



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

## **Exemplar for Internal Achievement Standard History Level 1**

This exemplar supports assessment against:

**Achievement Standard 92024**

**Engage with a variety of primary sources in a historical context**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student is required to engage with a variety of primary sources in a historical context.

This involves selecting different types of primary sources for a focus question, identifying the relevance of the evidence to the question through source annotation, and identifying strengths or limitations of the sources (where appropriate).

This student has selected five primary sources – two photographs, a newspaper article, a physical feature (the fountain), and a video clip with a Napier Earthquake survivor. An annotation has been provided that establishes how each source addresses the focus question, 'What were the impacts of the Napier Earthquake on NZ History?'. The annotations make specific reference to the evidence in the source.

The student has made a basic, but specific and relevant comment for most of the sources, assessing their value.

The identified strengths have mostly focused on reliability, but in some instances comments have been made regarding the unique insight of the source. For example, how the newspaper article offered evidence pertaining to the impact on people, and not just the physical damage caused.

The evidence contains an emerging understanding of source limitations. For example, a valid limitation has been identified for the 'Spirit of Napier' fountain.

For Merit, the standard requires the main ideas of the evidence to be identified. For example, the physical, economic, personal, and cultural cost of the earthquake to Napier could have been more clearly elicited, and identified with further depth.

The Merit criteria also require an explanation of strengths and limitations within the collection of sources. Greater depth, range, clarity, and specificity of the comments made could allow for a Merit judgement. For example, when discussing the limitations of the photographs, greater depth could be shown by explaining how these only show a snapshot of Napier, without evidence of how widespread the damage was or how the people of Napier were affected.

Achieved

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## What were the impacts of the Napier earthquake on NZ history?



I chose this photo because it shows the immediate impact of the earthquake and we can see that lots of buildings in the CBD have been destroyed and there is a lot of debris around them you can tell that this is Napier because of the Norfolk pine trees in the background that still stand there today.

This photo was taken a few days after the earthquake, it is a great photo because you can see all of the damage that it has done to all of the buildings.

The strengths of the source is mostly reliable because you can see the trees in the background and if you were to go to Napier nowadays you will see the same trees but they will be bigger however the buildings will be different and more new. If this source was in colour it could help people understand where the photo is really taken and what the buildings look like nowadays

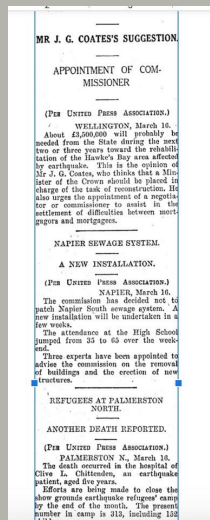


I found this photo on the internet - date accessed 9/3/22 there is no date that tells us when this photo was taken.

(<https://teara.govt.nz/en/photograph/4549/napier-after-the-1931-earthquake>)

It's useful because it outlines the short term impacts of the earthquake its not just in Hawkesbay its all throughout new Zealand we can see that this much money was needed for the whole rebuild, that residents of Napier had to go to refugee camps in Palmerston North and that Napier and Hastings had restrictions on people entering the city and they had to get a new sewage system in Napier.

the strength is this source is mostly reliable because it is a newspaper article and sometimes the words can be muddled and mixed up and make it sound more exaggerated and intense however this source contains some really good answers to some people's questions and gives us a good idea on what happened not just to the buildings and people.

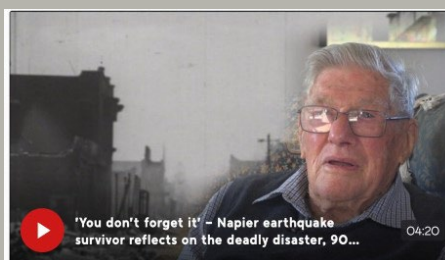


I got this newspaper article from papers past 9/3/22 ([https://paperspast.natlib.govt.nz/newspapers/ODT19310317.2.69?items\\_per\\_page=10&page=2&query=napier+earthquake&snippet=true](https://paperspast.natlib.govt.nz/newspapers/ODT19310317.2.69?items_per_page=10&page=2&query=napier+earthquake&snippet=true)) it's from the Otago daily times 17th of March 1931.

it is the largest natural disaster to take place in New Zealand. When the quake struck on February 3 1931 it was to take 256 innocent lives and destroyed a lot of buildings through earthquake damage and fire it was the children's first day back to school after the Christmas summer holidays. It was a huge task to rebuild the city after a huge blow and took a lot of time and effort from everyone in the community. In this interview, he remembers running home from school and has some vivid images etched in his mind from his surroundings as well as a vivid smell he stated he will never forget.

This resource would be reliable as he was a victim in the earthquake and was there to see everything he remembers a smell and lots of images that would help a reporter researching for this I found the source helpful because he could tell us what happened that it looked like as well as smell which a bet none of us would have realised there was a smell that was so bad. it really tells us how bad the earthquake really was and we could imagine what it looked like as well.

