

## Transcript for Geraldine Boone

00:00 Uhm, how would you describe your upbringing at home and at school?

00:06 I came from a family who had religious ties. Everything that we did was involved with the family and the church. It causes the fact. My daddy, for example, was a deacon in the church. And I used to follow with him when he would go too, now wait a minute. Let me say this. Let me preface this. Keep in mind now we're my experiences coming from. The 1930s, 40s, 50s so my age is 85 so and the other thing is. Keep in mind we had no television, so we had to. Work with getting our own entertainment and lots of things that you all don't even do, perhaps nowadays, and we just had to invent a lot of things that made us happy and help us too. Let's say I appreciate the beauty around us. OK, that's the preface. The other thing is, because of the family ties we had with the church, we all lived in a very small community. Everyone knew everybody. Our families helped too. Let's say. Work with other families and this statement. It takes the community to. Educate and to teach children was certainly true. Then during that time, the entire community knew each other. If you did anything that was not appropriate. Oh, and someone else knew about

02:00 it before you got home. Your parents knew about it because this was the way we were taught that he was supposed to be a nice person, a loving person. You were supposed to love God, and you were supposed to work with others as best you could. I think that pretty much talked about my upbringing from infancy on let's see, uhm, I can't think of anything else that would really go along with that, except let's just summarize the situation that our. That my. Upbringing was religious and family oriented. That's fine.

Awesome. What schools did you attend? OK, uhm. um I attended South Hill Elementary school. Now I didn't go to Virginia Beach. I was an out of Virginia Beach resident.

03:09 Norfolk County, South Norfolk. Which became Chesapeake later on. So that's where I grew up. We had a four room school in South Hill. The principal taught the 6th grade. And we had a very small library. And the other classes that were usually two classes. Two grades, I'm sorry. Two grades in each classroom. So that gives you an idea as to the experience that we had. We had first and 2nd grade in the same classroom, classroom, or 4th grade. And then maybe 4th and 5th grade. And I think the 6th grade was the only class whereby there was only one class in there. But believe it or not, the 6th graders. Actually went from one classroom to the other. because they were good at it and taught some of the students in the area in the school? So I I I remember when I was in the 5th grade the teacher had one

young fellow who was having difficulty with his math. She said Geraldine go over there and help him. So I guess I've been teaching ever since I was seven.

04:35

And so, therefore, teaching became a part of me. It even happened even beyond that. I always felt that it was important for me to help others so that the teacher could then teach me more, because if they had to go back and re teach things then I was sort of treading water waiting for my classmates to catch up. So if anybody needed any help, I was like come on, come on now you can get this and I would explain it the way I understood it and many instances they got it, and so therefore the teachers were able to move on and do a good job and teaching us in the classes in our elementary school from one through 6 and then of course, when I went to high school that was even more broad, our high school had what we say. Eight, nine, ten I believe it was. That particular situation existed in that had to catch the school bus. And I was a long ways from home. But whenever we got back home, I would do my homework, do whatever work around the house and jobs assigned by my parents that I had to do for that day. So that pretty much, I think, summarized what I experienced when I was growing up, four room elementary school, then went on to high school. And I think that's as far as I'm going right now. And if you have any questions about when I went to college, I will continue on from there.

Yeah, I'd love to hear about your college experience. OK, I was very fortunate. Now. To be able to apply for a scholarship. Music was in my family from way back. They say that I have been playing. I have been playing the piano, um, since I was three years old. My mother didn't even know about it. My sister was taking piano lessons and she would practice. When she finished and go on about her business and go out to play or whenever she had other things to do, I would get up there and play what I heard her play. And interestingly enough, my mother thought it was my sister continuing to practice for a very long time. Therefore. She came in one day and said to my sister, Marion, Marion, you certainly play so beautifully and and it's all because you practice such a long time and you're very particular about what you do. And while she was coming into the room, she really didn't see me, but it was I who was playing and when she came in the room, she said, Oh my God, my baby, my baby, you? And of course my sister Marion knew. That I had been playing, but hadn't mentioned it to my mother. So during that time people you know talk to people across the fence. She my mother when I was up my baby is playing my baby is playing so anyway so music has

