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**Interview of Anna Lee Buford. Interviewed by Joshua Jeffries and John Rojcewicz of the Crossroads to Freedom Project, Rhodes College.**

**Ms. Anne Lee Buford is currently a catechist at St. Patrick's Catholic Church in Memphis Tennessee. She recounts her experiences living in an intentional Christian community during the Civil Rights. Ms. Buford also describes her experiences teaching in the first integrated classrooms in Nashville, Tennessee in the 1960's.**

**This interview was conducted in 2007 to be included in the Rhodes College Crossroads to Freedom Digital Archive Project.**

**The transcripts represent what was said in the interview to the best of our ability. It is possible that some words, particularly names, have been misspelled. We have made no attempt to correct mistakes in grammar.**

*Joshua:* All right. On behalf of the Crossroads to Freedom Project, we'd like to thank you for taking time out of your day to come and interview with us. Would like to start with a few background questions, so for the camera, could you state your name for us, please?

*Anna Lee Buford:* Anna Lee Buford.

*Joshua:* All right. And where were you born and raised, Ms. Buford?

*Anna Lee Buford:* I was born in Memphis, and raised in Memphis about eight blocks from here, on Faxon Avenue.

*Joshua:* Okay. And what's your current occupation?

*Anna Lee Buford:* Right now, I'm volunteering part-time, catechist at St. Patrick's Church, downtown, Fourth and Linden.

*Joshua:* Okay. Can you tell us a little bit about your parents, what their names were, and who they were?

*Anna Lee Buford:* My mother, Gladys Leopard, maiden name, married my father, Boyd Joseph Lee. Mother was born in Greenville, Mississippi and moved here when her brother Joseph, Leopard, Jr. started school here in Southwestern.

[01:07] And they were a family of nine children. The youngest, Elizabeth died when she was four. But, my mother had five sisters and two brothers.

*Joshua:* Okay.

*Anna Lee Buford:* And they lived in Memphis the rest of that time growing up, and went to Sacred Heart School, grade school and high school at that

time. And the boys, Joseph, the oldest boy was ordained a priest, the first priest to be ordained in Memphis with Sacred Heart Church, and in February of 1926. And the boys went to public schools, I believe here in Memphis, the other boy. Joseph was in college here at Southwestern.

*Joshua:* And about your father --

*Anna Lee Buford:* Oh, pardon me.  
[02:00] My father owned his own business. He started it in my grandmother's basement and he built up a plumbing and heating company, B. J. Lee, Boyd J., B. J. Lee Company, 236 Adams and was there really, he did not retire until 1972, something like that. And he started in the plumbing business with **Mr. Fisher** over on Central, Fisher Plumbing & Heating. And my mother was a wonderful homemaker and raised seven children.

*Joshua:* So you do have siblings, that was going to be my next question --

*Anna Lee Buford:* Lots of cousins, I had 35 first cousins growing up on my mother's side here in Memphis. And many of them, a good part of those cousins were at Little Flower or St. Teresa's School growing up. So, we had lots of relatives who knew our good and bad ways at school.

[03:00]

*Joshua:* Okay, so sort of where do you fall, I guess in the seven --

*Anna Lee Buford:* Out of seven children, I'm the third oldest, Joe, Boyd Joseph Lee, Jr., call him Joe. Robert Paul, we call him Bob. Ann Marie, Thomas Hugh, and call him Tommy. Dottie, Dorothy Catherine, William Ellsworth, Bill and Gladys Jane, and we call her Jane. Joe, Bob, Ann, Tom, Dot, Bill, and Jane --

*Joshua:* Wow. So you say you grew up, I guess a few streets from here on Faxon --

*Anna Lee Buford:* Um-hmm, the \_\_\_\_\_ hundred block of Faxon.

*Joshua:* Okay. Can you describe how it was growing up around here in that neighborhood?

*Anna Lee Buford:* Oh, we had a wonderful neighborhood. And some of us still get together. We keep in touch.

