

Annotated Bibliography

Note: For ease of navigation, sources I found especially useful are highlighted in yellow.

Primary Sources

Books

Friedman, Leon, editor. *Brown v. Board: The Landmark Oral Argument Before the Supreme Court*. New York: New Press, 2004.

This book was a transcript of the oral arguments in *Brown v. Board of Education* and its 1st reargument (not *Brown II*). In addition, it included the Opinion of the court and other relevant Supreme Court documents (347 U.S. 483). It helped me verify what each side's points were and the opinions of the Justices. In addition, it helped me understand better why each side would support or opposes segregation.

Green, Victor H. *The Negro Motorist Green Book Compendium*. About Comics: 2019.

This book was a compilation of four volumes previously published in 1938, 1947, 1954, and 1963 by Victor H. Green, all updated versions of *The Negro Motorist Green Book*. It was meant to help African American travelers during the Jim Crow Era and identified businesses that would serve them. This source was helpful because it detailed everyday conditions for African Americans during the Jim Crow Era, and, since it spanned a considerable period, also showed the effect of some events on race relations.

Myrdal, Gunnar. *An American Dilemma*. 20th Anniversary ed., New York: Harper & Row Publishers, 1962.

This book was originally published in 1942 in two volumes (combined into one in 1946) based off a massive social and economic study funded by the Carnegie Corporation of New York on race relations in the US. This edition contains all of the original book as well as a new foreword by Gunnar Myrdal. This source is comprehensive and provides a lot of information on almost all aspects of the “Negro Problem,” but the parts that were most useful to my project was Part VII (Social Inequality), Part VIII (Social Stratification), Chapters 35 and 36 (on African American protests and motives), and Chapter 41 (The Negro School). It helped me understand better the different classes of whites in the North and South, as well as how class, caste, and economics played a part in race relations.

Stokes, John A., and Louis Wolfe, and Herman J. Viola. *Students on Strike: Jim Crow, Civil Rights, Brown, and Me*. National Geographic Society, 2008.

This book is a memoir written by one of the leaders of the student strike at segregated R. R. Moton High School for better schools for African Americans. The students of the strike were approached by the NAACP and eventually filed the *Davis v. County School Board in Prince Edward County* court case that became one of the cases in *Brown v. Board of Education*. This source helped me understand conditions in schools during the Jim Crow Era and just how unequal they really were. Also, since Prince Edward County

was rural and in the Deep South, it helped me understand the fear the African Americans lived under of being subject to white-on-black violence.

Woodward, C. Vann. *The Strange Career of Jim Crow*. Commemorative ed., New York: Oxford UP, 2002.

This book, originally written and published in 1955, then revised editions in 1957, 1966, and 1974, was often cited in opposition to segregation, though it was written by a southern white. So many times, in fact, that Martin Luther King, Jr. called it “the historical bible of the Civil Rights Movement.” The purpose of author, a historian, when writing this book was to shed some light on the history and development of Jim Crowism, as well as to plead for moderation in the South (the *Brown* decision had just recently been passed). As a result, it had a lot of information on the context of the time period and the initial reaction of the South. Furthermore, as the book was revised multiple times later on, it also included Massive Resistance and Civil Rights Movement and helped me understand them from a mostly objective perspective.

Anthologies/Collections

Briggs, Cyril V. “What the African Blood Brotherhood Stands For”. April 1922. *Let Nobody Turn Us Around*, edited by Manning Marable and Leith Mullings, 2nd ed., Lanham, Rowman & Littlefield Publishers, 2009, pp. 229-241.

This article contained talking points on the Great Migration and its reasons, its effect on Northern labor and workplace relations, etc. It was originally published in multiple papers around the world, like the *Communist Review* and *The Crisis* (the newspaper of the NAACP), at certain times between 1922-1924. The article was written by Cyril Briggs, a journalist who was also the primary organizer of the African American Brotherhood, a radical black organization that emerged in 1921. The African American Brotherhood integrated the ideology of Bolshevism, the communist form of government adopted in Russia after the Bolshevik revolution in 1917. This source helped me understand the role of communism and the Cold War on race relations, as well as the influence of black labor unions and organized workforces.

Harrison, Hubert Henry. *The Negro and the Nation*. 1917. *Let Nobody Turn Us Around*, edited by Manning Marable and Leith Mullings, 2nd ed., Lanham, Rowman & Littlefield Publishers, 2009, pp. 213-16.

This source was an excerpt from a speech originally delivered around 1912, and first published in *The Negro and the Nation*, written by Hubert Harrison, a socialist, black nationalist and charismatic street speaker in Manhattan. The speech promoted Socialism as the way for attaining racial equality in America and talked about caste discrimination. It helped me understand how caste was intertwined with racism and how racial prejudice arose from the fear of a changed caste system.

Hughes, Langston. "My America". 1944. *Let Nobody Turn Us Around*, edited by Manning Marable and Leith Mullings, 2nd ed., Lanham, Rowman & Littlefield Publishers, 2009, pp. 257-263.

