History Making Productions Presents: Promise for a Better City: 1944 - 1964

Teacher Materials Lesson Plan & Answer Key

- Learning through Media -

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INTRO

We here at History Making Productions hope that the *Philadelphia*: The Great Experiment series can enrich your classroom teaching in a way that is exciting for your students and not too time-consuming for you. Here's how it works.

For each 25-minute episode you will find:

BEFORE

Attention grabbing "hooks" to stimulate student interest

Images and/or documents from the film along with suggested discussion questions to prepare students to view the episode

Vocabulary lists to teach unfamiliar terms

Essential questions to help you frame the lesson

DURING

Note-taking sheets to keep your students focused as they view the episode

Suggested stopping points to maximize student interest and understanding

AFTER

Follow-up lessons based on content from the episode

Class activities based on the webisodes that accompany each episode, along with webisode worksheets that require information gathering, exploration of primary sources, and critical analysis

Lessons based on primary sources relevant to the episode

Suggestions for topics that can be explored more fully using our Shortcuts, brief interviews with experts that are available on the historyofphilly.com website.

List of relevant Common Core Standards

A set of five quiz questions based on the note taking sheet.



BEFORE

(Preparing for and showing the episode should take approximately one 50-minute class period.)

To stimulate interest, show the **introductory PowerPoint**. It begins with a photo taken in August of 1944. Ask students to make predictions about the scene depicted. (For background information, see http://northerncity.library.temple.edu/node/30260)

The title of this episode is "The Promise for a Better City". Ask students to share ideas about the characteristics of a great city.

Indicate that ways that mid-twentieth century Philadelphians sought to improve their city include the following:

- -Expanding job opportunities for African Americans
- -Getting rid of corruption in city government
- -Creating a clean, modern, attractive center city
- -Encouraging peaceful coexistence among diverse people

Have students match each of these goals to one of the photos from the episode shown on the Introductory PowerPoint

Words before watching:

These are terms that are used in the episode and on the note sheet. It will be helpful to review any unfamiliar terms with students or to distribute the **vocabulary list** to students.

Arsenal – a factory or workshop for producing and storing weapons and munitions.

Menial – relating to work requiring little skill, especially domestic duties such as cleaning

Relic - something that has survived from the past

Encumbrance – a hindrance

Irony – contrast between what might be expected and what actually occurs Rebuff – reject

Wondering before watching

These are the essential questions that permeate the episode and all supplementary materials. You may choose to present them before and/or after watching.

- What are the characteristics of a good city?
- What are the most effective strategies for creating a better city?
- In what ways did Philadelphia improve during the mid-twentieth century? In what ways did the city deteriorate?

Work while watching:

Students will fill out a **note-taking sheet** that, once filled out, will provide an outline of the episode.

Pause while watching:

(11:42) What kinds of ideas did Edmund Bacon present at the Better Philadelphia Exhibition? What would you propose if you were creating a 21st century version of this event?

(14:34) Compare your life as a teen today to that of the teens of the 1950s and early 1960s. How are the ways you dress, dance, and listen to music the same or different? How have relations between races changed or stayed the same?

AFTER

(Approximately one class period) Discussion after watching

- Which brought greater change to the city protest or electoral politics?
- What changed the most during the period 1944 1964: the city's appearance, economy, or government?
- How might the fall of the 1964 Phillies serve as a symbol for the entire 1944 1964 period? (Suggestion: show image from 2:54 in The Phall.)
- Share or show the following quotation from WIP sports radio personality Anthony Gargano from The Phall (5:54-6:32): "Let's face it, sports effect how we are as a people, so when our team lets us down in an epic collapse, it turned an entire generation bitter, sour, dour, and it effected the mood of an entire city. We became fatalistic. We spell fatalism with a "ph" because of the 1964 Philadelphia Phillies." Do you think sports have this much impact on the mood of a city's residents?
- Refer to essential questions.

Activity after watching

Break students into groups of four or five students. Present them with the following list of "promises for a better city":

- -Expanding job opportunities for African Americans
- -Getting rid of corruption in city government
- -Creating a clean, modern, attractive center city
- -Encouraging peaceful coexistence among diverse people

Ask students to rank each in terms of the degree to which each "promise" was fulfilled during 1944 - 1964. You may want to assign each student a "promise" to focus on before they begin watching the episode.

Activity after watching—webisode (Approximately one class period)

To prepare for the webisode, "Urban Renewal: Remaking Society Hill" Pre-teach the following terms:

<u>Urban renewal</u> – the redevelopment of areas within a large city, typically involving the clearance of slums.

Rehabilitation – to restore to good condition

Eminent Domain - The right of a government to appropriate private property for public use, usually with compensation to the owner.

<u>Gentrification</u> – The restoration and upgrading of deteriorated urban property by middle-class or affluent people, often resulting in displacement of lower-income people.

Then distribute the **webisode worksheet.** After viewing the webisode, give students a few minutes to answer the "Analyzing the Info" questions and then discuss. As an "exit slip" or homework assignment, have students write a description of the transformation of Society Hill using each of the terms above.

As a follow-up, have students watch the brief Crosstown Expressway webisode. Why did city planners succeed in remaking Society Hill but fail in their efforts to have an expressway built along South Street?

