

**Instrument of Change:
The *Pittsburgh Courier*: 1940 – 1952**

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Pittsburgh Arsenal 6 through 8***

NARRATIVE

The curriculum, *Instrument of Change: The Pittsburgh Courier: 1940 – 1952*, is designed to be used in an 8th grade middle school Social Studies class. This unit provides an entre for students to explore a critical time in our nation’s history (1940 – 1952) through the lens of the *Pittsburgh Courier*. Upon completion of this unit of study, students will have developed an understanding of the historical tenor of the times over a little more than a decade and the important role the *Pittsburgh Courier* played as an instrument of change in capturing critical moments in time for posterity, and ultimately breaking down barriers in a multitude of areas that before, were less than accessible to the African American.

Over the nine week period, students will be able to advance their critical thinking skills, and convey new knowledge gleaned from research and oral history interviews by way of open discourse with peers and professionals, and through the written word. *The Pittsburgh Courier* had 14 editions across the country; it covered news of interest to the African American, [and interested Americans of varied ethnicities, as well,] throughout the nation at a time when desegregation in the workplace, leisure pursuits, the armed forces, and education were touchy issues for many who desired to maintain the status quo.

The following prerequisites are required for students engaged in this curriculum:

- Knowledge of the writing process
 - Knowledge of and engagement in accountable talk in the classroom
 - Engagement in think-pair-share grouping
 - Knowledge of the various genres of writing
 - Knowledge of the interview process
 - A willingness to engage in historical research and assignments covering 1940 - 1952
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The unit will cover the following topics/themes from which students are to choose their particular area of interest to research.:

- The *Pittsburgh Courier's* Coverage of World War II and the Double V Campaign
- The *Pittsburgh Courier's* Coverage of the Tuskegee Airmen
- Crusaders for Change: Eleanor Roosevelt, Jesse Vann, and Daisy Lampkin
- Ollie Harrington & Jackie Ormes: Cartoonists and Cartoon Culture in the Courier
- Life and Leisure Pursuits in Pittsburgh in the 1940s and Early 50s through the Lens of *Pittsburgh Courier* Photographer, Charles "Teenie" Harris
- The *Pittsburgh Courier*, Zora Neale Hurston, and the Ruby McCollum Case

All of the topics are to be researched using archival newspapers of the *Pittsburgh Courier* that are available at Hillman Library. In order to orientate students with the collection, arrangements will be made with the University Library System for a tutorial which the students will attend during the first week of study. This will enable students to review prerequisite research skills, in addition to locating varied primary and secondary resources that are available for the students to use for their research project. In addition, the *Pittsburgh Courier* newspaper archives can be accessed through Pro Quest. Topics that are not chosen for research will be covered in class during the nine week period. The rationale for not using readily available resources is that it gives the student an opportunity to experience "hands on" research with primary documents and secondary documents. These are skills that will transfer readily to more advanced study as they enter high school.

WORK GROUPS:

Throughout the duration of the unit of study, students will work in cooperative groups that are formed based on the topic the student chooses. Each week students will gather in their thematic groups. These work groups will be formed at the beginning of the unit and remain consistent throughout the unit of study. The concept of congenial team work will be cultivated. Students will keep a research log to be turned in along with their essays at the conclusion of the unit. (These groups are meant to be a source of support so that no students feel as though they are on an island, all alone with no life line.) Students will conduct their research independently, with the idea of building their bibliography entries as they progress. The use of note cards listing pertinent, but brief information on each source they choose is also a requirement. Students have the option of presenting as a group, or independently.

ORAL HISTORY INTERVIEWS:

Within these established groups, students will also prepare thematic questions to engage their subject in an oral history interview. A draft of these questions must be submitted for review prior to the scheduled date of the subject interview. Interviews must be transcribed. During the course of study, time will be allotted for each student and/or group to present on the subject of their interview. Information gleaned from these interviews will be incorporated into the student[s] culminating project, the research paper.

