



## **Transcript for Waymon Stover**

**Waymon Stover:** I was a student at a Rosenwald School during my first and second grade education.

**Valinda Littlefield, Interviewer:** Describe the school.

**Stover:** It's a three-room school. The school consisted of three teachers one was considered to be the principal; heating was primarily the old pot-belly-stove. The school didn't have any running water, we had water from a source near the school, there was an electric pump and of course it had two outside privies, one for the girls and one for the boys.

**Littlefield:** And the inside, how was it setup? You talked about the stove was there an industrial side or not.

**Stover:** No, primarily the academic side. The physical features, it had the long windows ample lighting that would come in from the East side of the school North East side of the school. There was a partition between two of the classrooms that would allow it to be opened for community and school assembly programs. I can remember at one time when we would have what we would call a cake-walk or we had community plays and other kinds of activities and I guess this was the only open civic building that you could go to and I remember that part of it. The desks were joined together, the desks that you ... the bench that you sat in was facing the desk of the person that was facing in front of you so you were writing on the desk of the student who was sitting in front of you so it was one of those shared kinds of desks. The teacher that I remember my first and second grade teacher was very stern, but I thought she was very fair, motherly type.

**Littlefield:** Do you think teachers had ... black teachers had an impact on the civil rights movement?

**Stover:** In regards to?

**Littlefield:** Directly or indirectly.



**Stover:** I think very much so. I think ... and I certainly don't want to imply that we thought that we had necessarily more to gain or lose if it didn't work, but I think there was a strong determination on the part of black teachers to make it work because we at that time were not generally in control of any aspect of the school, the schools board was predominantly...as a matter of fact all white. And all of the decision making process took place from the school and from the community and we had very little authority in running the schools and we often thought that there were things that we didn't get because we were not part of the decision making process. So, I think black teachers made a conscientious effort to ensure that the desegregation movement was a success and I think we probably petitioned we were on the outside we petitioned the group to come on the inside so it was because I think mainly our insistence that it would work that it did work as well as it did.