African American and Women's History Month Issue

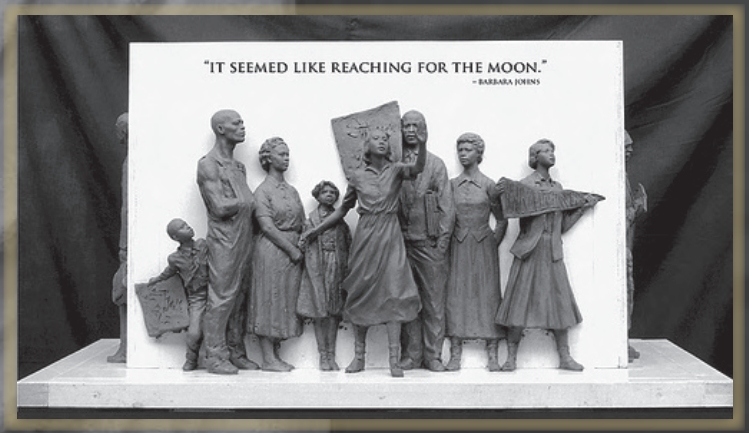
Brown Quarterly

A Newsletter for Classroom Teachers

Volume 10, Issue 2, Winter 2009

"It seemed like reaching for the moon."

- Barbara Johns



Sculpture Honoring Virginia's Heroes of the Civil Rights Movement

Photos courtesy © Stanley Bleifeld

BROWN FOUNDATION

For Educational Equity, Excellence and Research

The Brown Foundation is pleased to publish this newsletter for classroom teachers through which we will share educational resources available from national parks and museums.

Established to maintain the legacy of the Brown v. Board of Education decision, our organization plays an exciting role as a park partner. We were also instrumental in the development of the Brown v. Board of Education National Historic Site in Topeka, Kansas. We hope you enjoy the *Brown Quarterly,* and we are always interested in comments from our readers.

Visit our web site at www.brownvboard.org, e-mail us at brownfound@juno.com, or call us at (785) 235-3939

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REST STOP DEDICATED

Rowena Sanders donated a piece of land to the Brown Foundation for a rest stop because of her childhood experiences walking to school.

Rowena Sanders and the Brown Foundation dedicated a rest stop to those "for whom no school bus was provided." This dedication was the dream of Sanders when she donated the small lot to the Brown Foundation in April 2005.

Sanders explained that her family originally received the lot when her stepfather won it in a poker game. Then she inherited it from her mother's estate. Sanders soon transferred the title of the vacant piece of ground to the Brown Foundation.

The land sits behind the former Monroe Elementary School, now Brown v. Board National Historic Site, at the southeast corner of S.E. 15th and Quincy. The rest stop features benches with descriptive plaques, beautiful landscaping, a brick sidewalk, and above all, a nice place to rest your legs.

The Brown Foundation helped make Sanders' dream a reality and the dedication plaque reiterates why the rest stop was donated. The plaque reads, "Dedicated to those children everywhere for whom no school bus was provided."

Everyday Sanders walked from her home at S.W. 14th and Western to attend school at Monroe Elementary. This was an 11 block trek, a long way for a 5-year-old. She had to cross S.W. Topeka Boulevard and S. Kansas Avenue, two very busy thoroughfares. Also, Polk Elementary School was three blocks from Sanders' home, and Van Buren Elementary School was seven blocks, but those were only for white children. For Sanders, there was no place to rest between school and home.

After elementary school, black and white students attended school together. Sanders went from Monroe Elementary to Crane Junior High and graduated from Topeka High School in 1955.

Sanders left Topeka about a week after graduating from high school to take a job with the U.S. Department of Housing and Urban Development. After retiring in 1989, she moved to Wichita.

"I still consider Topeka my home, the place of my birth," she said, but, "there's still a bitter taste in my mouth." ■

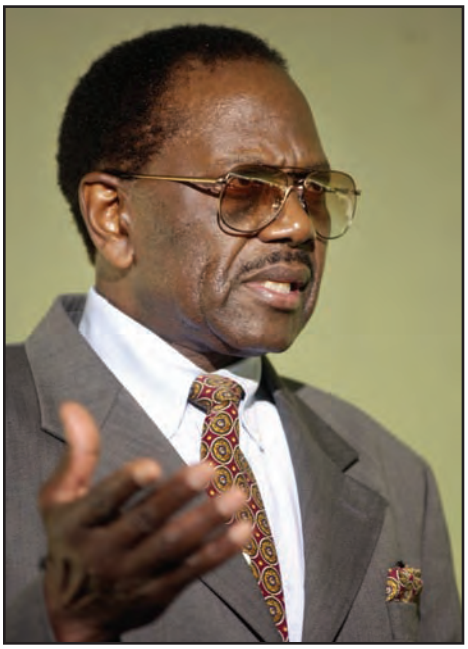
"Today I Wonder How We Ever Pulled It Off"

