**Interviewing the Warriors on Poverty**

APS 286 Summer 2015

Berea College

**Contents**

1 Introduction and Back Ground

2 “Day Comes to the Cumberlands” by Robert Shaffer

4 Course Description

6 Brief Biographies of Students and Professor

7 Course Reader Table of Contents

Interview Logs

9 Richard Drake, Berea Professor and Member of the CSM, Designed Appalachian

Curriculum for Appalachian Volunteers

19 Truman Fields, Student at Berea’s Foundation School

29 Roslea Johnson, first Appalachian Volunteer, Berea College Student

37 Loyal Jones, Council of Southern Mountains

46 Judy Martin, early Appalachian Volunteer, Berea College

57 Tom Parrish, Publication Director of the Council of Southern Mountains

61 Bob Shaffer, Office of Economic Opportunity for eastern Kentucky

66 Hollis West, OEO, Community-Action and Job-Training in Knox County

**Introduction and background**

By Chris Green

June 19, 2019

These oral histories were conducted to supplement material on the Council of the Southern Mountains and the War on Poverty in eastern Kentucky. Notebooks of contextualizing materials that were used to prepare for the interviews have been provided to Special Collections as part of this collection, the table of contents of which is included in this document. Select materials on each person interviewed is also included in their file.

The interviews, as presented here, are detailed indexes and summaries designed to foster inaction with the recordings. This form, called “Oral History Metadata Synchronizer (OHMS) . . . . provides users with word-level search capability and a time-correlated transcript or index, connecting the textual search term to the corresponding moment in the recorded interview.”[[1]](#footnote-1) Because these indexes were built by students, some of the OHMS indexing is more thorough than others, although all of them meet the OHMS guidelines.

This group of oral histories was spurred by three situations and a decided gap in the research on the topics it addresses. First, these interviews were conducted as the 50 year anniversary of the War on Poverty was approaching. Second, as Director of the Loyal Jones Appalachian Center, I had paid close attention to the history of the center and Loyal Jones, both of which were intimately connected to the Council of the Southern Mountains (CSM). Indeed, the War on Poverty was both the CSM’s heyday and ultimately entirely transformed the organization away from the service and advocacy group that Loyal Jones led from 1965 to 1970. Most scholarship on the CSM focuses on that transformation into direct-action from that time until the CSM ended in the late 1980s. Scholars have also not examined the work of Perley Ayer, whose leadership from 1951 to 1967 brought the Council into pertinence and prominence. Thus, one of my core goals was to illuminate Mr. Ayer’s character as well as to shed light into how and why the council functioned.

Third, with the 50th anniversary approaching, Robert Shaffer had approached Berea’s president about the significance of the work done during the War on Poverty. Mr. Shaffer, who worked for the Office of Economic Opportunity, had helped to establish truly remarkable and lasting effects in eastern Kentucky such as helping to establish the organization that today is the Kentucky Highlands Investment Corporation. So I wanted the oral histories being collected to reflect that as well.

Mr. Shaffer shared the following poem that he wrote as an invocation that he shared at the dedication of the Boone Industrial Building, August 22, 1970, in Barbourville, Ky. Mr. Shaffer shares that there were 2,000 people in attendance, “the largest gathering of poor people in recent Kentucky history.”[[2]](#footnote-2) We share it as a fitting introduction to the spirit of the work and to the memories of Hollis West, Tom Parrish, and Richard Drake, all of whom have passed since these interviews were done.

DAY COMES TO THE CUMBERLANDS

The long dark night of the Cumberlands is ending.

The dayspring is at hand.

Unemployed men too long denied the basic right to work with dignity have

Begun to pick up bricks and

mortar and

trowels to build again and

The light of a new day can be seen in their eyes.

The night is over when men of limitless greed can tear up

the mountains and

streams and

roads to get wealth

Leaving behind men and women unable to feed and clothe their children.

Day is coming and the people now are standing up and quietly saying:

Enough!

That's enough!

No more!

The night is past when a few men in darkened room can determine

the destiny of an entire area.

The day is dawning in which men and women of the mountains are determined

to participate in the making of the decisions which effect their lives and people

accustomed to power and those unaccustomed to power have begun to work

together in new and hopeful ways.

The night is gone when poor blacks and

poor whites can be set against each other

and made to fear and suspect each other.

The night is past when the poor of the country and poor of the cities leave

each other alone to fight lonely battles.

The night is over in which the statistics of the poor can be used to bring millions of dollars into an area to be spent by those who feel that because a man is poor

he must be dumb or

lazy or

unable to help himself.

The sound of machinery can-be heard in the hills,

But today it belongs to the poor.

The sound of cash registers can be heard,

But today they ring for the poor.

The sound of moving trucks can be heard in the valleys,

But this time they move for the poor.

The sun of a new day is

beginning to touch the tips of the Cumberland Mountains

spilling over to the foothill and bluegrass beyond and

that is what this meeting today is all about.

Surely this is something you can bless O God, our Father. Amen

**Interviewing the Warriors on Poverty**

APS 286 summer 2015

**Course Description**

This class is dedicated to gathering the stories of people who helped empower Appalachians during the War on Poverty in the 1960s. Students will be trained to conduct oral histories and, when possible, will travel to meet the people being interviewed. These interviews will be deposited in Berea’s archives and will be used in events, web-materials, and publications as part of an action-research project with Dr. Green. The class will also conduct what Dr. Green calls “archive dives” to explore primary source material held in Berea’s archives and others. Finally, students will help plan and undertake a public event to honor the work of the people interviewed and inspire Kentuckians today.

Robert "Bob" Shaffer talks with Raychel McKinney, Emily Carter, Alexandria Goston, and Britney Napier

In 1964, President Lyndon Johnson declared the War on Poverty, in which Berea College played a major role in bringing the next step of economic justice to people in Appalachia. Fifty years later, the people who participated in that movement are now in their 80s, and too little about their work is known and too few of their achievements have been heralded. This class is about finding and helping those stories sing in the light of day to inspire people involved in SOAR (Shaping Our Appalachian Region, a program initiated by Kentucky Governor Steve Beshear and Representative Hal Rogers) to empower people in our nation’s most distressed Congressional District (Kentucky’s 5th).

Britney Napier, Alexandria Gaston, and Raychel McKinney

We will focus on two sets of people: those working with the Council of Southern Mountains (including Loyal Jones) before 1970 when its work was closely linked to Berea College, and the Cumberland Valley Community Action Agency (CAA) that encompassed Jackson, Clay, Whitley, Bell, Laurel, Harlan, and Knox counties. Among their other achievements, members of the Cumberland CAA created Job Start which became the Kentucky Highlands Investment Corp and has helped create more than 18,000 jobs and $2.1 billion in wages and salaries in the region since 1968.

Britney Napier, Chris Green, Raychel McKinney, and Emily Carter

This “Interviewing the Warriors on Poverty” project was undertaken by . . .

* **Emily Carter**: “I am a sophomore Political Science major at Berea College. I was born and raised in Southern Brazil. Although I come from an underprivileged background, I have not experienced the lack of opportunity that is present in certain regions of America. I am interested in learning about poverty in the Appalachian region in order to better understand the societal factors that contribute to poverty within a generally affluent nation. I believe understanding these factors will better enable people to reduce poverty in urban and rural areas.”
* **Chris Green**: Professor of the class that brought these students together to interview the “Warriors on Poverty.” Director of the Loyal Jones Appalachian Center.
* **Raychel McKinney**: “I am a rising Junior Psychology major at Berea College. I was born and raised in southeastern Kentucky, and I have lived in Rockcastle County for the entirety of my life. Appalachia has a very special place in my heart, and I hope that I can do justice to the stories of these wonderful people who are willing to share their important histories of the war on poverty, specifically here in Appalachia. I hope that I can bring insight to many of the stories these people have to tell due to the fact that I am from the area and I have a deeper understanding of people and place than most from the outside do.
* **Britney Napier: “**I am currently a sophomore attending Berea College. I am pursuing my life calling by studying Sociology with a concentration in Appalachian studies to effectively prepare for non-profit work and community building within the region after graduation. My passion for volunteer work and social issues within the Appalachian region stems directly from my native roots. I am from Clay County, Kentucky, which is debatably the “hardest place to live in the United States” statistically. Growing up, I lived in a double wide trailer that sat in a holler about ten miles outside of city limits. My mother struggled with jobs due a lack of higher education, and my father worked third shift at ABC automotive until he began struggling with addiction. By experiencing poverty actively and observing how poverty affects individuals, cities, and states, I have grown to become a radical activist for fighting against socioeconomic disparities.”
* **Alexandria Gaston**: an African and African-American Studies major from Springfield, Georgia. She is a senior graduating in the summer of 2015.
* **Kayla (Kyle) Rector*,*** who completed logs and compile material in the Summer of 2018: “I am a rising senior at Berea College. I am a history major with a minor in Appalachian studies. I was born and raised in Lexington, Kentucky, where I call home. My family is what matters most to me, a value that was instilled in me young. I hope to one day be able to either become a history professor and teach general history as well as Appalachian history, or become a museum curator. Either way, I hope to educate people about the struggles of Appalachia, and the past of Appalachia, as many are unaware of the deeper history. I was absolutely enthralled to be able to work with oral histories, and I feel honored to be a part of the important process of writing down people’s stories so that their pasts can be blended in with the overall history of the world, and so that their stories can be told and not just forgotten.”

Interviewing the Warriors on Poverty

Summer 2015

Course Reader

Table of Contents

**Oral History**

Oral History, Snope 1

Principle & Best Practices (for Oral History) 5

Oral History Materials 10

Catching Stories, “Why Do Oral History” 23

Catching Stories, “Ethics and Politics” 34

Catching Stories, “Interviewing” 41

Catching Stories, “Transcribing” 52

**Poverty & Appalachia (most of these articles are from social- and political-science encyclopedia)**

Poverty 1

“The More or Less Deserving Poor” 10

“Great Society” 14

War on Poverty 17

Economic Opportunity Act 20

Office of Economic Opportunity 23

Community Action Program 26

Job Corps 30

VISTA 32

1960s Distressed Counties 34

NYT “Kentuck Miners, A Grim Winter” 35

From Appalachian Volunteer Reader 41

Shaping Our Appalachian Region 47

**Berea College 1940 – 1970 (from Shannon Wilson’s *Berea College: An Illustrated History)***

BC under Hutchins & Weatherford 1

The Foundation School 26

The Heart of Appalachia 39

**Council of the Southern Mountains**

Modernization, 1940-2000 by Ron Eller 1

Guide to the Council of Southern Mountain Records 12

CMS and the War on Poverty 23

**Most articles below are from *Mountain Life and Work***

Perley Ayer 32

Loyal Jones 45

Berea is a Focus for Appalachia 48

Nobodies become Somebodies 50

What Does the Council Do 54

Urban Appalachia 58

CSM & Poor People 63

CSM: Current History 66

Since 1960, Loyal on CSM in the 1970s 73

**Community Action (most articles from *Mountain Life and Work)***

Veterans of the War on Poverty 1

Communities Gain Stature, 1965 9

Two Basic Ideas, 1966 11

OEO Here to Stay?, 1968 13

Case Study: OEO vs. Rural Poverty 21

CAA Directors Dissent, 1969 29

Hope, the Thoroughbred Mule 32

Maximum Feasible Uncertainty 37

Fenced in Future 40

**Log of Richard Drake Interview**

[This is an interview with Richard Drake as part of the APS 286, Interviewing the Warriors on Poverty course. Today is June 22, 2015, and the interview team consists of Emily Carter, Chris Green, Alexandria Gaston, and Raychel McKinney. We are interviewing Dr. Drake regarding his work as a historian as Berea College and his connections with the Council of the Southern Mountains.]

**0:38 – 2:18 Origins in Aimes, Iowa**

**Partial Transcript:**

**Emily Carter:** So where and when were you born? Did you grow up there? What was it like?

**Segment Synopsis:** Dr. Drake talks about how he was born in Aimes, Iowa, in August of 1925. He talks about his dad took a job as a Congregational minister in Springfield, Missouri, and his family moved there and lived there twelve years. He speaks about how nothing compares to the time because that’s where his life truly began and he felt like it was a blessed place that was similar to Kentucky. He recalls that they lived across the street from Drury University, and it had the atmosphere of a college town. He also remembers how it was a Bible belt town and the biggest churches in the town were Baptist churches.

**Keywords:** Aimes IA.; 1925; Springfield, MO.; Congregational minister; blessed; Drury college [University]; Berea; college town; Missouri State; Bible belt; Baptist; churches

**Subjects:** origins; religion; education; population; regional; Iowa; Missouri; Kentucky

**2:18 – 4:22 Socialist father**

**Partial Transcript:**

**Emily Carter:** In one piece that we read, you said that you grew up as a socialist. Would you like to tell us a little bit more about what that meant for you and your family and how you sort of practiced those values?

**Segment Synopsis:** Dr. Drake speaks on how his dad was a socialist who didn’t vote for Roosevelt until he ran the third time. He also recalls how his first public speech was in second grade when they had a mock election. He talks about how his father’s opinions were well known because he was a pastor known by many in town. He recalls that they had socialists coming to the church from all over Springfield.

**Keywords:** socialist; Roosevelt; Norman Thomas; second grade; Boyd School; mock election; Hoover; president; pastor; church; Henry George

**Subjects:** politics; education; beliefs; values; experiences; family; religion

**4:22 – 6:11 Rapid City**

**Partial Transcript:**

**Emily Carter:** So when you were twelve where did you move to? What was it like there? How long did you live there?

**Segment Synopsis:** Dr. Drake recalls moving to Rapid City, South Dakota, and living there for three and a half years. He remembers how their church was a block from downtown, and they often had a steady stream of people coming in having various kinds of difficulty. He talks about how Rapid City had Indian Reservations all around town and there was a TB hospital in town that served many Indians. He remembers the first chair clarinet in his high school band was named Ben Fox who was a Sioux Indian. He speaks more on how his father would help troubled people who came to him and how he was a good speaker whose Sunday morning sermon was broadcasted over a radio station.

**Keywords:** Rapid City SD.; church; downtown; Indian; reservations; TB Hospital; band; clarinet; Ben Fox; Sioux Indian; Sitting Bull; Sunday; service; radio station

**Subjects:** moving; assistance; those in need; helping others; religion; charity; displacement; health; South Dakota

**6:11 – 7:05 Kansas and Nebraska**

**Partial Transcript:**

**Emily Carter:** So where did you go when you left Rapid City?

**Segment Synopsis:** Dr. Drake speaks on how his family moved to Kansas and lived there a year and a half. This is when his father became the President of Doane College in Crete, Nebraska. He recalls meeting his wife in geometry class in high school.

**Keywords:** President; Doane College; Crete NE; wife; geometry; high school

**Subjects:** family; relationships; education; moving; Nebraska; Kansas

**7:05 – 10:21 Time in the Navy**

**Partial Transcript:**

**Emily Carter:** So where did you go to college?

**Segment Synopsis:** Dr. Drake talks about how he went to Doane College for his first two years and the military center that was right across from the college. He joined the Navy and was in V-12, and after World War II ended, he returned to Doane and finished his degree. He graduated from a school in Chicago in 1945 and went from there to a Japanese language school in Oklahoma. He recalls that the only place he served in overseas was Panama. He speaks over his duties he had in Panama and the things he had to do when people would come in such as the soldiers getting rid of old code guides and issuing ones that were 6 months ahead. He remembers how serious it was that they completely destroyed the old code guides so no one would be able to see them. He also recalls being moved to the operations office to take note of the traffic coming through Panama.

**Keywords:** V-12; Doane College; war service; World War II; Navy; Chicago; ‘45; Japanese; atomic bomb; Panama; officer; coded guides; encrypted; operations office

**Subjects:** military; lifestyle; war; education; degree; family; values; politics; language; culture; death; service; Oklahoma

**10:21 – 14:12 Getting his PHD in History**

**Partial Transcript;**

**Emily Carter:** So how did you come to pursue a career in history? When did you decide that?

**Segment Synopsis:** Dr. Drake speaks about how he’d done well in history in high school and felt he was very good at it and enjoyed it. He talks about how he finished his history major when he returned to Doane and then went to Chicago to get a Master’s degree. He got his Master’s degree in 1950 and after that is when he started teaching at Piedmont College in Georgia, then went to Emory. He recalls entering his preparation for the Doctorate degree and how great it was that the GI Bill covered all of it. He remembers not having much debt when he finished his degree at all. He ended up getting his doctorate in 1957 but came to Berea in 1956 when all he had left was his dissertation which he ended up finishing during his time at Berea. He had three kids and a wife by this time as well, his children being born in the 50’s.

**Keywords:** history; high school; Doane; Chicago; Master’s Degree; GI Bill; 1950; college; Piedmont College; Emory College; Doctoral Degree; ‘57; Berea; dissertation; campus; Ann; John; ’51; ’53; Margaret; ’56

**Subjects:** college education; family; travel; interests; work; degree work; military; job; lifestyle; money; debt; children; occupation; Georgia

**14:12 – 19:55 Dissertation and the American Missionary Association**

**Partial Transcript:**

**Emily Carter:** So what did you do your dissertation on? [What led you to focus on the AMA for your dissertation?]

**Segment Synopsis:** Dr. Drake talks about how he did his dissertation on the American Missionary Association, which was the group that supported Berea College and John G. Fee. He talks about how the Association also helped many other missionaries but Fee was one of the earliest missionaries they supported. He also speaks on the steps the Association took throughout the years, such as supported people of color. Dr. Drake talks on how he was one of the first to look at the AMA archives. He discusses how his father was a Congregational minister, which sparked his interest young, and the AMA was the first successful private group that looked at Indians and people of color. The AMA was pure anti-slavery when it was set up in the 1840s and they gave their overseas missions to the American Board to concentrate on home missions after the civil war.

