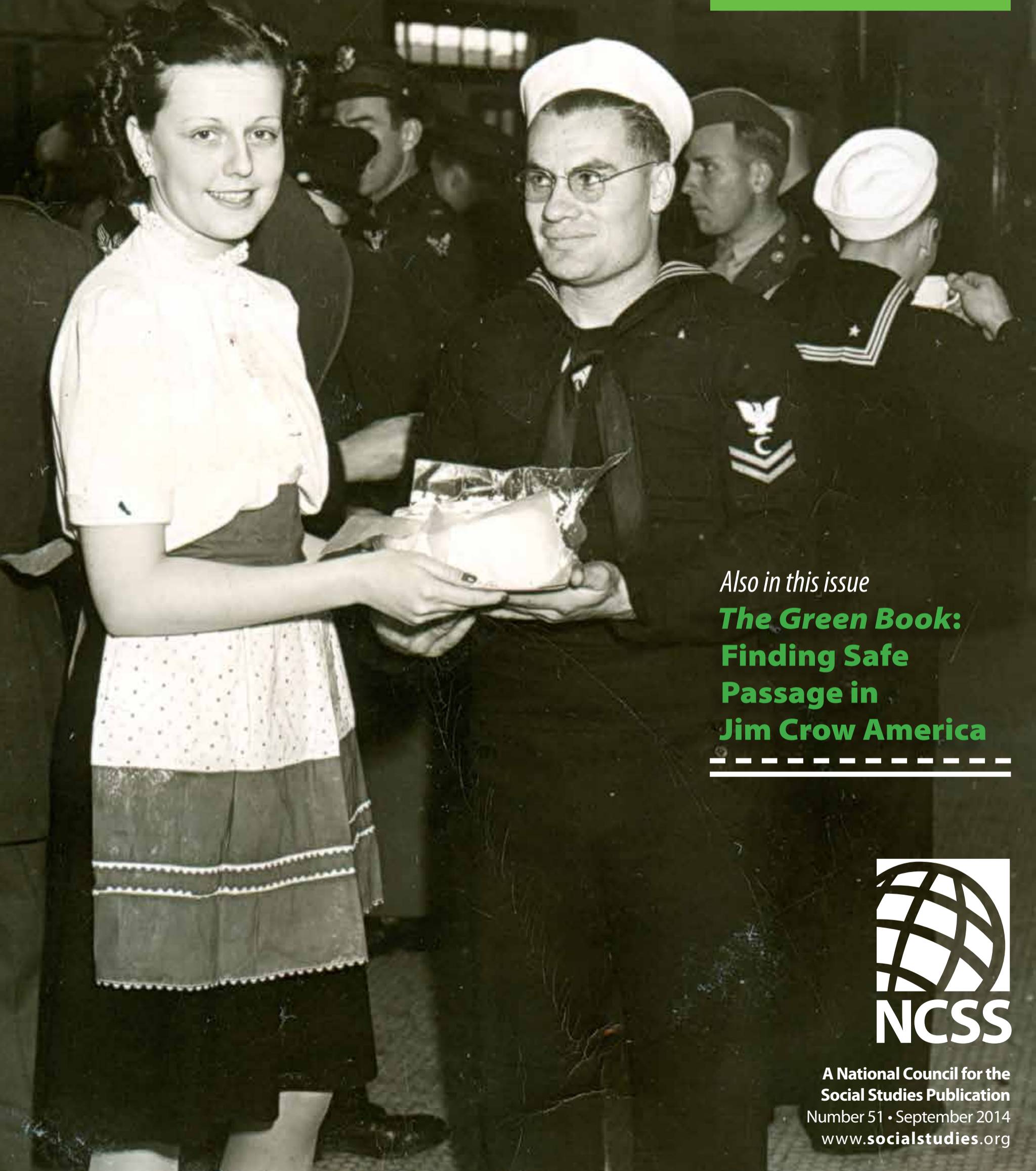


NORTH PLATTE CANTEEN NEBRASKA 1941

mll
middle level learning



Also in this issue

***The Green Book:
Finding Safe
Passage in
Jim Crow America***



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The North Platte Canteen

Home-Front Hospitality in Nebraska

Eric Groce, Tina Heafner, Elizabeth Bellows, and Robin Groce

The platform outside the depot was buzzing with excitement. Family members, sweethearts, friends, and neighbors crowded together, trying to stay warm in the biting Nebraska winds that afternoon of December 17, 1941. They had gathered to say goodbye to young men who would soon arrive at the train station. On December 8, President Franklin Delano Roosevelt had broken the news to the nation: America was at war. Many of the “boys” from North Platte and surrounding towns had joined Company D of the Nebraska National Guard, and it was rumored that their troop train would be passing through -- and pausing for a few minutes while the tender rail car was filled with water and the wheels of the steam locomotive were lubricated. This would be a fleeting moment when the crowd on the platform could give moral support and material comfort to their soldiers.

The news had spread by word of mouth throughout the day. The train, running a few hours late, finally arrived around 4:30 p.m. Anticipation quickly turned to disappointment as the crowd on the platform, which had grown to about 500 people, realized those aboard were not their local boys. Instead, a trainload of Kansas soldiers stared out the windows at the disheartened masses. After a few moments, someone yelled, “Well, what are we waiting for?” and began distributing the cakes, cookies, cigarettes, and magazines to soldiers through the open windows. One man, who brought \$5 for his son, handed it up to a young soldier who he did not know. Every single gift was given away to perfect strangers.

A Letter to the Editor

After the train pulled away, Rae Wilson, who had hoped to see her brother, continued to think about the reception her town had given the soldiers in just a few short moments. Her musings spurred an idea: What if she and others from North Platte could give every train full of soldiers, sailors, and Marines the same warm welcome and home cooking? The very next day, December 18, *The North Platte Daily Bulletin* published her letter asking for help from the community. “We can do our part,” she urged her neighbors, adding that she “would be more than willing to give [her] time without charge and run this canteen” to help the soldiers “keep up their spirits.” Towns across America were quickly mobilizing to support the war effort, and Wilson urged the residents of North Platte to give the soldiers on the Union Pacific rail line a ten-minute taste of home before they were shipped overseas.

Wilson ended her letter with, “Let’s do something and do it in a hurry!” Then she began to visit downtown storekeepers, asking for donations of magazines, candy, fruit, and whatever

else they wanted to contribute. She asked friends to bake dozens of cookies, cakes, and other homemade goods. Finally, she recruited some younger ladies to serve as “platform girls” to carry the baskets of food to the trains and visit with the homesick soldiers.

