Tenth Session
June 10, 1999
TAPE XVII – side B
TAPE XVIII and
TAPE XIX – part of side A

JR  Good morning.
GW  Good morning.
JR  Here we are again.
GW  Right. Finally! [Laughter]
JR  [Laughter] When we left off on Tuesday we were just kind of looking at some of
the issues that are often causes of controversy and discussion where public schools are
concerned.
GW  Right.
JR  And the next one on our – the list that I had just kind of pulled from my reading –
is the whole thing of character education, which some experts say is something our
schools are sadly lacking in these days and that it’s a part of the schools’ obligation to
deal with values and character and so on.
GW  Okay. I have two schools of thought on that. To teach values in isolation is just
wasteful to me. It’s like “I’m going to help these children have self-esteem.” It comes
as a result of something. And character education comes about by the way the teacher
teaches and how she handles problems in the classroom, how the administrator handles
problems in the classroom, and the respect that goes back and forward in the school. So
then the children develop a certain sense between the home and the school then the
children develop their character. Hopefully, all these things are positive and they end up
with a good character – you know? But some children develop poor characteristic traits
because of the manner in which they're dealt with in the classroom, or the manner they're dealt with in the school. Every member in the school – even if a custodian says something ugly to a child, or they go to a resource and that's not held right – then the child forms certain opinions about how people should handle children. But I really take issue with using character education as a separate tool. Now if the administrator wanted to weave in those pointers in working with the teachers and have the teachers have little skits and things in the classroom and so forth when something comes up, that's one thing. But to have a class on character education -- I know my mother used to say, "What you do speaks so loud I can't hear what you're saying." So children – we have character education, the class on character education, then they go in the classroom and they're told, "Shut up! Sit down!" So it's not good.

JR  I remember a few years ago – and they may have done it more than once – but the, I think it was the Society of Friends or it was the American Friends Service Committee – had a conflict resolution, a set of workshops that –

GW  Now they're [inaudible]

JR  Mr. Howard’s kids and Miss Heinbaugh’s kids I think [inaudible]

GW  Now that – yes they did. Now something like that is great. It’s not called character education. It’s ways of helping children deal with their conflicts. And they need that, especially children who may come up in homes where conflict is dealt with by – “if you disturb me I’m gonna’ hit you,” or “I’m gonna’ take your things if you ...”, you know, no respect for other things. Then children need that. And even children who come from good homes who come into a school and they’re knocked about, not dealt with in the proper way. Then they become antagonistic and then there’s a fight. It ends up into
anything. So conflict resolution is fine. But to teach a course in character education—no.

JR I think to kind of confirm what you’re saying – my own kids and their friends often talk, when they’re talking about Barclay and about growing up in this community,

GW Umhu

JR about how they feel that their sense of respect for cultures across the board and

GW Umhu

JR differences across the board and so forth all started at Barclay where there was this climate of respect

GW That’s good.

JR that was nurtured there by you.

GW That’s good.

JR And yet there was never any class in those days on character

GW character education

JR We didn’t talk about character education.

GW No.

JR But I think all of these kids did grow up with good caring characters.

GW Oh, yes! They really were great.

JR And they think that they received that from just the way they were

GW And that should be.

JR brought along at Barclay.

GW That should be. I think the sad thing about all of these shootings today: someone didn’t listen to these children.
JR Umhu

GW You know, didn’t see the anger, you know. Or the children didn’t feel like they could talk with someone. No child is born bad. You know, they develop that sense, and you’re right.

JR Well, another issue that never dies is funding for public schools. There are a thousand different tangents that you could go off on on that one, but from your experience and your point of view what are the most important things to understand about funding when it comes to public education?

GW Public education, you know, differs. In some counties where the children have — where the parents are wealthy and they receive more than in the cities, the publics in the cities. And it’s a disaster in the city! Because it doesn’t have to be that bad in the city if people would — at the top — would understand that the greatest amount of money should go in that classroom. It’s used for a lot of other ridiculous things that, instead of prioritizing and make sure that before they spend the money on anything else, they spend it on the children in the classroom. The children in the city get leftovers. And they receive a certain — you receive a certain amount per child. However, out of that amount comes the teacher’s salary, will come all publications, the report cards, just different things. You even have to buy envelopes now to send letters out, to pay for report cards now. You pay for the materials to go in the folders. So by the time — I remember Waxter said in a meeting, he looked at what was given per child.

JR This is the Councilman

GW Councilman

JR Tom Waxter, who was on the Baltimore City Council for a number of years.
GW That’s right.

JR Okay.

GW And he said that by the time he took out everything that was deducted per child a child got between 50 and 75 cents per pupil. Now that has gotten worse, you see. It’s used to everything else. And — but it depends upon the superintendents of schools, how money should be spent. I have to give Dr. Schiller a lot of praise. He took all that money [small laugh] and put it in the classroom. And you really got a lot of pluses out of that time he was here. But then he was an educator.

JR A lot of people who aren’t terribly sympathetic to doing much about school funding keep saying, “you can’t throw money at education and get results.” That that’s not really the problem. The problem is poor teaching, or the problem is poor management, or the problem is that the kids are just coming with so many — so much baggage — but you can’t throw money at it and solve it.

GW Well it is — in some ways what they’re looking at is the result of poor funding. You get what you pay for. The other thing is that — the — I lost my thought there. But you have some of the teachers — teachers get paid at the bottom of the realm. And they’re professionals and gone through school, for four years. Have to, every, every — I forget how many — but you have to on a regular basis go back and take courses. But teachers don’t get paid on the level of a professional. So you’re asking for professional behavior out of people that are treated with low respect. But the main things is that if we chose the proper leaders — because people do, when the budget is made up, a large amount goes to education. It’s misspent — not in the classroom. It’s misspent at the top. And with the board — board of education.
JR Even I think before my kids entered the school system, a law suit had been started at the state level. And Baltimore City and a couple of the other poorer counties sued the state.

GW Umhu

JR on this issue that you mentioned a minute ago.

GW Right.

JR that we get less in these poor jurisdictions where the tax base is less for our children than children in the wealthier counties. I never—I watched those law suits go through. And basically, the first one, the judge said, it's not a, not something for the courts to decide and he passed it back to the legislature. And then the legislature had a task force.

GW Yeah.

JR and Benjamin Civiletti was the head of one of those task forces.

GW Right, right.

JR And then I think a few years later there was another task force.

GW Right.

JR and they kept making recommendations and we'd all get together and go down to Annapolis and we'd lobby.

GW [inaudible]

JR for the best recommendation that they could make about how to equalize funding.

GW Uhhuh.

