

**Kennesaw State University
Department of History and Philosophy
Summer Hill Oral History Project**

Interviewed with: Joe Mckenzie
Interviewed by: LeeAnn Lands
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(Tape 1, Side A.)

L.L: Okay, can you introduce yourself with your full name?

J.M: I am Joe McKenzie, Joe Calvin McKenzie.

L.L: And can you spell McKenzie for me?

J.M: McKenzie.

L.L: I think I am not coming through clearly. Okay try again.

J.M: Okay, I am Joe Calvin McKenzie.

L.L: Okay and spell McKenzie for me please.

J.M: McKenzie.

L.L Okay it is March seventh, and we are at the Etowa area housing authority as part of the Summer Hill project. Mr. McKenzie, can you tell me when you were born and where you were born?

J.M: I was born November 16th, 1932, in Cartersville, Georgia at 5 Walker street.

L.L: And can you tell me what your parents did and where they were from?

J.M: My father was a miner also a mill worker, he worked with the, at Atco at Good Year, and he came to this area as a miner. My mother was a house wife, she was a washer woman, and during the 1940s she was a representative for the Doser funeral home, she also worked with the Cartersville freezer locker preparing, and preparing mainly chickens and getting them ready for freezer, for the freezer locker there.

L.L: Walker street, what neighborhood would you say that's in?

J.M: It was in the neighborhood called the west end, and its off Main street to the west side I assume, its west end.

L.L: Is that house still there?

J.M: The house is still there, yes its now a rental unit, a rental housing, my mother built a second house in the rear of the five Walker street, actually the five Walker street was built by my grandmother and her sister around the turn of the century.

L.L: So do yall still own the Walker street house?

J.M: Yes, yes we do.

L.L: Interesting, and can you describe your relationship to Summer Hill?

J.M: I was a student at Summer Hill, I graduated there from the eleventh grade in 1949.

L.L: And at that point Summer Hill was kindergarten through twelve or was it just high school?

J.M: It was first grade, actually first grade through eleven and in some way it was comprable to twelfth grade, because we went directly into college from there.

L.L: Interesting.

J.M: Yeah.

L.L: And at that point in time do you know what community Summer Hill school served, was it the entire black community?

J.M: Yes it was the entire, yes, yes, it was the entire black community we had students from Adairsville and other parts of Bartow county as part of my graduating class.

L.L: Did you take a bus to school or did you walk?

J.M: I walked, we always walked.

L.L: How far was it?

J.M: I would say maybe a mile, mile and a half, two miles maybe.

L.L: So a half hour?

J.M: Yeah, it was, you know it was such a common thing that you never really thought about it, maybe about a half hour walk or less.

L.L: And you went from first grade all the way through the eleventh your entire school (unintelligible)?

J.M: Yes, yes.

L.L: Do you remember any major changes while you were there?

J.M: Well, yes the gym was built while I was there, that was probably the most major change during that time.

L.L: Do you remember when that was?

J.M: When the gym was built, it was after World War II, because it was a memorial to John Morgan, Professor Morgan's son, no I don't remember the date.

L.L: Okay, even the approximate grade you were in?

J.M: I was in high school.

L.L: Okay that will narrow it. Can you talk about your early years in Summer Hill, maybe the elementary school years and what kinds of things you did, do you remember?

J.M: That's a long time, long, long time ago, yeah, I have fairly vivid memories of the first, second, and maybe third grade well elementary school. It was largely reading, writing, arithmetic kind of thing. We learned to I don't know that this was the first grade, but we learned tables, I'm sure that was the third grade...

L.L: Multiplication.

J.M: ...multiplication tables and basic division that sort of thing. I did do kindergarten or preschool and that was not at Summer Hill, that was at a private school that was in the I think it's Brotherhood Hall, and it was a Miss (unintelligible) was the kindergarten teacher.

L.L: Brotherhood Hall was downtown Cartersville?

J.M: It was on Bartow Street.

L.L: Okay.

J.M: Bartow near (unintelligible).

L.L: Okay, I know where that is. You guys had school books, all the kinds of supplies...

J.M: We had schoolbooks, and supplies. The books were always used books, generally always used books that had been used at the white school and passed to us.

L.L: And you were aware at the time that that's what had occurred?

