

START OF TAPE 1, SIDE A

DORIS F. MILLER
December 8, 2004

DAVID CLINE: What I usually like to do is talk a little bit about your background, so where you were raised and your specific educational background and then how you decided on this as a career and what you encountered here in Louisville and then we'll move into more specific questions about 1975 and onwards. So just for the tape: Good afternoon, my name is David Cline. I'm here in Louisville, Kentucky. It is the 8th of December [2004]. This is a recording for the Long Civil Rights Project, the Southern Oral History Program. And if you could just introduce yourself please.

DORIS MILLER: Hello, my name is Doris Miller and I'm principal at Stephen Foster Traditional Academy in Louisville, Kentucky. And this is my thirteenth year being here. I'm originally from Dallas, Texas. I've been here for several years. I was educated in the Dallas public schools, received my bachelor's from the University of Louisville, did additional work at Western Kentucky University, and received a doctorate from Spalding University. I started in education in 1975, the first year of busing and what inspired me to become a part of the educational process is I always wanted to learn when I was a child and I enjoyed sharing what I learned. So being before people and sharing what I knew was good. I also loved children and working with them, being a part of their lives. So I chose the field of education and I've enjoyed every moment of it.

Started out as a teacher in Head Start and then went to a regular fifth grade teacher in Jefferson County public schools and was laid off after the first year of busing. I went to the Greater Clark County district in Indiana, taught two years at Pleasure Ridge Elementary School. Came back to Jefferson County, taught school for

several years. Then became an achievement motivation coordinator at Western Middle School and that was for students who were at risk of dropping out of school with poor performance. So I did that for a year and was very successful and with that program 98.5 success rate.

DC: That's pretty close to perfect.

DM: Worked very hard. The children were receptive to me. It was a diverse school and being the minority there was a challenge to be accepted. I was and enjoyed it very much. Then I went back into teaching. Later became a counselor for nine years, elementary school counselor, and I've been at Foster for the last thirteen.

DC: Okay. So your own school experience as a child, you said Houston, Texas?

DM: Dallas.

DC: In Dallas, Texas. And would those have been segregated schools at that point in Dallas?

DM: Yes.

DC: So that was your schooling experience?

DM: Yes, all of it. I attended black elementary, middle, and high school. So that was my frame of reference as far as being educated.

DC: Right.

DM: Lived in an all black neighborhood, suburbs of Dallas.

DC: And then University of Kentucky?

DM: University of Louisville.

DC: University of Louisville was where you went, okay. So Kentucky would have been a different situation.

DM: Yes, altogether.

DC: And what was that like, the University of Louisville?

DM: Diverse situation but I have always been comfortable around people unlike me so while I did attend a segregated school, I was never intimidated by being around other people. So to go to the University of Louisville and to be an achiever there was something that I liked.

DC: Right. So tell me about your very first year of teaching.

DM: My very first year of teaching was at Lincoln Elementary School here in Jefferson County, first year of busing. And I really didn't know exactly what to expect, not from the children but from parents, African American parents, other parents. I didn't know what to expect because that was not a smooth transition in 1975. You had Concerned Parents Organization, large number, about ten thousand.

DC: This is a white parents organization?

DM: No, they were against forced busing and these, well, no. Let me change that. These were white parents who were against forced busing and who were not shy in demonstrating their discontentment with it.

DC: They were Concerned, what was their?

DM: Concerned Parents, it was an anti-busing group. This was a white group and they were very visible and very outspoken. So we didn't know exactly what to expect because they were doing some things out on Dixie Highway. They were doing some things out on Preston Highway. And, you know, we as teachers and parents, we

didn't know if the buses were going to be safe because all the news was negative, of course, because they were showing how the people felt and they certainly weren't positive about it.

DC: When you say "doing some things," what does that entail?

DM: Throwing things at the buses, calling people names, being outright and just showing their discontentment.

DC: Would they be out on the side of the highway with signs and things like that?

DM: Yes.

DC: So the kids on the buses would pass through this?

DM: Yes, when it first started this happened on these two highways specifically, Dixie Highway and Preston Highway. But I'm happy to say that that subsided. Things began to change and it changed for the better for both of us, both blacks and whites. It changed for the better. You had the merging of the Louisville system and Jefferson County system, of course, and that was so much better because it brought about equality for both of those systems into one. And so with the busing, with these two systems there was an acclamation of more than one great change. But this change came about and it made integration happen and it made the quality of education for all students better. So that's what I see out of that.

