

Before Reading

The Noble Experiment



Video link at
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From the Autobiography *I Never Had It Made* by Jackie Robinson
As Told to Alfred Duckett

When is there **DIGNITY** in silence?

COMMON CORE

RI 1 Cite textual evidence to support analysis of what the text says explicitly. **RI 2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **RI 3** Analyze the interactions between individuals, events, and ideas in a text.

What do you do when someone yells at you? Some people choose to yell back. Some people explain themselves calmly. But there are times when silence is the most effective response. When does silence give you dignity, or make you worthy of respect? In the selection you're about to read, Jackie Robinson tells why he needed to find strength in silence.

DISCUSS With a group, decide the best response to each scenario listed. Should you yell back, explain calmly, or simply stay silent?

<i>Scenario</i>	<i>Response</i>
<i>The principal accuses you of something you didn't do.</i>	
<i>A younger sibling calls you names to make you angry.</i>	
<i>The referee makes a call you think is unfair.</i>	
<i>A friend yells at you for calling a play against him.</i>	



Meet the Author

● TEXT ANALYSIS: AUTOBIOGRAPHY

An **autobiography** is the story of a person's life as written by that person. The writer

- uses the first-person point of view
- often introduces people who influenced him or her
- shares thoughts and feelings about his or her experiences

Autobiographies not only help you understand a person, but they also help you understand the society in which the person lived. As you read "The Noble Experiment," note what you learn about Jackie Robinson and his times.

● READING STRATEGY: SUMMARIZE

When you **summarize**, you briefly restate in your own words the main ideas and important details of something you've read. As you read "The Noble Experiment," note important people and events in a log. Later you can use the log to help you identify the main ideas and summarize the selections.

Important Characters

- Branch Rickey—Ohio Wesleyan baseball coach
- Charley Thomas—Player for Ohio Wesleyan
-

Important Events

-

▲ VOCABULARY IN CONTEXT

The listed words all help tell about a dramatic turning point in Jackie Robinson's life. In your *Reader/Writer Notebook*, write a sentence for each of the vocabulary words. Use a dictionary or the definitions in the following selection pages to help you.

WORD	camouflage	insinuation	speculate
LIST	capitalize	integrated	taunt
	disillusionment	retaliate	
	eloquence	shrewdly	



Complete the activities in your **Reader/Writer Notebook**.

Jackie Robinson

1919–1972

National Hero

Jackie Robinson was the first man at the University of California, Los Angeles, to earn varsity letters in four sports. He then went on to play professional baseball in 1945 in the Negro Leagues. His talent and extraordinary character were quickly noticed.

In 1947, he joined the Brooklyn Dodgers. Robinson was honored as Rookie of the Year in 1947 and National League Most Valuable Player in 1949. He was inducted into the Baseball Hall of Fame in 1962. With the help of his wife, Rachel, Jackie paved the way for African-American athletes.

Cowriter and Fan

Robinson worked on his autobiography with Alfred Duckett, a writer and baseball fan. Active in the civil rights movement, Duckett was a speechwriter for Dr. Martin Luther King Jr.

BACKGROUND TO THE AUTOBIOGRAPHY

Segregated National Pastime

In the 1940s, African Americans faced many barriers. Segregation kept African Americans separate from whites in every part of society, including sports. In baseball the Negro League was completely separate from the all-white teams of the Major League. Jackie Robinson would help change that.

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THE NOBLE EXPERIMENT



Jackie Robinson
As Told to Alfred Duckett

In 1910 Branch Rickey was a coach for Ohio Wesleyan. The team went to South Bend, Indiana, for a game. The hotel management registered the coach and team but refused to assign a room to a black player named Charley Thomas. In those days college ball had a few black players. Mr. Rickey took the manager aside and said he would move the entire team to another hotel unless the black athlete was accepted. The threat was a bluff because he knew the other hotels also would have refused accommodations to a black man. While the hotel manager was thinking about the threat, Mr. Rickey came up with a compromise. He suggested
10 a cot be put in his own room, which he would share with the unwanted guest. The hotel manager wasn't happy about the idea, but he gave in. **A**

Years later Branch Rickey told the story of the misery of that black player to whom he had given a place to sleep. He remembered that Thomas couldn't sleep.

"He sat on that cot," Mr. Rickey said, "and was silent for a long time. Then he began to cry, tears he couldn't hold back. His whole body shook with emotion. I sat and watched him, not knowing what to do until he began tearing at one hand with the other—just as if he were trying to scratch the skin off his hands with his fingernails. I was alarmed. I asked
20 him what he was trying to do to himself.

