

## Annotated Bibliography

Primary Sources

“1962 Land Use Map.” *Free Library of Philadelphia*, [libwww.freelibrary.org/maps/mosaic/](http://libwww.freelibrary.org/maps/mosaic/).

This is a map of the land used in Philadelphia in 1962. I found it on The Free Library of Philadelphia’s website, which has a tool that allows the user to lay a historic map of Philadelphia over a modern one. There was a “1962 Land Use Map” option and since the walkouts happened in 1967, I decided to use it to get an image of what the city looked like then. I used an image from this map on my timeline of African American history courses to show South Philadelphia High School, the school that had the first minority history elective. I also used an image from this map on my story map to show what Philadelphia looked like in 1967.

Achatz, Bill. “Frank Rizzo, 47-Year-Old Police Commissioner of Philadelphia, Is Seen in Police Headquarters Extending His Hand to Greet a Visitor”, 3 Jan. 1968, AP Photo, The Associated Press.

Frank Rizzo, police commissioner of Philadelphia, extends his hand to greet a visitor at police headquarters in this image. I used this picture to show what Rizzo looked like on my important figures page.

“An African-American family leaves Florida for the North during the Great Depression”, *The Smithsonian Museum*.

<https://www.smithsonianmag.com/history/long-lasting-legacy-great-migration-18096011>

This image depicts an African American family that has packed a car and is ready to drive North from their Florida home. I used this image in my nationwide context to show that black families moved North throughout the 20th century and changed the social climate of the country.

Asper-Jordan, Karen, Personal Interview, 31 Jan., 2019.

I interviewed Karen Asper-Jordan, an attendee of many demonstrations in Philadelphia throughout the 1960s. She had a dismaying experience with the police during the walkout where she was dragged half a block by officers and arrested. Since she was attacked by the police, she may be biased against them. I used this interview to show how violent tragedy that occurred at this demonstration was. Ms. Jordan also told me about the culture of black activism in Philadelphia at the time so I used information from this interview to give context to the walkout.

Aulenbach, W. Hamilton. "Cleric Critical of Dilworth for Attack on Rizzo" 25 Nov. 1967,

*Philadelphia Tribune (1912-2001)*, *ProQuest*,

<https://search.proquest.com/docview/532428748?accountid=70954>.

This article was written by an angered citizen who wrote in to the Philadelphia Tribune condemning the School Board for blaming Frank Rizzo for the violence at the walkout. According to the author, Dilworth and Shedd used Rizzo as a "scapegoat" for their ineptitude, so this source may be biased against the students and the School Board. I used this article to show that Frank Rizzo was able to villainize the School Board and gain political support for his actions.

“Black Power Threatens City, Rizzo Says” 23 Nov. 1967, Philadelphia Evening Bulletin

Clipping Collection, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

This article was published six days after the student demonstration, recounting the events at a luncheon with Commissioner Rizzo and one hundred fifty diners. Rizzo was discussing the topic of Black Power in a negative light and claiming that it was the reason for the violence in the city. I used this source to show how Rizzo received little punishment for his actions and was able to use anti-Black Power tactics to win his campaign.

"Black Strike at UW Madison", 12 Feb. 1969, Wisconsin State Journal Archives,

<https://www.pediment.com/blogs/news/38330373-february-1969-university-of-wisconsin-students-band-together-for-the-african-american-community>.

This image depicts a group of African American college students protesting at the University of Wisconsin Madison for more black rights on campus and for a Black Studies Department at the university. I used this image on my black activism page to show how student movements in the late in 1960s affected students across the country.

“BPUM Friends Aiding Negroes”, 30 Jul. 1968, *Philadelphia Tribune (1912-2001)*, ProQuest

<https://search.proquest.com/docview/532454395?accountid=70954>.

This article published by the Philadelphia Tribune discusses the positive community work that the Black People’s Unity Movement did in Philadelphia throughout the late 1960s. I used a clipping from this article on my important figures page to show what the BPUM was and its influence on the planning of the 1967 student walkout in Philadelphia.

“Cecil's People: The Freedom Fighters (Part 1)” , *YouTube*, uploaded by Philadelphia: The Great Experiment, 25 Feb. 2015, <https://www.youtube.com/watch?v=zqN7Ilq-SIU>.

This documentary tells the story of Philadelphia’s Freedom Fighters: a group of young adults who were mentored by and protested with the Philadelphia chapter president of the NAACP, Cecil B. Moore. One of the Freedom Fighters’ biggest projects was protesting daily for months to desegregate Girard College, a whites-only private school in Philadelphia. At the beginning of the documentary, the Freedom Fighters sang a song that was often sung at walkouts and demonstrations in Philadelphia. I used the audio of that song on my home page to capture the spirit of the walkouts

Chinchilla, Rudy. “Last Chance: What You'll Find at the Frank Rizzo Estate Sale.” *NBC 10 Philadelphia*, NBC 10 Philadelphia, 25 Nov. 2018, [www.nbcphiladelphia.com/news/local/Baton-Bust-Find-Frank-Rizzo-Estate-Sale-500148481.html](http://www.nbcphiladelphia.com/news/local/Baton-Bust-Find-Frank-Rizzo-Estate-Sale-500148481.html).

In November of 2018, Frank Rizzo’s estate was put up for sale. This source shows items that Frank Rizzo kept in his home. I used a photograph from this source on my lack of consequences for police page to show Rizzo’s billy club which he used to beat demonstrators throughout the 1960s.

Civil Rights marchers crossing the Edmund Pettus Bridge during the Selma to Montgomery March 1965, Flip Schulke Archives, [https://www.history.com/topics/black-history/civil-rights-movement#section\\_14&gid=ci023d3abfa00025f5&pid=mlk-flip-schulke-getty-1077329662](https://www.history.com/topics/black-history/civil-rights-movement#section_14&gid=ci023d3abfa00025f5&pid=mlk-flip-schulke-getty-1077329662).

This image depicts a group of African Americans led by Dr. Martin Luther King Junior attempting to cross the Edmund Pettus Bridge for the second time during the Selma to Montgomery March. I used this image to show the black activism that was happening in America during the late 1960s and to give context to the walkout.