J.M: Oh yes, oh yeah. I think it was quite well known.

L.L: Can you talk about your perceptions of the differences between the white school and the African American school and as you remember them from your childhood, were there other perceptions besides you know the schoolbooks difference, you know that yall got old equipment, were you aware of the other white schools?

J.M: Aside from the fact that the white schools were probably better equipped and always newer that I don't know that we thought a lot about the white school.

L.L: As a child in that same age period you had relationships with other with white children and black children as playmates?

J.M: Yes, yes, yes. The location of our house is in a very, fairly mixed community, and our, my aunt and cousin worked for white families, and we played with the children there, the Delenger kids, and the what was John's last name, but the white kids, we played with them until we went to school and maybe the early beyond the early grades, but...

L.L: You'd say your social groups formed more around school?

J.M: That's right, that's right, yes. Your question about that was?

L.L: Oh I just, to know if there was a difference in the neighborhood moving towards the school, and the racial interaction.

J.M: Yeah.

L.L: What you thought about it.

J.M: Course as we grew up we started to more, my friends were black kids and while we continued to know those, it was not on a basis of friendship, it was more knowing that person.

L.L: What was important to you about Summer Hill School? Why (unintelligible)

J.M: I think it was the fact that Summer Hill had very formative influences on us, on me. You know Professor Morgan was a bulldog of a guy, you know he could be very tough, but he could also be very gentle and understanding. I had, as I was thinking about my experience there, I remember the time when I sort of got in trouble with a badge, and I was reported, it was reported to him by a teacher, and he called me into the office and of course I sort of cleaned up what had happened, and I'm sure that he knew that, that I had done that, and he decided that my punishment was going to be a paddling, and he chose, his office was at the front of the school, and it was at recess time, so he decided to do this in his office where all the kids could see, but when he started to do that I remember resisting and pushing against his face a bit, and he said to me, and he said very quietly to me I am not going to hurt you, just relax. And I did at that moment, and I bent over and he said, sort of something like that just a little pat, and it was big fun and all, it turned out very well. I don't know that, that was always his image, but this is one of the things that I remember about him was the assurance that he gave me that it was going to be okay. It wasn't until after I left school that I really appreciated some of his philosophy. He was a student of Booker T. Washington, attended Tuskegee.

L.L: Oh wow, I didn't know that.

J.M: And he always had an assembly and reinforce it in a lot of ways that separate but equal didn't mean that you were a second class citizen, and at the time it I heard it, but I appreciated it more later on. I remember too that we created the social

organizations, (unintelligible), and one of the things that we did during the summer was that we wanted to learn to play tennis, and he had, he saw us out there, we had two poles that we had put into the ground with a rope across and without our knowing it, he had observed this, and one day we showed up, and he had a bulldozer level the playing field, this was behind the school. Level the playing field, and we lined it out for tennis, later on he got a net for us, you know it was, Summer Hill was I think you can point to I think a lot of nurturing kinds of things that happened with not only with Professor Morgan, but the teachers, they were kind of some people think about second parents, not really second parents, but they were always caring, and the connections that they made with your parents, so that they were kind of an extension of the whole guidance and discipline process.

L.L: My mother...

J.M: They seemed to care a lot.

L.L: My mom described school back, and she's of your generation, and she was a teacher in her twenties, and she described the education system back then, back then and its relationship to the community, and she said that parents really looked up to people in the schools, and they thought the schools were so very important in children's' lives, and that's kind of the idea I get with Summer Hill. You know if the principal said something, that was the word, and that's what everybody went by.

J.M: Yeah, yeah. I think that's true to a certain extent, but in my household it was not as, that sounds a little bit overbearing and in my household I don't know that we

thought about it, but I think there was a great respect for the teachers and for the principal and...

L.L: Who were the other important teachers who you had at Summer Hill?

J.M: Oh gosh, Mrs. Morgan, I was not close to her, but there were so many things about her that had impact on me, I think she was important, and the reason I love music today, she was a classy lady, you know she was very classy, almost queenly.

L.L: She taught the music class?

J.M: She taught the music class. She also taught foreign language, and I am very much interested in foreign language, she taught Latin. (laughing)

L.L: Yikes.

