

Feb 12
Box 12
Tape 3
Jackson College
(end)

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A: My name is Clyde Wilson -- what I said before, was I said, that's what the southern whites are ~~xxxxxx~~ trying to do now, believe ~~they~~ that, they believe in looking into the past, and holding on to the things of the past, and making them a one time- town trade. We all ~~xxxxxx~~ know that _____ one time was a great industrial and economic center, _____ he _____ different. This one reason, that if the southern white regard the Negro as his ancestors in the pre-Civil War days, as a means of a livelihood, he thinks of the Negro as an item of luxury. He fails to realize that the Negro is a human ~~ix~~ being and that the Negro is a ~~xxxxxx~~ person, I mean, not, he can be ~~xxxxxx~~ _____ trying to make you understand, but ~~xxx~~ what the white man is trying to do, hold the Negro at a standstill where he no longer wants to identify himself with him, he wants to have the Negro in a state of what, in a state where the Negro depends mainly upon the white. He ~~wants to~~ hold Negro back, and ~~xxxxxx~~ not so much as economical ~~advances~~, but also socially.

Negro

Q: What about the fact that several/writers would say that you can't have a solution in the south, and still have it unchanged in the north. What does ~~that~~ mean to you. James Baldwin was one of the people most recently, who said that. You can't change the south until you have changed the north.

A: Being born in the south, mainly I know more ~~xxxxxx~~ about the south than I would about the north. And so whatever I say, would mainly be ~~about~~--right here with the south. And that is this. If we can possibly ~~ixxx~~ clean up our own back yard, ~~xxxxxx~~ using the phrase, then I think ~~xxxx~~ the north will be taken care of in the long run. In other words, what I would to say, is that the north is already in a state of progress, that is so much more advanced than the south, we need to look at the south now.

Q: You know what Carl Lawrence says, ~~xxxxx~~ about 17 years ago.

A: What?

Q: He said, the troubles in the south will be a mere dress rehearsal for the real show in the New York, Chicago, and Detroit. He's thoughtful man, well informed. Will you _____

WOMAN: Well, going ~~xxx~~ along with Baldwin's theory that first of all you must clear up the north in order to bring the south in line, I believe that north, at least I know for a fact, that ~~the~~ in the north, they're not quite as out, ~~in~~ in the north, as they are in the south, because in the north they have a way of throwing ~~xxx~~ the curve ~~xxx~~ more or less. When you would go into a store, and you might want to buy something, well this price is always set a little too high, and you can't afford it, or if ~~x~~ say for instance, you wanted to go into one of the better hotels in New York, well, the price is a little too high, you can't afford it. It's not so much ~~xxxxx~~ slam in the face, to be told that the price is say more than what you can afford, as it is when you come to the south, and they tell you well we simply won't serve you. Here, you have , in the north you feel that well, I better go out and get another job, and maybe make enough money where I can afford to go in, ~~a~~ or I can afford to buy, but I ~~xxxxx~~ cannot change the color of my skin in the south, in order to go in a store and buy something, so therefore myself, personally, I won't mind going to a store, and looking at a dress and the price tag might read \$500. Well I just don't have \$500. But if I go into a store in the south, and ~~xxx~~ a dress only cost \$7.50 or \$17.50 and I have \$17.50 in my pocket, but they tell me I cannot buy it, this is where the ~~xxx~~ slam comes in.

STUDENT: That's the difference.

WOMAN: That's the difference.

What ~~xxxx~~ is _____ talking about,

Q: What _____ o her s who talk that way, what do they mean?

A: My name is _____. I think what Baldwin is talking about , dates back to the civil war, when the south was conquered by the war, and the slaves were free. In contemporary times, we find that in the north the Negro is still be discrikminated against in the quest for better homes, Negroes in the north doesn't have the very best of homes, and even as far as education is concerned, in some of the northern cities. Well, in the south, ~~xxxx~~ this problem is common with the Negro also, and since the south was conquered by the north during the days of the Civil War, well, it's up to the north, to get the _____ ideas and then the south, you know, will go in, as long as there is discrimination against the Negro in the north, well, it will be in the south.