Interviewees:**Areas of Expertise:**

Bill Nunn, actor:

Zora Neale Hurston, Ruby MCollum

John Brewer:

Ruby McCollum; Life and Leisure Pursuits in Pittsburgh

George Barbour:

Pittsburgh Courier and the Tuskegee Airmen; Cartoonists:

Jackie Ormes, Ollie Harrington

Thaddeus Mosley:

Life and Leisure Pursuits in Pittsburgh; Integration of Sports

Mary Jane Page:

Crusaders for Change: Eleanor Roosevelt, Jesse Vann, Daisy Lampkin

BRAINSTORMING:

Each group will appoint a facilitator, recorder, and spokesperson. The facilitator's job is to establish the agenda, identifying areas of interest to be discussed pertaining to their topic; the recorder's job is to chart/record the most significant issues, and proposed resolutions in dealing with individual difficulties surrounding their research topic; and the spokesperson's job is to share those results with the whole group. Each group will be given a sheet of chart paper on which to record; when completed, this chart will be posted in a designated area. The recorder for each group will share-out their concerns and resolutions with the whole group.

OVERVIEW PRESENTATIONS:

All students are required to present an overview of the topic/theme they have chosen to present on. Time will be allotted for group response [feedback] to each overview presentation. All students are required to take notes /formulate questions on each overview presentation and turn them in at the end of the class period.

IN-CLASS STUDY:

Although a significant portion of this unit of study is dedicated to research, the remainder of our time will be used wisely in in-class study and discussion of a critical time period within our nation's history[1940 – 1952] and the significant role the Pittsburgh Courier played in that process. A review of assigned articles and texts chosen expressly for this special unit will be the focus of our in-class study.

Because of the timeframe, it is unrealistic to believe that the majority of the students involved in this unit will come equipped with sufficient background knowledge of historical events and

pertinent issues that enveloped our nation, and severely impacted the lives and livelihoods of African Americans throughout our nation. Therefore, it is necessary to the success of the unit to provide students, as well as teachers with an overview of the period which is the focal point of this unit. In conjunction with background information, there is a need to provide a list of relevant terms and vocabulary that may not be all too familiar to the student. Students will need to be introduced to these words rather early in the unit. Although they most probably will encounter them in their in-class readings, a list of selected words indicative of their unit of study will be provided. The following vocabulary words/terms have been identified as germane to the students understanding of this time period:

Double V Campaign	Black Cabinet	segregation
The <i>Pittsburgh Courier</i>	syndicate	barnstorm
Tuskegee Airmen	desegregation	Local 471
redline	sedition	McCarthy Era
World War II	paramour rights	injustice
expatriate	desert	patron

While not all-inclusive, the terms and vocabulary listed above are all germane to the unit of study in which 8th grade Social Studies students will be engaged. Undoubtedly, other words and terms that need clarification will surface, and be addressed within individual groups or whole group discussions, over the nine week unit of study. All of the aforementioned words/terms, in addition to those identified within individual groups, will be added to the “word wall” posted in the classroom.

BACKGROUND INFORMATION:

Whereas this unit of study was prepared with 8th grade public/private school student residents of the city of Pittsburgh in mind, it is certainly suitable to adaption in any city or state desirous of studying the impact of a major weekly black newspaper, which at one time, had as many as fourteen editions across the country.

A portion of today’s youth may be acquainted with *The New Pittsburgh Courier*, however, few may be aware of the newspaper’s true origin, or the impact that its parent publication, *The Pittsburgh Courier*, had as a national instrument of change in helping to secure freedoms for African Americans across the nation. The fact that the *Pittsburgh Courier* was a local paper allows the student the opportunity to take a vested interest in its study, and the study of those individuals, from near and far, who were instrumental in changing the history of a people. In addition, a unit of study, such as this one, promotes a culturally responsive approach to education. Particularly, it allows the student and teacher to benefit from an exchange of culturally rich information that promotes value and understanding among individuals from diverse backgrounds.

The purpose of this proposed unit of study is to grant 8th grade middle school Social Studies students access and the tools with which to explore a critical time in our nation's history (1940 – 1952) from the lens of the *Pittsburgh Courier*. Founded in Pittsburgh, PA in 1907, soon-to-be editor and owner Robert L. Vann was at the helm by 1910.

Vann, deceased in 1940, left control of his paper to his wife Jesse Vann, editors Ira Lewis and P. L. Prattis who succeeded in piloting the paper to insurmountable heights. By the 1940s, it was the top selling black weekly newspaper in the country; Robert L. Vann would have been proud. Through the *Pittsburgh Courier*, Vann had created a blueprint for leadership, and groomed his immediate successors well.

