

Interview with Robert Smith, 12 February 2001.**TRANSCRIPT—ROBERT SMITH**

Interviewee: ROBERT SMITH
Interviewer: Bob Gilgor
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START OF SIDE A

BOB GILGOR: This is February the 12th year 2001. This is Bob Gilgor, interviewing Robert Smith at his office at 312 West Franklin Street in Chapel Hill.

Good afternoon, Robbie.

ROBERT SMITH: Hi Bob, How are you?

BG: I'm doing well, and yourself?

RS: Doing just fine, thank you.

BG: I appreciate your letting me interview you.

RS: Happy to do it.

BG: The first question I will ask is a broad question, and that is, what was it like growing up in Chapel Hill?

RS: It really was wonderful. I loved it. I have lived in Chapel Hill all my life. I grew up over on Whitehead Circle, which is down the hill from the Hospital. I really enjoyed being here. I remember going down to Franklin Street as a little kid and always sort of liking it and thinking it was a nice place. My father was a professor at the University so I was around the University a lot and always kind of enjoyed that. I didn't

have that much of a sense of what it was like to be a college student here because I ended up going to UNC. I didn't want to at first, because I thought I knew every thing about it. When I finally got there I found out that I knew almost nothing about it, except where some of the buildings were. But that's getting a little bit ahead of it. But I really did enjoy growing up in Chapel Hill. As a little kid I don't know that it really matters that much where you live. I think you're pretty much just oriented around your family and your neighbors. But, a lot of the things—

I went to different daycares. There was a Mrs. [Weddex's?] daycare, which is down there where the Auckland is. I remember going to that. I think one year before that there was a playschool that a Mrs. Lewis had, which is on Millette Street. I remember going to that, and enjoying it. I remember when Hardee's opened up down on Franklin Street and going down there and getting hamburgers, which I think cost 13 cents or something like that.

And I remember going to—I started the Glenwood School, which I still have pretty fond memories of. It was really a nice school.

BG: What year was that?

RS: I guess I started Glenwood around 1961, and went there from the first to the fifth grade.

BG: So you were born in fifty—

RS: Born in '55.

And I'm told that I was on Franklin Street in 1957 when UNC won its first national championship in basketball. But I can't honestly tell you that I have any memory of it. But I was there.

BG: What were your parents like?

RS: Very nice folks. My mom was a housewife. She stayed home. My dad was a professor at UNC. We were very close. They were wonderful people.

BG: Brothers and sisters?

RS: One younger sister, Katie, who lives in DC now. She and I were very close also. We stay in pretty good touch.

BG: Where did you do your game playing, say, when you were in grammar school, after school, or before you went to elementary school. Where would you go to play?

RS: It was pretty much in our neighborhood. Our street, Whitehead Circle, you know, was a circle, so it was pretty self-contained. There were a lot of kids around the same age in the neighborhood. We would play and ride bicycles around the neighborhood. We did live near the community church and we would sometimes go up there and play basketball. I don't really remember going much beyond the neighborhood except maybe to a friend's house. We really didn't use town facilities much.

I do remember sometimes playing a little bit on campus at night. That was mainly in Boy Scouts, which I think we were in somewhere around fifth or sixth grade. Our troop met in the basement of the Methodist Church on Franklin Street. And so we'd sometimes go out around Silent Sam and the Old Well and sort of play on campus at night. I remember that was particularly fun.

BG: Did you have the feeling that neighbors were looking at you when you were out in the streets playing? Was your community close enough that this kind of thing was going on?

RS: Yeah, there were lots of parents around. You were in the neighborhood, so sure, you always felt like somebody was sort of looking after you. You were basically in somebody else's yard.

One thing that I do remember which I think is probably not the same unfortunately today: we really were free to sort of roam around the neighborhood. We would just go around, and usually around dinner time everybody would get called home. My mom had a cow bell that she would ring. When you heard your bell ring it was time to come home. But the kids basically wandered freely around the neighborhood. Nobody ever worried about that or felt like there was anything wrong with that or anything to be scared of.

BG: If someone in the group misbehaved and you were off at someone else's house, how would that be handled? Say, if a parent looked out and saw something going on.

RS: I think every parent felt pretty free to tell that kid they were doing something wrong. I don't know if they would—I don't ever remember anybody being spanked or anything. There wasn't much of that anyway. I think if any parent felt that a kid was doing something wrong, they felt free to say, "You're not doing right." So I think probably most of the parents would feel fairly free to discipline other parents' children, and I think the other parents would probably back them up.

