

TAPE 1, SIDE A

START OF INTERVIEW

MARY HOLMES:( ) Joanne McClelland, April 10, 2001, at Chapel Hill High School,  
Room --

JOANNE MCCLELLAND: 123.

MH: Ms. McClelland, can we start off by talking about growing up here in Chapel Hill --

JM: Yes.

MH: And your grandmother? You talked about this in our last interview, about how she wanted you to get the best education that you could. And that how, how, her working for white families made you angry almost, you know, the second, the resentment for the second-hand clothes. Can we kind of talk about that, just that experience growing up, as far as how she was as a role model?

JM: Well, her idea, I guess, about working for whites, it really didn't bother her, I don't think. She never showed me that it bothered her; it was basically something that she had to do. So, as far as her attitude about segregation, she never really talked about it, but I think that she pretty much saw that I was not going to be happy with what she was doing. And, of course, she wanted me to have the best, be the best that I could be. So when I showed that I was very upset about having to go with her to clean up the white people's houses, she said, "Well, you know, if you want, if you don't want to have to do this, then go to school." And I guess that in itself was saying how she felt, and that was maybe she didn't necessarily like to doing it, but she had to do it because there was nothing else for her to do.

MH: You also talked about, you went to Northside and then to Glenwood, and although you felt prepared, I'm sure you felt nervous on your first day. Do you in any way remember your first day there, or feeling nervous, or, you also talked about Noel Lee, your friend?

JM: Of course I was nervous, but I really don't remember my first day, I just remember my year there and I remember my teacher, who was, you know, really cordial to me and was nice, and whatever. But I do remember that, you know, I only remember one other African-American student there, and that was Noel Lee, which is Howard Lee's son. I remember how, I guess a part of me really did not want to stay at the all black elementary school and I knew that I had to prove that I could do the work, so it was not as difficult as I thought it was going to be, because, like I said, I felt my teachers there had really prepared me. I think the fact that I had come from an all black situation, there the teachers helped build your self-esteem, and they made me feel like there was nothing you couldn't do. So, you know, it was a scary experience, but I really believe that it was the best thing for me and my sister at that time.

MH: Did your sister have any problems?

JM: Oh yes, she had a lot of problems, because, you know, not necessarily-- I think that her rebel, she was rebellious, and that sort of thing, and she wasn't, she could have been a good student, but I don't think she was that interested in being a student, like I was interested in being a student, you know. So, she got through it and she never really -- at fourteen she got married, so she didn't graduate from the public schools here.

MH: Even though it was a long time ago and you don't remember your first day, but you remember your year, how were the white students? How did they treat you? I know you said your teacher was cordial, but the students?

JM: I remember one white girl that was really, really -- became my best friend, her name was Carla Riley. I'll never forget that. And, but the other students did not necessarily come and jump up and down because I was there. They didn't, I never really, I can't ever remember actually having to really deal with them. Carla, I guess, she became my friend because she saw that there was no other black girl around, and Noel, he actually, I think he made friends with some white guys, but you know, the two of us still were best friends.

MH: Moving from Glenwood to Guy B. Phillips, and the last time I talked to you, we talked about the sit-in with the cheerleaders. And this is a big step from when you were younger and you don't really have that many problems, it seems, with the white students, or they don't say anything directly. And then you, move to this, where it's not really, I don't know if it was really the students, but the administration?

JM: I think that we came into the situation because it was the only junior high school at that particular time, Guy B. Phillips was. I think that we came into a situation where no one had ever forced the administration to really look at the fact that they had African-American athletes and had no African-American cheerleaders on the squad. So I think that, because we were a very bold group of African-American students, it was just something about the African-American kids in my class, we were not going to allow certain things to happen. And so when we got together, we were very close as a class, and when we got together and talked about how unfair it was and how it was not right to

have some of our friends, who were great black athletes, playing basketball and football, and then they've got all these white girls cheering for them, we decided we had to do something about it. We got together and said, "Hey, let's just have a sit-in." Because I think we tried to talk to the administration, and they didn't really want to hear it, and so we basically said, this is, we've got to do something drastic. We've got to do something to get their attention, and this is what we did. It worked.