**Keywords:** dissertation; American Missionary Association; Berea College; John G. Fee; missionaries; 1961; South; AMA; AMA archives; Congregational ministry; Judson; archivist; civil war; black; slavery; domestic; American Board of Foreign Missions; 19th century; slave-owners; 1840s; anti-slavery

**Subjects:** education; history; war; segregation; racism; religion; charity work; assistance; poverty; regional differences; centuries; diversity; acceptance; funds; money; connections; family; motivation; minorities; politics; missionary work

**19:55 – 21:18 Louie Smith**

**Partial Transcript:**

**Emily Carter:** So when you came to Berea College how did that happen? What called you to teach here?

**Segment Synopsis:** He recalls applying for a job and Louie [Louis] Smith hired him. He felt like things were against him though. He speaks about Louie Smith who was a political science major who was a distinguished student, who met him in Chicago, who had a very well known dissertation over Democracy that ended up in the White House library.

**Keywords:** Berea College; Louie [Louis] Smith; political science; Chicago; dissertation; Democracy; White House Library

**Subjects:** politics; education; relationships; occupation; lifestyle; Louis Smith

**21:18 – 25:14 Teaching Appalachian history**

**Partial Transcript:**

**Raychel McKinney:** So we’ve read about how you started teaching Appalachian History in the late 50s. Would you tell us a little bit about what that was like, getting that off the ground here?

**Segment Synopsis:** Dr. Drake talks about how the old chairman retired from teaching Kentucky history so it fell to him, and he decided Appalachian history would be more appropriate than Kentucky history. He speaks about how there were no good textbooks so he had to prepare his own. He wrote a book aimed at the Appalachian Volunteers but used it as a textbook. He remembers that the first few classes he taught weren’t too popular as there was a bias against Appalachian things. But eventually the classes moved from 10-15 to 20-25.

**Keywords:** Kentucky history; Appalachian history; chairman; teaching degree; textbook; Appalachian library; Appalachian Volunteers; bias

**Subjects:** work; education; regions; history; educational requirements; Appalachian region; creativity; historical archives; occupations

**25:14 – 30:33 Council of Southern Mountains**

**Partial Transcript:**

**Raychel McKinney:** Can you tell us about how you found out about them [The Council of Southern Mountains]?

**Segment Synopsis:** Dr. Drake recalls how the Council was supported by Berea College at the time and the central offices were inside of Lincoln Hall. He remembers the director of the Council was named Perley Ayer who taught in the sociology department at Berea who came to college through the Pine Mountain Settlement School in Tennessee [sic]. He speaks about how the Russell Sage Foundation initially supported the Council from the twenties through the forties, and when they backed off was when Berea College stepped in. He also recalls *Mountain Life and Work* that was edited by Charles Drake, of no relation to him, and there were connections with the college and the Council that all really tied them together. He talks about the first meeting he went to of the Council that was in Knoxville, and the Council was where the Appalachian conversation going on. He says this was the time that Perley was attracted to the Council, and Perley was a man who worked with coal miners and didn’t cast them away. When Perley became the director, anybody who was interested in the Council could join it and ultimately this became a point of division. Dr. Drake recalls he joined the Council because “It was a good ol’ Appalachian conversation that I believed in.” He shares a story about a coal miner named Hamilton from Charleston, West Virginia, who joined the council as well.

**Keywords:** Council of Southern Mountains; Berea College; Lincoln Hall; director; Perley Ayer; sociology; agriculture; Pine Mountain Settlement School; Russell Sage Foundation; *Mountain Life and Work*; Charles Drake; Harvard; Knoxville KY.; Mayflower Hotel; Appalachian conversation; coal miners; Council of Southern Mountain Workers; missionaries; Charleston WV.; Hamilton; Union Church

**Subjects:** connections; politics; education; natural; travel; values; beliefs; poverty; inequality; occupations; diversity; acceptance; interests; division; religion; dependable work; family; Tennessee; West Virginia

**30:33 – 35:41 Perley Ayer**

**Partial Transcript:**

**Alexandria Gaston:** So in one of the articles you wrote you mentioned that you lived next door to Mr. Ayer. Did you ever live next door to him? Did you two have a good relationship?

**Segment Synopsis:** Dr. Drake recalls that he never lived next door to him but he lived in town. He talks about how Perley Ayer was a charismatic person who taught a popular sociology course called Community Development that was a course that was basically, “What community do you come from? And tell me about it.” He speaks about how Perley lived in various places in town and he was a popular teacher on campus. He remembers how Loyal came to be Perley’s assistant so they had a close professional relationship with him. He also recalls when Perley would speak at Council events and would carry on local workshops that Dr. Drake would attend. He talks about how the Council created events that brought people from cities that Southern Appalachian migrants went to with the intention to tell others what these people were like.

**Keywords:** Perley Ayer; charismatic; Sociology; Community Development; Appalachian history; commonalities; [Berea] campus; Loyal [Jones]; Council of Southern Mountains; assistant; evangelistic; local workshops; Rusty [Roscoe] Giffin; migrants; Cincinnati OH.; Chicago OH.; Cleveland OH.; Detroit MI.

**Subjects:** Personal relationships; professional relationships; business; occupation; Appalachian events; character traits; migration; Roscoe Giffin; Ohio; Michigan

**35:41 – 38:17 Berea alongside the Council**

**Partial Transcript:**

**Emily Carter:** What was Berea College’s campus relationship like with the Council of Southern Mountains?

**Segment Synopsis:** Dr. Drake talks about how when the War on Poverty began the Council, including the Appalachian Volunteers, began getting government contracts. The Council had a reputation of being good spokesmen for the Appalachian region. Instead of buying new places for their new offices, the Council rented places from Berea College so their offices were scattered through Berea. He recalls how the Council took over the old Parrish house, and they eventually had 15 to 20 offices throughout. He believes the Council grew a lot basically overnight with money from the War on Poverty allowing them to do more throughout the region and increase labor.

**Keywords:** War on Poverty; Berea College; Council of Southern Mountains; Appalachian Volunteers; government contracts; Appalachian mountains; property; rent; Main Street; Parrish House; Washington D.C.; agencies; bookstore

**Subjects:** poverty; inequality; social injustice; business relationships; partnerships; funding; government; politics; development; growth; economics

**38:17 – 42:12 Berea College faculty tour**

**Partial Transcript:**

**Chris Green:** One of the things that we understand that faculty have a little bit of in the past and still are today in many ways resisting to studying Appalachia. How do we do this? Why does this make sense? President Hutchins had asked Perley Ayer to take over the Council, and he did and it became this big booming life. What were the faculty on campus talking about?

**Segment Synopsis:** Dr. Drake recalls that he was one of the faculty members who became interested in it [the Council] at this time. He remembers how the College used to run a summer vacation tour for new faculty that was run by various members of Berea and they would go to various Settlement Schools. He was on one of the earliest tours and it was interesting to him. He also recalls how he’d been aware of Berea’s successful reputation even while he was at Piedmont. The tour he went on was with about 15 to 20 people, and he went more than once.

**Keywords:** faculty; Berea College; Perley Ayer; the Council; on campus; summer vacation tour; Loyal [Jones]; English department; librarian; English language; Settlement Schools; Pine Mountain Settlement School; Piedmont [College]; Doane [College]; John C. Campbell; reputation

**Subjects:** education; lifestyle; occupation; awareness; poverty; travel; experiences; culture; Appalachian region; eastern Kentucky; Kansas; Iowa; Georgia

**42:12 – 47:00 Loyal Jones and the natural resources commission**

**Partial Transcript:**

**Raychel McKinney:** So you wrote an article in 1970 discussing a crisis in the Council and you shared that you were best friends with Loyal Jones. Can you tell us a little bit about your relationship with him?

**Segment Synopsis:** Dr. Drake speaks about how he’d known Loyal since he’d come on and taken over large parts of the Council business. They’d known each other in church as well. Loyal was associated with the Council and wasn’t with Berea at that moment. Dr. Drake recalls that he was pretty close to the folks behind the Council by this time and all their contacts were friendly. He also talks about how his children and Loyal’s children were close friends who also grew up together. He remembers the Council reorganizing the work into commissions. Dr. Drake took over the natural resources commission and turning to the council for consultation to get things done. He remembers that leading the natural resources commission was new to him, and he had to pick up know-how on how to run it and know what the coal miner’s problems were.

**Keywords:** Loyal Jones; the Council of Southern Mountains; Perley Ayer; church; Berea College; Appalachian Institute; children; Carol [Jones]; Susan [Jones]; Ann [Drake]; Margaret [Drake]; *Mountain Life and Work*; commissions; natural resources commission; coal; coal miners; consultation; know-how

**Subjects:** occupation; poverty; inequality; natural resources; new experiences; relationships; family; religion; beliefs; collaboration; commission work; new experiences

**47:00 – 50:08 Appalachian center and Appalachian profile**

**Partial Transcript:**

**Chris Green:** The Council began its radical change soon thereafter [1968]. You and others on the faculty saw what was happening and sensed a need. Talk about that need of advocating for an Appalachian center on campus, and can you share with us the resistances that you faced and some of the things you had to overcome, or did people just wholeheartedly embrace it?

**Segment Synopsis:** Dr. Drake recalls there was some division on staff at the time. Graduate schools were concerned with “developing the disciplines that they were involved in.” Dr. Drake talks about how they tended to be conservative, but there were those who were friendly to “sticking to worthy subjects.” He remembers that there were about eight or ten faculty, including himself, who felt that this was a good thing to ease into. He speaks about how during one of his first years here at Berea there was a meeting at a church which W.D. Weatherford Sr. got a hold of $250,000 from the Ford Foundation to establish an Appalachian profile—a study of the way things were and various parts of life like politics, agriculture, and coal mining. This was a big step towards the coming of the Appalachian research commission. He mentions that there was a lot going on and Berea seemed to become the center of it.

**Keywords:** staff; Appalachian Center; graduate schools; “worthy subjects”; W.D. Weatherford Sr.; Ford Foundation; Appalachian profile; coal mining; Governor Combs; Fran [Frank] Gram; Appalachian Research Commission; Berea

**Subjects:** occupation; lifestyle; believes; values; Appalachia; politics; economics; division; conservative; agriculture; judgements; resistance; disciplines; change; Appalachian study; Northern Appalachia; *The Southern Appalachian Region: A Study*; North Carolina; Maine; Maryland

**50:08 – 52:08 Survey of Southern Appalachia**

**Partial Transcript:**

**Chris Green:** As a young faculty member—because you were recently on staff—I understood the research for what became the *Survey of Southern Appalachia*. That began in ’58, so a couple years after you’d begun as a professor here [at Berea]. What was it like watching that happen or were you still coming into this relationship with Appalachia? What was it like?

**Segment Synopsis:** Dr. Drake talks about he didn’t participate in it because it was important people at the time participating in it. He recalls there was a representation of Berea faculty on this project but he was not one of them. He speaks about how they had special faculty meetings between “social science folks” to become aware of the studies that were coming out. He remembers that the raw material of the research was left in the library so they could get ahold of that information.

**Keywords:** *Survey of Southern Appalachia*; ’58; Appalachia; sociology; migration; representation; Berea faculty; social science folks; raw material; library

**Subjects:** politics; research; economics; Appalachian region; population; scientific study; poverty; regional survey; education; *The Southern Appalachian Region: A Study*

**52:08 – 57:09 The opening of the Appalachian Center**

**Partial Transcript:**

**Alexandria Gaston:** So speaking of studies, in Appalachian studies and your history of teaching Appalachian history. What role did you have in helping the faculty support the idea of there being an Appalachian center on campus? What was your role in making the Appalachian center happen?

**Segment Synopsis:** Dr. Drake talks about how he was fairly important in making the Appalachian Center happen, and one of his students actually felt that Dr. Drake was shafted when Loyal Jones was named the director of the Appalachian Center. He had been working on it for a while when Weatherford took it up and handed it to Loyal, whom Dr. Drake feels like did a good job with it. He speaks about how when it was opened Loyal co-taught the Appalachian history course with him before Loyal branched off and taught various courses about community and Appalachian problems. He talks about how they had books when the center opened and Loyal added the Folk collection, and initially it was in Edwards on the second floor. He also discusses how he didn’t have too much to do with planning as the Appalachian Center branched off and spread wider. Dr. Drake speaks about how he hopes the modern Berea College students are friendly to the idea of the Appalachian way of looking at things.

**Keywords:** Appalachian Center; Loyal Jones; political science; director; Weatherford; Appalachian history; Appalachian problems; courses; folk-collection; Stephenson Hall; Bruce Trades; gallery; Edwards; Dean [Roy] Walters; personal secretary; publication; Berea College

**Subjects:** Appalachian region; awareness; growth; economics; opposition; education; communities; poverty; culture; lifestyle; artwork; network; advantages; Appalachian views

**57:09 – 1:07:19 The Council falling apart**

**Partial Transcript:**

**Chris Green:** As we come to a close of this talk… Is there anything else you would like to share with us that may have come to mind?

**Segment Synopsis:** Dr. Drake talks about he thought the interview was going to focus on the last two meetings of the Council back in 1969 and 1970. Chris Green tells Dr. Drake how he was hoping to focus on before this time because history has seemed to focus on the Council falling apart. Dr. Drake speaks on how the growing army of War on Poverty folks increasingly developed a view that their federal funding was in jeopardy. There was an idea to capture the Council, and Loyal Jones was in the midst of it but Dr. Drake was more standing to the side. Increasingly, the younger generation that was coming in and taking parts in the votes were making more and more problems. In the second meeting, they lost control and it ended with Loyal resigning and them doing away with the Board of directors and bringing in other people. This was when Loyal came to Berea College and President Weatherford invited him to run the center. Dr. Drake views the end of the Council as a tragedy because the Appalachian conversation had ended, and he details how the Council fell apart. The interview closes up.

**Keywords:** 1969; 1970; the Council of Southern Mountains; War on Poverty; Appalachian Volunteers; federal funding; Loyal Jones; Perley Ayer; Flem Messer; Bob Shaffer; Lexington KY.; resigning; board of directors; [Berea] College; Weatherford; [Appalachian] Center; tragedy; Appalachian conversation; disappointing; storm troopers; VISTA

**Subjects:** economics; disagreements; corruption; politics; honor; life lessons; generational differences; control; funding; change over time; Appalachian region; education; values; beliefs; occupation; relationships; poverty; inequality; views; separation; Kentucky

**Narrator Information Sheet**

Interviewee Name: Truman Fields

Age: Approximately 82 years old

Possible topics on which this interviewee might be able to inform the interviewer:

This interviewee might provide interesting information on teaching, particularly teaching prior to 1990, on sports and coaching, on viewing the War on Poverty, on Poverty in Appalachia in the 1940s, on Appalachian culture, on woodworking, and on schools and education.

Contact information on person referring, if applicable, and notes on relationship to interviewee (friend, former colleague, family member, etc.):

Family history (parents, siblings, as far back as you can provide):

Father (coal-miner), three siblings

Attach copies of clippings, photos, other documents that might help place this interviewee in context—especially if the interviewer plans to use them as “prompts” during the interview:

In preparation for this interview, the class read Chapter 26, “Mr. Robertson, Harry Truman and Tom Dewey,” of Truman Fields’s book, *Remembering the 40’s in the Heart of Appalachia*, as well as “Foundation School: Home” by Heather Dent.

Prompts:

1. What lessons did you take away from your encounter with Mr. Robertson?
2. What year did you start at the Foundation School?
3. Tell us about your experience in the Foundation School.
   1. What is your favorite memory?
   2. What kind of work were you doing while attending the Foundation School?
4. Who were some figures at the Foundation School and College that impacted you?
5. What was it like coming back to Berea for College?
   1. How did your education at Berea…your family and people back home?
6. What led you to pursue a career in teaching?
7. Relationship with Perley Ayer…
8. What affected your decision to go teach in Cleveland as opposed to representing the CSM in Chicago?
9. What was it like, as an Appalachian, teaching in Cleveland?
10. What should Berea Students today be more aware of about the Appalachian region?
11. What do you think is the most important thing that should be done in order to improve life in Appalachia?
12. What have you learned from your time teaching?
13. You play tennis. What role do you think sports can play in shaping the lives of those who live in the mountains?

**Field Notes**

Name of Project: Interviewing the Warriors on Poverty

Date of interview: 6-19-15

Interview team information

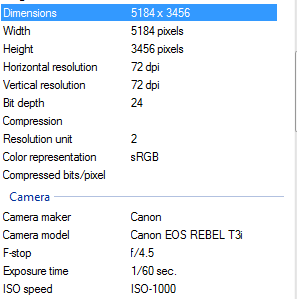
1. Interviewers: Alexandria Gaston, Chris Green, Raychel McKinney
2. Photographer: Britney Napier
3. Log-Taker: Emily Carter

Location of Interview: Loyal Jones Appalachian Center, Berea College

Length of interview: 52:34

Names and model numbers of recording equipment: ZOOM Handy Recorder H4n

**Camera Information**

Quality of Recording (such as background noise): Rare inaudible audio.

Audio format: WAV

Audio file names: TF.6.19.15

Audio settings: stereo; settings: 24 bit, 48 KHz; bitrate: 2304kbps

Check “properties” of the file and look under details; this will give you the “bitrate” from which you can derive the settings of the recorder.

|  |  |
| --- | --- |
| **Settings** | **Bitrate** |
| 16 bit, 44.1 KHz | 1,411.2 Kbps |
| 16 bit, 48 KHz | 1,536 Kbps |
| 24 bit, 48KHz | 2,304 Kbps |
| 24 bit, 96KHz | 4,608 Kbps |

ABSTRACT:

In this interview, Fields tells aspects of his childhood, such as the difficulty getting to school. He speaks of his time as a student at Berea’s Foundation School, his navy experience, and attending Berea College. Fields covers some of his time teaching in Louisville and Cleveland. Fields discusses his motivation for turning down an offer to work with the Council of Southern Mountains. Fields particularly speaks of Mr. Robertson, the principal of Combs High School. Fields emphasizes Mr. Robertson’s influence on Fields’s desire for education and political engagement. Fields mentions his experience in sports such as tennis and basketball. Fields also discusses his book, *Remembering the 40’s in the Heart of Appalachia,* as well as talks about the problems facing the Appalachian region.

