

CHAPTER REVIEW

Summary

- Governor Kerr Scott’s “Go Forward” spirit spread services and opportunities to more North Carolinians than ever before. In particular, Kerr emphasized the paving of rural roads.
- The 1954 U.S. Supreme Court decision in *Brown v. Board of Education* required states to integrate their schools. North Carolina responded by implementing the Pearsall Plan.
- Governor Terry Sanford worked to improve the state’s schools.
- North Carolina’s postwar prosperity generally raised wages, although the state’s workers had some of the lowest wages in the nation. Union membership was the second-lowest in the nation.
- Most jobs continued to be in the “big three”—tobacco, textiles, and furniture. After the war, an effort was made to bring new industries to the state. Research Triangle Park was an important part of that effort.
- North Carolina’s economy benefited from the Cold War because of the state’s military training sites.
- In the postwar period, North Carolinians had more time available for leisure activities and entertainment. Multilane, limited-access interstate highways were built to accommodate the growing number of vacationers.
- Despite increasing prosperity statewide, black people did not have the same choices as white people. Segregation was still the law and the custom everywhere in North Carolina.
- Greensboro was the site of the first sit-ins in the civil rights movement. This form of protest spread to other cities and initiated a wider movement for freedom.

- The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were two important pieces of federal legislation during this period.
- Many white North Carolinians did not agree with the idea of integration, but the U.S. Supreme Court decision in the *Swann* case ensured integration of the state’s schools.

Reviewing People, Places, and Terms

Write at least three paragraphs about the postwar period in North Carolina using at least four of the following words in each paragraph.

- bypass
- civil rights
- Civil Rights Act of 1964
- Cold War
- community college system
- consolidated high schools
- discrimination
- Good Neighbor Councils
- integration
- interstate highway system
- North Carolina Fund
- Research Triangle Park
- shopping center
- sit-in
- Swann* case
- Terry Sanford
- Voting Rights Act of 1965
- WBTV

Understanding the Facts

1. Why was North Carolina a divided state in 1950? For whom did people in the east vote? For whom did people in the west vote?
2. How did North Carolinians describe their approach to the integration of the schools? What did that mean?
3. Did the Pearsall Plan slow down or speed up the integration of schools?
4. Which North Carolina governor supported the creation of the North Carolina Fund, the community college system, and Good Neighbor Councils?
5. What three industries provided the most jobs for North Carolinians in the postwar period?
6. What were the two significant industrial innovations in North Carolina's postwar period?
7. Why were farms smaller than ever in the postwar period?
8. Why did the new kind of North Carolinian, the rural non-farmer, exist?
9. What new form of entertainment dominated the postwar period?
10. What two pieces of legislation in the 1960s had a major impact on the civil rights movement?
11. How did the *Swann* case impact North Carolina and the rest of the nation?

Critical Thinking

1. In what ways did the “moderate course” North Carolina took in integrating its schools give black families more choices? In what ways did it limit black families’ choices?
2. What changes do you think have occurred in the “big three” industries in North Carolina from the 1950s to the present?
3. Why do you think Josephine Boyd continued to attend school where she did, despite being taunted and abused by her fellow students?

Applying Your Skills

1. With the development of consolidated high schools in North Carolina, organized high school athletics were started. Describe the benefits of organized sports in high schools.
2. Draw a graph showing the growing number of televisions in North Carolina from 1948 to 1950.

Exploring Technology

1. Use your favorite search engine to find more information on the North Carolina Fund. Write down some ideas of how you think a project like this could work today in your area of North Carolina.
2. Go to web site www.core-online.org/, the official web site of the Congress of Racial Equality. Make a list of the activities that the organization is involved in today. How do they compare to the activities the organization was involved in its beginnings (in the early 1940s)?

Writing Across the Curriculum

1. Pick two innovations in North Carolina after World War II and describe in a paragraph how they benefited North Carolina then and today.
2. Develop a travel brochure for residents of other states, describing the many travel opportunities of the “Variety Vacationland.”
3. Write an essay on the results of the *Swann* case describing its benefits and drawbacks to students in North Carolina in 1971 and today.

Exploring Diversity

1. In what ways was Kerr Scott different from previous North Carolina governors? How do you think the state’s Democratic leaders at the time viewed Scott’s achievements and projects?
2. Describe the ways in which segregation, which was still the law in 1960s North Carolina, perpetuated the stereotypes and racist feelings that many white North Carolinians had toward the state’s black North Carolinians.