

Oral History Interview with Monroe Grant
Parchman Oral History Project
Interview conducted by Courtney DeLong

- 0:40 DELONG: Alright, perfect. So we're rolling again. And this time the sound seems to be working so, Monroe, if you wouldn't mind just introducing yourself, saying your name and your place of birth and date of birth.
- 0:59 GRANT: Monroe Grant. Is it coming through? October 13, 1938
- 1:08 DELONG: Great, um and where were you born?
- 1:12 GRANT: Yazoo County.
- 1:13 DELONG: Okay, um, would you tell me a little bit about your childhood?
- 1:19 GRANT: I grew up on a farm, working hard and, you know, picking cotton, chopping cotton and doing things like that. It was fun though
- 1:31 DELONG: It was fun?
- 1:32 GRANT: Yeah, but hard.
- 1:36 DELONG: And how did you go from growing up on a farm to becoming a teacher?
- 1:42 GRANT: I went to... I attended college. Anything else you wanted me to add to that?
- 1:48 DELONG: Whatever you want to share.
- 1:52 GRANT: I don't know, I feel you know, you said, well, I wanted to do something different. After working in the field, in the hot sun, many days... although it was fun, but, I felt like I should have done something different later in life. This thing is recording what I'm saying?
- 2:11 DELONG: Yeah.
- 2:13 GRANT: You need to edit out something I don't want, right?
- 2:18 DELONG: So what will happen is we'll transcribe the full interview and send it to you. But in the documentary itself, we'll edit stuff out. Is that...that makes sense, right?
- 2:30 GRANT: Yeah. I'm assuming.
- 2:32 DELONG: Yeah. Would you tell me a little bit about... where did you... where you attended college?
- 2:38 GRANT: I attended college, Jackson State. Jackson, Mississippi.
- 2:45 DELONG: And why did you choose to attend Jackson State?
- 2:48 GRANT: That was one of my favorite place.

2:54 DELONG: And how did you decide... what did you study there?

2:57 GRANT: Social Studies.

3:00 DELONG: What did that mean? What kind of classes did you take?

3:02 GRANT: Oh, government, economics, American history and world history

3:10 DELONG: And which was your favorite?

3:12 GRANT: U.S. history and American government.

3:17 DELONG: What... can you tell me about an assignment you did in college? That meant a lot to you? That you felt like helped you grow.

3:23 GRANT: I did... I did a term paper on Lincoln's prairie years. I enjoyed that. Because it involves a lot of reading books and stuff. And though, though, that probably was the most exciting thing I did, I used to like to read a lot. So anything that related to reading, that was my thing.

3:52 DELONG: And when in college did you realize you wanted to use your degree to teach?

3:57 GRANT: I really didn't plan to be. I really didn't plan to be a teacher. My mom, my mother wanted someone in her family to be a teacher so I chose... so I was the chosen one at that time. So I decided to do that to please her.

4:17 DELONG: And when did you start teaching?

4:20 GRANT: 1967.

4:25 DELONG: Where's the first place you taught?

4:28 GRANT: Alan Carver High School. Here in Charleston.

4:32 DELONG: Can you tell me a little bit about how you saw the job and how you got hired?

4:37 GRANT: Hmm, the principal called me and I came in for an interview. That's when I was hired.

4:49 DELONG: Can you tell me a little bit about the principal?

4:51 GRANT: Oh, he was a great man. I admired him deeply. He was... I considered him to be, based on what I understood about these sort of things, he the ideal principal. He was concerned about the students.

5:11 DELONG: Could you tell me a story about one of the things he did with the students that impressed you the most?

5:16 GRANT: Say that again.

