

The Institute for Common Power
Advanced Learning Experience for Educators (Sept./Oct. 2023)

Unit Plan: The Cambridge Movement

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Unit Plan Overview



These lessons were designed for use in Maryland classrooms to help raise awareness of the Cambridge Movement and its significance. However, the unit can be taught in any American History (or related course) in the context of the Civil Rights Movement. It addresses several themes including the use of peaceful demonstration, the rise of Black Power, integration, and rioting. It would be helpful for students to have some background on the Civil Rights movement before beginning this unit.

The lessons included in this unit investigate key moments in the Cambridge Movement, including the 1963 Treaty of Cambridge, George Wallace Protest, and Cambridge Riot and Fire of 1967. These three lessons expose students to key content and help advance their historical thinking and media literacy skills.

As students move forward in their American history course, they should make connections between the Cambridge Movement and other, more high-profile pushes for civil rights, including events that unfolded in Nashville, Montgomery, Birmingham, and Selma. They may also make connections between other riots that took place after World War I, in the late 60s, and more recently, during the Black Lives Matter movement.

To enhance their own background knowledge, teachers may find these texts helpful:

- Fitzgerald, Joseph R. *The Struggle is Eternal: Gloria Richardson and Black Liberation. United States of America: The University Press of Kentucky, 2018.*
- Levy, Peter B. *Civil War on Race Street: The Civil Rights Movement in Cambridge, Maryland. United States of America: University Press of Florida, 2003.*
- Levy, Peter B., "Gloria Richardson and the Civil Rights Movement in Cambridge, Maryland." In *Groundwork: Local Black Freedom Movements in America*, edited by Jeanne Theoharis and Komozi Woodward, 97 - 115. New York and London: New York University Press, 2005.
- Levy, Peter B. *The Great Uprising: Race Riots in Urban America during the 1960s. Cambridge, United Kingdom: Cambridge University Press, 208.*

Lesson Title: The Treaty of Cambridge

Target Course(s): American Studies II; Black and African American Studies, AP US History

Overview: Students will begin by activating their prior knowledge about the methods used by civil rights activists to achieve their goals. They will then watch a short video describing the events that unfolded in Cambridge, Maryland in 1963 related to civil rights. Students will complete a primary source analysis of a newspaper article written during that time. They will then examine the referendum on desegregation that was held in 1963 and its outcome. Finally, students will complete an exit pass activity as a formative assessment.

Suggested Time Frame: one, 80-minute lesson

Instructional Resources:

- Video Clip - [The Civil Rights Act of 1964: A Long Struggle for Freedom](#)
- Article - [Desegregation Pact Signed After 18-Month CNAC Protest](#)
- [Primary Source Analysis Worksheet](#)
- Packet - [Analyzing the Cambridge Referendum](#)

NCSS Thematic Strand(s):

- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civil Ideals and Practices

C3 Framework Indicators:

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Outcomes for Student Learning:

- Students will understand the key provisions of the Treaty of Cambridge.
- Students will analyze debates that took place during the referendum on desegregation in Cambridge.
- Students will demonstrate their ability to analyze a primary source using historical thinking skills.

Essential Question: How did debates over the Treaty of Cambridge reveal divisions within the Cambridge community?

Procedures:

1. (5 minutes) To activate student prior knowledge, teachers will ask students: “*What methods were used by civil rights activists in order to expand the rights of minority citizens?*” Students should brainstorm a list of the tactics of which they are already familiar (from previous lessons or their own background knowledge). The teacher will explain that today students will be seeing how activists in Maryland worked to achieve their goals during the Cambridge Movement.

