; Available from: <http://www.civilwar.org/battlefields/appomattox-courthouse.html?tab=facts> [Retrieved 30 March 2013]

BELUTHAHATCHEE PARK; History, Heritage and Nature Converge; Bartram scenic highway [online]; Available From: <http://bartramscenichighway.com/experiences/recreational/parks/beluthahatchee-park/> [Retrieved 17 March 2013]

Bessie Love; csfd [online]; Available from: <http://www.csfd.cz/tvurce/4222-bessie-love/> [Retrieved 23 March 2013]

Brown v. Board of Education of Topeka; Cornell University Law School [online]; Available from: http://www.law.cornell.edu/supct/html/historics/USSC_CR_0347_0483_ZO.html [Retrieved 27 March 2013]

Conversation with Stetson Kennedy; The Library of Congress [online]; Available from: http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4099 [Retrieved 29 March 2013]

Ectric, Bill; The Stetson Kennedy Interview [online], 2011; Available from: <http://www.billelectric.com/StetsonKennedyInterview.html> [Retrieved 15 March 2013]

Florida Folklorists of Past and Present; Florida Memory [online], 2005; Available from: <http://www.florida-arts.org/programs/ahf/displayArtist.cfm?member=18> [Retrieved 17 March 2013]

Garfield, Bob; Remembering Stetson Kennedy; [online] 2011; Available from: <http://www.onthemedial.org/2011/sep/02/remembering-stetson-kennedy/transcript/> [Retrieved 17 March 2013]

Grits and Grunts: Folkloric Key West ; Project Muse [online]; Available from: http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/oral_history_review/v037/37.1.stein.pdf [Retrieved 1 April 2013]

Grits and Grunts: Folkloric Key West ; scribd.com [online]; Available from: <http://www.scribd.com/doc/14562274/Grits-and-Grunts-by-Stetson-Kennedy> [Retrieved 3 April 2013]

Heintze, Jim; Biography of Drew Pearson; American Library, [online] 2006; Available from: <http://www.library.american.edu/pearson/biography.html> [Retrieved 17 March 2013]

History; New School [online], Available from: <http://www.newschool.edu/nssr/subpage.aspx?id=9064> [Retrieved 15 March 2013]

History of the Ku Klux Klan; kukluxklan.net [online]; Available from: <http://kukluxklan.net/kkk-history> [Retrieved 23 March 2013]

Hollywood Blacklist; US history [online]; Available from: <http://www.u-s-history.com/pages/h1850.html> [Retrieved 17 March 2013]

Jim Crow law; Encyclopedia Britannica[online]; Available from: <http://www.britannica.com/EBchecked/topic/303897/Jim-Crow-law> [Retrieved 4 April]

Key West History; conchtv.com [online]; Available from: <http://www.conchtv.com/key-west-history> [Retrieved 2 April 2013]

Klinberger, Jeff; Florida's Homer, folklorist Stetson Kennedy, dies at age 94; Tampa Bay [online], 2011; Available from: <http://www.tampabay.com/news/environment/wildlife/floridas-homer-folklorist-stetson-kennedy-dies-at-age-94/1188450> [Retrieved 15 March 2013]

Ku Klux Klan; Legal Dictionary [online]; Available from: <http://legal-dictionary.thefreedictionary.com/Ku+Klux+Klan> [Retrieved 22 March 2013]

Ku Klux Klan – History; Extremism in America,[online]; Available from: http://archive.adl.org/learn/ext_us/kkk/default.asp?LEARN_Cat=Extremism&LEARN_SubCat=Extremism_in_America&xpicked=4&item=kkk [Retrieved 22 March 2013]

Ku Klux Klan (KKK) - Profile of the Ku Klux Klan (KKK); About Terrorism [online]; Available from: http://terrorism.about.com/od/groupsleader1/p/Ku_Klux_Klan.htm [Retrieved 22 March 2013]

Palmetto Country; Stetson Kennedy [online]; Available from: <http://www.stetsonkennedy.com/palmetto.htm> [Retrieved 27 March 2013]

Principles and Purposes of the Knights of the Ku Klux Klan; Ku Klux Klan [online]; Available from:

<http://archive.lib.msu.edu/DMC/AmRad/principlespurposesknights.pdf>
[Retrieved 23 March 2013]

Reconstruction; westga.edu [online]; Available from:
<http://www.westga.edu/~hgoodson/Reconstruction.htm> [Retrieved 22
March 2013]

Southern Florida Folklife; Stetson Kennedy [online]; Available from:
<http://www.stetsonkenedy.com/folklife.htm> [Retrieved 1 April]

Spencer, Terry; Stetson Kennedy, Exposer Of Ku Klux Klan
Secrets, Dies At 94 [online], 2011; Available from:
[http://www.huffingtonpost.com/2011/08/27/stetson-kennedy-
dies_n_938942.html](http://www.huffingtonpost.com/2011/08/27/stetson-kennedy-dies_n_938942.html) [Retrieved 11 March 2013]