Activity after watching—primary sources (Approximately one class period)

To delve deeper into the PTC strike of 1944, have students read the summary at http://northerncity.library.temple.edu/node/30260 and develop a time-line of major events. Then, they should compare their time-line to the one found at http://northerncity.library.temple.edu/content/frankford-timeline. Return to this image of a truck used to transport workers to the Frankford Arsenal during the strike http://northerncity.library.temple.edu/content/frankford-arsenal-truck-passen. Ask students to share what they have learned through the episode and the summary/time-line that helps them to understand the photo. Distribute photocopies of the image to pairs of students. Have them develop "thought bubbles" to go over the heads of the various people on the truck. Their goal is to express numerous aspects and several points of view on the strike. You may want to list key concepts that they need to convey (e.g. importance of Philadelphia as a war production center, emerging role of women and African Americans in industrial workforce, reasons for/impact of the strike etc.) and/or terms they need to use (e.g. PTC, Executive Order 8802, General Hayes, Frankford Arsenal, Fair Employment, President Roosevelt).

Next, display the image of the march protesting the strike http://explorepahistory.com/displayimage.php?imgld=I-2-F3C and have students read the slogans on as many signs as they can. Then, have students write slogans that would be appropriate for such a march. You may want to give a list of key concepts and terms as listed above.

NOTE: It will also work to give students a choice of the two primary source-based activities described above.

Activity after watching—primary sources (approximately one class period)

Promise for a Better City refers briefly to the selective patronage movement led by Reverend Leon Sullivan; this activity will give students the opportunity to learn about this successful series of boycotts in which African Americans eschewed buying goods from targeted companies until specific hiring demands were met.

First, show students the "DO NOT SHOP at THE A & P STORES" flyer. Explain that A & P was a large supermarket chain. Ask students to determine the demands, the purpose, the leaders, and the planned duration of the campaign.

Then, put students in pairs and have each student read one of two excerpts from "Negroes Building Boycott Network", a New York Times article from 1962, in order to determine the keys to the success of the selective patronage movement in general and the A & P campaign in particular. After reading separately, they should create a list of the factors that made selective patronage such a powerful strategy. (From Excerpt 1: careful planning, diffuse leadership, the respected role of ministers in the community; from Excerpt 2: a moral base, targeting one company at a time, organized distribution of handbills, requiring full compliance with demands, focus on specific jobs and on companies with many black customers)

To close the lesson, explain to students that in 1967 there was another attempted selective patronage campaign in Philadelphia that was organized after Philadelphia police officers, under the command of Police Commissioner Frank Rizzo, attacked a group of African American students who were protesting for changes in Philadelphia public schools

Show them the "RIZZO MUST GO!" flyer. Again, have them determine the demands, the purpose, the leaders, and the planned duration of the campaign. Based on what they learned about the keys to the success of Reverend Sullivan's selective patronage campaign, do they think that this campaign would be effective?

They should be able to determine that not buying anything in any Philadelphia area stores during the Christmas season was probably not a reasonable expectation. Furthermore, the business owners who would have been impacted did not have the authority to carry out the demand of firing Police Commissioner Rizzo—that would have been the responsibility of the mayor, and he was not directly targeted by this campaign. Other weaknesses are that the campaign was planned to last only for one specific shopping season rather than until demands were met and the sponsorship seems vague. Not surprisingly, this effort did not succeed. You may want to share with students an excerpt from a *Philadelphia Tribune* article, "Anti-Rizzo Meeting Calls for Toyless Black Xmas", that underscores the unrealistic nature of this proposed boycott. The "EXPLANATION FOR CHILDREN" section is the most poignant.

(Note: You could also use the "Black People Boycott" flyer from the same time period which is simpler and similarly lacks a realistic and specific target, an achievable goal, readily identifiable leadership, or an open-ended time to call off the campaign.)

Activity after watching—primary sources (approximately one class period)

To review the major events of the Columbia Avenue riots of 1964, have students read the Introduction to the interpretive essay at

http://northerncity.library.temple.edu/content/collections/columbia-avenue-riots/what-interpretative-essay. You may want to also give them time to examine some of the photos, articles, interviews and other sources at

http://northerncity.library.temple.edu/content/collections/columbia-avenue-riots. Next, have them read **two different accounts** of the riot written during the immediate aftermath. What do they notice is different about the two articles?

They should be able to note that the New York Herald Tribune article uses dehumanizing language to describe the residents of the neighborhood; the woman whose arrest sparked the riot is described only as a "Negro woman". On the other hand, the Philadelphia Tribune article refers to the woman as Mrs. Odessa Bradford and focuses on efforts by local leaders to calm the neighborhood.

Ask students to hypothesize why the language is so different in the two articles. Point out that the *Philadelphia Tribune* is a local, African American newspaper and thus the perspective was quite different than that of a mainstream New York newspaper. As a follow-up, students can find articles about a contemporary event and see if they can find differences in how it is described by two different news sources (e.g. an American vs. an overseas newspaper for an international incident; MSNBC vs. FOX News for a national story; a Philadelphia newspaper vs. USA Today for a local event).