DC: So ultimately you would say it was a positive change?

DM: Absolutely it was a positive change.

DC: The experience of busing for those kids, do you think was worth it then in the end?

DM: Yes I do, and I base that opinion on the fact that when I taught at Lincoln I had children who came to me from Middletown, Douglas Hill, affluent areas, who had not had the experience of coming downtown. So they came downtown and they had this African American teacher who they found to love kids. And so the white children who came down weren't bused as long as African American students but when the white kids came into my class, and this is a fact and I'm not boasting, when they came into my class and didn't have to be bused the following year, if they had a sibling that was going to be in fifth grade then some of those parents opted to send their fifth grade siblings of my students to me at Lincoln.

DC: Even if they weren't going to be bused to school?

DM: And they weren't going to be bused.

DC: That's fascinating.

DM: Well, it was unbelievable because Lincoln was right downtown and we just did not expect that.

DC: It's interesting. Those stories are the ones you don't hear that much about, the white kids who came in and had a positive experience. I was curious about that.

DM: Well, it happens. I'm sure you don't hear much about it but it does happen. And when you have students who you had for a year who will call you up five, six, seven years later and tell you what they're doing, you know that you had a positive impact. You only had them for a year. You had a sibling for a year. But I still remember some of their names because they influenced me as well.

DC: Did you, you came in that year and as you said, you didn't know quite what to expect. So what was the buzz among the other teachers or did your principal try and prepare you in any way for what you might have to deal with with parents or students?

DM: Yes, he did. Roy Lewis was the principal at that time at Lincoln and we would have meetings and sessions on what to expect, how not to be reactive but be proactive, how to make sure the children would know that they were in a safe place and to really give them a great comfort in being at that school. So we wanted to make the transition just as smooth as possible with the first thing children knowing that they had caring people at that school who wanted them safe and who wanted to teach them. And that's what we did.

DC: Did you have any really negative reactions from a parent?

DM: I never did. I don't think, there may have been some in the school but I wasn't aware that there were any in the school.

DC: How did you get to work that year? Did you avoid the Dixie Highway or you didn't have to deal with that?

DM: I didn't have to go that way. No, I lived downtown on Southwestern Parkway so I didn't have to deal with that. And my children were small. They were not in high school and so they didn't. Those mostly were children who were going to the high schools that were having those problems. So my family didn't have to deal with that.

DC: Right. Do you have children of your own?

DM: Yes, they're all adults, four.

DC: And they were in the school system here?

DM: Yes, definitely. They're all college graduates now.

DC: Were they in the school system during that busing period or were they bused during their experience?

DM: Yes, to both of those questions. Yes, they were primary students so they were in like first, second, all in elementary school. And they were bused for a couple of years and then they were in their home school. And when the children went to high school we got special permission for two of them to attend Central High. That's where we wanted them to be. That's where they went. Three rather went to Central and one son graduated from Doss High School because he liked Doss. We never had a problem with them having a problem riding a bus. They didn't have a problem. I mean if they had had a problem with it, we just talked to them about it but by the time they got in high school there was no problem at all.

DC: Did you have, just to go back to that first year at Lincoln, particular allies among the other teachers there? What was the breakdown in terms of race of teachers and administrators at that point at Lincoln?

DM: Well, we had a white principal. Now that's been several years ago. And, by the way, that was my first year of teaching, so African American teachers were a minority but not by a large number. I don't think it was by a large number. I don't really know. I don't remember because that really didn't matter to me.

DC: Right, right. But you were made welcome there as a teacher?

DM: Oh, yeah.

DC: Did you have any problems at all?

DM: No. Lincoln Elementary School was in a low economic area and as you know, a lot of times it's not about race but it's about class. So most of the teachers, well, they understood the law of the land and if you didn't care about kids, then Lincoln was the wrong place to be. So if you were at Lincoln you were received because that's where you wanted to be.

DC: Had it been primarily an African American school prior to busing, Lincoln?

DM: No.

DC: It was a () school?

DM: Low income, white and mixture of African American students as well. You had housing projects, which African American students and white students, so this was a low economic area and if you wanted to be in the East End then you had the East End mentality and that's where you wanted to be. You want to be downtown you had a downtown mentality and that's where you wanted to be so the school was a mixture of kids, black and white, so was the staff.