I got the source from google however it was on one news website 30/3/22 <https://www.1news.co.nz/2021/02/02/you-dont-forget-it-napier-earthquake-survivor-recalls-running-home-from-school-amid-rubble-90-years-on/> this video was taken on february 3 2021



This photo shows a few people in the middle of the road looking around the town at broken buildings and people crying over their houses turned into rubble it would be so hard to look at once a beautiful happy town and loving people now dusty dirty smelling bricks and wood, this earthquake has resulted in one of the worst natural disasters in New Zealand still to this day. Just imagine your house once with happy memories and loving family now rubble and dust will all your belongings were basically gone as well and maybe family members and pet injured.

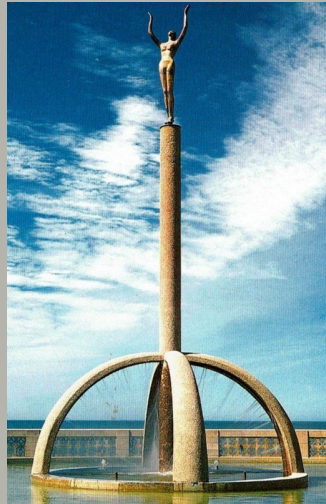
I found this image on Google on 31/3/22 and it didn't say when it was taken. but it wouldn't have been far after the earthquake.



The source would be helpful to use because you can see the surroundings and you can see how small those people really are and how much damage there really was around them. Lots of the buildings that you can see in the picture you can't really tell what part of Napier it is but if you really know your stuff about Napier you could probably tell what part this is.

This photo is a statue/fountain that is in Napier and it represents how the time when the earthquake happened and how it represents the new town as making a new life. It represents the innocent lives that were taken; this would have an impact on Napier as every time someone who was alive during the earthquake or had family in would remind them of those times and remember those who lost their lives. It represents the rise from the earthquake and also the spirit of Napier.

I found this photo online and you can find it in the NZ Herald; it was taken on 12 May 2018 and I found it on the 1/4/22



This source is reliable if you were to search up information; however, it does not represent a specific person but it represents the people of the earthquake and the rise of Napier. The source may not be the most helpful to my question but it does represent the earthquake and the people in which I think that this is really cool. How they have dedicated a statue to Napier. The source is not biased or propaganda; the source does lack a bit of details as when you search it up it only comes up with information as to why it is there.

## source comparason summary anaylise

write about 100- 150 words maximum.

sources 1 and 2 are both similar because they are both about how the buildings got destroyed and then rebuilt. source 1 shows all the damage that the earthquake caused to the buildings and source 2 describes the rebuild and what they had to do to get where we are now. these two sources are very significant because it shows a before and after of what Napier used to be. another connection is between sources 1 and 4 these two sources also deal with destroyed buildings. a final connection that also deals with the rebuild of Napier can be found in sources 2 and 5. These relate to my focus question as this was a historical event that happened in NZ history and have had many impacts that people still to this day look back on, people come to visit Napier to celebrate art deco and to see all of the historic buildings that have got new memories and new meaning.

Grade: Merit

For Merit, the student is required to interpret a variety of primary sources in a historical context.

This involves selecting different sources that are appropriate to the chosen focus question, annotating these sources to identify the main ideas in the evidence, and explaining the strengths and limitations within the collection of sources (where appropriate).

A variety of sources have been selected (3 photographs, a newspaper article, and a personal letter written at the time of the Hawkes Bay Earthquake). A specific and clear annotation that explains the relevance of the evidence to the focus question is provided. The annotations, in addition to the table provided in the final slide, identify some basic main ideas from the evidence.

The strength of the main ideas has been somewhat restricted by the nature of the sources selected, and that the historical context chosen is a natural disaster. This narrows the discussion of main ideas to mostly physical impacts.

There are sufficient instances within the collection of sources where the strengths and limitations of the evidence or source type have been explained. For example, the strength of source 4 and the limitations of source 1 clearly go beyond 'identifying', and meet the requirement to provide an explanation.

For Excellence, connections are required to be made between the sources with reference to the main ideas. In the final slide, the student offers some basic discussion of the shared ideas, but these need further development for Excellence.

The Excellence criteria also require reflection on the strengths and limitations across the collection of sources. For example, the extent to which the collection of sources provides sufficient evidence to answer the focus question, what gaps there are in the evidence provided, or whether a greater range of personal perspectives and experiences of the earthquake could have been beneficial.

Merit

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# WHAT WAS THE IMPACT OF THE HAWKES BAY 1931 EARTHQUAKE?

