

Interviewee: Richard Chubb  
Interviewer: Sarah Swanson  
Transcriber: Dorian Meekins

RC: Okay.

SS: I am Sarah Swanson and the date is April 6, 2009 and I am interviewing Mr. Richard Chubb, the principal of Hurt Park Elementary and the location of the interview is at Gainsboro Public Library. Mr. Chubb, can I have you initially start with what years were you principal at Hurt Park Elementary School?

RC: I came there by way of a decision holding onto [the] fight of keeping Harrison School in September, 1975. They made a decision with the Fourth District, so I didn't know where I was going, I just [was] going to be a principal. In fact I told [them] if I'm headed to [be] in China, but I better be back home in 15 minutes and I was very outspoken about it. So I – They made a decision, called me on a Friday and [of] course that was the Friday evening they told me to go to Hurt Park and the teachers were to arrive Monday so you can imagine they [were] about as shocked and they said that they realized that I wasn't going to give and for me to go to Hurt Park. So that was Sept– I would say that must have been somewhere in July and– or it might have even the early part of August and I stayed there from '71 'till I got tired and took a leave of absence and then I just traveled and had [that] opportunity to see some things I wanted to do. And then I took a leave [of] absence and I set up my own personal business counsel consultant service and then I thought I'd probably be moved after that because someone said [if] they would make it real tough for me, y'know. But the parents decided for me to come back after 15 years and at the time I was about ready to do something different. So they demand for me to go back and that was it and then after that I went to central office after that leave.

SS: And why was obtaining an education for yourself so important when you were growing up in this community?

RC: It was beautiful, my mom and dad had both of them were to a degree as educated, I think, because they saw something that these parents don't see now and I think what is happening to our African American community, they– people began to place more things on material things than on human beings were, y'know, I want mine to have it better, but it wasn't better if you didn't have that main thing, education, and that's what the president is stressing now. And everybody– in fact, I'm in a neighborhood now with about the same number [of] houses that I had in my neighborhood where there might have been about 20 students with college degrees and now we got motorhomes in my neighborhood, big cars and only have 10 college graduates. So the importance of education, my momma and daddy, they didn't have an opportunity, but they knew that this was a way to better yourself. And so that was the thing they taught, that was the sacrifice. My daddy worked five jobs, he didn't make probably \$60 a week, but out of three children both of us were able to get advanced degrees.

SS: Can you explain why education is important in the Hurt Park Community? As when you were principal, or today, or– ?

RC: You see, people don't want to say this, but without an education, that means you're not going to have the type of jobs to expose your children better and so a lot of things are by people being exposed. Education's given me and my family— I've been able to reach back and pull up my family, but a lot of times, sometimes, now without the education some of them are getting with the stress and importance, they don't see a way out of the economic trap. And they can— I know we were blessed because by stressing education, [when by] minding material things, but the way times— things are now, we can[t] acknowledge that, y'know, you gotta have money and I knew [even then] that our parents didn't have top jobs, but they valued education. So it was so important, not only to me, but for that community. And my style of dress and everything, they— a lot of people, they[ll] not call them disadvantaged, but I say if [it's] ever disadvantaged, disadvantaged people need exposure, not enclosure. So I had a style form, y'know, you didn't see me with all this wild stuff on. I'd go in and visit homes and— just like a family and so a lot of them— they modeled after me, my dress. [It'd be] my dress day, basically, on Fridays, y'know, and families did, children did, and found they'd get restless when they was dressed up. So it was a style for the community, being a role model, and they just got away from so many things that were seen as being programmed for disadvantaged people.

SS: Can you describe the experience of integration in the Roanoke School System and Hurt Park?

RC: Well, the Roanoke School System, the worst thing that ever happened in Roanoke, we didn't have a four year black college. When I was at Bluefield State, a group of us in 1959, we started out a part of '58. We were students and, of course the people in the community got upset because we picket things like the stores and everything. Basically, Roanoke mostly got down by sitting down any saying "this is alright" y'know. So it was set up according to what the system, I would say, and that system could have been involved with some blacks, y'know. But the thing that really was sad, just like in '71, going up and down the streets trying to get people to keep the school open, I was telling [them] "That's your community. Once you lose your school, that's your community." So it was really tough, y'know, and in other words, I know what happened because I was really black balled, y'know. You speak up like that with the whole system saying "you're a troubled person". That meant I was a trouble in the county and everywhere because I just spoke up for the rights. So it was a tough thing back when I was coming up. In fact, I can go back even further because, see as a student, sometimes I had to wait a week to get a desk. [I] Finished Addison in 1954 and so not only that, even before my time, the teachers were paid even less, the library books were less. So coming up, y'know, like, if I go Downtown, y'know, there were certain things people were called, y'know, little names if you were at the wrong place. And so it was tough because I worked beside a white fella in the bakery and he's got about, like, \$10 more in the week than I did and we did the same thing. So growing up it was really tough because even in church sometimes I was wondering, y'know, and we had to go to church two or three times a day, but we would sing "Jesus loves the little children, all the children of the world. Red and yellow. Black and white." And I would ask questions, y'know, what about me? Y'know so, it was a confused type thing, y'know, because you just didn't understand why you work hard