(Varied depending on goals, assignments) Activity after watching—shortcuts

If you and your students want to pursue topics introduced in "The Promise for a Better City:, you can use the Shortcuts to get information from the experts on a variety of topics. A <u>partial</u> list of Shortcuts follows.

19944 PTC Strike

- Carolyn Davenport Moore's Character with Richard Moore
- Carolyn Davenport Moore with Richard Moore
- An Influential Political Parent with Richard Moore
- A Fight for PTC with Peter Binzen
- 1944 Transit Strike with Elestine Ashlock

Reform politics of post-World War 2 Philadelphia

- 1940's Reformers and Joseph Clark with Deborah Dilworth Bishop
- Dilworth's Passion for Politics with Deborah Dilworth Bishop
- Politics as a Child with William Green III
- Interest in Politics with Howard Lewis
- The Beginning of the ADA with Howard Lewis
- Lennox Moak with Peter Binzen
- A Republican City with Terry Madonna
- Employee Patronage with Terry Madonna

- How the Machine Worked with Terry Madonna
- Joe Clark with Bob Bogle
- The People of the City Policy Committee with Walter Phillips Jr.
- The Philadelphia Republican Machine with Francis Ryan
- Political Corruption with Francis Ryan
- Corruption and Reform with G. Scott Knowles

Urban Renewal

- Building Highways with Donald Shanis
- Connecting Philadelphia with Donald Shanis
- Highways Serving the Port with Donald Shanis
- Renewal and Gentrification In Philadelphia with Erick McDuffie
- Poverty in Philadelphia with Erick McDuffie
- Dock Street's Transformation Into Society Hill with Walter D'Alessio
- Affordability of Society Hill with Walter D'Alessio
- Ed Bacon and Walter Phillips Sr. with Walter Phillips Jr.
- Reviving Society Hill with Greg Heller
- Building a Twentieth Century City with Tom Sugrue

Music of the 1950s and 1960s

- Becoming a Disc Jockey with Charlie Brown
- Georgie Woods with Charlie Brown
- The Potatochip Man with Charlie Brown
- The 17 Canteen Show with Charlie Brown
- Growing Up in South Philadelphia with Charlie Gracie
- American Bandstand with Charlie Gracie
- Street Corner Music with Charlie Gracie
- Musical Beginnings with Charlie Gracie
- Hot Entertainment Spots in Philly with Sonny Driver
- Getting on Bandstand with Frankie Avalon
- Jerry Blavat with Frankie Avalon

African American Life

- Going to School with Elestine Ashlock
- Social Life in The 40's with Elestine Ashlock
- Interracial Socialization with Sonny Driver
- Post-War Racial Tensions with Tom Sugrue
- Columbia Avenue Riot with Sonny Driver
- Conflict in the Neighborhood with Sonny Driver
- Leon Sullivan with Bob Bogle

RELEVANT PENNSYLVANIA COMMON CORE STANDARDS

Key Ideas and Details

Grade 6-8

- -Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- -Identify key concepts in a text's description of a process related to history/social studies(e.g., how a bill becomes law, how interests rates are raised or lowerred).

Grade 9-10

- -Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- -Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grade II-I2

- -Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas
- -Evaluate various explainations for actions or events and determine which explaination best accords with the textual evidence, acknowledging where the text leaves matters uncertain

Craft and Strucure

Grade 6-8

-Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language inclusion or avoidance of particular facts).

Grade 9-10

-Analyze how a text uses structure to emphasize key points or advance an explaination or analysis

Grade II-I2

-Evaluate authors' differing points of view on the same historical event or isssue by assessing the author's claims, reasoning, and evidence.

Integration of Knowledge and Ideas

Grade 6-8

- -Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts)
- -Distinguish among fact, opinion, and reasoned judgment in a text.
- -Analyze the relationship between a primary and secondary source on the same topic.

Grade 9-10

- -Assess the extent to which the reasoning and evidence in a text support the author's claims.
- -Compare and contrast treaments of the same topic in several primary and secondary sources

Grade II-I2

- -Integrate an evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem
- -Evaluate an authors's premises, claims, and evidence by corroborating or challenging them with other information
- -Integrate informationation from diverse sources, both primary and secondary, into a coherent understanding of an event, noting discrepancies among sources.

Promise for a Better City Vocabulary

- Arsenal a factory or workshop for producing and storing weapons and munitions.
- Menial relating to work requiring little skill, especially domestic duties such as cleaning
- **Relic** something that has survived from the past
- **Encumbrance** a hindrance
- Irony contrast between what might be expected and what actually occurs
- **Rebuff** reject

"Note Sheet" Key

Promise for a Better City: 1944-1964—The basics

Fill this in as you watch. Sentences in italics are direct quotations from the episode.

Segment I—0:00-4:17 (World War II/PTC strike)

- I. Why was Philadelphia important to the war effort during World War II? "America's arsenal". Ships, steel, chemicals and other war materials are made here.
- 2. What two groups made significant gains in the industrial workplace during World War II? **Women**, **African Americans**
- 3. At the Philadelphia Transportation Company (PTC), the job of trolley operator is for whites only.
- 4. Black workers were kept in the menial jobs of cleaners or mechanics.
- 5. Carolyn Davenport Moore organizes protests that draw **national** attention. President Roosevelt orders 8 black workers to be **trolley drivers**.
- 6. In August 19, 1944, more than 6,000 PTC workers **defy** the federal order, bringing war **production** to a **halt**.
- 7. President Roosevelt sent troops to Philadelphia to run the trains.
- 8. How were the workers convinced to come back to work? They were told they would be drafted (sent to the South Pacific) if they did not come back to work.

