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MEMORANDUM

To: Tim West

Fm: Joe Sinsheimer 

Re: Group Interview/McComb, Mississippi Civil Rights Activists

Dt: February 26, 1999

Enclosed is an interview I conduct^ed with a group of civil rights activists in McComb, Mississippi. Participants in the interview include: Charles Smith, William Jenkins, Joe Martin, the Reverend Harry Bowie, Edith Moore, L.B. Butler and Jessie Devines.

In the interview the participants discussed: 1) their childhood experiences of growing up in the segregated South 2) black role models in the segregated South 3) the leadership role of C.C. Bryant in McComb race relations 4) the creation of the Pike County Voter's League in the 1940's 5) a school walk-out by a group of black Burgland High School students during the fall of 1961 6) changes in the movement from 1961 to 1964 7) and the role of Robert Moses in the Mississippi campaign.

Group Interview
McComb, Mississippi
February 16, 1985

Joe Sinsheimer: Thank you for all coming here. If someone wants to start we can just take it from there.

Charles Smith: I am going to start about, I am going to go back sort of to the childhood of a southern black child, about us living in segregated areas of the town, you know, the blacks living in one part of the town and the whites living in one part of the town.

Sinsheimer: Okay.

Smith: A lot of the racial problems, you didn't really know about them until you had come of age, you know, like teenage, and you began to go into parts of town and began to realize that you couldn't do certain things. You were pretty well sheltered from a lot of the problems until you become of age and start going to prepare for your future, you know where you had to go out and get jobs and things like that. And one of the things when the civil rights movement moved into this part of the country it made us realize a lot of the rights that we had here, you know that our parents

We were born into a society where we thought wrong was right. If your parents, a lot of the things that they did, they told you that you weren't supposed to do these things. So a lot of times you thought this was what you were supposed to do until you came into the knowlede, and people came into the area and told us that we had the rights to these things just like everybody else.

We had the right to go to school, our money, our parent's money and stuff like that. Our tax dollars were a part of this system. We are supposed to be able to ride the train, we are supposed to be able to ride in the front of the bus, we are supposed to be able to go to this school, we are supposed to be able to go to these hotels. We could go from one end of the country and back, and we had to sleep in the back of our cars, wherever you could sleep. You couldn't even stop in the hotels, whatever, you couldn't eat, and things like this here.

And once you had the revelation that you were supposed to enjoy some of these things, were supposed to utilize them, that is when you, that motivated us to want to go out and enjoy and share part of America.

William Jenkins: Like he started saying about things that we were supposed to have, our parents I guess they weren't aware. They weren't aware of the life that they had. Like for instance in school, in high school. I finished high school in 1960. I don't ever recall having a new textbook, every textbook

Jenkins (cont.): I used came from McComb high school.

Smith: Obsolete.

Jenkins: They had been used two maybe three years. And for instance I was in the band, and for us to get band uniforms we had to sell candy, and what do they call the things with the hot dogs? Wiener roasts. Sock hops and stuff like that. In order to buy fifty band uniforms.

And if you wanted to go on a trip with the football team you had to, our parents had to come up with the money to do that, and all the instruments were second hand, everything that we got was second hand. And when I finished high school I couldn't attend the junior college which is two miles from where I stay.

Sinsheimer: Which one is that?

Jenkins: Southwest.

Sinsheimer: Southwest (Mississippi Junior College).

Jenkins: So I had an aunt in Baton Rouge and I got a scholarship to go to Southern University. And I went to Southern University and there I was exposed to a whole bunch of stuff that I really didn't know about. I wasn't exposed to here. And I went there ...

Sinsheimer: What do you mean you were exposed to ...?

Jenkins: Like electrical engineering and electronics and just a lot of little simple stuff that kids nowadays take for granted, you know. I knew that, I knew about electricity, I had read about it, but as far as me learning how to operate it and do repairs, make repairs, and stuff like that, maintain. I couldn't foresee no future in doing nothing like that, even thinking about nothing like that. That was ...

