

Doris Williams Interview Summary

Interviewee: Doris Williams

Interviewers: Nicole Galang and Cassie Sumpolec

Interview date: October 20, 2021

Location: Online via Blackboard Collaborate

Length: 1 audio file, mp4 format, 50:22

THE INTERVIEWEE: Doris Williams was born in Newport News, where she was raised. She attended local schools and graduated from Huntington High School in 1966. Afterwards, she attended Hampton Institute, where she graduated in 1970. She later became a teacher and worked for the City of Hampton as well. Williams' life history gave important insight into how the area experienced the civil rights movement and what attitudes were like at this time. Williams actively participated in protests and has many memories of segregation, integration, and busing that took place.

THE INTERVIEWERS: Nicole Galang and Cassie Sumpolec are both in their third year of college at Christopher Newport University. They are partners on CNU's Hampton Roads Oral History Project where the goal is to conduct the life histories of people who lived through the Civil Rights era.

DESCRIPTION OF THE INTERVIEW: This interview took place online via Blackboard Collaborate and was recorded. Everyone was in separate areas when the interview was conducted. Williams stated near the end of the interview that she was skeptical of the project, but enjoyed being able to answer the interviewers' various questions. Williams was able to recall much of her formative years, her family, boycotts that were taking place as she was growing up, as well as key events such as Dr. Martin Luther King Jr.'s assassination. She recalled the Montgomery Bus Boycott and several incidents where she was treated unkindly. She was also able to communicate her experiences attending all-Black schools and then later student teaching in the public school system when integration had just been formalized.

There were numerous technical difficulties at the beginning of the interview that led to Williams not being able to use video and having to use her cell phone to join the call. There were also audio delays that caused interruptions and had the interviewers and interviewee talking over each other. The main focus of this interview was to record the life history of Williams while specifically focusing on race relations and experiences throughout school, the workplace, and her life in general.

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START OF INTERVIEW

Nicole Galang: This is Nicole Galang and my partner is Cassie Sumpolec. Today is October 20, 2021. We are interviewing Ms. Doris Williams. This interview is carried out as part of the Hampton Roads Oral History Project at Christopher Newport University. Good evening, Ms. Williams. We are taking what is called a life history and would like to begin our interview with a few questions about your childhood. So, our first question, where and when were you born?

Doris Williams: I was born in Newport News, Virginia.

NG: Alright. What did your parents do as a living? Do for a living. Sorry.

DW: [laughter] My father was a supervisor of the janitorial department at the Newport News Shipyard.

NG: And did you have any siblings growing up? If so, can you tell us more about them?

DW: Yes, I had three brothers and two sisters.

NG: So a pretty big–.

Cassie Sumpolec: Oh wow.

DW: So my oldest brother–. I beg your pardon?

NG: Oh, it was a pretty big family then.

DW: Yes.

NG: Sorry, I cut you off. You can continue.

DW: Oh, okay. I had an older brother. He was two years older than I am and we attended, of course, school together. And then I had another brother. He was born with a disability. In the old days, I guess, they called it mental retardation. They don't call it that anymore. But anyway, he was handicapped. And then I had a sister. She was eight years younger than I am. I had another brother and another sister [laughter]. My youngest sister is sixteen years younger than I am. So it was a large family, like you said.

NG: Got you. Did you know your grandparents? And, if so, did they ever tell you stories about life experiences they had growing up?

DW: I knew my father's mother and father, but they passed away when I was at a young age. I knew my mother's mother and she passed away when I was in college. But I did not have many conversations with them. My father's mother and father stayed in North Carolina. My mother's mother stayed in New York. And, as to old stories, no, not really. They didn't talk to me much about their life.

NG: Alright. What were race relations like in the town where you grew up? Do you remember any events that stood out to you? And were there any conflicts between white and Black residents?

DW: Oh my goodness, that's a heavy question [laughter].

CS: Yeah, you can just start with the first one. What were race relations like in the town where you grew up? So, in Newport News.

DW: Well, in Newport News, at the time that I was growing up, everything was segregated. I first lived in the area where they call Newsome Park. I moved from that area when I was four years old and I moved, along with my mother, father, and my uncle and aunt. Together, they

purchased the house on Oak Avenue which was, at the time, I would say, a predominantly white neighborhood. And we moved there, like I said, when I was four years old. I didn't experience any negative relationships at the time. Eventually all of the white people moved out of the neighborhood except for—. We had a corner store on—a confectionery store on one corner and a grocery store on the other corner that were owned by two white families. And they always treated us okay as the neighborhood changed over to an all-Black neighborhood.