Stetson Kennedy and the pursuit of truth; Southern Studies [online];
Available from: [http://www.southernstudies.org/2011/08/voices-stetson-
kennedy-and-the-pursuit-of-truth.html](http://www.southernstudies.org/2011/08/voices-stetson-kennedy-and-the-pursuit-of-truth.html) [Retrieved 29 March 2013]

Stetson Kennedy, [online]; Available from:
<http://www.stetsonkenedy.com/> [Retrieved 11 March 2013]

Stetson Kennedy biography; The Library of Congress, 2005,
[online], Available from:
http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4099 [Retrieved
15 March 2013]

Stetson Kennedy; Reporters and Writers [online]; Available from:
<http://reportingcivilrights.loa.org/authors/bio.jsp?authorId=38> [Retrieved 17
March 2013]

The Compromise of 1877; Authentic History [online]; Available
from: [http://www.authentichistory.com/1865-1897/1-reconstruction/4-
1876election/compromise_of_1877.html](http://www.authentichistory.com/1865-1897/1-reconstruction/4-1876election/compromise_of_1877.html) [Retrieved 30 March 2013]

The Election of 1876 & The End of Reconstruction; Authentic
History [online]; Available from: [http://www.authentichistory.com/1865-
1897/1-reconstruction/4-1876election/](http://www.authentichistory.com/1865-1897/1-reconstruction/4-1876election/) [Retrieved 1 April 2013]

The Jim Crow Guide; Stetson Kennedy [online]; Available from:
http://www.stetsonkenedy.com/jim_crow.html [Retrieved 3 April 2013]

The Klan Unmasked; Stetson Kennedy [online]; Available from:
<http://www.stetsonkenedy.com/klan.htm> [Retrieved 10 April 2013]

The Klan Unmasked; Stetson Kennedy [online]; Available from: <http://www.stetsonkenedy.com/klan.htm> [Retrieved 10 April 2013]

The Klan Unmasked; studyworld.com [online]; Available from: http://www.studyworld.com/newsite/reportessay/History/American/The_Klan_Unmasked-38848.htm [Retrieved 29 March 2013]

The Klan Unmasked; studyworld.com [online]; Available from: http://www.studyworld.com/newsite/reportessay/History/American/The_Klan_Unmasked-38848.htm [Retrieved 29 March 2013]

The New Georgia Encyclopedia; Georgia Encyclopedia [online]; Available from: <http://www.georgiaencyclopedia.org> [Retrieved 22 March 2013]

The Stetson Kennedy foundation; Stetson Kennedy; [online] Available from: <http://www.stetsonkenedy.com/foundation.html> [Retrieved 17 March 2013]

The Jim Crow Guide; Stetson Kennedy [online]; Available from: http://www.stetsonkenedy.com/jim_crow.html [Retrieved 3 April 2013]

Woody Guthrie's Biography; Woody Guthrie [online]; Available from: <http://www.woodyguthrie.org/biography/biography8.htm> [Retrieved 5 April 2013]

9 Abstract

The objective of my Bachelor thesis is to present to the reader the personality, life and activities of Stetson Kennedy. Also I provide information about the acts, methods and secrets of the Ku Klux Klan. Next section is orientated on the literary work of Stetson Kennedy. Six works of his are described. The final part of my work deals with the analysis of a concrete book which is *The Jim Crow Guide to the U.S.* In the analysis I depicture the functioning of southern society and its discriminative ruling.

10 Résumé

Cílem mé bakalářské práce je představit čtenáři osobu, život a činy Stetsona Kennedyho. Dále informuji o aktivitách, metodách a tajemstvích

Ku Klux Klanu. Další část je zaměřena na literární tvorbu Stetsona Kennedyho. Je zde popsáno šest jeho knih. Poslední kapitola se zabývá analýzou konkrétní knihy, jíž je *The Jim Crow Guide to the U.S.* V analýze vykresluje fungování společnosti z jižní Ameriky a její diskriminační vládnutí.

11 Appendices

Appendix 1

2 Biography of Stetson William Kennedy

Stetson Kennedy wearing the costume of the Ku Klux



Klan

<http://images.smh.com.au/2011/09/11/2617880/art-353-stetson-200x0.jpg>

Appendix 2

2.3 Second era – Beginning of 20th century – 1930's

Klansmen burning a cross

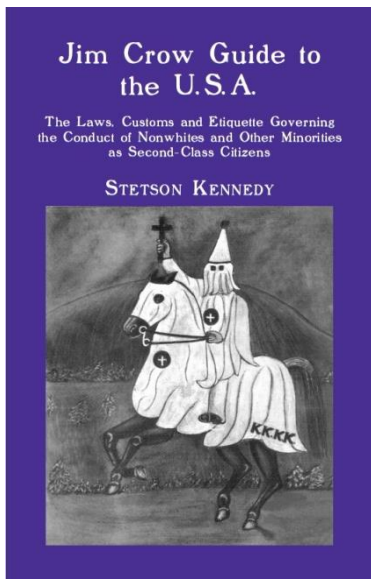


http://images.sodahead.com/polls/001825619/1944326741_KKK_cross_burning1_answer_1_xlarge.jpeg

