

START OF TAPE ONE, SIDE A

MARY SCROGGS
JANUARY 8, 2001

BOB GILGOR: This is January the eighth in the year 2001 and this is Bob Gilgor interviewing Mrs. Mary Scroggs in her home in Carol Woods. Good afternoon, Mary.

MARY SCROGGS: Good afternoon.

BG: I appreciate you letting me interview you today. I'd like to start with a little background on you, where you're from, what kind of home you grew up in, what your parents did, where you went to school, and then we'll get into how you arranged to come here to Chapel Hill and get on the school board.

MS: I was born in Nebraska. My father was a dentist. I lived there until I finished college. Then I went to Eastman Kodak research labs as a chemist, and was there a number of years, was married in Rochester to a native North Carolinian. And he didn't like the climate much and had an opportunity to come back down here, and be on the staff at the university, and so we came back here in 1947. I've been here ever since. And while I'll never be a native, I've got much time in North Carolina, much longer than anyplace else.

BG: What were your parents like?

MS: You know, I wouldn't distinguish them from anybody else's parents. They were just there. I was an only child, they were probably fairly protective.

BG: So, you came here in 1947, and did you work? Did you spend your time raising a family?

MS: We had a family fairly promptly then, and I didn't go to work until the twins were three or four.

BG: What kind of work did you do?

MS: I pushed paper for the university. There wasn't any opportunity for a color photographic chemist here at the university. Nobody had much interest in the kind of work I'd been doing. I worked in Journalism, and then I went to Physics. Ended up being the Administrative Manager, the prime paper pusher.

BG: How did you get interested in the school board?

MS: My father had been the member of the school board out there, so I had grown up, sort of, with Nebraska school law lying where you could always reach it. I was interested because I had kids in school, and I was interested because I felt there were things that could be done that were different than they were being done. I was on the what they called the citizen's committee for the school a number of years before I ran for the board.

BG: What was the citizen's committee?

MS: It was a group of people who were interested in the schools, black and white, who were worried about the things that schools did and didn't do. Our school system was not nearly as well financed as it is now, and so there was more of an opportunity for people to do things in the schools. You felt more of a necessity of doing things in the schools because there weren't many people there. Like the thrift shop got started, that was started by the Art Guild because

they wanted art taught in schools. And it got bigger than they could quite manage, and so they got the PTA Council to take it over.

BG: What are some of the issues that the Citizens' committee dealt with besides the raising of money for the school?

MS: A lot of it was academic: Could you take more than two years of Latin? What other foreign languages could be taught? This sort of thing. A fair amount of it was academic.

BG: What did you consider your biggest accomplishments?

MS: I don't know that we accomplished much, except that we worried about things. I think the thing we worried about most was to try to get the financing at both the state level and the county level. We pushed very hard to get the local district tax raised. In the early days, Carrboro was not in the Chapel Hill-Carrboro school district. It was in the county district, but high school students were assigned to Chapel Hill high school, but they didn't have to pay the local district tax. And the school board backed up and said you come in and pay the tax or you go to your high school in Hillsborough. And there was an election and they voted in White Cross students. White Cross is still in the county district.

BG: Looking at the school board minutes, about the time you came on, the school board did increase taxes to raise more money for the schools, but they seemed to waffle on that.

MS: It's a struggle every year about this, even now. Every time the county commissioners met during voting season, I was in Hillsborough and sat in. And they would say we aren't going to discuss schools today Mrs. Scroggs, and I'd say, alright but I want you to understand our problem MS so I think I'll stay and listen, and try to understand yours. Except when they went to lunch and I couldn't overhear them, but I knew what they were talking about. We got the ceiling raised on the local district tax, but that doesn't mean it's going to get levied, just as it doesn't now. I think we're still under that same ceiling, which I think is 35 cents but I don't think they've levied more than 18 cents or so. Because the school boards in NC are fiscally totally dependent on the local tax, on the state. A big part of the money comes from the state.

BG: So if you come from a poor county, a poor district, you don't have as much money.

MS: No, not nearly. It'll come up in the General Assembly this year, as it has over the past few years, and the state has been making some appropriations to low wealth counties to try to even this out some. Counties that essentially don't have any tax base.

BG: Farming communities.

MS: Primarily, mostly in the eastern part of the state and some I suppose in the mountains. Some of those counties don't really have much of any industry of any kind. So it's a rough go. And some could levy more and don't.

BG: How big was the Citizen's Committee?

MS: There must have been twelve or fifteen.

BG: What kind of representation was there from the African-American community?

MS: Some. Again, the sort of same thing that you seen in a lot of other things. They didn't say much. They came, but they didn't say much. And I guess the people who got on it were the people who were the squeaky wheels and they got greased and they got appointed.

BG: When did you go on the school board?

MS: I never could remember if it was 1960 or 61.

BG: And how long were you on it?

MS: Sixteen years.

BG: That's an elected post for sixteen years?

MS: When I was on the board, the term was six years, but the year I was elected there were two sixes- and one four-year term because [UNCLEAR], who was then the Dean of the Law School was on the board, had resigned. He said the Supreme Court had spoken and they better get off of him and they didn't believe him, and he resigned. Then there was an interim appointment and then the rest of that term came up.

BG: So his resignation was in protest against the school board not acting?

MS: Yes.

BG: And how much input did he give to the school board to push them?

MS: He worked valiantly at this, and they just would not be moved. And he understood what the Supreme Court had said.

BG: And what was his understanding?

MS: It was a process of attorney's in all of North Carolina as Dean of the Law School, and he says when the Supreme Court speaks, you listen. And you have an obligation. Now he doesn't say you've got to do something instantly. He was perfectly willing to look at things like all deliberate speed, but he thought they ought to be discussing it and trying to make a move toward doing what he felt was both right and that they were obliged to do.

BG: Now that was Brown vs. Board of Education?

MS: Yes, the 1954 decision.

BG: And all due speed. When did they start discussing it?

MS: I don't remember. I don't know if they discussed it much of any. And this was before the days that these things became class actions, so they were individual parents that sued, which was from my point of view was a blessing, when we started to do it. We could try it, and if it didn't work we could back away from it and try something else. And we tried a lot of things.

BG: What was the tenor of the school board when you became a member?

MS: There was a shift of gears because the three people that were elected that year did think the Supreme Court had spoken.

BG: Who were those people?

MS: Fred Ellis, Dick Peters and I.

BG: Did you vote mainly as a block?

MS: We were together on most things. Have you talked to Reverend Manley yet?

BG: Yes.

MS: He was on the board at that time, and Kip Jones and Greg **Culbreth** And Helen **Allan**. One member from the preceding board didn't run and one man was defeated, and I can't remember how we got the third one. And obvious, I got the four-year term. I ran third, and I came onto the board with a real mandate--I beat the next guy out by two votes.

BG: [Laughs]. That's quite a mandate. Did it change the way you approached your decision-making?

