

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Public Education Project

Teaching and Administrative Experiences

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EMANUEL CATSOULES

Interviewed

by

Mary Belloto

on

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INTERVIEWEE: EMANUEL CATSOULES

INTERVIEWER: Mary Belloto

SUBJECT: busing, Federal Aid to Education, discipline,
motivation, teacher strikes, innovations in education

DATE: December 2, 1981

B: This is an interview with Mr. Emanuel Catsoules for the Oral History Program of Youngstown State University. The topic is public education. Mr. Catsoules is superintendent of the Youngstown City Schools. The interview is being held at the administrative offices at 20 West Wood Street, Youngstown, Ohio. The interviewer is Mary Belloto.

Mr. Catsoules, how did your career in education begin?

C: It began with the area I've most been interested in and acquainted in, and that was dealing with people and especially youth. I decided I would prepare myself to be a teacher and I did so. I finished my formal education in college in 1962 and began teaching at Rayen High School in Youngstown at the time.

B: What were the steps leading to your present position?

C: Starting at Rayen School I was a classroom teacher for four years in social studies, government, world history, U. S. history, and civics. When I was working as a classroom teacher in the evenings I was also going to school at Kent State University earning my Masters in educational administration. When time permitted, occasionally, I would work at Youngstown State University as a part-time instructor and also taught in the political science department there. After four years of the classroom activity I was offered an assistant principalship at the Mahoning County Schools at the particular West Branch Local school district, which is the southern part of the county. I worked there two years as assistant principal and then I was offered the opportunity to return to Youngstown in the administrative capacity. I became the assistant principal at Rayen School, and then in three years I became the principal

of that school. In 1974 I was transferred to Chaney High School where I was principal for four years, and after that I applied for and received the superintendency.

B: Can you tell me a little about your early years, where you were born?

C: I was born in Youngstown. I've lived here all of my life. I was born on the north side and have lived on the north side all of my life. My father and mother were immigrants from Greece in the early 1900's. My father began his business career with a fruit stand at the Erie Railroad tracks. From there he became a confectioner with his own building and his own candy making. Mother maintained the family; father was constantly working trying to make a decent living for us. We took advantage of their hard work and the money they made available to go to college. By we, I mean myself and two brothers who also went to college.

B: What about your early education?

C: I went to the old Elm Street School. It is presently the Youngstown State University Elm Street School of Education. It has since been remodeled however. From there I went to Harding, and I believe I was in the sixth grade there. Then I went to Hayes for the junior high years, and then went to Rayen School and I graduated in 1952. Then I went to the University of Illinois where I finished up my Bachelor's degree work in 1956. From there I went on to Kent State University as I mentioned earlier for my Master's work.

In the meantime I also got involved in the political realm. I was third ward councilman for the city of Youngstown beginning in 1969 for four terms, or eight years, and then president of city council for one term, which was two years, so a total of ten years. I ran unsuccessfully for mayor after that, and shortly thereafter I was asked to apply for the superintendency of Youngstown.

B: Do you remember if there were any incidents or times in your early formative years when anything motivated you to the area of education?

C: I can recall that I was always able to work with people. For example, in grade school, I don't know whether it was my size or personality, but I was coping with a combination of things. Teachers and other students would look at me in the way of showing a little leadership, taking a lot of responsibilities that a lot of other students didn't seem to want to take. I can remember very closely the paper drives we used to have during the war years, and the importance of having these paper drives and what it meant to the overseas people. I was always the head of that; I was chief scout when I was in the elementary

building at Harding School. This went onto junior high; school positions of responsibility seemed to be attracted to me or were given to me. I became class president of my high school. All these things indicated to me that I had a manner in which I could get along with people, that this was a strength and I should follow through with it, and that I enjoyed being around people. I think this is what made my decision to continue public life. I did this through the governmental arena and city council, and of course, in education.

B: As far as your career in education goes, how would you describe the teaching methods and teaching environment from when you began teaching to the present time period?

C: I think for awhile we strayed too far away from the traditional methods of teaching that I was exposed to. Education seems to be a great place for innovations, warranted or not. We seem to take a lot of interest in trying to do things differently, which is okay, but all too often in my experience it has not been a positive force, but the contrary, a negative force. I've seen the pendulum swing away from the innovative classroom ideas that some professor perhaps has thought up and tested on a limited basis, and then all of a sudden school systems feel they have to become aggressive and adopt these methods. We're experiencing a definite return to basic educational procedures and I'm glad. I think we're going to be better people of it.

