

Interview with Dr. Cathy Trimble  
Francis Marion School, Marion, Alabama  
8 February 2018

**Cathy Trimble:** [00:00:06] So you know this is a pre-K through 12 school. Our pre-K 3 is down the hill, also some teacher observation. We've been all over! We have to get back up the hill! Then you know we see all those little babies, and everybody wants a hug, you say "awww."

**Cathy Trimble:** [00:00:27] Tell me your names.

**Michelle Little:** [00:00:29] I'm Michelle Little. I run the oral history program. These are the students that are actually going to interview you.

**Annie Lee:** [00:00:35] I'm Annie.

**Brooke Proctor:** [00:00:36] I'm Brooke.

**David Roby:** [00:00:37] I'm David.

**Anna Willis:** [00:00:37] I'm Anna.

**Cathy Trimble:** [00:00:38] I'm Cathy Trimble.

**Kenny Lewis:** [00:00:38] And I'm Kenny. We're all music majors.

**Cathy Trimble:** [00:00:38] Really? OK cool. [laughter]

**Michelle Little:** [00:00:56] Do you mind if I take some photographs during the interview; is that all right?

**Cathy Trimble:** [00:00:59] No that's fine. Is my hair flying all over the place?

**Michelle Little:** [00:01:00] Your hair looks great. [laughter]

**Cathy Trimble:** [00:01:00] Well I'll try not to babble since I've been with the little babies. I'll try to talk like adults.

**Brooke Proctor:** [00:01:15] Well since you're talking about babies, can you tell us about some of your earliest memories, like growing up and stuff here?

**Cathy Trimble:** [00:01:21] Okay. I grew up here in Marion. I grew up in a very--I guess what you would deem sheltered home. Oh I was just thinking I was down there with second graders I think just that my parents were very very strict and so I was reading by the age of 4. I went to all of my later years in high school here in Marion. Got a chance to skip a couple of grades, which was good in one sense of the word. And when I came here to Francis Marion as a senior in high school, I had no desire to come to this school; I was zoned here. And you know God has a sense of humor so I came and cried almost every day. And then when I left I went to college and you know coming back here. My music perspective is growing up in my home. There's a lot of gospel music and then at night I would--which my parents had a problem with it--I had a brother that went to Marion Institute, an adopted brother, and he would go over to the school he would come and pick us up after school was out and he would come and he would play music while we cleaned up. So I listened to Earth Wind & Fire or the Isley Brothers and then at 8:00 o'clock at night I would turn in

and try to find Peter Frampton, and those kind of guys. I was a Barry Manilow fan, I just love him, so I would go in my mother's room and find the radio and turn, turn, until I could find that guy. So I had very diverse kinds of music I listened to, which is probably a little bit different than a lot of the other families around. Like I said, my parents, you know they wanted us to be very cultured and exposed, so that was good. So we heard a lot of different kinds of music. And then my father, oh the collection of country music! So then when he would come home, then I would hear Johnny Cash! [laughter] OK. All right. So I mean when I say I got it all I got it all. Yeah.

**Kenny Lewis:** [00:03:30] So you you said you went to school here. Did you just go to school here for your senior year?

**Cathy Trimble:** [00:03:35] For my senior year, yes.

**David Roby:** [00:03:35] Could you tell us a little bit about that experience of attending here?

**Cathy Trimble:** [00:03:39] Well like I said my older brothers and sisters they went to the private school here and then it closed down. So they built a new school out in the county and my parents had to send them there. And then my senior year they finally enforced the zoning code so I had to go to the school that was, well we're right across from Marion Institute. I was zoned here. So I just didn't fit in. I didn't fit in anywhere. Can't say that I really tried. I did play sports here. I was placed in the middle section of students because there was a lot of tracking at the time and I really didn't fit there. I was an outsider. I didn't fit.

**Cathy Trimble:** [00:04:29] So that's why it's so difficult. Also coming from the rivalry school, so it was like "this is the enemy, coming in." So it was hard. It was hard for me.

**David Roby:** [00:04:43] And now you're an administrator back at the same school.

**Cathy Trimble:** [00:04:50] And so God has a sense of humor.

**David Roby:** [00:04:50] So maybe could you tell us a little bit about how maybe the school, the community has changed since coming back here?

