Leslie Brown: Some didn't want change.

M.H. Crockett: Others didn't want to change. So consequently they held a conference on me. They went into the superintendent's home, there's a home. The superintendents of the school was over the Ashe Avenue unit, White school full of blind and over us too. And of course these, he was younger, the teachers didn't like the changes. So they went over and had a conference conference with him. Much in all of that.

Leslie Brown: The superintendent supported you or?

M.H. Crockett: Well, we didn't, there wasn't anything they could do that year, that one year. And of course we went along and I took advantage of those who's experienced, some of them liked what I was doing, others didn't. And so at the end of the year, they retired the superintendent and brought Mr. Peeler in. I shouldn't.

Leslie Brown: What's the first thing you did as the new principal? Do you remember the very first rule or the first act or the first thing that you had done?

M.H. Crockett: Well, it was a matter of.

Leslie Brown: It's so many things.

M.H. Crockett: Yeah, trying to get their cooperation. And also, we had these dormitories and houseparents to deal with children, which could create a problem. But anyway, I went along with some things that I didn't want, had to. But I endured through that particular year, whatever came up and there were one or two reactions, but I didn't bother. And one or two of the teachers who were solid with me pushed it, but all in all, this one year was what we had to do and then when the new superintendent came in, well, we just sat down and talked over things and hired teachers and so on. And several of the older teachers, several of the teachers who had been there and had, some were in on this, going visiting and so forth, so on. It didn't last long. Didn't last long. Changes were made.

Annie Valk: I have a technical question about, you said the superintendent that governed the Morehead school was the same one who governed the Ashe Avenue?

M.H. Crockett: Yes, that's correct.

Annie Valk: Was this school part of the state system of education or?

M.H. Crockett: No.

Annie Valk: Okay.

M.H. Crockett: No, separate and distinct. We had our own board of directors.

Annie Valk: Okay.

M.H. Crockett: They determined to pay that the teachers were getting, which was way down, was below what the teachers in the regular school were making. Of course, teachers that at that time didn't make much anyway, regardless of where he were in public schools or anything else. But anyway, we were lower than the teachers. Regular teachers, not Raleigh teachers. I mean by that, Raleigh teachers have always been above in general.

Annie Valk: And did the board of directors do the hiring for the school also, or did you?

M.H. Crockett: No, they didn't do the hiring. No, we went through, I interviewed and sent them to the superintendent and I had, see, my first interview was with the teachers and sent them on to the superintendent. That's the way it was done then. We began to work on salaries. We put it on the public school basis, that's what we had to do to get any teachers coming out of college. And we worked on that and got that up to par. We also worked on the academic side of it. We tried to follow the public schools as much we possibly could with our blind children.

M.H. Crockett: It was different with our Deaf children. We accepted them at six years of age or over, and consequently, many of them came in two or three years older than that. And so we worked in that area trying to get the basics. Consequently, we hired teachers on their level, and we raised the salaries to put the regular teachers were getting, for example, we would, out in the county or in other counties. And Raleigh had always had a little supplement to offer, but we couldn't get there so we had to settle for that. But we got some good teachers, young teachers, I preferred younger teachers who would. And so then they set up the school at Hampton, right before we set up the school in Hampton for us, for the schools in the South. And that was a tremendous help to us. And many of our teachers took advantage of that. At that time, the state of North Carolina paid teachers for going out of state, paid their, gave them.

Annie Valk: Paid for their tuition or?

M.H. Crockett: Yeah. They put a clause in, New York University, and other schools. Couldn't go in the South at that time. We couldn't go to University of North Carolina or something. And so our teachers went to, I tried to get most of them to go to Hampton, get this special education, and they did. We had problems there in getting money. I went to the person who was in charge of dispensing funds for the teachers to go out of state or go out, get a higher degree, whatever area, and some special education. So I went to him one year, he turned me down. We got nothing.

M.H. Crockett: So I went back to him the second year, and he said, "Are you back here again?" I said, "Yes.

I'm back here asking for funds for my teachers." Says, "Well, you're not going to get any. And you know why?" I said, "No, I don't know why." "White teachers are not asking for it." So I made, I complimented him, not in a good manner, and walked out of his office and got nothing. We didn't get anything about teachers. So you can see the attitude, you could see that. And that was about the end of it. But our teachers went on, sacrificed and built the school.

