



The Injustice of Place

Uncovering the Legacy of Poverty in America

Kathryn J. Edin, H. Luke Shaefer, and Timothy J. Nelson

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What is the point?

Place and poverty go hand in hand. Where people are – and their race, especially – determines their future to a great extent.

WHY IS THIS BOOK WORTH OUR TIME? – WHY THIS BOOK MATTERS!

#1 – This book is a racial history, and poverty history, of some key areas in the United States.

#2 – This book chronicles the heavy price paid for progress against injustice; and demonstrates that we have so, so far to go.

#3 – This book makes a strong case for much-more-equal education efforts.

QUOTES AND EXCERPTS FROM THE BOOK – THE “BEST OF” RANDY’S HIGHLIGHTED PASSAGES:

1. What becomes abundantly clear as we travel across the country to see America’s most deeply disadvantaged places firsthand is that they are often home not only to desperate poverty but also to considerable wealth. pg. 2
2. Matthew Desmond has made the case that poverty is not just the experience of not having enough, but is the by-product of relationships between the actual people—tenant and landlord, worker and employer—within a place. pg. 2
3. The goal of the landowning class was to build vast wealth on the backs of those laboring on the land. pg. 8
4. The social infrastructure of a community that draws people together and creates the safety net that, when strong, can catch people when they fall has grown weak. People blame the rise of opioid use on the fact that in this place, there is “nothing to do but drugs.” pg. 9
5. In the bituminous coal fields of central Appalachia, there are two coal museums. The one in eastern Kentucky occupies the former company store of US Steel’s “model” town of Benham, housed in an imposing four-floor structure complete with a 1950s-era soda fountain and reconstituted diner, though the building is now powered not by coal but by solar panels. pg. 20



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6. Across rural America, monuments, celebrations, and museums are markers of local pride. Indeed, Crystal City has vigorously defended its claim to the title “Spinach Capital of the World” against upstart Alma, Arkansas—also a former spinach mecca that has erected multiple statues of Popeye. Yet in South Texas, the vast Cotton Belt, central Appalachia, and the Pee Dee region of South Carolina, these symbols celebrate a past that is fraught, to say the least. They commemorate the very industries that, for a century or more, spelled misery and hardship for thousands, if not millions, while profiting only a few. pg. 21
7. By 1800, the United States was producing 36.5 million pounds of cotton—two-thirds of it grown in South Carolina and Georgia. pg. 23
8. As cotton plantations spread like a rash across the South, so did slavery. pg. 23
9. “All the way to the Civil War, cotton and slavery would expand in lockstep, as Great Britain and the United States had become the twin hubs of the emerging empire of cotton.” pg. 24
10. If it could be said that there is a place where human destiny unfolded from the very earth, that place would be the Mississippi Delta. pg. 24
11. This land—soon to be known as the Delta—“ was destined from the beginning to be the domain of substantial planters . . . who possessed both the financial resources and the slaves required to clear and drain the land and take full advantage of its exceptional fertility...” ...On the eve of the Civil War, “as many as sixty thousand Delta slaves produced a staggering 66 million pounds of cotton” per year, transforming the Delta into the most important producer of the world’s most important commodity. pg. 25
12. Economist Jay Mandle notes that of the 5.6 million manufacturing jobs created between 1890 and 1910 across the United States, fewer than 400,000 of them were in the six states where cotton was most dominant. pg. 25
13. The author offered this diagnosis: “These areas are utterly subject to King Cotton, booming when the King is prosperous and slumping when the King is sick.” pg. 26
14. Landlords often shortchanged their tenants when it came to “settling up” time. pg. 27
15. (tobacco) - In 1887, he and a business partner sold a twenty-acre crop for \$4,611, earning a net profit of \$2,930—a phenomenal \$146 per tilled acre, about ten times the yield per acre of cotton in those years. pg. 28
16. Though Pee Dee planters hailed bright leaf tobacco as their savior from the market swings of King Cotton, they soon found themselves subject to a new tyrant: Big Tobacco. As it turned out, the tobacco companies that controlled the industry were no less rapacious than their cotton counterparts, and the crop required close attention throughout the year, with virtually no lay-by period, deepening planters’ dependence on tenant labor. pg. 29
17. Inspired by Nye’s success, cattle ranchers with massive landholdings—outraged by the cartel-like practices of the meatpacking industry—began feverishly subdividing ranchland into farm plots. pg. 30
- 18. Anglo ownership of the land had been impossible before the United States negotiated the Treaty of Guadalupe Hidalgo in 1848. That year, the area north of the Rio Grande came under American rule, allowing vast tracts that had been granted by the Spanish and Mexican governments to Mexican families who had lived on the land for generations to be subdivided and sold. pg. 30**
19. By one estimate, more than 80 percent of all the land in South Texas changed hands in the decades after 1848, with some acquiring their property through deception or violence. pg. 31

