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SHERMANTOWN
LIVING HISTORY PROJECT

STUDENT INTRODUCTION

Video opens with a title display “Shermantown Living History Project” accompanied by acoustic guitar solo. The music stops, and the scene shifts to a residential neighborhood, where two adolescent African-American children, a boy and a girl, introduce themselves.

SHANEKKIA BLACK: Hello, I’m Shanekkia Black.

JOHN KEITH: And I’m John Keith, and we’re here with the Shermantown Living History Project. Today we’ll be talking about Shermantown and its many wonders and how Shermantown is a very historic place.

SHANEKKIA BLACK: We’re here to talk to you and tell you what we have learned in the experience and the people we have talked with in Shermantown.

JOHN KEITH: In these video clips you will see some of the interviews that we did in Shermantown. We hope that you will get a fulfilled—

SHANEKKIA BLACK: Experience

Voice-over continues as video shifts to classroom scene, where students are gathering collected photographs and other research artifacts for inclusion in their project.

JOHN KEITH: --a fulfilled—a fulfilling experience and a sufficient amount of—

SHANEKKIA BLACK: Information

JOHN KEITH: --information on Shermantown.

STUDENT INTERVIEWS WITH SHERMANTOWN RESIDENTS

Scene shifts again to an interview with Shermantown Charlie Stewart. Schoolchildren take turns asking questions off-camera.

INTERVIEWER, *off-camera*: What was this town like when you were a kid?

CHARLIE STEWART, *on-camera*: Well, it was a small town, you know. Well, it wasn’t as large as it is now. We grewed up around here, played baseball, [went to] Sunday school, church, and worked. Went to school.

INTERVIEWER: When you got sick, what would you do?

MR. STEWART: Well, if we got sick, parents in them days and time—y'all kids don't like that—was castor oil, the main object. If you get a cold, cut your feet, they'd take some hog hoof, make tea out of it, drink it for pneumonia, and then take beef fat and make some kind of grease out of it and grease you all over.

INTERVIEWER: What do you remember from when you were a child?

MR. STEWART: What do I remember? Well, let's see. I remember back in the day that there was kids [who] used to go down here to the pool right down the street in [inaudible] to the pool there. And we made us a swimming pool, [inaudible] boys and girls. We made us a swimming pool, and every day we'd go down and swim. We had to take the cows and things down to drink water at the branch, and that's where we'd go play in the afternoon. Cows and things drink water. We had to tote water from down there up here.

INTERVIEWER: Did you have any encounters with the Ku Klux Klan?

MR. STEWART: No, we didn't have no encounters. We knowed where they was at. They was down at the park, down below the [Stone Mountain] park in the pasture. And we used to go up the hill here about the end of this land up here. There used to be a big old tree, and we had benches and things. We were small kids. We would go up there at night and sit down and look down at them, at the place where they was selling their [Voice trails off.]

INTERVIEWER: How did you live through the Klan rallies?

MR. STEWART: Hm?

INTERVIEWER: How did you live through the Klan rallies?

MR. STEWART: How did I live through it?

INTERVIEWER: Mm-hm

MR. STEWART: They didn't bother me; I didn't bother them.

INTERVIEWER: What were your memories of the Fourth of July, Labor Day, and Christmas?

MR. STEWART: Well, Christmas I had a—we had a Christmas that y'all never probably ever thought about. We got one apple, we got one orange, and we got one piece of candy, probably one or two nuts for Christmas. And during—we'd get one pair of shoes a year. We'd wear them to school; when you'd get out of school, you'd get bare feet. You didn't play in your shoes. And you'd get one pair of pants. When

we'd shoot marbles, we had to roll our britches-leg way up, and you knee would be on the ground. That's the way it was.

Scene changes: Shermantown resident Mrs. Eugene Benefield is interviewed by a student.

INTERVIEWER, *briefly on-camera*: OK, what was this town like when you were a kid?

MS. BENEFIELD: I wasn't born here. When I—my mother and them moved here when I was seven years old, and it was just like ordinary children, you know. Now, the children then at that time wasn't as wild as children is now. [*Laughs.*] Y'all don't want to hear that, do you? But children then were just—they were just taught to be obedient and good children. All they knowed to do was what? Shoot marbles and play ball. You know what marbles [are]?

