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Announcer: Ladies and gentlemen, the Williston Commemorative Committee and WTNT Video Visions proudly present to you, The Williston Commemorative video, "A Salute to our Teachers." (light music)

Diane Emerson: Black education in Wilmington and New Hanover County got off to a good start after emancipation. Former slaves, now freed with few resources beyond their tenuous freedom, focused not on what was denied them, but on what they could hope to obtain. Education was a top priority. During the first 68 years of the 20th century, the Colored school child was educated in several schools in various sections of New Hanover County. Originally, most of the property and buildings were said to be owned and donated by northerners with philanthropic tendencies. Much support was provided in the latter 19th century and early 20th century by the American Missionary Association, which deeded the Board of Education much of the land. Schoolhouses were later obtained by the Board of Education, and slowly the White educators were replaced with Colored ones. Some of the well-known names of early Colored educators include Usteth Edward Green, Mary Washington Howell, Professor DC Virgo, TH Bullock, John H Green, and Reverend ML Baldwin. The first Williston was built on 7th Street, between Ann and 9th Street, during the late 19th century, and started to age during the early 20th century. The United States Congress passed an act conveying to the new Hanover County Board of Education seven entire blocks in the city, lying between 10th and 13th streets, and between Ann Streets and a line halfway between Church and Castle Streets. The stipulation was made that the land be used for an industrial school for Negroes. Thus, Williston Industrial School was built and occupied in 1915. Later, land near the schools was made ready for cultivation. Vegetables were grown, and courses in agriculture, domestic science, and domestic art, were added to the curriculum. The industrial school was accredited on the principal's report, and received a higher rating than any other school for Negroes in the state. The former Gregory Normal Institute was purchased by the Board of Education, and used as an elementary school on the south side of town. Peabody was an elementary school on the north side of town, and some additional small elementary schools were built in the county. They include Blunt, Moffit Village, and Dudley, with other schools in the Riceville Sound and Carolina Beach Road areas. Although these buildings have a fascinating history, the purpose of this film is to showcase the teachers who taught within these buildings. Those buildings were living entities, with pulses, heartbeats, and their life's blood flowed from teacher to student, until the year 1968 when it all died, the year Williston Senior High School was closed. The teachers, industrious employees of the Board of Education, were determined that each child's potential be reached. They all very effectively demanded the very best from each and every student. All of our lives have been touched by these teachers, from the early years through our memorable high school days. This video portrays the teachers' thought and feelings about their special world of education before desegregation. They also touch on the impact desegregation had on the Black children in this county. They all agree that what transpired was desegregation, not integration. Listen, as they portray these feelings.

- [Inez S. Richardson] The past 49 years has afforded me many memorable occasions, many of which a lot of persons in this audience have contributed to, and I appreciate the opportunity which I have had to work with boys and girls. I think that our schools today have the same objective as those of many years back, to prepare young people to be good citizens. Our country depends on them. We in this community depend on them. And it is important that they get a kind of education that will help them to make society a kind that we will be proud of.

- [Lavinia E. Sneed] Teaching for me has been a wonderful experience. I can say that teaching gave me a good full life, and it was because of my opportunity to help develop my students that I feel like my life has been fulfilled. I'm praising the profession of teaching, because it has been the best thing that I have known.

- [Annie P.F. Harris] I worked as a substitute for several years before this vacancy became available, and met a lot of the students, both boys and girls, and fell in love with the Wilmington family. The boys did not take Home Ec, but their girlfriends did and I met a lot of them, because they came by the Home Economics room to taste some of the things that the girls cooked. Also, the boys and girls were visitors at our house, getting pictures made. They always called James, The Picture Man. So every Sunday our house was filled with students coming in just to get a picture made.

- [Mary Ligon Wallace] The schools before integration, was not only a place where children could go and develop their minds, but it was a place that they could participate in music, dancing, sports, shop, and many other activities. When a child finished high school, he had developed a skill that he could earn a living. To me, at that time, the school was a place and a safe place where children, and each child had a special place.

- [Isabell Boney McGowan] After 16 years, the William H Blunt School was built and the principal at that time was Mrs. Essa Miller, and she had always promised if I ever wanted to come home, and if the opportunity presented itself, that she would remember me. And this particular year that I went back to school in Duplin County, I was a little depressed because at that time my mother was not doing all that well. But after two days on on my job, I got this very special call from Mrs. Miller, Mrs. Essa Miller, who was the principal then, and said, we had a little thing together, she said, when I called you, if anything comes up, I'll call you and say that the violets are blooming beautifully. And when I heard that, I tell you my soul just cried out, hallelujah. And I was so glad that I could come home, to be with my mother and still do the work that I feel that I was cut out to do.

- [Olivia Saulter Green] I worked with elementary children for 37 years. Each year brought in a new experience. Every day I faced a new situation. Children are eager to learn, but we have to make it so interesting that they will want to learn, and they will love you and they will trust you for their particular consultant. I love children and I tried to carry myself while I was working here in Hanover County for children to love me. My work started here in Hanover County under Mr. McDonald. I started with him at Gregory. Gregory was a very, very interesting place to work. The experience that I learned while I was at Gregory, helped me all through my teaching career.

Ida B. Randall: All I had to do is to come in the classroom and stand and look at them. Of course I had to use

that little 12 inch ruler or not, because sometimes the children got out of what they wanted to do at home. They wanted to do in the classroom what they did at home.

- [Ezell Juliette Johnson] When I entered the classroom, I gave every fiber of my being towards helping the children to learn. I believed then, as I believe now, that every child can learn something worthwhile, and it is my responsibility to set up atmospheres of learning for all who sat before me, from day to day.

- [William D. Bryant] Integration has been in one vein, very helpful, and in others it has not. And what I mean by that, that there was a sense of urgency and a sense of belonging and a sense of obligation that existed between the student and teacher in the segregated situation. And not only did we teach subject matter, we felt a keen sense of responsibility in getting over to the youngster, the subject matter. We felt that we had a role to play as a good friend, big brother so to speak, or a big sister, to work with these young people. We had an occasion to work with them on the social aspect of life. We taught our young people the importance of responsibility, the importance of being obligated, importance of let's say, paying taxes, which is a very important aspect of life. And to watch these young people develop into real men and women was so gratifying.

- [B. Constance O'Dell] I found a group of individuals, especially the teachers who were really dedicated in inculcating in our students standards of excellence. Of course, this was before integration, or some say, desegregation. So that I lived in a world of teachers and students who just seemed to think that this was the greatest school under the sun. So no matter what they were engaged in, folklore music, band music, athletics, competition, or academics, they always seemed to feel that they had to be the very best because they were representing the greatest school under the sun.

- [Margaret Mack Baham] I just saw a beautiful thing because the community really used the school for recreation facilities. They used the school for dances, they used the school for just everything, and people felt free to go to the school for any time they felt like it, and they felt like it was an integral part of the community. And of course that's how the school was.

- [Leonard J. Green] In moving from Wilmington after 17 years, the most memorable thing I can think of, I'll never forget the day that Williston burned. Williston burned. My class was on the first floor. We went out just as we were taught during our fire drills, and stood in front of the building, singing, "Dear Williston." The kids were crying, teachers were crying, they were falling out and everything. And then by that time when the news got around, that Williston was burning, the parents and citizens all came to pay our respects with us.

Helen Simpson: The devotion was always to mean something that was very outstanding. It gave an opportunity for the children and me to have a formal greeting towards the schoolwork and towards the day. Usually we would sing songs in the morning. We would say the Lord's Prayer and Pledge to the American Flag. And it seems like to me that this gave a sense of direction to start the schoolwork.

