

Cape Charles Rosenwald School Restoration Initiative  
Oral History Interview – June 28, 2014

Jessica Dinkins (interviewer)  
Pauline Foreman (interviewee)  
Linda Schulz (interviewer assistant/project director)

Sex/Age/Ethnicity/City of Birth/City of Habitation

JD: F 22 C Leesburg, VA; Virginia Beach, VA  
PF: F 64 AA Cape Charles, VA; Norfolk, VA  
LS: F C; Cape Charles, VA

PF: <LAUGH>

JD: okay, now it's recording

PF: okay all right <LAUGH>

JD: let's take this from the top <SGH> [PF: okay no problem] alright sorry about that

PF: no problem that's quite alright those things happen-

JD: -we get to relive memory lane again

PF: <LAUGH> yes memories

JD: yes well my name's Jessica Dinkins and i'll be conducting round two of this oral history this morning [PF: mhm no problem] uhm if i could get you to state your name and birthday and stuff again

PF: okay hi my name is Pauline "Poochie" Map Foreman, December sixteen nineteen fourty-nine n' what was the other thing i was supposed to-

JD: -the years that you went to the school

PF: (INAUDIBLE) <LAUGH> these young minds i tell you uh, Sep,tember nineteen fifty-seven to June nineteen sixty-three, are my uh years in attending Cape Charles Elementary [JD: wonderful] the school over the hump

JD: <LAUGH> now uhm what are some of your, favorite memories from the school that you can recall

PF: my most favorite memory is m- uh what we call May Day yeah which was usually around uh May uh i liked to d- i loved the activities and i also uh i loved it because <PRON: /bikɔz/> it was just before school was gonna close in so many weeks and the uh dressin up and wrappin the May Pole and learnin the songs and i liked it so much that i

do remember we uh <MOUTH CLICK> created a game from it called the whip and that was just a string of kinds runnin real fast across a field <PRON: /fiəl/> and the kids on the end had the most fun because they were the tip of the tail

JD: how were they uh <MOUTH CLICK> you mentioned earlier they were the like flying was it they were the-

PF: -well it was like a long line like uh you know when you see those dragon tails [JD: yeah] in those parades so its just a-a-a person like ch- the first person is pullin the third person the third person pullin the forth person, and then the sixth person is on the end they're <PRON: /dɛəɪ/> whippin about [JD: <LAUGH>] so that's why it's called the whip <LAUGH> and i loved that and most kids always wanted to be on the end [JD: of course of course] the last two or three cause yeah they get to fly out [JD: its not as fun if-] every which way <LAUGH> absolutely yeah and there again i love it the May Day the wrappin the pole

JD: how would they uhm cause I've never actually seen [PF: seen the pole] a May Day pole be wrapped ho- how is it supposed to be wrapped

PF: uh uh uh the principal Mr. Hare and it coulda been some of the teachers had shown us how to do that i remember cause we did it at least i think i went to that school seven years so i think we did it at least five if not all seven of the years, but e- we practiced and he would show you how to have to weave around each other to make the cord wrap [JD: right] so wi- you know if it was three of us he would say okay on the outside go between the two and on the inside go around the number one and then you would look up and you would see that it was wrap- the pole was wrapped [JD: oh oh] oh it was fabulous oh i loved that oh i hope somebody has pictures of that oh i never even thought of that i hope somebody has pictures of that that woulda been fantastic in this day and age with the iphones and what not with the smartphones someone coulda just [JD: snap a pictures right away] snap a pictures yes yes whenever i think about elementary school that's the first thing i think of is th- the May Day activities [JD: mhm May Day, that sounds like so much fun] mhm yeah simple but really really nice and image the- the girls would have on the different color uh skirts and the guys would have on different color shirts and on uh at those times when we were dressed in the multi colored the the pole strips would be all white but if we had to wear all white then the pole strips were multicolored [JD: oh that's so cool] i had a ball i hope somebody has pictures <LAUGH> [JD: we'll have to try to find that that is wonderful] yeah i loved it loved it <MOUTH CLICK> and my favori- uh some of my favorite teachers were Mr. Nottingham Miss Alice Aims though she was mean [JD: <LAUGH> slappin with the ruler] mhm and Mr. Hare, those were the days [JD: awh man] and uh goin to school like i said we had to go up these uh steps that were over railroad tracks, the railroad tracks are still there but the steps are gone and that was fun th- that's all we knew to go- w-we really though we were goin up a mountain going to school and uh [JD: an adventure everyday] yes exactly and uh some of the other students that lived close to the school i don't- i don't know what happened to them but i remember an- an Anadogia uh, uh Montesquieu i don't know uh i know Montesquieu was a relative of some Spadys and uh Anadogia uh i don't know-