NG: Alright. We'd now like to talk about your education and we saw that you attended Booker T. Washington. What grades did you attend there?

DW: That was my elementary school. I went from first grade to eighth grade. Or seventh grade. First to seventh grade at Booker T. That was my elementary school and, after I graduated, after I finished elementary, then I went to Huntington High School from nine through twelve. But, at the time—of course, schools were segregated at the time—so it was an all-Black elementary and high school experience.

NG: And what was it like to attend Booker T. Washington?

DW: It was marvelous [laughter]. I enjoyed school. I wanted to be there everyday with the rest of my classmates. And I believe I got a very good education at both of those schools. The teachers were wonderful. They always helped us and taught us a lot of things. They were always—

NG: That's great.

CS: That's amazing.

DW: I beg your pardon?

CS: I'm sorry. I was just saying that [it] was amazing that you had such a good experience there.

DW: Yes, I really did. I enjoyed all of it. I recall that one day my brother was on the football team. This is when I was in high school. He was on the football team and he fell and broke his

leg one day and mom and dad had to take him to the doctor. And I had to stay home and keep my brother and I cried [laughter] because I had to stay home from school [laughter].

NG: Aww.

DW: I really enjoyed my experience.

NG: Do you remember any teachers who were especially influential?

DW: Yes, almost all of them were. They always encouraged us to pursue our education. They never really—while we were in high school—asked us many questions as pertaining to our career goals and situations like that. But they always put us in the right classes so we could learn as much as they thought was possible for us to learn. We had the foreign language and all those different kinds of classes to prepare us to enter college if necessary.

NG: How did the conditions there compare to local white schools?

DW: Well, I think that's a question that was really sort of strange to me and I think I was in a particularly interesting place because I finished high school in '66, I finished college in '70 and, right after I finished college, they integrated the schools in '71. Now my experience at Huntington High School, like I said, was a wonderful experience. We had, I thought, everything that we needed in order to pursue our education. We had a nice library. We had nice classrooms and teachers that urged us on. Then, after I finished Huntington and Hampton and went to teach at Ferguson High School, I found it a little different from what I expected it to be. I thought it was going to be far greater than Huntington High School was but, in actuality, it was not.

CS: How was it not the same?

DW: Well, they had—. Well, let me tell you about this one thing [laughter]. Like I said, I went to teach at Ferguson the year they integrated the schools and we were sitting in one of our meetings and they were explaining things to the teachers about how the rules—the different rules and

regulations that applied to the school. So, they were telling us about the smoking area at Ferguson and they were explaining to us how everyone had to go out certain doors if they wanted to smoke and I was thinking as I was sitting there, "That's kind of odd that they're going to send the teachers outside to smoke a cigarette" [laughter]. But they weren't talking about the teachers. They were talking about the students. We had no smoking areas at Huntington. We were not allowed to smoke anywhere on campus so that just sort of floored me a little bit. And also, as we continued on, I also learned that, in order to get on the honor roll, you could have an F on your report card if you balanced it out with an A, which was unheard of at my particular high school. You had to have all A's and B's to be an honor roll student.

CS: Yeah, that's how--.

DW: So those were a couple of things that--. [pause] Yes?

CS: Oh. I'm sorry. I was gonna say yeah, that's pretty unusual that you're allowed to have an F.

DW: I beg your pardon?

CS: I was just saying that, for honor roll, I do typically think of just having A's and B's.

DW: Right, but if they made an A--. They told us if they made an A in one of their classes and an F in another class, that was a C. So if they have other grades that could bring that up, then they could be on the honor roll. But, like I said, that was unheard of at Huntington.

NG: And when did you graduate from Huntington?

DW: In '66.

NG: Okay. And what led you to apply to Hampton Institute or University? And what did you end up majoring in?