MH: Really?

JM: It worked.

MH: That's pretty cool. What really happened with your sit-in? Where and what exactly?

JM: What we did was, like, one morning we just decided that all the African-American students would not go to class, and that we would, as soon as we came in the building, that we would sit down on the floor and when the bell rang we would not move. And of course we had some friends, some white friends, who also agreed with us, and they helped, they participated. But, and we wouldn't move, we would not move. And everyday they would come back, we would come back, and I think it lasted for like, at least three or four days that week until they decided that they wanted to talk to us, so then there was a group of us that actually got an opportunity to talk to them. And then another tryout was scheduled and at that particular time, some of the black girls who really had wanted to try out for cheerleading -- because they had already, they chose their cheerleading squad. They had had tryouts and they had, they picked the girls they wanted, and they were all white. And we were like, "No, this can't be." So what they did was that they had another tryout and they put five African-Americans instead of making, I guess what they wanted to do was that they didn't want to take the white girls off the

twelve or the, what was it, twelve, no, not twelve, but it was, fifteen, so it was ten. They didn't want to take the ten off that were already on the squad. So what they did was that they said that they would put, have a fifteen-girl squad. So they put five, because they wanted to have one-third of the squad be African-American, and so they put five black cheerleaders on the squad.

MH: Why one-third?

JM: I guess they were probably trying to have it reflect the student body, so I'm not sure.

MH: You said there were some marvelous black athletes on the teams. What about the black coaches? Were there any black coaches?

JM: I don't remember having any black coaches at Guy B. Phillips. I remember Coach McFall, and don't remember having, I don't remember any black coaches at Phillips.

MH: No assistant coaches, either?

JM: I can't remember. I can't remember.

MH: Really?

JM: Let's see. I think we had one named Coach Mebane, and I think he was, he's now coach at either Hillside, I think he's coach at Hillside. But that's about, that's the only one I remember.

MH: In high school, do you remember any black coaches?

JM: Oh yes. Mr. Pearman, who was, the stadium is named, well, code-named after him, and I remember Coach Young, who is still here, but he's not a coach anymore. But I do know that the coaches, Coach Pearman and Coach Young were both, they had a really hard time.

MH: Really?

JM: Yeah, they were --

MH: What was ( ) --

JM: I don't know exactly what, I just know it had to do with racism. The treatment that they received was not good, and I just remember that. I remember them not necessarily being respected like they should have been respected as coaches.

MH: From the other coaches or the athletes?

JM: Just from, I think, the community, the school community. It was a lot of political stuff going on at that particular time. But I remember that it was not good. And I can't remember the story behind it or whatever, I just know that it was not good, it was not good for them.

MH: Do you remember the politics going on at that time?

JM: No because I was, I can't remember, I just know that there were some things that were not right that were going on at that time.

MH: Shady.

JM: Yeah.

MH: We talked about the sit-in, and then you also were part of the boycott if they attempted to change the colors. When do, I know you said you were close as a class, but what do you think, what really, when did the activism really come along? Did it begin with the sit-in, or earlier on? Did y'all struggle together against any other forces?

JM: Well, we basically, I think the struggle began before we got here, because you had some really great black students here before we became, before we came from the junior high that fought, I mean, I don't know if you heard from any of the other, any of your other classmates about the riot that was here at Chapel Hill High. I know the class of '71

and '70, those guys were really, when I say the true activists, they really were. And it was, I think it was the time of the Afro and all that, and that black awareness was something that was important. And so I think they started it basically for us. I remember Valloncotton, and I just remember all the stories we used to hear about how that it was like a true race riot out here at the high school, and I don't know the particulars of it, but I just remember hearing that. So I think that we pretty much knew of what, because, remember now, First Baptist was the black church where most of the students that attended this high school would go. So we were younger, but we, those guys were older than us, and they attended our church, so we would hear some of the things that were, that happened out here and some of the things that they were doing to change some things, so, I think it started with them actually. I mean, it was, but again our class just, we were just a group of blacks who really, we were proud of who we were and we just felt like, that we were not going to just stand for things to be like they were. It was a constant fight, it really was. And even though we had an assistant principal who was African-American, and we had a Dean of Students who was African-American, we still felt the need to really stick together, and not just talk about what we didn't like, but to make a difference and make it change, see could we get a change.