"It's my hands,' he sobbed. 'They're black. If only they were white, I'd be as good as anybody then, wouldn't I, Mr. Rickey? If only they were white.'"

"Charley," Mr. Rickey said, "the day will come when they won't have to be white."

Analyze Visuals ▶

What might you **infer** from the cover of this 1951 special edition comic book?

A AUTOBIOGRAPHY

What does Robinson want the reader to know about the society in which Branch Rickey was coaching?

A Fawcett Publication JUN 1951

Jackie Robinson

NO. 5



10¢



Special!

INSIDE THE
DODGER TRAINING
CAMP!

READ

**ROOKIE
ON TRIAL!**



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Thirty-five years later, while I was lying awake nights, frustrated, unable to see a future, Mr. Rickey, by now the president of the Dodgers, was also lying awake at night, trying to make up his mind about a new experiment.

He had never forgotten the agony of that black athlete. When he became a front-office executive in St. Louis, he had fought, behind the scenes, against the custom that consigned black spectators to the Jim Crow section¹ of the Sportsman's Park, later to become Busch Memorial Stadium. His pleas to change the rules were in vain. Those in power argued that if blacks were allowed a free choice of seating, white business would suffer. **B**

Branch Rickey lost that fight, but when he became the boss of the Brooklyn Dodgers in 1943, he felt the time for equality in baseball had come. He knew that achieving it would be terribly difficult. There would be deep resentment, determined opposition, and perhaps even racial violence. He was convinced he was morally right, and he **shrewdly** sensed that making the game a truly national one would have healthy financial results. He took his case before the startled directors of the club, and using persuasive **eloquence**, he won the first battle in what would be a long and bitter campaign. He was voted permission to make the Brooklyn club the pioneer in bringing blacks into baseball.

Winning his directors' approval was almost insignificant in contrast to the task which now lay ahead of the Dodger president. He made certain that word of his plans did not leak out, particularly to the press. Next, he had to find the ideal player for his project, which came to be called "Rickey's noble experiment." This player had to be one who could take abuse, name-calling, rejection by fans and sportswriters and by fellow players not only on opposing teams but on his own. He had to be able to stand up in the face of merciless persecution and not **retaliate**. On the other hand, he had to be a contradiction in human terms; he still had to have spirit. He could not be an "Uncle Tom."² His ability to turn the other cheek had to be predicated³ on his determination to gain acceptance. Once having proven his ability as player, teammate, and man, he had to be able to cast off humbleness and stand up as a full-fledged participant whose triumph did not carry the poison of bitterness. **C**

Unknown to most people and certainly to me, after launching a major scouting program, Branch Rickey had picked me as that player. The Rickey talent hunt went beyond national borders. Cuba, Mexico, Puerto Rico, Venezuela, and other countries where dark-skinned people lived

1. **consigned . . . to the Jim Crow section:** directed African Americans to sit in a separate section.
2. **"Uncle Tom":** an offensive term for an African-American person seen as trying overly hard to please white people; originally from the novel *Uncle Tom's Cabin*, written in 1851 by Harriet Beecher Stowe.
3. **predicated** (prĕd'ĭ-kā'tĭd): based.

B SUMMARIZE

What are the important details about the people Jackie Robinson has introduced you to so far? Add the information to your log.

shrewdly (shrōōd'lē) *adv.*
wisely; in a clever way

eloquence (ĕl'ə-kwəns)
n. forceful, convincing speech or writing

retaliate (rĭ-tāl'ē-āt') *v.*
to get revenge; get even

C AUTOBIOGRAPHY

Why does Jackie Robinson choose to tell you so much about Branch Rickey's thoughts on the qualities the first major-league black baseball player will have to have?



Jackie Robinson in his Kansas City Monarchs uniform shortly before he met Branch Rickey, 1945

had been checked out. Mr. Rickey had learned that there were a number of black players, war veterans mainly, who had gone to these countries, despairing of finding an opportunity in their own country. The manhunt had to be **camouflaged**. If it became known he was looking for a black recruit for the Dodgers, all hell would have broken loose. The gimmick he used as a cover-up was to make the world believe that he was about to establish a new Negro league. In the spring of 1945 he called a press conference and announced that the Dodgers were organizing the United States League, composed of all black teams. This, of course, made blacks and prointegration whites indignant. He was accused of trying to uphold the existing segregation and, at the same time, **capitalize** on black players. Cleverly, Mr. Rickey replied that his league would be better organized than the current ones. He said its main purpose, eventually, was to be absorbed into the majors. It is ironic that by coming very close to telling the truth, he was able to conceal that truth from the enemies of **integrated** baseball. Most people assumed that when he spoke of some distant goal of integration, Mr. Rickey was being a hypocrite on this issue as so many of baseball's leaders had been. **D**