The *Pittsburgh Courier*, touted as the nation's premier black news weekly of the 20th century, heralded the need for full integration in jobs, housing, education, the armed forces, and sports. In the 1940s, this crusade was preeminent, particularly with the onset of World War II. It was the *Pittsburgh Courier* that led the Double V campaign, advocating victory at home for the African American as well as our nation's victory abroad in aiding the oppressed. If blacks were good enough to fight for the four freedoms for their fellow men and women overseas, then it was only right that they enjoy access to these same freedoms on their own turf. By developing and promoting the double v campaign, the *Pittsburgh Courier* inspired blacks as well as many whites to rally around this belief.

On the home front, the *Pittsburgh Courier* continued to battle desegregation in housing, jobs, education, healthcare, and sports; even musicians had a rough time gaining access to employment regardless of their affiliation with union Local 471, which was also segregated. The *Pittsburgh Courier* provided a lens through which the nation, regardless of race, could see and read the atrocities, and gross injustices that impacted the African American, not only in Pittsburgh, but throughout the country, on a weekly basis.

During the 1940s, the *Pittsburgh Courier* published fourteen editions of the paper in various cities across the US, and employed some of the most talented Negro editors and reporters, both men and women across the nation; among them: P. L. Prattis, Bill Nunn, Sr., J. A. Rogers, George Schuyler, Ollie Harrington, Jackie Ormes, Wendell Smith, Fank Bolden, Chester Himes, Edna McKenzie, photographer Charles "Teenie" Harris, and noted author Zora Neale Hurston.

Student access to recent scholarship on post World War II history in Pittsburgh with the gathering of oral histories that reflect the last remaining vestiges of an era long past will provide valuable primary resources for students. This endeavor was initiated through the Center for African American Urban Studies Education out of Carnegie Mellon University under the direction of Dr. Joe Trotter, and co-author Dr. Jared Day.

Over time, it has become apparent that students within the Pittsburgh region have become less and less familiar with events, individuals, and landmarks locally, as well as nationally, that, through the years, have had a serious impact on the freedoms they now enjoy. For many youth, the idea of *white only* and *colored only* labels splashed across water fountains, doctor's sitting

rooms, transportation waiting rooms, and bathroom and theatre entrances, may be inconceivable. The practice of redlining, forbidding blacks to move into certain areas of the city and suburbs because they were the wrong skin color, today, may also seem incredulous for the student not well acquainted with this era of our American history.

As the headquarters for the most widely read black newsweekly in the country, *The Pittsburgh Courier*, Pittsburgh figured prominently as a destination to which many distinguished individuals in government, sports, and entertainment were drawn. First Lady Eleanor Roosevelt was a frequent visitor to Pittsburgh; *Courier* owner Robert L. Vann was a part of President Franklin Delano Roosevelt's Black Cabinet. This cabinet was formed by way of the encouragement of President Roosevelt's wife Eleanor, who felt that the president would benefit from an identified group of black leaders from across the nation who could be called upon to give FDR advice on what was then perceived as the "Negro Problem."

Songstress ,and later, actress, Lena Horne made Pittsburgh her home, along with her husband and small children before her solo departure for New York, and ultimate fame in Hollywood. Heavyweight champion Joe Louis was a frequent visitor to Pittsburgh and to the *Courier* office. When not in the ring, Joe Louis barnstormed across the country with his softball team, the Joe Louis Bombers. For Louis, Pittsburgh was a second home. Louis, too, was often the focal point of Pittsburgh Courier photographer Teenie Harris's lens. Not only was Louis important to the city of Pittsburgh, Louis was, in many ways, the Great Black Hope. It took the nation a bit of time to get over the arrogance of former black heavyweight champion Jack Johnson, labeled as arrogant, a lover of white women, and a Negro who definitely did not know his "place" and if he did, he defiantly refrained from being submissive in a culture that would readily deny him the right to exercise his constitutional rights. Louis was trained to be much more low key, and not as arrogant. During World War II, it was Louis who represented the hope of America, battling it out with German heavyweight contender Max Schmeling. Ironically, a win for Louis was a win for America.