KEYWORDS AND TERMS:

*Remembering the 40’s in the Heart of Appalachia*; Combs High School; Mr. Robertson; Perry County; Berea Foundation School; Berea College; navy; Appalachia; poverty; teaching; Cleveland; politics; sports; Perley Ayer;

CONDITIONS:

Fields seemed pleased to participate in the interview. Fields was open and willing to discuss the prompted subjects. The location was beneficial in that it allowed the interviewee and interviewers to sit in close proximity, facilitating the interview and recording. However, the room was large and may have given off the impression of emptiness rather than comfort.

FOLLOW-UP QUESTIONS AND TOPICS:

If discussing Fields’s book, I would recommend taking pictures of the photographs he explains and shows. It may also be helpful to note the page numbers of the photographs or book segments he discusses. Fields may have significant information on schools and education prior to 1990. Fields may have suggestions for how industry ought to be established in Appalachia. He may be able to provide insight into the experience of being a Berea College student in the 1950s, and provide first-hand information on the state of the College then.

**Log of Truman Fields Interview**

[This is an interview with Truman Fields as part of the APS 286, Interviewing the Warriors on Poverty course. Today is June 19, 2015 and we are at the Loyal Jones Appalachian Center. The interview team consists of Emily Carter, Chris Green, Alexandrian Gaston, Raychel McKinney, and Britney Napier. We are interviewing Mr. Fields regarding his life as a student at Berea, both during this time and in the Foundational School and as an undergraduate, as well as about his connection with Perley Ayer, and what it was like later teaching in Cleveland as someone from Appalachia.]



**0:00 – 2:05 Interview introduction**

**Partial Transcript:** *Chris Green:* Do a little introduction at the beginning, then we’ll turn it over to you to do the talk you were talking about. This introduction is just going to allow us to have it on the recording about what we were doing and who all was here.

**Segment Synopsis:** Fields mentions his book, *Remembering the 40s in the Heart of Appalachia*. He gives an overview of the schools he attended in his adolescence and early adulthood. Fields mentions joining the navy before attending college.

**Keywords:** Perry County; Eastern Kentucky; *Remembering the 40s in the Heart of Appalachia*; fifties; Combs High School; Berea Foundation School; 1949; navy; Berea; 1961; 1990

**Subjects:** Schools; book

**2:05 – 6:24 Mr. Robertson and politics**

**Partial Transcript:** *Raychel McKinney:* So the first question would be what are some of the lessons you took away from your encounter with Mr. Robertson?

**Segment Synopsis:** Fields discusses his year at Combs High School and his daily banter with his principal, Mr. Robertson. Fields talks about how his discussions of the 1948 presidential election with Mr. Robertson motivated him to take part in politics. He speaks about learning that education and learning could be fun. Fields mentions participating in Berea’s city council as a result of his learning at Combs High School.

**Keywords:** Combs High School; Republican; Mr. Robertson; principal; 1948; Democrat; Truman; Harry S. Truman; Tom Dewey; governor; New York; Roosevelt; election; Gallup Poll; George Gallup; candidates; taxes; 1949

**Subjects:** 1948 election; banter; learning; city council; motivation to continue education

**6:24 – 8:38 Sports at the Foundation School**

**Partial Transcript:** *McKinney:* So you said you were sixteen, what year exactly was that?

**Segment Synopsis:** Fields speaks of coming to the Foundation School with his father. Fields mentions aspects of the school that appealed to him. Fields talks about sports he experienced and played while at the Foundation School.

**Keywords:** 1949; Sunday; Foundation School; Edwards Building; third floor; sports; navy; food; girls; Wilson Evans; Billy Evans; playing basketball; playing tennis

**Subjects:** Foundation School, Berea College; sports

**8:38 – 9:31 Labor at Foundation School**

**Partial Transcript:** *McKinney:* So you were working part-time while you were at the school?

**Segment Synopsis:** Fields talks about working part-time as part-time student at Berea College’s Foundation School. Fields tells where he worked and for how long. Fields mentions dropping out of high school to join the navy. He speaks of completing high school upon his return and attending college.

**Keywords:** 24 hours per week; four hours; boarding hall; freshmen; Talcott Hall; room; board; six years; 20 years old; dropped out; navy; GI Bill

**Subjects:** working part-time; part-time students taking longer to complete high school; dropping out

**9:31 – 10:19 Joining navy and going to college**

**Partial Transcript:** *Green:* So when you say you dropped out— *Truman Fields:* Dropped out of high school. *Green:* Does that mean you went because you were called to the navy or were you frustrated with school? What was happening?

**Segment Synopsis:** Fields speaks of himself and some friends dropping out of high school to join the navy. Fields mentions going to electronic school in the navy before returning home to complete his final semester of high school. Fields speaks of graduating from Berea College.

**Keywords:** 20 years old; sports; navy; electrician; electronic school; semester; 28 years old; married; job; graduated

**Subjects:** Dropping out of high school to join navy; graduating college

**10:19 – 10:56 Seneca High School**

**Partial Transcript:** *Fields:* I graduated on Sunday afternoon. Went to Louisville, started teaching in Louisville on Monday morning. And the school I went to was Seneca High School.

**Segment Synopsis:** Fields speaks of graduating from college and beginning work. He mentions noteworthy individuals he worked with and encountered working at Seneca High School.

**Keywords:** Graduation; Louisville; Seneca High School; first year duty; Martha Lane Collins; Wesley Unseld; basketball; Dianne Sawyer

**Subjects:** Famous people met at Seneca High School

**10:56 – 11:56 Foundation School**

**Partial Transcript:** *McKinney:* So going back to the Foundation School, who were some people there who maybe impacted you the most?

**Segment Synopsis:** Fields mentions some of the teachers at the Foundation School he remembers having an impact on him. Fields speaks of being in need of remedial reading and math when he arrived at the Foundation School.

**Keywords:** Perley Ayer; Roy N. Walters; principal; coach; Norman Finn; Nobel Peace Prize; teachers; tests; deficient; reading; math; Ms. Wilson

**Subjects:** Teachers at the Foundation School; deficiency in subjects

**11:56 – 14:54 Returning to Berea and education**

**Partial Transcript:** *Alexandria Gaston:* So what was it like coming back to Berea for college?

**Segment Synopsis:** Fields speaks of having to sell his car as a college freshman because cars were not allowed. He mentions the high number of veterans and non-traditional students present at Berea College and the Foundation School as a result of the GI Bill. Fields speaks of his desires to teach, coach, and play tennis and pursuing those desires. He tells of obtaining additional degrees after Berea College.

**Keywords:** Navy; New York; Philadelphia; Newport, Rhode Island; 24 years old; Oldsmobile; ’49; Second World War; veterans; Berea; GI Bill; teach; coach; career; tennis; degrees; Kent State University; Educational Specialist Degree Counseling and School Personnel; 1970; shooting

**Subjects:** Car; student veterans; siblings; career and educational goals

**14:54 – 16:28 Career**

**Partial Transcript:** *McKinney:* So what led you to pursue a career in teaching and coaching?

**Segment Synopsis:** Fields tells of occupations he has had in his career. Fields speaks of his motivation to teach and coach, stating that those in his community with the most respect were teachers and ministers. Fields tells that in order to achieve the same successes these people had, he sought to obtain an education.

**Keywords:** Math; technology; counseling; high school; junior high; wife; Cleveland; community; Eastern Kentucky; teachers; ministers; educated; cars; respected; degree; coal; Berea

**Subjects:** Teaching; respected members in community; seeking education; lack of financial means

**16:28 – 19:46 Perley Ayer and an Offer to Work with Council of Southern Mountains**

**Partial Transcript:** *Gaston:* What affected your decision to go teach in Cleveland instead of staying here and representing the Council of Southern Mountains?

**Segment Synopsis:** Fields speaks of Perley Ayer’s offer of work with the Council of Southern Mountains. Fields discusses his reasons for rejecting the offer. Fields tells of Ayer’s role in his education and Ayer’s encouragement of having goals and a plan for one’s life.

**Keywords:** Perley Ayer; Council of the Southern Mountains; Tennessee; Cleveland; Chicago; employment; wife; one-year contract; Hazel Dickens; risk; agriculture; sociology; counselor

**Subjects:** Appalachian immigration for employment; Council of the Southern Mountains

**19:46 – 23:11 Cleveland**

**Partial Transcript:** *McKinney:* So what was it like being an Appalachian teaching in Cleveland?

**Segment Synopsis:** Fields speaks of his experience with Appalachian students in Cleveland. Fields briefly touches upon his time at Berea College in the 1950s. Fields speaks of students with little understanding of English and working with students from a varied backgrounds and cultures.

**Keywords:** students; Appalachia; steel; Republic Steel; pronunciation; the fifties; economy; tennis; social chairman; parties; diversified; high school; languages; coached; volleyball; city championship; 1989; teaching

**Subjects:** Appalachian students’ adjustment to Cleveland; accents; diversified student body and languages in Cleveland; helping students

**23:11 – 27:29 Appalachian problems and solutions**

**Partial Transcript:** *McKinney:* So what should we as Berea students be aware of about the Appalachian region?

**Segment Synopsis:** Fields speaks of what he believes is important to improving life in Appalachia. Fields emphasizes the necessity of having goals rather than waiting for a path to make itself apparent. Fields emphasizes the need for opportunity and education.

**Keywords:** Appalachia; coal; farm; Hazard; unemployment; drugs; education; college; roads; opportunity; attitude; high school; plan; test; vocational school; industry; automobiles; manual dexterity; computers; technology; 1961; courses; lathe; book; articles

**Subjects:** Financial difficulty; spreading awareness and education in Appalachia; importance of youth making plans; importance of having opportunities; taking courses and helping students at Berea College

**27:29 – 28:31 Technology and woodshop**

**Partial Transcript:** *Green:* How’d that come to be your major?

**Segment Synopsis:** Fields speaks of taking courses at the Bruce-Trades Building, now Stephenson Hall, that motivated him to major in Technology. Fields tells of his affinity for woodworking and building things.

**Keywords:** Woodshop; Bruce Building; third floor; courses; lamp; develop; Christmas presents

**Subjects:** Making things; joy of creating things

**28:31 – 30:08 Teaching**

**Partial Transcript:** *McKinney:* So what did you learn from when you were a teacher?

**Segment Synopsis:** Fields speaks of his time teaching, focusing on one student with whom he built a radio. Fields emphasizes treating students according to their needs and diverging from treating every student the same way. Fields states that all students are unique and may need varying treatment.

**Keywords:** Kids; different; electronics; smarter; student; 160 IQ; radio station; NASA; broadcasting; poor; opportunity; needs

**Subjects:** adjusting to needs of specific students

**30:08 – 34:21 Berea and legacy**

**Partial Transcript:** *McKinney:* So, we’re Berea students obviously. You have any good stories from campus?

**Segment Synopsis:** Fields speaks briefly of his time at Berea College, including a prank he and other students pulled at their residence hall. Fields speaks of what he hopes is his legacy, helping students. He emphasizes the little things in life and helping those you can.

**Keywords:** Trouble; students; Howard Hall; Seabury; third floor; window; students;eighth grade; Troy Fields; football; 4H Club; Paul Keen; Lester County; conservation; trees; Lexington; University of Kentucky; Man of War; 1919; Gary Mahoney; Alan Mills; wood; stall; hair

**Subjects:** helping people and students; teachers’ help; trip to University of Kentucky

**34:21 – 36:03 Working for Cleveland Cavaliers**

**Partial Transcript:** *McKinney***:** So you play tennis. *Fields:* Yeah. *McKinney:* What role do you think sports can play in shaping people’s lives?

**Segment Synopsis:** Fields tells of his time working for the Cavaliers. He mentions having to arrest hecklers. Fields tells of working as security in rock concerts and having to make an arrest of an audience member at an Eagles concert.

**Keywords:** Sports; Cleveland; Cavaliers; pictures; Social Security; teacher’s retirement; security; referees; pennies; rock concerts; The Who; Elvis Presley; Pat Boone; Alice Cooper; 4th of July; the Eagles; fire-crackers

**Subjects:** Working security for the Cavaliers; heckling; rock concerts; arrests

**36:03 – 41:06 Book:*****Remembering the 40s in the Heart of Appalachia***

**Partial Transcript:** *Green:* Tell us a little bit about writing your book and about what it was like to begin going back and taking all these memories and all this connection.

**Segment Synopsis:** Fields tells of his decision to write a book on growing up in Appalachia. He tells of publishing his book and its sales. Fields shares stories from his book and explains some of the book’s photographs.

**Keywords:** Appalachia; Cleveland; stories; Keith Gilbert; sales; Berea; internet; 400; John D. Oliver; court; gambling; Combs School; Mr. Robertson; pictures; Harry Truman; Tom Dewey; reunion; church; Union Church; basketball; 1928; Ashland; trophy; Kentucky team; Cliff Hagan; Georgia; senior cup; Civil War; family; Hazard; goose-shaped house; Loyalty Award; President Shin; Happy Chandler; Jackie Robinson; baseball; Harland Sanders; strip mining

**Subjects:** Writing book for grandchildren; 1928 national basketball championship

**41:06 – 43:43 Fundamentalist and Liberal Churches**

**Partial Transcript:** *Green:* So it’s a long way looking at the church where you grew up versus being at Union Church. Those are two different worlds. Tell us about the space between those worlds.

**Segment Synopsis:** Fields speaks of his childhood church. Fields compares the strict, fundamental standard of his early church to the liberal ideology of his current church, Union Church, in Berea. Fields speaks of his own belief in human rights and helping the less fortunate.

**Keywords:** Saved; church; baptized; backslide; gambling; playing cards; jokes; fundamental; Union Church; liberal; female; minister; Rachel Stokes; Gail Bowman; human rights

**Subjects:** Liberal and fundamental churches; helping those less fortunate

**43:43 – 45:10 High school**

**Partial Transcript:** *Green***:** Do you all have any other questions you would like to ask Truman? Truman do you have any other stories that would like to share with us here?

**Segment Synopsis:** Fields speaks about the difficulty in getting to school when he attended Combs High School. He tells of students dropping out of high school, despite their intelligence, due to the difficulty getting to school.

**Keywords:** eighth grade; 1948; dirt road; Combs High School; bus; September; October; November; cold; Christmas; smart; dropped out; coal trucks; degree; Berea; teacher; dad

**Subjects:** Low number of students graduating the eighth grade; difficulty traveling to school; high school students dropping out; commitment to education

**45:10 – 46:58 Technology and Applied Design program**

**Partial Transcript:** *Emily Carter:* Which Mahoney were you talking about was that Gary or Mark Mahoney?

**Segment Synopsis:** Fields speaks briefly of the Technology and Applied Design department. Fields tells of helping a student who is interviewing individuals on means of canning and preserving foods.

**Keywords:** Gary Mahoney; lathes; Alan Mills; wood; Man of War; job; Jordan Kelly; Rock Castle County; growing food; preserving; freezing; can; interviewing; archives

**Subjects:** Technology and Applied Design program; Jordan Kelly’s study on preserving food

**46:58 – 52:34 Interview conclusion**

**Partial Transcript:** *Green:* One other question I would like to ask. And this is a little bit out of the blue, from our conversation, but what was it like for you to—being from Perry County and knowing Perley, being at Berea, to watch the entire War on Poverty thing in the 1960s. What was that like to watch?

**Segment Synopsis:** Fields tells of the difficulty faced in Appalachia, mentioning the lack of jobs and influence in Appalachian communities. Fields speaks of the economic problems that are likely to surface again with the decrease in the coal industry, which provides many of the jobs in Kentucky. Fields emphasizes the need for training and education in Appalachia in order to create industry and production by which to create economic opportunity.

**Keywords:** jobs; influence; food; family; poor; money; cars; suffering; coal; Eastern Kentucky; 1940s; community meetings; politicians; smart; industry; produce; attitude; Foundation School; dormitory; Draper; gymnasium; pool

**Subjects:** Lack of food and jobs; providing training; creating industry; lack of knowledge of how to make change; Foundation School inclusivity

**Narrator Information Sheet**

Interviewee Name: Roslea Johnson (neè Johnston)

Age: 72 years old as of June 2015

Possible topics on which this interviewee might be able to inform the interviewer:

Johnson can provide interesting information on being a Berea College student in the 1960s, working as an Appalachian Volunteer, and working with Community Action Programs in the War on Poverty in Appalachia.

Family history (parents, siblings, as far back as you can provide):

Mother: seamstress. Father: munitions plant worker

Attach copies of clippings, photos, other documents that might help place this interviewee in context—especially if the interviewer plans to use them as “prompts” during the interview:

* In preparation for this interview, the class read *Reformers to Radicals: The Appalachian Volunteers and the War on Poverty*, by Thomas Kiffmeyer.
* Due to the unexpected scheduling of this interview, prompts were not prepared. Dr. Green formulated the questions and conducted most of the interview.

Other important notes:

**Field Notes**

Name of Project: Interviewing the Warriors on Poverty

Date of interview: 6-12-15

Interview team information

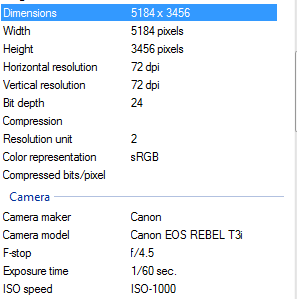
1. Interviewers: Chris Green; Raychel McKinney
2. Photographer: Britney Napier
3. Log-Taker: Emily Carter

Location of Interview: Faber Library, Loyal Jones Appalachian Center, Berea College

Length of interview: 1:32:29

Names and model numbers of recording equipment: ZOOM Handy Recorder H4n

**Camera Information**

Quality of Recording (such as background noise): Occasional background noise from road. Occasional environment noises (writing, movement, objects placed on table).