Black players were familiar with this kind of hypocrisy. When I was with the Monarchs, shortly before I met Mr. Rickey, Wendell Smith, then sports editor of the black weekly Pittsburgh *Courier*, had arranged for me and two other players from the Negro league to go to a tryout

camouflage (kām'ə-flāzh') v. to disguise or portray falsely in order to conceal

capitalize (kăp'ī-tl-īz') v. to take advantage of

integrated (īn'tī-grā'tīd) *adj.* open to people of all races and groups
integrate v.

D SUMMARIZE
What challenges will face Rickey and any African-American player he chooses?

with the Boston Red Sox. The tryout had been brought about because a Boston city councilman had frightened the Red Sox management. Councilman Isadore Muchneck threatened to push a bill through banning Sunday baseball unless the Red Sox hired black players. Sam Jethroe of the Cleveland Buckeyes, Marvin Williams of the Philadelphia Stars, and I had been grateful to Wendell for getting us a chance in the Red Sox tryout, and we put our best efforts into it. However, not for one minute did we believe the tryout was sincere. The Boston club officials praised our performance, let us fill out application cards, and said, “So long.” We were fairly certain they wouldn’t call us, and we had no intention of calling them.

Incidents like this made Wendell Smith as cynical as we were. He didn’t accept Branch Rickey’s new league as a genuine project, and he frankly told him so. During this conversation, the Dodger boss asked Wendell whether any of the three of us who had gone to Boston was really good major league material. Wendell said I was. I will be forever indebted to Wendell because, without his even knowing it, his recommendation was in the end partly responsible for my career. At the time, it started a thorough investigation of my background. **E**

In August 1945, at Comiskey Park in Chicago, I was approached by Clyde Sukeforth, the Dodger scout. Blacks have had to learn to protect themselves by being cynical but not cynical enough to slam the door on potential opportunities. We go through life walking a tightrope⁴ to prevent too much **disillusionment**. I was out on the field when Sukeforth called my name and beckoned. He told me the Brown Dodgers were looking for top ballplayers, that Branch Rickey had heard about me and sent him to watch me throw from the hole. He had come at an unfortunate time. I had hurt my shoulder a couple of days before that, and I wouldn’t be doing any throwing for at least a week.

Sukeforth said he’d like to talk with me anyhow. He asked me to come to see him after the game at the Stevens Hotel.

Here we go again, I thought. Another time-wasting experience. But Sukeforth looked like a sincere person, and I thought I might as well listen. I agreed to meet him that night. When we met, Sukeforth got right to the point. Mr. Rickey wanted to talk to me about the possibility of becoming a Brown Dodger. If I could get a few days off and go to Brooklyn, my fare and expenses would be paid. At first I said that I couldn’t leave my team and go to Brooklyn just like that. Sukeforth wouldn’t take no for an answer. He pointed out that I couldn’t play for a few days anyhow because of my bum arm. Why should my team object?

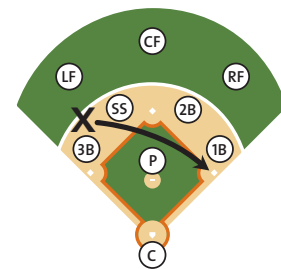
4. **walking a tightrope**: maintaining a narrow balance.

E AUTOBIOGRAPHY

Reread lines 96–103. Notice that Robinson uses first-person pronouns such as *I* and *we*. To whom does the *we* refer?

disillusionment
(dɪs'ɪ-lɪʊn'mənt) *n.*
disappointment; loss of hope

VISUAL VOCABULARY



throw from the hole v.
to throw from deep in the infield (**X**) to first base (**1B**)



Jackie Robinson and Branch Rickey on signing day



I continued to hold out and demanded to know what would happen if the Monarchs fired me. The Dodger scout replied quietly that he didn't believe that would happen.

I shrugged and said I'd make the trip. I figured I had nothing to lose.

130 **B**ranch Rickey was an impressive-looking man. He had a classic face, an air of command, a deep, booming voice, and a way of cutting through red tape and getting down to basics. He shook my hand vigorously and, after a brief conversation, sprang the first question.