MH: How did you get along with the assistant principal? Was that James MacDougal?

JM: No.

MH: No, it wasn't?

JM: It was R.D. Smith.

MH: R.D. Smith? And the Dean of Students?

JM: Ms. Clemmons.



MH: Ms. Clemmons. How, as a class, did you get along with them, they being African-Americans in these authoritative positions?

JM: I personally did not get along with R.D. Smith, because I found him to be an Uncle Tom [laughs].

MH: An Uncle Tom? Why do you say that?

JM: I thought that he basically did not want to rock the boat, okay. He pretty much, and I hope he never sees this, because I would not want him to know that's the way I felt about it. I found that he, because used to, I was sent to his office a lot. And it was because of my outspokenness, and some of the white teachers did not like the fact that I was not going to sit up in class and allow them to talk down to me, or to say things to me that I did not appreciate. He saw, he would talk to me, when he would talk to me it was like, "You need to just sometimes overlook certain things." And I'm like, "No, I can't do that." I was very, very, I was not cooperative at all when it came to being passive about what I saw. It was just downright racism. And I think because basically because he was from the "old school," and he probably was taught and he probably got where he was being passive. I said, "No," so we didn't really, we didn't see eye to eye. Now as far as his relationship with other students, I don't really know, but he, and Ms. Clemmons, I never really got to talk to her that much. My black teachers, like my English teacher, my Chorus teacher, and my French teacher, they were all very supportive of who I was as a person as it relates to my, not being rebellious, but not allowing to be run over. And they said, "There's a way to do certain things, Joanne, but we like your, the fact that you are a person that is, you're going to stand up for what you believe is right."



MH: I remember that you said that they taught you how to deal with your anger, in our last interview. What did they tell you? I know, I don't know if maybe you can expand upon that, some lessons you learned from them as a student.

JM: Well, not to always say what I think, because sometimes that can hurt you. And one of the things that they also taught me, especially Mrs. Wortham, I loved her to death, she's now deceased, she was my Chorus teacher. And she just told me that rather than get angry about it, calm down and then go talk to them about what I was feeling and try to not do it in a tone, in the tone that I used, or whatever. I don't know. Sometimes, I know a lot of times at work, I still get very angry and forget the lessons that they taught me [laughing]. They did teach me how to deal with my anger.

MH: Did you know of any times when, of her as a teacher, that she had problems, maybe you heard something from her, or from other students, that she would have that experience to say, "Joanne, calm down next time"?

JM: Oh, I'm quite sure they all had that experience. As a matter of fact, I know they did. I don't know any specifics, but I know that they had that experience. Even now, being an African-American teacher in Chapel Hill Carrboro City Schools, even when I taught in Burlington, it's difficult, you know. You may get the respect, and I think I get the respect from my coworkers, and I think I get the respect from most of my students, but then you still have people who feel that you're not competent. So, I mean, you're always questioned, all the time, even today.

MH: I know that when I came to speak with you briefly last week, that you were telling me about an incident a couple weeks ago, with a teacher and a student, and the teacher

writing a puzzle on the board, and saying "Under Arrest," and then," Why do all the black children--"

JM: All the "colored" --

MH: "-- all the colored children know the answer to this." And then he came and charged you with racism? Could you talk about that?

JM: No, he didn't.

MH: Oh, okay.

JM: Okay. There was another person that came and wanted to talk to me, and, because he said that he heard that I had called him a racist. And, of course my response was that, "You didn't hear me say that, so, how do you know that?" And he didn't want to reveal who the person was that told him that, but we had an interesting conversation, and he basically, to make a long story short, tried to say that he doesn't do certain things because of the race of an individual, or he doesn't hire cultures because or fire cultures because their black, or whatever, but that he's committed to trying to make a difference. I mean, I heard him. That's all I did, was hear him. He asked me how would I feel if someone called me a racist, I told him I wouldn't feel anything, because I can't be racist. Blacks, we don't have power, we don't have money. We can be prejudiced, but we can't be racist. Only people who have the power and the money, and the majority of people who have the power and the money are white, so you can't, I can't be racist. I can't, I don't have any authority to actually change anything, so --

MH: Have you had any other teachers try to tell you the same thing?

