**Books for Kids About Racism**

* This Book Is Anti-Racist: 20 Lessons on how to Wake Up, Take Action, and Do the Work

 Book by Tiffany Jewell NONFICTION

Tiffany Jewell pulls no punches in confronting racism. She tells it like it is. Her book is meant to help others do the same. She states clearly the realities of racism and provides suggested anti-racist actions anyone can take. The book is colorfully illustrated throughout by Aurélia Durand. The target audience is BIPoC youth. However, adults can also benefit from reading the book. Though it may be a difficult read for whites, they, too, would do well to be confronted by Jewell’s words. We whites need to be made uncomfortable with the ways we knowingly and unknowingly promote racism. (  )

Ages/Grades 8th – 12th

 ** **[**mitchellray**](http://www.librarything.com/profile/mitchellray)**| Mar 9, 2020 | **

**Who are you? What is racism? Where does it come from? Why does it exist? What can you do to disrupt it? Learn about social identities, the history of racism and resistance against it, and how you can use your anti-racist lens and voice to move the world toward equity and liberation.**

**“In a racist society, it’s not enough to be non-racist—we must be ANTI-RACIST.” —Angela Davis**

Really good starting point for someone just beginning an anti-racist journey. Targeted at the young adult/mid-grade crowd, but would have a lot of value for an adult feeling like they have no idea what a lot of the current terminology means. Short chapters, vibrant illustrations, and journal activities throughout make this a really smart, engaging title. (  )

 ** **[**NeedMoreShelves**](http://www.librarything.com/profile/NeedMoreShelves)**| Jun 21, 2020 | **

Please see my review on Amazon.com under C.Wong. Thank you. (  )

 ** **[**Carolee888**](http://www.librarything.com/profile/Carolee888)**| Jun 4, 2020 | **

Tiffany Jewell pulls no punches in confronting racism. She tells it like it is. Her book is meant to help others do the same. She states clearly the realities of racism and provides suggested anti-racist actions anyone can take. The book is colorfully illustrated throughout by Aurélia Durand. The target audience is BIPoC youth. However, adults can also benefit from reading the book. Though it may be a difficult read for whites, they, too, would do well to be confronted by Jewell’s words. We whites need to be made uncomfortable with the ways we knowingly and unknowingly promote racism. (  )

 ** **[**mitchellray**](http://www.librarything.com/profile/mitchellray)**| Mar 9, 2020 | **

Jewell's clear, firm tone in this primer is a necessary antidote to the dominant culture. There are exercises to better understand identity, race, ethnicity, and privilege, using the analogy of a "box," with dominant culture (white, male, cis, hetero, Christian, upper-middle class) inside the box. There is a concise, instructive amount of history (not comprehensive, but it's an excellent starting point), and actions to take against racism (disrupt, interrupt, calling in/out, allyship). Throughout, she refers to BIPoC (Black, Indigenous, People of Color) as "folx of the global majority," which is a neat reframing from "minority" (which they're not).

Back matter includes notes on the text, glossary, selected bibliography (fiction and nonfiction).

See also: Dr. Deborah L. Plummer (<https://jenny-arch.com/2019/05/20/mla-2019-the-greatest-job-on-earth/>)

Quotes

Someone described racism to me as the smog we breathe. It is all around us; racism is everywhere. Our lives are polluted with racism as it harms us all. (30)

[Jewell's definition] Racism is personal prejudice AND the systemic misuse and abuse of power by institutions. (30)

Together, people and institutions [government, media and entertainment, business, housing, banks, criminal justice system, education, health care] create a solid structure of racism through policies, rules, and opportunities that give more resources to one group than another. (39)

Less than 20% of teachers in the United States' public schools are Folx of the Global Majority, while over 50% of their student population are. (41)

Remember: institutions rely on people to maintain or change racism. (42)

[Activity: contents of anti-racist toolbox] (97)

[Example of calling out a teacher who says "I don't see color. Race isn't really an issue in my classroom." --> "That's not okay. It's important to see and acknowledge and understand that your students are different...by [not seeing their skin color, you are denying them]...You are trying to make them the same, and fit into the imaginary box [of the dominant culture]. Your classroom only teaches the dominant culture of white supremacy."] (101)

Being racist against white people is not a thing. Remember, racism is personal prejudice AND the systemic misuse and abuse of power by institutions....REVERSE RACISM IS NOT REAL. (102)

"In our society, it's not enough to be nonracist, we must be anti-racist." -Angela Davis (102)

