

# **“WE DON’T INTEND TO FALL IN ANYMORE AT THE END OF THE PARADE.”**



*Lincoln High School band teacher, Alfred Porter, said the words in the title in the late 1930s when told “You can just fall in.” at a state band contest parade in Evansville. For years it had been the custom for the black school band to be last. After that, school bands were placed in parades by a drawing or alphabetical order.*

*We chose this particular statement for the title because it seems to symbolize the feelings and attitudes of many blacks in Evansville during the 1930s and 1940s. It was a time of racial pride, and there was a determination in the black community to fight racial discrimination in all of its aspects. From Darrel Bigham interview with Alfred Porter, June 12, 1974.*



## **THE INDIANA HISTORIAN** **EXPLORING INDIANA HISTORY**

**PUBLISHED BY THE INDIANA HISTORICAL BUREAU, STATE OF INDIANA**

# Focus

In the 1970s, Darrel Bigham, a professor at the University of Southern Indiana in Evansville, decided to study the history of the black community of Evansville, from its beginnings to the end of World War II. According to Bigham, "black Evansville offers a rich and variegated history." It is a history, however, dominated by racism.

Bigham's research documented repeated "efforts by black Evansvillians to obtain a fair chance to realize the American dream. Their pursuit of that dream was unyielding, despite frequent setbacks and shifts in tactics, and out of that emerged a subculture which, by the 1930s, was able, in modest ways, to begin challenging the premises on which the segregated city had functioned since its founding."

Bigham's research was heavily based in public records—such as housing and population statistics, city directories, newspapers, and interviews with many black Evansvillians.

Bigham asserts, from his research and interpretation, that accomplishments during the war years, 1941-1945, were

major: "Measured by the standards of later years, these achievements were slight. Put against the history of the city's blacks from the Civil War to 1941, however, they were the most significant in the city's history."

This issue of *The Indiana Historian* focuses on Bigham's research and interpretation leading up to those years to provide an introduction to the black community of Evansville during this pivotal period of its history.

On page 3, there is an introduction to the beginnings of Evansville. A brief overview of Evansville's black community follows on pages 4 and 5.

Education of blacks in Evansville is the focus of pages 6 through 8. Pages 9 through 11 concentrate on aspects of housing, especially the black area called Baptistown and Lincoln Gardens, a major public housing project from 1938.

A timeline to provide a broader context for the discussion is on pages 12 and 13. An Evansville word search is on page 14. The standard selection of resources is in the Apple on page 15.

*This early 1880s open-air market, located on Fourth Street, near Walnut, provided Evansville's segregated black community with goods and services.*



*Evansville Museum of Arts and Sciences.*



# The Beginnings of Evansville



In 1812, Colonel Hugh McGary of Kentucky purchased several hundred acres of land in what is now Evansville. He and his good friend, Colonel Robert Evans, a territorial legislator and lawyer, pursued the goal of having Evansville, named

after Evans, selected as a county seat. Evansville was, for three months in 1814, the county seat of Warrick County. Vanderburgh County was formed in January 1818, and Evansville was named its county seat in March 1818.

Evansville was laid out on the banks of the Ohio River. The river brought early settlers to the town. Arriving in flatboats, their numbers slowly grew. Like many struggling towns in Indiana during the 1820s and 1830s, Evansville was isolated, except for the river traffic. Townspeople were self-sufficient and manufactured goods by hand and in limited quantities. Poor roads, lack of money, and lack of jobs kept the town small.

The 1840s and 1850s were Evansville's times of rapid population growth and prosperity. Evansville's topography and natural resources—such as hardwood forests, coal, and oil—contributed to these changes. Construction of the Wabash and Erie Canal in the 1830s also brought workers for the canal, including Germans skilled as mechanics and artisans. In addition, men with money and businesses needed for economic growth became town leaders.

After 1847, improvements were made to the wharf, where increasing numbers of steamboats landed to load and unload goods and people. The first

railroad line, connecting Evansville to Terre Haute, was begun in 1849 and completed in 1853.

In 1860, the population was 11,484. Almost half of the people were German-speaking immigrants. By then, the Wabash and Erie Canal had been abandoned, and railroads had begun to dominate transportation.

From the 1870s to the 1890s, many steamboats stopped at the Evansville wharf. Railroads, manufacturing, and industry boomed. Street cars and city-supplied gas and water were available for the first time. By the turn-of-the-century, Evansville had become a grand city with wealth and culture. It also had poverty and other problems of cities.

Sources: James E. Morlock, *The Evansville Story* (Evansville: Evansville College, 1956); George Pence and Nellie C. Armstrong, *Indiana Boundaries: Territory, State, and County* (Indianapolis: Indiana Historical Bureau, reprint 1967), 778, 800, 802.

*The state's 1830s internal improvements program included an extension of the Central Canal, running through Indianapolis to the city of Evansville. The section to Evansville was never completed. The Wabash and Erie Canal, which began in Fort Wayne in 1832, was completed to Evansville in 1853.*

**2,000 LABORERS  
WANTED  
ON THE CENTRAL  
CANAL  
Of Indiana.**

THE great Central Canal of Indiana is intended to connect the waters of Lake Erie and the Ohio river, and will be about 400 miles in length. In addition to that part already completed and under contract in the middle and western part of the route, TWENTY miles remaining at Evansville, on the Ohio river, are under contract, and according to the estimate, were just under contract in November last, since which time the work has been steadily progressing.

