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[Begin Tape 1112, Side A. Begin Session I.]

Helen Haw: We're talking to Joyce Robinson today with regards to the crossover of East Baton Rouge Parish teachers in the year 1970. Joyce, do you remember when you were first told that there was going to be a crossover?

Joyce Robinson: Yes, I do remember the crossover. I was fairly young myself at the time, but I was also asked to be one of those teachers who would help in the crossover.

Haw: And what role did you play? Where were you at the time and what were you asked to do?

Robinson: [00:46] At the time, in 1970, I was working at Harding Elementary, which is located in Baton Rouge in the area of the Scottlandville. At that time, Mrs. Lillian Harrison was the principal, and I was asked to be the sponsor-type person, liaison individual, where I would help those teachers who were crossing over to make adjustments in a new environment.

Haw: How did the teachers, who were told they would be leaving, feel?

Robinson: When black teachers were leaving Harding to go into, at that time, predominantly white schools, I think some was very anxious. Some was emotionally upset because they just

never were feeling that a day like that would come whereas that they would actually go into the predominantly white schools to teach white boys and girls. And because of that, I think many of them were very overwhelmed in that since . . . not so much that they were not qualified that they could not handle teaching, but I think some did know that maybe their styles would need to change somewhat to fit a new environment. And that being the case, they just . . . it was like almost having to do something overnight.

But vice-versa, those white teachers who were coming to black environments were also very emotional because I think overall they wanted to do a good job. But it was like for the first time coming before a whole class of black boys and girls having to deal with them in their environment and changing their teaching styles. And that was a big adjustment because some things that teachers were doing prior, you had to change.

[03:11] I feel like the crossover was a big step for teachers overall because this is like stepping upon a new horizon. And being that, as a result, it brought many feelings, many emotions. It brought many teachers going back to school, black and white. It also made the parish take another look because they realized also that they need to do many seminars, workshops, group therapy, just the whole bit. I recall that I had to attend workshops that was held right here where I am now, Istrouma High School, on Saturday mornings for our new teachers in the crossover. Because at that time this was a bonding and healing time for teachers, administrators, just for the whole parish. And I had to take notes because I had to listen to what were some of those things that we need to say to our crossover teachers since fortunately or unfortunately, however how you look at that, I remained at the school where I was.

Overall, if you think about it again, usually librarians are not moved very easily and I think that's due to the many reasons such as new people coming in to have to study the

collection. And certainly, at that time, moving a teacher was one thing but to move the librarians who might could have been an asset in helping teachers to adjust to the classrooms with materials and references that they could use . . . that librarian being able to give suggestions and offer many ideas to help those crossover teachers to make this adjustment.

I personally remember two or three of our crossover teachers at that time, which is at Harding Elementary, relied upon me a lot in preparing their lesson plans, things that they could do to help. And most of the crossover teachers that we got at that time, they were young, young teachers. Some of them were really right out of school. And then you have people who had been teaching like maybe in a span of somewhere two to maybe five years. And that was a difference in the black teachers crossing over to white because most of those teachers were very experienced teachers who . . . we're talking about teaching maybe fifteen, twenty years experience down into those classrooms. That means they had maybe, I feel, a bigger world theme and global research to pull from in making adjustments in the classroom in a white society.

Haw: So you think, perhaps, that was not the most fair method that they could have used?

Robinson: [06:49] No, I . . . The method might have been okay, but I think that more preparation should have been planned in getting these teachers ready. But on the other hand, I think one of the drawbacks . . . there were white teachers who very adamantly said, "I'm not going to a black school." But then we also had black teachers who said, "No, I'm not going to a white school." We had teachers on both sides who would use retirement . . . who could retire that retired because they didn't want to deal with that. But I don't think those teachers who were retired . . . teachers making those very kinds of statements [. . . ?]. I really think that [. . . ?]

maybe even two years, but for sure a whole year of this preparation. But they were hiring people almost on the spot to take these positions.

One of the other things is still sending a teacher out to a school to look the school over as to whether or not they want to take it or not. They wouldn't have had to do that if they had just had a lot of orientation. Then when you got ready to make these assignments, you could've made them. I think that all black teachers would have just gone wherever they were assigned. But I found that there were a lot of white teachers who were very much ready to [?] to black boys and girls. Not necessarily trying to adapt them to the white environment, but just to teach them and educate them same as black teachers. It wasn't that they wanted to adapt them, these white boys and girls to a black environment, but to inform, teach, and educate them.

