

**The Lemon Street Schools Oral History Collection  
Marietta City Schools System, 2019-2021  
Eartha Head and Barbara Cooper interview  
Conducted by James Newberry  
February 27, 2020**

**Complete Transcript**

Interviewer: So, this is James Newberry and I'm here with Ms. Barbara Cooper and Ms. Eartha Head on Thursday, February 27, 2020 and Austell, Georgia. And thank you all for agreeing to sit down with me. Do you agree to this interview?

Head: Sure.

Cooper: Yes.

Interviewer: Thank you. So could you please tell me your full names?

Cooper: My name is Barbara Jo Freeman Cooper.

Head: My name is Eartha Louise Bryant Head.

Interviewer: Wonderful. And what are your birth dates?

Cooper: May 4th, 42.

Head: June 11th, 1940.

Interviewer: Okay. And where did you grow up?

Cooper: In Marietta, Georgia. Fort Hill homes projects.

Head: Marietta, Georgia, Fort Hill homes projects.

Interviewer: So, I assumed then, both of your earliest childhoods were in Fort Hill homes?

Cooper: Absolutely.

Head: Yes.

Interviewer: And you mentioned Lee Court, Ms. Cooper?

Cooper: Mm-hmm (affirmative).

Interviewer: What about you?

Head: Lee Court, two doors down.

Cooper: We lived down the porch from each other.

Interviewer: Can you describe those apartments?

Cooper: Hot in the summer.

Head: Warm in the winter. We cooled off on the porch with the concrete cement porch, and the fan. Lots of board games.

Cooper: We remember it fondly, because it was almost like extended family. Everybody knew everybody. Everybody knew each other's children, and we all played together and had a good time. It was a good life.

Interviewer: So, one of the things that emerges about Fort Hill homes is that you had professional people living there, and it was something where the sort of stigma that gets attached to housing projects today. It was not there.

Cooper: It was not there.

Head: No, no.

Cooper: As a matter of fact, we moved into the apartment that the principal moved from, so it was all income, everybody was kind of on the same level. We didn't really know anything about... We talk about that all the time, we didn't even know anything about income levels, and who was what. We just had fun, and we loved it.

Head: Basically, that was all we knew. That was home, and everybody took care of their apartment, the family, as if it was a single house. They were living in a house, not in projects. We kept the area clean, we did everything that people do now.

Cooper: And there was no stigma attached to the connotation that... Projects now, when people say projects, it's negative and ghetto, and it wasn't like that. People took pride in where they lived and kept it nice.

Interviewer: And you mentioned the principal. Which principal?

Cooper: Mr. Woods.

Head: M. J. Woods.

Cooper: Yeah, M. J. Woods.

Interviewer: I spoke to Lorenzo Woods and he spoke about-

Head: I meant to ask you that, if you had spoken with him. Now, he had a lot of pictures from somewhere.

Interviewer: Right. He's given a lot of them to his sister now, but he had a few pictures of his parents.

Head: Right.

Interviewer: So they were in your apartment before your family?

Cooper: Right?

Interviewer: In Lee court.

Cooper: Right.

Interviewer: Okay. So we'll start with you Ms. Head. What were your parents' names?

Head: Oh, Freddy and Ruby Bryant.

Interviewer: And how many siblings did you have?

Head: Two.

Interviewer: What did your parents do for a living?

Head: My father was a tailor at one of the men's shop in Marietta. Matter of fact, he was probably the second black tailor on the square. And my mother was a domestic.

Interviewer: So, what was the store called, where your father worked?

Head: Johnny Walker men's store.

Interviewer: Okay. And you Ms. Cooper, what were your parents' names?

Cooper: Oscar and Lillian Freeman. My father had a cap stand on Long Street, and my mother was a domestic worker. Not full time, but... and that's pretty much it.

Interviewer: What about your siblings? How many?

Cooper: My siblings? Four of them. My oldest sister, Miriam Bohannon, she became a beautician and had owned her own beauty shop, and the rest of us flew the coop. We went away. Sister Mickey went to Ohio, and after I graduated from college I left and I got married and went to D.C. which is where I spent the next 40 plus years.

Interviewer: What were your parents' feelings when you were young? What were your parents feelings about your future? What did they tell you? What did they want for you? Was that something you expressed?

Cooper: Not so much in my family, my parents were not what you called educated people, but they were hard workers, and they always wanted the best for us. And I think the whole idea was just being a good citizen, and of a person, was their focus, and making an honest living. And not being educated, they didn't know how to steer us into... How can I say, professional jobs, and things like that. They didn't know about them, because that's not what they did. Like I said, my father owned his own cap stand, and that was it for us. So they didn't know a lot about going to college, and really making a living, and I ended up being a teacher.

Interviewer: What about the Bryants?

Head: Well, it seems to me as I best remember, that their focus was us maintaining good grades and finishing high school. Because beyond that, it was not a question that they didn't have the money to do it, just so happened my oldest sister, went the Morris Brown, she was a sophomore junior when she quit, and hers was on scholarships from Cole Street Church and around. Which was probably less than a hundred dollars a quarter, a semester. And my middle sister went to Spelman, and she was a junior when she was through, because the scholarship's money, and trying to maintain a job on campus was hard to maintain grades. Now my middle sister was the smartest of the three of us. And then, of course, my mother passed when I was in the fourth grade, so we just had our father to depend on and other relatives, aunts and cousins. So I was fortunate when I graduated from high school, I was a salutatorian, and we had public health nurse that came to our school every year in the fall, in September, for our immunizations. Luckily this lady, the nurse from public health, when she recognized my last name, she asked me if I knew a man named Freddy Bryant, and I said, "Yes, he's my father." And she said, "Well, he does all my alterations." And at that point she said, "When you get to be a senior, I want to talk with you." And I thought, "What could she talk to me about?" Sure enough, my senior year, she asked me if we had a future nurses club at our high school, which, any extracurricular that was available, we did it outside of just regular school. And my senior year, she said, "I want you to write an essay on nursing." And I'm thinking, "What in the world does she want me to do that for?" So I did. In my mind, I didn't know what nursing was all about. I had no idea that that was a focus in my mind, I didn't, because I didn't know that I could go to school anywhere. And she said, "Well what do you want to do?" And I said, "Well I want to go to Tuskegee, and I want to major in home economics," because we had an exceptional home economics high school teacher. And we learned all about sewing and crocheting, anything about sewing, we did it. We did some upholstery for the church that I'm currently a member of, we reupholstered the chairs in the pulpit. And with that being said, she said, "Well you write this essay and let your English teacher critique it." And I did. And she said, "You mail it to

me." She gave me her mailing address. I heard nothing else from her, until our commencement service. And the principal called me in the office. He said that, "I'm very proud of you." He said, "Your salutatorian, you know Walter Moon," we will always back you... You've heard his name, I'm sure? And Walter lived in the projects in the building behind me, and were always challenging each other with our grades, but I could not challenge him, he was a valedictorian. And that Sunday at our baccalaureate, I was awarded a scholarship to enter a nursing school of my choice. I thought, "Oh my goodness, this is great." And I was the first black recipient of a scholarship award from Cobb County medical society. And with that, I challenged going to Grady, that was the only application that I sent, and we went down to Atlanta to the State Capital, to take the college entrance exam. Several of us went, but my focus was, I got the scholarship, I'm going to do this, and I'm going to do that well. We went and all of us failed. And it had to do with the amount of sciences that we needed to qualify. And we never had taken the SAT exam, we never had any college preparation exams in our senior year, junior year, tenth or wherever, we started, we never had that. Did you? When you came, did you take the SAT before you graduated from Lemon Street?

Cooper: I don't remember.

Head: Okay. So with that, I went to a vocation. I had a cousin who was dinner man at Morris Brown in Atlanta, and he called me and asked me what was I going to do? And I was just terrified. I said, "I don't know. They may take the scholarship away from me." So he said, "Well, I'll help you." So I went to a vocational high school in Atlanta, Carver vocational. And I took the LPN course, and I did my training at Grady. And when I took the state boards, I excelled in the state board. So my obligations was to go back to Kennesaw and work a year and a half. And during that time of my work, I decided I wanted to be an RN and I left, I sent applications to various places and I was accepted to university hospital in Augusta. Well I go there and there are no campuses for black nursing students, so we stayed on Payne College campus, which is a Methodist college, and we commuted back and forth to the hospital, back and forth to the... And we had to take all the core courses at Payne college in order for us to stay on campus. My junior year of my nursing, my father passed, and that was near the end of the scholarship, because I'd used part of it for the LPN class. So I would come home and work every other weekend. So I never was off the payroll at Kennesaw. I was going to school, coming back to work on my weekends off back and forth on the bus. And then when my father was ill, I knew just about all the doctors at the hospital, and the one doctor that did my physical exam when I was going to Augusta, he asked me, he said, "Well, how are you doing in school?" And I said, "Well, you know, I may have to quit." He said, "Why?" I said, "My father is very ill and he has cancer." He said, "What is your father's name?" And I said, "Freddy Bryant." He said, "Well, that's the man who does all my alterations." He said, "I'll tell you what, you get your little..." I won't say the word, "back in school, and I'll see to it that you get money to finish." And I said, "Well, how are you going to do that?" He said, "The Cobb County Medical Society." I just froze. And I said,

"Well, I've already gotten a scholarship from them." He said, "When?" And I told him, he said, "Well, don't worry about it. You go back to school. I will see to it that you get the money to pay for the rest of your college." He said, "Because you're going to be a good nurse." So I go back in the January when the tuition was due, no money, and they called me in and said, "Your money has not been paid." Because I talked with the director when I went back, and she said, "If it's not here within two weeks we're going to have to let you go." So I get on the phone and I called Dr. Manning, that was his name, and I told him, and he said, "You tell them don't worry, if the money's not there, I will pay it." So in two weeks the money was there, and that covered the rest of my time. So the rest is history.

Interviewer: What was the name of the original public health nurse, do you remember?

Head: Pauline Williams.

Interviewer: Okay. Was she a white nurse? Or...

Head: Yes.

Interviewer: And she would come to Lemon Street?

Head: That's the way they did it. The public health will come to us instead of us going to the health department. Whenever they would come, I think they had a big trailer out front, that we all go in by classes to get our immunizations, or any kind of health record. Because nobody had health insurance.

Interviewer: And that's first up through twelfth, eleventh, twelfth grade?

Head: Twelfth, I mean, as long as I was in school, so I don't know how long it continued, 'cause I'm two years older than Barbara.