## PRIMARY SOURCE 1

### *About Source and how it is relevant to the Focus Question:*

This photograph shows some of Napier before the 1931 earthquake. In the photo we can see lots of buildings such as Napier Technical College which came down in the earthquake killing 10 people, Methodist Free Church and Carlyle Street School. The photographer is unknown but was probably taken from May Avenue area.

This source is relevant to my focusing question (what was the impact of the Hawkes bay earthquake) because the photo shows what Napier looked like before the earthquake hit Hawkes bay.

### *Discussing Strengths and Weakness:*

Some strengths of this source are that it is reliable because it shows what Napier looked like before the 1931 earthquake. Because the source is a photo, I do not get any facts from it, but I did get some from the photo description which states facts about what happened, the source does not use propaganda and is not biased. Some weaknesses of the source are that it is only one part of Napier, so we do not know what the rest of Hawkes bay looked like. There was very few pictures of Hawkes bay before the earthquake, I also do not know when the photo was taken (all we know is that the photo was taken before the earthquake in 1931) I also do not know who took the photo.



Date accessed 13/4/2022

Unknown. (24th, July 2020). *Napier Before 1931 Earthquake*. National Library of New Zealand. <https://digitalnz.org/records/44008839/napierbefore-1931-earthquake>



## PRIMARY SOURCE 2

**About Source and how it is relevant to the Focus Question:**

This photograph shows a tractor removing the remainders of the nurse's home in Napier after the 1931 earthquake. The photo was taken by Arthur Bendigo Hurst, a photographer who lived in Napier at the time. This source is relevant to my focus question (What was the impact of the Hawkes Bay 1931 earthquake?) because eight off duty nurses and three office staff died in the nurse's home, and six were severely injured when the building collapsed. This would have impacted the friends and family of the people who died, and the hospital would have been understaffed when they needed all the help they could get.



**Discussing Strengths and Weakness:**

Some strengths of this primary source are that it is reliable because it shows us some of what happened in Hawkes Bay after the 1931 Earthquake. The source itself does not use facts, but the description of the photos tells us facts about what is happening in the photo, also the source does not use propaganda and is not biased.

Some weaknesses of the source are that the picture was taken at a particular place in Napier, so we do not know what the rest of Hawkes Bay looks like, but it does give us a rough idea of what happened. We also do not know the exact date the photo was taken (whether it was straight after or a week later.)

Date accessed 18/3/2022

Nurses Home, Napier Hospital after the 3 February 1931 earthquake. (n.d.). MTG Hawkes Bay. <https://collection.mtghawkesbay.com/objects/92891/nurses-home-napier-hospital-after-the-3-february-1931-earthquake>

## Primary source 3

**About Source and how it is relevant to the Focus Question:**

This letter source shows a letter written by Author to Bird, Dorry and Billy about Author's experience during the earthquake. Author was a radio operator on a navy ship called 'Taranaki' which was just off the Napier shore when the earthquake hit Hawkes Bay on the 3rd of February 1931.

This source is relevant to my focus question (what was the impact of the Hawkes Bay earthquake) because Author is telling us about his experience of the earthquake and how he was impacted by the earthquake.

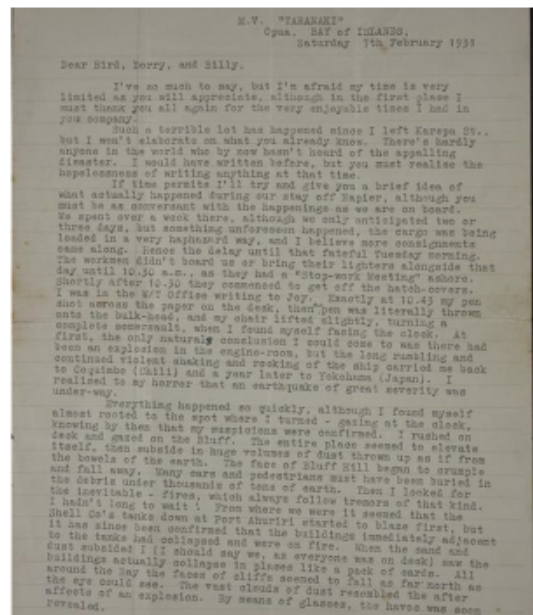
**Discussing Strengths and Weakness:**

Some strengths of this letter are that it does not use propaganda and it uses facts about what happened during the earthquake in Napier. We know that these facts are reliable because the letter's writer, Arthur, was in Napier when the earthquake hit Napier.

Some weaknesses of this letter are that it only shows one person's perspective of the earthquake, so we do not know what other people went through during the earthquake.

Date accessed 20/3/2020

Arthur. (1931, February 7th). Letter from 'Arthur' describing the 1931 Napier earthquake. National Library of New Zealand. <https://natlib.govt.nz/records/30634067>



## Primary source 4

*About Source and how it is relevant to the Focus Question:*

This source shows a newspaper article published by the daily telegraph and H.B herald on the 4th of February 1931 the day after the earthquake hit Hawkes Bay. The article tells us about how the earthquake impacted people by writing about the many fatalities and the latest death roll. This relates to my focusing question (what was the impact of the Hawkes Bay earthquake) because it tells us about how people were impacted by the fires and many fatalities which happened during and after the earthquake.