DW: Well, my parents always encouraged me--. They didn't really encourage me, they just told me I was going to college [laughter]. I was choosing between Hampton and Norfolk State. I did

not have—. Well, our family didn't have a car at the time. Of course, then on-campus cost more than off-campus, so when I put the two colleges against each other—Hampton and Norfolk State—I found that I could go to Hampton cheaper by being off-campus. And I was right on the bus line, so I did my whole college career riding the bus back and forth to Hampton University. My last year, of course, we had to stay on campus for—. That was one of the requirements. You had to stay on campus. So I did stay on campus a portion of my last year. And I majored in business education. At the time, they were giving scholarships or something. They were giving scholarships that would help you towards your tuition. They said if you majored in business education, then after you finished and you taught in the area for some time, they would dismiss your tuition.

NG: Did you have a specific teacher, or staff member, that you looked up to? Or who made an impact on your life?

DW: Yes, at Hampton University I did, my business teacher. She always helped us out, and she did a lot to encourage me to finish my education. And she would stay back after class and help with anything we needed—I needed—help with. So she was a big encouragement. And now she and I are a member of the same church and it's just so nice to see her there. I often give her thanks for all the encouragement that she gave me.

NG: That's great. During your time at Hampton, Dr. Martin Luther King was assassinated. What are your memories of this event? And how did students and faculty at Hampton respond? [pause]

DW: Well, during that time, it was—. We were having all kinds of boycotts and everything else. So it was a big mixture of emotions, I guess you might say, because they started terrorizing or burning down different businesses and stuff in the center. What I remember most of all about the boycotts, and things that went on during the time of Martin Luther King, was the fact that many

of us used the bus as our form of transportation. And during the bus boycott, we could go to the bus stop, stand in a specific place at the bus stop, and people will come by and pick you up—voluntarily—and take you wherever it was you wanted to go. So that’s how the boycott, I think, worked out because we didn’t have to ride the bus. We had different volunteers that would just ride by the buses and places like that, and give us rides to anywhere we wanted to go.

NG: Were you involved in any civil rights demonstrations or protests? And do you remember any that took place? I know you just discussed the boycotts, but if there are any more instances?

DW: Yes, we had one where we were walking over town off of Washington Avenue over by the Victory Arch. I think that was the same time that they were having the bus boycott. We would often have many demonstrations where we just got together and demonstrated to let everyone know that we were opposed to the things that were going on in our community.

NG: Got you. When did you graduate from Hampton?

DW: I graduated from Hampton in 1970.

NG: And what was your first job after graduating?

DW: Now that’s an interesting—. [laughter] That’s a very interesting question. I graduated—. Well, let me give you this background information. Before I graduated from Hampton, of course, as a business education major, I had to do my student teaching. So they sent us to two different schools to student teach, one white and one Black. My first experience was at Carver High School. I did my student teaching there and, then after I finished there, I went to Newport News High School to do my student teaching. After I finished at Newport News High School and graduated from Hampton, I went to work at the Hampton Health Department. And when I went to work at the Hampton Health Department with my degree from Hampton University, my boss was a [white] student that I had just finished student teaching at Newport News High School.

NG: Why did you go into this field?

DW: Go into what field?

NG: The teaching field.

DW: Oh. [pause] I guess partly because of the teachers that I have had in the past. I really enjoyed school, and I wanted to be a teacher [laughter] after I had such a wonderful experience with them.

NG: Were most of the other people employed white or Black?

DW: You talking about at the health department?

NG: Both the health department and while teaching.

DW: Well, at the health department, it was a mixture. I only worked there for about a month and then I got a letter in the mail to come and work at Ferguson High School. So that's where I went after I finished my employment at the health department. And most of the teachers at Ferguson, like I said, it was a mixture. They tried to make it as equal as they possibly could, so it was about a fifty-fifty mixture there at Ferguson. Now at the Hampton Health Department, I learned that, [pause] in order to get a job to work for the city during that particular time, as a Black person, you had to finish college in order to take the test for the city. But, as a white person, you just had to finish high school in order to take the test for the city. That's why this young lady ended up being my boss at the health department.

NG: Alright, that makes sense now. Let us backtrack for a moment and talk a little bit about schools in this area. You noted on your pre-interview survey that you have memories of desegregation. And can you tell us a little about the process of integration here in Newport News or in Hampton Roads?