(5) JD: what are what are Spadys

PF: th- the Spadys mm uh woo uh wait a minute now Mr Raymond Spady he had a uh a gas station on the corner there [JD: oh okay] where we had to walk to up the steps that was his gas station on that corner and uh his wife think her name was Delores or Dorothy <PRON: /dɑrəθi/> and they had two girls and the two girls have since moved away and they have different names now but it was uh Madeline and Paulina

JD: so like a well known family

PF: oh yeah oh yeah business [JD: oh yeah, yeah yeah] because he was one of the few black businessmen yeah at [JD: well that's interesting] that time yeah yeah, and uh they both lived there until they passed uh but uh Mr Spady passed first and then Mrs Spady passed in the last, i would say less than five years, [JD: wow] mhm,

JD: uhm, with the education standards because you went to was it Northampton High afterwards, the high school

PF: no i went to it before it was integrated it was Northampton <PRON: /nɑ:fhæmpn̩/> County [JD: county okay okay] (INAUDIBLE) mhm

JD: was there uhm anything you can remember how, the separate but equal doctrine how that affected African American education as opposed to the white education in Cape Charles could you w-was there a noticeable difference to the students

PF: you know at that age me myself personally i didn't pay attention at all, uh i- i- i was aware of segregation very much so mainly for activities like goin down the beach or goin to the movies, uh it was the beach was strictly <PRON: /stɪkʰi/> divided and goin to the movies... uh hm boy i think in the later years we went down what they call downtown movies well we had our own movie on uh it was called w- it's now Jefferson Avenue we had our own movie and it was next to what we called carver's spot i-i forget what the movie was called i know some people they know but uhm and where i lived which was on Peach Street i used to heard uh older people called that Jersey i-i don't know where that came from but they w- because my grandmother lived uh in another part of town and when i would go to her house she would say uh wheres your dad or whats your <PRON: /wʰəʃjə/> mom doin and i would said oh they're home and she would say oh so and so up in Jersey and i would said wait huh <LAUGH> [JD: Jersey <LAUGH>] i was i don't know they might be but uh that w- that w- <MOUTH CLICK> hm that was some of the vision because uh the town where we lived, lets seen now woo uh i maybe was maybe four blocks but it was yeah just a segment there so as far as education i lived where the Cape Charles elementary school is that was in my back yard [JD: okay] but i- i- i- didn't go there so that was just a building to me i n- i never i-i-it was there and i-it wasn't there [JD: right] especially durin <PRON: /dɒmɪn/> uh durin uh uh i don't even remember if it was there when uh during when i was goin to elementary school i'm not for sure but it musta been <MOUTH CLICK> when i was going to Cape Charles elementary