- [Mildred Hassell Johnson] My most memorable experience in working in New Hanover County, when I was teaching the fifth grade, we had spelling contest at that time. In the school we had about five fifth grade,

and the person who won the spelling contest would win prizes. My class won first, second, and third prize out of all of the fifth grade. And I thought, and none of them won anything. And that I felt great about that. Now another experience I would like to say, we were interested, my class was interested in science. We had a science experiment one day to make soap. We mixed the chemicals together according to the recipe. The chemicals blew up, and we had to flee the room and the principal came and settled things down.

- [Mable Ford Howard] Well, the schools' role before integration was there was a gap there. We lost before integration, I saw the, what was it, a closeness and the valuable time, I figured the child was getting at that particular time, quality time before integration. The child seemed to have gotten quality time before integration. I would say it that way. And academics seemed to have been up. We did not have as many dropouts then as we have now.

- [Celya Grady Trent] I worked at Gregory School all of the years that I was in Hanover County. I taught the third grade all of those years, third and fourth grades. I enjoy teaching, because the children take you as their parents. And I love children. I guess it's because I don't have any of my own, but I enjoy children, we have a lot of fun. But in the classroom the lessons come first. I haven't ever had any trouble with a child nor a parent, because I treat that child like I would want someone to treat me.

- [Margaret Grady Green] I was a home economics teacher at Williston Senior High School from 1950 until integration. I guess I was much more than a teacher because back in those days, every time a football team went on the field, I had fed them. When they dirtied up the uniforms, I washed them. I was the school nurse, and I was a whole lot of things at Williston. But it wasn't bad. And I have some girls who graduated after having spent time with me that I'm especially proud of now. Some of them have followed me into the field, some of them have taken other things. But when I see them now, they tell me how much they love me. I appreciate it. I left Williston and I was sent to Roland Bryce Junior High School, was quite a transition from mature junior and senior high school girls to fidgety seventh grade girls. And then they gave me classes of boys. This nearly threw me, but we made it through to retirement, and I'm happily in retirement now.

- [Lethia Sherman Hankins] I came back to work in New Hanover County at Williston Senior High School beginning the school year 1959, 1960. It was an exhilarating experience for me because I had always looked forward to coming back to the school that I loved so dearly. One of the most traumatic instances that I had in my experiences here in New Hanover County was the actual closing of Williston Senior High School. It was traumatic in that I had to adjust to a new era, a new period. I had to adjust to a new society. And I don't think I was quite ready for that. I learned to accept the transition, but it was a very, very traumatic acceptance, and it was a kind of thing that I, kind of experience that I doubt that I shall ever forget.

- [Juanita Hatcher Davis] My most memorable experience was that of teaching in a two room schoolhouse in Castle Hayne, North Carolina. There we had to make fire in the morning, on a pot-bellied stove. The children often sat in their coats until midday when it was warm enough for them to remove them.

John C. Newkirk: I just don't feel like that the teachers in the school today feel as close to those kids as we did when we were in the segregated school, because they can't feel it, unless they have had the experience

that the Blacks have had. That's the only way you can experience something or get the real feel of it is actually to be a part of it. So we gained some and we lost some, and I don't know which one outweighs the other. Now the schools now are trying to provide the things that they feel like the kids need to be successful. But there's a difference in providing and implementing it. Now you can put all the tools before the teacher that you want to do the job, but if you don't have the teacher to use those tools in the proper way, the tools are going to be just a waste of time.

- [Lillie Mae Newkirk] I felt in, we made Buck School for six years, and Gregory School for six years, and Mary Washington High for four and John D Blair, one. What some things that had to do to be on the call. My duty was to see that some little kids in the class need jackets, small children, and some of the kids in the class needed shoes, and clothes. And sometimes I would help them get what they needed to in order to continue in school.

- [Gwendolyn Lowe Robinson] My philosophy then hasn't changed too much, for I feel that my responsibility was to teach all of the children. However, during that time, before integration, all of the children meant all of the Black boys and girls assigned to my classes. I did with pride and I endeavored every day to instill in the boys and girls under my care the values that were instilled in me by my former teachers. That was, that all children can learn, that you can be whatever you want to be. Now that didn't come easy, even though during those times when all little Colored boys and girls went to the same school, mothers and fathers worked as they do now. But there was just a difference in the attitude of the parents towards what teachers could and could not do. But during those times there was nothing that teachers could not do. We could discipline the children when we felt that they needed it. We could keep the children after school, and make sure that they learned the lessons for today. We could visit within the homes without fear of any kind of retribution from the home, from the neighborhood, or from anywhere in the community. But times changed.

Elfenia Harris: I feel that some of the main problems now in the school system, a number one problem I personally feel is the discipline. I feel that children should be taught to know how to act. And this does not begin at school. It begins in your mother's lap, or even before that time. Children will have to learn to act, know how to act early in life.

- [Katie Jones Smith] Finally, they introduced the students at Williston to this program which taught marketing and distribution of services. The students became very interested in this endeavor, and I do believe that it sort of geared them away from preparing themselves for the traditional careers. Prior to integration, the Black schools were committed to educating the total child, and they offered a lot of things other than just the traditional courses. I remember when the students completed the requirements to become affiliated with the National Association of the Distributive Education Clubs of America. I remember when parents and citizens provided the necessary support and training to help them succeed, all of which have made a difference in the lives of the children that I taught.

Ernestine Obee: The message I would like to leave with my former students is to visit the school, go out and see what your students are being taught. If you visit the school, you will know what's happening. Help the

teachers in any way you can. Always be available when they call you, and do the things that you can to help your child.

- [Geneva M. Devane] I had some ups and I had some downs, but I always put God first and I came out on top. If my children was out here watching me now, I would tell them to try to be somebody, and stop running up and down the road grinning, and making a, I want to say what, and making a fool out of themselves, and let them always say, I'm going to be somebody. I'll try. And if you try you will never be a failure.

Johnsie Lowe: And during those days we had to buy a lot of our materials to use with the children, and most of our work was put on the blackboard. And the children were very cooperative. We didn't have a lot of discipline problems during those days. We did not have any teachers to aid you at that time. And sometime you had as many as 40 students. The material was very limited. And we used a lot of old books that came from White schools after they had used them for a number of years, and they got new publications and we received their books. And also some of the desks that were used were from the White schools also. And I would say that the parents were very cooperative. They came to the PTO meetings, and we had many children to go on and get scholarships. But when we went to the White schools, and witnessed there so many different students, and there the children did not have as much specialties as they did at the Black schools. And for that reason, many of them did not receive as many scholarships as they did during those days.

- [Lucille Newkirk Davis/ Deceased] And later years I came to New Hanover County and I worked here. And during my stay here, I see 'em come and go in integration. We used to have secondhand books, and the books would come down. But after integration we got new books, children had new material. You know, at one time we used had to rent our books. These people been, yes, of course you'd rent the books. But later years they would give the kind of give books, but you'd have to any damage, we just pay for the damage. And the books, books we would get after the White children get through with 'em, they send to the Black schools. And if you tear one or two pages, you pay the damage fee and then they pass 'em on the next grade there. My message to the former students, I hope I created something in them that's been carried through life. Honesty, and manners, and Christian life, too. I think the closeness, if we get closer together, I think we're better. The parents and their children and teachers need to get closer. That's one thing I feel now. That closeness means a whole lot, too.

Ethel Bernard: So this happened the year they built the Rosenwald Schools, and it was a two teacher school. That was the first year I think they had two teacher schools in New Hanover county. And of course the old lady, I mean the lady with experience was a principal, and I was the assistant. And of course the children were, they were humble but not prepared for life. And I don't know, I thought it got along nicely. But in the end I think maybe I was just out of school, you see. And I didn't have to ask too many questions with integrated people. So I don't know whether that's why. So however, she didn't hear too much from the young kids.