Segment 2—4:18-9:23---Rise of the anti-corruption Democrats

- I. At the end of World War II, how long had Philadelphia's Republican party been in power? **Over 70 years**
- 2. What was the contribution of each of the following women to the campaign of Democrats Joseph Clark and Richardson Dilworth?

Natalie Sachs	Street organizer
Elise Bailen	Key strategists
Ada Lewis	Created psychological political warfare
Emily Jones	Put together TV advertisements

3. What were the key features of the new city charter that was approved by voters in 1951? **Professional management, effort to route out corruption, safeguards for racial equality in employment.**

"Note Sheet" Key, Continued

Segment 3---9:24-11:40---Edmund Bacon's ideas, part 1

- I. What are some adjectives to describe Philadelphia in the late 1940s? Filthy, unhealthy
- 2. Relics of Philadelphia's **grand industrial** era were seen as an encumbrance to Philadelphia becoming a **modern** consumer-oriented downtown.

Segment 4—11:41-14:34- Teen life

Segment 5---14:35-18:45---Edward Bacon's ideas, part II

- 4. What is the *irony* described by Professor Tom Sugrue? **As African Americans migrated to the North for jobs, the industrial jobs moved to the South.**
- 5. Why did Edmund Bacon want to remove the "Chinese Wall" and what was built in its place? **Penn Genter**
- 6. Who opposed Edmund Bacon and Mayor Dilworth's plan to bring urban renewal to Society Hill? Why? **People in the community; it was their home.**

Segment 6---18:46-24:49—Civil Rights era Philadelphia

- I. What strategies were used to create more job opportunities for African Americans in Philadelphia? Developing jobs/businesses, march on City Hall, occupy Mayor Tate's office, picket lines, refusing to buy goods and services (boycotts)
- 2. In August of 1964, rumors spread that **police killed a pregnant black woman** which led to a riot along Columbia Avenue in North Philadelphia.
- 3. Which leaders worked to calm the three-day riot? Reverend Leon Sullivan, NAACP head Cecil B. Moore, and radio broadcaster Georgie Woods

Segment 7---24:50-28--- I 964

- 1. What two things were continuing to flee Philadelphia in 1964? Jobs and residents
- 2. Why was Edmund Bacon on the cover of TIME magazine? **Philadelphia was seen as a model of urban renewal.**

Webisode Worksheet Key

Urban Renewal: The Remaking of Society Hill

GATHERING THE INFO: As you watch the webisode, complete this sheet.

- 1. *Urban renewal* money came from the **federal** government, but decisions on how to spend it were made at the **local** level.
- 2. Fill in the chart below with information about the type of people, businesses, and buildings that were found in Society Hill before and after urban renewal.

Before Urban Renewal	After Urban Renewal
 Working class "backbone of city's port" Main produce market African American and Irish laborers Deteriorated Blue Anchor Inn attracted foreign sailors and prostitutes 	 Combination of old and new structures Dock Street market demolished→Society Hill Towers designed by famous architect I.M. Pei Mayor Dilworth bought home on Washington Square Network of greenways, pedestrian pathways "restored colonial village" Old Philadelphia families Young people who wanted to rebuild ("a Vermont village") Stratified White, wealthy residents

3. Society Hill became a national model of how to revive a neighborhood through **preservation** rather than **demolition** .

ANALYZING THE INFO:

I. Was the renewal of Society Hill a good idea? Who were the biggest winners and losers? Did the local government misuse its authority in the development of Society Hill?

Answers will vary.

Webisode Worksheet Key, Continued

2. Edmund Bacon, Director of the City Planning Commission, is quoted as saying, "I know what ought to be". Was this an accurate statement in terms of Society Hill? **Answers will vary.**

DO NOT SHOP or THE A&P STORES

until

The A&P Company meets our requests for <u>FULL TIME PERMANENT</u> COLORED workers

- In Their Offices
- Colored Checkers and Other Workers in Their Stores
- Colored Workers in Their Warehouses in Jobs Where They Have Been Excluded!!

TOKENISM IS NOT ENOUGH!

This Program is for The Future of OUR CHILDREN

STAND TOGETHER!

STAY OUT OF A&P!

Colored Preachers of Philadelphia and Vicinity,
The Main Line, Camden, and Chester

P.S.: The public will be notified as soon as our requests have been met.

"Negroes Building Boycott Network"

Excerpt I

NEGROES BUILDING

'Selective Patronage' Plan Is Led by Clergy-Alm Is to

Cut Job Discrimination

By JOHN D. POMFRET Special to The New York Times

WASHINGTON, Nov. 24 Negro clergymen are quietly building a national network to employ Negroes' purchasing power systematically to force concerns that discriminate in hiring and promotion to mend their ways.

The plan, which the ministers call "selective patronage," is most highly developed in Philadelphia, where it has been operating with fremarkable results for two years.