08:00

been a part of my life ever since. Alright, so consequently, in high school my teacher, my band teacher, Mr Owens. Really did a good job of motivating me and helping me to realize much of the things musically that I needed to do. I took piano lessons from him and he prepared me for the scholarship at Virginia State College, at that time it's now university. I went Alright, let me go back to the the portion where I was about to audition for my scholarship at Virginia State College. When I walked out on the stage. And saw. All the

students who these were really students. At Virginia State music, students and otherwise, those who didn't have a class at that particular time in the auditorium, it was filled as a matter of fact, and I do remember now that I, I think about it. Everybody who was from this area who was able to attend called me a homie that was people from North Booker T, Princess Anne High School and of course. Out I don't think yeah, there was one student there who was not in music but in other areas, but they were calling me homie because I was from this particular area. Well anyway. I performed Richard Addinsell's

09:38

selection Warsaw Concerto and won the scholarship. I was able to attend within the state for four years on that scholarship.

09:51

Because of the fact that I had. Worked with students, classmates, all my life.

When I got to Virginia State I was able to work with a very renowned very wonderful musician gifted. Her name was on Undine Smith Moore and perhaps one of these days maybe I've already done it. You have performed or heard some of her music because she was a great composer. When we took theory. Music theory. She had ways of telling us how to do things and do it well, but Needless to say, like I said, because I had always sort of worked with classmates to help them do better so that I could do better. Students were having trouble with taking melodic dictation in our theory class. Well melodic dictation is she would play a melody of eight measures. And we would have to notate it on our music pads. Well, she gave us some some rules as to how to do this. Needless to say, I had no problem with it because I've always been one of those persons. If you tell me what to do. I'll do it exactly as you have told me to do it well. I was always getting A's in all of my melodic dictations. And my classmates were having difficulty getting to that point. Therefore. She would have to redo a lot of things for them so that they could try to catch up, and which of course meant that I had nothing basically to do. So when one day we were outside um, at lunch. And I said to a couple of my classmates. I said, what is it that you all are not doing, which means that you all don't get melodic dictation as you should? Oh, Geraldine, you're

12:00

just one of those persons that is gifted, you don't even have any problems with getting things right? I said, well, no, I really don't. I don't have problems, but I do follow rules. And I said, what is it she told us to do in order to get melodic dictation and do it well. And they went through the four processes that she had stated. I said OK, she said. First of all, listen to the whole thing. The operative word here is listen. The second thing was. Listen again and get an idea as to how many notes and what notes are in each measure. Then the third time start writing down. She would tell us what the first note was. Start writing down what you can get then the fourth time write some more fifth time she played again. Check it so she would play it five times so it wasn't like you had to get it first time. Needless to say, I

said meet me up in her classroom this evening after dinner and I'm going to work with you and all of you and so all of them showed up. I said I'm going to see what we can do about getting you all to do the right thing. Well, they all came up. I had some things written down, some melodies written down there for. When they all sat down. I say it now. Let's go through the rules again. What did she tell you to do? And they went to listen to the whole thing. Number two, listen again and try to envision. And. Tracking figure out how many notes per measure. Third time, write down what you know, what you heard fourth time. Write it again, write even more. Just in case you miss something and then the fifth time put stems on the notes. If they'll quarter notes if

