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Matt L. Hanna

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ORAL HISTORY

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Date August 6, 1973

Matt Hanna
(Signature - Interviewee)
Route
Address
Gr. 7th St.

Date August 6, 1973

Josephine C. Kraft
(Signature - Witness)

JK: The following is a transcript of an oral interview held on August 6, 1973. The interviewee is Matt L. Hanna, who recently retired from the Cabell County school system after forty years of service. So Mr. Hanna, why don't you start off by telling us a little bit about your personal background.

MH: Why I don't know Mrs. Kraft whether what I have to say is of any great interest. I was born and raised out here on Barker Ridge where I live now. Been here all my life, save for a few times that I've been around Huntington as a boy. Times have changed since I was a kid. In fact the country you are looking at now was almost pioneer country and pioneer ways of life when I was a kid. Many of the hills that you can see around here, that are woods now, were farms in those days. Little farms, one horse farms, we called them. Nearly everybody had to scratch out a living from these hills. My family was the same way. My father was a farmer and occasionally he'd go off and get a job to make money. Nearly everybody made a living by farming. Previous to that this country was big timber. My daddy has cut and hauled thousand of ties (railroad ties) down to the Ohio River and sent them over by steamboat and later by the railroad. All this country was in big timber. But then the people farmed. When I was a child I was the seventh of a family of eight. I lived and worked and hoed corn and did everything a country boy did in those days. I went to a one room school a little one room school that was out here. That was my elementary education, save when I did go to Huntington. We moved down there for a winter or two. I went to school down there. I hated to go to school in Huntington, but I liked that little one room school. It was allright.

JK: What made you move down to Huntington?

MH: Well my dad got a job down there for a winter to make a little money. We went along and my mother had a few boarders that we kept. We went down there for a few different times as that. But primarily my dad was a farmer. He had never had much education, but he was a very intelligent and very knowledgeable and literate man. He and I were good friends, as well as my father, being my father. In fact I think that he had more to do with influencing my way of thinking and my way of life than anybody.

JK: How large was the farm he had?

MH: Oh, about 100 acres but when you think of 100 acres most of it was in woods and brush. We had cleared up maybe 20 acres of pasture and corn land and tobacco and garden. People raised nearly everything that they ate in those days. Very little money. It was almost like pioneer times. In fact we bought such things as sugar, coffee, and pepper and few things like that, but we raised most of the things that we ate. Everybody did. We raised hogs and occasionally we'd kill a beef. We'd have beans, pickles and cans of all kinds of

vegetables. And then we did a little bit of hunting in the wintertime. We got some food out of the woods. Rabbits were thick in those days and squirrels were rather plentiful. While we lived kind of rough you might say, but we had plenty to eat, but no money. If we needed something from the store we'd either take some eggs or butter to sell or grab a few chickens or two and their legs and swap those in. It was barter. Very little money. Barter system was largely what it was.

JK: How far would you go to barter, down to Huntington?

MH: No, no, no, we rarely went to Huntington. From where we lived, which is only 15, 16 miles from Huntington, it was a big trip. Many times when you went to Huntington it was one of the few times you did go. You'd go down one day and back the next. You'd either stay with some relatives of yours, that was the custom in those days. If anybody was any kin to you at all, why they'd expect you to stay with them.

JK: So it was an overnight affair when you took that trip.

MH: It was an overnight affair many times. People raised tobacco in those days, much more than they do now. They sold that around Christmas time. They sold their tobacco. Many times people (the men) would take their tobacco to town. If they got a (this doesn't apply to my father particularly) good price out of it they celebrated by getting some whiskey and getting pretty full. If they got a very low price out of it, they were very discouraged and had to have something to kind of soothe their grief. So they bought them some whiskey. So either way they got the whiskey.

JK: Very good. What kind of transportation did you have? A horse and buggy?

MH: Well a horse and buggy. You either went by horse and buggy or rode a horse or walked. In fact the first time I ever went to Huntington I was about seven years old. We moved down there and we went in a wagon. I mean what we call a jolt wagon, it had no springs in it, just a two horse wagon. Oh, from here it three or four hours to make it to Huntington.

JK: That's quite a trip.