Audio format: WAV

Audio file names: RJ.6.12.15

Audio settings: stereo; settings: 16 bit, 44.1 KHz; bitrate: 1411.2kbps

ABSTRACT:

In this interview, Johnson briefly tells about her time as a Berea College student, her labor position, and how she came to change her major from Math to Sociology. Johnson tells of her relationship with Perley Ayer and of her participation in the Appalachian Volunteer Program. Johnson describes her work in the Council of Southern Mountains, including her experiences interviewing residents of eastern Kentucky about one-room schoolhouses. Johnson tells of her work with the Kentucky River Foothills Community Action Agency, particularly her time in Powell County, and of the corruption within that county’s power structure. She tells of her experience of Ayer’s reappointment from his position as director of the Council of Southern Mountains to serving as \_\_\_\_\_\_ [chair], and she speaks about her experience at the time of his death and funeral. Johnson closes with an emphasis upon Ayer’s “rules.”

KEYWORDS AND TERMS:

Community Action Program (CAP); War on Poverty; Appalachia; Council of Southern Mountains; Berea College; Sociology; Community Action Technician (CAT); Appalachian Volunteers ; Office of Economic Opportunity (OEO); Perley Ayer; Roger Lester; Bob Johnson; Kentucky River Foothills Community Action Agency (CAA)

CONDITIONS:

Roslea seemed to be in good spirits and excited to talk to us. From our interview, I gathered that a good approach with Johnson is to prompt her toward the desired subject, but to then allow her to choose the stories and events she finds to be most relevant, because she seemed most willing to speak when uninterrupted and allowed to determine her subjects.

FOLLOW-UP QUESTIONS AND TOPICS:

Johnson may have interesting information on Sociology and Human Services, the latter of which she teaches at a community college in Iowa. Johnson’s insight on the political atmosphere since the 1960s may be interesting to understanding a first-hand account of past American life and county-level power structures in eastern Kentucky. Finding out more about her teaching experience and her work after leaving Kentucky may be an interesting interview topic.

**Log of Roslea Johnson Interview**



**0:00 – 6:24 Interview introduction**

**Partial Transcript:** *Chris Green:* This is Chris Green, and I am here in the Loyal Jones Appalachian Center, on June 12th with my class that includes Raychel McKinney, Britney Napier, and Emily Carter.

**Segment Synopsis:** Johnson describes her recent travels and provides some history on the friends and family with whom she has recently been in touch. Johnson also gives a brief overview of Teacher Corps and mentions an early assignment with the Council of Southern Mountains.

**Keywords:** Roommate; college; Charlotte, N.C.; Ming Yun; China; green card; Fran Rogers; Teacher Corps; Teacher Corps Bill; airport; Council of Southern Mountains; Breathitt County, Ky.; Lexington, Ky.; Washington D.C.; Marie Turner

**Subjects:** Traveling; meeting other nationalities; family; school superintendents; signing of Teacher Corps Bill

**06:24 – 11:42 Entry to Berea College**

**Partial Transcript:** *Green:* So in 1961 when you got—came to campus, what was in the air then?

**Segment Synopsis:** Johnson gives a description of her decision to attend Berea College instead of Radford Teacher’s College in Va. [then officially called the Women's Division of the Virginia Polytechnic Institute]. She touches briefly on her family’s financial situation. Johnson tells of some of her experiences as a student at Berea College.

**Keywords:** Berea College; Radford Teacher’s College; seamstress; graduate; dorm; math; sociology; boyfriend; freshmen; evening gowns; Ming Yun; dilapidated

**Subjects:** Room and board; tuition; finances; mother; Liberal Arts education; classes; chapel; residence halls; roommate; underprivileged students

**11:42 – 14:06 Labor**

**Partial Transcript:** *Green:* These are the sugar—. *Johnson*: Yes. *Green*: Uh, what are they called?

**Segment Synopsis:** Johnson talks about her labor position while at Berea College, decorating sugar cubes. Her labor position was located on the top floor of Bruce-Trades building, now Stephenson Hall. Johnson held the position her entire time at Berea College.

**Keywords:** Sugar cubes; tea sugars; rich; ladies; patient; perfection; $0.21

**Subjects:** Learning patience, concentration and perfectionism; wages; wealthy women; tea parties

**14:06 – 21:10 Working as a student Appalachian Volunteer**

**Partial Transcript:** *Green*: Do you want to go to interviewing now, or do you want to talk about how you came to know Perley?

**Segment Synopsis:** Johnson talks about how she met Perley Ayer and became involved with the Appalachian Volunteers program. Johnson tells of the creation of the Appalachian Volunteer program, which later helped lead the VISTA volunteers, and her participation in it as a student. She speaks of some challenges she faced volunteering, such as not possessing adequate clothing. Johnson describes the poor state of Appalachian schools and expresses uncertainty of how effective some of the student work was in solving the schools’ problems.

**Keywords:** Roger Lester; Perley Ayer; majors; Appalachian Studies; Virginia; mountains; President Kennedy; Peace Corps; painting; schools; books; Fran Rogers; Mr. Watts

**Subjects:** Meals; sociology; Appalachia; student volunteering; one room, dilapidated schools; leadership of AV [Appalachian Volunteers]; lack of necessary resources; Kennedy’s inspiration of youth

**21:10 – 29:13 Perley Ayer**

**Partial Transcript:** *Green*: When you were in—what was it like in Mr. Ayer’s classroom?What was that like? *Johnson***:** It was more of a freewheeling, kind of experience, like this. And Mr. Ayer had two rules—that he taught us.

**Segment Synopsis:** Johnson talks about Ayer’s values and his “rules.” Johnson speaks briefly of her own experience teaching and relating Ayer’s values to her students in Iowa, connecting it to their dismissive behavior. Ayer’s rules value initiative in doing what needs to be done and accounting for all members of society, regardless of economic status. Johnson briefly describes the Kennedy-Johnson dynamic in initiating the War on Poverty.

**Keywords:** Students; Perley Ayer; work; society; initiative; wealth disparity; War on Poverty; martyr

**Subjects: “**Ayer’s rules”; taking responsibility for issues; valued traits in work environment; society’s progress reflect all members’ progress; poor left behind; War on Poverty legislation; Kennedy’s inspiration; Johnson’s action

**29:13 – 35:29 Effect of War on Poverty on lives**

**Partial Transcript:** *Johnson***:** Now, there was so much action going on, those of us who worked in the field, there were, there was so much action on that you would be blown away on it. People came from all over the United States to focus their attentions and to focus their efforts on what was happening in Appalachia.

**Segment Synopsis:** Johnson emphasizes the effort made by individuals across the country who came to work for Appalachia. Johnson talks about the manner in which poverty is hidden from mainstream America, out of sight and thus ignored.

**Keywords:** Appalachia; poverty; Michael Harrington; *The Other America;* undeserving poor; War on Poverty

**Subjects:** Hidden poverty; laws on poverty; starvation; eliminating poor deemed undeserving from programs; poverty structured into country’s laws

**35:29 – 38:03 Full-time Appalachian Volunteer**

**Partial Transcript:** *Green***:** Going back to when you began learning these things, began learning what it meant to make, to be able to make a difference, and you began seeing the scope, the depth of the difficulties and despair that was there.

**Segment Synopsis:** Johnson speaks of her time after graduation in January 1965 and becoming the first full-time Appalachian Volunteer under Mr. Ayer’s guidance. Johnson talks about living in a Council of Southern Mountain’s office due to her financial situation. Johnson tells of the stipend she received as a volunteer and of initially funding herself.

**Keywords:** Perley Ayer; Council of Southern Mountains; $20; office; Short Street; Appalachian Volunteer Program

**Subjects:** Ayer as inspiration; living conditions

**38:03 – 47:10 Interviewing experience**

**Partial Transcript:** *Johnson***:** What my job was, the Appalachian Volunteer Program had been going on then for—oh, over a year. Maybe close to a year and a half. So they wanted to do an evaluation of it.

**Segment Synopsis:** Johnson speaks of recording responses of interviews with parents whose children went to one-room schools. Johnson tells of the threat of danger in conducting the interviews and of secluded areas with little outside exposure. Johnson speaks briefly of leading the AV program as a student, before serving a full-time after graduation.

**Keywords:** Evaluation; Appalachian Volunteers; War on Poverty programs; J. Hoge; T. Southerland; one-room schools; note taking

**Subjects:** Evaluation of War on Poverty programs; remote areas; uncommon breeds of animals; coal-mining culture and unique cultures of farming area

**47:10 – 54:34 Working with the Council of Southern Mountains**

**Partial Transcript:** *Johnson***:** That was about five or six months, that I did that. And then after that I went to work for the Council of Southern Mountains in the CAT Program. Community Action Technicians.

**Segment Synopsis:** Johnson speaks of her employment with the Council of Southern Mountains and working for the CAT [Community Action Technician] Program. Johnson’s position included training community members to conduct interviews. Johnson tells of training program members on gathering and recording data. Johnson states that even the illiterate can accomplish goals, given training. Johnson explains the process of the CAT program.

**Keywords:** Council of Southern Mountains; CAT; OEO [Office of Economic Opportunity]; community members; volunteers; interview; surveys; KeySort

**Subjects:** Employment with Council of Southern Mountains; Community Action Technicians training for OEO; interviews; lack of training; undereducated community volunteers

**54:34 – 1:24:01 CAT work in Powell County**

**Partial Transcript:** *Johnson***:** Then after I was a Community Action Technician, I worked for Kentucky River Foothills.

**Segment Synopsis:** Johnson tells of working in Appalachia from her college graduation in 1965 until attending graduate school in fall of 1967. Johnson tells of living in Powell County, where death threats prevented much community action. Johnson also describes the power structure that was prevalent in most counties, referring particularly to Powell County.

**Keywords:** Community Action Program; Madison County; Powell County; Kentucky River Foothills; Bob Johnson; Bob Moore; school superintendent; county judge; elections; prostitutes; Clay City; Green Amendment; Head Start; board meetings

**Subjects:** Kentucky River Foothills components; culture of male power and ownership; county jobs; rigged elections; uneducated teachers; Green Amendment removing poor from power; exploitation of Head Start program; violence and threats to board members; script system; CSM training meetings that provided support

**1:24:01 – 1:27:25 Ayer’s death**

**Partial Transcript:** *Green***:** Do you remember—what was your relationship and connectionlike with Mr. Ayer? Because he was growing ill later, in that time.

**Segment Synopsis:** Johnson tells of a movement within the CSM aiming to remove Mr. Ayer from his position as director of the Council. Johnson tells of her lack of knowledge of this movement until after Ayer had been removed from his position. Johnson also speaks about being unaware of Ayer’s death at the time of his death and funeral.

**Keywords:** Perley Ayer; Council of Southern Mountains; Community Action Technician; director

**Subjects:** CSM power struggle; grief

**1:27:25 – 1:32:29 Interview conclusion**

**Partial Transcript:** *Green***:** Well, we’re near the end of our time. *Johnson***:** Okay. *Green***:** And if you were to share, is there anything else you want to share with—imagine the Berea students of today and their world today. Is there anything else you want to share with them?

**Segment Synopsis:** Johnson emphasizes Ayer’s rules, stating that individuals can make a difference. She speaks briefly of returning to Powell County and seeing some results of the work she had attempted to accomplish. Johnson speaks of the necessity of setting the groundwork for improvement, even if one cannot attain immediate results. Johnson tells of her current occupation, teaching Human Services in community college.

**Keywords:** Perley Ayer; War on Poverty; community action; community organization techniques; food stamps; Pell grant; sociology; teaching Human Services

**Subjects:** Using Ayer’s techniques with current Human Service students; initiating ideas for progress; identifying leaders

**Log of Loyal Jones Interview**

[This is an interview with Loyal Jones as part of the APS 286, Interviewing the Warriors on Poverty course. Today is June 16, 2015, and the interview team consists of Alexandria Gaston, Raychel McKinney, Emily Carter, and Chris Green. We are interviewing Mr. Jones regarding his time as the Director of the Council of Southern Mountains, his experience and work in Appalachia, and his family history.]

**0:39 – 12:16 Mountain Room and the John C. Campbell Folk School** 

**Partial Transcript:**

**Emily Carter:** You were talking a little bit about how you found the *Mountain Life and Work* library and those books. Can you tell us a little bit about those books?

**Segment Synopsis:** Mr. Jones talks about how a woman here in Berea was trying to recognize each and every single book written by or about an Appalachian to place them in the library. He mentions how in Frost building there used to be what was called the Mountain Room. He also speaks about how in 1927 the college, under Marshal Vaughn who was secretary of Berea College at the time, started a community development program and instituted a magazine called *Mountain Life and Work*. In 1930, the Council of Southern Mountain Workers adopted this magazine and published it over years. He speaks about how they’d have annual conferences and had speakers from in the region and outside of the region. He talks about the different people who attended these conferences like nonprofit people, Boy Scouts, Girl Scouts, etc. He mentions how he would read it and recognize people because he grew up near the John C. Campbell Folk School. He talks about how the couple who founded this school did good work for the mountains, such as travelling around and collecting ballads, folksongs, and interviews. He discusses the backstories of the ballads collected, such as Barbara Allen. He mentions meeting Jean Richie very early at the Folk School through her sister Edna who worked with the mountain kids there. He talks about Mrs. Smith who sang for a man named Cecil Sharp. He gives information about Cecil Sharp’s past and how Mrs. Campbell brought him folk ballads and talked him into coming to the southern mountains. Cecil Sharp came to Berea and published a book called *English Folk Songs from the Southern Mountains* with Olive Campbell. He also recalls how when Mr. Campbell died from a bad heart, Mrs. Campbell used notes and things they’d collected on their trips together to publish his book in 1921 as his memorial. He also discusses Philander P. Claxton who was commissioner of education in Tennessee. He talks about story telling for Appalachians and its importance.

**Keywords:** mountain room; Appalachian; Frost building; 1927; Marshal Vaughn; *Mountain Life and Work*; Council of the Southern Mountains; 1930; annual conferences; John C. Campbell Folk School; North Carolina; John C. Campbell; Olive Dame Campbell; *The Southern Highlander and His Homeland*; Russell Sage Foundation; ballads; folk songs; interviews; Ada Smith; Hindman; Barbara Allen; Jean Ritchie; Mrs. Smith; Cecil Sharp; Europe; 1916; England; Berea; *English Folk Songs from the Southern Mountains*; 1919; 1921; Wisconsin; Andover[University]; statistics; memorial; Philander P. Claxton; Tennessee; United States of America

**Subjects:** music; travel; education; tradition; North Carolina

**12:16 – 18:31 Marble and Brasstown**

**Partial Transcript:**

**Chris Green:** How old were you when you first discovered the John C. Campbell Folk School? Tell us about that.

**Subject Synopsis:** Mr. Jones talks about his family was tenant farmers. He talks about his parents, and how they had eight children while working on this farm. When he was twelve, he lived between Marble and Tomaltla, which was Cherokee Indian land. His family moved to Brasstown in Clay County. He talks about how Mrs. Campbell founded the Folk School in 1927 as another monument to her husband. He talks about how the tenant farm they lived on was owned by a benevolent man, and Loyal’s family farmed 100 acres there. He mentions how they grew primarily corn, and the owner of the land only asked for a fourth of it. He recalls moving to Brasstown and how different it was from Marble, with large structures and a large library with more books then he’d had access to before. He fondly remembers reading *Treasure Island*, and how English class was one of the classes in which he excelled. He also remembers how the Folk School would have folk dancing every Friday night, and he would go to these events and learn how to dance. This is what he says ended up guiding him towards Berea College.

**Keywords:** tenant farmers; lower-class; Folk School; Marble; Tomaltla; Cherokee; Brasstown Clay County KY.; Cherokee County NC.; John C. Campbell; Pine Mountain; Pine Mountain Settlement School; Berea College; *Treasure Island*; World War II; folk dancing

**Subjects:** sustenance; literature; education; lifestyle; North Carolina; Kentucky; Tennessee

**18:31 – 33:13 Navy work and coming to Berea College**

**Partial Transcript:**

**Chris Green:** We’re just very interested in your roots and how you rediscovered your roots and where you were going, and how your roots led you to where you were going.

**Subject Synopsis:** Mr. Jones recalls graduating high school after only 11 years of school back in 1945, and afterwards he joined the Navy. He took training and afterwards was assigned to be on the *U.S.S Missouri*. He remembers how massive this ship was and how confused he was while on it. He talks about how they sailed up and down the East Coast and even the Caribbean before going to Maine. It was around that time that he got word that his father had typhus fever from a rat bite, and Loyal was able to get a dependency discharge to go home and take care of the crops for his father. He speaks about how after his friends went to Western Carolina [University] he started to think about if he should go to college. Shortly after he started considering this, Marguerite Bidstrup, who was the woman who ran the Folk School at the time, called him in and started talking to him about college, urging him to go to Berea College. Marguerite took him to Berea with her folk dance team, and he filled out the necessary paperwork from the admissions office, took the test, and ended up getting in. He speaks about hearing recorders playing the song “Waly, Waly” at the Folk School and how Cecil Sharp thought it was the most beautiful song in the world. He would meet people at the summer workshops at the Folk School and also remembers how he didn’t get to personally meet Mrs. Campbell but he would see her around. He talks about the people who would whittle wood into little animals at the school, such as Jack Hall and Ben Hall. He also mulls over the women who would weave here too and talks about how he learned to carve at the school. He started to carve horses at the school because he loved horses, and he kept those carvings instead of selling them. Even though he was never a student at the Folk School, it still had an effect on him, and it was why he ended up at Berea College. He affectionately shares that Berea is a crossroads for a lot of inspiring people no matter what age.

