

“The state and federal government had equal sharing of powers from 1945 to 1960” How far do you agree?

During the time to rebuild after WWII, America was at a loss for monitoring the control of power. With uncertainty throughout the country, the governmental forces were uneasy. The state and federal government from 1945 to 1960 were able to control different things but they also shared some power together. When looking at some instances, the state was in control of education while the federal government controlled societal views and civil rights. However, they together worked for voting rights and meeting an acceptable standard for the country,

The states were in control of education as they were able to amend their constitutions and to pass laws that changed education in their state. In the Brown decision, the Supreme Court ruled that there must be desegregation of schools, but they did not set a timeline or go into deep detail. This meant that the government was putting training wheels on the states, but the states were able to still ride on their own and change the direction that they were going. This proved that the Supreme Court could not control the true education because according to the 9th and 10th amendment, it was ruled by the state. For example, Virginia amended their state constitution to allow funding for private schooling. This was a back door that the southern state took as states were closing schooling to avoid the argument of segregation and the public schools would not be in action, but private schools would, and the state would fund the white children to go to private schools. This therefore shows that no matter what the government may argue, the states can always go around the back and have a sly plan that would rule in the direction that they want. This is also seen in when an Arkansas governor called out the national guard to block 9 African Americans from integrating schooling and in 1954 when Alabama ruled that they will maintain segregation in their schools. Using the 9th and 10th amendment, the state was able to rule over top of the government since it was in their hands as the constitution does not clearly state the desegregation of schooling must occur. However, some states were moving on their own to integration of schooling. Kansas, Delaware, and St. Louis integrated their schooling in 1955 which caused an original 2.3 million enrollments to 3.6 million in 1960. This meant the states could control the movement of African Americans and others into the schooling system and first-hand were there to monitor the entering of the school. The states had more of a control of the school system because they were standing hand in hand with the people and the teachers while the government was trying to look down upon and that failed. States also controlled the communist exiting the school system. New York state law (Feinberg Law) banned communist teachers to teach in public schooling, California state education law set that teachers can be fired instantly if taught communism and states allowed parents to deny their children to not go to school if they felt that there was teachings of communism present. This overall shows that states also saw the new coming of the communism scare and they took the opportunity to help avoid the schooling since laws were much easier passed at the state level than the federal level, therefore, the state was more fast action on tackling the idea of the sneaking of communism into schooling and had more control of their districts. Therefore, the federal government was too busy on a rollercoaster of legislation on a range of educational purposes that the states were on the fast track to their own legislation with the engine of the 9th and 10th amendment.

The State and federal government worked together and against each other on the rulings of voting. For example, for the supreme court, they ruled that in the 14th and 15th amendment, no one should be discriminated against for voting and the civil rights act of 1957 was passed that allowed African Americans to vote and the Civil Rights commission was in charge of all denial, however, it was still visible. The states worked against the government when The Southern Manifesto was created, similar to that of Jim Crow Laws to cause issues upon voting and keeping the south to where it was prior. This means that both felt that they held the authority to rule on this subject and ended up getting nowhere since they both contained equal power. This was like a tug of war game with no winner since the states and federal government both possessed the same strength on the matter of voting. There was also an argument on the registration of African Americans to vote. For the federal government, the GI Bill stated that it would integrate the voting system for veterans, however, only 2,500 black veterans in Mississippi were able to vote in the 1950s elections compared to the prominent population overall. This means that again, the states dug a hole of discrimination of the black voting rights that the federal government could not get out of. This shows that both institutions were pushing in opposite directions and the tires kept spinning because they both had the same amount of horsepower. On the other hand, the federal and states worked together on poll taxes. Truman did not desire to confront southern senators whose support he needed for domestic and foreign policy issues he accorded much higher priority than the poll tax- For the fourth time since 1942, the House overwhelmingly approved poll tax repeal in 1947. By 1953, 6 out of the 11 southern states had abolished poll taxes. This shows that although they may be for different reasons, both agreed, and the input and output was easily achieved as they were coming from the same direction and worked towards the removal of poll taxes. This argues that both had equal power and were a team working together to achieve something that would benefit both of them even if their own intentions were all they saw.

The federal government also controlled the society changes from 1945 to 1960. For example, Eisenhower was proactive in the economy and he signed the Highway Act of 1956 which authorized \$25 billion to build 41,000 miles of highways in 10 years and passed overwhelmingly. Also, in 1951, the federal government opened a national park to honor a black female which was a large deal as this national park was on state bounds. This meant that the government was entering state lines and financially building things that were being gifted to the states. This shows that the states could not reject the overall control of the federal government due to the funding and military support behind them. This demonstrated that the government was able to erase state lines as the land was their land, not the people's. In the aspect of discrimination, in 1951, Washington D.C. banned segregation in restaurants. Also, in 1952, the Supreme Court reaffirms ban on segregation of passenger cars on the Atlantic Coast Line Railroad as there was an incident. This is validated again in a Fleming court case that segregation of public transportation is unconstitutional. This shows that society was being changed to not allow segregation of things despite the individuals that were trying to act upon things. The federal government was able to collect all of the actions around the country and rule upon those things while states were isolated on their own actions in their own states. This shows that states were very focused on small things that occurred because there was a fiftieth of the people and land that they controlled. Also, the St. Lawrence Seaway was passed which costed 470 million dollars for 378 miles of lock mechanisms for trade and protection. This showed the overall power that the federal government possessed to the aspects of money and taxation with the power to spend it where they would like to. Therefore, the states did not have as much profit coming in while the federal government did. This

represented the big foot that the federal government had that was able to stomp on the states with a strong force because they had such a strong support system.

The federal government was in charge of the civil rights movement from 1945 to 1960. In the *Brown v. Board, Missouri* ruled that there were no acts of discrimination. However, when the federal government rules on the case, it was ruled unconstitutional and that started the movement of the civil rights in education. This showed that the supreme court, being the highest court of law, was able to sustain power and rejection of segregation. This meant the gavel of the court was crushing the states small acts of segregation. *Brown II* decision was passed but mostly the southern states believed it violated the constitution so they signed the Southern Manifesto to reason that it was their division on to what would occur within the state. However, the federal government ruled two more times that it was unconstitutional, and the southern manifesto died out. This develops the argument that the states were putting up, yet the federal government was ruling over them easily based on their interpretation of the constitution. The federal government even has an army that can be used to call troops into states which is seen by Eisenhower in the Little Rock Nine and Eisenhower signed the Civil Rights Act of 1957 which kickstarted legislation of civil rights about voting rights for African Americans. This demonstrated the power that the president held in this time period through small actions and executive orders. In 1947, Truman was even taking action with Executive Order #9981 that integrated the army. This shows that the federal government was utilizing all of their branches to use all of their power over the states and the act of checks and balances was working perfectly in tune. This represented that the 3 branch unit of the federal government stomped over the individual states. Overall, in the supreme court, it was a time of Warren Court that were acting in a way of civil rights such as the Board of Education of Topeka in 1955. This represents that the court had a name for the movement of civil rights and were in the mood of pushing the direction of civil rights and integration of things in life. Therefore, the constant legislation being pushed out of the federal government was not allowing the states to catch up showing the strong power of the federal government on civil rights.