2. (10 minutes) Students will watch this [video clip](#) (5:04) from the Library Congress about the Cambridge Nonviolent Action Committee (CNAC) and the events that unfolded in 1963. They should answer the following questions while they watch, which will be reviewed in a whole-class discussion.
 - a. *What was the goal of the Cambridge Nonviolent Action Committee?*
 - b. *Why did Dizzyland attract national attention? How does Mr. Feshenheld justify his actions?*
 - c. *What does the speaker at the church meeting mean when he says, “We’ll never turn back”?*
 - d. *What role did the National Guard play in the events in Cambridge? What rules did they enforce?*
 - e. *What was the solution reached on July 23rd?*
 - f. *How do the tactics and goals of the Cambridge Movement compare to those you’ve learned about in other cities?*
3. (25 minutes) The video ends with the creation of the Treaty of Cambridge, a major victory in the push for civil rights. Students will analyze [a newspaper article](#), written in August 1963, that describes the treaty and the events leading up to its creation. As they read the article, they should complete this [primary source analysis worksheet](#). This will enhance both their content knowledge and provide an opportunity for them to practice using their historical thinking skills.
4. (25 minutes) The creation of the Treaty of Cambridge was not the end of the fight for civil rights in that city. Students will complete the [Analyzing the Cambridge Referendum](#) activity to learn more about the battle that followed to determine whether or not the agreement would be honored. Students may want to use highlighters to mark key ideas as they read through the text excerpts.
5. (15 minutes) To close today’s lesson, students will complete an exit pass to be submitted to the teacher. On that exit pass, they should respond to the following:
 - a. *What were the key provisions of the Treaty of Cambridge?*
 - b. *How did the referendum held on that treaty (i.e. the charter amendment) reveal the division that existed within the Cambridge community?*
 - c. *Use specific details and examples in your response.*

Extension Option: To learn more about Gloria Richardson and her civil rights work, students may be directed to read [this article](#) from the SNCC digital gateway or watch this [short video](#) (4:19), which includes reflections on her work by those living in Cambridge in 2019. Richardson is one of many women, who participated in the civil rights movement but whose contributions are rarely discussed nationally.

Modification Options: Teachers may decide if the activities in Step 3 and 4 are completed alone, in pairs, or in small groups. Teachers may modify the activities by shortening the length of the primary and secondary sources that students are asked to read. The exit pass, Step 5, could be completed as an audio recording rather than a written assignment.

Lesson Title: The George Wallace Protest

Target Course(s): American Studies II; Black and African American Studies, AP US History

Overview: Students will begin with an opener designed to stimulate background knowledge or introduce them to George Wallace. They will then read an article that provides an overview of the events that took place on May 11, 1964 in Cambridge. Students will examine news articles, published the next day in the New York Times and The Salisbury Times, and analyze how the event was covered. Students will demonstrate their understanding of the essential question by creating a news segment covering the George Wallace Protest.

Suggested Time Frame: one, 80-minute lesson

Instructional Resources:

- Article - [Negroes routed by Tear Gas After Wallace Talk](#)
- Article - [7 Hurt in Cambridge Violence](#)
- Worksheet - [Analyzing Coverage of the George Wallace Protest](#)

NCSS Thematic Strand(s):

- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civil Ideals and Practices

C3 Framework Indicators:

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

Outcomes for Student Learning:

- Students will understand the events that unfolded in Cambridge, Maryland on May 11, 1964.
- Students will analyze the coverage of those events in two different newspapers.
- Students will analyze the implications of relying on single sources when conducting historical research.

Essential Question: How did events unfold during the George Wallace Protest in Cambridge, Maryland?

Procedures:

1. (5 minutes) In order to understand today's lesson, students need to be familiar with George Wallace, who was the Governor of Alabama in 1964—when today's lesson takes place. If students have already learned about him, teachers can ask students to recall his stance on civil rights. If this is new information, teachers may want to show this [brief video](#) (3:10) from the History Channel providing an overview of his career. This will help students understand the significance of his visit to Cambridge, Maryland.

2. (10 minutes) Students should begin by reading [this article](#) from the SNCC Digital Gateway, which provides an overview of what occurred when Governor Wallace visited Cambridge during his presidential campaign.
 - a. *Why did the Dorchester County Business and Citizens Association (DBCA) say they invited Governor Wallace to Cambridge?*
 - b. *What did Gloria Richardson and other activists plan in response to the event?*
 - c. *How did the Maryland governor respond?*
 - d. *What role did CN2 play in the event?*
 - e. *What was the impact of this event on Richardson's reputation?*
3. (35 minutes) To dive deeper into the events that day, students will read the coverage of the events in the May 12, 1964 [New York Times](#) and [The Salisbury Times](#). Students will be comparing and contrasting how the event is covered by the two publications. While they read through the articles, they should complete [this worksheet](#). This article will help them see the differences/similarities in the way the two publications covered this event and reflect on The Salisbury Times article's point of view. They will consider the broader implications for historical research.
4. (30 minutes) To assess understanding of today's lesson, students will be asked to create a news segment, using video recording tools, about the events that occurred in Cambridge on May 11th. Students should use the sources provided to guide their coverage. They should acknowledge what facts are in dispute and what are agreed upon in their broadcast. Students may work alone, in pairs, or in groups.