Ultimately, through guided and independent access to *Pittsburgh Courier* archival information, conducting oral histories from individuals who lived during the time period. Reportedly labeled the crossroads of the world by Harlem Renaissance writer Claude McKay [who at one time was married to famed artist and former Pittsburgh resident, Selma Burke], Pittsburgh was the home of an incredible number of jazz musicians: Billy Eckstine, Earl "Fatha" Hines, Maxine Sullivan, Mary Lou Williams, Erroll Garner, Art Blakey, and many more. Each of the aforementioned musicians is a study in greatness for any student interested in pursuing the *Courier's* coverage of life and leisure pursuits in the city of Pittsburgh.

Two of the nation's most admired cartoonists worked for the *Pittsburgh Courier*: Ollie Harrington and Jackie Ormes. Ollie Harrington, whose acclaimed cartoon, *Bootsie*, appeared weekly in the *Pittsburgh Courier*, would eventually become an expatriate of the United States, removing himself to Paris, and then on to Germany, where he lived until the time of his death. Jackie Ormes, a native of Pittsburgh, has the honor of being the first African American female cartoonist of a syndicated column. Her syndicated cartoons *Torchy Brown* and *Patty Jo 'n' Ginger* were a staple in households across the country. Like Harrington, Ormes was also a

subject of interest with the FBI; both held under suspicion of engaging in what was perceived as “un-American activities” during the McCarthy era in the 1950s.

Photographer, Teenie Harris, was sent on assignment by the *Pittsburgh Courier* to Tuskegee, to photograph the Tuskegee Airmen. Reportedly, there were rumors abounding that the Tuskegee recruits were not permitted to be trained with real weapons. Harris, and another reporter were sent on assignment to ferret out the truth.

Ultimately, this unit will increase the students knowledge of how the journalist prowess of the *Pittsburgh Courier* fleshed out the critical and disturbing issues of the 1940s and early 50s and ultimately brought about change not only within a city, but succeeded in leaving an indelible mark upon the country, as well.

STUDENT EXPECTATIONS

A student enrolled in this nine-week unit of study will be expected to:

- Participate in all class discussions
- Complete all assignments and projects on time
- Analyze and interpret material covered in class and outside reading assignments
- Respond orally and in writing to material presented in class (i.e., documentaries, visiting lecturers, student presentations) and to independent and assigned reading.
- Complete research projects in which he/she takes a position on a historical issue
- Utilize library resources and technology to complete assignments
- Define and apply all key terms relevant to content covered in class
- Raise questions about situations and events
- Infer reasons or causes for and effects of situations and events
- Differentiate fact from opinion and recognize statements of bias, and judge the validity of the evidence
- Know how African Americans responded to Jim Crow laws.
- Recognize many of the major events, individual and collective accomplishments of African Americans that helped to share in the development of the United States
- Recognize the changing roles of women

PENNSYLVANIA ACADEMIC STANDARDS COVERED:

8.1: Historical Analysis and Skills Development

8.2: Pennsylvania History

8.3: United States History

THE FOLLOWING STANDARD STATEMENTS IDENTIFY CONTENT TO BE COVERED IN THIS UNIT:

- Political and Cultural Contributions of Individuals and groups
- Primary Documents, Material Artifacts and Historical Places
- How Continuity and Change Have Influenced History
- Conflict and Cooperation Among Social Groups and Organizations

UNIT CURRICULUM OBJECTIVES:

As a result of participating in this Unit of study, students will be able to:

gain knowledge of the origin of *the Pittsburgh Courier*, and its editor and owner Robert L. Vann

identify key staffers/reporters, i.e, Ira Lewis, P. L. Prattis, Wendell Smith, Chester Himes, Joel A. Rogers, George Schuyler, Bill Nunn, Sr., Frank Bolden, Ollie Harrington, Jackie Ormes, and Zora Neale Huston and their role in catapulting the newspaper to prominence. Who were they? What and how did they contribute to the success of the *Pittsburgh Courier* in the 1940s and early 50s?

develop a clear understanding of the *Pittsburgh Courier's* ascent to the number one black newsweekly in the country during the 1940s and early 1950s.

enhance his/her knowledge and use of primary and secondary resources in conducting research

enhance his/her proficiency in strengthening interview skills necessary to obtain and transcribe oral history interviews

strengthen his/her ability to work as a team in their think-pair-share groups

strengthen his/her presentation skills when presenting before the whole group

maintain consistency in keeping a research journal

develop a bibliography of sources used in preparing his/her culminating project: the research paper

successfully utilize his/her knowledge of the writing process to complete an acceptable research paper in line with rubric requirements.