- 5:19 DELONG: Sorry, would you mind telling me a story about something, a time, he did something for a student that really impressed you, whether in the classroom or after the classroom?
- 5:30 GRANT: There was so many things, and you know, a long time ago, I don't know whether I can give a good picture of it. We weren't the most... When we go in government and civics studying about the court system, we have a crowd, and usually as we finish and they learn how to system work, we have a court session. That's probably one of my greatest things, because those kids were really good at being lawyers and somewhere... winning... and all those things were outstanding. Therefore, that was probably was the most, the most important thing, to have court. We had court in class a lot of the time. Usually I liked it when they studied something we had to put in real life, so it could have meaning to them. I hope you understand what I'm saying.
- 6:25 DELONG: Yeah, that's so cool. I would have definitely loved that. And, so, can you tell me which class did you teach at Alan Carver?
- 6:35 GRANT: I taught American government, economics, U.S. history and civics, I believe.
- 6:46 DELONG: And... did you... so you taught for two years out in Carver before the schools integrated.
- 6:54 GRANT: Yeah, about two, give or take.
- 6:57 DELONG: Can you tell me a little bit about what the school itself looked like?
- 7:02 GRANT: Well, I consider it a typical school at that time, in a small town and... a typical school. And the people were so friendly and therefore caught my attention. They were real friends of mine and as a matter of fact, I had planned to leave this time, the first... I said I'd never stay here. But, one year was so small. But I liked the people so well, and therefore what taught me the most, is people. And the principal, and all those people were--to me--they were outstanding. I hope I'm doing this right.
- 7:41 DELONG: You're doing great. Thank you so much for your time again. And so, at Alan Carver, did people ever talk about wanting to integrate with Charleston... with, I mean, East Tallahatchie High School?
- 7:55 GRANT: Oh, people in Mississippi, like in other places, they always want to integrate those schools because they felt that they probably get better facilities, better materials and

equipment, all those types of things. But, overall, but I think the kids liked Alan Carver. I know I liked Alan Carver.

8:20 DELONG: How did you feel knowing that East Tallahatchie often had more funding or more resources than Alan Carver?

8:27 GRANT: Oh, most people don't like that. I didn't either. Because you... Sometimes you might have misinformation, you see, because once you get to another place, it might not be too much better off than where you came from. Because Alan Carver was doing pretty good. I hope I'm getting this right.

8:52 DELONG: You are. It's not... there's no right answer. It's just how you feel. It's all what you think. So can you tell me a little bit about... how did you guys first find out this was schools were going to integrate

9:05 GRANT: Oh, in the news. See, there had been a full, you know, Supreme Court ruling, Brown vs. Board of Education, in 1954. So definitely in the process for a long time. You know, there were rumors that the schools were going to integrate. But you know, most people figure out a way to get around that, so finally in 1960...I believe...1970, we decided... I guess we were just about the fourth to integrate here. I know we integrated in nineteen, I believe the year, '69, '69 or '70. I can't remember that part. But, '69 or '70.

9:57 DELONG: And so you all, all the Alan Carver teachers, y'all found out in the local paper?

10:02 GRANT: No, no people talked, you know how people talk. And then national news, you don't have. And the national news, you pick up more in the state news. We had the Clarion Ledger was one of the papers that... they had a lot of research, and stuff like that. They reported practically everything and so you'd get out the newspaper too. I don't know whether the local papers did too much in that because we didn't have a one... all the newspapers came out once a week. And... I hope y'all can hear me.

10:41 DELONG: And so when the schools first integrated, what was the first day of that school year like?

10:47 GRANT: Well, I think they were all excited to move. You know, there's always gonna be some apprehension. You know, everybody who is going through a change, you always apprehensive to a certain extent. But it was better than I thought it would be, I'll be honest. Because the kids seemed to get along well, to me. It seemed like everything went pretty smoothly.

- 11:15 DELONG: And how did the parents feel about it?
- 11:18 GRANT: Well, you're always gonna have parents in opposition, because most times, especially the older parents. But, it went on pretty well. We didn't have any problem to a certain extent. Those that didn't like it went to the private school.
- 11:39 DELONG: And so, we've heard a lot about a busing plan, a busing plan where students were bused.
- 11:47 GRANT: Oh, yeah, yeah. Yeah.
- 11:48 DELONG: Can you tell me a little bit about that?
- 11:51 GRANT: Just basic bus. For example, they didn't want the closest one school... that was a problem about changing the name of the high school and to that school. So what they did is they bused kids over there and from over there to over there and they all took the classes that they needed. So eventually, they got tired of that and they consolidated. They made that school a junior high and they taught the classes that they needed over there. When they left the junior high, they came to the high school and that solved that problem. So that busing was a mess to me. Most people didn't like busing because the kids, the kids had to go through too much. I think they bused for about a year give or take a year, two years.
- 12:49 DELONG: Do you know anything about the student protests against the busing?
- 12:58 GRANT: Not really. A lot of protests about busing, but a lot of the protests were about changing the name of the school. I had a lot to do with that too. See, like Alan Carver and East Tallahatchie, you know, the previous school and name change... now that caused a little stir. So they finally changed this to East Tallahatchie and this to the middle school. Oh, Alan Carver was changed to a middle school and East Tallahatchie was changed to Charleston High School. So that solved that problem. Everybody seemed to go along with it pretty well. But you are always going to have some people who might not be a fool but you don't worry about that.
- 13:49 DELONG: Do you know who Alan Carver is named after originally?
- 13:53 GRANT: It was a principal. I didn't know him. He had left when I came in. His name was Carver, Alan Carver. It was named after a man by the name of Alan Carver. He was a leading indicator right here for a long time. Alan Carver. That's who it was named after.
- 14:21 DELONG: Is it okay... I'm going to ask you about some specific students right now and if you knew them. Did you know Miss Mary Alice Dogan?