Getting Organized

A few days later, a canteen committee was formed, with Rae Wilson serving as chair. The committee’s mission was admirable but daunting: to meet every train carrying troops for the duration of the war, and to treat the soldiers to a helping of Midwest hospitality. On Christmas Day, 1941, North Platte’s World War II canteen began a mission of love that would last an astounding 51 months.

A handful of volunteers, working out of the nearby Cody Hotel, met the first train with smiles, treats, and holiday greetings. The operation soon outgrew its meager facilities and Rae Wilson petitioned William Jeffers, the president of the Union Pacific Railroad, to use the inactive lunchroom at the depot to prepare and serve food as well as host the troops, giving them a chance to step off the train and stretch their legs. Jeffers, a lifelong railroad man and a native of North Platte, promptly agreed. Canteen organizers, forever grateful for his help, placed a large picture of North Platte’s famous son in his stovepipe hat above the serving table, as if he were overseeing the entire operation (See page 5).

Up and Running

The canteen opened each day at five in the morning and continued until the last train for the day had departed, resulting in shifts that could last almost 20 hours. After North Platte’s citizens started the program, other communities soon pledged their help. A group from the neighboring town of Ogallala, about 50 miles west, was the first to volunteer. Soon thereafter, auxiliary groups, churches, ladies clubs, and other civic organizations from as far away as 200 miles devoted one day each month to provision the canteen and serve whoever arrived on the train.

Jobs at the canteen included making sandwiches,

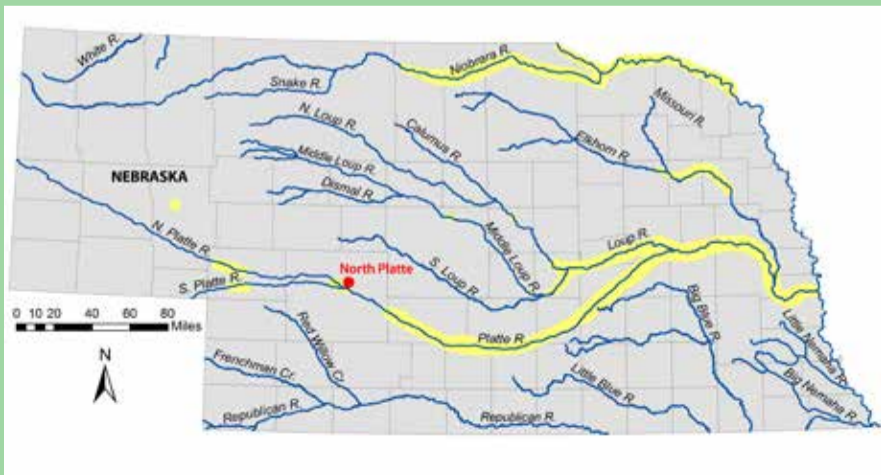
ON THE COVER: A North Platte Canteen volunteer gives a slice of cake to a sailor, ca. 1941. Courtesy of the Lincoln County Historical Museum, North Platte, Nebraska

refilling coffee urns, washing dishes, restocking magazines, cleaning, and organizing food tables in between trains. At the beginning of the war, troop movement was a well-kept secret, accessible to only essential military and transportation officials. In order to give canteen volunteers a few minutes head start in preparing for the next incoming train, Union Pacific operators would call the depot and instruct them in code: "Put the coffee pot on" signaled an approaching train. Platform girls stood between the depot and the tracks, inviting troops to debark, directing them inside with a smile and a promise of home cooking.

After entering the depot, the soldiers were often amazed at what they saw: a multitude of tables filled with plates of fried chicken, stacks of freshly prepared sandwiches, platters overflowing with doughnuts, cookies, and fruit. The menu changed daily, depending on which communities had volunteered and what food they had brought. Some food items, like meat, could be scarce during the war. After residents in Stapleton, Nebraska, participated in an annual pheasant hunt, they prepared and served pheasant sandwiches, and presented the soldiers with tail feathers to stick in their caps like *Yankee Doodle*. On the third Wednesday of every month, the ladies from Big Springs, Nebraska, baked pies: apple, cherry, raisin, sour cream, and more. Behind every table stood the day's volunteers, often adorned in their Sunday church dress (and an apron) offering a half pint of cold milk and asking, "Is your birthday today?" Any soldier who said "yes" was presented with a birthday cake to take with them on the ride.

SIDEBAR: Platte—A River and a Town

The Platte River, which meanders for about 310 miles in central Nebraska, is formed by the confluence of the North Platte and South Platte rivers. This broad, shallow, and muddy river flows eastward, finally spilling into the Missouri River at the Iowa border below Omaha. The name Platte (which rhymes with "hat") is of Pawnee origin, and the old Oregon Trail followed much of the river's length. The City of North Platte, located at that confluence, is home to one of the world's largest rail yards. North Platte has a population of 24,733 according to the 2010 census.



http://ternandplover.unl.edu/images/birds/plover/LETE_P IPL_Range_Map.jpg

Serving Heart and Mind

Bookshelves contained comic books, sports books, Bibles, and popular magazines such as *Life*, *Reader's Digest*, and *Time*. When soldiers asked, "How much do I owe ya?" they were amazed at the reply, "It's all free!" In one corner of the depot sat a piano and an assortment of sheet music. The lyrics of "Praise the Lord and Pass the Ammunition," "Don't Sit Under the Apple Tree," and other popular songs filled the grand room amid sounds of clinking coffee mugs and chatter about the war. Local church choirs often performed popular hymns of that era. In a few short minutes, the train was ready to depart and the conductor issued the call, "All aboard!" Soldiers scrambled to finish a piece of pie or sign a postcard and thank their hosts before dashing out the wooden double doors and back onto the train that would take them east across the Atlantic to North Africa or Europe, or west to islands in the middle of the Pacific. Canteen workers gathered on the platform to wave and shout encouragement as the train pulled away before running back inside to restock and prepare for the next wave of soldiers.

A Sustained Effort

This scene was recreated day after day, for every train, for more than four years, until the troops returned from battlefields across the globe.

The volunteers' warm welcome, albeit delivered at a frantic pace, was such a respite because many soldiers were just out of high school and had never ventured more than a few hours from home. The trains were often hot, noisy, and overcrowded. There was no air conditioning, and the windows were usually closed to keep out soot from the coal-powered engine. Soldiers shared cramped quarters with traveling families, salesmen, and other civilians. Many trains were without sleeping bunks or dining facilities, leaving soldiers to nap in their seats or the aisle and eat army issued field rations. When the train did have a dining car, the food was often expensive, especially for a soldier making as little as \$21 a month.