[03:54] The Johnston family had four boys, **Bert Gangle, Flilipe, Ike and Skeeter** were their nicknames. We all played together, the **Graves**

family, Buster and Danny and Suzie. That was just on our street, Billy Mashburn on the street, Nancy Ransom, just real good friends growing up, playing games that I guess people don't play anymore. That the children don't play anymore, capture the flag and just go down to the field and just have a good ball game or whatever, kick the can, I guess I'll mention that. We were very good friends and not long ago about eight of us who were at a program and we realized that here we are, the Faxon Avenue group had just kind of come to the same event, and we recalled a lot of old times. It was very good, Tutwiler is north of Faxon, one block and then down toward McLain and we just had a lot of people who went to the neighboring schools because, we walked to school in those days, because we weren't that far from the schools, so and then St. Teresa and Vollitine Schools –

[05:10]

05:11:00 END CLIP 1

- Joshua:* I guess that was, was that still called the Midtown neighborhood, or did you know if it had a different name?
- Anna Lee Buford:* We didn't call it Midtown at that time. But, now I think it's definitely Midtown.
- Joshua:* Okay.
- Anna Lee Buford:* Well, even before the '30s, I think the, I could be wrong on this, but in terms of exact timing, but East Parkway was the city limits--
- Joshua:* That's true.
- Anna Lee Buford:* I mean that started out to be, I think the city limits, but I never thought about that, I just knew that we were happy and had a good time.
- Joshua:* That's all that matters.
- Anna Lee Buford:* Yeah.
- Joshua:* What types of activities were you involved in growing up?
- Anna Lee Buford:* Well, in grade school, it was really, a big family I helped out a lot at home, but I did, we didn't have that many sports for girls at that time, but I was a cheerleader in the eighth grade for the eighth grade football team.

[06:06] And in high school, I played a lot of basketball for sorority and school, St. Agnes Academy, and involved in various clubs at the school. I probably had more fun than I should have in high school.

Joshua: What types of clubs were you in?

Anna Lee Buford: Well, music and art, I spent really a lot of the time in the different clubs in terms of sorority and Sue Nive, I was president of Sue Nive and I was in Clover Club, and SKS Sorority. Played basketball, that was really, took a lot of time because I was in two different basketball groups.

Joshua: Wow --

Anna Lee Buford: Well, sorority and the school.

Joshua: Okay. So, I know you were involved in all these activities in school, but how was school for you, like were academics fine for you or what was your --

[07:00]

Anna Lee Buford: Well, I didn't apply myself like, I would have liked to have, always looking back, you want to, as you get into college, you'd like to have the tools that you need. And I think we had much more fun than a lot of other people did. We were studying but we were at St. Agnes Academy downtown on Vance and Orleans for two years. And that building has been torn down. And then the new St. Agnes on Walnut Grove Road was built and we went out there, I did, our class went out there the second year they were open there.

Joshua: Okay.

Anna Lee Buford: So, we had to carpool, and the seven of us drove. That was like going to Nashville, from Midtown to Walnut Grove Road. And Minute Hall, that was a good little trip for us, at that time because that was a two-lane road, Walnut.

Joshua: Okay.

[08:00]

Anna Lee Buford: But we managed and we had a good time. I really had a lot of fun in high school. And we studied, but it wasn't, I just don't think we, all of us say this now, the demands were not there as they are today. That's for sure, with college because we didn't think a lot

about that. It was more of a simple kind of thing, but I still get together with my friends from high school on a regular basis.

*Joshua:* Okay, that's really nice.

*Anna Lee Buford:* It is nice.

*Joshua:* Did you have any role models or people you looked up to when you were growing up?

*Anna Lee Buford:* Very much, my uncle I mentioned, Father Leopard. He had a title, Monsignor, as of 1966.

[08:48] I was away a lot of the time, but he definitely was a very quiet person but very, I think he was very spiritual he was a model I think for a lot of people in that he made decisions that were contrary to, you might say the custom of the day in terms of, especially civil rights. He did, he came to Little Flower School or St. Teresa's School in 1953 and '54 with that ruling. He integrated Little Flower School and it was the first school, as I understand, in the Diocese of Tennessee. At that time, the whole state of Tennessee was the Diocese. Right now, we have three Dioceses. That's sections of the state overseen by a Bishop. But there are three Dioceses, but at that, time there was just the one. So, he was really a leader in the Civil Rights Movement in that sense, by his actions and decisions.

[10:00]

00:10:00 END CLIP 2

*Joshua:* Okay. What are your, I guess earliest sort of perceptions of race relations in the city, since you did grow up here?

*Anna Lee Buford:* As I looked back at that time growing up, I just, I guess I can say that that's the way things were. For instance, we would have and I know this sounds really interesting to younger people today, but we had the vegetable man come by with all the fresh vegetables. And he would be from the Black community or probably right out of the country because he'd come to town and sell his vegetables up and down the street.

*Joshua:* Door-to-door --

*Anna Lee Buford:* Well, he'd have a stop and we'd go out and, or the iceman or the milkman, that would be delivered to the door. Does that sound wonderful?