JR Did any of that do any good.
GW Yes, because twice – once under Schaefer—the money was improved greatly. But the education wasn’t improved. The more money we got in this city, the more it was misspent. And that’s we were under the consent decree. And Glendenning has poured money into the city and it hasn’t helped. Because it hasn’t brought up per pupil. It hasn’t changed per pupil. And in fact inside the city it’s different strokes for different folks. And as you and I know—and several other people—because I got the budget for every school in the city, and you got different money for different children. Which was absolutely obnoxious. So, until we get equal funding and people can be held accountable

[interruption by barking dog]

JR [Laughter] Sorry, about that: it startled both of us. She doesn’t usually bark.

GW [Laughing] Right.

JR Oh, well. So it really is a complicated issue.

GW Right.

JR It’s a

GW But that’s why the state is so frustrated.

JR Yeah, yeah.

GW They have really --- the governors have really put themselves in trouble with other subdivisions because of trying to raise the amount of money that has been given to the city, without the results.

JR Yeah.

GW Umhu

JR And then you get the state making decisions that aren’t really education decisions.

GW That’s true.
Decisions made out of frustration but they’re not made by people who understand about education, so then we get into a whole ‘nother.

And that’s true. But why people make decisions out of frustration—you know, if you, if I keep giving a person a million dollars, and a million dollars, and you’re broke in two weeks, they’re put out on the street; they don’t have enough money for food; the children are not dressed and clothed, then you get frustrated and you’ll say, “You have to buy this, you have to but that, and you have to buy that. So the city starts being treated like illiterates.

Umhu

And sometimes we—the city acts in a way that is illiterate when it comes to education, and I think that’s why we get such bad press.

Well, sometimes people who just throw up their hands on public schools try to come up with alternatives.

Umhu

And two of the alternatives that are getting a lot of attention, not just in Baltimore City but all over the nation right now

is this notion of charter schools

Right

where the public school—they’re still public schools but they have a separate governance charter

Right
and the people who run them can go off on another direction. And then this whole notion of vouchers, where public school parents can be given tuition to put their kids in private school, but the tuition basically comes through public funds. How do you feel about these kinds of alternatives?

GW I've seen some great things happening, happen, in charter schools. And in fact we were thinking [small laugh] at one time of becoming a charter school to give us freedom to spend our money in a way that would help the children. I do not like vouchers, and would vote against it anytime it came up, for — the main reason is that the same people who will fight the fight and go out, and who are educated, who get the money — it would still be the ones who have the money who would get the most. And the children who really don't have parents to fight for them, who have parents, but who have been so cowarded that they're afraid to speak up — they would be left back, and the schools would get worse. Because what you would end up with is just a jungle in the city. So, no, I've seen some excellent charter schools. And I've — I really am a part of that group, having been going to the meetings. But I have gone to several meetings in Boston and some of the others, and I've seen some excellent things being done. And I wouldn't be against Barclay becoming a charter school. I've seen the amount of fighting we've had to do just to get our fair share. And when you're a charter school they have to give you that clump money and then you get the other money on your own.

JR Just on the news this morning there's a report that in Chicago, the governor of Illinois and the politicians of Chicago have all gotten together and they've passed a bill that gives a rather substantial amount of money for parents to send their kids to parochial schools, to the Catholic schools. And the Catholic schools are saying they're gonna' go
for even more money to try to — And they argue that they're doing a service, they're taking up the slack, that the public schools just have dropped the ball, and now they're coming —

GW But see that's, that's not — with the Catholic schools, if the children don't keep up they send them back to public schools. So they really don't deal with children who have problems, serious problems. Some of them don't. The other thing: Catholic schools have started advertising because a lot of people start their children in their now—because they have a lot of lay people — start them in the school have brought them out on their own. So I just don't think it's fair to break away and give all the money to the Catholic schools, instead of meeting with the public schools. And I mean the people who are in the pits — not those who sit up there and think they know what's happening in the schools and in the classroom. But those people who actually work in the classroom.

END OF SIDE B- TAPE XVII

START OF TAPE XVII – SIDE A

JR So you're not real keen on vouchers for parochial schools.

GW No. Now what they did in Wisconsin, which was different. They — Tommy Thompson allowed children to go in any school they wanted to, and that's where the money went. And those kids had come up. You know, they provided transportation and things like that to move — I don't know whether I would — That's not my first priority. But at least they didn't leave any children behind. Those children who — they went to the parents and talked with the parents and got those children bused over to those schools,
where, with quality education. And those children have done so very — you know, done quite well. I don’t know all of the details, but I know I have been up there to Tommy Thompson. Funding is something — I mean different types of schools really need to be looked into [inaudible] Riley [?] who talks on t.v. But he doesn’t know what’s happening in the schools.

JR Well, another issue that — I guess it’s one of my pet peeves — ever since I’ve had my — ever since I was a student

GW Umhu

JR and certainly all the time my kids were in school, and it still is when I hear all the attention paid to it — is this whole notion of standardized testing — in any form, whether it’s the fill in the bubble kind of thing

GW Right

JR or whether it’s these elaborate assessments now, like the Maryland state assessment. The amount of time that’s spent, and the amount of weight that’s given to those tests is — I’m loading the question here [Laughter] and I’m not supposed to do that.

GW Well, no. You know, I think you and I are on the same wavelength. Children — and it was proved when we took the Calvert curriculum — children do as well as they’ve been taught. So if children are in a situation where they haven’t been given the instruction and the needs, then they’re marked down like they don’t know anything, where they haven’t been taught. And it’s just like the I.Q. tests are so unfair. So disadvantaged children, like blacks and Hispanics and a lot of whites who are in poor circumstances, would be marked as idiots in these standardized tests. They really are skewed. So is the MSPAP! It’s skewed differently. They talk about things that our kids
wouldn’t even ever come in contact with. So how would you design something like that? They don’t even know what it is. So it’s – I think standardized tests have to be changed. How? Or should be given after – should make sure those children have all those advantages, have been taught and taught by good teachers. Because sometimes some teachers make children go backwards [small laugh] with their lack of teaching skills.

JR On the other side of the coin, if we say that we have a universal public education system, and every child who goes through there should be coming out

GW Umhu

JR with a education that makes us all have a common understanding of the world – can that be done without some kind of testing system?

GW No, uhhu. There should be a set of knowledge that every child – every thing that every child should know. But the tests, the tests should be – there should be testing, but not a standardized test that would be used in, from the wealthiest, richest, highly trained child to the kid who’s just coming to school and who’s had no teaching at all. And you’ll have those children rated as “serious” – that’s what they’re called: “severely handicapped.” So then after you teach those children for awhile, they move right up. So I don’t know what kind – I think they need to be changed. I think the tests should be designed to meet, to test what the children have been taught. And it shouldn’t be held against the child. It should be held against those who are teaching them.

JR But then, well, that kind of [inaudible]

GW Then that goes around—I don’t mean those who are teaching them. But what has been offered them. I’m looking at what is happening to the children this year. We’re all on the same page in the same book and that’s a disaster. Because the bright children
aren’t given that chance to move ahead. So when they’re tested they’re going to be pretty closed. Which is sad. And the slower moving children really aren’t keeping up. But they just must go to that next page. So I would like to see what comes out of these tests.

