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*Integration Now: Alexander v. Holmes and the End of Jim Crow  
Education* by William P. Hustwit (review)

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athletics and high school proms. The final section details resistance to school desegregation, especially “the establishment of private segregationist academies throughout the state,” which Adams and Adams claim is “the ultimate form of white resistance to school desegregation” (p. 9). Although not explicitly stated, the other argument in this book is that political leaders in Mississippi, and presumably in many southern locales, left school officials vastly underprepared to deal with the realities of federally mandated school desegregation. Segregationists’ constant howling and cataclysmic predictions over school desegregation certainly did not help.

Most impressive in this book are the dozens of oral histories with former education leaders who were involved in these fraught processes of desegregating public schools. Each chapter draws on these interviews to deliver rich anecdotes about the struggles of school desegregation. Here, readers meet sympathetic educators, characterized as “[n]either heroes nor villains,” who navigated those immense challenges (p. 121). The individual stories are interesting, but it would have also been useful for the authors to frame these anecdotes in a way that allows readers to grasp their applicability for the rest of the state or the region. Certainly, differences existed by locale.

In any case, *Just Trying to Have School* is a compelling portrait of the people who had no choice but to try to make school desegregation work. This study will be valuable to historians of education in the American South, especially those interested in the educational conflicts that emerged after the more widely celebrated civil rights victories of the 1950s and 1960s.

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WILLIAM STURKEY

*Integration Now: Alexander v. Holmes and the End of Jim Crow Education.* By William P. Hustwit. (Chapel Hill: University of North Carolina Press, 2019. Pp. xvi, 266. \$39.95, ISBN 978-1-4696-4855-2.)

During the past thirty years, historians have revealed the contours of school desegregation in the South. The United States Supreme Court’s decisions in *Brown v. Board of Education* (1954 and 1955) have played a prominent role in these accounts. *Integration Now: Alexander v. Holmes and the End of Jim Crow Education* recasts the narrative by spotlighting another Supreme Court case: *Alexander v. Holmes County Board of Education* (1969). Of the case’s broader significance, William P. Hustwit asserts, “More than fifteen years after *Brown* and more than fourteen years after *Brown II*, integration now, not deliberate speed, was undeniably the order of the day. *Alexander v. Holmes* marked the apogee of the Court’s impatience with southern loitering on school desegregation” (p. 138). Although Hustwit views the *Alexander* case as a legal success, he also highlights the case’s complicated legacy.

*Integration Now* combines legal and social history. To trace the dynamics of change in the *Alexander* case, it traces the collaboration between grassroots activists in Holmes County, Mississippi, and the lawyers from the NAACP’s Legal Defense and Educational Fund, including Marian Elizabeth Wright and James Jacob “Jack” Greenberg. Hustwit relies on oral history interviews to reveal the experiences of the activists; he uses legal documents, archival collections, and newspapers to illuminate the work of the lawyers and judges.

Throughout seven chapters, though, the grassroots activism fades, and the book gives precedence to the story of the lawyers and judges who ultimately decided the fate of *Alexander v. Holmes*.

The first two chapters examine the extrajudicial violence imposed by white people on black people in Mississippi and how black Mississippians resisted white supremacy's many machinations. Despite tracing the fall of Jim Crow education, Hustwit does not spend much time describing segregated schooling in Holmes County. Instead, he uses interviews, statistics, and a dissertation to show how segregated schooling shaped the life outcomes for black people in the county and state. These sources provide insight into the world of segregated schooling in Holmes County. However, it would have been helpful to situate Holmes County's schools within the broader history of public schooling in the South by drawing more on James D. Anderson's *The Education of Blacks in the South, 1860–1935* (Chapel Hill, 1988) and Christopher M. Span's *From Cotton Field to Schoolhouse: African American Education in Mississippi, 1862–1875* (Chapel Hill, 2009).

After revealing the origins and evolution of the local black freedom struggle, the book—just as the court case did—wends its way from Holmes County to the Fifth Circuit Court of Appeals and, eventually, the Supreme Court. President Richard M. Nixon and his administration also play a prominent role in the book. Nixon and the career civil servants at the Department of Health, Education, and Welfare (HEW) stood at odds over southern intransigence. On the one hand, Nixon wanted to satisfy the so-called silent majority in the South by aiding and abetting resistance tactics. On the other hand, Robert H. Finch and other officials at HEW wanted to enforce the Supreme Court's ruling in *Green v. County School Board of New Kent County* (1968). The *Green* case struck down freedom-of-choice plans and pulled another brick from the wall of segregated schooling. However, it was the high court's decision in *Alexander* that ultimately knocked down the wall of Jim Crow education, according to Hustwit.

Although *Alexander* represented a decisive legal victory, the implementation of the decision has a more complicated history. Hustwit does acknowledge the implementation challenges, though not at great length. White people in Holmes County, as well as others in locales throughout the South, found new ways to segregate. They opted out of public schools and into segregated private academies, created segregation within schools, and gerrymandered district boundaries. Many of these strategies continue to be employed today. Spotlights the *Alexander* case is a significant contribution; however, future scholarship should flesh out the limitations of the ruling for creating equitable education.

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*Every Nation Has Its Dish: Black Bodies and Black Food in Twentieth-Century America*. By Jennifer Jensen Wallach. (Chapel Hill: University of North Carolina Press, 2019. Pp. xvi, 248. \$34.95, ISBN 978-1-4696-4521-6.)

*Every Nation Has Its Dish: Black Bodies and Black Food in Twentieth-Century America* explores the role of food in the history of efforts by African