*Joshua:* It does.

*Anna Lee Buford:* We, I still call the refrigerator the icebox.  
[11:00] I sound ancient saying this, but it's just the way it was, we had an icebox when I was very young where the iceman would come and put the ice cube up in the top of the fridge, what we call now the refrigerator. Anyway, so my contact as a very young child with anyone from the Black community would be in terms of services rendered. And my mother grew up in Greenville, Mississippi and I know there was some kind of prejudice there, that I picked up but I can't pinpoint it. And it's not that my mother was prejudiced like as I grew up to see her as such, but there were maybe just a comment that I remember here or there and then as I thought about that later that that was her milieu, that's how she was maybe separated, I don't know. I know they lived out in the country. And they probably had, they had to have with nine or ten, nine children, they had help from the Black, maybe tenant farmers, I don't know.

[12:08] And that kind of is just a part of you and I can see that in her. But, my mother was the most generous and thoughtful person I think I've ever, that I can even think of because she was always helping, reaching out to people, taking care of the sick. If she'd know someone was sick in the neighborhood, she would be fixing the soup for them. She was very, very thoughtful and generous. So, I can't put that on her, but I think culture can do that to us, our experiences with different groups. But I never have felt that way myself, and I think it was my schooling and just thinking about that doesn't make sense to have any kind of prejudice.

[12:59] But it was imposed so to speak on us I think by people who grew up that way before my time.

*Joshua:* Okay.

*Anna Lee Buford:* I really do.

*Joshua:* You say your schooling probably helped you think a little bit differently, what was it that, about your schooling that sort of made you think about it a little differently, especially since everyone, else around you probably didn't think that way?

*Anna Lee Buford:* I think the moral standards or the moral values that we learned in a Catholic school and that's all that I can talk about. I'm sure values are taught other places, but I feel like because of my family and my relatives and so forth, there was a religious experience ongoing in

terms of attending church, making, well we went to masses every day in the Catholic school, went to church where the liturgy was celebrated.

[14:01]

So, that has an impact and I would even visit the church at other times to make visits. And I had friends at the Monastery of the \_\_\_\_\_ out on Delwood. I would visit out there when they had services. It was just something that we did growing up, that attachment to church, to prayer, spirituality and I'm grateful. I think Monsignor Leopard and my parents, of course, had a lot to do with that.

Joshua:

Okay. Religion has such an important role in your life during the time, would you say the religion outside of, I guess school also \_\_\_\_\_ influenced your thoughts or was it more of a sort of continuum for you?

Anna Lee Buford:

After school, after high school you mean --

Joshua:

Um --

Anna Lee Buford:

I'm sorry --

Joshua:

I guess, let me backtrack.

00:15:01:00 END CLIP 3

[15:00]

I guess I'm asking what role did religion play in your outlook on life? And you do say that you did go to a Catholic school, so it seems like religion was interwoven into your daily life instead of just a Sunday thing --

Anna Lee Buford:

It was. Well, I think it led me to being more serious about prayer, and reading, knowing the history of the church, and I'm not just talking about Catholic but just the whole Christianity, the development there. That was very, that was early I say in my later teens that, then I went to a Catholic college and I have mentioned prior to our recording that I entered a religious community. And I really felt like that is what I needed or wanted to do or what God was calling me to. Prayed about it for a long time and yes, I did --

[16:01]

Joshua:

When did you graduate from school?

Anna Lee Buford:

St. Agnes Academy in 1953.

Joshua:

1953 and then you went to college where?