J.M: And I think that was such a helpful course, because it gave me roots that are used in both in English, and French has been the language that I have been most involved with but have not mastered (laughing). Science was Alzina Williams she was my science teacher. Mrs. Johnson Green was very, very important to me, both her mother, and she. She taught me to read novels. She gave me the first novel to take home and read outside of class and that was a really important step for me. Who else, Miss Kay, especially my elementary school teachers, Miss Shell, Miss Kay were important influences, I remember Miss (unintelligible) was, I liked her a great deal but even though I can point those out they were always teachers who cared about you and had some impact, some important impact on you. And of course the other thing is the fact that because we were isolated in the community, I think there was a great deal of kinship among the students. I

remember when I was a student, I was in the military in Korea and that experience was very special and mainly, I think, because we were a group isolated in a community, and we were very closely net without being friends to everybody. There was still a closeness, a unity that you don't often experience elsewhere, and I think that was true with Summer Hill.

L.L: There is an emphasis today in Georgia schools on character education, and your discussion of Dr. Morgan, and some people have actually pointed to Coach Hill as well as some how helping to develop their character as people.

J.M: Yes.

L.L: Do you think that's true, how do people teach character in school like that?

J.M: I think one thing is modeling, you know at that time when the superintendent would come to the school you know he was I'm sure a very strong white supremacist, and I remember his walking through the school displaying a great deal of authority but while Professor Morgan didn't challenge that he was always, there was always a dignity about the way he handled himself in that situation. He knew how to get what he wanted without challenging him directly, but he was never un, what what's the word, he was never servile and on the way here it occurred to me that although I think his name was Mr. Brandon, although he was the kind of person he was, he always referred to him as Morgan which suggests to me that that was as close to as Mr. Morgan, or Professor Morgan as he was able to come, but he was, Professor Morgan was always, he never groveled, and that I think had the effect of building character in the students. I think there are still words some philosophies that he had stayed with me over the years, like you

don't have to be a second-class citizen, the urging you to work hard, those kinds of things, but I think the modeling was, and doing it lovingly was, it was an important part of that.

L.L: You mentioned that you were a member of (unintelligible), what other activities did you participate in besides class?

J.M: I was in the chorus and there was a men's chorus. I didn't play any of the sports (laughing), I remember I was going to play basketball and found that part of getting ready to play basketball is a lot of exercise and push-ups and that didn't appeal to me at all. And I was in drama, I was in the plays that we presented annually.

L.L: Were the chorus and the plays open to the public or were they geared towards the school, do you remember?

J.M: Generally there were public involved, yeah they were opened to the public.

L.L: What kind of plays did you do?

J.M: We did something with Sonny, you know they were not black plays, they were...

L.L: Traditional?

J.M: ...traditional plays, yeah and we didn't do Shakespeare or any of those kind of things.

L.L: Were you aware at the time that you were doing white authored plays or were you aware...

J.M: No, I don't think it was an issue.

L.L: In your English classes, and your Literature classes at that point in time were yall introduced to the major African American authors?

J.M: We had some Negro history, and I think the first time that I had that was with Mrs. Green and probably the first of high school or the last years of elementary school, but assembly we had black history, Negro history. There was plenty, it seems to me that when I went to college that we were more aware of Negro history than many of my associates there. I remember that we, in assembly, we had a sort of skit with the gunner, Otis, anyway recordings by Marian Anderson were played in assembly so we were introduced to a lot of black history, Negro history, and both Professor Morgan and Mrs. Morgan had a lot to do with that.

L.L: You mentioned college, was it expected by your family and your school that you go to college?

J.M: You know, yes, actually I was sort of reared to be a doctor. Dr. (unintelligible) was a model for us, and the history of that is that my mother had had given birth to two sons prior to my birth, and she was just not able to carry a healthy child, Dr. Wind was a black doctor here in Cartersville, and he worked specially with her to, for my birth and so I was sort of reared to be a doctor, and I had a god mother, Loris Moody Scott, who just reinforced that all the time that he's doctor, she never accepted the fact that I was not a doctor, I was a health care administrator, but she always considered me to be a doctor in the hospital, but college was a forgone conclusion medical school was the goal.

L.L: Did you apply to a variety of colleges or were you certain you were...