14:00

they were half notes. If there were dotted notes on what kind of notes it is, do that last. And so I said, OK, you got it. They knew the rules. OK, so here we go. The first thing I did, I went round and and took out all the pencils and my classmates said get back here. I need my pencil to write. I said what's the first thing you're supposed to do? We're supposed to listen, I said, and if you don't have your pencil, what is this you're gonna do? We're gonna listen because certainly I remember seeing a lot of them as soon as she started playing. They would start writing. So it meant that they didn't hear the whole thing. But anyway, I took their pencils. And made them listen to the whole thing. That's the first time. Then I played it again and they start doing what she told him to do for number 2. And then before I got ready to play the third time, I gave them their pencils back. And they started writing and you could see the light in their eyes. They were almost smiling because they got it and the 4th time they had an opportunity to go back and check and some of them, corrected a note that they might have missed. And then the fifth time they put stems on notes, dots behind notes, whatever was necessary to make the rhythm what it was supposed to be. What Needless to say the next day. We had a lot of dictation and Mrs. Moore played these lovely melodies. And they did what was supposed to have been done. Everybody in the class got A's, and Mrs Moore said. Well class, i don't know what is happening, but everybody got A's, all right. It's wonderful. Bless you. Oh I'm so proud of you. I remember one of the fellows - Geraldine made us do it and

16:00

I said yes because now she can advance us to more detailed melodic dictation. But anyway, that was the type of thing that I did that I enjoyed doing. I had been doing all my life I've been mentoring and helping even from the 5th grade on up even into college. Anytime anybody had any theoretical problems, Mrs. Moore would say. Go see Geraldine and I ended up being a student intern with her. I literally sat at her feet because she had a lot to offer and she was a great teacher. I think that takes care of all of my college days at Virginia State College, which is now known as Virginia State University, spent four years there and finished in 1958, four years. When I finally finished. Uhm? Then I was prepared to do teaching and passed all of my required courses. I did my student teaching at Maggie Walker

High School in Richmond before I graduated. Did well got good recommendations. Therefore I was ready to apply for a job. When I applied, there were no jobs available because they closed the schools in Virginia because of integration. Governor Amond did not want the schools to be integrated so he closed them. Couldn't get a job. So my husband and I decided we were going and have our family so we went on and had two boys. And when they finally opened all of the schools in Virginia, I was able to get a job in Norfolk City. And I taught from 1960

18:00

to 1993, I think it was 33 years of teaching.

18:10

And there we go. Schools were closed, but they opened and I was able to get a job taught in Norfolk City taught chorus at Blair Middle School. Prior to that I taught music in the elementary school and when Blair Middle School opened, they moved me to Blair Middle School and I told them I said fine I have no problem with that. Now that I'm here, don't bother me anymore. I want to stay at Blair Middle School and you type and they came after me about three or four times to send me to the high school during my teaching experience. And I turned each one of them down and believe it or not, in 1993 I retired. And I was a teacher at Blair Middle School. Loved it. I loved those children, OK?

How did your? How did you think integration affected the community? Well, you know, believe it or not, it didn't do too much because I guess pretty much because it had been talked about so much. Everybody was pretty much ready to accept it and to try it and see what would actually happen. And in many cases it was an advantage and in some cases I think some students got lost in the shuffle. But, by and large integration meant, for example. Everybody had the same textbooks. Everybody had the same.

19:50

What is it?

19:53

Seats, for example, when I was in elementary school, the seats that we had were used by whites too. They were sent, send us what they had and they would get the new things and our books were not. Not good. They were torn, written in they would send us used things. That's the word, but once integration came about, it was equal in terms of equipment in terms of teachers in terms of all of the things that the white students receive, black students were able to receive it as well. There you go.

So did you. You went on to um teach at Norfolk State right? Yes, after I retired. I retired about 10 times from something like that. But after I retired, the word got around that Geraldine Boone had retired (I'm Boone now) by that time, UM, and the prior to that I got a

call from the governor's school. And they said, Geraldine Boone, we have need of a teacher from September until November. And we heard that you retired and we'd like for you to come in and fill in so that when the teacher comes

21:20

the class will be in order because we know you know what to do. I said OK 'cause really I had planned to do some composing during that time. In fact, I was composing the phone right. But anyway I re I rearranged a lot of things so that I could go to the governor's school. And I taught until November. And when the teacher was expected to come. I had everything, the enrollment. They had the achievements of the students and all of that and gave gave it to the person who was supervising and he said, well, Geraldine, we really don't have anybody to take that class that teaching position would you just please please, please stay. And I said, well, you don't know what you've done.

