

Interviewer: "Button Project"
Interviewee: Wendell Holmes
Place: Jacksonville
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mjb
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I: The following questions are asked to find out how well the Voting Rights Act of 1965 has helped blacks take part in Florida politics. What year were you first registered to vote?

H: 1957.

I: Was this right after demonstration and voting petition?

H: This was shortly after, but I had just come out of the military service. It was 1957 or 1958.

I: What year were you first eligible to vote?

H: Well, when I became, that's ^{what} ~~when~~ you call, first when I became twenty-one years of age at that time. There were problems with blacks registering to vote at the time, so I really became eligible to vote in 1942.

I: How were you registered -- local registration board or federal examiner?

H: Federal examiner.

I: You could....

H: I could not register here in 1942.

I: Did the local registrars ever turn you down when you applied to register?

H: Yes and no. It....

I: Have voter registration drives been held in the district in which you hold office?

H: Yes.

I: Could you name some of ^{these} ~~the~~ organizations, local and national, that held registration drives?

H: Well, the local NAACP has done it. SCOC has done it. There was a subcommittee of the Citizen's Committee for Better Education that's done it. I think the Urban League has participated and then HOPE, it's an offshoot of the ^{A.F.L.-C.I.O.} political action has also _____.

I: When were these voter registration drives held -- before 1960; 1960-1964; 1965-1969; 1970-1974?

H: Well, at some point, all of those years, now, if my memory serves me well.

I: How successful were these voter registration drives?

H: Well, it depended on, I suppose it depended on the organization and how vigorously they would pursue. Some were, I think, largely very successful *under the*

I: Please ^{rate} ~~rank~~ how important you think each of the following items are in preventing blacks from registering to vote in your area? Economic dependence on whites -- it's very important, not important or fairly important?

H: I'd safely feel the dependence on whites would be -- in this day and age -- I'd classify it as fairly important. I don't think that by and large you have to choose his black electorate choose his _____. But....

I: What about fear of physical violence from whites -- that's very important, fairly important....

H: In this community I would say no, no, ^{in + his group} ~~in~~ some others I'd say that, well we might have a very serious, in fact.

I: _____ blacks have been afraid of physical abuse.

H: I'd say in some of your very small rural areas, this kind of thing, from what I have heard, but ^{uh} in Jacksonville that has no _____.

I: I was reading some things that you had done for the city of Jacksonville at home. I saw that in your earlier career, you were threatened by the Klu Klux Klan. Have you ever had any other threats like that?

H: Well, I've had individuals, threats of one kind or another, but not any organization. I've had _____ white men.

I: Do you know whether the people in power was issueing somthing?

H: No.

I: Surrounded by....

H: No. No.

I: Yeah, right. I agree. What about complicated registration forms? ^{That's} ~~fairly~~ important, very important, not important?

H: Well, it could be. I think it's very important, really, that the registration forms not be too complicated because, as a matter of fact, the practicality is that we have a number of relatively unlettered black people, who simply are ^{unable} ~~not able~~ to cope with a very complicated form. So I say it's very, very important that the registration form be as simple as it possibly can be.

I: What about poor registration hours -- that's very important, fairly important, not important?

H: Well, for black men, ~~I mean~~ it's very important, because black people, generally, have to leave them the _____. They have to, a matter of hours, does have a very serious impact on their capability to get into whatever place it would be.

I: What about registration drives -- they're not held often enough?

H: No, they really aren't. I think that there are some of us who ought to make registration a _____ today. ^{End sentence} ~~We also~~ _____.

I: Indifference of blacks to voting -- that's very important, fairly important or not important?

H: It's very important. We could have more black elected officials. ^{if} ~~If not~~, there were not the apathy that seems to prevail in the black community.

I: What do you think causes this apathy ^{and alienation} ~~in~~ _____?

H: Disenchantment and being ^{disillusioned} ~~disillusioned~~ with the system. It's still a matter of fact that blacks and women both believe that they can in fact, their vote is going to have any ^{impact} ~~impact~~ on the political system, afterward, and they haven't become registered. That one vote can, in fact. So I think that's the primary thing. We talk to people and they're just saying, why, why bother? They'll do what they want to do. That's generally the _____ that you hear, so just generally disenchanting.