20. Capital from British and eastern US sources funded much of the development at the time. In the Trans-Nueces region, beginning roughly sixty miles north of McAllen, cattleman Ed Lasater was bankrolled by English and Scottish financiers. pg. 31

21. By 1930, Zavala County was home to 7,660 Mexican-origin people, nearly three-quarters of the population, up from just 239 in 1910. Of South Texas's fourteen counties, only four had a majority-white population by 1930. pg. 32

22. "horsewhipping, chains, armed guards, near-starvation diets . . . , vagrancy laws, local pass systems and labor taxes." pg. 32

23. Meanwhile, Anglos propagated bigoted beliefs about "dirty" Mexicans' inherent inferiority. ...As a numerical minority, Anglos were especially fearful of labor revolts, a paranoia fueled by lurid stories, such as that of the fate of Texas rebels at the hands of the Mexican army at the Alamo, as taught in schools. pg. 32

24. With thousands of strokes of individual pens, from western Virginia to West Virginia to Kentucky, the fate of Appalachia was sealed. pg. 35

25. In the period between 1890 and 1930, central Appalachia transitioned from subsistence agriculture to extractive industry, as railroads penetrated ever farther into the region, spurring the clear-cutting of vast stands of timber and the extraction of large seams of coal. pg. 36

26. In an 1899 Atlantic Monthly article titled "Our Contemporary Ancestors in the Southern Mountains," Berea College president William Goodell Frost declared, "It is a longer journey from northern Ohio to eastern Kentucky than from America to Europe; for one day's ride brings us into the eighteenth century!" pg. 36

27. The idea that mountain whites were of substandard racial stock was particularly in vogue in the eugenics-infused social sciences of the 1920s and carried over into the "culture of poverty" analyses of Appalachia that followed. pg. 36

28. The moment a miner lost his job—for any reason—the family could be evicted. "The knowledge that the two precious eggs—the job and the family shelter—are in one basket and that at any hour of the day the husband might come back with both broken is a constant and grim companion [which] the mine-worker's wife is powerless to forestall," the report read. pg. 37

29. One West Virginia attorney general reported that "to 'maintain their feudal proprietorship' the operators resorted freely to the use of armed mine guards, blacklists, and martial law, as well as their domination of county governments and courts, and an 'elaborate espionage and spy system.'" pg. 37

30.miners regularly received "silent instructions" about how to vote. pg. 37

31. "Falls of coal and rock from the roof, gas and dust explosions, unsafe haulage systems, electrical shock, and other job-related dangers daily exposed the mine worker to the risk of death or disability," wrote one observer. pg. 37

32. Read one way, the stories of America's internal colonies are ones of American innovation, ingenuity, and entrepreneurship. pg. 38