Redo my schedule for a whole year. And of course, the students were looking so sad. Miss Boone, please. I said OK, OK, OK. You got me? Needless to say. I stayed there for about 5 to maybe six or seven years. I hadn't expected to stay there but three months now, but I stayed there for about 6 years. When I finally retired from the governor's school. The word got around the Geraldine Boone was available. She had retired. Norfolk State called me, the chairman of the music department, said the students at Norfolk State need you. I said need me for what and he said. Well, we've heard about you and how you teach theory and students love. to work with theory. Where you've just come from and our students are having difficulty. That's OK, OK, we need you Tuesday and Thursday and they told me my schedule. I said here we go again rearranging my schedule. Needless to say, when I got there. I was listening to the way it was being taught by the person who was leaving because the person who whose place I was going to take was leaving to go to another school out of the area. And I said well to myself, I said, I see why students can't stand and hate their the way she's teaching. It is not very interesting, and she's speaking above their heads. Well, OK, she gave me the book. She gave me all of the things that she had done and she got ready to say to

24:00

me. Well, you know this student right here is having difficulty with this and this. I said, don't worry about it. Let me discover for myself and we will work with it. Well, Needless to say, I went in to teach the class. The next day.

24:15

It was a difference in attitude. And that I made sure that everybody had something to do that was meaningful toward what it was that they were supposed to do during that class period. When they finish that particular class, they all ran down to the supervisor and said. Where'd you get that Lady from? Talking about me. Understand what that other lady who was trying to teach. And managed to say after that there was no problem. Supervisor came by one day

and the students were even laughing in my class. And so when he saw me he said your students are having a good time. I said Oh yeah, theory is fun. It's all why you wanna know why you write such and such a note and why such and such a note doesn't sound good if you play it this way and that. He said I sure wish you had been my favorite teacher, so that's when I went to Norfolk State. Stayed there until I retired. It was time to retire again. So three times retired. There you go playing for church. Both at times retired from church work, so I retired from something musically. Eight or nine times there you go. Yeah, I enjoyed Norfolk State and a lot of those students call me even today and thank me because they too have enjoyed and they are able to go out and do well with their students and teach them a great understanding there you go. That's awesome from 5th grade to when you retired from Norfolk State. How is your

your experience with teaching changed?

26:05

OK, yeah, I'm laughing because it really has. It has been. Technology has played an important part. A lot of the students don't play piano. They play keyboards. Therefore, when it's time for something to be soft. It's not necessarily soft. Everything is loud, loud, louder. Expressions and phrases and melodies and tunes are all. Pretty much loud and yell if you hear someone saying something softly, it's it's really refreshing. And every now and then you do hear popular singers sing something and you really had to tune your ear to it. And so I revelation to enjoy quiet music. We gotta have all kinds. Our life has to be a diversity. It has to have ups, downs, ins, outs. It has to have loud, soft. It has to have beauty sometime. Chords that don't blend, which of course if you hear something that's that does not blend and you're in the other room and you hear a chord, you'll run back and say oh, something happened. What happened? What happened? Music tells us a lot about life and we are able to express it in such a way that we know what's going on from one person to the other, and we can express it that way. Creatively and artistically, there you go.

So you said technology changed your teaching experience? How have you seen it changed society and and social interactions as well?

27:57

In fact, the matter is if you have the technology skills, you're pretty much. Have everything at your fingertips. Whether you can play the piano, whether you can play the trombone, whether you can play the trumpet, whether you can play the organ, and in fact. Right now the organ is almost Neil you you don't hear a real organ anymore. If you ever go to a church that has a a pipe organ. It is heavenly. It is wonderful, but anyway, technology has taken over and I would say made people pretty much lazy. They don't have to do much anymore because it's the technology has done it for them. So a lot of people have gotten into the habit of. Just pushing buttons and that's it.

