

# Faith Lockwood Interview by Ian Davis-Huie

Wed, 7/15 11:35AM 1:05:05

## SUMMARY KEYWORDS

black, lives, girls, teen, winston, parents, experiences, feel, kids, protests, pandemic, moved, white, jon, students, system, spoken, health, school, deal

## SPEAKERS

Faith Lockwood, Ian Davis-Huie

- I** Ian Davis-Huie 00:03  
Hey there, this is Ian Davis-Huie from the COVID-19 Oral History Project. Today, I'm interviewing Faith Lockwood. She is at her home in Winston-Salem. I'm at home in Winston Salem. We're talking today over Zoom. We're talking about the COVID-19 pandemic and how it intersects with issues of racial justice. It is July 15th, 2020. How are you doing today, Faith?
- F** Faith Lockwood 00:34  
I'm doing fine, Ian.
- I** Ian Davis-Huie 00:36  
All right! And I sent you a Consent form earlier in the week. Did you have a chance to look that over?
- F** Faith Lockwood 00:43  
I did indeed and and everything on it is fine.



Ian Davis-Huie 00:47

Fantastic. That's great to hear. Awesome. Well, let's get right into the interview. So I wanted to ask you first just about the COVID-19 pandemic and how you think it's affected your life.



Faith Lockwood 01:02

Wow. Well, I'd say it's hard, it's, it's hard to even summarize that because it's had so many effects; I really, really miss being able to meet with our church live to, to worship and we're doing it virtually instead and that's just not the same. I really miss being able to carry out a major part of my work, which is doing lots of home visits with the teen parents that I serve and their family members and right now, we're not allowed to do home visits, except to drop things off, pick things up, that's it. And in my job, there are considerable rules about what we can and can't do in terms of contact even like, we have permission to do phone calls, but we can't do anything like this: video conferencing with students that I would really like to be able to do get a little bit more contact. So that's been a major change. I'm working from home instead of working from my office. Of course, I wear a mask everywhere. I haven't personally known anyone who's been hospitalized for COVID but I take it very seriously. I look at the numbers every single day for North Carolina and Forsyth County, and also for Brookline, Massachusetts, where my one sister lives, in Wellesley, Massachusetts, where another sister lives and the Olympic Peninsula, where my brother lives. So I track those numbers closely. There's been a great deal of tension around how schools are going to reopen and I've been following that very closely and giving some input, (not that my input is that valuable, but I occasionally have perspectives that somebody else hasn't thought of, because of doing so much home visiting). And then not being able to get together with friends is tough. I've only gone so far as like, meeting a couple of friends at a, (what do you call that?), an exercise circuit in town and, (what do you call those? Parcourse!), at a parcourse and sitting six feet away on benches and talking. You know, that's it. And as a person who lives alone, the only, the only person whose skin I have touched in all that time is my son, who I see almost every day and he lives on the other side of town. But I see him almost every day and so he and I are still kind of a COVID-19 pod together, but nobody else. So that's another major difference for people like me is, you know, no skin-to-skin contact with anybody um, which is tough. So, that's basically how it's affected me.



Ian Davis-Huie 04:48

I imagine that it's been very hard. And I wanted to ask you, you talked about how it's affected your job. Could you tell me a little bit about just what you do as a social worker in the Winston-Salem/Forsyth County Schools school system?