MS: No. I think there were some uncomfortable times. There was a fair amount of disagreement but there were, I don't know how many town meeting things, of school board comings, sponsorings, to question the candidates and see how we were going to vote and this sort of thing. One at the Chapel Hill High School was standing room only in the auditorium.

BG: So you held the meeting at Chapel Hill High?

MS: Yes, the meeting over at the old high school. There was one over in the Northside community.

BG: Can you tell about what went on at the Chapel Hill High?

MS: I think we didn't really quite know what was going on at the Chapel Hill High School. There were some very pointative questions.

BG: What kind of questions?

MS: Well, we had them on both sides. The Quakers felt the Supreme Court had spoken, and they had really organized the MSelves. It was not obvious that they had planned a little series of questions, but they had, and they were well thought out. And they brought up an awful lot of facts. Hilliard Caldwell was sitting in the front row and--do you know who Hesediah Dobson is?

BG: No I don't.

MS: Mr. Dobson was--he had something to do with the health department, I don't know. Anyway he was a very ardent segregationist and he sat in the front row.

BG: Not near--.

MS: Oh yes, they were right together virtually. They virtually got into one, and some friend of Hilliard's who was sitting behind him sort of, clamped him on the shoulder and didn't let him get up and start a fight. And of course, Hilliard was very, very active in things like public accommodations. He was one of the people who lay in the streets and tried to make a point. We never have that kind of protests about the schools. I think they thought the schools were trying. They didn't think any of the local businesses, particularly the eating establishments, were trying.

BG: Did you feel something came out of this meeting of the school board at Chapel Hill High School?

MS: Sure. We voted to send the first black children to the elementary schools that night.

BG: Did you do that in private session or right there?

MS: I don't think that would be an allowable thing to do in private sessions. We had attorneys there from Durham representing the black communities, and they made their speeches.

BG: What year was that?

MS: As I say, it was either 1960 or 61.

BG: So the first black children going to white schools –

MS: The first ones in elementary school went to Estes Hills. I was very glad that my children also went. We didn't have a plan at that point, so people applied, and the board would consider it, and we went on to having to see what sort of overall district plan we had to have, which was developed in the next year. The first of many plans.

BG: When did the first blacks students go to the junior high and high school, while it was still on Franklin street?

MS: I don't know.

BG: It was later?

MS: Yes, but not appreciably later. I think by that next fall when we had a geographic assignment plan with free transfer. And some of the black

students who were assigned to the white schools opted to go back to the Northside, or Lincoln. And some of the white students who were assigned to Northside, I think all but one asked to be transferred back to the school that they had come from. And it was hard. Attendance lines were very much gerrymandered to try and keep some reasonable balance about how many black students went to each school. Mostly to protect Carrboro, which is where we figured we'd have our problems.

BG: Can you explain that more?

MS: A higher percentage of black students who lived there were assigned to Carrboro and by and large they were not as well educated, and were by and large not as in favor of this. I think there was the feeling that we didn't need another Little Rock. And we let the word out that anybody, when the first black children went to Carrboro, looked cross-eyed, we knew where the jail was and they did too. We'd have a parent out of there in no time. And we had forty not visible highway patrolmen in Chapel Hill the morning we sent the first children to Carrboro. We didn't need them, but they were here.

BG: When the first black students went to the all white schools, how many attended? Was it just a handful or was it a significant number?

MS: At that time it was a significant number, if you look at it. I don't know that there has ever been more than twenty five percent black in the school system here. It's down, I understand somewhat now. I think probably a lot of that is because of affordable housing.

BG: Was there any preparation given to the black students entering the white schools?

MS: I don't know of any. If we did, we did very well. It was one of those things that I think we didn't know what to do.

BG: What about the teachers? Were there black teachers assigned to the white school?

MS: Yes. All of the black teachers were taken and were assigned somewhere.

BG: So 1961 was the first integration of the elementary school?

MS: It didn't occur at all the elementary children at that stage.

BG: Just Estes Hills?

MS: Estes Hills had the first ones, and it was just a handful. By the next year there were more. The black community is not very evenly distributed in town, and at that time there wasn't any black posing presence in white neighborhoods, so we were dependent on busing to a large extent. I went one year, there was a group from the North Carolina Scores Association went to Washington to lobby for various and sundry things and went to Jesse Helms and he was busy presiding in the Senate. We talked to one of his aides, who were from New Jersey and didn't have a clue about what it was like to be in the South. Now he was all hellbent to introduce legislation to forbid busing and we said don't do that--that's the only way we can make it work. Of course we were building at that. The board already wrote a contract for Frank Porter Graham

School, and it was to be named at that time. And Dr. Frank's position at that time was that he would be happy to have a school named for him, provided it was a desegregated school. He wasn't interested in having a segregated school. I remember going to the dedication of that school. His portrait was unveiled by R.D. Smith's twin brother. So the school board had said to the black community, we will build a new Chapel Hill High School. We are not in a position where we could accommodate both high schools in that building but we want to know that you want to go there. And consequently we want parents to let us know what they want to do. One thing we can say to you is if you choice the enrollment down below a certain point, we can say you are all going to have to go to the high school because that's that level at which we do not think we can provide a viable curriculum.

BG: So choicing down meant increasing the number who would go to Lincoln High School?

MS: Yes. And they choiced it down well below the level that we said. I think they said we had to have a minimum of seventy-five in the high school and some other number for the junior high in order to put in any kind of reasonable curriculum.

BG: Was there disagreement in the black community over what to do with Lincoln High school?

MS: Certainly, they wanted to know. Obviously, you don't shift one of those things over overnight. When we moved out of Northside, we sent the

school administration to Northside, in the newer of the two buildings that were there. And then it got burned. I don't think the kids who burned it meant to burn it. They had been busy making Molotov cocktails to throw in other places and they had one left over and one lived up in that neighborhood and they threw it and it went through a window and there they were. We finished out that school year in a building that was just dreadful. It looked awful, with black paint. Then we moved the administration to Lincoln, and by that time we were in trouble with our elementary schools being crowded. So we finally sent all the people who lived in the northeast quadrant of Chapel Hill -- I took all of the people's names who were on the petition and looked them up in the phone book and plotted which quadrant they lived in -- and I thought Lincoln should become the new Junior High. And the people who lived in the southern part of town didn't think so. So we sent all the sixth graders in the whole school district to Lincoln. No matter where they lived. And essentially out of that sort of circumstance, that's one way to do it. We had a particularly bright young man over there and he did a fine job. When we were able then to discontinue this all sixth-grade school, which was pretty expensive in transportation, parents didn't want it discontinued. They liked it. Eventually of course we disposed of the gym and some things over there, to the town of Chapel Hill to use for recreation purposes and we used the rest of the building for administration. And we had some classes. It seems to me that we had a class or two over there for seriously retarded youngsters in self-contained classrooms short of space.