Smith: During that era at the time the only people you had to look to your examples for were the preacher and the school teacher. That was your ambition to be a school teacher. The school teacher was a better part of people around this town for the black people. You never had known none of the others working in other parts of the society. You didn't have no doctors and lawyers and dentists. People working in the banks, you know, in department stores, cashiers, none of that which is simple jobs today. You didn't have that. To the black people for an example that you could ever make that. You didn't even have those goals in sight.

Smith (cont): You heard about the North and certain things that were happening in the North that wasn't taking place in the South.

Sinsheimer: What did you hear about the North?

Smith: Well maybe back during that time you might have been making \$1.25 an hour. And the people up there were telling you that they were making three or four dollars an hour. And most everybody that go to the North and all, they would come home, I don't know whether it was rented or not, but they would always come home in bigger cars and dress better and all that. It seemed like a person, once in Mississippi, once you got out of high school or finished your schooling career and you went out to make a living and provide a home and a life for your family, you seemed to become stagnated, you never really broke, most people never owned their own home, most people never had the opportunity to buy a new car. You just had the bare necessities. And it seems like that is the way they wanted to keep it. They didn't want to make you a part of society.

Joe Martin: My initial contact with the struggle for blacks in America and Mississippi, at the early age I became a member of the NAACP youth council. Mr. C.C. Bryant was the local NAACP president. I was president, his son was vice-president, Norman Hughes was secretary. Mr Bryant was the local barber and every Saturday I would go down and get haircuts at the early age of ten, eleven, twelve, some where in there. And I could hear him discuss about the struggle. We organized the NAACP youth council and we worked with the late Medgar Evers. Medgar would come down to C.C. Bryant's house and we would discuss things about what needed to be done.

 And before Bob Moses arrived in Pike County we had plans to integrate the lunch counter then. But Deacon Bryant told us that we had to wait for the approval of Roy Wilkinson in New York. That was a controversial issue there. We felt that Roy Wilkinson didn't know anything about Mississippi, we lived in Mississippi and we didn't think that Roy had the right to make a decision. At that time we didn't understand anything about NAACP policy. It wasn't a criticism to Mr. Wilkinson at all.

 I worked with the late Medgar Evers and the last Sunday that he lived he spoke at Society Hill church down in Beartown. He talked with us that Sunday afternoon and that following Tuesday he got killed. And that kind of ended our relationship with the NAACP.

Martin (cont.):

In the summer of '64, '61 I had heard about-- I lived in Beartown. Jenkins and Smith lived here in the Burglund area where the activities were. They had a local bus running in operated by the private sector. I would catch the bus and come over to the, at that time it was the Burglund supermarket, one of the few black businesses that was operated by black men. As I, I met Bob Moses, I met John Lewis before I met Bob. John and I talked and he later introduced me to Robert Moses.

At the same time my father had informed me about a voter's league in 1943 here in Pike County that also made demands. Because after the war ended there were many black people, black soldiers, coming home and found the signs facing them saying "Colored" and "White."

Sinsheimer:

Was that Nathaniel Lewis (the founder of the Pike County Voter's League)?

Martin:

Right.

Sinsheimer:

Okay.

Martin:

There was a man in Beartown who went up to testify to the federal commission in Jackson telling them that the Bilbo government of Mississippi at that time that blacks were systematically denied the right to register to vote in the state of Mississippi. And some sixteen men from Pike County went up to testify. And I learned this through doing some research. As I met Bob, Bob and I talked. The movement like Charles Smith said, the movement was saying things like you felt like inside because our parents, some of our parents orientated us that we are just as much as the white man, you know. They also specified the danger if you take these stands. Because there were many black students at Burglund high school at that time in 1961 that knew of the danger, but it was a peak point in our lives that we had enough.

And when the crisis came down with Brenda (Travis) not being able to enroll back in school that fall that kind of lit the powder to the keg. Because during that summer they had demonstrations, I mean sit-ins, down there. Charles Smith and I worked at a place Hollis Drive-in. We could see the buses that would come in ...

Sinsheimer:

What was the name of it?