A: Name is William Leslie. I believe the reason they's saying the north will ~~xxxxxx~~ have to ~~x~~ clean up first, is that we do not have a model or something to go by, but the north conquered the south in the civil War, in _____. So we find that in the north, ~~xxxxxx~~ that segregation is in a disguised fashion. Now we must have a model in order for the south to go by. And we can't _____ the people in the north, especially the whites, can't _____ about ~~what's~~--whats happenikng down south, without facing ~~eality~~--reality, what they're doing in disguise . The only difference in the two sections of the country, the people in the south do it and they don't care, when the south do it, they don't care; but the people in the north try to disguise it. Now that's the only way I can _____.

A: My name is William Coleman. Well, I think what Baldwin is talking about, is that a Negro is a Negro, wheever he is, whether he's in the south, or thenorth. ~~xxxx~~ He's still a Negro. And the freedom that the Negro in the south is seeking, is the freedom in the north that the Negro presumes to have. I think that is generally _____ see it. And what is actually the case ~~xxxxxx~~ up there, is the semblance of freedom,

the Negro isn't really free. And by really making the Negro equal to the white, in the north, and then coming back to the south, it would probably be _____.

Q: There are people active and professionally engaged in the civil rights movement, in this very state, who say that that they will get a solution herebefore they get it in New York City. Reverse of Baldwin. _____

A: I believe that a problem can be dealt with more, if not abstract, like in mathematics, you can deal with a _____ where you have to go about certain reasoning and do it. In the south, like I said, the people, the white folks here, they _____ you know in a fact, they cry out, loud and clear, that they are staunch segregationists, and they don't want to even intermingle with the Negroes. And so far as rights are concerned, I think the time ~~xxx~~ will come, when we will have the same equal rights as them, but we won't be accepted by them. But in the north, ~~this is what~~, -tha t's what, that's just about the issue. You know, they have the same rights, but they lite ally are not ~~xxxxx~~ accepted. And I believe that you can deal with the problem when you know the thing, everything, if it's given ~~xxx~~ to you down pat, and you ~~xxxxx~~ know jus t exactly what you're up against. Instead of going by what the guy says.

A: Your question _____ asking about/whether ^{as to} the civil rights equalization ~~xxxxxxx~~ would be obtained earlier in the south, quicker than it will be in New York City. I actually believe that it will be obtained in New York City before it will be here, ~~xxxxxx~~ because of the mere fact, that in New York City, we have Mayor Wagner and others, who are willing to, I think, sit down and negotiate, ~~xxx~~ whereas ~~xxx~~ here, the neglect is, we don't want to meet -- make any plans at all, that will lead into integration.

q; Perhaps the problems are more difficult there.

A: Where, here?

q; There, perhaps.

A: Yes. I would think it is because of the fact that , as I mentioned before, New York is a state where people are all supposed to have equal rights, and it is publicized that the Negro is discriminated against in New York, well _____

A: My name is _____. In accordance to what is said, in reference to your question, I would think that with cases like Racine, and Chicago, New York is not as bad, but when you look at a place like Chicago , most of the people in Chicago, migrated from the south. And going up there, they ~~got~~^{carried} the idea tht conditions, which most people in this sector are ~~xxxxxx~~ prevented as you know, and in this, they migrated to the north, carrying ~~thaxx~~ the idea that _____ for ~~freedom~~ freedom, and they brought it up in their church. And it spread over the north, just as it did over t he south. So when we think of as James Baldwin, the problem in the north in comparison with that in the south, the problem in the north is not as great as that in the south, but the problems in the north, are covered ~~xxxx~~ up., where the people in the south say what they think. They can stand out on the corner, say they dislike Negroes, or they hate Negroes, and they're ~~stixd~~^{staunch} segregationists. Where in New York, a person he would do that, he would not necessarily be mobbed, but he might be mobbed, because, I mean, they say that everybody has the same rights.