BG: So the sixth grade, Junior High School was there for what, one year, two years?

MS: A couple year at least.

BG: Did the black community--were they solid behind integration or did some of them want to keep their children in Lincoln in segregated classes?

MS: Some of them did, of course. We had a committee who studied long and hard about the future of Lincoln. That was well represented of the black community. Some people thought we should just tear it down. Our luck was we were always looking to tear down anything [UNCLEAR]. One year the elementary schools had freedom of choice. You could go to any school you wanted to and we would transport. That only lasted a year because we couldn't take all our money to transport because you had a block on which the parents had opted to go to three different elementary schools and then you're sending three different buses in to pick up in one neighborhood. So that would be one. And the board had taken, early on, were interested in maintaining racial balance. We thought that this was really important.

BG: So when Estes Hills opened, if I may, my take is that there were significant blacks--.

MS: No, not significant numbers, very small numbers.

BG: Initially there were small numbers?

MS: Very small numbers of children whose parents had requested to transfer.

BG: But when you say small numbers, are you taking about a few in every classroom?

MS: Half a dozen, maybe. No, I don't think there were that many. And they were only in, we started out only with first graders. The notion was that we would start out with first graders and then continue the next year with first graders and second graders. That was too slow. Everybody decided we needed to get on with this a little faster than that.

BG: Did you get any feedback on how the children felt from them, or from their parents to have such a small number of African Americans in a white school?

MS: No, I don't remember hearing anything. The parents who of course made this request felt very strongly that they had wanted their children to go to a school that had both white and black students in it. They were prepared to make the best of it, even if it had its disadvantages.

BG: Let's go back to the school board. I don't want to repeat myself, and in a way maybe I've asked this question, but I'd like to revisit when you got on the school board. What was the tenor, the thinking of the school board? Was it 'let's push ahead with integration?' Or was it 'let's continue to drag our feet?'

MS: By the time I got on the board, there was a majority that felt delaying this was pretty much over and that we needed to begin to make some sort of move to accomplish what we thought was expected of us. I think there was a very strong feeling, probably on all of the board, no matter how they felt

on desegregation, that we wanted to do it ourselves. We did not want to have a judge tell us under court order how to do it.

BG: Were financial considerations part of the stimulus for--.

MS: No, we were so poor, and that was the year that we didn't have, that the school had run into deficit, which is illegal. And we didn't have enough money to pay the teacher's supplement. Finally we put on a fund drive and asked people to contribute and we got enough money to pay the supplements to all of the teachers who had signed on to come back the next year. Those who hadn't, got a little bit, but, not a full supplement. We were in real financial difficulty. And this was just one more thing that could have been expensive.

BG: Is that when you decided to ask the county to increase the tax?

MS: I don't remember the base on that. We asked for more money every year. That was how it went. We presented them with what we thought was a reasonable budget, and this was how it was, and we gave them an income statement and proposed outlay. The county board at that time presented them with three pieces of paper: current expense, what they wanted in capital outlay, and what they wanted for buses. They didn't say where the money was going to come from and didn't say how much they had left over. This sort of forced their hand. It made them expand their budget presentations.

BG: At that time, in 1961 when you went on the school board, how many school board members were there?

MS: Seven.

BG: And one member of the school board was African American, that was Reverend Manley? What role did he play in the school board? Was he a real activist?

MS: He was that, and the other thing was he brought to the other members of the board the feeling he got in the black community. How people were feeling and their aspirations. His wife taught at Northside.

BG: So it was a real advantage to have him on the Board?

MS: Yes, far and away. And he was the first black who had ever been elected to the Board. My history doesn't go back to when the Board was appointed so I don't know if there were any black members on it or not, but he was certainly the first. He may well have led the ticket when he ran. I think people recognized that there needed to be some equal representation. Then there was a while when there wasn't a black member. Then there was a resignation, and I guess that's when Ed Caldwell was appointed. I remember we were meeting over at Northside, and we decided that this was what we wanted to do and several of us walked over to his house and asked him because he lived there. We asked him if he'd be willing to serve. I had known his mother and his Aunt Frances, was one of the early black teachers in a formerly white school. She had taught at Northside, and then I think it was the Junior Service League who financed her going off and studying to be a teacher of handicap children. And she taught at -- I know she taught at Carrboro.

BG: I think I have her along the [UNCLEAR]. Thank you.

MS: I had gotten acquainted with her. I had gone to a sewing class and she was in it and so was her sister, who was Ed's mother. And we labored over learning to sew things that we hadn't known how to sew before.

BG: The Junior High School, I understand, was integrated a few years after Estes Hills?

MS: Probably. I don't know that I have a good timeline on that anymore, it's been a long time. At that point we had junior high schools as opposed to middle schools, as they do now.

BG: I've interviewed some of the people who were the first to go to the Junior High School, the first blacks to go to the Junior High School. And the kind of comments I get back is that it was like being on an island.

MS: I would think that would be a very good description of it. I think they felt isolated. And had I been in their shoes, I'd have felt isolated. There were problems that people brought up at the first Junior/Senior prom at the High School. Once it was desegregated, would we allow blacks and whites to dance together? This is the level at which people's concerns could be felt. Our feeling was that they could if they wanted to, but it was uncomfortable. Probably one of the first things had happened to the youngsters who got involved in athletics, because the football team had always both white and black students, and I think the basketball team had as well. I don't think that any blacks have ever played soccer. It doesn't seem to appeal. The girl's basketball team was always both

black and white. And it was one of the things that kept many black students in school, because they wanted to play and they had to keep their grades up.

BG: I'm not trying to indight the school board at all, I'm trying to learn what their role was. My question is, what role did the School Board have in preparing the black students who were going to the white schools and what kind of feedback were they getting? And was it their charge to do that?

MS: I don't whether it was their charge, and I don't know how well we did it, and I don't think we knew what to do. We didn't get any appreciable feedback from black students or black parents. I had kids in the Junior and Senior High Schools, and maybe I still had kids in the elementary schools at the time of these things. There was a voiced thing from many black students who didn't really want to try to excel academically because that made them 'whiteys.' And to some extent then, they still do.

BG: How did you pick that up?

MS: They said it. Maybe not to the school board, but to the school board member's children, all the time, and they heard it because they were there.

BG: So they did not want to assimilate into white culture?

MS: No, Not really.

BG: Yet education was stressed in the black community tremendously from what I hear.

MS: Particularly by mothers. I didn't hear that much from fathers, but from what I knew, many of them had been domestics in white households and

they saw how different things could be. They learned more about nutrition because you did more than put on a pot of pinto beans. White children got books and they read, that there were newspapers and magazines and this sort of thing that they didn't have. I think among the black women--and listen, it's been a matriarchal society, by and large, I gather, not just here. They wanted something more for their children.

BG: So they brought home.