**Keywords:** 1945; Navy; war; *U.S.S Missouri*; Maine; Caribbean; East Coast; typhus fever; Red Cross; dependency discharge; Folk School; Western Carolina [University]; Marguerite Bidstrup; Berea; folk dance; Berea College; summer workshops; recorders; “Waly, Waly”; Cecil Sharp; Mr. Campbell; Mrs. Campbell; whittling; carving; animals; Holly; Jack Hall; Ben Hall; tradition; wood carving; weaving; horses; Daniel Boone; tales; Betty Smith; Chimes; crossroads

**Subjects:** art; media; education; military; lifestyle; career; music

**33:13 – 47:52 Perley Ayer and uplifting**

**Partial Transcript:**

**Chris Green:** Can you tell us about [Perley Ayer]?

**Segment Synopsis:** Mr. Jones recalls how Perley Ayer was an older “republican humanist” from New Hampshire who came down to work in North Carolina as a missionary. He talks about how missionaries tend to have uplift mentalities, but this sometimes means that people can denigrate who people are and where they came from. He uses the War on Poverty and the culture of poverty as an example. He remembers how Perley Ayer invited him to work with the Council of Southern Mountains even though the Council had somewhat died down in activities because there wasn’t enough interest and times were changing. In his opinion, Perley Ayer was a great human. He talks about how the Ford Foundation hired Perley Ayer on, so Perley Ayer was working as a teacher for Berea, running the Council, and working with the Ford Foundation. Loyal Jones says that Perley Ayer was great at inspiring jaded social workers and people who were overwhelmed with problems. He mentions his current book that he’s doing, that he calls *Curious and Jocular Heroes* about four people he selected and talks about one of them named Leonard W. Roberts. He recalls how this man came to Berea College after getting his master’s degree. He also discusses how a man named Richard Chase went around collecting tales and folklore from various people and shared it with Leonard, who ended up getting his degree in folklore and taught at numerous universities. He speaks of how one must be very careful as an advancement agent in how they go about helping people become better people without demeaning them. He also talks about how after he graduated from Berea College he went to University of Kentucky to get a Master’s degree in English, but he was drafted because he hadn’t served his full time in the navy. He spent 18 months in Japan, and when he came back, he decided to go to Chapel Hill in North Carolina where he ended up getting his master’s degree in English as well as his teaching certificate. Perley Ayer came to him while he was teaching and asked him to [temporarily] take over the Council of Southern Mountains [While Ayer worked on getting his M.A. in rural sociology]. During his time at the Council, there was a huge exodus out of Appalachia and the Council was looking at how they could help with this.

**Keywords:** Perley Ayer; “republican humanist”; missionary attitude; Berea College; War on Poverty; culture of poverty; Council of Southern Mountains; Foundation School; agriculture; Ford Foundation; education; social work; religion; *Curious and Jocular Heroes*; Hindman Settlement School; Leonard W. Roberts; folklorist; Floyd County KY.; University of Iowa; folklore; Foundation School; Richard Chase; Virginia’s Writers Project; Dr. Hutchins; Mormons; prejudices; UK [University of Kentucky]; Japan; Chapel Hill; University of North Carolina; Ohio State [University]; exodus; Appalachia; middle west; hillbillies

**Subjects:** role model; education; travel; military; central Appalachia; New Hampshire; North Carolina

**47:52 – 56:51 Virginia, starving actors, and Berea**

**Partial Transcript:**

**Chris Green:** So here you were—you were up there, you were teaching, you were done with your first year perhaps of teaching high school—and Perley calls you and all of a sudden you’re in the driver’s seat and even though it was only a couple people running the organization that’s still a big thing to find yourself doing! What was it like?

**Segment Synopsis:** Mr. Jones recalls how at first he was only supposed to be there with the Council for one year and then he was going to go back to teaching but he ended up staying twelve years. The Council started getting money from church groups and the Ford Foundation. He also remembers how there were people coming from settlement schools and speakers that Perley Ayer knew who would come from Columbia and New York University to lend whatever knowledge they had about other problem areas in the country. The first trip that Perley Ayer sent him on was a trip up through the Shenandoah Valley calling on Virginia colleges to come join the Council of Southern Mountains and come to the annual conferences. He discusses how these colleges mostly didn’t want to be involved. He also talks about theatres and how Broadway went out of business during the Great Depression, and how this led to a lot of starving actors and penniless directors. Mr. Jones also speaks about how when he was at Berea College there wasn’t that much use of students, there were only specific jobs that could be done and didn’t often fully suit the students’ interests, but as the digital age has come along the students are making a major contribution to Berea College and the running of things here. He remembers Berea graduates from the agriculture department helping him recruit people one summer and also loves how the students are much quieter at convocations now than they were when he was a student.

**Keywords:** Perley Ayer; Ford Foundation; Jess Wilson; Columbia; New York University; Rockefeller Foundation; Shenandoah Valley; Appalachia; the Council[of Southern Mountains]; Great Depression; Broadway; Barter Theatre; Louisville; University of Virginia; Kennedys; murals; art department; Frank Long; digital age; students; Berea College; ag department; convocations

**Subjects:** southern Appalachia; labor; bartering; art; plays; poverty; education; recruitment; change; generational differences; east Kentucky; Virginia

**56:51 – 1:02:27 Before the War on Poverty**

**Partial Transcript:**

**Raychel McKinney:** So think back to right before the War on Poverty hit. What was that like between ’58 and ’64?

**Segment Synopsis:** Mr. Jones talks about how they didn’t have too much money at the time but they still had the Ford Foundation grant and that was used to publish a book titled *Yesterday’s People* by Jack Weller. It had many negative things about mountain people within it, but it also was the first book published that got church groups to discuss Appalachia. He also discusses fundamental changes in the way people thought, like how Protestants and fundamentalists could vote for a Catholic. He speaks of how the Appalachian Volunteers came to be and what they did in their early days when they were led by Milton Ogle. He talks about how over time everything became more political because things weren’t as fair as they should be for everyone.

**Keywords:** Ford Foundation; *Yesterday’s People*; Tom Parrish; Jack Weller; Berea; mountain people; Appalachia; community development; economic development; War on Poverty; John Kennedy; Protestants; fundamentalists; Catholic; Dick Boone; Appalachian Volunteers; Perley Ayer; Harvard [State]; liberalized; radicalized; Milton Ogle; Dan Fox; 60s; subsidies; strip-mining; mine safety; welfare; liberal left; Kennedys; Herald Leader

**Subjects:** politics; corruption; regulations; poverty; stereotypes; socioeconomics; awareness; Appalachian region; West Virginia

**1:02:27 – 1:08:23 Sharing stories from the Council**

**Partial Transcript:**

**Chris Green:** Can you give us a story or two about you in the middle of a workday doing things? What was it like?

**Segment Synopsis:** Mr. Jones talks about how they couldn’t imagine who might pop in on them. He recalls a man who ran the Baptist Institute in southern Kentucky who got into literacy work. He also remembers how he worked with Frank Lawbark and his son when the Council ran a program called ‘How to Write for Newly Literate People’ at Emory College and Redbird Mission. He talks about how Frank Lawbark was interested in Appalachia and went to speak with President Hutchins one day and talked to him about meeting “Faithful Jones”. He discusses how there were so many funny stories that happened during his time working and shares a story about Larry Greathouse and his Dodge Dart who got hit by a coal truck on his way to Manchester. His car was totaled and he ended up getting a Buick next, and when he was driving one day, he met a mountain man and asked for directions to Lower Grassy. The mountain man gave him directions and asked what work Larry did, and Larry told him he worked with the War on Poverty. The man stepped back, looked at the car, and said, “It looks like you won”. He affectionately remembers these stories and was happy to share them.

**Keywords:** Baptist Institute; literacy; the Council; Frank Lawbark; Appalachia; Hutchins; “Faithful Jones”; Larry Greathouse; Berea College; Community Action Program; Dodge Dart; coal truck; Manchester; Buick; mountain man; Lower Grassy; War on Poverty; Emory College; Redbird Mission

**Subjects:** education; religion; story-telling; history; past; poverty; illiteracy; culture; southern Appalachia; southern Kentucky; eastern Kentucky

**1:08:23 – 1:13:19 Living poor but never hungry**

**Partial Transcript:**

**Chris Green:** When did you come to awareness that you all didn’t have much? What did the word “poverty” and “poor” mean to you and how did that change through your life?

**Segment Synopsis:** Loyal Jones talks about how he doesn’t really know if he knew that they were that poor. He remembers playing keeps with marbles made of clay and how he had a figure made of clay named Hoover (after President Hoover). He speaks about how they had feather beds at home and quilts that his mother had made, and the first time he ever saw a mattress it was very different from the feather beds. He recalls how there was a time when numerous cattle were slaughtered because there were too many, and jackets were made from the hides of these cows, which were then given to him and the other kids at school. He also talks about what the tenant farm he lived on was like with plenty of pastures and milk cows, so his family was never hungry. He also discusses how eggs were spending money, and he could take eggs with him to school and get a Baby Ruth candy bar in exchange. They had food and he knew that a lot of people didn’t even have that.

**Keywords:** poor; clay marble; keeps; President Hoover; the Depression; Republican; mattress; feather beds; quilts; cattle; jackets; school; tenant; potatoes; corn patch; garden; milk cows; chicken houses; livestock; eggs; hogs; Baby Ruth; church; preacher

**Subjects:** poverty; charity; lifestyle; farm life; food; poverty programs; religion; bartering; family

**1:13:19 – 1:27:26 Mountain people manners and awareness**

**Partial Transcript:**

**Chris Green:** Wasn’t the War on Poverty all of a sudden using that lens of “These people lack”? What was that like for you?

**Segment Synopsis:** Loyal Jones says he was always very sensitive about that [the view that people in poverty were lacking]. He believes the best thing he ever did was write a little essay called *Appalachian Values* in 1962 [1972] aimed at Jack Weller. Jack Weller would talk about how families were too close and that it limited children, and Mr. Jones also recalls talking to a child psychiatrist who talked about the consolidated school syndrome and school anxiety that had to do with separation from an overly close family. Mr. Jones recalls always being sensitive to this [seeing Appalachian families as lacking] but he was never hostile to the missionaries, even though he would suggest they change some things. He also talks about how those suffering in the mountains have to have a sense of humor to survive and to be able to see they’re not the only ones in the world suffering. He also mentions how the most profound thing he learned in college was the bell-shaped curve. He would talk to teachers and social workers about being careful with working with mountain people because mountain people will always defer to others and will say, “Well, why don’t you ask Jim to do this, he’s a better speaker?” He would tell the teachers and social workers not to take the deference literally because it’s part of the manner system of mountain people. He learned early on in working with people from elsewhere that there are people who may not realize they’re condescending when they are. Loyal Jones also chats with Raychel about a McKinney who worked on the tobacco board that he knew from Rockcastle County. He also discusses how when he was a student here that there was a friendliness here on Berea College’s campus, and now he finds that most students now look straight ahead if they’re not on the phone as they walk. He feels a little troubled by that because people don’t look at each other as they go by. He also talks about the old American custom to pull over to the side of the road as a funeral progression goes by. He speaks about lessons of humility from a book by David Brooks called *The Road to Character*.

**Keywords:** work; Jack Weller; *Appalachian Values*; consolidated school syndrome; school anxiety; separation; Republicans; Democrats; missionaries; Alice Lloyd College; bell-shaped curve; continuum line; independent; assertive; mountain people; John Calvin; pre-destination; teachers; social workers; manner system; worth; Rockcastle County; friendliness; New York City; David Brooks; *The Road to Character*; University of Chicago; Jewish; New York Times; PBS; conservative; Berea

**Subjects:** life lessons; humility; family; families; assumptions; poverty; lifestyle; differences; Appalachia; awareness; relationships; sensitivity; writing; regional differences; generational differences; politics; values; tradition; diversity

**1:27:26 – 1:39:36 Family and the Council’s effects**

**Partial Transcript:**

**Raychel McKinney:** How [did being] big in the Council and working with Appalachian people affected your wife and your family? What was it like?

**Segment Synopsis:** Mr. Jones remembers telling his two daughters “Don’t let me catch you not speaking to someone.” He says that he normally took his family with him on the trips he would take but it had limitations in that he needed to be travelling quite a bit. His family was a part of the Council and “Perley” and his wife were like grandparents to them. The two families, the Ayer family and the Jones family, would garden together even though they both had very different gardening styles. He recalls a steakhouse in the Cumberland Gap that they would stop at and the Ayers’ would eat rare steaks while the Jones’ would eat fried steaks. He also remembers helping the Ayers’ move at one point. He believes his life was an interesting one and that it made him a better person to work with people with different views on things. He mentions the political system in America and how it seems to seek out problems. His daughters grew up and Mr. Jones believes they have the same values, and both are librarians and one is also an old-time singer. He also talks about his daughter who is an art teacher who works with handicapped children. He’s proud of his children, and how they’ve turned out alright. He talks about how Perley Ayer was an old humanitarian who thought people could sit down together, appreciate each other’s concerns, and use that to do better work. Mr. Jones has respect for people who sit down and attempt to understand each other better. He remembers when Perley Ayer got lateral scoliosis and was functioning at first but then got to a point where he couldn’t use his arms and this is what eventually killed him. He talks about how they had hundreds of workers and a bunch of programs that helped people get up to where they wanted to be. He discusses how the Appalachian Volunteers were more radical so they tended to bump heads with Perley’s beliefs and went to the [Council’s] board to try and get him fired. It was soon after this that the Council split up, with the AVs going where they wanted to go. Much of what happened to combat poverty in Appalachia after the AVs separated was not effective in Mr. Jones’ opinion. He reminisces on the differences the Council made such as starting industries, getting poor people involved, organized people, and this helped give the mountain people confidence in being effective.

**Keywords:** children; wife; the Council of Southern Mountains; Perley Ayer; garden; New Englanders; Cumberland Gap; steakhouse; teacher; political system; daughters; librarians; old-time singer; France; art; handicapped children; Berea; Ireland; humanitarian; War on Poverty; lateral scoliosis; Appalachian Volunteers; radical; Tom Parrish; government; rebellion; Frankfort KY.; Washington D.C.; liberalized; industries; Kayak Factory

**Subjects:** travel; work; lifestyle; family; differences; change; values; beliefs; disabilities; education; time; volunteer work; upbringing; corruption; politics; poverty; exploitation; health; Appalachia

**1:39:36 – 1:46:43 Opinions on modern politics**

**Partial Transcript:**

**Emily Carter:** We were wondering what you thought about Steve Beshear’s Shaping Our Appalachian Region program? [And what can we take from all these changes?]

**Segment Synopsis:** Mr. Jones talks about how he worries that they have the same people and don’t have many people from other groups, but surely, this program will do some good. He’s met Congressman Rogers and believes he’s a decent person who wants to do some good. He believes this is a fine example for the rest of the “squabbling Republicans and Democrats.” He says that the Tea Party has messed this up because it’s so extreme in what they feel about government. He believes that the majority of people seem to be decent and want more progression but the loud fringes keep the majority from getting there. He wonders about how much the four lane highway costs and he can’t quite understand things like Obamacare and why people can’t come together to make things effective and workable. He also speaks about how embarrassing the Allison Grimes campaign was here, how she didn’t even come out and answer the questions she needed to. He talks about how troublesome the Medicare problem is because it’s all so expensive. He also speaks more about Perley Ayer and how he was a pragmatist and an idealist. The interview closes up.

**Keywords:** Congressman Rogers; Steve Beshear; Republicans; Democrats; Tea Party; the Council; leadership; social security; mine safety; strip-mining; polls; progressivity; highway; Obamacare; Allison Grimes; campaign; insurance; Medicare; Perley Ayer; philosophy; pragmatist; idealist; Breathitt County Woman’s Brotherhood; human condition

**Subjects:** generational differences; politics; corruption; change; healthcare; beliefs; values; personality; political groups; government; regulations; campaigns

**Log of Judy Martin Interview**

[This is an interview with Judy Martin as part of the APS 286, Interviewing the Warriors on Poverty course. Today is June 25, 2015, and the interview team consists of Emily Carter, Chris Green, Alexandria Gaston, Raychel McKinney, and Britney Napier. We are interviewing Ms. Martin regarding time as a student at Berea College, her work with the Appalachian Volunteers, and her later work organizing in Clay and Jackson Counties.]



**0:34 – 1:45 Where she came from**

**Partial Transcript:**

**Emily Carter:** So can you tell us a little bit about where you grew up, and who your people are?

**Segment Synopsis:** Ms. Martintalks abouthow her people are from Clay County and that they have been there for many generations. She discusses how her parents left the mountains to find work in Cincinnati, and this led to her being known as an “Appalachian Migrant”. She discusses how she travelled between Clay County and Cincinnati with her family.

**Keywords:** Clay County; Red Bird River; Cincinnati; Appalachian Migrant; Summer; Hillbillies; House; Home; Red Bird; Bear Creek; Wildcat [Creek]

**Subjects:** Travel; home; migrants; family; origins; Appalachia

**1:45 – 3:05 Coming to Berea College**

**Partial Transcript:**

**Raychel McKinney:** So how did you come to Berea College?

**Segment Synopsis:** Ms. Martin discusses how her mother’s parents had many children and that there were not many public high schools in Clay County. She talks about the different options that they had for schools. She mentions how some of her mother’s siblings went to Berea and some went to Oneida Baptist Institute. She also says that she did not have any other choice, and she did not have any money. She went to Berea and graduated debt-free.

**Keywords:** Mother; Parents; Public High School; Clay County; OBI; Oneida Baptist Institute; Berea Foundation School; Berea; Money; Work; 60s; Debts

**Subjects:** Education; learning; work; school; family; generations; poverty

**3:05 – 7:20 Berea back then**

**Partial Transcript:**

**Raychel McKinney:** What was it like being here back then?

**Segment Synopsis:** Ms. Martin talks about how different it was back then and how the rules at Berea College were very strict in the 60s. She mentions how it was different from what she was used to, growing up in rural Clay County. She was working as a counselor for the “boarding school” at the time. She talks about how they had the only bathtub in the entire dorm. She discusses what living there was like, how often convocations were, and how often they had to go. She speaks about how she believed Berea was hard, even coming from where she had come from, and she goes more into detail about where she had come from in Clay County. She discusses how she was able to go to a great school, how she was well prepared for Berea but still had to work hard. She tells how she looked for interesting professors for the courses she took, and how she changed her major six times to get into classes she wanted to take. She also loved learning from other people and from groups.

**Keywords:** Different; strict; counselor; freedom; bathtub; Foundation dorm; responsibility; convocation; courses; hard; poor; Cincinnati; Blue Ash Montgomery; Little Kentucky; Clay County block; school; trailer; Berea; well-prepared; people-oriented; professors; major; academic

**Subjects:** Berea College; education; learning; lifestyle; Foundation School; changes; adaptation

**7:20 – 14:23 Council of Southern Mountains and Harvard students**

**Partial Transcript:**

**Chris Green:** How much of that kind of experience was there on campus—and it’s really what the campus strives for, we want to say that we strive for and hope for now, but—was this something campus meant to make happen or was it something that you were really on the lookout for?