The Joy of Giving

Many canteens operated in urban areas and received substantial media attention and funding, including the Hollywood Canteen; the Stage Door Canteen in New York City; and others in Denver, Atlanta, and Houston. Conversely, a multitude of community-based Canteens, relying solely on local donations of food and cash, fed and entertained troops for a few minutes in rural areas such as Connellsville, Pennsylvania; Dennison, Ohio; and North Platte.

Looking back on this era, we can see that canteens were an example of women assuming new positions of leadership and responsibility in response to the demands of war. For example, women certainly displayed leadership throughout the life of the North Platte Canteen. Rae Wilson's letter to the editor inspired a "home front campaign" that was subsequently planned, operated, and sustained almost entirely by women,

Although other canteens garnered more notoriety in the press, the North Platte Canteen holds a special place in American history for several reasons. First, the entire operation was conducted using donations. Not one dollar was accepted from the city, county, state, or national treasuries, although President Roosevelt did personally contribute \$5 after hearing about the program. All positions, including platform girls, kitchen help, bookkeepers, dishwashers, and board members worked strictly on a volunteer basis.

Second, many communities came together to make it happen. After initial donations were received from local grocers and vendors, supplies and cash began to dwindle in North Platte due to the overwhelming demand of the operation, placing the future of the canteen in jeopardy. But then donations began to arrive from across America, mostly a few dollars at a time. Volunteers representing more than 125 communities in Nebraska, Colorado, and Kansas traveled to North Platte on their dedicated day to serve the men and

women riding the rails on their way to war.

Third, maybe the most impressive characteristic of the North Platte Canteen was the willingness of workers to serve all personnel without regard to race or military rank. In an era when African-Americans still faced a staunchly segregated nation with Jim Crow laws, the canteen operated without racial discrimination. In short, troops from all branches of the service, all ranks (enlisted soldiers and officers), and all ethnicities were welcomed. Soldiers from other Allied countries (English, French, Russian, Dutch, etc.) were also welcome at this genuine American heartland reception if they passed through this station.

Like other canteens across America, the North Platte Canteen required substantial labor and personal sacrifices by individuals, primarily women. The volunteers transformed a routine maintenance stop into an oasis for the troops. Yes, there were cookies and brief conversations, but there was something much deeper. The North Platte Canteen

ONLINE RESOURCES

"The Canteen Spirit" (PBS, 2006). This 60-minute video can be purchased at www.pbs.org; excerpts available at netnebraska.org/basic-page/television/canteen-spirit-0.

"The North Platte Canteen." An online exhibit of the Lincoln County Historical Museum at <http://www.lincolncountymuseum.org/>.

"On the Road with Charles Kuralt: The North Platte Canteen" (January 25, 1977), <http://www.ww2hc.org/emailarchives/2011/kuraltbook1.pdf>. This is a 6-page PDF, a transcript of Kuralt's interview with three women who remember the Canteen.

"North Platte Canteen," a website by Martin Steinbeck, www.npcanteen.net.

"Rosalie Lippincott on the North Platte Canteen," A video of 58 minutes, at <http://www.youtube.com/watch?v=XYHQRKUB62I>.



volunteers let the soldiers and sailors know that the folks back at the “home front” held them in their hearts. 🌐

ERIC GROCE is an Associate Professor in the Department of Curriculum and Instruction at Appalachian State University in Boone, North Carolina

TINA HEAFNER is a Professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte

ELIZABETH BELLOWS is an Assistant Professor in the Department of Curriculum and Instruction at Appalachian State University in Boone, North Carolina

ROBIN GROCE is Associate Dean, Reich College of Education, at Appalachian State University in Boone, North Carolina

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Lesson Plan: The North Platte Canteen, 1941

Grade Level: Grades 5–9

Time Required: Two 50-minute classes

Materials: Handouts that follow. Optional: viewing a free, online video.

Standards: A list of related Common Core Literacy; NCSS Social Studies; and C3 Framework standards is available from the first author.

Learning Objectives: Students will analyze and make inferences about historical documents. They will discuss and write about civic action, how and why it happens, and what sustains it.

Big Ideas/Ideas for Inquiry

How does civic action begin? Why does war sometimes bring out the best (not just the worst) in human beings? What issues or problems bring people together to take action? How are civic actions sustained “over a long haul?” How, and for whom, did rights and responsibilities change during World War II?

Procedures

1. Invite students to make guesses about what’s happening in the photo of food being served, on **Handout A**. What evidence in the photo supports their inferences? Students discuss their observations and write down their inferences. (Day 1–10 minutes)
2. Read aloud (or have students read) the previous article and/or students can view a short video about the North Platte, Nebraska, Canteen. (See videos listed in Online Resources, page 5) How close were students’ guesses in Step 1 above to the facts? (15 minutes)

3. Students individually read Rae Wilson’s letter to the editor and complete **Handout B**. Remark on how a community project began with one woman’s letter. (15 minutes)
4. Students gather into small groups to examine the photo with the piano, and complete work on **Handout C**. (Day 2–15 minutes) How is morale sustained in trying times?
5. Student groups examine the list of provisions on **Handout D** and analyze this hand-written document using **Handout E**. What can we learn from a list of food items? (20 minutes)
6. On **Handout F**, students can discover the ledger entry for President Franklin D. Roosevelt’s \$5.00 donation to the Canteen, and then gather insights from the other meticulous entries on that page.
7. Closing whole-class discussion. How does this historical example touch upon the big ideas, above? Have students witnessed or joined a volunteer effort? (15 minutes)

Assessment

Students’ written work on the handouts, and their participation in class and group discussions, can be used as measures of student learning. See also “Essay,” below.

EXTENSION ACTIVITIES

Essay: Students can use the RAFT writing strategy (Role, Audience, Format, and Topic) to draft a letter to the women and volunteers of North Platte Canteen, thanking them for their service at the depot. Or they could write to one of the troops shown in a photo as if it was that very day, thanking him or her for military service and sending well wishes as this young person (in the photo) goes off to war.

Oral History Project: The last item on Handout A asks students to think of a question that they would like to ask someone in the photo, if that were possible. At this moment in 2014, in some communities, it is still possible for students to find and interview men and women who served in the military or on the home front during World War II. Those people would now be in their nineties or older. Or perhaps interviewees who are now in their seventies could share memories of childhood as it was in 1941. Search on “oral history lesson” for how-to guidelines at www.oralhistory.org or www.pbs.org/independentlens or www.loc.gov/teachers/classroommaterials/lessons/using-history/procedure.html.