JM: Well, there are a lot of, I think because people know where I stand about race and racism here at this school, they pretty much, I think, have come to me and talked to me

about, "Well, you know I'm not like this, Joanne." But I always say that if the shoe fits, wear it, but if it doesn't, don't worry about it. And like I said to him, "I'm not going to tell you that I've never thought it, because I would be lying if I did, and I'm not going to lie to you. Yes." And then I gave him some reasons why I thought it, and I continue to think it. I told him, I said, "My grandmother always told me, 'May the work I've done speak for me,' and the only way that you can prove that you're not what you say the person said I said you was, is you need to prove it to me. Let me see what you're trying to do. And that still doesn't necessarily mean that you're not what that person said I said you said you was." So --

MH: We were talking about white teachers, and I'm not sure about the average age of most of the teachers are out here, but I imagine most of them went to high school right after the schools the schools were integrated.

JM: Mmm hmm.

MH: And so, I'm sure that they think that what they're doing, there's nothing wrong with what they're doing. They're doing their job. Have you seen any white teachers that have really been able to touch the African-American students the way you think they should be taught? That they're sensitive enough?

JM: Oh, yeah. There's several. There's several that I feel that have done that. As a matter of fact, my best friend Robin Graham, to me, she's not here anymore, but she was an outstanding teacher who could get past the race and actually deal with the student. But there's several, there's several teachers here who can do that.

MH: But there's also several who can't?

JM: Exactly.

MH: What do you think exactly those teachers, what differentiates those teachers from, that can from those that can't?

JM: First of all, I think that, and it goes back to, being in teaching for the right reasons, okay. And that is to make sure that all students learn and to believe that all students learn. Efficacy is important when it comes to being a teacher. And if you come in with low expectations just because the color of that person's skin, then you shouldn't be in the classroom. You know, you're in the wrong place. But if you come in day one and believe that all students can learn and that you want to be fair to all students, then that person belongs in the classroom. But there are a lot of teachers who are just there because they want a paycheck. And not saying that there aren't any black teachers who are that way also, because there are.

MH: I was wondering if we could talk about Butch Patteson.

JM: Okay.

MH: I was reading an article about how there was a petition from many white teachers against his statement, and we talked about the statement that he made, that he felt that some white teachers were uncomfortable teaching black students. And, uh --

JM: Well, he said basically that he felt like they did not want to teach black students, and they got upset about it, yeah.

MH: And they filed this petition. What happened after that among the faculty here, when that happened?

JM: There was a lot of tension. A lot. I was not a liked person, because I agreed with Butch, okay, and I was not liked by some blacks, also, because they felt like that I should not have boldly stood up with him. But I did because I believed that he was correct. As a

matter of fact, I knew that he was telling the truth, okay. It always amazed me how, I guess it was, this is my sixth, four years ago, when Butch made that statement, no one wanted to hear that, and we're right back where we started when he made, I mean, this is coming out, when we start talking about the achievement gap. I mean, it's right back again. Same thing, and, you know, people were saying, "Well, it wasn't what he said, it was how he said it." But, he just didn't paint a beautiful picture for people. He didn't -- and that's what I liked about him, and I respected about him. He and I were good friends because he really tried to understand where, why we had this achievement gap. Why black kids don't do this. And I mean, bottom line is that we've got white teachers who don't understand the culture, don't want to understand the culture, and believe that, "I got mine, you need to get yours." And, I mean, it's just, it goes back to trying to understand how to make these students successful. You know, they're talking about the same thing as relates to Hispanic students right now. They're dropping out of school, whatever. Again, you've got a minority, a group of minorities who don't fit in, and, so, no one is really caring about them, so --

MH: We were also talking, too, about how a consultant came in, and from what I, what someone had told me, and why I asked you the question, was that supposedly, Mr. Patterson, Pattleson, had the assembly just for black students. But you say that's not the case at all.