Extension Option: Stokely Carmichael, with whom students may be familiar from their discussion of other civil rights events, was present at the George Wallace Protest on the night of May 11th. [This image](#) shows him with the Maryland National Guard. Students could do an analysis of the image using these [image analysis guiding questions](#) from Primary Source Nexus.

Modification Options: For struggling readers, teachers may want to assign only The Salisbury Times article in Step 3. Then, instead of doing a comparison of the two articles, students could create a timeline of the events in the order they unfolded, according to the article's coverage. Students could still answer the second-to-last question on the accompanying worksheet about bias. This modification would cut down on the amount of reading that students need to complete in the allotted time frame.

Lesson Title: The Cambridge Fire

Target Course(s): American Studies II; Black and African American Studies, AP US History

Overview: Students will begin by recalling the key events that took place in Cambridge in 1963. They will then listen to a portion of a podcast that provides details about the riot and fire that occurred in 1967. Students will work in groups to answer a research question and create posters to teach the class about what they learned. Teachers will wrap up the lesson by asking students about the most significant takeaways from these events.

Suggested Time Frame: one, 80-minute lesson.

Instructional Resources:

- Podcast Segment - [Maryland Town Recalls Racial Unrest in 1967](#)

NCSS Thematic Strand(s):

- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civil Ideals and Practices

C3 Framework Indicators:

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Outcomes for Student Learning:

- Students will analyze the 1967 riot and fire that occurred in Cambridge and their significance.

Essential Question: What was the significance of the Cambridge riot and fire in 1967?

Procedures:

1. (5 minutes) To remind students about the key ideas from Lesson 1, students should be asked, “What were the key events in the Cambridge Movement in 1963?” Students should brainstorm what they recall, including the protests that occurred, the National Guard occupation, the creation of the Treaty of Cambridge, and the charter amendment referendum.
2. (20 minutes) Today, students will examine how the events in Cambridge continued to unfold, specifically the riot and fire in 1967. To begin, students will listen to [this podcast](#) from NPR (begin at 7:54 minutes and continue to end) and answer the questions that follow:
 - a. *H. Rap Brown said that violence was “as American as cherry pie.” Explain what he meant by that statement and how it related to the course of the Cambridge movement?*
 - b. *Why did the fire company refuse to put out the fire in the 2nd ward? What actions did Black residents take to put out the fire?*
 - c. *How did the governor of Maryland respond to the fire and riots?*
 - d. *What was the broader significance of the Cambridge Movement?*

- e. *What were the Kerner Commission's findings about the riot in Cambridge?*
 - f. *What was the state of Cambridge in 2007 (when this was recorded), according to Lemuel Chester?*
3. (50 minutes) Working in groups, students will research a topic related to the Cambridge fire. Each group will create a poster in order to teach their classmates about what they have learned. This information can be shared via short presentations or a gallery walk (as time allows). Each group will select (or be assigned) one of the following research questions:
- a. *Why is Cambridge referred to by some as the birthplace of the Black Power movement?*
 - b. *How did desegregation in Cambridge progress after the fire in 1967?*
 - c. *How did the Cambridge fire impact the career of Governor Spirew Agnew?*
 - d. *What role did H. Rap Brown play in the Civil Rights Movement before and after the fire?*
4. (5 minutes) To close today's lesson, teachers should ask students what they believe to be the most significant takeaway from what they learned about the events in Cambridge in 1967. Their response can be shared verbally or in writing. Teachers should encourage students to be specific about what they learned and why they felt that information was significant.

Extension Option: To make connections between this content and today, teachers may want to have students compare/contrast the events in Cambridge in 1967 with the Baltimore riots following the death of Freddie Gray in 2015. These articles from [Vox](#) and [Blackpast](#) may be helpful references. Students could be asked to create and complete a Venn-diagram after learning about both events.

Modification Options: For students who may have trouble listening to the recording of the podcast in Step 2, teachers may want to provide a hard or digital copy of the program's transcript.

In Cambridge, Md.

Desegregation Pact Signed After 18-Month CNAC Protest



CAMBRIDGE, MARYLAND -- In one of the first signed desegregation agreements in the history of the civil rights movement, leaders of the Cambridge Nonviolent Action Committee and white officials mapped out plans July 23 for desegregation.

