

The Tuskegee Airmen: Soaring Through the Color Barrier

Annotated Bibliography

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Individual Website

Student-Composed Words: 1198

Process Paper: 491

Multimedia: 2 minutes and 48 seconds (2.8 minutes)

Primary Sources:

Documents, Letters, Reports and Memos:

"2-250 To Robert R. McCormick, August 28, 1940." Received by Robert R.

McCormick. *Marshall Foundation*, www.marshallfoundation.org/library/collection/subject-guides/tuskegee-institute-airmen/#!/collection=923.

Accessed 23 Apr. 2020. Letter. One line in particular from this source was striking to me: the quote from a Chicago Newspaper. The media is seemingly perpetuating the idea that Blacks should be allowed to enlist on equal terms. I found this interesting that in the age of segregation, these types of outlets existed.

"41.11.05 Mr. Lawrence; Discrimination." *Marshall Foundation*,

www.marshallfoundation.org/library/digital-archive/41-11-05-mr-lawrence-discrimination/. Accessed 23 Apr. 2020. Letter. This source paired well with my interview with Professor Hutchinson. In the interview, as you may recall, Hutchinson describes multiple discrimination tactics present in the US military. This memo added onto my understanding of those.

"42.08.24 Dr. Patterson; Training Policy." *Marshall Foundation*,

www.marshallfoundation.org/library/digital-archive/42-08-24-dr-patterson-training-policy/. Accessed 23 Apr. 2020. Letter. This source, along with my interview with Professor Daniel Hutchinson, answered one of my most common misconceptions about this era. In the Tuskegee Airmen movie, the Black pilots

have to pass a harder exam, with less time, than their White counterparts. It seems that this was not the case, according to this source and my interview, and that the training regiments were pretty much equal.

Roosevelt, Franklin Delano. "Executive Order 8802: Prohibition of Discrimination in the Defense Industry (1941)." *OurDocuments*, www.ourdocuments.gov/doc.php?flash=false&doc=72. Accessed 18 May 2020. Memo. This was the decision that kickstarted the Tuskegee Airmen as an organization. Reading the intimate history helped me to understand the gravity of the moment with more clarity.

"Executive Order 9981: Desegregation of the Armed Forces (1948)."

OurDocuments, www.ourdocuments.gov/doc.php?flash=false&doc=84.

Accessed 3 May 2020. This is the document that desegregated the military.

This was the culmination of Double V campaign and the struggles of the Tuskegee Airmen. It allowed me to understand the weight of the triumph in its entirety. It is quoted on my final page.

"H.Con.Res.26 - Honoring the Tuskegee Airmen for their bravery in fighting for our freedom in World War II, and for their contribution in creating an integrated United States Air Force." *Congress.gov*, www.congress.gov/bill/109th-congress/house-concurrent-resolution/26/text. Accessed 2 Mar. 2020. This resolution assessed the impact of the Tuskegee

Airmen on American society. It aided me in constructing my "An Open Cockpit" page.

"Jim Crow laws." *Smithsonian National Museum of American History*, americanhistory.si.edu/brown/history/1-segregated/jim-crow.html. Accessed 1 Mar. 2020. These are actual Jim Crow Laws. Reading about them is one thing, reading the *actual* laws is another. Actually seeing how ludicrous they were, to the point where they really did not need to exist, was fascinating.

"President Truman Wipes Out Segregation In Armed Forces." *Chicago Defender*. *Library of Congress*, www.loc.gov/exhibits/odyssey/archive/09/0902001r.jpg. Accessed 22 May 2020. This newspaper article allowed me to understand the perception of the immediate success brought upon by the Tuskegee Airmen.

"Plessy v. Ferguson (1896)." *OurDocuments*, www.ourdocuments.gov/doc.php?flash=false&doc=52. Accessed 1 Mar. 2020. Plessy v. Ferguson was a landmark case that legalized the existence of segregation. The decisions wrought by this case would be what prevented the Tuskegee Airmen from fully operating within the Air Force. Understanding it was crucial toward forming my context pages.

Stern, Marlow. "Dr. Roscoe Brown, A Real-Life Tuskegee Airman, Tells His 'Red Tails' Story." *The Daily Beast*, www.thedailybeast.com/dr-roscoe-brown-a-real-life-tuskegee-airman-tells-his-red-tails-story. Accessed 1 Mar. 2020. This interview with a living Tuskegee

Airmen helped me to understand what drove their desire to join the military.