*Discussing Strengths and Weakness:*

Some strengths of this news paper article are that it does not use propaganda, but it does use facts about the many fatalities that accorded and the deaths from the earthquake. Another strength of this news paper article is a reliable source because it provides an article about the earthquake that uses strong evidence. Some weaknesses of this news paper article are that news papers can be biased and be based on one particular point of view.

Date accessed 2/4/2022

corban, A. (n.d.). Earthquake learning to kiwi. Learning to kiwi.  
<https://learningtokiwi.wordpress.com/tag/earthquake/>



## PRIMARY SOURCE 5

*About Source and how it is relevant to the Focus Question:*

This photograph taken in the year 2020 by Christina McRae shows a building called The Daily Telegraph, which is apart of the art deco buildings in Napier today. The building was built in 1933 by Fletcher Construction Company and was designed by architect EA Williams in art deco style. This is relatable to my focus question (What was the impact of the Hawkes Bay 1931 earthquake?) because in the 1960s Art deco style buildings were fashionable so when Napier was rebuilt one of the most popular styles was art deco. therefore, if the earthquake didn't happen then Napier would not have as many art deco buildings and would not be the art deco capital.

*Discussing Strengths and Weakness:*

Some strengths of this primary source are that it is not biased, and it does not use propaganda, and it is reliable because it is a photograph that shows an Art Deco building in Napier. The source itself does not use facts, but the descriptions of the photo do use facts to tell people about the photo.

Some weaknesses of the source are that we can only see one building in Napier today, so we do not know how the rest of Hawkes Bay was impacted, but it does give us a rough idea of what happened. We also do not know exactly when Christina McRae took the photograph.



Date accessed 2/5/2022  
 Daily Telegraph Building Napier 2020. (n.d.).  
[https://knowledgebank.org.nz/still\\_image/daily-telegraph-building-napier-2020/](https://knowledgebank.org.nz/still_image/daily-telegraph-building-napier-2020/)

<b>Ideas specific to Source 1 only...</b> what buildings and roads looked like before Napier was hit by the earthquake in 1961.	<b>Common ideas between one or more sources...</b>
<b>Ideas specific to Source 2 only...</b> the damage the earthquake had on the buildings and roads of Napier and how that affected people.	<b>Sources 3 &amp; 4</b> both written pieces about people's experience of the earthquake. <b>Sources 4 &amp; 2</b> are both about fatalities that occurred after the quake hit. <b>Sources 2, 3 &amp; 4</b> common ideas are that they all tell us about what happened in the earthquake and how people were affected by the earthquake.
<b>Ideas specific to Source 3 only...</b> Author's experience of the earthquake and how he was impacted by the earthquake.	<b>Sources 1, 5 &amp; 2</b> have common ideas because they are all photos of roads and buildings in Napier.
<b>Ideas specific to Source 4 only...</b> How people were impacted by the fires and many fatalities which happened during and after the earthquake.	
<b>Ideas specific to Source 5 only...</b> how the earthquake affected what Napier looks like today	

## Source comparison

Source 3 & 4 are both written pieces about what happened in the earthquake one is a letter that Author wrote to his family about what he went through in the earthquake, and the other is a newspaper article about what happened after the quake hit. Sources 1, 5 & 2 are all photos of buildings in Napier, source 1 is a photograph showing what Napier looked like before the earthquake hit. Source 2 shows some of the damage the earthquake did to Hawkes Bay, and source 5 is a photo of Napier today and how the earthquake impacted what Napier looks like today.

### Most useful source to helping answer my Focus Question

All of my sources are helpful when answering my focusing question (What was the impact of the Hawkes Bay 1931 earthquake?). But the most useful one would have to be source four because it gives the most information about what happened after the earthquake and how it impacted Hawkes Bay. It tells us about the many fatalities that occurred after the quake. And it provides us with a list of the identified dead people as of the 4th of February 1931. It also has the most connections with source 3 and 2, the most strengths (does not use propaganda, but it does use facts about the many fatalities that occurred and the deaths from the earthquake.) and it has the least amount of weaknesses compared to the other source.

Grade: Excellence

For Excellence, the student needs to examine a variety of sources in a historical context.

This involves selecting different sources appropriate to the focus question and then annotating these to establish their relevance and make connections between the main ideas identified. In addition, Excellence requires reflection on the strengths and limitations of the collection of sources.

This student has selected a range of primary sources and clearly and specifically detailed how they are useful in answering the extent to which the Birmingham Campaign provoked violence.