Faith Lockwood 05:05

Sure. My position is unique and I actually got to create it, which was wonderful. Um, there are 54 school social workers, including seven school nurses and the high schools usually have one social worker that's its own social worker for that high school and the elementary and middle schools, those social workers tend to have two or three schools with some exceptions. So I serve just teen parents and I serve all of the teen parents in Forsyth County that have anything to do with the Winston-Salem/Forsyth County Schools, and a few others beside. So those that have dropped out of Winston-Salem/Forsyth County Schools, I still serve some but not as much as those that are in school. My purpose for being is to get these kids through high school with a plan for the future with their kids and kids healthy and ready to be in a childcare setting or in a childcare setting, ready for Kindergarten eventually, but, of course, their survival, literal survival, through the adolescent years is an even higher priority than that. So with that, I, I get referred all of the girls who are pregnant and planning to continue their pregnancies, and I meet them soon after they're referred to me. I have an assistant who does the same thing; she is Latinx and she works with our Latinx moms more than I do. It is mostly females. We have a few dads that we serve, but not very many. So I don't, I don't have a, like, a rigid protocol I have to follow regarding how many visits, that they have to be done monthly, that this and that has to be done during each visit. There are programs like that, there are advantages to that kind of program because they're easier to research and, and document their effectiveness and so on. I gear how many visits I am doing with my girls based on their needs and after my first couple of contacts, I tried to have the, the teens themselves or their parents or siblings initiate the contacts with me, rather than my imposing upon them and need to see them. So I might see a young woman three times in two weeks and then not see her again for two months if there isn't a need and partially, that means I rely upon others who know her to let me know if they think I need to see her sooner, if she is someone that might not reach back out to me. The kinds of needs that I address are very comprehensive and that's been true in all the jobs that I've had and I like that and I believe in that. I think, to, I think it's healthier and easier for families to not have to deal with a whole lot of different service providers and go less places. For instance, most of the work I do I, I go to, go to whoever it is, wherever they are. So I'm talking about housing, food, clothing, baby formula, diapers, the water bill, trying to help with parents with employment or teen parents with employees, (although that's an area in which I'm quite weak), transportation, parenting matters, parenting skills, mental health, healthy behaviors, preventing the consequences of high risk behaviors, connecting people with other services they need like mental health services; I am a licensed therapist, an LCSW (Licensed Clinical Social Worker), but I don't do standard office-based therapy nor do I do that kind of therapy in tele-mode. I do a great deal of supportive counseling. And then the

educational needs of, is the girl communicating to her teachers what her needs are: does she understand what they're asking of her? Is she keeping up with the steps towards college, for instance, (that other kids are listening to the announcements and knowing what to do next, or they're reading what to do next. A lot of my girls are so preoccupied with other things, they don't know notice any of that. So I try to be checking in with those that are seniors about "okay, so have you done this? Have you done that? What does your counselor say you need to do next?"). Um, helping them enroll in school, because a number of them will drop out and re-enroll. I do a lot of advocacy on behalf of these girls; the school system has its procedures, its rules about how things happen, how things need to be done, what documents need to be presented for this and that and so I'm often seeking exceptions to be made so that girls can access the educational supports that they need. Every year I have about 20 girls that are homeless and they are also served by a project in the school system that's for homeless students that, that is standing up for their educational rights. But I, I'm following them from place to place, from where they're living to this place where they're living to that place where they're living, trying to make sure they're safe. I help all the girls with their health needs, reproductive health needs; but it's all very much individually-based. So I am doing assessment constantly, some intervention, monitoring how the interventions worked, making adjustments. It's a great pleasure to me to watch these kids mature over the years, and so it's fascinating to, to be listened to or, or observe or be aware of how they treat their parents versus how they treat me, which is very different. I also do have contacts with the parents; the student is my primary client, but when you're dealing with a teen parent, you're dealing with a whole family that she's affecting and then being affected by and she's bringing in a new generation and those generations are almost always living together, so I let the girls know ahead of time and the parents that I will keep what they tell me confidential, both, both sets, as long as it's not a matter of threat to self or other. I also serve as the person that other people in the school system consult with that has to do, anything to do with teen parenting and their education, teen pregnancy; I have a great deal to do with daycare centers, helping the girls visit at least three different places and weigh which one would be best for them and for their child and getting the voucher that helps them pay for that, helping them sign their child up and then dealing with the teen parents relationship with the person who's taking care of her child. Sometimes those adults get kind of frustrated with our teens too and so, you know, saying, "let's give her another chance. She spoke to you the way she speaks to her parents. That's not appropriate that she's speaking to you that way, it may not be appropriate that she's speaking to her parents that way, but it's definitely not appropriate that she's treating you that way, hanging up the phone and so on, not responding to your messages. That's not okay." And I work with the other agencies with which the teen parents interact. So with a lot of collaboration, which I love, and group problem-solving, like when there weren't, there wasn't any state money for daycare vouchers, that was a real crisis, but we managed to get grant money to fill in some gaps. I

think that's probably a good summary. I do a lot of transporting; I have, I have, I transport girls and their babies all the time to appointments, those that need it. First come, first serve. So I try to train them to, "if you have an appointment, and you want a ride from me, let me know as soon as you know when the appointment is, so I can say yes". And they learn because often, I have to say "no, there's just so many hours in the day".