Despite the institution actively rejecting them, Roscoe's interview demonstrates the innate drive to prove White supremacy wrong. A quote from the interview is enclosed within my website, enhancing my overall argument by including words directly from the subject matter.

"The Tuskegee Airmen." *Franklin Delano Roosevelt Presidential Library*,

www.fdrlibrary.marist.edu/archives/pdfs/tuskegee.pdf. Accessed 1 Mar. 2020.

This series of documents covered Roosevelt's decision to create the Tuskegee Airmen. The multiple perspectives it provided helped me to understand the chip on their shoulder the Tuskegee Airmen wore. They had a lot of doubters that they needed to prove wrong.

Tuskegee Airmen. Air Force National Museum, [www.nationalmuseum.af.mil/Portals/7/](http://www.nationalmuseum.af.mil/Portals/7/documents/publications/tuskegee_airmen_exhibit_guide.pdf)

documents/publications/tuskegee_airmen_exhibit_guide.pdf. Accessed 23 Apr. 2020. This PDF document contained numerous primary images and documents that gave me an idea of what the Tuskegee Airmen experienced. It contained medals, uniforms and correspondence among the military that related to the group. It was able to make the Tuskegee Airmen feel like a living force that I was researching instead of a one dimensional topic.

"The Tuskegee Experience." *Tuskegee University*,

[www.tuskegee.edu/Content/Uploads/Tuskegee/files/TuskegeeExperience\(1\).pdf](http://www.tuskegee.edu/Content/Uploads/Tuskegee/files/TuskegeeExperience(1).pdf).

Accessed 1 Mar. 2020. This source provided me with statistics and insights

regarding what it was like to be a Tuskegee Airmen. It relayed the direct impact of the Tuskegee Airmen.

Waxman, Olivia B. "The First Africans in Virginia Landed in 1619. It Was a Turning Point for Slavery in American History—But Not the Beginning." *Time*, 20 Aug. 2019, time.com/5653369/august-1619-jamestown-history/. Accessed 29 Feb. 2020. This article, in conjunction with others, also played a vital role in helping me gain an appreciation for the scope of Black struggle. The piece analyzes 1619 as a turning point in African-American history--a pivot point that cannot be ignored. That more direct angle is what drove my overall context. 1619 is important, thus Blacks were always important to American history; a role demonstrated by the Tuskegee Airmen.

Video Content:

"Shot Down in WWII - Tuskegee Airmen Alexander Jefferson." *Youtube*, uploaded by National Museum of African American History and Culture, Google, 6 Mar. 2012, www.youtube.com/watch?v=fCgeZHH1zU8. The interview from a former Tuskegee Airmen himself provided me with a unique perception on the feats performed by the Tuskegee Airmen

Photographs:

"African Americans in the Korean War." *The Korean War Legacy Foundation*,

koreanwarlegacy.org/chapters/african-americans-in-the-korean-war/. Accessed 1 Mar. 2020. The Korean War was the first major instance in which we could test whether or not the Tuskegee Airmen had broken any sort of barrier.

African-American participation equally in all combat elements during this war proved such. This image can be found on the "An Open Cockpit" page.

African American Soldiers Digging a Trench. cdn4.picryl.com/photo/1916/01/01/with-the-us-troops-in-mexico-black-soldiers-digging-a-ditch-for-rain-water-640.jpg. Accessed 24 Apr. 2020. An example of the menial labor African Americans were delegated to in wartime. This image can be found on the "Military Barriers" page.

Freedman Bureau man keeps the peace. *The New York Times*,

static01.nyt.com/images/2006/09/10/books/wile650.jpg?quality=90&auto=webp. Accessed 4 Mar. 2020. This is an image of an officer from the Freedmen's Bureau attempting to keep the peace between Southerners and newly freed Blacks. It epitomizes a race struggle that would characterize America its entire existence. This image can be found on my "Historical Context" page.

The landing of the first Negroes. Encyclopedia Virginia,

www.encyclopediavirginia.org/filestore/1/5/4/8_0976ef61c67551f/1548pre_7dfe04df193c4c8.jpg. Accessed 29 Feb. 2020. This image depicts the arrival of

slaves to Jamestown in 1619. It can be found on the "Historical Context" page of the website.