**Segment Synopsis:** Ms. Martin speaks of her involvement as a student with the Council of Southern Mountains [CSM] and how this was a different community from Berea College. She mentions that during activities between students and professors, it was informal, and more of a family of sorts. She discusses how she worked during her time as a student in Clay County and Jackson County, and how the students knew the teachers well there, even their first names. She discusses how informal it was and that she didn’t feel intimidated by anyone. She recalls a time where she was working with an oral history, interviewing AVs and VISTAs in eastern Kentucky, and they hired “Bob Coles” [Robert Coles]. She recalls how he brought four Harvard students with him when he came down, and how everyone adored him. She mentions how these students were skeptical of her, as a Berea College student, and how they were working on internships and advanced degrees and scoffed at Berea College. She talks about how these students didn’t know how to interview people well—that they knew how to ask, but not how to listen. She talks about how she was always able to write because of where she came from and that her writing shocked them. She realized that it was a skill to listen, and she talks about Loyal Jones’ story of when he was lost. She talks about how different directions can be between insiders and outsiders of an area. She also mentions the different dialects between the Harvard students and mountain students.

**Keywords:** Council of Southern Mountains; Berea College; Clay County; Jackson County; AVs; VISTAs; Bob Coles; Harvard; students; oral history; interviews; Loyal Jones; questions; community; family; eastern Kentucky; internship; degrees; mountains; storytellers; good listeners; lost; Letcher County; local; wavelength; accents

**Subjects:** Council of Southern Mountains; storytelling; Harvard; oral histories; community; eastern Kentucky; work

**14:23 – 18:13 Fitting in and one-room schools**

**Partial Transcript:**

**Raychel McKinney:** Do you feel like you fit in?

**Segment Synopsis:** Ms. Martindiscusses how she didn’t really feel like she fit in with her fellow students at Berea, and how people likely thought she was strange because she was more interested in things off campus. She talks about how during the week she would go to Jackson County to work in one-room schools, and there were 300 one-room schools in the 60s in eastern Kentucky. She talks about how people on campus would go to help out. She mentions that she was bright but not really into student council or things like that. She talks about how there was not a lot of diversity, but a great majority of students were Appalachian. She recalls how Berea had interesting foreign students, and how they would sometimes go with her to help at these one-room schools.

**Keywords:** diverse; off-campus; Jackson County; one-room schools; eastern Kentucky; car; bright; diversity; Appalachian; majority; Berea High School; Berea College; wealthy; mountain kids; education; foreign students; share; cook; princesses; princes; Ohio;

**Subjects:** fitting in; education; volunteering; eastern Kentucky; Appalachian students; foreign students; diversity; poverty

**18:13 – 21:38 Lack of Appalachian information**

**Partial Transcript:**

**Alexandria Gaston:** So I noticed that you said that 80% of students on campus were from Appalachia. So how were you discussing where you came from and what being from Appalachia meant? How did you think of yourselves as Appalachians?

**Segment Synopsis:** Ms. Martin recalls that they didn’t really talk about being Appalachian and that they didn’t even really use the term Appalachian back then. She talks about how they identified themselves more by counties and particular places. She talks about how after Appalachian Volunteers came in is when they started using the term Appalachian more. She recalls that the Appalachian center wasn’t here yet so there was no focus on being Appalachian. She also recalls that the Eastern Kentucky University library had no Appalachian books, and she wrote a paper about it, which led to EKU getting more books. Chris Green talks about when Appalachian history started getting more importance.

**Keywords:** Appalachian; county; Kentucky; McKee; population; counties; Berea; Appalachian Volunteers; Appalachian history; Appalachian center; graduate work; EKU; library; Russia; Dean; grant; books; UK

**Subjects:** History—Appalachian; Books—Appalachian Region; Appalachia; library; education; research

**21:38 – 25:31 Perley Ayer and the book project**

**Partial Transcript:**

**Chris Green:** Did you have class with Perley Ayer? Tell us about that.

**Segment Synopsis:** She mentions how Perley Ayer was a very interesting man and would set people down and talk with them. He had rules that he wanted his students to learn, and she discusses what she remembers of these rules. She also recalls things her Papaw would say to her, and how similar “Perley” was to a Papaw. She also remembers a book project that was done by the council to get more books for one-room schools. She talks about how some of these schools were punishment schools in the middle of nowhere, where people would be sent if they didn’t act right or as they were expected to. She speaks about when the Council tried to better these schools with books and ask the teachers what they wanted for their schools.

**Keywords:** Perley Ayer; Papaw; rules; resources; grandfather; teacher; director; the Council; book project; one-room schools; punishment schools; middle of nowhere; Flat Woods; logging road; hollows; Green Briar; Goose Creek; schools; globe; books

**Subjects:** Perley Ayer; projects; poverty; quality; education; inspiration

**25:31 – 30:39 Living well among the poor**

**Partial Transcript:**

**Chris Green:** What was it like for you to realize—coming from the quality of school you did—even though you went back home to Clay County on the weekends, you probably didn’t go to any of the one-room schools at that time, but then as a Berea student to discover the plight people were going through?

**Segment Synopsis:** Ms. Martin discusses how it was a shock to her, as she was only home on the weekends and for special occasions, that these schools were so poorly equipped. She talks about seeing children who were cold, no maps, no globes, and had all eight grades in one room with one very poor teacher. She speaks about how these schools really weren’t prioritized, and that the kids there didn’t matter because there weren’t too many. She talks about how shocked she was and recalls how Perley would tell her something needs to be done about it. She talks about how Talcott Residence Hall used to be the Foundation School, and how many dorms had extreme heat in the winters. She talks about how you would have to sign up for a slot to use the washing machine in advance. She felt like they had everything in Berea as compared to other people in poorer Appalachian counties. She tells a story about how when she was younger she would have to walk up the creeks to get to her grandparents. She felt like Berea students had everything, while many other communities had very little.

**Keywords:** shock; poorly equipped; kids; poorly insulated; schools; poor teacher; Perley Ayer; Berea; dorms; steam-heat; winter; Talcott; Foundation School; Kentucky; washing machine; dryer; housing; creeks; grandparents; signal; packed; communities; Billy’s Branch; church

**Subjects:** education; quality; housing; living conditions; communities; inequality; poverty; Poverty—Appalachia

**30:39 – 34:52 Those in power and change**

**Partial Transcript:**

**Chris Green:** Perley was a person who believed that all people could believe in change and all people were a part of change. Here you are, and yet it’s up to you-. I’m curious about your feelings, was there somebody to blame for this, or was there the good work to do to help people?

**Segment Synopsis:** Ms. Martin talks about how she can’t speak for all mountain people, but she learned that certain people control things and they make key decisions about what happens. She talks about how at one point in Clay County, a Sizemore was in charge of all aspects- sheriff, judge, superintendent- and how the *New York Times* actually wrote an article about the Sizemore family and their control over public offices in Clay County. Because of this, she sees politics more as certain families controlling things, and as not always helpful when you want to change things. They were in charge of all decisions for providing things. She speaks about how from her experience, these people in charge are not going to be very helpful about changing things. Because of this, she and the other volunteers would try to find other ways to make changes. She talks about how incredible the 60s were and how it was open to possibilities. She talks about how “Perley” embodied this, and how he was there for everyone for everything—he was everyone’s Papaw.

**Keywords:** mountain people; family; control; key decisions; judge; sheriff; lawyer; superintendent; Clay County; Sizemore; New York Times; public office; political; families; parties; change; gravel; schools; system; blame; Perley Ayer; 60s; possibilities; open; Selma; Berea; Papaw

**Subjects:** politics; families; power; change; 60s; possibilities; political elite; corruption

**34:52 – 38:50 Sociology and credits**

**Partial Transcript:**

**Chris Green:** So it sounds like you rose to the possibilities that they opened, too.

**Segment Synopsis:** She speaks about how Perley Ayer was with sociology, which wasn’t really a big deal on campus. She talks about how she wound up being a sociology minor, and how she was good at it. She believed sociology would be easy, and she talks about how she didn’t have enough credits in the right area to graduate with a sociology major. She talks about how Perley Ayer helped her figure it out, guiding her towards an independent study. She speaks about how she had a superintendent who hired his second cousin who had only three hours of course credit to be a full time teacher. She talks about how this was pretty common, because that was the minimum amount required. She talks about how she was foolish, and discounted a lot of things, and made many mistakes that way.

**Keywords:** sociology; campus; major; family relationships; community relationships; friend relationships; church relationships; influential; social network maps; organizational development; credit; Perley Ayer; independent study; foolish; discounting; mature; academic; school system; superintendent; college; teach; support

**Subjects:** Sociology;education; academics; relationships; graduation; independent study; mistakes

**38:50 – 53:04 Experience as an Appalachian Volunteer**

**Partial Transcript:**

**Chris Green:** When you say “we”, which we do you mean? [Appalachian Volunteers] Tell us about that.

**Segment Synopsis:** She talks about how the Council of Southern Mountains started the group Appalachian Volunteers, and she recalls that it started at Berea College. She talks about how it was Berea College students who were volunteers who wanted to work in mountain communities, that it was all volunteer and no pay. She talks about how they called themselves the AVs, and they didn’t really have a leader. She spoke about how they didn’t really know people off-campus, just professors and other students. They had to figure out how to get transportation, food, and get the foreign students to go out too, because they knew this would likely be many community people’s first time meeting people from foreign lands. They figured out how to do this work on weekends and occasional weekdays. The children they saw didn’t have any books, so the AVs started bringing books out. Students also started coming from other schools as well to help out. She herself was the one setting things up. She also discusses how some groups wanted to build things to help. The AVs worked weekends and also all summer. At one point, they were able to do a summer long project that included many counties through the Office of Economic Opportunity [OEO], and that they even got money for college kids from outside the area to come in and help and get paid subsistence. They also paid people to house the volunteer students, because otherwise it was likely they wouldn’t find any housing. She talks about her pay during her time as a student as well, and how low on money they were, so the five dollars a week they were being paid during this project was great. She talks about Union and Cumberland Colleges having big groups as well, and that some counties didn’t want other people coming in to their counties so they did it themselves. She talks about how she met a lot of people, volunteers who weren’t from the area, and also helped them acclimate to mountain communities, and how not to offend these people in this community. She talks about how these community beliefs would sometimes inhibit people’s personal freedom, and that some people could understand why they had to respect these values, but some people did not like having to conform to these beliefs. She talks about walking the line between interfering with someone’s freedom and understanding that sometimes you have to compromise for opportunities. She talks about organizing throughout various communities, and past organizing experience the others had. She speaks of how committed the AVs were to their cause, because there was no pay, no food, but they still worked hard anyways.

**Keywords:** Council of Southern Mountains; Appalachian Volunteers; Berea College; students; mountain communities; volunteers; mountain kids; helpful; AVs; connections; food; transportation; foreign students; weekends; degree; education; hands-on; books; children; book projects; schools; EKU; UK; Richmond; Lexington; build; building; constructing; Summer; OEO; VISTA; Kentucky; West Virginia; Tennessee; subsistence; housing; paid; Union; Cumberland; supervisor; community; personal freedom; Billy’s Branch; problem solving; sacrifices; compromises; organizing; committed; pay;

**Subjects:** Housing; volunteer work; pay; AVs; Council of Southern Mountains; support; students; freedom; projects; different beliefs; Central Appalachia; higher education

**53:04 – 1:09:06 Head Start Program and Knox County**

**Partial Transcript:**

**Alexandria Gaston:** So you mentioned that your sophomore year you worked with the Appalachian Volunteers with Lois Combs in Knox County, and it was an eight-week project? Can you tell us about that?

**Segment Synopsis:** Ms. Martin talks about how the AVs were organized by certain staff people having certain counties. She mentions how a guy names Jack Gribble had Knox County. She talks about how the staff had a big say in what volunteer work should be done in their counties. She talks about how Jack Gribble wanted his AVs to work in schools, so Ms. Martin and Lois Combs had programs in one-room schools. She talks about how they started out making crafts with the kids, and the teacher chose not to be involved, so they had all kids from all ages. She recalls taking them on fieldtrips to the creek and creating activities outside for the kids. She talks about how “Jack” wanted them to focus on getting kids to get into Head Start programs. She talks about how much of a challenge this posed, to persuade women to allow “their babies” to go out of their community to a Head Start program with strangers. She talks about how they decided to have a pilot Head Start on Payne’s Creek, to try and figure out what to do for a preschool. She discusses how they had teenagers carry the young children and pack them to the paved roads so they could get to Head Start, and with time the parents grew more comfortable and felt their kids were safe. She also discusses how Lois Comb’s father was a mayor, and how she didn’t want anyone to know. She talks about how they all became a close community. She recalls how the teacher came back and tore down everything that the kids had made, he was a strict teacher, and the kids were all very sad about the change. She talks about how people came in from outside the area and when they left, the people who came in from outside would try harder on certain things after the experience from the summer. She talks about how people savored things from their gardens, and they had good food and good times.

**Keywords:** Lois Combs; Knox County; AVs; Jack Gribble; Appalachian Volunteers; schools; one-room schools; kids; craft; teacher; field trips; crawdads; trees; parents; Head Start; Kentucky; protective; babies; persuade; tough; Payne’s Creek; hollow; paved road; teenagers; mothers; protection; politics; Governor Bert Combs; volunteers; coal-mining communities; challenge; community center; school teacher; stereotype; food; garden; tomatoes; Jan-term

**Subjects:** education; gardening; teaching; activities; youth; transportation; creativity; communities; food; politics

**1:09:06 – 1:15:58 Robert Coles and Clay County’s marijuana**

**Partial Transcript:**

**Emily Carter:** Can you tell us a little bit about working with Robert Coles?

**Segment Synopsis:** She mentions how Robert Coles was interested in children’s artwork, and how he collected pictures of drawings that children did and interpreted them in ways to get more information from the kids. She talks about he came to the mountains and was working on something called ‘Children in Crisis’ and he was interested in Mountaineers—he wanted people to collect artwork and stories from children. She also talks about how children would come to her with detailed stories about their home lives. She mentions Mary Jane, which is Marijuana, and how it affected the electric bills, which these kids would be talking about. She talks about how she was legally obligated to protect these kids, so if she found out they were being hurt in any way, she had to find a way to get someone to protect to child. She mentions how Clay County was very big on marijuana, and people would raise this plant in the Daniel Boone Forest to keep it off their property to avoid getting their property confiscated. She talks about how marijuana use lessened some due to people starting to use other drugs- mostly cocaine, heroin, and meth.

**Keywords:** Robert Coles; artwork; Children in Crisis; Mountaineers; children; stories; marijuana; Mary Jane; Daniel Boone National Forest; Clay County; cocaine; meth; heroin; experiences; electric company; legally; protect; investigation; property; lands; forest; tobacco; cancer; teenage boys; bud; Red Bird

**Subjects:** Robert Coles; children; stories; marijuana; drugs; protection; abuse; Children in Crisis

**1:15:58 – 1:20:21 AV work right after graduation**

**Partial Transcript:**

**Chris Green:** It’s interesting in hearing your stories that you were working with these kids with Louis, and I know later on you would go on and continue working with people and children in particular. Were these the roots of your inspiration and of your connection?

**Segment Synopsis:** Ms. Martin agrees, and says yes to this question. She says she graduated from Berea one day and went to work with the AVs the very next. She says that the progression felt natural, and there was money by that point that was funding these college programs. She recalls that the beginning was great, and it was the most important thing she did at Berea. She talks about how she didn’t know her community, but she knew her family, and they never went hungry. But she saw a lot through her work as an AV that surprised her. She recalls working in Clay County, Jackson County, Rockcastle County, and Madison County, and felt out of her depth when she was in a black community in Richmond. She speaks about how poor the housing was for these black communities. She remembers doing some housing projects, but most of the projects were in rural mountain communities. She worked with a group called Appalachian Communities for Children, which was a low-income parent group. They had no one telling them what to do, and they had a 100% low-income board.

**Keywords:** Berea; AVs; community; family; Clay County; Jackson County; Rockcastle County; Madison County; Richmond; black communities; Appalachian Communities for Children; 100% low-income board; college programs; poor; housing projects; rural mountain hollows; mountain communities; parent group; non-profit

**Subjects:** volunteer work; AVs; communities; children; low-income; work; projects; rural Appalachia

**1:20:21 – 1:24:56 VISTA work and Peace Corps training program**

**Partial Transcript:**

**Chris Green:** Can you take us back to that moment where you’ve just graduated, and there’s two directions I’m curious about. One is, before we go into the work you were doing in the communities, you were leading VISTAs in the surrounding counties right?

**Segment Synopsis:** She speaks about how the AVs assigned certain staff people to certain counties, and her counties were Rockcastle County, Jackson County, Clay County, and Madison County. She talks about how part of their job was to arrange weekend activities for college student volunteers. She says that a big part of the job was to work with the students coming in for eight weeks during the summer from all around the country. She talks about Peace Corps, a special training program for college students. She talks about how young people came in who were committed to their country, and this often led to problems with commitment in projects in the counties.

**Keywords:** AVs; Rockcastle County; Jackson County; Clay County; Madison County; VISTA; weekend activities; college students; Berea College; EKU; UK; Cumberland; projects; Country Dancers; local; eight weeks; summer; Peace Corps; training; Eastern Kentucky; Ghana; Philippines; rural area; committed; invested; valuing

**Subjects:** volunteer work; projects; VISTA; AVs; commitment; labor; college students; eastern Kentucky

**1:24:56 – 1:41:05 The AVs separation from the Council**

**Partial Transcript:**

**Chris Green:** Question two, and this is a hard question, because you’re somebody who loved Perley, and you’re also somebody who loved the AVs, and you saw the split happen. What was that like for you living through that?