become acquainted with efforts to silence the black press, of which the *Pittsburgh Courier* was one, with accusations of sedition

demonstrate an understanding of the evolution of the Tuskegee Airmen, and the *Courier's* role in keeping desegregation of the armed forces at the forefront of its American readership

demonstrate an understanding of the *Courier's* role in keeping desegregation of sports in the forefront of its readership.

ferret out topics within the pages of the *Pittsburgh Courier* not covered in this Unit that may be of interest/importance to him/her during this era

become familiar with the Charles "Teenie" Harris Photographic Archives and the *Pittsburgh Courier* archives [contact: John Brewer] at the Carnegie Library, Oakland, and the *Pittsburgh Courier* Headquarters, South Side. Note: The Harris photos are also available as an on-line resource. [Pittsburgh Courier archived newspapers can be accessed through Pro Quest for teachers in various locations outside of Pittsburgh who may be interested in utilizing this unit of study].

become acquainted with various documentaries that highlight important issues covered by the *Pittsburgh Courier* during this era; i.e. *Torchbearers*, *Wylie Avenue Days*, *Fly Boys: The Tuskegee Airmen of Western Pennsylvania*; *Kings on the Hill*; *Jump at the Moon* (documentary on the life of Zora Neale Hurston; native Pittsburgher and former city editor of the *Pittsburgh Courier*, Frank Bolden, appears in this documentary).

through exploring the archives of editions of the *Pittsburgh Courier* in the 1940s and early 50s, viewing documentaries, and conducting oral history interviews, students will become acquainted with relevant issues for which the *Pittsburgh Courier* campaigned, i.e., the double V campaign; African American involvement in World War II; protests against segregating the Afro-American; Zora Neale Hurston and her important role in covering the Ruby McCollum murder case, etc.

STRATEGIES:

Utilizing research skills acquired over time, students will be able to explore the role of the *Pittsburgh Courier* in the Double V Campaign in 1942 and 1943; the changing role of women, i.e. Jackie Ormes, first African American syndicated female cartoonist; desegregation of the armed forces, integration of major league baseball, etc.

Re-acquainting students with primary and secondary documents through guided instruction will help in preparing students to conduct their own individual research.

By preparing relevant questions and conducting oral history interviews with subjects of their choice, or those provided, students will gain in depth knowledge of the time period and subject of their research which will better inform their research efforts in preparing their culminating project: the research paper.

A formal presentation of his/her oral history interviews to the whole class will increase their proficiency and confidence in giving oral presentations.

By participating in the viewing of documentaries that highlight important issues relevant to the era, which is the focal point of this unit of study, students will gain further insight on areas of interest not covered through their own individual research efforts. Students will answer questions prepared in advance for each documentary. At the conclusion of the portion of film viewed, students will engage in an open dialogue as part of a whole group discussion.

Weekly topics to be covered include:

World War II and the Double V Campaign

The Pittsburgh Courier's Coverage of the Tuskegee Airmen

Crusaders for Change: Eleanor Roosevelt, Jesse Vann, and Daisy Lampkin

Cartoonists and Cartoon Culture in the Pittsburgh Courier

Life and Leisure in Pittsburgh in the 1940s and Early 50s through the Lens of Photographer, Charles "Teenie" Harris

The Pittsburgh Courier, Zora Neale Hurston, and the Ruby McCollum Case

The Crossroads of the World: How the Pittsburgh Courier Heralded Pittsburgh as a City of Jazz Greats

The Role of the Pullman Porter as an Agent of Change

**SAMPLE
LESSON PLANS:**

WEEKS ONE AND TWO

Week One:

Monday:

Video: *Wylie Avenue Days*

Instructor will distribute a syllabus and review requirements and deadlines with the students.

Students will view the video tape *Wylie Avenue Days*. Produced by WQED, this documentary film chronicles the day to day lives and businesses of African Americans in Pittsburgh during the 1940s and 1950s. In conjunction with viewing the film, students will be given companion questions provided by the instructor to be answered while viewing the film. Whole group discussion will follow.

In order to access prior knowledge, students will be given a questionnaire to complete. This will allow the instructor to gain an understanding of how much awareness the student has around the era (1940 – 1952) to be covered. Whole group discussion will follow; student responses will be charted and posted for reference.