- 33. The dominance of labor-intensive industries with their rock-bottom pay schemes meant that these areas had employment structures akin to feudal systems: very few, and sometimes nonresident, owners who often relied on a small cadre of managers to oversee the impoverished many. pg. 38**
34. Owners saw to it that taxes stayed low by denying the laboring class the franchise or, when that failed, by stripping them of suffrage via literacy tests, poll taxes, the white primary, and rampant vote buying, thereby undermining investment in schools and other civic infrastructure. pg. 38
- 35. Our analysis of census data from 1950 indicates that across the nation that year, roughly a third of adults had completed high school. The same was true of only about 14 percent in eastern Kentucky. pg. 39**
36. ...“probably at no time during the school year” are more than 25 percent of the seven-to-seventeen-year-olds in school. Weak state compulsory education laws and the fact that many Mexican Americans were exempt due to their rural locations meant that “we don’t enforce the attendance law,” one school authority told the report’s author. pg. 43
- 37. Most Hispanic families in South Texas were not tenant farmers, as in the Cotton Belt, but migrant workers who had to travel hundreds or even thousands of miles to find work in the late spring, summer, and fall before coming back to the Winter Garden to harvest in the fall. Almost all the Hispanic adults we interviewed in the South Texas counties of Brooks and Zavala recalled working in the fields and the journey to the upper Midwest for sugar beet season, then across to Michigan for cherries, a migratory cycle that persisted even into the early 2000s for some. pg. 44**
38. In fact, in the early 1940s, one government study found that the average Hispanic eighteen-year-old in Crystal City had completed only 2.6 years of school. One in five had never finished first grade. pg. 44
- 39. This was especially necessary in the 1960s, as the civil rights movement succeeded in shifting the national political culture to one that “viewed white supremacy as evil and its defenders as un-American.” In this context, according to historian Michael Fuquay, “segregationist parents hoped to recreate the social, cultural, and ideological environment of their own upbringing and thus nurture in their children a set of beliefs then being rejected by the outside world.” pg. 49**
- 40. A 1969 feature in Time magazine profiled Sandy Run Academy, a segregation school in Swansea, South Carolina, just outside the state capital of Columbia. Headmaster William Jackson, a retired public school teacher, insisted that he and his staff were motivated purely by concerns about quality. “We’re not concerned with integration, de-integration, or whatever,” he stated. “We’re concerned with quality education.” Appealing to “quality” was indeed the most common justification voiced for these schools. Despite such denials, Time reported that several segregation academies in the state honored their graduates with diplomas and pins that featured a Confederate flag with the word “survivor” engraved across it. pg. 50**
41. “What we learned in Pillow history class was distorted. . . . Enslaved people had enjoyed good treatment and Reconstruction—the brief years when black Mississippians held office and voted in substantial numbers—was an era of white suffering like the Civil War itself. None of us heard a word about the lynching of Emmett Till in our hometown’s backyard, although the visiting Chicago teen’s death had drawn international coverage in 1955 and launched the civil-rights movement. When I finally heard about the Till case—I was 25, living 260 miles away. . . . I recognized the last names of classmates I’d known whose parents and grandparents had been in law enforcement or led the winning defense of Till’s murderers. . . . Bryant’s Store, the site where Till allegedly flirted with the