Cohen, Amy Jane, *LinkedIn*, <https://www.linkedin.com/in/amy-cohen-430499a0/>.

This LinkedIn page is for Amy Cohen, a former teacher of African American history at Masterman High School in Philadelphia. I used her account on my research page to give a brief biography of her.

--. "Re: African American History Course- NHD." Received by Alison Fortenberry, 17 Apr. 2019.

I emailed Ms. Amy Jane Cohen, a retired teacher who taught the African American history course in its first years after being mandated as a graduation requirement. I asked Ms. Cohen about the resources she was provided with, the response from students and parents after finding out about the mandate, and how she taught the course. She gave me good insights on how the initial challenges of the course and how the course has improved over the past fourteen years. I used Ms. Cohen's email on my African American history requirement page to show how the course has been implemented in schools in Philadelphia.

Curriculum Planning and Development: The School District of Philadelphia. "Ethnic Studies Lessons and Activities", 1973.

Following the walkout, students worked with the School Board to create African American and "Ethnic" studies courses in their schools. This text, used in an "Ethnic

Studies” elective was created as a result of the walkout. I used this source on my website on the triumph page to show how students were able to work with the School Board to create African American history electives.

*Dilworth as a Student at Yale*. Pennsylvania, 1920,

<https://hsp.org/history-online/exhibits/preserving-the-legacy-of-richardson-dilworth/the-early-years>.

This is a photo of School Board President Richardson Dilworth at college. As an adult, he had disputes with the police commissioner Frank Rizzo over whether or not it was necessary to use force against the student protesters. I used this image in my story map to show what Richardson Dilworth looked like and to help the user of my website distinguish between him and Rizzo.

“Dilworth Blames Police; Rizzo Cites His Warning” 17 Nov. 1967, Philadelphia Evening

Bulletin Clipping Collection, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

This article was published the night of the demonstration and contained an interview with School Board President Richardson Dilworth and Commissioner Frank Rizzo. In this article, Dilworth blamed Rizzo and his police for the riot and Rizzo defended himself by blaming the student demonstrators. This source may have some bias because Dilworth openly condemns Rizzo. I used this article for details about how the demonstration turned into a riot and as evidence that the police and school district blamed each other for the riot that broke out at the walkouts.

Dilworth, Richardson and Shedd, Mark. "Joint Statement of Mr. Dilworth and Dr. Shedd", 17 Nov. 1967, Philadelphia Evening Bulletin Clipping Collection, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

Following the events that passed the morning of the walkout, School District officials Richardson Dilworth and Mark Shedd released a press report to tell what happened from their perspective. They emphasized that they did not encourage all thirty-five hundred kids to come to the school board building, that they did not request that Police Commissioner Frank Rizzo stop the walkout, and that they looked forward to continuing their conversations with the students. I used this source to prove that after the walkout students triumphed by working with the School District to create African American history courses.

"dilworth shedd2" *YouTube*, uploaded by philly videosubmit, 17 Nov. 2017.

[https://www.youtube.com/watch?time\\_continue=337&v=cMKYGynXN9M](https://www.youtube.com/watch?time_continue=337&v=cMKYGynXN9M)

This is an archived video of Dr. Shedd and Mr. Dilworth giving a press release after the walkouts. Dr. Shedd explains what happened in his meeting with the students and answered reporters' questions about what happened the morning of the walkout. I used this video to show the triumph that Dr. Shedd was willing to work with students to find a solution.

"Equality of Educational Opportunity", 37/3, Helen Oakes Papers, Acc. 995, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

This is a report published by the School District discussing the progress it was making towards desegregation. It discusses the physical limitations the School District faced in

desegregation like segregated neighborhoods and not having enough buses. I used this source to give context to why it was hard for Philadelphia's schools to integrate.

"Facts and Figures 1966-1973", 22/21, Helen Oakes Papers, Acc. 995, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

Each year, the School District of Philadelphia released booklets of information on what was happening in Philadelphia's high schools. Of the included information, there was a record of all the courses offered in each high schools. I used this source to show the increasing number of black history courses offered each year.

"Fencl Takes Responsibility For Calling Police to Rally" 19 Nov. 1967, Philadelphia Evening Bulletin Clipping Collection, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

After the walkout, the police and school officials pointed fingers at each other, each blaming the other for the tragedy that had occurred. In order to clear Commissioner Rizzo's name, Lieutenant Fencl stated that he had requested that Rizzo bring armed police officers. I used this source on my story map to show that Lieutenant Fencl called Commissioner Rizzo to what most of the protestors and school officials perceived to be a peaceful situation.

Fishman, Margie. "WHERE BLACK HISTORY LESSONS ARE TAUGHT ALL YEAR LONG IN ABINGTON'S RECIPE, MINORITIES' CONTRIBUTIONS GO IN THE MIX", 23 Apr, 2000, *Philadelphia Inquirer, NewsBank*, [infoweb.newsbank.com/apps/news/document-view?p=AWNB&docref=news/0EB7357CB102ABFC](http://infoweb.newsbank.com/apps/news/document-view?p=AWNB&docref=news/0EB7357CB102ABFC).



This article describes the black history courses that are integrated into the curriculum in Abington, Pennsylvania and compares the curriculum to that in Philadelphia.

Philadelphia was supposed to have curriculum similar to Abington's, after the School District instituted Policy 102 about Multiracial, Multicultural, and Gender Education, but there were financial setbacks in the District. I used this source on my timeline to describe Policy 102.

“For 25 Years Honoring Great Cops Altering Lives”, The Philadelphia Inquirer,

[https://www.philly.com/philly/hp/news\\_update/20100308\\_For\\_25\\_years\\_\\_honoring\\_great\\_cops\\_\\_altering\\_lives.html](https://www.philly.com/philly/hp/news_update/20100308_For_25_years__honoring_great_cops__altering_lives.html).