The main ideas are clearly identified (state sanctioned violence, physical violence, white backlash, segregation, different experiences/attitudes between the Northern and Southern states), and (as required for Excellence) connections are made between them. For example, the student cross references ideas between sources 3 and 1, and sources 4 and 5.

In the final paragraph, the student provides a summative reflection of some of the strengths and limitations of the collected sources. For example, the way in which the sources work together to address the focus question, and the missing perspectives or experiences of those who were injured which are not captured by any of the selected sources.

However, this aspect of the Excellence criteria was also met through the annotations. For example, when the student identifies limitations of a source (source 4) and references a different selected source (source 5), to show how together they are useful in providing a more complete answer to the focusing question.

In other instances, the student cross-references between two sources to show how the evidence corroborates, counters, or expands on an idea. This is the type of comment that shows a reflection of the strengths and limitations across the collection of sources.

Focus question:

To what extent did the Birmingham Campaign 'Project C' provoke violence?

Source 1 - A photograph from the [Civil Rights Movement Archive](#)



This photograph shows a man using high-pressure fire hoses against five student protesters. From the impact spray of the water and the way they are blocking their faces, we know that this is a very violent and dangerous situation. We can tell that the man is a fireman by his hat and the clear B.D.F lettering on his back, standing for 'Birmingham Fire Department'.

The strengths of this photograph comes from the fact that it is a visual display of violence showing that the Birmingham Government was willing enough and did bring out violent tools against protesters. The photograph is also an in-action shot which is useful when combined with other sources to more comprehensively explain what happened.

The limitations of this photograph comes from the lack of detailed information. We don't know if this was the worst extent of the violence that was provoked or what exactly was happening at the time of this photograph. For a better understanding, we would have to look into other sources from the time that support this photograph. E.g. A newspaper article (like source 5), a speech about the event, or diary entries from people

who were there. This photograph was most likely created by a reporter who wanted this display of violence to gain international media attention which would back up the campaign. The Birmingham Government would never want this kind of photo on their reputational record. In this way, there is some bias to this photograph simply because of its creation.

### Source 2 - A speech

*Governor George Wallace speech at inauguration as Governor of Alabama Jan 14 1963*

<https://www.blackpast.org/african-american-history/speeches-african-american-history/1963-george-wallace-segregation-now-segregation-forever/>

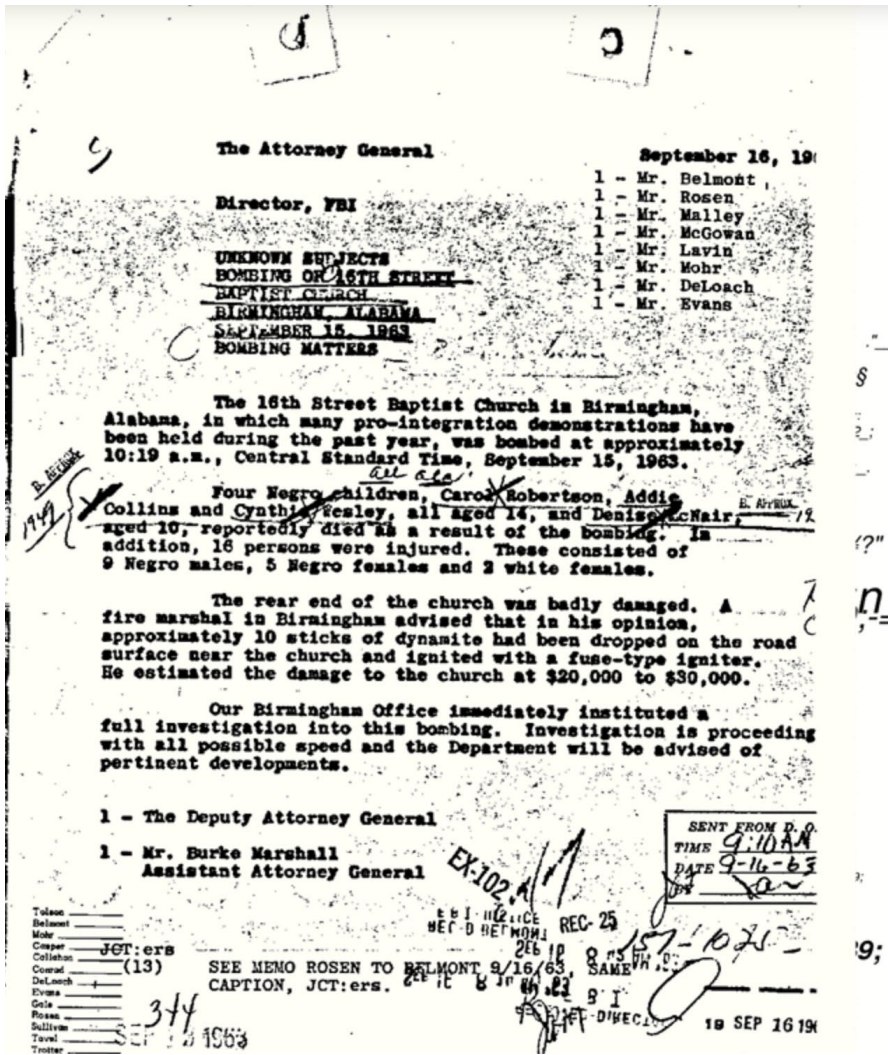
This speech was created by Governor George Wallace at his inauguration as the Governor of Alabama on January 14th, 1963. This speech was created because Governor George Wallace wanted to preach his ideal of a segregated society. He compares the idea of segregation to the political system with its separate parties, saying how these parties all work apart but still contribute to the wider community. He raises fear and resentment of liberalism and Black people within the White people of Alabama by saying how they seek to take power away from White people and how they would have to live their lives being pushed around by the “international colored majority.”