B: How about things like discipline factors and people motivation?

C: As far as any urban center is concerned, discipline is one of the major problems. We're fortunate in Youngstown that our school population, although we are the eighth largest city, is manageable. We do not have high concentrations of students in any of our buildings. We have good, experienced administrators, and most of our teachers are experienced teachers. In spite of the problems of the early 1960's and 1970's, we've been able to maintain the proper setting for education to take place. Of course, that is proper discipline. I think we have been getting the cooperation of the community in the way of parents a lot more than we experienced during the 1960's and 1970's. As long as this prevails, the cooperation between the school and the community and the parents, we will have the proper setting for learning to take place. Once we've established that we hope that learning will take place. It doesn't with all children in spite of motivational techniques that we use, in spite of federal programs of a remedial nature to try to correct deficiencies of all the handicap loss that involved learning disabilities and severely behaved students. We still have a situation where we cannot reach all the children. In the inner cities we have higher concentrations of them and we experience them in the suburban areas.

- B: You did touch on some of the innovations. Can you elaborate on some of the specifics?
- C: For example, I can remember ten or twelve years ago the thing then was to tear walls down and create open spaces and have ten or twelve classes under the same roof with the same boundary line so to speak. It just didn't work. I found that about three or four years after the initial cost of breaking down walls, all of a sudden artificial partitions started going up whether they be library book stacks or accordion doors. It was just totally impractical and completely and totally, needlessly, expensive.

We experienced another thing in Youngstown where we should have several types of reading programs in the district, not one uniform type of reading program. When I became superintendent we had six different reading programs at the elementary level. That was the thing to do. It didn't take me long to size up the situation that our transient population cannot be taught effectively under this method. We have students constantly moving from school to school, and we have different reading programs at the home school as well as the receiving school. This was part of our problem. One of the first things I did was eliminate all the reading programs and came up with one, good program, properly inserted teachers, received the right books and supplies, and we have a reading program to be proud of at this point.

- B: When you say different types of reading programs are they the types that were geared to specific types of students?
- C: Not only ability groups, but also the methods of teaching reading. They had various approaches, and once you begin learning under one approach it is difficult to shift to another. For example, my son was initially taught under a reading system that emphasizes spelling; it emphasized sound. You sound out words and spell them the way they sound. To this day he is a disadvantaged speller because of that. There are various ways of teaching and reading, and we now have one method that we feel is the right method, the best method. Everybody is learning under it, and at this time we feel that it has definitely shown us benefits through reader scores that our system had undergone.
- B: What about expanded curriculums?
- C: This is unfortunately guided by money, the levels of expansion of the curriculum. We are finding ourselves in the position that we have to begin limiting our curriculum and not expanding. For example, the gifted program, which was sorely needed in the Youngstown district. We were serving a couple of hundred kids that really needed the challenge, but unfortunately funds, after one year's experience with the program, dictated that we had to

eliminate the secondary program; that is on the junior high level. This past year we had to eliminate it all together. This factor of money unfortunately prevents us from doing things like implementing a mandated fourth year English program, the situation where we can offer advanced years of math, advanced years of foreign language. It was above and beyond the requirements of the state. Until such time that money is available these programs will be eliminated.

- B: What effects do you feel federal aid to education has made on the educational systems.
- C: Federal aid to education has helped, there is no question about it. It has helped primarily in the area of specialized situations where children have perhaps learning disabilities, and those remedial programs for them. Most of the federal aid is categorical in nature; it is for specific situations, specific learning areas. Unfortunately it does not go in a general fund where we can develop our curriculum for the mainstream of education for the so-called average to above average students. This federal funding is primarily aimed at the student who has some kind of a difficulty in learning and is categorical and cannot be used with discretion.
- B: Bussing is a pretty big problem, I think, in most of the major school districts. How is Youngstown affected with the bussing situation at this time?
- C: Are you referring to pupil transportation or transportation for integration?
- B: Pupil transportation.
- C: We recently got away from mass transporting our children; that was 1974 or so. We got rid of most of our yellow busses and went into transportation with the Western Reserve Transit Authority with the WRTA mass transit. Our experience, even before I became superintendent, was disappointing with this method of transportation, primarily for two reasons: The flexibility is not there with mass transit. They set up a schedule and it's very difficult to deviate from it. If you want to dismiss school early some day because of bad weather or because we want to have a professional meeting with teachers, flexibility has not been there all the time. Discipline, WRTA experience has been that all bus drivers change routes every day. They are never on the same bus. Therefore, the children do not know the bus driver as well as our bus drivers know our children on the yellow busses, and vice versa. The control is not there; you have a constant change of drivers and people seem to be indifferent as opposed to a situation where they are directly employed by us and responsible to us, whereas WRTA drivers are not. As a result, the discipline on the busses was deteriorating constantly.