[small laugh]

JR That’s just a total contradiction of the old Barclay philosophy of moving as fast as you can and as slow as you must.

GW slow as you must, that’s right. And see, there are some children who take a long time to get in their minds the process. But once they get the process, they’re on their way. But it takes them a longer time, because of the lack of background of experiences. So when children – I know there’s – the people who write textbooks are more cognizant of different experiences, so they’re involved in that. But children who come from homes where the parents don’t even talk to them or are drug-laden and so forth: these kids—you have to get their minds set on school, in order to deal with this.

JR Well, the final item on our little list here is the role that teachers’ unions play, either for good or ill, in the public education system, as far as you’ve experienced it.

GW You know, I don’t have anything against teachers’ unions. But I think that they really don’t look at what is happening. They’re not fighting for the betterment of the schools and the – what should I say – the amount that’s going into the schools for the teachers and the situation in which teachers teach. They don’t do that. It has become a hearing ground for teacher gripes. And they’re really not pro-education. Now, English, the new person (I don’t want to call her name), but the new person who’s working in the union is very bright.

JR This is at the local level, here in Baltimore?
GW  Yeah. Now she’s very bright. Hopefully, she will be able to do something. But the city has turned its back on the unions, you know. And that’s the union’s fault, though—the way they handled themselves.

JR  You’ve had some personal interaction and actually quite a lot of reinforcement from Albert Shanker when he was still alive

GW  Right.

JR  and the national American Federation of Teachers leadership.

GW  Now that was a good one. Now I should-- now thank you for saying that. Because there’re unions and unions. And Shanker was one who looked at what was happening in the classroom and talked to it, you know. He fought for changes, and when he saw things happening he’d speak up about it. I know—think you were here at— you went to some of the meetings, didn’t you, with Shanker? Did you go to one where you—

JR  I went to one at the school board

GW  school board

JR  where he spoke, yeah.

GW  And he would just speak up for the right thing, where you want to add more time in school. Why? For them to have more of the same horrible stuff [small laugh] going on. But he did fight for it. And he would look for programs that worked and would try to get them out in the public so that people would have a chance to say, “oh this can happen.” So that’s a good— that was a good union. Now, the administrators belong to the American Federation of Teachers. Now I don’t know what the teachers belong to now.

JR  Well, the BTU is an affiliate of Shanker’s union.
GW Shanker's. That's right. They came – but you know, the sad part of it: Irene and all of them used to be very angry with Barclay. You know-- used to say things?

JR Yeah.

GW Until they were at a couple of meetings. We had gone to meetings in Washington with Shanker and they were there, and they came up [mimicking]: "Yes, that's Trudy! That's the school!"

JR [Laughter]

GW You know. "And we've been proud of them" and all this. But--

JR So there seemed to be a gap between the national leaders like Shanker and then the local leaders like Irene Dandridge

GW local leaders

JR and others who weren't quite up with

GW what was happening now.

JR the forward thinking of the national leaders.

GW And that's true. Arnette Brown was. And he used to fight for what needed to go in.

JR He was the president of your administrators' union here locally for a long time.

GW Yeah. And he fought for schools and everything. But he was alright.

JR Although he wasn't keen on Calvert at first.

GW No, he wasn't!

JR He worked against Calvert in the beginning.

GW Right. In the beginning. Because he thought we were -- well see, so many lies had been told about Calvert: that we were trying to make a private school for the rich
white children in the Charles Village area; people not even being in Barclay [small laugh] and never been in. And all this crazy stuff. So many lies had gone out. Until people visited the school. So—but Arnette would stand up for me when things went on.

JR    Yeah.

GW    He did.

JR    He was pretty – Well, moving on to other issues. We’re here in a section that I’m calling “reflections and concluding observations,” as far as the organization’s about. The last time we talked we touched a little bit on the fact that a principal can be pretty lonely in the decision-making role and so forth. In addition to that factor of loneliness, it seems to me from long observation, that stress and a lotta’ heavy pressure are also part of being the public school principals, uh, principal. I’m sure you agree with that.

GW    Yes, yes.

JR    What kind of personal strategies did you use to deal with that kind of press and stress – stress and pressure?

GW    Well, one thing that you always—I used to load it on you, the president of the parent-teachers group, and then a friend. And then you go to church and you’re able to put things in the right perspective. But then, I think my biggest de-stresser was, were the children. You know, they did so many funny and dear things that, you know, you just had to keep laughing. You know. It was like if you really love working with children, then they can take away any kind of frustration. You know, when you get so upset, and you threaten, and you’re not going to deal with these thugs out here anymore—

JR    [laughter]
GW    Then you think about the kids. And then all that becomes null and void. You know? So, that's basically—and then of course the family. Although I really didn't—except for the first, when I was named principal and got such a—the co-workers: like I told David, they gave me a hard time too, because of my age and they had—so I called my mother and said, "I'm not going to accept this; I'm not going to work." And she said, "Oh yes you will!" you know. You put your money where your mouth was. [chuckle] She said, "they talked about Jesus." And so, "you're not anyone unless somebody talks about you," she says, "and you're not working for them." And so after that I didn't take any frustrations to her. Joan and Harley and I would settle problems around the table and talk about things. But those are the way I would spring out. But I just think the kids are just amazing in dealing with you. One day I was on the second floor, and I was carrying on, so! That was during the time that Joe and Ellie—your children—were there. And I was fussing! So one little boy says, "Miss Williams?" And I said "What?" And he gave me a kiss. I had to stop fusing.

JR    [Laughter]

GW    Kissed me right on the cheek. So I had to stop fussing, you see what I mean.

[pause to turn on the air conditioner]

JR    Well, you proved to be very durable, but nonetheless there were times when people in the school community, including me—

GW    Right

JR    We were kind of alarmed by signs that stress and pressure were really taking a toll on you. And even though over the board you seemed to have excellent health—

GW    Umhu
once in a while you would get sick.

Right.

And then it seemed like you just refused to use common sense to try to get well--

Uhhu

or to avoid getting sicker. And once in awhile we'd all have to gang up on you.

Right.

Me and two or three of the staff and force you to take a day off

Right

or force you to go to the doctor, or whatever.

Right.

As you look back on that, do you think you really - were we over-reacting or were you in need of a little correction?