The strengths of this speech is the very strong perspective it comes from, it gives us insight into the thought path the segregationists were working under. This is useful when trying to paint a larger picture of an event and when trying to understand intentions behind further actions by the segregationists.

This speech answers my focus question in a more non-conventional way. Because this was an inauguration speech for all of Alabama, it must have let White extremists gain confidence to come out more openly because now their new governor was on their side. So when the Birmingham Campaign started four months later, these extremists would have been more willing to use violence against the campaign because of the lingering effect of this speech.

The limitations of this speech come from the way it’s documented in a written form. We do not have the information that comes with facial expressions, body language or tone of voice, therefore speeches like these are very easy to misinterpret true intentions behind the words. Also, the fact that it only provides a single perspective is in itself limited, providing little accurate information to use in a summary of an event.

Source 3 - FBI document



This document was created on the 16th of September, 1963 and it addresses the

bombing of the 16th Street Baptist Church in Birmingham Alabama. It was created by the FBI.

This document answers my focus question directly as it tells us that the Birmingham campaign provoked such violence to the extent of a severe church bombing, killing and injuring a significant number of people. It also tells us that the Birmingham Campaign provoked such a strong sense of violence that even four months after the original campaign, extreme acts of violence like this one were still being committed.

The strengths of this source are the fact that it is a legal, purely informative document by the FBI, making it reliable and with no bias. There is no way of misinterpreting the meaning of any part of the text because it has not been overlaid with any personal perspective; it is only factual.

There is one exception however, that makes this document just a little bit less reliable. The reported opinion from the Birmingham fire marshal should not be taken as fact, because if we think back to source one, governing bodies like firemen were set to be violent towards them even. Therefore, by asking the fire marshal his opinion, he could have been downplaying the amount of damage done by this bombing because of his bias. To find out the actual amount of damage caused we would have to find papers regarding the investigation that the FBI promised at the end of this document.

Source 4 - Two photographs

A 17-year-old Civil Rights demonstrator is attacked by a police dog in Birmingham, Ala., on May 3, 1963. This image led the front page of the next day's *New York Times*.



Police dogs attack nonviolent marcher.

These photographs show a 17 year old nonviolent student protester being repeatedly attacked by police dogs, while police officers passively hold onto the leash of the dogs. They aren't trying to stop the situation, instead, they seem to be enabling it.

These photos were taken by a journalist as they ended up on the front page of the next day's *New York Times*, which is a typically liberal broadsheet newspaper. Therefore, the intention behind the creation of these photographs, being to showcase the brutality of the police on non-violent protesters, is fundamentally biased.

The strengths of this source are that it is useful in telling us what kind of news the general public in the North was receiving about the Birmingham Campaign. It shows us the kind of imagery they were receiving which would shape their perspective on the situation. It also answers my focus question directly, showing that the Birmingham Campaign provoked violence from governing bodies like the police to such an extent that the pictures showcasing it led the front page of the next day's *New York Times*. Source 1 helps to strengthen and support this main idea.

The limitations of these photographs are that based on them, you can only guess at what was going on. Furthermore, although these photographs imply that violence in the form of police dogs were used against Black protesters, we still cannot be sure that this wasn't a one-time situation. To be sure, we should combine these photographs with a source like source 5.



Source 5 - Article from the New York Times

# DOGS AND HOSES REPULSE NEGROES AT BIRMINGHAM 3 Students Bitten in Second Day of Demonstrations Against Segregation

## 250 MARCHERS SEIZED

Robert Kennedy Fears Rise  
in Turmoil—Dr. King Says  
Protests Will Be Pressed  
By **FOSTER HAILEY**  
Special to The New York Times

Three students were reported to have been bitten and to have required hospital treatment. Two firemen and a news photographer were injured by bricks and broken bottles thrown from the top of a Negro office building near the major encounter, at 17th Street and Fifth Avenue North.