Annie Valk: I was curious about when, well, you mentioned that when your husband was thinking about taking this job, that your friends were calling you and saying that these children are diseased. And I was wondering what the common perception of blind and Deaf children was when you first started at the school, when you were thinking about taking this job.

M.H. Crockett: These people thought in terms of blind children having diseases. Diseases which caused blindness.

Myrtle Crockett: Syphilis and anything.

M.H. Crockett: What?

Myrtle Crockett: Syphilis.

M.H. Crockett: Yeah. And that was the general opinion, not only education. And so they held that opinion, which was not true. And they didn't know enough about deafness but only to be afraid of it.

Leslie Brown: This is a difficult question to ask, but was there a different perception of Black blind and Deaf children than of White blind and Deaf children? Did people think of Black blind children differently than they thought about, did they also think that White blind children were diseased? Was that a common perception?

Myrtle Crockett: I don't know, has that crossed their mind really.

M.H. Crockett: I don't know. But I don't know. I can't answer that. But I can only answer for us.

Myrtle Crockett: That was never—

M.H. Crockett: [indistinct 00:11:22], I can only answer, what was that?

Myrtle Crockett: That was never brought up.

M.H. Crockett: No, but it was in the community here. Raleigh people called "The School for Deaf and Dumb," which was done away with way back then, a century ago, but that still lingers, and when we lived on the campus, we had our friends who come out. "Don't use those swings, you might get a disease." That's what we had to live down. And that was part of our job, creating an atmosphere, changing the beliefs of these

people.

Annie Valk: Connected to that, I had a question about who were the people who wanted to be teachers at this school? Particularly when the salaries, before you were able to equalize the salaries some, what led people to be teachers at this particular school as opposed to in another kind of school somewhere?

M.H. Crockett: There was a general opinion that there was a surplus of Black teachers. Surplus of Black teachers. And that those didn't get hired, were interested, would become interested in us.

Annie Valk: So it was because they needed a job, not because they particularly wanted to work with blind and Deaf?

M.H. Crockett: That's true. Well, they just wanted to work. They wanted to work period and consequently, they came out brand new, just as new as we were, thereafter. Consequently, we had some good teachers. We really had a choice back then because Black teachers were, I'll say that they were much more so than now. So jobs, there were no, like she said, secretarial jobs or jobs in the offices for Blacks. And consequently, it came, if you weren't a teacher or if you weren't a preacher, you were washing windows or something like that. That's about what it was.

Leslie Brown: Mrs. Crockett, when you first came to Raleigh, what did you perceive? Well, when you first came to the school, what did you perceive your role to be? Did you think that you had a particular, there were certain things that you should do, a particular role you should play as the wife of the principal and as a teacher yourself?

Myrtle Crockett: Well, maybe he could answer. Maybe he could handle that better than I could. I thought I did a pretty good job. But my mama had really talked to me in growing up because my daddy was a principal and mama was working with him, and just in common and just talking. And she would always tell me, just stay out of his business. That's her philosophy, just you stay out of the business, let him run the business. And I did for most part, but I think you'd have to have a certain personality to do it. But I just kept my mouth shut. I thought I did anyway. But he might know something I don't know, he knows.

Annie Valk: Were there additional social responsibilities?

Myrtle Crockett: Oh, I had the same responsibilities as the rest of them. We had old study hour, I used to hate it. That's one of the first things we did too. I meant to mention that when you were talking about it. Cut out that vesper services and cut out study hours. Those things worried us to death, griped me. One thing you have to get out of the home, the dormitory, across the campus to sit for two hours while some kids are supposed to be studying and they're not studying. The blind will sleep, and you can see why. They can't see, their eyes are closed so they're going to sleep. That's right.

M.H. Crockett: Well, she was, work was one of our strengths. Particularly with the blind children, visually impaired better known now than blind. And they just took to her like that. And she held her own all the way

through and through life right now. They revered her, loved her. So that meant a whole lot. Living in the dormitory, I lived in the dormitory for six years and it got to the point where I was determined to get out of there. So they built a home for us. And while they were building my home, they built a home for Ashe Avenue. I don't know what he did for it. So the superintendent had that responsibility in it. When he built over here, he had to build, if they didn't have it over there, why then it had to be done. So they had to build two homes at the same time.

Myrtle Crockett: Let me mention this.

M.H. Crockett: And, what?

Myrtle Crockett: Before I forget it, they have nicknamed the building after him over there.