How a Band of High School Students Influenced Desegregation

Editor's Note: This article is an excerpt from an article by Peter McCormick published in The College Board Review, No. 200, Fall 2003. Reprinted with permission.

Three years before the Supreme Court handed down its decision in favor of school desegregation, a 19-year-old African American Virginian named John Stokes and his friends met secretly to devise a way to persuade local authorities to improve the wretched conditions of their high school. At the time, none imagined that their actions would eventually influence the case Thurgood Marshall argued before the court in 1954. They were more concerned with three tar-paper shacks that passed for classrooms at Robert R. Moton High School in Prince Edward County, Virginia, a rural area about 60 miles southwest of Richmond.

Stokes explained, "They leaked when it rained. Each shack had a potbelly stove that roasted students near it while leaving those in the back chilled. There was no plumbing, no running water." Students had to use secondhand books, they had no science labs or cafeteria, and their school buses broke down constantly. More than 450 students attended this school, which was designed to hold 180. The tar-paper shacks were a remedy for the over-crowding.



John Stokes , a student leader at R.R. Moton High School in 1951, speaks during the opening ceremony of the Robert R. Moton Museum: A Center for the Study of Civil Rights in Education. Former students of Moton led a re-enactment of their April 23, 1951 protest to the poor conditions at the segregated school in Farmville. Copyright Richmond Times-Dispatch. Used by permission.

The white students enjoyed modern brick schoolhouses and were transported to and from school in buses, even though the 2,000 black students in the district outnumbered the whites by 600.

Stokes was born on December 31, 1931, in Kingsville, a small community near the county seat of Farmville. He was one of six children. His parents owned a small farm where his father, Luther, raised produce for market. His mother, Alice, ironed clothes in the laundry at Longwood College in Farmville and also did laundry for the college students at Hampden-Sydney College. Although his father's education had ended in third grade and his mother's in fifth grade, both parents constantly encouraged their children to acquire the best education they could.

He and his siblings grew up loved and encouraged by their parents. "We knew we were poor, but we desired to better ourselves," he said. "My parents were a great influence. Daddy read three papers daily. That was very impressive to me. When I was in fifth grade, it was a real challenge to catch up with him. His lack of education made me respect him all the more."

Stokes was aware at an early age that whites inhabited a different world. He remembered playing with other children who went to a different school. He also knew that funding in the schools was unequal and resources were being withheld from black children.

Another reason for Stokes's rebellion was that he had seen signs that life could be better. An excellent student and athlete, he had traveled widely to participate in interscholastic events as president of the statewide New Farmers of America Organization (the Future Farmers of America counterpart for African Americans). In his travels, Stokes saw the conditions in other school systems and districts. These experiences gave him a barometer by which to measure his own county.

In 1950, Stokes was a senior. At 19, he was old for a senior, but his maturity worked to his advantage. "The system set its own trap," he said. "It was the older kids that turned on it." In the meantime, the tar-papered shacks constantly reminded him and his classmates of the enduring indignity of their situation. "People would stop by on the highway and ask what the buildings were," Stokes said. "They would say they looked like a poultry farm."

Stokes formed a squad of schoolmates who campaigned for the right to have the same education as whites. The group included Barbara Johns, Stokes's sister Carrie, and a carefully selected group of upperclassmen. By early 1951, the students had concluded that only dramatic action would improve conditions at the school. They organized a strike that would involve every Moton student. Stokes called it their Manhattan Project, after the secret national effort to create the atomic bomb. They did not tell anyone, including their parents or students in lower grades. They held their meetings secretly in different locations. On April 23, 1951, the group forged written announcements of a school assembly, while luring the principal, M. Boyd Jones, from the building with a false report that truant students had been seen in a local bus station. The strike leaders politely asked the teachers to leave, and all did but one: "He had to be escorted out," Stokes said. Then before the assembled students, Barbara Jones announced the strike to demand better facilities. All the students agreed. When Jones returned from his fruitless expedition to the bus station, he implored the students to return to their classes. The strike representatives asked him to leave.

