

SECTION III

"RECENT SOCIAL CHANGE IN CLINTON, MISSISSIPPI AND SURROUNDING COMMUNITIES

These readings are designed to stimulate the researchers to ask questions which are not answered in them.

The researchers must first discover the biases of each document, then raise questions which are not answered in them. The researchers will seek answers to his/her questions raised in such a manner, first in the written sources which follows and others which which the researchers will find after having answered as many of such answers from persons who have had relevant experiences to the unanswered questions. This will be done through planned oral history interviews with at least two selected interviewees.

GENERAL INFORMATION SHEETS

Class Meetings

Although all class sessions are being held during the evening, we hope that you will make a point to visit the Jackson State University Oral History Office during office hours which are usually 8 a. m. to 12 noon. However, for the duration of the workshop, we will make special efforts to have someone in either the classroom or the office one hour before class begins at 6:00 p. m. May 23 - June 3, 1977.

All sessions will be held in the Classroom Complex Lecture Room, 304 or 108 Classroom Complex except for the trip to the Mississippi Department of Archives and History.

Tape Recorders and Tapes

We have only a limited number of tape recorders which may be borrowed only if you do not have access to one of your own or have no other means of obtaining one. The ones we have must be checked out and returned when indicated on the checkout sheet.

We do not have typewriters nor typists for your service. However all assignments are expected to be typed according to Kate Tarabian's Manuel of style.

Tapes will be supplied by the Historic Preservation Program of Jackson State University with the understanding that you will

General Information Sheets (continued)

donate your interviews to the Oral History Program of Jackson State University. Personal copies of the interview will be dubbed at the Jackson State University Media Center if you supply your own tape.

ORAL HISTORY WORKSHOP DESIGN

1. Objectives. Each student will participate in an organized group inquiry demonstration study of the issue-- "Recent Social Change in Clinton, Mississippi and Surrounding Communities"; each student will employ the oral history methodology in the creation of a raw primary source document; workshop participants will use the oral history primary documents which they have created to produce one of the following three end projects; (a) a polished mini-research paper, (b) a lesson plan to be used by them in their teaching or (c) prepare a nine step model of two interviews processed for archival retrieval and use; each workshop participant will show and tell what he/she has created in the form of their final project; each workshop participant will write a critique of each workshop participant's project--one copy for the instructor and one for the presentee. This should be done while the participant is making the presentation.
2. Methodology. Opening presentations will focus on defining the particular problems posed and those solved by using the Oral History Methodology. Simply defined, this methodology is a process of recording individuals' recollections of significant unwritten events. The goal will be to apply the oral techniques to the study of recent social change in an attempt to gain a fuller understanding of a Southern Community.

will study under a leading Oral Historians in the country, Dr. Charles T. Morrissey, Director of the George D. Akin Oral History Project, The Christian A. Herter Oral History Project at Harvard University and Adjunct Professor of History at the University of Vermont. In addition, workshop participants will take a field trip, conduct and process an interview, develop a model project for future implementation and explore strategies for funding their projects.

Students will be encouraged to choose interviews from among individuals who have had significant unwritten experiences relative to "Recent Social Change in Clinton, Mississippi and Surrounding Communities." Their choices may be made from the list of persons found at the beginning of Section III.

EVALUATION OF WORKSHOP PARTICIPANTS

Grade: Each participant will be graded on three items.

1. General attendance at all sessions and group work, participation and accomplishments as well as quizzes. Quizzes will be on origins and development of Oral History and methodological questions.
2. Oral presentation of project model Friday, June 3, 6:00 - 9:00 p. m. and Saturday, June 4, 9:00 - 12 Noon.
 - a. Each individual will have approximately fifteen minutes for his/her oral presentation.
 - b. Presentation should include:
 - (1) Summary of Plan of Project.
 - (2) Summary of Research Accomplishment for this workshop
 - (3) Plan for implementing the model you have developed.
3. Write up of project - make two copies (one for the teacher and one for yourself).
 - a. Two taped interviews well marked.
 - b. Interview summary.
 - c. Five to fifteen pages of transcription of one interview.
 - d. Subject index of other interview.
 - e. Written project in best formal manuscript form.

CHALLENGES FOR SCHOLARS*

Alferdteen Harrison

One of the challenges to Black Studies Scholars has been to develop and to teach a more accurate interpretation of the American multi-racial experience. This challenge has been difficult because too many sources, primary and secondary, that existed in the 1960's had the bias of the white male. Even these sources contained large gaps in aspects of black life.