This is an image of Lieutenant George Fencl, a police official who was well respected by black demonstrators in Philadelphia in the late 1960s. The article in which this image was published discussed how well regarded Lieutenant Fencl was and talked about the award for police who make a positive impact on their communities named in Fencl's honor. I used this image to show the user what Fencl looked like on my important figures page.

“Freeman Blasts Slow School Integration.”, 24 Jan. 1970, *Philadelphia Tribune (1912-2001)*

Retrieved from <https://search.proquest.com/docview/532540075/fulltextPDF/C074E011A9411CPQ/1?accountid=70954>.

This article published by the Philadelphia Tribune shows how slow Philadelphia was to integrate its schools. The author critiqued the schools for how delayed the process was, comparing them to the stereotypically racist South. I used this source on my schools in Philadelphia page to give context to the segregation in Philadelphia's schools.

Gabriel, Trip. "Budget Cuts Reach Bone for Philadelphia Schools", 16 Jun. 2013, The New York Times,

<https://www.nytimes.com/2013/06/17/education/budget-cuts-reach-bone-for-philadelphia-schools.html?login=email&auth=login-email>

This article is about the 2013 budget cuts in Philadelphia that cut aide staff, guidance counselors, arts programs, sports, and many extracurriculars from schools. I used this source on my legacy page to give context to modern student movements in Philadelphia.

Garrison, Melvin. Personal interview. 30 November 2018.

Melvin Garrison attended the 1967 student walkout and later was a member of the School District's African American history office that helped implement the 2005 mandate. I interviewed Mr. Garrison at my school. We discussed his experiences in these two areas. Mr. Garrison may be biased in favor of the mandate because he helped create it. I used this source to prove that Rizzo was able to turn the election in his favor, to describe what high schools in Philadelphia looked like during the 1960s, to tell how the mandate came to be, and to give context to black activism in 1967.

"Glory Days", 17 Dec. 1989, The Philadelphia Inquirer,

<https://hsp.org/history-online/exhibits/preserving-the-legacy-of-richardson-dilworth/remembered>.

This cover of the Philadelphia Inquirer shows an image of Richardson Dilworth with the caption "Prince of the City". Dilworth was very respected in Philadelphia during this time period. I used this image on my important figures page to show how Dilworth was respected as School Board President in Philadelphia.

Graham, Kristen A. “Bernyce Mills-DeVaughn (Left), Jibril Abdul Jaleel, and Karen

Asper-Jordan, Three of Cecil B. Moore Freedom Fighters, Pose for a Portrait Outside the Gates of Girard College While Visiting the Campus on Tuesday, Sept. 11, 2018”, 11 Sep. 2018, The Philadelphia Inquirer, <https://www.philly.com/philly/education/50-years-ago-girard-college-admitted-first-black-students-20180911.html>.

This is a photo of three Philadelphia activists in 2018 who, at the time of the walkout, had recently graduated high school. I used this image on my important figures page to show black activist supporters of the walkout who came protested with the students on November 17th, 1967.

Harrold, Steven, et al., *African-American History*. Prentice Hall, 2005.

In 2005, after the African American history mandate, the School District had to pick a text to teach the children in school. Since Philadelphia was the first school district in the country to mandate black history as a high school course, there were not any texts for them to purchase, The School District decided to take a college-level text and adapt it for high school students. I used this textbook to show the curriculum used in Philadelphia’s high schools.

Hayre, Ruth Wright. *Tell Them We Are Rising: A Memoir of Faith in Education* edited by Alexis Moore, 1999.

Ruth Wright Hayre was an educator in Philadelphia throughout the 1960s and in her memoir, she recounts her experiences with students and with the School District of Philadelphia. I used her memoir on my important figures page to describe School District

and police officials the way they were seen by Philadelphians in 1967. This source may have some minor historical inaccuracies and some biases because it was written from the memory of Ms. Hayre and not based on research she did.

*Heard v. Rizzo*, 281 F. Supp. 720 (E.D. Pa. 1968),

<https://law.justia.com/cases/federal/district-courts/FSupp/281/720/1575370/>.

In January 1968, the students at the walkout accused Frank Rizzo and the Philadelphia Police of infringing on their civil rights and using excessive force, without cause, at the U. S. District Court for the Eastern District of Pennsylvania. The court ruled against the students saying that they only raised a doubt that what the police did was unnecessary, but the court didn't believe the students proved anything. I used this court document to prove that the police were able to escape consequences after their actions at the walkout.

Janofsky, Michael. "Philadelphia Mandates Black History for Graduation." *The New York Times*,

The New York Times, 25 June 2005,

[www.nytimes.com/2005/06/25/education/philadelphia-mandates-black-history-for-graduation.html](http://www.nytimes.com/2005/06/25/education/philadelphia-mandates-black-history-for-graduation.html).

This is an article written in June 2005, right after the mandate for black history passed. It talks briefly about the history of the course, what the course entails, and the effects it has on students. I used this source on my African American history requirement to support my claim that African American history has impact on students' lives.

Janson, Donald. "Rizzo Wins Race in Philadelphia", 19 May 1971, The New York Times.

This article announced Frank Rizzo's first Democratic party mayoral election nomination win in 1971. He then went on to win mayor in 1972. Rizzo was able to gain a lot of

popularity and support from his actions at the student walkout in 1967, so I used this article to show the impact the walkout had on politics in Philadelphia.

Kabungo, Elijah Joy, "Student Leaps From Window To Join Melee" 18 Nov. 1967, Philadelphia Evening Bulletin Clipping Collection, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

The morning of the walkout, only African American reporters were allowed into the meeting between student leaders and Dr. Shedd. Kabungo got first-hand access to what happened in the meeting and reported on students' demands and Dr. Shedd's responses. I used this source to give context to the students' demands at the walkout and to show the tragedy that occurred at the walkout.

Kennedy, Rusty. "Goode Rizzo Mayoral Debate 1983", 19 Apr. 1983, AP Photos, The Associated Press.

In this image, Mayor Frank Rizzo is at a mayoral debate to campaigning for his re-election as mayor. I used this image on my impact on Philadelphia page to portray the effect of the walkout on the support for Rizzo and his mayoral election.