Cooper: And I don't remember a lot about that. I remember a van or a trailer or something coming. And of course, in those days, people didn't have transportation. So in order for children to be privy to that, they had to bring it to you. So they'd just come and park at the school, and all you had to do was get go and do whatever you needed to do, in order to keep your health records up to date. And I'd like to add to that, and give Mr. McKay credit, who was a teacher.

Interviewer: Kenneth McKay?

Cooper: Kenneth McKay, yes. You've heard his name before?

Interviewer: Yeah.

Cooper: He was responsible really for me going to school, because once I finished high school, I had no idea what I would be doing next. And so he asked me one day and I said, "You know, I don't have any plans. I don't know." And it was during the summer, so I don't know if summer school was going on or what. But anyway, he told me that I needed to be in college. He said, "You need to go to school, you're too smart not to go." And so he helped me to get the applications and fill them out, and get them back in. And my father, of course, is the one, and I'm very grateful too, who paid for my education. So I was blessed, in that I didn't have to work or do anything but just go. And so I give them the credit for that. Mr. McKay for encouraging me and taking the initiative to do what I needed to, because I didn't know where to start, to go to college. That wasn't something that was talked a lot about. That's why I said I don't remember taking the SAT, because they didn't prepare us for college. Once you got through high school, you just got to get a job. And somebody had to take an interest in you enough, to see that you had the ability to go further than high school.

Interviewer: Where did you go to college?

Cooper: Tuskegee Institute.

Interviewer: So, you had mentioned wanting to go to Tuskegee. When you had the schools in Atlanta, what was the draw for in Tuskegee?

Cooper: Mine was a girlfriend that had gone there. We really didn't know a lot about colleges and stuff, they just didn't... I don't remember them talking to us a lot about furthering your education. If you got out of high school, you were doing good, and practically everybody did graduate. I know in my family, education may not have been stressed though, but you were going to finish school. That was a priority. Everybody, and all of my siblings did finish high school. Speaking now, I was just looking at my brother. If you knew him in those days, you would have never thought that he would be the civic leader that he turned out to be, would your Eartha?

Head: No.

Interviewer: What do you mean?

Cooper: He was just such a mischievous... How can I say? Just no interest in leadership and that kind of thing. He was into sports, and that was probably the big thing for-

Head: Well, he argued his point.

Cooper: Always.

Head: Always. He would challenge, even if he didn't know it-

Cooper: He would challenge anybody, even his father.

Head: ... he would challenge anybody. And my sister was like that, my middle sister. A matter of fact, her oldest sister, her younger sister and my birthday, were all on the same day, same, June the 11th.

Cooper: So, after he came back from service, I think he took an interest in Marietta more in terms of how it was serving the community, serving the people. And that's when he really got involved in civic activities and NAACP, and all of that. I was the first one in my family to go to college, and then my younger sister followed me and she went.

Interviewer: So, the two of you?

Cooper: Yes.

Interviewer: So, you were talking about the health service coming by, and I want to transition into your school years. You were very close to the school?

Cooper: Yes.

Interviewer: You were next door practically. What do you know of students who came from farther away? How did they get to school?

Head: Bus.

Cooper: We used to call them-

Head: You mean in Marietta?

Cooper: ... the cheese bus.

Head: Well Marietta people, city people, they walked.

Cooper: County kids.

Head: We got students from Austell, Powder Springs, Acworth.

Cooper: Smyrna.

Head: Smyrna.

Cooper: Any of the outlying and counties.

Head: I don't know about Woodstock?

Cooper: They rode the yellow bus that we called the cheese bus.

Head: The what?

Cooper: The cheese bus.

Head: We called it the big red.

Interviewer: So, there was a bus?

Cooper: We used to call them the county kids.

Head: Oh, there was a line, they would line up, every day, every morning and every, and I don't know what time they even left home to be at school by 8:15.

Cooper: We didn't even think about it, did we? Because all we had to do was walk down the sidewalk, and we'd be there.

Head: I took us five minutes to get to school from where we lived, we were fortunate.

Interviewer: And you said you called them the county kids?

Cooper: The county kids.

Interviewer: Was there any attitude about them?

Cooper: No.

Head: Mm-mm (negative).

Cooper: We just called them the county kids.

Interviewer: The bus for them. So what period was this? Is this your high school years?

Head: High school.

Cooper: High school.

Head: From eighth to the twelfth.

Interviewer: What about prior to that? Like elementary school?

Head: Well, that might have been elementary schools where they came from? I'm sure that had to have been. Because it would have been, it was still segregated.

Interviewer: Do you recall when you were very young? First starting, do you recall buses running kids?

Head: Mm-mm (negative). No.

Cooper: No.

Interviewer: Do you know that buses served black students when you were very young?

Head: No, I didn't. They didn't count. The only bus we had, is if we were in sports and we were going to a Rome, Dalton-

Cooper: Gainesville. Did we ever go to Gainesville?

Head: Mm-mm (negative). Rome, Cartersville.

Cooper: Cartersville.

Head: Somewhere in Clayton County, my cousin was in the...

Cooper: And the De Kalb County?

Head: Oh, De Kalb County. We played...

Cooper: I remember Rome and Cartersville.

Head: And De Kalb County.

Cooper: Avondale.

Head: Avondale Estates.

Interviewer: Do you remember Richard Roberts, owned East Side Cab?

Head: Yeah, I do.

Cooper: I don't remember him.

Head: Yes. He was related to... James...

Cooper: Where was the East side? Was over there on Fairground Street?

Head: Mm-hmm (affirmative).

Cooper: Yeah.

Head: Richard, he was from Kennesaw, Woodstock, somewhere, I think. What was James? He was Richard's cousin in some way, but his last name was not Roberts. And then they had a barber shop right down at the... service station.

Cooper: [crosstalk 00:24:58] down there, I don't remember.

Head: You were still here. Service station, and they did mechanical work there, and the barber shop right next door to it.

Interviewer: James Dodd, said that Richard Roberts ran a bus for black students?

Head: Well, I don't know if it was in Kennesaw, Woodstock or wherever, but he might've driven a bus. I don't really know, I don't remember that. But they did not have, during my time they hadn't, and I'm sure it was hers. I don't know about the years when I was in the seventh grade, 'cause we were across the street in the building that they're renovating currently. So if they were... they might've been, but I don't-

Cooper: I don't remember buses except for high school.

Head: I don't either. I know James was a class ahead of me, but...

Interviewer: So it might've been a mix of the students?

Head: See the people that lived, I'm sorry I interrupted you-

Interviewer: No, please.

Head: The people that lived in... what do they call it? Where James lived?

Interviewer: Elizabeth?

Cooper: Elizabeth.

Head: I think they went to J. J. Daniel if they lived in that area, for middle school, but I can't bank on it, and I know, 'cause my cousin lived there, and they would've had to go to Smyrna for elementary, and J. J. Daniel for middle school, and then Sprayberry for high school. Some of them did, that's the only way I can recollect it, because my cousin used to live on Lemon Street, and she begged her mother not to let her leave Lemon Street, so she wouldn't have to be bused from the elementary school in Smyrna, and then go the J. J. Daniel where her brothers went, and from there to Sprayberry. So her mother allowed her to stay. And she graduated from Marietta High, and that was just at the beginning of the integrations, when they were getting ready to close Lemon Street. That's how I remember that, that bus park part of it, but beyond that, from when we went to the eighth grade, that's my recall of buses.

Interviewer: Okay. Let's talk about you starting school. So you would have started about '46?

Head: '46.

Interviewer: And you about '48?

Cooper: '48, I guess.

Interviewer: So, based-

Cooper: That was me.

Interviewer: No problem. It seems then like you both would have started at the big wooden school?

Head: Yes, sirree.

Interviewer: So, tell me about what it looked like, what condition it was in?

Head: Oh my God. It was a horrible rustic looking, gray to my knowledge, wood school. And my first grade teacher was Luella Patterson, and she taught a lot of [crosstalk 00:28:26] .

Cooper: She taught me everything.

Head: And my second grade teacher was Miss Thompson. My third grade teacher was Denise Pinckney, at the time. My fourth grade teacher was Margaret Dabney, and she later married to Dabney Jackson. My fifth grade teacher was Miss Grove. I don't know her first name, was it Heddy?

Cooper: I don't remember her first name.

Head: My sixth grade teacher with Miss Hollis. My seventh grade teacher was Mr. Aaron Adams, who then became principal. My eighth grade... When you go over to high school, you had a homeroom teacher, and my homeroom teacher was John James. My ninth grade teacher was Miss Hill. My tenth grade homeroom was Mrs. Scott, and my eleventh grade homeroom was Miss Dyer, I believe. And twelfth grade teacher was Miss Fred.

Interviewer: Okay. And do you have a lot of similar?

Cooper: Seventh... I was just thinking. Eartha is so much better at remembering.

Interviewer: She does pretty good.

Cooper: Because, now I can go from elementary pretty good. But once I leave seventh grade, I don't remember who was my eighth grade, ninth... Oh, I do, Mr. Martin.

Head: Yes sir, he taught math.

Cooper: Yeah, Mr. Martin. But...

Head: Nobody wanted Mr. Martin, 'cause he was just, he taught algebra, he was all over the place. Hyper.

Interviewer: And that's bad for algebra.

Cooper: You thought he was hyper? Anyway-

Head: Strict.

Cooper: And I don't remember anybody else, Eartha, until... Maybe I want to say 11th grade, Mr. McKay was my homeroom teacher. And now all those other spaces, I don't even remember who was my homeroom teacher. Now, I went to some of the people.

Head: We went to all of them.

Cooper: Yeah. We changed class and went to some of those other teachers, but I don't remember who was my homeroom teachers.

Interviewer: I was asking her about the wood frame elementary school. I believe that's where you would have started in '48?

Cooper: Okay, but I don't remember it.

Head: Oh good, I can tell you what it was like.

Interviewer: Go into detail.

Head: You go in the front, to the left was Miss Patterson. To the left was Miss Patterson. I don't know how many first grades we had, but mainly hers. To the right was Miss Thompson, and we went upstairs to the third and fourth grade, was Miss Pinckney was on one side and Miss Dabney was on the other. And then we went to fifth grade, that's when we started out with Miss Grove. When they tore the building down, we went-

Cooper: Cubicles.

Head: The cubicles, and it was a division of classes in the auditorium.

Cooper: And so they must have built the new elementary school when I started? Because, I remember going to Miss Dabney in the new elementary building.

Head: Okay. Well I didn't. They were tearing it down and doing the change of the fifth grade of the mid...

Interviewer: That's 1950.

Head: No, it wasn't.

Interviewer: Well, the new school came in '51. And was...

Head: Yeah. Because I was in the fourth grade when my mom passed.

Interviewer: Okay.

Head: And I was getting ready to go into the fifth grade.