Now the strikers had to persuade the

students' parents to respect the action. They had borrowed four cars to ferry the Moton students home, and Stokes and his colleagues went to talk to the parents.

The strike organizers then requested an audience with Superintendent McIlwaine. He refused, and denied Jones's request to go to the school, convinced, wrongly that Jones was involved in the walkout. With the walkout under way, the students consulted the Rev. Leslie Francis Griffin, a local minister and member of the Moton PTA, who advised them to write to the Richmond office of the NAACP requesting its legal help. The office duly put them in touch with Oliver Hill, Martin A. Martin, and Spottswood Robinson, lawyers who gained increasing fame for their work to end segregation. Hill and Robinson drove down to meet the student leaders in Griffin's church, where they questioned them closely and without encouragement. "They tested our mettle," Stokes said.

The students' determination impressed the lawyers, and on April 26 they held a second meeting, attended by an overflowing crowd of students and parents at Moton High School. The NAACP representatives emphasized that all children should be kept at home until further word came from Richmond. Then on May 3, at the First Baptist Church, petitions were signed authorizing the NAACP to represent 117 students and 69 parents in a suit that became known as *Davis v. Prince Edward County, Farmville, Virginia*—part of *Brown v. Board of Education*. "We were elated. A weight had been lifted off our shoulders," Stokes said.

On May 23, Hill, Martin, and Robinson filed suit in the Federal District Court in Richmond for the immediate integration of Prince Edward County schools. Stokes emphasizes that a wish for equality, not desegregated schools, had originally driven his group's effort to strike. But he was thrilled that Hill, Martin, and Robinson had come to take up their cause. Despite the students' elation at having the NAACP fight for them, fear marked the atmosphere among black families in the area. "All guns were loaded," Stokes said. "You couldn't find shells to buy anywhere; our house had five loaded guns."

The fear was well rooted. On May 31, a cross was burned on the grounds of Moton High School. No one claimed responsibility, and the local police dismissed the event as a prank. "It wasn't a prank," Stokes said. White-owned papers from Farmville and Richmond did not send anyone to cover the event, but the African American-owned paper in Richmond ran a piece with a photograph of the burned cross. No further violence occurred. The students had already won the battle, if not the war. The school district authorities, having declared for years that they lacked the funding to build a new school, authorized construction several months after the strike ended.

Civil Rights Protest Farmville, Va., c. July 1963 Sign says: I have lost four years of "education." "Why five?" ("Let's tell Russia about this") Copyright Richmond Times-Dispatch. Used by permission.

In the meantime, the legal consequences of the Moton strike were wending their way to national attention. First, a lower court ruled in favor of the county in *Davis et al. v. the County School Board of Prince Edward County, Va.*, et al. But on appeal, it was ultimately combined with other appellate cases from South Carolina, Delaware, the District of Columbia, and most famously, Brown v. Board of Education of Topeka. On December 9, 1952, the Supreme Court convened to hear the arguments on the cases.

In the wake of the Brown decision, followed by the 1955 Brown II ruling that ordered desegregation to proceed "with all deliberate speed," Virginia became notorious for maintaining the status quo. Obstructionism was particularly sharp in Prince Edward County, which maintained strictly segregated schools until a U.S. District Court ordered immediate desegregation. The county board of supervisors refused to appropriate money necessary to undertake desegregation, and consequently public schools were closed from the fall of 1959 to the fall of 1964.[1] When state and local efforts to resist integration finally collapsed that year, the newer Moton High School, completed in 1954, was renamed Prince Edward County High School. The original building where the strike occurred became Farmville Elementary School.

John Stokes has stayed close to the cause of education for the rest of his life. After serving two years in the U.S. Army, he attended and graduated from Virginia State University, paying his way by waiting on restaurant tables to earn money. He then went to Baltimore to teach elementary school, became an administrative intern under the auspices of the Rockefeller Foundation, and proceeded up the career ladder in the Baltimore public school system, retiring as principal in 1994. At every school in which Stokes worked, white students were in the minority; yet, he says, he remembered his experiences with inequality while growing up and made certain that all students were treated "with dignity, fairness, and respect."