Vandalism was taking place on the busses. Marijuana was being smoked. This does not speak well for the children themselves or the school district. Now we have kindergarten through eight being transported by our yellow busses with our drivers who are on the same routes every day. Discipline has been restored. We no longer have those embarrassing situations. We also have the flexibility of transportation, change in times of routes in accordance with what we want to do in our schools. We do not have the rolling stock to properly and adequately transport the secondary children, but we are doing what we can in that area. We're transporting those students who live four miles or more away from the schools from nine through twelve; K through eight, anybody that lives a mile or more away from the school in transported.

- B: Then really the possibility of WRTA becoming involved in pupil transportation in the Youngstown district is almost nil?
- C: That's correct, at least on the K through eight level right now. We feel that we can do it more efficiently and certainly not more than what it was costing us with WRTA. We have had some feelers from some WRTA officials wanting to know if we would be interested in discussing it, and perhaps if the conditions are right we would engage ourselves with them to transport our secondary students, in other words give them better service than the four mile limitation that we referred to earlier. To this date they have not contacted us. I think it's important that they concentrate on their main purpose, public transportation. If they feel that they can handle it without jeopardizing their main purpose, I'm sure they will be contacting us.
- B: It has been said recently that the overall quality of education has declined in recent years, would you agree?
- C: I think there is a lot of truth to that. There is no one that is going to say that the test scores, until the last couple of years, the SAT, PSAT, and so forth, did not indicate that. However, I disagree with the tendency to blame this and other society ills on the school doorsteps. I think that schools can go so far in what they teach. When you stop and think of the children that come to the school door every morning, the problems that come with them from the very backgrounds they have, whether it be from one of the original neighborhoods of the district or one of the poorer neighborhoods of the district and everything in between, the values at home, the emphasis they place on education, the importance of it, who helps with homework and who doesn't, and who has a decent place to study and who doesn't. When you stop to think about these things it takes a joint effort to educate children. You cannot just point a finger at the schoolhouse door and say that they are to blame. I think that we can do a better job. There is no question there is room for improvement; that our job is to try and improve the educational climate and the teaching methods. However,

other factors that go into educating a child must also be improved at the same time. The inner-city schools especially have come under criticism of this type as opposed to the suburban schools. Again, this is an indication of what type of stable families, higher socio-economic families, the value they place generally on education as opposed to the general situation let's say in a housing project where students come from single families or wanting families that seem to have a detachment of not as important a value on education, and private property, and the desire to improve one's self. It's a complicated process.

- B: An interesting comment that I heard once in regard to the scores is that a great many more students are taking the SAT and ACT, which would indicate a higher number of students intending to go to college than did a dozen years ago.
- C: Yes, there certainly are more taking it. Up until recently--the doors are beginning to close a little bit now--there was an open door policy. Anybody wanting to go to college went to college, the so-called democratization of the higher institutions of learning. As a result, the scores came down. In my estimation it wasn't that our children who were graduating from high school were generally more poorly prepared. The fact that the gates were wide open and there were more people taking the test is why the scores came down. In Ohio the Board of Regents recently recommended very strongly that each Ohio university adopt certain reticulations requirement which would mandate a strong academic background before any student could enter a state university unconditionally. Within two years every state-sponsored university will adopt these measures, including Youngstown State University. At that time if any student does not have a background that calls for three years of math and four years of social studies and other subject requirements that up until now were not required--up until recently they were dropped and now they're being required--then students will have to vote in on condition that they take remedial courses to make up for those academic subjects they did not get in high school. We're seeing a return to the traditional requirements; we're seeing a return to a situation where perhaps not all students qualify for unconditional admittance to college; I think that is a welcome change knowing that we will once again restore credibility to the high schools where we always insisted on college preparatory courses, but students were not motivated to take difficult courses. They can take easier courses, keep their grade point averages up, and go to the schools that made higher demands on grade points than others.
- B: The statement has also been made in recent times about the quality of education in private schools surpassing the quality of education in public schools, and yet the cost per pupil in these two areas have almost merged. Would you comment on that?
- C: This goes back to my former statement that those students