and your parents don't get as much as someone else so it was a touching pain But like I say, y'know, the value of that education is if you [are] going to get out of it and I'm sacrificing for you, where you won't have to take it. Any time I would act up— my daddy worked five jobs, two of them, the family, we had to help him. And he always would say “yes sir” to the people up above and he'd say “I'm taking this”— I'd be upset, he'd say “I'm taking this so one day you won't have to take it”.

SS: Through your years as the Hurt Park Elementary School Principal, how did you see the goals or challenges facing the students change?

RC: Well, I was on a mission, and I look back at it now, I don't regret it. I was determined to make a change, y'know, and nothing was going to stop it. I just felt if I was going to learn, I believe in working my philosophy with the troubled child; the cognitally affected and the psychomotive. In other words, just like— I'm going to apologize. I had very strict— I had a beautiful office; TV, record player and all. They knew they had three slips, pink slips. And for the first one you got, you'd come to my office, we'd talk, might take a car ride. The next time I go to the parents. Let them know that, look, we [are] going to have structure here. I don't want to do anything, I don't want to correct your children that way, but somebody got to be the dad that I'm having to be here. And if you get the third one, they belong to me with some lil' 'ol— nice lil' paddle before a teacher. Now what did that do? Rules are made out of love. I'm rich now because there's not a week that goes by [where] a student, a teacher don't come and check with me. So with that philosophy, being on a mission and it was centered around the troubled child, as I was saying. The cognitive— just like you got to put two plus two in logical order, the intellect. You've got to also put the effective domain things in logical order like feeling and emotion. I would help them to that because a lot of the times— That's what [the] problem is of today; we got people [who are] smart, but they don't know how to put emotion, anger and fears, in logical order. And that's why you see so much killing and all. But I work with the troubled child, psych them up, motivate [them], let them know they had some natural skills, y'know, sports and all. But I want to let them know, they had to put all these things together. A lot of times people stress so much about getting As and Bs, but they don't about the inner scars of a person, y'know, and I was able to tap that. That was a gift and I was on a mission that we had— the time I stayed, that first 15 years, [we] had only one suspension. Nobody could touch that. I just told the teachers we['re] not going to have that. They had four or five suspensions a week when I went there, they were breaking in three or four times a week at the school. They didn't touch it in 15 years. And when I left that year, they put someone [in] and then they move[d] about 16 people. So when I came back I could see the damage that was done because it was built on the people being there year after year after year with the same philosophy of working with the troubled child. And then, y'know how people back to strictly the intellect the intellect, and [there's] nothing wrong with that. See the three of the greatest Rs— they stressed when I was coming up; reading, writing, and arithmetic. So my mission statement was— three of the greatest Rs. Was, number one; religion. You gotta believe in somebody stronger than you and that's God. And the second one was respect; you gotta respect your God and your country. And the last one, responsibility. You're

responsible for that, you can't blame momma and daddy, nobody why you're not making it. So those were three of the greatest Rs. So those things were stressed along [with] not only self esteem, but self worth objectives. In other words, everybody in the school; janitors, aids, and all came to the staff meeting. We all had to know the play. And so from that, with that total commitment, y'know, it worked because a lot of parents in there– I mean a lot of the teacher, teachers aids rather, they had children, some of them knew had to work with the children just as well as the teacher when we had to work with those total domains. So.

SS: How did you work to create trust in the community?