The student strike remains vivid in his memory. "Today, I wonder how we ever pulled it off," he said, shaking his head. ■

Endnote:

1. *Account by Wilburn Brookover, cited Moton Museum Web site.*

Honoring Virginia's Heroes of the Civil Rights Movement

It could be said that Barbara Rose Johns is Virginia's Rosa Parks. Unfortunately, very few people have ever heard the story of how this brave young 16-year-old caused a quiet revolution in the small town of Farmville, Virginia, the ripples of which would be felt throughout the state and the nation for years to come.

In April 1951, Barbara and her fellow students at Moton High School, staged a walkout and protest to draw attention to the deplorable conditions at their segregated school. The court case, Davis v. County School Board of Prince Edward County, was filed for the students by attorneys Oliver Hill and Spottswood Robinson and eventually joined with four other cases to become Brown v. Board of Education of Topeka, Kansas. It was the only one of the five cases to be initiated by the students themselves.

As a result of the strike and the ensuing legal struggle to end segregation, a generation of African American children in Prince Edward County lost five years of their education to advance education for all. The Prince Edward case inspired the writers of Virginia's 1971 state constitution to put education in the Bill of Rights to prevent a re-occurrence of this tragedy. Virginia's commitment to building a world-class school system for all its children thus traces its roots back to that day in 1951 when Barbara Johns and the other students walked out of Moton High School.

Photo courtesy of Lou Kadiri, Capitol Square Civil Rights Memorial Foundation

In July 2008, a four-sided Memorial was installed on the ground of Virginia's historic state capitol in Richmond, Virginia. The Memorial is cast in bronze and features 18 figures around a large granite block. Panels I and III depict the past and the future – with the Robert Russa Moton High protesters led by Barbara Johns on Panel I and individuals of different races walking into the future together on Panel III.

- continued on page 8

Left - Panel II
Center - Panel III
Right - Panel IV

Photos courtesy © Stanley Bleifeld

Kansas School Cases before Brown v. Board of Education, 1881-1949

*Before Brown v. Board of Education became part of the national legal landscape, African American parents in Kansas had **already** initiated eleven court challenges to segregated public schools. During a span of nearly 70 years from 1881 to 1949 the Kansas Supreme Court presided over the question of public schools and segregation. Early Kansas law allowed, but did not required first class cities to separate elementary schools. One of the first Superintendents of Public Instruction, Peter McVicar, vocally opposed segregated schools.*

1879: Kansas Law
Kansas passes a law permitting cities with populations of more than 15,000 to maintain racially segregated elementary schools. The law allowed, but did not require, separate schools. Some schools admitted children without discrimination. This law remained in effect into the 1950s. With the exception of Wyandotte County, high schools were not segregated in Kansas.

1881: Elijah Tinnon v. The Board of Education of Ottawa
Elijah Tinnon, an African American parent acted for equal educational opportunity in Kansas before the concept had a name. State court ruled, "is it not better for the aggregate of human society as well as for individuals that all children should mingle together and learn to know each other?"

1889: Kansas School Statute
Alfred Fairfax was the first African American to serve in the Kansas legislature. He was elected as representative of Chautauqua County. In an attempt to repeal the segregation provisions of the 1879 Kansas school statute, he introduced a bill which provided all children equal access to Kansas Public Schools. This proposal did not pass.


Alfred Fairfax

1891: Knox v. The Board of Education of Independence
Jordan Knox found himself in a situation similar to Elijah Tinnon. The Kansas Supreme Court found no authority for the second class city of Independence "to exclude from the schools established for white children, the colored children."

1903: Reynolds v. The Board of Education of Topeka
William Reynolds lost his case against the Board of Education of Topeka. The Kansas Supreme Court held for the Board allowing first class cities like Topeka, to operate separate elementary schools.

1905: Special Legislation for Kansas City, Kansas
Mamie Richardson sued the Board of Education of Kansas City. This singular case influenced the Kansas Legislature at that time to pass a special act permitting Kansas City to operate separate high schools.

1906: Cartwright v. The Board of Education of Coffeyville
Bud Cartwright sued to desegregate elementary school in Coffeyville. The Kansas Supreme Court ruled for Cartwright based on Kansas law governing schools in second class cities.

1907: Rowles v. The Board of Education of Wichita
Sallie Rowles in Wichita won the case for her daughter but three years later the Kansas Legislature repealed an earlier law and two schools were built for black children in the first class city of Wichita.

1908: Williams v. The Board of Education of Parsons
In the first class City of Parsons, D.A. Williams won a case on the issue of safety. The School was plagued by railroad traffic and train noises and dangers associated with travel to the school.

