

Cecil's People: A Closer Look at Picketing

- I. OVERVIEW: In this lesson, students learn about the path that led to the 1968 desegregation of Girard College in Philadelphia. The lesson includes a time-line, a film about young civil rights activists who picketed Girard College, and a primary source activity in which students read news articles to understand the importance of picketing to the desegregation effort. Total time, 100 minutes.
- II. MATERIALS
 - a. Girard College Timeline handout (p.5)
 - b. Projector to play *Cecil's People* historymakingproductions.com/cecils-people
 - c. Graphic organizer (pp. 6-7; answer key pp. 11-12)
 - d. Excerpts of *Philadelphia Bulletin* Articles: northerncity.library.temple.edu (pp. 8-10)
- III. PROCEDURES
 - a. (5 min) Review the 1954 *Brown v. Board of Education* decision by the Supreme Court of the United States declaring racial segregation illegal in public schools. <https://www.oyez.org/cases/1940-1955/347us483>
 - b. (5 min) Explain the Girard College case as follows.
 - i. In spite of the *Brown v. Board* decision, Girard College was a publicly administered school that only admitted white boys as required by the will of its founder, Stephen Girard, a very wealthy banker and philanthropist who died in 1831.
 - ii. To avoid pressure to integrate, the City of Philadelphia gave up its role in managing the school, and Girard College became a private school.
 - iii. In 1958, the Supreme Court of Pennsylvania confirmed a lower court decision stating that Girard College could determine its own admissions policies.
 - iv. In 1965, African American lawyer Cecil B. Moore launched an attempt to integrate Girard College.
 - v. Moore was then president of the NAACP, a well-established civil rights organization.
 - c. (3 min) Before beginning the activity, introduce the lesson's Central Historical Question: 'How was picketing an effective strategy in the desegregation of Girard College?'
 - i. Encourage students to think about answers to this question as they view timelines, watch the film, and view the primary source documents.
 - ii. Indicate that there will be a class-wide discussion on this question at the end of the lesson.
 - d. (5 min) Distribute time-lines and ask students why the trustees (managers) of Girard College decided to admit black students in 1968.

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- i. Students are likely to emphasize the court decisions that ultimately forced Girard to desegregate.
 - ii. Indicate that they will be watching a film depicting a different component of the efforts to end the whites-only policy at Girard College.
- e. (35 min) Show the film *Cecil's People*, and stop at the suggested pause points to pose questions for class discussion.
- i. During the showing of the film, there are three suggested pause points
 1. (5:40)
 - a. What made Girard College different than other academic institutions that resisted integration?
 - i. *Integration would require breaking Stephen Girard's will.*
 - ii. *Girard College was not a typical tax-payer funded public school; it was funded by Girard's estate.*
 - iii. *Girard College transitioned from a City-appointed Board of Trustees to a private Board in order to avoid integration.*
 2. (15:46)
 - a. According to Moore, what were the purposes of picketing around the walls of Girard College outlined in this segment?
 - i. *To disrupt the learning of the students currently enrolled because of the school's exclusion of African American student learning.*
 - ii. *To place pressure on the collective conscience of the Girard College Board of Trustees.*
 - b. How did the leadership of Cecil B. Moore influence the Philadelphia chapter of the NAACP?
 - i. *It grew to over 20,000 members.*
 - ii. *It became more assertive and less steeped in principals of non-violence than other chapters.*
 - iii. *A youth wing known as the "young militants" was formed.*
 3. (End of film)
 - a. According to Moore, why was Dr. King's visit necessary?
 - i. *It unified the African-American community of Philadelphia in the effort to integrate Girard College*
 - ii. *It unified the struggle at Girard College with the Civil Rights Movement.*
 - b. Kenneth Salaam describes the protests at Girard College as a struggle for "human rights," as opposed to "civil rights." Do you agree? Explain your reasoning.
 - i. *(Answers will vary)*