Interviewer: And so, how long were you in that cubicle?

Head: We stayed there until the next school year, because when we went back to the fifth grade we went to the new building.

Cooper: Okay.

Interviewer: Was it a full school year in the cubicle?

Cooper: I don't remember the cubicle.

Head: Yes. No. Because I was... Fifth grade, we were over there, but before I finished the fifth grade we were over in the nearest building.

Cooper: So, you started the fifth grade in the cubicle.

Head: Yeah.

Cooper: But before that, and that you were in the new building.

Head: Right.

Cooper: So, you weren't over there a year?

Head: No.

Cooper: Okay.

Interviewer: And then what did the new building look like when you...? What do you remember of it?

Head: Everything.

Cooper: And the new building...

Head: It was all one level.

Cooper: As soon as you walk in, the classroom was on this side, the principal's office was on this side.

Head: Mm-hmm (affirmative).

Cooper: And then...

Head: You go down the hall.

Cooper: Classroom down this way. Classrooms this way.

Head: And the cafeteria was there.

Cooper: The cafeteria on the end down here. In fact, when we had the junior senior prom, we would walk from across the street from the gymnasium over to the cafeteria for the banquet and that was in the cafeteria. So, you went over there and had your meal and then you went back to the gymnasium for the prom to dance.

Interviewer: I hadn't heard that.

Cooper: You didn't know that?

Interviewer: Mm-mm (negative).

Cooper: Oh yeah, that was-

Head: You see, we didn't do... All we had was the prom.

Cooper: Oh no, you, they... in the cafeteria.

Interviewer: It was a new thing to hear. It's like....

Head: Mm-hmm (affirmative). I guess that kept them from going to hotels.

Cooper: And I guess they were trying to feed you. Can you imagine having... In the cafeteria, you would have whatever and then go across the street and dance.

Head: Mm-hmm (affirmative)

Interviewer: Well just out of curiosity, was there not a cafeteria in the high school building?

Head: Yes, because we used to... No, it wasn't there.

Interviewer: Mm-mm (negative).

Head: No, it was [inaudible 00:34:38] the chemistry lab. It was where Mr. [Ruff's 00:34:43] class was.

Cooper: That was the cafeteria?

Head: Yes, ma'am. Because, we used to have to go across the street to eat our lunch. We didn't have a cafeteria.

Cooper: Oh. Well see, I don't remember that. I only remember the cafeteria being in the new building.

Head: Yeah. See, I remember that.

Interviewer: Did high school students go across for lunch?

Head: See we would.... They would time it. We at the elementary school ate first and then the high school.

Interviewer: In that new cafeteria?

Cooper: Yeah.

Head: No. Oh, I don't know about what [crosstalk 00:35:14]. They probably did come across the street to the cafeteria. Yeah.

Cooper: Yeah. High school kids came across to the elementary building to eat lunch in that Cafeteria.

Head: In the new building

Head: In the building they're currently renovating.

Cooper: Mm-hmm (affirmative)

Interviewer: So the one in the high school was a classroom basically and it just couldn't accommodate everybody?

Head: No. It was the size of it.

Interviewer: Okay.

Head: And so the elementary kids went first for lunch because I remember [crosstalk 00:35:42].

Cooper: Because, Eartha don't you remember we would feed the football team over there-

Head: Downstairs and the home economics.

Cooper: Okay.

Head: That's what we did.

Cooper: Okay.

Head: Mm-hmm (affirmative). In Ms. Watson's class, we set it up. They moved across the street. [crosstalk 00:35:57]

Cooper: And eventually, I'm trying to remember that we did in the cafeteria.

Head: But when I was in 72 years older than she is, so when the visits come.

Cooper: Mm-hmm (affirmative) Things change

Head: We had to set up the home economics classroom. It was big enough to accommodate because we had some machines and everywhere and we had the stoves, when we learned how to cook.

Cooper: Mm-hmm (affirmative).

Head: And all that was just right there and the girl's bathroom was right down. [inaudible 00:36:29]

Head: It was just like two doors down from home economics. And the guys had to come down those steps and smell that come in. And we as students serve them.

Cooper: Mm-hmm (affirmative).

Head: So we'd listen, And when I say oh, home economics taught us, we knew about China, setting a table, how to serve. So if you worked in a restaurant, you already had those skills because we were taught that.

Interviewer: Who was the teacher?

Head: Watson.

Cooper: Mm-hmm (affirmative).

Head: Eunice Watson.

Cooper: Eunice Watson.

Interviewer: And she was this excellent home ec teacher?

Head: Oh man, she was all awesome.

Cooper: Next to me.

Head: Yeah. Well you got a lot you... To be honest with you, a lot of what we are is what started our families and at home.

Cooper: Our teachers. Yes. And then-

Head: We were family oriented. My aunt, my great aunt, she... When the ministers would come, she would feed them. We learned from them how to set the table. We learned from them how to serve. We learned from them how to place your foods in a certain meats and vegetables and dessert. Someone in, we learned about how to pour tea in a glass and rather from the spot, but from the side, I mean we learned all that. So if you went to work at a restaurant you learn that way. But still you had-

Cooper: Basic skills.

Head: The early on teaching.

Interviewer: So did you, both of you attended Cole Street.

Head: Because it was a neighborhood church [crosstalk 00:38:15].

Interviewer: Members of Cole Street.

Head: At one time-

Cooper: No. I belong to my family church, which was [Liberty Hill 00:00:38:20] where my father's brother was the pastor.

Head: Okay.

Cooper: Well let me back up and say two Sundays out of the month because see then churches, some churches we have and because he had other churches in other places, we had church on second and fourth Sunday at Liberty Hill. On first and third Sunday I went to Cole street, which is where my mother and other members of my family, we was kind of split. My father and some of us went to his brother's church at Liberty Hill and basically I guess Joyce was the only one. My youngest sister went to Cole street where my mother was a menace. A member.

Interviewer: Okay. Yeah, I've heard that many times that father's family would stay with their home church and mother's family would stay with theirs. And it was like you choose or you go to both or like you said-

Cooper: We went to both.

Head: Same with me, my mother was Methodist.

Cooper: Okay.

Head: Tiny chapel. My father was Baptist and since I was the youngest, I wanted to follow my mother and some of the other family was a little bit unhappy that I did that. So guess what? I go to Methodist college, I come back to go to Marietta to work and I didn't know anybody at Turner Chapel so I went to Zion. [crosstalk 00:39:47]

Cooper: And so, I ended up being Pentecostal.

Interviewer: Oh, I see. So-

Cooper: So, go figure.

Interviewer: I want to go back to the new brick school. And you said you were around fifth grade when you first went there?

Cooper: Mm-hmm (affirmative)

Head: When I finished up in the fifth grade over there.

Interviewer: You would have been a couple of grades behind.

Head: Uh-huh (affirmative) Third.

Interviewer: Okay. Would you remember- [crosstalk 00:08:12].

Cooper: Ms Beaver?

Head: Yeah, she taught third grade.

Cooper: Yeah, she taught me.

Interviewer: Where was your classroom? Do you remember?

Head: Ms. Beaver.

Cooper: She was right next door to this hall I can tell you.

Head: Was she... All the way down?

Cooper: Yeah. She was okay, you come in the entrance door, the principal's office is here, seventh grade all down. Go back across, [Ms. Hust 00:40:36] was here, Ms. Beavers was here.

Head: OK, now I know Ms. Grove was the last class.

Cooper: Ms. Jackson... Yeah. Last one on the right.

Head: Okay.

Cooper: Mr. Jackson that taught high school, his wife taught third grade.

Head: Okay.

Cooper: Okay.

Head: Okay. No, I didn't remember where Ms. Beavers classroom was. I remember where [Mr Dabney Jackson 00:40:59] was and Ms Grove and Ms. Hollis.

Cooper: So then I don't remember Ms. Jackson moving into the main new building because I was already gone.

Head: Okay. And then Mr. Adams taught seventh grade, when you first come in the door. He was right there on the right.

Cooper: He was at the very front. Mm-hmm (affirmative)

Interviewer: So the seventh grade class was in the Brick school? The Brick elementary school?

Cooper: Yes.

Head: Yes.

Interviewer: So that was that last grade before you crossed the street?

Head: Yes.

Cooper: Right. Yes.

Interviewer: Okay. And what do you remember of Mr. Adams?

Cooper: He was a good teacher. I do remember that. He later became the principal.

Head: I just remember he was fun, just kind of funny and thorough. And I thought he was a good teacher, but who am I? Well, when I was in his class and I wouldn't challenge him in a way, but sometimes some things he's did I didn't like. No I'm

not being critical of him per se, is he often tell me that had my father been... My father had some illnesses I guess as a youngster. So he only went to maybe the third or fourth grade. But my father was an avid reader. He was very smart. And one day he said something that just, it bothered me. I wasn't angry. So he'd tell it, said, "Well if any of you young ladies are uncomfortable with what I'm saying or what I'm [inaudible 00:42:53] say so you can feel free to leave." And then at that seventh grade, that's right when you're changing, you don't know who you are as far as young girls developing and young men developing and was in a health class. He would... He kind of intertwined health with his teaching. So I walked out because I felt uncomfortable and I was just trying to figure out who I was and girls didn't openly talk about their cycle. And he made a statement that just put me in this... I mean I was frightened. So when he asked, when I... After he... I walked out twice. He asked me to stay after school and talk with him and I... He said, "Well, what did I say that bothered you?" And I said, "Well, first of all, you don't know how many young ladies is experiencing that. Some girls weren't prepared for this change and to me it was not a man's position to say things to young ladies that should've been, should've come from their mother, I thought, or female figure." And he admired me for saying that because he didn't realize that that was offensive-

Cooper: Too offending.

Head: To other young ladies. And we would... Young girls, we would talk about it after school and he said, "You know, one thing I like about you." He said, "You remind me of your father." He said, "Your father was brilliant. And I challenged him all to school until he became ill and couldn't go back." So I had no... He said, "I promise you I will not say anything like that again." So it was, he respected my view being so young and I was-

Cooper: To speak up?

Head: Yeah. That I could speak up, but I'm normally, I talk more now than I ever have. But normally in a classroom you didn't hear a peep out of me until I was asked and that was all the way we were taught, you use your ears and you speak when you're spoken to. Not out of term. We were taught respect.

Cooper: Especially for adults and teachers.

Head: Mm-hmm (affirmative).

Cooper: Who was it that I was talking to somebody and I would say there was a time when teachers were so highly regarded. It was like your parents, your pastor, teachers came right up at the top.

Head: Mm-hmm (affirmative).

Cooper: And now that's just, I mean just so far farfetched that kids don't have respect for teachers anymore.