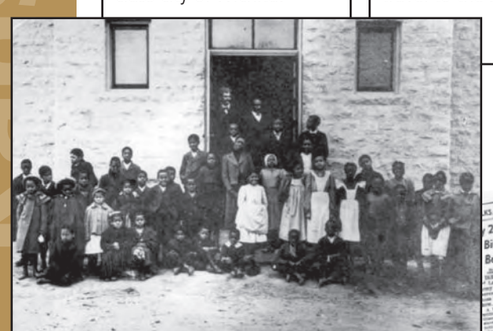
1916: Woolridge v. The Board of Education of Galena
Galena School Board failed to persuade the Kansas Legislature to allow second class cities to operate segregated schools. African American parents sued in Kansas Supreme Court, which ruled the School Board acted "without authority of law."

1924: Thurman-Watts v. The Board of Education of Coffeyville
Celia Thurman-Watts won on the grounds that ninth grade was part of high school and separate high school education was not allowed except in Kansas City, Kansas.

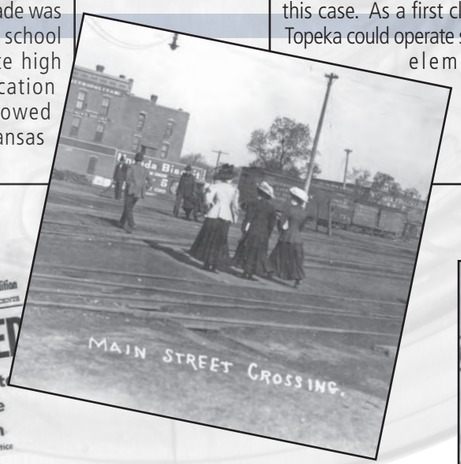
1929: Wright v. The Board of Education of Topeka
George Wright, sued because his son's segregated school was far from home. Since buses were provided, Wright lost this case. As a first class city, Topeka could operate separate elementary schools.

1941: Graham v. The Board of Education of Topeka
Ulysses Graham's case focused on the issue of whether seventh grade was part of high school. Kansas Supreme Court sided with Mr. Graham desegregating junior high schools.

1949: Webb v School District No. 90, South Park Johnson County
African American children were denied admittance to South Park School solely on the basis of race. The Kansas Supreme Court ruled to provide equal facilities, admitting black children to South Park School.




STATE JOURNAL
SCHOOL SEGREGATION BANNED
Supreme Court Refut
Doctrine of Separate
but Equal Education
Turnpike Bonds Authorized So Suit Can Start



All photos courtesy of the Kansas State Historical Society.

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Photo courtesy of Lou Kadiri, Capitol Square Civil Rights Memorial Foundation

Panels II and IV pay tribute to the courageous leadership of those who led the fight for integration – the Reverend L. Francis Griffin, civil rights pioneer, on Panel II, and famed civil rights attorneys Oliver W. Hill and Spottswood Robinson III, depicted on Panel IV.

The Capitol Square Civil Rights Memorial, once and for all, recognizes and celebrates Barbara Johns, her fellow students from Robert Russa Moton High School, their parents, community leaders, and civil rights attorneys. These Virginians risked everything in the struggle to gain full and equal rights for all.

This Memorial also serves to remind us of the debt we all owe to the sacrifice and courage of a few. It will give the thousands of students who visit Capitol Square every school year an opportunity to learn important lessons from a pivotal time in Virginia's history and inspire future generations. ■

The Memorial is on the Capitol Square grounds outside the gates of the Executive Mansion and to the right of the statue of Hunter McGuire, MD. Stanley Bleifeld, an accomplished sculptor, was selected from a competitive process to capture the spirit of the protest and those who participated in this important event.

ABOUT THE ARTIST STANLEY BLEIFELD

Stanley Bleifeld was chosen to create the sculpture for Virginia based on his initial concept design for the memorial. Bleifeld is an internationally known artist who has exhibited all over the world at many prestigious galleries and museums. He also has extensive experience with public commissions.

Bleifeld has been an artist in the public eye since the 1950s. In 1967, the Bridgeport Sunday Post art critic wrote, "The name Stanley Bleifeld and sculpture are synonymous."

His fame is almost legendary. Widespread public recognition came from the 1964 World's Fair Vatican Pavilion's commission of a five-part bronze relief. A Life Magazine picture and article kept him before the public eye. And, of course there was the New York gallery, a good established one - Peridot of 820 Madison Avenue with its streams of Bleifeld reviews.