MS: They went home and tried to instill some of it. But neither then, could they afford the things that even then, the relatively affluent white community could. If your children wanted a book, you couldn't get down to the store fast enough to buy it. And they were not in a position to do that. That's part of the trouble still. There are not many black homes that are going to have encyclopedias. They'll have TVs, but won't have books or magazines or daily papers. It's not fair. And in those days, I don't know how it is now, but there was no place where a youngster could sit down and really do homework. There were little brothers and sisters and bigger brothers and sisters and lots going on and a mother who came in late and then had to get a meal on the table. There were efforts made to find places where students could go and do homework. The Northside community center tried to make this available even tried to bring in people who could help with homework, and it was only moderately successful. As long as I can remember, and certainly continues to be now, one thing you try to do to improve the achievement of the black students. The school board had

put out huge amounts of money and tremendous amounts of effort. There was a blue ribbon committee that worked on this. Mark [UNCLEAR] was the chairman of that committee. They set a whole set of goals of what they wanted to do, and they've been trying to do that and now this coalition of school boards of a dozen or so communities across the country are trying to combine what they've learned in ways to improve things. Many of them, communities where there isn't a fairly dominant university or college and can find some of that backing. But, 'we tried this and it worked, and we tried this and it didn't work,' so Chapel Hill Carrboro has representation on that. Sharon Mack who's the principal at Sewell is one of those. They have student's reform that came back and make suggestions, and the test scores have gone up, but they haven't gone up as much as we'd like. They've probably gone up at a slightly faster rate than the ones for white students, but if you have a--.

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BEGIN TAPE ONE, SIDE TWO.

BG: One of the complaints that I hear is that within the Chapel Hill-Carrboro city schools the emphasis that the teachers put on the students, is on the advanced students, the college bound.

MS: No, I don't think that's true. I think that there is a tremendous effort made to the students who are not and particularly to blacks, and now Hispanics. And at least the black students speak -- speak almost the same language. It isn't quite the same. I don't see that now. I'm in and out of Mary Scroggs School

because I volunteer there, and I'm pleased to see that as the youngsters go in and out of the playground and that sort of thing. They all seem to go out together as a group and there isn't the dividing up anymore. I don't see that at all there now. And I've gotten acquainted with a few of the students. I was there one afternoon late -- Chapel Hill schools have a big after school program, particularly for students who have two working parents and need something. And it isn't just a babysitting thing, it's academic too. And I ran into some of the children who'd been out playing and one little girl who was a fifth grader, and I'd been out and been interviewed by the fifth graders, and she was telling the youngsters who I was, and one little boy who was about yea high, a little black boy, said, and your named for our school and I said, you got it. [BOTH LAUGH]. And I think that there really have been, I think that all the special things that [UNCLEAR] a grandfather UNCLEAR], the children in Mary Scroggs School and his youngsters, he has two grandchildren there, one is real sharp and learned to read easily and the next one didn't. They moved here from Atlanta, I think, because the schools were bad. He said the teacher called and said, 'I would like for your youngster to have extra help in reading and I will work with a reading specialist and if your willing, he'll have forty-five minutes a day of additional help.' Because he decided he was dumb. But now he can read. It didn't take long. There are teachers that identify, and there are all these special types of teachers, particularly in reading in the early grades. I have a daughter-in-law who's a reading specialist in the Orange County schools, up at Grady Brown.

There's the feeling in the early grades, that if you can teach them to read you can do most of the other things. So there's a tremendous amount of work. And they've gotten rid of all the self-contained classrooms, I think, for the academically particularly able. They've gone to the system of saying that we need to be able to serve these youngsters within the framework of the regular school. This is, rather than have them pulled out and marked out, they are part of the regular classroom, and the teachers are expected to plan the work in such a way that there's something of different levels for each of the youngsters that are there. And that's the reason.

BG: Let's go back to the School Board and the integration process again. What I have heard from the community is that the original intent of the School Board was to have the new Chapel Hill High School all white for a year.

MS: It was not. I think we felt very strongly that the best way to bring the two schools together was for everybody to go at the same time. And as usual, the school wasn't finished, everything didn't move, so Mr. Pearson's trophies didn't get out there. The trophy case in which they were to be put had not arrived--these were all sore points.

BG: So the original plan was to bring Lincoln High School trophies to the new high school?

MS: Sure. Whatever trophies there were, would be in a trophy case in the hallway at Chapel Hill High School. But we didn't come too clearly that that was the intent. Also, it was clear to Mr. Pearson. And he made a point of saying the

ones that are not there, are either ones that I want as individuals and they're mine, or they're broken, when the case finally came.

BG: And what happened then?

MS: Well, then they were put in the case.

BG: It's interesting that I hear the other side of this, and that is that when they went to look for the trophies, they were in the trashcan.

MS: Well, I don't think that is true. Some were broken and may have been. I don't know that story.

BG: Was there a liaison, a group of white students, a group of white students, who met before the new Chapel Hill High School opened?

MS: If there was I don't remember it.

BG: Were there training for this integration process? I know you've already said that you were at a loss as to what to train or how to train.

MS: I think that we tried with teachers, I don't think we tried with students. I don't think we knew what to do.

BG: What kind of background did you give your teachers, what kind of training?

MS: I don't know, because this was an administrative thing as it was opposed to the School Board. I think they tried to make it very clear that they were all students and they were all to be treated as individuals with worth. And some teachers weren't very enthusiastic about this and resigned as a matter of fact, I remember. Most of the teachers I think made a real effort.

BG: Another rumor that I hear is that there were threats to the School Board.

MS: Oh, sure.

BG: Can you expand on that?

MS: They were by telephone. The chief of police finally called my husband and said you've got big boys at home--your wife better not answer the telephone. I always wanted me, of course, answering the telephone.

BG: So you had personal threats?

MS: Yes.

BG: Did others on the school board have personal threats?

MS: I'm sure they did. I don't see why I should be singled out. It's one of those things. Roy Lyndall had the top of his convertible slashed at a School Board meeting, I think. I remember one meeting they called and they said they were not to leave until there was a policeman to go home with each of us.

BG: Did you feel frightened by this?

MS: No, I figured the police could take care of it. That's what they were there for. So we sort of went out when there were enough police to take care of us, and they followed me home, and watched on as I went into the house and turned on the light.

BG: How long did this continue?

MS: It wasn't very long.

BG: A month or two?

MS: Something like that.

BG: But this was not a big thing for you?

MS: No, it was just one of those things. I bought into it, and I had to do what was expected. And you never knew quite what it was that was going to trigger somebody off, that they would get agitated. There were lots of people who would call and some of them didn't want to tell you who they were, and I'd say, 'I don't engage in these things with anonymous phone calls.' If you want to tell me who you are, I'll be glad to talk to you. Some of them would tell me who they were but then they'd tell me the rumors they were hearing. I'd say, 'from whom did you hear that?' If you heard it, you heard it from somebody and we need to hear it who it was. But they didn't hear from somebody, they made it up. This is the way of not having to admit to it.