To secure of necessary hands and greater inducements to the laborers in the state of Indiana, and particularly that portion of it contiguous to the Central Canal, from the fact that there is much of the land belonging to the general government remaining unsold, which may be purchased for one dollar and twenty-five cents per acre offering in those who are desirous of doing so, an opportunity of securing to themselves, with the sale of a few months labor, a permanent home in the most fertile and rapidly growing state.

The contractors are now paying \$20 per month, and the low and high wages for labor, is of the most considerable character. It may not be wise to say that the existing remuneration system, by an excessive payment in all contracts, the right to use that every laborer receives his just share, and, as one need not see dollar of his wages, if he perceives a proper cause.

It is probable that more of this Canal will be put under contract during the next fall or spring, when an opportunity will be offered to those who show themselves capable of performing the work.

Laborers coming from the north may take passage to Evansville, and find there daily employment upon their arrival. By order of JOHN A. GRAHAM, Dist. Com. Canal Office, Evansville, May 1, 1837. C. G. YOUNG, Secy. War Dept.

Indiana Division, Indiana State Library

# Evansville's Black Community



There were successful black businesses. The W. A. Gaines Funeral Home, pictured here in the 1930s, was one example. Gaines, from Kentucky, opened his Evansville funeral home in 1907. His business, valued at \$5,000, was the most prosperous black business in Evansville.

Special Collections, University of Southern Indiana

Before the Civil War, Evansville was a natural point of entry for both free blacks and escaping slaves crossing the Ohio River. Indiana's 1816 Constitution prohibited slavery, but blacks living in Indiana had no civil rights.

Antislavery advocates proclaimed the evils of slavery, and the end of the Civil War brought freedom for the slaves. Free blacks across the country, however, were frequent victims of discrimination and racial hatred. Discrimination was different in different cities. According to Bigham's work, Evansville's discrimination against its black citizens was affected by the prejudicial attitudes of many of its white residents from the South and Germany. Indiana laws, which prohibited discrimination in public accommodations and educational institutions, were generally ignored in Evansville.

After the Civil War, blacks from Kentucky and Tennessee came across the Ohio River to Evansville. Many blacks settled on or near the city's waterfront, where the growing river traffic provided jobs. Blacks got jobs loading and unloading steamboats. Jobs for blacks on the boats were limited to cooks, stewards, porters, deck hands, and cabin boys. Away from the waterfront, black men and women were employed in service positions in Evansville's hotels, restaurants, and private homes.

Predominantly black neighborhoods grew up in many parts of Evansville. An area called Baptisttown, however, eventually became the major center of the growing black community although poor white families also lived in the area.

Low wages, menial jobs, discrimination, segregation, and poor housing, however, did not prevent the growth of a vibrant black community. By the late

**Growth of the Black Population of Evansville 1820-1950**

Year	Number of blacks	% increase of blacks	% of blacks in total population
* 1820	12	—	0.7
* 1830	48	400.0	1.8
* 1840	112	233.3	1.8
* 1850	230	205.0	2.0
1860	96	-41.7	0.8
1870	1,408	1,466.7	6.5
1880	2,686	90.8	9.2
1890	5,553	106.7	10.9
1900	7,518	35.9	12.7
1910	6,266	-16.7	9.0
1920	6,394	2.0	7.4
1930	6,514	1.8	6.3
1940	6,862	5.3	7.1
1950	8,483	19.1	6.6

\*early census figures based on Vanderburgh County  
 Source: Bigham, *We Ask Only a Fair Trial*, 5, 22, 108.



1800s, the Evansville black community benefitted from the services of black lawyers and doctors. The black middle class included carpenters, barbers, teachers, and ministers.

Schools, churches, and service clubs and organizations were an important part of black community life. Against long odds, many black residents of Evansville worked together to provide educational opportunities, religious life, and community services often denied the black community by the white establishment.

In June 1903, George Stewart, editor of the black newspaper, the *Indianapolis Recorder*, praised Evansville's black community. He noted there were 2,270 black voters. The strength of these voters, Stewart claimed, provided a few jobs for blacks as janitors, assistant city physicians, firemen, and a deputy sheriff. The black community supported five physicians, a druggist, an attorney, two grocers, barbers, seven saloonkeepers, and a hotelkeeper. Stewart noted that there were five black schools, thirty teachers, a new newspaper, and numerous social clubs.

Scarcely a month later, Evansville was rocked by the worst racial disturbance in its history. It was sparked by the alleged shooting of a white policeman by a black man. The extreme violence against the black community was halted by the arrival of 300 state militia ordered by Governor Winfield Durbin. This tragic riot had a lasting effect. Black population decreased as many people escaped the terror and did not return.

There were minor attempts in the early twentieth century to improve conditions for blacks in Evansville. Baptisttown remained relatively untouched, however, until the late 1930s. Any measurable changes in the economic lives of Evansville blacks had to wait until World War II.

Source: Bigham, *We Ask Only a Fair Trial*.



Indiana Magazine of History, 76 (December 1980), 307.