This article, written by black poet Langston Hughes, was published in 1944 in the book *What the Negro Wants* by Rayford W. Logan. It summarizes the issues blacks faced from the Jim Crow system during this time (around World War 2) and proposes solutions to these issues, touching upon how World War 2 affected race relations in the US. It also helped me understand how the multitude of job openings created by the World Wars made whites more accepting of blacks in the workplace. The article also reflected and confirmed that whites in the South feared the intermingling races because it would result in "mongrelizing" of whites.

Marshall, Thurgood. "Segregation and Desegregation". 1954. *Let Nobody Turn Us Around*, edited by Manning Marable and Leith Mullings, 2nd ed., Lanham, Rowman & Littlefield Publishers, 2009, pp. 332-339.

This excerpt from Thurgood Marshall's lectures at the Edwin Rogers Memorial at Dillard University, New Orleans, in the spring of 1954 is meant to persuade readers that segregation is unjustified. It talks about the history of segregation in the US and presents evidence on how progress towards integration was slowly but inexorably as far back as the 1820s. It helped me understand how African Americans and people during that time period viewed the history of segregation, and what cases they felt were monumental. It also showed me the hope and belief that African Americans held for

their future at this time that would have contributed to mobilizing protests during the Civil Rights Movement.

“Scottsboro Boys Appeal from Death Cells to the Toilers of the World”. 1932. *Let Nobody Turn Us Around*, edited by Manning Marable and Leith Mullings, 2nd ed., Lanham, Rowman & Littlefield Publishers, 2009, pp. 280-81.

This was an article/note written by the Scottsboro boys (nine black teenagers falsely accused of raping two white women aboard a train near Scottsboro, Alabama in 1931) from their jail cells in Kilby Prison. It was originally published in the journal *The Negro Worker* 2, no. 5 in the May of 1932. It helped me understand the hysteria and racism of this time period, as well as the conflict between different plans to achieve racial equalities (litigation, labor unions).

Woodward, C. Vann. “The Case of the Louisiana Traveler”. 1971. *American Counterpoint*, Little Brown, 1971, pp. 162-165.

This was an essay written by C. Vann Woodward, professor emeritus of history at Yale University who was born in 1908. It was originally published in the book *The American Counterpoint* in 1971, a collection of his articles on slavery and racism. This helped me understand how people reacted at a national level to *Plessy v. Ferguson* and *Brown v. Board*, as well as how the arguments in the two cases were eerily connected. This supported that it really was social context of that time period that made the differences between the cases.

Newspaper Articles

The Broad Ax. "James Sunshine Sherman, the Ex-Democrat and Republican Vice-Presidential Candidate." October 3, 1908.

<https://chroniclingamerica.loc.gov/lccn/sn84024055/1908-10-03/ed-1/seq-1/>.

This newspaper article was a summary of the political events and developments that had occurred in the week prior to the release of the article. It focused mostly on describing, in detail, the first grand rally of the Cook County Colored Republican Club and its speakers. The article criticizes the political speeches, one of which gave racial equality as the reason for voting for William Taft/Republicans, citing Theodore Roosevelt (President at the time of the article being published and also a Republican) publicly discriminating against African Americans. Comparing this article with earlier newspapers helped confirm that racial inequality and stereotyping were worsening during this time.

The Carolina Watchman. "Negro Captured and is Lynched." August 22, 1906.

<https://chroniclingamerica.loc.gov/lccn/sn84026488/1906-08-22/ed-1/seq-1/>.

This newspaper article recounted the lynching of an African American that was accused of assaulting a white girl. The tone in which the event is told supports how lynchings were commonplace during this time. It also showed how violent these lynchings could be, in this instance with many people in the mob of around one thousand wanted to burn the African American. In addition, it supported that government officials were

either unable or unwilling to stop this type of mob through its description of the governor and sheriff of North Carolina's part in the lynching.

The Chronicle. "Bar Television for Ruby Trial." December 20, 1963.

<https://chroniclingamerica.loc.gov/lccn/sn87065526/1963-12-20/ed-1/seq-1/>.

This newspaper article was about television being banned as a form of news coverage for the Jack Ruby murder trial. Photography and broadcast coverage were also banned from the hearing. This was helpful for my paper because it helped support that tv, which other sources show were beginning to be advertised and sold more often in newspapers, was being used at this time to spread news coverage of important events. This would have allowed a greater spread of information regarding lynchings and other brutality during Massive Resistance.

The Colored American. "Shams." January 16, 1904.

<https://chroniclingamerica.loc.gov/lccn/sn83027091/1904-01-16/ed-1/seq-3/>.

This newspaper article was about a person criticizing a speech given by Washington T. Booker. The newspaper was supportive of Booker and his idea of Accommodation and in turn criticizing the critic. This helped me understand the conflicting ideas African Americans had during this time about how best to achieve racial equality, which led me to research how more of these ideas emerged during the Great Migration and how the mentality of African Americans turned from Accommodation to direct-action protest.

The Daily Record. "Dixie Leaders Opposing End of Segregation." May 18, 1954.