Tuesday:

Instructor will present an overview of possible topics/themes for students to choose from in completing his/her culminating project: the research paper. Once this review is complete, students will make his/her individual choice. Students researching the same topic will be placed in research teams (think-pair-share groups).

Students will be presented a list of possible interviewees for his/her oral history component of their research paper. Those students who have chosen the same theme may develop questions collaboratively to present to their interviewee, and record their responses individually at the scheduled time for the designated interview. Completed interview questionnaire is due by Friday for review and approval by Instructor.

Wednesday:

Students will visit Hillman Library for an orientation on how to access the *Pittsburgh Courier* archives on micro fiche. Since students are required to conduct their research primarily as homework assignments, much of their access to primary documents will occur after school hours or on weekends. Students will receive their research logs to begin documenting the research process. However, subsequent Wednesdays will be earmarked for research in the computer lab. Students may access the *Pittsburgh Courier* Archives through Pro Quest.

Thursday:

Think-Pair-Share (Research Groups)

Since this is the first collaborative group session, students will appoint a group leader (facilitator), a recorder, and a presenter. These roles will rotate, weekly, giving each member an opportunity to function in each role.

Students begin collaborative or individual work on assembling their interview questions. Handouts on how to prepare interview questions and conduct a proper interview will be distributed.

Each group will be given a piece of chart paper on which to record issues of concern; resolutions; successes and perceived failures. Each group will be given time to share-out with the whole group. Feedback from fellow classmates will be solicited.

Friday:

Think-Pair-Share (Research Groups)

Groups will reconvene to complete interview questions to be turned in by the end of the class period.

Week Two:

Monday:

Instructor will distribute interview questions to each group. Instructor will prepare a list of interview dates and times for those community members with expertise in a particular topic of interest the student has chosen. Students will conduct his/her interview within that designated time period that has been pre-arranged. All interviews and transcripts are to be completed by Week 4.

Tuesday/Wednesday:

Review of relevant terms and vocabulary germane to the unit of study, followed by brief group discussion.

Film: *Kings on the Hill*, by Rob Ruck

This film chronicles the bittersweet rise and fall of Negro League Baseball in Pittsburgh. Pittsburgh had the distinction of having two first-class Negro League teams: The Homestead Grays and the Pittsburgh Crawfords. The integration of major league baseball in the early 40s saw the demise of Negro League Baseball. For those local residents who enjoyed rooting for their favorite teams, practically in their own backyards, the integration of major league baseball was truly a bittersweet victory, and marked the subsequent end of a favorite leisure pastime for many African Americans.

Students will answer companion questions while viewing the film. Whole class discussion will follow.

Homework:

Students will prepare a 1 -2 page overview of the topic they have chosen to research.

Thursday:

In their think-pair-share groups, students will engage in peer review of drafts of their overview. On a pre-printed questionnaire, group members will respond to strengths and weaknesses in each paper. These responses will be turned over to each student, who will, in turn, incorporate relevant suggestions into final copy of overview.

Homework:

Students will prepare the final, type-written copy of the topic they have chosen to research.

Friday:

Students will present their overviews to the whole group. At the conclusion of class, all papers, [along with peer responses to drafts] are to be turned in.

BIBLIOGRAPHY WITH ANNOTATIONS

Buni, Andrew. *Robert L. Vann of the Pittsburg Courier: Politics and Black Journalism*. Pittsburgh: University of Pittsburgh Press, 1974. Buni provides a wealth of background information on *Courier* owner Robert L. Vann and how the *Pittsburgh Courier* evolved. Good background information on the origins of the *Pittsburgh Courier* for students.

Dyer, Ervin. Porters “Underground Railroad” Carried Pittsburgh Courier into the South. “*Pittsburgh Post-Gazette*, (202, February 24) <http://post-gazette.com>. Ervin Dyer’s commentary on ways in which black Pullman porters hid newspapers on trains for distribution in the South,

which ultimately increased the Pittsburgh Courier's widespread readership and promoted its advancement as the nation's leading black news weekly. Provides critical information for students in their understanding how the *Courier* was initially secretly transported from one location to the next, and why such a movement was necessary.

Glasco, Larry A., ed. *The WPA History of the Negro in Pittsburgh*. Pittsburgh: University of Pittsburgh Press, 2004. Glasco edits the WPA papers of black life in Pittsburgh from colonial times through the 1930s. This text will give students an interesting perspective on black life in Pittsburgh before desegregation, dislocation, and the Civil Rights movement; also an idea of how the black press evolved in Pittsburgh.