*This 1899 map of Evansville shows locations of black schools and churches. Indirectly, it also reveals locations of the black population. At this time, blacks were segregated, and these buildings were built where black citizens lived. In 1900, sixty-five percent of the black population lived in Wards 1, 2, and 7.*

### Black Workers in Evansville 1870-1900

Type of work	% of blacks employed			
	1870	1880	1891	1900
Agriculture	0	0.5	0.3	1.6
Mining	0	0.2	0.8	3.0
Manufacturing	1.1	5.4	3.1	3.7
Construction <small>Includes carpenters, painters, and brick masons</small>	1.3	3.4	3.1	2.8
Labor <small>Includes day laborers</small>	50.6	29.8	41.4	23.8
Commerce	1.1	1.1	2.4	0.9
Transportation	17.1	9.7	8.5	17.4
Public Service	3.8	10.3	9.1	10.5
Domestic Service <small>Includes cooks in hotels, porters, waiters</small>	23.1	37.0	29.5	33.5
Professional	0.9	0.9	0.9	0.8
Education/government	0.4	1.5	1.5	1.6

Source: Bigham, *We Ask Only a Fair Trial*, 55.

# Education: Separate and Unequal



Alfred Porter Collection, University of Southern Indiana

The success of Lincoln High School was due to the extraordinary faculty members. Teachers, pictured here with their students, were unrelenting in their determination and dedication to provide the best education possible for black students.

Education was an important avenue to success for black families and leaders. The timeline on this page indicates some of the frustrations and accomplishments Evansville's black residents experienced.

By the 1920s, the forces separating blacks and whites in Evansville had probably become stronger. For example, in 1924, the Evansville school board adopted a racially-motivated plan to segregate even more the city's black population. The black high school and several grade schools would be closed. A new building, containing both the high school and elementary grades, would be built. The site, located in the heart of Baptisttown at 635 Lincoln Avenue, was purchased for \$60,000.

During the 1928-1929 term, Lincoln School was built for \$275,000 and was named in spite of the protests of the black community. Regardless of the racial motivations for its existence, the black community strongly supported the school. Highly respected teachers provided role models for both students and parents. Working with parents, clergymen, and community leaders, teachers fought discrimination and lack of funds to create a positive social and academic environment for black students.

Students were proud of their school. The Lincoln Lions, the high school football team, was a powerful adversary, but they could only compete with other black schools. In 1940, the Lions basketball team won the National Negro High School Championship. There were social clubs, as well as a choir, band, orchestra, and even a harmonica band. During World War II, Lincoln students organized a Victory Corps. They led the city high schools in per capita war stamp purchases and scrap metal drives.

Source: Bigham, *We Ask Only a Fair Trial*

## Early History of Black Schools in Evansville

- 1859 A black school is organized, sponsored by the American Missionary Association, an antislavery missionary organization.
- 1865 The city council authorizes \$1,000.00 for the first public school building for blacks.
- 1869 Evansville begins providing formal education to black students: Clark Street School, holding all grade levels, is located in a house rented by the school board.
- 1870s Three rural schools open for blacks in Vanderburgh County.
- 1874 Crowded classrooms force city to build Governor Street School containing elementary through high school grades for growing black population.
- 1884 The first state-licensed black teacher is hired for Evansville's black schools.
- 1895 Popularity of night classes brings successful petition for an additional night school for blacks.
- 1898 Black teachers raise money and successfully petition school board to purchase copies of first historical study by a black—*History of the Negro Race in America from 1619 to 1880* by George Washington Williams.
- 1917 Vocational education expands for all. Black students at Clark High School build an addition to the school as a part of their training.
- 1919 A school board inventory report states: Clark's laboratories are unheated, Governor needs electricity, and Third Avenue has no indoor bathroom facilities.
- 1920 Clark High School is renamed Frederick Douglass.
- 1924 School board adopts a plan to build a new elementary and high school in Baptisttown.



## Lincoln High School Students Take a Stand

The September 9, 1939 issue of the *Evansville Argus* boldly stated, "Lincoln Avenue Refuses To Consider Jobs Of Qualified Colored Clerks." The story that followed documented the refusal of young black students to accept the racial discrimination that affected every aspect of their lives.

Lincoln Avenue ran through the heart of Baptisttown. The stores that lined the street drew a large number of black patrons. Yet, many of these stores refused to hire black employees.

Clarence Richard, owner of Richard's Market, was quoted: "At the present time I have enough help and when I need more, I have other members of our race whom I will hire and under no circumstances will I consider the hiring of a Colored clerk."

In response to such unfair practices, a group of Lincoln High School students organized a club, The Merry Makers, to do something about it. The president, William Smith, explained the motive behind the club: "We are anxious to do whatever possible to get some consideration from the manager of this market as well as other stores who draw heavy upon the Colored clientele. We are young high school students and realize that in order to insure ourselves employment when we shall have completed our high school careers, we must fight to make places."

The result of this protest was a student organized boycott, complete with picketing, by the black community. Four months later, the *Evansville Argus* reported that six stores, including Richard's Market had hired black employees. The students of The Merry Makers, with support from their community, had brought about a significant change.

Source: *Evansville Argus*, September 9, 1939.



*Evansville Argus*, September 9, 1939, p. 2.

## LINCOLN AVENUE REFUSES TO CONSIDER JOBS OF QUALIFIED COLORED CLERKS

*Evansville Argus*, October 7, 1939, p. 1.

**Boycott of Clarence Richard's Market to Continue Until Agreement Is Reached, States, Eugene Malone, of Merry Makers Club**

*Evansville Argus*, January 1, 1940, p. 1.