I: Do you think there is going to be some kind of way to ameliorate that condition?

H: Constantly hammering on it and pulling up the benefits, really _____.
This would educate the population ^{and} ~~in~~ involved change.

I: The following questions are asked to gather information on the election campaigns of black elected officials in Florida. Were you able to campaign freely? That is, were you threatened in any way in your campaign?

H: Well, I was....

I: Even in the early years, early....

H: In my campaign I was treated, I had reasonable _____ ~~and things~~ and when other candidates were invited to speak in general, I was invited. There may have been some small organizations that excluded me but in general _____.

I: Were you handicapped by a lack of campaign money or not -- yes or no?

H: Yes, in the first, in my first election I was handicapped. It wasn't easy, it wasn't too easy to get, but I was able to get enough to make a successful campaign, but it worked out. We _____.

I: Did you get most of the offering from private citizens?

H: Oh, yes. All of it.

I: Why did you decide to run for office?

It was a community decision, selected by a political party, selected by a group of concerned citizens or whatever? e

H: Well, after consolidation and the present structure of our local government was thoroughly in effect, it meant that ^a school ~~board~~ member had to be elected from our school board district. I had been very, very active in this matter of education. Then some of my friends encouraged me to seek the seat.

I: Uh huh.

H: And I didn't mind it. _____, I wanted to do it. _____ a number of my friends together _____ organized a group to try to look from outside of the school board for the city ~~situation~~ and whether I might be more effective as a member of the school board and they _____ towards me but I _____ ~~so~~ _____.

I: To which political organization do you belong to -- the Democrat, Republican or other?

H: _____.

I: What were the two or three most important issues on which you campaigned?

H: Well, I think I used the campaign theme, "A Strong Voice for Equality in Education" or something like that. That's a paraphrase. That's not exactly what it was about. But

H: it was something of that nature and my whole campaign was built around being certain that every youngster in this town, no matter what his, you know, what his race and all background was, was given the same opportunity for whatever there was to available to the system.

I: Do you think this issue was the main problem facing blacks in your community. Yes or no?

H: Yes. We were still at that time in ~~patrol~~ ^{the throes} of trying to desegregate the school system, but we still are and it's a matter of practicality even though we have shifted some people around but the _____ was pertinent.

I: What do you think about busing to achieve racial equality?

H: Well, it's, I think it admittedly busing is not the most desirable method of achieving quality education. I say, well, I say that I may be questionable that that may be the most desirable method but right now no one has come up with a better method. As of this moment, I haven't and the people who have studied the situation throughout this country have not come up with a better method of doing it and, of course, I would say that this matter of the hullabaloo about busing substitute for a _____ anyway. Because people aren't supposed, people aren't concerned so much about ~~the~~ busing because the bus is something that's been with this country ^{and} in the educational system, almost throughout its history, as far as the bus is concerned. And then when I look around and I see these so-called Christian Academy buses, ten, fifteen miles away from where the school is situated, picking up youngsters to take back to that school, then you know ^{really} it's clear: busing isn't the problem; it's what happens at the end of that bus route that's the problem and at the end of that bus route means there are some blacks and whites who are going to be ^{mixed} ~~mixing~~ and a lot of folks still don't want it to happen.

I: The old school is still the claim, strong.

H: So busing isn't the issue, but until such time as some mobile, some more effective alternative can be, we are going to have to bus because the mere fact ^{that} blacks are out of, the whites are in a school means there is going to be some concern with that school. I mean it's clear ^{that's} the way that that is.

I: Boston signifies that beautifully.

H: Yeah, yeah. Well, talk to your black principals. Talk to any black principal who was principal of a school before the court mandated ^{that} the white youngsters to be moved into those schools and ask them what happened before those white youngsters were there and what happened after they got there in terms of equipment and supplies for that school.

Yes, ask any of them.

I: Do you believe in total integration or total equality out of ^{our} ~~education system?~~
By that, I mean, do you believe in just having separate but equal or even if you wanted to integrate you could by choice, freedom of choice.