Martin:

Hollis Drive-In. We could see the buses come in and the local police would meet all the buses looking for Freedom Riders, running and jumping up on the bus

- Martin (cont.): harassing black people who were on the front of the bus. It was the signs that did more mentally harm to you. Not that physical presence, it was that physical presence but they had the psuchological problems too. It was degrading to people of dark complexion. And it wasn't the idea that you wanted to be with the whites in an integrated area, it was that you knew that that type of materials and things they were receiving at the school-- they were getting number one things, and you were getting secondary things. Because I remember a couple of times that the football uniforms came from McComb high school. Some of the times they would be used, the white kids had practiced in them or something. Things of that nature. They not only socially and economically denied you, it was just a matter of your own basic human rights. The local police at that time had two dogs they called Thunder and Lightning, do you rememer.
- Jenkins: Right.
- Martin: Two German Shepard dogs. They would come into the local bars and take the dogs and have them sniff people down, it was supposed to be ... it was just a harassment for black people that were out socializing that night. The reason why they purchased the dogs was that they had heard in the summer of '61 the Freedom Riders coming. They were swearing in local white policemen regardless of their education as long as they had the knowledge and the _____ to beat black folks, they got hired.
- Jenkins: They called them auxillary.
- Martin: Auxillary right. The morning that happened with Brenda Travis in school-- I had been to a meeting on Saturday-- it happened on a Wednesday, it was at assembly. We had talked about a walkout if Brenda wasn't allowed to come in.
- Sinsheimer: What do you mean you had talked about it? A lot of people. A few people?
- Martin: There was about twenty of us around that Saturday afternoon talking. Because they were over in Birmingham, they had started in Birmingham, and I think they had one (a walk out) in Jackson. It was kind of a fever, it was heading this way we knew it. We didn't know what was going to come of it.
- Sinsheimer: So you had a meeting the Saturday before the walkout?
- Martin: The Saturday before the walkout.
- Sinsheimer: Do you remember where that was?

Martin: At the Burglund supermarket. We were above the ... and the police started harassing the staff. They would stop them and take them down for a couple of hours and interrogate them. And they would bring them back.

So that Saturday we talked about what had happened and naturally everybody said let's walk out. And one of the guys at the assembly Mr. Higgins ... we were down the corridor, it was Carolyn Quin and a few others, and were down there that afternoon, that morning, and there was Mr. Simpson, the school superintendent. He was in there telling the black principle don't let her back in. We heard it, and rushed back up the hallway and told Joe Lewis and Johnnie Lee _____. So what they did they went behind the curtain up there in the auditorium. Mr. Higgins closed the assembly. They grabbed the mike and started shouting, "They won't let Brenda in, Let's walk out.

Sinsheimer: This is Joe Lewis and who?

Martin: A girl named Johnnie Lee Wilson. And Carolyn Quin was up on the stage. So we left the school that afternoon. The teachers, some of the teachers were out there trying to stop us. We got down to the headquarters there above the supermarket. We picked up the signs.

Actually that day three-fourths of that school walked out. there was a hundred and twenty-five of us arrested that day.

Sinsheimer: Now were both of you at the assembly as well (to Jenkins and Smith)? Where were you?

Jenkins: I wasn't here. During the walkout? I was in the air force then.

Sinsheimer: Okay.

Joe Martin: We left there and we got downtown, walked through the black community downtown to city hall. We were at least four hundred strong when we got downtown. The plans were, I don't know who drew the plans up. Everybody would get up and say a little speech, a freedom speech.

Sinsheimer: This was on the courthouse steps?

Martin: Right. City Hall. I think we had one white guy with us. He got beat very badly. Ed King I think. No it wasn't Ed.

Sinsheimer: Bob Zellner?

Martin: Bob Zellner that is who it was. Excuse me. Bob Zellner, he was beaten. I was about ten feet from him. He was going up the steps

Martin (cont.): and that is when the chief of police said arrest everybody.

Sinsheimer: Now were SNCC staff people with you? Was Moses with you?

Martin: Yeah he was there. He was in jail with us. What happened was a group of white employees from the Mississippi Power and Light Company, they let them out, I remember that. They were gathered around the courthouse and the crowd was about to get out of hand when the chief of police ...

Sinsheimer: The white crowd?