Lawrence, Jacob. *The Migration Series: Panel 40*. 1940-1941.

<https://religion.princeton.edu/events/departments-events/great-migration-reconsidered/>

Jacob Lawrence was a painter who chronicled the stages of the Great Migration in America through paintings. I used Panel 40 of his series, which depicts a group of African Americans walking North from the South, to give context to the walkout.

"Lynching", 1925, Photograph. Retrieved from the Library of Congress,

[www.loc.gov/item/2016839196/](http://www.loc.gov/item/2016839196/).

This photograph depicts a young African American male who was lynched in 1925. In the South during this time period, these racially-charged lynchings were very common and encouraged many African Americans to migrate North. I used this photo to show one of the reasons the Great Migration happened.

McCorry, Kevin. "High School Students in Philadelphia Protest Resources Deficiencies in Philadelphia Schools", 8 Oct. 2015, <https://whyy.org/articles/protesting-classroom-cuts-100-students-march-to-philly-district-headquarters/>.

This image depicts a group of students in Philadelphia protesting against budget cuts. I used this image on my legacy page to show that students in Philadelphia still protest issues they face in their schools.

"MLK: What is Your Life's Blueprint?" *YouTube*, uploaded by The Martin Luther King, Jr. Center for Nonviolent Social Change, 6 Jul. 2015, [https://www.youtube.com/watch?time\\_continue=17&v=kmsAxX84cjQ](https://www.youtube.com/watch?time_continue=17&v=kmsAxX84cjQ).

Around one month before the walkout, Dr. Martin Luther King Junior spoke to the students at Barratt Junior High School in Philadelphia. In his speech, he encouraged students to stand up for what they believed in to help their country. I used this source to give context as to why the students chose to walkout.

Mooney, Bob, *The Philadelphia Inquirer*, 17 Nov. 1967, <http://www.philly.com/philly/education/philly-schools-1967-walkout-racial-injustice-police-riot-20171117.html>.

Bob Mooney was a photographer for the Philadelphia Inquirer in the 1960s. One of his many photos was one of a student demonstrator who had been beaten being dragged on his

knees by two officers while dozens of other officers in the background arrest demonstrators. I used this photo to show the tragedy of the violence the police used against the students.

Moore, Charles. *Alabama Fire Department Aims High-Pressure Water Hoses at Civil Rights Demonstrators*. May 1963. [https://nmaahc.si.edu/object/nmaahc\\_2011.49.1](https://nmaahc.si.edu/object/nmaahc_2011.49.1)

This was a picture taken during the Civil Rights Movement of a group of people being attacked by police using a water hose. I used this source to show black activism before the walkouts and what helped inspire the students to have a walkout.

Mosley, John W., "Civil Rights Demonstrators at Girard College", 2 Aug. 1965, Charles L. Blockson Afro-American Collection, Temple University Libraries.

John W. Mosley was a photographer in Philadelphia who documented life and black activism. This photograph is of a large group of protesters outside of Girard College, a segregated school in Philadelphia. The protesters demanded integration of the school. I used this photo to give context to the walkout by showing black activism in Philadelphia.

--. "Civil Rights Demonstrators at State Office Building", Charles L. Blockson Afro-American Collection, Temple University Libraries.

This picture is of a group of picketers outside of the state building, urging their representatives to swing in favor of school integration. I used this photo to show black activism in Philadelphia and give context to the walkout.

--. "Civil Rights Demonstrators Picket Girard College in Protest of the School's Segregationist Admissions Policy", 17 Jul. 1965, Charles L. Blockson Afro-American Collection, Temple University Libraries, <http://northerncity.library.temple.edu/items/show/14453>.

This image depicts three student activists picketing at Girard College, demanding that the school desegregate. Students involved in the walkout for black history in 1967 were often involved in other student movements in Philadelphia, so I used this image on important figures page as a visual representation of the students who planned the walkout.

--. "Civil Rights Leaders at Girard College", 13 Jun. 1965, Charles L. Blockson Afro-American Collection, Temple University Libraries.

This is a photograph of a group of Civil Rights leaders in Philadelphia protesting for school integration. I used this photo on my black activism page to give context to the student walkout in 1967.

--. "Protest Against Philadelphia Transportation Company Hiring Practices", 8 Nov. 1943, Charles L. Blockson Afro-American Collection, Temple University Libraries.

This image depicts a group of adult picketers demanding equal hiring practices for the of transportation companies in Philadelphia. On my black activism page, I used this image to give context to segregation and the walkout.

--. "Reverend Shelton Hale Waters", 1965, Charles L. Blockson Afro-American Collection, Temple University Libraries.

In this image, two black youth have their heads bowed as they listen to Civil Rights leader, Reverend Shelton Hale Waters give a speech. I used this image to show that in Philadelphia black activism involved youth, which is part of the reason the walkouts for black history occurred.

"Negro History, Physical Fitness High on New School Project List 59 Teachers Get Special Grants Totaling \$14,950." 12 Dec. 1967. *Philadelphia Tribune (1912-2001)*, Retrieved



from <https://search.proquest.com/docview/532499305/1E356BAA63B04CB7PQ/1?accountid=70954>.

This article announced the addition of African American History courses for the 1968-1969 school year, the school year after the walkout. I used this article to prove that the walkouts led to an immediate triumph of black history electives being added to Philadelphia's curriculum.

Office of Curriculum and Instruction. "African American History Course: Lessons in Africana Studies", 2005, The School District of Philadelphia.

In 2005, following the African American history mandate, the School District of Philadelphia created texts to help teachers unfamiliar with the course teach African American history. This text was created to help teachers teach their students about Africa and the lives of Africans before they were enslaved and brought to America. I used this course to show how the African American history course is implemented in schools in Philadelphia.

Perry, Larry. "Re: African American History Course at Parkway." Recieved by Alison Fortenberry, 13 May 2019.

Mr. Perry is an english teacher who also teaches African American history at Parkway Center City High School in Philadelphia. I emailed Mr. Perry to ask him about his experience teaching mandated African American history courses. I used this interview on my African American history requirement page to show how African American history courses are taught in schools today.