INTERVIEWER: Yes

MS. BENEFIELD: And this time of year, in March, we would always have kites. Our parents didn't buy us but one kite, and then we took that kite, and we had newspaper. Any of y'all know how to make a kite with newspaper?

Several interviewers answer affirmatively, off-camera.

MS. BENEFIELD: We made kites then with newspaper, and then we would fly kites, all of March, when the wind would [*Voice trails off*].

INTERVIEWER: Where did you go to school? And where was it?

MS. BENEFIELD: I went—my first school was right there where you passed by those little apartments right there, was right there. But I lived down on Rockbridge Road, where you walked two miles to school. I used to go to school there. They've torn that school down there. Then we moved to school down here near this park—Stone Mountain Park? Well, it used to be a school down there, and that's where I went to school. [*Pointing*] Right there and down there. I didn't get a chance to go no higher than the fifth grade to school.

ADULT VOICE, *off-camera, directed to children*: Would someone like to ask a follow-up question?

INTERVIEWER: Why? I would like--

MS. BENEFIELD: Beg your pardon?

INTERVIEWER: Why?

MS. BENEFIELD: Why? Because my daddy and them was farmers. And I had to work.

INTERVIEWER: What type of crops did you raise?

MS. BENEFIELD: Hm?

INTERVIEWER: What type of crops did you raise?

MS. BENEFIELD: What?

INTERVIEWER: What type of crops did you raise?

MS. BENEFIELD: Cotton, corn, peas, sweet potatoes—like that. And white potatoes. That's the kind of—watermelons, cantaloupes, and fruits, and stuff like that.

INTERVIEWER: Did you enjoy the farm life?

MS. BENEFIELD: Oh, yeah. Didn't know no better—had to. Mm-hm.

INTERVIEWER: Did they really make you—did you have to put a lot of energy into it?

MS. BENEFIELD: Yes. Yeah, they have a lot of energy to farm. You never--you don't know nothing about chopping cotton. You had a hoe. You all know what a hoe is?

Several interviewers answer affirmatively, off-camera.

MS. BENEFIELD: You would have to hoe. [*Demonstrates by pretending to hold a gardening tool in her hands and pulling back.*] And you had to chop and always leave one to two stalks of cotton. And it was supposed to be left a foot apart. When you chop cotton, you just leave it like that, a foot apart. You had to thin it out. And they had an old thing called a chopper. It would go along just so, and it would come up real thick, and you had to take your hoe and chop it out. And then later on you had mules. Y'all ever seen mules and horses, cows, like that? And then they a mule to go around, they had a plow. You know what a plow is? And the mule would pull that plow, and they would plow it. And that's the way they farmed.

INTERVIEWER: How did y'all measure the distance, when you said a foot?

MS. BENEFIELD: Beg pardon?

INTERVIEWER: When you said it was a foot, did you measure the distance, or did you, like, do an estimate of it in your mind?

MS. BENEFIELD: By hoeing it—with a foot—your hoe—you had hoes, and they was, you know, about—I guess about a foot, like a foot. And you would take that hoe and then just chop along, leave it like that. That hoe would measure—they had a No. 1

and a No. 2. And as that cotton grew up larger, you used the No. 2. And corn was the same way. But all the people, they used to drop corn, they'd step. [*Sings*]

“One by one, two by two.

One by one, and two by two.”

And they'd drop their corn all day like that.

INTERVIEWER: Did you ever see the Ku Klux Klan?

MS. BENEFIELD: Yeah. Mm-hm. Used to go to the store. They owned a store. Bought from them. But they were Ku Klux—they were themselves, and I was myself.

INTERVIEWER: How did you live through the Klan rallies?

MS. BENEFIELD: Hm?

INTERVIEWER: How did you live through the Klan rallies?

MS. BENEFIELD: They wasn't rallying here. They was different places. Now, let me tell you one thing. It's Ku Klux all over the world. Do you know that? I got a article in there from *The Chicago Tribune*. My—I got relatives, brothers and sisters, left here and went to Chicago to go to school there and all. It's Ku Klux in Chicago. I got a aunt in California; it's Ku Klux in California. Anybody that want to be contrary or want to be mean or want to have things done they way, [inaudible] Ku Klux.

Scene changes: Students are lined up before the camera, with Ms. Benefield in the middle of the line. Several students speak at the same time, thanking her for her assistance in their research.