"You got a girl?" he demanded.

It was a hell of a question. I had two reactions: why should he be concerned about my relationship with a girl; and, second, while I thought, hoped, and prayed I had a girl, the way things had been going, I was afraid she might have begun to consider me a hopeless case. I explained this to Mr. Rickey and Clyde. **F**

140 Mr. Rickey wanted to know all about Rachel. I told him of our hopes and plans.

"You know, you *have* a girl," he said heartily. "When we get through today, you may want to call her up because there are times when a man needs a woman by his side."

My heart began racing a little faster again as I sat there **speculating**. First he asked me if I really understood why he had sent for me. I told him what Clyde Sukeforth had told me.

F AUTOBIOGRAPHY

Reread lines 135–139.

What can you **infer** about Jackie Robinson's personal life and feelings?

speculate

(spĕk'yə-lāt') v. to view or consider different possibilities; to guess what might happen

“That’s what he was supposed to tell you,” Mr. Rickey said. “The truth is you are not a candidate for the Brooklyn Brown Dodgers. I’ve sent
150 for you because I’m interested in you as a candidate for the Brooklyn National League Club. I think you can play in the major leagues. How do you feel about it?”

My reactions seemed like some kind of weird mixture churning in a blender. I was thrilled, scared, and excited. I was incredulous. Most of all, I was speechless.

“You think you can play for Montreal?” he demanded.

I got my tongue back. “Yes,” I answered.

Montreal was the Brooklyn Dodgers’ top farm club. The players who went there and made it had an excellent chance at the big time.

160 I was busy reorganizing my thoughts while Mr. Rickey and Clyde Sukeforth discussed me briefly, almost as if I weren’t there. Mr. Rickey was questioning Clyde. Could I make the grade?

Abruptly, Mr. Rickey swung his swivel chair in my direction. He was a man who conducted himself with great drama. He pointed a finger at me.

“I know you’re a good ballplayer,” he barked. “What I don’t know is whether you have the guts.”

I knew it was all too good to be true. Here was a guy questioning my courage. That virtually amounted to him asking me if I was a coward. Mr. Rickey or no Mr. Rickey, that was an **insinuation** hard to take. I felt
170 the heat coming up into my cheeks. **G**

Before I could react to what he had said, he leaned forward in his chair and explained.

I wasn’t just another athlete being hired by a ball club. We were playing for big stakes. This was the reason Branch Rickey’s search had been so exhaustive. The search had spanned the globe and narrowed down to a few candidates, then finally to me. When it looked as though I might be the number-one choice, the investigation of my life, my habits, my reputation, and my character had become an intensified study.

“I’ve investigated you thoroughly, Robinson,” Mr. Rickey said.

180 One of the results of this thorough screening were reports from California athletic circles that I had been a “racial agitator”⁵ at UCLA. Mr. Rickey had not accepted these criticisms on face value. He had demanded and received more information and came to the conclusion that if I had been white, people would have said, “Here’s a guy who’s a contender, a competitor.”

After that he had some grim words of warning. “We can’t fight our way through this, Robinson. We’ve got no army. There’s virtually nobody on our side. No owners, no umpires, very few newspapermen. And I’m afraid

insinuation

(in-sin’yoo-ā’shen) *n.*
a suggestion or hint
intended to insult

COMMON CORE RI.3

G AUTOBIOGRAPHY

You may recall that in an **autobiography**—the story of a person’s life as written by that person—the writer will share private thoughts and feelings. When a writer reveals details about a significant life event, what he or she shares can provide insights into a personality that a biography cannot. Reread lines 153–170. What words and phrases help you understand how Robinson felt during his interview with Branch Rickey?

5. “**racial agitator**”: negative term used for someone who tries to stir up trouble between the races.

that many fans will be hostile. We'll be in a tough position. We can win
190 only if we can convince the world that I'm doing this because you're a
great ballplayer and a fine gentleman."

He had me transfixed as he spoke. I could feel his sincerity, and I began
to get a sense of how much this major step meant to him. Because of his
nature and his passion for justice, he had to do what he was doing. He
continued. The rumbling voice, the theatrical gestures were gone.
He was speaking from a deep, quiet strength.

"So there's more than just playing," he said. "I wish it meant only hits,
runs, and errors—only the things they put in the box score. Because you
know—yes, you would know, Robinson, that a baseball box score is a
200 democratic thing. It doesn't tell how big you are, what church you attend,
what color you are, or how your father voted in the last election. It just
tells what kind of baseball player you were on that particular day." H

H SUMMARIZE

What does Branch Rickey really want to find out about Jackie Robinson during this interview? Include these details in your log.