Ian Davis-Huie 14:50

Yeah, well, you certainly sound very busy with all of those responsibilities, but I wanted to ask you, you touched on this a little in your first answer, but how has the, the pandemic specifically impacted...



Faith Lockwood 15:02

Right? Oh my gosh...



Ian Davis-Huie 15:04

...all of your...



Faith Lockwood 15:05

...yeah, it's limited so much. I can't do any transporting. And, of course, I've advocated for the need to do this by coming up with various solutions that I thought would work like putting a plastic divider in my car, and, you know, various things. The answers are no, the school system will only go so far in giving me freedom, so I haven't been able to transport, I haven't had face-to-face contacts, real face-to-face in the presence of the teens except for dropping off diapers and formula and picking up forms or whatever, delivering Chromebooks and hotspots, picking up Chromebooks and hotspots, delivering lots of food; that's been the, that's been the total extent of the face-to-face contact, which is really tough. Teens text a lot; I text a lot with the teens. Some email with them. We're not allowed to do video conferencing right now or video calls, which I wish we could, that would help, but it's really been phone calls, texting, some emailing. I have a little bit more leeway than some of the other social workers who are bound to get the parents permission to talk to the teen and furthermore, are not allowed to talk to the teen on the teen's phone, they have to talk to the team on the parent's phone, which is just really like, binding their hands and feet, practically, for teenagers that have a greater need for some independence and so on. Of course we know why, (the liability of inappropriate relationships between staff and students), but it does make it very hard, particularly because, because those relationships do have a mental health impact and some of the

social workers are really providing mental health service and it's very hard for it to be so limited. So the pandemic has made a huge difference in my ability to carry out my job. I haven't had any contact with about half of the teen moms I serve in the past, since March at all; um, they change telephone numbers quite often anyway and email addresses and they're not communicating even by Facebook very much with each other, (I don't have access to their Facebook anyway, we, none of us do), but it's made it really hard. I'm um, I'm very glad that, for the younger kids at least, the plan that's going to be put into place includes having them be in school; the young ones will be in school every day and then the middle, the 7th-9th graders, the plan at this moment, at least is for them to be, be in school two days a week and be remote three days a week. Because we need to lay eyes on our kids for basic safety. But a number of children have very difficult home lives and it's important for other adults to be having a good sense of what's going on in those homes. So there's a lot of girls that I really don't know what's going on with, there are others that have made sure that they kept up with me and I've kept up with them.



Ian Davis-Huie 18:30

You've spoken obviously about mental health issues, you've spoken about teen pregnancy and homelessness. How has the COVID-19 pandemic impacted the students you work with?



Faith Lockwood 18:45

Um, well, I will say, unfortunately, that not very many of them are wearing masks, at least not when I see them. I have distributed masks to everyone I've seen but I don't see them wearing masks a lot, which is disturbing. Depression, social isolation, a sense of social isolation and depression has been pretty common, even though they're very used to connecting with each other by text and Instagram and Chat, (whatever that), Snapchat, (is), and whatever else is newest they communicate with each other by. But again, they're not hanging out with their friends much, as far as I know they're not. I have a feeling that they probably are hanging out a good bit with anybody that's in their neighborhood, especially those that have parents that are going to work. They're not going to, these kids are not going to stay home all day, they're just not; they're going to be out there. But with family members out of work, then there's the poverty that many of them live in is even worse. So there's, more have become homeless, more dealing with hunger on a more frequent basis, more are not getting to doctor's appointments for their babies because I can't take them and there isn't anybody else that can, all of our agencies have the same rule, that we can't transport, whether it's the health department or social services or wherever, we can't transport. Um, some did well in engaging with virtual learning in the spring. Many did not. The rules of the school system were, were adapted so that nobody