Today, the scholar has to seriously consider the following questions. If black studies scholars use existing sources and take to them a multi-racial perspective, is the resulting interpretation more accurate? How does one develop a more accurate interpretation of the multi-racial experience? Is a part of the solution in the creation of additional sources that are pro-black to balance the pro-white sources already in existence? Or should one try to develop sources that are void of both pro-black and pro-white biases and develop neutral sources and thus more accurate sources? Every historian, "Black" or "White" carries his own unique set of cultural biases to the information and answering of a given historical question. With this in mind,

* Introduction to a larger paper by A. Harrison which can be found on reserve in the Jackson State University Library. The paper's original title was "SOURCES, A CHALLENGE FOR SCHOLARS: STRATEGIES TO CHANGE IN CHANGE IN CHAPEL HILL, 1940 to 1960."

the question is whether or not it is possible to create a history with little of either racial group's biases and yet get at the truth?

Perhaps yet another challenge then for the Black Studies Scholar is to create sources that have fewer biases and at the same time to fill existing gaps in information on the total multi-racial experience. Further, the challenge is to create sources which adequately represent the black perspective and sources that represent a biracial and multi-racial perspective. What is a practical methodological approach for accomplishing this objective?

ORAL HISTORY ASSOCIATION

Goals and Guidelines

The Oral History Association recognizes Oral History for what it is---a method of gathering a body of historical information in oral form usually on tape. Because the scholarly community is involved in both the production and use of oral history, the Association recognizes an opportunity and an obligation on the part of all concerned to make this type of historical source as authentic and as useful as possible.

Guidelines for the interviewee:

1. The person who is interviewed should be selected carefully and his wishes must govern the conduct of the interview.
2. Before undertaking a taped interview for the purpose stated above, the interviewee (or narrator) should be clear in his mind regarding mutual rights with respect to tapes and transcripts made from them. This includes such things as: seal privileges, literary rights, prior use, fiduciary relationships, the right to edit the tape transcriptions, and the right to determine whether the tape is to be disposed of or preserved.
3. It is important that the interviewee fully understand the project, and that in view of costs and effort involved he assumes a willingness to give useful information on the subject being pursued.

Guidelines for the interviewer:

1. It should be the objective of the interviewer to gather information that will be of scholarly usefulness in the present and the future. The interviewer who is collecting oral history materials for his own individual research should always bear in mind this broader objective.
2. In order to obtain a tape of maximum worth as a historical document, it is incumbent upon the interviewer to be thoroughly grounded in the background and experiences of the person being interviewed, and, where appropriate and if at all feasible, to review the papers of the interviewee before conducting the interview. In conducting the interview an effort should be made to provide enough information to the interviewee to assist his recall.
3. It is important that all interviews be conducted in a spirit of objectivity and scholarly integrity and in accordance with stipulations agreed upon.

Guidelines for sponsoring institutions:

1. Subject to meeting the conditions as prescribed by interviewees, it will be the obligation of sponsoring institutions to prepare easily usable tapes and/or accurate typed transcriptions, and properly to identify, index, and preserve such oral history records for use by the scholarly community, and to state clearly the provisions that govern their use.

Unanimously adopted by the Oral History
Association, November 25, 1968

S C H E D U L E
WEEK I

OBJECTIVES:

1. Each student will participate in an organized group inquiry demonstration study of "Recent Social Change in Clinton, Mississippi and Surrounding Communities."
2. Each student will employ the oral history methodology in the creation of raw primary source documents.

DAILY PLAN:

Friday, May 20, 1977

3:30 to 5:00 p. m. Workshop Registration in Registrar's Office

5:00 p. m. Introductions in Room 304

WORKSHOP overview which includes the following:

- a. Introductions (What kinds of interviews have you witnessed? -- radio, T V News and specials
i. e. journalistic interviews; opinion polling; court room; teacher-student; prospective employer and employee; --How is what you are about to learn different from these?)
- b. Perspective on the two week objectives: The study of a small southern community using the oral methodology for capturing and preserving it's history-- "Oral History as a Methodological Approach to Studying Recent Southern History."
- c. Formulation of a historical question such as: What has been the nature of this community's multi-racial past?
- d. Discussion of persons to be interviewed by each participant.
- e. Why group work: Not to produce one final project but several individual projects which all demonstrate a specific use of oral history.
- f. What will each of you produce in the form of a completed project?