Martin: Yeah. And he just said, "Everybody is under arrest." Curtis Hayes was up speaking. I was coming behind him. When Curtis got up that man the chief of police said bring them all in. They had Mississippi Power and Light Company all of their employees, and there were several railroad men down there. And many of them had sticks and things. It was about to get out of hand. There was one man there named McGuffy, one arm McGuffy do you remember that? He had a rope with a hangman's knot in it.

So they put us all in jail. And immediately they took the SNCC staff and separated them from the students. They started the interrogation. So we were suspended from school. And at that time we had to use St. Paul's Methodist Church. The ones that were eighteen and over spent thirty-four days down at the county jail. And the ones seventeen and under, under eighteen, were released, oh yeah, released to their parents.

There was one, there were several incidents within the three days I stayed in jail. I stayed in jail three days. There was an incident where one girl was pushed down a stairway for talking, there was one incident where one black man beat his daughter in front of the white men. There were many local whites who came in there and went down the list to see if their, to see if the black people who were working in their homes had any of their children. They would look at the list and they were terminating the black lady that was working for them.

I was employed by Hollis Drive-In. I worked that Saturday night. And he informed us that anybody with the NAACP Freedom Riders that they would be terminated. So I got out of jail on a Wednesday, no I got out of jail on a Saturday, started back to work that Saturday night and I got to the door and they told me that I was terminated. From then they switched from all black carhops, they switched around to all white. Many blacks lost their lives, lost their jobs during that time. I remember they had a picture, a movie come here, Ocean 11 with Sammy Davis Jr. and Joey Bishop and all them at the Palace Theater. The

Martin (cont.): Ku Klux Klan had dropped some literature downtown. You could walk on the sidewalk to find it anywhere. And they took some adhesive and covered Sammy Davis Jr. picture on the billboard. You could see Joey Bishop and the rest of them but you couldn't see Sammy Davis.

The incident of '61 kind of died off after we went to school up at J.P. Cambell Jr. College. We got to know Bob and them more as a professional people at the schools. They taught at the Freedom School. There were funds being raised for the students who were expelled from school to go J.P. Cambell Jr. College.

Sinsheimer: Where is that located?

Martin: It is on Lynch Street in Jackson, Mississippi. It is right there by the girl's dormitory, the last last girl's dormitory at Jackson State.

After the ones that were eighteen got out of jail, they got out right after Thanksgiving, after thirty-four days right. Everybody, they wind up at J.P. Cambell Jr. College. There was just a few of us around for the summer of '64. We were inactive inbetween. I was in and out of Mississippi myself.

What happened was that Bob Moses sent a letter to my parents. I wasn't here. Telling about the plans for the summer of 1964. And I was in Norfolk, Virginia and I came home. What they did in the Spring of 1964 they were getting people that were active in 1961. See we were blessed here in McComb. We had black people in here that were very informed as to what was going on. The Voter's League thing, there were blacks who actually knew the political situation here in this town. What made SNCC staff so, what made them look so good, here was a town that they came into and the students were quite aware as to what was happening in the civil rights movement. You didn't have to go through all this about recruiting, you didn't have to educate people, people here, people were really informed as to what was going on in this country and what was going on in Pike County as a whole and this discrimination thing.

So when the summer of '64 arrived we were just (break) ... when the summer of '64 arrived there was a new breed of black students. We were aggressive in a sense but they were more aggressive, a lot more aggressive than we were. Where we tend to listen to our ... and kind of back on down. But the '64 class and '65 they were much stringer than we were. We set the, we were groundbreakers, we did that for them. But they had an attitude toward the school, what the school should be doing, the community role of teachers and things, they were much sharper on that than we were. We downgraded, they look at the, just from my observation they looked at

Martin. (cont.): the part of the teachers and what they could be doing in a positive way. We criticized them, called them Uncle Toms and things. They wanted to make sure that the teachers had a more of role in the administration part at the school system. There were some students who were really sharp in that '64 walkout, '64-65.

Sinsheimer: Let me ask a few questions and then we can go right on. Tell me about (Bob) Moses and what you thought of him.

Martin: Moses was a person that you could talk to easily, that was one of the first things. He was a well educated man at the time, well still is (laughter). I think our relationship started when he would ask you and say, "After you get the signs down where do you go from there?" And that is when he opened my eyes to things, it was economics that what the whole thing was about, it was about the ballot.