H: no way. Because
_____. Separate, separate belief, you know, just ^{if} if it is separatist it will be inherently unequal because of our system.

I: We'll move on to section C. These questions are asked to determine some of the conditions ^{which} ~~which have~~ enabled blacks to win office in Florida. How were you elected -- at large or by district?

H: By district.

I: How many people are in your district?

H: Approximately 28,000.

I: What percentage of the population in you district is...

H: _____.

I: ...what percentage of your population is black?

H: In the two districts, I'd say sixty-five, seventy percent.

I: Of 28,000.

H: Yes.

I: About what percentage of blacks of voting age in your district are registered to vote?

H: What percentage?

I: Of that sixty-five percent.

H: I don't know. I really don't. But I've been so far out of touch with that kind of statistic, I hesitate to answer because I, although I have been subjected to the elective process four times since consolidation. I ran one time, but three times I ran unopposed and I really had no reason to look at the percent of black voters.

I: What are the reasons why you haven't been opposed in your last three campaigns?

H: I don't know. (laughter). Other than the fact that it's non paid pay and certainly _____. There are those who _____ to suggest that perhaps in general the constituents are reasonably satisfied with my performance and others who _____ perhaps might aspire to it just _____ feel that I haven't done so many things wrong than I have _____. I don't know, but the fact is that in most cases _____.

I: Do you think you got any votes from whites?

H: I would think so. _____. ~~I would think that they,~~ I would believe that my approach towards this problem is such that people who are objective to an issue, doesn't put up with.

I: In the election in which you won office, how many opponents did you have?

H: Oh, I don't recall. _____. Seven. I know it was seven. There were at least five, five or six of us, about six of us I believe in that first election.

I: What percentage of the, well what let me rephrase it, how how many were white and how many were black?

H: All were black. _____.

I: What percent of the total vote did you get?

H: Oh, it was really roughly a lopsided lopsided thing.

I: You mean that you had more credentials _____ more outstanding than the other opponents.

H: Well, I don't know, I don't know about that. I related. I think my, well, I'm certain that my credentials at least were equal to. [note - telephone ringing in background]

I: These questions questions are asked to determine how well black officials in Florida have been able to benefit those they represent. In what way do think you have helped blacks in your district by holding office? Please discuss it.

H: Well, I hold, in general, the mere fact that a black being, in office, being a member of a governmental body power should be on a committee _____ if he's worth anything at all. The mere fact that he's there is going to have some impact on what happens to these black insitutions because there are things that just won't happen that could be to the detriment of the blacks because he's sitting there. Just by his mere presence, that's the first step. I mentioned that of course I think because I have been to school that _____ you speak to me, quite different, quite now

H: I think because I've been to school that I have been able to insure that those _____ blacks in the system, of course, teachers and students _____ that would have been the case and I'm not looking forward. I'm certainly glad. There have been a lot of things that I have not been able to do that I wish that I could, but ^{have been able to do} I'm still working on it. But I'm convinced that ~~might be~~. For example, Duval county is not suffered the kind of negative approach to black principals that ^{a number of counties have experienced.} We have almost the same number of black principals now that we had before ^{the desegregation}. Maybe more, possibly. But who are we? We are a few short, but there were some schools which were closed, black schools which were closed. Over all the percentage is substantially the same. I _____. ^{At one time} We had ~~one time~~ we had more black, ~~it was~~ ^{than we did} black high school principals. ^{Raines} High school that all over the state of Florida. ^{late} I: Right here? ^{In terms of} H: Right here. We have ~~we happen to have the~~ ^{Raines} and there is ^{Ribault} ~~and there's Stanton, that's three.~~ ^{that's three.} And you are hard put to find black high school teachers ~~for principals.~~ They have _____. Phased out. _____ ~~too many in the system twice~~ high schools in this state.

I: What do you think caused that?

H: Well, it's...