[In Washington, Attorney General Robert F. Kennedy warned that "increasing turmoil" would be made inevitable by a refusal to grant equal rights to Negroes, United Press International reported. But he questioned the timing of the demonstrations.]

### Marchers Are Dispersed

This was the second day of major demonstrations by the students here. Yesterday, more than 900 students were sent out from the Negro section in groups of 10 to 50. Some succeeded in reaching City Hall and several downtown corners. More than 700 were arrested.

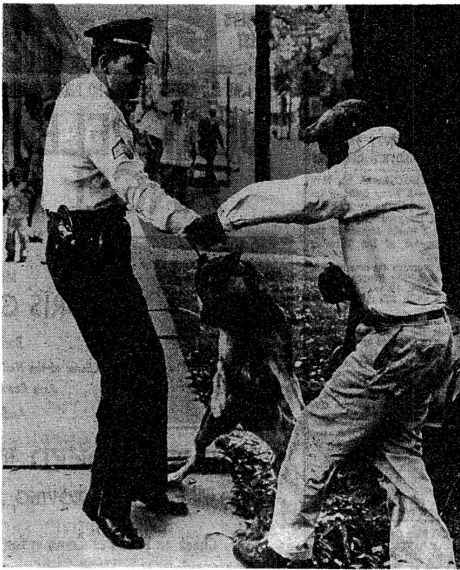
Today, with the dogs and fire hoses, the police were largely successful in dispersing the student marchers before they left the Negro section. Fewer than 500 were able to leave the 16th Street Baptist Church before the police sealed its doors. Only two groups won their way through the police lines.

One group of 20 reached City Hall, where they were arrested. Another group of 10 got as far as the bus depot on 19th Street, where they also were taken into custody. In all, more than 250 persons were reported arrested today.

The demonstrators today ap-  
Continued on Page 8, Column 5

Published: May 4, 1963  
Copyright © The New York Times

**The New York Times**



CONFLICT IN BIRMINGHAM: Policeman, using a police dog, attempts to arrest onlooker at the racial protest in the Alabama city. Man holds a knife in his right hand.

## DOGS AND HOSES REPUSE NEGROES

Continued From Page 1, Col. 1

appeared to be older than those who marched yesterday. They appeared to be mostly high school and college students. All the demonstrations were held between 1 and 3 P.M. They followed by less than three hours a declaration by the two principal leaders of the month-old direct action campaign against segregation here. The leaders said that the demonstrations would continue with increasing intensity until there were both "promise and action" from the city authorities and white merchants to start to end segregation.

The Rev. Dr. Martin Luther King Jr., head of the Southern Christian Leadership Conference of Atlanta, Ga., and the Rev. Fred L. Shuttlesworth, head of the local affiliate, the Alabama Christian Movement for Human Rights, made the announcement. They told a news conference that they had no intention of relaxing the pressure without such action. "We are ready to negotiate," Dr. King said. "But we intend to negotiate from strength. If the white power structure of this city will meet some of our minimum demands, then we will consider calling off the demonstrators, but we want promises, plus action."

Both said there was no lack of recruits from among the Negro community of 140,000 persons here. If there ever was any division within it over the timing of the campaign, it now has disappeared, they declared.

**New Meetings Rumored**  
There were reports that new meetings were being held by a civic group that negotiated last fall with some local Negro leaders for a step-by-step desegregation of public facilities and snack bars in downtown Birmingham. But the reports could not be confirmed.

Dr. King had said that he understood some lines of communication between whites and Negroes had been opened. An aide said later, however, that so far as he knew, no approaches were made today.

Mayor Albert Boutwell, head of a new city administration whose right to office is being contested in court by the old city commission, called for an end to the demonstrations until his group assumes office. A lower court has already ruled in favor of the Boutwell administration. The State Supreme Court has set a hearing for May 16.

Mayor Boutwell promised that city's racial difficulties as soon as the new administration was confirmed. There was an ugly overtone to the events today that was not present yesterday. Then the demonstrators continued to pour out of the church, without resistance and ran almost joyfully to the patrol wagons and school buses that brought them to the city jail or to juvenile court. The students were less submissive today. Two of three groups walked around single patrolmen who ordered them to halt. But they did not attack the policemen or join in the missile-throwing. The barrage of bricks and bottles came from adult onlookers. Yesterday the adults also appeared to be happy mood, but today their mood turned ugly and bitter when the hoses were used against the students and the day.

**Water Is Turned On**  
The Negroes called off the demonstrations at 3 o'clock when Chief Inspector William Haley entered the church and told them the situation was becoming dangerous. As soon as the promise to stop was given, the doors were opened and the several hundred persons then inside left quietly and dispersed to their homes.