14:32 GRANT: Yes.

14:33 DELONG: Can you tell me a little bit about what she was like in the classroom?

14:39 GRANT: She was a brilliant student. She was really, really brilliant. She did well in school.

14:47 DELONG: And what about... Did you know Mr. Sammy Jackson?

14:51 GRANT: Oh, yeah, he was an outstanding student. All of them kids. Most of them kids.
That is one reason why I stayed. We had some good students.

15:02 DELONG: And did you know Gloria, who was Michael Herman's sister?

15:08 GRANT: Gloria? Joan? I can't recall a Herman.

15:13 DELONG: She might have been later. And also Mr. Jerome Kenneal.

15:18 GRANT: Oh, yeah Jerome? He was a bright student too. He was real gifted.

15:27 DELONG: So these three students were all really big in working with Miss Lucy Boyd. Did you know Miss Lucy?

15:34 GRANT: Oh yes. Yeah, yeah they were with her.

15:40 DELONG: Could you tell me what you know about that?

15:44 GRANT: She would... although, at that time... I don't know whether they work with Miss Boyd or whatever, because you had another man who was the president of the NAACP and they worked. Most of those students worked most with him and she came on later, later.

16:04 DELONG: Um, and so thinking about what they were like in the classroom and knowing that they organized a boycott against various local businesses at one point and they also protested some of the busing and we're actually...

16:17 GRANT: Yeah, yeah, that was part of it. The kids went on boycott and basically got what they want. I'm assuming they still sacrificed and came back.

16:30 DELONG: So can you tell me a little bit about what that was like as a teacher? How did you learn they were boycotting? What happened from your perspective?

16:37 GRANT: That one is easy. Because a lot of students, they came to tell me everything that was going on, basically. You know, I guess I was pretty popular with a lot of them. So they came back and told me a lot of stuff. You know, the students would tell you. The students can tell you now. You know that. You probably did that when you were in high school.
Yeah, they came back and they said how they felt about it.

17:04 DELONG: And what did they say?

17:06 GRANT: They didn't care too much for that busing. Like I said, the two major problems were busing and the name changing, the name of the school. Those were some of the issues that they had to deal with. But, they worked them out. Everything came out fine.

17:26 DELONG: How long were most of them out of school for?

17:30 GRANT: It's been a long time. I hate to say it if I don't have it right, but they were out a few... maybe a month, a month or two

17:39 DELONG: And how does it make you feel? So we interviewed Mary Alice a few weeks ago...

17:44 GRANT: Who?

17:44 DELONG: Mary Alice.

17:45 GRANT: What about her?

17:47 DELONG: I interviewed her last week, and she told me a story about a group of students being put on a bus and sent to Parchman Farm.

17:53 GRANT: Oh, yeah, once they told them to come back... Yeah, I had forgotten about that. Yeah, they sent them to Parchman for a while.

18:06 DELONG: How does that make you, a teacher, feel?

18:10 GRANT: It was quite hard if you didn't like it. I didn't like it. I imagine most of them didn't like to see the kids go to Parchman. But they seemed like... they didn't seem like they were disappointed because they were doing what they wanted to do. They wanted to achieve an objective, so they got that objective achieved. I'd consider that... They were satisfied. Those kids were pretty good student back then. They were pretty good. They weren't violent or anything.

18:41 DELONG: Sorry, just one second. I'm going to move these for you. Do you want me to just put them on here?

18:46 GRANT: Yeah. Shoot, I'm messing up.

18:50 DELONG: No, you could not be doing better, truly. You are wonderful. And, so you said that they didn't want any violence?

19:02 GRANT: Oh no the kids, they wanted violence. But I didn't see it. If it were there, I didn't see it. I'll put it that way.

19:11 DELONG: So can you tell me more about which civil rights leaders you think made an influence to the kids?

19:19 GRANT: Ummmm....