JM: No, he didn't have the assembly. This is something that the consultant wanted so that she could ask questions and gather information, about how the black students, they felt about the school and what was happening to them in the school. But not Butch, he didn't, that was not something that he said, "Oh, were going to have an assembly just for black

kids." No, she, this is what -- and the school board was aware of this, this is not something that he did on his own.

MH: And what happened with the consultant? And what happened with these tests and studies?

JM: Well, they presented them to the school board and the recommendations were made to implement certain programs and to do certain things, and it was put into the school improvement plan.

MH: Has anything come about?

JM: Yeah, there are several things that have come about. I think one, well, of course, AVID was already going to be a part of the school anyway. But then I think that they have an advocacy person for minority students. That position was developed this year, and that came as a result of what went on during Butch's time. It took a while, but, they got it. They got that. I think that they put some other things in the school improvement plan, but the report was used to implement some things.

MH: And last time you also mentioned the Blue Ribbon Task Force. Could you explain that to me?

JM: It -- I was not in the school system at that particular time, but I understand it was a committee. It's sort of like, right now I'm on the Minority Student Achievement Network team for the system, and this particular committee has taken the place of the Blue Ribbon Task Force. But the Blue Ribbon Task Force was a committee that was formed, and it had community leaders, it had teachers, it had students, it had administrators, and they were, they talked about what are the things that they needed to do in order to ensure that more African-American kids were in the Honors and AP, more African-American kids

were passing the proficiency, more African-American kids were getting involved in sports, and that sort of thing. It was like -- they formed this committee because, they were like, "You can't be number one if you're having, you have, an all lily-white AP program, an all lily-white Honors program." I mean, it was just so many different things that were all lily-white, so, that's why they formed it. And it wasn't just for Chapel Hill High, it was for the whole school system.

MH: For all of Chapel Hill and Carrboro City schools.

JM: Right, exactly.

MH: So, of course, we're working on Chapel Hill High with our program.

JM: Mmm hmm.

MH: But, I didn't, I don't think I really realized besides the high schools, how big a problem it was in the middle schools.

JM: Elementary and middle schools. Mmm hmm.

MH: Have you talked to any teachers in those school systems?

JM: I did because I was, I had, I tended, I attended about two meetings with of all the, not all of them, but some black teachers from the system that went to Neil to talk to him about problems --

MH: Neil being Dr. Pederson [superintendent of Chapel Hill Carrboro City Schools].

JM: Right. To talk to him about problems that they saw as relates to black teachers, okay. That's when I found out that I wasn't just a problem that we had in the high school about the mistreatment of black students. It actually, and I should have known this, that it does start in elementary school. But we were basically concentrating on how black teachers were being treated in the school system.



MH: What did you talk about with that meeting?

JM: Well, they talked about how, like in elementary school, they always want to give the black teachers the lower-level kids, which is pretty much the way it is when you come here. You get the lower level. And it's definitely, when I say, it is not like that now, but it is, that used to be the case. They talked about how the expectation for them was not as high as the expectation for the white teachers and that the support was not there, and it was, it was very interesting.

MH: You said that, you were talking about the lower level classes for black teachers.

When did you, when do you think they started finally making a change in that area, giving them, I know you teach two Honors classes, and I couldn't imagine you teaching anything but an Honors class, really, because you're a very, very intelligent person. I know you can get across to other kids, but --

JM: Well, thank you.

MH: I mean, I'm sorry, I'm flattering you on tape. Anyway, when do you think they finally made a change with that? Why?