“Peter Binzen on Dilworth: President of the School Board”, *Youtube*, uploaded by Philadelphia:

The Great Experiment, 29 Jan. 2013,

<https://www.youtube.com/watch?v=bNowkLUk6Y8>.

Peter Binzen was a journalist for the Philadelphia Evening Bulletin and the Philadelphia Inquirer throughout the late 1960s. In this video, he recalls Philadelphia’s reactions when Richardson Dilworth became president of the School Board. That year, there was an influx of African Americans in Philadelphia’s public schools. Many people thought they would be ignored by Dilworth, but he surprised many Philadelphians when he raised funds for the students. I used this source on my important figures page to describe Richardson Dilworth.

“Philadelphia Police Commissioner Frank Rizzo, Left, With Helmet-Wearing Police Officers in the Background, Says He ‘Will Accept No Cries of Police Brutality’ After He Personally Commanded Police Details Which Set Down a Near-Riot at the Philadelphia Board of Education Center”, 17 Nov. 1967, AP Photo, The Associated Press.

In this image, police commissioner Frank Rizzo is confronting an adult supporter at the walkout while police surround the adult support. I used this image on my violence in Philadelphia page to show the confrontational nature of the encounters between Rizzo and demonstrators at the walkout.

Philadelphia Student Union. “Budget Cut Walkout”, series of photos, *Twitter*, 17 May 2013.

This series of photographs taken by the Philadelphia Student Union captured a walkout on May 17th, 2013 to protest budget cuts in the School District of Philadelphia. I used

these images to show the legacy of the walkout; that students in Philadelphia still walkout for change in their schools.

“Philly Students Make a Plea for the Future of Their Schools”, NBC10 Philadelphia, Reporter

Lori Wilson, 7 May 2013,

<https://www.nbcphiladelphia.com/news/local/Philly-Students-Protest-School-Budget-Cuts-206501831.html>.

This news report was filmed at a 2013 student walkout against budget cuts. In the video the reporter asks a student what she would like to tell the Board of Education and the student replied that she and her peers care about their education. I used this source to show the legacy of the walkout. In 1967 and in 2013, students noticed problems in their education and walked out in an attempt to make it better.

“Pickets Curtail Work on Public School Buildings”, 27 May 1963, Charles L. Blockson

Afro-American Collection, Temple University Libraries.

This image shows an “employees only” construction site, which in Philadelphia, where there were unfair hiring practices, meant a whites only construction site. Black activists protested at the construction site and curtailed the construction of the building. I used this image on my black activism page to show the ways African Americans stood up against discrimination in Philadelphia.

“Preliminary Report of the Distribution of Negro Pupils in the Philadelphia Public Schools

1966”, 21/24, Helen Oakes Papers, Acc. 995, Special Collections Research Center,

Temple University Libraries, Philadelphia, Pennsylvania.

This report published by the School District of Philadelphia showed how many caucasian and African American students there were at each high school in Philadelphia. The District was in the process of integrating so it was important for them to know the progress they were making. I used this report to prove that schools in Philadelphia were racially imbalanced.

“Protest March”, Series of Photos, 17 Nov. 1967, George D. McDowell Philadelphia Evening Bulletin Photographs, Temple University Special Collections Research Center.

This series of photos showed many aerial shots of the demonstrators outside of the School Board building on November 17th, 1967 before the police violence started. I used these photos to show the students’ peaceful demonstration and compare it to the tragedy that occurred when the police arrived.

“Reader Claims Rizzo Right, Students Wrong.” 28 Nov 1967, *Philadelphia Tribune*

(1912-2001), *ProQuest*,

<https://search.proquest.com/docview/532514820?accountid=70954>.

The author of this article wrote in to the Philadelphia Tribune to show his support for Frank Rizzo’s actions at the walkout. The author may be biased because he showed support for Rizzo and condemned the students. I used this source to prove that Rizzo’s actions at the walkout gained him political support.

“Remembering the 1967 Philadelphia Student Walkout.” *The Philadelphia Tribune*, 17 Nov.

2017, [www.phillytrib.com/multimedia/remembering-the-philadelphia-student-walkout/youtube\\_2c032062-cb58-11e7-9303-bb07a89a86da.html](http://www.phillytrib.com/multimedia/remembering-the-philadelphia-student-walkout/youtube_2c032062-cb58-11e7-9303-bb07a89a86da.html).

The Philadelphia Tribune conducted an interview with Walter Palmer, who was a key leader of the student walkouts. As a young adult, he was an activist, so when the students wanted to walk out, they came to him as a resource for organization. I used this source on my schools in Philadelphia to explain why students wanted to walkout.

“Rizzo and Riot Control Controls” 26 Nov. 1967, Philadelphia Evening Bulletin Clipping Collection, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

A few days after the walkout, Frank Rizzo talked to the Philadelphia Evening Bulletin and shared his belief that generally police are too easy on riots. I used this source on my story map and on my tragedy page for a photo of Frank Rizzo.

Robinson, Adia H. "Dianne Marie Smith Partee, 73, educator, administrator." , 1 July 2017, *Philadelphia Inquirer*, NewsBank, [infoweb.newsbank.com/apps/news/document-view?p=AWNB&docref=news/1655DAF156C8E2C0](http://infoweb.newsbank.com/apps/news/document-view?p=AWNB&docref=news/1655DAF156C8E2C0).

This is the obituary of Dianne Partee, an employee of the School District of Philadelphia’s African American office who passed in 2017. She dedicated her life to educating students on black history. I used this article that talked about her achievements to talk about the black history TV show in Philadelphia on my timeline.

*Roy Wilkins with a Few of the 250,000 Participants on the Mall Heading for the Lincoln Memorial in the NAACP March on Washington on August 28, 1963.* Washington, D.C., 28 Aug. 1963, <https://www.loc.gov/pictures/item/2002699546/>.