Jackie Robinson crosses the plate after one of his many home-run hits for the Montreal Royals.

I interrupted. “But it’s the box score that really counts—that and that alone, isn’t it?”

“It’s all that *ought* to count,” he replied. “But it isn’t. Maybe one of these days it *will* be all that counts. That is one of the reasons I’ve got you here, Robinson. If you’re a good enough man, we can make this a start in the right direction. But let me tell you, it’s going to take an awful lot of courage.”

He was back to the crossroads question that made me start to get angry
210 minutes earlier. He asked it slowly and with great care.

“Have you got the guts to play the game no matter what happens?”

“I think I can play the game, Mr. Rickey,” I said.

The next few minutes were tough. Branch Rickey had to make absolutely sure that I knew what I would face. Beanballs⁶ would be thrown at me. I would be called the kind of names which would hurt and infuriate any man. I would be physically attacked. Could I take all of this and control my temper, remain steadfastly loyal to our ultimate aim?

He knew I would have terrible problems and wanted me to know the extent of them before I agreed to the plan. I was twenty-six years old,
220 and all my life—back to the age of eight when a little neighbor girl called me names—I had believed in payback, retaliation. The most luxurious possession, the richest treasure anybody has, is his personal dignity. I looked at Mr. Rickey guardedly, and in that second I was looking at him not as a partner in a great experiment, but as the enemy—a white man. I had a question, and it was the age-old one about whether or not you sell your birthright. ❶

“Mr. Rickey,” I asked, “are you looking for a Negro who is afraid to fight back?”

I never will forget the way he exploded.

230 “Robinson,” he said, “I’m looking for a ballplayer with guts enough not to fight back.”

After that, Mr. Rickey continued his lecture on the kind of thing I’d be facing.

He not only told me about it, but he acted out the part of a white player charging into me, blaming me for the “accident” and calling me all kinds of foul racial names. He talked about my race, my parents, in language that was almost unendurable.

“They’ll **taunt** and goad you,” Mr. Rickey said. “They’ll do anything to make you react. They’ll try to provoke a race riot in the ballpark.

240 This is the way to prove to the public that a Negro should not be allowed in the major league. This is the way to frighten the fans and make them afraid to attend the games.”

Language Coach

Slang When made-up words or ordinary words are used in a way other than what is expected, they are called slang. Reread line 211. The word *guts* means “forcefulness or courage.” In the physical sense, any professional player would need *guts*. What kind of courage do you think Branch Rickey is referring to?

❶ AUTOBIOGRAPHY

Reread lines 218–226. What is most important to Jackie Robinson?

taunt (tōnt) v. to make fun of

6. **beanballs**: pitches thrown purposely at a batter’s head.



Jackie makes the big time with the Brooklyn Dodgers.

If hundreds of black people wanted to come to the ballpark to watch me play and Mr. Rickey tried to discourage them, would I understand that he was doing it because the emotional enthusiasm of my people could harm the experiment? That kind of enthusiasm would be as bad as the emotional opposition of prejudiced white fans.

Suppose I was at shortstop. Another player comes down from first, stealing, flying in with spikes high, and cuts me on the leg. As I feel the blood running down my leg, the white player laughs in my face.

“How do you like that, boy?” he sneers. **J**

Could I turn the other cheek? I didn’t know how I would do it. Yet I knew that I must. I had to do it for so many reasons. For black youth, for my mother, for Rae, for myself. I had already begun to feel I had to do it for Branch Rickey.

I was offered, and agreed to sign later, a contract with a \$3,500 bonus and \$600-a-month salary. I was officially a Montreal Royal. I must not tell anyone except Rae and my mother. **∞**

J SUMMARIZE

How does Branch Rickey test Jackie Robinson to make sure he is strong enough to succeed with dignity?

Comprehension

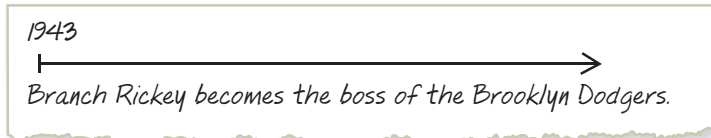
1. **Recall** Branch Rickey was searching for a special person to help him integrate baseball. What qualities did he believe this player needed to have?
2. **Clarify** Why was Rickey’s search for an African-American player kept secret?
3. **Clarify** Why was Jackie Robinson suspicious of Clyde Sukeforth’s invitation to meet with Branch Rickey?