<https://chroniclingamerica.loc.gov/lccn/sn88063132/1954-05-18/ed-1/seq-1/>.

This newspaper article showed that the initial reaction to *Brown v. Board* in the South was varied. Though the article does mention the reactions of Dixie leaders pledging to oppose the Supreme Court mandate at the beginning, it later also describes that there were many appeals for calm. The article also adopts a wait-and-see tone that supports the other sources in the claim that the South was mostly quiet and waiting directly after the decision of *Brown v. Board*.

The Detroit Tribune. "Asks Supreme Court to Ban Anti-NAACP Law." September 30, 1961.

<https://chroniclingamerica.loc.gov/lccn/sn92063852/1961-09-30/ed-1/seq-1/>.

This newspaper article described the NAACP filing a petition to the Supreme Court to strike down a law made by Virginia that prevented the NAACP from sponsoring lawsuits designed to secure constitutional rights for African American citizens. It also explicitly states that this law was due to Virginia's "massive resistance" campaign. This helped me with my paper because it supported claims from secondary sources that the NAACP encountered legal attacks from states engaging in Massive Resistance that had previously accepted its presence.

The Detroit Tribune. "Bell & Howard Unmoved by Southern Threat." September 30, 1961.

<https://chroniclingamerica.loc.gov/lccn/sn92063852/1961-09-30/ed-1/seq-1/>.

This newspaper article talked about a statement that Bell and Howard, a camera company, put out. Bell and Howard had sponsored a documentary called "Walk in my Shoes" about the life of an African American told by African Americans and dealing with segregation. This documentary was shown on ABC. The statement was in response to

threats from pro-segregation Citizens' Councils to boycott the company's products and showed that Bell and Howard were not fazed by the threat. This source was helpful because it supported that TV was being used to spread info on segregation and racial inequality, which would later be a motivator for direct-action protests. It also further confirmed the existence of Citizens' Councils and that the South was synonymous with segregation during this time (the Citizens' Council demanded to present "the South's side").

The Detroit Tribune. "Cong. Diggs Blasts Mississippi Justice." October 1, 1955.

<https://chroniclingamerica.loc.gov/lccn/sn92063852/1955-10-01/ed-1/seq-3/>.

This newspaper article was about a speech by Senator Charles C. Diggs about his trip into Mississippi and the trial for the lynching of Emmet Till that he saw there. The senator was African American, which probably caused his descriptions of the trial to be exaggerated/biased against the whites at the trial. This article was helpful because it supported that lynchings and other acts of racial violence were getting more attention and coverage in the North and other parts of the nation. Additionally, the large crowd that was described to be listening to Diggs supported that the violence was motivating African Americans to come out in numbers to rallies and presumably other protests.

Dickson, Harris. "Tempering the Law in Dixie." *Omaha Daily Bee*, March 9, 1913.

<https://chroniclingamerica.loc.gov/lccn/sn99021999/1913-03-09/ed-1/seq-40/>.

This newspaper article detailed the situation of African Americans in Jim Crow South and how the government/law enforcement systems were corrupt and unjust to them. This

article took the stance that this situation that African Americans faced wasn't a racial issue, which helped me understand that people didn't necessarily view the segregation and exploitation of African Americans in the Jim Crow system as racial, but rather one due to differences in the education. This realization, in turn, led me to think that many whites turned a blind eye during this time to the racial issues that were the true root of Jim Crow.

Evening Star. "Yes, Phillip's Prices Are Low..." January 20, 1950.

<https://chroniclingamerica.loc.gov/lccn/sn83045462/1950-01-20/ed-1/seq-61/>.

This newspaper article wasn't really an article, but an ad selling television sets from Phillip's. This was helpful because the way the ad is worded implies that the television was a fairly new product to become available for the majority of the general/poorer population (ex. "Don't have to wait one more minute for television") and supports the fact that the TV was popularized in the 1950s.

Thompson, R. W. "Plan of Civil Rights League." *Franklin's Paper The Denver Star*, January 4, 1913. <https://chroniclingamerica.loc.gov/lccn/sn91052312/1913-01-04/ed-1/seq-6/>.

This newspaper article talked about and reprinted the declaration of principles made by an organization created in Washington D. C. by prominent African Americans called the "National Civil Rights Association." The declaration of principles called attention to the increasing discrimination and decreasing rights of African Americans towards the late 19th century and the early 20th. In addition, it contains a list of grievances and injustices against African Americans (lynching, segregation, unequal workplace, etc.). This article is

probably biased against whites because it was written by blacks in an organization calling for reform. This article was still helpful though because it presented some observations about lynchings and discrimination that supported that the race relations were worsening during this time period.

Lane, Bill. "Former Tribune Man Tells of Old Detroiters." *The Detroit Tribune*, July 28, 1951.

<https://chroniclingamerica.loc.gov/lccn/sn92063852/1951-07-28/ed-1/seq-16/>

This newspaper article confirmed what secondary sources (books) have said about segregation increasing in the North around the turn of the century and the early 1900s. In the article, an old man talks about how Detroit was before, saying that race wasn't that big of a deal earlier and that they didn't have segregation. It helped provide more support for this fact, which led me to more questions about why this was and led me to another area of research that was important in my paper.