got an F; you could withdraw from a course or you, if you didn't pass it, or you could pass the course, or you could go for a letter grade number or a letter grade if you were really proud of your grade. And there were a lot of withdrawing from classes that my girls did and therefore getting behind more in credits. Some of the lack of engagement with virtual learning I understood. Some was very practical-based, practically-based, like the Wi-Fi wasn't good enough or it came and went or whatever. We, I mean, we really tried hard to hook people up to Wi-Fi. There were several providers that offered free Wi-Fi to students but there is a correlation between low academic performance and team parenthood and low achievement and my girls need teachers and some, some teachers were doing check-ins with their students and some were not doing check-ins with their students, (and sometimes check-ins were not enough). It's, so it's, it's had a really great impact. And then the kids, most of the daycares closed or took only the children of essential workers, (very few of my girls fit into that category except maybe those that work at grocery stores). So they were home with their babies a lot and without any of the ordinary professionals visiting them from different programs. I don't know that there's been an increase in child abuse and neglect, but I certainly worry about that. You can get awfully frustrated and exhausted, staying with your baby or toddler hour-after-hour-after-hour-after-hour and probably in a cramped space, probably in a house that's got a two bedroom apartment with seven people or five people or something. So I do wonder about that. Does that do it?



Ian Davis-Huie 23:34

It certainly does. So we've been, we've been talking a lot about the COVID-19 pandemic, but one of the things that's sort of coincided with it, intersected, is this, you know, obviously, the murders of George Floyd and Breonna Taylor and this, this push towards a movement of social justice and I wanted to ask you: you've lived in Wellesley, Massachusetts, Atlanta, Georgia, and then briefly Philadelphia, Pennsylvania. Is that right?



Faith Lockwood 24:10

Yes.



Ian Davis-Huie 24:11

And I wanted to ask you: how are, how is Winston Salem different from other places you've lived with regards to racial diversity or integration or with regards to issues of race?



Faith Lockwood 24:29

Well, my response to that, Ian, is very much colored by what age and developmental

stage I was in at the different times I lived in these different places. I grew up, I left, I left Wellesley at age, at age 18. Wellesley is 20 minutes from Boston, and my older sister first started a summer program for immigrant kids from Hong Kong, and then, (I guess before that it was kids from Puerto Rico who had moved into that, the area of Boston and then kids from Hong Kong), and so I worked with her for the summers I was 14, 15, 16 and 17; I'm teaching English as a second language to very young kids: three through seven-year-olds. Boston is very diverse. During those years was very much civil rights era and my sister tutored, first tutored, and then taught ESL in the Boston public schools. One of her tasks was to ride school buses with kids and that was in the midst of, part of, a segment of that area of Dorchester, Boston that really was not welcoming integration, (and integration was happening), of the schools, (you know, having the, having the school bus stoned, that kind of thing. And many protests and having her boyfriend hit over the head by a cop with a nightstick). And that's, that, those were my teenage years. So my family is multiracial my, they're, but we were not close to the, my immediate family was not close to cousins and so on that were African American, or, yeah, and, and we had other Asian family members as well. My parents principles were very much for racial justice and social justice and a program was started actually during the time that I was a teenager of METCO, which was bringing kids from the inner city of Boston or Dorchester out to the Wellesley public schools. And there's been some fascinating follow-up of what that was like for those kids that, those kids, now adults, that have spoken about what their experiences were like as METCO students, being brought into this world of white privilege where they were such a minority and what that was like for them. And there's some pluses to the education they got, but there were some real negatives to the social experience and part of that was them, that we white-privileged kids would go in and spend time in the homes of the Black kids in Dorchester and, so that there was some mutual contact happening. It was a really good effort. I think it did, as I say, I think some of those METCO kids that were bussed out to Wellesley got into colleges they might not have otherwise gotten into, and perhaps that's led to careers they might not otherwise have had, but there was so much prejudice they had to deal with as well, some out of just incredible ignorance. So that is the age of my knowledge of what it was like in Wellesley in Boston, (I'm sure things are very different today although Wellesley is still highly white. I don't think, I think the Black population is very small. And I know my son feels that when we visit there; there's some places we go to meet with, up with my siblings that Jon and I don't feel comfortable with because they're just so white and they just feel it. We feel it instantly. I mean, you go into a convenience store, you go somewhere like, "Hmm, there's no Black people here. Where are all the Black people?"). So that's Wellesley, um, going to college in Atlanta: my first visit there was, I went by myself, my junior year, spring and I couldn't understand what the taxi driver was saying as he drove me from the airport out to Emory, to the hotel where I was staying. I literally could not understand his accent. Um, an African American man, probably in his 40s. So I had to keep saying "Excuse me, would you, what did you say?"