owner, was nine miles from my former public school.” pg. 52

42. Segregation was the first and last word in educational ‘quality.’ ...for the 140 most disadvantaged counties in the South as measured by the Index of Deep Disadvantage, nearly half (65) mounted a full-frontal attack against desegregation by forming at least one all-white private school. pg. 53
- 43. Across South Texas, public office and key community leadership roles such as school board and city council membership were held exclusively by Anglos. Many in the Mexican American community felt they had no choice but to go along with the whites in power, because the Anglos were the source of all the jobs. pg. 54**
44. In the 1950s, when Palacios’s father had run for Zavala County sheriff, “he got a beating from the Texas Rangers. pg. 56
45. In school districts across the Delta, however, low scores on state tests are still endemic. pg. 60
46. This situation is not unique to Crystal City: across Texas, more than a million Black and Hispanic children attend schools with few or no white peers. News stories regularly feature the ongoing struggle for integration in Texas schools. pg. 62
47. Meanwhile, in South Texas, the good news is that the public schools—still nearly all Hispanic—boast high graduation rates, a sharp departure from the past. The bad news is the poor student performance on standardized tests. pg. 64
48. In interviews with nearly three dozen Zavala County residents, we heard one refrain repeatedly: Graduates from Crystal City High can’t make it at a four-year college. To catch up, they have to start at a junior college. pg. 64
49. Many of the grandparents and some of the parents of kids who are now in school completed so few grades that they may struggle to help their kids with homework. pg. 65
50. In South Texas, adult literacy rates are among the lowest in the nation, just as they were at the height of the internal colony that operated there. pg. 65
51. Apparently, there has been plenty of business to go around. Even in 2019, when the dangers of opioids were well-known, 1.3 prescriptions for these powerful and addictive painkillers were filled annually for every person—man, woman, and child—in the county. pg. 71
- 52. Here we learned that Phillips County, first on our itinerary on this day, was the site of one of the most violent acts of retribution by whites against Blacks in American history. ...Arkansas governor Charles Hillman Brough, who personally accompanied the troops and gave orders to “round up” the “heavily armed negroes” and “shoot to kill any negro who refused to surrender immediately.” Accounts indicate that hundreds were slaughtered, not only men but any women and children unfortunate enough to be caught in the crossfire. One Black ex-soldier wrote that it was like the victims were “nothen But dogs.” Hundreds of Black Americans were hauled off to jail, where many were beaten and tortured. The first twelve tried, known thereafter as the “Elaine Twelve,” faced charges ranging from murder to night-riding. After deliberating for a matter of minutes, all were sentenced to the electric chair by the all-white jury. ...For years, the story whites spun about these events was patently false. ...The Equal Justice Initiative has documented 245 Black killings—considered lynchings due to the mob violence—in Phillips County, more than in any other county in the United States. pg. 95**

53. "MISSISSIPPI IS REJECTING Nearly All of the Poor People Who Apply for Welfare and the State Won't Explain Why," read the headline of an April 2017 article on the website of the progressive Washington, DC, think tank ThinkProgress. The 2016 analysis found that roughly 11,000 families had applied for the state's Temporary Assistance for Needy Families (TANF) program—known colloquially as "welfare"—which offered a maximum of \$170 per month to a family of three, by far the lowest benefit of any state. Of that number, only 167 applications were approved—a rejection rate of over 98 percent. pg. 122
54. ...New Deal administrators who denied aid to Black farmers during the Great Depression, banks that refused to lend at reasonable rates, unwarranted tax assessments, and an inability to retain legal counsel when issues arose. pg. 159
- 55. In 1986, Mike Espy was elected to the US House of Representatives, the first Black Mississippian to hold elected federal office since Reconstruction. ...Congressman Bennie Thompson earned recognition as chair of the House Select Committee to Investigate the January 6th Attack on the United States Capitol, although he is only the second Black Mississippian elected to the US House of Representatives since Reconstruction. pg. 198**
56. The State of Mississippi has assured employers that they will have a ready supply of cheap labor in another way—through its imprisoned population, as it has done for more than a century, now through so-called restitution centers. These community-based residential centers house nonviolent offenders who agree to pay restitution for their crimes. pg. 205
57. What if employers are overstating their inability to find workers as a way to divert attention away from the low wages they provide, or to undermine social welfare programs that might be seen as discouraging employment? If worker supply were truly a barrier to production, wouldn't the employers just leave? pg. 208
- 58. In the rest of the Cotton Belt region, including swaths of Alabama, Georgia, and South Carolina, millions of acres of land are no longer cultivated; the land there has been stripped of the rich topsoil accumulated over millennia by the rapacious planting of tobacco and cotton. This is not a new phenomenon. ...When Frederick Law Olmsted traveled through these states in the 1850s reporting for the New York Times, he wrote about passing many farms where the soil had been used up. Some abandoned plantations bore signs with the letters "GTT"—Gone to Texas. pg. 209**
59. Given the high degree of mechanization in agriculture these days, one might expect that the extraction of labor from a subjugated people is a thing of the past. pg. 209
- 60. A white evangelical pastor defended the separation of the races on "cultural" grounds, claiming, "I think the greatest challenge in this community is not color but culture. . . . The Black culture historically from the Old South is a very frustrating thing for the established white culture to try to identify with. pg. 213**
61. "We are paying for the sins of our fathers right now about public schools and private schools. That was the mind-set then [in the 1960s]: 'The government is not going to tell us what to do and how we're going to do our schools.' But today, we pay for those sins. . . . If we would have gone to school [together], learned how to play football with each other, learned how to go get a milkshake and a cheeseburger [together], and go to somebody's wedding or be in their wedding. We turned our back on that deal. [Instead of integrating the schools, people said,] 'I'm fixing to build me a [segregation academy] out here.' Bad mistake. Nobody knows how that chemistry would have worked, but as an end result, I think we probably would have been . . . better off." pg. 214
62. One farmer we spoke to in Crystal City has been holding out on giving his land over to fracking because he knows the hundred or so people he employs would immediately be out of work. But it sure is difficult to say no to all that money. pg. 215