VOICE *off-camera, possibly that of the teacher or adult leader*: Ms. Benefield, is there anything about Shermantown you didn't tell them that you think they might want to know, just about Shermantown and what it was like?

MS. BENEFIELD: I just told them I love Shermantown. I enjoy Shermantown. I have no thoughts, nothing to say about Shermantown but good, good. If you want to live here, you would love it.

VOICE *off-camera, possibly that of the teacher or adult leader*: It seems like one big family. I mean, everybody's friendly, and . . . [voice trails off].

MS. BENEFIELD: Right. Good, good. [*Image of older home flanked by large hardwood trees appears on the screen.*] Did y'all see this old house? You go see it now, because it's old. It's the oldest house in Stone Mountain.

VOICE *off camera, possibly that of the teacher or adult leader*: How old is it? When was it built? Do you have--?

MS. BENEFIELD: I don't know. It's been a long time. [Inaudible] dead now. But I don't know. It was here when I've been here, eighty-something years.

INTERVIEWER/STUDENT: Would you mind giving us that final advice again, Ms. Benefield?

MS. BENEFIELD: Be good. Be obedient. Love people. And always listen and respect your supervisor, OK?

INTERVIEWER/STUDENT: Stay in school.

MS. BENEFIELD: Yeah, stay in school and learn something. Be what you want to be. Always want to be something.

INTERVIEWER/STUDENT: And always put God first.

MS. BENEFIELD: Right. Put God first, regardless to what you do. Always. When you wake up in the morning, when you first open your eyes, say, "Thank you, Jesus for letting me live through this night and opening my eyes this morning to see a new day, a day that I never [inaudible]. Thank you, Father." Let us rejoice and be glad in it and have a good time. [Inaudible]

Students are starting to leave; they are called back for a benediction.

INTERVIEWER/STUDENT: OK, everybody, it's time for us to pray. Come on, everybody hold hands.

VOICE *off camera, possibly that of the teacher or adult leader*: We got to pray. We got to pray over this one.

MS. BENEFIELD: OK

INTERVIEWER/STUDENT: Hold hands, everybody. Time to pray. You want to pray for us, Ms. Benefield?

INTERVIEWER/STUDENT: I'll pray.

MS. BENEFIELD: OK

INTERVIEWER/STUDENT: OK, let's bow our heads. Dear Heavenly Father, we thank you for coming here and exploring new differences and new traumas of the world. We enjoyed our stay here with Ms. Benefield, and we learned a lot--a lot of wisdom, a lot of pain, and a lot of different things. We thank you for giving us this opportunity to explore the ventures of this woman's life.

MS. BENEFIELD: Yes

INTERVIEWER/STUDENT: We honor You and pray that You will bring us more to come. We thank You also for having good friends, having things to eat, having good—

having a good—a very good life for each of us. And we pray that if You—we pray that Ms. Benefield stays OK, and we pray that we will be able to see her again in the future.

MS. BENEFIELD: Thank you

INTERVIEWER/STUDENT: We also pray that we love—we also pray that we'll love and cherish this moment. And we pray that if when we're all gone that some kids will look at this video and think about what they're doing.

Scene changes: Ida Hutchins is seen sitting on a sofa in her home.

MS. HUTCHINS: Well, I worked after we moved up here. I used to care for people's babies, and I worked at the school for about seven years.

INTERVIEWER: What did you do at the school?

MS. HUTCHINS: Worked in the kitchen, cooking. Well, when I was around the mountain [Stone Mountain], I used to walk from around the mountain on Memorial Drive to work. I wasn't making but a dollar-and-a-half a week. And after I started working at the school, I made twelve dollars a week. And when I went to work down there at that furniture factory, I made four dollars—[inaudible] from home—forty dollars a week.

INTERVIEWER: Oh, that's not enough.

MS. HUTCHINS: That was the highest pay I ever got. And then when we moved up here, I think the Ku Klux was all around here in Stone Mountain a lot in them days.

INTERVIEWER: What was that like, with the Ku Klux Klan?

MS. HUTCHINS: Well, when I first moved to Shermantown, the Ku Klux was still here. I moved here in 1942 when I moved to Shermantown. Well, they were riding the street then and beating up people and places.

INTERVIEWER: They used to beat people?

