Title: Silent protest parade in New York [City] against the East St. Louis riots, 1917

Author/Creator: Underwood & Underwood

Date: c. 1917

URL: http://www.loc.gov/pictures/item/95517074/

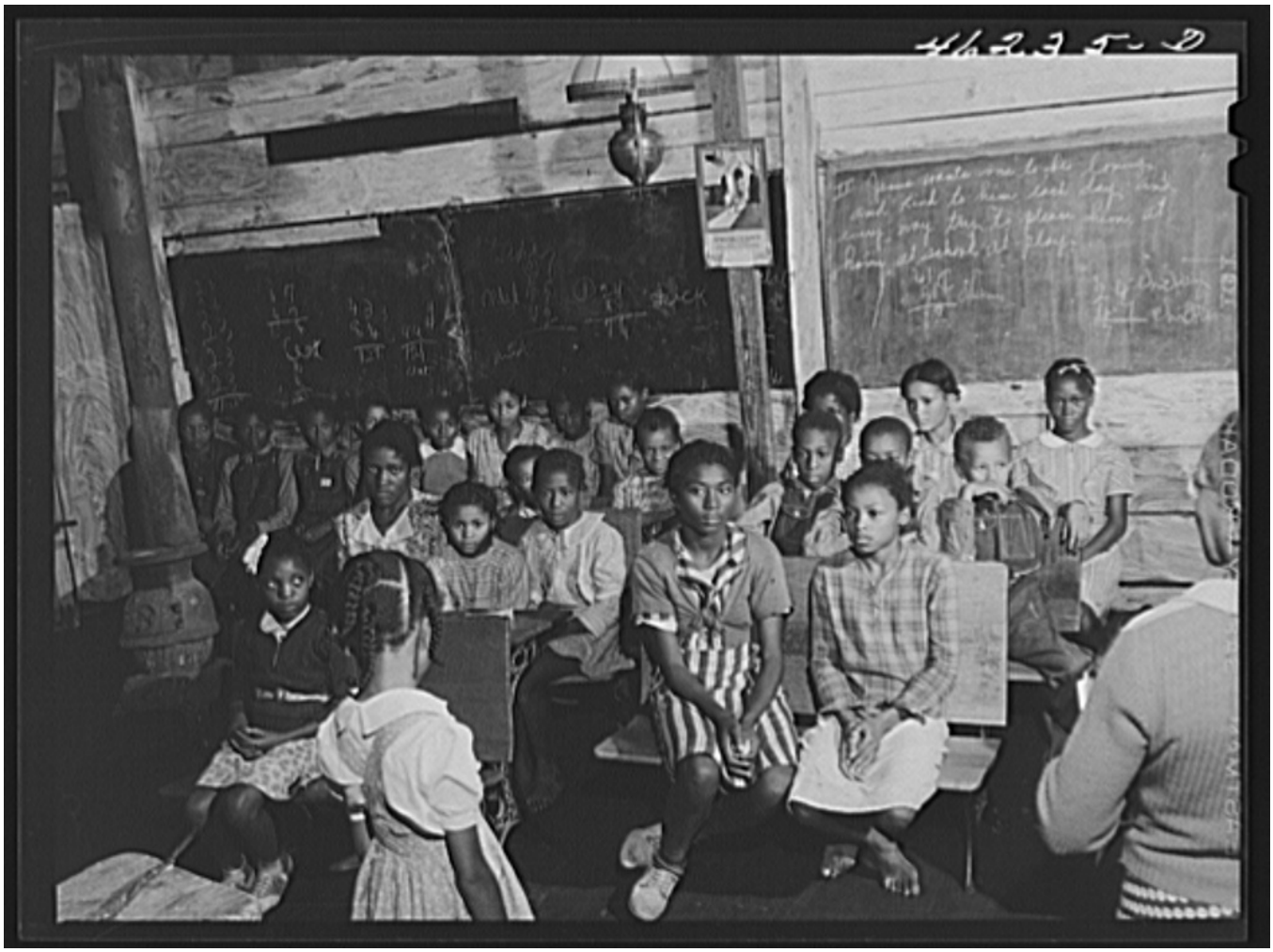
Summary: On July 1, 1917, two white policemen were killed in East St. Louis, Illinois, in a ruckus caused by marauders attacking homes of blacks in the area. The incident sparked a race riot on July 2, which ended with forty-eight killed, hundreds injured, and thousands of homes burned. The police and state militia did little to prevent the carnage, which mostly targeted African Americans. On July 28, the NAACP protested with a Silent March of 10,000 black men, women, and children down New York's Fifth Avenue. The women and children dressed in white and the men in black suits, marched behind a row of drummers carrying banners calling for justice and equal rights. The only sound was the beat of muffled drums.