- [Esther Mallette Thomas] Our most memorable experience about working in the Black school, which was

Gregory Elementary School, was I had to do with, with me, with myself in terms of what I had to offer to the community. There was togetherness, working with Black teachers. There was a sense of need from the community. Not only did they need you, they wanted your help, and when you need something and want it, and that gives you the inspiration to go that extra mile. And I did that often, keeping children after school, not so much as punishment, but to help them given that one-on-one that they, that they needed.

- [Edward W. "Buddy" Hatcher] I'm a product of the New Hanover County School system, having graduated from Williston Industrial High School in the year of 1944. I was fortunate enough to be named principal at William H Blunt School, to serve out the term of one of our noted educators, Mr. Fred Williams, who passed. I stayed at Blunt for two years, returned to Williston, which was then changed to Gregory Elementary School. And I remained at Gregory Elementary School for a period of 20 years as principal. I was able to work in the segregated school system of New Hanover County for approximately 16 years. And the majority of that was in the area of teaching, and as assistant principal.

Robert J. Floyd: I came to Williston Band as a former band student, having gotten out of school, and instrumental music, and looking for a place to start as the director of bands, I was approached by the former principal, FJ Rogers, the late FJ Rogers who was looking for me or looking for a director and was sent to me. And after some talk interviewing, he accepted my application through the Board of Education. And there I became the band director for a band that I used to be a former student there. So we started with what we had, and we began to develop a personality of our own, with the cooperation, in some instances, of the former students. They were able to enlarge the band, get uniforms for it, because at that time they were known as a ragged group. And after many attempts to raise funds for uniforms, and to get needed instruments, the band began to develop. my ambition was to try to make it as good as I possibly could. Even at some point, the students didn't like my methods. I was known as a old meanie. Through time and hard work, and in some cases the begging the school board for funds, we were able to get to a point that I thought was, I could be proud of 'em. And the community itself began to feel proud of the group. The band students began to feel that they were accomplishing something, and we worked at being the best band we could be.

- [Faldenia Hankins] My first experience in New Hanover County was sub, and I subbed in all of our schools in New Hanover County, before I was asked to open the first train of a mentally retarded class in New Hanover County. That class was made up of 10 children. Six of 'em had been to school before, came out of classes. And the other four, they picked up in the community. They had never been to school before. I had one little boy that was 10 years old and had never been to school. And my first day at school, when I went in there that morning, the first thing I saw was a long table for 10 chairs, the teacher's desk, and one potholder loom, and two big bags of potholder string. And that's what I had to teach with. So I had to just make my own school.

Melvin Thompson: I taught at Peabody School. I came in from Luray, Virginia, which was very happy to come back home. And my experience was to work with the children in Peabody and the school that I went to when I was in elementary school. And the children always thought of me as a fun teacher, because I always taught them to enjoy themselves as I enjoyed myself, and as I taught I also could look at the children and I find they

like certain things. I would change my way and method of doing things and did things that they would like to do for a little while. And then I'd get back on the lessons. I really enjoyed my years at Peabody, because of the fact that it was a school which most of the children was small age in fourth grade, and I thought didn't relate, but they did relate, and most of 'em tend to like me because of my personality and their personality. And I always had fun with children and worked with them closely. And I hope that all the years I've been teaching through the New Hanover County system, I taught the ninth grade. And I found that most children like me because of my attitude, and because I taught them to be positive. And I always look at the children just as I looked at myself when I was a child, I know that children will react, might make mistakes and whatnot, and I always relate to that, and they always like me because I always intend to never say that a child is wrong. But I try to correct them and try to show 'em there's nothing wrong with being wrong. But I like teaching and I've really enjoyed these 32 years I've been here in Wilmington.

Claude Blair: My name's Claude Blair and I started teaching in this business in 1960 at Williston Junior High School. And from the very first day, when you walk into the classroom, and the next 180 days, you know that you have something like 30, and back in those days, probably 35, 40 different personalities. And you're going to have to treat each one of those personalities, you're gonna have to work with each one, one-on-one. And back in those days, I believe the expression one-on-one was probably unheard of. But I knew even then that I had to work with each one, and make each one feel they want to go to school. And of course I lost some, some still dropped out. Back in those days, and I guess even now, there was something attractive about dropping out and getting a \$15 a week job. And I think in many times it was probably the teacher's fault. Not always, but probably the teacher's fault many times, because the teacher was not meeting that child's need, and the child was saying, oh, what the heck, what's the use? I'm beating my head against a stone wall, and I making straight E's. And so why not drop and get me a job? So I think many times the teacher has to take that extra step, go that extra mile, and too often we don't do that. But I like to think I did. And of course I have plenty of 'em that have gone on to become quite successful. Plenty of doctors, plenty of lawyers, and I guess I have some represented in every profession. But again, I lost some, and I guess maybe you can't win 'em all. But I'm proud and I stick my chest out when I see those that have been quite successful and wish that I could have gotten more.

Sara M. Ashe: I taught at Gregory School during the school year of 34-35. I went back to school and when I finished, I went to Peabody School, there I taught for 30 years. I was before we had libraries in the school, librarians in the schools, I acted as the school librarian. And the last 11 years, I was the librarian of Peabody School. I had to go beyond the call of duty. We did home visits and we would find some cases where children really needed help. We gave them all the assistance that we could. We visited, what we found, we would report and then we would take it from there and help as much as possible.

- [Louise Smothers Craven] And during that time there were some children you had to pull and some children you had to push. But now you see them, they're going on and they're doing well. They're working in various states. I look at them here, I have heard two beautiful, they're doing beautiful jobs around the city and around other places. So I can say that I achieved something. I taught French for a long time and could see those children progress, start with one word or two words and then they moved on into sentencing and whatnot. It was almost like the first grade, but it was quite enjoyable.

- [Marvis Waddell McCrimmon] There was a strong sense of camaraderie, professionalism and lots of caring among colleagues and parents. We knew that we had to establish high standards for our Black students, and give them the best education that we had to offer. We were repetitive in reminding ourselves and the students that we had to work harder than the majority race in order to be the best that we could be. As a result of our having done that, we've had Black students to reach high peaks in their careers, in their lives. Black teachers have always been concerned about educating all children, not just a chosen few. We find that in our community a bit of this or a portion of this is beginning to sort of diminish. Our Black children are now being set aside, ostracized, and not being taught. I do believe that this has happened because of some forms or some portions of integration. Therefore I believe strongly as a Black teacher, I find that all children can be educated. I strive to do this on a day-to-day basis, and I hope each of my other colleagues will do the same.

- [Beatrice Joyner Waddell] Once I left Shaw University, I ventured to Fairmont, North Carolina, and then to Eatonton, Georgia. From there I came back to wonderful Wilmington, North Carolina. I then journeyed to Gregory Elementary School, Mary Washington Howell, and Riceburg Elementary School, where I met so many nice parents, girls and boys. I tried to be a role model to my children, such as some of my teachers had been to me, such as Mrs. Fanny White, Mrs. Anna King, who has passed. And Ms. Lofton and Ms. Ellis Williams and many more. Some days we did nothing but just sit and had good talks, as what to do to be good students and how to take care of our school. We talked about not running up and down the hall, about not throwing paper on the campus, talking quietly in the lunchroom and many more nice things. And of course it just did me good to see how some of them really followed the things that we did. I gave them stars for being good pupils. And now sometimes when I go in the street and the stores and to the mall, I see some of the pupils that I taught, and of course they just make me feel so good to see that they have grown up into worthwhile adults. They are now good citizens and doing well. And it just made my heart feel so good to see that I have touched some of them.