RC: Mostly by example, y'know, in other words, I'm not– when I walked in the first day I told them, I said I've been Downtown, but I'm on a mission. So that don't phase me. So running Downtown– if you don't understand play that I'm doing then that's going to be a problem. I will never write a letter, I will call you and talk to you one-on-one. I'm a– y'know, I got strong interpersonal and personal skill, I told them that. If something is wrong, I don't want your job because, first thing, if I trade you or tell you I don't want you, they might send me someone worse, if you[re] on tenure. So they liked that. I said, “Now I want you to know now–” and I went around the room and asked them because most of them are older teachers and I told them “Let's add up of the years” and they did. I said “Well I don't have but about ten”. That means I was running 200 years here, 150 [to] 200 years. And I said that means I'm going to be the first one in line if fault tenure, we fail. And so I just gave it to this whole group and that's how you build up trust, y'know, you build it up with group decision making process and I never set up and say “mine”. The only thing I would ask a person if you had an idea, that three simple things be successful to me. And that's if you got an idea, who gon' to pay for it, who gon' to do it. And so you raise your hand, see we got a lot of people with ideas, but who gon' do it and who gon' pay for it? Now you might can skip the middle one, it might be an idea and who's gon' do it. But a whole lot of things you come up and people raise their hand– I say “fine” and you [if] got something better [then] who's gon' pay for it and who's gon' do it. So that's how you build up trust, you build up trust, open it up and just let them see you. Because a lot of times everybody complains [that] something can be better because that's– that might be your personality, I don't know. But if you can come with something that can help this group, let's bring it up and who's gon' do it and who's gon' pay for it.

SS: Can you talk a little bit about the community education program that you started at the school?

RC: Well that was– the philosophy behind that and– I'm sorry they didn't buy that, I thought it was an odd thing to have it, but I felt that if the school is there and tax dollars [are there], why can't you use them at night at the school? So what I had there, I had the community– because I had the police to come in, the police department, police dialogue group. We had a lot of crime at times in the area and they could talk to the police and say they are helpers. We had cooking and sewing. Parents had GED, that meant we could help them with the homework [that] would help the children. The community ed program and then they had recreation in there and cooking and sewing. See the agency, they loved that. In fact, I even had it also on Fridays. We had an activity

program and that's how I initiated again, by working on Fridays in the after school. When you put the extension on [they said] I could have more programs. And the thing that was so beautiful about it, it meant the teachers, they had— after school they would come by and the community just knew everybody. In other words, it's just like a home type thing. The concept was so great I was lucky, I guess, to take my wife— I forgot the year, but they had a community program in Flint, Michigan— Mott Foundation. And they had all 63 schools open at night and then they also had the churches with community and that whole thing there can help educate the entire community. One of the better schools that I attended that I like as a role model is Whitmer Resource Center in Pontiac, Michigan while we were up there. And that meant even the parents would ride the school bus with the children, they'd get off and go in one way— and the parents would go in one way and then the children would go in one way and so they were doing some of the same type of activity to help the children. 'Cause see, a lot of the times, the parents that we assume— with what happened back there I— when we would come, they stressed the education so much that I thought my momma and daddy had the doctrine. They were strict and they caught my spelling and all like that, but see, a lot of the times, now school [had] been so lax that it hadn't been good for the parents and all so they don't stress it. So that— I think that summed it up basically, the whole philosophy.

SS: What other organizations were you involved in within the school or the community as a whole?

RC: Oh about everything you can name. I was very much committed, we would take some things and we would do things like— we didn't have a PTA when I first went there. That said, about the money wise, we built a PTA, we'd take the children to Washington, DC. We would take them to the circus. As far a personal[ly], I was on VPI Extension. Everything you can name, I was just— I was there, y'know, I['ve] always been that person. [I] didn't require much sleep so anything in church, speaking engagements and all, I was just totally involved. Different organizations; I'm a life member of the NAACP, life member of the SCLC, life member of my fraternity, life member of my college things. So practically everything. In fact, now I'm trying to taper away, but if anybody asked me [at] that time, I would do it.

SS: It was important for you to take a role in the community.

RC: Oh yeah, because, see, people they— y'know, they lack that. Because I was smart enough to do this that, y'know, everybody [is] going to be used, right? But I was smart enough [that] if you gon' use me, I'm coming out with something for the children. You understand me? That's the kind of negotiation I would do. I'd go in and I'd knew a lot of children they didn't have and so I could get the agency. Then people, they would come in. All different colleges would come in and they would volunteer, help reading and writing and all. So about me being with that, y'know, I always wanted to come out with something.

SS: What are a few memorable experiences you had as the principal there?