More recently, Bleifeld was selected from hundreds of American sculptors to create a national monument for the U.S. Navy in Washington, D.C. His larger than life sculpture, Lone Sailor, sits on a site near the Capital building and receives thousands of visitors a year. The commission peaked the interest of the national media including the Today Show, Newsweek, and The Washington Post.

A Weston, Connecticut resident for 35 years, Stanley shares his time between his secluded studio and home in Connecticut and a home in Pietrasanta, Italy.

Race and the American Creed

freedom. equality. justice. humanity.

WHAT IS THE AMERICAN CREED?

William Tyler Page authored "The American's Creed" in 1917 and entered it in a nationwide contest for writing a national creed, a summary of the American political faith. The United States had been involved in World War I for a little over a year when the Creed was adopted and patriotism was sweeping the nation. It includes passages from the Declaration of Independence, the Preamble to the Constitution, and the Gettysburg Address.

THE AMERICAN CREED BY WILLIAM TYLER PAGE

I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic, a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it, to support its Constitution; to obey its laws; to respect its Flag; and to defend it against all enemies.

Quilting African American Women's History: Our Challenges, Creativity and Champions

Quilting African American Women's History: Our Challenges, Creativity and Champions is an exhibit, which includes a powerful collection of artfully designed quilts that illuminate and interpret the rich history of African American women from the beginning of this country's history through the present. While African American women have always had a history, its meanings and witnesses have been contested since the first reported arrival of three African women in Jamestown, Virginia in 1619 and remain controversial scholarly subjects to this day.

The vitality of quiltmaking and the resilient, creative spirit of African American women come alive through this exhibit. Visitors will be able to see how the quilts illustrate a broad range of techniques and inspirations, which shed light on the lives and experiences of African American women and examine the role African American women have played in such arena's as education, politics, religion, business and family life. The quilts also dispel long-held misperceptions of African American quilt aesthetics. Through these quilts, mothers, grandmothers, and great grandmothers continue to speak of their lives and give guidance as the quilts tell stories of family leaders, moral and spiritual values and social concerns.

This exhibit was organized by the National Afro-American Museum and Cultural Center of the Ohio Historical Society and is curated by internationally renowned artist, historian and curator Carolyn Mazloomi, Ph. D.

"The spiritual and physical warmth of quilts has always excited me," explained Mazloomi. "Quilts are metaphors for love and family, for covering and protecting, for warmth and security. The visual and metaphorical links between textiles and human beings are fertile ground for narrative quilts as statement, and I see myself as a storyteller. Images in my work are not planned but evolve extemporaneously from the stories or events I want to address. My quilts are visual stories layered with historical, political and social conditions that call attention to the circumstances of people around the world, especially women. My intention is to invite the viewer into contemplation, raise awareness and feel the spirit of the cloth."

Mazloomi also stated, "This exhibition is a validating expression of cultural genius."

The Quilting African American Women's History: Our Challenges, Creativity and Champions exhibit will be on display at the Brown v. Board Historic Site and at Washburn University's Mulvane Art Museum in Topeka, Kansas, February 15-March 30. It is free and open to the public. A book showing all of the exquisite quilts is also available for purchase. The Brown V. Board Historic Site, 1515 SE Monroe, is open from 9 a.m.-5 p.m. daily. The Mulvane Art Museum, 17th & Jewell, is open Tuesday 10 a.m.-7 p.m., Wednesday-Friday 10 a.m.-5 p.m., Saturday-Sunday 1 p.m.-4 p.m. For more information, call the Brown Foundation at (785) 235-3939. ■

Big Read Program Hosted in Topeka and Shawnee County in February 2009

The Big Read is an initiative of the National Endowment for the Arts, designed to restore reading to the center of American culture. The NEA presents The Big Read in partnership with the Institute of Museum and Library Services and in cooperation with Arts Midwest. The Big Read brings together partners across the country to encourage reading for pleasure and enlightenment.

The Topeka and Shawnee County Public Library has received a grant from the NEA to host The Big Read 2009 in Topeka and Shawnee County. The 2009 Big Read will focus on *To Kill A Mockingbird* by Harper Lee. In addition to encouraging everyone to read the book, the library will sponsor a series of special events during February 2009 at the library and throughout the community.

This is the third time that the Library has participated in the Big Read project. During the inaugural year, Topeka was one of 10 communities in the country to showcase this project and the Topeka community itself.