DC: So for those kids who were bused into Lincoln, some of them, this was really about class because they were coming in from wealthier...?

DM: They were coming from affluent areas and yeah, it was an eye-opening experience for them. You'd better believe it because they had never been to that part of town. So yeah, I'm sure there were parents who didn't send their children. That was some of the problems we didn't have. They didn't come to begin with and secondly, once the children got there and got over being afraid coming into that area,

parents were not afraid. So the parents were advocates for the children and then the children became advocates for the parents.

DC: Right. Do you remember that was a period at the beginning of the year where kids were a little worried because it was brand new?

DM: They couldn't help but be worried. Going to an area they'd never been in before, they couldn't help but be.

DC: Did you have strategies for trying to break through that make them feel more comfortable?

DM: You treated them like you would want someone to treat your child.

DC: So what was the circumstance of the layoff then? That was the year afterwards?

DM: I don't know. I really don't know what that was about but it was downsizing and I'm sure we had white children who went to private or parochial schools after that so that probably contributed to it. But then after that you see is when the public schools began having more students and more students and more students. And now we have many students.

DC: So you went to Indiana for a couple of years?

DM: Un-huh.

DC: And then back to, and then which school did you return to in Louisville?

DM: When I came back I came back as the achievement motivation coordinator at Western Middle School. And then when I left Western I went to Chenoweth Elementary.

DC: So I'm just thinking about it because you had that one year at Lincoln and then you had sort of a break from the Louisville system and then back again a couple of years later. And so I'm just wondering what because you were in that first sort of tumultuous year when busing was just getting underway and then had the benefit of a little distance and then seeing it again, what changes did you see had perhaps occurred or was there still difficulty or things had calmed in any way?

DM: Well, you still had individuals speaking of inequities because you had African American parents saying it is unfair that you bus our children more years than you do the whites, which was absolutely true. It was unfair in my opinion. But that changed because busing was no longer forced busing. After a few years it wasn't forced busing. And so the fifteen to fifty percent came up where school could not be less than fifteen percent, not more than fifty so it didn't deal with the number of years bused but it dealt with the percentages of African American students in schools. So every school could have not less than fifteen percent, no more than fifty. And so schools were developed in clusters and within these clusters you had six or seven schools where we would exchange students and if you lived, if your school was in an all white area, you would send white students to Foster. Foster would send African American students to that school and we would exchange among the schools until we would get the percentage that we needed. Now the difficulty with that situation was you had parents who were white did not want to send their child to another school when they had a school that they could a walk to, why be driven on a bus, and the same thing with African American parents. So what we decided as principals in our schools and as a district that parents would need to want the destination and not be so

concerned about the journey. But what would they receive when they get there? So Foster became an option magnet school and that is the year that I became principal we developed a traditional program, advanced honors program, comprehensive program, wrote a grant, a learning choice grant. Received approximately three hundred thousand dollars to study foreign countries, the culture of foreign countries, to learn about city government. And we had a partnership with city government and all of our students wore uniforms. So Foster was the first school in Jefferson County where all of its students wore uniforms.

DC: And how were these categories or decisions made?

DM: They were made as cluster principals. We sat down and said what can we do to help Foster. So these are some ideas that we as cluster schools came up with and Foster implemented and it has worked very well for us. Now we have fifty-five buses that connect into Foster and seventeen that actually come into the school.

DC: What does that?

DM: What that means is our students just don't come from our cluster. They come from twenty-three different zip codes such as Middletown, () Lane, Preston Highway, PRP, Dixie Highway. Where they were throwing the bottles, our kids come from there by choice and not by chance because parents word of mouth and the type of market sharing that we do on our school get us kids from other areas. So we do very well.

DC: I'm still trying, you said you have fifty-five that connected. What does that connecting mean?

DM: That means that all of the children living in twenty-three different zip codes, all of those buses cannot come to Foster. They come to what's called compounds and then they exchange at the compounds and transfer into Foster. We have about four-eighty that ride buses.

DC: Out of how many?

DM: Six-twenty.

DC: Wow. Okay. So busing clearly is still going on in a major way then and you would say in a very positive way?