MH: Yeah, and of course the roads were unpaved. In the wintertime the roads you saw out here were knee deep in mud. Sometimes horses and wagons would get hung up right on the main road, no paved roads. In fact in West Virginia there were no really paved roads outside the towns until 1920. I remember when I went to high school in Milton and going to the little town of Wayne to play basketball (I played basketball in 1925). We went by car to Huntington or rather to Kenova and caught a train which was the only way in the wintertime to get to Wayne. We went on Saturday morning, we played on Saturday

night, we stayed that night and we managed to get back to Milton by dark Sunday night. That was the way we traveled in West Virginia in those days, even in this part of West Virginia. So travel was rather slow but people got around. If you wanted to go very far there were railroads, many more railroads in those days than there are now. In fact fifty years ago there were railroads up every big hollow you might say you could travel by railroad, but not by road in the wintertime. Even when cars came into existence. I remember in 1914 the first car I ever saw was a T-Model Ford. It belonged to my uncle. I thought that was really something. When wintertime came and the roads started getting bad, everybody put their car in the barn and jacked it up so the tires wouldn't rot. They didn't bring that car out until maybe April or May when the roads would begin to dry out. Then they would drive again.

JK: That certainly put a crank in transportation with the new car and so forth.

MH: That's right.

JK: You attended a one room schoolhouse.

MH: That's right. Right nearby here. Yes, Barker School. The reason they call this Barker is that the first settler on this ridge was a man named Barker. The (his) house still stands out there. It's been renovated somewhat. But now in those days these hollows, that you see now in which nobody lives, had many little houses, cabins in it. Very few people lived on the ridge where people live now. They lived down the hollow where they could get water, where they could haul their feed and wood, everybody burned wood, and where they could haul it down hill. You see it was much easier to draw it down hill than up. So very few people lived on the ridge in those days. But now all the hollows have lost their people. Strange as it seems I believe that fifty or sixty years ago there were more people in this part of the country than now. I think that the population was really greater then, than it is now.

JK: What do you think has caused it to decrease like it has?

MH: Well the land has grown up. It has become uneconomical to farm. There is very little farming and very few people make a living from it. There is not in all of this whole area, not a handful of people who make a living by farming. Most of them raise a little garden and a little tobacco and so on but they have jobs in Huntington. Really this is a suburb of Huntington, you might say. Now there was a time when families were very stable. I mean families lived generation after generation on the same place. But now they've become like everywhere else, mobile and the community as a community has largely disappeared. There was a time when I knew everyone for miles and miles around. Knew them and their fathers and some of their grandfathers, but now there are people living almost in sight that I

don't know, that I'm not acquainted with.

JK: As a result of the technology, communication, transportation and whatever I suppose.

MH: And of course before the first World War there were very few people that had ever been any distance away from home. Some of the men that lived around here used to go to Chillicothe and Columbus to cut corn in the fall. Some of them would go in wagons which would take them several days. But they had never been any distance from home. Then came the first World War and the boys went away. They went to France and they'd been somewhere you see. It was very much like the World War song that said, "How are you going to keep them down on the farm after they've seen Paris?" Did you ever hear that one?

JK: Yes.

MH: Well that's how it arose. And so people were getting around a little and they went off and got jobs.

JK: Speaking of World War I, were any of your family members involved?

MH: No, my family members oddly enough were not in World War I. My oldest brother was married and he didn't get into the draft in time to get in. My next oldest brother was ready to go when the armistice was signed. So none of them fought in that war. Speaking of wars, you know, this part of the country during the Civil War was largely divided between the North and the South. Now my grandfather Hanna was a Union soldier. My grandfather on the other side all his brothers and his father fought for the Confederacy. There is a little strangeness about that. My grandfather Hanna's people were not wealthy, but they were prosperous. They even owned a few, well, you might call them servants at that time. The servants escaped through the underground railroad. But they fought for the North. The Templetons on the other hand, they had no property, they owned no slaves, they were just red necked hill people, but they were bitter Confederates. They really never accepted the fact that the South had lost. They didn't like (the Confederates), they didn't like the Union soldiers very well to the day of their death. Fact as a small boy I remember I knew lots of them on both sides. And they still fought that war. I think maybe the reason that Confederates didn't like the Yanks so much was that the Union men got a pension. The Confederates didn't get anything. So they were a little bitter over that you see.

JK: I think I can see that. Gee, how did it affect the relationship between your parents?

MH: Oh, I don't know. However, my grandfather Hanna was a native here, and he fought for the Union. My grandmother had come from New York

as a girl, from upstate New York. And strangely enough she was a strong Southern sympathizer. But after the war she married a Yank and a . . .

JK: Put her sympathies aside, I suppose.