ANALYZING A PRIMARY SOURCE DOCUMENT

A Photograph: Food Being Served



Observations

Circle four details in the photograph that might be clues about when and where it was taken, and what might be happening. Explain your choices. Why did you draw circles in these places?

Inferences

Make a guess about what is happening, and write it down. Justify your guess. What can you infer from the details that you circled? You may describe other bits of evidence as you explain your inference.

Questions/Inquiry

Your teacher will describe what is happening in the photo. Afterwards, think of a question about the situation that you would like to ask. Write down your question. Imagine that you could travel back in time. To whom, in the photo, would you like to pose your question? Draw a square frame around that person's face.

ANALYZING A PRIMARY SOURCE DOCUMENT

A Letter to the Editor



Soldiers Canteen Here Is Suggested

Following the visit of the troop train here yesterday afternoon Miss Rae Wilson, sister of North Platte's Captain Denver Wilson, suggested that a canteen be opened here to make the trips of soldiers thru the city more entertaining. She offered her services without charge. Her public-spirited and generous offer is contained in the following communications to The Bulletin:

Editor, The Daily Bulletin:
I don't know just how many people went to meet the trains when the troops went thru our city Wednesday, but those who didn't should have.

To see the spirits and the high morale among those soldiers should certainly put some of us on our feet and make us realize we are really at war. We should help keep this soldier morale at its highest peak. We can do our part.

During World War I the army and navy mothers, or should I say the war mothers, had canteens at our own depot. Why

can't we, the people of North Platte and the other towns surrounding our community, start a fund and open a Canteen now? I would be more than willing to give my time without charge and run this canteen.

We who met this troop train which arrived about 5 o'clock were expecting Nebraska boys. Naturally we had candy, cigarettes, etc., but we very willingly gave these things to the Kansas boys.

Smiles, tears and laughter followed. Appreciation showed on over 300 faces. An officer told me it was the first time anyone had met their train and that North Platte had helped the boys keep up their spirits.

I say get back of our sons and other mothers' sons 100 per cent. Let's do something and do it in a hurry! We can help this way when we can't help any other way.

—RAE WILSON

Published in *The North Platte Daily Bulletin* on December 18, 1941.

Use the back of this sheet of paper to write your answers.

1. What had President FDR announced ten days before this letter was published?
2. Where is North Platte?
3. Who was the author of this letter?
4. What was the author's role or connection to the topic?
5. Who was the intended audience?
6. Why do you think this document was written?
7. What evidence in the document helps you know why it was written? Quote from the document.
8. List two things the document tells you about life in the United States at that time.

ANALYZING A PRIMARY SOURCE DOCUMENT

A Photograph: Gathering 'Round the Piano



Observations

Circle three details in the photograph that might be clues about what is happening at this moment in the Canteen. Explain your choices. Why did you draw circles in these places?

Inferences

Make some guesses about what people in the photo are talking about and how they are feeling. Write down your guesses.

Questions/Inquiry

Write about one of these questions. Share what you have written with your study group.

- Why were music and conversation part of the Canteen? Why not just provide snacks, clean rest rooms—and that's all?
- Can you think of two situations in which your community comes together (or could come together) to provide services for those in need? Write down your thoughts. Describe what happens, or what you think could happen, when volunteers in your community host an event or provide a service.

ANALYZING A PRIMARY SOURCE DOCUMENT

A List of Canteen Provisions

Stockville

150 lbs Roast Beef	27 Scrap Books.
800 Bottles milk	130 Candy Bars
12 Sheet Cakes.	145 Sacks pop Corn
3 Crates oranges	1 Pie
5 Bushels Apples	1 Puzzle
200 Loaves Bread	75 men & women
58 Lbs Coffee	washes. 14 Cars.
8 qts Salad Dressing	
27 doz Cookies	
72 doz Cup Cakes	
37 Birthday Cakes.	
30 doz Doughnuts	\$151.00
13 qts Pickles	
10 qts Cream	
88 doz Hard Baked Eggs	
73 Packages Cigarettes	
10 decks playing cards	
6 lbs Butter	
30 Tea towels	
350 mg	
23 Books.	

ANALYZING A PRIMARY SOURCE DOCUMENT

One Day's Canteen Provisions

The document is hand-written list of provisions needed for one day at the canteen.¹

1. What does the word “Stockville” mean at the top of the page? How can you verify your answer?
2. Try to read the list aloud with your study group. Take turns reading items down the list. Draw a circle around any item that you cannot decipher (figure out), and ask you teacher to explain it later during this period. For example, “350 mag” is short for “350 magazines.”
3. Families might have donated food that was grown on their own farm. Some items, however, like coffee beans, which are a tropical crop, had to be purchased. Underline items that might have been home grown on a Nebraska farm. It’s okay to guess.
4. What do you think “\$151.00” might mean?
5. Why did the volunteers give away things to entertain soldiers’ minds? Place a capital letter **R** after any **recreational** item. (For example, magazines.)
6. One item on the list reads, “73 Packages Cigarettes.”² Some cigarette companies gave away free cigarettes to soldiers, knowing that many young men would “get hooked on smoking.” In 1941, scientists had yet to discover all the dangers of smoking tobacco.* Ask your parents whether they had any toy, or played any game, that is banned today because it caused problems once people started using it.



Canteen volunteers ready for troops. On the wall, a photo of Union Pacific President, William Jeffers.

(Courtesy of Lincoln County Historical Museum)

Notes

1. The item “73 Packages Cigarettes” on this list could spark a useful discussion. See the article “Is This *Candy* an Advertisement for *Cigarettes*? A Media Literacy Activity,” *Middle Level Learning* 38 (May/June 2010), www.socialstudies.org/publications/archives.
2. Document courtesy of Lincoln County Historical Museum.