The ministers expect it to take hold in every major city with a Negro population large enough to make its economic power felt.

The plan has already spread to New York where the first boycott began two weeks ago. to Chicago, Detroit, Pittsburgh Cincinnati and Wilmington, Del. It will start soon in Atlanta, according to dersons involved in

What distinguishes the plan from earlier boycotts is that there is nothing hit-or-miss about it. It is a carefully conceived, permanent program to gain access for Negroes to jobs that have hitherto been closed to them.

The Negro clergymen have Continued on Page 67, Column 1 ? even developed an entirely new concept of leadership—or, really. nonleadership to fit the needs of the program.

Education Is Stressed

They also are encouraging voluntary programs within the Net impossible for reprisals to occur cational level of Negroes so so minded, to know against they may qualify for the new

jobs that become available through "selective patronage" or otherwise.

The final phase of the program which is just under way, an experimental basis in Philadelphia, is the acquisition through small savings clubs of capital that will be used to start enterprises like stores or garden apartment developments as examples of integrated operation.

The originators of the program in Philadelphia realized that its effect would depend on the ministers' ability to persuade their congregations on a mass basis to stop buying a given product and to pass the among non-churchgoers word as well. This ability, in turn, would depend on the high standing and moral authority of each minister with his parishioners.

The originators belived that to undermine the ministers' authority by making it appear that they were taking orders from someone else might be the program's undoing. So they de-cided there would be no formal organization, no by-laws, no officers, no treasury, no dues, no

"Selective patronage," insofar as the congregation of a particular church i concerned, can he ivokd and revoked only by its minister. In the eyes each congregation, its minister

is the leader of the program.

A loosely knit priorities committee (with no chairman) has been formed to determine in what order industries and, then, companies within a selected industry, should be approached The membership of the committee shifts.

Leadership Changes

In addition, each industry campaign—and there have been 19 so far in Philadelphia—is led by a different minister.

Besides reinforcing authority of each minister with his congregation, this diffusion of leadership has other advantages, the originators of the

program say.

It averts factionalism because there is nothing there for anyone to plot to seize it. It develops leadership. It enlarges the white community's idea of the leadership available in the Negro community.

Furthermore, because no one is out in front, it is virtually gro community to raise the edu- It is also difficult, were anyone whom or what to bring a legal

action.

The program and its origins were described in an interview by Rev. Leon H. Sullivan, pastor of the Zion Baptist Church of Philadelphia, one of the founders of the program, who will admit only to being "a servant of the leaders."

"The idea of selective patronage in Philadelphia began about two years ago," Mr. Sullivan said. "Some of us were picketing the five-and-ten to support the lunch counter sit-ins in the South, when we realized that the North and East had prob-. lems that were just as acute.

"The more we looked, the more we saw problems. Thou-sands of Negro boys and girls were walking the streets of Philadelphia, unable to obtain jobs, but white boys and girls who had graduated from the same high schools were work-

ing."

About 15 Negro ministers met in March, 1960, and decided that action was needed to enlist Negro buying power in the fight

"Negroes Building Boycott Network"

Excerpt 2

deaf ears. The ministers are ucts were sold in the public was that the ministers were. It is Mr. Sull'and idea that but in specific jobs. Isset and the campaign was large Negro markets and, hence, isters groups would pursue load. An employer who asserts that won. The kids loved it," Mr. Sull-tioned whether the programia national concern in one city.
employer's problem. The employer's protestations against an ice-cream company civic and business sources cor-become well-organized, of that he has hundreds of Ne-twas faltering until the min-toborated them. The one qual-weaving them into a nationwide
quests. Part compliance is not patronage to felt. Some- enough, and finding the Ne- times it is difficult to find a Although the ministers con- Success Confirmed Success Confirmed Success Confirmed Success Confirmed The basis of race. Meanwhile, the ministers are good opportunity for the New
no one becomes confused. Mr. Sullivan estimates that haven't touched yet are chang-fair employment practices laws phia outlet. But it is in no the ministers are quite ad-it usually takes there weeks in their notices. Mr. Sullivan estimates that haven't touched yet are chang-fair employment practices laws phia outlet. But it is in no the ground that they were purchasing the ministers are quite ad-it usually takes there weeks in their notices.
Selective patronage" is lated in eight weeks. The rest sary to fight more than one said. They wondered further group's campaign an industry. The whether the wondered further milk and ice cream company than one concern at a time dustry met the ministers re-order large for the company of the ministers re-order large for the concern at a time dustry met the ministers re-order large forms.
cern's products. The next day, The first company against weeks, a soft drink company be encouraged to the get cities, Mr. Sullivan said. appear in all the area's Negro invoked in Philadelphia was in For the most part, the mina week. Competing boycotts could. Thus, the Philadelphia group healty shows and barbar than the healty shows and barbar the healty shows and barbar than the healty shows and barbar the healty shows and barbar than the healty shows and barbar than the healty shows and barbar than the healty shows a show that the healty shows the shows a show that the healty shows the shows a show that the healty shows the shows that the shows t
where between 300 and 400 them before anyone new is forefront of the struggle for cases. Negro ministers tell their cont-hired is told simply that this is freedom." The independent sources were simple to invoke sclective pur-

Begin here

Moral Role Explained

The ministers decided that they were, in Mr. Sullivan's parase, "the only morally organized network of communication" in the Negro community and that the drive, to be effective, would have to have a moral as well as mass, base.

effective, would have to have a moral, as well as mass, base.