- Anna Lee Buford:* After entering the community, the Sisters of Mercy, I went to Edgecliff College, right there in Cincinnati where the convent is.
- Joshua:* So, you were in the community a while attending --
- Anna Lee Buford:* I was in the community and went to college.
- Joshua:* Okay. Can you, I guess explain your experience in the community? Or how was it like for you --
- Anna Lee Buford:* Yes. It's hard to, a lot of things have changed since then, and I think it's hard to really describe something unless you experience it yourself. But there's a period of, they call it postulancy, I was a postulant for six months and then they extend it, well at the end of six months we were welcomed into the community as a novice.
- [17:00] And that was extended, that ordinarily was a year but it was extended another six months. And during that time, ideally and actually, what happened was a time of prayer and work because we lived at the college and we had duties at the college itself, various duties. And during that, time there's no study per se, its prayer, and work. And I say prayer and work because we were gathered as a group often and had teachings and that kind, but also we did work to help out at the college. That's what I mean by work.
- [17:57] And then we were professed Sisters of Mercy after that time, and I was going to college, but not during that time when we were canonical, a canonical year. A year set aside by the Church. It's a canon of the Church. That I was going to college and then, not finishing college before I started teaching, so I was teaching and still going to college on the weekends on Saturday. So, I was in Cincinnati seven years. And I graduated from Edgecliff College and then I was \_\_\_\_\_. I had taught also two years while there, first grade. I loved it.
- John:* Living in a religious community, how aware were you of the social climate outside of the community?
- Anna Lee Buford:* Not a whole lot.
- [19:00] Being in Cincinnati is a different environment than living in Memphis in terms of the Civil Rights. That would have been in the '50s. By the '60s, 1960 I did come to Memphis for one year and taught at St. Paul's School. But, I was only here a year and then I was assigned to Kingsport, Tennessee. So, not being here and living in community and teaching, it was pretty much and just starting out teaching, there was a lot of preparation and I just, and there was not a lot of outside activities that we were involved in at



that time in the community, that's not the way it is now though, it's very different.

19:58:00 END CLIP 4

But, so to answer your question, I really don't feel that I had that personal experience of the Civil Rights Movement, and I would like to have had it, but I didn't. I wasn't there. And I'm talking about Memphis, but I didn't feel that that was happening in Cincinnati or in Kingsport, Tennessee at that time, it just, so I wish I could share more. Like, I would have liked to have had more experience with that movement.

*John:* How do you feel that being a teacher affected the way you looked at things?

*Anna Lee Buford:* Well, it was not until, in Memphis there was not an integrated class at that time. We had a thousand children at St. Paul in 1960's, Shelby Drive.

[21:00] In Kingsport, it was a smaller group and it was, if there was any kind of integrated class I was not aware. I don't think we had, it was an all White school, as I recall. I mean if it was one or two that's not integration. When I came from Kingsport, I did go to Knoxville for a year. I moved a lot as you see, Cincinnati, Memphis, Kingsport, and then I went to Knoxville, west Knoxville, Sacred Heart School. It was not integrated. And that was '63, '64 and '65, those school years ending in June of '65. And in '65, September '65 I was in Nashville. And I had, it was, we were integrated by then because that's '65 and a different climate in Nashville and than in Kingsport or Knoxville.

[22:00] And I taught double grade, first and second, and that was a challenge. It was interesting. And I loved, it was an inner-city school.

So, we had an integrated class. One of my favorite students was this one poor little girl, **Twilla Bernadette**. And she had been scalded, her back and she was very tense all the time. And she'd come to the door every morning and she'd peek in and I'd say come in Twilla, and she'd come in and come up to the desk. And then she would stiffen if I'd touch her because of her scars from being scalded. And that just impressed me, and I've thought about her a lot, all these years just thinking about some very small children go through because of maybe poverty or lack of education on the part of the parents, so, that kind of insight into, and this little girl was a little Black girl, so it was a Black family.

[23:08] And I don't know if it was a family or not. It was not too much later that I could really get out into the community and find out

what was going on and try to meet the environment, where they come from.

*John:* So, how was your experience teaching an integrated classroom? Was there any particular challenges that you didn't experience before or could you just talk about --

*Anna Lee Buford:* Well, because it was a double class, that's quite a challenge because first graders come in and don't know a whole lot and had not, many of them, most of them had not been to any kind of kindergarten. So, it was like their first experience of some kind of organized instruction so to speak. But the second graders know everything of course, okay.

[23:57] So, they were, the challenge in the classroom was to try to get the second graders just to be a second grader and I'd try to teach the first graders, although I think they benefited from sharing and from helping them, but if they're working on various projects in the second grade, and the focus for me was on the first grade, they would tell them, you know try to interfere or something like that. But that's because they just, I was kind of proud of them to think that they were, they'd want to share their wealth you know their energy and so forth.

But it was, I'm glad I had that experience. It was very helpful for me to have that and to work with a class of people who's parents were blue collar worker kind of thing and have, I picked up a lot about their families just from the children, and they had many more needs in terms of physical needs or psychological or preparation for school than children say in Knoxville or Kingsport-

[25:06]

00:25:12:00 END CLIP 5

*John:* And what subject was it you were teaching at the time?

*Anna Lee Buford:* Well, first grade, so all of the subjects --

*John:* Okay.