RC: Oh gosh. Well I guess bringing in a new philosophy. That was one because the teachers, they were just shocked to see me come in there on a Monday and they didn't know it. That was a great experience. Another great experience, they had several years of Richard Chubb day,

y'know. Now you can imagine turning that many people around in a school where the majority of them [are] from maybe another race and they['re] having a Richard Chubb day after all this. So they turned that around in no time. That was great because it was total commitment and we had the thing where we did a lot of things together after school in community ed. So that was great. It could work, y'know, it could work. You could have different races working together. And another experience I think was great; there's this student who wrote me two years ago, I cannot pronounce her name, she was a foreign student. She came to Hurt Park and couldn't speak English and I just looked at her— I know that people know love and they can see sincerity in the eyes, I don't care what country you're from. And she couldn't speak English [or] anything, but anyway. I just put her in one of the teacher's room[s] in the second grade and— I noticed every morning she would come and grin [at] me and then hug me and then I['d] hug her. Well, two years ago I got a letter and she'd been looking for me and she finished law school and everything. Those are the experience that I— I got a person now that check[s] with my cars and everything and I didn't [even] realize that we had a— when you read that you can see a breakfast program. And I had to argue with the school officials and all, if they [are] hungry in the winter, they [are] hungry in the summer, so I started a summer program. And so he told me, he said “Y'know [the] reason why I still come to see you and recognized what you did for me— I heard you laid a person out” saying the same thing “if you hungry in the winter, you hungry in the summer” and I'm going to have a summer feeding program and she was telling me the laws and all that and I said forget about the laws. I'll worry about that when I get caught. But to make a long story short; he's grown and he's got a son that's a pretty good athlete, but when he told me— he said “If you can look back, do you— can you remember I was the first one every day in that summer feeding program waiting to eat, I just didn't have food.” So those things— that's another experience and I guess the other experience is just being thankful now. I never thought I would see this day. The day I told them about this attendance thing. Y'know, you just, sometimes it's good to smell the roses along the way, but sometimes you don't make it to know what's going on. To see what is happening with some of the programs I have done and to see the people that didn't support me at the time. That they come up and say “Well, I wished we had done this, I wished had done this.” Thirty years gone now and there's still an attendance problem. So those are highlights. I could name them on and on, but as we talk it might come up again because [of] the amount of times things just hit you, y'know, after being retired 19 years. But there's so many things, but I think those are highlights, y'know.

SS: What challenges did you undergo?

RC: The school system above me. I told them of my mission. In fact, I had to tell the superintendent one time, basically, y'know, you not going to get rid of me in the middle of the year because— I told you I was on a mission and I told him up front because I knew what it was. It was all about this. It wasn't— They wanted me to fail. So what I did do, it was smart and what was so beautiful; once I didn't trust the system, y'know what I did? I took out my own retirement. That meant I had to know the common. I had to know about the Dowel Jones S&P Not only that, I talked to a buddy of mine and of course, this was a little before because I was

getting ready, I guess, before 1966. I invited 12 guys to my house and told them they way going to be just like this. These people coming to our country, learning our language. They ain't going to be fools all the time, we [are] taking their stuff. And so that's why we [are] controlled now by a foreign country without– but my point, what I'm saying, y'know, that's– that's vision, y'know. When you feel like you own your own and things– all of it, especially what I'm saying. I was blessed now by retiring early I've been able to drive with two big motor coaches [in] every state you can drive in, about twice on vacation. [I] don't like to fly, but my wife and daughter says it's a shame not to go to Hawaii so I did make that trip. So I got them all in and I stayed over there a whole month, y'know. The only thing about it, I was worry about how I was gonna get back across that water. So those are the things and then I was able to look at other school systems and when I go visit and went to Alaska and stayed three months, y'know, to drive up there. So those types of things that sometimes, y'know, that somethings– when you're young and you're in school you don't realize that if you take that stand, when you get old you don't feel bad, y'know why? Cause I don't wish what I said, I wish what I [had] done. You can't go back and get 'em, y'know. And to see me now and, y'know, to walk and it's like those ones, I tell you, y'know, four miles and just, y'know, to leave here and heavy political thing back in– and, y'know, people now, so it's– Those are rewarding things.

SS: What was the school population like? What were the students like at your school?