"To us this is a Biblical—a spiritual—movement," Mr. Sulliyan said. "We are saying to our congregations that we cannot in good moral conscience remain quiet while our people patronize companies that discriminate against our people."

The jobs that the ministers want to open up they call "sensitive" jobs. These are very junior executive and supervisory posts, clerical and stenographic

posts, clerical and stenographic positions, jobs as skilled manual workers and as driver-salesmen -jobs in which people come into close personal association with

other people, and use the same lunchrooms and restrooms.

Although Philadelphia's 534,-000 Negroes are nearly 27 per cent of the city's population, Mr. Sullivan estimated that they held only 1 per cent or less of held only 1 per cent or less of the "sensitive" jobs. Because the unskilled, low

A few days later, they return with a list of specific requests—that so many Negroes be employed in these jobs in this department, so many in that, and so on. They say that the initial requests are a minimum—merely a start by which the concern can indicate its good intentions.
They set a date for their requests to be met and they ask

for assurances that nondiscriminatory policies will be followed.

If the deadline is not met, on

Save Innocent Children From Beatings

SAVE PHILADELPHIA FROM DISASTER

RIZZO MUST GO! DON'T BUY UNTIL RIZZO IS FIRED

OUR CHILDREN EXPRESSED THESE EDUCATION CONCERNS:

- 1. Afro-American History as a regular part of the curriculum.
- 2. Better Facilities in Lunchrooms, Shops and General School Plants.
- 3. A desire to wear Afro-American cultural symbols.

THE BOARD OF EDUCATION AGREES THEIR CONCERNS ARE VALID FOR THIS THEY WERE BRUTALLY BEATEN!

POLICE COMMISSIONER RIZZO IS ONLY CONCERNED WITH

BEATING OUR CHILDREN

HE RECENTLY STATED "BLACK POWER MUST BE CRUSHED"

WHAT DOES HE MEAN?

OUR DOLLARS PAY COMMISSIONER RIZZO'S SALARY
STARTING NOW AND THROUGHOUT THE CHRISTMAS SEASON

DON'T MAKE ANY MAJOR PURCHASES IN THE PHILADELPHIA AREA

OR FROM PHILADELPHIA-BASED STORES

DON'T LET THOSE MERCHANTS AND BUSINESSES WHICH SUPPORT RIZZO CON-TINUE TO PROFIT AT OUR EXPENSE!

> SAVE YOUR DOLLARS AND SAVE OUR CHILDREN! **OUR MONEY IS POWER—HOLD IT** SPONSORED BY THE COORDINATED CITIZENS CONCERNED

Bertha Ann Joel, Regina

to make a fire,"

ped with paper,"

aid she believed

children

Anti-Rizzo Meeting Votes For Toyless "Black Xmas"

By JOHN BRANTLEY WILDER | Christmas presents this year be-Police Commissioner Frank Rise Hundreds, possibly thousands of cause their parents are boycotting; About 100 people said to be rep-Philadelphia children won't get merchants as a protest against resenting a number of organiza-

tions met at Heritage House, Broad and Master sts., Sunday afternoon and voted to declare a 'black Christmas."

Various speakers explained that withholding money from local mer-(Continued from Page 1) er have been hurt. I never have chants would be a form of pur-recently purchased \$100,000 ranch received a single scratch. Others ishment for their "support of Ris-

Trumpet Player

house in Macon, Georgia.

from exposure during his hour. Authorities said there was little long ordeal in the icy lake. Caul-hope that any of the other pas-fy themselves, or to enumerate ey told of how he and other sengers on the plane could have the organizations and their memmembers of the Redding band had survived the crash. The plane berships. left Sunday night bound for an went down in over 50 feet of engagement at a nightchub in water about a mile from shore, to support the boycott "until Ris-Madison, Wisconsin, about a mile and four miles from the airport to is fired." from the scene of the crash.

BATTERIES LOW Tribune. "I didn't think anything held the title for 10 years. of it at the time because I figured the pilet knew what he was "Respect," "Satisfaction" doing."

Cauley said Redding had bought the airplane, a twin engine Cessna, for about \$100,000 a year ago Prison Inmates tation to get to nightclub engagements in various cities.

"I was asleep in the back of Un Army t assured us that the plane," Cauley said, "I was awakened by a bump and then ed that only one of falling. I heard somebody — Eastern Pennsylvania, including ets on the heater I think it was Ronnie (Ronald Philadelphia, by the Salvation piping. "The oth- Caldwell) - screaming that we Army's Eastern Pennsylvania and were going to crash."

HEARD PAL SCREAMING

"I guess I must have passed tions will get 4200 boxes. Ruby, remained in still in my seat and I was float- and 3500 copies of the Salvation out because the next thing I Ruby, remained in at Temple Uniting. I unfastened my safety belt and hung on to the cushion from the seat with all my might. I rection.

Children will be guests at the House of Cormand released.