This photo was taken in 1963 during the March on Washington. It shows thousands of protesters demanding the end of things like Jim Crow laws and school segregation. I used this photo to show national events that helped inspire the students to walk out of school.

School District of Philadelphia. "Fiscal Crisis (Figure 1)", Comprehensive Fiscal Report, 30 Jun. 2013, [https://www.educationnext.org/files/ednext\\_XIV\\_4\\_caskey\\_fig01.jpg](https://www.educationnext.org/files/ednext_XIV_4_caskey_fig01.jpg).

This graph shows the decrease in revenue per pupil in the School District of Philadelphia in 2013. I used this graph to show the legacy of the walkout because students walked out of school because of the budget cuts that year.

"School Enrollment and Demographics 2008-2017" *The School District of Philadelphia*, Nov. 2017,

[www.philasd.org/performance/programsservices/open-data/school-information/#district\\_wide\\_surveys](http://www.philasd.org/performance/programsservices/open-data/school-information/#district_wide_surveys).

This is a set of data released by the School District of Philadelphia with statistics of its students from 2008-2017. It gives the number of students enrolled in their senior year. I used this source to give an exact number of how many students took African American history between 2009 and 2018. I also used this source to approximate how many students have taken African American history since the mandate in 2005.

"School Head Out In Philadelphia." *The New York Times Archives*, The New York Times, 12 Dec. 1971,

[www.nytimes.com/1971/12/12/archives/school-head-out-in-philadelphia-dr-shedd-liberal-educator-and-foe.html?url=http%3A%2F%2Ftimesmachine.nytimes.com%2Ftimesmach](http://www.nytimes.com/1971/12/12/archives/school-head-out-in-philadelphia-dr-shedd-liberal-educator-and-foe.html?url=http%3A%2F%2Ftimesmachine.nytimes.com%2Ftimesmach)

ine%2F1971%2F12%2F12%2F91315227.html%3Faction%3Dclick@ion=ArchiveBody&module=LedeAsset&pgtype=article&contentCollection=Archives.

In 1971, when Dr. Shedd retired from the role of Schools Superintendent in Philadelphia, Rizzo's supporters took it as a massive victory. Rizzo had claimed for years that Dr. Shedd and other School District officials were not strict enough with the students. This constant critique of the School District helped Rizzo gain political power. I used this article to show why and how Rizzo turned the city against School District officials, like Shedd, and used them to gain political power.

“School Textbooks Are Given Token Black Recognition.”, 12 Feb. 1974, *Philadelphia Tribune (1912-2001)*, Retrieved from [search.proquest.com/docview/532654573/pageviewPDF/9F9F027152EE41F9PQ/30?accountid=70954](http://search.proquest.com/docview/532654573/pageviewPDF/9F9F027152EE41F9PQ/30?accountid=70954).

This article published by the Philadelphia Tribune discussed how many African American contributions were not highlighted in American history textbooks before the student protests. The article discusses the addition of African American figures like Prince Hall and Phyllis Wheatley. While there were more black people in American history textbook, the article still criticizes the curriculum for not teaching enough about the contributions of African Americans. I used this source to show why students wanted a mandated African American history course.

Schulke, Flip. Mid-1950s. *Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle*.

This image depicts a group of protesters demanding school integration in the mid-1950s.

I used this image to show the black activist around the nation that the students in Philadelphia were inspired by.

“Shedd Sets ‘Reason’ as Goal in Race Tensions,” 26 Nov. 1967, Philadelphia Evening Bulletin Clipping Collection, Special Collections Research Center, Temple University Libraries, Philadelphia, Pennsylvania.

This interview with Schools Superintendent Mark Shedd occurred nine days after the walkout. In the interview, Dr. Shedd discussed what his solution to racial tensions was and what he thought the African American history courses would look like. I used this article to support my triumph page and show that Dr. Shedd was willing to work with students for a solution and to show that the meeting between him and students ended abruptly on my story map.

Simmons, Sheila. “Walter D. Palmer with students from the former Walter D. Palmer Leadership Partners Charter School Where Students Rallied Against a State Supreme Court Ruling on Enrollment Caps”, Jun. 2015, The Philadelphia Tribune.

This image shows Walter D. Palmer, the community activist who helped students plan the walkout in 1967, staging another walkout with black students in 2015. I used this image of Palmer and his students on my important figures page to show Palmer’s work with youth in Philadelphia standing up for what they believe.

*Sixteenth Street Baptist Church Bombing -- Damaged Eastern Facade.* Birmingham, Alabama, 1963, <http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1383>.



This is a photo of the exterior of Sixteenth Street Baptist Church following a bomb attack.

I used this photo to give a background to events that happened nationally that helped influence the students to walk out.

“Teacher Says Rizzo Was Courageous in School Bd. Dispute.” 28 Nov 1967, *Philadelphia Tribune (1912-2001)*, *ProQuest*,

<https://search.proquest.com/docview/532487375?accountid=70954>.

This letter which was anonymously sent in by a teacher to the Philadelphia Tribune claims that Rizzo’s actions at the walkout were justified and that the “thugs” and “hoodlums” she taught could only be stopped with violence. This source may be biased because the author claims she supports Rizzo. I used this source to prove that Rizzo was able to gain popularity by villainizing black students.

*The Black Experience in America*. The School District of Philadelphia, 1971.

This text produced by the School District in 1971 shows what students in this elective where learning about black history. I used this source to prove that the students triumphed in getting black history courses.

The School District of Philadelphia. “MULTIRACIAL, MULTICULTURAL, AND GENDER EDUCATION”, 18 Aug, 2004.

<https://www.philasd.org/schoolboard/wp-content/uploads/sites/884/2017/07/102-Reformatted.pdf>.

In 1994, the School Board created this policy to make sure that racial, cultural, and gender studies were incorporated into all School District curriculum. I used this policy to show on my timeline to show that the School Board continued to value black history in the 1990s.

--. PSTV Logo, <https://www.philasd.org/pstv/>.

This image of the Philadelphia School District TV logo was created by the School District. I used this image on my timeline for an image of the PSTV black history show.

*The World of Africans and Afro-Americans*. The School District of Philadelphia, 1971.