BG: It was their feelings.

MS: It was their feelings and you didn't rub it in too much.

BG: One of the things that stands out in looking at the make-up of the teaching staff at the new Chapel hill High School, is that there were only a few black teachers there, and there was only one black teacher teaching in a core curriculum course, the meat of the academic environment. And so the message that is left by this is not a very positive kind of message, and it brings up the question of who decided on the teachers and what happened to the African American teachers?

MS: All I can tell you is that no African American teacher was discontinued. They were all reassigned. I can remember being out, down at Reverend Manley's, and I've forgotten what it was, but the School Board was all there, and we had a full house. And I remember hearing teachers outside saying, 'well, they all saw that we got our contracts before they said the two schools were going together so we are protected.' Now, who taught what, where, I don't know.

BG: Was it the principal that made the assignments or was the school board?

MS: No, the school board does not make classroom assignments.

BG: So the principal--.

MS: Well, the principal may have [PAUSE], but you need a math teacher and if one hasn't come from Lincoln then you don't have a math teacher from Lincoln. The turnover in teachers in Chapel Hill has always been fairly high. It is not an easy place to teach.

BG: Why is that?

MS: Because the white parents are so difficult.

BG: How?

MS: Well, if your teaching about the French Revolution and your child comes home and says my teacher said--, and this professor says, 'well that wasn't how it was at all. And your teacher hasn't got good sense.' Then the child goes back to school and says, 'don't pay any attention to what she says,

she doesn't know anything about it, my father says--.' You can do that in every single course in the whole school. If we didn't pay good supplements we couldn't fill the vacancies here.

BG: Did you feel that there was a difference in the training level of the teachers at Lincoln High School versus Chapel Hill High when it was still all white?

MS: A lot of the teachers who were at Lincoln had by and large gone to three or four teacher training institutes: Elizabeth City, Fayetteville State and Winston-Salem. Some had gone to North Carolina College, now NCCU, and probably some of the best women black teachers came out of Bennett, which is a women's private black college for women in Greensboro. At one point and time I was on the state committee that went around and inspected teacher-training institutions and made recommendations about whether they should be accredited at the state level. And going to black colleges, whose libraries didn't hold a candle to Chapel Hill High School, some of these kids didn't have a chance. They went there because they didn't have a choice, this was where they could get in, these were the black colleges, and they went. But a lot of them were not very well prepared. And then when the state mandated that teachers would take this national teacher exam, we sent recruiters out to the black institutions to try and recruit black teachers. We never had to go out to recruit white candidates, but we had to hunt for black ones. They'd go and they would

find that not a single graduate of this college this year had passed both parts of the National Teacher's Exam, so they're not hired.

BG: I thought that the teachers that taught at Lincoln had to pass?

MS: No, this was before the day when they had to pass.

BG: And when was that?

MS: Oh gosh, I don't know when it was.

BG: Was it in the 1950s?

MS: Oh, no, no, no, no, no. I think that the required NTE was late 1960s, early 70s. I don't think it even existed in the 50s. So, they had what they got at the college, but this has been more recent, and that's why it's been harder to recruit sometimes.

BG: So there was no standardized teacher's exam that black and white teachers had to pass in the 1950s.

MS: No. You took on faith what you knew about the institution that they had gone to, and that people were competent.

BG: What about advanced degrees? Did any of the black teachers have advanced degrees?

MS: Yes, but there weren't any places to get advanced degrees at black institutions in this state. The favorite place to go was probably Columbia. But it was [PAUSE]. For what teachers made in those days, they couldn't really afford to take a year off to go and do advanced work.

BG: Were there kind of continuing education that black teachers or white teachers had to go to in the summer months?

MS: Yes.

BG: What this something that was particularly recommended by --

MS: I think so, and at some point it became, there was some requirement that if you had a Bachelors Degree you had to every so many summers you had to go and take more courses. And you encouraged it. Maybe suggested something that the principal thought would be helpful for the teacher to have more of. This was in the days when the teachers didn't make as much as a secretary on the college campus. So you couldn't put much pressure on somebody who was being so poorly paid. And the supplements were one hundred, two hundred dollars a year, not like they are now. Teaching was one of the most poorly paid professions, and this made it exceedingly difficult to get men teachers.

BG: Who made the decision as to who would be hired as principal or who would be hired as head coaches of the sports teams at the new high school?

MS: [PAUSE]. I think that the superintendent recommended and I think the School Board almost always accepted the recommendation as to who would be the principal.

MS: Marshbanks became the principal and Mr. MacDougal became the assistant and this was, I think, hard on Mr. Mac. It probably had to be that way for those first few years. I think we would have gotten tremendous white

backlash, since there was a white majority in the school. Bill **Penman** coached the high school football team, and I don't know if he did that first year or not, but he certainly was the head coach. We tried very hard and it was very difficult. The superintendent would come back and say, 'I know you said you wanted us to find black guidance counselors and we can't find any.'

BG: I think the black community was particularly distressed about V.A. MacDougal, who was an icon in their community, and Coach Pearman who likewise was an icon.

MS: Of course. He had a hard time. Neither school had its own playing fields and the football games were all played at what was called Lyons field. It was in Carrboro. And they sort of practiced in the backyard of their school, but that's where they played their games. And the schedules had to be coordinated so both didn't meet at the field at the same time. But the people who ran that were really hateful towards the black teams and their coaches. And the School Board would be pounding on the table with these people, saying, 'you cannot treat these people this way,' and we wouldn't get much of anywhere. So we were terribly pleased when we could have our very own football field at the new high school and nobody had to put up with those people anymore.

BG: So who ran those facilities?

MS: Whatever organization owns it. We had to pay rent to use it. And they called the shots. Lincoln had a very good band, and they would want go out and practice to be able to play at half time, and the folks would come and they

couldn't practice. The superintendent would be down there saying, 'you can't do this to these kids.' That was one of the things that we were so glad to do. We had enough land that we could do this. We were glad to get out, get the high school out of downtown Chapel Hill.

BG: It was a disaster?

MS: Oh yes, the placement. It was much too close to Fraternity Row.

BG: Too liberal?

MS: Where you were, the hired custodian went out every morning and took the used condoms down off the alley. [SHE SIGHS]. So when Allen, [UNCLEAR], and O'Hara came along and said we'd like to buy that site, and knowing that we could sell this--of course, this was a public auction. That was the only way the school system could sell anything. And they took a second bidding, but anyhow, when they bid a million dollars, boy, we jumped. Because it was not a place where you wanted high school students to be.

BG: They were influenced too much by the university?

MS: By fraternities. You saw high school girls going to fraternity houses after school.

BG: Oh dear.

MS: Well, this was not what they needed. It has been a problem in Chapel Hill always, because of the university. The kids here grow up too fast.