Oh, I think people always in need of correction - especially people who are focused on just one thing. And sometimes you really don't see how stress is really taking you apart. And so you're not aware of it. And sometimes - people won't say anything for fear of hurting you, you know. 'Cause I know there were times I'd go down to 95 pounds and so forth, not eating. And so, it was right. Because you have to have somebody who will say, "hey, wait a minute. You need to deal with it." So I didn't get mad. I got frustrated at one time, in one session [small laugh] at one time. No, I knew. I knew I was wrong. And there were days when I would just drag in there and deal with things. And should not have. And there were other reasons I dragged in, because I had to—that there were -- you know, you didn't have an assistant, and there were things that had to take place. And of course I would come in because I was on the hot seat with the
system. And I knew they were waiting for me, [Laughter] and you never knew what they were going to do. Like the day that Mary and Fred and all of them - the whole Title I office - came — was sitting there when I came back from Hopkins. So I was always aware of "you never knew."

JR           Umhu

GW           And they always wanted to catch all of us, including you, sleeping. [Laughter]

JR           [Laughter]

GW           And I was determined that they weren't going to catch me sleeping. But there were times that — and then I'd let out, you know. I'd fuss. I'd air it out, you know? I'd holler and scream and go lay people out. I would let them know! I would let them know, because it would get right in here, and you couldn't move, you know. So then I would tell people, I'd go get them. [Hearty laughter] And then that would be it. [Continuing
Laughter]

JR           [Laughter] Then you'd settle down and there'd be a little quiet for a little while. Well, a while back when we were talking about why we fought so hard for the Barclay Calvert program, you mentioned that your hope at that time was that the program would give Barclay — that the program that we were bringing to Barclay would give the school system a direction.

GW           Right.

JR           Do you think that in any way that actually happened?

GW           I think it gave them awareness that there needed to be a change. And that was true. But there was such anger against me, they weren't willing to come there and see how the change happened at Barclay. And so they started all these weird changes that
did not pan out. You had the Tesseract [Laughter]. You had the Tesseract experience, which cost the city a lot of money. You just had one experiment after the other. But I think it made them aware there needed to be change.

JR   I know that the people who started the Stadium School—

GW   That’s right.

JR   even though it was a very different kind of philosophy of teaching. But they said on more than one occasion that if Barclay hadn’t paved the way with our Calvert campaign that they never would have gotten to first base.

GW   And that’s true. A number of the — the charter schools here, period. Because although they had tried to make one down — what was her name at that school? Some of the parents had been given permission to work on a primarily — what is her name? I’ll come back to you on that. But — ‘cause that wasn’t a success. But anyhow the other charter schools that started up, and that were able to start up, really came as a result

JR   Umhu

GW   of our having success with the Calvert curriculum. It also showed that — showed them that the children could do if they started at the beginning. But they still don’t do anything with pre-kindergarten and kindergarten. Well, they’re trying with kindergarten this year. They’re using Open Court [a reading series]. But I don’t know. But I do think that we made them aware and willing to take some chances.

JR   Do you think — it seems to me that there’s a new respect for phonics and a new interest in the importance of phonics as part of the reading instruction. Do you think

GW   Yes it is!

JR   that that came out of, or was related to the Calvert program
GW Yes. And the thing about it is: it’s like it’s a new revelation.

JR [Small laugh]

GW Yes, it came out. The children just did so well. But they missed that phonics in combination with other

JR Right.

GW skills, [inaudible] made the difference. Yeah.

JR Do you think if the Barclay relationship with the Calvert folk and with Muriel Berkeley and all that crew that we were talking about a few sessions ago – if somehow or other that had remained intact in a cordial way, that there might have been more systemwide – might have been more chance that the Calvert people would have been persuaded to do more systemwide.

GW Oh, no.

JR No?

GW No. That changed in the beginning. The city – Dr. Hunter – had so tried to degrade the Calvert system. And they were just ugly, so ugly. Even before we started. Merrill Hall, the headmaster, and Calvert – they were turned off on Baltimore City. And the role that Cliff Ball, who was area executive officer at that time, played and just causing us to have to wait so much longer before we could hear. I just think. I may be wrong. I think everything has a time.

JR Umhu

GW And I think – when I think back on cordial – ‘cause we were never disrespectful and we never did anything. When I think back, nothing was done. I think it had reached a point where we were getting more notoriety. And they were getting it. Although now
they have visitors. I think a sore spot developed for that. And there wasn’t—I don’t think there was any other reason — although he’s very cordial now. He makes sure that all the materials — that the children get all the materials. Any changes that they have, we get. So, there is—

JR If he was so alienated from the school system right from the beginning because of all the nastiness then, why do you think he even went into Carter Woodson.

GW Because it had been in the beginning. It was stated that we would take another school. See — Abell Foundation. If this was successful, if Barclay was successful, that they would select another school. But then he pulled out of Carter G. Woodson shortly after. But that’s another story, where there was a lack of cooperation there.

JR Umhu. Okay. Getting down to a little personal moment here. You and I were allies in a lot of battles.

GW Right.

JR And I always got a lot of satisfaction out of being your ally, because as Dr. Crew used to say, “you were so damn stubborn!”

GW [Laughter] Right.

JR So when you’re your ally, you know that you’re not going to look around and find that you’re gone. You’re gonna’ be right there.

GW [Still laughing] Right.

JR But the other side of the coin of being “so damn stubborn” is that when I found myself in any kind of disagreement with you, then it wasn’t so much fun.

GW Right. [Small laugh]
JR     And I was thinking back on the time when we were sitting in the school board
meeting and Dr. Howard was talking about a meeting we’d had, and you just up and
said, out loud for everybody to hear, “that was a blatant lie!”

GW     [Laughing] But it was!

JR     I really enjoyed that. I thought, wow, that’s tellin’ it like it is. But then, one day
when you and I were having a disagreement about something that was really pretty
petty—

GW     Ughhu

JR     you said that something I was saying was “a lie” and boy that really cut to the
quick.

GW     Yeah.

JR     And there were a lot of frustrations building up in that period anyway and that
was just sort of like the straw that broke the camel’s back.

GW     Right.

JR     And I let you know that I wasn’t going to stay in that school much longer. And
a few weeks later I left as I said I was going to. And I gave you the copies of the letters I
sent you then

GW     Sent. Right. During that time.

JR     So as we look back on that now, what do we think?

GW     That we had been through so much and that everyone was just agitated. You
know. You know, it’s like, those years of fighting – and we would battle, you know, and
fight. But I think the worst, the most horrible fight was during the Hunter time, because
it was just ugly. And you know, you became – what would it say? – I became—which I
wasn't aware of it -- but I became more -- sensitive. You know, I'm ready to jump at anything, anyone.

JR    Umhu

GW    When I think back on it, I would jump at anything and I guess that

END OF SIDE A – TAPE XVIII

START OF SIDE B – TAPE XVIII

[recorder did not pick up end of previous sentence.]

GW    you know. It's just like you stay in a fightin' mode, you know.

JR    [Laughter]

GW    You get in a fightin' mode. I never -- if we counted the fights we've been in --

JR    That's true.

GW    It's just unbelievable, and sometimes that happens -- you turn against your friends

JR    Umhu

GW    when you're in that fighting mode. But you knew I didn't mean it.