The agreement, witnessed by Attorney General Robert F. Kennedy and his assistant, Burke Marshall, came after 18 months of continuous protests in this small Eastern Shore fishing community. It provides for:

1. The hiring of a Negro in the Cambridge office of the State Department of Employment.
2. Desegregation of all grades of all schools.
3. Speedy action for a low-rent public housing project to ease housing conditions for the Negro community.
4. Continuation of a seven-man biracial committee to work on employment.

Reginald Robinson, a field secretary for the Student Nonviolent Coordinating Committee, said also that

two juveniles, who have been in state reformatories for alleged "juvenile delinquency" growing out of civil rights arrests, will be released soon.

Under the leadership of CNAC chairman, Mrs. Gloria Richardson, the group said it would suspend demonstrations "indefinitely." Both sides agreed to view the document as a "moral obligation."

Mrs. Richardson and her group, an affiliate of SNCC, have been working steadily since the winter of 1962 to ease segregated conditions in this town of 12,000.

CNAC led the protests for the following demands: equal job opportunities, equal public accommodations, complete desegregation of schools, and the need for a low-rent housing project. During the 18 months, two negotiating committees were called into existence, talked, and then dissolved without producing any concrete re-

Cont. From Page 3

Cambridge

Cont. From Page 1

suits.

SNCC workers on the scene said that houses were sprayed with gunshot bullets from cars driven by whites down the main street of the Negro community. One pointed out a hole left by a bullet which penetrated a metal parking meter and went through it completely.

Mrs. Richardson said, before the desegregation agreement was announced, "I've lived here all my life. Before the movement started here, the town had a lethargic, sleepy atmosphere. Now the Negro community is solidified. Now we know what we want."

And apparently the Negro community in Cambridge is getting some of what it wanted.

SNCC field secretary Robinson added that the Cambridge Movement meant a great deal to the whole Eastern Shore; voluntary desegregation has taken place in the surrounding towns of Easton, Denton, Chestertown, Pocomoc, and Snow Hill.

ed as SNCC Chairman

The third chairman of the Student Nonviolent Coordinating Committee is John Lewis, former leader of the Nashville Nonviolent Movement. Lewis was selected by acclamation at the June, 1963 meeting of the Coordinating Committee.

The members of the Coordinating Committee accepted the resignation of Charles McDew, former SNCC chairman, who had decided to return to college in September.

Lewis, 23, has been arrested 24 times since he became involved in the ci-

vil rights movement in November, 1959. Seventeen of these occurred in Nashville alone. He was also savagely beaten in Montgomery, Alabama, when he and other Nashville students continued the Freedom Ride into Mississippi after a Greyhound bus was burned in Anniston, Alabama.

After accepting the chairmanship, Lewis toured SNCC projects in Alabama, Mississippi, Maryland and Tennessee. He was present at the signing of the Cambridge desegregation agreement on July 24.

Primary Source Analysis Worksheet

Directions: Complete the worksheet using the primary source provided. Respond using complete sentences.

Name of document: _____

Author(s): _____

Creation/Publication Date: _____

Question	Student Explanation
HISTORICAL CONTEXT What is the historical context of the document? Explain the background leading up to the creation of this document.	
INTENDED AUDIENCE Identify a person or group the author expects to inform or influence.	
PURPOSE Why did the author create the document?	
POINT OF VIEW Who is the author? How did the author's gender/race/economic status and events of the day impact their written perspective?	
OUTSIDE INFORMATION What have you learned about this topic that is not in the document? Explain how it relates to the source.	
SYNTHESIS Briefly explain the main points or ideas of the source.	
CREDIBILITY Is this a credible source? Explain.	

Analyzing the Cambridge Referendum

After the creation of the Treaty of Cambridge in July 1963, the city of Cambridge began to backtrack on its promises to protect the rights of African Americans. The document had promised the desegregation of schools and public facilities as well as the creation of a human rights commission and a provision for public housing. It was decided, after enough signatures were gathered on a petition, that a referendum would be held in which Cambridge voters could decide whether or not to enforce desegregation. Angered by this decision, Gloria Richardson urged Black voters in Cambridge to boycott the referendum. She stated that Black citizens "... don't want to vote on something that is already their right." The referendum was held on October 1, 1963.

Using the excerpts that follow from *The Struggle is Eternal: Gloria Richardson and Black Liberation* by Joseph R. Fitzgerald, identify the arguments that were made for and against the Charter Amendment (which would either approve or reject desegregation)?