ANALYZING A PRIMARY SOURCE DOCUMENT

A Ledger of Expenses and Income

Aug 20	Jar		68			
	Pd. Janitor		1.00			
	" William Bakery	Small	27.00			
	" Gantry Mkt.		38.5			
	Shirley Hazard		1.00			
	Mrs. M. Larty	boxed	1.00			
	Pd. Project Bakery		9.00			
	" Gantry Mkt.		7.00			
	S. A. Nelson		1.00			
	Bert Soderstrom	Sept. Canteen Club.	1.00			
	Altar Society #1	for supplies	12.00			
	Rosedale Club	"	15.00			
	Jar		45			
Aug 21	Gantry Mkt.		10.00			
	Pd. Janitor		1.00			
	President Roosevelt's Sec		5.00			
	Hazel V. Hopkins	Opalata Canteen Club.	1.00			
	Victory Cafe	Julesburg "	5.00			
	Farmer's State Bank	Big Springs	5.00			
	L. F. Bowers		1.00			
	Julesburg Feed Store		1.00			
	Electa Smith	Julesburg	15.71			
	Pd. for fly spray		45			
	Episcopal Circle #5	for supplies	12.00			
Aug 21	L. H. Licht	Canteen Club.	1.00			
	Mrs. L. H. Licht	"	1.00			
	Mrs. A. Perry		.50			
	Sold sugar to Ardina Frazier		.20			
	Sarah Porter (Maymook)		1.00			
	Billie Bakery		139			
	Rachie Ugai		6.00			
	Pd. Janitor		1.00			
	A Friend		.50			
Aug 22	Pd. Janitor		1.00			
	" Project Bakery		9.00			
	Sivde Anderson	aged	5.00			
	L. F. Cain	Canteen Club	1.00			
	Gene & Larry Slattery		17.45			
	Miss Cheryl Geden	Canteen Club.	2.00			
	Broken cup		.05			
	Kenneth Jett		1.00			
	Flumerskers, Livingston	for supplies	38.25			
	Betty Mook		1.00			
	Jar		2.50			
Aug 23	Mrs. Tom Cox	Canteen Club	1.00			
	Pd. Gantry Mkt.		99			
	Auction of a quilt	donated	50.50			
	W. C. U. Potter, Dub.		8.75			
	Pd. Janitor		1.00			
	Sold seeds to Mrs. Forrest		30.			
	Pd. Project Bakery		9.00			
	Paul Schnitker	Amaha	2.00			
	Joe Schnitker		.50			
	D. D. Bierma	Sutherland	1.00			
	M. & Mrs. Jack Hargland	Canteen Club.	1.00			
	Ralph Lawe	Billie's Parlor	10.00			

Can you find President Franklin Delano Roosevelt personal donation on this ledger of 1941? The line reads, "President Roosevelt's sec[retary] \$5.00." Look in the first column.

The volunteer managers of the North Platte Canteen made a record of every donation and every expense. Now look closely at the other entries. One by one, they tell a story about the Canteen, the North Platte community, and our nation at that time.

For example, right above the president's entry is an entry "Pd \$1.00," which was the weekly salary paid to the janitor. And above that is an entry for \$10.00 paid to the "Gantry Market." Citizens, churches, civic groups, and businesses made cash donations to the Canteen, which were used to buy food or supplies not already donated. The Rosedale Club, for example, donated \$15 on August 20.

It's fun to make guesses about last entry in the first column, "Sold sugar to Ardina Frazier" for 20 cents. Maybe she was baking a pie and desperately needed that cup of sugar, right then!

Who made the largest donation on these ledger? Who made the smallest? Did one person make all of these entries? (Hint: Is the handwriting all the same?)

The Green Book

Finding Safe Passage in Jim Crow America

By Steven S. Lapham and Calvin Alexander Ramsey

[After The Civil Rights Act of 1964] we began to shed the sense that we were traveling in enemy territory. My family started to feel that we, too, had a right to enjoy the freeway. —Randall Kennedy, Harvard University Professor of Law¹

In 1932, Victor H. Green published the first edition of a traveler's guide "for Negro motorists." It recommended places in New York City where African American travelers could eat, sleep, and buy gas without concern that they would be turned away due to the color of their skin. From this modest beginning, *The Green Book* (as it was commonly referred to) grew into a traveler's guide that covered the United States, Canada, Mexico, and Bermuda.

A Mail Carrier's Vision

Read a short, insightful article, "The Green Book: The Forgotten Story of One Carrier's Legacy Helping Others Navigate Jim Crow's Highways," in *The Postal Record*, which is the journal of the National Association of Letter Carriers.² The article, which is free at www.nalc.org, explains how Green's project grew to become a successful enterprise, and how it changed over the years, 1932 to 1964. For example, Mr. Green used his contacts through a labor union for black postal workers to get information about cities and towns all over the United States. The gradual progress of racial tolerance in America is reflected in the increasing listings of friendly places noted in *The Green Book* through the decades.

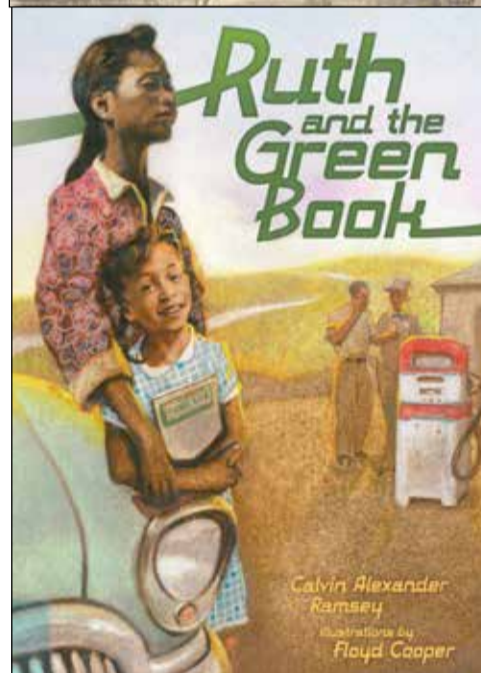
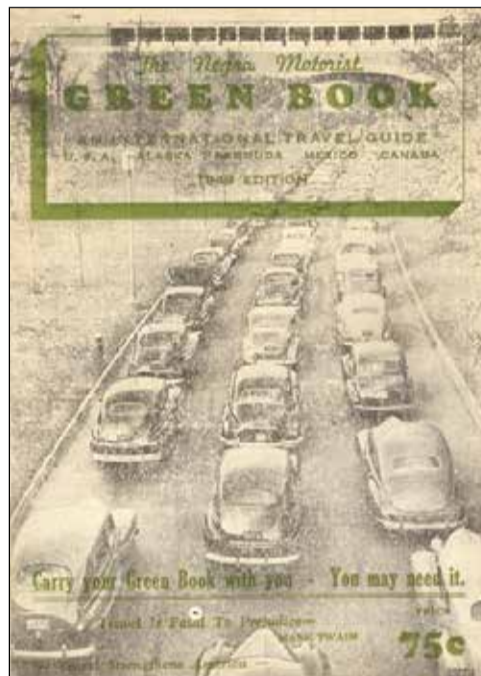
A Teacher's Resource

Today, *The Green Book* is more than just a curiosity. It can be a door that your students swing open to the 20th century as seen through the eyes of African Americans. Students can read and discuss a picture book, *Ruth and the Green Book*, about a black family's trip from Chicago to Alabama to "visit Grandma." Then they may download a free copy of the 1949 edition of *The Green Book* at the website "Automobile in American Life and Society," www.autolife.umd.umich.edu. Students can turn the pages to find what hotels, restaurants, and gas stations were listed as places friendly to Negro travelers in their state (**HANDOUT A**).