JR    [Laughter] No I didn't. At that time I didn't.

GW    At that time you didn't--but you knew.

JR    We worked it through later but at that time

GW    Umhu

JR    it was pretty upsetting.

GW    I'm quite sure.

JR    Yeah.

GW    I'm quite sure.
JR    Well, on this whole theme about your penchant for telling people that they were liars — as I was thinking about all of that and about how that had stunned me in that particular way,

GW    Umhu

JR    I remembered another episode where — and we talked about this meeting before, where Merrill Hall and others were around the table; it was one of the last progress meetings we had

GW    Right

JR    on the Calvert/Abell thing, and Merrill was saying something — I think it had to do with that “60% ineffective” and all of that — but anyway,

GW    Right

JR    whatever it was, he was saying something that really sent you off, and you told him, flat out again, “that’s a lie!” And I remember—

GW    He was saying — yah — he was saying something that I was doing that was wrong. It was the same meeting — the same old thing that had come up at that last meeting, and it just had — I really didn’t want to be in there. I really didn’t want to be around them anymore, ’cause I had reached that point where I didn’t wish to be in the company. And he was stating something like it was a fact. And I had had it. And I said to him, “that’s a lie.”

JR    And I remember the expression on his face at that point, where something in me said — even though I thought what you were saying was, was — I knew what you were saying was right.

GW    Uhuh
JR Because he was being fed a version of things

GW that weren’t true

JR by Michelle and others that wasn’t true. But I saw that look on his face

GW umhu

JR and I thought, “uhho, I really think this is, this is

GW It’s not good, that’s right.

JR not good.” And then – and I probably made it worse, because he started to get very angry then and I kind of said, “just don’t say anything more.” ‘Cause I wanted you to shut up [laughter] and I wanted him to shut up

GW Right

JR and I just wanted us to get past it

GW Umhu

JR And I think that made him even angrier. But as I look back on that, do you think we really had reached a point by then where there were just inevitable personality clashes that we couldn’t have gotten past, or, or was there an alternative to things turning out that way?

GW I think that when you deal with people open and honestly and work with and – that you deserve the respect to come and say to the person, “I’ve heard that you’re not doing the right thing over here;” come or what have you – Not to just believe and just so blatantly lie. I wasn’t on trial. I was upholding our contract and what we had agreed upon. And so after that day when we met in Bob’s office, I had no more respect for either one of them. And I don’t mean respect. I just didn’t care to be around either one. Something goes out of you. And we were friends. We had been friends. But that day
something really went out of me. And I didn’t want to hear any more of those lies. I didn’t want to hear it — ‘cause they had not — and they did a disservice to the school, to everyone who had worked so hard to maintain their reputation, which is intact and never came out of tact, and they were there questioning our — what would you say? — our integrity. And it was then —

JR  So you felt like they weren’t even trying to listen.

GW  No!

JR  They were just passing judgment.

GW  You know that day down there — they didn’t hear a thing that — that was even said. And when you shock a person. See, I could see that if — and you lie! That letter that was passed across the table. I didn’t have that letter. You remember? And he says “and we talked about...” We didn’t talk about —! So it made me know that he was dishonest, too. And then, a couple of the people from Calvert (and I don’t want to call any names) who said to me, “you know Trudy, when you become bigger than that person, then there’s a problem.” So that a number of those people at the school had left because of just the way they were treated, period, as women. You’re not supposed to be — you’re not supposed to speak back, you see. But it was ugliness for no reason. I could see — and it was like a kangaroo court. But I, I really stopped caring what he said. And I wasn’t gonna’ listen to him repeat something that was not true. And Michelle sittin’ there; and Muriel sittin’ there — both of them knowing that they had lied. Muriel, who had called me and asked me could she — she would like to write with — and I said, “oh, well, Jo Ann and I are going to be writing after I retire.” And then the next thing I hear is that I was hysterical, that she couldn’t talk to me. Well that’s crazy to do something like that. That she could
not talk, that things are out of hand. And all she talked about was, she was my friend and she was going to stand by me on the board. And she knew I was retiring but she wanted to work with them, you know, write with me. And I went, “oh...” And even said, “Well tell Jo Ann if she needs any help...” And then to hear that – I’d had that with them.

JR So do you think she was – she played the – she made those statements that you take issue with because she was angry at being rejected for –

GW I really don’t know. I just think that she just was playing cat and mouse. And see, and Merrill said that “Muriel said she tried to talk with you and...” Muriel didn’t try to talk to me about that! She was saying how she was going to be my friend and all. She never talked to me about that situation! So then, she talked – ‘cause she wanted to be the good guy in a bad play.

JR Umuh

GW And I think that’s what it was. And so then she goes back to him and says “Well, a tried to talk to Trudy and it’s just beyond...” You know? And I went, “oh, man!” So--

JR When you say it was a bad play, is that meaning what was going on with Michelle and what –

GW I do. There was a bunch of players who – but then, if something is solid, really solid, then you can’t have dim wits destroy it. You know what I’m saying? I’ll say, our friendship is solid. And even though you get mad as hell with me sometimes; and when I get mad, if I say something, you get mad as hell – we still can talk it over and straighten it out. Or if you say something to me, and I’m mad as hell, we still can talk it over. But when you have been working with someone for all those years and then to end up
JR    Yeh

GW   with that. I just think that the school did better than – I may be wrong. But I
think that was

JR    Do you think that they *consciously* were motivated by that, or do you think that
was kind of a unconscious reaction?

GW   I think it may have been an unconscious something. Maybe I shouldn’t – you
know every time I went somewhere I would say, “Merrill do you want to go? I’m invited
here; do you want to go?” And most of the time he would go. So it wasn’t like – Maybe
it would have been better if he had gotten the invitation

JR    Umhu

GW   and asked – I don’t know. But there was never any cover up. But Barclay had
gotten what it needed out of that program.

JR    That goes right to the next thing I wanted to bring up. When we first made the
case for bringing the Calvert curriculum to Barclay you used to say that we only needed it
for four years and then we would have the secret. Always talked about the “secret”

GW   That’s right

JR    or the “key.”

GW   That’s right.

JR    And we’d be able to go on, even without the Abell funding and so on. When the
formal partnership did end after six years, you said that you appreciated the bonus that we
had gotten –

GW   That’s right.

JR    with those extra two years. And you again said that we were then ready
GW We had seven years.
JR --well, okay, seven years--
GW Yeh.

JR and then we were ready to go on and keep those same high levels of achievement. Do you think that's turned out to be the case -- that we did capture the secret and that 
Barclay is in a place where it will be able to continue.