Head: The disciplinary problems that didn't even interfere with their learning.

Interviewer: Well, I mean just like looking at this, I mean that is a lot of kids.

Head: Yeah.

Interviewer: That's like almost 40 kids.

Head: Yes.

Interviewer: Which is not a class size that's sort of considered appropriate today under 30 you know, it... How did... I mean we're teachers on their own in the classroom or did they have support?

Head: No.

Cooper: They were on their own. When you say on their own, do you mean that they have a assistance?

Interviewer: An assistant or the presence of the principal on regular basis,

Cooper: No.

Head: [crosstalk 00:14:19]. Walk through but not-

Cooper: [crosstalk 00:46:21] pass, check just to see what was going on in the classroom I guess, but not for in a period of time.

Head: Mm-mm (negative) No, and then so we knew when the principal was coming, you know that, I mean I guess they were discussing at teacher's meeting or stuff like that, but respect was not a question.

Cooper: Children were more disciplined then.

Head: And you can... I can sit here and look at that picture and I can point out the problem children.

Cooper: Yeah.

Head: I really can because that's what they turned out to be. Those were the high school dropouts. Those were the problems of... Children who had problems learning, which might've had some learning disabilities that were undiagnosed and so consequently they didn't receive any help because guess what? That was no money.

Cooper: Well, we didn't have programs in the school system in those days for students with special needs like they have today. If you've got a child who has special needs, then you have special attention given to that child or you have a classroom where a teacher might have three or four children. They just took care of those children and taken away from the regular classroom setting. We didn't have anything like that in those days.

Interviewer: Well If a child was misbehaved, how did the teachers discipline? What was acceptable?

Cooper: They go to the principal's office.

Interviewer: Immediately? Was there [crosstalk 00:48:00].

Cooper: No.

Head: Yeah, it was [inaudible 00:48:04] Ms. Dabney Jackson had a strap. It was a leather strap [crosstalk 00:48:08] about this long about... It ain't thick. If you were disobedient, at the time they could do this. She made us turn our hand inside out. I mean like this and she'd give us maybe two or three waps on that. I had my first time and mam because of one [little inaudible 00:48:26] student.

Interviewer: Who was it?

Head: His name was [Green Howard 00:48:30] let me find him.

Cooper: Oh Green Howard, that family.

Head: Let me see, right there.

Interviewer: Okay, well that's for me to know.

Head: He's deceased now but he was always into something. His mother had the most, I don't know how many kids and they live next door to us and they will always run in and out. They were... He [crosstalk 00:48:55]

Cooper: They did live in the project. I forgot that.

Head: Yeah. Bad-A kid. And he was sick one day. It was report time, report card. So he didn't come to school on that day and I asked Mrs Jackson, not that lady, she's a Jackson, she's married to Jackson. I said, "I'll take his card home". She said, "Well you can take it to him. I promise I'll trust you. But if you look at it, I'd be very upset." But what did I do?

Cooper: Let me ask you this, has anyone spoken to you or said anything to you about the Bray family? That would be an interesting family to talk to.

Interviewer: Brake?

Cooper: Uh-huh (affirmative).

Head: Bray. B-R-A-Y.

Interviewer: B-R-A-Y.

Head: Mm-hmm (affirmative) It was a bunch of them and that bunch and this bunch, they were tyrants.

Cooper: Oh my God, it was so many of them.

Head: They had two apartments in the project.

Cooper: They lived over each other. Do you remember that Eartha?

Head: Mm-mm (negative).

Interviewer: Did you take it to him? [crosstalk 00:50:02].

Head: I carried to him and it was if I didn't see what it was saying, he did something to me that was... He tormented me in some kind of way and I said, 'Well, I guess I don't make E's and D's and F's on my card like you do.' He tell the teacher and in front of the whole class, she called me up to her desk and she said, 'And what I'm hearing is that true?' And I said, 'I don't know [Ms. Samuel 00:18:33], I don't know.' She said, 'You remember when it was report time card?' My heart just started pounding. I said, 'Yes, ma'am.' She said, 'You gave Green Howard his card.' And I said, 'Yes.' She said, 'Now you know what I'm about to do.' And I said, 'No ma'am.' She said, 'I'm going to put you in the back of the class and I also want you to hold your hand out.' Everybody laughed. I was screaming. I think I was screaming because my feelings were hurt. I was a teacher's pet because I [inaudible 00:51:02] class when my mom died and she wanted my father to take me and it hurt her just as much as it did me. But I have to do it. But she couldn't back down. Is that called corporal punishment? I felt like I was going to die. But that learn, that taught me. Honesty is highly important. You have to be trustworthy in order to make it. And if they... If you're not trusted, you can't go forward because you're going to lie your way out. One lie makes another to another to another. So with that being said, no more lying for me. Even if it got me in trouble, I told the truth. I Learned what truth and honesty and trust meant.

Interviewer: Do you remember where this was taken? What's the location?

Cooper: Mm-hmm (affirmative).

Head: The bleaches on the hall, on the football field.

Cooper: On the football field of the high school.

Interviewer: So is that just to the right?

Cooper: No, across the street from the elementary school,

Interviewer: But what side of the high school was it on?

Cooper: On the right,

Interviewer: So where the addition came later, the addition that's still there?

Cooper: Down [inaudible 00:50:16]. Whether... It used to be the alternative school I think once they closed that Lemon Street.

Interviewer: So, if you were looking in this direction today, what are you going to see in the background? The big Turner Chapel?

Head: No.

Cooper: No, I don't know.

Head: Because that's that low land there.

Cooper: It probably is Eartha.

Head: Yeah, it could be.

Cooper: Uh-huh (affirmative) Because that's the Roosevelt circle. Mm-hmm (affirmative)

Interviewer: I just, I need to get my bearings.

Head: Yeah, this was on the side that-

Cooper: This is on the right side.

Head: The back of the [crosstalk 00:52:45] faces Lemon street right?

Cooper: Eartha, i we are facing the school-

Head: Now listen, when they played football, everybody sat on the same side of the bleachers.

Cooper: Yeah. But the whole field when they took these pictures, those were wooden bleachers-

Head: Right.

Cooper: That were on the far side. They weren't where the cement. Remember when they built the cement, bleachers or benches or whatever?

Head: No.

Cooper: You don't remember that?

Head: Mm-mm (negative) Because when I was there it was Z's.

Cooper: Okay, but listen, Lemon Street...

Head: Right.

Cooper: On this side. They built cement.

Head: That was after me.

Cooper: Okay. These were on the left hand side of the field. The football field.

Head: Coming out of the gym backdoor?

Cooper: Mm-hmm (affirmative).

Head: That's the left.

Cooper: Mm-hmm (affirmative).

Head: Well, I don't recall them having bleachers on both sides. The only time-

Cooper: They didn't have, and it wouldn't be till they built some cement. Almost like stairs, but they were... You know?

Head: Mm-hmm (affirmative).

Cooper: Where you sat and looked at the football games.

Head: During my time we set on wooden bleachers.

Cooper: Okay.

Interviewer: So, the gym is right behind the high school.

Head: Attached to the-

Interviewer: It's in the base, its the bottom of it.

Head: Mm-hmm (affirmative).

Interviewer: Okay. If you come out of the back of the gym- [crosstalk 00:54:10]

Head: The back of the gym...

Cooper: The bleachers were this side.

Interviewer: Got it. Okay. And that's where that is.

Head: That's where I'm thinking it is. I was her two years later. It could be, they could be other places [crosstalk 00:54:21].

Cooper: I think that's where you're talking about.

Head: Where the banks are, we sat right in front of those wooden bleaches.

Cooper: Set in front of them?

Head: Down low to the football field.

Cooper: No, see we were on the concrete, the cement.

Interviewer: So many changes in two years.

Head: So this is... You can see that's wood.

Cooper: Yeah. I remember that. And that's where we took pictures on those wood too. And I think they were all on that same side. Even a picture of [Mary Armor 00:54:55] because she thought they were wooden and they took them-

Head: The reason why I say on that side to the left coming out of the gym, it was always a water-

Cooper: Yeah. It's a branch or something back there.

Head: So we weren't over there that you went over there.

Interviewer: Okay.

Cooper: That you weren't over there?

Head: We weren't on that side of the field.

Cooper: Oh, you were not?

Head: Mm-mm (negative).

Cooper: Oh, okay.

Interviewer: Do you have any [crosstalk 00:55:15]at home?

Head: Mm-hmm (affirmative) I have one.

Interviewer: Do you have that one or do you have a different one?

Head: That one. I could be [crosstalk 00:55:27].

Cooper: The street would be behind you if you are on that side [crosstalk 00:55:32]

Head: Exactly right, exactly right because that's where... What's the cripple guy live?

Cooper: [Jodu Bear 00:55:37] ?

Head: Yes ma'am. Because let me tell you-

Cooper: That's not their houses.

Head: No. What saying is when you come, say if you were driving up Lemon street and you pass the elementary school and you turn left, you would turning into the football field. You turn right was all those bleachers.

Cooper: What'd you mean you turn right? You couldn't go until [crosstalk 00:56:03].

Head: You couldn't drive any further.

Cooper: Right.

Head: But when you turn right here you on foot.

Cooper: No. That's where the concrete and bench were built.

Head: Okay, well I could be all turn around.

Cooper: But [inaudible 00:56:14] we're talking about a different time.

Head: Okay. That's two years before you.

Cooper: Yeah.

Interviewer: So, this teacher [Cornelius Pinckney 00:56:24] moved North?

Cooper: Yes.

Head: Mm-hmm (affirmative).

Interviewer: And married a Jackson.

Head: Right.

Interviewer: Do you remember that when you were there? Was that when you were there? What was that like?

Head: Mm-hmm (affirmative) Well, she left. I don't know exactly. Did she... Was she there when you were in third grade?

Cooper: Ms. Beaver told me, so I don't remember.

Head: She might've left right after-

Cooper: So, she may have been gone.

Head: Yeah.

Cooper: [inaudible 00:56:51] Did she teach third grade?

Head: Yes.

Cooper: Okay.

Head: I don't know who else but-

Cooper: Ms. Beaver taught me third grade.

Head: And Mrs. Ellis Jackson taught to other third grade. Mr. Jackson's wife.

Cooper: Okay, so maybe she was gone. And like you said of two years difference.

Interviewer: Well, so let's talk about the materials you used. This is a common theme. The textbooks and things like is. What condition were they in?

Head: Terrible.

Cooper: They were hand me downs from when the white school's finished with them and they got new books. We got their old books.

Head: And it was... If we got books with backs on them, we were good. If there was a well kept book before we've seen them. Some of them didn't have backs. We used to have to take them home, cover them in brown paper bags.

