

- Now show from Mrs. Bremmick, I think would validate some things that Bremmick had to listen to say about our, the leadership in this town, and that leadership has been since everyone that has been reluctant to accept outsiders. And outsiders could be perceived as persons who perhaps may not have been born in Durham, Mass, and been here legitly. But it's also perceived as a phenomenon, I think, of people who have not participated in the Durham community. And for all intents and purposes, there seems to be a point of view among those people who, their leadership, particularly from the forum, or the committee, that you've got to pay your dues in Durham. Otherwise, you know, the kinda support that you perhaps might get in some kind of political race that you might be involved in would all be lukewarm. That's, I think that's one of the real lasting impressions that's come out, that's come from the project thus forth. I'd like to say one other thing, and that's a little bit about the technical side of our project. I think we learned a whole lot from your saying, yes, we went along. If you were able to knowledge what we did, for example, with John Hope Franklin, as opposed to what happened earlier, there is a marked difference in the quality of the product, okay? Now, there are some variables that we could not control. We did not have, in most cases, except for the very beginning of some initial interviews, we did not have a tripod. We certainly did not have the best camera that was available to do this work, as we remember some discussions that we made earlier about the video presentation. You really do need quality equipment if you wanna do this kinda thing. You need to have a setting that's going to be free from interruption. And a lot of times, we were not able to control that kinda variable. And the telephone rang on some occasions, and people had to stop, and all those things were supposed to been taken out of tape as you viewed it here. But there were some glitches in putting all this together as well. So, what we're saying is that, you know, in many cases there were some expectations that we would have, all the things that we thought, we wouldn't necessarily put this together. And very simple kinds of things like a microphone caused major problems for us in terms of, you know, in terms of being able to hear the interviewees talking, all of the clutter noise that surrounds the kinda machine that we have, walk out. So, you know, the point I'm trying to make is that, you know, resources are very important if you wanna do these kinds of things, and you know, we certainly had a lot of that aspect of the project.

- And while Cynthia is coming to the podium, I will read my adaptation of "Go Down, Moses," and before. "Go down, Daisy, way down to Arkansas, and tell old Jim Crow to let my people go. Go down way down in the south, and tell old fathers to let the Hook Rock Nine in a central high school." And it goes on through the 11 Confederate states, and it's here for your viewing after the second group present, as well as some of the photos that we took, including the wall lit, wall water filled evening between Gannett and Marinade. (group laughing)

Cynthia: Good morning.

Group: Good morning.

- What I'm going to do today is to abbreviate to my presentation. What I have here are some of the things

are, which are samples, are examples of what we have found in the community. I'm going to pass these around, and ask that you return them to me because these are off of, most of these are on loan. Sign here. I'm also going to pass out an archival summary sheet, and I'll start on this side, which will illustrate the type of materials that we file in the collections. (no audio) (no audio) And this is a draft of the archive sheet for those people on this side who have not gowned it yet. (Cynthia clears throat) Now, the archival profile that I conducted in conjunction with the interviews, one thing we did- (indistinct) (audience member clears throat) Talked to the people in the community, look in their records if you were allowed to do so. And what I did was to make notes on those forms that you have as to the type of materials they had, the amount of materials they had, and the general condition that those materials were in. Now, the, as I said, the profile sought to do a preliminary appraisal. Note that this was a preliminary appraisal, and we did not look detailed at every item, but we wanted to document where the records were in regards to their location, content, condition, quantity. Primary source records such as business and church papers, newsletters, Bibles, photographs, scrapbooks, appointment books, calendars, reports, and all visual materials. Many plaques and other types of awards were often found. And the current curricula, and scholarly interests have highlighted the need for such primary source materials as the ones we found. Research on the African American experience should not be done separate from the broader social, cultural, and historical phenomenal, and the politics of race in America, because it is central, and it's a part of the real American experience, a part of the African American history. And this research project, and this archival profile is generally conceived as only a mirror of the pressing need for continued research to provide this accurate base of primary source materials that would promote the perpetuation of information that will ultimately aid in the development of accurate curriculum resources. Oh, however, in a research project of this nature, the treatment afforded any one individual, or our organization must be extremely limited. Some points which were of interest and importance often had to be approached only on the surface, or omitted together because we had to reduce the magnitude of this tremendous task to the confines of an acceptable, and manageable summer project. So therefore, this is just, I might say, this is just the beginning. (audience member coughs) We have documented that there are valuable materials out there, we have documented the need that an oral history project for our, and another oral history project for this area with its enhanced your, the primary source materials that you have, and there's a diverse pool of information, and this information is currently in private hands. As a, my approach to the project initially was to go to the library when I had time, to see what was there, and the archives here at the Perkins Library has had some materials on the African American community in Durham, but it is extremely limited. (audience member clears throat) As a result of my travels to the manuscript section primarily, I have compiled a bibliography, which I use as a base of information in approaching the entire project. And that will be provided as a part of my report, and to you also if you're interested in having that. This concludes my auto profile, and if there are questions, I will-