Title: Flag, announcing lynching, flown from the window of the NAACP headquarters on 69 Fifth Ave., New York City

Date: 1936

URL: http://www.loc.gov/pictures/item/95517117/

Summary: In conjunction with its 1920 antilynching campaign, the NAACP began flying this flag from the windows of its headquarters at 69 Fifth Avenue each time a lynching occurred in the United States. By the late 1920s, ninety-five percent of lynchings occurred in the South. The words “A Man Was Lynched Yesterday,” are stitched to both sides of the flag. The threat of losing its lease forced the NAACP to discontinue the practice of flying the flag in 1938. This original canvas flag is housed with the NAACP Records in the Manuscript Division, Library of Congress.



Title: White Plains, Greene County, Georgia. The three-teacher Negro school

Author/Creator: Jack Delano

Date: 1941

URL: http://www.loc.gov/pictures/item/fsa2000027821/pp/

Title: Drinking fountain on the county courthouse lawn, Halifax, North Carolina

Author/Creator: John Vachon

Date: 1938

URL: http://www.loc.gov/pictures/item/fsa1997003218/PP/

Title: Negro drinking at "Colored" water cooler in streetcar terminal, Oklahoma City, Oklahoma

Author/Creator: Russell Lee

Date: 1939

URL: http://www.loc.gov/pictures/item/fsa1997026728/PP/

Title: "NO DOGS, NEGROES, MEXICANS."

Author/Creator: Lonestar Restaurant Association, Dallas, Texas

URL: http://www.loc.gov/exhibits/civil-rights-act/segregation-era.html#obj024

Summary: Jim Crow laws mandating the separation of the races in practically every aspect of public life were systematically instituted in the South beginning in the 1890s. Water fountains, restaurants, theaters, restrooms, stores, buses, trains, workplaces, and other public facilities were typically designated with "White Only" and "Colored" signs. The Lonestar Restaurant Association based in Dallas distributed this sign to its members to hang in the windows of their restaurants, where American Indians, Mexicans, and African Americans were subjected to Jim Crow laws and racial discrimination. These types of laws existed until the 1960s.

“Free Minds and Hearts at Work”

By Jackie Robinson

Recorded for the radio series *This I Believe,* c.1952
URL [audio and transcript]: http://www.npr.org/templates/story/story.php?storyId=89030535
URL [original notes]: http://www.loc.gov/exhibits/treasures/tri070.html

At the beginning of the World Series of 1947, I experienced a completely new emotion, when the National Anthem was played. This time, I thought, it is being played for me, as much as for anyone else. This is organized major league baseball, and I am standing here with all the others; and everything that takes place includes me.

About a year later, I went to Atlanta, Georgia, to play in an exhibition game. On the field, for the first time in Atlanta, there were Negroes and whites. Other Negroes, besides me. And I thought: What I have always believed has come to be.

And what is it that I have always believed? First, that imperfections are human. But that wherever human beings were given room to breathe and time to think, those imperfections would disappear, no matter how slowly. I do not believe that we have found or even approached perfection. That is not necessarily in the scheme of human events. Handicaps, stumbling blocks, prejudices — all of these are imperfect. Yet, they have to be reckoned with because they are in the scheme of human events.