The world is used to hearing the voices and stories of white people. Change the narrative. (129)

Being an ally is lifelong work....It's something you are working toward for a more just society. (129)

Your privilege is something you don't often think about. It's often invisible to you until you take a moment to gain some insight and awareness into your whole self. (135) (  )

 ** **[**JennyArch**](http://www.librarything.com/profile/JennyArch)**| Jan 27, 2020 | **

* **Something Happened in Our Town: A Child's Story About Racial Injustice**
* **Book by Ann Hazzard**, Marianne Celano, and Marietta Collins

**JUVENILE FICTION (age 4+)**

*Emma and Josh heard that something happened in their town. A Black man was shot by the police.*

*"Why did the police shoot that man?"*

*"Can police go to jail?"*

*Something Happened in Our Town* follows two families -- one White, one Black -- as they discuss a police shooting of a Black man in their community. The story aims to answer children's questions about such traumatic events, and to help children identify and counter racial injustice in their own lives.

Includes an extensive Note to Parents and Caregivers with guidelines for discussing race and racism with children, child-friendly definitions, and sample dialogues.

Free, downloadable educator materials (including discussion questions) are available at www.apa.org.

From the Note to Parents and Caregivers:

*There are many benefits of beginning to discuss racial bias and injustice with young children of all races and ethnicities:*

*Research has shown that children even as young as three years of age notice and comment on differences in skin color.*

*Humans of all ages tend to ascribe positive qualities to the group that they belong to and negative qualities to other groups.*

*Despite some parents' attempts to protect their children from frightening media content, children often become aware of incidents of community violence, including police shootings.*

*Parents who don't proactively talk about racial issues with their children are inadvertently teaching their children that race is a taboo topic. Parents who want to raise children to accept individuals from diverse cultures need to counter negative attitudes that their children develop from exposure to the negative racial stereotypes that persist in our society*

* Antiracist Baby
* Book by Ibram X. Kendi
* *Nonfiction*

# Babies, Toddlers, and Parents

Parents need to know that Antiracist Baby is a board book by [Ibram X. Kendi](https://www.commonsensemedia.org/search/Ibram%20X.%20Kendi) ([*Stamped: Racism, Antiracism, and You*](https://www.commonsensemedia.org/book-reviews/stamped-racism-antiracism-and-you)) that offers "nine steps to make equity a reality." Like many books for babies, it primarily speaks to the parents, but babies and toddlers will enjoy Ashley Lukashevsky's colorful, cartoon-like illustrations of adorable, diverse babies playing together, snuggling with their loving parents, and gathering with a wide range of families in their community. It both models an ideal world and challenges readers to step up and make it happen.

* We Are Power: How Nonviolent Activism Changes the World by [Todd Hasak-Lowy](https://www.commonsensemedia.org/search/Todd%20Hasak-Lowy)

 Nonfiction

## *Common Sense says*

Age 11 +

## WHAT'S THE STORY? WE ARE POWER begins with Gandhi, whose philosophy of nonviolence is a thread that runs throughout the book and influenced all the other activists who are profiled. His story starts in South Africa, where Gandhi's belief in the power of nonviolence evolves against the backdrop of the government's racist laws against Asians living in the country. Returning to his native India, Gandhi leads the now-famous campaigns of civil disobedience that result in Indian independence. Suffragette Alice Paul took the campaign for a woman's right to vote directly to the home of President Woodrow Wilson. In 1917, Paul organized the Silent Sentinels, women who would picket outside the White House for 18 months. As hundreds of women were arrested and jailed, new volunteers would take their place. Paul and her Sentinels became one of the keys to Wilson's eventual support for suffrage and the passage of the 19thAmendment. The chapter on Martin Luther King Jr. focuses on his belief in "the power of love," his adoption of Gandhi's nonviolent methods, and the violent response by police and citizens to the bus boycott, marches, and Children's Crusade in Birmingham, Alabama. Caesar Chavez left school in seventh grade to begin working in the cantaloupe fields of California for eight cents an hours. A fierce advocate for the rights and fair wages of farm workers, he organized the largest most successful boycott in U.S. history (against California-grown grapes) and co-founded what would become the United Farm Workers union. Vaclav Havel, a Czech playwright and dissent, was a leader of the 1989 "Velvet Revolution," the nonviolent transition of power that ended 40 years of communist rule and saw Havel become President of a democratic Czechoslovakia. The chapter on Greta Thunberg is the briefest in the book and tells how she became inspired by young gun-control activists in the U.S., her proud declaration of being a climate activist on the autism spectrum, and the 2019 school strike in which she was joined by 1.4 million students, making it the biggest single day of climate activism in history.