28:52

Very true, very true. So this is changing the focus of our conversation a little bit, but how did your perspective of whites change from before integration of schools to after? How what say it again? Your perspective. All. Of whites

29:17

what was that word? Whites WHITE

29:23

OK. How did my perspective change? Uhm?

29:28

As a result of. What was the last thing you asked?

29:35

Of integration Oh no Missy.

I really didn't have any big. Change because I was taught that if you're doing the right thing, you don't have to explain it. People know who you are. And if you are real, and if you're good. Good will come to you and very fortunately. Things have been done well now I did encounter, for example, when I got my masters degree, I did go to an integrated university or Eastman School of Music in Rochester. Because of the fact that. That was the school that my teacher Mrs. Moore recommended that I go and she said when you go get your masters degree in theory because you are born theory teacher and you understand it, you were able to explain it. And um. Make it work for just about anybody. When I got there and believe it or not, when I walked in the door. And of course, wait a minute, let me go back in order to attend Eastman School of Music I had to take three entrance exams.

31:00

And I had no problem with them. They Mrs Moore had done a good job of teaching all of that what they ask. Well, Needless to say, when I report it to my my what is it? Teacher who's going to be in charge of me like I'm I forget the name of the word now, but you would know what I'm talking about.

31:27

OK, when I walked in the door. He looked at me with the expression.

31:34

I said oh boy, not one of those up here in New York. Well, he sat down and so did I.

31:44

And he said. What school did you attend? And I said Virginia State College. And he said you want to get your masters degree in theory? I said Oh yeah. Well you won't make it here. I said yes I will. I said look at my test scores. And when he opened my file. I had aced all three of them.

32:18

And it shocked him, but Needless to say.

When he got ready to talk to me about my curriculum. All the classes that I had to take, he first said. Virginia State I've. We've heard I've heard that name before. We've had. Three of you. Oh boy, I love you. I know what that means. That's code of you black people. OK so.

32:53

I said my favorite teacher was on Undine Smith Moore. Oh yeah, Oh yeah, Oh yeah, great lady, great lady that. So yeah very much so. And once he finished talking about her, he understood that I was going to make it there and I wasn't going anywhere 'cause he tried to get me to change my major and that wasn't gonna happen well anyway. After that encounter, I had to take a class with him. And of course. I said to him at the interview that I first heard what he said to me about. I wouldn't make it there. I said well in passing to come to Eastman on the street here there's an NAACP office. And I wasn't expecting that type of expression and the the things you're saying to me need to be done up here in the north. Yeah, we always thought that people in the north got along. They did what they had to do and I said now don't make me have to go to that NAACP office and report you. And he felt that he almost fainted when I said that now I was not a mean person, but I just wanted to let him know that I was not a type of person that was going to let anything that they did. Bother me. I had no problem with much of my classes and there was one class. The first day I had difficulty with and what happened was this. They were saying one thing musically and I understood that, but it was taught to me using other terminology in the textbooks that we had used at Virginia State. So after class I sort of hung back and talked to the teacher. I said now I know what you're talking about, but we didn't call it that in my in my theory classes we had other terminologies and I explained

to him. He said oh, I see what you're saying. What you have to do now? Let's go get the textbook that we use here at Eastman School of Music. Even the one way back for our undergrad students and read up on it. That's OK, fine. I went and bought the book. Stayed up all night long. Read from cover to cover. And the next day when I went to class, because this is summer school. Now you go every day the next day when I went to class, my hand went up. And I answered everything correctly from then on and so after class he said haha. What did you do last night as I read the textbook from Page 1 to page 59, that you did a good job. I had no more problems anymore. As you can see if you find yourself having trouble in any of your classes if you sort of hang back and talk to your teachers, let them know what it is. You need pretty much. They will help you and direct you to some area or

other resource that will give you some aid so that you can do anything that's necessary to increase your learning. There you go.