19:25 DELONG: A lot of them talked about, I think, being really influenced by Dr. King. I don't know if you knew about that.

19:29 GRANT: Oh, I thought you were talking locals, because Dr. King, everybody knew about him. He probably had more influence than anybody.

19:37 DELONG: I was wondering, I guess, in your civics and government class, did you handle questions of protest ever and nonviolent resistance?

19:47 GRANT: Oh, yeah, that came up all the time. Students always talked about that. And I felt free to talk about it.

19:56 DELONG: Can you tell me a little more what you would tell them when you talked about it?

20:00 GRANT: Tell you more about what we talked about? We talked about what we thought was right, you know. That we felt that all students should have been dealt with equally and basically that's what it was all about. That's what it was all about... all of them must've felt... some of them felt... it might have been, the students in in particular, might have felt that they were not treated quite well after the other. But, but that worked itself out. No big deal. I don't have nothing, because I forgot a lot of that stuff.

20:47 DELONG: And did any of the students ever come to you for legal advice or anything?

20:51 GRANT: Legal? I wasn't no lawyer.

20:52 DELONG: I know! But you knew a lot. You talked about it. Did anyone come and ask you for advice?

20:57 GRANT: Yeah they always asked for advice. I gave them good advice, too. At least I thought it was good advice. Usually, I said.

21:06 DELONG: Do you remember any specific conversations you had with someone about it?

21:14 GRANT: Basically, what they were talking about the relationship between the student and teacher and stuff like that. That's what they were talking about. Specifically? It's been so long it's hard to give a concise, detailed picture of what it was. But they talked a lot about it. They always came to me because I explained how government works. See, when you teach government, you explain how government works, you know, democracy, people have a right to choose their leader and stuff like that, make the city. Although the kids, they might have felt in that town, the black in particular, might've felt that that town might've not had, played a big role but that was something... that leader played a key role, out there. Mr. Beauclair, he

had a lot of influence, and... I can't think of all these people right now. If you want to talk, I think about them all the time. Dr. Beauclair and Mr. Grey and Miss Barr, she played a role during that time... I try to consider... I can't think of all... There were a lot of people, you know, who were very, very instrumental in making the school system work out for the best. I think they did well in making it work for the best. They had to make it work because they had to work that way because a lot of people, they wanted to change that school, more about... you know, East Tallahatchie wanted their thing and Alan Carver wanted that thing, the mascot and all those sort of thing. Name of the football team and stuff. All the locals had a fundamental problem with that you know, those type of changes, the change in the name of the school, the football team and stuff like that.

23:42 DELONG: What was Alan Carver's football team named? What was East Tallahatchie's football team named? How did they decide?

23:50 GRANT: Tigers. Alan Carver's team was called the Tigers and I forget what... but they had a name. So what happened, they came in... they found the middle ground so I can't remember specifically those things. But those little problems, about the name of the football team, name of the school and stuff like that. But they worked it out. Quite hard that they had to work, but we're still here. And thank God, it's going pretty well. Many people might have been concerned, although they might not have said that. Many people were concerned about... because many of them felt that, that when they merge like they did more blacks were displaced to a certain extent. So that was a little concern but that worked itself out eventually.

25:07 DELONG: And in one of the stories a student told us, one of the Parchman arrests, they explained that students who would boycott outside the school. Can you tell me visually, what did that look like and what would they say?

25:23 GRANT: Actually, I couldn't hear what they were saying no more than what they... a lot of them come back and told me what was going on that was quite obvious. But you couldn't hear them outside that much because I was upstairs and they were out there. You couldn't hear too well when the window was closed. So I didn't hear too much, but you could see them with the signs. Matter of fact, I think some went uptown with those signs, you know, protest marching. Because look, I recall some of them in front of a store.

25:57 DELONG: Do you remember what the signs would say?

26:00 GRANT: Nah, you know, you're gonna make me say something that's not right.

26:06 DELONG: Okay, and so, one of the students told us that one day a bus came and the students from directly outside the school were put in a school bus and taken to Parchman.

26:16 GRANT: Yeah, yeah, I think you asked that a little earlier. Yeah, some of them were taken to Parchman.

26:21 DELONG: How does it make you feel that they used a school bus to take the kids to Parchman?

26:27 GRANT: Well, they used the school bus... No I didn't like the idea that they were putting the kids in and going to Parchman. A lot of people were concerned that, although it didn't... it didn't work out that way, a lot of people thought that it might have gone on their record. But it worked out. No, most teachers didn't like that. I didn't know them, but teachers didn't like the idea that they were taken to Parchman.