**Cathy Trimble:** [00:04:58] The community has changed tremendously. Probably at the time when I was here there was a lot of diversity among the staff and the student body as well. I went off to college and when I came back--I didn't try to come back; I got married in college and my husband got the job. And he was a football player and his coach got the principal's job and he was like, and you know, you're a really nice guy, a religious guy, and I really want somebody to come back over to my office at the school where I'm principal at, and he's like Okay where is it? Oh so he was looking for a job. He said find me a place that you've never heard of, it's a small town called Marion, Francis Marion. He came home that night and told me and our apartment, I was like tearing the place apart. "You serious?" [laughter] So that's how I got back here. And then at the time things were still a lot like it was, very very very diverse. But then in 1987 they found that the court order--actually there wasn't a court order--to split the school systems from Perry County to Marion City. So Marion City Schools had to dissolve, and it all became Perry County. Well at that time what happened is they kept the same administrators, everything from, I take that back. The central office, the superintendent and everything from the campus since Marion City was formed illegally, you could say. And at that time we had white flight and private school started. And so we lost practically all of our--I guess we're not so diverse now. I guess it's a nice way to put it. So it has changed tremendously. But as an administrator I wanted to come in and of course when we had a drastic change like that, we--a lot of things changed. The culture changed, the perception of the school changed, a whole lot of things changed. So I came in as principal and that's a whole other

story. That's a long story there. And one thing I'm going to do is to change the culture of our school. And I want our students to experience what I experienced as a child. Although the diversity is out here in the population, there's a lot you can be exposed to, there's a lot that you can learn outside of what you go home and see every single day. So we've really been working on that. And the students have been responding extremely well. I do appreciate them.

**Brooke Proctor:** [00:07:37] What are some of the ways that y'all incorporate that?

**Cathy Trimble:** [00:07:39] You mean, incorporate what?

**Brooke Proctor:** [00:07:42] Just like more diversity and stuff.

**Cathy Trimble:** [00:07:45] So as many programs as possible. One thing that we do is have the University of Alabama Honors College come. And the first time they came in they came in like to do a two-week program, where they were going to come to this horrible old school and town. And they were going to work with these poor little children for two weeks. And they said we'll bring them books, and we'll do .... Well that two weeks has turned into a seven-year, eight-year partnership. Because honestly our students learned a lot from them, then their students learned a lot from our students. And every year we get those students to come in, there's always someone that latches on and says, you know, I would want to be here, I would love to be here.

**Cathy Trimble:** [00:08:34] The first time they came in, and this is one of them, she's working with them, and that's what made me think we really have to change our children's mindset because because they don't have that diversity. There were some guys working with, I think it was the fourth-grade class, and one of our students was like, you know, "Can I touch your hair?" You know, "I've never touched a white person's hair." Because they've never been exposed. So you know we have like the Apple grant, and now, which is freaking amazing. I'm sorry. Which is amazing. So you know with that you know our students can explore the world they would never know. We do a lot of, try to do dual enrollment, and that was working for our students, and then our county commissioners were paying for that. Well our county is broke, our city is broke, everybody is broke. So that ended. So now we're trying to find ways that we still can get our students involved in some college courses. We have our students--we're partnering with Wallace, we just do a lot of partnerships where we have people coming in and our students going out, so it's not just this is all you see, this is all, you know. So we do a whole lot of partnerships. We partner with everybody we possibly can. Marion Institute may be sending students over to tutor and mentor with our students. Judson College, like I said the University of Alabama, Wallace Community College, anybody and everybody that comes along. So thank you guys for being here. So that's the kind of thing that we do.