GW Yeh. I think we captured the secret of success and that shows with everything except the MSPAP [Laughter]. And that's doing better. You see with the eight grade --
although they don't carry out everything that's in the Calvert curriculum, they carry out the bulk of it and they carry -- you know. But -- every -- They took the functional test.
And you really don't have to pass it until ninth grade. But every child passed it, except one, and that was a new student that they had just sent in. So, and the eighth grade stayed atop of the city, until that one drop, and they're back up. They went back up.
But the point of it is, they have a sense in knowing that you had to be consistent, that you had to do this, that you need to do that. There's a way you can monitor to see if these things are being carried out. Teachers know what is expected of them even if they don't carry it out. So they do have -- because the secret is consistency; well-ordered curriculum. The Calvert curriculum is patterned after when we were trained in school, when we were taught in school. We may not have had -- we had writing, hand writing.
But we didn't have it every day like they have it, and it's more important. There are other things that are really more consistent. And then the children -- which is so important over here -- become more literate. They understand. They know what the Eifel Tower is [small laugh]. They know what others things-- where years ago you wouldn't
know that. It's – they don't learn much history in eighth grade, seventh and eighth grade, but they learn it at the lower grades, and hopefully one day they'll be able to get a new person in that history class and then they'll still will be able to do, because the materials are there. I think we got a bonus out of it. I just don't like to end anything in a way where – well, we're cordial.

JR Do you think the current Barclay staff has internalized enough of the consistency and – to keep it moving?

GW Yah. I know through sixth grade they have.

JR Umhu.

GW I know through sixth grade they do. Seven and eighth know what they're supposed to do, because they have it, but they're not always on tee. And so-

JR And then there's the whole issue of training new people to come in. Is there something in place to see that that's happening and that that will happen as there's turnover?

GW Oh, well, they can train. David – Peg wants to stay on. But David can train. Trumella had started training the younger people, younger teachers when they came on board. But any of those – Powderly; I wouldn't have Dash. But Powderly or even Pat Bennett is to the minute on what is taught. So you have – I think it still can be taught. What – the point of it is, they need the money for summer training, if they're going to have the training that is so needed. And that's the--

JR And it seems to me that the other challenge, or even danger, to the program continuing and maintaining its strength, is that even while we had the partnership and the Abell money, constantly the system would find a way to intervene and try to distract,
GW   That's true.

JR   or create some kind of hurdle that by the contract we thought we had - we shouldn't have had to jump over.

GW   You're right.

JR   And that's my - I think that's my greatest fear—is that

GW   And, and --

JR   it will just keep eating away.

GW   And that's why David was so happy when we said, "you really need a board of directors to make sure that that program stays in there. And that's true. Because the system—which is sad—is determined to pick that away.

JR   We haven't talked a whole lot about individual staff members at Barclay. Names have come up once in awhile. But, and we've also mentioned other individuals who've been important at various points. Are there any particular individuals that you'd like to single out to comment on the role that they played in your career, or in moving Barclay forward, or --

GW   Uh, you know when we started; when we had the battle; when we were battling for, just to get the program, Tanya Jackson was always ready to go with us, and to stand up. And she wore two hats - that of an assistant as well as a parent. In the beginning of the training - even before, while we were still fighting to get the Calvert curriculum - where the teachers were still working, Jan French was another one who stuck with us, who went down and went to each of the meetings. When we started - before we started—we had pulled all of the children who were extremely low together. And I had asked Saundra [Brown] and Barbara [Amos] at that time were working together in the
high intensity math class; and Trumella and Evelyn in the -- Evelyn Wallace and Trumella Horne -- in the reading class.

JR    Saudra Brown and Barbara Amos

GW    Brown and Barbara Amos in the math. And they just -- and I said, “just use the skills as you know them and bring these children up.” “Course they had, they did. They were ready to kill me, but by January they were very pleased. Because those children hadn’t been taught and taught in the right way. But once we, once we started and the kindergarten, especially Jan French, was just so on-target and Lossie Johnson who worked with Rita [Cooper] was just so on target with -- that the children just jumped in in the beginning. I mean they -- Oh, and -- what’s the name. By that time Barbara had moved. No, Barbara wasn’t in with Richards. Who was in with Richards when we started?

JR    Oh, the lady with the leg brace. Mrs.

GW    Right. Right.

JR    Savage

GW    Savage.

JR    Savage.

GW    But it was more Miss Richards working with Jan; Richards, Jan and Cooper -- the Kindergarten and pre-Kindergarten

JR    And Miss Booze in Jan’s class.

GW    And Miss Booze. All of them worked together so that in the prekindergarten these children would get some of the background they needed to go into kindergarten, which was strenuous. But Jan and -- well Trumella and Sandra worked with -- they used
two heads. They worked with the Title I and worked with the children who had special and individual needs. They got lambasted for it, because it wasn't understood. But those children who needed the additional help came with it and Peg Licht, who really -- for her strength and really pushing and staying and staying on board with those teachers, and demanding the most of them -- you really got -- really -- I don't think that they would have had the strength that they have in the primary grades, and that they have now, if it hadn't been for Peg Licht. She just insisted on the most for the children, and she had a quality of -- which needs to be held-- where parents were called when children did a neat thing, instead of being called because they did something wrong. And if they had a great day Peg would call the parent and say, "Oh, let me tell you what your child did today." And they just loved her. And the kids just did so well and were so proud of themselves. And their self-esteem came up. And then when you moved to -- started in the fourth grade. Well, and during that time, Mrs. Clapp -- David Clapp's mother -- was always behind us. When we had to go in the summer time, she would pay. One summer we didn't have the money, so I was going to the bank to get it out. And she said, "No! Don't go to the bank and get that out. I'll send it to you." Next day had that three thousand dollar check for the children to go to the learning—what is that—center.

JR The Ripken center?

GW No. It was the out-

JR Or the outward—I know what you mean.

GW Yeh, down – go down the Chesapeake

JR Right, Yeh yeh.
GW  Okay. And David, David Clapp who’s now the principal, who went every
summer with those children. He gave up his summer and went each summer down to -
I’ll think of the name – work with those children and so – Then there – I don’t know if I
can name –
JR  Before we move on to anybody else, I think no one would disagree that if you
wanted to hold up a teacher beyond reproach it would have to be Jan French.
GW  That’s true.
JR  That anchor in that kindergarten in that school all of these years
GW  That’s right.
JR  has been
GW  has been great.
JW  been part of the real strength of Barclay.
GW  And see, Jan started as—when I came there her kids were young. And Steven
was there. And – was it Steven? Yeh.’Cause I said, “you have to take Steven out of
here.” Yeh, you know, “There’s nothing here for him.” He’s too bright. And then he went to
Roland Park, evidently. But Jan said, “well I will work some days.” An she worked ---
finally I talked her into taking a long-term sub. And then finally I talked her into –“Jan,
come on back.” And she’s been there every year. But she’s outstanding in how she
teaches, and how she cares for those children, you know? She’s – children who come
out of her classroom are usually successful as they move on up, because she doesn’t leave
a gap in their learning. And she also would help me with the community. She would go
out and deal with things, go to meetings for me if I couldn’t go there and deal with other
things in the community. She would keep me aware of, if there was a problem, too,
along with you. And then would go to meetings with us, too. [Laughter] Came and slid
all the way down on that ice to only be turned around.