**Segment Synopsis:** She mentions how it was like a divorce, because it was irreconcilable. She talks about how the Council was more conservative, and that the AVs were young, wanted change, and were not patient. She gives the example that the Council were like the parents and the AVs were like young adults who had the commitment to doing things now. She talks about what issues the AVs were more interested in, and they were ready to move around whatever was in their way. She mentions the youthful fervor of the sixties that was nationwide that was triggered by the social justice issues. She talks about how the AVs got some money on their own to separate from the Council, but there was also a split in the AVs between wanting to work with college students and work with communities. She speaks of how Berea was not ready, and the AVs were “do or die”, and Perley got caught up in it. She talks about how no one would listen to him, even though everyone used to listen to him. She compares that to turning against your own grandfather. She discusses how Perley’s words helped shape who she was and what she wanted to do. She talks about how Kennedy came to Eastern Kentucky, and had a meeting at Neon Fleming at a high school. She talks about how Nixon was elected and Federal programs changed severely, with the funding, and will to continue, evaporating. She also talks about Louie B Nunn, and how he compared the poor to a mule’s rear-end, which ended up becoming national news. She mentions how VISTA got restricted and after the sixties ended and Robert Kennedy died, it all just changed. There were different commitments, and different things that were important to these different communities. She talks about the process of her adult Ed program that was motivated by the low graduation and GED rates.

**Keywords:** divorce; AVs; VISTAs: Council of Southern Mountains; Council; Louie B Nunn; politics; adult ed program; Kennedy; Eastern Kentucky; Neon Fleming High School; Perley Ayer; GED; graduation; drop-out; grandfather; young adults; parents; commitments; change; Beatles; Nixon

**Subjects:** break-up; separation; AVs; VISTA; Council of Southern Mountains; volunteer work; labor; students; politics; changes; poverty

**1:41:05 – 1:45:21 Rockcastle County and litter-toys**

**Partial Transcript:**

**Britney Napier:** Anything interesting happen in Rockcastle County?

**Segment Synopsis:** Ms. Martin says absolutely, she recalls how Rockcastle County was unusual and didn’t have the same structure when it comes to politics. She recalls how no one threatened to kill them in that county. She also recalls how everyone wanted to go to Rockcastle because it was laid back. She remembers when coal trucks would push her to the edge of the roads in the various cars that she had to borrow, just because she was with an organization that was active. She talks about how she helped with a toy project that helped Appalachian women. She remembers doing “litter-toys”, and it was a way for women to support their families without being beholden to anyone. The interview wraps up.

**Keywords:** Rockcastle County; coal trucks; litter-toys; women; families; Appalachian; laid-back; easy going; strip-mining; organization; Clay County; Possum Trot; mountain women; New York; freedom; Job Start

**Subjects:** Rockcastle County; volunteer; work; toys; labor; coal mining; Appalachian women; cars; jobs; families; support

**Log Interview with Tom Parrish**

****

**0:00 – 0:46 Intro**

**Segment Synopsis:** A brief introduction of those present for the interview.

**0:46 – 5:35 Life background**

**Partial Transcript:** *Carter*: So before we talk about the council we’d like to ask you some questions about your life to help orient us. So where and when were you born? *Parrish*: I’m not sure I’d go into the when part of that, but I was born in Richmond Kentucky.

**Segment Synopsis:** Mr. Parrish talks about his background and what it was like growing up in Richmond Kentucky with a college nearby. He talks a little bit about his family as well, specifically his parents. He also discusses deeper roots and talks about his Appalachian background as well as a semi in-depth description of Lee County.

**Keywords:** Richmond; Eastern (Eastern Kentucky University); writing; John Maysfield; 1930s – 1940s; central Kentucky; eastern Kentucky; Mittyville; Lexington; Lee County

**Subjects:** college towns; Parrish’s parents and family

**5:35 – 16:05 College experience and life after college**

**Partial Transcript:** *Carter:* So we understand that you went to University of Chicago and graduated in 1949, and from 1946 to 1947, you were in the army. We’d like to know how your experience in college may have prepared you for work as a writer and an editor. *Parrish:* Well, a lot of ways, in the since that the college of Chicago didn’t teach anything practical.

**Segment Synopsis:** Parrish talks about his time as an undergraduate at the University of Chicago, and he then begins talking about his life after college and some of his first jobs. These included a job with the Henry Regnery Publishing Company. His desire to earn a master’s degree in English eventually led him back to Chicago to complete his requirements, and he talks about some of the things he became involved in when he returned to Chicago.

**Keywords:** University of Chicago; Larry King; radio programs; Council of the Southern Mountains; Henry Regnery Company; liberals; book publishing; CBS; Republican Convention; Master’s Degree; Kurt Vonnegut; New York

**Subjects:** College major; work at University of Chicago; big city life

**16:05 – 28:37 Back to Richmond and the Council of the Southern Mountains**

**Partial Transcript:** *Carter:* So when did you move back to, out of the big city? *Parrish:* When was it, early sixties sometime and I wasn’t exactly planning to at the time that’s just how it evolved, and there were some personal considerations involved too.

**Segment Synopsis:** Parrish talks about when and why he moved back to his hometown, Richmond, Kentucky. He describes some of his early work back in Richmond, as well as how he got mixed up with the Council of the Southern Mountains. A deep discussion of the book *Yesterday’s People*, which the CSM co-published with the University Press of Kentucky, was also involved, including how it was used as “VISTA’s textbook” at that time.

**Keywords:** Richmond; sports writer; Council of the Southern Mountains; Perley Ayer; Ford Foundation; *Mountain Life and Work*; *Yesterday’s People*; Loyal Jones; *Today Show*; Pike County; VISTA; how to pay for college; Bruce Denbo

**Subjects:** freelance work; Appalachian traits; publishing

**28:37 – 45:18 Working with the Council**

**Partial Transcript: [missing]**

**Segment Synopsis:** Parrish discusses the Appalachian Volunteers and the Council of the Southern Mountains. He gives and in-depth discussion about the split between the council and the more radical members, and how that effected those working on the council side. Also discussed are fellow council members and Community Action Technicians (CAT).

**Keywords:** revolution; 1966; Appalachian Volunteers (AVs); VISTA; Perley Ayer; May 2, 1966; Lester Street; Berea; Milton Ogle; Dan Fox; *Yesterday’s People*; Community Action Training Program; Bob Shaffer; CAT Program; North Carolina; Loyal Jones; Jack Ciacio; benign; War on Poverty; sixties

**Subjects:** Director of publications for the CSM; split of the CSM; Questioning Perley Ayer's place; Perley Ayer stories; energy of the CSM office

**45:18 – 56:38 Attitude on poverty**

**Partial Transcript:** *Green:* I would like to ask about the attitude of poverty; I would love to hear about your own personal journey of your relationship to working with people in need and the poor because here you are wanting, you shared that you were interested in doing work to help the public after Kennedy’s death and all of the sudden here you are. How did that effect your vision of the poor and people that were poor and what Appalachia was, what was like?

**Segment Synopsis:** Parrish discusses what it was like working with the people in poverty in the Cumberland Valley Community Action Program (CAP) counties and what it was like coming to the conclusion that “he wanted to do something.” He discusses different meetings and situations while working in these communities and how they affected his idea of poverty at that time. Also discussed were the dangers of working with these groups and how things were accomplished through the “power of the people.”

**Keywords:** the poor; Kennedy; Cumberland Valley CAP; toy factory; stoneware; Iron Mountain; meetings; Killdaeve; Harlan County; representation; James A. Cawood, superintendent of Harlan County Schools; Head Start; LBJ's Ranch; Julian Mosley; War on drugs; Sonny Osborne; recruits; CATs

**Subjects:** Motivation to work with people in poverty

**56:38 – 58:47 *Mountain Life and Work***

**Partial Transcript:** *Gaston:* So we know that you were the editor for *Mountain Life and Work* from 1968 to 1970, and during that particular time, there were a lot of changes with the director of the council and presidency, so can you tell us about the work you did with the magazines that reflected those changes? *Parrish:* Well actually, no Loyal was director for all that time.

**Segment Synopsis:** Parrish briefly discusses his work with *Mountain Life and Work Magazine*.

**Keywords:** Loyal Jones; changes; Appalachia

**Subjects:** *Mountain Life and Work* magazine

**58:47 – 1:01:09 Education in the Appalachian Region**

**Partial Transcript:** *Gaston:* So during the War on Poverty what were some disparities that you noticed between the educations in the Appalachian region versus more privileged areas?

**Segment Synopsis:** Parrish discusses briefly his thoughts on education in the Appalachian region.

**Keywords:** Killdaeve, Berea Foundation School, Francis Hutchins

**Subjects:** Education in Appalachia

**1:01:09 – 1:11:14 Meaningful relationships while working with the council**

**Partial Transcript:** *Gaston:* So can you tell us about some connections, lifelong friendships, or meaningful connections that you made with people while working with the Council? *Parrish:* well Loyal Certainly, we were firm friends since the first of June 1964.

**Segment Synopsis:** Parrish discusses some of the friends and important connections he had while working with the CSM, including Stuart Faber, for whom the library in the Appalachian Center is named.

**Keywords:** Loyal Jones; retirement dinner; Flem Messer; Julian Mosley; Ernie Walker; Bill Suters; Stuart Faber; Formica; Cincinnati; Appalachian Fund; Francis Hutchins; Perley Ayer

**Subjects:** close relationships; Stuart Faber

**1:11:14 – 1:16:46 Improving life in Appalachia**

**Partial Transcript:** *Napier:* So what do you believe is still necessary to improving life in Appalachia? *Parrish:* *(*Laughs) I was thinking about how old the texts are in history that you read about people, I mean going far past the New Testament, that poor get a lot of attention.

**Segment Synopsis:** Parrish gives his thoughts on what it will take to improve life in Appalachia. These include focusing on the individual issues rather than big subjects such as abortion. His main point is the organization of the poor people themselves in these areas.

**Keywords:** the poor; individual traits; community issues; organization; W.W. Baron; liberal; Ford Foundation; attitude

**Subjects:** Social change

**1:16:46 – 1:25:20 Transition of focus from the CSM to Berea College**

**Partial Transcript:** *Carter:* So in 1972, you went on collaborating with Loyal and you co-edited the *Appalachian Center Newsletter* until 2006. Can you talk a little bit about the transition of focus from the CSM to Berea College? *Parrish:* Well, the thing about it was, I’m sorry it was called a *Newsletter*.

**Segment Synopsis:** Parrish discusses the *Appalachian Center Newsletter*, which was not originally intended to be a newsletter. Also discussed is an interesting man who had a lot to do with the newsletter, Al Peron.

**Keywords:** Appalachian Center Newsletter; Berea College; Al Perron; “book man”; Barry Bingham Jr.; Appalachian News; Appalachian Center; Appalachian Studies Association

**Subjects:** Al Perron; Appalachian Center Newsletter

**1:25:20 – Conclusion**

**Log: Interview with Bob Shaffer**



**0:00 – 1:39 Introduction and hopes for the interview**

**Segment Synopsis:** A brief review of those present, the team and Bob Shaffer, as well as a short explanation of what Shaffer hopes to share during the interview.

**1:39 – 10:45 Community action and southeastern Kentucky**

**Partial Transcript**: *Carter*: Can you tell us a little bit about how you came to work with Community Action in New Jersey and what that was like? *Shaffer*: I went on the March on Washington, and I was taken by this speech, I Have a Dream speech of Martin Luther King, and impressed by the crown when, when we were going on a bus to Washington we were afraid that, that, that a lot of blacks together would take out their grievances with any white people that showed up but as soon as we got off the bus we knew that that was not, never gonna happen.

**Segment Synopsis:** Shaffer discusses how he got started in working with Community Action in New Jersey, begging with his trip to the march on Washington. This leads into the discussion of some of his work in Jersey, as well as how he ended up from there working in the Cumberland Valley in Eastern Kentucky for the Office of Economic Opportunity based in Washington.

**Keywords:** Washington; Martin Luther King, Jr.; LK; blacks; speech; Glassboro, N.J.; 1965; interracial; south Jersey; farm laborer; newspapers; legislation; Cumberland Valley; eastern Kentucky; Harry Caudill

**Subjects:** March on Washington; race; human relations council; War on Poverty Legislation; New Jersey; Migrant farm laborers; task force; central park; Cumberland Valley Community Action Program; *Night Comes to the Cumberlands*

**10:45 – 13:59 Value system**

**Partial Transcript:** *Gaston*: What was it in your value system that called you to this kind of work? *Shaffer:* I think— what is the most meaningful story in the Bible, for me, helps to answer that, and that is the story of David and Goliath. Cause I always, you know admire the little people who defeat the big people, and that’s sorta been in my blood in my, everything I’ve done, and today its part of things I’m doing, uh so, that’s where it comes from—

**Segment Synopsis:** Shaffer talks a little about his values and why he chose to do the work that he has done over his lifetime, as well as why he is doing what he is today. He also talks about how his beliefs and values have been affected over the years.

**Keywords:** Bible; David and Goliath; Williamsport, Penn.; interracial school; new kid; desire; poor; Kentucky

**Subjects:** bullying; desire; injustices to blacks; concern for the poor

**13:59 – 20:00 Office of Economic Opportunity (OEO) in eastern Kentucky and the end of the War on Poverty**

**Partial Transcript:** *Napier:* Can you tell us how you came to work for the OEO of eastern Kentucky? *Shaffer:* Well that, story I said earlier about being offered a job the job was for eastern Kentucky, and I chose it because I was challenged by the exploitation that this area suffered over the years.

**Segment Synopsis:** Shaffer talks about living in eastern Kentucky and discusses his anger for what he feels to be injustice done to the communities of this part of the world. He discusses the end of the war on poverty by President Nixon while Shaffer was working in the Cumberland Valley, all while expressing his anger for the subject.

**Keywords:** eastern Kentucky; exploitation; anger; Estill Co.; Berea; Gray Lick Creek; Harry Caudill; Richard Nixon; Donald Rumsfeld; poor; mountains; terminate; anger

**Subjects:** Eastern KY; fracking; *Night Comes to the Cumberlands*; poverty of the spirit; killing the War on Poverty; Community action; ownership by the poor

**20:00 – 30:22 The Council of the Southern Mountains and involvement of the poor**

**Partial Transcript:** *Carter:* How did the community, I’m sorry, the Council of Southern Mountains help you get set up, and help you in your work? *Shaffer:* Ah I appreciate that, cause the last time I told this story, or not the last time but the time before, I told everything I did but I didn’t mention the Council, and I always felt bad about that because when I came into town I didn’t know anybody, and um, I was told you know to go to the Council because the Council at that time, had a temporary grant, but I—I have to tell you why.

**Segment Synopsis:** Shaffer talks about how he got started working in eastern Kentucky with the help of the Council of the Southern Mountains and Loyal Jones. He discusses some about his work with the eight community action agencies that had already been set up by the Council. He also discusses wrongdoing by the people in power and how the poor have little access to the money given to the area, which is used by the people in power and how wrong he believes that is.

**Keywords:** Temporary Grant; Loyal Jones; Short St.; Tom Mustard; Cumberland Valley Community Action Program (CAP) Counties; jobs; welfare; Community Action Agency grant; legislation; power; SOAR; Board of Directors; current Kentucky Governor Beshear; ownership; Kentucky; pain; statistics

**Subjects:** Council of the Southern Mountains; work with county agencies; Jackson and Clay Counties; involvement of the poor; people in power; statistics of poverty

**30:22 – 34:57 Needs of people in the Cumberland Valley district and work with women**

**Partial Transcript:** *Green:* So you were brought in then, to help initiate these community action groups in this uh eight county region that had gone stale that had refused to work with it too. *Shaffer:* yeah. *Gaston:* So coming from New Jersey and never having been to eastern Kentucky how did you come to understand the needs and the situation of those that you were helping? *Shaffer:* Hm. I think it’s, it’s just meeting the people and going into their homes—

**Segment Synopsis:** Shaffer talks about how Judy Martin introduced him to eastern Kentucky, as well as some of the people, by taking him into local homes the first week he came. Shaffer was shocked by some of the circumstances, therefore better understanding the situation. He also talks about some of Judy’s work with local women and boosting their confidence.

**Keywords:** eastern Kentucky; Judy Martin; Clay Co.; homes; hollows; poor; Dovey; wrong; women; confidence

**Subjects:** Locals; visits to homes of people; injustice; work with women

**34:57 – 42:04 Methods of the OEO**

**Partial Transcript:** *Gaston:* So using what you learned or, what you were exposed to, what methods did you devise to help reach the goals of the OEO? *Shaffer:* Hm. One of the things that was part of my contract with the job is I would never, was never to be, to put myself in a leadership position, in a public position. And that was good for me because in New Jersey, I was you know, president of this, president of that or whatever, and now I had to disappear, and, in terms of being out front, and that was good!

**Segment Synopsis:** Shaffer talks about some of the successful parts of the OEO, including how he was more suited for a backstage role. He also talks about the work successes of the OEO including things done in Knox Co. with Happy Pappy’s, including the establishment of local industry with men who had been doing nothing more with their skills previously but clearing brush from roads.

**Keywords:** OEO; public position; N.J.; fellowship; team; poor; Knox Co.; Manpower; upholstery; wiring; plumbing; construction; skills; Boone Tavern; industrial building; Julian Carol; Cathedral to Appalachia

**Subjects:** OEO; poor involvement; Happy Papeys; culture transformation

**42:04 – 52:02 Challenges and the special impact program**

**Partial Transcript:** *Napier:* So, what challenges did you face from local communities, governments, or individuals? *Shaffer:* As soon as I got there, the first thing I did was I went around to every county, to the county judge, and the superintendent of schools because they usually control all the money.

**Segment Synopsis:** Shaffer talks about some of the first actions he took when coming to eastern Kentucky, and the reaction of some of the local people in power. He also talks about his groups fight for a grant in order to start the special impact program, and how some of the people in power were not too happy about that.

**Keywords:** county judge; superintendent; quality of life; politician; Appalachian Volunteers; Knox Co.; Dick Martin; Judy Martin; investment; development; corporation; grant; Gov. Nunn; Jackson-Clay; Washington; designers; surplus; toys

**Subjects:** first action; special impact program

**52:02 – 1:01:34 Things we learn from opposition**

**Partial Transcript:** *Carter:* What are some of the— what are some things that can be learned from the aspects of the projects like Job Start and those programs? What are some things that we can learn from the aspects that didn’t go very well, in those programs? *Shaffer:* Hm. Well the opposition, that was, was faced was opposition through everything.