Appendix 3

5 Analysis of Jim Crow Guide to the USA

The book *Jim Crow Guide to the U.S.A.*

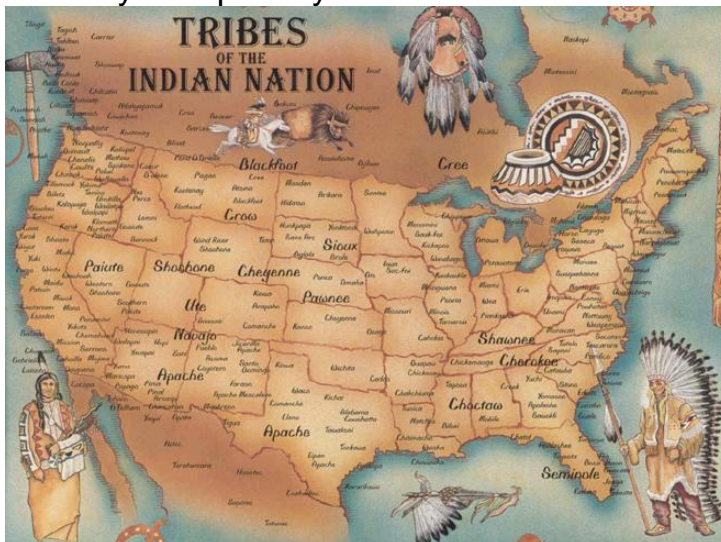


<http://www.bibliovault.org/thumbs/978-0-8173-5671-2-frontcover.jpg>

Appendix 4

5.3 Chapter I – No Room For Redskins

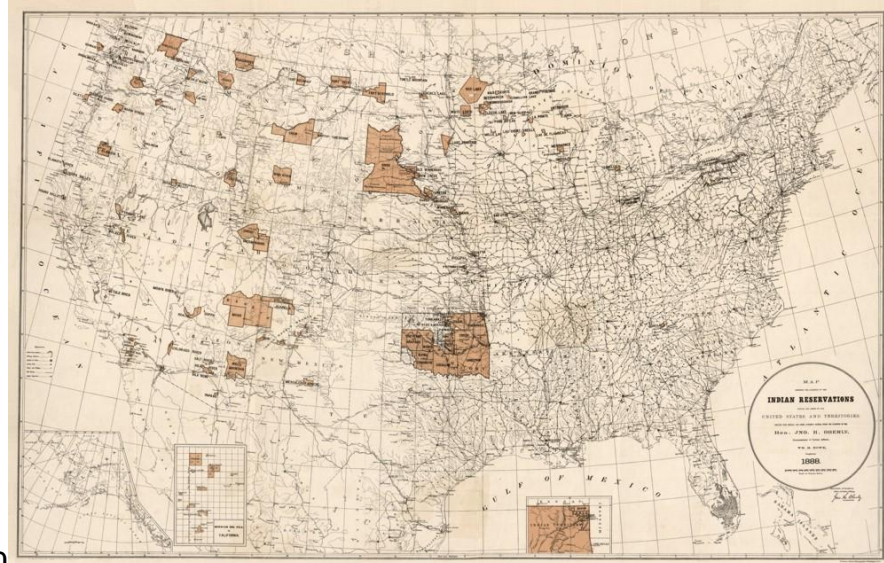
Territory occupied by American Indians before colonization



http://www.rif.org/kids/images/readingplanet/american_indian/North_American_Indians_Map.jpg

Appendix 5

Territory occupied by American Indians after



colonization

<http://blogs.baylor.edu/nativeamericantreatment/files/2012/11/map-showing-indian-reservations-across-the-us-1ww8get.jpg>

Appendix 6

5.8 Chapter VI – Who May Live Where

Concentration camps for Japanese in the USA



Courtesy of California State Library

<http://dickjutsu.files.wordpress.com/2011/11/japanese-internment.jpg>

Appendix 7

5.9 Chapter VII – Who May Study Where

Segregated booth for a colored man



<http://www.loc.gov/exhibits/brown/images/br0047s.jpg>

Appendix 8

5.10 Chapter VIII – Who May Work Where

Sign refusing to hire a black person

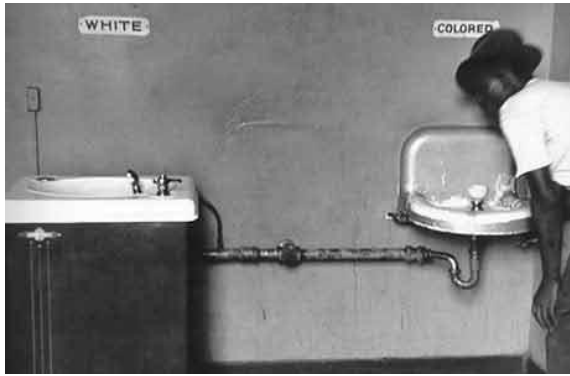


<http://filipsagnoli.files.wordpress.com/2012/05/help-wanted-white-only.jpg>

Appendix 9

5.15 Chapter XIII – Open To All (Whites)

Separate water fountains



<http://www.worldsfamousphotos.com/wp-content/uploads/2007/09/segregated.jpg>