Cooper: I don't remember them being in such poor condition.

Head: Some of them were frail [crosstalk 00:25:51].

Cooper: But I knew they were like kids would do, write on books, wax and all of that. But they were used, let me just say that.

Interviewer: Do you recall ever having a new textbook?

Cooper: No.

Head: Maybe one, but if it was one that was in the library so we couldn't, we had to check it out, stuff like that. But not just new change the class, move into one grade to another. I don't.

Cooper: No. I don't

Interviewer: Was there a library room in the elementary school?

Head: Yes.

Interviewer: And where was the- [crosstalk 00:58:23]

Head: No. In high school.

Cooper: Not in the elementary, in high school.

Interviewer: Okay. So the elementary students, if they got a library book, [crosstalk 00:00:58:29], how big was that collection of books?

Head: It was nice size. I mean do you remember the library been anywhere else other than when you first walked into the building?

Cooper: Mm-mm (negative).

Head: Okay. I didn't either.

Cooper: Just straight in?

Head: Uh-huh (affirmative).

Interviewer: Principal on the left?

Head: First door on the left.

Cooper: The library had two doors.

Interviewer: Okay.

Cooper: On the other side of the hall, the principal. On this side, teacher's lounge.

Interviewer: Okay.

Cooper: Then [Ms. Frey 00:00:59:03] classroom.

Head: And [inaudible 00:59:06] you walk in the door. Mr. Wood's office over here. The library was right here.

Cooper: Mm-hmm (affirmative).

Head: That might've been the cafeteria.

Cooper: Okay. I don't remember it.

Head: But-

Cooper: But where was the library at that time if it was the cafeteria-

Head: You know what? I don't know. I think I believe the cafeteria was where Mr. Ross Class was, yeah.

Cooper: See, I even remember that being the chemistry lab. -

Head: Yeah, but it was cafeteria.

Cooper: Okay.

Interviewer: Talk to me a little bit about Sullivan Ruff.

Head: Mr. Ruff was a graduate from Allen university. He taught chemistry to me. He taught me chemistry. What'd he teach, was he your chemistry teacher?

Cooper: Mm-mm (negative) [inaudible 00:59:52].

Head: Okay.

Cooper: One the twins.

Head: Yeah. He thought you?

Cooper: Mm-hmm (affirmative).

Head: Wow.

Interviewer: He was a twin?

Head: Her teacher.

Interviewer: He was a twin?

Head: Mm-hmm (affirmative).

Interviewer: Then was his twin a teacher?

Head: Yes.

Cooper: Mm-hmm (affirmative).

Interviewer: And what was this twins name?

Cooper: [David Stafford and Alan Carmichael 01:00:12].

Interviewer: They both taught at the high school?

Cooper: No.

Head: Uh-uh (negative).

Cooper: The other brother taught in Atlanta.

Head: I see.

Cooper: They were identical. They would play games.

Head: They'd what?

Cooper: Play games. My middle sister was married to the twin. No. She dated the twin in high school and married the older brother and we were so confused on that issue.

Interviewer: Oh.

Cooper: Yeah, the Carmichael went to college where I did, Paine College in Augusta.

Interviewer: Okay, well I went up to interview Mr. Ruff.

Cooper: Oh, wonderful.

Head: Did you?

Interviewer: He's 97 [crosstalk 01:00:51] He's so wonderful. Yeah. It was great.,And his daughter was there, Sandra whose class of 66. Pearl Freeman's class.

Head: Mr. Ruff was instrumental and helped so many young guys go to college, both do football scholarships. And he alone with Mr. Scott have been most present since, so many students have graduated and gone on into different fields and they appeared everything. Funerals, whatever, homecoming activities they are ever present. The two of them. That's the only two that I can remember that you see every day and, well not so much now because they're so old. Excuse me.

Head: But when they were able, excuse me, you just expected to see them.

Cooper: I think what impressed me about both of them, even now they remember, they can remember you by name, by family. Mr. Ruff, when I saw him, he asked me about my middle sister Jacqueline because she challenged... Jacqueline was a challenger and he asked me about, I think when my oldest sister graduated, he was just coming in. Mrs. Scott, from corner to corner, he knows every and I when I see him on Sunday morning, Oh, Ms. Bryan, Oh, Ms. Head, excuse me. [inaudible 01:02:37] Oh, I'm so sorry you lost your sister this year. I'm so sorry. And then his sister passed, an assistant sister and her husband both passed in the same week. And I had... I went to him and I said, "Mr. Scott, I know what you're feeling as far as losing your sister." He said, "Yeah, you just went through it." But he's so complimentary to everyone he sees who's made a change in their life to become, that just overwhelms him and he gives it back to you in a way of acknowledging how proud he makes you feel proud. He feels proud. Mr. Ruff's the same. Those two people are probably... Well, I communicate with my fourth grade teacher. I forgot her death about four years ago.

Interviewer: What was that?

Cooper: [crosstalk 01:03:47] Jackson.

Interviewer: And she was in Marietta?

Cooper: No.

Head: She was from Atlanta. See the teachers would come to Marietta to teach and they stayed... Early on, they live with different families until they build that place on East Lemon or [inaudible 01:03:58] called the teachers cottage. When you left, Lorenzo was, if you came down and got on Fairground there was a big white house.

Interviewer: Yeah, it was on the curve there?

Head: Yes, yeah.

Interviewer: And that was for any out of town person?

Cooper: They would stay for the week-

Head: And then go home.

Cooper: And then go home on the weekend.

Interviewer: Okay, and that was a rule or a choice?

Cooper: I don't know.

Head: I don't know how it came to be-

Cooper: But it was a convenience for them.

Head: It was convenience for them where they weren't having to commute.

Interviewer: Right.

Head: Then some teachers, I guess you might say, rented a room in some people's homes and some commuted. And so when they built that house, it was easier for all of them to just could get a room in that house and stay there for the week. You know? Was Mr. Ruff principal when you left?

Head: He was going to be.

Cooper: I think my year was his first year as principal.

Head: Of the high school.

Cooper: Have you heard a lot about Mr. Scott?

Interviewer: No.

Cooper: Not Mr. Scott. Mr. Woods.

Interviewer: I've heard a great deal, but-

Cooper: Mr. Woods was such an eloquent speaker and proper. So, Mr. Ruff was just the opposite of that because Mr. Ruff was a football player. And it was so funny because he didn't seem to be-

Head: As rigid, as strict...

Cooper: -a principal type. You know what I'm saying? Now he was good with the guys [inaudible 01:05:54] and they loved him and all that. He was a coach for years and then he became the principal. To hear him get up and have to speak, because he was so different from how somebody who can stand up there and deliver a speech and knew the right words. It was just like night and day.

Head: I guess I might say he wasn't that class.

Cooper: No, he wasn't trim and proper and prim.

Head: Like the president versus other presidents, excuse my expression. But you know there are some who are fit and some who are not. And I would say Mr. Woods was fit. I mean he was more or less in the box. Mr. Ruff was global.

Interviewer: I wish I had a film camera right now.

Head: Well I can be very clear on my-

Interviewer: This can't pick that up.

Head: Clear on my-

Cooper: You get what we're saying?

Head: You get the picture?

Interviewer: I do. I do.

Head: You knew who was who and you knew where your place was.

Cooper: I think kids got away with more with Mr. Ruff than they did with Mr. Woods.

Head: Oh yeah. Oh yeah.

Interviewer: Okay. So you said that was what, '60, '59, or '60 when that...?

Cooper: '60, I believe. I believe Mr. Ruff became principal the year that I graduated. Okay? Because Mr. Woods was the principal part of the time when I was going to school, attending. But I believe Mr. Ruff may have come that year, so, that would have been '60.

Head: Now, let me just add one point. Was Mr. Antley the superintendent when you were in school? You ever heard of the name Shuler Antley?

Interviewer: Oh, yeah.

Head: Everybody feared him like Hitler.

Interviewer: Why?

Head: Well, it seemed that it may not have been, but it's like he carried a big stick and everybody better walk their talk. If a classroom were a mess and when they knew that he was coming, it was like junk commissioners coming to accredit the hospital, believe it or not.

Head: And I remember that everybody was-

Cooper: What's his name, Eartha?

Head: Shuler Antley. He was not well liked by the parent-teachers and if there were things like issues with books, for instance, when they would show him what we were getting, leafs of missing pages where kids would pull out pages to study. I don't know why they pulled them out, but that's what we got. There were missing pages in the books and when he came, everybody just stood like a statue.

Cooper: He wasn't sensitive to the needs of the black community. I guess that's just the best way to say it. You know what I'm saying?

Interviewer: Mm-hmm (affirmative)

Head: So it was just a hate time for him when they knew he was coming because we had to... Kids who didn't have enough grocery bags, the brown grocery bags, to cover their books. Those that had extras, we had to bring them to school and make sure everybody's book was covered. I mean those kinds of rigid things.

Interviewer: I mean technically he's responsible for the books.

Cooper: He's the superintendent of school books.

Interviewer: And we're having to make sure those crummy books are covered.

Head: We're taking care of the books that were transitioned to us.

Interviewer: Right. Was that a regular thing, him visiting?

Head: I don't know how often he visited.

Cooper: I don't remember him coming that much.

Head: But I remember him coming. I remember it was a dread.

Cooper: Was he a big man?

Head: Tall.

Interviewer: Did he come on his own? Were there people with him?

Head: Sometimes there would be other people with him. Sometimes he would come independently.

Interviewer: How did he interact with the administration at the school?

Head: M.J.? That's what he called him.

Interviewer: Just M.J.?

Head: M.J. Our principal was something like that, but it was-

Cooper: I wasn't ever privy to seeing them interact, so I don't really know.

Head: When we were in the classroom we were just sitting like statues. Nobody said a word and we better be quiet. He might've said something to the teachers. I don't recall the context of the conversation, but it would be brief-

Cooper: Because, his presence was intimidating to them.

Head: Yes. So I mean he was in and out.

Interviewer: I don't know how to ask these questions necessarily, so-

Head: We may not know how to answer, either. We may not be giving you what you want-

Interviewer: No, no, no. This is fascinating. No one has brought up the superintendent, that he was ever there or that kind of thing. So I'm just interested in how this white authority figure... I don't want to lead you to a place, I just want to ask you a question. How is this white authority figure? You're saying he was fearsome. Was there any sense of kindness or the idea that he's responsible, ultimately, for your future?

Head: We didn't know what he was responsible for.

Interviewer: He was just this big, powerful person.

Head: He was this powerful person that came, Mr. Shuler Antley, and you best be on your best behavior.

Interviewer: What did the teachers and administrators at your schools say to you before he came?

