



BREAKING THE COLOUR BARRIER:  
AN ORAL HISTORY OF THE  
CHATHAM COLOURED ALL-STARS (1932-1939)

# Breaking the Colour Barrier Curriculum Materials

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Greater Essex County District School Board

## The Chatham Coloured All-Stars and Racial Discrimination

- ❖ Grade 5 Lesson Plan
- ❖ Social Studies/Language Arts

Ontario  
Trillium  
Foundation



Fondation  
Trillium  
de l'Ontario



University  
of Windsor

CENTRE  
FOR DIGITAL  
SCHOLARSHIP



**Course/Subject:** Social Studies/Language Arts

**Grade Level:** 5

**Topic:** The Chatham Coloured All-Stars and Racial Discrimination

**Estimated Time:** 4 – 5 x 35 minute periods

### **Curriculum Expectations**

#### Social Studies

B1.2 Students will create a plan of action to address a social issue of local, provincial/territorial, and/or national significance, specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens.

B3.1 Students will describe the major rights and responsibilities associated with citizenship in Canada.

B3.7 Students will describe some different ways in which citizens can take action to address social and environmental issues.

#### Language Arts

##### Oral Communication

1.2 Students will demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.

1.3 Students will identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts.

1.4 Students will demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.

1.6 Students will extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.

2.4 Students will use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience.

##### Reading

1.1 Students will read a variety of literary texts and informational texts.

1.2 Students will identify a variety of purposes for reading and choose reading materials appropriate for those purposes.

1.3 Students will identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.

1.4 Students will demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.

1.5 Students will make inferences about texts using stated and implied ideas from the texts as evidence.

2.3 Students will identify a variety of text features and explain how they help readers understand texts.

3.1 Students will automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts.

3.2 Students will predict the meaning of and rapidly solve unfamiliar words using different types of cues.

## Writing

- 1.1 Students will identify the topic, purpose, and audience, and form for writing.
- 1.2 Students will generate ideas about a potential topic, using a variety of strategies and resources.
- 1.3 Students will gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.
- 1.4 Students will sort ideas and information for their writing in a variety of ways.
- 1.5 Students will identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies.
- 2.1 Students will write longer and more complex texts using a variety of forms.
- 2.2 Students will establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances and audiences.
- 2.6 Students will identify elements of their writing that need improvement using feedback from the teacher and peers, with a focus on specific features.
- 2.7 Students will make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies.
- 2.8 Students will produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.
- 3.1 Students will spell familiar words correctly.
- 3.2 Students will spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling.
- 3.3 Students will confirm spellings and word meanings or word choice using several different types of resources.
- 3.4 Students will use punctuation to help communicate their intended meaning.
- 3.5 Students will use parts of speech appropriately to communicate their meaning clearly.
- 3.6 Students will proofread and correct their writing.
- 3.8 Students will produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies.

### What will students be able to do?

Students will:

- use a few reading comprehension strategies before, during, and after reading to understand texts
- demonstrate an understanding of the article(s)
- analyse primary and secondary sources
- complete vocabulary enrichment activities
- locate information in a text
- gather and organize information about the racial discrimination experienced by the Chatham Coloured All-Stars
- edit their peer's work
- use feedback to improve their letter
- write a letter with complete sentences and appropriate punctuation, grammar, and spelling
- include all required elements of a letter
- use vocabulary and terminology related to the unit of study
- communicate their ideas and information in a clear, coherent, and respectful manner
- determine reasonable actions to be taken in response to racial discrimination

### How will students be evaluated?

A checklist rubric will be used.

### Materials/Resources

- primary and secondary sources (articles and photos)
- printable activities
- computers (to type final draft of the letter)
- dictionaries (for vocabulary activities)

### Prior Knowledge/Building Background

Review:

What is a primary source? A primary source is an original record from a specific time in history.

Examples:

- photographs, audio recordings, video recordings, films
- journals, letters, diaries
- speeches
- scrapbooks
- published books, newspaper and magazine articles published at the time
- oral histories
- records of organizations
- autobiographies and memoirs

What is a secondary source? A secondary source is a record written at a later time by people who did not witness the original event. An example would be an article about the championship-winning team written fifty years later.