In 1971 when the School District had to create new curriculum for African American history courses, they created curriculum for a course about Africa and how African Americans got to America. I used this source to prove that students triumphed by working with Dr. Shedd to create black history electives.

Thomas, James. "Former Officer Defends Rizzo." 25 Nov. 1967, *Philadelphia Tribune* (1912-2001), *ProQuest*,

<https://search.proquest.com/docview/532515870?accountid=70954>.

This article was written by a former police officer who wrote in to the Philadelphia Tribune to show his support for Frank Rizzo's actions at the walkout. Thomas, though African American, claimed the African American youth in Philadelphia were destroying neighborhoods and commended Frank Rizzo for defending residents of Philadelphia from the black youth. The author of this source may be biased against the students. I used this source to show that Rizzo was able to villainize students to gain political support for his brutal actions.

Tinney, Jack. Photograph. 1972. Retrieved from the biography *Frank Rizzo: The Last Big Man in Big City America*.

This photo, taken by photographer Jack Tinney, shows Frank Rizzo being inducted as mayor of Philadelphia. I used this photo in my impact of Philadelphia section to show

that Rizzo was able to gain political power and become mayor by villainizing the student protesters and the School District officials.

Trumbull, John. *Declaration of Independence*. Architect of the Capitol, 1818, U.S. Capitol, <https://www.aoc.gov/art/historic-rotunda-paintings/declaration-independence>.

This painting depicts the Founding Fathers signing the Declaration of Independence. I used this painting to show that African Americans are not included in standard American history courses even though they played a big role in American history.

Wasko, Joseph, Series of Photos: "Black Power Demonstration", 17 Nov. 1967, George D. McDowell Philadelphia Evening Bulletin Photographs, Temple University Special Collections Research Center.

Joseph Wasko took photos of the student demonstration, especially of police arresting demonstrators. His photos show the brutality that the police used in ending the demonstration. I used these pictures to show the tragedy that occurred at the walkout.

Williams-Wesley, Elizabeth, *LinkedIn*,

<https://www.linkedin.com/in/elizabeth-williams-wesley-5ba83050/>.

This LinkedIn page is for Elizabeth Wesley, a teacher of African American history at Central High School in Philadelphia. I used her account on my research page to give a brief biography of Ms. Wesley.

--. "Re: An Introduction Re: African American History Course." Received by Alison

Fortenberry, 14 May 2019.

Ms. Wesley is a teacher of African American history at Central High School in Philadelphia. I emailed her to learn about the way the course is taught at her school and

about the reactions of her students to the content of the course. Ms. Wesley may be biased towards the course and the students who conducted the walkouts because she stated in the interview that she is passionate about African American history.

Woodall, Martha. "AT PHILADELPHIA SCHOOLS, BLACK HISTORY IS STUDIED ALL YEAR LONG.", 1 Mar. 1985, *Philadelphia Inquirer, NewsBank*,  
[infoweb.newsbank.com/apps/news/document-view?p=AWNB&docref=news/0EB2991141AB1010](http://infoweb.newsbank.com/apps/news/document-view?p=AWNB&docref=news/0EB2991141AB1010).

This article describes the integration of black history into all courses in all grades in Philadelphia in 1985. I used this source on my timeline to show what black history was offered after the electives stopped and before the mandate.

### Secondary Sources

Arnold, Stanley Keith and Wolfinger, James. "Civil Rights (African American)", 2017, Philadelphia Encyclopedia, Rutgers University,  
<https://philadelphiaencyclopedia.org/archive/civil-rights-african-american/>.

This article describes the Civil Rights Movement in Philadelphia, focusing on how Black Power influenced the goals of many demonstrations in the city. I used this source to describe black activism in Philadelphia and give context to some of the reasons students chose to walk out.

"Black Power." *National Archives and Records Administration*, National Archives and Records Administration, 11 Dec. 2018,  
[www.archives.gov/research/african-americans/black-power](http://www.archives.gov/research/african-americans/black-power).

This article talks about the Black Power movement and its impact on black activism. It talks about the group's pro-black goals like African American history, wearing African clothes, and wearing one's hair in its natural state. I used quotes from this article on my black activism page to show how students were influenced by nationwide black activism.

Blumgart, Jake. "The Polarizing Mayor Who Embodied 'Blue Collar Conservatism'", 18 Sep.

2018, CityLab,

<https://www.citylab.com/life/2018/09/the-polarizing-mayor-who-embodied-blue-collar-conservatism/570337/>.

This article discusses Frank Rizzo's brutal law-and-order tactics throughout his career as a police officer and police commissioner. I used this source on my important figures page to give context on how Rizzo ran the police station and to discuss his brutal tactics.

Countryman, Matthew J. *Up South: Civil Rights and Black Power in Philadelphia*. University of Pennsylvania Press, 2007.

This is a book about the history of the Black Power movement in Philadelphia. It provides a detailed account of what happened during the walkouts and the effects it had after. I used this source to give more detail about the tragedy and to give context to who the important figures of the walkout were.

King, LaGarrett J. "The Status of Black History in U.S. Schools and Society." *National Council for the Social Studies*, 2017, pp. 14–18.

This article discusses the importance of African American history courses in elementary, middle, and high schools for American children. The author claims that all students need to know African American history in order to be successful adults. I used this source on

my African American history requirement page to show the significance of the African American history course on students.

“Molefi Kete Asante- Afrocentric Education.” *YouTube*, uploaded by The Brainwaves Video Anthology, 12 Apr. 2016, <https://www.youtube.com/watch?v=YVtR71DMpk0>.

Dr. Molefi Kete Asante is a professor and chair of the Department of African American Studies at Temple University. He pioneered of the idea of Afrocentric education. In this video, he discusses the importance of Afrocentric education for African American students. I used this video to show the impact of the African American history requirement.

Paolantonio, S. A. *Frank Rizzo: The Last Big Man in Big City America*. Camino Books, 2003.

This is a biography of Frank Rizzo. I used the sections specifically about his time as commissioner and his mayoral election. I used this source in my tragedy section to prove that Rizzo attacked the students and received little punishment for it.