MS. HUTCHINS: Mm-hm

INTERVIEWER: Did you know anybody who got beat up?

MS. HUTCHINS: Well, I know one man they beat--but he's dead now—because he wasn't treating his family right. [Name inaudible—sounds something like “R. P. Anderson” or “Emerson”?]

INTERVIEWER: Were you ever a victim of any of these hate crimes?

MS. HUTCHINS: Hm?

INTERVIEWER: Were you ever a victim of any of these hate crimes or racisms [sic]?

MS. HUTCHINS: No

INTERVIEWER: When the Klan—the Klan would ride or parade right up this street, didn't they, right in front of your house?

MS. HUTCHINS, *pointing*: Right down there. Right around that corner, around there. That's where they go—used to go, come to.

INTERVIEWER: What did you do when they would come?

MS. HUTCHINS: I just stayed at home and closed the door.

INTERVIEWER: Did you ever get married?

MS. HUTCHINS [*Did not hear the student's question*]: They never did bother me because I never did get in their way [*chuckles*]. Mm-hm.

INTERVIEWER: Did you ever know anybody who was in the Klan?

MS. HUTCHINS, *thinking*: Hmm

INTERVIEWER: Or meet anybody you thought was in the Klan?

MS. HUTCHINS: No, I didn't.

INTERVIEWER, *to student, off-camera*: John, you got a question?

[Response inaudible]

MS. HUTCHINS: Yes, yes, yes. Go to school, get a good education, mind your mother and daddy, and try not to get in no trouble, and don't fool with no drugs.

Scene changes: Myrtice Thomas is seen sitting in a chair in her home.

INTERVIEWER: How long have you been living in Shermantown?

MS. THOMAS: Ever since 1913. About eighty-seven years.

INTERVIEWER: What was it like when you were a child?

MS. THOMAS: Oh, it's not like today, but I—we had a good life. I had a good childhood and a Christian home. Had a lovely mother and father. [*Displays photograph of her father.*] And I have--there was six children--three girls and three boys; and they all deceased but myself. Been living here all my life.

TEACHER, *off-camera, directing students' questions*: Why don't we go ahead and go around the room. We'll start here and go around. Philip?

STUDENT: What school did you attend?

MS. THOMAS: Stone Mountain Elementary School, here in Stone Mountain. 'Course, it wasn't down here in Victoria Simmons [Elementary School]. It was down here by the ballpark. That's where I went to school.

STUDENT: What do you remember as a child?

MS. THOMAS: Oh, I can remember a lot, but I can't think of things right now like I used to 'cause that's been a long time ago. As I said, I had a good childhood, good life, and I was comfortable living here. I been here all my life.

STUDENT: In this house?

MS. THOMAS: Not in this house. One on Third Street. That's the [inaudible—sounds like "home"] house, 780 Third Street. This is 5456 Sigmon Street.

STUDENT: Do you enjoy living here in Shermantown?

MS. THOMAS: Yes, very much.

STUDENT: What do you enjoy about it?

MS. THOMAS: Oh, the neighbors. They're very nice. And my church, Bethsaida Baptist Church that's on Fourth Street. I go there every Sunday when it's [the weather] not bad. I've been to church all my life since I was ten years old is when I joined Bethsaida Baptist Church.

TEACHER: John, you have a question?

STUDENT (John): Yes, did you—do you—did you know any of the people that built the church?

MS. THOMAS: Yes, I knowed them all, but they're all deceased.

STUDENT: Can you tell us about how they built the church and stuff?

MS. THOMAS: A lot of them had to mortgage their home. My daddy, he was a deacon of the church at the time. Brother Bugg, Brother Gus Woods [Woodson?], Brother Lorenzo Woodson, Erastus Power—they all have deceased. It's not a one living now.

STUDENT: Can you tell us about the original frame of the church?

MS. THOMAS: No, I won't be able to do that.

STUDENT: OK

MS. THOMAS: But I remember when it was built. And they brought the rocks from around the mountain [Stone Mountain] where my father and all of the deacons worked. They hauled them in on the Dinky—that was the train, the rocks that built my church. I can remember that. And all of them had to mortgage their home to build it. Oh, I'm glad you all came, and I learned a lot from them [the students] instead of them learning a lot from me.

TEACHER: Oh, what did you learn from them?