Text Analysis

4. **Summarize** Review the log you created while reading and cross out details that don’t seem as important now. Use the remaining information to write a summary of the selection.
5. **Draw Conclusions** What general statement can you make in regard to the society Jackie Robinson writes about? Cite details to support your answer.
6. **Interpret Autobiography** How does Robinson feel about Branch Rickey? Cite passages from the autobiography that show Robinson’s impressions of Rickey.
7. **Analyze Author’s Purpose** Why do you think Robinson wanted to share his experience with the public?
8. **Evaluate Title** Do you think “The Noble Experiment” is an appropriate title for this selection? Why or why not?

Extension and Challenge

9. **SOCIAL STUDIES CONNECTION** The 1940s, when Jackie Robinson entered professional baseball, was a dramatic decade. Create a timeline of the era that gives the events in the autobiography and also those in the Eleanor Roosevelt biography beginning on page 786. Then research to find four other events that were happening in the world at the same time. Add these other events to your timeline.



When is there DIGNITY in silence?

Refer to the Scenario chart on page 832. Now that you’ve read this biography, explain how your group’s responses compare to Robinson’s responses to unfairness.

COMMON CORE

RI1 Cite textual evidence to support analysis of what the text says explicitly. **RI2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

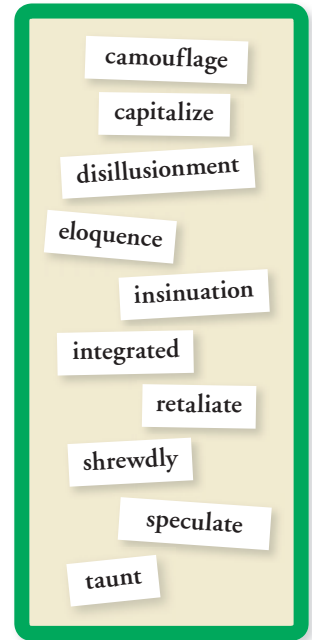
RI3 Analyze the interactions between individuals, events, and ideas in a text.

Vocabulary in Context

▲ VOCABULARY PRACTICE

Choose the word from the box that is the best substitute for each boldfaced word or term.

1. Branch Rickey **cleverly** devised a cover story to mislead the press.
2. He was accused of trying to **gain advantage** on African Americans.
3. The **lack of hope** African-American baseball players felt about joining the major leagues was based on past experience.
4. Robinson took time to **think** about the outcome of his actions.
5. The true goal of Rickey's plan was to have **desegregated** major leagues.
6. Some players on other teams would **make fun of** Robinson.
7. Robinson was not allowed to **get even**.
8. A sportswriter made a **suggestion** intended to insult Robinson.
9. The minister spoke with **great verbal skill** about the evils of prejudice.
10. Branch Rickey had to **conceal** his plan.



ACADEMIC VOCABULARY IN WRITING

• demonstrate • goal • impact • link • undertake

In their quest to change society's attitudes, Jackie Robinson and Branch Rickey would **undertake** a major challenge. Using one or more of the Academic Vocabulary words, write a brief paragraph about their personal traits.

VOCABULARY STRATEGY: THE LATIN ROOT *spec*

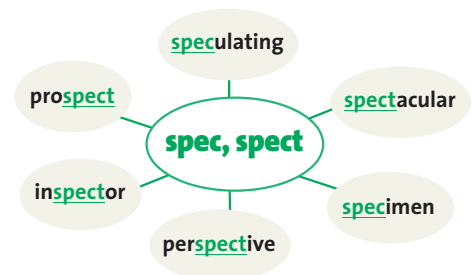
The vocabulary word *speculate* contains the Latin root *spec*, which means "to see" or "to look." This root, which may also be spelled *spect*, is found in many English words. To understand the meaning of words with *spec* or *spect*, you can often use context clues and your knowledge of the root's meaning.

PRACTICE Choose a word from the web that best completes each sentence. Use context clues or, if necessary, a dictionary.

1. The _____ fireworks show thrilled everyone.
2. Interview the witness to get a better _____ on the accident.
3. The health _____ makes sure that all local restaurants are clean.
4. The _____ of speaking before an audience makes me nervous.
5. The police officer carefully removed the blood _____ from the crime scene.

COMMON CORE

L.4b Use Latin roots as clues to the meaning of a word.



Interactive Vocabulary **THINK central**
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