Head: The principal informed the teachers that Mr. Antley would be coming and it wasn't a big whoop ti-do to frighten us. When they said superintendent, when you heard the word superintendent you knew that it had some impact because we had to be on our best presentation of behavior.

Interviewer: Were there any other white officials coming through the school at any time?

Head: I don't know.

Cooper: I don't remember any.

Interviewer: The only time that there were is if Mr. Antley was accompanied by someone, but other than that-

Head: We were just this little black school sitting over here minding our business-

Head: Right.

Cooper: Trying to learn with what we had. However, and I still feel this way, that we had good teachers and if you received what they were trying to teach you, you were equipped to compete with anybody. Because when I went to school, I didn't feel that I was inadequate, but I was ill-prepared. You know?

Interviewer: Mm-hmm (affirmative).

Cooper: Like I had never heard of something if something came up that was foreign to me, I had never heard of that before. And in retrospect, when I think about it, I say, well, we had good teachers and what they gave us was enough for you to go out there and compete. You know? Even though we were a segregated school because we had no exposure to whites except for maybe the superintendent and maybe the nurses when they came over.

Interviewer: But not really in other parts of your life?

Cooper: No, no, no. I mean, unless you were working in somebody's house or something, as a domestic, but not educationally.

Interviewer: Did you interact with your... You mentioned your mother being a domestic. Did you interact with the people she worked for at any time?

Cooper: Oh, I used to go to work with her.

Interviewer: Where did she work? What households?

Cooper: I remember a lady named Miss Arlette she used to work for. And then my sister also used to babysit for a minister named Mr. Wells. I can't remember the street where they were. And then a lot of people in the projects... well I don't say a lot,

but some, took in laundry and did ironing and all for... In fact, I used to even do that!

Cooper: You took in your-

Head: Oh I did some of everything.

Cooper: And we would babysit to get our little change. So other than that, no, but never in a social setting of any kind. It was always work.

Interviewer: Would you go to see your father in the store where he worked?

Head: Sometimes, but not very often, because it was not something that-

Cooper: You didn't disturb them.

Head: We didn't disturb his work. They had work, they were working. And my mother worked for what we thought to be wealthy families. Actually, the nurse was named Pauline Reed Williams and my mother and father both worked for the Reed family. She did domestic work and my father did the cooking for this family until they start the sewing. And then she worked for another family, it was the Fowlers, they were wealthy, and one of the people in the Fowler family was a doctor. And the lady was married to a pilot. We never did see them. But at Christmas time, we got very nice gifts that our families couldn't afford. So with that being said, some things that I wore to school, people thought I was rich because that's what they gave us. We never did interact with them growing up.

Interviewer: I know that you mentioned both of you were in the band. Talk to me a little bit about the practice and what that meant for you on a Friday night. How did that occupy your lives?

Cooper: I played snare drum and probably was the first girl snare drum player. I don't know how I came in contact when I met the band teacher, but I knew I wanted to be in the band; do something.

Head: He was good looking.

Cooper: Oh is that why?

Head: John Calvin Wells. Ooh!

Cooper: Was that his name?

Head: Yes, ma'am.

Cooper: I hadn't remembered Mr. Wells. Okay. How do you know all that?

Interviewer: Memorable.

Cooper: Okay. And I remember learning how to play, like a piece of wood with a black piece of... I don't even know what it was called. And that way it was mobile. I could take it with me and practice without having a whole big drum.

Interviewer: Right.

Cooper: And that's what I learned to play on.

Head: Well, he played, oh my God, he played the piano beautifully, and he played for our glee club and our chorus. He had a tune for voices.

Cooper: Oh, he sang in the glee club, too.

Head: Yes ma'am. We sang in the glee club. We sang in the chorus and I took piano lessons from Miss Eloise Wright. Have you interviewed Joy Wright?

Interviewer: Hmm-mm (negative).

Head: You need to. Her name is Joy. I have to find the phone number, but her mother taught piano lessons to everybody in Marietta. Her name was Eloise Wright. She lived to be 103 years old, I think.

Head: But when we had our glee club practice, he would practice in sections; like Soprano, you sang Alto, right?

Cooper: Mm-hmm (affirmative). Well, I may have sung Soprano, I don't even remember.

Head: Nope. Nope. Nope.

Cooper: Okay.

Head: You were Soprano, I know that, I remember that. I got a good memory.

Cooper: I was Alto?

Head: Mm-hmm (affirmative).

Cooper: What were you?

Head: Soprano, first Soprano.

Head: And he would come and listen to our voices and he would pick me out the sing solo parts. I had a soprano saxophone, I loved it. I played sometimes some of the solo parts. So they stopped making music for that particular instrument, and I ended up playing an alto saxophone. So, that was how I remembered him in

the band. And we had used instruments from Stan Kenton Music Company still out by Cobb Parkway. It's a... what is the name of that? I think it's still Stan Kenton. But we got used instruments from them. We had to rent them and we had to buy our own pads to pad the keys. Talking about the music, there was always something to do, but our parents had to pay for it. [inaudible 01:21:03] we don't know what the other kids got, whether it was swimming, we had a little taste of all of it, for you to decide what you wanted to do. If you want to go further with music, you had the music instructor. He didn't teach piano, but he just taught band and then the chorus and the choirs.

Interviewer: Where did you practice band?

Head: At the school.

Interviewer: In the gym? Auditorium?

Head: Yeah.

Cooper: And marching band, we would go out on the field. But other than that, we practiced in the auditorium.

Interviewer: Do you remember any of the songs you played for marching band or the sets of music?

Cooper: I don't.

Interviewer: Was it popular stuff at the time?

Head: Yeah.

Interviewer: Was it throwback stuff?

Head: It was popular, it was marching band music, but the people recognized what we were playing.

Interviewer: What were your uniforms?

Head: Gray uniforms.

Cooper: They had blue jackets, gray pants.

Head: Mine was all gray.

Cooper: Was it?

Head: It had a blue braid around the gray hat.

Cooper: Okay. I remember the jackets were blue. They had a belt and a strap that came across.

Head: Mm-hmm (affirmative). And it was double-breasted.

Cooper: I don't know what kind of hats you call them, with a bib.

Interviewer: Did you go to every football game?

Cooper: Oh yes. You played... locally, we didn't travel all the time.

Interviewer: Okay.

Interviewer: Did y'all do that all four years?

Cooper: Yes, we had parades, marched in parades.

Head: Homecoming.

Interviewer: What were the events that called for a parade?

Head: Homecoming.

Cooper: Homecoming.

Head: That's my most vivid remembrance.

Interviewer: How about Mayday?

Cooper: No.

Head: No. Mayday we had our own activity on the field.

Interviewer: Who did? Who?

Head: The school.

Cooper: The school.

Interviewer: All the kids? All the students?

Cooper: Right.

Interviewer: And it was the pole and everything?

Cooper: We had to maypole.

Head: Shot put, running, track, everything was on that field.

Interviewer: Do you remember a hobby fair?

Cooper: No.

Head: Mm-mm (negative).

Interviewer: Okay. So you had mentioned when you went back later that everything appeared smaller. Talk about that again.

Cooper: Distance seem shorter. People even seemed small there. You remember you thought people were towering over you and now they look like little... like they had shrunk. Everybody walked to town and it seemed to be a distance to walk, but now, I mean you are up at Lawrence Street on that corner before you know it. In fact, what was so amazing to me was, that I could stand on Fourth Street and see all the way down to Lemon Street. And it seemed like such a short distance that before you know it, you are there. When we had to walk it, and we were doing it on a regular basis and Mr. Malden's store and all that, it just seemed like a such a greater distance and everything just seemed larger and bigger than life there. Then once you become an adult or whatever, things seem to be smaller. So to me it just says how we must look to children now.

Head: So, excuse me for interrupting, but growing up, we walked everywhere. We walked to the grocery store up the square, we walked-

Cooper: to Baptist town, to the canteen-

Head: All your shopping was done around the square. There were less expensive stores and expensive store and another less expensive store, cafe restaurant, come over here that's a jewelry store, shoe store, clothing store-

Cooper: the theater, movies.

Head: And they're just all around.

Interviewer: Could you go into all of those stores?

Cooper: Let me tell you an interesting story. At the movie theater, The Strand, black people always went in on the side entrance. Integration and all changed that where they could go in the front. But do you not know? It was a higher fare to go in the front than the side. They left the side open and you could still go in the side, but you could also go in the front. But it costs more.

Head: Not when I was going.

Cooper: I remember coming home from college and experienced that and I thought, how crazy, you know? And so, to me, that meant that it stayed that way to keep encouraging the blacks to go in the side because you could pay less instead of coming in the front.

Cooper: Now. I went in the front, but I found out it was no different sitting down front than when we went in, we would go upstairs and had to sit upstairs-

Head: In the balcony.

Cooper: Uh huh. But it was no difference than sitting, actually for me really. But just to have the experience and to be able to do that. I took that opportunity and I wonder, have they closed the side now?

Head: It's, I don't know, the door is still there. I don't know if it's just open for equipment or whatever. I don't know, because I've never been back in there since they changed it.

Cooper: But I just don't-

Interviewer: Interesting that. It was almost like, so many ways between, I don't know, '60 and '67, '68 when the schools were fully integrated, where there was these little incremental things.

Head: Right. It was a gradual thing. It wasn't very well received, I don't think.

Interviewer: Yeah. And there were things that it seemed the school board or, and this played out everywhere like the theater where it's, okay, but we could keep things as they are.

Cooper: Yeah.

Head: Let me just tell you, you know where Marriot High School is now?

Interviewer: Mm-hmm (affirmative).

Head: Okay. You know where they have the connector building from the mains building?

Interviewer: Across the street? Mm-hmm (affirmative).

Head: Behind that, before it was a parking lot it was a swimming pool. Okay? So that was the public City swimming pool. Same as Lawrence street. When they opened the flood gates and blacks started going to the swimming pool over off of Polk Street behind that building on Polk street now that connects with the walkway. They closed it.

Head: Now if that tells you what I'm talking about, you understand? They closed it.

Cooper: Because the pool-

Head: Then black kids went to the swimming pool on Lawrence Street and that's where I learned to swim. And when my daughter was going to daycare at WellStar daycare, they taught them how to swim over there before they closed it. I don't know what happened. All of a sudden we knew that they were filling it in. They were making a parking lot, which is what it is now. And then that was the only city pool was the one on Lawrence Street and now it's since closed.

Cooper: Lawrence Street pool is closed?

Head: Yeah, it's been closed.

Cooper: I didn't know that.

Head: It's a playground.

Interviewer: So you had both graduated by 1960 but were you mindful of what was going on with the school system over the following years?