Monroe City Democrat. "New Books." May 26, 1910.

<https://chroniclingamerica.loc.gov/lccn/sn90061309/1910-05-26/ed-1/seq-2/>.

This newspaper article was an advertisement for new books that had been published and were presumably on sale in the city/town of the people this newspaper supplied. Among these new books was one called *By Inheritance*. In the blurb about the book that each new book has, it describes that the book is a "tale dealing with the negro problem" and that it was about a white woman who taught African Americans relocating to the South and discovering that African Americans cannot be educated past a certain point. This article was helpful because it showed that this racist mindset was

accepted as normal during the time and that people simply saw them as inferior due to their race. It also correlates and supports worsening of race relations and racial stereotyping in media during this time.

The Weekly Echo. "A 'New Deal' is Being Asked For by All Classes." July 14, 1933.

<https://chroniclingamerica.loc.gov/lccn/sn87065408/1933-07-14/ed-1/seq-1/>.

This newspaper article discusses the New Deal presented by FDR and questions whether or not life will actually improve for African Americans. It also lists some things that need to change for the African Americans to actually get a New Deal. This was written by an African American, so it represents more authentically the feelings of African Americans towards the New Deal. This article was helpful because it showed the importance of schools for African Americans (it was first on the list of reforms) and their wariness of New Deal. It also remarked that African Americans could express their worries for first time with hope of sympathy, which supported that the culture and society were changing in favor of African Americans during this time.

The Mississippi Enterprise. "A. J. C. Urges Action Against Hoodlums." October 16, 1954.

<https://chroniclingamerica.loc.gov/lccn/sn87065258/1954-10-16/ed-1/seq-12/>.

This newspaper article was about the American Jewish Congress urging the US Attorney General to take immediate action against those resisting against the *Brown v. Board* decree. It also talks about the situation of the resistance and integration in the US. This article was helpful because it showed that most places in the US was integrating peacefully and that Massive Resistance in the South was an exception. However, this

source may be biased due to the observation being made by the American Jewish Congress who were in favor of integration. The article also supported that the “eyes of the world” were upon the US and that the *Brown* decision won favor with people in other nations, like other sources claimed (usually in connection with the Cold War).

The Weekly Echo. “School Situation Among Negroes Of Our City.” May 19, 1933.

<https://chroniclingamerica.loc.gov/lccn/sn87065408/1933-05-19/ed-1/seq-1/>.

This newspaper article was about a committee called the Negro Civic League (and was written by a member of this order) that had been petitioning the city about the issue of integration in public schools after the *Brown* decision. It also talks about and draws parallels between the situation of Jews and Hitler in Germany. This article was helpful because it supported that the treatment of Jews in the Germany in World War 2 was causing a self-reflection of whites and blacks on treatment of African Americans. This self-reflection would be a reason that white opinion shifted in blacks’ favor during this time period.

Websites

“The Southern Manifesto.” APM Reports. Accessed 13 Jan 2020.

<http://americanradioworks.publicradio.org/features/marshall/manifesto.html>.

This website had the complete text of “The Southern Manifesto” (formally known as the “Declaration of Constitutional Principles”). It was a document written in February and March 1956, in the 84th United States Congress by anti-segregationists, signed by 101 congressmen. This source helped me understand that the issue of segregation divided

not only civilians, but also government officials and politics. It also helped me understand that there was a broad spectrum of views on integration that ranged from moderate to extreme.

Photographs and Images

Delano, Jack. *At the bus station in Durham, North Carolina*. Nitrate Negative Image. May 1940.

Library of Congress. www.loc.gov/pictures/resource/cph.3c25806/. Accessed 11 Nov. 2019.

This picture taken in 1940, is of a black man walking in a bus station in Durham, North Carolina, with a sign stating, "Colored Waiting Room" and a bus in the background. It is black and white. The picture was useful in providing a glimpse of life in the Jim Crow Era and supports the prevalence of segregation during that time period. A newspaper in the background also shows the World War 2 was an important event that was simultaneously occurring.

Hodgson, 111 Fleet Street & Turner & Fisher. *Jim Crow*. B&W Negative Film Copy. 1835. Library of Congress. <https://www.loc.gov/pictures/item/2004669584/>. Accessed 13 Jan. 2020.

This picture is a digital file of a B&W negative film copy of an original print created between 1835 and 1845. It shows an African American in tattered clothing dancing while animals dressed as humans walk in the background. The print is also labeled "Jim

Crow.” This picture helped be better understand and visualize the origin of the name “Jim Crow” and the stereotypes of African Americans in that time period.

National Archives and Records Service. *A 1953 letter from the Superintendent of the Public Schools of Topeka to a black teacher*. Photograph. 1953. National Archives.

<https://www.archives.gov/files/publications/prologue/images/spring-2004-school-letter.jpg>. Accessed 1 Jan. 2004.