And I had read about the South Africa problems, but I had never had that type of formal introduction to what took place in South Africa. Bob, I think he was a member of the public school system when it was all segregated he would have been, I would have liked to see him in that school just to teach black children about the cultural things about black people. He was a man who made you think a lot about what was ahead of you and what... you needed to know. We were informed about black history in the public schools, they told us about singers and baseball players. They never told you about the black men in the political struggle. How blacks were killed across the states simply for the right to vote. There were men that Bob talked about. I got a broader feel about the black race as a whole once I got involved in what was happening in South Africa, how what was happening in South Africa wasn't much different than what was happening here.

And this was one of the things ... I think that all the students that Bob taught, had a social relationship with him, they learned a lot. It developed them mentally in the outlook of a lot of things like that.

Sinsheimer: Did you meet Bob (to William Jenkins)?

Jenkins: I was at the first meeting that Bob had. It was in Beartown in the summer of 1961. It was at the Jennings house. He was ... some kind of way Helen Jennings was familiar with Bob. She had met him. She had went to school at Tuskegee (Institute) and he had come through there so she got him ...

Sinsheimer: Jennings?

Jenkins: And we had a meeting down at her house. Actually there were ten of us. His main objective when he first came here was voter registration and that is where we started. We

Jenkins (cont.): started in voter registration and we caught a lot of hell from the beginning. And a lot of it came from the black community. I remember in Whitestown Carolyn _____ and I were a team, our area was to canvass Whitestown. We went to this one lady's house and knocked on the door and she ran us away and told us not to come back, I mean to get on out of the yard. We came back-- some of the SNCC workers had come to town then, John Lewis and some more guys. And they told us to go back. So _____ and I went back the next day. This time she pulled a shotgun and ran us out of the yard (laughter). We turned back and told them and told them. So John (Lewis) said I will go, I will talk to her, I will get to talk with her. And she pulled the shotgun again and John just stood across the street, out of her yard, in the street and gave about a thirty minute sermon.

Martin: I will tell you something like Jenkins said, the initial goal was voter registration. But this town didn't take that, they twisted the whole thing around, the students I am saying. This is how I learned that any kind of social changes from young people. You can not have social changes with adults. We turned the thing around to integration. That (voter registration) wasn't important to us because none of us were voting age in the first place. Since we were active people in the community at that time, the idea of going downtown to the theaters and the, one of the big discussions that come up when we would have freedom schools, was that black women, our black women had to wind up as domestic workers and jobs like that. Our parents educate children at slave wages and things, and that is one of things that we would bring up and discuss with Bob (Moses). And the thing come up then, (the point) Smith was making earlier, that everybody would go to Chicago. I had been to Chicago and I saw the ghetto there and I didn't like it. That is one of the things is that that Freedom that we are looking for, are we looking for freedom or looking for economics. That was one of the things, one of the types of question that was being asked.

Because you certainly if you had to compare the space that they were living in, even though the economics were a little better, it still was nothing like the white man who lived in the state of Illinois. That was one of things that he (Bob Moses) pointed out to a lot of students here. I remember I went to Amite County with him. Reading some statistics we had found out that blacks outnumbered the whites in Amite County. And years ago that was one of the projections that Amite County would be one of the stronger counties. ... This was the first time that I

Martin (cont.): had heard the fact that it wouldn't, integration wouldn't cost this country nothing. Bob and I talked about that, and a guy named Cordell Reagon, we all talked about it. And Mr. ... he got killed up there, ... Mr. Lee, Mr. Herbert Lee. I didn't know him, and I had heard about it through Deacon Bryant, but I remember the killing. I got to come to more of a close relationship with Bob (Loses) in my traveling. He would come down to my _____ house, at that time they had cut the bus system out again. I didn't have no way then. We were having problems only

But the thing about McComb was that the movement shifted its goal, because of the demand of the students. The intitial goal was for nothing but a voter registration drive. Because of the population we had learned little things about counties, certain counties where the population was under twenty percent, where blacks make up twenty percent of the population, there really was no threat of violence from the whites. In counties where there was a large population over forty (percent), you felt that was where your violence comes in. Because of the power that blacks had. That is what happened in Amite County, the bombing here, the bombing of 1964 which is something that this town will never live down.