Head: Oh no. Well I wasn't here.

Interviewer: So you were more distant by then.

Head: Once I finish high school and went away to school, I was only home for the summers. Once I finished college, I got married and went to DC. So, after 60, essentially I wasn't here in a long period of time until 40 plus years later.

Interviewer: Yeah. What about you?

Cooper: Well, I was in school in the 60s too, as well; same time she was. When I started working, after I finished the LPN school, I only worked a year and a half and then I went to Augusta, which was just as bad, if not worse, especially commuting back and forth on the bus. I was terrified. I'd get in a little corner and I'd covered my head where you couldn't hardly see me because I was afraid just riding the bus. We had no cars in a family to take me there. One of my friends carried me the first year that I went. But from that point on, anytime I came home, I had to ride the Greyhound, change in Atlanta and then come home. I would try to schedule my travel during the day so that I would get into Marietta. Going to Augusta on the bus was four hours. Whereas now it's two hours and a half or 15 minutes depending on where you're going. And you had to make reservations on the bus like you would any other transportation except for the city buses. So the change was frightening in a sense that you kind of wanted to join in, but you still knew where your place was, and you don't go outside of that. You were talking about going in the stores on the square. We could go in all the stores on

the square, but if you were in line to pay for the cash register, which they were in the middle of the store, you had to be in the back and only if you were there first and there was no one else there, then they would wait on you.

Interviewer: So, if someone walked up while you were in the line.

Cooper: If I was in the line at the countertop, I didn't have to move. But if I was not in the line when somebody else came in and then somebody came in and out, what might've been getting ready to be the first, I had to slide. Yeah.

Interviewer: I mean that's just, that's like a farce. I mean that's just absurd.

Cooper: It happened.

Cooper: And another thing, what they would do a lot, the clerks would ignore you.

Head: "What you want, girl?" That's what they'd say.

Cooper: As if you're not there. And the other thing is at some other times, or in some stores when you walk in, you know that the eyes, they are on you the whole time because they think you are going to steal something.

Head: Yeah. I had that experience.

Cooper: Yeah.

Interviewer: This is a bad moment but my-

Head: Tape is running out.

Interviewer: The tape is about to run out so I need to stop it.

Cooper: Oh, we both played basketball.

Interviewer: Oh. This is James Newberry and I'm still here with Miss Eartha Head and Miss Barbara Cooper. So please continue to Miss Cooper. Tell me about your athletics.

Cooper: Let's see, Eartha, we were both on the varsity.

Head: Yeah.

Interviewer: Basketball.

Cooper: Uh huh. Did you play guard position?

Head: Guard.

Cooper: Yeah, I played guard. And I started in the eighth grade.

Head: That's when I started.

Cooper: And played throughout my high school.

Interviewer: Who was your coach?

Cooper: Miss Hollis.

Head: Miss Hollis.

Cooper: Who was also a sixth grade teacher. And I think she was... Oh and then Bessie May.

Head: That was after I left.

Cooper: Oh, okay. Miss Hollis and then Bessie May Owens was a coach when I was there also. So I had two, and you had Miss Hollis the whole time, but we were pretty good players. I played first string.

Head: Yeah, we played half-court then.

Cooper: Where all did you go with that or was it all local?

Head: Nobody local.

Cooper: No, we played other counties, you know, same as like football pretty much.

Interviewer: Same division. Okay. I see.

Cooper: Uh-huh (affirmative).

Interviewer: And so that's glee club, that's band, basketball.

Head: Oh, we were out there.

Cooper: Future nurses.

Interviewer: And did that chapter at your school start when you were there, the future nurses?

Head: Yeah.

Interviewer: And how many members?

Head: It wasn't very many. Maybe 15 to 20.

Interviewer: Did you know Clara Jenkins?

Head: I did. She was my mentor.

Interviewer: Okay.

Head: Have you interviewed her?

Interviewer: I have not.

Head: Oh, I'll tell you what, go from sunup to sundown.

Interviewer: Because there's so much to talk about?

Head: Oh man, she has a plethora of knowledge and I think she went to Howard in D.C.

Cooper: Did she? Did she?

Head: Mm-hmm (affirmative). You talk about brain...

Interviewer: Where does she live?

Head: She lives with her daughter. Her daughter is named Ruby Jenkins. It's off of... I have some property out there, I can't remember the name of it. I have some property at the, I can't remember the name of it. Off of Lake Drive.

Interviewer: Did Ms. Jenkins, Clara Jenkins go to the schools?

Head: [crosstalk 01:36:11] Listen, yes, that's where she graduated from. I think it was. It might've been... I got a cramp, do you have an orange juice?

Cooper: No, I don't think I have [inaudible 1:36:20]. I think I have an orange? Let me see.

Interviewer: We can-

Head: [crosstalk 01:36:23] Or a banana or something. That's all right.

Cooper: I don't have a banana either. I have an apple.

Head: No, that won't give me potassium. My blood pressure medicine does that, but I'll be okay. Let me just stretch for a minute. I haven't done my stretching for the day.

Interviewer: Sure. Take your time.

Head: See, being a nurse, I walk a lot. So this sitting is not my game.

Interviewer: Yeah.

Head: I sit on the computer, but I'm always moving.

Interviewer: At what point did she mentor you?

Head: When I first started. When I was an LPN and then when they... when I came back they were making a psychiatric unit and so they closed that unit that was restricted for all blacks and she went into cardiology and I stayed psychiatry.

Interviewer: And you were at Kennestone?

Head: Mm-hmm (affirmative).

Interviewer: Was that for most of your career?

Head: Yes. Until they... well, they built a new building, I think, the new building was finished and they tore down that old Kennestone in '95 because that was our first nurse's reunion was in '95. And I have a brick of the old building that first 100.

Interviewer: What drew you to psychiatry?

Head: Well that was my, what do you call it? That's where I did my preceptorship and I was just drawn to it. I had the experience, I don't know if you heard of the movie of Three Faces of Eve.

Interviewer: Oh yeah.

Head: Okay, well at Facility West, where we did our clinicals, I had a chance to meet the real person. And because she was there incognito, so we were students. But it was just intriguing just to see how the mind works and people that suffer mental illness. I have a special place being a nurse period. But that within itself is... I have a heart for the mentally ill, and there's not enough being done by the state in my opinion, for all these people that are so mentally challenged.

Cooper: Try this kind of water.

Head: And so-

Cooper: [crosstalk 01:39:07] It doesn't taste good, but it's good for cramps.

Head: That's all right. With that being said, I was just drawn to it and that was my specialty. Actually, my first choice was post-surgical. I was very good at it. I worked in, well, it's called PACU now, but I worked in a recovery room. And that

was what I applied for at Kennestone. But during that time it was not my place to be in the recovery room. And if it was, it was just because they were short of help. But one of the doctors that I worked with, he worked in Augusta and when he saw me, he recognized my pin. He said, "You a good nurse." And I said, "Well, what makes you say that?" He said, "I know where you went to school." And I said, "How do you know? I didn't tell you?" He said, "I'll tell you later, let's go make rounds." Well, no one else wanted to be with him because he was very strict. So this one particular day, I was pulled to go in a recovery room because they were short of help. Now, talking about integration or segregation, the room was about a little bigger than this. A little wider. Wide enough that a stretcher would, you know. And so when I went, she told me that the head nurse of that department said, "You stay on that side if the black patients come in." I couldn't help revive the other one. So he had done some surgeries on his patient and he came and he says, "Eartha, what are you doing here?" And I said, "Oh, I'm working." He said, "Well take care of my patient." Well then, I said, "Well, I'm sorry, I can't go over there." Excuse me. He said, "Well, what do you mean?" I said, "I just said I can't go over." And I was looking at her and looking at him. He said, "What do you mean?" I said, "She told me to come and stay and do the black patients only that came in." Cans went kicking everywhere and that opened it up. He said, "Let me tell you, she's probably better at reviving patients than you are. You get over there and do this/that now." Then he said, "I want him to have some morphine." And he said, "Eartha, I want him to have." I said, "Well, I can't." He said, "Why?" I said, "She won't give me the narcotic keys." I thought the whole roof was going to come off. He chewed her out. Guess what? Every time she needed somebody, she would call the nurse's office, ask them if I was working. That was the only time I was able to get in the recovery room because of that one doctor.

Interviewer: And that was all at Kennestone?

Head: Oh, you betcha.

Interviewer: What is the time period we're talking?

Head: I graduated from nursing school in '64 and it was during the 60s. '64 time.

Interviewer: Okay. Tell me about-

Head: [crosstalk 01:42:17] the second nurses go on now. When I was a LPN, I worked in med surgery. It was all segregated. Delivering babies to taking care of pediatrics, to taking care of isolation, to taking care of older people, to taking care of women, taking care of cancer patients, newborn nursing, all in one facility. On one floor of blacks. That's what I did.

Interviewer: When did it integrate? When did the hospital integrate?

Head: It was gradually integrated. When I came back to work in '64. Slowly. They didn't want a black nurse to take care of them. They didn't want a black patient in their room because it was semi-private and then there was still some wards, meaning was four beds. It was still segregated because they would put all the black people on the opposite side of the ward. The black people will be over by the window and white would be at the door. So it was still going on, but they did it to satisfy the change.

Cooper: At that time.

Head: Mm-hmm (affirmative). Not that time.

Interviewer: Talk to me about your teaching career. How did that start? What drew you to it?

Cooper: Well, actually I went to major in [inaudible 01:43:50] and Design, and I didn't know until I was there, that they didn't offer a major in that field. So I ended up going into Home Economics. I went to D.C. so of course there was no problem because D.C. was known as "Chocolate City". But I didn't work right away. It was years before I really got into the school system and I really started off as a sub. And the lady that I went to sub for didn't come back. So I stayed in her position and from that I became... and during that time you would be probationary for two years. And within that time period it was decided whether or not you were qualified to become a permanent teacher. And so I did. And I taught in the inner-city. I would say all practically of my teaching experience was in the inner-city. I taught for 30 years. On the middle school level and high school level. And I didn't have a problem because the schools were basically black. And all the schools for the most part up there, if not, they have a number of a lot of black teachers in all the schools. So, it wasn't necessarily a problem. I remember one particular experience where I was transferred to a school which was considered to be a better section of D.C. and the conditions were so for me that... we were not required to do some of the things that they were asking me to do. But being a member of a union, I went to the union and stated my case and they got me moved because at that time they were asking me to teach out of my major. I had a floating homeroom. And then I was teaching in the classroom with another teacher. Under her, a student teacher. Plus, I had a longer distance to travel to get there. So a lot of things that were not in my favor and so I complained. And the union took care of it. And I don't understand. In Georgia, they don't have a union. The school system doesn't have a union. The teachers don't have a union.