For the Charter Amendment (voting for desegregation)	Against the Charter Amendment (voting to maintain segregation)

Excerpt A

A major sponsor of the [referendum] was local business leader Leavi B. Phillips Jr., who believed the charter amendment* would deny business owners the right to choose their customers. He was joined by other white voters who opposed the amendment because they believed racial segregation was sanctioned by the Bible. Importantly, Cambridge's white community was not monolithic in its thoughts about racial segregation and the charter amendment. Some white people (including private citizens, politicians, and businesspeople) believed that segregation was a violation of their Christian faith, while others believed it was breaking the city apart and driving business away. They wanted the charter amendment to take effect because they thought it would help the city heal and move forward.

Pages 128-129

*Treaty of Cambridge

Excerpt B

The *Banner's** editors advised readers... of the possible consequences if the charter amendment were defeated: federal intervention in Cambridge, a delayed or canceled school year for public school students, industries' refusal to invest in Dorchester County or a downsizing of their operations, and "the loss of [Cambridge's] reputation as a progressive community."

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*the local newspaper

Excerpt C

Some black residents did not want to let the white community decide the outcome of the referendum vote. The Reverend T.M. Murray, leader of the local NAACP, did not believe that black people's rights should be put up for a popular vote, but he thought black residents should vote to uphold the amendment, and his organization would be encouraging them to register to vote so they could do so. His position was in alignment with the Maryland branch of the NAACP. Councilman Charles Cornish also encouraged his constituents to vote, noting that "it would be a reflection on our intelligence if we do not exercise our right of franchise at all times."

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Excerpt D

CNAC* reiterated its position that the referendum was a mechanism by which the white majority would determine the rights of the black minority; therefore, CNAC would not, as Richardson said, "go out and beat people over the head and tell them to vote." The NAACP's decision to support a get-out-the-vote effort in Cambridge angered Richardson. She saw it as an attempt to gain control of the Cambridge movement and use it to buttress the NAACP's voting rights agenda in the Deep South.

Pages 130-131

*The Cambridge Nonviolent Action Committee

Excerpt E

Military veterans were especially offended by the referendum, and Richardson conveyed their feelings when she stated, "I think [the referendum] creates a hurt and disappointment that after 300 years here we are going to have to go to the polls and vote" on our human rights. "But people can come here from Europe," she observed, "and [they] can go anywhere they wish—people who have not been here for generation after generation and have never fought for America."

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The final vote on the charter amendment was 1,994 votes against it and 1,720 votes in favor. This meant that the people of Cambridge had voted against desegregation, as promised by the Treaty of Cambridge. The city's four white wards had come out against the amendment, and the city's black ward had voted in favor of it. Many individuals criticized Gloria Richardson for urging Black residents to boycott the referendum and Black residents for not turning out to vote in larger numbers.

The decision became a moot point when the following year the Civil Rights Act of 1964 was passed forbidding discrimination on the basis of race, color, religion, sex or national origin

Do you think it was right or wrong for Gloria Richardson, and CNAC, to urge Black voters to boycott the referendum on the charter amendment? Justify your response.

How would you predict the outcome of the referendum to have impacted race relations and progress in Cambridge, Maryland in the years that followed? Explain your reasoning.

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NEW YORK, TUESDAY, MAY 12, 1964.

Cambridge, Md., Negroes Routed By Tear Gas After Wallace Talk

By BEN A. FRANKLIN

Special to The New York Times

CAMBRIDGE, Md., May 11 —National Guardsmen hurled tear gas tonight to turn back several hundred stone-throwing Negroes who were demonstrating after a primary-campaign appearance here by George C. Wallace, segregationist Governor of Alabama.

The demonstration was the second of the night and followed a fiery speech by the Alabamian before a wildly enthusiastic audience of about 1,200 persons.

Thirteen demonstrators were arrested in the second protest march. They included Mrs. Gloria H. Richardson, Cambridge protest leader, and two of her young assistants. Seven persons were injured, none seriously.

Neither demonstration was witnessed by Governor Wallace, who left here soon after his address.

After having broken up the second protest, National Guard patrols with fixed bayonets went into Cambridge's Second Ward, the Negro section, where the two marches had originated, and drove all Negroes off the streets.

In his rousing speech, the Democratic Governor urged his listeners to vote for him in the Maryland Presidential primary next Tuesday as a protest against the civil rights bill now before Congress.

Nearly 400 Guardsmen, more than 50 state policemen and the 18-man police force of this Eastern Shore community of 12,000 had been mobilized and deployed for the Governor's visit.