## Picketing of Richards Market and Boycotting of Earl Hines Dance Feature Success Stories of 1939

### NEIGHBORHOOD STORES EMPLOY COLORED CLERKS

## Job Training at Lincoln for the War Effort

*Evansville Argus, November 1, 1940, p. 1.*

### VOCATIONAL CLASSES FOR COLORED TO BE HELD AT LINCOLN ... NOT MECHANICS ARTS

*Evansville Argus, January 31, 1941, p. 1.*

### N.A.A.C.P. LEADS FIGHT ON MECHANICS ART

*Evansville Argus, March 28, 1941, p. 1.*

5,000 Students Have Attended -- Not One Colored!

In 1940, at the beginning of World War II, Evansville began to receive defense contracts for production of war materials and supplies. Accelerating demands increased employment in local factories. The black community was eager to do its part in the war effort and to benefit from the defense work. The racial discrimination that had long plagued Evansville blacks, however, continued in the city's war effort.

Factories refused to hire qualified blacks in skilled positions. If hired by a factory, chances for advancement of blacks were slim. The racial prejudices of the membership of many labor unions kept them from helping black workers.

Evansville factories even ignored President Franklin D. Roosevelt's 1941 executive order to end job discrimination against blacks. One excuse offered for not hiring blacks for better positions was that many blacks were unskilled. The black community responded by asking to be allowed to attend classes at the Mechanic Arts School. The school opened in January, 1939, for whites only. The school refused.

After much protest by black and white community leaders, the National Association for the Advancement of Colored People (NAACP), and the Congress of Industrial Organizations (CIO) local union, the school remained firm in its refusal to admit blacks.

Finally, in 1942, the school board built a foundry facility in Lincoln High School. Although segregated, blacks were able to receive the training they needed to secure better jobs.

Source: Bigham, *We Ask Only a Fair Trial*.

### You Be the Historian!

- Investigate the educational opportunities for early black—and other minority—students in your area. Compare your area's experience to that of Evansville. Why were there differences or similarities?
- Have boycotts or protests been used in the history of your community? Were they successful? Why or why not?
- Have the population and working patterns in your community changed over time? Why or why not?
- Does your community have any public housing projects? When were they constructed and why?
- Did your community participate in the relief and work programs of the Roosevelt administration? Which programs, and what were the results?
- Interview people who lived through the Great Depression. Use their experiences to tell the story of your community.



# A New Urban Ghetto

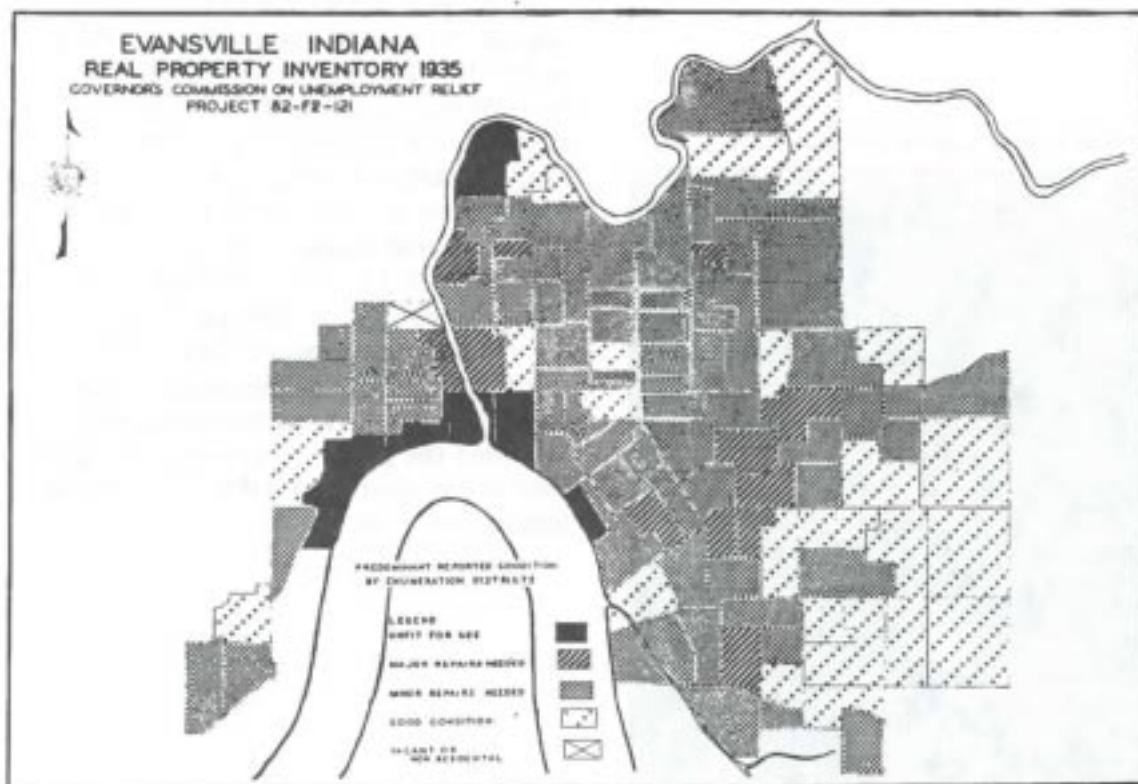


Special Collections, University of Southern Indiana

*Day's Row, pictured here, was considered to be one of the worst areas in Baptisttown. The deplorable living conditions were typical for blacks in Evansville during the early twentieth century.*

In Evansville, as in most other urban areas, many in the black community lived in crowded and deplorable housing. Discrimination continued to force more and more black residents into the Baptisttown area of Evansville, worsening already horrible conditions.