JR    Living right across the alley from the school she

GW    Yes, she was aware

JR    always had an idea of what’s going on.

GW    Yeh. She knew. And there were times when right now, when her mother is sick
and Gil is home. But she’s going out on her lunch hour to take her mother to the doctor
and then come back to school.

JR    This past weekend when we had the Charles Village parade, the Abell
neighborhood, which Jan’s house is part – is encompassed by –

GW    Uuhu

JR    We rented two convertibles, and our theme was the numbers of years that people
have lived in the neighborhood. And the group that rode in the cars and walked together
all totaled about 600 years.

GW    Oh!

JR    But just in the convertible – we got Jan and Gil and Audrey Eastman and her
husband-

GW    Uhu, Don

JR    to ride in one convertible, and they totaled 202 years or something like that,

GW    Go on! That was so nice.

JR    living in this neighborhood. Yeh.

GW    Did the kids march?
JR  No. The kids didn’t march. None of the school kids were involved in the parade this year. I’m not sure what was going on.

GW  Uhu. But that was nice. It was good to bring the neighborhood in.

JR  Yeh. So I was glad to see them do that.

GW  So they had two convertibles? [Laughter]

JR  Uhu, and in the other convertible -- gettin’ off the subject a little bit – Mrs. Henson, Miss Henson down here, Carol Lee Henson, who was born in this neighborhood.

GW  Go on!

JR  and is 65 years old. So she added, we had 265 years just in the convertibles alone. And I thought my 34 years was pretty good, but

GW  [Laughter]

JR  it paled next to that.

GW  Did the queen of Abell

JR  No, Paige didn’t come. Paige is – Well, we’ll talk about that later.

GW  Okay.

JR  Anyway.

GW  That’s nice.

JR  Another person that I had thought of, that brings up a moment of sadness, is Gwynetta.

GW  Yes. Now she. Gwynetta was

JR  Gwynetta Deanes who was a teaching assistant.
GW I was going through some things and I found her picture from her funeral. But
Gwynetta was, really, really stuck by me. There were times when my mother was sick,
and Gwynetta handled that office. She’d say – what’d she call me? She’d say “I got in
Princ...” No, she didn’t call me “Principal.” What did she call me. She had a funny name
– I’ll think of it – that she used to call -- isn’t it sad that you forget what people – But
she’d say, “Don’t worry about it; I’ve got it.” And Gwynetta was super bright and all
during the time that she was ill, she finished school and got her Masters in the mail the
day [she died].

END OF TAPE XVIII – SIDE B

[First words not picked up by recorder]

GW to the school, and did so much and lived such a short life. Umhu.

JR She always – I mean everybody would, as you’ve talked about, all the stresses and
strains that we all went through and

GW Umhu

JR everybody would get irritable at one point or another.

GW Umhu

JR But she’s the one person that I never had an experience of her being irritable.

GW Right.

JR She would always have a big smile.

GW [Laughter] Right

JR Always have something cheerful to say. Even if she was feeling bad she wasn’t
irritable.
GW Which a lot of people did not know, and still don’t. I love beer. So one Christmas she said “give me your keys; give me your keys!” So I said, “whatya gonna do?” She put a case of Strohs beer in the trunk of the car. [Hearty laughter]

JR [Laughter]

GW I said, “Gwynetta!” Terrible. But she did. She always had a laugh – laugh about something. And – But she will be well remembered, ‘cause she just loved those kids!

JR Yeh.

GW Get out in the yard

JR Yeh

GW play ball with them. The kids would hang on her, and she has a different attitude than some we have today. She loved those kids and would do anything for them. You think of people: there’ve been so many who have really impacted – not only teachers but people. So let me come back to that.

JR Okay, okay. We’ll move it down toward the end when we’ll probably a wrap-up session where you can kinda’ come back ready to talk about some of these things. And probably the next one you should think about a little bit before we come back to it – so let me hold that one [referring to list of prepared questions]-

GW Okay.

JR and skip to just one more and then we can do the rest of these later.

GW Umhu.

JR You said a few sessions ago that if you had children today you wouldn’t send them to public school. Would you send children to Barclay?
GW Yes, I would send them to Barclay because they have the curriculum there. And I believe that this community that’s pro-education would help to fight to see that everything would continue to go there. But I would be afraid of a lot of other public schools, and if I didn’t live in this zone I wouldn’t be able to go there. And my reason for stating that — about public schools — is that we really need to get some better leaders in the public schools. We need superintendents. I see Paul Vance is retiring this year — and we need superintendents like Paul Vance, who is — the people are just dying because he’s going, because he

JR Now he had been a

GW superintendent

JR He had been something in the city school system at one point.

GW He was. He was assistant to Dr. Patterson — assistant superintendent.

JR Okay, this is Dr. Paul Vance and then

GW Paul Vance.

JR he eventually — what county is he retiring from now?

GW Montgomery County——

JR Montgomery County

GW the richest county in the state of Maryland. But I came back from a plane, from — I don’t know where I was coming from. And I sat beside this lady and we started talking and she said, “where are you going?” And I said, “Baltimore.” And she said, “I’m going to Montgomery County.” And she said, “I have a meeting with our superintendent.” She said, “He’s the most wonderful person.” And I said, “you mean Paul Vance.” So she
said, "Oh, you know him?" And I said, "Yes." And she said, "he is magnificent." Now I didn’t get a word in from there on [Laughter]

JR    [Laughter]

GW    until we got off the plane. And she – they just worship him. But he gives so much to those children in Montgomery County, that the parents are just so upset that he’s leaving. When is the last time

JR    [Laughter]

GW    [Chuckling] in Baltimore City [Laughter] have the parents been upset about a superintendent who’s leaving?

JR    Not in my experience.

GW    [Laughter] I’m telling you! So there – We’ve had some good ones, like Dr. Brain and a couple of the others. But you had people pulling against them, too. But it’s sad. And I – it’s something that has to happen. And if we’re talking about a superintendent in – that looks over all, like Riley who had the gall to put a parent into Barclay two weeks before, three weeks before the school is going to close – then he needs to see what’s happening in these places. And the schools aren’t doing well. Public schools aren’t doing well. Maybe, maybe somewhere we can find a different way of getting superintendents. Do you think? I just think as long as it’s so political and when you get to a point where you hire a CEO for a public school, you have a problem, you really do. And they couldn’t turn the air conditioners on in the schools – the ones who had air conditioners.