Cambridge has been under

Continued on Page 29, Column 1

WANT TO MANAGE THE METS? Here's a way to tell Casey what's wrong, have fun and win a prize, too. For the easy details, Get Today's World-Telegram-Advt.

NEGROES ROUTED IN CAMBRIDGE, MD.

Continued From Page 1, Col. 2

modified martial law since last June 8 because of racial disturbances. Demonstrations have been prohibited.

As the Governor finished his speech, 400 to 500 Negroes poured from the Negro Elks Hall in the Second Ward, in another part of town.

Led by eight Roman Catholic priests from Catholic University in Washington, the demonstrators marched three blocks to a barricade of 100 National Guard troops, who had their bayonets fixed to their rifles.

The Guardsmen stood at Washington and Race Streets, on the dividing line between the Negro and white sections of this community, where 4,000 Negroes live. The site is five blocks from where Mr. Wallace spoke. The Negroes got no closer.

As the demonstrators approached, Brig. Gen. George M. Gelston, the troop commander here, gave the order "Don gas masks."

General Asks Retreat

The marchers came on, and General Gelston stepped forward, his hands raised.

"Get these people back to the church," he shouted, apparently meaning the Elks Hall. "The other meeting was a complete flop. Don't ruin your chances by going over there. It's not even half full."

By "other meeting" the general apparently meant the one at which Governor Wallace spoke.

After a brief conference with Mrs. Richardson, head of the militant Cambridge Nonviolent Action Committee, and Stanley Branche, a Negro leader of Chester, Pa., Mrs. Richardson turned to the demonstrators, many of whom had seated themselves in the center of the street.

"I want you to sit in the street and don't move from your position," she said.

Stones and bottles flew through the air. One bottle smashed on the hood of General Gelston's jeep as he conferred with the Negro spokesmen.

Finally Mrs. Richardson turned to the crowd and said: "Now I want you all to go back."

There were cries of "No, no." But the demonstrators turned slowly and returned to the Elks Hall.

There the Negro leaders gave conflicting advice to the throng that overflowed the hall. Some urged the demonstrators to return. Others quoted General Gelston as having reported that "Governor Wallace has left and we have nothing to demonstrate against."

Another March

"We have within our souls and bodies the strength to turn this nation upside down without throwing rocks or bottles," one Negro leader shouted. "What we do in Cambridge tonight could be the beginning of the long hot summer here and in Mississippi and all over."

Although Mrs. Richardson announced that plans for further demonstrations had been postponed until tomorrow night, some members of the Student Nonviolent Coordinating Committee marched again against the troops.

This committee is a national group, with which the Cambridge committee is affiliated.

On this march there were no appeals for the Negroes to turn back. Tear gas grenades flew.

The order to use gas was given by Col. Maurice Tawes, a cousin of Gov. J. Millard Tawes, following an exchange between the colonel and Mrs. Richardson.

"Do all of you want to be arrested?" Colonel Tawes shouted. The answer was "Yes."

The Guardsmen, besides hurling grenades used a converted flame-thrower that spewed forth a pencil-thin stream of liquid over the heads of the prone demonstrators. The liquid vaporized into a cloud of choking gas that filled half a block within seconds.

General Gelston told newsmen later that he had authorized use of tear gas "as the most humane way to disperse a disorderly mob."

In their plans for demonstrations tomorrow, Negro leaders said they would seal off the Second Ward, "with our bodies, if necessary." They said no whites, not even policemen, would be allowed in the area unless they were wearing "identity badges" issued by the Negro leadership.

They said this excluded "white people on their way to work."



Associated Press Wirephoto

DISORDER IN CAMBRIDGE: Maryland National Guardsmen move in to disperse demonstrators last night. Protests followed speech by Gov. George C. Wallace of Alabama.

WEATHER. Chance of showers tonight, tomorrow. (See Page 11)
TEMPERATURES. At 7 a.m., 63; low last night, 60; for 24 hours up to 5 p.m. yesterday: high, 82; low, 54. A year ago: high, 89; low, 53.

THE SALISBURY TIMES

Delmarva's Largest Daily Newspaper

HOME
EDITION

★ ★ ★

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7 HURT IN CAMBRIDGE VIOLENCE

Inside Cambridge: Tear Gas And Anger

Zoom In

(Editors' Note: Maryland is the third state to which Gov. George C. Wallace had brought his Alabama brand of opposition to the civil rights bill. He has received enthusiastic support from audiences here in his May 19 presidential primary campaign audience in Cambridge, one of the nation's most sensitive spots in the civil rights struggle. Here is an account by an Associated Press writer who has closely observed him through much of his campaign.)