Q: _____

A: Yes.

a; My name is Frank Galloway. I have one statement just to say that the people in the south, they must realize that they ~~are~~^{Negroes are} ~~Negroes~~, no longer with the _____. They are with _____ problems, no ~~matter~~ matter what. And that in this fight for civil rights, well, no matter what ^{may come} / well, even the leaders _____ even the leaders, after they may be gone, there

will be somemore Negroes thatwill stand a up and gkx fax fight fight for these rights.

Q: Now what do you think

A: I'm talking about _____you know, in case they die, there are some o ther ones to take their place. They're more eager to.

xxAxxx

A: (NEW SPEAKER) : The conception I have ofthis, the Negro necessarily don't, I mean, we are fighting really for thenext generation, we don't expect to win, _____we don't expect to be able to go back _____but our children. ~~WT-want~~--We want them to havethebest education. If we look at the average small town in this, Mississippi, Tennessee, any sou thern stateyou want to, the Negro high schoòls, separate high schools in the south, do nothave half the equipment that the whitehigh school has.

Q: _____or New York City.

A: Well, you should look at some of our schools, _____but thex teachers up there are pretty well up to date, where the teachers here in the schools are justnow becoming ^{A-rated} ~~integrated~~ schools. The colleges in the south. ^{didn't e} But our teachers from high school ~~have-been~~ migrating from up north back ~~down~~ down south, ~~xxxx~~ you see, the teachers, most of the teachers from our high school, didn't come from any rated schools. We are handicapped, when we start to go to college, we have to study harder than anybody else, we were handicapped in ~~hgx~~ high school, because we didn't ha e the proper teaching and training. And that's the only reason, one of the, not the ~~only~~ only reason, but one of the reasons the Negro is fighting so hard. He don't want the next generation to come up in thesame environment and under the same conditions.

Q: _____ ~~motivation~~ motivation _____ quite the same.

(ALL AT ONCE)

q; Wehave one more.

A: On the question of , well actually, I don't think the blame should be the teachers, the teaching should be set toward the college. I think this is actually, sort of a circle , where the consciousness in the home itself, first the fact that the parent ~~and the~~ child needs to be ~~educated~~ educated to the degree that cannot be realized by the parent. After _____ parent encourages the child to go to school. In his early years of school _____ try to get out of this _____ as he possibly can, by getting a good foundation in ~~high~~ high school, taking the best of that which he has, even though he is in a segregated school, making the best of it. With ~~enough~~ detgermination to go to college, to find something he wants to go, work for it, use those facilities which he has in college, and then it is the responsibility of the college to make sure that the material which they turn, is material which is ~~a~~ worthy of better foundation.

Q: I think we'll try _____ down here.

A: My name is Clyde Wilson, I would like to say ~~something~~, something regarding the teacher instructor, and that is this, instructors, some of them forget that they have as much to do with students' mold of his life, as the parent, and the mere fact, I mean, and what what I want to say, is that the teacher has the ability to do just as much for the child, as the child's mother and father. See, instructor must realize that he can play an important part in molding this child in the way that he want him to go. The child spends almost as much time , perhaps she spends more, under the guidance of an instructor, than he does with his parents. As for myself, tht's my ~~feeling~~ case.

A: _____ those teachers must be ~~motivated~~,--more dedicated.

WILSON: Yes, they must be more dedicated.

WOMAN: _____

WILSON: Yes, but the instructor plays an important in building, than the parents.

Q: _____

A: I'd like you have you heard the other side of the question, about how you feel toward the Negro civil rights leaders, what is the white students' opinion of it.

Q: White student's ~~opinion~~ here?