This picture was a photograph of a letter from the Superintendent of the Public School of Topeka to a black teacher that was created in 1953. In it, it tells the black teacher that he/she would be fired if schools became integrated. This source helped me understand the effects of *Brown v. Board of Education* on school faculty, which is often neglected by other sources.

New York World-Telegram & Sun Newspaper. *U.S. Supreme Court: Brown v. Board of Education in Topeka*. Photograph. 1954. *Britannica Image Quest*, Encyclopædia Britannica.

www.britannica.com/event/Brown-v-Board-of-Education-of-Topeka. Accessed 8 Nov. 2019.

This picture is of a mother holding a newspaper that says, “High Court Bans Segregation in Public Education” and explaining to her child the significance of the *Brown v. Board* decision on the steps of the white house, taken on November 19, 1954. The picture was originally taken for the *New York World-Telegram & Sun Newspaper*, and helped drive in how truly monumental, widespread, and controversial the decision was.

San Francisco News-Call Bulletin Newspaper. *Desegregation Demonstration – School Board*.

Negative Image. 1964. Online Archive of California.

<https://oac.cdlib.org/ark:/13030/hb6r29p13z/?order=4&brand=oac4>. Accessed 1 Jan. 2020.

This picture is of a group of African Americans during a demonstration for desegregation in 1964. The girl is holding a sign that says, “IF you really want integrated schools,” and the time the picture was taken/the demonstration correlates with the rise of direct-action protest in 1964. It helped confirm that the Civil Rights movement really did start in 1964 and that it either instigated or originated from direct-action protests all over the country.

Multimedia

“The Birth of a Nation (1915) - LILLIAN GISH | D.W. Griffith | G.W. Bitzer.” Video file, 3:00:24.

Youtube. Posted by Change Before Going Productions, October 7, 2016.

<https://www.youtube.com/watch?v=o72nGVh3t3Q>

This YouTube Video was a recording of the very popular 1915 movie *The Birth of a Nation* that perpetrated racial stereotypes. It showed the Ku Klux Klan as heroes, and African Americans and sexual predators. It helped me better understand why opposers to integration feared that their children would be corrupted, and why people felt the lynchings and white-on-black violence was justified. The video also showed that fear was a considerable factor in race relations, and that discrimination was intertwined was US culture.

Cases and Court Decisions

Briggs v. Elliott, 98 F. Supp. 529 (E.D.S.C. 1951)

This wasn't a Supreme Court decision, but a District Court one on the *Briggs v. Elliot* case in 1951. It helped me understand when and where the case took place, as well as its background and main influences. As a primary source, it is more reliable and most likely more accurate than other secondary sources, and, as such, was useful.

Brown v. Board of Education, 349 U.S. 294 (1955)

This court decision was for *Brown II* and included the exact wording of the Supreme Court decision. This helped me understand exactly what the decision was, without being affected by others' bias, which was helpful in interpreting the reactions following the decision. It also was helpful in identifying which factors influenced the *Brown v. Board of Education* case by showing why Justices chose a gradualist approach.

Brown v. Board of Education of Topeka, 98 F. Supp. 797 (D. Kan. 1951)

This wasn't a Supreme Court decision, but a District Court one on the *Brown v. Board* case in 1951 in Topeka, Kansas. This source helped me understand the outcome of the *Brown v. Board* case, which was unique among the five (technically four) cases that made up the Supreme Court *Brown v. Board of Education* in that Topeka's black and white schools were pretty much equal. As a result, this case had to address whether

segregation itself was harmful, which was crucial to taking down desegregation. The decision also helped confirm dates and places, as well as case history, for this case.

***Plessy v. Ferguson*, 163 U.S. 537 (1896)**

This US Supreme Court decision was for *Plessy v. Ferguson* and included the exact wording of the decision. It helped me understand the exact decision, which helped me connect this case with the outcome of *Brown v. Board of Education*. This source also helped me understand the difference between the context and public opinion during *Plessy* in contrast to *Brown*, and how much it influenced the decisions.

Notes and Miscellaneous Documents

Brady, Tom P. Pamphlet. "A Review of Black Monday." Brookhaven: Association of Citizens' Councils, 28 Oct. 1954. Box 3, Folder 21, M393 McCain (William D.) Pamphlet Collection, Digital Collection, University of Southern Mississippi Libraries. PDF.
https://digitalcollections.usm.edu/uncategorized/digitalFile_37990b03-cf0c-44ae-a281-77ec4ec67047/.

This source was a digital reproduction of a pamphlet containing the address Tom P. Brady (white supremacist and Judge of the 14th Circuit Court District in Brookhaven, Mississippi) delivered to the Indianola Citizens' Council on October 28th, 1954. The speech would later be expanded into a 92-page, best-selling handbook for segregationists titled *Black Monday*. It helped me understand the perspective that segregationists and white supremacists held that motivated them to oppose integration. One of these views that was especially important to me was how African Americans

were assumed to be inferior by many because it was socially acceptable at the time. In addition, it also helped me understand better how fear of a too-powerful federal government added to resistance to the *Brown v. Board* decision.