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- f. (35 min) Using what they have just learned about the desegregation of Girard College from the film, put students in groups of three or four to analyze and come to a consensus about *Philadelphia Bulletin* clippings about the Girard College protests from May to December of 1965.
- i. Each student will be provided a graphic organizer on which to do the following about each of the seven documents.
 1. Briefly summarize the article's main idea:
 2. According to document x, how was the picketing effective in the desegregation of Girard College?
 - ii. Each group will be provided with excerpts from the following seven *Philadelphia Bulletin* articles.
 1. Police Arrest Six More At Girard College, May 5, 1965
 2. No 'Cool-Off' or Talks, Pickets Told, May 10, 1965
 3. Cecil Moore Vows to Act United with Mr. King, August 2, 1965
 4. Dr. King Tells 10,000 'You're Somebody,' August 3, 1965
 5. Moore Calls Decision 'Bigotry, Deceit,' September 21, 1965
 6. City Told to Reply to Girard Suit, December 8, 1965
 7. NAACP Sets Rally for Tonight, Then Will End Girard Picketing, December 17, 1965
- g. (12 min) Keeping students seated in their groups, gather attention and reintroduce the Central Historical Question to the whole class: 'Now that you have had the chance to watch *Cecil's People* and read news article excerpts from this period, how was the picketing itself effective in the desegregation of Girard College?'
- i. Call on one group at a time to present their findings and encourage students from other groups to expand upon or push back against their responses once they have finished.
 - ii. Potential answers might include, but are not limited to:
 1. *It created unease among multiple communities*
 - a. *Providing security "wasted" taxpayer money*
 - b. *Threats to picket elsewhere (businesses owned by members of the Girard College board of trustees)*
 - c. *Disrupted student learning within Girard College*
 2. *It strengthened the Philadelphia black community*
 - a. *Local NAACP chapter developed a unique, militant identity*
 - b. *Growth of the local chapter of the NAACP*
 3. *It brought the issue into the national spotlight*
 - a. *People from other states joined the protests*
 - b. *Influenced action by the Governor of Pennsylvania and the President of the United States*
 4. *It brought Dr. Martin Luther King Jr. to Philadelphia*

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- a. *Galvanized public support by aligning this struggle with the Southern civil rights struggle*
 - b. *Unified Philadelphia African-American community in the Girard College struggle*
- iii. Either by confirming an answer brought forth by a group, or by introducing anew as a way of concluding discussion, indicate that all of these potential/target answers acted as means of ultimately placing pressure on city and state officials to file suit against the private board of trustees of Girard College.
 - iv. Affirm with students that, ultimately, as they will have learned, integration of Girard College came as a result of a Supreme Court ruling, they have demonstrated how integral the picketing was to advancing the integration of Girard College.

IV. STANDARDS

- a. 8.1. Historical Analysis and Skills Development
 - i. 8.1.9.A. Analyze chronological thinking. – Difference between past, present and future – Sequential order of historical narrative – Data presented in time lines – Continuity and change – Context for events
 - I. Students will build a historical narrative of Girard College's integration through their review of *Brown vs. Board*, the provided timeline, the film, and document analysis.
 - ii. 8.1.9.B. Analyze and interpret historical sources. – Literal meaning of historical passages – Data in historical and contemporary maps, graphs, and tables – Different historical perspectives
 - I. Students will use newspaper clippings to gather data about the picketing at Girard College and consider how their perspective compares to the timeline and film.
- b. 8.2 Pennsylvania History
 - i. 8.2.12.A. Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to the Present. – Political Leaders – Cultural and Commercial Leaders – Innovators and Reformers
 - I. Students will evaluate the effectiveness of the picketing at Girard College led by the Philadelphia Chapter of the NAACP and their leader at the time, Cecil B. Moore.
- c. 8.3 United States History
 - i. 8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present. – Domestic Instability – Ethnic and Racial Relations
 - I. Students will participate in activities outlining the struggle and resolution between the Philadelphia Chapter of the NAACP and the Girard College board of trustees

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Girard College Time-line

1965

May 1: Led by local NAACP President, Cecil B. Moore,, picketing begins outside Girard College.