[09:09] That's really what it should've been all about, but teachers as a whole had to kind of feel their own way and put themselves into some of those classes that they had to deal with. But they should have been able to have help. And in some instances, they didn't have help. But I think again for mediators as myself, who were concerned about education and wanting to see this situation work, spent long hours counseling with those teachers and pointing out to them their work from their side and their work from this side. Here are some suggestions as to having maybe what looked like a bad side and how you might even improve your good side and how to ease back in the good side of the situation to overcome what might have been a bad side. But . . .

Haw: Well, did the parish do anything at all to ease that crossover?

Robinson: Just initially, they had those Saturday morning workshops that first semester. They slowed it down in the second semester. By the next year, there wasn't really a whole lot

going on. It was just kind of left to each individual school. But I did find, with black teachers and white teachers, they really would have liked to had some extra workshops or seminars; just a time where they could have bonded a little bit more with education and means and ways of how to go about doing certain things with these kids. [. . . ?]

Haw: So anyone that came in after 1970 just had to sink or swim?

Robinson: Yes. About the size of it.

Haw: Okay.

Robinson: [11:32] Really it was just that whatever happened at that individual school. I do think that teachers came in with their best foot forward, but because they just didn't have that extra help . . .

Haw: And that cultural differentiation?

Robinson: . . . differentiation, well . . . they became frustrated. Some did. They actually quit. Some went back and they fussed with the school board, and they might have got transferred somewhere else. But it was just that professionally at the top, I think, more should've been done. We have eventually overcome. But we even have today, twenty some years later, we have teachers who . . . white teachers coming into black environments still a little shaky about what they should and should not do just like we have some black teachers going into white

environments, and they not sure which foot to put first. They're not sure if I should or if I should not do this or say that, and they have to be very careful in the selection of what they say not to hurt feelings.

Haw: Joyce, when did you first come to Istrouma?

Robinson: Nineteen seventy-eight, I think it was.

Haw: So crossover was in effect and desegregation had taken effect by the time you came to Istrouma or it was still isolated?

Robinson: [13:13] It was somewhat isolated. When I got here, it was still like ninety . . . averagely ninety percent white. There were very few black kids here.

Haw: When did it finally change?

Robinson: Like about '84 . . . '83 or '84 something.

Haw: And now we have predominately black students so when did that take place?

Robinson: When it really became predominantly black, I would say by the time of 1987, maybe. It was like, then we might have had only eight to ten percent white students.

Haw: So having worked in both of those environments and having seen Istrouma change, would you say that our desegregation program which with the crossover teachers was effective or in essence did not work?

Robinson: I wouldn't say that it did not work. It may not have been completely effective. But because at both ends of the cannon, there's some maybe good and bad. But a lot of it goes back to the individual as to how forceful, how dedicated, committed each was in wanting to make a program work.

Haw: So you're saying that there were two major obstacles that had to be overcome, the distrust on both sides and the lack of determination on the part of some people. And that perhaps East Baton Rouge Parish School Board, with more intense training, could have overcome these two?

Robinson: [15:12] I think when I first come into the system, Helen, even though they were segregated at the time, it was like plans for orientating new people was more intensive. I don't know, like after integration . . . I don't know if it's a problem of knowing what to do for persons who had to work in integration and how to deal with it and then as a result they didn't know what they need to prepare to help them to do that. I don't know exactly where the breakdown came, but you would think that because it was integration, there would've been even more intensive training and orientation. Seems to me, it got a little bit more relaxed and almost lacking in handling that. Because I notice even now as new teachers come in here, they're walking through the dark trying to find their way. If some experienced teacher doesn't look back or pause and

realize something is going wrong and extend a hand and say, "Come, let me see if I can help you," it's like they just in a fish bowl swimming around and never know if they got enough water to the top to get out or if the water's disappearing and you going be at the bottom.

Haw: Well, I know you firmly believe that because I've seen you help a number of us as we come in, so we do appreciate it. Do you think maybe . . . How do you feel in that do you think that the administrators and the powers that be really wanted it to work or that they were just going through the motions because it was court ordered?

Robinson: [17:15] There were probably those who were going through the motions because it's court ordered. But when you start maybe looking at individual schools, there were those administrators that really wanted integration to work in their school and wanted their school to run, what you would consider, a smooth operation. There were those administrators who put themselves to task to really help doing the buddy system while they themselves were available. They listened to whatever these new teachers needed to say and tried to reassure them. I think maybe at our school, not as much of that went on and as a result, we had some got lost in the shuffle. We had some who admitted that no, if it wouldn't have been for so and so or if it hadn't been such and such a thing, then I might have gotten lost, also.