Connor, Douglas. Handwritten Notes. "School Desegregation Meeting." 10 Sep. 1969. Box 1, Connor (Douglas) Papers, CHARMS Digital Collection, Special Collections Department, Mississippi State University Libraries. PDF.

<https://cdm16631.contentdm.oclc.org/digital/collection/charm/id/24980>

This source was a digital reproduction of handwritten minutes of a meeting between plaintiffs in the Oktibbeha County school desegregation case from 1969. The issues discussed were the bus system, the status of black teachers, and other problems being faced. This was after the Civil Rights Act and helped me understand the obstacles to integration even after the Civil Rights movement and Massive Resistance.

Secondary Sources

Books

Bell, Derrick A. *Silent Covenants*. Oxford UP, 2004.

This book was a critique on the Brown v. Board decision and explored how the nation might have been better off without it. It was most useful in helping me understand how Brown v. Board was a result of whites benefitting from racial equality due to the Cold War happening at the time; Brown v. Board was an Anti-Communist decision.

Cates, David. *Plessy v. Ferguson*. Minneapolis: Abdo Publishing Company, 2013.

This book covered the major events from the *Dred Scott v. Sandford* Supreme Court case to the Freedom Rides with medium-level detail. It was useful in synthesizing some information so that it was easier to keep track of the bigger picture, while simultaneously not simplifying the event so much that it provided no new information. The book mainly helped me realize that most disenfranchisement of African Americans was happening simultaneously with the implementation of Jim Crow laws and start of the start of the Jim Crow era.

Collier, Christopher and James Lincoln Collier. *Reconstruction and the Rise of Jim Crow*.

Tarrytown: Benchmark Books, 2000.

This book was about the events of the Reconstruction and the beginning of the Jim Crow era. This source payed more attention to different political, social, and economic trends

and changes from the Civil War that influenced the rise of the Jim Crow era throughout the Reconstruction. It helped me understand how tradition and bitterness from the South towards the North over their defeat in the Civil War affected how African Americans were treated. This eventually led to a certain attitude of animosity and superiority over African Americans to develop.

Devlin, Rachel. *A Girl Stands at the Door*. New York: Basic Books, 2018.

This book focused on the involvement of girls and women in the Civil Rights Movement. It helped me understand girls were important in bringing about *Brown v. Board* because most school segregation cases (including some of those that eventually made up *Brown v. Board*) were a result of fathers suing on behalf of their daughters. It also helped me understand how physically desegregating schools after *Brown v. Board* was a hard task often given to girls and how much of the fear that justified segregation stemmed from African Americans women being viewed as indecent and promiscuous.

Edds, Margaret. *We Face the Dawn*. Charlottesville: U of Virginia P, 2018.

This book was about the lawyers in the NAACP who were involved in *Brown v. Board*, mostly focusing on Spottswood Robinson, Oliver Hill, and Thurgood Marshall. It helped me understand how the NAACP partially orchestrated *Brown v. Board* with their decision in 1949 to push for real integration, while at the same time it was not really planned out. It was especially helpful in identifying the prior cases litigated by the NAACP that led up to *Brown v. Board*, as well as demonstrated the changing public opinion/context.

Elliot, Mark. *Color-Blind Justice*. New York: Oxford UP, 2006.

This book was about the life and career of Albion Tourgee. It was useful because it helped me understand *Plessy v. Ferguson* better (Albion was Plessy's lawyer), especially the arguments given by Albion in the case. These arguments told me a lot about the context and opinions of people during that time, as well as expanded on the ramifications of *Plessy v. Ferguson*.

Esty, Amos. *Plessy v. Ferguson*. Greensboro: Morgan Reynolds Publishing, 2012.

This book was written about the *Plessy v. Ferguson* court case with a medium level of detail. It wasn't as useful as many other sources, as I had already known much of the information in the book from other sources, but it did tell me more about the specifics of Desdunes court case and facts about the arguments of the lawyers for the state of Louisiana in the case. These arguments helped me understand more how people justified segregation during that time period, despite the Thirteenth and Fourteenth Amendments.

Gates, Henry Louis, Jr. *Stony the Road*. New York: Penguin Press, 2019.

This book examined the reconstruction and the Harlem Renaissance, focusing especially on the concept of the New Negro and how stereotypes influenced race relations. It helped me understand how media and art helped perpetrate negative images and stereotypes of blacks that caused whites to fear them. This then affected peoples' stances on racial integration and played a big role in evoking Massive Resistance after *Brown v. Board*.

Gates, Henry Louis, Jr. and Tonya Bolden. *Dark Sky Rising*. New York: Scholastic Focus, 2019.

This book was about the period when the Reconstruction ended, and Jim Crow began. Though about a similar time period as other books, it took a unique angle on the time period and told it through lives of individuals. It helped me understand what living during that time as an African American was like, and the context and extralegal forces, like economic recessions, that led to the rise of Jim Crow.