(Group I
-Teaching)

- 1) A week or two-week lesson plan centered around discovering and capturing local community history with your students. Oral History will be the tool you will use.

Schedule
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- (Group II - 2) A finished research paper answering specific
Research questions that have been raised by the workshop
Paper)
- (Group III 3) Two processed oral history interviews, labeled,
Archival) transcribed, summarized, indexed, with subject
and author cards, a bibliography of the col-
lection and completion of the NATIONAL UNION
CATALOG OF MANUSCRIPT COLLECTIONS form for the
Library of Congress.

Page 3 of Schedule

Friday, May 20, 1977

5:00 9:00 P. M.

How does one approach the "discovery" of a local community's history?

1. Visit the community.
2. Attend a public forum. At the "Forum" ask questions of Dr. James Currie, which relate directly to the situation in Clinton, Mississippi.

Assignment for Saturday Morning

1. (P*) Harrison, "Challenges for Scholars",
2. (P) Oral History Association- Goals and Guidelines of Oral History.
3. (I) Background Information on Clinton

Saturday Morning May 21, 1977 9:30 -- 12:00 A. M.

1. Review Workshop Overview
2. How does Clinton relate to the workshop overview?
3. What is the challenge to the American scholar relative to America's Multiracial past?
4. What are the goals of the Oral History Association?
5. View video tape with Dr. Lawrence Goodwyn and/or Bill Chafe.

Assignment for Monday

1. (P) Goodwyn, L. C. and Chafe, Wm. "Premises of the Duke Approach to Oral History", Duke University, Durham, N. C. (15 pages)
2. (P) Baum, Willa, "A Brief History of Oral History", an Address delivered at California State University Fullerton, April 22, 1972.

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Assignment for Monday Continued.

(I) Find any additional written
information on Clinton which aids
your particular research focus!

Additional reading assignments will be given on Monday which will
aid in teaching the Oral History Methodology.

SCHEDULE OF ACTIVITIES

Monday, May 23, 1977

6:00 p. m.

- A. History of Oral History
 - 1. What are the significant dates?
 - 2. Who are the significant individuals?
- B. Methodological approaches-
 - 1. Duke University Approach
 - 2. Columbia University Approach
 - 3. Ann Shockley's Approach to Black Oral History
- C. Use of fact and diplomacy in setting up first interview
 - 1. Tell who you are
 - 2. Tell about the class project
 - 3. Why you are calling
 - 4. Ask the person to please help you out by permitting you to set up an interview with him/her

7:00 p. m.

Video Tape Chafe

7:30 p.m.

Individual and group work

- 1. Write out your historical research question and ten subquestions for this question.
- 2. Answer the ones which can be answered from written sources. These answers or the lack of answers are the rationale for your oral research. This is also the introduction to your project.
- 3. Choose an oral narrator who can answer your questions which are not answered in written sources.

ASSIGNMENT FOR TUESDAY

- 1. Set up interview appointment for your interviews for Wednesday, Thursday, Friday and Saturday.
- 2. Fill out interview appointment sheet.
- 3. Romney, Joseph, "Legal Considerations In Oral History," Oral History Review, 1973, pp. 66-76.
- 4. Find a broad definition of social change and be prepared to discuss it in class.

Tuesday, May 24, 1977

6:00 p. m.

A. What is recent social change?

6:30 p. m.

B. What are the legal concerns of the Oral Research Scholar?
Ask while tape is on if the narrator minds the interview
being used for scholarly purposes.

C. Listen to/discuss Dr. Louis Starr's and Bettye Masons's of
the interview process.

ASSIGNMENT FOR WEDNESDAY

- (P) Baum, Willa K., "Interview Process and Tips for Interviews,"
pp. 23-29 and 32-35.
- (P) Richardson, S., et. al., "Openness Versus Closedness,
Antecedents, and Questions-Antecedent Relationships,"
Chapter 6 of Interviewing It's Forms and Functions,
Basic Books, Inc., Publishers, New York, 1965, pp. 138 -170.
- (P) Conduct an interview for Wednesday *
 - 1. Pre-interview preparation
 - 2. Interview appointment sheet
 - 3. Interview release sheet
 - 4. Ask for memorabilia
 - 5. Check out tapes and conduct mock interviews
 - 6. What to do immediately after each interview

*Choose two persons from Clinton and one person from your
own community.

Wednesday, May 25, 1977

6:00 p.m.

- A. What are open questions?
- B. What are closed questions?

7:30 p. m.