A picture of a flag hanging outside the NAACP proclaiming that a man was lynched.

Library of Congress,

www.loc.gov/exhibits/civil-rights-act/images/09705_standard.jpg. Accessed 1 Mar. 2020. This is an image meant to drive home the extent of segregation and Black oppression. It can be found on the "A Segregated Society" page.

A sign indicating that the "colored" can use the water fountain. *United States Holocaust Memorial Museum,*

www.ushmm.org/exhibition/olympics/?content=jim_crow&lang=en. Accessed 1 Mar. 2020. This is an image depicting Jim Crow segregation. It can be found on my "A Segregated Society" page.

A Letter to the Inspector General. *National Archives Foundation,*

www.archivesfoundation.org/documents/tuskegee-airmen/. This source made me realize that there was agitation through the legal process to gain rights beside Double V. People besides the Tuskegee Airmen were fighting against the system.

Tuskegee Airmen standing in front of a plane. *NPR,*

media.npr.org/assets/img/2018/07/28/gettyimages-469311849_wide-63d5007c203ef6ec05e8fcf69a395e8c48adf31c-s1600-c85.jpg. This is an image of multiple Tuskegee Airmen standing in front of what is presumably a P-51 aircraft. It

captures the surreal moment of Black pilots finally graduating. It can be found on my page "A Remarkable Breakthrough".

President Lyndon B Johnson (1908 - 1973) discusses the Voting Rights Act with civil rights campaigner Martin Luther King Jr. (1929 - 1968) in 1965. Time Magazine, [time.com/3658593/selma-lbj-history/](https://www.time.com/3658593/selma-lbj-history/). Accessed 5 Mar. 2020. This image is meant to exemplify the continued struggle that was initiated first by the Tuskegee Airmen. It can be found on the "An Open Cockpit" page.

Secondary Sources

Articles, Opinions, Webpages:

Adkins, Asya. "The Tuskegee Airmen: African-American Heroes of World War II."

University of South Florida Scholar Commons, University of South Florida, 2018,

scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1354&context=sunlandtribune. Accessed 1 Mar. 2020. This report provided me with a more detailed insight on the Tuskegee Airmen. It was more than a surface level overview, diving into the individual traits that drove their success.

"A Campaign For Freedom." *Richmond History Engine*, historyengine.richmond.edu/episodes/view/4682. This site allowed me to better understand the impact of Double V, steering the overall thesis of my project.

"African-Americans in the U.S. Army." *The U.S. Army*,

www.army.mil/africanamericans/timeline.html. Accessed 1 Mar. 2020. This site provides a complete timeline of African-American involvement in U.S. wars.

However, I primarily used it to assess the impact of the Tuskegee Airmen

breaking the color barrier. For a barrier to truly be broken, it needs to be easier for the others that come after. This is true in the case of the Tuskegee Airmen. It was easier for African-Americans to participate in the military due to the desegregation that followed the Airmen's success.

"American Visionaries: The Tuskegee Airmen." *The National Park Service*,

www.nps.gov/museum/exhibits/tuskegee/airwar.htm. Accessed 1 Mar. 2020.

This little interactive timeline helped me understand the full journey of the Tuskegee Airmen. From their training to their accomplishment, this source was invaluable to my comprehension of the struggles they faced.

Collins, Elizabeth. "Black Soldiers in the Revolutionary War." *The U.S. Army*, 27 Feb.

2013, www.army.mil/article/97705/black_soldiers_in_the_revolutionary_war.

Accessed 1 Mar. 2020. This article acted as a way for me to understand how far back Black involvement with American military forces went. Blacks fought in every single major American conflict. This country was most certainly theirs as they had spilled as much if not more blood than their white counterparts defending it. Yet, they still were subjugated.

"Double V Campaign." *Education Resources Information Center*,

files.eric.ed.gov/fulltext/ED205956.pdf. Accessed 1 Mar. 2020. This document

resume provided an explanation of what Double V was from a primary perspective. It went into detail regarding what the actual perpetrators of the campaign thought, what drove them and what their vision of success was. This

allowed me to independently evaluate whether or not the Tuskegee Airmen were a success.

"The Double V Victory." *The National World War II Museum*,

www.nationalww2museum.org/war/articles/double-v-victory. Accessed 1 Mar.