And I, I was, that worried me some; I thought, "oh my gosh, what's, what's my next year going to be like here?". It was the Southern accent plus a Black, Black Southern accent and I just really had a hard time tuning my ears so I could understand. I did, of course, learn to do that. Atlanta, my experiences were (INAUDIBLE) very, I had two different, very different experiences: one was of Emory and I didn't have a car, so it was very much Emory and the neighborhood around there. Um, actually, this is so funny to think about this now. And I didn't even realize at the time what the implications of some of this were my freshman year of college. I wanted a single room and I had a health problem that justified my getting a single room. Turned out that the other people that were in single rooms were the Black girls. It was a female dorm at that time and the black girls were given single rooms. I, I realized later that, of course, that, that had to do with whether, how you would pair-up roommates and whether there would be tension between having a Black girl with a white girl in a dorm room but I didn't know that then. So the hall I was on, (and I was at the end of the hall), was all Black except for Faith. So I hung out with those girls the way kids do when they first go to college, and they first say "hello" and exchange names and "do you know where to go to the, where's the bookstore" and "where we can eat, let's go to the cafeteria together". That was my social group for about the first three or four weeks and then they kicked me out. They told me, "you can't hang out with us, you're not Black." And, of course, I felt rejected but I, I kind of understood. Um, so, um, I, I think in the, midway through the year, I moved in with another roommate and, besides that experience, I remember very little about racial issues on the campus: very, very little. I really remember very few Black classmates. I was very intellectually-focused. I was not focused on social justice issues during most of that time, but then I got a job working in the family planning clinic, an internship, a summer internship, working in the family planning, planning clinic at Grady Hospital in downtown Atlanta and, wow, that was eye-opening. Um, so that was my, I did that two years, my, after my sophomore year and after my junior year. And I was probably, maybe 18 and 19, or 19 and 20 at that time. I was a virgin. The age, the average age of first birth in Atlanta was 15 so the young woman that I was interacting with at that point, (I was doing counseling regarding contraceptives), were, most, many were younger than I was, and sexually-active and some had had pregnancies and abortions and I loved the work and it's part of what probably led to my other work. Almost all of them were Black; I had very few white clients that came through that clinic. I was still pretty blind to a lot of what their life experiences were: blind, deaf, unaware. I only saw them when they came to the family planning clinic; I wasn't seeing them them in the rest of their whole life, but I became more aware of the challenges in their lives. So I did that for two years. And that is really the sum total of my experience of Atlanta and racial justice issues. So, when I finished, actually, I took a year, and was in Philadelphia for a year, but I didn't get a sense of Philadelphia. I was in a, um, living in a Quaker center for studying contemplation. So I was studying Thomas Merton and so-on and having silent Quaker meeting every day, and Parker Palmer was one of the teachers there at that point who's, who's known now as

quite a renowned educator. I was really into the depths of, of spirituality and mysticism and it was then that I began thinking about entering a contemplative monastery for women. And I explored that thoroughly and almost did. I mean, I was all signed up to join a monastery and then I moved to Winston-Salem to get married and broke up with the young man I was going to marry before I even moved here. But I'd already been accepted into Wake Forest Graduate program in Religion and moved here anyway. Didn't have a car for the first at least two years that I lived in Winston-Salem, which very much limits your view of the city. I rode the city buses a lot, which I haven't done a lot since then. So I saw the mostly black women coming out each day, from their inner-city neighborhoods to clean houses, and, and help with childcare of people that lived in predominantly white, better-off neighborhoods. Um, uh, I'm trying to think of when I became so socially active, I mean, activism. I, I guess it was through St. Anne's [Episcopal Church in Winston-Salem, NC], and I first went to that church in '82, (no, I went before then). Fred Horton who's a priest now, was a member of St. Anne's with his family. He was also my major professor at Wake Forest and he took me first to St. Anne's and introduced me and the rest is history of social activism in this community. I have become more and more aware of institutional, structural systemic racism over the years. I think, like a lot of white people, I thought racism had to do with personal, individual racism and I thought diversity training that was given at various times, both at church and elsewhere, on, (in various jobs I've had there's been diversity training) I thought it was a good idea. I learned some. I learned some more about Black history, especially in this country. I listened better to what the lives of Black men and women who were doing the diverse, diversity training were, were, what their lives were like, what their experiences were like, but I still didn't get the, didn't get institutional racism and structural racism. I did not get those. I did not see them. I heard the terms, I learned the definitions over and over again, but I generally did not see it until I really was determined to see it, until I made the decision that I needed to see how certain structures privileged white people and oppressed Black people or made it so they could not succeed. It's easy to see laws, you can say, "oh, there was redlining then". It's more difficult to see that, how a realtor might not sell to a, someone who uses a certain bank for their mortgage, which may be a Black bank; all those more subtle things that are built in to the system, so interwoven in our system, I just didn't see them. And it's been hard for me, (I have, I, I keep having to have my head grabbed and turned to see, "see what's here, see what's before you"). I've been to some meetings where only a few of us were white and there were Black educators speaking about what their experience has been of being in the Winston-Salem/Forsyth County Schools and they felt safe enough in those contexts to, and there were enough of the of, Black educators there and only a few of white people there, that they spoke out about the discrimination that they have experienced. And in many ways within the school system, that was ear-opening and eye-opening for me. I, I suspected it was there, but I didn't know it was there. And now I'm just more aware of these things, in, in healthcare and, of course, in policing, in housing. And for the 20-plus