- A. View and critique Harrison's interview with Mr. James Gooden.
- B. Practice interview sessions.

ASSIGNMENT FOR THURSDAY

- (P) Complete the chapter from Richardson
- (P) Conduct interview, label the tape box correctly, summarize the interview, transcribe 10 - 15 pages of it and index these pages.

Thursday, May 26, 1977

6:00 p. m.

- A. Sharing of Oral History experiences
- B. Civil Rights Documentations Project

7:00 p. m.

Group Work

ASSIGNMENT FOR FRIDAY

Continue field work

Friday, May 27, 1977

(NO FORMAL CLASS MEETING, ONLY FIELD WORK)

1. Conduct another interview, index the tape and make sure both tapes are clearly labeled.
2. Begin to utilize these interviews to write a rough draft of your paper or project.

SECOND WEEK CLASSES

May 30 - June 4, 1977

OBJECTIVES:

1. To learn from and to work with a nationally known Oral Historian, Charles T. Morrissey.
2. The workshop participant will use the oral history primary document which they have created to produce one of the following three end projects:
 - a. A polished mini-research paper
 - b. A lesson plan to be used by them in their teaching
 - c. Preparation of a 9-step model of two interviews processed for archival retrieval and use.
3. Each workshop participant will show and tell what he/she has created in the form of their final project
4. Each workshop participant will write a critique of each workshop participant's project--one copy for the instructor and one for the presentee. This should be done while the participant is making the presentation.

READING ASSIGNMENT FOR THE REST OF THE WEEK (will be passed out 5/30/77 - Monday)

These reading assignments for this week will vary for each participant according to the group he/she is working with.

GROUP I - Teaching

- (P) Cutler, William, "Oral History as a Teaching Tool," Oral History Review, 1973, pp. 29-45.
- (P) Sullivan, Margaret, "Into Community Classrooms: Another Use for Oral History," The Oral History Review, 1974, pp. 52-53.
- (P) Charlton, Thomas L., "Classroom Instruction of Oral History," A Guide for Oral History Programs, pp/ 45-52.

GROUP II - Research paper

- (P) Harrison, A., "Sources, Challenges for Scholars of Black Life, The Case for Strategies to Change in Chapel Hill, 1940 - 1960," A manuscript.
- (P) "Talking Straight with Robert Coles, "Southern Exposure, Vol. II., No. 4, Winter, 1975, pp. 62 -67.

GROUP III - Archival

- (P) "Forms for Processing the Interview, A Guide for Oral History Program, pp. 109 - 114 & 124-127.
- (P) "Editing Symbols," & "Editing Guidelines," A Guide for Oral History Program, pp. 115-124.
- (P) Carlisle, Eugene, D., "Cataloging the Oral History Collection, A Guide for Oral History Programs, pp. 78-85.
- (P) "Indexing," A Guide for Oral History Programs, pp. 131-135.

Monday, May 30, 1977

COME EARLY TO SHARE YOUR POSITIVE AND NEGATIVE EXPERIENCES!

6:00 p. m.

Sharing of your interview experiences and receiving technical advice from Dr. Charles T. Morrissey, Past President of the Oral History Association

6:20 p. m.

"The Experiences of an Oral Historian with specific reference to the projects he has worked with", Dr. Charles T. Morrissey.

7:20

BREAK

7:35

"The Oral History Movement," Dr. Charles T. Morrissey.

8:30

Informal gathering at Harrison's
1660 Lynch Street, Apt. 23

Tuesday, May 31, 1977

2:30 - 4:30

Dr. Morrissey will be available to discuss your individual projects and problems in Oral History Office, 332 CC

4:30 - 5:45

DINNER

6:00

"The Legal Problems Involved with Oral History Projects and Documentation, Dr. Morrissey

Wednesday, June 1, 1977

6:00 p. m.

1. Progress reports on projects and problems

6:30 p. m.

2. Laboratory work experience for Groups!

7:30 p. m.

Prepare and leave bibliographical entry for bibliographical index to Workshop Project!

Thursday, June 2, 1977

6:00

Types of Oral History Programs, A. Harrison

7:00

View Video Tape with Mrs. E. B. Mason and Hank **Holmes**, "Other Oral History Programs and the Problems associated with the taped interview -- Its retrieval, use and legal problems."

Friday, June 3, 1977

Presentation and evaluation of projects

Saturday, June 4, 1977

9:30 a. m.

Complete the presentation and evaluation of projects.