A: Yes, because these are the people who will have to accept the Negro.

Q: Oh, I know something about them, but I just, you know, haven't made a business of it, I don't have to make a business of it, I see it. Oh sure, _____ I can tell you this, _____

A: (NEW VOICE) When he becomes six years old, when he is ready for elementary school, his personality are already ~~xxx~~ molded. _____ We want the ability of the student to be developed to develop his potentialities, and the personality is the basic fundamental, but _____ personality more than anything. That's the parent's responsibility. We are ~~xxxx~~ trying to get at the idea whether a student, why is he handicapped, why is he fighting for integration, or equal rights, same facilities, ~~xxxx~~ as the whites have, we're not talking about personality, or how his personality developed.

A: (WOMAN) Well, in essence, about the question about the teachers, I believe that when a student enters college, he more or less is just put down to think for himself, and it is the teacher who, in voicing his opinion, and discussing the opinion of others, give the students, a pattern to go by in his thinking, and therefore he will eventually formulate ideas that he will consider his own. So therefore, if the teachers would view their ideas as well as others, and not say necessarily teach by a set pattern, in a school, whichever class, in high school. My sister went to a teacher, and I told her I was going to do the same thing, well I tell you what he is going to say, he says it day after day, year after year. But to change ideas to meet with the needs of the students, then, instead of the

student, and here you would more less build more the character of the individual, more than his parents, because more in generally, the parents' ideas will only go so far. But the teacher has an opportunity more or less to make the individual into something greater, or say, to either to lower him in his direction. Because a lot of kids build more respect for their teachers than they have for their parents, on general views.

Q: _____

A: (new voice) : ~~The-teacher~~--In regard to what the effect the teacher has upon the student, well I feel that when a student enters college, the person has own outlook on life already developed. And everything is there set, and I believe it's really up to the individual themselves, because if the individual wants to, and wants to learn, he has books the same, he can read. I mean, I realize that, I realize that we have less equipment, but I still believe it is the individual himself.

A: WALKER: Well, are you going to change the topic now, or

A: _____
If I had the choice.

WALKER : If I had to be one other than ~~me~~ myself, I guess I would certainly be Dr. King ~~xxxx~~ because it goes in with the principles of the Dr. King's dynamic personality, ~~xxx~~ how he is able to capture the attention of the mass, and you know, cause them to get into _____, and then the leader, well, I would like to be a leader, and _____.

A: Well, I would hate to choose a, patronize a certain person, but I had my choice, it would have to be Dr. King, because I mean, I don't get it on the line. I heard it stated before, that if _____ students, say ~~that~~ that if they had a choice, they'd follow Dr. King anywhere. They admire him and he has inspired him that much. And I really believe that if we had a few more leaders like Dr. King, that we would have twice as much freedom as we do have now. It seems to me our main ~~trouble~~ trouble is, no

leaders. ~~xYxxxxx~~ You cannot _____ being on his own. He must have a ~~ixdax~~ leader.

~~xxxxx~~ A: ~~(Wxlxxxx)~~ Well, in my opinion, I would go along with DR. King because he's the man who seems as though he has some kind of _____ power in some way, and he's a leader of the _____. follow him.

(ALL AT ONCE)

A: My name is Clyde Wilson. If I had a choice, I would pick James Farmer, head of CORE, and James Farmer is a man who believe in getting down to the essential facts. He believes in sending workers to places where there has been a demonstration for , mass demonstration, but he believes in sending representatives there, to ~~work~~ work not only on mass demonstrations for whatever the cause, the central point might happen to be, but he believes in one things and that is this. He believes in _____ people, educating people, in the rights of civil ~~rights~~ liberties. He believes in getting to the essential facts, and that is, giving ~~his~~ ~~the~~ the Negro his basic right, and that is the right to vote.

A: I'm _____. I don't think a Negro should start to take his choice in leadership, because all of these leaders that _____ they are trying to obtain the same goals, for the Negro, lead the Negroes to the same goals, why choose ~~between~~ between them.