BG: Did they ever get sent home?

RS: I really don't remember. I'm sure somebody probably did, but I don't really remember.

BG: Did they ever use a switch or a ruler for discipline? Did you get whipped or spanked?

RS: Very seldom. I think as a child I can remember maybe two or three times that I did get spanked. It didn't seem to be that bad. But it was rare enough that it was sort of a memorable thing.

BG: Did you feel you knew what your boundaries were?

RS: Yes, I think so, because we did occasionally go past them, sometimes actually geographically. The geographic boundary was pretty much the neighborhood. I think one time a friend and I left the neighborhood and we ended up at Merritt's store to get some candy. And we went past Merritt's store and we ended up on the next street. There turned out to be some lady up there who knew us, and she drove us home. It was a small enough town in that way. She knew we weren't supposed to be up there and she said, "I'm going to take you boys home."

But yes, I think in general we did know what our boundaries were. And as far as conduct, there were also boundaries there and we pretty much knew what they were.

BG: Were your playmates solely white, or were there African Americans or other ethnic groups among your playmates?

RS: Playmates were pretty much exclusively white. That's who lived in our neighborhood and that's basically who I played with. So until later on in school, they were all other white children.

BG: So you went to Glenwood School, and you were there from '61 to '65?

RS: Right, five years, through fifth grade.

BG: And was that integrated while you were there?

RS: Only a little bit. It was mostly a white school. I remember maybe two or three black kids.

There was Noel Lee, who was Howard Lee's son. There was a girl named Christie Pendergraft. And I believe there was a fellow named Earl McCauley. They were the only three black kids that I remember.

They were pretty well accepted. I never remember anybody doing anything mean to them, or really thinking they didn't belong there, or trying to make them feel different. But there were only about three black kids in the school.

BG: So you didn't see any physical abuse, or hear any verbal abuse of those students?

RS: Nothing at all. As far as I could remember they were just part of the school.

BG: Did you see them socializing with the white students?

RS: I don't really remember that. I don't really remember them being set apart, but I don't remember them socializing. I just remember them being sort of a natural part of the class.

BG: I guess it's hard to remember the concept of fear in those African-American students. Did you perceive any of that or something different going on when they integrated the school?

RS: Again I guess I would say they integrated the school after fifth grade. Before then, obviously, we had a few black kids in the school. I never really thought of it one way or the other as being an integrated or a non-integrated school. But the significant thing happened in sixth grade. And that's when the schools were generally integrated. That's when most but not all of the sixth graders in the Chapel Hill schools went to

Lincoln, which of course had been the high school. That was the year that it was much more dramatically integrated. And at that point, probably 30 or 40 percent of the students were black.

BG: Can you remember what that was like, going to Lincoln?

RS: I remember it was obviously a change. We were conscious that we were going there because the school had been integrated. We knew it had been the black high school and that it had been, of course, a separate high school. I remember thinking that it was kind of unfortunate that there had to be two schools. I don't know if I had seen the white school but I remember when we got to Lincoln. I sort of remember thinking it seemed old. Maybe it was older than Glenwood at the time. It had more things in the sense that it had a gym and an auditorium that our school didn't have. But it seemed a little bit old. And I remember thinking, well, I wonder if they didn't give the black high school students as good things as they gave the white high school students. I do remember having that thought. Just kind of wondering, because I hadn't seen the white high school, which was the new high school at that time.

BG: When you were at Glenwood, did you ever go to any of the Lincoln High football games?

RS: I wish I had, because it sounded like they were wonderful. But we were just little kids, so we really didn't go to any sporting events in our school.

BG: Did you go to the Christmas Parades?

RS: Don't remember going to the Christmas Parades. I go now, but didn't go then.

BG: How about Homecoming?

RS: Don't remember going to Homecoming.

BG: So your family was not really into sports?

RS: We went to UNC sports. My dad and I always went to UNC basketball games. But I don't remember us going to any, you know, community sporting things. We did go to UNC games apparently back when I was little, because I remember he told me we went to games in Woolen gym, which was before Carmichael, so that was going pretty far back.

BG: What do you remember of sixth grade at Lincoln? You've already shared with me that it was sort of an older school in your view. What was it about it that made you think it was older? Let's just start with that and then we'll go from there.