J.M: No, no I was a member of St. Luke (unintelligible) Church, and the only other possibility would have been (unintelligible), but it was pretty much a foregone conclusion that I would go to the A & E School Morris Brown.

L.L: And so you have a bachelor's degree, did you go on to graduate work?

J.M: I went on to graduate work at University of California, Berkley, too my master's there.

L.L: And your degrees were in...

J.M: In public health, and hospital administration.

L.L: And do you still live in Berkley now?

J.M: I live El Soreda, which is next door to Berkley.

L.L: And you work in hospital administration?

J.M: I'm retired now, but my career was in hospital administration, yes, I worked in district hospital, in a private medical center, in a county medical center, and finally with a HMO Kaiser Permanente in their regional offices as part of the administrative staff for the medical group.

L.L: And you had mentioned that you had felt that your sense of Negro history was better than the other students at Morris Brown, how did you feel your general education compared to the other students going to Morris Brown?

J.M: Well you know, actually I did fairly well probably the most difficult thing was competing directly with students who had also done well in the high school, but I don't think that I was at any disadvantage, and I don't know why because we did go to the eleventh grade and graduated, but it seems we had had a fairly broad education.

L.L: At the time...

J.M: I didn't take remedial courses.

L.L: Right. Did it seem unusual to you at the time that the school stopped at the eleventh grade and that they graduated you at that point?

J.M: Well I've always wondered about that, I think that most of the, before my class many of the students left, did not go, I think the final year was done in Marietta, the students went to Marietta, but I don't think they did more than one year, and I don't think they went from the eleventh grade, I think they went there from the tenth...

END TAPE 1 SIDE A

BEGIN TAPE 1 SIDE B

L.L: (unintelligible)

J.M: Yeah, yeah, but there was, Marietta was, we were not, my class was not expected to go to Marietta to finish school. We received our degrees and went on to college from Summer Hill.

L.L: Did most of the people you know go on to college?

J.M: Maybe about half the class.

L.L: And the half that didn't go off to college, do you know generally speaking what type of jobs they took?

J.M: No.

L.L: I want to ask you about Cartersville in general, since you lived on Walker Street and then went to Summer Hill school, at the time that you were growing up and on into high school were there areas of Cartersville that you perceived as being off limits to you as an African American or you parents may have said, "don't go down there."

J.M: No.

L.L: You felt welcome everywhere?

J.M: Welcome is not, I'm not sure that was the case, but I don't recall any section that I felt I couldn't go into. My mother, as I said was a washer woman, when we went, when she was always home when we were, until we go to say high school, she was always there when we came home, and she did that by taking and washing, and we were always expected to work, so my brother (unintelligible) of saying, "whenever we got a toy it was practical application toy." There was one area that we, part of our Christmas was a wagon, so we used that wagon to deliver the finished clothing, finished laundry to people all over, and I just don't, in Cartersville no, there was no area that I felt that I could not go into.

L.L: This will seem like an odd question, but your mom and the washer woman role, did she do wash out back or inside?

J.M: She washed out back.

L.L: Out back?

J.M: Yeah.

L.L: Explain that set up to me, what did she have?

J.M: She had, there was a, in the back of the house, back of the back yard there was a wash cloth, and there was a shed with a shelf, and she had wash tubs there, which she would use to scrub, to hand wash. She would hang the clothes on the line and then would iron them inside the house.

L.L: Do you know anyone else who was a washerwoman besides your mom?

J.M: Yes, I think my cousin Annie was next door.

L.L: Use to it was a very common occupation especially for you know house wives to make extra money for the family, but I think it was, and I am just going off the top of my head...

J.M: She really supported us that way and to me its remarkable. She, I can't, we were never in a position of not having what other kids had, I never had to go to school if we were taking, we were buying war bonds, we did it too. I never had that feeling of being poor, you know because we always had what the other kids had, there might have been some, like Professor Anderson, Professor (unintelligible) that I recognized as having more than we did. We were never deprived, and she did that all with her washing, and then she supplemented that with representative for the Doser Funeral Home, but we never had charity, and I always thought it was so glamorous to be able to have charity you know because some of the other kids in the area did, but we never did, and I don't know how she managed that. She married for a second time, my father died when I was in the first grade, and she remarried toward the end of World War II and then we moved to this area down here on Tennessee Street, lets see, what's in that location now, its now industrial, its now commercial area, so we moved away from Walker Street when I was probably in high school, or just before high school.