*Anna Lee Buford:* So, trying to teach first grade and try and incorporate them into that and then have the second graders that's, try it some time, teaching two grades at one time, six and seven year olds. It's, I did that for three years. And then I did departmental, I taught math at one point to third and fourth grade and that teacher would come over and work with those two classes. So we got along, survived.

*John:* You talked about the classes becoming desegregated and how you were able to sort of teach, I guess the first wave of you know these desegregated --

[26:00]

*Anna Lee Buford:* First integrated class --

*John:* In the nation, did desegregation, how did that play into other aspects of your life outside of the class?

*Anna Lee Buford:* Probably not, till much later. As I mentioned to you before we started, I did work at juvenile court seventeen years, and I would, it was in the protective services department and we dealt with dependency and neglect cases, mostly. And so I went to court for 17 years, every Tuesday, taking my cases to court. We would have the interview and I think this just kind of fills in what you're asking about just having an insight into the various communities in that some of whom, those people who would come to court were from various sections of the city, rich and poor, Black, White, whatever.

[27:-5]

And it's interesting in that sense to see where families have basically the same problems in that the parents are not given any kind of help prior to having their families where they, that parent education and knowing where the children are coming from and trying to help them, and how they model whatever they do, the children model after the parents. And if there's that long line of repetition of not being educated so that the difference between the levels of education was very obvious from those people, the different people that came through the court.

[28:00]

And want to help them and that wasn't my job and I wouldn't have had the time, it's very frustrating to know that there's so much help needed in terms of parenting, that was a big problem that I saw.

And then I would have so many different times I would have grandmothers who would have custody already of five to six to seven grandchildren, mom and daddy, don't know where the daddy is, or who the daddy is and then the mother's whereabouts unknown, that was very, for me, a very typical petition. And the lady, grandmother wanting to have custody of three more children, so that'd mean she would have ten grandchildren taking care of and little ones. Well, they need their momma and they need their daddy.

[29:00]

You could see the breakdown of the problems with poverty, drugs, gangs having an influence in areas that where that's rampant, and the children suffer and are not really trained, educated or loved, love was missing a lot, in a lot of those cases.

*John:* Did you sense any racial dynamic in these cases, in the issues that were coming more out of White communities or --

*Anna Lee Buford:* Say that in another way.

00:29:50:00 END CLIP 6

*John:* Do you feel like there is a racial dynamic to the cases that you're dealing with in the way that issues coming out of White communities --

[29:58]

*Anna Lee Buford:* A disproportionate levels of either their background or what contributed to why they're there --

*John:* Um-hmm --

*Anna Lee Buford:* Well, I think poverty. And I think drugs. I don't know if I'm answering that question, if I know really what you're asking, but I think where there's poverty and drugs and gangs in an area that affects the whole life of people there, whether they are involved or not. They are influenced by that. And a neighborhood gets a name, might say you know afraid to go in that area because that, and there's be a lot of people there who don't deserve that and they're trying to keep up their standard of living and it doesn't take long for, it's a perception from the outside that we will get. And I think that's a problem when it comes to trying to fix a problem or trying to help there, the fear and really a lot of ignorance on our part on that type of perception we have of areas in the city because of those problems.

[31:03]

*John:* Do you feel that the perceptions of these areas, was due to segregation?

*Anna Lee Buford:* Well, most of those areas, now I don't know about most. I don't know the statistics, but a lot of those areas are segregated, you know. And that's part of the problem, for me, as I see it because they don't have anything to balance or to raise, I mean if you're gonna depend just on the school and the teachers in the school to help those children, I think you need the model all through that neighborhood, that whole area.

[32:08]

And if it's segregated, I don't know. I don't want to say that everybody has the problem in that segregated area, it's just that I think we learn so much more from being integrated into so many

different areas of our life. We grow that way when we see how other people live. I just have a lot of friends in the Black community and I have a lot of friends, period.

But I'm just saying people just need to share the wealth with one another, their stories and their activities and I think a lot of that's happening. But, I do think there are pockets of poverty and I worry about the children and the next generation because they're not being treated right, especially working with John's mother in this program that we were, worked with at St. Patrick's with small children.

[33:10]

The Montessori-based religious program that is very rich in terms of helping children become everything they can possibly be, even at three years old. So, it's wonderful. We have an integrated school at St. Patrick's, very much. In fact, it's very integrated in many ways in terms of religious background, color, social status. It's a Jubilee school in the Catholic Diocese, one of nine schools. And the children now are reaching the sixth, I guess fifth grade now. They started with the lower, they add a grade each year, but that's good experience for those children to have that every day contact with various backgrounds that the children are presented. So, I'm glad about that.