Lela Thompson: I worked during the segregated years at Mary Washington High School and also at Williston. I'm now approaching my 25th year of teaching, and I just would like to recall some of the things that I've tried to help students with. First of all, I would like to welcome the friends and family who have come to try to pay a special tribute to the educators. And I'm proud to be a part of that distinguished group, because we as educators, I'm sure, have tried to help children to learn and to survive in today's world. Through the years I have tried to help build up their self-esteem, and try to help them learn what they're gonna have to cope with in the world.

- [Juanita Wheeler Cliette Smith Williams] I taught at Peabody School for 15 years. I remember very well one year I had one class for two years, first and second grade. This class I was very proud of, because they made a TV production, which was recorded at Hemingway Hall, and was televised on the education TV channels in Wilmington. These little children were very lovable, and they grew up to be very smart children. Most of them are now in professions.

- [Mamie B. Williams] I was a teacher at William H Blunt School for the first 12 years of my career before they

integrated. I am pleased and delighted to be a part of this commemorative celebration in honor of the teachers who taught so long, hard, and diligently, in the Black schools of New Hanover County. Teaching was the most rewarding and the most challenging of all the occupations that I've ever undertaken, because it gave me a chance to be a part in the molding process in the lives of many boys and girls, during the 33 years of my service. I love teaching, and even though I retired, I still do all I can to help some boy or girl to make their way in this life of ours. May the Lord bless each and every one of you, and keep this in your mind, and this is to all the students that I have taught wherever you may be, whether you are old now, young or in your middle age, let the Lord direct your path, and let Him bless you continuously from day to day. Thank you.

Rosella Bellamy: I've taught 31 years in the public elementary schools, 20 years as a first grade teacher, 11 years as a second grade teacher. My aim was to build a solid and firm foundation. Making learning is so attractive that all children would want to learn. Out of those 31 years, I have worked 17 years in an all-Black school, 14 years in an integrated school. I'm glad I got that experience. It was a learning thing for me. I've learned so much that I can't really express it all, but it did help me to be able to make a good comparison and an evaluation. I would be very specific if I had the time, but since the time is short, I cannot elaborate. I want to say to all of the pupils that I have taught, and especially those that I have met since I have taught them, I'm proud of the progress you have made. Some of them have turned out to be doctors, teachers, lawyers, preachers, and just numerous nice things in the walk of life. And I'm so glad that I have done something to make your lives much better.

James Thompson: I was working in the office, Professor Rogers was principal there, and working in the office, and I worked up to becoming the music director for the Glee Club. We organized the Glee Club, and the Glee club became quite outstanding, although they were not musical at that time, there was no specialty in music at that particular time. But we made it a specialty because we made a choir that traveled all over the country, and besides traveling all over the country, they had coast to coast radio broadcasts similar to college choirs at that particular time. And that was a rarity for high school choirs. But anyway, they became quite famous, and we tried to put Wilmington and Williston High on the map. So I'm still in the music field. I do feel that my beginning though was at Williston High School. It wasn't Williston Senior High then, it was only just Williston High. And I do feel that that was quite beneficial to me, and started me in a great way onto my music career, that I've been able to do from years to years. Now, I've been told that I've been called a legend, because of the work that I did, I'm sure, but it makes you feel good to know that the work that you've done is actually recognized to the extent, whereby they refer back to you for so many years gone by, and that it has helped maybe the school, Williston High, which was Williston Senior High for so many years. Because by putting Williston on the map, we put Wilmington on the map. And by putting Wilmington on the map, you put the Black community on the map, and during that particular time, as you know, it was segregated schools. And of course we would make many programs that for the White schools and the White organizations within the city. And of course that to me that would bring together the Blacks and the Whites in some manner, musically especially.

- [Williemae Graham] I taught at Gregory Elementary School, from '63 to '71. There, I hope that the boys and girls achieved something. I started with the lower group, the first grade, those that had been retained

several years, and I worked with them, and it was a very hard task to keep even their shoes on them. But I hope they gained something from my working with them.

- [Mary Quick Moore] One of the things I remember most was my first year of teaching very hard, discipline. I was hired as a first grade teacher, but when I got there I was given a fourth grade with 23 boys and 14 girls. I cried many nights, came home every weekend, then I decided that I had to be stronger. I was gonna give it up. I didn't, I said to myself, I'm going to fight this battle. And I stayed.

- [Katie Hooper Foreman] Do you think that integration has happened?

- [Lorena Breeze McBroom] Well, it gave us a chance to learn about other races, to work with other races, to understand them. And I think they had a chance to understand us. But I do think it hurt us in that we all started our schools. Where I'm from, they closed the school, closed our school. It was only six years old, and now it looks as if they don't have too much school spirit, in general. And we don't have parents working in PTAs like we used to.

- [Katie Hooper Foreman] Dedication was one of the main things I think they expected us to have, and it seems as though the teachers at that time were dedicated at things that aren't really these days.

- [Mamie Brown Harris] When I think of the schools now, and I wonder and the question might be asked, what was your role in the school system? During the time that I taught, I thought of my role as a counselor, a nurse, a teacher, a guardian, and any other role that came to pass. We tried to fill that role. Today, we have our children in an integrated situation. It's hard to say yes or no, if the question should be asked. I would say it has helped in many ways. Our children must live in an integrated society, therefore they should be integrated in the lower grades, so that they can become accustomed to living and sharing together with their classmates.

- [Eunice Neal Boykin] A spring morning, Dr. Hay Bellamy, who was at that time secondary supervisor for the student system, came to my classroom along with our late principal, our principal, late Mr. Washington, and he said he had something he'd like to tell me in front of my principal and class. And of course I didn't know what to think. I had no idea as to what he was going to say. But he said, "My wife is a Spanish teacher at Wilmington College." And he said, "Two of your students, one of whom is Ernest Fulbright, excelled in Spanish over there. And they were such good students, she wanted me to know that. And she said, please send us some more students like that."

Alice R. Hines: In the beginning, a class of students, I always tried to have a very attractive room. I always wanted something in the room to appeal to each child, something that was conducive to learning, something that would bring the child entertainment or a type of joy. And at the same time it would be accomplishing some type of education. We worked together as a family. We shared so many things together in the classroom, but we had a lot of love, understanding and kindness. And too, we had the support of our parents. That made a great impression upon the class. The parents added so much to the success of one's teaching.

- [Jeanne Barksdale Keith] I taught history and English and whatever else at Williston. Some of you may remember me. Memories in the corners of my mind, bring back the days when we had pride in our schools, bring back the days when we offered subjects that students could use once they finished high school. I'm thinking now about a young man who graduated, and as he brought the bus to Washington DC. he said, "I've got a diploma and I've got a trade." These trades that we taught at Williston enabled many of our young students to go out into the world and make a living. Today, the schools don't offer those trades, and many of our young students are not able to go above high school. I think this contributes to the crime that we see, particularly among our young Blacks. At Williston, we had discipline, and we disciplined you because we loved you. Today, as I sub in high schools, I don't find the discipline. I don't find the caring and the sharing that you should have in our schools.