RS: I don't remember any specific thing. I just sort of remember having this vague sense that parts of it were sort of a little dark or sort of a little old. I just kind of had this thought that I wonder if maybe this school is not kept up as well as the other school. I just do remember having that thought. I guess because I had heard there were separate schools and then the black students and the white students had then been combined into one high school.

BG: Were the classroom sizes the same, that you recall?

RS: Yes, about the same. We had maybe three or four sixth grade teachers. Each class probably had the same amount of people as we had had in fifth grade. We basically liked Lincoln. It was a fine experience. It was just different. In a way it was kind of nice, because most of the students in the town were combined and of course we were all going to be combined the next year anyway because we were all going to be at G. B. Phillips, which was the only junior high school at that time. So it sort of gave us a head start. I

think when I was at Lincoln I thought all the sixth graders in the town were there. But I've been told since it wasn't quite all but maybe most of them.

BG: Were there any racial incidents at the school?

RS: There weren't that I remember. Certainly there was a change from going from having just two or three black people in a class to having it be probably at least a third black. I still know a lot of the folks I was in sixth grade with. I remember just getting to know people. But I don't remember any racial incidents that were either real good or real bad. I certainly don't remember any conflicts or fights or anybody sort of having hostility. Some of that started a little later, I think, around junior high. Maybe seventh or eighth grade, I remember some racial tensions. But there really didn't seem to be in sixth grade. Maybe we were just too young for it.

BG: What about the teachers? Did you have both black and white teachers?

RS: Our teacher in our class was white. I don't remember if there were black teachers or not. My recollection was we had maybe four or five sixth grade classes there. I don't remember any black teachers.

BG: Anything else about your year, sixth grade, at Lincoln, that stands out?

RS: Um, I think in a way it was just sort of the start of something. As I mentioned to you before you turned the tape on, most of these folks, we went all through school together—the white students starting in first grade, and the black students starting in sixth grade. And by the time we got to high school, a lot of us had known each other for a long time. My impression was mostly that people were becoming life long friends or acquaintances rather than developing hostilities or resentments. So it really was mostly a positive experience for me and the people that I knew.

I don't really remember anything outstanding about the experience in sixth grade. It was just a different school and some different students. But we continued being students, and just sort of went on.

BG: So when you say that you started developing life long friendships, are you saying that you developed them both with black and white students?

RS: Yes, and the white students, there's some that I still know that I probably see. The black students, I may not socialize with them as much on a daily basis, but when we do see each other, there really is sort of a kinship or a friendship there. There's one girl for example who works on the county planning department. When I call her, you know, she's someone I've known all my life. She was a black student who I went to school with. I really—I think it helped most of those to be closer. It may be because we integrated when we were young enough that it wasn't that big a deal to us.

You know they say the younger you are, the less prejudiced you are and you always hope that's true.

BG: So from Lincoln, in sixth grade, you went to Phillips. And Phillips was fully integrated at that time. That would be '67.

RS: Right. Phillips was the only junior high school at that time. So all the—at that time it was seventh, eighth, and ninth grade, not middle school like it is now—so all the seventh, eighth, and ninth graders in the town went to Phillips.

BG: Was Phillips the same kind of experience that you had at Lincoln?

RS: Um, probably a little less positive. Some of that is just you start kind of reaching that awkward stage of adolescence that doesn't have much to do with race but it's just sort of difficult for everybody.

I do remember a few more racial tensions there. I remember me and some of the other white guys started growing our hair long. That was sort of the thing then. And some of the blacks would sort of harass us a little bit for having long hair. So there was a little bit of tension in that way.

I can remember some kind of—not really a riot, but I remember sort of a disturbance. I remember Hilliard Caldwell, who was I think the truant officer at that time, standing out in front of the school with a big stick that he had taken from somebody and looking real scary because he's a big guy. I don't know if you've ever seen him, but he's a big guy. And we were little kids. I remember him standing out there. I just have this vague memory that there had been some kind of racial disturbance. I don't really know what it was.

BG: And that was at Phillips?

RS: I'm pretty sure it was, yeah. I may be mixing up things that happened and things I've heard about.

BG: Did you perceive any difference in the way white students were treated by the teachers and how black students were treated by the teachers?

RS: No, I really didn't. I think—my recollection was that everybody was treated pretty much the same. I do remember there were one or two black students in our class who couldn't read very well. In English class we would go around and everybody would read a passage. Certainly there were some white students who couldn't read very well, too, but I remember sort of noticing that. But I don't think the teachers ever really sort of singled them out or treated them differently. I just remember everybody sort of being together in the class.