MH: It reminds me of a little story. My grandson, Jim's boy, Mark and I and Jim were up Carnafect's Ferry, up in West Virginia. And they had a battle there between the North and South, a big skirmish. Anyhow they got some cannon there. And I said, "Son, I suppose you're a Southerner." And he said, "No, I'm from the North, I'm a Yankee." He's maybe seven years old. I said, "You see that cannon over there," I said, "That's what the Yanks had to leave behind when they ran from the Southerners." He looked up at me, cocked one eye and said, "Who won the war?"

JK: He showed you, very good. Getting back to your education. A, not being a product of a one room school, I was wondering what kind of atmosphere and what type of teachers did you have? Any that were particularly influential in your upbringing?

MH: I had one old boy, Elmer Smith, who nearly all the kids disliked him. They were scared of him. I was scared of him too. But he had a good effect upon me. A few years ago we had a reunion for him out here on the very site where we had the school. And the trees are rather large there where the schoolhouse stood. But anyhow Mr. Smith had a lot of influence upon me. I said that I was afraid of him. Now in those days any infraction such as fighting, there was one reward for that. You got the hickory switch. Now I mean the switch was four, five feet long of hickory. You know what hickory is, don't you?

JK: Yes.

MH: Very tough and laid it on us. But I deserved it many times from Mr. Smith, but I kind of outfoxed him. He never did lay that hickory on me. I've seen him put it on a lot of them. One room schools were a three ring circus. They, in that day, they had all eight grades in there. From the very beginners to grown-up young men and women. Now nobody went to high school. In fact I was the first boy or girl from this whole area that ever went to high school. They didn't have any in this district. There was no such thing as a high school. So they went to school when they wanted to. In the fall the boys had to cut the corn and get it put up. And then after that they'd go to school. Say in November, December, January and maybe into February when they did their spring plowing. And practical young men and women went. They went to learn some and then they went for the social part of it. They did a lot of courting there, you see. They'd get to see each other. So there were small kids in the first grade, four, five years old. In fact they didn't have any limit as to how young you could go to school. If you wanted to go and the teacher'd take you, you could go. I remember, I think I went to school when I was four years old.

JK: So how old were you when you left the grade school?

MH: Oh, I was about fourteen or fifteen. In those days you had to pass an examination. They called it the "diploma test." If you could pass that examination and it was a two day cursory of long drawn out writing. You wrote hard for two days on all the subjects taught up to the eighth grade. And if you passed that then, you could go to high school. And if there were no high school in your district then they had to pay your tuition. So this district I live in, Union, paid my tuition and I went over to Grant District which is Milton and went to high school there. I finished in three years. I don't know why I finished in three years. I think they just wanted to get rid of me.

JK: I would think that you were most likely well prepared for high school. Did your parents urge you to go to high school? You being the first one from this area.

MH: Oh, I don't know whether they particularly urged me to or not. I don't know why I did. I just took a notion that I'd like to go to high school. And so I did.

JK: I see. In high school I hear you were quite an athlete. Did you participate in sports there?

MH: Oh, I wasn't an athlete. Yeah, I participated. I played basketball not very well and football not well at all. I tried for the baseball team, but somehow or other I didn't make it. I wasn't much of an athlete. But we had a very little school. It consisted of a dwelling house as a nucleus then it added a few rooms around that. My graduating class in 1926 consisted of nine. We had nine graduates. I think all of them, save one perhaps, become teachers. But somehow or other high school was pretty nice. I enjoyed it. I walked from about eight or ten miles and I boarded over through the week. I'd go over on a Sunday and I'd stay there the rest of the week and on Friday afternoon after school I'd walk home some eight or ten miles.

JK: Did the majority of students board? Or is it that you were just from a great distance?

MH: Oh, they didn't have any students out like that. I was the only one that I know of.

JK: Whom did you board with?

MH: I boarded with an aunt of mine for two years. The third with a friend of our family that lived over there. So all I had to do was go to school and have a good time. But high school was a, the classes in those days were very much like a , conducted much like a college class. Now you didn't do any studying in class, it was just simply talking and recitation. Any preparation you'd have you had to do that outside. But high school was very, very good. I had a lot of

freedom. If I had some spare time in high school I thought nothing of going over to the river and going fishing without saying anything to anybody. We had alot of liberty in those days. It seemed to me that everybody was pretty well behaved as well as I remember.

JK: Was it mostly academics?

MH: Yes, academics.

JK: What languages, for example, did you study?