- I would just like to say a query, please, before the questions.

(audience member sneezes) Well, and that is concerning what I wanna say. The disappointment with the support that we have received. And I wanna make it perfectly clear, I came, I attended a Jim Crow school in south Georgia, Vincent Khan Institute. And when it came to Vincent's, just a little thing like a tape recorder. This tape recorder, when I went to Jim Crow school in the south, we got hand me downs. Hand me down pork and beans,

(audience member coughs) hand me down suits, hand me down shirts, and everything. And this tape recorder could document the Jim Crow south in the sense that, I mean, this is just minimal thing, you know, a tape recorder. But one reason that, but for the quality of our presentation was not improved is because believe it or not, the noise came from the tape recorder, the background of the tape recorder. And what I'm saying is, I feel very strong about this, Duke University being the Harvard of the south, supposedly, certainly could afford the minimum equipment, because when you don't provide the minimum equipment, it appears that you do not take us seriously, and what we are doing seriously. And I would just like to make that assessment, and just say that I am somewhat personally disappointed even though I know that our project was large, but yet I don't think that we received the minimum support that we should have received. And I want to make that loud and clear, and tell the group about it, because we do not wanna continue to perpetuate second class citizenship when you're doing projects that are related to African Americans, or anybody who is disinherited. And it seems that this is what the documentary center is doing, and I think that we should be sensitive to that particular point, and I just wanna say that point. (people murmuring indistinct)

- Are there any questions?

Audience Member: Any questions, indeed. This form, and this is a form that they used when you were going with families to parlay the collections-  
(member clears throat)

- It would depend on the collections. Now, that's the individual form that I designed, and as I said, that's a graph 'cause there's some errors on some machines that you have. But he will devise the form according to where you're going. I have three categories, organizational forms, individual forms, and business forms. Because generally, the records that you have at a business will not be the records that you'll have in a private home. The records that you'd have in a organization will not reflect the records that you will have in a business. So, I have divided it into three categories, and that's one, Sam.  
(bell rings)

Sam: I don't have a particular, you know, interest, but say I'm going to someone who has a collection, and this, and they made it available to me, and are you saying that you will assess it for purposes of advising them to put it in certain order?

- No, this is for for your own information, for your information. But in your assessment, if you know that there are certain things that need to be done to the papers, if there are rusted staples, for example, if the papers are mildewed, if it needs cleaning, you can make those recommendations to them. You know, if you know a lot, enough about, well, preservations, (laughs) you can do that. I would advise whenever you see materials that are valuable in terms of the historic information they provide, to encourage the people to make sure that they are cared for appropriately. And I have a little fact sheet on some of the dos and don'ts that I give to people, and I'll share that with you. And also, if you have a, for your instance, you'll be doing golf, right? You'll be talking to golfers. Okay, there are, we can devise the sheet specifically, which will say, do you have trophies, plaques, or awards at golf? You'll look for not only the paper, or the archival type

things, but you'll look for the artifacts, the museum, those types of things. So, your form will, it should incorporate both of those factors, and you can say both of them, museum and capital.

Audience Member: Okay.

Organizer: In the interest of time, we're going to ask Mary and Mary to begin their presentation. And toward the end of our general session this morning in Allen building, if there are still questions reflecting on all of the earlier presentations, we would ask the presenters to be available to respond to those questions, and.

- I guess I can interpret that to mean that we deserve you. (people laughing and applauding) But I would just like to say that on this project, the four of us worked sometimes from seven o'clock until after midnight on doing this, and this represents a lot of work, and it, until 11, it represents a lot of frustration, because we were still at it

(audience member coughing) at what, three o'clock this morning trying to pull everything together, and yesterday we were fighting. (group laughing) (video humming)