DM: Very positive way. And I think if you spoke to any of the children here and asked them what do you like about Foster, be interesting to hear what they say because we do have some students who come here because their home school is full and they can't get in. And, of course, they don't want their child to ride down to Foster because it is downtown so you have a small fraction of parents that way. They're just that way. They don't necessarily have anything against Foster. They just want their kid in a neighborhood school. That can't happen. That just can't happen sometimes so when they come here and the parents come here and they see the school, they meet part of the staff, it's okay. It's a system that we can live with and we worked on it to be okay because it's what you get when you get here. It's worth the journey when you get here.

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DC: Have other schools followed suit in terms of the uniforms?

DM: Yes, several schools now have uniforms, several.

DC: What do you think that adds to what you have here going on here at Foster?

DM: What, the uniforms?

DC: Un-huh.

DM: It provides equity in a common way. See those that don't have don't have to feel bad that they don't have it and those that have it don't have to flaunt that they have it. Every child has the same uniform on, navy blue and white and light blue or either dark blue. But you can wear any type of shoe that you want to as long as your toes are not out. And all of this is in the agenda. The parents get it far in advance and they know what to expect and to prepare for. But yeah, we're proud that our students feel good about themselves. And when you have students who come in and have had rough experiences at other schools based on their behavior, not based on the other schools but based on their behavior, and you sit down and talk to them and tell them how happy we are for them to be here and what kind of experience they're going to have here, how we're going to try and help them and what their responsibility is, we don't work miracles here, you don't follow the rules, you're going to pay the price. It's as simple as that, just no nonsense, but we care. You know, while we say no nonsense and mean it we certainly demonstrate that we care. You can't walk out here in the hallway without somebody coming up to you saying something to you or wanting to hug you because that's what we're about and we've been like that ever since I've been here and so it's just second nature for people to pass by each other and embrace each other. Even the staff, we always say show some love. We do, we do. We show love.

DC: I was unfamiliar with the term traditional school and could you just explain that to me as sort of an outsider here, what that means here in Louisville or to you personally what the definition of that term is?

DM: Okay. The traditional concept is very structured. Parents must buy into the philosophy of the traditional program and that is good attendance, they must do their homework every assigned time, which is Monday through Thursday. Parents must be supportive when there are behavior problems. And children have to demonstrate an interest, more than a regular interest in their work. Whereas, in the comprehensive program children come in, parents don't have to sign a contract or an agreement on what they're going to do in reference to their child. Children may have attendance problems, may have behavior problems. Parents may not be there when that behavior kicks in. And the teacher and more support staff may need to work more closely with a comprehensive child, whereas, with the traditional student you're going to work towards what the teacher is saying to you. In comprehensive we work towards what the kids are saying because they have a greater need in the regular program. But in the traditional program students are striving to meet the standards of the teacher. They also do that in the comprehensive program but it may take longer for them to get there. But traditional, it's a partnership with the teacher, the parent, and the child.

DC: And you have both programs here?

DM: Yes.

DC: And how is it decided in which program a child would be?

DM: There is an application period, February 2nd through March 2nd and you apply. And we don't look at grades. We do it by lottery so it may be every second child, every third child we choose and we put those children in a traditional setting and parents apply wanting this because they like the concept. And when parents like the concept then we try to provide them with our program. We have several schools in Jefferson County that are traditional schools.

DC: So once you're in one year are you back in the next year?

DM: You're back in the next year through middle school through high school. And high school you will attend Butler or Male High School. There are only two.

DC: Okay. I think I understand that.

DM: And you have several traditional middle schools so it's a pipeline.

DC: I mean that's more the parents?

DM: Parents love the traditional school.

DC: My parents would love the traditional schooling. So do you think that integration of the school system or desegregation of the school system is done or is still an ongoing process?

DM: As long as we have people, it's an ongoing process and we'll always have people. Until we have integration of housing, not segregated, we will always have that process ongoing because then we could have neighborhood schools.

DC: I've heard a lot about neighborhood schools since I've been here. I don't know if you have any comments about that or what you hear from people as they come here, their ideas about that.

DM: What do you mean, you've heard a lot about neighborhood schools?

DC: Well, I've heard it seems to sometimes when people say neighborhood schools it means they're using it with different meanings sometimes.

DM: When I use neighborhood school I mean the school in which is nearest to where I live. So this is the neighborhood school for a specific area. Across Broadway is another neighborhood school for that specific area. And so parents who live in these specific areas want their children going to those schools just like they do in the white neighborhoods.