Children will be guests at the pilot or Otis." are pilot or Otis."

Linda 12; Regina, ed finding the bodies of the pilot, ed, along with parents, on Decemand Annette three. Richard Fraser, 28, and Jimmy ber 18, be visited by Santa on De-aid the house was King, 18, a member of Redding's cember 21, and be shown a film, oyed and that an troupe. The others, still missing "The Spirit of Christmas," the next the tragedy is and feared dead, are Ron Cald-day, well, 19; Phallin Jones, 18, and At the "Army's" Center at 308

have been killed, but God must zo." Talking in a voice still hoarse be watching over me."

Otis Redding, considered as one of the hottest male singers in "Just before we took off, a show business, was named two mechanic at the hanger told our months ago by Melody Maker, a pilot that "the batteries on the London Music publication, as the plane were low, but I don't think world's number one male vocalist, Otis knew it," Cauley told the replacing Elvis Presley, who had

> Among Redding's records were Tramp.

An Orphane Overt Judgo -

Christmas candy-11,000 boxes of Delaware Division between December 12 and 21. Correctional institu-

Coast guard authorities report. The children will also be entertain-

Carl Cunningham, 18, all of Mem-n. 8th st., a chapel meeting has

AIR OF SECRECY

The speakers refused to identi-

Those present gave a voice vote

Leaflets were passed out before the meeting condemning Rizzo's actions in breaking up a rally of Negro students outside the Board of Education building on Nov. 17. EXPLANATION FOR CHILDREN

"We will have to explain to our children why they will not receive toys," one speaker said.

"We will tell them that not getting presents may seem terrible, but that later in life, they will discover that the power structure s denying them things much more important than toys.

"They might as well learn now to be prepared for deprivation of their very birthrights. We are all being deprived of our rights to jobs and education, and our cultural heritage," he said.

It was decided that "the bare necessities of life" could be purchased at out-of-town stores, but that no "major purchases" would be made until Rizzo is fired.



Black People Boycoti

NOW NOW NOW

NO THANKSGIVING OR CHRISTMAS BUYING

IN

PHILADELPHIA OR SUBURBS

EXCEPT

FOOD AND MEDICINE AND WITH BLACK STORES

UNTIL OUR CHILDREN GET A BETTER

EDUCATION SPONSORED BY

BLACK PREACHERS

BLACK LAWYERS

BLACK TEACHERS AND ADMINISTRATOR

BLACK DOCTORS

BLACK LABOR

BLACK COMMUNITY GROUPS

HIT THEM IN THE POCKET, WHERE IT HURTS

AUG 3 01964 NYHT

By Fred C. Shapiro Of The Herald Tribune Staff

Stuyvesant are to New York, "The Jungle" is to Phila-What Harlem and Bedford-

it contains more than 200,000 of the city's more than 600,2 000 Negroes. There they live in conditions as jammed and A 125-block area in the north central part of town squalid as any ghetto in the delphia.

ghettos, it has the highest rate of crime in the city, and like New York's Negro ghettos New York's country.

Friday night and Saturday morning, unchecked rioting exploded.

couched off by a minor traffic arson and looting tore apart the streets of "The Jungle." the violence was between a Negro couple and two policemen white and one Negro thousand Negroes were racing Within hours more than Pypically, ncident

nothing could stop them. Cecil Moore, Philadelphia's storm-iest civil-rights leader, said Dick Gregory, former light-heavyweight boxing chamfanned by a rumor that police Mr. Moore, Negro comedian pion Bob Montgomery and the streets telling jookey Georgie Woods the rumor was no had killed the Negro woman wildly through the streets. the flames rioting satisfied. Nothing roamed people

Associated Press, Herald Tribune-UPI telephoto Then police broke it up, terrifying one Negro, dragging out another.

"ghost town," and only po-lice stood an uneasy guard.

The streets were cleared sey shore vacation, imposed Tate, called back from a Jera complete 24-hour curfew after Mayor James over "The Jungle."

ernoon, "The Jungle" was a tues, and weakness the only But at least until the aftjungle where strength and vice. Men and women-even children—stalked the streets, rampaging and pillaging at cunning were the only virtheir pleasure.

streets at night in their robes; to attempt to pacify crowds who might try to violate the making their preparations. They borrowed Fire Department ladders to clear roof-Yesterday afternoon, Negro tops of bricks and missiles stored up for what was ap-Isters to come out on the leaders asked Negro min-Police, curfew.

lence-more criminal than women and children began

night and morning of vio

In the afternoon, after.

racial—masses of Negro men leaving the streets. By mid-

true. They were hooted down

False Killing Rumor Triggered Riot CHRIS PERRY

Philadelphia Tribune (1912-2001); Sep 1, 1964;

ProQuest Historical Newspapers Philadelphia Tribune (1912-2001)

False Killing Rumor Triggered Riof

Storles on Pages 2 and 3) See Other Pictures and By CHRIS J. PERRY OF THE TRIBUME STAFF

ment with a Negro policeman Friday evening provoked the bloodlest born waitress whose traffic arguand most costly rlot in Philadel-Mrs. Odessa Bradford, the stub-20 hours behind bars.