JM: It was not, it was not something that I just happened to get when I first came here in '95, because in '95, when I first came here, my department chair, and you met her, and so we can't let her read this report [laughs], but my department chair did not want me to have any Honors, okay. She actually gave me proficiency classes, and ninth grade college prep, and I said that if I had to do proficiency, which is reading and I'm an English teacher, I am not a reading teacher, and English teachers are not taught how to teach reading, but reading teachers can teach English. So I'm not taught, I had not been taught to teach reading. However, they were the lower-level kids and she wanted, she decided

that that's what I should have. And it's a long story, I'll have to, it would take me another hour to tell you exactly why she wanted to give me those classes. And I went to Butch, because Butch actually hired me, and I went to Butch and I said, "If I have to do this, I'm going back to Burlington," because actually they had not filled my position yet, and they didn't want me to leave in the first place. So, he said, because there were five positions open when I came here, and one did not include a proficiency class, or proficiency classes, so he, and I also went to the personnel director, Hazel [Gibbs], and I'm like, "I don't have to, I'm not going to do this." They did have some counseling positions open, and I have a Master's Degree in counseling; I was certified, so I could do that, too. So I said, "I don't really want to be a counselor, but I really want to teach." And Butch went to her and said, "This is, let her have what she wants, or let her have the position that she, you interviewed her for." And so, I got the, I got one Honors class, and let me tell you, that was the most difficult year of my life, because, I think, I had to prove that I could teach Honors, because I didn't teach Honors in Burlington, I taught American Lit -- English III, and I taught one basic eleventh grade class, which was very, very, it wasn't hard at all, okay. And discipline up there is different from discipline here, so that's a difference, that's a different story. But I really had to prove that I could really do it, and one of the teachers who taught my daughter, Dru Zimmerman, she was there for me, and helped me, and gave me stuff, and gave me different types of strategies to use, and I've been teaching, so. I've been doing it ever since that time. And as a matter of fact, I've taught all of the school board members' children, because they request me, so, I guess it's like I proved that I could do it. And that's, but it was not, it was not something that somebody just gave me. I had to actually fight for that, also.

MH: So, I mean, it's almost like you're reliving the same fight over again from when you first came to school here.

JM: Right, right.

MH: When you walk down the halls, does that cross your mind ever?

JM: I get a sense of pride, but I also, I'm sad because a lot of things haven't changed.

MH: I kind of want to go back really quickly and ask you about First Baptist --

JM: Okay.

MH: -- and the community. I know that we talked about the kids, the '70-'71 kids who were in your church and how it was really close and kept you together. And even when you were in segregated schools, I know you were young --

JM: Right.

MH: But that was another way that kept you close. Can we talk about maybe growing up there and activists within that church?

JM: Well, our pastor was the first black school board member.

MH: His name?

JM: Dr. J.R. Manley.

MH: Okay. We have a student interviewing him for this project.

JM: Mmm hmm.

MH: And he was the first school board member.

JM: The first black school board member.

MH: Right, I'm sorry.

JM: Can you think of any programs that y'all did as a church to be active within the school system, or sermons maybe about --

JM: Well, our, the church was very, we had so many people in our church because it was more of a, it was a church where a lot of the educated blacks attended. And that meant that, of course, we had people there who, like for BTU, that was Baptist Training Union, who would inspire us to be, to go to school and be good students, but also to make us aware of the different things that happened in the school. And like I said, Reverend Manley was very, he was very, very active in the Civil Rights movement for Chapel Hill, so that meant that yes, we heard, we heard in the church all the time things that were happening as relates to Civil Rights and segregation and integration and all that. So it wasn't like we didn't ever know. We knew all those things, because he talked about them on the pulpit. And then, like I said, we always had, we were always together, we like, you had to be in the choir, you had to be an usher, you had to be, you had to go to BTU. So we were all together all the time, and we didn't like, we always went to the Dairy Bar and Reverend Manley's son, which is right on the corner now, across from -- Here's the church, and then if you cross Franklin, and there's a building, I don't know, it's like a restaurant, but that used to be the Dairy Bar. And so we would go over there and sit down and talk, and you know, laugh, and then Reverend Manley's son used to have parties because the parsonage is up the street from the Dairy Bar, and they rent it out now, the church rents it out, but that's where he used to live. So we would all go there, and, because only the people that belonged to the church could go to his parties. So it was like, we had, we just had, we were a family, and we pretty much learned a lot from, like I said, the older kids who were there, and then they sort of like, passed it on to us, and then that sort of thing. And that was the good thing about being at that church growing up.