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THE MOST IMPORTANT QUOTES – (THE “THESIS” QUOTES).

We wondered: Why were so few of our colleagues studying whole communities? Why weren't we?

How did the identities of these communities become so bound to the economic legacies of the past? A superficial read of the evidence suggests that geology is destiny.

Most important, however, was an ample supply of exploitable people to provide cheap labor. ...If plantation life among Black people before the Civil War can rightly be described as an unending forced labor camp, tenancy after freedom was a perpetual, inescapable form of indentured servitude. In 1930, roughly six in ten Black Americans were tenant farmers, and another three in ten were farm laborers.

*More recently, prominent work in the social sciences conducted by towering figures such as William Julius Wilson, who wrote the landmark book *The Truly Disadvantaged*, theorized that place is key to understanding how people's lives unfold.*

To assess the level of disadvantage in a community, such as a county or a city, we combined traditional income-based measures with other markers, including health. ...Especially in the United States, health outcomes vary tremendously by race, ethnicity, and income.

...a person's health is shaped more by their context—their income, family circumstances, and community characteristics, for example—than by their genetic profiles or the medical care they receive.

In 2008, life expectancy for highly educated white males was eighty years, but only sixty-six for low-educated Black men, whose average life span resembled numbers seen in Pakistan and Mongolia.

Given our aims, “disadvantage” is more accurate than simply “poverty” because it implies an injustice. The term is moral. People are being held back—unfairly.

As we pored over our regions' pasts, we began to realize that what they shared in common was a history of intensive resource extraction and profound human exploitation not seen to the same degree elsewhere in the United States.