There's yet more fertile ground in the opening pages 1–7 of the guide (**HANDOUT B**). How does Mr. Green explain the purpose of his booklet, and what does he say (on page 1) about its eventual fate? What words does he, and the other writers, use to describe the problems that his handbook aims to ameliorate? Which corporations bought ad space? Use this material for class discussion and reflective writing.

An American Timeline

Last, invite students to correlate the evolution of *The Green Book*



with major events in U.S. history in the 20th century. For example, the book has its beginning in the mind of Mr. Green as a young man living in the excitement of the 1920s Harlem Renaissance, and it ends with the passage of the 1964 Civil Rights Act, which drew the curtain on Jim Crow—and the need for a travel guide like this one. Those are the two endpoints of a timeline, parts of which could indicate the "great migration" of blacks from the South to northern industrial centers; World War II, which brings new opportunities for blacks in the military; the beginning of the interstate highway system under President Eisenhower; and major events in the civil rights movement.

With the free online copy of the 1949 *Green Book* in hand, you can begin a fascinating journey. Take your students along. 🌐

Notes

1. Randall Kennedy, "The Civil Rights Act's Unsung Victory and How it Changed the South," *HARPER'S* (June 2014): 43.
2. "The Green Book: The Forgotten Story of One Carrier's Legacy Helping Others Navigate Jim Crow's Highways," *The Postal Record* (September 2013): 22–25.

STEVEN SELLERS LAPHAM is Editor of Middle Level Learning, published by National Council for the Social Studies

CALVIN ALEXANDER RAMSEY is a playwright and author of *Ruth and the Green Book* (illustrated by Floyd Cooper, published by Carolrhoda Books, 2010). One of his adult plays, *The Green Book*, draws its narrative from the life experiences of characters visiting a tourist house. To inquire about Mr. Ramsey's school visits, send an e-mail to calvinaramsey@yahoo.com

Arkansas
Ariz., Cal.

IN PATRONIZING THESE PLACES

PINE BLUFF (cont.)

- RESTAURANTS**
Shelton's—200 E. 3rd Street
Duck Inn—405 N. Cedar Street
- BARBER SHOPS**
Nappy Chin—217 State Street
BEAUTY PARLORS
Pruitt's—1317 W. Baraque Street
- BEAUTY SCHOOLS**
DeLuxe—221 E. 3rd St.
Jefferson—1818 W. 6th Ave.
- SERVICE STATIONS**
Anderson—100 S. Mulberry St.
- GARAGES**
Alley's—1101 N. Cedar Street

FORDYSE

- RESTAURANTS**
Harlem—211 1st St.

HELENA

- SERVICE STATIONS**
Stark's—Rightor & Walnut Sts.

RUSSELLVILLE

- TOURIST HOMES**
E. Latimore—318 S. Huston Ave.

TEXARKANA

- HOTELS**
Brown's—312 W. Elm St.
- TOURIST HOMES**
G. C. Mackey—102 E. 9th St.
- RESTAURANTS**
Grant's Cafe—830 Laurel St.
- BEAUTY PARLORS**
M. B. Randall—1105 Laurel St.
- BARBER SHOPS**
Williams—121 E. 9th St.

ARIZONA

DOUGLAS

- TOURIST HOMES**
Faustina Wilson—1002 16th St.
- RESTAURANTS**
Blue Bird Inn—361 9th St.

NOGALES

- RESTAURANTS**
Bell's Cafe—325 Morley Ave.

PHOENIX

- HOTELS**
Winston Inn—1342 E. Jefferson St.
- TOURIST HOMES**
Mrs. L. Stewart—1134 E. Jefferson
Gardner's—1229 E. Washington St.
- RESTAURANTS**
Alhambra—1246-48 E. Washington St.
Walker's—1303 E. Jefferson Street

BEAUTY PARLORS

- Thelma's—533 E. Jefferson St.
Copelands—1316 E. Jefferson St.
M. Parker—547 E. Jefferson St.
C. Jackson—1238 E. Madison St.

BARBER SHOPS

- Hagler's—111 So. 2nd Street
Bryant's—620 S. 7th Ave.

Taverns

- Vaughn's—1248 E. Washington Ave.

NIGHT CLUBS

- Elks—7th Avenue & Tonto

SERVICE STATIONS

- Super—13th & Washington Street

GARAGES

- Tourist—1121 S. 5th Ave.

DRUG STORES

- R. D. Davis—1127 W. Buckeye Rd.
Johnson's—1140 E. Washington Street

TUCSON

RESTAURANTS

- Hill's Cafe—354 S. Meyer St.

YUMA

HOTELS

- Brown's—196 N. Main St.

CALIFORNIA

BERKLEY

- BEAUTY PARLORS**
Little Gem—1511 Russell St.
- BARBER SHOPS**
Success—2946 Sacramento St.
Tavern's
Schaeffer's—2940 Sacramento St.

EL CENTRO

- HOTELS**
The Roland—201 E. Main St.
- TOURIST HOMES**
Mrs. L. Augustas—420 Commercial Ave.
- RESTAURANTS**
Pearl McKinney Lunch—301 Main St.

FRESNO

- TOURIST HOMES**
La Silve—841 F St.
- RESTAURANTS**
Taylor's—1402 C St.
DeLux—2193 Ivy St.
New Jerico—101 Church Street
- BEAUTY PARLORS**
Rosebud's—835 G Street
Ruth's—1816 F. Street
Golden West—1032 - F. Street

PLEASE MENTION "THE GREEN BOOK"

California

BEAUTY PARLORS (Cont.)

- Dunbar—4225 S. Central Avenue
Beauty Salon—1195 East 35th Street

BARBER SHOPS

- Hotel—1808 S. Central Ave.
Bertha's—1434 W. Jefferson Boulevard
Personality—4222 S. Central Ave.
Echo—43rd & Central Ave.