Harry Bowie: Jenkins, who was the women that you were talking about earlier?

Jenkins: Who pulled the gun? (Inaudible)

Bowie: The reason I ask is because there has been a pattern where people who were very very strong in reaction to it (the movement), would a year later become a leader.

Martin: That's true.

Bowie: She didn't fit that category?

Unidentified: No _____ mother never made the switch. She was still pulling guns ... (laughter).

Bowie: But there were others who reacted just like that, like to give a point, and you look up a year or two later and the kind of thing that John (Lewis) did like giving that sermon, it would take a while before it would sink in. And you see some of those same people now, and you remember fifteen years ago, or twenty years ago when they were afraid and then they made the transition. When you hear their story it was as if they were in it from the beginning.

The group: Right.

- Jenkins: C.C. Bryant, the local NAACP president, didn't give us any support from the community.
- Bowie: Didn't give you any ...
- Jenkins: They didn't give us any support from the beginning. They were on our side.
- Bowie: Let me add a caveat to that. You know what happened I think if I remember. Mr. Bryant along with Jennings, Mr. Bryant officially wrote and invited Bob (Moses) here. They came in, Bob stayed at his house, slept at his house the first time he came down. He got afraid of-- when the students became actively involved in the walkout is when the NAACP withdrew its support. They were supporting the voter registration aspect, but as soon as the students got involved. You are right about that. They didn't give the student movement any support at all. Because they wanted only to do the one and they couldn't see the transition.
- Edith Moore: And the students wouldn't have gotten into it if it hadn't got so rough in town.
- Martin: Right.
- Moore: They wouldn't allow our children any priviledges. There were all kinds of eating places, restrooms, most car restrooms, filling station restrooms, store restrooms, everything was for nothing but the white people. And that is what the main thing about the students into it is when they misused this little girl (Brenda Travis) so much. I was reading somewhere where she is now in California. I have often wondered where she is. They misused her so bad. I will tell you that is when the students really became involved because she was a smart person. She was tough, open minded and would speak. And she risked her life and went into this place and ordered food.
- Well there was some of the wrong people in this place who didn't like it one bit. And they started this raucus in this place. The drugstore. They started the raucus in this place. And the man eventually closed down his eating places, because I have gone their many times, I used to go there when nothing was going on. But I had to get my ice cream, cookies, cakes outside and walk out, I couldn't stay in there and eat unless I was getting something else in the store.
- Bowie: Miss Edith I think you have had, some of your granddaughters in the '64 ...
- Moore: They were involved in the walkout.

- Bowie: They were in '61 also, I knew they were involved in '64.
- Moore: '64. They were only in one walkout at the school.
- Bowie: The '64 walkout. I remember that.
- Moore: (Inaudible)
- Martin: I know, I would like to talk about what you are talking about Harry with the students. What happened was the kids that had been around the Freedom School, the Freedom House, the Freedom office, we would get into such discussions that we would take them back to the school, and question our own teachers about it. And this was one of the things that, also-- Deacon Bryant initially, like you say Reverend Bowie, the voter registration was working out fine. But it was the things that the students were seeing before their eyes-- the signs and the things that were happening downtown like she said. That changed the whole structure of the thing.
- Moore: Changed the whole thing.
- Martin: That is right.
- Moore: It started those people who were coming in here getting more active. And the NAACP got a little bit stronger and it kept on, and they got back in again. It has been so long I don't remember so well.
- Martin: Actually the truth of it is Harry ...
- Bowie: They always had trouble ...
- Moore: Beg your pardon.
- Bowie: They always had trouble with the student movement. You are right, okay.
- Moore: I remember I went to a meeting of the school for a new professor, the head of the, the superintendent of the whole McComb separate school district, we are still not integrated yet, we are a separate school district. Anyway I went to a meeting and they had a thing up there saying all the things that our children were getting. But I was knowing better because I was working with white people. I was working at that time with some pretty good white people. And I knew from those children, bringing their work home, our children were not getting all those things. And all that together I guess made the children get to wondering. And when we got so our children could get those same subjects they had to