26:53 DELONG: Was there... I guess... Did you feel like the black teachers and the white teachers, if you don't mind me asking, did it feel like there was a bit of... a sort of split between the two.

27:05 GRANT: Most of them got along pretty well. Most of them. But there's always gonna be a few, you know? I think... I'm not gonna call any names like... but there was some of them. The kids would come by and tell me that they were, sometimes, on one side and teachers to a side, stuff like that. But uh... but uh... but all things worked out pretty well. Now like I said, my memory. I can't even remember all of these things. It's been a long time... oooh about thirty, forty something years ago

27:50 DELONG: Forty-nine years. Did any of the kids tell you what Parchman was like?

27:58 GRANT: Parchman?

27:58 DELONG: Yeah.

27:59 GRANT: No, I can't remember what they said. Basically, I don't think they didn't... I guess they treated them like students. They didn't treat them like, like hardcore criminals or anything. I didn't hear any of them talk like that. So, I think... I don't know. I'll give my opinion on that. I think it was all a scare tactic.

28:24 DELONG: Did any of them ever tell you what their time in the county jail was like, as well?

28:28 GRANT: Now a county jail, I can't recall much about the county jail. They probably... some probably went. But I'll tell you I don't know too much about the county jail. But, but I'd

know if someone was. They told me, because most of those students came back and told me, basically, mostly everything.

28:53 DELONG: Did you also... while it's on my mind... Did you know Ella Jean Bond at all?

28:57 GRANT: Ella Jean Bond? Now, I bet I knew her but I can't... that doesn't resonate with me right now. Ella Jean Bond... the Ella part. I guess it's been so long, I bet I knew her really well.

29:13 DELONG: Yeah, you taught a lot of students. And so, I guess thinking, the busing...

29:26 GRANT: Ella Jean Bond? Okay, I'm messing your film up.

29:28 DELONG: You're good. How many years did the busing plan last for?

29:33 GRANT: I can't give specifics, but it lasted two or three years, I know. Probably two or three years. I'm not sure now, I'm not sure. It didn't last very long because, like I said, it eventually changed, one to the middle school and the other one to the high school. So, they ended the busing, for the most part, because most of the kids went all the way up to ninth grade at old Alan Carver which they changed to the middle school after, after... I mean eighth. Ninth grade, they started over to the high school. East Tallahatchie. Charleston High School. They changed it to Charleston High School. So that... once they got ninth grade, that's why they came so there weren't no... so basically, they took the class at one school and the other at the other one, so no big deal about that.

30:32 DELONG: Do you think the students protesting had a big role... Do you think the student protesting had a big role?

30:35 GRANT: Yeah, yeah it had a profound, a profound impact upon what happened because usually the people who are gonna make decisions based on... If there is no pressure, people are gonna make the decisions that cater to what they want. Yeah, those students played a key role. Those students played a key role in what happened. Name of the school and stuff like that.

31:03 DELONG: If you don't mind me asking, when you say people, in this case, like the people who made the decisions, who were those people?

31:11 GRANT: Oh, you know, the board of education made the decisions about school. I'm quite sure a lot of the decisions were based upon what went on in that community. Basically, when school first integrated, the board were white... And a lot of them... I'm not saying... Most people felt that the decisions that were made might have not been in their best interest.

Black kids. So all those things took place. So you had to take all those things under consideration. But you try to live with it and work and make things better. That's the way I... That's the way a lot of... That's why I liked those students because they worked and made things change and not taking the white kids... they were nice too. Most of them. They were nice. They accepted. Most of them. You're always gonna have some people who don't accept things.

32:10 DELONG: What community, you mentioned, what community was on the board?

32:14 GRANT: What community?

32:19 DELONG: I guess, was the board full of the diverse range of people representative of Charleston? Or was it a specific group?

32:24 GRANT: Most of them were from right here in Charleston. You know, East Tallahatchie or Charleston High School. The people who live in this district. They came from the district. See, where you had the school West Tyler, East Tyler. Some of them probably told you about that bridge that separated East and West. They came in, in that area. They were chosen from within that district. The people on the west had to go to West Tyler and the people on this side, over here. So that wasn't a problem there.

33:06 DELONG: And can you tell me a little bit, I'm just curious, like sort of a lighthearted question. You said you and Festers are good friends still?

33:11 GRANT: Oh yeah.