**Anna Willis:** [00:10:06] You keep mentioning going to college and then coming back. Where did you go to college?

**Cathy Trimble:** [00:10:10] I went to UWA. [University of West Alabama]

**Anna Willis:** [00:10:11] What did you major in?

**Cathy Trimble:** [00:10:12] I was a physical education major and my father never allowed me to forget that. Now he was like, so I wanted to be a physical education major because I played sports, and I saw how a coach made a difference with the children, and I wanted to be a junior high basketball coach. Because at that age you know they're so impressionable, you know you can just make such an impression. And I saw how junior high acts, and I was like, never mind. [laughter] So I did become a coach, I did. And I coached for, I think it was sixteen years that I coached

basketball. And my father would always remind me, why do you just want to be a P.E. teacher? Why do you want to be a P.E. teacher? And I was like, that's just what I want to do. There were six of us, four older than me and all of them, there were like five of us in college at one time. We had no choice. We had to go to college. I signed up at UWA because I knew my parents, anyway. Couldn't afford that, so I found a book that had the list of colleges in it, and I found this college in the state of Alabama to attend because I was like, you are never going to make my parents could afford that. Yeah so I would tell this story. It doesn't matter to me. I have to agree with the family. But the reason why I did it, was I told my father, I know I could be a doctor, I really could be. But I just want to be a coach. So I went back and got my doctorate degree to prove to him that I could be a doctor if I wanted, in something, but I just wanted to coach. So everybody is always going like, so you have your doctorate? So it doesn't matter, okay? And then you know unfortunately my father didn't live long enough to see me complete that. He knows.

**Brooke Proctor:** [00:12:02] So how did you get from coaching and stuff into administrating?

**Cathy Trimble:** [00:12:07] I was one of those crazy coaches that was a hard disciplinarian and you know, so they saw that. And they were like, you know you might want to consider doing this something else.

[00:12:21] And I got to the point where, well what happened is when I was coaching, and I must admit I'm a control freak. And something happened with our boys basketball program. And instead of them just disciplining them, they disciplined our girls, and we had won like our area and they kicked us out of the tournament, we couldn't play at all. And I said, why can't...well my teams were bigger, and just, well, I didn't take any junk. Okay, so when we got to the point where I could not control my team's destiny, I no longer wanted to do it. So I quit coaching, and I then went to school. And one of my friends was working here and one day he comes into the office and was like, hey let's go get our administrative degree. And I was like, okay. So we drove out at UWA that afternoon and enrolled and I just did it, you know. And so, and then the rest is history. And like I said, they noticed it, some of the qualities of an administrator in me. But I absolutely, I absolutely love it.

**David Roby:** [00:13:31] I think I remember seeing in your biography that one of your main drivers was this feeling that you would want to come back and give back to your community, right? So I'm just wondering since you've become an administrator how have you felt that that position has allowed you to pursue that?

**Cathy Trimble:** [00:13:54] Well, I guess now I understand why I went from just coaching twelve girls to administrating seven hundred and something children. I had to, first of all I would say this: I had to work on myself because like I said I was a stern disciplinarian and that's all that mattered. There were some things that I saw in our students and things--when I became an administrator I was the same way, as an administrator. But I'll just say this. But there were some things that I saw that was going on in our students' lives. Our students would--I'll give you an example. This is where I knew that I'm where I'm supposed to be and doing what I'm supposed to be doing. And this is a high school but it doesn't matter because I'm control freak. I'm structured. It has to be. So our students have to walk on the right side of the hall, up and down the hall. I don't care if you're a twelfth grader or not, okay? And I would give them one tile length. That's as wide as they can get. They can't walk outside the tile.

**Cathy Trimble:** [00:14:49] So I would stand in the hallway every morning and our children would come in for breakfast, and they would be walking in line. And then it started. And students would come in and say can I talk to you? And I said yes and I would listen, and their stories were heartbreaking. And this is this happened more times than I realized. You know, that I was more compassionate than I thought I was. And I started listening and then they found someone that they can

trust and talk to. And I found someone that I could listen to. And it has made a big difference. So it's not like we have a student-administrator relationship alone. They know I could go out there and kick their tails, and not put up with anything, and nothing would be said because you know the other side of the coin is we're going to do what we've got to do here. Initially there's no way I could come in here and sit in this room without something crazy going on. I just have high expectations for them and they really do appreciate that.

**Annie Lee:** [00:15:53] So speaking of the students, I'm curious. In a lot of schools there's--students will kind of take on like a hobby. So in terms of like the music students, do a lot of the students participate in music as well as other things, or is it more the athletes and the music people?