BG: So then you went to the high school, tenth, eleventh and twelfth?

RS: Right.

BG: And that would be--.

RS: Probably started about '72. I graduate in '74. So I guess 1971 was probably when we started at the high school.

BG: What do you remember about your experience at the high school?

RS: I really enjoyed the high school; I think I enjoyed it more than junior high.

It was probably not as academically demanding as it is now. I had a real good time there. I can't say that I studied that hard. I did well in school. It was really fairly easy. I'm not saying that to be cocky, but it just was. There seemed to be a pretty wide variety of educational levels there. I think I used it mostly as a time to sort of socialize and grow up. I remember by the time I was in twelfth grade, the way the schedule worked, you could just go to school until noon and you were out. That's just—you had finished your requirements.

Senior year, I was on the soccer team, so I did that. I remember, after soccer season was open, I just remember life sort of never being that easy again. When you go to school until twelve o'clock, there wasn't that much homework. I'd sort of run in to the library and knock out whatever homework I had. I remember almost never bringing any books home, which always drove my parents crazy, but I was doing pretty well so there wasn't much they could say. They knew I wasn't working that hard, but they knew I was doing what had to be done. So I just used it as a time to socialize and enjoy life and grow up, and not to be an especially serious student.

BG: I'm interested in the racial aspects of school, and wonder if you have any recollections of what was going on at the school at the time that you were there.

RS: Like I said I felt like our class was pretty racially harmonious. I felt like everybody got along pretty well. I think blacks and whites probably socialized a lot more in school than they did out of school just because they tended to live in separate neighborhoods. In our classes, everybody got along pretty well.

I still see some of the people. We've had a number of high school reunions. I guess we're up to our twenty-fifth, and we've had one about every five years. That's one of the things I've noticed and enjoyed when I get to the high school reunion. A lot of the black students that I had gone to school with since we were kids are life long friends just like the white kids were. That's something that I've always valued.

BG: Did you see any anger in the black students when you were there?

RS: I saw some. It was kind of an angry time in general. Obviously, it was the early seventies and there were a lot of social protests going on. There was certainly anger, and I remember, you know, Black Power in songs and chants that we were hearing. And I certainly remember some fights or hostilities between black students and white students, but I don't think anything excessive or unusual. You know high school is always a turbulent time as junior high is. There are always going to be fights and conflicts between students regardless of whether or not it's a racial thing.

BG: You did perceive some anger in the African-American students. Did you know what this anger was about? Did they express to you what this anger was about?

RS: I don't know if they expressed it to me. My impression was that it was just that maybe they didn't have the advantages, economic or otherwise, that some of the

white people had in the community or in the country and I think that there was some resentment of that. Maybe just a feeling that there was, you know, some discrimination against them. I think it was more sort of a general societal thing. I don't remember feeling like black students were particularly angry about the way they were being treated in the school.

BG: So you didn't see a difference in how the teachers dealt with the black students versus the white students?

RS: You know I really didn't. Maybe some of the black folks may feel differently. It may just be that I wasn't seeing that. But it wasn't obvious to me if it was happening.

Have some of the black students you talked to said they were being treated unfairly or--?

BG: The time that I was interviewing about was '66 to '69. And yes, there was a definite feeling then that, um, they'd raise their hand and they wouldn't be recognized, whereas they felt white students would be, so they stopped raising their hand. And they felt there was poor eye contact. But this was several years before you were there. And also, you're not black.

RS: Right. So if it was happening, it wasn't happening to me, and maybe I wasn't perceptive enough to see it.

BG: What about sports? Did you see black and white students participating together in sports?

RS: Sure. I was actually on the soccer team. We had a couple of black students on the soccer team. They were African folks. They weren't really from the local community, but we certainly all got along well.

We practiced next to the football team. I don't know what the ratio—but the football team was probably at least half black or more. I had a couple of white friends that were on the football team. It seemed that on the football team everybody had a pretty good relationship. I remember one thing that a lot of the students would do—I think this is mostly a football thing—the guys would call each other by their mother's first name. I remember a couple of the black guys—everybody had some moms with funny names, but everybody would sort of do that but it was in kind of a funny spirit. It wasn't in sort of a mean way about, you know, talking about your mother. But I remember there was one black fellow and apparently his mother's name was Cuma. And so everybody had a good time calling him Cuma. But that was something everybody did. It seemed like a pretty good spirited situation on the football team between the black players and the white players.