- [Elizabeth Green Holmes Saulter] One of the most memorable events I think was when my 9th grade students gave me a surprise party at the end of the school year. Things of course now are quite different. I don't think our children are as close to their teachers as they used to be. I don't think that the children that I, and I'm working in a tutorial program, in which I'm coming in contact with children that are in school at the present time, and they lack so many things that our children at that time did not lack, such as manners, coming in saying good morning, and being respectful to older people and to each other. They are lacking that in almost every instance that I can think of, as they come into the hour to the tutorial program, nobody says, it's always a yes or a no and I guess we just aren't used to that, no Ms. so-and-so or yes Ms. so-and-so. And that's one of the things that I'm quite concerned about as far as our children concerned, the fact that they, even if they learn the ABCs, they need to learn some of the other things that go along with it, if they're going to make it in life.

- [Coach E.A. Corbin] On a Friday night, I think it was '54, '55 or '56, somewhere in that area, New Hanover won the championship on the Friday night, state champs for the White schools, and Williston won the state championship on the Saturday night for the Black schools. That was one of the key incidents I recall. We won several champs right along, state as well as conference titles, and we were the baseball champions three different times. And we had an excellent group of athletes, and there were some academically. If the two schools had been combined, there's no telling how far that the team could've gone. Now I find that a lot of the students are spending too much time in athletics and not enough time in academics. That's why so many of our youngsters are failing. They want to bounce a basketball every time you see them or go some other place out there, but they don't want to spend any time in the libraries or in their studies. And I think that's been a downfall for our kids in the last few years or so. Incidentally, the transition from one school to another I think has helped our kids. They see a new, another culture, and the youngsters that they associate with see our culture. So it's worthwhile for both groups that we integrated.

Lydia Howie: I saw my role first is that of a teacher, which was my reason for being there. I tried to also be a friend to students, and to serve as a motivator, a friend when they needed somebody to talk with, and to motivate them in any way that I could, to be successful in my subject area, which was biology. We took into consideration the individual differences, realizing that every student does not achieve at the same rate or the same time. But also believing that every person, every student could and should realize some success in

the classroom. Certainly we could not live productive lives in an integrated society if we were not exposed to integrated educational situations. But I also feel that we have lost a lot, primarily in, certainly students in leadership roles. There are few opportunities for students to perform as leaders and to get that background that they need to function well in the productive society. Parents have also been affected, because there is the lack of parental involvement that we had in the segregated schools. There are other areas, but I think those are the primary ones. Needless to say, overall the emphasis has shifted from being the best student that you can be, to some other concerns.

- [Gertrude Lomax Evans] And my thinking it one night, something came to me, he said, "Oh, you know, you remember you read something about persons sometimes make noise is because they want attention, or they feel a sense of low esteem, of self worth, maybe that's it." I said, "Oh, perhaps that's it." So I planned to give those students something responsible to do, a job. I began to assign, make assignments that were very important to them, and occasionally sent them on errands. I noticed that the attitudes changed, they became interested and they were helpful of students in the class. Very pleasant. And actually later on in years, those students became achievers, honor roll students and winners of many competitive events. I said, that's the answer, finding out what the child needs, learning the child, and then you can teach that child. So often maybe we are specializing our teaching in certain fields that we forget that we're not teaching only subject matter. We are teaching children who have different attitudes, different backgrounds, different interests. So we learn the individual and teach the whole individual.

- [Mildred Story Washington] I think textbook learning is good, but there are many other values in life that young people need to be instilled in them, or to have instilled in them, respect for authority, respect for property, respect for other people's property, preparation when you come to a job. I kept before them, that courtesy is the oil which prevents friction in our society. And to be good people in society, they needed to take a very serious view of their education. With this in mind, I reminded them that school is a business, for both of us, and my business is teaching and your business is learning. And I think they understood that.

- [Fannie Penolope White] Well, to me, my most memorable experience was what I felt and still feel that I did for children, the slow learners. I was given a class in the 9th grade, and they were very, very slow. But I closed the door and told them that everybody wasn't born smart. Neither was I, I'm one of them, but talked along that line, I said, "but the first thing, you have to behave yourselves, and if you behave yourselves and do what you can, I will be with you." Well I'm proud of what many of them did. And well, the faculty and principal made me keep them the four years in high school said I had spoiled them.

Hazel Mallette: It's unfortunate that some of our children go through school and don't have any contact with the Black vision. But you know, I have seen children, Black children, prosper in spite of that, because of their attitude and their parents' attitude, and they were lucky enough to get teachers that were interested. All White teachers are not there. You find that you still find old Jim Crow there, or you did up until I retired. You'll find it there. But, it's a give and take situation. And when I was sent to an integrated school, I was lucky enough to get in a group. The principal had paved the way. He let them know what to expect, and if you can't do this, maybe better let me get you another job, because these teachers are gonna be here, and they are gonna be treated with respect. So we didn't have any problems along that line.

- [Georgia Bell Pierce] Well integration helped in one way, it was one of those things we had to do. So we had to accept. I saw them as my own children, 'cause I loved them and to work with children, you get somewhere you've got to love them, and you've got to, you got to let them know that you were close to them. And I felt this like they were my, anytime, even after they would leave the classroom, if I would see them. I still say today, that is one of my children.

- [Edna McNeil Harris] Well the most exciting thing that happened during that period, was attending a session on problems of desegregation in North Carolina, as sponsored by the University of North Carolina at Chapel Hill. And that particular program, three teachers from Williston were, first of all, recommended by the superintendent to attend the school. The surprising thing about it is that after we came back, it never was mentioned by any person. Nobody asked us to report what we found out, nor what we could do about the situation in our school, though the summer session itself was very, very interesting. We did go deeply into motive, feelings, of both White and Black students when they were integrated. The subjects I taught for the most part were general science, physical science, math, algebra. I did find when schools were desegregated a few different ideas or practices, the things that we had always done in the Black high schools, that is on the teacher level, were not done in the White high schools. We had to keep records, filling on the accumulative record folder, and do a great deal of other paperwork that was not required of the White schools until desegregation. They were quite upset about the fact that the office staff no longer did their recording of grades and so forth. I really liked teaching most of the time I was working, and most of the time I worked, I was looking up at my students, because most of them were taller than I. However, in the first year of teaching, along with the persons who had taught me, a number of students decided to be my bodyguards or persons who are going to see that nothing happened to me.

- [Lucille Simon Williams] Be able to be up on my wall. But I'm glad that the children are honoring the former teachers at Williston, and I appreciate your coming, and I'll do the best I can to give the information that I have, that I can remember and those that I can't remember, these younger ones will have to remind me. I'm more than glad to have you come see me, if it was to make me talk some more. When Mr. Bergo came here from Jamaica in the West Indies, there were only about seven grades at Williston. But he saw the need for Negroes to have a high school in Wilmington, because we did not have a public high school. But Gregory Normal Institute, under the AMA of the Congregational Church, had a high school. And when our children would reach the 7th or 8th grade, they were transferred. Those that were going on through to high school transferred to Gregory Normal Institute. But Mr. Bergo went around from house to house, and would have his teachers go around every summer and beg enough parents to send their children back to Williston so that we would have an 8th grade, and they would have to do the same thing that next year to beg enough parents send the children back, so they'd have a 9th grade, until he finally had a 12th grade. And so in 1923, Williston graduated its first graduating class from the 12th grade. William Boston, Fannie Story, Lula Gray, William Harry, Louise Thomas and Nana Hope were the first graduates of Williston Industrial School, it was called, because it was originated as an industrial school. This farm to the farm, all that the old community hospital building was, was a farm, and the boys, as part of their high school training, had to take farming, and work on that farm. Numbers of parents didn't like it, but Mr. Bergo saw to it that the boys worked on the farm, and the girls, of course, preserved and canned vegetables, and all they were raised on the farm, out