years that I've been serving teen moms, (most are black, most teen moms are Black), it's now almost as many Latinx moms as Black moms and there's very few white moms. The numbers have gone way down in general of teen, pregnant parenting teens; they're down to a third of what they were when I started over 20 years, so the numbers are smaller, but it is predominantly, has been Black. And I have walked beside, accompanied many Black women on their lives through being a pregnant parenting teen and a student. I, I wouldn't say I know their experience and I would not say, I, I couldn't know what, I, I would say that I, I can't know exactly what it feels like. But if you'll only open your eyes and look and open your ears and listen and look for patterns, you can see what's there and what needs to be changed. And protests are great but they need to need to develop into policy change. So then I also have, my son is Black, and I adopted him when I met him when he was only 17 months old, but I was serving him and his family as an early childhood interventionist because he had developmental delays and it turned out that he was being horrifically abused and neglected and I made 15 reports to Child Protective Services before he and his siblings were finally removed. Some of what was happening to them was sexual and it wasn't visible, like, he was also, I mean, he was also burned, he had a knife held to his throat, there were lots of cigarette burns on other things; those are visible, but there was a lot that Social Services it, took a while to see because it was sexual in nature. So to shorten this slightly, I, I, I did play therapy with them for two years and eventually, I, he went into foster care, finally, and, with a, a two-parent Black family and I hoped very much that they were going to adopt him, that that would turn permanent. When they became foster parents, the one thing they had asked for was not to have kids who had been sexually abused. They didn't think they could handle that but my son and his sister were placed together there. And they were sexually active with each other at the age of three and four and the foster parents just couldn't take that; it was very tough for them to handle. And so then my son had many mental health problems, and had his first hospitalization just before his fourth birthday. In all of that, I realized I wanted to adopt Jon, wanted to adopt him, and that I'd really fallen in love with him. He had my heart. Now, at that time, Forsyth County Social Services had lost a lawsuit about having white people adopt Black kids, (or maybe it wasn't Forsyth County, but there was one in North Carolina). So there was a lot of hesitation about letting a white, (and I was single) woman express interest or follow through with adopting a Black kid and it took us, at that point it was like a three year process, now there's a one-year timeline, but then it was three years, so there was a long time. But Jon spent time with me after he'd had that first hospitalization, he needed to go back to the foster parents because there was no other place for him to go and I began giving them respite care, and he began spending more and more time with me. Jon was very aware of, uh, of his race and our racial difference from his youngest age and despite the fact that he has an intellectual disability. I have a very clear memory of walking with him in Hanes Park when he was only visiting with me; I was providing respite care, so he must have been either four or five. And his covering up,