(\*Rosenwald\*) but i know once i had graduate Cape Charles elementary my sister went to that school for her uh elementary school and high school she went to that building so <SIGH> it was so uh, i don't kn- i wont wanna say intrinsic but it was so uh so i gu- it was so bold that it was so a-as children as a child i just never noticed it t- at that point about the education part because as-as a k-kid i didn't even like school so [JD: school is school just didn't wanna go] i just didn't wanna go but uh i think for the uh quality of the education to me lookin back, it it it was not separate but equal i think it was separate to me now this is just Poochie speakin, to me it was just separate but better on the black side so th-that's just my view that's just the way that because uh my parents they weren't to me they weren't very strict <SIGH> uh i don't know if that's good or bad but they didn't seem to be very strict <PRON: /stɪk/> to me and i c-could get around and see things and i never saw anything t-

(10) untoward you know tow- black folks so <SIGH> i was just so enamored <PRON: > with the high school that i-i-i-i didn't know there was anywhere else to go so i was alright for me i'm just speakin for me now [JD: yeah] not all the blacks in Cape Charles <LAUGH>

LS: so you said it was better...why

PF: better on the black side <MOTH CLICK> to me that's what i'm sayin to me because <SIGH> i guess you could say, that's all i knew you know i didn't know what to [LS: mhm] compare it to so lookin back i-i'm sayin oh i-i think i'd rather say where i was or id rather went to that school and did these things cause i didn't have anything to compare it to you see so and that's what i meant by that

JD: kind of like a blind, y-y-you're not aware of the difference so it's you wer- you were happy

PF: yeah its blurred <PRON: /bliəd/> blurred lines ooh look i'm all (INAUDIBLE) <LAUGH> sure

JD: <LAUGH> yeah yeah, very good very good [PF: thank you...yeah] uhm <MOTH CLICK> ...what was the uhm, how did th-the cultural environment of Cape Charles and the African American community how- what roles did that play in the school was there a lot of community support uhm was it tight knit outside of the school, how did that- those interact the educational and cultural environments

PF: the, uh hm i would think uh it was strictly <PRON: /stɪkli/> black and white it was strictly black and white because uh uh t- i don't know what went on i-in the white school i don't have a clue but i know that in the black schools the teachers and what not were very much supported by the parents by the children's parents it was that era <PRON: ɛɪə> uh that she might be familiar with you wouldn't have a clue but it was the era where the say- it came from- it takes a village to raise the child because it was a small community and if the- uh uh uh uh uh they adult they didn't have to have children or they could be a migrant worker or anything gif they came through and the saw a kid doin something uh mashin somebody's uh uh garden or throwin rocks at somebody's car they would go and get 'em, snatch 'em, w- who's your <PRON: /jə/> mom even if you didn't

know them who's your mother <PRON: /məðə/> who's your people 'n take them right to them and tell them what they were doin they get the whippin and then <LAUGH> so i- that's the kinda support they had uh the school the teachers probably never had to go to the parents about the children because you could get the paddles <HAND CLAPPING> you see in class so it was uh uh i-i when all this was happenin with my uh my world i didn't know anything about what was goin on in the white world [JD: mhm] didn't have a clue what was goin on with that but my view m- being my world was black i thought they- the teachers the school they had full support neighbors had full support [JD: right] absolutely

JD: was there uhm religious impact on the school and the community was religion a big part,

PF: yeah i think so because you could st- you could do the uh y-you could pray in school you know an' uh-uh-uh because it was a small community there wasn't a lot to do you had the vacation bible school and the kids looked forward to that because they vacat- vacation bible school you did the paintin and uh different activities that you didn't do at school and uh so it-the religion was definitely there that was there and th- most of them that i see today it stuck so [JD: that is good that is good] uh-huh

JD: with the building [what do you think about the building](#)

PF: [oh my little school](#) i know uh i mm let me see mm <MOUTH CLICK> th-they uh that's a nice little building and when it because that fish store or something [JD: mhm] well i didn't live there so i didn't know the impact of that but when i saw it it was sad as with any building that you know when you're <PRON: /jə/>growin up or when you're younger in life [JD: right] you know as what it meant to you at that age but uh i'm just estatic that it has become historical and that its gonna be there and i would like to uh make a contribution to that you know so <LAUGH> however small every little bit helps [JD: yes yes absolutely] oh yeah yeah so uh i-i-m glad that it uh has gained historical status that's for sure absolutely [JD: [that is a beautiful building...that's for sure, very very beautiful](#)] yeah you could do a lot with it