Inform students that they will be analysing primary and secondary sources from a long time ago. The sources will contain information about the Chatham Coloured All-Stars.

It is beneficial for students to know that in the early 1800s, five Black families settled along McGregor's Creek in the tiny town of Chatham, then known as "the Forks". The village soon became a haven for runaway slaves who were escaping slavery and oppression in the United States. By 1850, a third of Chatham's population was Black.

Once here, Blacks in Chatham thrived in business, education, medicine, sport, and literary and cultural arts. News of their success attracted Blacks to the area from across North America.

The history of Blacks in early Chatham is not only of local significance; the years of Black contribution and participation in Southwestern Ontario left a fundamental impression on the national landscape.

Please visit <https://ckbhs.org/> for further information on Black history in Chatham.

It is important to note that the terms “coloured” and “negro” are no longer acceptable terms. “Black” and “African Canadian” are used to refer to Canadians of African descent.

## Teaching Strategies

### GETTING STARTED

Students will fill out the first two columns of their K-W-L chart. Upon completion, they will discuss their responses. While discussing discrimination, inform students that they are going to learn about a successful Canadian baseball team who experienced racism.

#### Pre-Teaching Vocabulary

Students will complete the vocabulary matching exercise.

Distribute the article “*The Men of Summer*,” an example of a secondary source.

#### Before Reading

- What do you think the article will be about?
- Why do you think that?
- What do you know about the baseball team so far?
- Does anything on the pages remind you of anything you’ve done or anyone you know?
- What do you wonder?

#### During Reading

- Have you ever heard of Jackie Robinson?
- What do you know about him?
- Is there anything you’re wondering right now?
- Why do you think some people discriminated against the members of the baseball team?
- Have you ever witnessed racism?
- Can you tell me what we’ve read so far?

#### After Reading

- What is the main message of the article?
- What questions would you like to ask the team?
- Can you retell the article in your own words?
- What’s the most important thing to remember about the team?
- Does anything you read remind you of anything you’ve done or anyone you know?
- If a book was written about the team, what should it be called?

### **WORKING ON IT**

Students will complete the vocabulary activities and questions. They will use vocabulary words in a new context and answer questions about the article and their own experiences.

### **CULMINATING ACTIVITY**

When the activities are completed, please review the assignment instructions with students. Read the sample letter together as a class. Remind students that the purpose of the sample letter is to show proper structure and how to establish a voice with a respectful tone.

Students are encouraged to read the other articles related to the discrimination experienced by the team. Students are required to complete a graphic organizer, write a first draft, and have their work edited by a peer before producing the final draft.

The final draft of the letter will be typed and submitted.

Students will complete the final column of their K-W-L chart.

### **EXTENSION**

Students will create an action plan to address the racial discrimination that the Chatham Coloured All-Stars experienced. Worksheet and information is included.

## Grade 5 Letter Writing Checklist Rubric



Success Criteria	Beginning	Developing	Good	Excellent
I can describe discrimination and the ways that the Chatham Coloured All-Stars experienced it.				
I can describe specific and effective actions that should be taken to address racial discrimination.				
I can use a graphic organizer to generate ideas and organize information.				
I can write a clear purpose in my letter.				
I can express myself using a respectful tone.				
I can use vocabulary and terminology related to the unit of study.				
I can spell words correctly.				
I can use appropriate punctuation.				
I can use grammatical structures correctly.				
I can include a clear introduction, body, and concluding paragraph.				
I can include all required elements of a letter.				
<b>Feedback</b>				

<b>Total:</b>
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# Discrimination

## K-W-L

Name \_\_\_\_\_

<b>K</b> What do I know about discrimination?	<b>W</b> What do I want to know about discrimination?	<b>L</b> What did I learn about discrimination?





# The Men of Summer

Name \_\_\_\_\_

A. Complete the activity below. Match the words in the left column with the meanings in the right column by writing the correct letter in the middle column. Use a variety of different cues to help predict the meaning of each word.