The disturbance centered in the block-square Kelly Ingram Park, bounded by Fifth and Sixth Avenues and 16th and 17th Streets. The first wave of young demonstrators came out of the 18th Street at 1 P.M. head- ing in several directions. When a group of about 60 reached the corner of 17th Street and Fifth Avenue, Police Captain G. V. Evans ordered them to halt and disperse "or you're going to get wet." When they kept on coming, the water was turned on, at first at half pressure.

The crowd of older people in the park began to give way, but a group of the young demonstrators sat down on the sidewalk. The full force of the water was then turned on them, and several were knocked sprawling.

It was then that several bricks and bottles came hurtling from the roof of a building. Two firemen were hit, as was Charles Moore, a photographer for Life Magazine. Mr. Moore's ankle was badly bruised. The

extent of the firemen's injuries was not learned, but they appeared not to be badly hurt. There were angry shouts from the crowd and more rocks were thrown as the police dogs were brought up. The dogs had been used only once before, on Easter Sunday, against demonstrators.

The young demonstrators continued to pour out of the church. After the demonstrations began, all motor traffic through the area was halted a block or two blocks away. This created traffic snarls through the downtown section.

Mayor Boutwell praised the white population and law-enforcement officials for showing restraint so far. But the city is now faced "with a situation of possible danger," he said. He called on all Birmingham residents to take steps to ease the tension.

The Mayor was particularly critical of the use of students in the demonstrations yesterday. "Whatever our sympathies and loyalties have been in the past, whatever they may be in the future, I cannot condone and you cannot condone the use of children to these ends," he said. "I do not need to emphasize the difference between demonstrations by adults and the terrible danger of involving immature teen-agers and younger children."

Judge Taft Ellis of juvenile court was also critical of their use. He said he had booked 319 children under the age of 18 years yesterday, one of them a girl 8 years old.

Judge Ellis said that customarily he did not "fine kids for delinquency." But he said he would be severe with any of those brought before him who had previous records in his files.

Commenting on the 8-year-old girl, he said: "That's what makes my blood boil." He said he would set ball at

\$500 for those coming before him for the first time and \$750 for any who had been before him in the last month as demonstrators.

Most of those arrested yesterday were reported still in the juvenile detention home or in the county jail.

Dr. King had said at his news conference that he had talked to the Justice Department in Washington about the arrests and that concern had been expressed.

"They promised to make inquiries, to see that they were well treated," he said.

R. C. Johnson, principal of the main Negro high school, Parker High, estimated that more than a quarter of his enrollment of 2,200 students failed to appear for classes today. He said all students had been warned that they faced automatic expulsion for unauthorized absence from classes.

In a telegram to Attorney General Robert F. Kennedy, Roy Wilkins, executive secretary of the National Association for the Advancement of Colored People, demanded that the Justice Department "promptly extend Federal protection to Birmingham's Negro citizens who seek to exercise their constitutional rights."

Mr. Wilkins also sent an "urgent request" to President Kennedy to "speak directly both to Alabama authorities and to the nation as a whole" and to use "the full offices of the Government of the United States" to insure the rule of law.

James Farmer, national director of the Congress of Racial Equality, urged President Kennedy to take Federal action to "restore freedoms in Alabama." In a telegram to the President, Mr. Farmer said, "Alabama now rivals the racist police state of South Africa."

The New York Times  
Published May 4, 1963  
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This is a front-page article from the *New York Times* published on May 4th, 1963. This article reports on violence used in the form of dogs and hoses against Black people in Birmingham, which, when used in conjunction with source 1 and 4, provides a pretty useful secondary source recounting of the event. It also gives us information on the arrests, what happened during the protest, injuries and future plans.

The strengths of this source are that it quotes many different people on the situation, from MLK to Mayor Boutwell, it gives us the different perspectives and attitudes of different people regarding the event. Another strength of a source like this is that since New York is generally considered to be a more Northern state, we get to see what the people there were consuming in terms of content about the Birmingham Campaign and commotion in the South.

This source is not entirely reliable, even though it is supposed to be a work of documentation. It says that it was created by one person called Foster Haily, which leads to the possibility that he could've inserted his bias into this article. There is dramatic and emotionally provoking language in this article in order to sell more copies and make this piece more interesting to read.

*"There was an ugly overtone to the events today that was not present yesterday."*  
*"The full force of the water was then turned on them, and several were knocked sprawling. It was then that several bricks and bottles came hurtling from the roof of a building..."*

### Summary

These five sources, although they vary in reliability and informational value, are all very useful when used together to try and create an overview of an event. They are all useful in showing a variety of perspectives through a variety of time frames, either before, during, or as a consequence of the Birmingham Campaign. However, with only these five sources, there are some limitations. Such as the possibility of bias from supposedly unbiased sources. Furthermore, the lack of any primary sources that come directly from the people who were injured is a pretty big missing perspective that would be super useful for a more accurate picture. These five sources are useful in showing us details on specific incidents of violence, implying things here and there. But, they still leave gaps that need to be filled with a collection of a lot more sources.