there where the old community hospital building was on 11th Street. And that land that Williston was on was given by the federal government for Negro education. But in later years when they wanted to move the old community hospital building from 7th Street over to 11th Street, Dr. Burns and Laurie Bell went to Washington and got the charter changed so that it would be for Negro education in general, which made it possible for them to build the new community hospital building on 11th Street, on part of that land that was first given for Negro education, extended from Ann Street to Church, and from 10th to 13th. Now the new building for Williston, we moved into that building in '30-'31. It was my first year of teaching. And we were told when we went home for Christmas to pack all our belongings up in boxes, and leave it in the room so that we wouldn't go back to the old building, which became Williston Primary. But we were going to the new building, which was built at 10th and Ann, and we received, the county did not have money to build an auditorium, but Dr. John W Davis, who worked for the Rosenwald Foundation, was able to get an appropriation from the Rosenwald Fund to add to what the New Hanover County education had, so that we would have an auditorium. So that is how we got an auditorium for the new building. And Dr. John W Davis was a Negro, a Wilmington man, a Negro who worked with Rosenwald Foundation, who was able to get enough money from the Rosenwald fund to build an auditorium for the new school, which we went into when we went back in 1931. But that building burned May 6th, 1936, burned. And then children had to go to school in different churches and commencement had to be held that year at the Thalian Hall, which was then called the Academy of Music, which is now Thalian Hall. The new building of Williston, after the burning of the old school, was built on the same plan, with the same rooms and same auditorium and all as the old building had been. The Williston Junior High School was the senior high school before they made, used it for a junior high school, the present junior high school was a senior high school. Now in 1930, when I came back to teach, I had graduated in 1930 and came right back to teach at Williston in 1930. And at that time Mr. Fred Rogers was principal of the senior high school, of Williston Senior High School. And when they moved out of that building, it was in May, when the Supreme Court decision was passed in 1954, they moved into this what is now the junior high school building. And we stayed there until, in '68 when Williston was closed, for integration, part of the children went to New Hanover High School, and the other part went to Hoggard High School. And those were stormy years because our children felt like they were in a foreign land. Foreign strand, thrown away, because that building had been, that school had been closed, and the other children felt like we didn't belong there, because they had been taught that you didn't belong there. And those were stormy years, very stormy years. That was my last year to teach anyway, because I was gonna retire. I was gonna be 62 years old in that February when I moved to Hoggard High School. So I did my last year teaching at Hoggard. And retired in 1969 from Hoggard High School. Our students always, colleges were glad to get Williston students, and Dr. Leonard Robinson who was at that time then a faculty at A&T college said, You remember A&T used to give a national examination, and from that examination they gave scholarships to A&T College, and when they would be correcting the papers from all over the country that had been sent there from the A&T examination, Dr. Robinson said when he would come to a Williston student name, he said, "You don't need to correct that paper. You know that Negro is going to get a scholarship, so there's no need to even correct his paper. Just go on and give him a scholarship. You don't even waste the time correcting his paper. because you know if it came from Williston, he's going to get a scholarship." Which they did. And I don't quite know now what has happened, that our children are not receiving scholarships to prestigious colleges anymore. I read and all about some scholarships being given, but our students are not getting them anymore, and I don't know what has happened, or something has happened that our children

are not getting scholarships like they used to get to the prestigious colleges anymore. Now what it is has happened, I don't know, but something has happened. I don't know whether the interest had been lost, or whether they're not getting the motivation they should have or what it is. Mr. Rogers retired. When Mr. Rogers retired as principal, he became the principal of the College, of New Hanover College, because at that time they had separate colleges for Negroes and Whites in the county, and the Negro college, Wilmington College, met over in the building on 11th Street and Mr. Rogers was the principal of that college, after he retired as principal of Williston High School. And after that he retired as principal, as President of that branch of Wilmington College, which met in the evening at Williston. And Mr. Washington became principal of Williston Senior High School. He had been principal of Williston Primary, but he became principal of Williston Senior High School, I think it was in 1954. In 1954, Mr. Washington became the principal of Williston Senior High School, and was the principal there until he retired in 1967 or 8, when he retired as principal. I found out after some years that they had nicknamed me LS, because I was Lucy Simon, the reason my initials were LS Williams, and of course the Big Wheel. So they called me, not knowing that they were calling me that, LS and the Big Wheel. Sometimes you would go down the hall and when you'd get way down the hall, they'd yell out, Big Wheel, LS, but they would be sure they'd be outta my reach when they would say it. Well, I can't recount any experience that I would call my worst experience. My experiences were all, I would say, pleasant experiences. I loved to teach, and they pretended they liked to be taught by me. If they didn't, they didn't let us know they didn't. But I couldn't recount any worst experiences that I had as a teacher. My experiences were pleasant experiences. I love to teach and I love to see my students do well. No matter what field they went into, or what they did for a living, or for a livelihood. I've been asked by one of my former students, did I know that I was considered a legend in my own time? I didn't know that until I retired. One of my students, Tom Gerald, wrote an article in his paper about me, and he said I was a legend in my own time, whatever that means. If I were going to give a message to my former students, I would tell them to be true to themselves. Be true to yourself, and love the work that you are in, because if you don't love the work you are in, you are not successful, I don't care what it is. You have to love it to be successful in it. And my message would be love whatever you are doing, and do the best you can every day that you can.

- [Jeffrie Williams Swain] Integration to my mind, in some cases it hurt the children and some it helped them, because there were a lot of dedicated White teachers too, just like there were a lot of dedicated Black teachers who were concerned about the interests and the needs and abilities of the children. And I find that I worked on a floor with White teachers, who were very dedicated. They stayed there and got the work out the next day, and then there were Black teachers that did the same, and then there were some who were just waiting for the bell to ring, so they could get their books and get out of the building. But I couldn't do that. It didn't allow me enough time, so the janitor told me one day, I'm gonna lock you up in this place.

Ernest A. Swain: I taught in the public school system for 35 years, five years in Rutherford County, and 30 years in New Hanover County. The first 27 years of my experience was at James B Douglas Schools. All of this was before integration. The last seven years was at William Booker School, in a very integrated situation. I don't really know how to begin to talk about my experiences. First of all, you mentioned whether or not I felt that integration was a good thing or whether it was a not too good thing. I have mixed emotions about that. Never openly thought about it. There is no doubt that we had many, many more opportunities in an integrated situation. We received many, many things that we did not get while we were in a segregated

situation. I have referenced now to supplies, equipment. I have reference to respect really, that we got in an integrated situation that we did not get in a segregated situation. I believe that some good has come out of this. I also think that there has been some disadvantage, especially to our children who needed the extra attention that they were able to receive from teachers in the segregated situation. There were many, many ways in which the Black teachers were able to help Black children then and were happy to do it, to help them, than they received in an integrated situation.

- [Allene Thompson Drain] I've had quite a number of memorable experiences. I can remember at Williston during the civil rights movement, a group of students walked out of Williston to march down to City Hall during the time of the assassination of Martin Luther King. I felt compelled to walk with them. They had pride and they gave me pride. I can remember very well one of the White teachers at the school at that time, standing next to me and she said, "Do you think they will mind if I walk with them?" That was Jean Taylor. I said, "I believe it might be a good idea for you to walk with them." And so she walked with us down to City Hall, where we walked back in a group. The whole thing was organized by one of the teachers at Williston, at that particular time. I don't think I would take anything for the experiences that I have had at teaching.