MH: Yes, English and Latin which I don't know anything about Latin now, other then all Goul is divided into three parts. But I think it is a fine subject. I'd urge anybody to study it. As a matter of fact as I look back over my life, I'd forgotten most of everything I'd learn in school except I think maybe the best time in school is recess and walking home from school.

JK: That's amazing. After a high school you taught one year in a local elementary school.

MH: Yes in those days you could take an examination or go take one summer's course at Marshall and teach. So I took the examination and I taught one year. I had students almost as old as I was. In fact I see people around now that are white headed and old, sixty years old or more who were my students. But I had a good athletic team. I'll guarantee you that my boys could have played for junior or senior high school now, they were big.

JK: Rumor has it that used to keep a few back so you would have a strong team.

MH: Well that was in later years, but I really had a team in those days. They were tough.

JK: But you only taught a year.

MH: That's right. Well I thought that this is not for me, so I did a few other things. I farmed and worked on the road and did alot of reading, five or six hours a day. I did some little writing and published a little stuff. Decided I'd go to law school but I went out to Ohio for that, but I didn't really enter the law school even. Then I stayed around during the Depression. I farmed a little and worked for construction and did alot of loafing, alot of thinking and alot of learning. Then I didn't go to college until I was twenty five years old. And I had no trouble at all in college because I already had a college course on my own.

JK: A self-educated course?

MH: Yes.

JK: When did you meet your wife along these years while you were in . . .

MH: Oh about 1932.

JK: Is that what started you back to teaching in 1933?

MH: Oh, I don't know whether it was or not. It might've been. I think maybe the thing that I, decided to go to college. In those days they had meetings, debates and the whole countryside would come. I remember in the winter of 1932-1933 we had a great debate on the subject of whether or not the 18th amendment should be repealed. And a former county superintendent and I were on one side and a school teacher and an ex-school teacher were on the other side. And we won the debate and I thought well these fellows are not so smart. I believe I'll just go to college. So I went back to college and into teaching.

JK: And when you went back to college, well in going back to college what kind of experience were you teaching and going to college at night?

MH: Yes, I taught and went to school too. In fact I finished college work by going to school in the summer. And when I got through, why the kids that were in training school over there, Marshall, you know, had training school for youngsters in those days. The kids that were first graders over there in the laboratory school graduated along about the same time as I did from college. But after I got my Bachelor's degree I finished that Masters real fast. I went one summer wrote a thesis in the winter and went the next summer and got my Masters.

JK: Didn't waste any time.

MH: I didn't waste any time at that.

JK: Now when you started back to teaching, I noticed that you taught some 33 years I think in one or two room rural schools.

MH: Yes, that's right.

JK: When you certainly, especially in late years, could have taught in more modern schools.

MH: Yes, oh yes.

JK: Why, I was just wondering why.

MH: I didn't want to. The superintendents were good friends of mine. In fact the county unit and I guess you understand what the county unit is in West Virginia, don't you?

JK: Not quite.

MH: Well prior to 1933 they had what would, every little district in the counties were independent. Every district had their own school system you understand. And even the little individual one room school. I remember when it was controlled largely by trustees. They had three men in the community who hired the teacher and did all that. But in 1933 the legislature of West Virginia brought in the county unit. The county became the school unit, you see, not only in the city but the whole county came under the county unit. Well the superintendents came in, Mr. Nutter and Mr. Brooks, in 1933 and I was acquainted with them. They would have been glad to give me a school in the city. I could have been a principal long years ago but I didn't want to. I knew people out here. I knew the kids and their fathers and their grandfathers and even some of their great-grandfathers. In fact I see people now whose children went to school to me and whose grandchildren went to school to me and they went to school to me. So I've known the people here a long time and we got along pretty well. Most of the time not very many people found too much fault with me, Although they had plenty room for it. There's one little gal who used to write me a note every once in a while and tell me in her very, very poorly written language that I didn't have sense enough to teach her kids, which might be true. I liked her kids, but I would immediately put her letters in the stove, in the burn side, you know, and smile and say nothing to her. A few days later she would send me bouquet of flowers or a tree to set out or something.

JK: Kind of hot or cold.

MH: Yeah, and she might have been right in the first place. I was a strange kind of teacher. If they learn from me. We had fun. We had fun, unorthodox, but we had fun. Some how or other they got along. I see kids every once in a while that I thought would hang, that tell me that I helped them. I don't know whether I did or not. But they tell me so and it makes you feel kind of good.