DC: It just seems that sometimes it can be a little bit coded that a person can say that they would like their kid to be, you know, that they believe in neighborhood schools and they want their kid to go in the neighborhood because that's where they live and that's where their friends are, etc. And then somebody else could say they believe in neighborhood schools because they really just don't want their kid to be bused to another part of town. So I feel like I have to read into that sometimes when I'm talking to people about what they truly mean. I mean whether it's an anti busing stance or a neighborhood pride stance or convenience.

DM: We will always have parents who want their child to go to a school near where they live. People buy homes near schools where they want their children to attend. It's not always possible for that to happen because we don't have integrated neighborhoods. So in order to have integrated schools we have the system of fifteen-fifty. And so we will continue to have the challenge of having our schools fifteen to fifty. And so it's an ongoing process. How long this will be an ongoing process is based on the economy and the decision people make, not on the school system.

DC: Right, right. You have a magnet program here?

DM: Un-huh.

DC: Are you still under the fifteen fifty?

DM: Yes.

DC: Yeah, you are.

DM: Every school in Jefferson County is under the fifteen fifty.

DC: Okay. So what about at Central right now, which has a different situation it sounds like?

DM: Totally different situation.

DC: But it's also in Jefferson County?

DM: Yes.

DC: So why is it, I'm not challenging you. I just don't know.

DM: Okay. Really, you don't? Because a group of parents filed a suit.

DC: Well, that's not based on being a magnet?

DM: No, it's based on African American parents wanting their child to attend Central High School. And Central is still under that fifteen fifty now. It has to abide by that fifteen fifty but that's a situation that really I don't like to get into because that's at the high school level. But with elementary we are.

DC: I see, okay, all right. I didn't mean to challenge you in a sensitive area. I was just trying to get a sense of, you know, how that court case came about in terms of the magnet part of that because that was my understanding that that's how it was interpreted was that you had to because it was a special program that wasn't offered in other schools, access needed to be created which then you could sort of the caps didn't apply then.

DM: No, that's not true. Caps have always applied.

DC: So what I haven't I asked about that you thought I might ask you about or that I should have asked about?

DM: Well, I thought maybe you may have asked about since busing has the number of students in Jefferson County public schools decreased because of parents being dissatisfied with the process or has it increased or is it about the same. And we had initially with the busing white flight so yes, we lost students, we lost staff but eventually JCPS came back and parents began to put their children back into the public schools. And there has been a gradual trend for students to come back to public schools. Now we still have a challenge because private and parochial schools are advertising just as the public Jefferson County is. However, this is I'm trying to think if this is the fourteenth largest district, let me see. I want to be accurate when I say this. But it is one of the largest districts. I think it's the fourteenth largest district. I know that we have approximately ninety-eight thousand students in Jefferson County public schools. That's a lot and that speaks volumes to the white flight and then of gradually coming back of people coming to the district.

DC: Are neighborhoods still pretty racially segregated or was there any affect on that from busing of changing that?

DM: I would say yes, not so much down around Foster but in the areas of other schools in our cluster. So yes, you have new homes being built that are integrated and that has made a big, big difference because some of those African American students can go to their home schools and, you know, whites as well. Times are changing but we know change is gradual in some cases, especially a drastic change

such as busing. But it's one that I look upon very favorably because it opens your eyes to face your biases and your prejudices. It opens your eyes to put to rest your fears because what you don't know we fear and what you don't want to know you build a barrier. What you feel that you don't have a need to know you dismiss. But when persons in our lives take us into paths that we would not have gone, we have to look to see what's there and try to understand it, especially if our child is going to be there. And so then we look at the situation through our own eyes and through the eyes of our child. Children many times can become great advocates.

DC: You speak very openly to this. I mean this clearly something that you feel very strongly about.

DM: I do feel strongly about it. I feel strongly about it because I think being in education is not only a passion that I have but it's one of my great missions of life.

DC: Piercing. (Laughter)

DM: Oh, I'm sorry. I think everybody in this world has a purpose and if you can live long enough to find yours you'll never forget it because while you think that you're giving to others, they're giving so much to you. It just makes your life more meaningful. You know, when you have a bad day and a child comes up to you and says, you know, I just love you, it tells you that you're in the right place and that you got what you needed that day. And when a child comes up to you and you catch their cheeks like this and they get in a line and they just line up for you to catch their cheeks like this and you may do it once and they get back in the line so you can do it one more time, you know that you're making a difference and to me that's the thing that makes my life rich.