There are those teachers out there who are very grateful for the program or for the individuals who helped them. Then there are those who are out there who can't stand education. I think it's due to where they were, what was going on, and how it was handled. In every situation, even today, administrators along with faculty and staff of experience will need to always try to have some kind of open door policy to help our new teachers as they come in. It's

crucial that we will need to and we will have to start helping our new teachers when they come in [. . . ?] in education because we have to remember, first place is like unpaved. You want them qualified. You want them just like at the top doing bang up jobs, but then they're not exactly being paid for that but if you can keep them, you're going to have to support them. If you don't support them, something is going is to have to push and I just really . . . even though I dream about all the bad sides of that.

Haw: Can you tell me any success stories?

Robinson: [19:49] Well, in my own teaching career, my success stories are our past students from . . . I worked in three elementary schools . . . yes . . . Harding, Nicholson [Elementary School], and Scott [Street School] when Scott was open. I've had students, even though I'm a librarian and I think sometimes they forget librarians have impact upon individual lives. But I've had students from those schools and I have many of the students that when I worked at Capitol [Elementary or High School] who are actually working with me now that almost get into the retiring years. I had both students who have come to thank me and say, "You made a difference in my life." I've had students in general . . .

Haw: And that's both black and white students?

Robinson: Yeah, both black and white. Matter of fact, just the other day, a young lady, I seen [?] that was a student here and . . . she seemed very successful and said some things that I kind of changed her attitude. She feels very good about herself, and she feels good about what she's

doing. She said, "Oh, Mrs. Robinson, you know if it hadn't had been for you . . ." [laughs] and I said, "You were acting kind of ugly." And "Yes," she said, "but you stayed right on me." I think all teachers that . . . who have been working in integrated situations that had black and white students to come back and say, "I appreciate you." For the teachers, that's the reason for wanting to keep on going, because thank God, you touched somebody's soul, or heart, or mind.

Haw: Or all three.

Robinson: [22:01] Or all three. [laughs] They feel accomplished and that their lives are going well. Yet, when you pass a student you recognize who is not doing as well, gotten into trouble or just rambling, it makes you feel like, every now and then, what did you not do to keep that student on board? I feel that any dedicated teacher would at some point in time feel like that because [. . . ?], and even though we say those words, "You cannot save everybody," but saying it and believing and becoming entrenched is all the difference. So you want, people want, all boys and girls want to become independent and able to take care of themselves.

I know one time, someone said to me, "Well you know, there's not always enough jobs for everybody." Well, I know, I question whether or not there are not enough jobs for everybody. Because when you look at one hand, the population and the education and so forth and so on. But what you have on the down side, people die, people get sick, and people are working and need jobs, and so someone needs to be fulfilling these jobs. So I don't know. It's like technology today. It seems to me that the world of technology, it should be just jobs overflowing. Maybe not, but I think so.

Haw: Going back to that year 1970 and the crossover and all the turmoil. Have you seen some of your coworkers rise and now say are in position of principalships or working at the school board . . . areas where they may not have excelled had the system remained segregated?

Robinson: Yes, yes I . . .

Haw: Can you give us some examples?

Robinson: [24:25] I had even a couple of my own coworkers where the crossover started at Harding where I was . . . a couple of those teachers rose to principals. Another teacher from there rose to supervisor . . . and you're right. Would they have excelled to that level if it had remained segregated? I do question that. I think for one of the individuals might have not been principal. One of the teachers who was, matter of fact, just before the mass crossover . . . had already been selected the year before, maybe two years before to go to work in a white situation and I remember how she cried and carried on but . . .

Haw: She was afraid of the change?

Robinson: Afraid of the change. But it turns out, she did so well and she was so great in what she was doing and how she was teacher-oriented and bonded with children, she got a principalship. She worked a number of years as principal and she's now retired. But I think she was . . . Another teacher who became principal . . . If it hadn't been for the crossover, I think she would have just remained a classroom teacher teaching music and that thing.

Haw: So now they laugh at their fears and glad that it happened? [laughs]

Robinson: Yes. And the other teacher who became a supervisor . . . oh, that little poor thing . . . she's very happy to be out the classroom now but she did . . . she was a good reading teacher and she did well. I think if teachers would all [. . . ?] the fact that she had so many creative and interesting ideas how to promote reading in her classroom, so . . . I guess before she retired, she was living right across the street from me . . . but [. . . ?] it was quite interesting.