BG: What about within the class offices and the students who were running the school and the clubs?

RS: I've looked back at my yearbook recently and most of the clubs seem like mostly a group of white faces. As far as the officers, I'm not sure. I would guess they were probably mostly white. Certainly whites were the majority in the school.

There wasn't that much interest in things like that then, really. People were sort of cynical about authority in society. A lot of time with these officers, whoever ran got elected because nobody else wanted it. Sometimes it was just a matter of who was interested in that sort of thing when everybody else sort of scorned it.

BG: Are there other things that you recall from high school that stand out in your mind?

RS: I was using it more as a time to socialize and meet friends, and I felt like I had a lot of friends from a lot of different groups of people.

My favorite teacher was a black lady. Her name was Mrs. Clayton. She was a history teacher. She was the teacher that I think I liked the most. She was a very good teacher and a very demanding teacher. I really did enjoy her class. She was one teacher that I really felt had sort of challenged me or pushed me. I was looking back at some old papers, and there was one paper that I had done and gotten a 100 on, which was the good score. I remember how rewarding that was, because she was a very demanding and very excellent teacher. So I did enjoy her.

High school was just a nice time to be here. I mean you're young, you've got a lot of energy, you don't have to have a job. All your needs are taken care of. It's just sort of the last time in your life that you can hopefully be very carefree. I don't remember people being quite as worried then as they probably are now about getting into college. Everybody sort of went, but there wasn't quite as much emphasis about it. Nobody was taking SAT prep courses or worrying a whole lot. Everybody just went about their business and then went to college.

BG: Did you perceive a difference in the style of teaching between a black teacher and a white teacher?

RS: I really didn't. As I said, the best teacher I had was a black teacher. Most of my teachers were white. There probably weren't too many that were black. I don't really remember any difference in the style. So I think I'd say no to that.

BG: Anything else about high school? How about the sporting events? Did you attend the sporting events?

RS: Yes, I went to some sporting events. I was on the soccer team, so I went to those. I went to some basketball games and some football games. They were fun. We enjoyed those. I don't remember being super into it. Even then high school sports were somewhat overshadowed by UNC sports because we always went to those and that's sort of what we focused on. But I do remember going to some. They were a lot of fun. I enjoyed them.

BG: I asked you about the style of teaching. Let me ask you a more delicate question, and that is, did you perceive a difference in the quality of teaching between the black teacher and the white teacher?

RS: No. To the extent I did, I really only remember having one black teacher in high school and she was my best teacher. To the extent that I did perceived a difference, I'd say the black teacher was the best teacher. There were other black teachers, I just don't think I had their classes. I know a Mr. Williams who was, I think, a track coach and an assistant football coach, taught history, but I didn't have his class. He's the only other black teacher that I remember off the top of my head.

BG: Did you talk with any of your friends about the teachers and their thoughts about them?

RS: I don't remember doing that too much. I mean, I'm sure we did. But I really don't remember getting a lot of feedback from my friends about teachers, and certainly not about whether a black teacher or a white teacher was better. I certainly don't remember of there being any thought that if there were black teachers, that they didn't belong there.

I think in general at that time the high school was probably much less advanced academically. Some of that was my own choice. There were some advanced placement courses that I probably could've taken and didn't because I was just being lazy. I think now it's probably much better academically but I think there's a lot more pressure that comes with that.

BG: What about discipline at the school? Did you think discipline at the school was strict or lax?

RS: It was fairly strict. I can remember going back to junior high, there was more sort of corporal punishment. I remember () where we went. Each school had an assistant principal that had a paddle. Everybody was pretty scared of that. I mean you didn't want to get paddled. Some of them could be a little sadistic at times. I think some of them really enjoyed paddling people, which is unfortunate.

At the high school, discipline was probably a little laxer. We had an open campus: you could leave for lunch; most people had driver's licenses; a lot of people had access to cars. So certainly it was a more open atmosphere where you could come and go. There was a lady named Mrs. Clemens, who was sort of a truant officer, some sort of assistant principal. I remember she was pretty much of a terror. But nobody hated her. They just sort of respected her and probably slightly feared her.

BG: Was C. M. McDougall there when you were there?

RS: I don't remember. I don't think so.

BG: Coach Peerman.

RS: Coach Peerman was there. He was my gym coach. I had him for PE. I remember him being a volleyball teacher. He was a fairly intimidating person. He was

kind of known as a disciplinarian. He was a big, strong tough guy. I liked him. I thought he was pretty fair. I know--[tape stops].