JR    Because the CEO had said

GW    Downsizing.
JR    One of my continuing frustrations about this community in relation to Barclay, is
that we no longer have hardly – we no longer have – parents from the Charles Village
sector of the community sending their kids to Barclay. It was never 100%.

GW    Right.

JR    Our kids were always in a minority in our day. But we had a -- Some of us did.

GW    group. Yeh.

JR    And it's one of the best things I ever did as a parent. And I think every other
parent who did it

GW    Huhu

JR    felt that way. But now – the people who – and this block is full of new babies –

GW    Where? Over here.

JR    Yeh. And Stefan's gettin' ready -- maybe Stefan'll turn things around.

GW    Yeh.

JR    Stefan's gettin' ready to have one. Guilford Avenue: people walking up and
down

GW    with babies. Umhu.

JR    with toddlers — and none of them thinking, or if they think

GW    [inaudible] Umhu.

JR    it's a passing thought. about – And yet, here we have Barclay with the Calvert
curriculum, with a principal that should look

GW    Umhu

JR    -- I mean if it's just a race thing.

GW    race thing
we now have a young white male principal. What more could these young yuppies want?

Right

But I don't even know how to start a conversation with them about it anymore.

Well, I think another thing that has happened, too. There's been so much crime around, in the neighborhoods around. They don't have-- You know, if they walk into the school they would see something different. But people now have an idea that public schools are not for children, not just Barclay. In fact most of the public schools in Baltimore City - Western, Poly --all predominantly Black. And that's in almost all the cities. And it's happening because of the bad press you get in the public schools. Now if you had a group who were bold enough, then you probably could turn it around, like the group of you. Well, ever since I've -- when I came to Barclay then had more white parents in there. But then you had them growing up and moving out and I missed those. Then we had the group with Ann, you and all that group. And then we started not having any Caucasian children in there. But now you're having younger people moving back into it. But there's a need for outreach into the community. And that's something

I was thinking this weekend as I -- These are all very talented young couples. And they have tremendous energy.

Right.

They put on this big festival this weekend. They even brought an elephant - we had an elephant over in Wyman Park.

Oh my lord! I hate elephants. [Small laugh]
JR  [Laughter] I wasn't happy to see the elephant. I don't think the elephant belongs in Wyman park. But that was --

GW  Umhu

JR  But the thing is that they're willing to try new things.

GW  Try new things. Umhu

JR  They're energetic. They will fight city hall to get

GW  That's right.

JR  the sidewalks cleaned up or to do whatever. So if some that energy were focused on Barclay and they could join forces with the people who are keeping Barclay going, we could have a wonderful thing — I mean it isn't that Barclay isn't strong now, but

GW  Yeh, I understand what you're saying. You need the --

JR  its future would be so much more secure.

GW  Yeh. Right now the only Caucasians are foreigners, are in the school. But there is -- there is a dire need for outreach. And maybe that's something that we need to start thinking about and talking with David about, because we need it too. And there needs to be — and when I say outreach -- like we used to -- when crime was bad around the school and the police weren't coming. We held a meeting in the school, and invited all — you remember? --

JR  Umhu

GW  We invited all of the people, law enforcement people, including the school system, and came up with a way in which they could help.

JR  Umhu. Right.
GW    Well there may be a need of calling in people and meeting with people in the neighborhood and saying, "you have this school in the community. Let's talk about it. What is it that you need to

JR     make it comfortable for you to send your child there."

GW     That's true. That is really true.

JR     'Cause essentially, that's what the BB - the original BBEC people did with you all, wasn't it? Didn't they kind of come in and say, "we want to send our kids here."

What can we do to make it ...

GW     No.

JR     No?

GW     Huhu. No, I think what happened was - not BBEC, no. Barclay Brent Education Corporation - I was a member of that when I came in - When we used to meet in Dr. Kelly's house over there. And I was the assistant principal there. And I used to go to the meetings and we used to have workshops and things like that and - but the only group where we really worked out and planned out things was when the group from the Red Wagon, that had your children and some of the others - then that was the only group that we worked with.

JR     Then what about the discovery boxes and all of that kind of stuff, 'cause that was before our time.

GW     Yeh. But those children were in that school.

JR     Oh, okay.
The children used to come into that school.

And only way they would leave would be that they moved. But there weren't that many children, but those children were here.

Uh hu. No. And that was something that we came up with. And I know the father's name was Dick. What's her name, Lucy - Cooks.

The Cooks. Yeah.

Wasn't here name Lucy?

Linda.

Linda, Yeah. They were already in the school.

Okay.

The children. They had two children in the school.

Right. And the - who's the guy, the neighbor used to live over here on the corner of Calvert Street in that whole big 'ol—kids used to call it the haunted house.

Oh yeh, the

Mac McCarty.

McCarties. They were all in - they went through the school. And Rev. and - all those children went through the school, Lisa and that whole family. Oh, the mother's a social worker and the father was a minister. I run into them all the time.

Oh, the Leveques.
GW  Leveques. Leveques.
JR  Umhu. Yes, Yes.
GW  Well all those children went to the school.
JR  Yes, she's one of you greatest admirers.
GW  [Laughter] Well, all of those went to that school. So, it was just a matter that they did. But then they started that – they started that moving away. And there needs to be a different zoning. We have a crazy zoning in that school. And that's something that a board of directors could do. 'Cause you go all the way down, and you get a lot of people down from Remington and all those. They walk eleven blocks to get up to the school. Well they could walk six blocks and be over in 56 or they can walk up there to 55. But a lot of those kids down in Remington, they come up. Then you go all the way down to 26th Street. Well, they could walk two blocks over to – well we take all of 26th Street and then go all the way up to 35th Street and St. Paul and those streets like that. So there needs to be some rezoning. And it's the widest encroachment area in the city. Now if it was brought in closer and could take really the zoned community. If it became more of a community school, which it was before. So the Barclay program and its notoriety became a disaster as we started bringing in some people – you know you were bringing in kids who don’t even live over there. Sandra’s working on it, and David. And they’re gonna’ move them right out at the end of the year. Which will open up to have – which is good.
JR  Umhu
GW  But there is a need now for recruitment. We didn’t have to recruit before. See.
JR  Right.
GW  But we do need to recruit. And then all the kids who live over there—and see a
lot of those families have moved out.

JR  [Inaudible]

GW  But across Greenmount, Waverly, all those children used to come to Barclay.

JR  To Barclay.

GW  Miss What's-her-name's grandchildren—her daughter went to Barclay. Miss
East's daughter went to Barclay.

JR  Right, right.

GW  And so they used to come there. But now you have a crazy something going on
and there's a need to—I just think there's a need to work to have a board and meet with
it, and then battle and then get that straight. Because you'll get a lot of flotsam away
from there that's coming in that's really creating serious problems.

JR  Okay. Well, we don't have too much further to go, so we can probably schedule
one more session and wind it up.

GW  Okay.