By JULES LOH
AP Newsfeature Writer

CAMBRIDGE (AP) — Wallace was out of town, a good 40 miles up the highway toward Baltimore, when the National Guardsmen heaved the canisters and the choking tear gas settled in a gray cloud upon the street paved curb to curb with angry people.

It was paradoxical, and in a sense inevitable, that it should happen in Cambridge, Md.

In this state, for the first time since he came north with his states rights evangelism, George C. Wallace of Alabama has been received with open enthusiasm.

By contrast with Wisconsin and Indiana, his audiences so far have been warmly partisan toward him and the governor, in turn, has relaxed noticeably and has chanted the words they came to hear.

At the same time, in this state and this memorable city, he has met with a Negro intransigence as symbolic as his own when he stood in the schoolhouse door a long year ago in Tuscaloosa.

Last night that resistance took the form of a singing, swaying, bellicose group of about 250 Negroes and a few whites who defied the authority of the National Guard to enforce a delicate form of law which has been in effect here since this Eastern Shore community became a national dateline last June.

Two hours before Wallace arrived, the Negroes and their few white supporters were meeting in the Elks hall across town in the 2nd Ward—the Negro section.

There Gloria Richardson, militant Negro civil rights leader, told them "We no longer can depend on our white friends, we have to help ourselves." At the end, when they sang "We Shall Overcome," it had the ring of a simple statement of fact.

Then Wallace arrived.

The Volunteer Firemen's Arena was full, and the 1,500 who were there interrupted him 48 times with applause and hollered "We'll win! We'll win!" when he asked them for a "significant" vote in the Democratic presidential primary May 19.

Then he left, but the followers of Gloria Richardson across town didn't note his departure. They listened instead to speakers who urged Negro solidarity.

When they left the hall they milled about on Pine Street, a dark, narrow road lined with grocery stores and dingy homes. "If they start singing," said a person who had seen demonstrations spawn before, "they'll start." You could feel it in the warm night air.

They started singing quite suddenly. As though at a signal they formed lines 12 abreast across the street, linked their arms and began chanting "Freedom, Oh, Freedom Now."

They marched down Pine and turned left on Washington. Plainly they were bent on marching to the arena in the white section where Wallace had told his cheering audience that his "prayer was that God would bless all people of this sov-

ern state and nation, white and black," but that the civil rights bill pending in the Senate would bring blessings to none, "only engender ill feelings."

Half a block down Washington, a stone's throw from Race Street — or a pop bottle throw for they threw both—a chunky lieutenant in National Guard uniform met them, carbine resting muzzle upward with the butt on his hip.

"I suggest you people don't throw any more bottles," he said.

At that moment a troop of 25 guardsmen advanced bayonets fixed on their rifles and gas masks on their faces, and stood behind the lieutenant.

The Negroes, 250 strong, sat down, just sat down and kept on singing.

A jeep rolled up and Col. M. D. Tawes, carrying a swagger stick, jumped out and strode up to Mrs. Richardson, who was sitting in the front rank of the demonstrators. She stood up.

"You want 'em all to be arrested?" the colonel said. "Just say so, and we'll be glad to accommodate you."

"Yes," replied the Negro. "All right, Atkins," the colonel

shouted to a major nearby, "load 'em on your trucks."

But there were no trucks handy. The colonel and the women talked quietly together during the impasse. Tawes finally said: "I'll give you five minutes to go home—then we haul you away."

"If she goes," said John Battiste, a fellow Negro civil rights leader in Cambridge, "I go, too."

"We all go!" shouted the crowd.

A rock sailed over the heads of the demonstrators and struck a reporter in the arm. Then another rock struck the pavement, then a bottle, then a rain of mus-

siles.

"Drag these people away," Col. Tawes shouted to the helmeted troopers. "Start with this one." He pointed to a Negro with his swagger stick.

"Lie down on me!" the Negro shouted. "Hold my feet! Pile on top of me!"

A groaning, sweating, singing, limp, human pyramid began to form on the rough, black street.

The guardsmen rushed in. They chopped at the demonstrators' hands to break their grips on one another, then dragged them away roughly.

Bottles, rocks, bricks, sticks began to pelt the guardsmen and reporters nearby. Apparently they were thrown by the clusters of Negroes who had gathered on the edge of the seated and prone demonstrators. All the while the demonstrators sang and shouted and the guardsmen cursed.