MH: I know it feels really good to feel like a family, but when, I mean, not just when the schools, when the schools became desegregated, but also with the opening of East Chapel Hill High School, how has that affected church life at all? If at all?

JM: I don't think it really has affect church life. I think it has affected the black community in that you have a lot of the have, especially the kids who are in the public housing, have been bussed to East Chapel Hill High just so you can get some diversity, and that has not been good.

MH: What has happened with that?

JM: Well, you've got the very rich, and you've got the very poor, so --

MH: And just putting them together.

JM: Yeah. It's, it saddened me that we had to open another high school. I think that, having one high school, which was this high school, you had everyone here, and regardless of whether you were very rich or very poor, you, even though racism was here, it wasn't just so obvious like it is over there. And if you talk to black kids that attend over there, attend the school over there, they talk about how they feel like they are truly not wanted at that school. I mean, Chapel Hill, you've got kids who feel that way here, but not the way they feel over there. And a lot of the kids, all they're concerned about is the ones, the students who are really, really smart.

MH: And they, they're supposed to be well known for their anxiety problems over there.

JM: Mmm hmm.

MH: But, so, you hear about the bussing, and when you go to church --

JM: Well --

MH: or from other students?

JM: Yeah, from the students, because a lot, some of the students come over here for our evening school and then we teach a lot of the kids in summer school, because, I mean it seems as if there's not a concern about the success of the kids over there. African-American kids, especially, a lot of them go to summer school. They fail, so they have to go to summer school.

MH: Actually, that's really interesting, because I know in the articles I've read about Mr. Patteson, that he said that a large -- I'm trying to get this exactly right. I'm not as sure about the numbers, but pretty much a large number of students, of black students, had a least two "Ds" or an "F" --

JM: That's true.

MH: -- and --

JM: We have a "D" and "F" list.

MH: A "D" and "F" list?

JM: Mmm hmm.

MH: And the teachers get this?

JM: No. Only, I get it because--

MH: With the minority --

JM: Right.

MH: Okay.

JM: As a matter of fact I had one. But yeah, and they run it and it has the black kids on that list. But yeah, he was right. And they, we still make reference to the "D" and "F" list.

MH: Has the "D" and "F" list improved in any way since he was principal? Even since he

--

JM: Since he left?

MH: Or since he left?

JM: I don't know because I don't really pay that much attention to it because with my kids, I pretty much, with my AVID kids, I pretty much concentrate on their grades and not the other kids. So I don't really know.

MH: But your AVID kids have improved.

JM: Oh, most definitely. Okay. This is not the "D" and "F" list, but this is the list of all the African-Americans in this school and their GPAs. And actually this is confidential, but I'll just let you kind of glance at it.

MH: Well, I don't really know any of these kids, so I think it's okay.

JM: But if you look at the GPAs, you can see that you don't have a lot of African-American kids that have are 3.0 or higher.

MH: Honestly I think I just counted, like, five on the first page, although there is one student here with a 4.886.

JM: Right, but what's her name? I mean you don't have to --

MH: Poulson.

JM: Yeah, I was going to say her, because I know that's --

MH: But I'm also seeing some that are 0.833.

JM: Exactly.

MH: And most of the ones that I see are two, two point five, and below.

JM: Mmm hmm.



MH: And I see another point 0.833.

JM: Mmm hmm.

MH: I see, I see like three or four of those on this page.

JM: Mmm hmm.

MH: That's kind of unreal.

JM: It is.

MH: There's a two, a zero point zero.

JM: Mmm hmm.

MH: Oh my gosh. And this last page is full of zero point zeros. That's really disappointing, but I'm sure that these kids have just as much potential as any other kids.

JM: Probably, I'm quite sure.

MH: Well, Ms. McClelland, it's almost 3:40, so I'm going to stop the tape.

JM: Okay.

MH: Thank you for talking with me again today.

JM: Oh, I've enjoyed it.

[End of Side 1, End of Interview.]