Hale, Grace Elizabeth. *Making Whiteness*. New York: Pantheon Books, 1998.

This book was about how Jim Crow was a result of a culture of segregation and white supremacy based on racial stereotypes like the black Mammy and Uncle Tom. This source was very useful because it helped me understand that cultural and social factors played a very big part in the struggle for African American rights, not just economic and political factors. It was especially helpful in my understanding of the tradition of whiteness during that time.

Harris, Laurie Lanzen. *The Great Migration North, 1910-1970*. Omnigraphics, 2012.

This book was about the Great Migration (both the first and second waves) and its causes and effects. Since it was about the Great Migration, this source included information not limited to racial segregation in education (like segregation and discrimination in residential areas and the workplace). This helped me understand how segregation in education compared to segregation in other societal aspects, and also the effects of the Great Migration on racial relations all over the country.

Klarman, Michael J. *From Jim Crow to Civil Rights*. New York: Oxford UP, 2004.

This book analyzed the important Supreme Court cases all the way from the Reconstruction to the Civil Rights Era. It examined the context and possible effects of each very thoroughly, especially *Brown v. Board*. This source was one of the most useful ones because it helped me understand a lot about the context (mostly the fluctuating economy and politics) during that period and the possible, not very noticeable effects that *Brown v. Board* had.

Manegold, C. S. *Ten Hills Farm*. Princeton: Princeton UP, 2010.

This book follows the story of Ten Hills Farm, a six-hundred-acre estate just north of Boston. The estate's history was very much tied up with slavery, including both Native American and Atlantic slave trade. Since, the book covered the entirety of the estate's past, much of it wasn't very related to my project. However, throughout the book there are signs of the national trends that affected race relations in the North, which helped me identify those trends and research more about them.

McNeese, Tim. *Brown v. Board of Education*. New York: Infobase Publishing, 2007.

This book covered the events from *Plessy v. Ferguson* to *Brown v. Board* with medium-level detail. Even though much of the book was not new information, it still helped me confirm the facts from other books and identify any biases the books might have had. It also helped me understand the details and circumstances surrounding *Brown II*.

Moss, John Hope Franklin Alfred A., Jr. *From Slavery to Freedom*. 7th ed., New York: Alfred A. Knopf, 1994.

This book was a comprehensive history all the way from the beginning of slavery to the Civil Rights Movement and reaction. As such, it didn't go into much depth about specific events during the time of *Brown v. Board*, but it did have some new and relevant information that I did follow up research on. It also helped me understand how extralegal events affecting *Brown v. Board* overlapped and influenced each other.

Sharp, Anne Wallace. *A Dream Deferred: The Jim Crow Era*. Farmington Hills: Thomson Gale, 2005.

This book was talked about the Jim Crow Era and its rise and fall. Since it was focused on the Jim Crow Era as a whole, it offered a broader perspective and brought up new information (like the Freedmen's Bureau) that might have influenced *Brown v. Board* indirectly through changing race relations in education. This helped me identify areas to follow-up in researching.

Somervill, Barbara A. *Brown v. Board of Education*. Mankato: Child's World, 2010.

This book was just a general overview of the *Brown v. Board* case. It was helpful because it served as a starting point for my research by naming the important cases involved with *Brown v. Board* and some of the important people. In addition, throughout my research, it gave me a big picture view that I could return to in order to keep from getting lost in the vast amount of details about the case.

Sturkey, William. *Hattiesburg*. Cambridge: Belknap P of Harvard U, 2019.

This book was about the town of Hattiesburg and how the town and its residents was shaped by the Jim Crow Era. It was especially helpful in my understanding of the effects of *Brown v. Board* at a specific and local level, instead of national. It also helped confirm information from other sources because this book showed that many of the national trends were also happening in individual communities. In addition, it helped reveal some common thoughts that individuals, both white and black, were thinking during *Brown v. Board* and its consequences.

Sugrue, Thomas J. *Sweet Land of Liberty*. New York: Random House, 2008.

This book chronicled the struggle for racial equality in the North from the 1920s to the present. The source had a lot of good information because discrimination in the North is rarely mentioned and most books focus on the South. It helped me understand how discrimination in the North and South were both distinct and interconnected, and that discrimination in the North was in some ways more insidious than it was in the South.

Takaki, Ronald. *Double Victory: A Multicultural History of America in World War II*. Self-published, 2000.

This book was about the role of World War II in the history of different cultures. It had many parts about *Brown v. Board* and helped me understand how World War II and the anti-communism and pro-democracy ideals during that time influenced how people saw Civil Rights. It also helped me understand how African Americans, especially veterans, were inspired to protest civil rights in America by WWII.

Telgen, Diane. *Brown v. Board of Education*. Omnigraphics, 2005.

This book covered events from the end of the Civil War to the decade following the Civil Rights Movement. It included other major events of the time period other than *Brown v. Board*, such as the conflict at Little Rock and forced busing. The source was most useful in helping me understand the different perspectives of blacks and whites during the Massive Resistance, and the role of federal government in it.