Whatever obstacles I found made me fight all the harder. But it would have been impossible for me to fight at all, except that I was sustained by the personal and deep-rooted belief that my fight had a chance. It had a chance because it took place in a free society. Not once was I forced to face and fight an immovable object. Not once was the situation so cast-iron rigid that I had no chance at all. Free minds and human hearts were at work all around me; and so there was the probability of improvement. I look at my children now, and know that I must still prepare them to meet obstacles and prejudices.

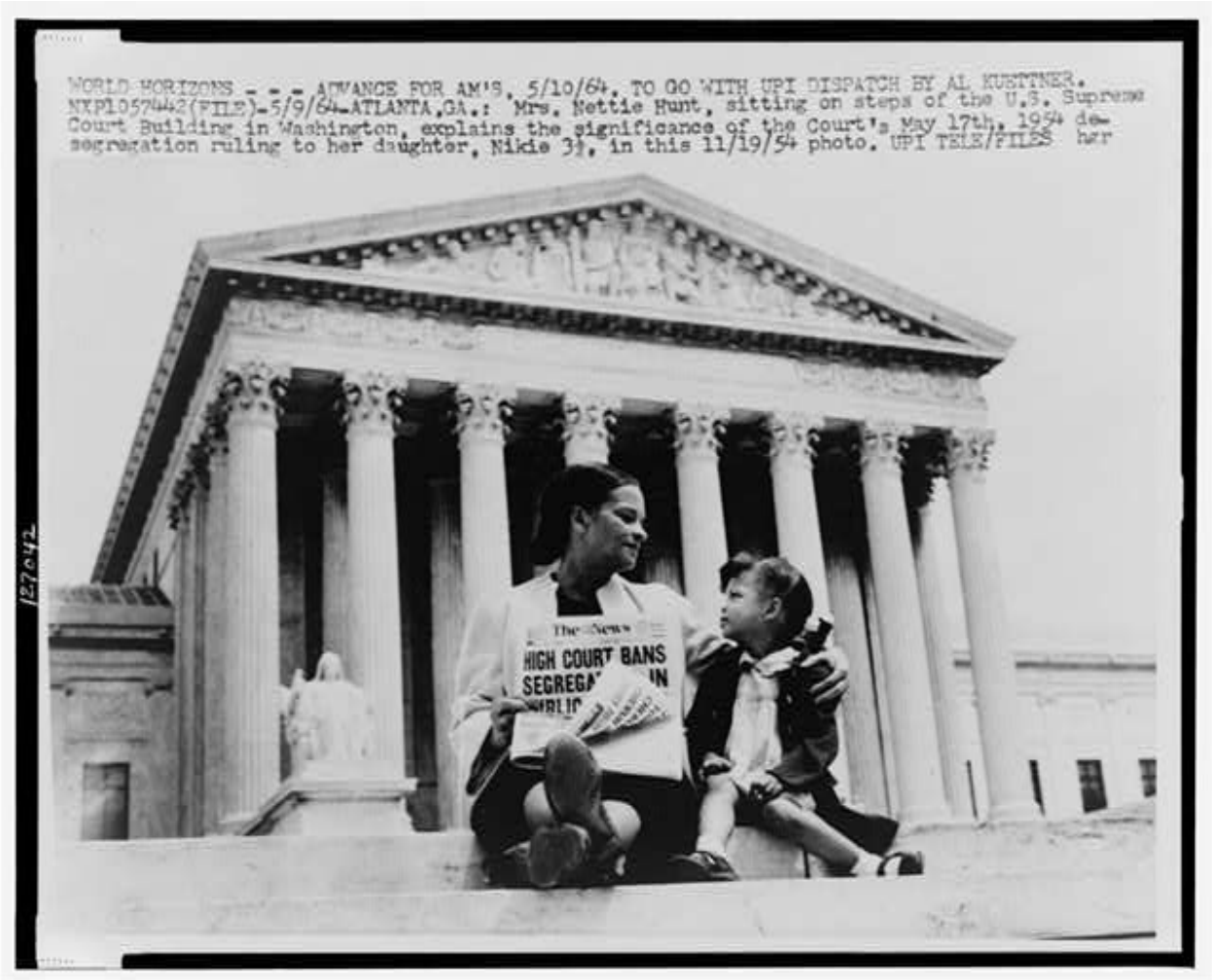
But I can tell them, too, that they will never face some of these prejudices because other people have gone before them. And to myself I can say that, because progress is unalterable, many of today's dogmas will have vanished by the time they grow into adults. I can say to my children: There is a chance for you. No guarantee, but a chance.