L.L: You mentioned some other children being poor, were there any areas that you identified in Cartersville as being poor areas, or do you consider it to be fairly mixed?

J.M: The poor areas, I think, were in my mind were (unintelligible) and that's the area where the projects are now and there was an area, I think it was Froggy bottom, that seemed to be poor.

L.L: Hay town the projects that are right around here now, or the projects that are over in Summer Hill?

J.M: Here, around here, yes. Well I think that those are probably the two areas that I would identify as being mostly poor people.

L.L: You had moved away by the time most of this public housing had been built, is that right?

J.M: That's right yes.

L.L: And that would have been, my guess is the 1960's is when most of this went in as part of (unintelligible).

J.M: Yes, I moved away 1953, I went to college, but for the four years that I was in college I was coming home for summer, and then after that I was gone pretty much.

L.L: I want to look at what you've (unintelligible) in case you decide to add anything (unintelligible). I see you've got the school, and the shop building is not there anymore, I assume that went down with the...

J.M: I don't know, but I assume its...

L.L: ...gone.

J.M: ...yeah, yeah I think its gone.

L.L: And the gymnasium, and the playing field, and I noticed you add the city dump.

J.M: Yeah, well that was, you know that was a feature that I think had a lot of impact on us, and because it was, it intruded into the school a lot, you'd smell it at certain, depending on how the wind was so we'd all have to close the windows on that side, and I can remember Professor Morgan saying on a number occasions, "Some day you are going to look across there are the city dump and its going to be a rose garden." And that came to mind again when they were planning the park there.

L.L: That'll be really interesting, I had actually thought that they were going to do the park maybe in the front...

J.M: Maybe they are...

L.L: ...no I don't (unintelligible).

J.M: Maybe they are, but that was his vision for that.

L.L: And its interesting you have the flag there too, because we were parked right in front of there the other day, and we were looking at the flag and commenting that it didn't have a light on the flag on the flag but its still there.

J.M: Oh, well some how that's a significant land mark for me.

L.L: And the Morgan home is not there anymore is that correct?

J.M: It is not, I did not know that?

L.L: I may just not have driven that far down the street.

J.M: Well actually the home, I think I probably have it too far down, its right here, its right at the edge of the where the old school was and the steps that go down.

L.L: Do you know if the school supplied that school for Professor Morgan, or did he just happen to live across from the school?

J.M: You know I don't know.

L.L: That's interesting that he lived so close.

J.M: I don't know.

L.L: And you didn't go to Mount Zion, you went to St. Lukes?

J.M: I didn't I went to St. Lukes here.

L.L: And your family...

J.M: But Mount Zion was the place that we had our commencement exercises.

L.L: Oh really?

J.M: Yeah, yeah we would march from the school up to Mt. Zion and those were the times I was inside that church but that's where we had our commencement exercises.

L.L: We need to get in there and take some photos. How large was St. Lukes?

J.M: Actually it was pretty much the same size as the church now.

L.L: If you could guess how many people worshipped on Sunday, what would you...?

J.M: Oh gosh, less than a hundred I would think.

L.L: St. Lukes is in the Summer Hill neighborhood is that right?

J.M: Yes, yes it is.

L.L: Is your mom still here, is she passed away?

J.M: No, no she died.

L.L: And would this be Jones Street then if the barbershop and the Robinson home...

J.M: That's Jones, that's Jones.

L.L: And is the barber hang out or where you went?

J.M: You know I don't think its there anymore, but it was, it use to be there. I put in things that I remembered, the Summer Hill that I remembered when I was at Summer Hill.

L.L: And the playing field down Bartow...

J.M: This was a field where we, I was kind of the medic or the water boy when we practiced so there was a time when we use to practice on that playing field for football.

L.L: So it actually was kind of a school playing field, it wasn't just a public park?

J.M: No, I don't think it belonged to the school. There was a store on the corner and there may still be, like I said, Dr. Morris Home, there's a store and then this open field there, and it may still be there I don't know.

L.L: Brotherhood Hall I'm not sure if that's still there or not.

J.M: It was on the upper side of opposite that, and it's a tall building, it looked like almost New England, but it was sort of a yellowish...