Q: Suppose one is right, and one is wrong.

A: (Same speaker) Well, we must assume that

Q: This is a possibility, ~~assuming~~ assuming this possibility.

a; That one is right and one is wrong?

a; Assume the possibility, just for the use of a fundamental question.

Q: Well, its according to which one is right, and which one is wrong.

FLOOR: _____ if you had to go to court, or if it meant praying.

A: I'd rather pray (laughter).

A: I'm John Bayne, and since I've been used to struggling for what I wanted most in my life, and I believe that we never can be equal ~~wixx~~ to someone by killing them, that you're equal with them, I'd rather be someone who will tell somebody that I'm superior to them, and then ~~txx~~ they would agree we're equal instead of you being better than me. And I don't necessarily, _____ peaceful negotiations, just that I'm not overtly violent, but I don't in letting anyone slap me and sit down and take it. I mean, and take it. So if I had to be anybody, I'd be Malcom X, but I'd rather be just John Baynes.

A: I'm Roger Killens. So far as choosing one of the top Negro leaders as the one which I would rather be, I couldn't possibly do ~~xxx~~ this, because I know ~~w~~ that they are basically working for the same thing. The only difference is they have different methods about going about what they want to get. The different leaders, are going in the direction which will lead them to what they think is the end toward which they are working. But so far as my choosing one as being one which I would rather go after, I couldn't do. There was something else.

a; I'm Charles Fuchs. I have a problem of ~~xxxix~~ trying to decide as to whether I would choose Mr. Randolph or Dr. King, whereas in Dr. King, I admire his expression of nonviolence, and also, though achieving the same goal as the rest of these leaders, _____ I admire him _____, and also _____ same goal as Dr. King.

A: I'm Ruth Bates, and I will have to go along with Dr. King as a Christian, but as a human being, I would rather go along with ~~xxx~~ James Farmer. (this is same speaker who was previously designated as "woman".)

A: I am _____. I don't feel that I'm in a position, to choose one, because all I know about it, is what I read, but really, the one that ~~wixx~~ would like to follow most closely would be Roy Wilkins, because I like the way he works on an executive level. And, but because, but Dr.

King is more or less a speaker and captures the audience, ~~xxx~~ with his ~~xxxx~~ philosophy of nonviolence, but this is okay, but I go with Mr. Baynes, if someone ~~x~~ hit me, I'd like to hit them back.

Q: Is that quite the way it presents itself?

A: (same as above) Well, his ~~x~~ philosophy say, ~~ix~~ nonviolence~~xx~~. If a person hits you turn the other cheek, and I remember, last summer, I think it's some white man here, and instead of doing anything, he turned the other cheek and hit him again, he _____. Now if I had been in that same situation, ~~ix~~ if he was to hit me the first time, I would have # _____ because I would have _____.

Q: Who _____ of the emancipation of the Negro.

~~xxx~~ A: ~~Cause-I-feel-that-I~~The way I figured it out, I would just ~~xxxxxx~~ chose the _____.

~~xxx~~ ~~xxx~~A: My name is William Coleman. Well I think it is using discretion among the leaders and I have two in mind, _____ as it stands now, I don't know what I really think, and by asking you know which one will I choose, it's similar to asking one of the southern whites, which would I choose -- Governor Ross or Governor Barnett. And I think essentially, we are the main, both of them are seeking the same thing, different tactics for doing so, a Roy Wilkins of the N.A.A.C.P. naturally he can do limited things, and Martin Luther King with SNCC, whatever it is, and I think essentially, main, they have the same purpose in mind, just have different types of _____.

Q: Thank you all very much indeed, you've been hospitable to me, I'd like to ask you _____

END OF INTERVIEW WITH THE STUDENTS AT JACKSON COLLEGE,
JACKSON, MISSISSIPPI.