Taverns

- Marble Inn—1820 Imperial Highway
Margot—5259 S. Central Avenue
Emeral Room—901 E. 6th St.
Golden Gate—1719 E. 103rd St.
Paradise—5505 S. Central Avenue
Samba—5th & Towns Avenue
Crisbar—2829 S. Western Avenue
Johnson's—4201 S. Main Street
Casa Blanca—2801 S. San Pedro.

NIGHT CLUBS

- Club Alabam—4215 S. Central Avenue
Plantation—108th & Central
Basket Room—3219 S. Central Avenue
Harlem—118th & Parmalee Sts.
Harlem—11812 Parmalee
Billy Bergs—1354 N. Vine Street
Elk's Lounge—1767 E. 103 St. (Watts)
Wakaki—3741 So. Western Ave.
Last Word—4206 So. Central Ave.

ROAD HOUSES

- Casa Blanca—2801 S. San Pedro St.

LIQUOR STORES

- House of Morgan—2729 S. Central
Dunbar—4223 S. Central Avenue
Jackson's—5501 S. Central Avenue
Esquire—Vernon & Central Ave.

SERVICE STATIONS

- Valentine's Service—2657 S. Western Ave.
Hopkins Signal Ser.—3426 Central Ave.
Long's—2732 S. Central Ave.
Carner's—4500 S. Avalon Avenue
Simpkins & Cower—2227 S. Central Ave.
Si Johnson's—3500 S. Western Ave.
Tom's—1424 W. Jefferson Blvd.
Hughes—2901 W. Jefferson Blvd.
Brock—1246 W. Jefferson Blvd.
R. A. & S.—Jefferson & Griffith
Garcia—52nd Pl. and Central
C & U—6301 So. Avelon Blvd.

GARAGES

- Parkers—2100 E. 103rd St.
La Clare—Jefferson at Hill
Bill's—4106 Avalon Blvd.
Alexander's—Jefferson & Griffith

AUTOMOTIVE

- Lee's—4820 S. Central Avenue
Auto Parts—864 N. Virgil Avenue

BARBER SHOPS

- Golden West—1032—F' St.
Magnolia—602 F. Street
Sportman's—855 G. Street
Esquire—1011 G. Street

Taverns

- 20th Century—1401 - F. Street

GARAGES

- Buddy's Lang's—1659 "F" St.
Frank's—1326 Fresno Street

TRAILER PARKS AND CAMPS

- Barnes Drive In—1412 "F" St.

Tailors

- Jackson's—1205 Sacramento Street

LOS ANGELES

HOTELS

- Watkins—2022 N. Adams Blvd. (23)
Clark—1824 Central Ave.
Lincoln—549 Ceres Ave.
McAlpin—648 Stanford Ave.
Elite—1217 Central Avenue
Olympic—843 S. Central Avenue
Regal—815 E. 6th St.
Sojourner's—1119 E. Adams Blvd.
Kentucky—1123 Central Ave.
Avon—405 S. Hewitt
Dunbar—4225 S. Central Ave.
Morris—809 E. 5th Street
Glacier—523 Stanford Street

MOTELS

- Roberson—2111 E. Imperial Blvd.
Roberson's Annex—1757 Imperial Highway
Johnson's—11816 So. Wilmington
Western—Cor. W. 37 St. & So. Western Ave.
Colonial—1393 East 15th St.

RESTAURANTS

- Marble Inn—1820 Imperial H'way
Robertson's—4815 S. Central Avenue
Chief—4400 S. Avalon Blvd.
Ivie's—1105 1/2 E. Vernon Avenue
Fig N' Pat—4200 S. Central Avenue
Henry Bros.—10359 Wilmington (WATTS)
Banks—4019 S. Avalon Blvd.
Nita's—125 W. Vernon Avenue
John's—3519 S. Western
Eddie's—4201 S. Central Avenue
Zombie—4216 S. Central Blvd.
The Fawn—Western & 29th St.
Arc—4067 S. Central Avenue
Hi Jenks—4428 Avalon Avenue
Waffle Shop—1063 E. 43 Street
Clifton's—618 S. Olive Street
Digby—1st & Alameda Street

BEAUTY PARLORS

- Sherwoods—5113 S. Central Avenue
Studio—2515 S. Central
Continental—5203 Hopper Avenue
Anna Mae's—4436 Avalon Avenue
Gorum—5440 S. Central Avenue
Louise—816 E. 5th St.
Triangle—43 San Pedro & Walls Sts.
Colonial—1813 1/2 S. Central Avenue



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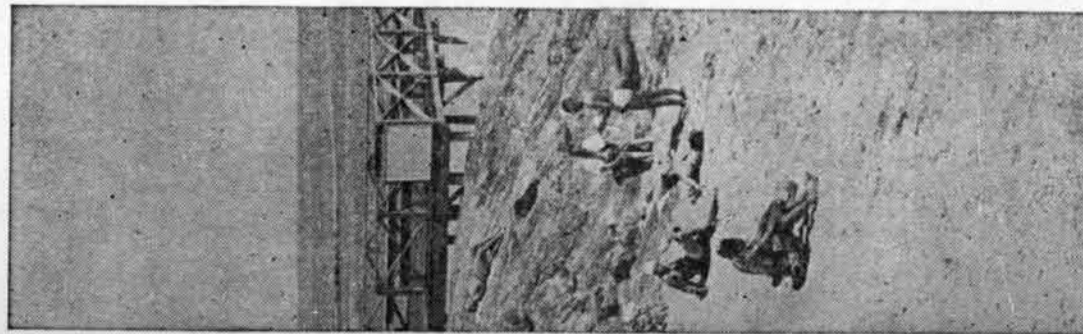
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NEW YORK, N. Y.



ESTABLISHED 1936

THE Negro Motorist GREEN BOOK

INTRODUCTION

With the introduction of this travel guide in 1936, it has been our idea to give the Negro traveler information that will keep him from running into difficulties, embarrassments and to make his trips more enjoyable.

The Jewish press has long published information about places that are restricted and there are numerous publications that give the gentile whites all kinds of information. But during these long years of discrimination, before 1936 other guides have been published for the Negro, some are still published, but the majority have gone out of business for various reasons.