BG: Can you tell me about the superintendent of the school system at the time?

MS: How many would you like to know about? We turned them over and over. When I went on the board, it was Joe Johnston.

BG: Was he the one who was making the appointments at the new school, Joe Johnston?

MS: I don't know. I don't know how they worked that out. The principal would always come back to the Board for approval. But anyway, then we had, we had **Howard Thompson**, we had **Willard Spears**, we had **Cody**. It was really, really difficult because a new one would come in and probably have some good ideas and he would propose that we were going to do this and this and this. And of course it takes you one year to gear all those things up and then you do it for a year, and then you want to evaluate. By that time, he was gone and somebody else came. So we had a lot of these things that got started and they really never got anybody to evaluate whether they really worked or not.

BG: Why did it turn over so--?

MS: They got better jobs. **Howard Thompson** went back to--he had come from Wilkes County, and he went back to be the President of Wilkes Community College. **Willard Spears** went to teach at a college in the East, I can't think of its name right now. **Bill Cody** went to the US Office of Education in Washington. They all went to better jobs. Joe Johnson went with the Southern Association. We didn't pay very well. I think we paid in proportion to what we were paying teachers, but nobody was going to get rich at it. I guess it was until our first black superintendent, who was **Jerry Howe**, who was here a

number of years, and then she went to be the superintendent of schools in Memphis. And I have my fingers crossed. Neil Peterson has been chosen as one of the four candidates to be chosen as superintendent of the year. Even if he doesn't get it, if he's one of the top, you know. And one of the top four is the superintendent in Houston, and he has just been named by George Bush to serve on the cabinet in Education, and I can't remember where the other two are from.

BG: So are you saying that the quality of the people that you hired looks like it's pretty good, but they just didn't stay very long.

MS: Yes, but they just didn't stay very long.

BG: Except for Jerry Howe?

MS: Yes, she was here for four years or so.

BG: Let me ask you another question about the school board and its involvement directly with teaching. Did the school board ever go into the classroom and observe teaching?

MS: Not if we could help it. If a parent called, you had a standard speech you made, and you'd tell them to talk to the teacher. If they had, then you talked to the principal, then you talked to the superintendent, and only then could they come to the Board. The Board did not need, and it still, I believe, does not need to be involved at that level.

BG: I don't mean as a corrective level, but just as observing the culture of the school.

MS: No, I think we were--none of us were pros. None of us--Helen **Allen** had been a teacher, and I don't think anybody else on the board had been. We were not pros as far as professional teachers were concerned. We were in and out of the school, but not at that level.

BG: Now, you had children going to school while you were on the school board?

MS: Yes. I didn't run after my last ones were about to be graduated.

BG: And they were there during this period of integration?

MS: Yes.

BG: What effect did it have on your children? The integration process.

MS: [PAUSE]. I don't know that it had much. I think that they said if they came home and complained, that their mother said, that's not a school board matter. [BOTH LAUGH]. But they took a fair amount of grief from other kids because their mother was on the School Board, but they bore it, I think.

BG: What influence did the black students have on your children? And then I want to get to a related question after that.

MS: I don't know that it had much of any. The black students were there. The white students were there. My kids were of the opinion that they all had a right to be there.

BG: Did they have black friends?

MS: I don't think close friends.

BG: And what about the black teachers? What influence did they have on your children?

MS: Probably no more than the white teachers had.

BG: What about R.D. Smith?

MS: Oh, well, now he had a great influence on Max. He had recruited Max as a busdriver. And Max came home and said he wanted to drive a school bus and I said, 'leave the school bus driving to kids who really need the money.' And he said, 'Mr. Smith says, that bus driving can't become a nigger job and he needs me.' And I said, 'oh, well in that case, go right ahead and drive.'

BG: Wow.

MS: So we lived on the dead end of Rosemary Street and that bus came down, and nobody wanted it parked on the top of the hill. It had to be backed down because there wasn't room to turn it around. He would get his brother to come out and help him till he learned to back it down about four hundred feet and park it in front of the house.

BG: Did R.D. Smith have any influence over your son?

MS: Sure. Max took auto mechanics from him. He just thought Mr. Smith hung the moon. He really did. He came to his father when he graduated from high school and said, 'would the family honor be ruined if I said I didn't want to go to college?' And we said, 'I guess not. What did you have in mind?' And he said, 'I want to become an auto mechanic.' [UNCLEAR] talked faster than I do and said, 'well I guess I have two things to say: you'll have to go to school

to be a good one. There's no more room in the world for jacking mechanics. If you can be an honest one at the same time, then the world's yours.' And the garage has never had a day that it wasn't full.

BG: Are they here locally?

MS: Yes. They're on [UNCLEAR] Ranch down here. They specialize in Mercedes, Volvo, BMW. They started out as a general garage, and he has a partner, and they keep about seven mechanics. People come bring their Mercedes from all over the East Coast. They come from Washington and Florida. Then he buys cars, he goes to the auction and buys. They are usually demonstrators or used cars, and people come in and say, 'I want a Mercedes and I'd like it in pink, with purple upholstery and I want it to be about this year, and I want to pay about this much.' He writes all this down and says 'I'll look.' And then he says you don't find a pink car with purple upholstery, but you call up and say I found a car the year you want and you'll have to pay so much for it, and this is how many miles it has and they put it in the shop and go over it, and be sure that everything is good and sell it and guarantee it.

BG: So on one of your children, R.D. Smith had a profound effect?

MS: Oh yes.

BG: What about your other son?

MS: Well, auto mechanics were not his thing. He probably had a big influence from **Bob Colton**. And Steve went to Appalachian to be a teacher and then went he got out college, he joined the Peace Corps, and then he came back

and he taught in Kingston. He was teacher, and then he was an Assistant Principal in a middle school, and then he was a Principal at an elementary school, and then, long after I was off the board, he came up here and was the Principal at MacDougal Elementary School, and now he's the Assistant Superintendent for Support Services. And Max taught auto mechanics at the high school for about five years. In North Carolina, one of the things I think is fairly bright of them, when they hire people to do that kind of teaching--skilled trades--they hire the skilled tradesmen, and then you have to go back and take classes on weekends and nights. Max took his through NC State. But he said he couldn't afford to be a teacher. But he had been a mechanic at a Mercedes dealership, when there was one out on the Durham Road, and he was at one in Wilmington.

BG: One of the brilliant things that I thought the school board did was hire Hilliard Caldwell.

MS: Yes, Hilliard did a fine job.

BG: Can you talk about that? Why he was hired and what his role was and what he did?

MS: He role was sort of to work with mostly with black families. Was his title home school coordinator? It was something like that. He started operating in the role of an Assistant Principal, and worked out in the community with the parents. And did a good job. And another person that I think, much more recently is Theresa Williams, who's now on the School Board. She had youngsters at MacDougal Middle School. Students and their parents, they both

had to sign on for extra things to do, and she did wonderful things with it. She and Elizabeth Carter, Valerie [UNCLEAR], have all been very strong supporters of the AVID program at the high school.