DW: Well, the process was, I think, done incorrectly. When they decided that they were going to integrate the schools, they didn't do anything but take away everything that the Black people had, that they looked up to, and looked forward to in their community. For an example, they took all of the high schools from the Black community and made us go to the white high schools. And I think that was very detrimental to the Black population because we lost a great deal of pride in our community when this happened. Because when we had our high school, we were very devoted to the school and the activities that were going on at the school. Whenever they had a concert or football game, basketball game, whatever was going on, the high school was packed with people that went to see these affairs and they were very wonderful affairs that were happening at the school. We had at Huntington a one hundred piece marching band and, on football day, you could see almost the whole community moving towards the high school to watch the game. And I think they should have at least designated one of our high schools as a high school in the area, not taking all of that away from us. Plus I think they just threw us all together, with no explanation. Well, the explanation was, I guess, to integrate schools. But it seems like we should've had some kind of conversation once the schools were integrated about the life that we were now thrown into. But nothing like that happened, they just threw us all together and expected everything to work.

CS: So, did throwing everyone together just all of a sudden did-. Do you remember any specific events or problems that arose between students because of that?

DW: Well, I guess you can say it was a problem. After I was teaching my first year at Ferguson they did-. They said that they were going to take the teachers, put us on the school buses, and they were going to take us around to the different neighborhoods that the children lived in so we could see where the children that we were teaching lived. So we got on the school bus. We rode

around. The children from Ferguson were coming up and were living over in the Riverside area behind Ferguson, where you see all of those nice beautiful homes and things behind Ferguson High School. So we rode all back there and rode around and rode around. And then the buses took us downtown to the neighborhood that the Black people were living in. I think the students heard about all of this that was going on in reference to the buses and the teachers coming, and once we got downtown, someone came out with a BB gun and started shooting at the bus. And then they just took our bus and sent us back to the school. That was one incident.

CS: Wow. So, how did you feel when both Huntington and George Washington Carver were converted to intermediate schools in 1971?

DW: How did I feel? Well I didn't feel good about it at all like I-

CS: You can keep going.

DW: I beg your pardon? [laughter]

CS: You can keep going.

DW: I didn't feel good about it. Okay, I didn't feel good about it at all. Like I said, I think they should have established a high school in our area. I don't think they should have taken all of that away from us because I think it had a serious effect on the neighborhood by them doing that because we were very devoted to Huntington and to Carver High School. Like I said, they—at the time—they had different programs and stuff at the school. All the parents and the people in the neighborhood were there trying to see the programs and support the children and so forth, so I don't think they should have taken those high schools away.

CS: For sure.

DW: It was like they didn't care about what we were doing. They just told us, "Okay, you're going up here to the other high school."

CS: So, were you still teaching when they started busing kids from other areas into certain districts for schools?

DW: You said was I still teaching?

CS: Were you teaching—.

DW: That was my first year of teaching. The first year of integration was 1971. That was the first year of integration. And that was my first year of teaching. So my experience was the first year of integration.

CS: Okay.

DW: When they started the busing and all of this stuff.

CS: Did any problems arise with your students being bused?

DW: Well, not that I know of. I think the busing went okay. I did not hear of any incidents involved in the actual busing part. The students just did what they were told to do, had to get on a bus at a certain stop, and go all the way across town to wherever your high school was located. Because, like I said, some of the students from the downtown areas, they had to come up to Ferguson, Warwick, Denbigh. It was a pretty long bus ride for most of the students to come up to the other areas to go to school. [pause] I don't know if you consider this as a bus incident or not, but, when I was student teaching, we had a bus that came from Hampton University to take us to the school where we were doing our student teaching. And our Hampton University bus came up to Warwick High School one morning and the bus stopped outside of the high school to let the student teachers get off the bus to go inside the building, and some of the students came out and started spitting at the bus.

CS: Wow. Do you remember how the local community—

DW: That was very upsetting. [laughter]

CS: Yeah, I'm sure.

DW: I beg your pardon?

CS: I was just about to ask, how did the local community feel about busing? Do you remember any people protesting against it or were they-. Do you think they felt okay with it as a whole?

DW: Well, we were trying to go along with the plan because we had marched for so long for the integration process to start, and there had been so many delays in this process. Once everything got started, I guess the community was of the mindset, "Well, we are gonna have to try this out and see how it is working" because we didn't have too many choices. They may have tried to say something about the busing and how far the students were being taken. But in actuality, I guess we were of the mindset that, "Okay, integration is happening now, and this is what we had been protesting for, so we'll try it out and see how it works."