1. "racking my brain"		a) got better, improved
2. to spew		b) to stay away from
3. obscenities		c) to eject from the mouth
4. consisting of		d) problems that make things difficult or impossible
5. success		e) separated
6. paralleled		f) offensive words
7. unemployed		g) a person who dislikes others because they are different
8. humour		h) to win a victory (over someone or something)
9. progressed		i) to think very hard
10. amiable		j) during
11. racial prejudice		k) disliking others because of their skin colour
12. segregated		l) made up of
13. barriers		m) to shout insulting words
14. throughout		n) does not have a job
15. bigot		o) friendly
16. to heckle		p) a good outcome
17. to defeat		q) a funny quality
18. to avoid		r) similar to

B. Fill in the blanks with the correct vocabulary word.

defeat

racking my brain

consists of

avoid

progressed

humour

throughout

amiable

unemployed

success

1. I am trying to remember my password. I have been \_\_\_\_\_  
\_\_\_\_\_ all day.
2. I walked around the puddle to \_\_\_\_\_ getting my new shoes wet.
3. This book is so funny. There is a lot of \_\_\_\_\_ in it.
4. The new student is kind and thoughtful. He is very \_\_\_\_\_.
5. After losing two games, our team finally experienced \_\_\_\_\_ when we won a game in overtime.
6. My sister lost her job last year. She is \_\_\_\_\_.
7. \_\_\_\_\_ the night, she tossed and turned because she was sick.
8. At the beginning of the year, I could not read very well, but my teacher says that I have \_\_\_\_\_.
9. My sandwich \_\_\_\_\_ meat, vegetables, and cheese.
10. Even though they are the best team, I still think we can \_\_\_\_\_ them.



# SPORTS

BROCK GREENHALGH, EDITOR

July 19, 1990

The Cord - Wilfrid Laurier University July 19, 1990

## The men of summer

Comment by  
Brock Greenhalgh

So I'm sitting here racking my brains trying to think of something interesting to fill up the Sports section when it happens. Sure I could talk about Lennox Lewis extending his record to 13-0 with a win over a slightly out of shape ex-coal miner named Mike Acy or I could spew obscenities due to the Detroit Red Wings asinine handling of head coach Jacques Demers, but I won't. I won't even mention the fact that there is a lack of sports to be seen on the campus of WLU in the summertime. But, this is the summer issue of the Cord, so why not write about the Boys of Summer?

In the past few years we have been buried under piles of books and movies about baseball and maybe this story will just add to this pile but I am willing to face any ridicule for what I write. The tale that I tell is true and if you doubt my word you can talk to five gentlemen who would be more than willing to set you straight on the issue. This story is rather interesting because it deals

with a Canadian team, a team that overcame odds which, in 1934, were quite large.

In 1947 Jackie Robinson became the first black man to play major league baseball. Thirteen years prior to this, in a small town in southwestern Ontario a team called the Chatham Coloured Allstars had their own moment of glory. Under the direction of a man called Archie Sterling, a men's baseball team consisting of all blacks made a bid for the Ontario Baseball Association championship in the summer of 1934.

During those same summer months the Detroit Tigers, who played in a ball park less than fifty miles away, were having a record season. Their success paralleled that of the Allstars who had started out two years earlier as a bunch of unemployed young men with a passion for baseball. Since that time, with the help of Mr. Sterling, these young men had formed a team and began playing exhibition games. Their style of play could be compared to that of the Harlem Globetrotters, who combined humour with outstanding physical talent in

their performances.

For the next two years this team progressed and soon they were a favourite with everyone in the town. People from other areas, however, were not as amiable towards the Chatham Coloured Allstars and the team was not welcome to play in a number of places. At that time racial prejudice was a fact of life. Restaurants were segregated, movie houses only allowed blacks into certain seats, and the chances for a black to advance through the social ranks were quite slim.

Out on the baseball field, however, things could even themselves out. There were no physical barriers, only mental barriers to overcome. As the Allstars played throughout the summer of

'34 they were faced with crowds of bigots who came out only to heckle them. When they entered the tournament for the OBA championship, Archie Sterling signed the team on as the Chatham Allstars, to avoid any problems. Teams were shocked when they realized that they were playing against blacks, but there was nothing they could do about it.