Phillips, Anne E. “A HISTORY OF THE STRUGGLE FOR SCHOOL DESEGREGATION IN PHILADELPHIA, 1955–1967.” *Pennsylvania History: A Journal of Mid-Atlantic Studies*, vol. 72, no. 1, 2005, pp. 49–76. *JSTOR*, [www.jstor.org/stable/27778658](http://www.jstor.org/stable/27778658).

This article discusses how difficult desegregation was for schools in Philadelphia. The programs that the city of Philadelphia set up were ineffective and there was a lot of white pushback to integration. I used this source on my schools in Philadelphia page to show that schools in Philadelphia were not very integrated in 1967, inspiring the students to walk out.

“Preparing Teachers in African American History: a Major Focus.” *The Notebook*, The

Notebook, 29 Mar. 2018,

[thenotebook.org/articles/2005/11/24/preparing-teachers-in-african-american-history-a-major-focus/](http://thenotebook.org/articles/2005/11/24/preparing-teachers-in-african-american-history-a-major-focus/).

This article, originally published in 2005, discusses the steps the school district of Philadelphia was taking to educate teachers on African American history following the course mandate in 2005. I used this source on my research page to give a brief biography of Mr. Melvin Garrison, a keynote speaker at an African American history training event.

Prescod, Paul. “Philadelphia Student Walkout Shows Power of Students”, 20 May 2013,

Solidarity, <https://solidarity-us.org/p3875/>.

This article discusses a walkout in Philadelphia in 2013 to protest budget cuts in schools. It describes how the budget cuts disproportionately affect African American students and the actions students took at the walkout. This source may have some bias because it showed support for the students who walked in 2013. I used this source to show the legacy of the walkout on Philadelphia; that students will walk out of class and protest when they have a problem in their schools.

Russ, Valerie. “Celebrating the 50th Anniversary of the March to Desegregate Girard College.”

*Https://Www.philly.com*, The Philadelphia Inquirer, Daily News and Philly.com, 29 Apr. 2015,

[www.philly.com/philly/education/20150429\\_Celebrating\\_the\\_50th\\_Anniversary\\_of\\_the\\_march\\_to\\_desegregate\\_Girard\\_College.html](http://www.philly.com/philly/education/20150429_Celebrating_the_50th_Anniversary_of_the_march_to_desegregate_Girard_College.html).

This article discusses the important work of the Philadelphia Freedom Fighters, a group that worked hard to desegregate Girard College in Philadelphia. The president of their group is Karen Asper-Jordan, a woman that I interviewed about her life of public service.

I used this source to give a brief biography of Ms. Jordan on my research page.

“Seeing Black Women in Power.” *National Museum of African American History and Culture*, 11 Jan. 2019, [nmaahc.si.edu/explore/stories/collection/seeing-black-women-power](http://nmaahc.si.edu/explore/stories/collection/seeing-black-women-power).

This image shows seven Black Panther women in Sacramento, California holding up the Black Power salute- a clenched fist. I used this image to show the growing activism of black people in the 1960s and to give national context to the walkout.

Siegel, Michael. “The Great Migration, 1916-1930.” Rutgers Cartography, 2005,

[http://www.inmotionaame.org/gallery/detail.cfm?migration=8&topic=10&id=8\\_003M&type=map](http://www.inmotionaame.org/gallery/detail.cfm?migration=8&topic=10&id=8_003M&type=map).

This map shows the paths that African Americans took during the Great Migration, including the route to Philadelphia. I used this map to give context on the Great Migration and show the changing climate of big Northern cities.

The African Americans: Many Rivers to Cross, Episode Four: Making a Way Out of No Way, 12 Nov 2013, WHYY,

<https://www.pbs.org/video/african-americans-many-rivers-cross-great-migration/>.

This docu-series aired on PBS chronicles the African American experience in America and in episode four, the show focused on the Great Migration. I used an image of a political cartoon that had an African American man with a banner on his arm that read



“To the North” from this episode on my Great Migration page to give context to the walkout.

The Great Migration Project. “Historical Overview.” *The Great Migration*, The Great Migration: A City Transformed, [greatmigrationphl.org/node/24](http://greatmigrationphl.org/node/24).

The Great Migration Project is a project that is dedicated to chronicling the Great Migration North, especially in Philadelphia. This website created by the group has a lot of good information and multimedia aspects to inform the reader about how the Great Migration affected Philadelphia’s social climate. I used quotes and images from this website on my Great Migration page to show how the social climate of the North changed with the Great Migration and how that encouraged students to walkout.

Traoré, Rosemary. “More than 30 Years Later: Intervention for African American Studies Required.” *Journal of Black Studies*, vol. 38, no. 4, 2008, pp. 663–678. *JSTOR*, [JSTOR, www.jstor.org/stable/40034427](http://www.jstor.org/stable/40034427).

This is a report that describes what African American history classes looked like in 2001, four years before the mandate. Many students that took the course were uneducated about the real history of African Americans. I used this source to prove that the African American history electives were ineffective.

“Why Philadelphia”, *Civil Rights in a Northern City: Philadelphia*, Temple University Libraries, <http://northerncity.library.temple.edu/exhibits/show/civil-rights-in-a-northern-city/historical-perspective/why-philadelphia->

This essay, published in a group of essays from Temple University, talks about the Civil Rights Movement in Philadelphia and the factors that influenced it. The essay also

discusses the black neighborhoods in Philadelphia following the Great Migration. I used this source on my Great Migration page to show how the climate of Philadelphia changed and how that influenced the walkout. I also used this source on my black activism page to show what the Civil Rights Movement looked like in Philadelphia.

Wilkerson, Isabel. "The Long-Lasting Legacy of the Great Migration." *Smithsonian.com*,

Smithsonian Institution, 1 Sept. 2016,

[www.smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/](http://www.smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/).

This article describes what the Great Migration was and how it changed the cultures of the United States throughout the 20th century, I used this source to describe the Great Migration and how it influenced the walkout.