JK: I can imagine. To teach in a one room school you in a way must be a master of all subjects, and be able to handle children from the age of 4 to 13.

MH: You had to learn how to handle children. Of course what we did and all one room teachers had to do if they succeeded. They had to enlist the aid of the older students to help. The buddy system was in effect. In fact when I went to school, the one room school, it had double seats. Always two kids sat in this one seat which was good. Oh they got into meanness sometimes but one could help the other out. And we had a non-graded system. You hear about non-gradedness today. It was in effect back . . .(break in tape).

JK: Then non-graded isn't such a new method as we often think it is?

MH: Well you went to school from the time you started until the time you quit. And you naturally gravitated into the group in which you belonged. You weren't necessarily put into it but you learn from that. Now the one room school was an impossibility to teach other than people who would have an interest. I remember as a child in the first grade, I might have been five or six years old. I learn alot of things from the eighth graders that were in there. For instance, I was telling my little girl the other day who had learn the counties in West Virginia. I said well I learn a little bit years ago, and it has been years ago. I said I remember grown up kids saying Barber, Berekeley, Boone, Braxton, Brook, Cabell, Clay. Its been nearly sixty years ago. I never did learn the stuff after that. As a child, six or seven years old, I understood what a noun and a verb and how parts of a sentence all right. I just picked it up listening you see. And the older ones, if they couldn't read they listened to all the first and second graders did. They might even join in the class you see. Perfectly loose and free.

JK: A great amount of flexibility.

MH: Alot of flexibility, yes.

JK: And more or less you went along as quickly as you learn yourself.

MH: That's right. And furthermore, many of the older students worked on a kind of contract system. For instance, they have an arithmetic book. There were two different arithmetic books, the primary one that went up to about the fourth grade. And then one that went up to include some geometry and algebra. And usually a student worked on his own. You turned him loose and if he were pretty good it might be a week before he would consult the teacher. And if he had a little trouble he, they would sit down and look over it and the teacher would help him. But sometimes he would go for page after page. He worked everything in that book. He took that as a contract. And I remember as a child I read a, they had one, they didn't have any library but they did have one big box full of history books of United States history. It was a big, heavy thing they got somewhere maybe eight or ten volumes. I read all of those as a youngsters. In fact I learn more American history then I did in high school or college. But you worked pretty much on your own and if you got your lessons done then you could set around. They didn't allow you to eat apples and chew chewing gum and went outside and smoked and chewed tobacco and come back in and hid behind the geography book and winked at the girls across sometimes. The girls sat on one side of the school room and the boys on the other. Occasionally you could finagle to get over on the other side by some hook or crook, some excuse.

JK: You'd manage your way. You certainly have seen a good number of students in your years.

MH: I've seen lots of them.

JK: I can imagine.

MH: And for the last seven years until a month ago I was with Title I and had my office down in Huntington, 20th street. And I suppose that I saw thousands of youngsters there. On invitation as I got a chance I would visit classrooms anywhere from kindergarten to the high schools. I've spoken to the entire group of East and Milton of high schoolers. So I had alot of experiences with youngsters and I found this, that there's not as much difference in ages of people as you might think. In fact you can take a good story for a first or second grader and present it in a certain way and youngsters of junior high will like it. In fact my fourteen year old daughter over there, who does real well in junior high, she likes Sesame Street.

JK: So do I. I think that it reaches all levels.

MH: So there is not that much difference in ages. And a good tune for a primary kid is a good tune for a grown-up. There's not as much difference in people. They're people. Our youngsters are smart. The little fellows, you can't underestimate them. And on the other hand you mustn't take it for granted that so called sophisticated people are nearly so sophisticated as they'd like you to think.

JK: How do you see students of the past, the thirties and forties as compared. . . how do they compare to the students of today? You again have touched all kinds in your experiences.

MH: I think that kids today have a much more understanding of alot of things. They're more mature than they were in my day. They've been places, they've traveled. Nearly every kid has been places. You rarely see one that hasn't been to several different towns. They get around and television has had a big affect on them. They've seen many things on television. So I think the kids perhaps are better prepared and more mature. I'm sure they are then they were forty, fifty years ago. Although I do not think, in spite of statistics, I don't think that youngsters read nearly so much as they use to. I can take that from my own family. You see I have children. My oldest daughter will be forty years old come next February and my youngest daughter just turned fourteen. My older children were inveterate readers. They just read constantly. My younger children, Elizabeth and John, who's a sophomore or will be a junior at Marshall, read nothing except what they have to. They use television instead of reading.