SOME OF THE KEY CONTENT AND IDEAS FROM THE BOOK

- **One key story: The cheerleader revolt, and walkout, in Crystal City, TX - 1969**
 - *By the end of the 1960s, the vast majority of students at Crystal City High were of Mexican origin—roughly 85 percent. Yet a look at the yearbook from the time clearly indicates that most of the roles of distinction within the school—homecoming king and queen, for example—were reserved for Anglos.*
 - *He and other young leaders wanted to fight what they saw as an unjust system: unfair voter registration laws, unfair labor practices, systemic racism in all its forms. But, as Gutiérrez explained, “people don’t understand that bullshit.” Instead, he said, “tell somebody, ‘They don’t want your daughter to be a cheerleader because she’s got brown legs, those are ugly, only white legs are pretty,’ [and they will understand that, because] no father has an ugly daughter.”*
 - *While they opted for the latter, Palacios said, “we weren’t satisfied because three and three is still not fair because we’re eighty-five percent of the student body!” ...The tension built to a crescendo on December 8, 1969: “Everybody started chanting: ‘Walkout! Walkout!’”*
 - *With one exception, before the 1971 elections only Anglos had served as city manager. But from then on, only Mexican Americans held that position.*
 - *While the school had been roughly 85 percent Hispanic before these pivotal events occurred, the figure rose to 98 percent following the protests and white flight.*
 - *The young women involved in the cheerleader revolt, each of whom received scholarships to a prestigious school, completed college only after stopping and starting multiple times, as they told us when we interviewed two of them.*
- **Where - the three places of greatest disadvantage...**
 - *Apart from predominantly Native American communities, the places that our index identified as “most disadvantaged” most often are found in three regions—Appalachia, South Texas, and the vast southern Cotton Belt running across seven states.*
- **What**
 - *cotton...tobacco...cheap labor (from slaves to simply vastly underpaid and exploited workers)*
 - *Mexican-origin families were forced to migrate to find year-round employment, from the cotton fields of Texas’s Coastal Bend to the sugar beet fields of Minnesota and the Great Plains, and on to the cucumber fields of Wisconsin and the fruit orchards of Michigan.*
- **Why?**
 - **racism**
 - *Consider the white South African work-permit workers...*
 - **corruption**
 - *Residents of every place we got to know for this book can recount stories of local government corruption: the FBI storming City Hall to arrest nearly every member of city government; local officials imprisoned for buying votes and collaborating with drug dealers; corporations getting sweetheart deals to bring a new factory to town but never delivering. Yet when leaders are asked to name the biggest challenges facing their communities, government corruption rarely comes up. Instead, they usually focus on the flaws of the poor.*
 - **greed**
 - *Laborers were typically paid \$ 1 a day, a wage one Anglo farmer defended this way: “What a Mexican should be paid is just enough to live on, with maybe a dollar or two to spend. That’s all he deserves. If he is paid any more he won’t work so much or when we need him; he’s able to wait around until we have to raise the [pay].”*
 - *We initially thought that these themes—unequal schooling, the collapse of social infrastructure (the places where people build social bonds), violence, entrenched public corruption, and structural racism embedded in government programs—were at least somewhat unique to each place. Yet what turned out to be most remarkable was the degree to which they were shared.*
- **Perpetual second-class citizens...**
 - *Meanwhile, Anglos sought to dominate the landless laboring majority even further, including denying them the vote through poll taxes, the white primary (in which only Anglos were allowed to vote), and other nefarious means.*

- **Due to the connivance of local capitalists and complicit politicians, the labor laws that governed the rest of the nation, such as the minimum wage, simply didn't apply.**
- In sum, the laboring class in South Texas was exploited and subjugated to an extreme degree.
- **So, so unequal...**
 - **The Washington Post reported that in the late 1980s, while one school district in suburban Louisville spent \$3,186 in local revenue per pupil, another, in eastern Kentucky, spent only \$118.**
 - In South Texas, Anglo elites responded to Brown by pretending to comply. Whites retained control of the school board, students were mostly separated by ethnicity in the lower grades, and the practice of dividing students into "ability" groups—a process that never placed Hispanic children in the top tracks or white kids in the bottom tracks—and establishing other informal quotas ensured that Anglo students would continue to claim most of the perks, including the coveted spots on cheerleading squads.
 - Another key difference, one not captured in per-pupil spending, was that county governments paid for the construction and maintenance of white schools, while it was up to Black parents to provide spaces—often in churches—for Black students to learn. Stoves, blackboards, and teaching materials were standard issue in white but not Black schools.
 - Finally, while buses carried white rural children to and from school, Black children had to walk.
 - In Sunflower County, Mississippi, for example, Dollard reported "there is a colored high school in the town, not at all a common thing, which offers a three, instead of a four, year course; this means that the graduates from it cannot go directly to college but must spend a pre-college year away from home. For the Negroes who are demonstrably least well-endowed economically, this is a heavy handicap to the educational and status advancement of their children." Meanwhile, white high schools offered a four-year course, which was required for college admission.
 - In college, despite earning one of the top GPAs at her high school, she learned that "my peers were leaps and bounds beyond my knowledge."
- **Segregation academies...**
 - Robert "Tut" Patterson was booster in chief of these schools. At age thirty-three, he founded the nation's first Citizens' Council in Indianola, Mississippi (in the county studied by Powdermaker and Dollard), just two months after what local whites called "Black Monday," the day the Brown v. Board of Education decision was handed down. That year, 1954, the organization established its national headquarters in neighboring Greenwood, with supporting chapters sprouting up across the South as whites rallied to fight the federal mandate to integrate public schools, which some white locals referred to as the "second reconstruction."
 - In its stronghold of Mississippi, the Citizens' Council was initially highly successful in its fight to keep the public schools segregated in the wake of Brown: not a single school desegregated in the decade that followed.
 - As late as 1961, three states—Mississippi, Alabama, and South Carolina—had not one integrated classroom.
 - Tut Patterson then turned his attention to establishing a segregation school in Greenwood, founded in 1966 and named Pillow Academy, for the planting family that donated the land. Journalist Richard Rubin writes that "Patterson, and by extension Greenwood, came to symbolize the last best hope of segregation in Mississippi."
 - All three segregation academies—Pillow, Marvell, and DeSoto—along with dozens of others across the Cotton Belt South have persevered to this day, each still enrolling hundreds of students.
 - Historian Michael Fuquay writes that in some instances, "entire student bodies moved from formerly all-white public schools to new private schools," built with public funds, legally and otherwise. "Private" was largely a "romantic subterfuge designed to evade the requirements of federal law without sacrificing the benefits of public support." Until it was deemed unconstitutional, the State of Mississippi provided tuition vouchers and other resources to help finance the schools.
 - **Central to the mission of these academies was to inculcate the mythic history of the white, Protestant South, the myth of the "Lost Cause," and the supposed horrors of Reconstruction.**
 - **White churches as well, from a variety of denominations but especially the Southern Baptists, rushed to lend support. ..."segregation academies found not just space but legal legitimation, too, "under the umbrella of the church school movement."**