## TALK TO YOUR KIDS ABOUT ...

* Families can talk about the success of the nonviolence movements in We Are Power: How Nonviolent Activism Changes the World. Did reading this book change your ideas about the most effective way to overcome injustice and inequality in the world -- whether force or nonviolence is ultimately the most powerful?
* What difference would it would have made if Martin Luther King Jr. or Gandhi had the social media tools available to Greta Thurnberg?
* How could the lessons you've learned about nonviolence be used by students in your school or activists in your community?

# Not My Idea: A Book About Whiteness

* by [Anastasia Higginbotham](https://www.commonsensemedia.org/search/Anastasia%20Higginbotham) 2018

## *Common Sense says*

age 8+

Kid learns the dangers of white privilege in powerful story.

* [Picture Book](https://www.commonsensemedia.org/reviews/category/book/genre/picture-book-272)

##  WHAT'S THE STORY?

NOT MY IDEA: A BOOK ABOUT WHITENESS begins with images of a police shooting of a Black person on a TV and a little white girl asking her mom about what happed. Mom doesn't want to talk about it, reinforcing what she thinks is a positive family value: "We don't see color." But the girl knows that color matters in how a person is treated. She goes to the library to do research to get more informed about the issue of race in the United States and learns about slavery and the abolitionist and civil rights movements, right up through NFL quarterback Colin Kaepernick kneeling to protest racial injustice. She also learns about the notion of white supremacy and the reality of white privilege and realizes that white supremacy isn't her idea, so she doesn't have to defend it. "I know what that police officer did was wrong!" she yells at her mom. She learns that "Racial justice is possible. But only if we're honest with each other and ourselves."

## WHAT PARENTS NEED TO KNOW

## Parents need to know that Anastasia Higgenbotham's Not My Idea: A Book About Whitenessis part of Dottir Press' Ordinary Terrible Things series. It's a powerful picture book that explains in a clear, simple, easy-to-understand way what White supremacy is and how it's been used to oppress Black people in the United States for more than 400 years. It also shows the folly of a White parent trying to keep this reality from her kid and insist that "We don't see color." The main character takes the initiative to go to the library and get informed about U.S. history. Abundant positive messages throughout encourage kids (and grown-ups) to be anti-racist and to stand up for what's right. "Racial justice is possible. But only if we're honest with each other and ourselves." There are references to the police shooting of an African American and an archival photo of a police officer during a civil rights-era protest with a snarling, menacing police dog. This is great book to spark informed discussions of race, racism, and police violence against people of color. Not My Idea: A Book About Whitenesswas named one of School Library Journal's Best Books of 2018.



# Todos Iguales / All Equal: Un Corrido De Lemon Grove / A Ballad of Lemon Grove

 By Christy Hale

Age 8+

Nonfiction

## WHAT'S THE STORY?

TODOS IGUALES / ALL EQUAL: UN CORRIDO DE LEMON GROVE / A BALLAD OF LEMON GROVE is an important story that sheds light on a little-known landmark school desegregation case -- the first successful one in the United States. Ten-year-old Roberto Alvarez loved school. He, his siblings, and neighbors attended the Lemon Grove School along with the white children from nearby homes. The children studied and played together as equals. In the summer of 1930, the Lemon Grove School Board decided to segregate the Mexican American students. The board claimed these children had a "language handicap" and needed to be "Americanized." When the Mexican families learned of this plan, they refused to let their children enter the new, inferior school that had been erected closer to home. Instead, they formed a neighborhood committee and sought legal help. Roberto, a bright boy who spoke English well, was chosen to represent the community and became the plaintiff in a suit filed by the Mexican families. On March 12, 1931, the case of Roberto Alvarez v. the Board of Trustees of the Lemon Grove School Districtwas decided. The judge ruled in favor of the children's right to equal education, ordering that Roberto and all the other Mexican American students be immediately reinstated in the Lemon Grove School.

* My Shoes and I: Crossing Three Borders / Mis Zapatos y Yo: Cruzando Tres Fronteras by [René Colato Laínez](https://www.commonsensemedia.org/search/Ren%C3%A9%20Colato%20La%C3%ADnez)
* [Picture Book](https://www.commonsensemedia.org/reviews/category/book/genre/picture-book-272)

 Immigrant boy's inspiring journey, told in two languages. 