36:21

How did your? How did your general college experience change? I know one is undergraduate and one was graduate, but how did your general college experience change between the two universities? Well, it really didn't change at all in that. Well, OK. The only thing I can say is the classes are smaller at Virginia State. There were 13 of us in that music class at Eastman School of Music because people were from all over the United States and actually from Europe. I'm sure. Yeah yeah, they were. They're from Canada and from everywhere. The classes were larger. But the teachers all were competent. All wanted to assist and aid anybody in in any way if they were having trouble so that that basically was it. The sizes of classes the teaching was always very good. Understandable that teachers would bring it down to the level of the students so that it could be understood. So I I didn't find any difference in the teaching of of music from one

37:34

college to the other. From the black experience to the Integrated Experience, music is music and if you can find the place where you are going to do whatever is required, you won't have any problem. I don't care where you go.

37:53

Well, that's nice. How did so so from when you were learning in an HBCU to when you were teaching an HBCU? How did that change?

38:07

Learning HBCU and teaching HBCU. Like did you see the like the general experience to the students? How did that change?

No, not really, because. Education was always. Something that. uh My colleagues were endeavoring to get they were taught at home that education was something to experience to obtain, to change you and change others. And the expression was. When you get educated. It's in your head. People can't see it and so therefore it's nothing they can take away from you. They can't take it away from you. Education was always supposed to be one of the things whereby you were supposed to.

39:10

Let's see I'm. I'm reaching for words right now that that they used to say back during the olden days. And now that I'm older it it's funny for me to say that. Education is the key to everything that will make life beautiful for you. It helps you to know what others are thinking. It helps you to know. How to express yourself and. People during that time used to talk to one another. Nowadays people don't talk. Email a lot.

39:48

I want to hear your voice and that's the way it is. And you know a lot of things. That we do vocally, you can. You can really make it work for a person in 10 minutes where a bad email. You might have to email all day long and you're answering only one thing at a time. But when you hear what the person is asking then you can create an idea to get the answer to the question. So I I don't recall that there was any change. No, there was no change in the perspective of the teaching. From either the HBCU or the integrated school, everybody was there to learn and the teachers were there to teach. That that's great. I'm glad they've they've really retained the same general spirit. Yeah. Would you have a better understanding of in the world now that you didn't understand when you were younger? Whoa, a better understanding of the world that I didn't have. oh Wow, I don't know, but I'll have to think about that. That's rather broad. I don't think I can bring that down to any specific anything, what have I learned? I can't answer that. I'm sorry that's quite a question, believe me. I need to write that down let's think about it. Yeah, yeah, I'd love to hear from you later on.

41:34

OK, we shall see.

41:39

What significant challenges do you remember the most?

41:44

Significant challenges. In in regard to. What education in regards to? Sure, let's go with education. What challenges?

42:06

Let's see.

Oh, significant challenges. Alright, let's let's just go with my experience with. The middle school.

42:23

After I had taught on the elementary level. And by the way Mrs. Moore, my theory teacher recommended that all of us teach elementary first, because if you can teach and get students to understand music on the elementary level, you can teach anybody. So I did start. Uhm? Elementary chorus and my students i taught theory I didn't just teach him just to sing. But they all could go to the piano and. Play a few things. They didn't always have to have me to bang it out for them to to learn their part. And of course a lot of. My students, which left me at Blair and went to other high schools. For example, the teacher that I filled was the one at Maury and she said she could tell all of my students when they came in. Because they were well prepared and I said well prepared in what way? Well, she said I will

give them a piece to sing for me. And she would say, OK, I will. I'll play a part. They said no, thank you very much and they were going play themselves. Now these were students who have been in my chorus and my choruses. I would have maybe 70 and 80 kids in my choruses and I started a boy's choir way back then. And even. Out. Had the principle to schedule. Class just for boys to sing and OK, that's one thing