BG: What is that, AVID program?

MS: This is a program for students, I guess they're identified as people who have promise but aren't making it. And this is one course, one class per day, and it's how to study, how to organize your things, where you need help, who to ask when you need it. And when AVID came to make their budget pitch last year--and I usually look at the school board meetings when they're on TV, they brought some students who were graduates of the AVID program, and they were uniformly, tremendously enthusiastic about it. All of them were going to good colleges, and they said it had made the difference. And then they got the Phoenix Academy, where they try to pull some of the kids up, which meets in the two wooden buildings out at Lincoln.

BG: When was the AVID program started?

MS: It must have been started about five years ago. I think they have it now in all of the junior, middle schools as well. The school board has to put up its money to send people off to be trained, and prepared to take this on. It could only, I think they would like to expand it to more than one AVID class per year. But it has been a very successful program.

BG: I hear someone say that the first three or four years of integration in the school system, the black students performed better than they are performing now.

MS: I don't really know about that.

BG: When you went to the school board, did you go there with your own program?

MS: You know all us damn Yankees come in and we're sure we can solve all the problems. We find out pretty quickly that you can't. I had a very strong feeling that the various elementary schools and the junior high should be working together so that when a youngster finished say, the sixth grade, that they were all at the same point. So that they went onto the new school equally well prepared. Things like that, I felt very strong about. And of course, I felt very strongly about the desegregation, and of course, about the budget. It was a problem. Still is a problem.

BG: What did you feel was your biggest accomplishment while you were on the school board? Anything that you felt personally responsible for?

MS: I don't know. I was the one who wrote up the proposal for the all sixth grade schools. I think the fact that we had--we don't have integration, we are desegregated, but aren't integrated yet. I don't know if we'll ever be, but we get closer, but it's a slow process, but I felt very strongly that we needed to do that.

BG: What do you mean by that? That we have desegregation and not integration?

MS: They're mixed in color, but as far as being a cohesive student body at the high school, they aren't there yet. There are still students who are not going to feel really a part of it, white and black.

BG: What about at the elementary schools?

MS: I think, as I said, I see what I think is progress there. And you hope it will move up. And I said back in the early days that I thought it would be sort of a spiral and it would go slowly up, and I think it is, but it's taking longer than I hoped it would.

BG: At the junior high school?

MS: At any level.

BG: Do you think it's there yet?

MS: Nope.

BG: So it's there at the elementary schools.

MS: I think the elementary schools are doing pretty well by it.

BG: How do you come to that conclusion?

MS: Just from watching the kids when I've been at the schools. They do things together, they play on the same equipment, they do the same things together, and there isn't anybody that's off to one side.

BG: Let's skip ahead now to 1969, and the black protests, or riots, or uprising. Whatever you want to call it. I'd like to hear your take and the school board's take on what happened, why it happened, and what was done about it.

MS: It had always been a tradition, I guess that the senior class elected the marshals for high school graduation. They hand out the programs, they led people down to their seats and whatnot. And a group of seniors who were a very thoughtful group, had worked very hard to make sure that there were black students elected. And they were. And in about the proportion that there were black students to white students. But those were the days when most black students said that it wasn't fair unless they were equal. They went to the principal and complained. She looked at the list and if you went down and you named two more marshals than had been elected, then they would be equal. And she did. The white students who had worked very hard for this, felt they were not being appreciated for the effort that they had put out, which had been tremendous. So they appealed it to the School Board, and unfortunately we were having a meeting that night and they came. That's always a mistake. When you have something like this, you need to let it cool.

BG: Who was it that came to the school board?

MS: The white students who had engineered this thing. It was clear there wasn't any good solution to this. I think I probably made the motion that said I move that there not be any marshals. And the Board agreed. And we said the parents could handle handing out programs. But this didn't make

anybody happy, but it made them about equally unhappy, and that's about the best we could do. We had some flack over that and we had some destruction. I don't know that it could have been prevented. The principal resigned at the end of that year.

BG: Ms. Marshbanks?

MS: Yes. I think it was an error in judgement on her part.

END TAPE ONE, SIDE TWO.

BEGIN TAPE TWO, SIDE ONE.

MS: I think what the Board said, it wasn't a good solution. If you went with the black students, then you kicked in the teeth the white students who did such a tremendous effort. If you went with the white students who had made the effort, then the black students were going to be aggrieved, and probably, very rightly so. There just wasn't a good solution that was going to be acceptable to both sides.

BG: So what happened following that?

MS: The parents were the marshals. Seniors managed to walk down the aisle without anybody to lead them, and then the parents handed out the progra
MS.

BG: Let me go back and--I've only talked to one person who was directly involved with this uprising and what I heard was that a group of black students went to the principal and asked for a number of things and were summarily dismissed by the principal.

MS: I don't think that's true.

BG: And when they walked out of the office, then, like wildfire, something happened in the school, and the black students locked the

MSelves in one portion of the school.

MS: I don't remember the details of that. It was one of those things that you just had to wait and let it cool off a bit.

BG: The issues that were mentioned to me were the lack of teaching of African-American history--.

MS: We went through a terrible time when people, when they wanted us to teach Swahili. And I remember a group of black students who came to me and said, 'what about this?' And I said, 'well you're in this position, the university and Duke have managed to find one person and they're sharing him to teach Swahili at Carolina and at Duke. And we're not likely to be in a competition for somebody to do that.' That's just how it is. Why necessarily Swahili? There's a zillion black African languages. But I listened and we got through it.

BG: What about African history? African history in this country, was that an issue?

MS: I think we expected that it would be covered in US history, and whether it was done well or not, I don't know. Probably not very well. And no matter how it was covered, it wasn't going to satisfy those people. One side or another wasn't going to be satisfied with how it was covered.

BG: Did you think that the School Board or the teachers at the school understood the tremendous pride that the black students had of Lincoln High School, and the great loss that they felt by not being able to attend it, not being to graduate, not being able to represent their school in the band?

MS: Let's back up here. They went to Chapel Hill High School because they chose to go. Consequently, you can't say that they mourned over not being at Lincoln, when they chose not to be there. That was their choice. Lincoln could be open, I suppose to this day if they had opted that. I think they missed some things. The first year I was on the board and we had the budget crunch, and we had to cut out things, one of the things we felt very strongly that had to stay was the band at Lincoln, because it seemed to mean so much. The band at Chapel Hill High School got canned. The band at Lincoln stayed.

BG: Was that while Lincoln was still in existence?

MS: Yes. The board felt that this was a very important thing at Lincoln and we would scrounge the money from somewhere to be able to keep that teacher and that band.

BG: So that was in the early 1960s, before integration?