July 12: Governor Scranton meets with Mayor James Tate and Girard trustee John A. Diemand about the protests at Girard and possible approaches to challenging Stephen Girard's will in court.

August 3: On a visit to Philadelphia, the Reverend Dr. Martin Luther King, Jr., addresses demonstrators at Girard College.

December 16: A suit challenging Girard College's admissions policy is filed in U.S. District Court by city and state officials, as well as the mothers of seven African-American boys seeking admission to the school.

December 17: Picketing at Girard College ends after seven months of protests.

1967

July 5: U.S. District Court Judge Joseph S. Lord rules that the seven African-American students seeking admission to Girard College were denied equal protection under the 14th Amendment and concludes that they cannot be denied admission to Girard because of their race.

1968

March 7: The Third Circuit Court of Appeals unanimously upholds Judge Lord's ruling that the seven students be admitted to Girard College.

May 20: The U.S. Supreme Court refuses to hear an appeal of the Third Circuit Court ruling, thus paving way for the integration of Girard College.

May 23: The Girard trustees vote to admit African-American students to the school.

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Graphic Organizer

Article 1: "City Told to Reply to Girard Suit"	Briefly summarize the article's main idea:
Hypothesis 1: According to Article 1, how was the picketing effective in the desegregation of Girard College?	
Article 2: "No 'Cool-Off' or Talks, Pickets Told"	Briefly summarize the article's main idea:
Hypothesis 2: According to Article 2, how was the picketing effective in the desegregation of Girard College?	
Article 3: "Moore Calls Decision 'Bigotry, Deceit'"	Briefly summarize the article's main idea:
Hypothesis 3: According to Article 3, how was the picketing effective in the desegregation of Girard College?	
Article 4: "Police Arrest Six More at Girard College"	Briefly summarize the article's main idea:

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Hypothesis 4: According to Article 4, how was the picketing effective in the desegregation of Girard College?	
Article 5: "NAACP Sets Rally for Tonight, Then Will End Girard Picketing"	Briefly summarize the article's main idea:
Hypothesis 5: According to Article 5, how was the picketing effective in the desegregation of Girard College?	
Article 6: "Dr. King Tells 10,000 'You're Somebody'"	Briefly summarize the article's main idea:
Hypothesis 6: According to Article 6, how was the picketing effective in the desegregation of Girard College?	
Article 7: "Cecil Moore Vows to Act United with Mr. King"	Briefly summarize the article's main idea:
Hypothesis 7: According to Article 7, how was the picketing effective in the desegregation of Girard College?	

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Excerpts of Philadelphia Bulletin Articles:

1. City Told to Reply To Girard Suit (In-Full; reproduced for clarity)

Judge Joseph E. Gold today refused to dismiss a taxpayer's suit asking the court to order the removal of pickets at Girard College and policemen assigned there to maintain order.

The suit was brought by Joseph J. Duffy, a lawyer. It contends the picketing is unlawful and the assignment of police is a waste of taxpayer's money.

It was brought against both the city and Cecil B. Moore, president of the Philadelphia chapter of the National Association for the Advancement of Colored People, who sponsored the picketing.

Judge Gold dismissed the city's preliminary objection. He ordered the city to answer the suit in 20 days.

Source: December 8, 1965

2. No 'Cool-Off' or Talks, Pickets Told (Abbreviated; original language and syntax)

There will be no cooling-off period and no conferences with the city to deter picketing at Girard College, Cecil B. Moore told a rally of pickets Sunday night.

Moore, president of the Philadelphia Chapter of the National Association for the Advancement of Colored People, said police details at the school have already cost the city \$2 million.

"This place is assessed at \$77 million," he said. "It won't be long before we cost them more than this place is worth."