I: ~~Is it just the same old~~

H: ...no! It's ^{the fact of} lack of credentials ^{and} ability. It's just the fact the white ^{haven't been convinced} that black people can do. You can have all these _____. I see no other way to look at it. There never was a ~~case~~ ^{case} of taking the black principal and kicking him into an ~~administrative~~ ^{administrative} job somewhere, you see, and then ~~the~~ ^{put a} white principal in ~~then within~~ ^{and then bring in an} ~~is the~~ ^{administrative} assistant principal. Ask them about it. _____ in some rather innocuous ~~administrative~~ ^{administrative} job, you see, and then ^{bring in a white principal} with a black assistant. ^{you said}

I: What are some of the things that you are working on that you haven't yet succeeded in bringing ~~into~~ ^{into}...

H: Well, one of the main things that I have been concerned about is developing a really viable alternative to ^{expulsion and} suspension. I think ~~the suspension~~ ^{rate} is still too high. We have ✓

H: been able to get the expulsion rate down considerably and I'm, I'm convinced that the fact that two of us constantly ~~handle~~ had a real impact in getting the expulsion rate down and I at least, initiated, initiating the beginning of what we call the alternative schools, school _____. ~~Let's see,~~ we have ^{what we call} ~~an~~ alternative school _____. See back in 1960, 1970, '71, early '72, a little wholesale expulsion of ~~classes~~ ^{blacks} just for no reason. ~~Just for a week~~ I sat there and seen black kids being subjected to expulsion and ^{which} ~~this~~ was criminal ~~of them~~ _____ but I was able to do something with that. But I, another thing that I have been working on very hard and ~~the able~~ ^{I haven't been} _____ is to try to get more top-level black administrators in the system. _____

even further with the suspension rate of blacks. Those are two _____ of course _____ common _____ All of us and this is not ~~appointed~~ to me alone, but all of us are trying to do something about ^{this matter of} _____ reading, writing and arithmetic that ~~seems to deteriorated so~~ _____

I: ~~one~~ _____, that was an independent result due to the fact that we didn't get the proper facilities, the fact that we didn't get the proper facilities in _____

H: Well, the there are a whole lot of reasons for that, a lot of reasons ~~come~~ ^{coming} from homes of disadvantaged where ^{they're} not exposed to a lot of things: encyclopedias, parents who have to _____ ^{In general, you'll probably find} _____ ~~It's a known fact~~ that children of black professionals measure up to, certainly to the average because of more exposure. ^{There's} ~~There is a~~ _____

This is something, as you ~~mentioned~~ ^{it appears} there is ~~it has~~ a direct relationship between ^{the economic status of the individual} ~~all blacks~~ and how well he achieves in school, you see. _____

I: What do you think about some education administrators who ^{like} different books, say that they believe the state should run the education system at a minimum budget. They shouldn't put all the state funds toward education cause education, it doesn't matter how well the facilities are, how beautiful the buildings are. What's more important is the environment of the student from which ^{he} come from. What do you think about that?

H: _____

I: _____?

H: _____ the same with the, don't put money into the educational system because
enough ego would be to do about the environment that you came ^{or is it going to be} from one is that you upgrade
the environment at the same time ^{that} you minimize the environment, ~~switch to~~ _____ I'm not
sure.

I: What I meant is you take this parallel. You take Harvard and how it have been ~~the most in-~~
~~fluential writing in~~ _____ . You know, they have some topographicals come out ~~that~~
~~schools~~ ^{graduates} of ~~students~~ that, you know, for medicine, ^{economics, and} for law, what they were saying is that doesn't, the
school, a child is going to learn any way if he can write. ^{It doesn't matter,} The most important thing is his
environment. Where he comes from, ^{his upbringing, everything else.} is the thing that _____.

H: Well, the problem if you're talking to Harvard, Harvard's college ^{there's} a whole lot of,
a lot of other money other than the ability, you see. It just happened that the school was
one of the oldest schools in the country. I'm not so sure that ^{the buildings are all that} dilapidated. ^{philanthropy.}
They are old ^{but I'm not so sure they} and are dilapidated. ~~but~~ They spend a lot of money ~~to educate the~~
~~_____~~ ^{on} and faculty, reduced pupil-teacher ratio. The buildings alone is not ^{what} worth
~~_____~~ ^{makes them tick.} They ~~put~~ ^{spend} a lot of _____. The fact is that a lot of
~~_____~~ ^{need} schools ~~gain~~ more facilities and a lot ^{of} of them do ~~deserve~~ _____
but certainly I think that, I would ~~need to~~ ^{believe} _____ because of _____
_____.