JD: do you remember much about the inside structure how is- cause i've not had- ive not been able to go inside of it

(15)

PF: well lets see now uh it if i remember correctly you would go in and it had uhm mm looks like two rooms on each side two- when you walked in you were facing the auditorium [JD: mhm] and then there were two classrooms on each side [JD: mhm] of it if i remember correctly and the class rooms were- went by uh, grades so it could be first and second grade i don't know which side in one room uh third and forth fifth and sixth and six and seven, two classes per- per classroom, or it coulda- no that's- that's about right and then uh like i said the auditorium which uh is not very big its probably like a quarter [JD: yeah] of this building here but uh that was our uh TED Constant Center <LAUGH> [JD: <LAUGH>] what can i tell ya what can i tell ya [JD: [its where they all](#) (INAUDIBLE)] oh yeah that's right

JD: what kinda things did they do in the auditorium for you guys-

PF: -oh we used to have i think we had daily assemblies every morning f- uh for probably like a half hour and that was where he made announcements the principal made announcements uh the announcements being uh, what we gonna do for uh recess or uh if we had uh any holidays or anything comin up, uh did anybody have anything they wanted to say a-any the teachers have any announcements they would wanna make i can't remember if he uh if uh he announced they had a student got recognized if a student did something got recognized something i don't remember that might have been the case but i don't remember and uh graduation, that was it [JD: mm] mhm

JD: with uh y-you said he talked about w-what you guys were gonna do at recess did you do like certain activities at recess each day or was it-

PF: -well mainly that was doin uh when were gonna have the May Day festival if were gonna have practice he would say uh we're gonna be outside we're gonna have thirty minutes of uh practicing for ou- uh our festival and then thirty minutes of play time [JD: okay] mhm (INAUDIBLE)

JD: very cool- the festival for the May Day festival [PF: yeah yeah] gotta practice that weaving <LAUGH>

PF: yes yes and i'm read to get dressed <LAUGH>

JD: wonderful, uhm ...

PF: mhm thank you...it's not blinkin that's alright <LAUGH> oh okay

JD: yep it's good it's good <LAUGH> we got it good this time yeah i'm watchin it i'm watchin it don't you worry [PF: good, good] uhm what was the impact of the school's closing in nineteen sixty-six [PF: woo] do you remember cause that was only a few years after you left

PF: woo yeah that was only a few years after i left woo boy do i remember that mm lets see, sixty-six... oh oh i- had i-i- oh yeah i was in high school getting ready to come outta high school, i don't know, i don't think i, i felt too bad either way cause i was wantin to graduate high school, never thought of college just wanted to get away from the area <MOUTH CLICK> uh cause i didn't wanna work in the facorites and i didn't wanna work in the field <PRON: /fi:l/ so i just wanted to hurry up <PRON: həɪlɹp> and graduate to go work uh i don't even remember <SIGH> sixties uh i don't remember that at all cause uh i graduated from high school in sixty-eight so i know sixty-six i was like what a sophomore <PRON: /səʊfmɔ:ɹ/ or junior <PRON: /dʒunjɛ:ɹ/ so i was payin attention strictly <PRON: /stɪkli/ to the current event at the time uh other than that school closin, well uh that was durin <PRON: /dɔ:mɪn/ integration time when my sister yeah was getting read to go to uh Cape Charles school i-i-in uh the town yeah yeah

JD: do you remember any uh any stories of how going through integration affected her because she was quite young going into elementary school **when they integrated**