And this chance has come to be, because there is nothing static with free people. There is no Middle Ages logic so strong that it can stop the human tide from flowing forward. I do not believe that every person, in every walk of life, can succeed in spite of any handicap. That would be perfection. But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow.

I believe in the human race. I believe in the warm heart. I believe in man's integrity. I believe in the goodness of a free society. And I believe that the society can remain good only as long as we are willing to fight for it—and to fight against whatever imperfections may exist.

My fight was against the barriers that kept Negroes out of baseball. This was the area where I found imperfection, and where I was best able to fight. And I fought because I knew it was not doomed to be a losing fight. It couldn't be a losing fight—not when it took place in a free society.

And in the largest sense, I believe that what I did was done for me—that it was my faith in God that sustained me in my fight. And that what was done for me must and will be done for others.



Title: Mrs. Nettie Hunt, sitting on steps of Supreme Court, holding newspaper, explaining to her daughter Nikie the meaning of the Supreme Court's decision banning school segregation

Author/Creator: [unknown]

Date: 1954

URL: http://www.loc.gov/pictures/item/00652489/

Summary: The Supreme Court's decision on the Brown v. Board of Education case in 1954 marked a culmination in a plan the NAACP had put into action more than forty years earlier—the end to racial inequality. African American parents throughout the country like Mrs. Hunt, shown here, explained to their children why this was an important moment in history.

Title: School integration. Barnard School, Washington, D.C.

Author/Creator: Thomas J. O'Halloran

Date: 1955

URL: http://www.loc.gov/pictures/item/2003654384/

Title: University of Alabama students burn desegregation literature during demonstration in Tuscaloosa, Ala., Feb. 6 against the enrollment of Autherine Lucy, an African American student

Date: 1956

URL: http://www.loc.gov/pictures/item/98506860/

Summary: Autherine Lucy's dream of obtaining a degree in library science was finally realized when she officially enrolled at the all-white University of Alabama in 1956. While the court had granted her the right to attend the university, the white population seemed intent on making this impossible by staging riots. Students, adults and even groups from outside of Alabama shouted racial epithets, threw eggs, sticks and rocks, and generally attempted to block her way. Protestors, like the group pictured here, prompted the University to expel Lucy on February 6, 1956, in order to ensure her personal safety.

Title: School dilemma--Youths in Charlotte, N.C. taunt Dorothy Geraldine Counts, 15, as she walks to enroll at the previously all-white Harding High School, September 4th

Author/Creator: [unknown]

Date: 1957

URL: http://www.loc.gov/pictures/item/96520936/

Summary: In 1957, fifteen-year-old Dorothy Geraldine Counts and three other students became the first African American students to attend the previously all white Harding High School in Charlotte, North Carolina. They were greeted by angry white mobs who screamed obscenities and racial slurs at the African American students. Counts's picture appeared in many newspapers as did others of black students attempting to attend white schools for the first time. Counts's family feared for her safety and withdrew her from Harding and sent her out of state to complete high school.