RC: What was the population? Well, can you imagine– the school– now I don't know it so I can't quote it accurate[ly], but I've had 500 students or more. And now most schools got assistant principals, full time counselors. I didn't even have none– they had [a] part time counselor. But you can understand, it was just hard work. I'd get to school about 6:30 or 7:00 and I did all my paperwork before the people got there. Now, if– I would teach a class once a week. If the students ran the substitute away they had me for a week or 'til they got better. So that's, that's the way it was. I was just there. In fact, I'd go there some mornings at 1:00 or at 3:30 cause, see, my average time walking then, year round, was like 3:30 in the morning before going into work.

SS: What did you like best about your role in the community?

RC: That people could call on me. Parents even when their children got out of hand, some of them were really rough and they wanted to– My wife was real– she said “Well gosh you not the daddy of all of em.” Sometimes they wouldn't respect their parents and the parents called me. I'd go in the middle of the night, anytime. Y'know, I was just available. So being that role model and being a community person, they would really tell the truth, y'know, and sometimes, y'know, people would be afraid of your own because they think you're gon' start something, y'know, and I just had God on me and I was on a mission. That's the key to it. I can pass on anything. When you got a mission that's something you're gonna do, y'know, nobody can turn you around. I probably could have lost my job– I never forget. When this article came out here, “Principal of School Due to Close”. The system superintendent called me, can you even imagine? He called me and he said “Did you mean to say this? What just came out in the paper?”. I said “I said more than that!” I told him “I'm sick of you professional migratory workers coming in my town and telling me what to do.” Sure enough, he left in a year or two. Byt I told him, I'm gonna be here,

y'know, and this is my community, I grew up here and I knew the problems we had and this– In order to be an agent of change you've got to be on a mission.

SS: What were some important events or celebrations at the school?

RC: Well, as I told you, one of them with, being modest about it, Richard Chubb Day. They had buttons and all and they had Key to the City and that was about in 1977 and they did it for about two or three years in a row, y'know. The other thing– like a breakfast program was initially there, community education. All that and from those things– other things came, y'know, it was a community type thing. People from the different colleges came and did volunteer work, just different agencies. Those were the common sort of thing.

SS: Do you remember any personal experience one-on-one with the students? Good experiences with..?

RC: Yeah, I think I mentioned that with the girl that came, couldn't speak English. Do you want me to repeat that again?

SS: No, it's okay. I was wondering if you had any other.

RC: Yeah, and...

SS: You remember any families throughout your period– do you want to talk about any of those?

RC: Yeah, oh yeah. That's what I see over and over. I've seen families that did quite well. The whole family structure. I could see it as they would go– they would take students– Okay, if they had children at other schools that had problems or teachers, y'know where they would send them? To me. I took pride in it. So those students now, they thank me because they know that was the only chance they had. So, not only that, parents were told that “Okay, you can't work here directly, but if you say you live in that area, Chubb will take you”, but although they wouldn't praise that. So I had those type of things, y'know. Teachers who they didn't fit at another school, they would call me up and say “Well, y'know, would you like another teacher?” “Sure” because that meant that I could have more help to help the students. But if they didn't dress a particular way at this school– y'know what I'm talking about. So they sent them to me, but the thing that's so beautiful about it, that's why they really thanked me about it because I was just that kind of person. I wasn't there to fight nobody. I let them know– I can work with you because if that's not it I can help you if you tell me. That kind of stuff, it passes throughout and [if] you've been somewhere 15 years, y'know, people want to come and they just didn't leave. Y'know, my turnover– just didn't have that much to turnover. Sometime[s] I guess, it might have been good in a way, but it was good because a lot of times I knew what students to put with certain teachers from other family experience[s], y'know. And then sometimes, the parents, I'd listen at them and I always, y'know, knew certain techniques. They'd come in, some of them and I was in the area, y'know, where they really would– they might not take a lot, y'know, but I was strong enough, athletic enough to show them, especially in basketball. We had a court there [if] they wanted to think they could try ol' coach, whatever [it] might be, y'know. That was the way it was, y'know, and those experiences like that I think that [were] the most rewarding.

SS: And finally; why did you want to be a principal?