I: _____ . A bright kid is going to learn anything.

H: Well, I bright kid will. A bright kid will. There's no, there's no ^{doubt} about
that because if you can get him minimum prizes for _____ you've got some
average _____ in there and you've got some ^{slightly below} ~~low~~ averages and you've
got some even more below average ^{students} that have to be given some push and some ^{incentive} so
~~we~~ ^{you} have to also think about those that are not ^{bright enough.} _____.

I: What, if anything has prevented you from doing a better job, especially in regards to
~~benefiting~~
~~benefitting~~ blacks in your district?

H: Lack of support at the board level. Lack of support at the board level and ^{at} ~~it~~ ^{has the} ~~the~~ ^{ultimate} ~~is~~ the district level. Of course the board could do it. The board has the ^{ultimate} say about the policy. It sets the policies. If I had additional support in those matters about which I have concern and ^{there were others} ~~there were~~ ^{who} _____ on the board ~~thought~~ ^{likewise,} then they would _____.

I: Please rate how important you think the following ^{items} ~~things~~ are in preventing you from doing a better job ^{benefiting} ~~benefitting~~ blacks. Office has no real authority which he holds -- that's very important, fairly important, not important.

H: Read it again.

I: The office....

H: No, the first part, the first part.

I: Please rate how important you think the following items are in preventing you from doing a better job ^{benefiting} ~~benefitting~~ blacks. The office has no real authority -- that's very important, ^{fairly} ~~fairly~~ important, not important.

H: Well, I'm not sure _____ because as a board member the office does have authority to the extent that I have a vote on the board in setting policy.

I: So the office that you have, it has some importance.

H: Yeah.

I: _____ . Outvoted by white officials -- is that very important, fairly important, not ^{instance} important?

H: Well, in mine, in mine, ^{instance} it's very important because I have to be one, have, I have one set authority that's vested in that board.

I: So you can see, ^{you are definitely a minority.} _____ .

II Not enough revenue available -- is that very important, fairly important, not important?

H: Well, it's, I'd say ^{yes, I'd say} ~~it's say it's~~ ^{that} fairly important here because the problems ^{that} are created because of lack of revenue are not limited to having the impact on blacks. I mean that's across the board ^{in the system} ~~_____~~, but it happens that _____. Well, for example, there are certain positions that you might have been able to create and fund had there been, had there been more money _____.

I: What about unfamiliar with administrative duties -- is that very important, fairly important, not important?

H: ^{It's} ~~That's~~ ^{that} important ~~for~~ a person ~~to~~ know something about the administrative possibilities in the _____. I guess you are still talking about the fact of my not being familiar. Is that what your saying?

I: Well, yes. ^{That's what} ~~What~~ I am saying is, it preventing you from doing a better job with blacks. I ^{mean it} ~~don't mean~~ _____ ^{you're not familiar} ~~with~~ your duties, your administrative duties.

H: _____. I've been on the board long enough that if I didn't know it at first I'm reasonably certain, I know it now.

I: What about lack of cooperation from the whites -- is that very important, not important or fairly important?

H: It's very important. Cause having able and having been unable to elect _____ on the board of certain issues. That bugs me because it's very important in some given situations _____ how effective I have been.

I: What about the lack of cooperation from ~~the~~ blacks -- that's very important, fairly important or not important?

H: Oh, I would say fairly important. ^{Note - next sentence is I: what do you mean?} ~~it's kind of important.~~ ~~it's~~ _____ ^{really} Because I have not ~~had~~ that as a serious problem but I say it's fairly important because certain things that could benefit all blacks in the system. If this ~~have~~ ^{had} been _____ about attracting certain blacks who produce some things. For example, push certain issues and fail to do it because of _____.

I: What about lack of cooperation from state officials -- that's very important, fairly important, not important?

H: Oh, I'd say it's very, well.... I haven't had any need to call upon the state now. I suppose in answer to the first one. I've had _____ so, ~~that seems to answer the question.~~ I would say fairly important.