Annie Valk: Oh, really?

Leslie Brown: Oh, really?

Myrtle Crockett: Crockett and Peeler, after the two of them. What is it? Crockett Peeler Vocational Building. One of those, they built when the kids had to come over there. But he really never worked in the building. He can't understand why they put his name on that building. And they put it on Garner Road, you could understand but Ashe Avenue. And we grew up all those years not knowing anybody on Ashe Avenue, except the superintendent. You didn't even know the first people. Just didn't know them.

M.H. Crockett: So.

Annie Valk: How close were the schools geographically to each other?

Myrtle Crockett: Was it 10? How was it? 10 miles.

Annie Valk: Oh, okay.

M.H. Crockett: What?

Myrtle Crockett: Is it 10 miles?

M.H. Crockett: No.

Myrtle Crockett: To Garner Road?

M.H. Crockett: No, from Garner Road about, they called it five miles. They called it five miles. Across town. Do you know anything about Raleigh?

Annie Valk: A little. I know, I was looking at the map.

M.H. Crockett: See, we are on Garner Road, which goes out of town where the highway patrol is now.

Annie Valk: Right.

M.H. Crockett: That was our plant. And Ashe Avenue has been over there for years. When they built it from downtown, see, this whole thing used to be downtown. Then when Blacks entered the picture, they had to do something about them so they built it. So they rented this place in Raleigh. Then Mr. Lineberry, who was on board of education, on the board of the school, he had the idea that the superintendent, and they ought to have a school for Blacks. So he engineered this farm out there and built four dormitories, so the main building. So that started that. And he took over as superintendent from that point. He was on the board of directors, had a farm connected there. So that was this situation there and then we went on.

M.H. Crockett: We had four dormitories, and when we left, we had 10 dormitories. Well, I went to Hampton. I saw that there was a need for somebody to visit the parents in the summer. And since I was hired for 11 or 12 months, whatever you might call it, my thesis was part of that. So I sent papers out to the questionnaires out to the county, to the hundred counties to find out number of vision impaired people, Deaf people they might have there, who would be eligible to attend the school out here.

M.H. Crockett: And Dr. Cooper who was head of the schools said, "Crockett, I'm going to send this to your superintendent." That was Mr. Peeler. So he said it. And then that was really the beginning of my visiting the homes and the possible students who would enter, I could find out through the social services program, those who might be eligible to come to our school. And that was beginning of the summer of visiting the homes in the summer.

Leslie Brown: All of the students were from North Carolina?

M.H. Crockett: Yes.

Leslie Brown: And no students came from any other state?

Myrtle Crockett: They had one or two, didn't we?

M.H. Crockett: Had?

Myrtle Crockett: If a student came to our school, the state had to pay.

M.H. Crockett: What?

Myrtle Crockett: If as student came from out of.

M.H. Crockett: Oh, tuition was awful. They had [indistinct 00:22:18].

Myrtle Crockett: If somebody from out of state.

M.H. Crockett: I'm talking out of school now.

Myrtle Crockett: You didn't go to our school.

M.H. Crockett: I'm talking out of school.

Myrtle Crockett: North Carolina had to pay for it.

M.H. Crockett: We had one student, they had one student to come here from West Virginia. And her daddy was up in coal mine. Money, money, money, so he sent her over school here. Sent by her plane, picked her up by plane, tuition. So we all, yeah. At our peak, which was '62, '61 and '62, we had nearly 400 students out there.

Annie Valk: How many were there when you started in 1944?

M.H. Crockett: A hundred and some students.

Annie Valk: Wow.

M.H. Crockett: 116 children.

Leslie Brown: Where did the students come from? What kinds of families did they come from? Were they all, were they poor? Were they farm—?

M.H. Crockett: Most of them were, yes. Yes, the lower groups of—occasionally we would get a child who was visually impaired to the point that they couldn't be helped in public schools. If a child was deaf, born deaf or something, it soon got out of control and couldn't communicate with them. If we could find out, that student, so we did. We did. And that was the beginning of snowballing with kids coming to the school.

M.H. Crockett: And then there's another angle after staying out there for a number of years, we had the choir. An excellent choir. Blind, and we had the Deaf children, the girls, to sign the songs. And at that time, principals and so forth were trying to raise money and we'd send our choir. And then we had John Hazel or one of the outstanding graduates from A&T College, blind. He did a fine piece of work and then I rehired him. He came in and he established himself with a group and he formed this little group called—

Myrtle Crockett: Rhythm Kids?