PF: **yeah yeah** cause she was lets see eight years younger than me uh i-i-i <SIGH>, no i don't think she had any problems not that i know of i never heard her say anything and its amazing because th-th-the group- her- her generation it was a just a blandin so n-nobody was payin attention and the kids just went on with what they were doin [JD: **right**] and the grown folks they were you know but the kids were fine i-i- didn't hear anything about uh any incidents or anything in the school at all they could uh- d-don't <PRON: /dʌn/> mean that it weren't i mean they weren't i don't know i just don't remember any, i- me and my sister just talked about what they were doin in class- oh the teacher has us doin this and guess what we gonna be doin that and she would talk about the classmates y-you didn't know who was black and who was white she was just goin right along if i remember correctly [JD: **yeah**] and so uh i tried to get her to uh to come with <PRON: /wɪ?/> me to the interview but

(20) she said uh she's not feelin well so uh i'll let that go but uh sh-she didn't have any major problems that i know of, in fact she's friends with one of her classmates he-he- he's in politics or something in Cape Charles so she's friends with him 'n uh couple of other friends that she's seen when she's gone over to the funerals and what not she's seen mhm so i think she made out okay [JD: **that's good**] mhm yeah

JD: that's definitely good mhm it seems to be a, pretty current and uh r-repeating thing to hear that f-for the **kids it was it was a nonissue** [PF: **yes...yeah yeah that's right**] **kids, kids don't know color**

PF: **they just went** right along it's amazing an-and it woulda been good the adults would just think of that to realize that that it was not a problem at all and-

LS: -so you didn't experience that when you were in high school

PF: i w-w i-i-i went to the segregated high school, **yeah i never went to Northampton High**

LS: **oh oh okay** so you experienced segregation all the way-

PF: -straight through, straight through mhm i think oh boy i don't know when ours- uh i don't know when i don't know when they started goin- oh i think i have some friends that graduated from the white school or the other school but uh they were in my class so they must've uh- i don't know when they went – **sixty-seven six-sixty-seven** [LS: **it was a choice for a couple of years**] **yeah around** that time yeah i only know one or two that went that switched most of the ones i started with i graduated with but uh one or two

JD: mhm, what did you do after high school

PF: i went to uh Philadelphia, to stay with my brother who had been there for some years, and uh he was married and uh stayed with them and i looked for a job and he kept

saying you don't wanna go to college you don't wanna go to coll- and i said don't keep askin me that i'm goin loo- to get me a job so i went to uh i went a lot of places i learned <PRON: /lɛ.mt>> the city really well cause i know i was definitely gonna get me a job i didn't want him to worry me to death about college, and i went to uh, uh, a hospital- Thomas Jefferson hospital, no- yeah- well i went there eventually but i went to bell telephone and got hired and i work a year there and uh went to uh <MOUTH CLICK>Thomas Jefferson University and worked there for maybe fifteen years and uh left there and i went 'n work for the railroad uh, for about uh, f-fifteen years <LAUGH> [JD: <LAUGH>] then the railroad moved here, and i came home

JD: came back

PF: mhm and in uh less than a year it'll be thirty with the railroad and hasta la vista [JD/LS: <LAUGH>] buh bye yep yes indeed so i enj- i was in philly for like thirty-thirty-one years so it was an experience but it's also good to come home mhm

JD: was it common for some of your peers did they all wanna uh get out and go to-

PF: yes yes in fact uh i would said uh at least eighty percent of the class uh sent to work and the other uh fifteen percent- twenty-five percent, fifteen percent went to college there was a few of 'em who went to college- but most of 'em left the area, headed north <PRON: /nɔ:f/> to to work an-and that's what they did uh found jobs

JD: y-you mentioned earlier that you didn't wanna work in the factories or the fields was that pretty much-

PF: in the Eastern Shore that's all there was that's all there was there was uh the chicken factory not purdue and all that but a simple older factory and there was uh the farming and you picked what uh potatoes <PRON: /pə'teɪdɪz/> tomatoes <PRON: /tə'meɪdɪz/> broccoli or what have you and at that time there were uh what we call migrants people that came up from Florida <PRON: /flɔ:ɪdɪ/ > 'n different places and had the farmers had camps for them to stay and so they would uh, during this time th-the migrants were kinda heavy so uh the local people say uh i can't i- don't you see me tryin to work in the fields but Mr so-and-so has his workers here so i might as well go somewhere else and look for a job so you might as well just drifted to the north [JD: mm] and they went there and worked in facroties and in Detroit and things like that...