MS. THOMAS: I think they are real nice children. They're real disciplined, and I think that's wonderful. And, you know, I love children anyway. And y'all come back again. Don't let this be your last time. Come any time. You're welcome any time.

STUDENT: Would you like a hug?

MS. THOMAS: I'd really love that.

PREPARATION AND RESEARCH:
CLASSROOM PRESENTATION BY
CLIFF KUHN, PhD, HISTORY PROFESSOR
AT GEORGIA STATE UNIVERSITY
(The late Dr. Kuhn specialized in oral history.)

“Interviewing Skills: Lecture and Hands-on Experience”

Scene shifts to classroom where students are being instructed by Cliff Kuhn. Recording begins after Dr. Kuhn has begun speaking.

DR. KUHN: . . . think about the advantages and disadvantages of group interviews, meaning interviewing more than one person at a time. What would be an advantage of a group interview? Yeah.

[As students respond and Dr. Kuhn continues his instruction, still photographs of classroom participants are displayed on the screen.]

STUDENT: You'd get more than one opinion of things.

DR. KUHN: You might get more than one opinion. They might prompt each other. That's right, they might—“You remember that?” “Oh, I remember that.” And they might kind of help each other out. What would be a disadvantage?

STUDENT: Everybody tries to say something.

DR. KUHN: Everybody talks at the same time. It's hard—they might cut each other off. They might interrupt each other. That's right. *[Scene switches back to real-time videography of Dr. Kuhn and students in class.]* That's right. If you're ever—if you're going to transcribe it, you know, write down what was said, it would be hard for you to know whose voice was whose. So there are advantages and disadvantages.

“Shermantown Tour with Architectural Historian [Mary Beth Reed]”

Scene shifts to outdoor area where architectural historian instructs a group of students.

HISTORIAN: This whole area develops [sic] after the Civil War. Prior to the Civil War it was probably used just for farms. You know, people had goats in here. People had horses in their back yards in Stone Mountain at that point in time.

[Student asks inaudible question.]

HISTORIAN: You’re probably seeing the Victorian Simmons [Elementary School?] over here, and that’s what you’re referring to. [*Points to map displayed on a large board.*] But this is where you are right now. This is the parking lot; you’re standing in the parking lot. And that belonged to, in 1917, Georgiana Sheppard, OK? And that’s [*pointing away*] Bethsaida Baptist Church. [*Camera pans over to church building, then back to historian explaining map features to students.*] Now, the first thing you notice about Shermantown is it looks different—it’s organized differently than the older part of town, isn’t it, which is just big square lots, very vertical, very rectangular. Look at this: Still House Road comes in there, you see, and bends. [*Traces streets with her finger.*] There’s lots of things going on here, because African-Americans had different cultural values, and they applied them to their landscape. And we really see that in Shermantown. It’s what I would call a more organic pattern. People [inaudible], “I want this here, I want that there.” They didn’t really go with a planned image, or the plan was in their head, or what we call a vernacular-type plan. There were lanes that separated these blocks. People, look over here. See this little funky lane here? It’s not paved. It starts paved and goes to gravel. That’s a lane that connected these two main streets, Third and Fourth Streets.

[*The historian begins the students’ walk through the neighborhood.*] When architectural historians look at properties like this, they look at the size of the houses, the style of the houses. They want to take a look and say—[*Interrupts herself, indicating a house situated nearby.*] [That’s] what we call a set-back. What is a set-back? It’s actually the space between the street and the house, OK? And all these houses do what? They face the street, except for one. And I’d like you to use your imaginations and tell me why, as we come up. We’re going to go to the crest of the hill here, and there’s that big tree. I want you to take a look at that building in front of it.

When we did the architectural survey, this was a house that really bothered me, because all of the buildings here face the street. They seem to be organized in the same pattern. But there's one that doesn't actually fit, and this has always troubled me. And I wondered why and what is the history [*voice trails off*].

[*Video is edited here to allow for the students to reach the house and resume recording. The house in question is a one-story structure with a tin roof; the entrance and a window appear to be boarded up.*]

. . . this house, OK? A-number-one, it's a very small house. It probably has only two rooms.

STUDENT: It doesn't have a foundation

HISTORIAN: It doesn't have a foundation. Very good!

STUDENT: It probably had a out-house or something.