M.H. Crockett: Rhythm Kids, nothing but piano, chair. We had the—

Myrtle Crockett: Wash tubs.

M.H. Crockett: Drumsticks and so forth, that was the beginning of it. And it created interest. So we gave, that was the beginning of, really the beginning of our kids thinking they were somebody. We really had to teach that and teach them that they were somebody, that they were citizens just like everybody else. And so they began to exert themselves. And we were working hard with them academically. And so that had established us and we were running over, on and over. Couldn't build fast enough. That's the reason. So we had to learn while we were out there. We first renovated the main building, classrooms, added 13 classrooms and got rid of the tin shops for the vocational work and built a building for them. But first, we built a new auditorium and 13 classrooms. The gymnasium was a savior. We built a brand new gymnasium and a vocational setup came later for our vocational teachers to spread out. Then in early in the '60s, we built this Little School for the—this School for the Deaf, to separate them from the older children, from the older Deaf children.

Leslie Brown: I see.

M.H. Crockett: To create more language. We could teach the three things: speech, signing, and lipreading. With the little folks and start them out if they could. So that was the basis of these other three dormitories and a Little School for the Deaf. And we went in it '64. So when we left from out there, there were 10 dormitories, and a new setup for the vocational people, auditorium, gym, farm had been done away with, so forth, so on. So I think there were about 30 or 40 that we couldn't take in when I retired.

Myrtle Crockett: A lot of our students had brain damage.

M.H. Crockett: See they had no set-up in public schools for their children. And when they integrated, the law, it became law that the public school set up some sort of program for the visually impaired, for the Deaf too, if you could. But didn't never, today it's not satisfactory as far as I'm concerned. We are just watching the situation while I live.

Myrtle Crockett: Tell her about some of your smart grads.

M.H. Crockett: Well, we have four doctorates.

Annie Valk: Great.

M.H. Crockett: Ralph Carson, Dr. Ralph Carson.

Myrtle Crockett: And they earned a doctorate's too.

M.H. Crockett: Really? Right. Went through Drew University, got his doctorate, made straight A's all the way through, and went into the ministry and established a school. Went over, totally blind, married and established school in Nigeria and stayed over there a few years and adopted one or two children, brought

them back, so he's back up here teaching. He's been there for about 15, 20 years up at.

Myrtle Crockett: Garner-Webb.

M.H. Crockett: Garner-Webb's where he's at school, private college. And then came Marcus Ingram, who graduated with from Central with my daughter. And he was summa cum laude or something. Barbara was cum laude, wishing she could get one. However, she did get a scholarship, but he was brilliant and he still over at Central teaching economics.

Myrtle Crockett: It would be interesting to talk to him.

Leslie Brown: Yes, it would be.

M.H. Crockett: Fullwood, Dr. Fullwood was a leader on the campus. So we found out that there was some prejudice in hiring blind, visually impaired. They couldn't do this, and the principals wouldn't hire them, so it boomeranged on them. The name of the school, the North Carolina School for the Blind and the Deaf on Garner Road. It was at one time for Negroes, but not at Garner Road. So sent a group of students down, Fullwood headed of the group to speak to the legislature, asked them to change the name of the school. So we went through that with our, but they changed the name. North Carolina School, no, that's all right.

Myrtle Crockett: Changed it to the Governor Morehead.

M.H. Crockett: Governor Morehead School for the Blind.

Myrtle Crockett: They said.

M.H. Crockett: On Garner Road.

Myrtle Crockett: When they were trying to get jobs and everything, the resumes, talking about School for the Blind, people just decided—

M.H. Crockett: They were handicapped when they went in the door. When they went in the door.

Annie Valk: Right, if they even got in the door.

Myrtle Crockett: That's right, yeah.

M.H. Crockett: One of our most brilliant students finished the A&T College summa everything, was in music. And he went for a job in the band. The manager said, "You can't even sign your name." That triggered him. That triggered him to changing the name of school so he did.

Annie Valk: I was wondering related to this, and you're talking about needing to teach people that they were

somebody and that they were citizens. I was wondering what kinds of reactions you got when you went and visited parents in the summers and how did parents respond to this kind of an opportunity for their children?