JK: It's kind of taken the place . . .

MH: I think so. So statistics would show, library circulation and all, that people read more but I don't believe it. I think they borrow books and don't read them.

JK: Just what is it?

MH: Shape-note music? A (break in tape).

JK: Mr. Hanna you were going to tell me a little bit about shape-note music. Can you give me a demonstration?

MH: Nothing very unusual about shape-note music. All through the South the gospel singers use shape-notes. It's just a, instead of having to depend upon having these notes on the correct lines and spaces which actually they are. In addition to that, each note like do, re, me, fa, so, la, te, do, are different shapes so you don't have to keep the key in mind to sing. Let's see, let's look at this and I'll sing the names of these. You can help me if you want to. Now since we know that's in the key of "a" flat you can guess at the pitch. And the old timers who had no instruments, all the hard-shell Baptists, as well as the early disciples of Christ, or Camalites didn't believe in having music in their churches, you know. It was irreligious. They sang but they had to sing (inaudible). So they had to guess or tune up their songs. So they'd say something like this: they'd make a little humming noise like hum . . . Then before they sang a new song, they would sing the notes by the name. They'd call the syllables like this: (Mr. Hanna sings). See then they had the tune in their minds. Then they'd sing the words (Mr. Hanna sings).

JK: That's quite interesting.

MH: See by singing the syllables you get the tune in your mind.

JK: Now this shape-note music is predominant amongst the South?

MH: Yes, in gospel music.

JK: Is it dying out now?

MH: Oh no. No it's not dying out. All the gospel songs, all of those people that produce gospel music do it in shape-notes. In fact, they don't even, you see it says here (pointing to the music book) "in shape-note only." It's mostly for people that sing. You see this gospel music that we hear now is part jazz, part Negro spiritual. It's in a class by itself. It's greatly affected by jazz and Negro spiritual. But it's quite popular even in the north it's getting more and more so. But its been in the south for quite a long time.

JK: In your experiences have you had much of a relationship or experience with the Black or Negro population as far as teaching?

MH: No, not a great deal of experience with Negroes. In fact no Negroes live around here. There are a good many of them in Huntington. Some of my close friends are Negroes. Joe Slash who is assistant superintendent is a fine man. We're not prejudiced against the Negro.

- MH: Well of course there was a time when they were isolated. They couldn't go out and it was true. Back 100 years ago or even fifty, sixty years ago, the isolation was great, it's true. But as I told you a while ago with the first World War subsequent travel and particularly the second World War, people began to travel all over the country and all over the world. In fact you can find people right around here, you might find someone living in a little old house who's been all over the world. Maybe he doesn't want to go back, he's no desire to go back. See he's been in the service and he's been all over the world. No isolation has largely disappeared and I'm glad to see that happen. But I would like for young people to keep a knowledge of their heritage of the past, the music, some of the stories. Some of the best story telling in the world are the people of Appalachia. Are you acquainted with Jesse Stuart? You've read his books, haven't you?
- JK: No.
- MH: Well he's world famous. He's written maybe eight books. He lives in Greenup, Kentucky. He's an Appalachian fellow. I don't know him well. I've met him, talked to him and I know about him. He and I are about the same age and grew up in much the same way. They are great story tellers.
- JK: Do you feel kind of saddened that much of the very interesting culture of Appalachia is and has been lost?
- MH: Oh yes, it's disappearing. Although right at this time there's a great movement, an interest, sort of nostalgic interest in the past. People are looking for some kind of simplicity. I think the camping that people do is an urge toward that. And people interested in conserving nature and anti-pollution. All that is part of the movement. In connection with it, there is a great drive to preserve the arts and crafts. I don't know if you've been up to Ripley to the arts and crafts fair.
- JK: I've read about it.
- MH: Well thousands of people came there to see that and it is worth seeing. And they've got some authentic old people there, of course they are not going to last long. But some of the young people are very much interested in the music and in the language and the stories which can be gathered. And what I've tried to do is to get young people to go out in the hills and interview these people and take pictures of them and find out about them. And they are doing it too. In fact while it might not apply to me, you are doing, your class and your people are doing the very same thing. That's good, I'm glad of it.
- JK: Well in a way it's intended to make up for the lack of written history by talking to people who can give an oral history. Not only the historians but the people who actually experienced and lived, can just tell their own experiences. Which is, I suppose, the primary purpose of this whole program.
- MH: There's lots of interest in that now all over the state. I'm glad to see that happen.