HISTORIAN: Did you hear that, you guys? Didn't have—doesn't have a foundation as you know it. But what does it have? What's it sitting on?

STUDENTS: Rocks

HISTORIAN: OK, but at each of those corners are what we call piers. Now, piers can be made out of fieldstone, whatever. They basically prop up the four corners of the house. And there were the cross-beams that bear the weight [*Audio fades as video shifts to later in the presentation.*] . . . It's older than the actual street, OK? Now, what if this street isn't here, but that house is? This is what you have to look at and think about. Ms. Benefield's house is a very old house. [*Points to the Benefield house, off-camera.*] This could have been a smokehouse or an out-house or an out-building for an older property here, OK, before actually Shermantown takes shape. But then when—[*To student*] one second—when it does take shape, it is used as workers' housing. It was perfectly suitable with some—with some change. [*To student*] OK, sweetie.

STUDENT: Yes, like if her actually like, if she didn't—if she didn't build her house right there, and none of these houses were right there, then possibly where—if none of the—if it was only that house on that side of the street, would she be able to just, like, have the whole street to herself?

HISTORIAN: Mm-hm. This could have been a two- or three-acre tract. Where you're looking now is a urban—this is a landscape that they urbanized. Streets have been laid through it in a pattern. Even though it's not as organized, which is what we

talked about in the main part of [the village of] Stone Mountain, it's still where streets were laid. And streets are typically not laid that close to buildings unless—well, probably you folks know a lot about road-widening projects today. Don't you see out—DOT [Department of Transportation] crews out there taking parts of people's yards and getting closer to houses? It looks wrong. It looks wrong, because the same thing—it's the same process. [*Acknowledging another student's question*] Yes.

STUDENT: [Inaudible] the house as maybe they were building these houses to live in?

HISTORIAN: That's right. Could have been temporary housing, you mean?

Scene shifts to group approaching the cornerstone of a granite church, Bethesda Baptist Church.

HISTORIAN: . . . information about who built, why, and when.

Students approach church and begin reading cornerstone inscription in unison.

STUDENTS: [*First several words inaudible, as person holding camera hurries to catch up.*] “. . . 1868, built during the pastorate of Rev. F. M. Simons. Rock structure built 1920, Rev. W. B. Bell Pastor. Cornerstone layed [sic] May 1925 by Stone Mt. Lodge A.F.A.M., Rev. H. H. Woodson, pastor, L. M. Buggs, church clerk. Deacons J. B. Stroud, J. A. Woods, L. Woodson, H. Burr, J. S. Russell, Jas. Benefield, S. Haynes, and Frank Smith.”

HISTORIAN: Very nice. That's a lot of information on the cornerstone.

STUDENT: We need the camera to get a closeup.

STUDENT: Yeah, get a film on this one.

REFLECTIONS

Students are shown on camera, one at a time, sharing their thoughts on this project.

STUDENT #1: Mostly I'm grateful [inaudible] and how to use a video camera and all the little buttons on it and the main buttons [*laughs*]. And I'm also grateful for how I got to—met some of my—some elders.

STUDENT #2, *reading from paper*: Be a good listener, dress properly, no interrupting, and have perfect eye contact when you're interviewing somebody.

STUDENT #3: Well, I thought it was when I first heard that I was going to be doing this was dirt roads, partially broken-down houses, and a lot of people who

weren't—who didn't have a lot of houses. But then I went there, and I saw that it wasn't that. They had a paved road, street signs, and a very good view of Stone Mountain.

STUDENT #4: No matter what, some people's stories should never go untold, because a lot of people overlook Shermantown. I mean, people may go through it every single day, and they still look over it as just another little part of Stone Mountain.

STUDENT #5: I never knew that somebody that old could have so much wisdom, and that's what made me so emotional.

STUDENT #6: As I've grown up, I never really got a chance to go and talk to elder people except my grandma and relatives. And I've learned that they're wonderful people to talk about, and they can tell a lot in history. And their houses were very cozy and like old-fashioned, [*Student continues as screen changes to a view of her and the videographer who is recording her comments.*] like you could snuggle up with the pillows and stuff like that. [*Scene switches back to close-up of student.*] And I just fell in with their words. They were so touching, and it just told a lot. It was more than what a history book can tell you because it was coming out of somebody's own mouth and what they've lived and been through.