M.H. Crockett: In general, I was accepted. I presented it to them as an opportunity for their child to get an education, free. When they graduated from out here, if they were scholarly enough, the state paid their way through college.

Annie Valk: Wow.

M.H. Crockett: And that was my selling point. So we just got them. I went into places and regardless of what went on, that's when found out, but in general I was accepted very well and giving them our conditions and so forth and that the children will be looked after. And well, and it would take them off their hands.

Annie Valk: Right.

M.H. Crockett: You know what I mean? And finally we just had to make them go home at Christmastime. It was a real life for them out here. And they were free and they just socialized and they danced in the gymnasium, had a good time, but they had to go to school. And these programs that we would give, and we formed a basketball team with our Deaf children. And I always made it a point to put one albino on there, or visually impaired child on there to keep the morale up. And they loved it, loved the basketball team.

M.H. Crockett: So that led us to the point where we could, our choir traveled. At that time, principals were raising money for the athletics, so forth and so on. And our choir was a big draw for it, and virtually all over. We didn't go any farther than Asheville, but we covered from Asheville back this way with our choir. And the girls signing. And we picked, and so it just meant students for us. That's what the whole crowd was.

M.H. Crockett: Then we got this basketball team where we played basketball in the county schools, not the city of Raleigh, we couldn't compete with them. But we competed with Hickory Springs, Wake Forest, they were big high schools. And believe it or not, we made coaches out of them folks. Always in the runner-up championship and so forth and so on. And it just built our ego up, built our kids' ego up. And it gained respect. When we took our Deaf children, our basketball team to play, they went under the blind boys coming to play basketball. So when we got there, our Deaf boys shooting baskets. So we were always in the upper echelon of going towards championships.

M.H. Crockett: We had one thing that held us back. We had in the Deaf department, we had to go teach three years in the beginning. Child come to us at six, he had no background, no language background, I think. So trying to build him up to first grade level, it took at least took three years. And so we had them those years on and consequently, it would make them later getting out of high school.

Leslie Brown: I see.

M.H. Crockett: So we had to suffer some, one or two of our boys would get. And we had built our esteem up so high that the coaches looked at us like they wouldn't let them play after they got 19 years old and all that. We'd lost one or two good boys because of that. But they're still in school, and they were in school. They did a tremendous job and we filled gymnasiums for them all over the county and so on. And formed a league. We formed a league up in Virginia. And I carried them to, our basketball team to South Carolina. Carried to Georgia. Carried to Alabama.

M.H. Crockett: Then we formed a league of the Black schools. And we had a championship, each for several years. And we moved victorious in all of them but the last one, when they established the law here with our older boys, had to go to Morganton. But it crippled me, crippled me out here. See? But we had a good time and it was a fine thing for them. It was fun. We just established the ego in them just right, and gave the public a real knowledge of what they could do. We also won honors in schools under Mr. Harris.

Myrtle Crockett: Drama.

M.H. Crockett: Drama, dramatics. We could do that. We used to have contests in the city.

Myrtle Crockett: The state contests.

M.H. Crockett: So did our job in that too.

Leslie Brown: That's good.

M.H. Crockett: We just made a school out of it. Made a school out of it. And so that's it, see. So we integrated.

Leslie Brown: And that, what year was that?

M.H. Crockett: We started integrating in '68. We sent two teachers over to Ashe Avenue and she was one of them. She and Mr. Harris. And also, in another year, Mr. Stokes went to Ashe Avenue and then they sent two teachers over to me and reintegrated a little bit more after that. Mr. Peeler retired in '68, and then Mr. Cole came in, and in '70, that's when he required complete integration.

Leslie Brown: How did you feel about that, Mrs. Crockett? How did you feel about going to Ashe Avenue from here?

Myrtle Crockett: It was all right. Well, we knew we had to do it. I had built myself up.

M.H. Crockett: She built herself up to it.

Myrtle Crockett: And then I found out that the kids over there wanted me.

M.H. Crockett: They loved her.

Myrtle Crockett: So they say. Mr. Peeler told Mr. Cole, or somebody told him, said the kids told their superintendent and principal over there said, "If somebody's got to come over here, send Mrs. Crockett." But I don't know how in the world the kids, they didn't know me. But in talking to some of our students, I guess.

M.H. Crockett: I don't know.

Myrtle Crockett: I didn't know.

M.H. Crockett: The kids occasionally would get together, you know how it is.