For the Big Read 2009, the Library is partnering with the three Topeka high schools, Washburn Rural High School and Seaman High School. Approximately 1,000 students in the freshmen English classes will read the book. The Library is also partnering with WIBW, Kansas Public Radio, Cumulus Broadcasting, Topeka Capital-Journal, Washburn University, the Brown Foundation and Brown v. Board of Education National Historic Site.

"The Library is really focused on being a community center where people can come together and have meaningful conversations. The Big Read ties all that together and allows the community to talk about issues through fiction," said Marie Pyko, Public Services Manager at the Library. "We are also focused on building partnerships between citizens and organizations in the community. However, the goal of the program is to keep people reading and participating in the community."

If you are interested in learning more about the program in the Topeka area, visit www.tscpl.org. If you want to get involved, please contact Marie Pyko at the library by e-mail at mpyko@tscpl.org or by phone at (785) 580-4560. For more information on receiving a grant for the program or starting it in your area, you can visit www.neabigread.org. ■

Free Stuff

The Little Rock Central High School National Historic Site offers several lesson plans for use in your classroom. These free resources can be found on their website at www.nps.gov/chsc.

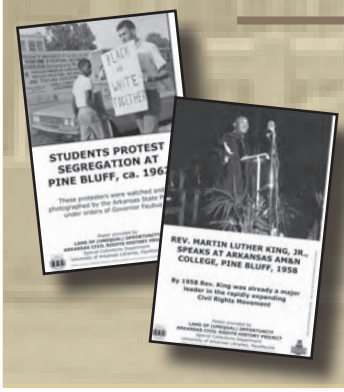
Lessons include:

- Lesson 1 All the World is Watching Us": The Crisis at Little Rock Central High School, 1954-1957.
- Lesson 2 Daisy Lee Gatson Bates
- Lesson 3 "Great things happen in small places..." Government Authority and Civil Rights Activism in Arkansas (1954-1959)
- Lesson 4 You're the Justice! A Landmark Case in Supreme Court History
- Lesson 5 Teaching Empathy: The Story of Ruby Bridges
- Lesson 6 Every Person Has a Story of Courage: The Little Rock Nine
- Lesson 7 The Fourteenth Amendment
- Lesson 8 Paul Laurence Dunbar High School
- Lesson 9 Desegregation: Past, Present, and Future

More resources about Arkansas Civil Rights can be found at the University of Arkansas at Fayetteville's new website, http://scipio.uark.edu/.

Ten lesson plans on Arkansas civil rights designed for junior high school teachers include:

- Desegregation of Hoxie Schools
- Equal Rights Amendment
- Making Inferences from the Statistics of the Segregation Era in Arkansas
- Oral History Project
- Scipio A. Jones: Defending the Convicted in the Elaine Riots
- Speech of Governor Orval E. Faubus, September 18, 1958
- Student-Work at the Jerome Relocation Center
- Artist Henry Sugimoto at the Jerome Relocation Center
- Thomas C. McRae Sanatorium
- Women's Emergency Committee Activities During Recall Election

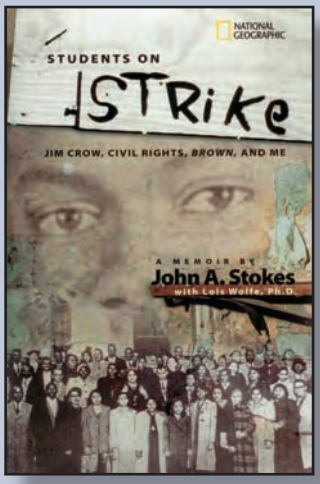


Other resources from the University of Arkansas at Fayetteville include free posters you can print out.

Five posters on Arkansas civil rights, ready-to-print and free of charge include:

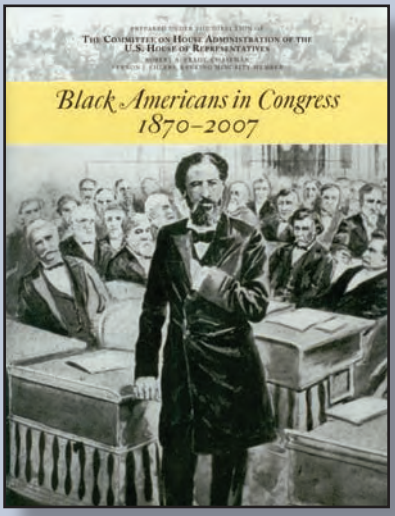
- 101st Army Airborne Troops Arrive in Little Rock, 1957
- Segregationist Cartoon By White Citizen's Council, 1957
- Dr. Martin Luther King, Jr., Speaks at Arkansas AM&N College, Pine Bluff, 1958
- Mrs. Daisy Bates, 1958
- Students Protest Segregation At Pine Bluff, ca. 1962