**Cathy Trimble:** [00:16:11] Here, because of the problems that we have--I think we would have more students involved in anything that we offer. But our students ride the bus. They have no transportation. We try to offer as much as we can. But it is a transportation issue. So our music and our band program, like I told them initially, basically the only thing that we have in regards to music is band. And so we have marching band and we have a new guy this year. And so we have a student that's like in our district band, like first chair tuba player, I think it is. So we tried to do like jazz band. I want him doing ensembles. I want them doing those types of things so our children are exposed to them. Like I said, exposure, once again, more than just what they see and hear when they leave the schools.

**Cathy Trimble:** [00:17:06] So we are seeing that. Yeah they do the athletics, but once again it's not like one is greater than the other. We are rebounding back from a couple bad years of band. Last year we had like 15 players. This year, we got up to , I don't know, maybe 40, which is really good. So like I said we're pushing our students being involved. As a matter of fact more of our students are getting involved in activities outside of school.

**David Roby:** [00:17:40] What kind of things are available to them like just in the community? What kind of things do they get involved in?

**Cathy Trimble:** [00:17:47] Of course the biggest thing we have here is athletics. Our partnership with the two schools--Judson College will come in, and we started, because this is an agricultural area. We don't have agriculture offered. So they've come in, and whenever they used to come in we would find those things. So we started our greenhouse back that was here a hundred years ago. And so with the students that we have a garden on campus now we would do that. So we're trying to find ways. We have our students that are excited. We have students that are doing coding, we have students that are doing welding. So we're trying to find those things and get them involved. And a lot of the time we have to do that during the school day. So it's hard to do it after school. So we find things that we can get them involved in.

**Brooke Proctor:** [00:18:50] So kind of transitioning from, we talked a lot about students and stuff. What is it like to be a parent? I think I read in your biography that you have three children. So what was it like to be a parent in this community?

**Cathy Trimble:** [00:19:03] What was it like to be a parent in this community? I will say this it was hard for my children, being them. My husband and I are both teachers in this school. They had a hard time with that. [laughter] But for me, I guess the thing, it was kind of hard for me too, because those things that we want our children to be involved in, like what my parents did, they're not here. So you know we have to take our children somewhere else to do dance, and somewhere else to do music. You know all of our children who do music would travel on Saturdays, and it was an hour away for my children to take piano lessons, those types of things. It was hard because those things are not here. So that's another reason why our children are not involved. Yes, I could afford to do

that, you know, to do that for my children. But how many parents can actually do that and actually take their children to where they need to go to get an exposure to those things? And we have a bonus child that's 10 and now we have her do the same thing. So I travel to Selma on Mondays to take her to piano. She'll travel like to Tuscaloosa to take dance. So it's it's hard. But like I said we'll do that. But you know, just not a lot of parents are able to do that. So do I think they want to? Absolutely. And there are some that still do but it's just hard for the masses.

**Anna Willis:** [00:20:29] Why do you think that more programs haven't come up in the area? So obviously there's people who are, like your children, are going out of the community and coming back or maybe not coming back. Is that the issue?

**Cathy Trimble:** [00:20:40] That's the issue. Like I said a few years ago we were, our school was, we've gone through a lot of transitions. Oh, a lot of transitions that have really really hurt our school. And one of the main things here, you know, is industry here in our town. So what our parents do is, a lot of our parents go work at Mercedes, those subsidiaries of Mercedes, or maybe in Montgomery with Hundai or something like that.