I: What about lack of cooperation from federal officials -- is that very important, fairly important, not important?

H: I would say not important because I have a _____ because I didn't agree with the court order _____, The courts imposed too much

H: of a burden on black youngsters in this process of desegregation. You've got to live with it.

I: The court order, what did this entail?

H: Well, it simply means that black youngster has to be bused for almost all of his school career ~~bus for almost all of the school kids~~ to get anything one grade up to five and then pick them up again. Probably at least ~~would make~~ to grade seven.

I: what about whites? _____? P.

H: No, they are in their neighborhood schools generally. One definitely through four.

In some _____ they ~~still bus~~ are bused in the fifth grade, not much. The sixth grade are bused in centers. They may be bused to seventh grade centers, they don't bus _____ but over all. See after that,

maybe _____. Except that they are bused because of their distance from the school _____ but not for a specific purpose _____.

I: Has criticism or lack of support from ~~the~~ black community hindered you in holding office? This is some blacks _____ because they feel that you feel you are a token in government and have no real authority. Yes or no? P.

H: I don't think so.

I: Do you feel that ~~think~~ white officials treat you differently from other officials or not, as ~~and~~ ~~do~~ they consider you the spokesman for blacks and are you able to raise only certain issues?

H: I raise any issue that lies in my area of ability. I raise any issue. would I suppose that there are those who ~~that~~ would consider me to be somewhat of a spokesman for blacks in my role as a ~~in the~~ school board member.

I: Would they treat you any different from the rest of the officials? Of the white officials

H: Not overtly.

I: What services have you provided for blacks in your district that they did not have before you took office? Could you please give me some examples?

H: Most importantly _____
~~that~~ I suppose _____.

I: Have you been able to see that certain blacks _____ administrators be hired in the education system?

H: Yeah, some of them have been hired in the education system _____
the lack of blacks in power.

I: Have you ever gotten federal funds ^{for} through your district?

H: Not directly, no. No, I have not _____ ^{but as a school board member, I have sat here}

and I have been relatively _____
^{the government was} supportive in the matter of utilization of federal funds as
^{opposed to what some of my colleagues seem to think} and so ^{to that extent I would} ~~++~~ say yes. _____ federal funds by
way of the school system but _____

I: Okay. Has federal revenue sharing helped your district or not? Please explain.

H: I'm not sure whether it's been valuable _____ federal, federal revenue sharing
money is not had an impact _____ but another area of financing

I'm not sure that _____

I: I was wondering about HEW, they have _____. [note - phone ringing in background]

H: _____

I: Have there been any black protests, sit-ins, boycotts or riots in your city in the last ten years?

H: Two in the last ten years.

I: What were the issues involved?

H: Well, the 1965 _____

I: Give me a _____

H: One, one, one, _____

~~I: No,~~ _____

(*****NOTE: Tape becomes totally illegible at this point. It will clear up in a short space but don't strain your brain trying to figure it out.)

H: Ish Brant was an elected official and he was elected under _____

_____ ^{Then} ~~then~~ the school board had to select from _____ to provide for equipment _____ and that very well may be the hardest of some of them things that _____. I would suspect that _____.

I: What about the city of Jacksonville _____? What was it? [?]

H: Well, it wasn't the city of Jacksonville _____ ^{because of the way} sit-outs and every child was staying out of school on _____ public school system _____, We lost state money, We

H: also lost a _____ . We also lost some of the impact, federal impact
_____ the entire state _____ ~~important for you~~
~~to be~~

I: Did he throw out a quota?

H: Well, ~~he~~ _____ I really wouldn't _____

I: Also I read that you have gone to jail for several things.

H: Yeah, I _____

(laughter)
I: What were you ~~doing~~ ^{thrown} in jail ⁱⁿ?

H: Well, one time I was involved in a _____ march and I was
_____ it was part of
the ~~scop~~ up there _____ and then let's see, one time ^{I was} ~~arrested~~
^{because} I was ~~part of~~ ^{at} a protest, a school sit-out, I ~~directed~~
school later _____.