"All right," shouted the colonel. "Stop this right now and leave, or I'm going to let you have the tear gas."

"Turn it on," Tawes shouted to a poncho-clad guardsman holding a nozzle with a tank strapped to his back. The guardsman obeyed.

At the same time, from the rear, a guard officer shouted to a man behind him. "Give me one of those damn grenades."

He threw the canister, then threw a second, then a third. They exploded with a pop above the heads of the chanting, frightened crowd.

The gray smoke drifted down, then there was no place to go to escape it. The Negroes dispersed, but the gas followed. It wafted across town, smarting eyes, searing throats.

Soon it was over. But just as the gas remained, so did the anger and the resentment.

Guard Stops Demonstrators With Tear Gas

By LOUIS G. PANOS

CAMBRIDGE, Md. (AP)—An outburst of violence in the wake of a presidential campaign speech by Alabama Gov. George C. Wallace left this center of racial strife in the grip of new tensions today.

Two demonstrators and five National Guardsmen were injured in a melee touched off Monday night when about 200 singing, hand-clapping integrationists tried to march on the arena where Wallace had spoken.

They met a cordon of some of the 400 National Guardsmen hurried into this sensitive spot just to prevent such an act.

Wallace had already left the town of 12,600. He had addressed about 1,500 supporters in his campaign in the May 19 Democratic primary and was applauded more than 40 times during a 45-minute speech attacking the civil rights bill pending in the Senate.

Balked by guardsmen wearing gas masks and holding rifles with fixed bayonets, the integrationists squatted in the street and sang "We Shall Not Be Moved."

Guardsmen used tear gas to disperse them, arrested 14 and slapped an 11 p.m. curfew on the city.

State officials met into early morning on the disposition of the arrested. Two were treated at Cambridge Hospital, one for a cut and the other for the effects of tear gas, then were returned to the National Guard armory. Two others were then sent to the hospital for treatment of minor injuries.

Deputy Atty. Gen. Robert Murphy said charges to be filed

against some of those arrested still were under study.

"It may be foolish, if the climate stays as it is, to turn them loose in this inferno down here," he said.

Gloria Richardson, leader of the two-year-old integration movement in Cambridge, was among those arrested. Those not hospitalized were transferred to National Guard headquarters in Pikesville, across Chesapeake Bay and north of Baltimore.

Four white men told newsmen rocks and bottles were thrown at them today as they drove along Cambridge streets.

National Guard headquarters said they had no information on any incidents.

Edward Redner, a distributor for the Baltimore Sunpapers, said a white youth standing in front of Mrs. Richardson's house threw the bottle which landed beside his car.

A mechanic said a rock was thrown through the windshield of his car and a garage collector said a bottle or stone broke the windshield of his truck. A storekeeper whose place of business was stoned last night said his car was stoned today.

There was some jeering today as very light white traffic moved through the town's Negro quarter. Large contingents of troops were stationed at streets leading into the Negro section but they were not stopping vehicles.

In some areas, there were still tight pockets of tear gas in the air, enough to make your eyes smart. It was not heavy but was detectable.

The guardsmen ordered into Cambridge before Wallace's appearance at the invitation of the Dorchester Business and Citizens Association included units which were called out at the height of similar violence in Cambridge last summer. A token force of 15 had been assigned to the uneasy city throughout the winter, but there

had been no curfew or other restrictions similar to those imposed after an outbreak of shootings and arson last July.

The 1963 demonstrations emphasized demands of the Cambridge Nonviolent Action Committee for integration of restaurants and other public accommodations. The Town Council approved a public accommodations amendment to the Cambridge charter after these outbreaks, but it was overridden in a public vote on the question last Oct. 1. The Business and See DEMONSTRATION, Page 4

(rest of article unavailable)

Analyzing Coverage of the George Wallace Protest

Directions: After the coverage of the events in the May 12th copies of The New York Times and The Salisbury Times, complete the following:

1. In the space below, make a bulleted list of the details of the event on which the two articles agree.
2. In the space below, identify 5 ways in which the coverage of the events differs (or conflicts) in the two articles.
 -
 -
 -
 -
 -
3. Do you think the authors of The Salisbury Times article were neutral or biased in favor of either the white or Black Cambridge residents? Support your response with details from the article.
4. Having seen how this event was covered, what advice would you give a researcher who is trying to learn about a historical event by looking at historic newspapers? Explain your reasoning.