[00:21:10] And initially they would allow their students to stay, and they would commute. And then the year when the gas prices went crazy? And that's the year it started where we lost a lot students. Then our academics, I mean we nosedived from where we were to like rock bottom, and so we were on that famous failing school list. So then we lost a lot of students there. So we're looking and we're bouncing back. And I just see it as a major rebound. But that's just a part of that culture changing that we were talking about, that comes from a lack of industry and a lot of parents moving away because of their jobs. So we lost a lot of students which is why we went to a pre-K-12 school. And then when we do, as our superintendent said, which I totally agree with, that our students, the number of students going to college, I think, within the last two years, at least 79 percent of our students go to college. We really emphasize that. Our graduation rate is over 90 percent, and they're not just going unless they can't afford it. They're staying and they're graduating. But then we have those who just cannot afford it, and then, once again we lost those students, and how can we help them? But the ones that do stay and graduate, which is quite a few, they never come back. So, you know, it was like our superintendent said, or she said can you do a pretty good job of educating them, but then when they get educated they go to the big cities and they also come home and say, you know, there's no McDonalds and no Wal-Mart here. You know Wal-Mart wants to come. We have that problem also with retention of teachers. We get some good teachers, but I mean I can't.... And women always tell me if you find me a husband I'll stay. And I'm like, bye baby. I can't do that. [laughter] I'm sorry, I'll try, but I mean, you know. So it's those types of things. We've had some awesome teachers to come through, but you know, it's just hard to keep somebody here in Marion when there's nothing to do.

[00:23:24] And so that's the same thing with parents and families. We're saying there's, you know, really nothing to do, but you know we're Main Street, part of Main Street Alabama now, we just got approved for that. So we're working with Main Street to see how and you know I have our students involved in that as well. How that could help our students and our children to be here in Marion and have something to do now that they want to come back, we'll see, we'll see about that.

**Annie Lee:** [00:23:55] So most of the people who live in Marion are from Marion.

**Cathy Trimble:** [00:24:00] Yes.

**Annie Lee:** [00:24:00] OK.

**Cathy Trimble:** [00:24:03] You take our staff. Probably less than 10 percent of our staff actually

live in Marion. We have people that drive from Birmingham every day, from Montgomery every day, from Tuscaloosa, from Calera, from everywhere, everywhere. About 10 percent of our staff live here.

**Michelle Little:** [00:24:32] I have one question. It sounds like your father was a really big influence on your life. Can you tell us a little bit more about him?

**Cathy Trimble:** [00:24:40] O my gosh, y'all, my dad, I mean, my father was a workaholic. And I got that trait. He was a workaholic, a very spiritual man. They just, and not only that, they just believed in education and hard work. They just believe that if you got education, you wouldn't have to work so hard. Unfortunately he died at 55. He had stomach cancer. But he was, he was a strong influence in my life and that of my brothers and sister. And my sister's life as well. Yeah. He was awesome.

**Annie Lee:** [00:25:17] So you're the second youngest of six, you said?

**Cathy Trimble:** [00:25:24] Yes.

**Annie Lee:** [00:25:19] What did your other siblings end up doing?

**Cathy Trimble:** [00:25:22] My others? My sister was the oldest. She graduated from her--with a B.S. in math and physics double major--who does that? [laughter] And she went on to grad school and she worked for NASA and she was very very smart. But she's just about to go into that, as a matter of fact started going into the astronaut program and she was killed in a car accident. My next brother is a linguist.

[00:25:55] He knows like five different languages, Russian, Arabic, whatever whatever. So he's, right now, he lived for seven years in Australia. He doesn't go back to the states and he's in D.C. doing whatever they do. My next brother was a math teacher and is just retired. The fourth one is in Birmingham and he's working with like a psychologist with those people. Then you have me. And then my youngest brother, he did military also.

**Annie Lee:** [00:26:40] Cool. So it sounds like your parents' emphasis on being exposed to lots of different culture like actually really had an effect on....

**Cathy Trimble:** [00:26:47] Yeah it did. My husband was laughing at my youngest brother, the one that was military. He had a stroke this summer. So we went and got him. He's in Philadelphia. So he's still at my house as he's recovering. So my husband was joking with us last night which I didn't think was funny. He said you guys didn't even have to leave out of your yard. He's like there are 6 of you? He said you have enough people to play whatever you want to play. You have enough people to play right here. So I mean like I said yeah. And they, and because of that they, you know we had no one else that could influence us. We never rode the school bus although our school was like. They always either took us or we had to ride with teachers. And then when my siblings got old enough they got in the car and they would drive us to school and then back home. So we didn't know anybody or anything. It was like you know new people on the prairie. You know it was worth it now that I look back. It was fun. Yeah. Yeah. So yeah we did the piano and all of that too.