MY SHOES AND I: CROSSING THREE BORDERS / MIS ZAPATOS Y YO: CRUZANDO TRES FRONTERAS is the inspiring story of René's journey to the United States. When René and his dad must leave their home in El Salvador, they set out on a grueling trek across three borders before they can be reunited with Mamà, who already lives in the United States. His mother has sent René a new pair of shoes for the journey north because it will be a difficult one: They will walk miles, ride buses, and climb mountains through El Salvador, into Guatemala, and then into Mexico, where they will cross a river before arriving at their final destination. René loves his new shoes -- "Uno, dos, tres, my shoes and I are ready to go." His new shoes eventually lose their shine, turning dirty and gray, but they become elephants, pushing against the wind; race cars, fleeing hungry dogs; swim shoes, escaping floods; submarines, navigating through sticky mud. And when holes appear on the soles and René wants to give up, his father doesn't let him: "René, my strong boy, we want to be with Mamá."

TALK TO YOUR KIDS ABOUT ...

* Families can talk about what it's like for immigrant kids crossing the border into the United States. What are some of the challenges René and Papá face in *My Shoes and I: Crossing Three Borders / Mis Zapatos y Yo: Cruzando Tres Fronteras*?
* How would you feel if you suddenly had to leave your home and face many dangers on your way to a new, unknown place?
* Can you relate to René's story? Do you know anyone who has journeyed across the border to find a better life in the United States?

# Carmela Full of Wishes

* By [Matt de la Peña](https://www.commonsensemedia.org/search/Matt%20de%20la%20Pe%C3%B1a)

Fiction



## *Common Sense says*

age 4+

Sweet, poignant story of young girl from immigrant family.

## WHAT PARENTS NEED TO KNOW

Parents need to know that Carmela Full of Wishes is by [Matt de la Peña](https://www.commonsensemedia.org/search/matt%20de%20la%20pena) and [Christian Robinson](https://www.commonsensemedia.org/search/Christian%20Robinson), the same author-illustrator duo who teamed up for [Last Stop on Market Street](https://www.commonsensemedia.org/book-reviews/last-stop-on-market-street), which won both the Newbery Medal and a Caldecott Honor. This story is set in an immigrant community where workers labor in fields, and Carmela's dad's not living at home with the family because he needs "his papers fixed." Though her family's circumstances are hardscrabble, Carmela enjoys her daily pleasures: the jingle of her birthday bracelets, and the opportunity to go with her brother to the Laundromat. This sweet and spunky young girl is immensely likable, and readers will root for her wishes to come true.

## WHAT'S THE STORY?

In CARMELA FULL OF WISHES, Carmela excitedly scooters home on her birthday, past men working in fields. The wish she made came true! She's finally big enough to go with her big brother to the Laundromat. Outside the Laundromat, she picks a fuzzy dandelion, and, as their clothes spin, she thinks of other things she might wish for: A candy machine. Her mom getting to stay in the fancy hotel where she works as a housekeeper. Or, even more poignant, "her dad getting his papers fixed so he could finally be home." Carmela's brother is not happy having his sister tag along, and spats with her. But on the way home, when she trips on her scooter and crushes her dandelion, her brother leads her to a spot overlooking the sea where hundreds of dandelion spores float in the breeze and she can make her wish.

Civil Rights Books for Middle School

# Short Stories of the Civil Rights Movement: An Anthology

by [John Updike](https://www.barnesandnoble.com/b/contributor/john-updike/_/N-2kdc), [Val Coleman](https://www.barnesandnoble.com/s/%22Val%20Coleman%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall), [Margaret Earley Whitt](https://www.barnesandnoble.com/s/%22Margaret%20Earley%20Whitt%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall), [Rosellen Brown](https://www.barnesandnoble.com/s/%22Rosellen%20Brown%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall), [Junius Edwards](https://www.barnesandnoble.com/s/%22Junius%20Edwards%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall)

Nonfiction

## Overview

During the civil rights era, masses of people marched in the streets, boycotted stores, and registered to vote. Others challenged racism in ways more solitary but no less life changing. These twenty-three stories give a voice to the nameless, ordinary citizens without whom the movement would have failed. From bloody melees at public lunch counters to anxious musings at the family dinner table, the diverse experiences depicted in this anthology make the civil rights movement as real and immediate as the best histories and memoirs.