END OF SIDE A

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START OF SIDE B

RS: As I said I certainly remember Coach Peerman. He made a real impression on me. I still have a couple of friends who were in the gym class with me. We still joke around about some of the stuff that happened sometimes. Most of it I probably can't repeat on this type of tape [laughs]. Anyway, there were some funny things. I guess I'd say he gave us some kind of crude early sex education lectures, you might say. But I liked him. I was kind of scared of him, but I thought he was fair. I didn't think he was a mean person.

BG: Did you see smoking on the campus?

RS: Yes, people smoked like crazy. I never started smoking, which I'm glad of. I think actually it was permitted. I don't know if it is now. My recollection was if you went outside between the buildings you could smoke. And there certainly was a lot of it going on.

BG: Did you ever see any alcohol used out in the schoolyard?

RS: Probably a little bit. I can remember people sneaking off. There was certainly a lot of alcohol used around that time. Probably much more off school grounds than on.

But I have a vague memory of people probably sneaking a little alcohol up and drinking it on school grounds.

I think you weren't supposed to smoke in the bathrooms. I remember that people would smoke in the bathrooms and it was incredibly smoky in there because they would go in and smoke real fast to get it over with. And I can remember, what some guys would do—there was a lot a water getting used back then; it was probably the cause of one of Chapel Hill's earliest water crises—because what people would do is, they'd stand next to the toilet, they'd keep flushing and they'd keep smoking real fast. Then if a teacher walked in they could throw it in the toilet and it would hopefully go down before they got caught. It was sort of continuous smoking and toilet flushing. Again it made me glad I didn't smoke, because I didn't have to do that.

BG: Was there any pot used on campus?

RS: Probably a little bit on campus. Quite a bit off campus. Most people had cars and could drive to school. I remember in the morning in the parking lot, you could see a lot of cars sitting up in the parking lot with a lot of smoke in them and I don't think it was all cigarette smoke.

BG: What about the dress code at the school? Were there any regulations about what you could or couldn't wear?

RS: There weren't any that I remember. I don't remember a specific dress code. I don't remember on the other hand people dressing too wildly. You had the impression that if you wore something really wild, that you could probably be asked to change it. Like maybe if a girl had an extremely short skirt or something, you would probably

expect that a teacher would say something about it. So it wasn't completely wide open, but I don't remember any dress code.

BG: Any other things that you recall that stand out, things that differ from either grammar school or college?

RS: It was just, I think, sort of a nice time for all of us, as I said. You don't really have many of the pressures of adulthood. Basically you don't have to have a job or worry about making money. The only real worry is how you're going to do on your test. Looking back, that's a lot less of a worry than dealing with the normal day-to-day things of life. I think for all of us it was just a time to grow up. I do think we all felt like Chapel Hill was a nice place to be and we kind of perceived--.

We were probably a little snooty in some ways. We probably thought we were a little better than people from more rural areas, which of course isn't true. We were just like anybody else. One thing I do remember growing up in Chapel Hill: I think we all kind of had the sense that we were maybe a little more sophisticated than maybe other kids might be. Looking back, I really don't think that's the case. I think we were probably just as immature as anybody else our age was.

I do think being in Chapel Hill that you probably got exposed to more things—more good things, like ideas, and probably more bad things, like drugs. For better or for worse, there probably was a lot more exposure to adult things. I don't think that necessarily made the kids grow up any faster. I just think it maybe made them, you know, be exposed to things earlier.

BG: Anything else you'd like to say?

RS: I think that's about it. I've enjoyed talking to you. It's been interesting. I don't know if I've said anything very profound or not, but I've enjoyed talking about it. But Bob, I really can't think of anything else that we haven't covered that would be important about all this.

BG: Well thank you very much, Robbie. I appreciate your time.

RS: Well, thank you.

One other thing that I do remember that actually led to contact between blacks and whites—is probably a little unfortunate—but it was drugs. I remember that when drugs became popular, a lot of the white kids who were kind of considered hippies at the time were known as the ones who had drugs. A lot of black kids who maybe wanted to get the drugs started to hang around with these white kids—kind of forming some friendships with them—but that's kind of what had started it. Basically, some of the white kids had them, and some of the other kids, whoever they were, wanted them. I do remember that as something that had happened.

BG: [laughs] This is maybe a bad way to start forming relationships.

RS: Yeah, right.

END OF SIDE B