that I did that I really want to make mention. Boys would, for example, in a class of. Let's say 60 singers. There will be 10 boys. And I said, wait a minute, this is something and they would balance the choir sound. But I said in terms of numbers, that's not a good balance. So I proposed and for about three years proposed having a boys class section just for them. And. It would come back to me no no. So finally after the 4th year I was teaching. And my principal said to me on the loudspeaker, Mrs Boone. You have asked for a boys choir section to teach. And from this point on the third bell will be boys choir only and so that was a challenge. But prior to that I had had the boys to come back to me after school and I would work with them. And my reason was this. I thought, and I they really. Told me it was true that they were overwhelmed with so many girls. And they felt swallowed up. But when we had a boys choir and they were all boys, tenor one, tenor two, baritone and base they felt very uplifted and they felt qualified to sing. Anywhere and of course, when I would combine them with the other girls, they felt rejoicing because they felt they were ready for it. But not only that. I ended up with a boys choir of about 50. When I when I left Blair, 50 boys in a choir you're talking about a gorgeous sound. It was great just hearing boys by themselves

is an enriching sound already, so that was a challenge that I was able to implement and I enjoyed it. And I see a lot of that happening even today. I can't think of anything else that comes to mind right now, but I've had plenty of challenges. And I will sit down and think, think, think. Write down a lot of things and then weigh the options to solve it. I think that's pretty much all I can say right now about that. OK.

46:38

Alright. I'm. So what advice would you give to future generations coming up who still feel that more change in society is needed?

46:54

More change in society is needed.

In terms of.

47:05

In terms of all understanding each other. Yeah. In terms of the home playing a greater part than it has, teachers have had to be more than a teacher. They've had to be a psychologist. They've had to be the discipline they've had to.

47:31

Do a lot of things that really had nothing to do with their training and school that provided for teaching. The home still needs to play the role. That's there. Parents needs to. Talk to their students that their their child, their son or daughter. They need to listen to their son or daughter and then encourage them to do more. Don't just do what's there in front of them, the SOLs is fine. But go beyond the SOLs, take some more classes. If you're bored is because you've gone as far as they have given you. So take some more classes that will advance you and make you. And this is the operative word. Think people don't think anymore. They react and then it's too late after they have made the mistake. People are afraid of silence. They much rather say uh, and during my time. You didn't say uh, uh, if you had something to say and you had to think about it, you would do this.

Well, now this is what I say as required of thinking about it. Did you notice that I don't use a lot of, uh, and that and it's because schooling during that time taught us to think about it before you speak. That's important always will be. The family. The school. The church those three are extremely important and are tied together. Anytime any one of those three is left out. The student loses. You've got to get back. Into the old fashioned ways of doing things. There you go.

49:54

And how do you think we would be able to do that? You have suggestions that we can implement in our own schools.

50:03

Whoa.

How do we? OK. Teachers are required now. To call parents. And. Anytime they are. Having trouble. With their child they get that information. But the other side is. Teachers can certainly call parents and let them know when they are doing well. I think that will motivate their child to do even more and to carry the other classmates along with them. The church. The school. And the home have to work together. And I. I think I've noticed that there aren't too many people who are going to church and getting their training. As they did during my day, we went to Bible study and to Sunday school as they call it. We went to the evenings session called BYPU. Youth. Uhm, scripture and all of that was taught just to the youth we did a lot of great things. People don't go to recitals too much anymore. Because of the fact that everything is produced. Musically, mechanically. People don't have to do anything but turn on the TV, the radio, and there it is. Our entertainment back during that time was when the churches would have. What they call. They call it now. I'm telling you.