Myrtle Crockett: But you know.

M.H. Crockett: Blind children still have manners and have mouths. Talking and communicating and at home and everywhere else consequently.

Myrtle Crockett: I guess.

M.H. Crockett: We had activities.

Leslie Brown: Before 1968, there were activities with the two schools, together?

M.H. Crockett: What did you say?

Leslie Brown: Before 1968, the students were, the students did things together that?

Myrtle Crockett: No, not, Garner, no. Not Garner Road and Ashe Avenue.

M.H. Crockett: No.

Myrtle Crockett: Not even the teachers at the [indistinct 00:41:04].

M.H. Crockett: No, we didn't know the staff over there, except when we would go off on trips or something like.

Annie Valk: Okay.

M.H. Crockett: To establish the, no, we didn't know the teachers.

Leslie Brown: What kinds of occasions would your students and the Ashe Avenue students have to talk with

each other, and how would they know?

M.H. Crockett: They wouldn't know. We started having, Mr. Peeler started having teachers' meetings together.

Myrtle Crockett: Yeah.

M.H. Crockett: At the beginning of the year, that acquainted us some.

Annie Valk: This was beginning 1968?

M.H. Crockett: Huh?

Annie Valk: This was beginning in 1968?

M.H. Crockett: No, no, that was before.

Annie Valk: Okay.

M.H. Crockett: That was before. See, Mr. Peeler retired in '68. That was before he came in '45 as superintendent. And he was the one responsible for all this load we put on him. And he kept busy and didn't leave, he was something.

Myrtle Crockett: I think.

M.H. Crockett: We traveled together, we traveled and got the point where we would go to meetings together, national meetings. It was when the country, integration, it was rather interesting on one or two trips with one trip in particularly so. We went together and we went to Batavia to see when the states built a new school for the blind or something, they would always invite the national meeting to show off. And this, so they built this new school up in Batavia, New York. And we got on a bus, on a school bus together and went, and incidentally, Mr. Peeler and I would have to get together where we could stop where relieve ourselves. And that was a problem.

Leslie Brown: Yes.

M.H. Crockett: It was a problem. There were occasions when I went by myself, see, we merely integrated the national meets, the Blacks in the national meetings. My first meeting was in that we went, took a station wagon of teachers to a school in Missouri, 90 miles the other side of St. Louis. And we got out there. Of course, we had stopped, I made provisions to stop. And we didn't have places Blacks could stop and many a place, many of the city. So Charlotte had had a hotel and we stopped in St. Louis. Then we went on to the School for the Deaf and got over there.

M.H. Crockett: And so there was one other Black there. He was from Louisiana. So he and I had a dormitory to ourselves. And my other teachers, we had made arrangements for them to live in the quarters where the help lived. So that was one of the instances. But Mr. Peeler and I would always have to get together on where we were going and traveling. And so another instance was when we went to Louisville, Kentucky to a meeting, we had built a new place over there. A school, Blacks, where Blacks lived. They put us in over there where Blacks were in that dormitory.

Annie Valk: What kind of seating arrangements did you have on these bus trips?

M.H. Crockett: Huh?

Annie Valk: What kind of seating arrangements on the bus when you were on the trip?

M.H. Crockett: On the bus? Well, we didn't have any seating arrangements on the bus. You got whatever you could, because we divided it with the driving. I was driving the bus. Mr. Peeler would drive awhile, then Mr. Stowe would drive while see. And so we got there that like that. But there was no problem far as the seating was concerned. But we had to be concerned wherever we wanted to stop and relieve ourselves. And they were not always pleasant, but anyway, we got, went to Nashville, went to Kentucky, Roanoke, Kentucky, got there to, so next morning one of my teachers came in, "Mr. Crockett, chinches like to eat me up." I said, "Hush, hush. There ain't no chinches." He was just making up something.

Myrtle Crockett: These girls don't know about chinches, daddy.

M.H. Crockett: "Mr. Crockett, catch him and make him come on here." So I went on, looked at my blood and I went and looked at my pillow and just bloody as it could.

Myrtle Crockett: Daddy, these girls don't know what a chinch is.

M.H. Crockett: I was tired.

Leslie Brown: They are little bugs.

M.H. Crockett: You don't know nothing about them, don't you?

Leslie Brown: No.

Myrtle Crockett: Bed bugs. Stay on the bed.

M.H. Crockett: Little red bugs, man.