In 1936 the Green Book was only a local publication for Metropolitan New York, the response for copies was so great it was turned into a national issue in 1937 to cover the United States. This guide while lacking in many respects was accepted by thousands of travelers. Through the courtesy of the United States Travel Bureau of which Mr. Chas. A. R. McDowell was the collaborator on Negro Affairs, more valuable information was secured. With the two working together, this guide contained the best ideas for the Negro traveler. Year after year it grew until 1941 "PM" one of New York's great white newspapers found out about it. Wrote an article about the guide and praised it highly. At the present time the guide contains 80 pages and lists nu-

merous business places, including whites which cater to the Negro trade.

There are thousands of first class business places that we don't know about and can't list, which would be glad to serve the traveler, but it is hard to secure listings of these places since we can't secure enough agents to send us the information. Each year before we go to press the new information is included in the new edition.

When you are traveling please mention the Green Book, in order that they might know how you found their place of business, as they can see that you are strangers. If they haven't heard about this guide, ask them to get in touch with us so that we might list their place.

If this guide has proved useful to you on your trips, let us know. If not, tell us also as we appreciate your criticisms and ideas in the improvement of this guide from which you benefit.

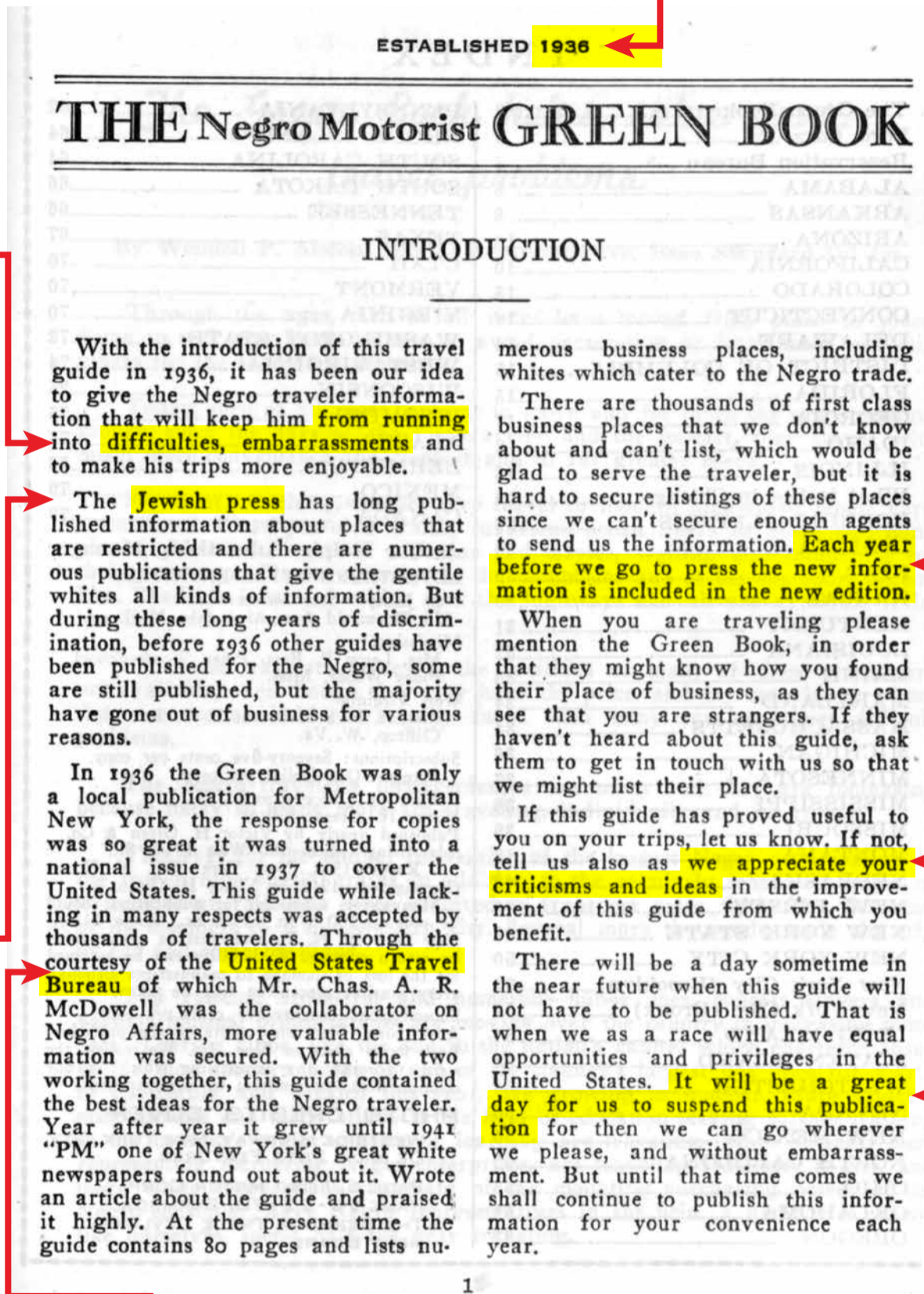
There will be a day sometime in the near future when this guide will not have to be published. That is when we as a race will have equal opportunities and privileges in the United States. It will be a great day for us to suspend this publication for then we can go wherever we please, and without embarrassment. But until that time comes we shall continue to publish this information for your convenience each year.



Teacher's Annotations

for Handout B

The Green Book was established before World War II. This introduction is from the 1949 edition, a year when Americans were experiencing the social changes prodded by that global conflict. (The heading on this page reads, "Established 1936," but Mr. Green published smaller travel guides beginning in 1932.)



African Americans feared for their safety in Jim Crow America. The focus of a travel guide is to encourage and enable travel, so the author of this introduction (Mr. Green) speaks euphemistically about the dangers. His readers know very well what he's talking about. For example, there were six known lynchings in the United States in 1946. (law2.umkc.edu/faculty/projects/ftrials/shipp/lynchingyear.html)

The defeat of a Nazi government in Europe, and the discrediting of its racist ideology, would weaken the cause of white supremacy in the United States in the decades following the war.

The federal government helped to boost the business of domestic tourism in 1949.

Mr. Green is optimistic about the future. He has already witnessed great changes afoot in America. For example, Jackie Robinson first played for the Brooklyn Dodgers in 1947. Mr. Green imagines—and hopes for—the day when his guide will no longer be needed. Sometimes the success of a good cause leads to the natural end of an enterprise.

More and more white-owned businesses accept black customers.

The editor is open to criticism and correction, and asks for readers to participate in his mission.

Middle Level Learning

Steven S. Lapham, *MLL* Editor • Michael Simpson, Director of Publications • Rich Palmer, Art Director