Haw: People on both sides, both black and white, have good things to say about the crossover and they also have negatives. How do you feel as a whole? Do you think it helped or hurt the black communities?

Robinson: [27:24] Instantly, I would say it helped. And then reflecting, I do have questions. Number one, I know it had something to do with teaching styles and what white teachers just expect of a classroom of white kids coming from a certain background. It did not have to dwell on in the classroom, and so they'd never thought about having subjects like reading, travelling, and experiences that these kids would have but unfortunately . . . [blank air 28:13 - 28:31]

[End of Tape 1112, Side A. Begin Tape 1112, Side B.]

Haw: We were talking on the other side about at first you thought that it was a good idea and it was help. And then on reflection you saw some problems?

Robinson: Yes. As I was saying that white teachers were accustomed of children just automatically knowing, coming from home . . . and you didn't have to just drill and take a lot of time with [?]. So it had to change, because our black children did not have the opportunity to . . . for travelling, and moving about, and being even taken to places locally in Baton Rouge and that they didn't know about. So it meant that they needed to actually teach them. Because a lot of things, they just took for granted. It was a plus for the black teachers because when they walked in a predominantly white classroom, these are things that the kids knew about Baton Rouge. Certain cultural areas and events that went on, and what happened there, and why they expected to go. But our black children couldn't say that because they never were introduced and never was even told about that. So that's what brought some frustration.

[30:00] However, black teachers knew this already. So they always had means and ways of how they'd incorporate into their lesson plans and teaching segments about, this is this, and that is that, and you need to know that these things are here. That's why if you would go back maybe and had to look at bus trips that teachers taking to see how black teachers took certain kinds of bus trips and maybe to compare to what bus trips white teachers took, because of environment.

To answer your question, is it a good thing or a bad thing to have integrated. It's very hard to answer. However, I realize that a method needs to be devised as to how we get our black children on target. That has not been accomplished yet, as far as I'm concerned. But I think integration . . . it was good even though . . . Don't get me wrong, I know that overall it's here or there blacks taking advantage of the idea of integration because their attitude is like, "This is supposed to be mine." And that's not what it should be all about. It should be to note that the opportunity is here for you to be able to take advantage of, but nobody owe you anything.

On the other hand, the white students in integration, I think they might sometimes be selfish about what integration should or should not be, or the advantages or disadvantages that they take. But yet, we have to merge all of this together, the percentage of what the drawbacks [?] I do not think would outweigh what the [?] have been. Educationally [?] it's going to be a struggle. I think it's going to be a struggle till the end of time, how we are able to meet the needs of children black, white, blue, green, yellow, or brown. It's not going to be something we're going to overcome sometime soon. We can brainstorm, we can have workshops, seminars, we can have small groups, we can have everything. But we have to think about, as the generations are passing, the [?] of our society, our family life, just the general environment or where children live, such as economic socio areas, is going to make a difference. And that continually changed.

[33:09] I mean, take this change right now that I guess is affecting black children more. But just the welfare program is making a difference. And because of that, it means it's going to have backlash to us as teachers in the classroom. What are we going to be able to do to keep these kids and students [?] in a certain path and then move them on. And not let them fall into some crack or what have you about, "Well I didn't have this, I'm going to have that, and I'm going to have the other." So just taking something [. . . ?] a program that just opened its door and had everybody to come in and now, all the sudden, is closing its doors and telling everybody to stay out. So [?] integration . . . whether we were . . . had integration or segregation, I think there have been plusses and minuses in segregation [. . . ?] but then there have been some minuses. So I just think we have to take what we have and make the best of it.

Haw: I can see you're a forward-looking person rather than looking back. Talking about forward-looking, can you identify, you know, descriptive-wise, students that you watched that

maybe because of the change they entered into a workforce that was integrated that they may not have entered into otherwise?

Robinson: Oh, yes. Right here at Istrouma. Just the mere fact of having vocational ed[ucation]. And our connecting with the vocational system down the street, which is now Louisiana Technical College. The requirements are still not quite the same as trying to enter a university. Some teachers here have given . . . worked a little bit harder to deal with the students who have some certain capabilities, that have helped them to get on board into the workforce and help them to get jobs that they might have not gotten if [. . . ?] a few more people [?] up there maybe.