L.L: (unintelligible)

J.M: ...is it still there?

L.L: I think it is. We were wondering, not wondering, we were out taking photographs last weekend, and we went through all of the streets in Summer Hill, and they all kind of run together.

J.M: Yeah, and that's where I had kindergarten.

L.L: And was it just a school or was it used for other...

J.M: I think it wasn't just a school, no, no, I think that the school was just there for a brief period of time, it didn't last that long, and it didn't occupy all of the facility.

L.L: And then this is your street, Walker Street?

J.M: That's my street yes.

L.L: And what is the Sims store, what kind of store is it?

J.M: Fred Sims store was a, oh it was a small market, grocery store, place that served that community.

L.L: And do you remember these other families to know what they did job wise, did yall interact with them much?

J.M: Yeah, well yes, you know we moved away so I know Mrs. King was a school teacher, Ed Templeton worked for a hardware store drive delivery, and she was a housewife, now she died and he was married for a second time, Marshall I guess I said, she was a school teacher, this was my uncle, and he worked for hardware and also had been a miner and had been worked for the Delinger Company, and his wife was a domestic, but the other thing is my mother had actually worked for a short time, well later own as a domestic, but she was never a domestic, because housekeeping was not her thing, she was more like a companion to the women there, but that's what she did (laughing), and she wouldn't agree with me.

L.L: Do you remember where you guys played, you mentioned the wagon, I mean what else did you do in the neighborhood or were you mostly elsewhere?

J.M: Played in the street, played in peoples' yards...

L.L: Did your mom ever put a limit on how far you could you, like you knew you could go down, you couldn't cross Main or something like that?

J.M: No.

L.L: No?

J.M: No. There was a big swimming hole somewhere down in this area here, she was always weary of that but in terms of limiting where we go, no.

L.L: What was the tabernacle, is that a church or...

J.M: That was the Sam Jones, he was an evangelist, and it was an outdoor, it had bleacher seating area, it was a big, in my memory, a big architectural thing with a, at one point had a roof over it, but I think he use to preach there, and it was a significant land mark for quite a long time.

L.L: Did any of yall go?

J.M: To that church, no, no.

L.L: It wasn't just a revival type?

J.M: I think it was like revival type thing, but I don't know that a lot of people went to it, maybe they did, I don't know. We never did.

L.L: And (unintelligible), yall never lived on (unintelligible) Street?

J.M: No, no.

L.L: And that's Dr. Wheeler's home?

J.M: Yes, yes and this was Professor Anderson's home, and this was my cousin's home here, Ora Mckoy.

L.L: And you've written projects, you mean projects like public housing projects right?

J.M: Yeah, yeah.

L.L: Did they tear down housing to put projects in that area?

J.M: Yes.

L.L: Do you remember if it was poor housing?

J.M: It's poor housing.

L.L: (unintelligible)?

J.M: Yeah, yeah it was poor housing

L.L: And since you remember going through Summer Hill to the school at that time, the public housing in that area did that replace pretty low end housing?

J.M: Oh, oh this is...

L.L: This is separate...

J.M: No, no this is Summer Hill.

L.L: Okay.

J.M: That's Summer Hill, and I just did this little thing here to...

L.L: Be architectural.

J.M: ...to pull my area up into it, but this is a long distance, this is a distance away.

L.L: Okay, gotcha.

J.M: But this is the Summer Hill projects.

L.L: Did you know people who had lived in the Summer Hill projects, this Summer Hill housing before the projects went in?

J.M: Yes.

L.L: Okay.

J.M: Did, you know I didn't know anybody in there.

L.L: But they would have attended Summer Hill correct?

J.M: Yes, yes.

L.L: Or actually I'm just assuming that, were they African American?

J.M: Yes, yes.

L.L: Okay.

J.M: No I didn't know anybody who lived in here.

L.L: And as you came back summers did you here kind of any (unintelligible) about he building of the projects?

J.M: No.

L.L: No. We're interested in getting the reaction of the building of that area you know whether it was greeted, good, glad the slums are gone, or whether people didn't want public housing in the neighborhood.

J.M: No, I don't know the history of that or the feelings about it, nor do I know about the other parts there are another set of projects off of, is it, off Bartow, is it just below...