- [Gladys Whiteman Baskerville] Well, I should think that I, the first thing I think you need, dedication, for anything that you do. I think you need commitment for anything that you do. I think you need to establish priorities. When you establish priorities, you are building yourself. You are building day by day. Another thing I think, you need to do something on matters. Today, matters is almost a lost version, and that I think we need to have. And another thing I think, let your word stand for something. If you say you're going to do something, do it. If you don't feel that you're going to do it, then don't make any commitment. But if you make a commitment, keep it. To my children that are in the audience, let me say first that I love every one of you, and wherever I meet you on the street, I may not remember your name, but as soon as you give me your name, I not only remember you, but I can almost put you in the seat that you occupied in my room, and I always say have a goal to reach. Benjamin May saying, It's not a tragedy to, it's not a tragedy. "It's a tragedy not to have a goal, but the tragedy lies in not having a goal." So I would say, do you have a goal? Have a dream. Don't let it be a calamity. It's a calamity not to have a dream, but to have a dream unfulfilled is all right. So I would say to you, keep going forward and above all things, keep your hands in God's and remember, that He is with you at all times, anyplace, anywhere. Lean on Him for support.

- [Caronell Carter Chestnut] I was a fourth grade teacher most of my teaching years. I have taught fourth, fifth, sixth and seventh grade, but my love was my fourth grade. When I taught fourth grade students that came to me from the primary grades, from third grade, and they left me to go into the grammar grades, to the fifth grade, and to see the developments that had taken place during that year, were so rewarding to me as a teacher. When I first started teaching, it was a requirement that teachers had to visit every student before the first part of school. On one occasion, when I came to Wilmington to teach, I came back home to teach Peabody. I had to walk, we had no cars at that time, to visit one of my peoples who lived below the underpass that goes beyond the Boys Club. The house was between that underpass and Smith's Creek bridge. After school we had to go over, I had to go over and visit that child's home. But it was very rewarding to do so, because in visiting homes it made us more conscious of the living conditions of pupils. It made us become more compassionate with their conditions. You know, children learned a lot in schools with

devotions. They learned about God. They learned about the Christmas story. They learned the Easter story. And it just hurts me now to find that all of that has been taken out of the school system. I don't understand how Congress could pass the law that there'd be no prayer in schools anymore. Because that is the basis on which our country was founded.

- [Allie Henry Brewington] Integration has helped and hurt our students, I would think. It has helped in that the students have gotten perhaps better facilities in many instances, more materials to work with. They have had more opportunities to apply themselves in different directions. And I say that because in the segregated situation there were only a few situations that they felt they had a chance to work. In other instances it hurt them, I would think, in that they had fewer, and in some instances no role models. There was not as much encouragement given to them. They were actually thrown into a situation, we might compare it with actually throwing them into another world, because they had lived in shall I say, a Black world, and now they were just literally thrown into a White world, and it was like going into a stranger's home and not knowing how to react, because our schools or Black schools were literally closed so far as our high school students were concerned, and they felt strange, and had to actually learn to adapt in a new situation. Some adapted very well, others, in seeking recognition, that's one of the basic needs of all students, turned to perhaps simply making trouble, and that got them off to a bad start. But we have gradually started to turn that around.

Clara Pridgen: I hope. I hope that I helped each child to work to his or her potential, and I hope that they will use everything they have now to make a good woman or man. The kids today don't take as much interest in, the kids today don't take as much interest in their work, I don't think, as they did before. There are more things on the media and in the streets to entice them. I would think that the role of taking such as prayer out of schools and other things caused them not to pay as much attention to their schoolwork as they do, especially to the media.

- [Eva Teachers Williams] Teaching at Gregory School was my first experience. During that time, the many, many things that we did for the girls and boys meant so much to me. I will never forget the mornings that we started devotion. Devotion was a vital part of the classroom. It gave me a lift off of the day, and it gave the girls and boys a lift off of the day. I don't really realize how today's children will survive without prayer in the classroom. Integration has meant very much to our Black children, because they are shipped and set off on buses to learn. Many of the teachers care less, therefore they're not getting that background information that we once taught.

- [Willie Walter Hassell Sr.] I worked in this county for 35 years. Started out with Mr Howard, over at the junior high school, worked there about 13 years, then moved to the high school, and worked another eight years, with Mr. Washington. Then I was transferred to the Hoggard schools. All together, I worked there about 39 years. I enjoyed my work under Mr. Howard and Mr. Washington very much. They were good educators. We had discipline and teaching in school, that administration.

Lula R. Hassell: My most memorable years was working at Gregory Elementary School with teachers now that some has passed on, and some retired and we still enjoy each other. It was the relationship of a family,

which taught me many, many things to live comfortable today. We enjoyed each other. If we didn't speak out in the street, we spoke at Gregory School. That was one good thing that Mr. McDonald always instilled, that we are here to help the children, and the children was the important part of us. And we did that and we did it like family. And up to today we love each other like sisters, and brothers.

- [Bertha Boykin Todd] The role of the teacher then, my role as a media specialist, was to provide the right climate of learning for the many students, administrators, and teachers in Williston Senior High School. We more or less considered ourselves as having the, preparing or finding the right book for the right child. I have fond memories of AC King, an English teacher, who worked every Christmas on "Christmas Around the World," and it was a joy to me to provide those books for those students who enjoyed learning about how Christmas was celebrated around the world. And then I had another experience and joy of working with William Lowe, and of course Lowe worked with the government classes, and he instilled into those students the knowledge and awareness of constitutional rights. And most of us remember that Joe McNeil was one of Lowe's students. He and I worked very closely together at that time, providing topics, governmental topics, and giving the students an awareness of a political heritage. I must add in at this time, I was reprimanded several times for ordering too many books on the desegregation and integration topics. Of course that didn't stymie us too much. We continued to provide for our students what we thought was best.

- [Edward Mack Todd] I saw the role on the junior and senior high school level at that time, before integration, was to help those students develop into some kind of manhood or ladyhood that would carry 'em on through life. As I said earlier, they have, most of 'em have done well, and they're continuing to do well, and they have an opportunity, and they have spread out throughout the nation, and have done outstanding work. The role of the schools in those days was to help develop those students into young ladies and young men, and into citizens that this community would be proud of. Many of 'em have done that. There are some who have failed, but there are others who have done outstanding work, and they're outstanding leaders today. Integration has helped to a great extent, because it has provided an opportunity for the students and minority students, that was not there prior to integration. On the other hand, it has not done so well because the role models in the schools have diminished, there are many of 'em who are not there, and the students even today need those role models, even though they're not teaching or anything of that nature, just a mere presence that they're there makes a difference, because a student would certainly like to see a minority in teaching or on the administrative level within the school. This helps to, with their self-esteem, it helps them feel more sure of themselves. The schools today are lacking that role model, as I said earlier. They're not there and students, they're finishing school are going into other areas. They're not going into teaching. They're going into industry, and going into other opportunities which are greater for them, they think. But education is one of the things that will, will be there for them a long time. Industry and what have you, does not give you as many securities as you would like to have. If the economy goes down, and people are laid off from jobs. But one thing is for sure, that if you get into teaching, and if you do a good job, you'll have an opportunity to have things done you'd like to do, things that would be beneficial to you, things that would be beneficial to students, things that would be beneficial to the community, and throughout the world. It has been a pleasure through my 34 years of working in the public schools of New Hanover County, serving as a teacher, a physical educator and as administrator, and I have enjoyed it, and I hope that some lives that I've touched have been beneficial and they have been successful. Thank you.

Interviewer: Say my role.

- [Katie Davis Goode] No, my role, going back to 8th and Branch School was a custodian, mama, doctor, nurse, friend, pal, partner, you name it, I was it. Integration I think helped and hurt our children. In the first place, our children lost the knowledge of their heritage, the great things that Blacks have done to help make this a better world, a better place to live. It helped, you might not know, but when we were back in the 8th and Branch area, and in the East Wilmington area, we didn't get any new books if the series didn't change, but now they're exposed to them, and then the only extracurricular activities they had for the Blacks was carpentry, brick mason, and now, typing was out. So now they're exposed to all of the skills, that has helped greatly I think.