RC: Because I'd been around and in the school. [I'd] never been assistant principal and I was telling people, y'know, I'm— I was just at that point and they said Harrison School— I think they led me into it in a way because they knew they were gonna close it, but I was a people person. In fact, every school I worked with the parents would come and say “Y'know, we see you all the time. You[re] in the community and you visit homes. You oughta be the principal.” So they led me into this because they knew they were going to close this school, but in the same time, being a people person, you see, I just said “Gosh if I didn't do anything, but go meet the people I'd be better than what it's like when you're dealing with people.” The personal and interpersonal skills, now you gotta have the knowledge too. So, that led me in, I said “I know I can do this, good gosh.” I mean, you don't even— scared and running, you don't sit and talk to the parents and all. So that's what I did. Never been an assistant principal. Never taught in [an] elementary school, per say. Mine mostly was on high school and junior high school level, but when they pointed me there, y'know, I guess I used the opportunity to have a whole lot of rewarding experiences. I always said that the helper [and] instructor and education experience is one that leaves the learner better [than] if they hadn't had it. These experiences, man. I mean, I'm just bubblin'. I don't even sleep still, as I was telling you, because this is amazing to see this. Just to see how, y'know, someone will take and try to— I mean, everyday people [were] calling me. “It ain't worth it.” Some of their own people— “It's not worth it, y'know. You gon' lose your job, you gon' lose your—” How the hell ain't that worth nothin'? Because I was on a mission. I wanted to see something that could change and now to be able to see, as I told you before, there's not a week that goes by [that] a teacher or a student don't come to visit me and as I was telling you about this young lady that she even finished school. I wish I could just name experiences. The people who've been successful that I've been with. Just like, to give you a good example; George Lynch came to my school. He ended up playing pro ball. The people that, y'know, ended up doing quite well. Now, some of them didn't. And then some of them, they said— what happened to them when they left Hurt Park without their discipline, that's when some of them went down. I picked up the paper the other day and I— after the fella left and went into another school. I was trying to help him, but he got into a whole lot of trouble, y'know, and the first thing they tell them— “I just with that I'd had that structure,” y'know.

SS: Do you have anything else you'd like to add? Any other—?

RC: Well, anything you want to ask me.

SS: Do you have any other experiences about students or families, specifically in Hurt Park that you'd like to share? About your changing— because you were definitely influencing student's lives a lot.

RC: Well see, the thing, what I'm sayin', I'm a licensed professional counselor now. I closed my business in 2002. But now, we had to get 20 hours to keep our license. I used to get about 30 and the reason why, because I'm— I do a lot of volunteer work. I'm in nursing homes two or three times a week. My philosophy now [is] that there's some people who have done well. They say no child left behind, I say no adult left behind. I wish I'd mentioned to some people in politics, we oughta have said no adults left behind. These are people now who[ve] got to cut medicine in

half, they don't have certain things to eat and I'm just blessed because financially I can do it. So what I do, even now, I take not only some of my relatives, they have it a little rough. I reach back because I can see what's happening in my own situation. That some of my family members let people place more value on material things than that education. So I hate to see that because you don't want to go back. So some of these things that I do now on a volunteer basis, I have liability insurance because doing it free, you can get sued just as well as you['re] getting paid for it. So the other thing about it, I- Delegate Ware over the 11th District, y'know, he's already- he's from Greensboro, but he adopted me as his daddy. He['s] got a conference room over here that's named for me, y'know, R.L. Chubb Conference Room. So I'm on the political team. All of them are much younger and they said they need my wisdom and and partly because I know the people, y'know, and the time they vote and things like that. So- And things like working with the elderly and sometimes adopting a family and taking them to church and setting up needed funds for people, y'know, having to get it out of my pocket. Sometimes I let them come to our church, y'know, and it's real fun. And anything else? Do you have anything you'd like to say?

Unknown: I just wonder if you are keeping in touch with the Hurt Park Elementary School and how do you think it's changing over time since you left the school?

RC: Well, it's- most of the school has changed anyway because they've had too many people there new and that's now good. Scores are bad. They're beginning to see some things I mentioned to them years ago. And that is, y'know, when you start working with people, you gotta build trust and if you don't have good skills in that area, y'know, in other words. I've seen people try to do like me, visit at home, and y'know, you don't have to be dressed any different. But people can tell how you turn up your nose and how you're looking at them and all. It's a feeling type thing, y'know. So a lot of people can't do it. I think a lot of it- some of it's innate, y'know. It's just like some people are born with certain gifts and I just, y'know, use what you got, y'know. I'm not sayin' noting couldn't happen, but I just wasn't afraid of it. I mean, I was in the area where, y'know, they would fight, y'know, and I just let them know, y'know, I can do that too, y'know. But also, y'know, it's good to be able to use the greatest gift you got and that's to talk.

SS: Well it was great talking with you and I think we've covered most everything. Thank you so much for participating.

RC: Well I enjoyed talkin' to you and if you think of anything else, just give me a call.

SS: Alright. Thank you.

RC: Okay.