[00:27:50] They had to go all out of their way you know for that. But they made the sacrifice. And even after I remember so vividly after my brothers and sister went to the private school that closed, my mom paid tuition. And when we started going to the public school, how crazy is this? My mom still paid the public school the same check every month. But I mean I know they were planting seeds for us.

**Annie Lee:** [00:28:19] Would you think like, since your family influenced you so much, I guess it's a question about you and about students in general, but how much would you say that like friendships influenced the students' view on culture, specifically with music? Like do you think a lot of tastes developed because of friendships or more family here?

**Cathy Trimble:** [00:28:38] I do think so. I do think so and that's why, like I said, it's so important to me that our students are exposed more than just what they see and what their peers are listening to or hearing and that type of thing. We do, we do advisory here, where each teacher has students that, so we, our students know, and this is how you begin. OK. So when advisories start instead of giving comments saying it's advisory time, we play a song. So when we play the song they know. I don't say anything; they're just conditioned. They know it's time to go to advisory. So you know I can play different kinds of music. Normally, I'll give you another way that we, again, if you noticed the TV monitor, I'm usually piping music through that. It's like music all day. Maybe jazz, or maybe gospel, during Christmas it's Christmas. And initially you know they'll come up like Why are you playing that? And you know, I like it. And then you'll hear them going down the hall singing it. [laughter] So yeah. This morning, this week, for some reason, we've been having problems with the Internet and our tech person came over and tried to get it right.

[00:29:51] So and then and then they'll say you know we need the music on. I don't hear it. So that's another way we try to do it too. If they can't go out to be exposed, you know, I try to bring the exposure in.

**Anna Willis:** [00:30:04] And that's another thing. How many students have like problems with Internet at home because obviously you can't like reach out from your own home if you don't have that.

**Cathy Trimble:** [00:30:16] We do have that problem. AT&T will get the Apple brand to come in and try to fix it here in Marion where everybody had access to the internet. As a matter of fact we're one of the only schools, we allowed our students to, and you've got to imagine, my students, there are seven hundred and sixty of these people. And we're crazy enough to allow them to carry those iPads home. They carry them home and bring them back. So I think that at the end of the year Apple came in and they were asking all these things because they have to keep monitoring everything, and they said how many iPads did you lose? How many didn't make it back? Two. Out of 761. So they were like, how in the world did she do that? It's expectation. So we put those in their hands again. So that they can have access to. And then like now, we had a problem with the insurance, so I don't have a lot this year. I kept my, they gave me a laptop to carry home because they, and it's not, they do a lot of online courses too. Again to try and get them exposed to other courses other than what we offer. So we have students taking foreign language. We use Access Here and Ingenuity. Those are our online programs that we use. And there is not a music program on there. That's the only thing that I complain about.

**Brooke Proctor:** [00:32:06] Can you talk a little bit about the role of religion and religious music in your own life and also in the community?

**Cathy Trimble:** [00:32:18] I guess I can't say that all the time but I am a very religious person. And I'm laughing all the time because I still listen to all this music. And I have to listen to the rap because I need to know what the children are talking about. [laughter] So I'll be riding down the road, and I'll turn it to gospel, and [my husband] will say, OK, hey, cool. But I'll turn it to something else and he'll say Oh I like this.

[00:32:45] Then it gets to be 8:00 at night and we'll do some playing of slow jazz, and I'll get in

bed, and he'll be like, woo! [laughter] So, it is still in the Black Belt area religious, and church and that type of thing is a big part of our children's culture. So like I said you know even when I play music there I'll play gospel music. You know, I'll be playing my gospel music and the students will come up and they're singing those songs and whatever. And then not only that, my husband pastored a church in Uniontown, it's like 20 minutes away. Because our children, on Wednesday nights we go to service. They get packed all on top of each other. They want to go to church. So we do carry them to church. That is a big part of our culture. They'll come up and ask us, can you come and pray with me? So you know that's a big part of them, it really is a big part of our culture. I'm not going to go too far now because of the separation of church and state.