DC: I think I'm going to end there but I've got to ask one more question just to get it down. What are the racial percentages here at Foster?

DM: Forty-eight percent African American, fifty-two percent white.

DC: That's pretty balanced.

DM: I try to keep it at fifty-fifty but I'm very comfortable with forty-eight percent African American. And I want to show you this too. One of the teachers came to me and she said my children wrote letters and I told them you were so busy you probably didn't have time to look at them. But then she started telling me what they were writing. I just love you because you like the way you look. (Laughter) And so she said they said you always have a smile on your face. And so I said, can you bring them down and let me see them.

DC: Yeah, I bet.

DM: (Dr. Miller speaking to someone else and looking for letters.) Hervie, Miss Slatery's children had written me some letters. Thank you. I just want you to see them.

DC: Terrific. All right, let's just hear a couple of them. Go ahead.

DM: Okay. I'll just say the first name. "Dear Dr. Miller, My name is Sierra. I am in the third grade and my teacher's name is Miss Slatery. I love being a student at Stephen Foster. I sometimes see you in the hallways and you're always smiling. I think you are a nice principal." "Dear Dr. Miller, You are the bestest principal I ever had. You are pretty too. You make good rules. You are our school for us. You are super nice." "Dear Dr. Miller, You are a very good person. I like you a lot. You have a lot of people come to your school. I like that. I like them a lot. I hope you have a

good day. I like it when you have the morning show. That is the best part of the day and you have some great teachers like Miss Slatery and Miss Hagen. I like my teacher Miss Slatery. She is the best teacher I ever had and you are the best principal I ever had. Merry Christmas.”

DC: That’s really sweet. So these are the kinds of things that really.

DM: It validates my testimony. So this kid right here wants to wear anything, not the uniforms, anything.

DC: Gym shorts.

DM: Yeah. “Dear Dr. Miller, You’re a great principal. You have been a wonderful leader for us children and very nice to us and we like it. Dr. Miller is the best principal you could ever have. She is very pretty and nice and she is a good principal. That’s what I like about my principal.” “Dear Dr. Miller, I’m excited about the things you have been doing for this school. We have been thankful for you representing the six hundred children. I want to thank you for the work you have been giving us. I want to thank you for the PE room and the J lab. You have been the most responsible principal I know.”

DC: My goodness, wow. That is pretty amazing.

DM: I couldn’t have bought that, you know. (Laughter) Most responsible.

DC: He’s going somewhere. (Laughter)

DM: Yeah, you’d better believe it. I’m going to do everything to help him get there. “Dear Dr. Miller, I’m glad that you’re at this school. You are a great principal to me. You do a great job with the teachers because they are nice. I like the way you

got Miss Jan to clean the school. I like the way you make us go outside if it is a drill. I like the way you make the kids at school do work.”

DC: All right.

DM: Okay. One more. “Dear Dr. Miller, I like the way you dress and I like your shiny earrings. You are a good principal. I never want you to quit being what you are and principal. December 13, 2004 is my birthday. I hope you give me a sucker like you gave me last year when I turned eight years old. Last year I got a sucker from you because I did hard. You are a nice and beautiful woman.”

DC: Yeah, that goes in a frame.

DM: You’ll get a sucker. (Laughter)

DC: Yes, definitely, she’s getting a sucker. (Laughter)

DM: Okay. “Dear Dr. Miller, you are the best principal ever. Dr. Miller, I will always listen to you. I will not run in the halls. I like how you dress and look. You are very nice to me. Love.” “I’m happy that you’re here. I’m glad that you are here. The whole class is excited. We love you.” “I like Foster because we learn a lot and my teachers are nice. Some of the stuff I learn I didn’t even know.” (Laughter)

DC: That’s good.

DM: “Dear Dr. Miller, Do you have children? What are the names? Do you have a father in your family? Are you having a nice day? Dr. Miller, in Foster Academy and did you know that we have the same name in our last name?”

DC: That’s a good signal. I have a couple more questions. This is just for our records, questions like your kids’ names. So we’ll do this next. These are fantastic, fantastic. I’ll just shut this off.

END OF TAPE 1, SIDE B

END OF INTERVIEW

TRANSCRIBED MARCH 2005 BY CATHY MANN