Head: Hospitals don't either.

Cooper: And, and a lot of people don't, well of course you know, the powers-that-be don't want a union. But it's good to have. A lot of people don't want it because she had to pay union dues. Yes, you do, but it's worth it. And they will come, at least they did in D.C., come to your rescue and help you. And when you need. And sometimes you do need one.

Cooper: Like in that instance, I could not have resolved that problem myself because when I approached the principal and told him, the principal says, "Well, that's the best we can do." And I'm saying, "Well, that's not good enough." So then I had to go to the union to get it taken care of.

Head: Mm-hmm (affirmative).

Cooper: So it ended up that... so there was another teacher and was teaching at another school who wanted to be there and it became a lateral transfer. So it worked out. But it's just one of my issues was that because of my petite size, I had students who were larger than me and we had co-ed classes, so I had big boys towering over me, but I held my own.

Interviewer: And what part of D.C. Did you live in? Or where did you live?

Cooper: I lived in D.C. and then I moved to Maryland. But as you well know, Maryland is just a step across the line.

Interviewer: Right.

Cooper: You know? So that wasn't the issue. Now at one time you had to live in D.C. to teach in D.C. and I don't know if that's still law there or not. Because if you were in when it was in effect then it was no problem. And when I was teaching, when I first started, that wasn't the law. So it didn't affect me.

Interviewer: What brought you back to Georgia?

Cooper: I retired and we just decided we would come back South to live. No particular. And plus my family is here and friends and I'm glad to be back.

Interviewer: Well, we talked a little bit about how, how you saw things differently when you went into Marietta. How do you think the city's changed, and this is to both of you, how do you think the city's changed since you were a child?

Cooper: One day that I say... and it's just like when they started closing all the projects down, my concern was when people going to live? Everybody can't afford to buy a house. Where are they going? And were they're going to give them enough money to get established again? Well, we know that the projects was really not meant to be a permanent home. They were really meant to be just a layover to help you to get through so you could do better. But many people took them as homes and that's where they lived. And a lot of people didn't make a lot of money. That's all they could do to provide a roof over their family. So my concern was they were tearing them down and then they were building all of these homes, townhouses, and condos that were completely out of the reach of the average person, in terms of finance, being able to afford them. So the average person can't go and buy a house over there anymore where we used to live.

Head: Mm-hmm (affirmative). It feels like, and that may not be the reason, but it feels like a grand takeover.

Cooper: But do you not know, excuse me, Eartha, that this has been in the works for years.

Head: Oh yeah, everything is 10 years in the planning, I'm sure. I've been told that by some.

Cooper: But who knew?

Head: No, you weren't prepared for it. And even where I live, that section of projects, that was probably the last build, I mean, it's like, Oh my God. And so where I am, I'm kind of in the middle of Old Marietta, in a sense. And you'd be surprised for the numbers of letters that I receive wanting to buy my property, my house here, my undeveloped property of Powder Springs Road. And I'm thinking even though I've been working 55 years, or 54, I'm going to work to my 55th year. And I'm saying they tell you what they offer you. Where am I going with this? I've done some renovation on my house and everything, but my husband is older and he's not in position to be moving. I have to build on my property, which, what money that I would make off of the current would not pay for me a new house to build. You see what I'm saying? But they're coming, this and that. The school, it's a preschool on Allgood Road, which is right behind me. I'm told that they going to sell that eventually. I don't know what. But then all these people that live there in that home place, it's going to be a challenge for us to either stay there. They'll raise the taxes so high you can't afford it, but I'm going to afford my things.

Cooper: We're going to be displaced. Mm-hmm (affirmative).

Head: Yeah, so that bothers me. Even the extension of Lemon Street, when they were putting the high rise over off of a Powder Springs Road, the first high rise in Marietta. Some of the people that could have gone there didn't have the money to pay the smaller rent because you're talking about people that worked as domestic. Not billing into social security unless the people they work for pay the farm. So they're already in the low income group. That bothers me. I go to streets where my family live, my own family. The police department was expanding up to Lemon Street and my family on my father's side, they were still living there. And then they had this little Urban Renewal project to come through and update the house blasé, blasé, was a waste of money. However, she lost that house to the city because she didn't... she lost money because the only living relative that was there did not want to take the money that they offered her, which was \$100,000. And they kept nipping. And so they finally condemned the house because she didn't have this, they didn't have that, you know, all these things. So they condemned it and bought it for \$80,000. They didn't want the house and wanted the property. She had to buy another house with that money and she just barely had enough to buy the house and she was

not there maybe three or four years. Then they come in and they upgrade the houses on that other side of Roswell Street. Little by little people selling out, selling out, selling out. And so when we sold her house, we had to go through all kinds of changes to get the value of what other people are paying and selling their houses for. So it feels like a great takeover.

Cooper: That's what I'm saying. It's like they're moving black people out.

Head: That there's not going to be any black people in Marietta.

Cooper: That's right.

Head: Period. That's my honest feeling. I don't know what the planning is about or why.

Cooper: Mm-hmm (affirmative). They're pricing us out.

Head: But the prices are so expensive, the average person can't afford it. There is no affordable housing in Marietta that I know anything about. Because they just, "they" meaning the powers-that-be, whoever they are. You get these builders and they make these big investments and so there it goes. So, I see another area that's going to probably be wiped out in the next 10 years, if I'm still living.

Interviewer: Sort of interesting to think of that school down the street.

Head: Yeah.

Interviewer: Being in a space that is totally redefined.

Head: Mm-hmm (affirmative).

Cooper: Mm-hmm (affirmative).

Head: If you did not live in that area, had lived here during that time to know that that existed and that privates were there, you would never knew that it existed when you were over there. Now, I mean it looks nothing like... they have erased everything. Where it had anything to do with projects there. I mean, to go down Cole Street, you would never know that projects were ever there. Like I said, the average person couldn't go over there and even buy a townhouse and that section anymore because what are they, \$400?

Cooper: Yeah.

Head: The average person-

Cooper: Average upper \$300.

Head: [crosstalk 01:57:52].

Interviewer: Yeah, that seems kind of low, actually. They're hulking. I mean they're huge townhouses.

Cooper: Have you been by there?

Interviewer: Oh yeah. Numerous times since this October.

Head: [crosstalk 01:58:04]

Cooper: I don't know why they're so close together. You could spit and-

Head: [crosstalk 01:58:06] Yeah. You don't get space anymore. You don't get... But there is no space. You just... it's straight up.

Interviewer: Yeah.

Cooper: They have an elevators in them.

Head: They have elevators in them? They need them.

Interviewer: It's like a beach condo or something.

Cooper: Yeah, that's what they look like.

Head: I've never been in one. Have you been to one?

Cooper: I went in front door. The demo.

Head: Uh-huh (affirmative).

Cooper: With my daughter and I...

Head: It's about the size of the room?

Cooper: It did something to me. I couldn't take it. I just backed out. Let her do the tour.

Head: Oh, okay. I would love to go in one just to see-

Cooper: They're cool. Pretty much all sold.

Head: Well, I would imagine.

Cooper: You can go in that one that's on the office front. Yeah.

Head: Hmm.

Interviewer: Well as a final question, what would you want to see in an exhibit about those schools that you attended from first grade up through twelfth grade?

Cooper: It would be nice to see some, some type of representation of some of the teachers who taught there during that time. I know space is limited, so you can only do so much. And I don't know how you would go about even some of the students, but how do you determine what students would be-

Head: Most likely to see?

Cooper: -included, you know? Because there's been a lot of students that have come through. In fact, all of the black community of Marietta went to Lemon Street.

Head: Mm-hmm (affirmative).

Cooper: So I don't know how you would determine that, but it would be nice to have, I guess, some names or some pictures of some people who were part of that era.

Head: Mm-hmm (affirmative). I think... I'm not sure where you going from this, from segregation to integration to now. I see us being survivors in the sense of, in spite of the hand-me-down books. In spite of living in the projects. In spite of coming from poor families, because we all were. In spite of... I'm not saying that, that we're not single parents, there were some.

Cooper: Mm-hmm (affirmative).

Head: But in spite of all of it, we've come to blossom out to be productive.

Cooper: [crosstalk 00:25:21].

Head: Where many probably thought that we wouldn't be. Or just to get them through high school. Or just get them through fifth grade. sixth. Yeah. I don't know what the thoughts were.

Cooper: Mm-hmm (affirmative).

Head: We conquered, in many ways, that made us feel good and proud about ourselves, about our upbringing, and our caring family. The community as a family who cared about others' children who made sure that the parents knew what their children were doing, if they were on the wrong track. It was open. And so we learned to respect and to get respect, you give respect. And the wheel just keeps turning and we try to instill that. We've tried to instill it in our children. Wherein today, it's scattered. You know, we were talking about the other day, how the children in school are very hard to discipline now versus when we were growing up. Patients that I work with are more of a challenge in

behavioral health than what I was used seeing. Just really hardcore mental illness. I'm seeing everything. The drugs, all of that. It's just all messed up. And considering, what we were exposed to growing up. But yet we've conquered a lot. A lot of times we didn't think that the average person graduated from Lemon Street, we didn't even go to college. But you'd be surprised how many people have done what we've done. Maybe moved away for whatever reason. There were nurses before me. I made certainly Ms. Jenkins and other people, but it's just the fact that we... we thrive to become, whether it's, whatever the profession. And when we were coming up, the only two things you could be was a secretary or a teacher, maybe a nurse. Because when I started at Kennestone, I think it was three black RNs and the other people were LPNs, which you go to school 18 months. So we've come a long way. I'll put it that way to where that was not a problem for a white race. I can't say it wasn't a problem because they were poor, but white people doesn't want blacks because their projects were torn down as well.

Cooper: Excuse me.

Head: So.

Cooper: The opportunities were not as abundant.

Head: Mm-hmm (affirmative).

Cooper: It'll be interesting to see what would take place in the next 10 years.

Head: Mm-hmm (affirmative).

Cooper: You know?

Interviewer: Sure.

Cooper: Where we are going and what will be the results of this.

Head: The population growth has made the big difference.

Cooper: Well, yeah. And Hispanics are coming in and strong and they're making quite an impact. A lot of them are in Marietta in this general area. And whether you like it or not, they are impacting us. And they are. But I think, of course, that everybody deserves a fair chance and a fair share. So if you get the opportunity, what do you do with it? And I think that's what makes the difference.

Head: Mm-hmm (affirmative).

Interviewer: Thank you so much. I'm going to stop there. So, Ms. Eartha Head and Ms. Barbara Cooper.