"The Paper That's Published For Its Readers"

ARKANSAS STATE PRESS

P. O. BOX 2179

Little Rock, Arkansas

December 17, 1957

Mr. Roy Wilkins
20 West 40th Street
New York, N. Y.

30618 DEC 1957

Dear Mr. Wilkins:

Conditions are yet pretty rough in the school for the children. Last week, Minnie Jean's mother, Mrs. W. B. Brown, asked me to go over to the school with her for a conference with the principal, and the two assistant principals. Subject of conference: "Firmer disciplinary measures, and the withdrawal of Minnie Jean from the glee club's Christmas program." The principal had informed Minnie Jean in withdrawing her from the program that "When it is definitely decided that Negroes will go to school here with the whites, and the troops are removed, then you will be able to participate in all activities." We strongly challenged this statement, which he denied making in that fashion.

We also pointed out that the treatment of the children had been getting steadily worse for the last two weeks in the form of kicking, spitting, and general abuse. As a result of our visit, stronger measures are being taken against the white students who are guilty of committing these offenses. For instance, a boy who had been suspended for two weeks, flunked both six-weeks tests, and on his return to school, the first day he knocked Gloria Ray into her locker. As a result of our visit, he was given an indefinite suspension.

The superintendent of schools also requested a conference the same afternoon. Clarence and I went down and spent about two hours. Here, again we pointed out that a three-day suspension given Hugh Williams for a sneak attack perpetrated on one of the Negro boys which knocked him out, and required a doctor's attention, was not sufficient punishment. We also informed him that our investigation revealed that there were many pupils willing to help if given the opportunity, and that President Eisenhower was very much concerned about the Little Rock crisis. He has stated his willingness to come down and address the student body if invited by student leaders of the school. This information was passed on to the principals of the school, but we have not been assured that leadership would be given to children in the school who are willing to organize for law and order. However, we have not abandoned the idea. Last Friday, the 13th, I was asked to call Washington and see if we could get FBI men placed in the school December 16-18.

Title: [Daisy Bates to Roy Wilkins on the treatment of the Little Rock Nine, December 17, 1957.]

URL: http://www.loc.gov/exhibits/brown/images/br0127p1s.jpg

Title: Background Map: 1961 Freedom Rides

Author/Creator: Associated Press Newsfeature

Date: 1962

URL: http://memory.loc.gov/ammem/aaohtml/exhibit/0904001.html

Summary: The Freedom Riders of the early 1960s, organized by the Congress of Racial Equality (CORE), rode through the South seeking to integrate the bus, rail, and airport terminals. This Associated Press release includes a map and descriptive text (not shown) that illustrates the routes taken and the history behind the freedom rides.

Title: Governor George Wallace attempting to block integration at the University of Alabama

Author/Creator: Warren K. Leffler

Date: 1963

URL: http://www.loc.gov/pictures/item/2003688161/

Summary: This image of Governor George Wallace blocking the entrance to the University of Alabama is one of the most recognized of all the images from the civil rights period. On June 11, 1963, Wallace, surrounded by Alabama state troopers, confronted and blocked Assistant U.S. Attorney General Nicholas Katzenbach and the African American students from entering the university. President Kennedy had to federalize the National Guard and send them to the campus to assist with the integration process. Wallace did eventually step aside and allow the students to register.

Title: Demonstrators marching in the street holding signs during the March on Washington, 1963

Author/Creator: Marion S. Trikosko

Date: 1963

URL: http://www.loc.gov/pictures/item/2013647400/

Summary: A pivotal point in the civil rights movement was the March on Washington for Jobs and Freedom. More than 250,000 people from all walks of life gathered on the Mall in Washington, D.C., on August 28, 1963. The historic event helped to turn the tide for the Civil Rights Act of 1964 by demonstrating to the nation and the world that it was time for change. The events of that day would echo across the world, through extensive media coverage, as others would take up the cry, “We Shall Overcome.” This photograph depicts how thousands came together and peacefully demonstrated, answering the call of the leaders of the March.