The team had not lost many games during the summer months and this trend continued when they entered the tournament. As it ends up, the Chatham Coloured Allstars won the OBA championship that year, ousting Penetanguishene in a best 2 out of 3 series. After a 23 hour journey to play the series, the Allstars relied on the pitching talent of

one man who threw for a total of eighteen innings in the two games. They had read on the sidewalks of the town "The Black Cloud is Coming" and they realized that they had to defeat more than a baseball team. They did.

The team continued to play for a number of years after, losing old players and gaining new ones. One of the players who joined in 1936 was Ferguson Jenkins, the father of Cy Young award winner Fergie Jenkins. Not too many people know the story of the Chatham Coloured Allstars, but after writing this I hope I have shown a few a new baseball story. Toss it on the pile with the others if you wish, or think about it.

I think it would make a great book someday.

### C. Answer the following questions about the article.

1. What is the title?	
2. When was it written?	
3. Who is the author?	
4. In which newspaper did it appear?	
5. In which section of the newspaper did it appear?	
6. What is the main message of the article?	

**D. Circle the correct response.**

1. Why do you think the men on the baseball team were unemployed?

- a) they were lazy and didn't want to work
- b) they were fired from their jobs
- c) they couldn't get jobs because of their skin colour

2. Even though the team faced many obstacles, they never gave up. What does this tell you about them?

- a) they were determined
- b) they were enthusiastic
- c) they were trustworthy

3. The men on the team were discriminated against because of their

\_\_\_\_\_.

- a) gender
- b) colour
- c) religion

4. At the time, the Chatham Coloured All-Stars were just as good as the Detroit Tigers.

- a) true
- b) false

5. The team changed their name to the Chatham All-Stars so that other teams would not know they were an all-black team.

- a) true
- b) false

## E. Answer the following questions in complete sentences.

1. According to Encyclopaedia Britannica Kids, **discrimination** is defined as *unfair treatment of one particular person or group of people. Usually the different treatment is because of the person's gender, religion, nationality, ethnicity (culture), race, or other personal traits.* One of the rights for Canadian citizens is to live free of discrimination or prejudice (everyone is equal, no matter their race, national or ethnic origin, colour, religion, gender, age, or mental or physical challenges). In a paragraph, describe how the Chatham Coloured All-Stars' rights were violated. (give three examples)

2. At the end of paragraph 7, it says *"they realized that they had to defeat more than a baseball team."* What do you think this means? In your own words, write a paragraph.

3. Write about a time you experienced discrimination or witnessed someone else experience discrimination.



# Assignment

You are going to travel back in time and write a letter as a concerned citizen to the Ontario Human Rights Commission. You are writing on behalf of the Chatham Coloured All-Stars, who have been refused service because of their skin colour. In your letter, you must explain the problem(s) and incidences, the grounds which protect the men, and specific actions that you would like taken by the OHRC. You will imagine that the Ontario Human Rights Code was in existence during that time. Please consult the Code and the articles to help you compose your letter. Please make sure to use a respectful tone.

Ontario's [\*Human Rights Code\*](#), the first in Canada, was enacted in 1962.

The *Code* prohibits actions that discriminate against people based on a protected *ground* in a protected *social area*.

Protected grounds are:

- Age
- Ancestry, colour, race
- Citizenship
- Ethnic origin
- Place of origin
- Creed
- Disability
- Family status
- Marital status (including single status)
- Gender identity, gender expression
- Receipt of public assistance (in housing only)
- Record of offences (in employment only)
- Sex (including pregnancy and breastfeeding)
- Sexual orientation.

Protected social areas are:

- Accommodation (housing)
- Contracts
- Employment
- Goods, services and facilities
- Membership in unions, trade or professional associations.