(it was a, it was like, a winter, early spring day), but he was nevertheless, had his hood on and was pulling his coat sleeves way over his hands. And, and I asked him something about doing that and he said he didn't want people to see his Black skin. Race has been a topic of discussion all through our journey together. I have gotten some very useful advice from people I have no idea who they are out at stores, who's, has saw me with Jon when he was younger, and felt entitled and responsible for providing me with education about how to care for his skin and hair, (most of that, I appreciated). They also wanted to tell me that he shouldn't, shouldn't suck his thumb when he was four. Since it kind of held him together as a person, I ignored that particular piece of advice. Jon was in special education classes. Who else was in those classes, (they've been called different things, or I think it was first, "behaviorally handicapped", and then there was "behaviorally and emotionally disabled")? And they, those classes are almost entirely Black boys, almost entirely black boys who have been living in wretched poverty. Now, you're not supposed to get into exceptional education, exceptional children's program because of those social factors. As a matter of fact, you're supposed to rule out the social factors as the reason you weren't being in special education; it's the outrageous behaviors. But I was very aware of the factors that went into that determination. That's so, that's so complicated. And when Jon was young, those classes were moved around every year. Schools didn't want them because those kids were disruptive, really disruptive, but they were also moved around to racially balance the schools they were put at so the numbers looked better. So Jon went to like, four or five elementary schools in elementary school, because his class was moved. And, and I tried to draw attention to that fact and that it, this was unjust and the, that of all kids, these kids needed to have stability and be able to develop and invest trust in adults and their world and they should not be being moved all over the place and they should not be spending an hour on the bus each way in order to racially balance some school. Jon was, (and I, I'm not saying anything I think he wouldn't allow me to say), but he was prejudiced against Black people when he was a young kid and that was certainly an embarrassment for me. Like, we would be standing in line at McDonald's, and he would say he did not want that "ugly Black man" standing near him. That, really the roots of that were that all the people that abused him were Black, and I, I'm sure that's what, where that came from, his impressions about what a Black man or Black woman might do to him were, were really frightening. And it took a very, very long time for him to move beyond seeing Black people with a negative view, even though I, I insisted that almost all of the staff, (he's had one-on-one staff with him since he was six in, to different number of hours a day and different degrees in different places), but I insisted that they be Black. What was the one thing that was inevitable if he made it to adulthood and didn't kill himself along the way? The one thing that was inevitable was that he was going to be a Black man and I really felt that he needed to have positive experiences with Black people. And so I, I really was very insistent about that; he did have a couple of white providers, but mostly they were African American men. And he did have many positive

experiences with them. And he continues to stay in contact with some of those that haven't been, haven't been his service providers since he was a young teenager. And now he's doing fascinating thinking about, quite complex thinking about racism itself at the age of 35, (34, sorry, 34) and wondering whether Black people can be racist, too. And that's led to a discussion about the difference between individual racism and institution, structural systemic racism. I feel that as a white person living in Winston-Salem, I have a responsibility to keep my eyes open, listen, contribute and advocate for racial justice in whatever ways I can, (mostly that needs to be directed by Black people. I do understand there are some Black people that hate the term "white ally". It's sort of like, "get out of our lives. Our progress has nothing to do with you." But I feel I have a responsibility because I have contributed to, lived in and used and contributed to racist systems.) So I try to do what I can and speak up when I can and I'm known for it as a person like, in the social work department during staff meetings, if there's a racial, just, just racial issue in the air that is not being named or discussed, I'm known as the person who's going to say something about it. And, of course, there's some sighing in the room: "oh, there goes Faith again", kind of thing. But I also know that some of the, my Black colleagues appreciate that and some of them don't feel comfortable enough raising those issues.



Ian Davis-Huie 55:23

Yeah, well, another way you have certainly spoken up in the past was you hung a Black Lives Matter flag in front of your house. Is that correct?



Faith Lockwood 55:32

Yeah. Yeah, yeah.



Ian Davis-Huie 55:34

For a few years.



Faith Lockwood 55:34

Only took it down because it got so torn by the wind.



Ian Davis-Huie 55:37

Oh, sorry to hear that. Why did you feel that was such an important stand for you to take?