[35:46] But integration has brought some opportunities. Because in the past, for blacks, they were taught that you need to go through school, you need to go to college, you need to finish, and then you get a job. Now, that's not necessarily so. You can have a skill, we just need to polish your skill, and we still will put you in the workforce. That's why we have apprenticeships, and we have internships, and work areas for students to have the opportunity to exhibit what they really know, or maybe what they might not know. But if they have the capability or abilities to be able to be taught, and give them the opportunity to learn what they're taught, then they still can be very successful persons in our society. And that way, they will also extend a hand. I think that's important.

Haw: So then you'd say that perhaps that 1970 crossover was really a crossroads for opportunity in some isolated areas?

Robinson: Yes. That's a good term. Crossover might have been the crossroads towards new and different kinds of opportunities that could not be actually assessed hands-on at the time. But I think over these last twenty-seven or so years, it's been a struggle. But it's still going to be a struggle. But I think of people like myself, teachers that is to say, they are, like, still glad they was a part. I'm glad I was part of the crossover. I was glad to be there as a mediator or someone that teachers could turn to. At that time, I didn't have any more than about maybe six years of experience myself. But it was kind of nice to know that even with my five, six years of experience, that I could be chosen as one of those that other teacher could come to.

[38:25] Maybe I did have something to offer, because I truly believe that I was able to save several teachers. I am happy to say today, I met one of those teachers in the [?] just about three or so weeks ago. And she just is so [?] she's a guidance counselor now and she [?] system for about twenty-six or twenty-seven years, she never left. And she's just [?] and she was just so glad to see me and tell me about how she was so glad be a part of [?]. So again, you know, for me it's kind of nice not to only have students tell me what I've done to help them. So it's kind of nice to hear teachers also [?] just say, "Thank you so much for being that support."

Haw: [?] to claim by a jury of your peers. [both laughing]

Robinson: Something [?]. [both laughing] Even though some of my peers, I don't know who [. . . ?] Let me just say, it was a very wide, a very vast difference [. . . ?]

Haw: You alluded to the fact that prior to 1970, black kids were pretty much told you had to go to college and finish college and then maybe you could get a . . . When we talk about

getting a job after a black student finished college, are we talking about a job in an integrated world? Or are we talking basically, again, a segregated society?

Robinson: Every [?] was . . . at that point in time was still a segregated society. Blacks at that time, for the females: go to college and be a teacher. For the guys, pretty much the same: go to college, be a teacher. But there wasn't much . . .

Haw: Minister?

Robinson: [40:28] Yeah, if they chose to finish college and then go to theological school to become ministers. Or those who would really be at the top of the class to go off somewhere to become doctors or lawyers somewhere else. But to be here in Louisiana, to stay in this area before integration came, the biggest profession was just being a teacher. If you weren't going to be a teacher, you was fortunate to go off to school someplace else. As like to go there and do what you need to do and [?] come back and reside in Louisiana . . .

Haw: And practice within a segregated environment?

Robinson: [Agrees] Practice being a lawyer or a doctor. Or you was going to be a minister in a black environment [?]. The women could maybe . . . They could be a nurse. They weren't going to be the head nurse, or they weren't really going to be recognized as the, what, RPNs [Registered Practical Nurse] or something to that tune. They weren't going to be that highly

recognized. They was going to still have somewhat mediocre jobs at Baton Rouge General [Hospital] or at the Lake [Lady of the Lake Hospital] or wherever. But . . .

Haw: So that 1970 crossover . . .

Robinson: Crossover still . . .

Haw: . . . opened a door . . .

Robinson: It opened doors.

Haw: . . . for people to be whatever they wanted to be? And broke that glass barrier of salaries?

Robinson: [42:07] Yeah it . . . Yeah, because in the crossover . . . At that time as we crossed over, I think our salaries soared about twelve, thirteen-hundred dollars. [both laughing] So everybody was very happy, in that instance, they had the crossover. That was important. [both laughing] That was very important to have the crossover, just the mere fact we got raises that week. Now I mean, it was like, some people when they got their first check they was trying to figure out, how I'm going to spend all of this money. [both laughing] It was kind of hilarious, really.

But it did give . . . this is something that was and still is . . . many times is, like, maybe individuals who want to kind of escape certain factors. But the crossover gave individuals an

opportunity to show what they actually could do in terms of qualifications. And I don't think qualifications ever been put on the back burner, I just think in some instances there were those who did not want to do what they needed to do to meet the qualifications and always wanted to kind of slide under the table kind of thing. I don't think that we have changed anything, it's just that we have to work hard to make people come up to snuff and let them know . . .