- In 1973, the Yale Law Journal identified three classes of segregation schools, roughly corresponding to the socioeconomic conditions of the white community: lower-class “rebel yell” academies; white community schools; and upper-class day schools.
- **Actual, horrific violence:**
 - Lynchings were built into the very fabric of Cotton Belt society, serving an explicit goal of racial subjugation.
 - While the violent suppression of the have-nots by the haves has changed form, violence continues to pervade these places where people have been kept down for so long.
- **Six principles for Action:**
 - #1 – End separate but unequal schooling
 - #2 – To end violence, spark mobility
 - #3 – Invest in social infrastructure
 - #4 – Root out corruption
 - #5 – Make structural racism visible and confront it
 - #6 – Bring the supply chains home
- **For the sake of the children!**
 - “There is a saying in Japanese culture, ‘kodomo no tame ni,’ which means, ‘for the sake of the children.’
 - But by applying a deep understanding of our nation’s most disadvantaged places, with the knowledge gained from amassing an arsenal of big data, engaging in deep listening, learning from history, and publicly acknowledging the impact of generations of exploitation, we might finally follow a path to a renewed America that can make us all proud.
- **The book:**
 - Introduction
 - 1. America’s Internal Colonies
 - 2. Separate, Unequal
 - 3. Nothing to Do Here but Drugs
 - 4. A Tradition of Violence
 - 5. Little Kingdoms
 - 6. The Invisible Hand
 - 7. Revolt and Retribution
 - 8. The Sins of Our Fathers
 - 9. Healing America’s Internal Colonies

SOME LESSONS AND TAKEAWAYS

- #1 – It would be useful to learn, and teach, the history of injustice. And then, repeat such teaching, and remind people of it constantly.
- #2 – Let’s remember the ethical foundation: we are called to love people and use things. Any love of anything that abuses people is...wrong.
- #3 – Racism is a real issue. Systemic racism is still causing ripple effects all around us.
- #4 – Don’t forget the “root of all evil” – the “love of money.”
- #5 – To lift all boats, we have to engage in the heavy lifting...and keep at it over the long haul. (education; equal opportunity...and more...).

The Injustice of Place

Synopses prepared and presented by Randy Mayeux