In a 1930 report, the Evansville city building commissioner stated that 125 buildings in Baptisttown were in inferior condition. He also reported that there were no through streets. Attempts by the city to improve Baptisttown did not progress because of opposition from Evansville's white residents and lack of funds.



*This map shows the housing conditions in Evansville during the Depression. A complete survey of Evansville was undertaken of all structures with housing units. One purpose of the study was to provide information to the city for use in determining governmental housing policies.*

## Great Depression Improves Housing

Photographic Files, Evansville Courier.



*In 1938, substandard housing had been cleared away from the heart of Baptisttown, making way for Lincoln Gardens, the Public Works Administration housing project.*

The extreme and widespread needs in the Great Depression brought about the beginnings of change. After the stock market crash of 1929, staggering unemployment and resulting poverty spread across the nation. Harsh conditions were experienced by blacks and whites alike. The federal government, faced with a mounting crisis, began a national relief effort. President Franklin D. Roosevelt instituted programs such as the the Public Works Administration (PWA). One function of this program was to build public housing for low-income families.

In 1935, the PWA approved a plan for Evansville presented by fifteen prominent black leaders and several white community leaders who had been appointed by the mayor to address the problem of housing in Baptisttown.

Two hundred units were planned, displacing 160 families. Building began in the summer of 1936. Dr. Raymond King, a black Evansville dentist, was named the housing manager. He stated in the July 2, 1938 *Evansville Argus* that "the main purpose of this project is to eradicate the slums and provide a decent home for the class of people who have low incomes as well as to elevate the social and economic status of the community."

On July 16, 1938 the *Argus*, the black newspaper, reported that on July 10, an open house was held for Lincoln Gardens, the new million dollar PWA housing project. Ten thousand people attended the gala celebration, viewing the four model apartments decorated by local furniture stores.

*In July 1938, Lincoln Gardens was ready for occupation.*

Photographic Files, Evansville Courier.





## Lincoln Gardens Serves All

Although Lincoln Gardens housed only about 500 people out of the total black population of around 6,500 during the late 1930s and 1940s, it served as an example of how black people could live and what they could do to better their situation. Through education and cooperation, Lincoln Gardens became a community within a community.

Dr. King explained the simple formula for success when he described life at the project in the December 3, 1938 *Argus*: "There is definitely no regimentation, everyone of the 500 residents of Lincoln Gardens is expected to live a normal life—but one rule is strictly enforced, 'each family is required to respect the rights of his neighbor.'"

Lincoln Gardens played an important role in the social and educational development of Evansville blacks. Within a month of the opening, Dr. King announced in the newspaper that well-rounded recreational and social programs would be offered at Lincoln Gardens. He further stated, "There will be no compulsion on the part of the tenants to engage in these activities, but we hope to make the programs so interesting and inviting that all tenants will be very eager to enter into the program whole heartedly and with a cooperative spirit" (*Evansville Argus*, August 20, 1938).

Source: Bigham, *We Ask Only a Fair Trail*.

*Evansville Argus*, November 14, 1942, p. 1.

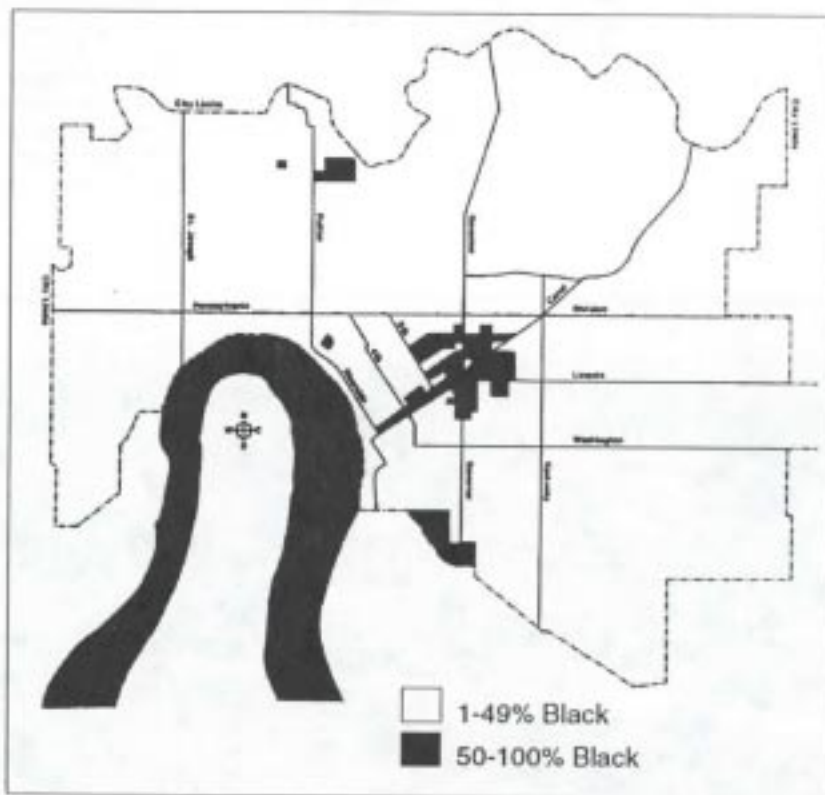
## Public Is Asked To Donate Games, Money And Service To Help Operate Center

By STAFF CORRESPONDENT

*Evansville Argus*, March 19, 1943, p. 3.