STUDENT #7: Well, they're wiser. They may not be a lot--as much book-smarter as us, but they've been through a lot more than us. And, well, they know how to handle things a little bit better than we do, and they're older than us.

STUDENT #8: They're a whole lot more—what's the word I'm looking for? [*Another student, off-camera, suggests the word "Different."*] Yeah. You--when you really get a first-hand view of what it was like for the people back then, like when you actually hear their testimonies and stuff, you be like, "Man, I would never have gotten this out of a textbook."

STUDENT #9: [*Recording begins a few seconds after she has begun speaking.*] And [*inaudible*] respect more. OK. [*Starts to step away from camera, as if finished.*]

TEACHER, *prompting to stay on-camera and elaborate on her comment*: How come? Why?

STUDENT #9: Because they have stuff we can't get now.

TEACHER; What do you mean?

STUDENT #9: Well, they've lived through the hard times, and they've come out of it a better person.

STUDENT #10: I enjoyed everything. I enjoyed about the Christmas, learning about all these people's lives.

Scene changes to close-up of two students, John Keith and Shanekkia Black, who were introduced at the beginning of video.

JOHN KEITH: Well, I hope you've gotten some information out of Shermantown and what the town is really like. [*Nudges Shanekkia Black to prompt her to speak.*]

SHANEKKIA BLACK: First of all, we'd like to thank our interviewees.

JOHN KEITH: And we would like to thank Ms. Audrey and Ms. Sara for transporting us over here and the team from Roots and Wings.

SHANEKKIA BLACK: And for the gratitude, kindness, and for all of their help.

JOHN KEITH: Yes. And we would just—we'd just like to thank everybody that made this—

SHANEKKIA BLACK: --helped us--

JOHN KEITH: --production a success.

SHANEKKIA BLACK: —helped us--possible.

JOHN KEITH: Yes

SHANEKKIA BLACK: And we would like to thank all of our team. Everybody come on up.

JOHN KEITH: Yes, everybody come up here, please. [*Several students join them on-camera. John Keith points to several production crew members who are off-camera recording the video.*] Our sound person [*Indicates student wearing headphones*], our camera person. [*Continues, as several speak at once.*] [*John Keith places a hand on a student's head, introducing her as the producer.*]

SHANEKKIA BLACK: OK, OK. Hold on, hold on! [*Leads student identified as producer out in front of her.*] Hope Lancaster. [*Hope Lancaster waves at camera.*] [*Shanekkia brings John Keith forward.*] John Keith

JOHN KEITH: TV anchor

SHANEKKIA BLACK: Benjamin—[*Shanekkia ducks off-camera to retrieve microphone.*] Benjamin Brisbane [*Benjamin steps forward.*] Our web designer, Caitlin. [*Caitlin steps forward.*]

STUDENT WEARING HEADPHONES: And me!

[*Students whisper behind Shanekkia, "I'm the producer!" "I'm the director!"*]

SHANEKKIA BLACK, *in a whisper, to a student off-camera*: Philip! [*Philip appears and is introduced.*] Philip Gandy. [*Calls off-camera to a student named Dante, then walks off-camera.*]

HOPE LANCASTER: We have to get Ms. Audrey. That's why [inaudible].

[*Shanekkia returns.*]

SHANEKKIA BLACK: OK. Theidre Atkins. [*Theidre steps up to camera and smiles, then steps away.*] And Dante Hawkins. [*Dante jumps up quickly and is gone.*]

Recorded music begins as screen goes blank; then credits appear onscreen:

"Special thanks to our interviewees, Mrs. Eugene Benefield, Mrs. Ida Hutchins, Mr. Charlie Stewart, Mrs. Willie Myrtice Thomas."

"School Liason [sic] Virginia Leonard. Community Liason [sic] Emma Brooks."

"Interviewers: Theidre Atkins, Shanekkia Black, Caitlin Bridges, Benjamin Brisbane, Channing Brown, Maya Delpit, Philip Gandy, Dante Hawkins, Shane James, John Keith, Hope Lancaster, Anna Meltzer."

"Historian/Tour Guide: Mary Beth Reed."

"Historian/Guest Speaker: Cliff Kuhn."

"A project of Roots & Wings, Life Stories, in partnership with Stone Mountain ChARTer [sic] School."

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END OF RECORDING

Transcribed by CS