JD: uhm just to, rewind just a bit since we had a little mishap [PF: mhm okay no problem] with the recorder uh, could we talk about some of the- the different teaching curriculums like you were mentioning you had a great fondness for Mr.

(25) Nottingham and how he kind of- you were no so in love with math

PF: he was very well with- well with things that i didn't like i noticed the most about him was because i jus- was- uh- the math was just not my thing bit he was very good at uh-uh-uh <SIGH> n—not not well he was very good in uh getting you to see the use of it the use of the math and a-a-a and the way he presented it in uh practical terms uh you



didn't not gonna have to use the algebra everyday or whatever but lets do this le-lets just learn this for now and we'll go from there and do what you can to get through <LAUGH> so that worked for me that worked for me and uh uh Mrs. Aims she was mean but she was good she was very good and w-w-we say mean just cause like that discipline with that- that uh [JD: <LAUGH>] ruler <PRON: /ˌrʊlə/> an-an she had been there so long cause a lot of our parents had her so uh i ca- don't even remember what she taught, i don't even remember what she taught but i just remember the ruler so uh <LAUGH> [JD: mm] but uh she was good <MOUTH CLICK> and who the oth- Mr. Hare... i think he was a science m- teacher i'm not for sure but uh and i'm sure Miss Brown was there Miss Alice Brown but yeah i know in the high school she taught English that i know but i don't remember for elementary school, and there was another teacher in elementary school, i said Mrs. Aims Miss Bro- no Alice Brown no i don't know i don't remember but when i look at som- what the other people say i'll remember the teacher [JD: <LAUGH>] <LAUGH> then i'll remember for sure but yeah w- whatever Mr. Nottingham could do he did and i appreciated that it helped me a lot, more than i know- th-that i knew at the time so i enjoyed that, mhm

JD: very nice guy Mr. Nottingham [PF: he is yes he is] very nice guy, uhm did you know his aunt

PF: i'm sorry

JD: did you know his aunt i know she was a big uh big in education with the school she was more the high school though

PF: woo i-i-i- wouldn't know the name but i wouldn't i wouldn't remember it

JD: do you remember her name

LS: uhm it was Not- it was [PF: cause my sister-] Nottingham i believe, she was [JD: Diane] no she was uhm

PF: like up in the superintedents office or something-

LS: yeah was uhm a-a- [PF: higher] a leader like an educational leader for the eastern shore [PF: i see] particularly Northampton County but [PF: in later years] they had a beautiful portrait of her [PF: oh] <MOUTH CLICK> it wasn't later it- it [PF: oh wow] was it was earlier [PF: oh okay] you know the time er- around the time when things were tough [PF: seventies or eighties] no it w- no it was earlier [PF: earlier than that, oh okay] forties or fifties and sixties [JD: during segregation, yeah] [PF: oh no i wouldn't remember i wouldn't remember]

PF: cause i'm terrible with that mm terrible with memories mm

JD: at the high school did uh... did you- cause then you woulda been a bit older i know in elementary school you were saying you didn't really notice the diferece- did a

difference in the educational standards become apparent when you were in high school or did it seem kind of the same as when you w- as when you were in elementary school

PF: uh i-i didn't pay attention in high school because our high school wasn't near [JD: oh okay right right they were so far] any other, and even in elementary like i was saying cause i was so young cause tha-that school was closer to the white school than the ele- than the high school was but because i was younger i didn't pay attention to that and then in high school i was like out uh like that up in Maccapunga off the highway so its so many miles from the other school but the buildings looked the same th- each today they look the very same but i never paid any mind i-i know out bus used to go passed that school on the way to our school and i never paid over there any attention at all