## TO EXPAND LINCOLN USO CENTER SETUP

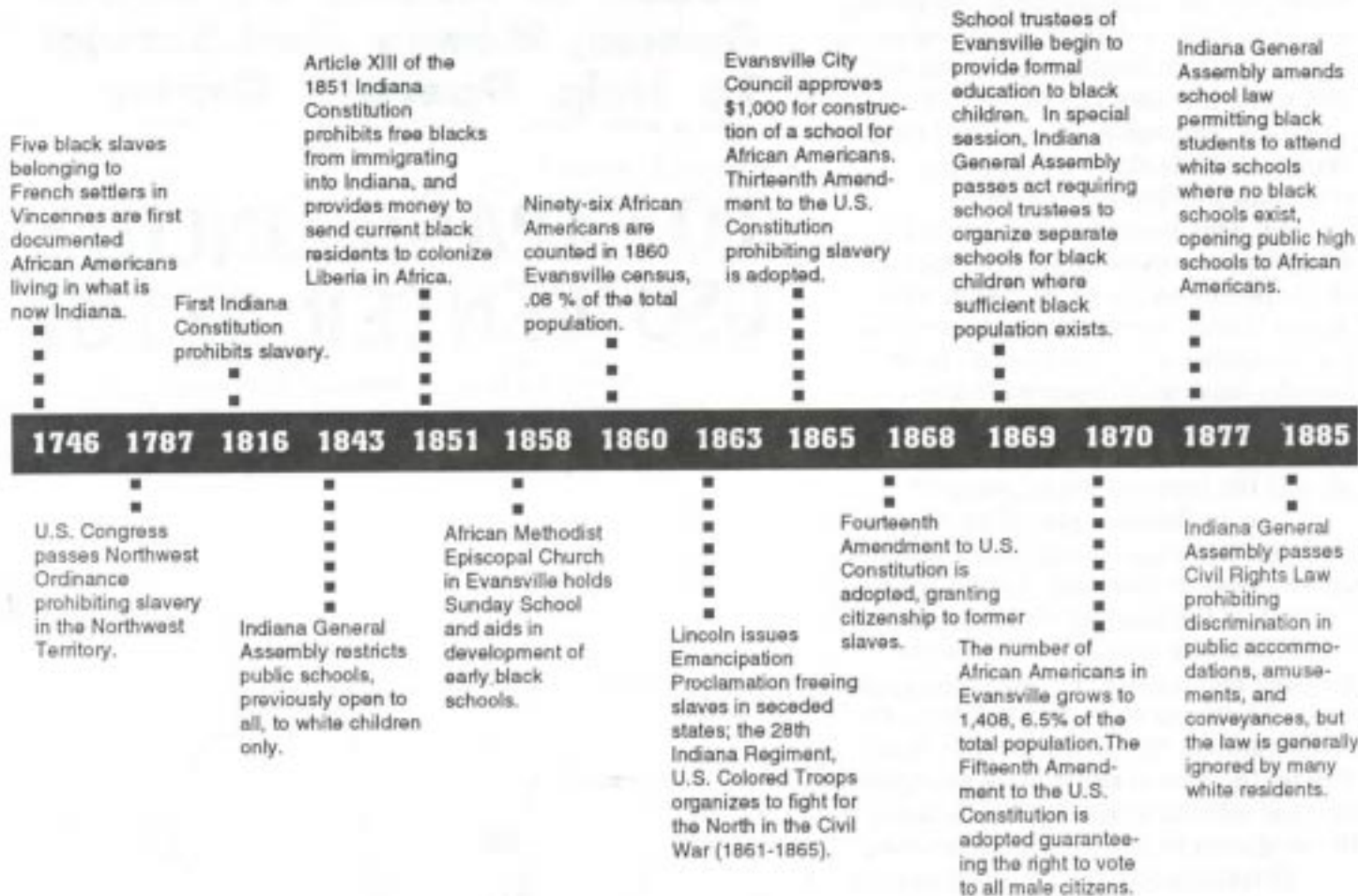
*During World War II, black servicemen visiting Evansville were denied entrance to hotels, restaurants, and the white USO clubs. Lincoln Gardens responded by opening its own USO club for black soldiers, providing entertainment, food, and a place to sleep.*



*Distribution of the black population of Evansville in 1950. This map is based on federal census block housing statistics. It shows the degree of segregation in Evansville at that time.*

Bigham, *We Ask Only a Fair Trail*, 206.