CS: So, next question is: how would you describe relationships between white and Black students? And this can either be from high school or student teaching.

DW: Hmm. I didn't have, in high school, any type of relationship with white people [laughter]. The only people that I had a relationship [with] while I was in high school, I guess, were the people that owned the stores in our neighborhood: the confectioners store and the grocery store. Those were the only white people that I knew while I was in high school and that relationship was okay. While I was in high school, they did start letting us come over town on Washington Avenue to the movies. They had a series of Shakespeare movies that were playing in the movies on Washington Avenue so our teachers had gotten us permission to go and see the movies over on Washington Avenue. And during that time, of course, we had to sit up in the balcony in order to watch the movie. So again, we didn't get to see any of the-. Well, if you looked over the balcony, I guess you could see who was down below. But we didn't have any kind of contact

with the white people at that time. I did have a white instructor while I was at Hampton University, and she wanted to teach us all about [pause] the Black people, which didn't work out very well [laughter] because of course we knew more—I did—knew more about the Black people than she did, I'm assuming. I guess she got all of her learning from what she read in the books she had.

NG: What class was that?

DW: It was one of the classes related to my student teaching (episode? 34:10.3). Before we went out to do our student teaching, we had a seminar with her.

NG: Alright.

CS: Just backtracking a little bit, in about the early '60s, do you happen to remember anything about the controversy around Shoe Lane that was part of Christopher Newport College being built and how they were trying to buy the land?

DW: Yes. Some of the people that stayed on Shoe Lane—they had some Black families on Shoe Lane—and I think they're still there. They did not want to move so that they could build the university. And those families that did not want to move, I think they are still on Shoe Lane. They just built up Christopher Newport all around them and they said they weren't going anywhere.

CS: Do you have any personal feelings about the whole situation? Just about the uprooting and how they were trying to buy these people out?

DW: No, not really, because I guess it was their choice. They felt they had been there the majority of their life and that's where they wanted to be. But to me, it was a choice, I guess, that the families wanted to make as to whether or not they were going to leave or take the money that

they were offered to move to another location. And I guess they wanted to stay in their neighborhood, so that's what they did.

CS: Okay, so we're gonna wrap up by talking about some of the legacies of the civil rights movement, civil rights movement. So—

DW: I beg your pardon? I didn't hear what you said.

CS: I'm sorry. We're going to wrap by talking about some of the legacies of the civil rights movement.

DW: Okay.

CS: And the first question is, what do you view as the most important accomplishments of the civil rights movement?

DW: [Pause] Well, I guess it was that they did try to integrate the schools. It was a process that we had wanted for quite some time because we wanted equal education for everyone. But, during this process, I think we need to look back and see what we accomplished and how we accomplished it. I don't think there was very much thought given to how the integration process was going to take place. Like I said, I think they just got all of the kids together, but they never really talked to them about anything. You know, how the process was going to work, can we relate to each other, or anything of that nature. They didn't pay that much attention to, I think, the students and how it was going to affect them. I think they should've had some kind of, maybe counseling sessions, or something of that nature to see how they were going to accomplish this process, work out how they were gonna fit together. Because as they got into the process, I noticed at the high school where I was, they were still separate especially when they, perhaps, went to lunch in the cafeteria and you see the Black students sitting on one side, and the white students sitting on the other side. So I think maybe some thought should have been put into the

process. They worked out the busing part and taking away our high schools and all of that, but no thought was put into how these kids gonna react to each other.

CS: The next question is, what do you regard as the unfinished legacies of the movement?

DW: [Pause] What do I regard as the unfinished legacy of the movement?

CS: Do you think there was anything that was never fully accomplished or there's stuff—or that there's anything that we are still working towards today?

DW: Yeah, I think we're still working towards the integration process [laughter]. We have integrated the high schools, we integrated many workplaces and so forth. Our churches are still segregated, so that means a lot when we talk about integration because we haven't gotten to the point where it's a total thing, and accepted by everyone. So I still don't think, even though they have integrated the schools and the employment areas, that the integration process has been complete. 'Cause we're not—well, some of us are not—truly accepting of each other.

CS: So you mentioned a couple times about church. What church did you go to?

DW: First Baptist Church East End. It's on Jefferson and Thirtieth street. I've been there all my life.

CS: Oh wow. How many years did you say? Or like just since you were born?