Each story focuses on a particular, sometimes private, moment in the historic struggle for social justice in America. Events have a permanent effect on characters, like the white girl in "Spring Is Now" who must sort through her feelings about the only black boy in her school, or the black preacher in "The Convert" who tells a friend, "This thing of being a man . . . The Supreme Court can't make you a man. The NAACP can't do it. God Almighty can do a lot, but even He can't do it. Ain't nobody can do it but you." If a character survives—and some do not—the event can become a turning point, a vision for a better world.

The sections into which the stories are grouped parallel the news headlines of the day: School Desegregation (1954 on), Sit-ins (1960 on), Marches and Demonstrations (1963 on), and Acts of Violence. In the last section, Retrospective, characters look back on their personal involvement with the movement. Twenty writers—eleven black and nine white—are represented in the collection. Ten stories were written during the 1960s. That the others were written long after the movement's heyday suggests the potency of that time as a continuing source of creative inspiration.

# Freedom Summer: The 1964 Struggle for Civil Rights in Mississippi

by [Susan Goldman Rubin](https://www.barnesandnoble.com/s/%22Susan%20Goldman%20Rubin%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall)

Nonfiction

**In 1964, Mississippi civil rights groups banded together to fight Jim Crow laws in a state where only 6.4 percent of eligible black voters were registered.**

Testing a bold new strategy, they recruited students from across the United States. That summer these young volunteers defied segregation by living with local black hosts, opening Freedom Schools to educate disenfranchised adults and their children, and canvassing door-to-door to register voters.

Everyone involved knew there would be risks but were nonetheless shocked when three civil rights workers disappeared and were soon presumed murdered. The organizers' worst fears were realized as volunteers, local activists, and hosts faced terror on a daily basis. Yet by the middle of August, incredible strides had been made in spite of the vicious intimidation. The summer unleashed an unstoppable wave of determination from black Mississippians to demand their rights and helped bring about a new political order in the American South.

Fifty years after this landmark civil rights project in Mississippi, an award-winning author offers a riveting account of events that stunned the nation. Includes over 75 photographs, drawings, original documents, a timeline, source notes, bibliography, maps, and an index.

# A Thousand Never Evers

by [Shana Burg](https://www.barnesandnoble.com/s/%22Shana%20Burg%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall))

|  |  |
| --- | --- |
| Fiction |  |

## Overview

IN KUCKACHOO, MISSISSIPPI, 1963, Addie Ann Pickett worships her brother Elias and follows in his footsteps by attending the black junior high school. But when her careless act leads to her brother’s disappearance and possible murder, Addie Ann, Mama, and Uncle Bump struggle with not knowing if he’s dead or alive. Then a good deed meant to unite Kuckachoo sets off a chain of explosive events. Addie Ann knows Old Man Adams left his land to the white and black people to plant a garden and reap its bounty together, but the mayor denies it. On garden picking day, Addie Ann’s family is sorely tested. Through tragedy, she finds the voice to lead a civil rights march all her own, and maybe change the future for her people.

# The Fog Machine

by [Susan Follett](https://www.barnesandnoble.com/s/%22Susan%20Follett%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall)

Fiction

## Overview

This exploration of prejudice and what enables and disables change is set against the backdrop of the Civil Rights Movement from 1954 to 1964 and told from three very different perspectives. To Joan Barnes, 12 years old in the summer of 1964, freedom is her birthright. As for Mississippi's Negroes, freedom was settled by the Civil War, wasn't it? Negroes are no longer slaves. As the child of upper middle-class Yankee Catholics living in predominantly Baptist Mississippi, where family roots are as deep as those of the towering loblolly pines, Joan simply wants to belong. This need repeatedly puts her at odds with what she knows to be right. And it will take her years to understand that freedom means making choices. To C. J. Evans, born to a life of cleaning white folks’ houses, freedom is the size of a human heart, never bigger or smaller. It comes from within and can’t be given or taken away. And, as her waiting-on-heaven Baptist preacher and white-controlled schools have taught her, freedom takes a back seat to staying safe—whether she’s working as a maid to Joan's family in Jim Crow Mississippi or as a live-in domestic in Chicago, where the rules are far more subtle. To Zach Bernstein, Jewish University of Chicago law student, freedom is an ever-expanding circle, like a balloon that can be blown up bigger and bigger without bursting. It’s in the songs the summer volunteers sing to ward off the fear that they, too, will end up like James Chaney, Mickey Schwerner, and Andrew Goodman, missing since June 21 and presumed dead. It’s in Zach’s faith and commitment to tzedakah—justice and righteousness. It’s why he has come to Mississippi in the summer of 1964 to teach at the Meridian Freedom School. As their lives collide, they each question what freedom means and the price they’ll pay to have it.

# Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott

by [Dee Romito](https://www.barnesandnoble.com/s/%22Dee%20Romito%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall), [Laura Freeman (Illustrator)](https://www.barnesandnoble.com/s/%22Laura%20Freeman%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall)

Nonfiction

(All ages although it is a picture book)

## Overview

This stunning picture book looks into the life of Georgia Gilmore, a hidden figure of history who played a critical role in the civil rights movement and used her passion for baking to help the Montgomery Bus Boycott achieve its goal.

*Georgia decided to help the best way she knew how.*
*She worked together with a group of women and together they purchased the supplies they needed*-*bread, lettuce, and chickens. And off they went to cook.*
*The women brought food to the mass meetings that followed at the church. They sold sandwiches. They sold dinners in their neighborhoods.*
*As the boycotters walked and walked, Georgia cooked and cooked.*

Georgia Gilmore was a cook at the National Lunch Company in Montgomery, Alabama. When the bus boycotts broke out in Montgomery after Rosa Parks was arrested, Georgia knew just what to do. She organized a group of women who cooked and baked to fund-raise for gas and cars to help sustain the boycott. Called the Club from Nowhere, Georgia was the only person who knew who baked and bought the food, and she said the money came from "nowhere" to anyone who asked. When Martin Luther King Jr. was arrested for his role in the boycott, Georgia testified on his behalf, and her home became a meeting place for civil rights leaders. This picture book highlights a hidden figure of the civil rights movement who fueled the bus boycotts and demonstrated that one person can make a real change in her community and beyond. It also includes one of her delicious recipes for kids to try with the help of their parents!

# The Girl from the Tar Paper School: Barbara Rose Johns and the Advent of the Civil Rights Movement

by [Teri Kanefield](https://www.barnesandnoble.com/s/%22Teri%20Kanefield%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall)

Nonfiction

## Overview

Before the Little Rock Nine, before Rosa Parks, before Martin Luther King Jr. and his March on Washington, there was Barbara Rose Johns, a teenager who used nonviolent civil disobedience to draw attention to her cause. In 1951, witnessing the unfair conditions in her racially segregated high school, Barbara Johns led a walkout—the first public protest of its kind demanding racial equality in the U.S.—jumpstarting the American civil rights movement. Ridiculed by the white superintendent and school board, local newspapers, and others, and even after a cross was burned on the school grounds, Barbara and her classmates held firm and did not give up. Her school’s case went all the way to the Supreme Court and helped end segregation as part of *Brown v. Board of Education*.

Barbara Johns grew up to become a librarian in the Philadelphia school system. *The Girl from the Tar Paper School*mixes biography with social history and is illustrated with family photos, images of the school and town, and archival documents from classmates and local and national news media. The book includes a civil rights timeline, bibliography, and index.

**Praise for *The Girl from the Tar Paper School***

"An important glimpse into the early civil rights movement."

# So the Heffners Left McComb

by [Hodding Carter](https://www.barnesandnoble.com/s/%22Hodding%20Carter%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall), [Oliver Emmerich (Preface by)](https://www.barnesandnoble.com/s/%22Oliver%20Emmerich%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall), [Trent Brown (Introduction)](https://www.barnesandnoble.com/s/%22Trent%20Brown%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall)

## Overview

On Saturday, September 5, 1964, the family of Albert W. "Red" Heffner Jr., a successful insurance agent, left their house at 202 Shannon Drive in McComb, Mississippi, where they had lived for ten years. They never returned. In the eyes of neighbors, their unforgiveable sin was to have spoken on several occasions with civil rights workers and to have invited two into their home. Consequently, the Heffners were subjected to a campaign of harassment, ostracism, and economic retaliation shocking to a white family who believed that they were respected community members.

*So the Heffners Left McComb*, originally published in 1965 and reprinted now for the first time, is Greenville journalist Hodding Carter's account of the events that led to the Heffners' downfall. Historian Trent Brown, a McComb native, supplies a substantial introduction evaluating the book's significance. The Heffners' story demonstrates the forces of fear, conformity, communal pressure, and threats of retaliation that silenced so many white Mississippians during the 1950s and 1960s. Carter's book provides a valuable portrait of a family who was not choosing to make a stand, but merely extending humane hospitality. Yet the Heffners were systematically punished and driven into exile for what was perceived as treason against white apartheid.