- [Gladys MacRae Brown] Let's see now, when I think about the experience, my most memorable experience I think was entering Williston Industrial School as a novice teacher under my former more experienced teachers. I taught at Williston Industrial High School, 7th grade, and I left for a period of time to, get married and raise a family. And I went back into teaching during the '60-'61 school year, at what was then the James B Dudley School with Mr. Ernest Swain as principal. I was at James B Dudley School until integration. And then of course I was transferred by no choice of my own, but by order of the Board of Education, I was transferred to Riceburg School. Now, as far as some of my experiences in teaching in the segregated schools, it certainly had its advantages, because I was able to offer, I guess what we might call compensatory education to our minority children. When the schools became integrated, it seemed not to be feasible to offer this type of education anymore. When you could take a child home with you for the weekend, take him to a movie, give him a ride on a bus, or take him out to dinner, this was a rewarding experience for the child, and some things the child just didn't forget. Now through the years, I have met some of my former students, and notably, after being in an integrated situation at Holliston School, one of the best known of Williston graduates, Meadowlark Lemon, came to do a demonstration for us, and he said to the kids, this was my 7th grade reading teacher, and she did a good job.

- [Carter Woodson Newsome] I had heard about the school before going to Williston, and found it to be pretty much as it had been described to me, a high school with a broad vocational program, which was the area that I had my certification in from Hampton. Upon arriving at Williston, I found that many of the students who were assigned to my classes, were not that knowledgeable of the areas that I taught. For that reason, I sort of geared my major emphasis early in the year to creating an interest in the subject matter. And perhaps one of my most memorable moments came when I recognized that the students were developing an interest. And not only that, but they were mastering the skills that I taught. This was a rewarding experience. Many of the students knew very little about vocational opportunities beyond some of the mundane trades that many of them, many of their parents had worked in. My focus was to try to encourage them to seek more of the higher paying trades, and to become aware of the technological future that they would certainly be involved in. Therefore, I worked very diligently with the students, and I was very pleased at the success rate that my students achieved. We were fortunate enough to win many, many state honors, and we had six national winners out of our electricity, electronics, and drafting classes. I was very proud of that. During the time that I taught at Williston, I never had a discipline problem that required

students to be sent to the office, but that's 20-some years of teaching in a minority environment without having to send students to the office. I suppose that's a a miraculous kind of situation, but it was because of the relationship that we had, student to teacher and teacher to student. I enjoyed it. I liked each one of them. They were friends, but they were students and they learned.

- When I came into the system, I was almost sure that I would get a job, because Mr. Roland, who was the superintendent then, came to an open house that we had at Peabody School when I was in the fourth grade, and I was the hostess for my class, and I think I must have done a very good job. And he told me as soon as I graduated from college to come see him and that he would have a job for me. Well, during the days of segregation, I saw my role as teacher, mother, friend. Most of the parents at that particular time, we had a communal feeling that it was everybody's job to look after each other. So therefore that's why I assumed those roles and I think I did a pretty good job of it. The next question that has been asked over and over by the community, has integration helped the school system? And I think it's a catch-22 question. It has helped in some regards and has not in others. Now, the way it has helped so far as equipment, because when you are sending equipment to schools, you have to send all of that equipment, so all students can use it. When we were in an all segregated school, our whole science budget was \$150, and over at New Hanover High School they had one instrument that cost \$150. So in the vein of material things, I think it has helped us. In the terms of academic achievement, I don't think it has helped us that much. And it's not totally the school's fault, it is also the parents' fault, because some of our parents still think that White is right, and they don't take the time to come to investigate what their kids are doing. They're in an integrated school and that's okay. They don't take an active role, and I think that's what we need to do, and that's how integration has not helped us, because the parents have moved back from the scene. They do not participate as much as they should, and they don't seem to be as concerned as they should.

- And during the fight for integration, the students marched by themselves, with very few adult sponsors. In fact, I think many of the adult teachers were afraid of losing their jobs, and so they did not march with the students. Before integration, the school was the leader in the community. I think that the schools sometimes played a more important part than the church did, because teachers taught the children how to care of themselves. They acted dignified, they were honest and they tried to accomplish a great deal during their school career.

- [Louise Sharpless] In the segregation schools, we had PTA, we had plays, we had all kind of activities to make the children interested in their work. We correlated our work with music, art, physical ed, library assignments and current events. These things made the children very happy, and made them take an interest in their work. In today's school, we do not discipline the children. In the segregated school, we could discipline the children and the parents cooperated. Also in the segregated school, we worked overtime, we didn't go by the bell, when the bell rang, we left. We stayed overtime and the children stayed too to help make the work interesting. When I was teaching, I had a child at heart. I taught the whole child. I thought about the child getting his worth, staying in school and succeeding. I also worked with the parents and the parents cooperated. That made my job very easy and I enjoyed teaching.

- [Edith Dunham Shaw] Teaching was my profession. I taught 32 years in segregated, all 30 in Bladen, and

two in New Hanover. I loved teaching and doing my teaching career. I helped kids to have self-esteem, and I fed them, clothed them, when they were not able to take care of their needs themselves. And all the years that I taught, I enjoyed it, and our greatest three of 'em, kids called me and tell me that they're teaching in different schools and they're in colleges and they're dentists and doctors and whatever. All of my years, I think were fruitful and I enjoyed every one of them.

- [Henrietta Allen Marshall] In 1960, I got a job in New Hanover County, and Mrs. Miller was the teacher there, at William H Blunt School, and my first year there, she placed me in to the 7th grade room. I was really an elementary teacher, and those children were very large and everything, but they were peers and they wanted to learn. They wanted to get out of that class and go on to the eighth grade by the end of the school year. So naturally I worked along with them. I'll never forget my first day in integration, at the same school where you [Indistinct 01:58:32], and I went into the classroom that morning, well I was very excited 'cause I never worked in integration before, and the parents were lining all around the room. I think I saw about two Black parents for all of 'em. The rest of them were White. So the children started coming in and I started smiling at them and started talking with them and everything. And then I started the morning off. I said good morning to everybody. And then I decided to have a prayer with them, and I prayed with them, and I prayed with the children and the parents in such a way that I wanted the parents to help me, along with the children. Sometimes we don't have parents that want to help. They want to stand back and talk about you, but they don't want to come and help. And it takes the parent and the teacher, as well as the rest of the community to try to help develop that child.

- [Julia Newkirk Galbreith. Deceased] I came to teach at Gregory School, I taught in the building that I finished Williston High School in. we had devotions or whatnot in the hallways. We didn't have a community building. We taught there for several years. They had built a building for the high school at the corner of 10th and Ann. During the time I was there at Gregory School, they built another building in between Gregory School and the high school. And they call that the high school, and they're using the other one as a junior high school. At the Gregory School, we had a lunchroom, with some of the best food imaginable. We had a good cook, Mr. King, and he was a good cook. There with the teachers and Mr. McDonald, I think it was a group of teachers, most of us knew each other before we started working there. So many of us had finished, had finished Williston High School together. We were working there together, and had much fun together, along with having taught the children. During the time they held a meeting in the county, and integrated the schools. They put all Black and Whites together, and mingled the teachers. I then was moved to Lake Forest School for two years. I was a fifth grade teacher. After the two years I was put back to Gregory School. We worked there until I retired. The children were beautiful to work with until we had the integrated group. But I think what's lacking in the school system today is parental guidance of the children. Their parents need to do more of seeing that their children do what they should do in school.