Book Nook



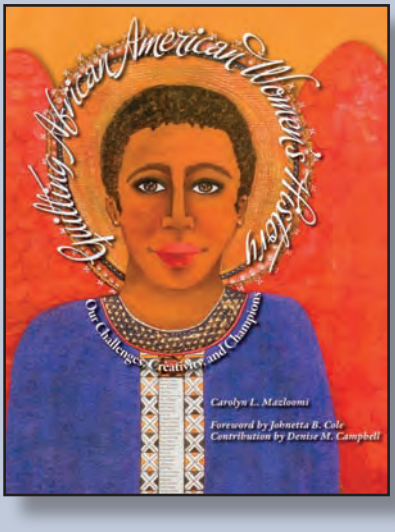
Students on Strike
Jim Crow, Civil Rights, *Brown*, and Me
A Memoir By John A. Stokes with Lois Wolfe, Ph.D.
Book, 127 pages, published by National Geographic Society, 2008

When John Stokes was growing up near Farmville, Virginia, Jim Crow laws kept whites and coloreds (as African Americans were called then) apart. They couldn't sit together to watch a movie or to eat in a restaurant. The law said these schools were "separate but equal." In this moving memoir, John A. Stokes recounts his experiences growing up in the oppressive conditions of the Jim Crow South. And for the first time ever, he reveals the workings of the student committee that planned and executed a strike for better conditions at Robert Russa Moton High School, a strike that made Stokes a plaintiff in the landmark civil rights case *Brown v. Board of Education* and helped change life in the United State of America forever.



Black Americans In Congress 1870-2007
By the Office of History and Preservation, Office of the Clerk, U.S. House of Representatives
Book, 803 pages, published by the U.S. Government Printing Office, 2008

This book answers questions about how many African Americans have served in the U.S. Congress, the first African American to chair a congressional committee, how the Congressional Black Caucus originated, and many more. This is the most comprehensive history available on the 121 African Americans who have served in Congress—from Senator Hiram Revels of Mississippi and Representative Joseph Rainey of South Carolina in 1870, to the freshman members of the 110th Congress (2007-2009). This book contains a profile of each African-American Member, researched using primary and secondary sources. Former Member profiles are introduced by contextual essays that explain major events in congressional and U.S. history.



Quilting African American Women's History: Our Challenges, Creativity and Champions
By Carolyn L. Mazloomi
Book, 176 pages, published by Paper Moon Publishing, 2008

This book calls attention to the contributions of African American women who have made profound contributions to America by presenting quilts that are historical commentaries, emotive and pictorial artistic expressions layered with memories and meanings. Representing skill, aesthetic beauty, and utilitarian need, no artistic form is more closely associated with African American culture than quiltmaking. In the tradition of the African griot, quilts tell stories of family leaders, moral and spiritual values and social concerns. Such quilts have been the primary vehicle to preserve family and political histories for generations in both Africa and America. The quilts, which illustrate a broad range of techniques and inspirations, shed light on the lives and experiences of African-American women and examine the role African American women have played in such arena's as education, politics, religion, business and family life.

Spring 2009 Events & Exhibits

Race and the American Creed
freedom. equality. justice. humanity.

We celebrate the continuum of history

President Barack Obama

February 15 - March 30	***Quilting African American Women's History: Our Challenges, Creativity and Champions*** Traveling Exhibit
February 15	***To Kill A Mockingbird - The Big Read*** A Topeka & Shawnee County Public Library Partnership
March 28	***Saturday Night at "The Down Beat"*** Women's History – Blues, R & B, Jazz & Gospel
April 3-30	***To Enjoy & Defend Our American Citizenship Fighting for Civil Rights in the Shadow of the Chinese Exclusion Act*** Traveling Exhibit
May 17	***5th Anniversary of Brown V. Board of Education National Historic Site*** ***55th Anniversary of Brown V. Board of Education***
June 1-30	***Desegregation and Civil Rights Political Cartoons by Herb Block*** Traveling Exhibit

For more information about upcoming events and to browse past issues of *Brown Quarterly*, visit the Brown Foundation web site at www.brownvboard.org.

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