Tiff Between Husband and Wife Resulted in Car Blocking Street

bia ave., the auto would stop and

At every intersection on Colum-

pof the local branch of the NAACP.

BRIEF AREA TOUR

phis history, was released from hundreds of smashed and boarded. Mrs. Bradford was taken on a to refrain from further rioting and fall Saturday and permitted to re. up store windows, helmeted police brief, one-hour tour of the riot, looting and tell them that the riot turn to the community which had officers, wooden barricades, and from area in an official NAACP ing was set off by a false rumor. or Columbia ave. from Broad to stores and jeered police who stood harmed and seated in the car with The rumor which ignited the fuse Moore would announce over a loud-Her face drawn and pale, the 39- unore than 18 hours as thousands speaker mounted on the auto's roof become a battlefield during her huge piles of debris-the remnants staff car. Seated beside her in the of a living nightmare which lasted auto was Cecil B. Moore, president

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False Rumor About Arrested Woman's Death Started Riot

(Continued from Page 1)

to a powder keg of resentment and exploded into wholesale violence first got started Friday evening shortly after Mrs. Bradford was dragged bodily from her automobile by several policemen and placed in an emergency patrol wagon for a ride to the police station at 17th

and Montgomery ave.

Charged with resisting arrest and disorderly conduct, she remained in custody until 3 p.m. the following afternoon. During her confinement, a false rumor spread through the North Philadelphia community like wildfire to the effect that she was pregnant and had been fatally beaten by a police officer in her jail cell.

ANTI-WHITE SPEECHES

Aroused and angered area residents, whipped into a frenzy by the impassioned speeches of street corner speakers urging that all white policemen, merchants and citizens thousands of infuriated citizens embarked on a wild and bloody rampage which resulted in injuries to 150 persons and millions of dollars in property damage.

Mrs. Bradford was released from pleas of attorney Cecil Moore who told officials that only by proving she was alive and unharmed would

the rioting be quelled.

"If that policeman had only treat ed me like a human being, none of



MRS. ODESSA BRADFORD



RUSH BRADFORD

this (rioting) would have happenbe driven from North Philadelphia, ed," Mrs. Bradford told the Trib-

The sequence of events leading to her arrest first began when she and her husband, Rush, were drivimg on Columbia ave. at 8:30 p.m. their way to visit Mrs. on jail Saturday afternoon upon the Bradford's mother, at 1721 n. 26th

DOMESTIC ARGUMENT

The couple, married 15 years, became involved in a domestic argu-

"I would really prefer not to tell you what the argument was about," Mrs. Bradford told the Tribune 'It was just a quarrel between my husband and me."

While they were arguing, the car stalled at 22nd and Columbia ave. Two patrolmen, Robert Wells and John Hoff, of the 22nd District, walked over and ordered the couple to move the vehicle. Mrs. Bradford refused to take her foot from the brake. An argument ensued and the officers allegedly tried to drug Mrs. Bradford bodily from the car.

At this point, several passersby jumped the policemen, punching them in the face and kicking them.

"You wouldn't manhandle a white" woman like you did this lady," one man yelled at the officers. POLICEMAN HOSPITALIZED

Another man, identified as James Nettles, 41, of 22nd st. near Columbia ave., allegedly punched Patrolman Hoff in the face. Both police:

men required treatment at Philadelphia General Hospital.

Minutes later, several police red cars, responding to an assist officer call, arrived at the scene. The officers were greeted by a hall of bricks as they emerged from their cars. In less than a half hour, the entire area had erupted into a full scale riot which lasted more than 48 hours before police prought it under control.

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Promise for a Better City: 1944-1964 Quiz Questions (Based on Note Taking Sheet)

- I. _____Each of the following statements is true of the PTC strike EXCEPT:
 - a. White drivers walked off the job to protest the promotion of black employees to the position of trolley operator.
 - b. Production of war materials declined drastically.
 - c. It ended when President Roosevelt agreed to postpone having black trolley operators hired until the end of the war.
 - d.U.S. troops were called in to help operate vehicles.
- 2. ____Philadelphia leaders authored a new city charter that called for
 - a. Professional management.
 - b. An end to corruption.
 - c. Safeguards for racial equality in employment.
 - d. All of the above.
- 3. ____City planner Edmund Bacon
 - Conceived of a plan to transform Society Hill into a desirable residential neighborhood.
 - b. Worked closely with the Society Hill community as he developed his plans for the neighborhood.
 - c. Thought a "Chinese Wall" should be built to separate residential areas from industrial areas of the city.
 - d. Was fired after having a falling out with Mayor Dillworth.
- 4. ____Strategies pursued by African Americans in Philadelphia trying to gain access to jobs during the 1950s and 1960s included
 - a. Boycotting companies to pressure them to hire black workers.
 - b. Protesting against urban renewal.
 - c. Threatening to move back to the South.
 - d. All of the above.
- **5.** ____The 1964 Columbia Avenue riot
 - **a.** Started as the result of a false rumor.
 - **b.** Intensified after NAACP head Cecil Moore gave an angry speech.
 - **c.** Resulted in the deaths of several police officers.
 - **d.** Ended when a huge thunderstorm forced people inside.

Answer Key: I. c 2. d 3. a 4. a 5. a