# Time after Time



Special Collections, University of Southern Indiana

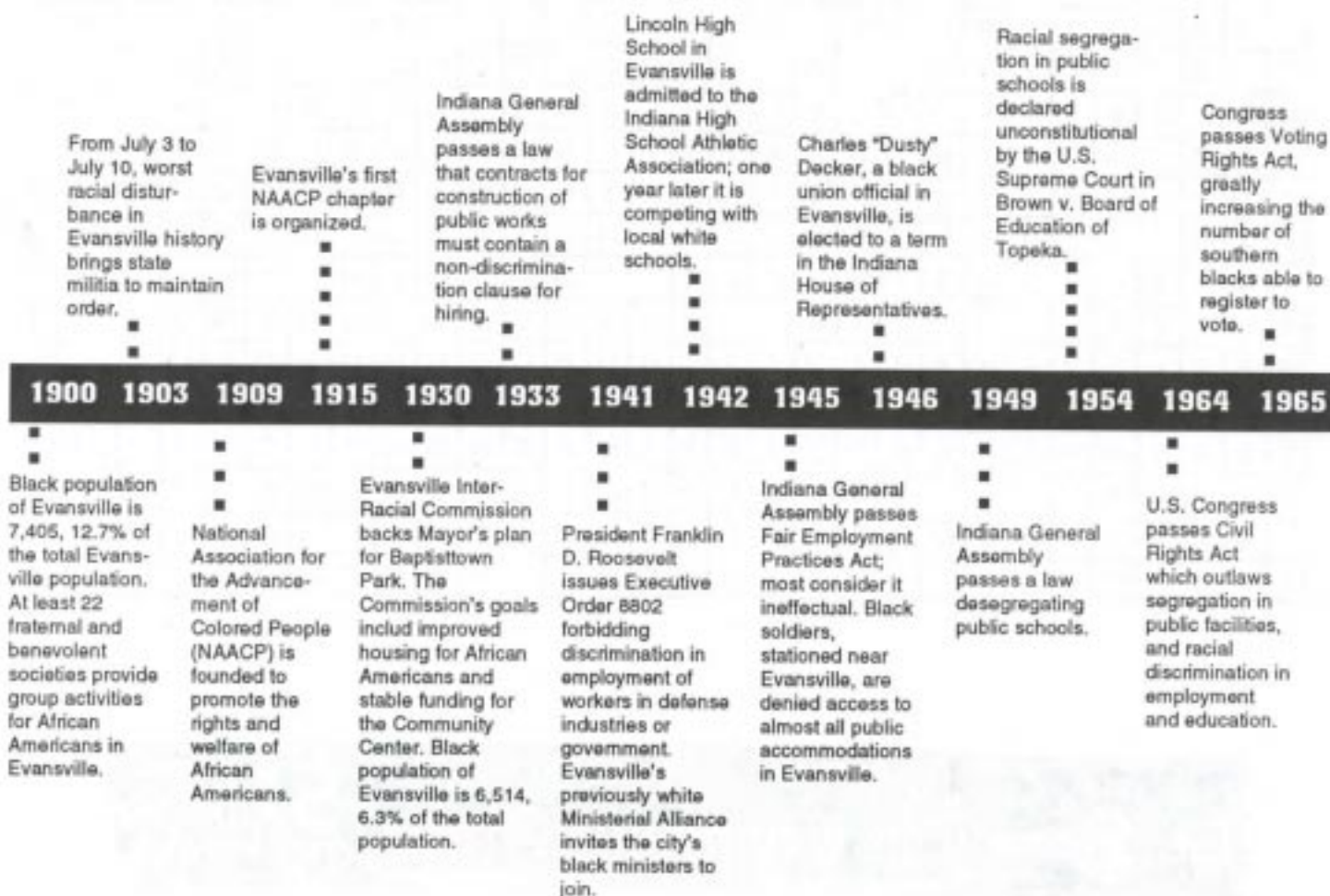


*In stark contrast to the slums most blacks were living in during the 1930s, this photograph shows one of the most wealthy black neighborhoods of Baptisttown. Located in the 600 block of Lincoln Avenue, directly across from Lincoln High School, many of these homes belonged to teachers such as Alfred Porter, coach Thomas Cheeks, and Principal William Best. Raymond King, dentist and manager of Lincoln Gardens, also resided there.*





Lincoln Gardens.



# Evansville Word Search

Locate the following words and names in the puzzle:

- |                 |                  |
|-----------------|------------------|
| steamboat       | William Best     |
| Lincoln Gardens | Charles Rochelle |
| Baptisttown     | PWA              |
| Hugh McGary     | Mechanical Arts  |
| Lincoln High    | USO              |
| Ohio River      | Victory Corps    |
| Sallie Stewart  | Evansville Argus |

Find these words in this magazine. How does each term relate to the history of African Americans in Evansville?

P	W	I	L	L	A	M	B	E	S	T	O	T	S	V	M	I	H	G	I	H	N	L	O	C	N	I	L	C	
L	W	R	Z	E	T	R	W	P	J	W	I	E	U	B	I	J	E	V	C	F	F	V	D	F	C	W	B	H	L
O	I	A	M	I	C	A	V	J	L	O	P	G	N	A	C	O	I	C	P	V	E	L	X	B	A	U	A	M	P
U	E	N	M	E	P	I	H	O	L	U	R	X	J	P	T	F	K	G	H	S	U	P	B	F	F	R	Z	J	L
S	N	A	C	A	C	O	Z	K	Y	A	D	X	P	T	O	V	N	S	O	A	X	E	D	M	L	I	Y	O	R
T	A	Q	K	O	C	L	S	W	E	O	V	R	W	I	R	V	D	C	W	S	N	H	S	E	V	Z	O	B	M
A	X	R	R	T	L	U	A	L	H	B	N	H	I	S	Y	H	O	T	D	N	U	I	S	X	D	E	M	A	Q
O	H	K	B	Y	R	N	L	G	T	M	H	E	D	T	C	C	G	J	H	M	N	R	C	C	V	Y	M	L	I
B	O	T	Z	Q	Z	I	G	Z	O	Y	M	U	X	T	O	A	V	M	C	M	O	L	Q	A	G	D	Z	A	P
M	A	Y	L	U	V	K	U	A	U	K	T	S	R	O	R	D	R	L	X	C	H	H	S	Q	L	Q	X	F	N
A	D	C	G	S	S	U	D	P	R	V	E	R	W	W	P	G	L	R	H	C	I	T	E	T	C	A	F	Z	X
E	S	A	N	Q	W	S	P	H	P	D	Z	I	K	N	S	V	A	E	H	D	H	F	L	C	Y	R	R	J	T
T	Z	A	J	B	S	C	P	I	B	S	E	E	C	Q	O	D	L	F	I	J	R	B	F	W	W	T	H	T	J
S	V	S	T	L	S	P	Q	Q	D	C	L	N	P	R	C	L	H	U	G	H	M	C	G	A	R	Y	O	N	S
E	O	H	I	O	R	I	V	E	R	H	E	T	S	R	E	Q	T	R	A	W	E	T	S	E	I	L	L	A	S



The masthead of the Evansville Argus, January 31, 1941.