Goldstein, Nancy. *Jackie Ormes: The First African American Woman Cartoonist*. Michigan: University of Michigan Press, 2008. Goldstein explores the personal and professional life of Jackie Ormes, the first African American syndicated female cartoonist. Ormes, a native of Pittsburgh began her career with the *Pittsburgh Courier* in the 1940s.

Harrington, Ollie. *Bootsie and Others: A Selection of Cartoons*, New York: Dodd, Mead and Company, 1958. A collection of Harrington's most famous cartoons, including the well-known "Bootsie" which was widely circulated by the *Pittsburgh Courier* in its numerous editions.

Hinshaw, John. *Steel and Steelworkers*. New York: State University of New York Press, 2002. Hinshaw provides a historical analysis of the history of racism in the steel industry over four decades.

Hurston, Zora Neale. *Dust Tracks on A Road: An Autobiography*, New York: J. B. Lippincott, Inc., 1942. Noted Harlem Renaissance author Zora Neale Hurston shares insights into her life from childhood through adulthood. An interesting account of a well-know author who also wrote for the *Pittsburgh Courier*.

Inge, M. Thomas, ed. *Dark Laughter: The Satiric Art of Oliver W. Harrington*, Jackson: University Press of Mississippi, 1993.

BIBLIOGRAPHY WITH ANNOTATIONS (continued)

Inge, M. Thomas, ed. *Why I Left America and Other Essays*, Jackson: University Press of Mississippi, 1993.

Ruck, Rob. "Baseball and Community: From Pittsburgh's Hill to San Pedro's Canefields," *NINE*, Summer 1998.

Senna, Carl. *The Black Press and the Struggle for Civil Rights*. New York: Franklin Watts, 1993. Senna's book chronicles over a century of journalists' attempts to evoke change through the development of black organizations, to impact the outcome of certain events, and to keep everything deemed newsworthy and beneficial to the African American at the fingertips of its black readership. Although Senna looks at the origins of the black press, in general, he focuses on the prominence of the *Pittsburgh Courier* in black America's struggle for civil rights.

Washburn, Patrick. "A Question of Sedition: The Federal Government's Investigation of the Black Press During World War II ." New York: Oxford University Press, 1986. Author Patrick Washburn explores the pressure administered by the government to interrogate and intimidate several black newspapers, accusing them of sedition.

ANNOTATED DOCUMENTARIES

Fly Boys: Western Pennsylvania's Tuskegee Airmen, WQED Pittsburgh, 2008.

A detailed personal account of the life and struggles against racism in the military from the perspective of Western Pennsylvanians who were a part of the proud all black Tuskegee Airmen.

Jump at the Sun, PBS American Master, 1984. A thorough documentary on the life and trials of Harlem Renaissance writer Zora Neale Hurston. Former *Pittsburgh Courier* city editor Frank Bolden is also interviewed, and talks about Zora's time with the *Pittsburgh Courier*.

Kings on the Hill: Baseball's Forgotten Men, Rob Ruck, writer, producer. Broadcast NBC, 1993. This film documents the history of black baseball in Pittsburgh. Pittsburgh was unique in that it had two Negro League Baseball teams: The Homestead Grays and the Pittsburgh Crawfords. Ruck succeeds in gathering interviews from several of the last remaining league players of those teams, along with priceless film footage of a day gone by.

One Shot: The Life and Times of Teenie Harris, 2001. *Pittsburgh Courier* photographer took over 80,000 images of African American life and leisure in Pittsburgh and the surrounding area in his more than 40 year career. This documentary provides commentary from Teenie, himself, and those individuals who had the privilege of working along with him.

The Black Press: Soldiers Without Swords, 1998. Stanley Nelson, producer. Half Nelson Productions. This documentary film chronicles the history of the black press with a significant focus on the rise of the *Pittsburgh Courier*, and interviews with former staffers.

Torchbearers, WQED Pittsburgh, 2006. This documentary chronicles the struggles and achievements of Pittsburgh's civil rights champions Reverend LeRoy Patrick, Alma Speed Fox, and others in their quest to end discrimination.

Wylie Avenue Days, QED Communications, Inc. 1991. A look at life and leisure in one of Pittsburgh's oldest predominantly African American communities, popularly known as the Hill District.