L.L: Yes.

J.M: ...just below St. Lukes?

L.L: Yes, yeah it's going down the hill.

J.M: Yeah.

L.L: Right down from here. I think it may actually be before, well no, its kind of in this area, I'm not sure it wouldn't encompass the playing field.

J.M: Yeah, I think it's, I think it's here. I was going to tell you something and forgot it.

L.L: How did you feel when the school was torn down?

J.M: You know I didn't know until I came back for a reunion, and I really regretted that. I think it's a great loss, not to have rehabilitated that and kept it as part of this project. My feeling is that for a person of my age and the vintage, I have no ties to the current one and at the all Summer Hill reunion I think there was an assumption that everybody felt strongly about rebuilding the one that was the new

one and that meant absolutely nothing to me, but I would have loved to have seen them preserve this one. It was a distinctive structure it looked like...

L.L: School

J.M: ...like the school yes. I think that's too bad.

L.L: Did you asked any questions, like why didn't they just rehabilitate the old one?

J.M: I did, and I thought that I think I was told that it was too costly to rehabilitate that, I still think it was worth it.

L.L: (unintelligible) preservation and stuff?

J.M: Yeah.

L.L: Tell me about Korea.

J.M: Yes.

L.L: A lot of people consider Korea to be the forgotten war in our American experience, what did your generation think about Korea, did you know why you were going over?

J.M: I went after the war. Korea was, I think, my generation felt that, my brother fought in that war, and from his perspective I think he thought of it as a justified police action, and when I went over I think we just accepted that as part of a duty.

L.L: You were working in...

J.M: It was not like Vietnam.

L.L: You were working in a demilitarized (unintelligible) or...

J.M: I was, no not demilitarized, but in the below the thirty-eighth parallel, thirty-seventh or whatever in a medic unit, at that time I was a laboratory technician.

L.L: And you had just decided to do military service at that point in time?

J.M: Yes, because I think I told you that I had been assumed to be a doctor, and at the time of my graduation I had applied to (unintelligible) and was accepted at (unintelligible), but I had to take physics, and I questioned really wanted to be, to go to medical school whether I was doing this for me, or somebody else, it was at that point in my life, and I knew I wanted to be in health care, wanted to do things, but did I want to be a doctor, and I, so I never went to (unintelligible) and in order to, and instead I went to work for the Atlanta Daily World, which was the, a black newspaper and there I was being trained to be a reporter and to be, to do some of the other administrative stuff, but I was going to be drafted into the army, and I had a friend who talked me into volunteering for the Air Force instead because three years in the Air Force was like two years in the army, and I bought that (laughing), anyway I went into the Air Force and was trained as a medical technologist, again I did not want a career in the military so I did not go to OCS, and I served in Texas, San Antonio for trainings at Brooks Army Medical Center and then Korea, and then California at Castle Air Force Base.

L.L: America was going through some pretty significant changes in that era, after World War II, you know we're suburbanizing, Americans are fairly well off economically, everyone's buying homes and such, do you remember how you perceived the 1950's at all, did you, like I remember the 1980's when the Reagan years was being very economically kind of booming times, do you remember the 1950's that way?

J.M: Yeah, yeah 1950's I was in California at UC Berkley for some of that time, and yeah it was a time of positive, it seemed to me, who was president at that time, that's the way I think that...

L.L: Eisenhower.

J.M: ...Eisenhower, yeah I guess it was not necessarily positive may not be the right word, but it was kind of a comfortable time, and I was focused on career, building a career, getting married, in early 60's my kids were born and then the free speech movements in California and the changes that occurred during that time, and then the Kennedy years, it seems the 50's were a time of being fairly comfortable.

L.L: You mentioned thinking of eras by presidents, when Kennedy was coming in and we were going through the Cuban Missile crisis, do you remember paying attention to that?

J.M: Oh yeah, yeah it was a scary time.

L.L: Did you think we were going to war?

J.M: I think I was, I recall having, yeah I think I did, I did think that, but hoping that we wouldn't, and I think that marveling at the fact that we avoided it.

L.L: (unintelligible), did you have contact with people back here in the south while the Berkley free speech movements and all of that kind of hot bed radicalism was going on?

J.M: ...

(Abrupt end of interview.)