MS: Yes.

BG: How long did that continue?

MS: I don't remember. The band stayed there--.

BG: I mean the loss of the white band.

MS: Eventually they got it back, I don't know. It was more than just a year. Lots of things--the academic supervisor in the elementary school, we had a resignation that they had to take a class to be a teacher again. We had to scrape for every nickel that we could get.

BG: Did you get any flack about that from the white community?

MS: Not when they understood why. If you are in a position where you may not run a deficit, and you've got one, then you're only choice is to get over it.

BG: But you canned the white band and kept the black band. They didn't say discrimination or anything?

MS: I don't remember that they did.

BG: I'm taking from this that the black band meant a lot to the community.

MS: We thought it did, and thought this was an activity that many students took part in and ought to stay.

BG: Was there pride in that band in the white community as well?

MS: They always marched in the Christmas parade and that sort of thing. Everybody knew that they did a good show. They were good to watch and they were good to hear.

BG: Are there any other issues that you'd like to mention or revisit here in the interview?

MS: I can't think of anything. After all, it's been a long time. And I'm not as young as I used to be and I don't remember as well as I might. But I was glad I did it, and I hope it was some use. I would not for a moment say that we didn't make a bunch of mistakes. We did. We learned from some of them. Some of them turned out in the long run to be more serious than others.

BG: Let's look at that. If you could go back and change some things, what would you change?

MS: I think we were trying to find ways to incorporate the parents when the two high schools merged, so the parents felt a part of it. So they didn't have as much of a sense of loss that their school was gone.

BG: The economic aspects of that were--.

MS: Yes. There were essentially, no, well-paying black jobs in Chapel Hill except for the teachers.

BG: A lot of the blacks worked for the whites at that time.

MS: The women certainly did, and many still do, I don't know. But we hired many black employees at Carol Woods. We were one of the first places that adopted the livable wage. We don't pay those minimum wage type things anymore. This was several years ago, and we're now raising money--there's a question of whether it will happen, but we're going to build a child development center at Carol Woods and it won't be all just for the children of the employees, but they're going to work with the Frank Porter Graham Child Development Center and try to have this one be the best one of these that exists. They'll be a

monetary advantage to employees who have children of that age. There's a course and a small daycare center at Chapel Hill High School. Its priority is given first to children of students, in an effort to keep mostly unwed mothers in school. They have a place where they can bring their child every day and they can go to school. It gives us an opportunity to teach the beginning level of what employees at daycare centers as one of the only acknowledged daycare courses. So they're professional, but there are classes for learning to deal with young children.

BG: It's a benefit in many ways.

MS: It benefits, we think, in many ways.

BG: How long has that been in existence?

MS: Many years.

BG: Did it start when you were on the board?

MS: No, I don't think so. The priority is for the students, and then for the staff of the high school, and after that it's open. It isn't a big one.

BG: Did you have critics of the dropout rate when you were on the board?

MS: Yes. We worried about it.

BG: What was the dropout rate?

MS: I don't remember. Ours has never been as much as most of the other places around.

BG: What about Lincoln versus the Chapel Hill High?

MS: I don't remember.

BG: Do you remember there being a significant difference?

MS: I don't remember at all. [PAUSE]. Of course one of the things that kept boys in school was that most of them participated in athletics. Had to stay in school and keep the grades up. And Mr. MacDougal frequently went on the bus when the team went off to play, and he expected them to bring their schoolbooks and their homework.

BG: I understand he also expected the teachers to make home visits. Is this something that went on at Chapel Hill High as well?

MS: I don't know. It certainly has gone on in the lower grades. Mrs. MacDougal finished up her teaching career at Estes Hills. She played the piano for lots of things. She played the piano very well. I haven't actually seen or talked to her since the dedication of MacDougal Elementary School, she and Charles, and the MacDougal children were there. Steve said that she's not doing very well, but she's older than I am.

BG: I've tried to call her recently but--.

MS: The best way to do, if you need to talk to Mrs. MacDougal is talk to Mr. Smith.

BG: R.D.?

MS: Yes, because I think he does a fair amount of sort of, making sure she's all right. And when Steve came to be the principle at MacDougal

Elementary School, he talked to Mr. Smith, and said would you take me so I can meet with Mrs. MacDougal, get acquainted with her. And he did.

BG: It's been a very enlightening interview.

MS: It's been an interesting thing. I'm not sure how much help I've been to you, but I think somebody else you might find interesting to talk to is Mrs. Earl Mitchell. She was the first white teacher at Lincoln. And she was a special education teacher. She was affluent enough that she could do things more than--and she and Mr. MacDougal got together finally. But she talked to the kids and said once, would they like to go out to lunch. 'Oh yes.' Well, 'where would they like to go?' Well they didn't think any more affluent than the McDonald's. There was a restaurant over between here and the Durham, I can't think of the name of it now.

BG: Not Grady's?

MS: No, no. This was much closer to Durham. One of the student's father, I think, was a waiter there. And she got in touch with them, and she said, I would like to bring the students to lunch here. And I need to know--I want a menu, because that's going to be our reading lesson for the next week or so. They'll learn to read the menu and order in a restaurant. So, they did that, and they went and they had a wonderful time. I suspect she picked up a fair amount of the tab, but Mr. MacDougal, he provided the bus, he helped with it. The kids didn't pay anything. She did things like that. They talked about how you talked to the waiter, and how you pay a tip, and all this sort of thing, so that

they would learn a little bit more about how to eat out. Because there weren't any black restaurants, there wasn't any place for them to go.

BG: Do you remember what year this was? Was this before integration?

MS: Yes. It was probably during the period of the public accommodations things, with people picketing eating establishments because they wouldn't let black people eat, and there were not black secretaries on campus, there were no black anythings at the hospital. There's a possum outside.

BG: [UNCLEAR].

MS: We used to feed raccoons and they're so bright, but possums are terribly dull. We used to provide health food to the raccoons on East Rosemary Street. There are pictures of about twenty-eight in our backyard. Anyway, it was--I wish I could think of the name of the woman who taught home economics at Lincoln. She was a crackerjack teacher. I ran into her--.

BG: Oh, yes. Her name--I'm actually going to interview her. It wasn't Mrs. Battle? And I don't have the list of people I'm going to interview here with me. But someone else had mentioned that.

MS: I bumped into her one day, she was buying small pieces of material, because she was going to teach a class about collars and necklines and whatnot to the students. Which ones were becoming to the shape of their faces and whatnot. And colors and things and she said, 'some of them should just buy

tobacco stick brown.' This was in – I don't know, I wouldn't be surprised if she was paying for the material at Lincoln High. But she was a good teacher.

BG: Well, thank you again for giving so much time to me.

MS: Thank you for coming by. I will look forward to this.

BG: I hope you come to the opening.

END OF INTERVIEW.

TRANSCRIBED BY JENNIFER NARDONE