I: The following questions are asked to enable an assessment of the black politics in
Florida in general. Briefly, what is your opinion of Reuben, of Governor Reuben Askew.
That is, do you think he has been ^{favorable} ~~favorable~~ in his attitude and ^{policy} ~~policy~~ towards blacks in
Florida or not? What is your opinion of other ^{and} ~~state~~ officials and state representatives?

H: Well, my opinion is that Governor Askew is that ^I think he has been, he has given more
fairness towards blacks, I think in _____ . Matter of fact, from
_____ he has taken three of our more outstanding citizens and professionals
_____ and _____ which is a ^{judgeship} ~~judgship~~.

He awarded ^e Hatcher, Judge Hatcher to the Florida Supreme Court and that's a real
_____ and he's the first person in the southeast as far as blacks
_____ aggressive and
provided an opportunity for local _____.

I: There seems to be a lot more improvement?

H: ~~I'd say yes,~~ but I suppose _____ has to sort of bide his time. Very poor ~~offices~~
^{officers} which _____ I think over all the man has indicated some
concern toward blacks and _____

^{There are, of course,}

I: What about other ^{state} representatives and ~~state~~ officials -- are they being fair?

H: ~~No~~ ^{Now} I'm not as familiar with what they have done because there is a lot, there is a lot of it publicized in the press but it appears that they are _____ learn some things and just off the top of my head I can't do it, do the kind of the I can't recall _____ so, it's a better situation still _____

I: Do you think that winning and holding office in Florida has been worth the effort?

H: Yes, I would say so. I ^{would suppose} ~~expect~~ somebody else _____ but it's worth the effort because _____ and not necessarily related to _____.

I: These questions are asked to compile an overall group profile of black elected officials in Florida. No individual answers will be reported. Type of office held.

H: School board member.

I: The date first elected.

H: 1969.

I: The date you ~~held~~ ^{took} office.

H: _____

I: Number of times ran for office.

H: Altogether?

I: Uh huh.

H: Sixty-nine and because of the _____ of the ~~charted~~ ^{three} I was subjected to ~~two~~ additional situations where I had to run but each of those I ran unopposed. I didn't ~~need~~ ^{really} to run. It was a matter of mechanics of _____

I: Your age ^{is} 18 to 29; 30 ~~years~~ to 49; or 50 and above.

H: Above 50.

I: Occupation before election.

H: _____

I: Education -- _____ through high school or _____

H: High school.

I: Salary received from your elected position. _____

H: No, we get more _____ We are the ^{only} district in the state of Florida. _____

~~\$6,600 through \$7,500.~~
Have you ever tried

I: ~~Are you going to try~~ to eradicate that?

H: _____ I was one of those who opposed ^{paid} ~~payed~~ school-board members _____
_____ one of the ^{idealistic few who tried} ~~I have~~ _____ more highly qualified
people, by virtue of not ^{being paid} _____. Since that time, though, which is now
six years _____

I: _____

H: Cause it costs a little money and that I think is discriminatory _____
~~The~~ ^{potential} schools ^{that} have a lot to offer but ^{who} ~~they~~ certainly can't afford ~~it but~~
~~they~~ _____.

I: Were you active in the Civil Rights movement of the 1960 to 1966?

H: No.

I: Church to which you belong.

H: _____

I: Are you an official in your church? If so, what is your occupation, position?

H: Well, right now I'm chairman of the position that _____

I: Are there other community organizations or activities that you are involved in -- yes
or no?

H: I swear we've gotten along too many, _____ .

I: _____

H: Well, I'm chairman of the board of OIC; I am secretary of _____
_____ ; I am president of _____ ; chairman
of the board of directors of _____

I: Do you know any other black legislators in this area who have been in office since 1964?

H: Do I know any others?

I: Yeah, any others.

H: That have been in office since 1964. ~~right? Okay.~~

I: Right.

I: You know, have been elected since, you know, 70....

H: Yeah, yeah, I know. _____ in fact I know all of them that have been
elected in this area. Well, you have the senator who has been elected to _____
city councilman _____ Terry, Terry Johnson,

I: Thank you for that very candid interview

H: _____