Newspaper Articles

Richards, Janelle. "65 years since Brown v. Board of Ed, School Segregation Persists." *NBC News*, 17 May 2019, <https://www.nbcnews.com/news/nbcblk/65-years-brown-v-board-ed-school-segregation-persists-n1006356>. Accessed 13 Jan. 2020.

This newspaper article presents evidence that education is still mostly segregated today. It also provides details on how school staff is segregated, and that a very big majority of teachers are white. The source helped confirm with more data that integration is regressing in present day.

Schouten, Fredreka. "50 Years After Landmark Court Decision, Painful Legacy Lingers in Va." *Gannett News Service*, 27 Apr. 2004. *SIRS Discoverer*, explore.proquest.com/sirsdiscoverer/document/2267875627?searchid=1572497075&accountid=2402. Accessed 30 Oct. 2019.

This newspaper article was written about the R. R. Moton High School, in Farmville, Virginia, today, and details the school closures and integration after *Brown v. Board*. The article helped me understand the effects of school closures on students all over the nation, and why many schools decided to close rather than to integrate.

Magazines

Wadelington, Flora Hatley. "Segregation in the 1920s." *Tar Heel Junior Historian*, Spring 2004.

NCPedia, www.ncpedia.org/history/20th-Century/segregation-1920s. Accessed 27 Nov. 2019.

This magazine article provided a summary of Jim Crow Era, and had a few paragraphs focusing specifically on the Jim Crow Era in North Carolina (one of the areas where segregation was most visible). Since it was a summary, it had a big-picture view that was useful in helping me gain an overall idea of what life was like during the Jim Crow Era.

Websites

NAACP. "NAACP Legal History." *NAACP*, 2019, www.naacp.org/naacp-legal-team/naacp-legal-history/. Accessed 20 Dec. 2019.

This website was the NAACP's (which is still present today) official page on their legal history. It mostly talks about Charles Houston and Thurgood Marshall and their campaign for integration. It didn't give much information about context, but it did provide me with court cases litigated by the NAACP that influenced/paved the way for *Brown v. Board*.

Twin Cities Public Television. "Explore the Map and Timeline of Slavery in America." *PBS*, Public Broadcasting Service, 2017, www.pbs.org/tpt/slavery-by-another-name/slavery-timeline/. Accessed 21 Dec. 2019.

This website page was created to accompany the documentary *Slavery by Another Name* on PBS. It contained a state-by-state interactive map and timeline that chronicled the major events in the history of forced labor. This source wasn't that related to my topic, but it included information on the Great Migration and helped me understand which states it most affected in the North.

Urofsky, Melvin I. "Jim Crow law." *Encyclopaedia Britannica*, 2019, www.britannica.com/event/Jim-Crow-law. Accessed 27 Nov. 2019.

This website article was about Jim Crow laws in general. It was somewhat detailed, but mostly, it was useful because its description of the planning of Plessy's case and Plessy's arrest contained new facts that helped me understand better the causes of *Plessy v. Ferguson*.

"What Was Jim Crow." *Jim Crow Museum of Racist Memorabilia*, Ferris State University, <https://www.ferris.edu/jimcrow/what.htm>. Last modified 2012. Accessed 13 Jan. 2020.

This webpage was part of the website for the Jim Crow Museum of Racist Memorabilia at Ferris State University. It explained what the Jim Crow system was and focused on the role culture and society had in the system. The source helped me understand that the Jim Crow system wasn't just a set of laws, but instead a complex network of beliefs, rationalizations, and tradition.

Academic Journals

Motycka, Abby Elizabeth, "White Southerners Respond to Brown v. Board of Education: Why Crisis Erupted When Little Rock, Arkansas, Desegregated Central High School." *Honors Projects*, (2017): 82-88. <https://digitalcommons.bowdoin.edu/honorsprojects/82/>. Accessed 13 Jan 20.

This article was about the South's reaction to integration after *Brown v. Board* and how that was connected to the "Southern way of life" and racial identity, specifically focusing on the segregationist perspective. This source helped me understand that the stereotypes and identities of whites and blacks were a major factor in why whites were so opposed to integration. It also helped me understand why discrimination and segregation were so linked with the culture in the South, and, to a lesser extent, the North.

Pahowka, Gareth D. "Voices of Moderation: Southern Whites Respond to Brown v. Board of Education." *The Gettysburg Historical Journal* 5, no. 6 (2006): 50-56. <https://cupola.gettysburg.edu/cgi/viewcontent.cgi?article=1065&context=ghj>

This article in *The Gettysburg Historical Journal* conducted a detailed examination of six newspapers (*The Atlanta Constitution*, *The Jackson Daily News*, *The Time-Picayune*, *The Nashville Tennessean*, *Arkansas Gazette*, and the *Miami Herald*) that had regional balance and represented a basic cross-section of the south to provide an analysis of the public opinion in the South immediately after *Brown v. Board*. This source helped me understand that whites in the South weren't all segregationists. There were many

conflicting views on *Brown v. Board*, some even openly praising the morality of the Supreme Court's decision.