[34:12]

Joshua:

It's been interesting talking with you because you have such a unique perspective, first of all being an educator during the '60s when classes were first being integrated, and then again as a caseworker working with cases in the juvenile system, so you've really gotten to see how race and class sort of affects society in different ways. So, having your perspective, do you feel that much has changed since the 1950's and '60s during the sort of the, I guess great part of the Civil Rights Movement until now?

Anna Lee Buford:

I guess my first thought when you were saying that, asking that I thought when you have children together playing, working in school they just don't know, they don't know any difference. They have their best friend, and that that's my best friend. These are the people I want to play the game with. That's hopeful for the future. And I think I've seen that for a long time. It's just that I think we spoil that sometimes with adult, we impose adult policies or practices on children. And if we just left them alone, they would grow up and, my friends are my friends. And I just think a lot has changed for the good. I really do. I think there's some problems, obviously that we've talked about. But I've seen a lot of change and I think it was my experience at the court.

[35:05]

**00:36:01:00 BEGIN VIDEO 7**

[35:59] My the group I work with are just A+ people. I mean just high class and we were highly integrated, the whole court is really. But that was a special department because we worked with children. And that was, I saw the sad part of children's lives there.

But I know when you go into a school like at St. Patrick's or something where children are so happy. It says that there's more to life than what these little children are going through. But, I don't know if that answered your question, but I think definitely we're on the up-rise with, we're moving towards that. I really do. And we have to do everything we can I think in whatever position we're in to sponsor or bolster that in our neighborhoods or church or whatever.

[37:02] But I feel like we're really moving along. I hope that any leadership whether in the White or the Black community will try to work more and more together, especially in the leadership in this city, so. That's, I hope that will get better and better. I think there are some problems right now, seems from my perspective.

*Joshua:* And as we wrap up, I'd just like to ask you do you have any wise advise or wisdom for people from our generation or thinking about ways that we can sort of help, I guess contribute to this change, this upward bound that you said we're currently on?

[37:58]

*Anna Lee Buford:* I think any time young people today, especially in college, you're more mature than say you were in high school in terms of John's still in high school, but I'm just talking about as you grow older, I think you begin to see how special people really are from whatever perspective they're coming from. And I think just in our words and our actions and how if we hear a derogatory term or comment, I think we need to stand up at that time in a group or whatever and just speak your truth, speak the truth. That's just in a very casual kind of a situation, maybe, but there's so many things that we can do, to build up the group just by the way that we act and treat people.

[38:58] That's very personal, but I mean personal in that it's just coming out of ourselves. I think any time we can learn more, go to any kind of conferences or even, I guess I'm thinking of, not a rally or whatever, any time that we can learn more about who we are as people that we all have the same human emotions.

We're all so much alike and I think that was one of the first things that hit me real hard growing up, it's like there's no difference.

What happened? I mean why did I ever thing that? It was a real revelation, but it had to come at some point, and I'm so glad it did. I just think we have to treat people with great respect. And that rubs off. It really does rub off. I think people see that, but I don't know about a huge project or any kind of program that you might be thinking about.

[40:04]

Maybe I can ask you, what is your goal in that area in terms to help me with your question? Like, what would you think of when you hear that question yourself?

Joshua:

What I think of, I think a big part of it is listening to the wisdom of people who have sort of had more experience, like people from your generation, people that younger people don't necessarily listen to and I think using their wisdom is a big first step before our generation begins to sort of form their own goals. So, that's why I think that question is so important.

Anna Lee Buford:

Yeah, sharing stories are real important. I could have an idea about someone that you see, maybe on TV or I'm talking about even locally and then you meet that person and you go, oh I never would ever think that about that.

[40:59]

That person's so different from the perception that we get, and I think anytime we could do that with any kind of our leadership and then they get to know us and what our desires or hopes are, but also we get to know them.

And I thought that different, you might say people in different religions, different cultures or whatever, I'm concerned about the Muslim community, not that we have that many here, but whenever they're working with that or showing anything like that on CSPAN, I want to watch that to learn more about that because I don't have a clue. Meaning, I just have not really set my mind to learn more about that. And I think we need to learn more and more about the culture of people of various communities and groups. Because it's, I think we miss out on a lot personally –

[42:04]

Joshua:

All right, well, thank you for coming out and we really enjoyed this interview. We learned a lot, so thank you once again.

Anna Lee Buford:

Thank you, \_\_\_\_\_ for trusting me --

[End of Audio]