JD: you got your education and [PF: and got outta dodge yep <LAUGH>...oh yeah] that's what matters, there ya go, and up to Philly

PF: yeah and uh the thing too at the school the teachers- the high school teachers they were very good and of course most of them were college graduates and they they never seem to say anything about well uh somewhere else it goes like this and over here it goes like this they never said anything [JD: right] you know they just oop- said what was in the book and kept rolling so, that's why i never paid attention to the uh the difference not especially early on like that

JD: yeah

LS: did you have white friends in Cape Charles

(30) PF: no i didn't let me see, i did not uhm my sister did... no because uh when i was younger we really was separate we didn't go downtown way or anything and like i s- by the time i was out of elementary school n' went to colle- to high school i-i just wanted to stay in my area where i was and of course out of high school i was gone, so [LS: mhm] [JD: yeah] my sister-

LS: -well what i think youre saying and what i think by the way you said it before i think because of the strict [PF: mhm mhm] segregation in all the services and the recreational facilities [PF: right], it was really probably almost impossible-

PF: -yeah you just never thought of it [LS: right] it was just so deep in your mind so i never gave that a thought at all <PRON: /ɔl/>

LS: and what about the town where people lived was that segregated

PF: yeah exactly exactly an' that's mainly mainly mainly why uh i never thought to mingle because like i said w-we would might have four blocks and it was all in the same area and the only time we encountered white people were is we had to go maybe two blocks of their property to go to downtown and uh downtown was so segregated you know y-y- uh certain parts s- stores you could go to certain ones you couldn't oh that was

crazy and uh so, e-e- the main thing about the town set up was during Halloween cause there was only one white lady's house i liked to go to cause you had uh candy apples [JD: mm] so i-i-i would just go there and go home i was fine <LAUGH> the other kids wanted to go over here and go n' i said night night i'm goin home i got my candy apples i'm fine, but an- t- w-well no its not like that today cause i was gonna say today is probably set up pretty much the same way but its not its changed a lot its changed a lot cause i could name the streets that were all black and then all then the streets that were all white and it was just that the streets that were all goin one way but its just that at a certain point it was all black over here and then it was all white over there all on the same streets, crazy but yeah its truly meshed now truly meshed yeah, truly, all intertwined yeah that's progress

JD: mhm...do you remember when or what it was like when they, integrated the facilities- you were talkin about the movie theater was completely segregated-

PF: oh yeah, yeah see now that was lets see because i know the mm- i remember uh <MOUTH CLICK> for one thing the black movie... closed n' became a church or somethin so, then around that time was when we could start goin downtown to the movie, i don't- i cant remember if i ever went to the movie downtown, uhh i cant remember uh i ca- i <MOUTH CLICK> i must have if it opened if we were allowed to go before sixty-eight nineteen sixty-eight but i cant remember but i-i do remember that the black movie i- i don- i don't think it burned i don't think it burned down if i remember correctly i think it closed and became a church, that sounds- i-i c- i could be wrong, and then uhm there wasn't too much downtown to be segregated- i mean to be integrated there was the hotel where most of the staff was black but i don- i don't know if black people ever stayed there i don't know if they stay there now if its still there and then the movie and mainly the drug store, savage- it was called salv-savages drug store i know we had to always enter on the side and could not sit at the counter i remember that now because when it integrated i had gone, comple- if i-i-i remember correc- i comepletely gone but i-i know in later years that- oh i don't know if the drug store closed or if that rayfield in Cape Charles on the corner of is uh uh uhm <MOUTH CLICK> derivative of that savage drug store, but that that i remember was very segregated the movie was very segregated the hotel-