Well, they call it what they doing on TV now. Talent night. Churches would do that. They would sponsor teas in which students who spoke well, who played instruments well, they would feature them on programs because there was no television. It was only radio. That's

all we had. I think. If those three, the church, the school, and the home were to try to come together, I think it will work. The leaders have to get together, combine and talk about the things that students have need of to make sure that what they provide is. Important and necessary to the home, school and community. I think that's pretty much all I can say about that, but it can be done. We've got to learn how to talk to one another and enjoy being around each other, so I hope people will. Continue what they're doing and continue to do it even better.

53:14

Right? Is there anything else you'd like to share? Well, let's see.

53:22

I'd say pretty much. I have summed up all of the things. That made an impression on me. I have always enjoyed being around people. Who wanted to be around me? But if they didn't want to be around me, I have other things to do with my time.

If you don't wanna be around me, don't get upset 'cause I certainly won't. I have other things that I need to do, want to do and can do my music. I can sit down and play for a couple of hours and could care less whether anybody said anything or made me do anything when I was growing up. I just enjoyed life. There are so many beautiful things in life, not just music. Art. Reading about other people. History. Books. There are just so many beautiful things the sun coming up. The sun going down at night. The beautiful way people keep their homes. The beauty of the way people talk to one another.

54:40

I just don't understand why there is so much for example violence. If your mind is in a book. That has beauty and explains it to you so that you will enjoy it. You won't have time to think about. Shooting somebody. Or talking to them and bullying them. Or all of this? I can't even go through the number of things that we are hearing on TV. And as a matter of fact. That news is just I can't listen to it too long because it's depressing. Life is all about. Loving one another. It's all about. Getting along. It's all about working with each other to make the other person feel good, do unto others as you would want them to do unto you. That's it.

Alright, well this has been amazing. Thank you so much for sharing your time in history with us. We'd also like to invite you to a black history gala in February of 2022. Uhm, we'll have more details. As the time goes, but we'll be sure to email them to you. Wonderful be my pleasure. Have to be there.

56:05

Thank you again. This is this is amazing. Yes, ma'am, that we appreciate you so much. I was I was sitting over here smiling the whole time. I just enjoyed hearing it and I wish I would've had a music theory teacher when I was coming up. I didn't have one available to

me so I missed out on that. You can go on and get it now go on what? What did you play? So I actually I actually well, OK don't put me on the spot but I did. Chorus a whole lot but then I found I found that my talent was in writing lyrics. I'm more of a writing lyrics and performing I did hip hop and stuff like that and and so that that was that was my my history of music and I have I managed now I have a young lady who's a producer, singer songwriter she's she's super talented. And I have a a producer. He's a music producer. It's funny that you said that, though, because he's a traditional musician. He plays several instruments. When he does the production on the computer. So it's funny to me 'cause he knows music. It still does it on the computer so, but you can tell that he understands music. You better believe it. There's a difference. It really is. Oh yeah, his melodies, I mean is are just.

I couldn't touch it with a 10 foot pole. So he's he's very... fantastic. I'm glad to hear that. Keep up the good work. Thank you. Thank you. OK, did I answer all of the questions that not all of the questions? Did we go through enough for your class to discern what it is you wanted to do with the information 100%? So I think so. Please we're putting together a an entire dialogue from several people as well, so just just because we wanna be able to share multiple experiences, and because you know everyone has had multiple experiences and so you know, I think some people felt like their experience wasn't important enough, but it is because we need to hear it. We need to document it. We don't have history and this is how we this is how we build our own history through talking and through, you know, talking to people that. Were there before us, but yeah, yeah we have to sell at some point we have to document our history and this is how we do it all right? Well, keep up the good work. It's necessary. Yes, so much. You are welcome. Alrighty, well we will be in contact with you and we will hopefully see you in February once we get everything locked in and settled up with that. My pleasure alright, Mrs. Boone, Take care. Alright thank you alright. Thanks again Jada. Yes, Jada you did well.

58:53

Alright y'all take care alright bye bye bye bye.