Haw: It's out there for you.

Robinson: Yeah. It's out there, but you need to work for it. This is not a world of just giving. And this is not a world handing over. You have to work for what it is you want. Even today we still have qualifications for every job. But if we get politicians or individuals who want to perform politics to let this one slide through without meeting the qualifications, this is how your system become corrupt. Persons not able to hold a job, or persons not being made to stay on the job. I think many times when you find where we're having embezzlement and half-done jobs and what have you, if you really checked out credentials, for some reason I have a feeling that you might could find that they didn't perform every task [?] to their job. Somebody handed them something. I [?] knows that there are those who have worked to get to a certain position and for some reason they kind of go south. But I don't think it's as much as the ones who did otherwise.

[45:03] I . . . something is sticking with me about this. A couple of days ago, I called to check on a bill of mine. I noticed every two or three months I don't even get the bill. So I have to call and find out how much this bill is because I am concerned, as a citizen, to pay my bills. So it's something wrong somewhere. But I'm just saying that because I don't feel like I need to offer the excuse, "I never got the bill, so that's why I didn't pay the bill." Because somebody

along the way that sends bills [?]. But if we are teaching our boys and girls to be responsible, it has nothing to do . . . As long as you know you have certain merchandise and you need to pay for it, [?] you pay for it. Not talk about how you should have been [. . . ?]. And when you have real, good citizens, they [?] that. That goes for looking for a way out. It works, for a while.

Haw: For a while. Knowing that and knowing what's going on in education today, do you think that a greater percentage . . . I'm not talking about the individual success stories that we all know about. Do you think a greater percentage of kids are disillusioned because there has not been enough success, there has not been enough openings? Or do you think the apathy is because it has become easier and so it's not necessarily something they want anymore?

Robinson: [46:34] Well, I don't know if it has become easier. I find, overall, boys and girls think they're supposed to wake up a day ahead and rush out and do some things and that should lead to qualifications so I do have a job. They do not seemingly understand you have to go back [?] continually and then when you reach the success of having a job . . .

Haw: Do you think that's a fault of integration?

Robinson: I don't know if that's a fault of integration but that's just [?] fault, their own fault. Because when you start reflecting on families and how they bring up their own children, it has nothing . . . It's not about integration anymore, it's about right and wrong and whose responsibility it is to make sure certain things are . . .

Haw: So it isn't about disillusionment of the fact that integration is some people's eyes didn't work?

Robinson: No. It's . . .

Haw: Just lazy.

Robinson: [47:335] Yeah. I think it's . . . When you talk about is it easier or that kids think they should . . . I think it all goes back to home life, family life, what kind of values are being taught there, what kind of responsibilities are being given, what kind of expectations that families, parents have set up for their children and trying to see that they meet them.

Haw: So you feel that the parents who were involved in integration and who were giving their children values at home - what we call home training - then their children did succeed and their children's children are succeeding today or . . . ?

Robinson: To a large extent. But something I have observed, that parents of my age, pretty much their children are more or less succeeding or [?]. But we had a segment of parents my age start having competition about what it was that their children should have that so-and-so's children doesn't have. I think a little bit of that kept drifting and drifting down and started getting to be more and more kids who feel like somebody should hand them certain things and it should not work that way.

But if it's a family who is really about education or about their children having jobs, good jobs, quote unquote there. Because whatever good jobs, I just think a job is a job that an individual can enjoy working and being successful. Good jobs, bad jobs, I don't know what that might be, because every job has its success and every job has its drawbacks. But a job is a job and when you have to be paid for the job and you accept the job, it's your responsibility to make sure you have done the best on that job.

[49:50] But it is a lot to go back into the family. They supposed to instill into their children the importance of the workplace, and why you need to go to school, and why you need to learn certain things in order to be successful on the job. I think being here at the school environment is supposed to try and enforce, hopefully, what parents should be teaching their children. And then we wouldn't have this conflict of children or students or parents saying, "Well, it's so-and-so's job. It's so-and-so's job." We wouldn't have that. We would just have more of a working togetherness with parents and teachers.

Haw: In the last minute or so that we have together, Joyce, could you give us a recap of the integration, the crossover year, and whether it succeeded or failed? Just a quick recap.

Robinson: Well, in a quick recap, I think integration has succeeded in a large percentage of accomplishing what was set out, and that was giving boys and girls opportunity.

[51:11]

[End Tape 1112, Side B. End Session I.]