For further information, please visit:

<http://www.ohrc.on.ca/en/ontario-human-rights-code>

<http://www.ohrc.on.ca/en/iii-principles-and-concepts/2-what-discrimination>

Wednesday, January 26, 2017



Dear Mr. Williams:

My name is Anthony Ibrahim and I am a Canadian-born student living in Toronto. I am writing this letter to inform you about my experience at your restaurant on January 10, 2017. In addition, this letter is to notify you of actions I plan to take as a direct result of my visit to your restaurant.

That evening, I ordered Chicken Parmesan with Spaghetti and Tomato Sauce. When the meal was served, I cut into the chicken and noticed that it was pink. I informed Vita, my waitress, about the chicken. She did not believe me until I showed it to her.

I was promised a fully-cooked replacement meal. I expected the order to be the same, however, I was given a plate of Spaghetti and Meatballs with a Caesar Salad. Vita informed me that the meatballs were made of pork and beef. As a Muslim, I cannot consume pork. When I informed her of this, she rolled her eyes. I kindly asked her for the meal I had originally ordered. Again, she rolled her eyes. As she walked away, I overheard her say to a colleague "How about when you come to Canada, you eat like Canadians."

Forty minutes later, Vita returned with the Chicken Parmesan and Spaghetti with Tomato Sauce. The meal was delicious. After eating, Vita brought my bill. I was upset when I noticed that I was charged for two meals. Vita responded, "Our cooks made two meals for you, so you have to pay for both. You don't get anything free in Canada." I reminded her that I did not eat the Spaghetti and Meatballs nor the Caesar Salad, but she refused to remove the items from my bill. I paid for both meals and left.

As a regular customer, I am disappointed with the service and the overall experience. The food was undercooked, I was given food I cannot consume, I was discriminated against, and I was charged for a meal I did not eat. Thus, I will no longer dine at your restaurant. In addition, I will be informing Toronto Public Health about the food safety issue and I am filing a claim of discrimination under the Human Rights Code with the Human Rights Tribunal of Ontario. It is my opinion that your wait staff requires further education about food safety, religious diet practices, discrimination, and respect. My rights were violated and I plan to take action so that this does not happen to any other patrons.

Yours Respectfully,

*Anthony Ibrahim*

Anthony Ibrahim

Use this page to organize your thoughts and ideas.

*Introductory Paragraph (who are you? why are you writing this letter?)*

*Greeting (Dear \_\_\_\_\_; To Whom It May Concern; Dear Sir; Dear Madam:)*

*Idea #1 (use facts and accurate details)*

*Idea #2 (use facts and accurate details)*

*Idea #3 (use facts and accurate details)*

*Concluding paragraph/closing and signature (Sincerely, Regards, Yours Respectfully,)*

Once this page has been completed, you are ready to write the first draft of your letter.



## Peer Editing Checklist




Once you have finished writing the first draft of your letter, ask a classmate to use this checklist to review your graphic organizer and edit your first draft.

The letter includes:

- date
- greeting
- introductory paragraph
- body (2-4 paragraphs)
- each idea has a separate paragraph
- important and accurate facts are included
- closing
- signature
- the organizer was used
- the writer used their own words
- the letter is written in logical order
- grammar, spelling, and punctuation is appropriate

Comments:

I liked how...	I think you should...	Why did you...?



**Editor:**

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**Writer:**

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## Final Checklist

Before you submit your:

- graphic organizer
- first draft of the letter
- peer editing checklist
- final draft of the letter

Please use this checklist to make sure you have fulfilled all of the required elements.

- date
- greeting
- introductory paragraph
- body (2-4 paragraphs)
- each idea has a separate paragraph
- important and accurate facts are included
- signature
- the organizer was used
- the writer used their own words
- the letter is written in logical order
- grammar, spelling, and punctuation is appropriate
- all errors have been corrected



## Extension Activity

With a partner, you will imagine that you are living during the era of the Chatham Coloured All-Stars. You will develop a plan of action to address the racial discrimination that the Chatham Coloured All-Stars are experiencing. They are denied employment opportunities, refused service at restaurants and motels, and they have to play on a segregated baseball team. They experience a lot of racism in their daily lives. The attitudes of some people towards Black Canadians are not positive.

Your plan of action will educate others about the racial discrimination the team experienced and include effective and realistic actions that concerned citizens can take in an effort to combat racial discrimination. Your plan of action must also consider ways to promote cultural diversity and respect.