**Segment Synopsis:** Shaffer discusses opposition that was faced by the Community Action Agencies, and how successes were viewed from those on the outside. He talks about Hollis West, and their relationship as well as an important concept held by West, which is ownership of these agencies and programs by the poor people themselves. Shaffer also mentions the current SOAR and his thoughts on the matter.

**Keywords:** Job start; community action agencies; money; successes; resented; control; Jackson-Clay; Washington; Atlanta; Knox County; Hollis West; radio; courthouse; guns; victory; trust; SOAR; sheltered workshops; Lexington; Herald-Leader

**Subjects:** Opposition; Hollis West; small business administration; ownership by the poor

**1:01:34 – 1:08:25 Sustaining relationships and hopes for young people**

**Partial Transcript:** *Green:* Did you have other sustaining relationships, what other sustaining relationships besides Hollis were there for you during this time? *Shaffer:* The one with Dick Martin, there were three of us, we were like a trio of the three musketeers.

**Segment Synopsis:** Shaffer discusses some of the other relationships he had during the War on Poverty, including Dick martin. Also discussed were interesting stories from his work, as well as future possibilities for young people looking to make change.

**Keywords:** Dick Martin; Flem Messer; Jackson and Clay Counties; community center; Manchester; Cozy Motel; 4th quarter; 1st quarter; Estill Co.; Ashland Oil; Irvine; picketing; activist; possibilities

**Subjects:** Relationships; Jackson and Clay Counties; danger; young people; Irvine

**1:08:25 – 1:15:35 Advice for current Berea College students wanting to organize change**

**Partial Transcript:** *Carter:* Uh, what advice do you have for current Berea College students who want to organize for change and empowerment in the mountains of the, of Appalachia? *Shaffer:* Okay. The—What is needed, are, community action, community groups or organizations, that are formed, to, um, not just with SOAR, but with, the political realities of the government, just any, any issue that effects the lives of poor people, organizing people to um, together attack those issues—

**Segment Synopsis:** Shaffer gives advice that he has for current Berea College students and a further discussion of poor involvement in current issues and how important that is to the success of those programs.

**Keywords:** Berea College; Appalachia; Community groups; poor; organize; injustice; students; rally; white hate message; Shootout in Berea

**Subjects:** advice; SOAR; National States’ Rights Party

**1:15:35 – Conclusion**

**[Missing synopsis]**

**Keywords:** Princeton; seminary; academics; student minister; northern New Jersey

**Subjects:** educational experience

**Log of Hollis West Interview**

[This is an interview with Hollis West as part of the APS 286, Interviewing the Warriors on Poverty course. Today is June 18, 2015, and we are at Mr. West’s apartment in Lexington, Kentucky. The interview team consists of Emily Carter, Chris Green, Alexandria Gaston, Raychel McKinney, and Britney Napier. We are interviewing Mr. West regarding his work as part of the War on Poverty in Knox county and eastern Kentucky in the late 1960s and early 1970s.]



**4:36 – 10:31 Outline of his life**

**Partial Transcript:**

**Alexandria Gaston:** So to get us and people who don’t know you oriented, we’ll start by you giving us a timeline of your life.

**Segment Synopsis:** Mr. West says he was born in Cicero, Illinois. He lived there until he got out of high school, and around that time was when the Korean War started so he joined the Air Force and was there for four years. After that, he returned home and took a job selling cigarettes out of a truck, and then he took a job being a janitor in a school while going to college part time. He had to do a lot of travelling to work while also going to school. He talks about then while he was in college he went in as a student worker to help people with mental disabilities and eventually got hired full time. He also discusses about how he went to Kalamazoo, Michigan, to work and then he went to West Virginia to work in a poverty program. He talks about how he got to take Robert Kennedy out into one of “the hollers” there for a campaign. He shares a story about a man who wasn’t from the mountains who worked with a program that installed toilets for people out in the hollers constantly interrupting Robert Kennedy and a mountain man who got him to stop. He speaks about working with Jay Rockefeller as well. He also discusses about how after working in West Virginia he returned to Michigan to work as an assistant director of a Job Corp. camp. He then recalls how he moved to Syracuse, New York, after that to work. Then he moved to Kentucky where he finally spent many years.

**Keywords:** Cicero IL; timeline; Korean War; air force; janitor; cigarettes; college; work; student worker; mental disabilities; development; Kalamazoo MI; poverty program; Robert Kennedy; “hollers”; mountain man; outdoor toilet program; Jay Rockefeller; Charleston; Job Corp.; Syracuse NY

**Subjects:** travel; occupations; education; war; politics; life; lifestyle; time; West Virginia; Kentucky; Illinois; New York; Michigan

**10:31 – 29:39 Different poverty work and businesses**

**Partial Transcript:**

**Raychel McKinney:** How did you first become aware of the need with poverty specifically?

**Segment Synopsis:** Mr. West discusses how he worked in it all the time. He recalls working in Charleston, “One of the poorest areas in the country.” He talks about how now the big fight is over coal mining and coal mining is done, so he isn’t sure what will be done now. He remembers the late 60s when people lived in shacks in the hollers and everyone had a picture of John Kennedy and a television set in their house. He definitely feels like it was a really good experience for him because it was the first real experience he’d had with severe poverty. He talks about how he ran the most successful poverty program in the United States for a rural area. He recalls Bob Shaffer who helped get Mr. West funding to get more buildings for people to work. He discusses how he had fifteen community centers in Knox County along with Head Start programs and health programs, but he would ask what the people wanted and made it work. He recalls how many of the centers wanted roads so the community members would be able to drive through the hollers even when it rained, and he was able to get surplus property from over the country. He shares a story of when he went to Dayton, Ohio, and brought back a crane and four trucks to Kentucky to make the roads. He also talks about jobs and how a group in Pennsylvania would bring them surplus items, such as clothing, that people could come and get in exchange for donations of food or whatever they had to spare. He shares a story about when he helped a group of women start to work making dolls and such with surplus sewing machines. He also tells the story of the time that he and Bob Shaffer went to New York and the strange hotel they stayed in and a meeting that Bob Shaffer’s sister arranged for them. He discusses a craft store they built where people could bring their products they made themselves and could sell, with Mr. West’s group getting a certain percentage. He talks about a restaurant they put together in Barbourville, but it ended up burning down after a while. He also speaks about a furniture company in Tennessee that he got a contract with to build frames for families in need and ended up starting to build furniture which at one point employed over 200 people. He recalls the attempts to tear his programs down, with auditors who came to investigate him to look and see if he’d done anything wrong, talking about how people in power didn’t tend to like him too much.

**Keywords:** Charleston; coal-mining; 60s; shacks; hollers; John Kennedy; television; coal miner; poverty program; United States; Bob Shaffer; hillbillies; furniture; agencies; Head Start program; health program; roads; centers; Knox County KY.; surplus equipment; Dayton OH.; trucks; crane; police; Interstate 65; creek gravel; donations; women; dolls; craft store; restaurant; Berea; Barbourville State; National Guard; factory; Dick Cheney; auditors; local community; courthouse

**Subjects:** poverty; lifestyle; work; occupation; Appalachia; developmental work; disabilities; personal experiences; jobs; government; politics; structure; education; health; inequality; assistance; country; exchange; gender roles; tradition; charity; tourism; corruption; control; Illinois; Kentucky; Pennsylvania; Ohio; New York; Tennessee

**29:39 – 32:50 Coming to work in Knox County**

**Partial Transcript:**

**Emily Carter:** Can you tell us how you came to be in Knox County? How you heard of that position?

**Segment Synopsis:** He recalls that seven counties had been together and had a huge fight, and Knox County survived and got more money than the other counties because of Jess Way and Tim Lee Carter. He speaks about how when he worked in West Virginia he befriended a Jewish woman who recommended Mr. West to this job in Knox County. He shares a story about the interview and how they came to hire him.

**Keywords:** Knox County KY.; Jess Way; Tim Lee Carter; Jewish; Syracuse NY.; interview

**Subjects:** Eastern Kentucky;funds; organization; work; labor; personality; West Virginia; New York

**32:50 – 36:36 Poverty program success**

**Partial Transcript:**

**Alexandria Gaston:** What were things like on the ground in the surrounding counties [to Knox County]? Like the lifestyle and day-to-day life?

**Segment Synopsis:** He talks about how Knox County, in his opinion, was a little more sophisticated than the other counties and this was likely because of Interstate 57[sic], Interstate 75, and other major roads going through so Knox County developed a little bit quicker than other counties. He speaks about how he feels like the poverty program did a lot of good and was successful but was ultimately ruined. He talks about the impacts the poverty program had on one woman. He recalls starting a program called Job Start with Bob Shaffer and how successful it was, as it still goes on today. He feels that the poverty program brought about a tremendous amount of change, though not the amount he would have liked.

**Keywords:** Knox County KY.; Interstate 57; Interstate 75; poverty program; Head Start; college; bank; success; Bob [Shaffer]; Job Start; Kentucky Highlands; factory; benefit

**Subjects:** eastern Kentucky; lifestyle; poverty; education; economic growth; development; change

**36:36 – 40:06 Hiring and Bob Shaffer**

**Partial Transcript:**

**Chris Green:** It sounds like Dick [one of his coworkers within the Council of Southern Mountains] and Bob were the people who could get the resources in, but you were the person who was talking to the people. Did you call people? How did you get to know people? Did you just go door-to-door and say, “You know we’ve got this thing going on!”?

**Segment Synopsis:** Mr. West recalls how before he worked there, Knox County survived a blow up between eight counties. He discusses how there were fifteen centers that offered aid to the communities they were in. There were a group of people who were advisors to the people who went into these centers, but when Mr. West came in he let the group of advisors make recommendations on whom to hire and he would choose one of the people they selected. He tells a story about Bob [Shaffer] when he came to introduce himself and Mr. West somewhat ran him off the first time they met but ended up getting very close afterwards and still are.

**Keywords:** Knox County KY.; Head Start; advisors; “Dick”; hiring; Bob [Shaffer]; fakes; Christian; close

**Subjects:** relationships; eastern Kentucky; assistance programs; Appalachia; poverty; work; religion

**40:06 – 44:43 Relationships in work**

**Partial Transcript:**

**Emily Carter:** Could you maybe talk more about different people that you worked with and your relationships with them, like Bob or Dick, and different experiences that you had with them?

**Segment Synopsis:** Mr. West talks about how Bob and Dick were the only people he worked with from outside and all the other people he worked with were inside. He talks about how this works much like real life and the good results he got from it. He speaks on how each center had a director and none of those directors had a college degree but they were his link to the communities. He recalls how he was seriously threatened numerous times and shares a story about a man who had spent time in the state penitentiary that he ended up hiring to supervise the directors—and also be his bodyguard. He also remembers the meetings that they would have and the people who would attend such as people that ran the counties. He shares a story about one time when he was going to be fired, and he was trying to get the people that would be on his side on the board but one woman was in the hospital.

**Keywords:** “Bob”; “Dick”; director; money; agency; results; college degree; link; community; threatened; state penitentiary; supervise; board meetings; superintendent; Pineville Hospital; support

**Subjects:** connections; politics; poverty; Eastern Kentucky; change; education; danger; protection; health; relationships

**44:43 – 47:31 The people of Knox County**

**Partial Transcript:**

**Raychel McKinney:** What do people need to know about the people in Knox County that you worked with? What was special about Knox County and the people there?

**Segment Synopsis:** Mr. West talks about how his father was a coal miner and that even without an education, he was smart and raised a family, and Knox County had people like himself. He talks about how he isn’t like Bob or Dick, because he was the tough guy of the group. Bob and Dick tended to be the more gentle people. He got along with the people in Knox County because they came from similar backgrounds as himself. He speaks about how the basis of politics and power of the control was the people who lived in Barbourville such as the county judge and superintendent. He never buckled to these people but would still communicate with them. He feels like his real success is that he knows people and he loves them.

**Keywords:** Knox County KY.; coal miner; Bob Shaffer; “Dick”; Barbourville; superintendent; county judge; circuit judge; welfare; success

**Subjects:** similarities; relationships; power; politics; family; lifestyle; poverty; connections; control; communication; knowledge; eastern Kentucky

**47:31 – 50:22 Lack of money and resignation**

**Partial Transcript:**

**Emily Carter:** What happened to things in Knox County after the Office of Economic Opportunity funding sort of withered away?

**Segment Synopsis:** Mr. West talks about how the Office of Economic Opportunity is still in operation but it is no longer his program and he doesn’t like it. He speaks about how there are people out of work who get money, yet there was a swimming pool built at Union College, which he believes won’t help the poor people at all. He also speaks about how his wife had cancer and he had to leave Knox County to take care of her. The funding had gotten so bad at this point that he was struggling to operate things without cash flow. He recalls the big recessions of the time and that the first thing to go when recession hits was furniture because it wasn’t necessary. He speaks on how he was director of the poverty program and president of the Knox County Community Development Corporation. He remembers making mistakes too but overall he feels good about his life because he helped a lot of people, which was what it was all about in the end.

**Keywords:** Office of Economic Opportunity; work; swimming pool; Union College; wife; cancer; cash flow; money; furniture; food; poverty program; director; president; Knox County Community Development Corporation; community centers; factories

**Subjects:** funding;unemployment; poverty; health; lifestyle; resignation; relationships; recession; business; struggle; control; competition; satisfaction

**50:22 – 56:02 Family and where they came from**

**Partial Transcript:**

**Raychel McKinney:** So how did working in Knox County and all those experiences you had change you as a person?

**Segment Synopsis:** Mr. West doesn’t believe that it did change him, that the potential in Knox County was already there but needed developing. He talks about how he had two things going for him. He speaks on his father being a coal mine and how he didn’t come from a severe poverty, but he did come from a poor background. He shares a story about his father and the light meter outside their house and how they didn’t have to pay much light bill because of it. He shares that he was young but he remembers some of those things during the end of the Great Depression. He remembers how things began to really change right before the war, and once the war began it, all was booming from that time. He also speaks on his mother’s side of the family and how his grandfather was a schoolteacher. He believes the soft side of him came from his mother’s side of the family while his tougher side came from his dad’s side of the family. He talks about his father’s background and how his grandpa and his father lived in a barn. He shares about his father and grandfather’s lives. He speaks about how Bob [Shaffer]’s family was much different from his with his sister being such a successful and well-known violinist.

**Keywords:** developing; poor; mines; wages; dad; Depression; meter; lights; young; [19]31; war; government; mom; grandpa; schoolteacher; college; delivery stable; booze; Benton; living stable; barn; hunter; coal cars; shooting; Bob [Shaffer]; music; violinist; violins

**Subjects:** change; family; relationships; history; poverty; lifestyle; labor; technology; memories; World War II; politics; education; generational differences; origin; survival; family differences; Illinois; Arkansas

**56:02 – 1:00:30 Normality and Prichard**

**Partial Transcript:**

**Alexandria Gaston:** In what ways do you think people’s self-conceptions were transformed as a result of Job Start?

**Segment Synopsis:** Mr. West talks about how they changed a lot because the people were able to control their own destiny. He talks about how in the mountains all you had was coal, timber, and tobacco, and the coal and timber was all taken out so people had to do what they could to survive. He speaks about how the poverty program helped people become normal. He talks about a man named Edward F. Prichard who was caught stealing votes, which ruined his career for a long time. Mr. West recalls the best time of his life was going to talk to him during Prichard’s diabetic treatments, and he talks about how Prichard did more than any other person to change education in Kentucky. Mr. West believes Prichard showed a real contrast between good and evil, and he also believes he would have been a good president.

**Keywords:** destiny; money; coal; timber; tobacco; poverty program; normal people; holler; creek; Knox County; [Edward F.] Prichard; Prichard Committee; president; United States; democrats; republicans; politician; diabetes; Veterans hospital; governor; good and evil

**Subjects:** change over time; politics; corruption; Eastern Kentucky; health; mountain culture; lifestyle; transformation; survival; political parties; education; contrast; Prichard Committee

**1:00:30 – 1:05:11 Importance of helping others**

**Partial Transcript:**

**Emily Carter:** What advice do you have to give students like we are from Berea who want to affect the structures of inequality in the mountains?

**Segment Synopsis:** Mr. West talks about what the students are doing right now [these interviews] and how that can impact people. He speaks on how getting a look at something different can change things dramatically. He recalls how when he was kid everyone was poor because of the Depression, but the kind of poor that is in the mountains now is the same it was 100 years ago. He speaks on how if you love people this is what you must do, to work with people like this in poverty and help them. He talks about the VISTA program and how it was a wonderful concept but had real problems such as the people helping out not having any idea what they were getting themselves into. They didn’t understand the culture, and Mr. West talks on how that knowledge is vital in helping people. Mr. West also discusses how he doesn’t understand a few things himself like how people who are struggling or who are on Food Stamps vote Republicans because the Republicans won’t help them. He recalls spending four years in the Air Force before deciding he wanted to go to college. He already had two kids at this point and through the GI bill he was put through college. Mr. West speaks on the importance of getting people to thinking about what they’re doing and that community organization is understanding and teaching what the values are. The interview wraps up and ends.

**Keywords:** Berea; Depression; progress; VISTA program; concept; East; work; Food Stamps; wages; nursing home; Republican; Air Force; college; GI bill; money; taxes; thinking; community organization

**Subjects:** inequality; regional differences; values; beliefs; generational poverty; relationships; culture; politics; humanity; military; family; education; mindset; assistance

1. Doug Boyd, “OHMS: Enhancing Access to Oral History for Free,” The Oral History Review, Volume 40, Issue 1, Winter-Spring 2013, Pages 95–106, <https://doi.org/10.1093/ohr/oht031> [↑](#footnote-ref-1)
2. Robert Shaffer, “Day Comes to the Cumberlands” (poem, shared by Shaffer with Chris Green, n.d.). [↑](#footnote-ref-2)