2020. This source traces through the history of the Double V campaign in

America. The full timeline it provided helped me evaluate how the Tuskegee

Airmen fit within it.

The Editors of Encyclopedia Britannica. "Tuskegee Airmen." *Encyclopedia Britannica*,

24 Jan. 2020, www.britannica.com/topic/Tuskegee-Airmen. Accessed 1 Mar.

2020. This article provided the basic facts I needed to know in order to truly dive

deeper with my understanding of the Tuskegee Airmen.

"Eleanor Roosevelt and the Tuskegee Airmen." *The Franklin Delano Roosevelt*

Presidential Library, www.fdrlibrary.org/tuskegee. Accessed 1 Mar. 2020. This

is an intriguing little side story that I considered not including in the website due

to the limited word count. However, I believe it is very important to their story.

Eleanor Roosevelt's stepping in helped to grant the Tuskegee Airmen some air of

credibility. If the first lady trusted flying in the cockpit of one of their planes,

then they must be good.

"General Davis's Son Among First Negro Air Officers." *Jackson Advocate*.

Library of Congress, chroniclingamerica.loc.gov/lccn/sn79000083/

1942-03-14/ed-1/seq-1/

#date1=1940&index=3&rows=20&searchType=advanced&language=&sequenc

e=0&words=Pilot+pilot+Tuskegee&proxdistance=10&date2=1963&ortext=&pr
 oxtext=tuskegee+pilot&phrasertext=&andtext=&dateFilterType=yearRange&pag
 e=1. Accessed 20 Apr. 2020. This newspaper article helped me to realize how
 much of a step forward the creation of the Tuskegee Airmen was. Hearing direct
 testimony from those who were benefiting from the move was invaluable to my
 understanding of the overall context of the situation.

Heller, Richard. "Slavery." *Encyclopedia Britannica*, 5 Dec. 2019,

www.britannica.com/topic/slavery-sociology. Accessed 29 Feb. 2020. This
 source was integral to me gaining an understanding of the context of the event I
 am exploring. The agitation for Civil Rights did not begin in the 1960s, it was
 happening since the inception of America. Understanding that helped me grasp
 the role the Tuskegee Airmen played.

"Improving Demographic Diversity in the U.S. Air Force Officer Corps." *RAND*,

[www.rand.org/content/dam/rand/pubs/research_reports/RR400/RR495/RAND_RR495.p
 df](http://www.rand.org/content/dam/rand/pubs/research_reports/RR400/RR495/RAND_RR495.pdf).

Accessed 23 Apr. 2020. This source helped me to understand the impact of the
 Tuskegee Airmen from a data-driven perspective.

"Indentured Servants In The U.S." *PBS - History Detectives*,

www.pbs.org/opb/historydetectives/feature/indentured-servants-in-the-us/.

Accessed 29 Feb. 2020. Slavery was not an instantaneous process.

Understanding what caused the shift from indentured servitude to chattel slavery
 was valuable to forming an overall context of early American society.

"Morton Field / Tuskegee Airmen Special Resource Study." *National Park Service*, www.nps.gov/parkhistory/online_books/tuai/srs.pdf. Accessed 1 Mar. 2020. This study was an invaluable asset for my project. It provided an extremely detailed overview of what life like a Tuskegee Airmen was and gave me a sense for what they strove to accomplish.

The National Archives. www.archives.gov/education/lessons/cotton-gin-patent. Accessed 29 Feb. 2020. Slavery was supposed to die out. Automation was attracting immigrants, which combined could outpace traditional agriculture. However, Whitney's Cotton Gin leveled the playing field and ensured that slavery, and thus racism, would be here to stay in America for at least a little while longer.

"P-51." *Encyclopedia Britannica*, edited by John F. Gullmartin, www.britannica.com/technology/P-51. Accessed 4 Mar. 2020. This article provided basic information on the type of fighter the Tuskegee Airmen flew. It helped me to better understand the conditions within which their feats were accomplished.

"Remembering the Tuskegee Airmen." *The Department of the Interior*, www.doi.gov/video/remembering-tuskegee-airmen. Accessed 1 Mar. 2020. This video provided insightful content regarding the legacy of the Tuskegee Airmen. It looks at them from a modern perspective, evaluating their accomplishments and the impact they had on modern society.