Steps:

1. Identify the problem
2. Think of possible solutions
3. Make a plan of effective action
4. Think of ways to implement and evaluate your plan of action
5. Present your action plan to your peers

# ANTI-RACISM ACTION PLAN

**WHAT IS THE PROBLEM?**

**WHAT ARE SOME POSSIBLE SOLUTIONS?**

**WHAT CAN WE DO ABOUT IT?**

**HOW WILL WE KNOW IT'S A SUCCESS?**

# All-Stars shine again

*London Free Press Sat. July 13, 2002*



**THE 1934 CHATHAM COLOURED ALL-STARS:** Left to right, front row: Stanton Robbins, batboy Jack Robinson and Len Harding. Middle row: Hyle Robbins, Earl (Flat) Chase, King Terrell, Don Washington, Don Tabron, Ross Talbot and Cliff Olbey. Back row: Louis Pryor, Guoy Ladd, Sagasta Harding, Wilfred (Boomer) Harding and coach Percy Parker.



London Free Press  
Sat. July 13, 2002

## ALL-STARS: Familiar with discrimination

From Page E1

Horace Chase of Chatham remembers his father as a strong man with a Mike Tyson build, a pitcher for the All-Stars.

Chase will represent his dad, Earl (Flat) Chase, in today's ceremony. Others on the team agreed the pitcher-infielder was the team's best player and would have been the top candidate for the major leagues.

Players said as many as five teammates deserved a shot at the major leagues. But the colour line — not broken by Jackie Robinson until 1947 — meant the majors were an impossible dream for the All-Stars. None of the All-Stars played in the Negro leagues and the team never played in a separate league for blacks-only.

However, they were familiar with discrimination. Some players had trouble getting work because of their skin colour. On the road, the team was sometimes turned away from hotels and restaurants.

"Some smaller towns carried racism a bit far," team member Cliff Olbey said during a civic ceremony honouring the team in 1984. "We just stuck together

as a team. It wasn't anything but a part of life then."

Art Cartier, who spent 21 years on London's board of control and is currently a Thames Valley District School Board trustee, was a 19-year-old sports reporter for the Border City (now Windsor) Star in 1934, covering Chatham.

"We just stuck together as a team. It (discrimination) wasn't anything but a part of life then."

*Cliff Olbey of the Chatham Coloured All-Stars, speaking in 1984*

"They were almost a novelty in those days in parts of Ontario," he recalled yesterday. "There was a real friendship among them. They made as much noise playing ball as anyone else — they were chattering all the time — but it was all part of the game. The point is, they were damn good and damn good sportsmen."

The All-Stars, formed in 1932, spent much of the decade travelling across Ontario for exhibition and league games.

They were the first black team to enter the OBA playdowns.

In 1934, they played in the Chatham city league and rolled to the title with just a single loss. They also kept their exhibition schedule, often playing up to five nights a week.

The All-Stars began the '34 OBA intermediate B playoffs by knocking out Sarnia, Welland and Milton. The best-of-three final was against the Penetang Shipbuilders, who were led by future big-leaguer Phil Marchildon.

The teams split the first two games. After the third game ended controversially in the 11th inning because of darkness, Chatham won the rematch 13-7 Oct. 23 in Guelph.

The team was greeted by almost 2,000 fans on Fifth Street. The fans and players paraded to the William Pitt Hotel.

"Chatham will win other ball championships, but we'll always remember the coloured boys led the way," Mayor Isaac Davis said at the time.

*(Chatham Daily News)*

*With files from Eric Bender and Steve Green, Free Press Sports Reporters*

Answer the following questions about the article.

What is the title?	
When was it written?	
Who is the author?	
In which newspaper did it appear?	
In which section of the newspaper did it appear?	
What is the main message of the article?	

## Our Heritage

# If battered glove could only talk

### Black team saw glory and woe



LISA and JIM GILBERT

It's not really much to look at. It's just an old, beat-up rather pitiful looking baseball glove. In fact, it's so different in appearance from a modern day glove that it almost has a surreal look to it.