DW: Uh-huh [laughter]. Yeah, and my pastor at that church tried—. This was before the integration process and all of that was going on. I think I was maybe in elementary school at the time. He was trying to get a program together where we would visit—. Mmm, mmm, mmm. I can't think of the name of the church at this time. It was a Jewish church. And he wanted us to, more or less, visit each other. They were gonna visit us and we were gonna visit them to try to work out some things to see if we could come closer together. But it didn't work out and for

what reason I don't know because, like I said, I was young at the time. But I do recall him trying to get something into place like that.

CS: So besides not being fully integrated even today, what do you think are some of the most pressing problems facing African Americans in 2021?

DW: [Pause] I believe that because of what happened during the integration process and things that were taken from our community, that it took a lot of pride from the community. Pride in what we were doing and what we were accomplishing. It's things like when they took away those high schools and so forth, they more or less said to our community, "Okay, we don't respect you and what you are doing anymore" and more or less put some people in the African-American community on a different mindset. Because to me, we had a whole lot of pride in what we were doing when I was in high school. Everybody was trying to succeed, trying to study, trying to go on to college, trying to get good jobs, and so forth. But then when the integration process came along, it took away a lot of those—that ambition—from the community because it was like they were saying to us, "We don't believe in what you're doing or what you have down here in your communities" and about anything.

CS: Next question is what is one thing that you would want to tell your younger self today? And it can be anything.

DW: I beg your pardon?

CS: What is one thing that you would want to tell your younger self today, like any words of wisdom, or anything like that?

DW: One thing that I wanted to tell my younger self? Is that what you said?

CS: Yeah, if you met your younger self. Yeah.

DW: [Laughter] (Oh man? 45:14) What is one thing I would want to tell my younger self? Keep on striving to do your best. Listen to your teachers, your preacher, and everybody, but keep on striving to do your best.

CS: So the last thing is, is there any other stories you would like to tell or anything you would like to contribute or something you feel like we might've missed?

DW: Well, like I said, while we were in high school, the teachers were always very encouraging. And, my older brother, he was a very good student while he was in high school. They encouraged him to apply to go to the shipyard apprentice school. He got accepted at the apprentice school and I think, if I'm not mistaken, him and one other African-American fella were the only two in the apprentice school at that time. They had not started accepting African Americans into the apprentice school. He had a relatively difficult time during that time 'cause he said many of the professors would not even talk to him or accept his work or anything like that. So, he did have a relatively difficult life because of that situation.

CS: Are you still close with any of your siblings today?

DW: You said am I still close to them?

CS: Yeah, any of your siblings. Like, did you guys all move away or are you guys still seeing each other?

DW: [Laughter] No, we're all still here in town. My oldest brother just passed away this year and the one next to him also. So I lost two of my brothers this year, but the rest of us are still here in town and, for the major part of our life, we have all been here together. I only have one sister that traveled. She worked for the Army Air Force Exchange Service and they sent her to a lot of different other places. But, for the most part, yes we are all still here together. And we see each other basically almost every Sunday.

CS: That's really great, and I'm sorry for your loss.

DW: Thank you.

CS: So unless there is anything else you want to say, we do not have any more questions to ask.

DW: [Laughter] Well, I have enjoyed my interview. I was kind of skeptical at first about doing the interview but I have enjoyed talking with you all and I hope I have given you some information that you can work with.

NG: Yes, you have, thank you.

DW: You asked me a lot of questions—. I beg your pardon?

NG: You have, thank you so much.

DW: Okay, you asked me a lot of questions in the beginning about my family but you didn't ask me anymore as we were going through the interview. This was just basically about me, right?

NG: Yes, ma'am.

DW: Oh, okay.

CS: Yes, since this is a life history, we usually just start with the childhood and just work our way up from there.

DW: Oh okay.

CS: [Pause] Okay, so, thank you so much for joining us for this interview. We really appreciate it. Yeah, anything else—. Nicole, is there anything else you would like to say?

NG: Yes, thank you so much for your time, and I hope you have a great night.

DW: Okay, you're welcome, both of you. And if you have any more questions just, give me a call [laughter].

NG: Yes, ma'am, thank you.

CS: Yes, thank you so much.

DW: Uh- huh, thank you. [Pause] Alright.

CS: Goodbye.

DW: Bye.

END OF INTERVIEW

Edited by Jaden Getz, 2/7/22

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