F

Faith Lockwood 55:46

Um, I wanted to make a public declaration of Black lives mattering and of my awareness that Black lives were not mattering enough to, to many people in our community, including tolerating injustice by law enforcement, and by the court system, and by the prison system, and by the educational system, and on and on and on. There was a fascinating series done by PBS on health, health inequities and it was mostly about racial health inequities. And, and I was, I, I learned a lot from that DVD series; it was, it was advanced enough to get really meaty, for instance, comparing the health of women that were of, Black and white women that were of equal economic status, equal educational status. They even broke it down into other, other holding other variables constant for the same and, nevertheless, the health, equal access to health care and it, and even with holding all those constants, the Black women's health was much less good than the white women's health and how stress and then stress hormones mediated the different, mediated racism to health and, and cost those health effects. And wow, that was eye-opening. It wasn't a matter of "did Black people have access to good health care? Do they have health insurance and have good, (those are important), access to health care. Did they have enough education to be earning enough money to live in a good environment and have good health?" It wasn't those factors, it was racism. And it was the racism they're experiencing in 2000, 2010, 2020. So it was really important to me to say "Black Lives Matter". And of course, I would get the feedback of "all lives matter". But then I saw a poster or banner or something that said "all lives can't matter until Black Lives Matter", which is absolutely true. And I, I have envisioned making two signs for my front yard that both have "all lives can't matter unless" and on the other side, "Black Lives Matter" and putting them so you could see both statements as you drove down the street either direction, but I haven't followed through with it.

I

Ian Davis-Huie 59:08

Well, it's, I wanted to also ask (INAUDIBLE) about, there are um, kind of the intersection between these two ideas, talked a lot about one and talked a lot about the other: so how do you reconcile public health concerns, (there are a lot of public health concerns right now, obviously, with the pandemic, so) how do you reconcile that with the validity and urgency of protests, that protest really requires right now? I know you said you've attended a few protests.

F

Faith Lockwood 59:49

Yeah. Um, I think the protests are very important. I do think they need to evolve into some other kinds of action. But I think that they are very, very important. I've been pleased, (I guess is the word) to see that they have the, the, the two protests that I went to, (I know

there have been, oh my gosh, dozens), but the two that I went to were really well integrated of Black and white and a good number of Latinx folks participating, too. That felt really good to me. Now, I don't think there's any excuse for not wearing a face covering unless you've got asthma or a problem like that that means you literally cannot wear a face covering and in that case, the answer is not to go to a setting in which you might be infecting lots of people. I think the protests are, are urgent and they are needed and they're being given attention and they should be given attention, but we, there's no reason we can't at the same time wear face coverings and even social distance and use some kind of microphone system to have our words be heard, (although that's hard to do, because of the rule in Winston-Salem that the volume can't be more than 40 decibels or something like that which makes it hard to be heard at any of these demonstrations). That's how I reconcile that. Folks, put on your face coverings and go downtown! Like your family.

I

Ian Davis-Huie 61:28

Yeah, well, what do you think will be the lasting impact of these protests or just, or, or in general just the, the kind of Black Lives Matter movement right now? What's the, yeah, what, what will be the lasting impact, the legacy of the Black Lives Matter movement? That can be in the United States or locally in Winston-Salem

F

Faith Lockwood 61:55

I hope the energy and focus stays near the center of our attention because it needs to if there's going to be change. We white people are too easily numbed, blinded; we easily slip into an unconscious state again, and I'm speaking for myself centrally, but it, I see it happening to everybody. We white people get absorbed in our own health and economic problems and so on and we forget and we go back into blindness, in terms of seeing what is contributing to the maintenance of racism, racist systems. So I hope that there will continue to be focus on these issues and that they will evolve towards even more action. I was very pleased that the Urban League and the NAACP did a week long series of panel, panel presentations and discussions on policy changes that needed to happen, (this was after the first few major protests and demonstrations after George Floyd was murdered), on housing and education, and health care and policing in, (I don't remember what, whether it was, oh!) in the economy. Um, those were all focused on what policies do we need to seek to put in place in, in those different arenas and it, it takes very bright people to, to dig through all the junk that covers up those racist systems and see them and expose them and think about what, what needs to happen to fix those, those policies and practices, (I mean, practices generally come after the policies or good practices may lead to a good policy sometimes). And I'm, I feel like I need to listen to those people. And that's

what I did. I mean, I didn't feel I had, had any input to give, I just needed to, to listen and I listened every day. I learned a lot from those folks.



Ian Davis-Huie 64:40

Well, it's, it's clear you do a lot of listening, very good listener, that's evident from all of this interview. And I think that's a great point for us to conclude this interview. I want to thank you very much, Faith, for talking to us today and lending your voice to our oral history project. Thank you.



Faith Lockwood 65:01

Thank you. Thank you, Ian, for doing it. Bye-bye!



Ian Davis-Huie 65:04

Bye!