It now rests in "retirement" at Chatham's W.I.S.H. Centre in the Heritage Room, but we're sure it's aching to come out of its forced leisure and tell of the days when it was the property of one Kingsley Terrell and the things it saw in the 1930s.

Kingsley Terrell was a third basemen who sometimes took his turn on the pitching mound for the legendary Chatham Coloured All Stars.

He was one of the black athletes of the day who decided that they should put their talents together, form a ball team, find a park to play in (Stirling Park) and enter into some serious competition.

In 1933 the Chatham All Stars

made it to the finals of the Ontario Baseball Association Intermediate playoffs and they knew that with a little more luck they had a real shot at going all the way.

During their 1934 pursuit of an Ontario championship, the team got to travel around a good portion of Ontario and if they had not known it before they soon realized that they were not your normal baseball team.

Everywhere they went they were treated differently. On the field they were always the heroes and had huge crowd appeal. In every ball park they played in, the crowds came out to see them and, for the most part, to cheer them.

However, once they left the baseball diamond, it was a whole new story.

The Chatham Coloured All

Stars were not welcome to eat at many restaurants.

Long road trips had to be planned well in advance to ensure that the locality had a restaurant that would serve them.

Trying to find a place to spend the night for the team also presented some real problems.

Some motels refused to have them stay at all while others insisted that they arrive well after dark in order that their white guests would never know that blacks were also staying at the same place.

When fall of 1934 rolled around the All Stars were down to the Ontario finals playing against a strong team from Penetang.

The first two games were split and, the third ended in a 2-2 tie. The final game was played in neutral territory, in Guelph, and the All Stars came ready to play.

The final score of the deciding Ontario Championship game was 13-7 in favour of the Chatham All Stars.

Pitching that day for Chatham was Earl (Flat) Chase who out-pitched Penetang's pitching sensation Phil Marchildon, and in later years, went on to have a long and

illustrious career in the American League playing for the Philadelphia Athletics.

This fact, of course, begs the question: How many of the Chatham All Stars were good enough to play in the big leagues if there had not been a colour barrier?

Teammates of Terrell and Chase including Wilf (Boomer) Harding, Len Harding, Goy Ladd and Ross Talbot unfortunately never got their chance to at least be denied a spot in the majors due to their performance. Their ineligibility was never in question.

When the Ontario champions arrived back home from Guelph after their victory that evening it was near midnight.

Nevertheless, their motorcade was met by hundreds at the city limits and escorted to the site of the old Fifth Street Bridge.

Here, Chatham Mayor Isaac Davis stood on the hood of a car and greeted the new champions. In his brief speech, he stated that "Chatham will win other ball championships but we'll always remembered it was the coloured boys who led the way."

At a civic reception held later on

that fall, the coach of the All Stars, Happy Parker, stood up and graciously thanked the City of Chatham for its support of the team.

He then went on to voice what many of the 175 black families living in Chatham's east end and the many other families at Buxton, Dresden and other locales must have had on their minds for a long time.

"We thank you," Coach Parker began, "for the fine banquet and the wonderful support ... now would it be too much to ask if you could give these same boys a chance to work at some of the places they just can't get into now?"

An affirmative answer to that question took a long time coming and some might contend that a totally positive response is still being awaited.

Is it any wonder then that Kingsley Terrell's glove, although full of sweet memories, still looks slightly battered and more than a little forlorn?

• Lisa and Jim Gilbert are local historians.

### Flashbacks

Answer the following questions about the article.

What is the title?	
When was it written?	
Who is the author?	
In which newspaper did it appear?	
In which section of the newspaper did it appear?	
What is the main message of the article?	





## Grade 5 Answer Key

A.

1. i

2. c

3. f

4. l

5. p

6. r

7. n

8. q

9. a

10. o

11. k

12. e

13. d

14. j

15. g

16. m

17. h

18. b

B.

1. racking my brain

2. avoid

3. humour

4. amiable

5. success

6. unemployed

7. throughout

8. progressed

9. consists of

10. defeat

C.

1. c

2. a

3. b

4. a

5. a