Source: May 10, 1965

3. Moore Calls Decision 'Bigotry, Deceit' (In-full; reproduced for clarity)

Cecil Moore today called the decision against integration by the Girard College trustees "obstinate bigotry, deceit, and hypocrisy ... and a slap in the face to American democracy."

Moore, president of the National Association for the Advancement of Colored People branch here, said his group will not press the integration issue in the courts, adding: "We're going to stay in the streets."

He warned that in the next three or four days, the NAACP will picket the individual business places of the Girard College trustees.

Source: September 21, 1965

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4. Police Arrest Six More at Girard College (Abbreviated; original language and syntax)

Deputy Police Commissioner Frank Rizzo and several officers left the barricades at the school's main entrance and marched across the street to the crowd.

"Who threw those sticks?" Rizzo demanded.

"I did," said a man later identified as John A. Cronick, 29, of Brooklyn, N.Y.

"Why did you throw them?" Rizzo asked.

"Because I felt like it," Cronick retorted.

"Arrest that man," Rizzo said to his officers.

Break and Run

The policemen took Cronick to a patrol car. He later told officers he had read about the demonstrations in New York newspapers and decided to come here to help.

Source: May 5, 1965

5. NAACP Sets Rally for Tonight, Then Will End Girard Picketing (Abbreviated, original language and syntax)

The number of pickets has steadily dwindled until last night there was only 17 marchers on hand.

Moore said he believed the picketing had accomplished its purpose and that the lawsuit was a direct result of the marching.

"Our original idea was to shock the conscience of this city and let the whole United States know that there is the cancer of discrimination in the City of Brotherly Love and libertyless Liberty Bell, he declared.

"We stayed there until we thought the walls would come tumbling down.

"When we determined that Governor Scranton and President Johnson were behind our action, we decided to devote our efforts in other areas."

Source: December 17, 1965

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6. Dr. King Tells 10,000 'You're Somebody' (Abbreviated; original language and syntax)

Police cleared a path in and out of the house for King, Moore and others. Some 300 persons were jammed outside the house and scores of friends and neighbors, including many children, were inside.

Closed Meeting

The crowd cheered as King greeted Mrs. Pankey and the children—marian, 14; Janet, 13; Carnell, ten; Barbara, seven, and Evelyn, four.

'Overwhelming Success'

Dr. King said he felt his two-day Philadelphia visit had been “an overwhelming success.”

“The response has been far greater than our fondest expectations,” he said. “The people have come out in large numbers.”

“We are able to see from their presence a new determination in the Negro community of Philadelphia to grapple with their problems.

“Philadelphia’s problems are as real, as difficult and as deeply structured as those in all the other northern cities.”

Source: August 3, 1965

7. Cecil Moore Vows to Act United with Mr. King (Abbreviated; original language and syntax)

“A deep evil can only be grappled with by keeping it before the conscience of the community,” he said. “We get this in the South all the time. We have come to see that it doesn’t work out.”

Earlier Remarks

Earlier in the day, Dr. King had endorsed the Girard College demonstrations being directed by Moore, describing the school as a tragic symbol of Negro rejection.

Dr. King, Southern integration leader and Nobel Prize winner, commented on the school’s white-only enrollment as he left the Sheraton Hotel for a meeting at Fellowship House.

“It is very tragic that at this stage of the civil rights struggle – and at this stage in the growth of that struggle in Philadelphia – that a college has a barrier of segregation standing between the Negro people,” Dr. King said.

“It is incumbent on all people of goodwill to work together to move it. It stands as a symbol of the rejection and deprivation inflicted on the Negro people. We have to remove that symbol.”