"Role of Negro soldiers in U.S. Army and their training in the U.S. in World War

2. Includes Louis versus Schmeling boxing scene..." *Critical Past*,
[www.criticalpast.com/video/](http://www.criticalpast.com/video/65675078143_Joe-Louis_prayer-service_Mein-Kampf_Womens-Army-Corps_service-flag)

65675078143_Joe-Louis_prayer-service_Mein-Kampf_Womens-Army-Corps_service-flag.

Accessed 24 Apr. 2020. This site provided context for the African American experience outside of the Tuskegee Airmen

"The Tuskegee Airmen and Eleanor Roosevelt." *The Franklin Delano Roosevelt*

Presidential Library, docs.fdrlibrary.marist.edu/TUSKEGEE.HTML. Accessed 1 Mar. 2020. This story with Eleanor Roosevelt always makes me chuckle a little bit. It was such a subtle power play that worked to legitimize the Tuskegee Airmen. This source helped me understand the complexity of Eleanor Roosevelt's decision, and appreciate it

"The Tuskegee Airmen - Why Significant?" *National Park Service*,

www.nps.gov/tuai/learn/historyculture/upload/the-tuskegee-airmen-significance.pdf. Accessed 1 Mar. 2020. This is an essay regarding the significance of the Tuskegee Airmen. It acted as a road map for me to follow as I constructed my website.

Urofsky, Melvin I. "Jim Crow law." *Encyclopedia Britannica*, 21 Aug. 2019,

www.britannica.com/event/Jim-Crow-law. Accessed 29 Feb. 2020. I chose to trace all the way back to the before America's founding for my context. I believe that gaining a full idea of what caused racist ideas to form is important. Jim

Crow is one step along that contextual journey. It solidified the idea that Whites were simply wanted to keep the Black below them, even if they didn't directly benefit from this repression. (i.e. banning Blacks from playing checkers with them)

Interview:

Hutchinson, Daniel. Interview. 12 Dec. 2020. Daniel Hutchinson is an Associate

Professor of History at Belmont Abbey College. I was directed toward him by another professor who felt he would have a better grasp on my subject matter.

Professor Hutchinson was able to answer all of my more detailed questions; the ones that are a bit harder to find in a book or on a website. He also offered another perspective, bringing in his own opinions on the key impacts of the Tuskegee Airmen.

Books and Historical Papers:

Darling, Ian. *Heroes In The Skies: American Aviators In World War II*. This novel

provided me insight on the general experience of a World War II aviator. It also specifically goes into depth on the color barrier the Tuskegee Airmen had to face. Overall, Darling is able to form a complete picture of the World War II military perspective.

Handleman, Philip, and Harry S. Stewart, Jr. *Soaring to Glory: A Tuskegee Airman's Firsthand Account of World War II*. This book allowed me to understand the quieter half of being a Tuskegee Airmen. It goes into detail on the history of Black flight, truly enumerating on the aspirations the Tuskegee Airmen carried on their shoulders. Appreciating this went a long way toward advancing my overall project.

Hanson, Victor Davis. *The Second World Wars: How The First Global Conflict Was Fought and Won*. Basic Books. This book provided me with context of the greater World War II conflict. Davis is able to integrate the role of the Tuskegee Airmen into the broader war seamlessly, providing me with valuable insight on their greater purpose.

Haulman, Daniel L. "The Tuskegee Airmen Chronology." *Tuskegee Airmen Chronology*.

\ Department of Defense, media.defense.gov/2010/Dec/22/2001330157/-1/-1/0/AFD-101222-041.pdf. This document provided me with a chronological understanding of the Tuskegee Airmen. (This is an electronic copy of the paperback book) It demonstrated to me the evolution of the Tuskegee Airmen and the expansion of their impact on the United States.

Haulman, Daniel L., Dr. "112 Victories: Aerial Victory Credits of the Tuskegee Airmen." *Tuskegee Airmen Inc.*, 17 Jan. 2008, tuskegeeairmen.org/wp-content/

uploads/112-Victories.pdf. This paper provides details on the "Never Lost a Bomber" myth, specifically on how it came into existence.

Haulman, Daniel L., Dr. "Nine Myths About the Tuskegee Airmen." *Tuskegee University*, 21 Oct. 2011, www.tuskegee.edu/Content/Uploads/Tuskegee/files/Nine_Myths_About_the_Tuskegee_Airmen.pdf. This essay provided details on myths I originally heard from the Tuskegee Airmen movie.