[00:34:12] I guess, one other thing in regards to music. Our children probably, of course now it's hip hop, but I just see them listening to, and like I said we're helping them to become more diverse. We really really are. Even with our, you know with the band program. I don't want us out there just, you know, shaking our groove thing. When the other band director came in I was telling him, the best show our band ever did was, we did Phantom of the Opera one year. Oh my gosh, it was awesome. And the children loved it. Our band was the largest that year and not just playing the music from the Phantom of the Opera, but they had the phantom out there and everything and it was just awesome. Now that changed initially when that band director came, he got a lot of flack because they wanted to know why are you playing this white folks' music? And he had the same mindset that I have, you know. We're better than this; we can do more than this. And the first time we went out and did the show our people booed them. Oh, yeah, because you have to remember the other band directors that had come along since we had gone to the Perry County system, it was just predominantly African-American. It was like trying to imitate the HBCU bands.

[00:35:40] You know, and other bands. And then this guy came and he was like that's not us; that's not who we are. We're not going to be a part of this. He was booed, and the parents were like, they came in the first meeting and they were like, we're just, oh no we're not putting up with this. And he was like OK listen. We have two options. You can either like where your child is at and follow the program, or you can go. Well nobody did that, because he is an awesome band director. And so that that is who we were, a stellar band at that time. So now we're trying to get back to that, because after he left, I mean it was just like a funeral because he was gone, you know. Then we haven't been able to find anyone that had that mindset. So now he's mentoring the guy that we have now. So he's trying to bring us back to that more diverse type of music.

**David Roby:** [00:36:43] So in the community, just just the whole Marion community, are there things like festivals or concerts or things that happen around here?

**Cathy Trimble:** [00:36:54] No, there's not. Since Main Street started we did have a concert on the square, we did that one Sunday afternoon. So and then, As Time Goes By, there's a place downtown we've got a guy named Charlie, and he tries to have first Fridays now. So we are trying to do that, and like I said Main Street is helping us out a lot. Our work is more together through Main Street which is really good.

**Annie Lee:** [00:37:34] I'm sorry, what is Main Street?

**Cathy Trimble:** [00:37:36] OK. So Main Street Alabama is where you have to apply to be a Main Street city or town and they don't come in and they don't give you money or anything of that nature. They come in and they assess your community and they tell you those things. Just simple things that you can do to make your community better. So like for example I don't think, they probably never paid any attention to like those towns like Marion that have the wires, what do you call them? The electrical wires. A lot of people have them underground, and they're like, you know, this would be so much better. You need to plant trees here. You need festivals here. You need, these are the

kinds of things you need to do just accentuate your unity. So it's just, we love it.

**Annie Lee:** [00:38:18] That's awesome.

**Cathy Trimble:** [00:38:18] It is. And it brought a lot of ideas. They just help you get really good ideas to how your community can be better to attract people here and not only attract them but get people to move here and stay here. So yeah we became a Main Street town I think maybe like in August or something.

**Annie Lee:** [00:38:39] That's really cool. I didn't know about that.

**Michelle Little:** [00:38:48] So do you ever hear students making their own music or starting their own original groups or just like solo things?

**Cathy Trimble:** [00:38:52] No, no we don't. And once again that that transportation. I'm trying to think of anyone who has tried to do something. We have a lot of really gifted singers and we started a choir, more or less. And in the past we would have just high school but now we have like the little children so that we can teach them and they can grow into that. So that's what we're trying to do now. No one has a band. And now we used to, when the other band director was here, I was talking about this awesome guy. And they would go out and play at events. And that was really really cool. But that's what we're trying to get back to, and hopefully we can get back to that because we have some gifted musicians. Like I said, Cameron's in 11th grade and he's first chair whatever in District Honor Band, or in All-State. He's good, he's really good.

**Cathy Trimble:** [00:39:54] Is that it?

**Michelle Little:** [00:39:54] Y'all got any more questions? Well thank you.

**Annie Lee:** [00:39:54] Thank you so much. This is awesome.

**Cathy Trimble:** [00:40:22] I hope you got something good.

**Michelle Little:** [00:40:22] And I got, I do have a release form since we did record it. Oh yeah. And then the students will sign as the researchers. And then we'll get you a copy of the transcription so that you can approve it before anything is made public on any format. We really appreciate your taking the time out of your day.