LS: -what about the library

PF: god n' good- as much as i love the library <PRON: > i-i-it must was cause i never been there, and i love a library <PRON: /laɪbɪ.ɪ/> i i-it must i know where it was a- it was round there on uh not nectarine but somewhere around there on the corner there, i remember- it musta- cause i never been to the library i never been there and uh uh i'm almost sure it was eh-i-i-i shouldn't say though cause i never tried to go i never tried to go there so i don't know, and uh, <MOUTH CLICK> i guess today you  
(35) call them the D-M-V but the uh, police down by the- down the front street down where th-uh- the firehouse stuff was that was all segregated cause i remember in high school even when i went to do driver's ed we had to go on the side and the questions the guy was asking th- uh was not legal questions <LAUGH> so [JD: COUGH] i remember that very well and that had to be, that might have been uh- i graduate sixty-eight that might

been like sixty-four sixty-five cause we were with our s- our uh driver's education teacher and she even said are you supposed to asked those questions those types of qu- oh i remember that so uh, miss Parham uh...i don't know when it when it got integrated i wasn't around but it mus- i know it was segregated when i was there that i know- i'm concerned about that library i gotta look that up i gotta look that up but i know i never went to the library i never went to that library <PRON: /laɪbɪ.ri/> so i just assumed it was segregated [LS: right] and it probably was right for that time now [JD: mhm]

LS: i will tell you for the record you were right [PF: ye- oh yeah i figured as much yeah] uhm black people were not allowed in the library until, around desegregation i don't know exactly when i'm on- i-i'm on the library board and we looked into the history [PF: i see, mhm] yeah and i'm told by another uh former- an alumni <PRON: /ə'lʌmni/> that uhm, w-w-white uh women would occasionally borrow books to uh [PF: to give to them to giv-... to let them use] yeah to let them use [PF: and bring back] and bring back yeah but uh-

PF: but they couldn't go in or get a card or anything, okay i just remember that little building i-i re- i remember that little building-

LS: -the little the old church

PF: yes yes yes absolutely absolutely, oh yeah, mm... thank god for the for the future <LAUGH> [JD: yeah, progress] yes for sure yeah very interesting ye- this is a very good project i'm glad youre doin- e- i'm glad you know its good for the academic side n' its good for the historical side i love it i love it [LS: oh good] <LAUGH> yes yes i do [JD: (UNINTELLIGABLE) we're having a lot of fun] yes i do thank you i wish you all the best...

JD: do you have any more questions Linda-

LS: no i think this have been great and [PF: thank you] ive loved hearing your stories about Cape Charles as well as the school [PF: sure sure] because you know i- [PF: the tow- the era-...mhm yes] i live there i learn the more i feel plugged in and its really its good- yeah [PF: its good to learn sure its good to know these things] right so

PF: mhm its all part of history its all-

JD: we want to be able to put it out there for all-

PF: absolutely absolutely mhm abso- i know i have a cousin in New York she would die to be on the uh her name is Pauline Matthews Perry w-we call her Bunny she would give anything to be on this but she's very ill [LS: oh i'm sorry to hear that, right] she lived in New York for years but i keep her posted [JD: she went to the school] ooh yeah oh yeah oh yeah oh yeah uh oh- mm <MOUTH CLICK> i have to tell her about it uh but when it comes out n'all i'll make sure she- [JD: absolutely]

LS: well you know <LAUGH i-i don't know when the actual- cause i have to be able to write the pamphlet to introduce it but you know i can send you a copy of the DVD and uhm you can lend it to her you can probably send it to her [PF: oh yeah, yeah] she would probably love to hear you talk about all this-

PF: -cry the whole time-

JD: -awhh-

PF: she loves anything with Cape Charles she uh she has uh she had brain cancer [JD: oh i'm so sorry] and she had uh she had surgery years ago and she had surgery and shes alright now but uh is this on-

LS: it is on

JD: yeah i'm gonna go a head and turn this off now

END (39:08)