33:12 DELONG: How did... what was... Yeah, can you tell me a little bit about what teaching with him was like? Oh, wait, I'm so sorry Mr. Grant. Give me one sec. Shoot. Alright, and we're back... And so I was wondering, I guess, would you tell me a little bit more about... could I have just one more second, I'm sorry, I'm just going to try and fix the light because that one just died. We're back.

33:51 GRANT: Yeah, most of them... See, Mr. Taylor and I were like brothers almost. We're so close.

33:56 DELONG: Really? Yeah, so can you tell me more about that?

34:00 GRANT: How close we were?

34:01 DELONG: Yeah.

- 34:02 GRANT: When you saw one, you saw the other one. We visit a lot and at school we would be together a lot. That's why a lot of people said, wow. I liked that. We were real good friends. Real good friends.
- 34:23 DELONG: Did you guys ever talk about the students together who were protesting?
- 34:30 GRANT: If it was, it was good. We didn't say anything negative, because most of the kids, like I was saying, most of those kids didn't act violent and stuff. They wanted radical action. As it related to me, I don't know what they... they might have concluded. But to me, they acted real, real polite. It might have been...you're always gonna have a few of them, I'm quite sure. You know, you're always going to have a few radicals to a certain extent, but for the most part they were real good. Everything went out real well. I don't want to be redundant. I don't want to sound redundant, saying the same thing over and over again.
- 35:21 DELONG: Is there anything else you'd like to add or anything that comes to mind you as being important about the story of what happened?
- 35:29 GRANT: Oh yeah, I think one of the most important thing... because I believe on both sides, people... You know how people don't like change? They feel changes. I think overall it helped both sides after each got to understand each other. Some of the, you know, demagoguery or whatever you want to call the talk that was going on... people... that sort of faded away because the teachers, most of teachers, you know, the white and black? They seem to work together pretty good. And as time went on it got better and better and as time went on people didn't give a big thought any more. At first it was quite obvious there was going to be a little tension because it's something new. One of the biggest fears is change. You know that. People feel change, whether it's good or bad, but they feel change. They get in their comfort zone and once they change they find it might have been better than they thought. You don't think I'm filibustering, do you?
- 36:46 DELONG: I do not. This is amazing. Thank you so much Monroe. Do you want to keep going? I don't want to hold you.
- 36:54 GRANT: Do what?
- 36:55 DELONG: Do you want to keep going? I don't want to hold you here.
- 36:57 GRANT: Oh no. If you've got anything else, you can ask.
- 37:02 DELONG: I guess... I'm gonna say... how do you think Charleston has changed since 1970?

- 37:09 GRANT: It has changed in a radical way because equality for one thing. You know it's a change, equality. People accept each other better now, to me. You don't see that tension that was maybe 30 or 40 years ago or 50 years ago. You don't see that tension. Everybody gets along real well. It's quite obvious that there certain things that are always gonna be... some things you're not gonna change and that doesn't matter to us. As long as people get an equal opportunity to get a good education. Those are the things that are important to me.
- 37:52 DELONG: Do you think... how do you think Charleston can improve from 2019, going forward?
- 37:58 GRANT: How has it improved?
- 38:00 DELONG: How can we improve, in the future?
- 38:05 GRANT: Now you're looking at a small town. You see a lot of business, you know, have moved out. Now the best improvement that comes, you got economic improvement, economic development, more jobs things like that come. But, but for people getting along, there's no problem getting along, you see. Basically some things are never gonna change. People go to the place, go to that church, go to that thing like that. So that's no big concern to me. But, people just have to accept each other better. You see people of all races working now in different places. You see, when I came here certain jobs minorities didn't get, but now those changes have taken place. So we had progress. It's quite obvious. That's specific. I don't wanna keep going on and on.
- 39:13 DELONG: I guess... Do you think school and education is the best way to get people to better accept each other?
- 39:21 GRANT: School? Yeah I think school was the key to all of this because fear, like I said, I think I mentioned fear. People have a tendency that if you don't know things, you fear them. The more people got together, they don't fear each other anymore. I know the white kids and the black kids, they get along good. So, from that standpoint, you have change. You know people go about their daily tasks and don't even think about race to a certain extent. Although there's always gonna be some now, don't kid yourself, but for the most part, people get along real well. For the most part.
- 40:09 DELONG: Thank you so much Monroe.
- 40:10 GRANT: It don't look like I was ever doing anything.

40:13 DELONG: You did so much. Is there anything else you want to add? I don't want to cut you off.

40:17 GRANT: Oh no, no.