# An Apple for Everyone

## Selected Resources

### Student Reading

#### Fiction

• Mildred D. Taylor is the author of several books about the black experience during the 1930s, 1940s, and 1950s. Although the setting for her works is not Indiana, the stories are based on true experiences and could have happened almost anywhere.

• The American Film Institute. *Last Breeze of Summer*. 30 minute videocassette, 1991. Distributed by Carousel Film & Video.

This 1991 Academy Award Nominee for Best Dramatic Short is about a young girl's first day in a desegregated school in Texas (1957).

#### Non-Fiction

• Arthur, Stephen, and Julia Arthur. *Your Life & Times: How To Put A Life Story On Tape—An Oral History Handbook*. Baltimore: Genealogical Publishing Co., Inc., 1987.

This excellent handbook has sample questions arranged according to section and subject.

• Brown, Cynthia Stokes. *Like It Was: A Complete Guide to Writing Oral History*. New York: Teachers & Writers Collaborative, 1988.

Instructions for writing oral histories and biographies are presented in an informative and interesting manner suitable for advanced students.

• Grunsell, Angela. *Racism*. London: Gloucester Press, 1991.

Explains how to take an informed stand on the issue of racism. Suitable for younger students.

• Lee, Gregory. *Discrimination*. Vero Beach, FL: The Rourke Corporation, Inc., 1991.

The concept of prejudice and types of discrimination are discussed. Suitable for intermediate and advanced students.

• Wilson, Anna. *African Americans Struggle for Equality*. Vero Beach, FL: Rourke Corporation, Inc., 1992.

The struggle for equality in educa-

tion and employment opportunities is the focus of this work. Suitable for intermediate and advanced students.

#### General Sources

• Bigham, Darrel E. *We Ask Only a Fair Trial: A History of the Black Community of Evansville, Indiana*. Bloomington: Indiana University Press, in association with University of Southern Indiana, 1987.

Excellent source covering history to mid-twentieth century of legal rights, employment, housing, society, and education in Evansville's black community.

• Brant & Fuller, pub. *History of Vanderburgh County, Indiana*. Evansville: Unigraphic, Inc., reprint 1979.

Excellent, in-depth history of Vanderburgh County and Evansville. Originally published in 1889.

• Evansville Argus. Microfilm copies located in the Indiana Division, Indiana State Library.

This black newspaper was published in Evansville from June 1938 until October 1943. A full set of the paper is located in the Special Collections Department, University of Southern Indiana, Evansville.

• *Freedom to the Free: Century of Emancipation, 1863-1963*. A Report to the President by the United States Commission on Civil Rights. Washington, D.C.: U.S. Government Printing Office, 1963.

Outstanding source on 100 years "of placing the Nation's recent civil rights progress in its historical context" (Letter of Transmittal, iii).

• Gibbs, Wilma L., ed. *Indiana's African-American Heritage: Essays from Black History News & Notes*. Indianapolis: Indiana Historical Society, 1993.

Contains an informative article on the history of the Evansville Argus written by Darrel Bigham.

• Hine, Darlene Clark. *When the Truth is Told: A History of Black Women's Culture and Community in Indiana, 1875-1950*. Indianapolis: The

National Council of Negro Women, Indianapolis Section, 1981.

Chapter Four of this publication is an in-depth look at Evansville's Sallie Wyatt Stewart.

• Sprinkles, Dallas W. *The History of Evansville Blacks*. Evansville: Mid-America Enterprises, 1974.

A general, informative history of early Evansville black community.

• Thornbrough, Emma Lou. *Since Emancipation: A Short History of Indiana Negroes, 1863-1963*. [Indianapolis]: Indiana Division American Negro Emancipation Centennial Authority, [1963].

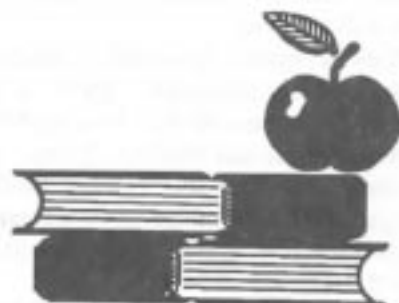
This excellent 98-page book is out-of-print but available in libraries.

• Thornbrough, Emma Lou. *The Negro in Indiana: A Study of a Minority*. Indianapolis: Indiana Historical Bureau, 1957.

An excellent general source for the period up to 1900. There is a 1994 reissue by Indiana University Press.

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**A Note Regarding Resources:** Items are listed on this page that enhance work with the topic discussed. Some older items, especially, may include dated practices and ideas that are no longer generally accepted. Resources reflecting current practices are noted whenever possible.

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*The Indiana Historian* fulfills the mission of the Indiana Historical Bureau by providing resources and models for the study of local history to encourage Indiana's citizens of all ages to become engaged with the history of their communities and the state of Indiana.

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