- Moore (cont.): be smart. Our children weren't turned out. They had to be smart. When they found that they weren't getting those privileges for all those many books that they had lined up down there, up there. Over here at Higgin's school. When our children didn't get all those books, our children I believe began to wonder.
I didn't start the movement, I am always one for asking questions. I will try to be polite but I want some answers.
- Martin: In the movement, the '61 demonstration, after everybody got out of jail, the following Tuesday after the demonstration, we had a big rally at St. Paul's Methodist Church. The students made the parents change, because they the students were, they forced many parents to get involved that didn't want to get involved.
- Moore: Well it must have been the '61 walkout that my children (grandchildren) were in.
- Martin: 1961.
- Moore: Must have been. Yeah because my oldest granddaughter was born in ...
- Bowie: One of your granddaughters was involved in the '64 walkout.
- Moore: I had two I know.
- Martin: What is her granddaughter's name? Well the oldest girl was in the '61 one.
- Jesse Devines: The granddaughter.
- Martin: That was Evelyn Moore wasn't it?
- Moore: Pardon?
- Martin: The one that lived in Chicago was in the '61.
- Moore: That Dorothy. Evelyn is in North Carolina now. (Inaudible portion) All my grandchildren have done, are doing well for themselves. Things are hard now, but they have all done well for themselves. And they all went, got to go to integrated schools. And when those children began to learn and get the books that the other children were getting, that our children didn't know anything about, they showed how smart they were too. They held their own. There were as many our color graduates as there were the other color. Because I went to all the graduations, I went to football games (laughter). I went.

- Martin: That walkout did something to the, it split the students.
- Moore: So it did.
- Martin: I remember that. Even though the ones that didn't take part in it-- it did something to the relationship between the students. I can't explain it. It (the relationship) is not even there today.
- Moore: It opened the eyes of a lot of parents. (Inaudible)
- Smith: I think it created a lot of envy between the students, the ones that participated and the ones that didn't participate.
- Moore: (Long interruption) Eventually they came over (the students that didn't participate) because they were seeing at that time, they were seeing that they were getting left behind. Because if you don't speak up for yourself you don't get nothing.
- Smith: Well one of things at the time history was being made. One of the things that was happening at the time-- like Jerome Byrd and Carolyn Quin and Joe (Martin)-- they were part of the system, part of the school and everything, but they were just, they had become recognized as somebody being important or something. Like Joe here is a leader and he participated, and Bob Moses and some of the other people you know.
- Devines: Excuse me please, we were all important because God gave us ...
- Smith: Yeah I know that but I am just trying to create an envy situation here where the children that weren't participating like they felt they were going to reap all the benefits but they weren't a part of the system. Then it was showing us a lack of fear. One man, if Joe get up there people were saying that he had the nerve, where if I didn't participate I had fear, you know, I wasn't a part of the system.
- Martin: But at the same time-- I can speak for myself-- when I took part in this it wasn't strictly, history was the least thing on my mind. This was my own way of saying, "I am fed up with what is happening, I am going to let somebody know."
I think the idea, Charles you brought up a point when you said there is a gap between those who didn't take part and (those) who did.
- Moore: That's right.
- Martin: And it certainly is -- I don't know, maybe I have been over-looking it, it might have been envy, I never looked at it that way.
- Smith: Well maybe I used the wrong words when I said "history was being made."

Martin: History was being made.

Devines: Oh most definitely. You are right there.

Smith: It was the ones that participated and the ones who didn't that created the envy I think.

Martin: Then you have to look at this too Charles. There were kids who wanted to take part but their parents wouldn't allow them, and they realized the danger of it, because there were many people losing their jobs.

Moore: They still are on that account.

Smith: Well a lot of the students rebelled against their parents, if their parent, they got into it you see.

L.F. Butler: I can relate to what Joe said there, and Charlie too, because in my family I know we had my Uncle Chuck was highly involved in the _____ . My sister wanted to be involved, _____, she was old enough But my parents and my grandparents they decided that we got one that is going to have to go to Cambell College that we are going to have to see about, now there would be two in the family.

Smith: That was another hardship. The students that went off to school.

End of tape and this portion of conference.