Source: August 2, 1965

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Graphic Organizer: Answer Key

<p>Article 1:</p> <p>“City Told to Reply to Girard Suit”</p>	<p>Briefly summarize the article’s main idea:</p> <ul style="list-style-type: none"> • <i>Suit against the city of Philadelphia and Cecil B. Moore claiming the picketing has caused a need for extra police and has cost the city money.</i>
<p>Hypothesis 1: According to Article 1, how was the picketing effective in the desegregation of Girard College?</p> <ul style="list-style-type: none"> • <i>It created unrest in the community as people became upset about their “wasted” taxpayer money.</i> 	
<p>Article 2:</p> <p>“No ‘Cool-Off’ or Talks, Pickets Told”</p>	<p>Briefly summarize the article’s main idea:</p> <ul style="list-style-type: none"> • <i>Moore estimates the costs to the city for police details at \$2 million.</i>
<p>Hypothesis 2: According to Article 2, how was the picketing effective in the desegregation of Girard College?</p> <ul style="list-style-type: none"> • <i>It put pressure on the city to seek a different response to the picketing by eating up government funds.</i> 	
<p>Article 3:</p> <p>“Moore Calls Decision ‘Bigotry, Deceit’”</p>	<p>Briefly summarize the article’s main idea:</p> <ul style="list-style-type: none"> • <i>Moore responds to the decision not to admit 7 African-American students to Girard College by announcing the picketing will continue and aligning himself with members of the community.</i>
<p>Hypothesis 3: According to Article 3, how was the picketing effective in the desegregation of Girard College?</p> <ul style="list-style-type: none"> • <i>It created a strong local African-American community, similar to how the film mentioned Cecil’s NAACP chapter had over 20,000 members</i> 	
<p>Article 4:</p> <p>“Police Arrest Six More at Girard College”</p>	<p>Briefly summarize the article’s main idea:</p> <ul style="list-style-type: none"> • <i>Police arrested a man from Brooklyn, New York who had heard about the picketing and decided to come “help.”</i>
<p>Hypothesis 4: According to Article 4, how was the picketing effective in the desegregation of Girard College?</p> <ul style="list-style-type: none"> • <i>News of the picketing at Girard College was spreading outside the city of Philadelphia, gaining national support for the movement.</i> 	

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<p>Article 5:</p> <p>“NAACP Sets Rally for Tonight, Then Will End Girard Picketing”</p>	<p>Briefly summarize the article’s main idea:</p> <ul style="list-style-type: none"> • <i>Moore discusses how their efforts have influenced the platforms of Governor Scranton and President Johnson.</i>
<p>Hypothesis 5: According to Article 5, how was the picketing effective in the desegregation of Girard College?</p> <ul style="list-style-type: none"> • <i>It contributed to the Girard issue rising to the highest levels of government.</i> 	
<p>Article 6:</p> <p>“Dr. King Tells 10,000 ‘You’re Somebody’”</p>	<p>Briefly summarize the article’s main idea:</p> <ul style="list-style-type: none"> • <i>10,000 people showed up to show support for the movement and listen to speeches by Dr. Martin Luther King Jr. and Cecil B. Moore, among others. Dr. King also made visits to a few local families.</i>
<p>Hypothesis 6: According to Article 6, how was the picketing effective in the desegregation of Girard College?</p> <ul style="list-style-type: none"> • <i>It associated the Girard issue with Dr. King and the larger civil rights movement, making use of his unique influence and displaying its effect on the community.</i> • <i>It brought Dr. King to Philadelphia, and in doing so inspired community members to support the issue as he visited homes and spoke in their presence.</i> 	
<p>Article 7:</p> <p>“Cecil Moore Vows to Act United with Mr. King”</p>	<p>Briefly summarize the article’s main idea:</p> <ul style="list-style-type: none"> • <i>Dr. Martin Luther King Jr. compares the situation at Girard College to the south in his comments about Governor Scranton’s plea to temporarily cease the picketing.</i>
<p>Hypothesis 7: According to Article 7, how was the picketing effective in the desegregation of Girard College?</p> <ul style="list-style-type: none"> • <i>It brought Dr. King to Philadelphia, and in doing so brought the issue into the national spotlight by connecting it to the southern civil rights struggle.</i> 	