who come from families of middle or higher income who can afford to go to public schools with the attachment of a higher value for education, generally speaking, than those who cannot afford the tuition to go to private schools, right away you get a higher concentration in the private schools of those students who are more motivated and have that appreciation as opposed to those who don't. As a result you are going to have a higher concentration of those students who cannot afford to go to the private schools in the public schools. You take the inner city where you have the flood to the suburbs that although has been curtailed still takes place, cities like Youngstown where the jobless rate is high, where people are constantly moving out to seek other jobs, you have an accumulation of the poor, socio-economic groups in the inner cities. As a result, your test scores are going to be lower, your achievement level is going to be lower than in your private schools. Yet the cost, although enrollment declined in the inner cities, will continue to climb because of the concentration of problems in the school buildings for example. In the per pupil cost the federal remedial money is included. Suburban schools and private schools do not have this money available; they do not qualify. When you stop to think about three million dollars you receive in federal, local, and state funds, the costs indicate higher than they would in a suburban area where the remedial monies are not available.

- B: Do you feel the costs of educating the students in the public school system will continue to rise as dramatically as it has in the past seventeen years?
- C: Yes, no question about it, not only because of the things we've talked about, but also because of the inflationary rates.
- B: What is your feeling about the education associations and the role they play today in education?
- C: I think they've become too militant. I think they have become too personal in nature. I feel that no longer is the education of the child paramount in the minds of teachers in general like I think it should be. I recall too often when you become part of the Americanized group, especially if it's very union oriented, whether they call themselves a professional organization or labor union, that you have a leadership that is able to influence the masses of the teachers involved to the point where those who do not take extreme position of the leadership are more or less coerced into it. As a result you have what we experienced, severe strikes, long strikes, and the lack of individualism coming to the union itself. Although I feel it is necessary that any group have some kind of representation, some kind of organization. I think it has just become too militant of a situation that does not have local interest in mind. I speak primarily of the Ohio Educational Association that was very instrumental in coming in here and showing leadership of the

strike. The local people completely and totally lost control of the situation. Outsiders, so to speak, came in and did what they thought they had to do.

B: Could you estimate the cost, in terms of dollars, of the strike?

C: Certainly I could estimate the amount of money that was lost in salaries, but certainly I couldn't put a price tag on the amount of money that was lost in the educational process of children. Of course, there is no price tag that can be put on that. Sure they extended our school into the summer and made up the days, but a lot of kids didn't bother coming. They felt it was an iniquity for them to have to make up the time for teachers' strikes. A lot of them did not learn as well in the summertime as they did in the spring and winter. I can't give you a figure on that, but its lost wages certainly could be determined.

B: I'm not sure what the total membership of teachers is here in the Youngstown Educational Association, but was there any serious divisiveness with members that did not belong as opposed to members that did belong?

C: There were approximately 500-600 members of the YEA at that time. I understand that it has dwindled since then. There was evidence of divisiveness. There were individuals, a handful, that openly defied the strike and did not participate in it much to their being on the end of the wrath of the unions and other people who were in the leadership of it. However, there were a lot of people, that although did not agree and did not sympathize with what was being done, they felt cursed; they felt that they couldn't break away from the crowd and be ostracized by a fellow teacher. Although well-organized and loyalty to the strike took place, it was one of coercion and individuals not willing to stand up and speak for what they thought was right and do what they thought was right.

B: Do some of those effects linger on?

C: No question about it. There are still teachers in buildings that don't speak to one another. There are still hard feelings between employees and superintendents and the board. Strikes, no matter what their duration, especially if they're of a long duration, are situations that leave scars and sometimes they never heal.

B: How is the Youngstown school district coping with the drug problem?

C: We have the drug problem in every building just like every other school district has, contrary to what they want you to believe, especially in the secondary level. We have drug education programs and we try to put a lot of emphasis on

this area. We have strict rules and regulations about drugs and alcohol use. We approach it from not only preventative measures, but also punitive measures if students are caught with drugs. I think we have the situation under control. We have yet to have any kind of a real crisis involving the use of drugs, although we have suspended and expelled students for using them or for having them in their possession. We have more of a problem this year it seems with students with guns and assaults on teachers than drugs itself.

B: How are those situations handled?

C: We have sets of rules that are followed and due process behind each of these rules. Coming into the schoolhouse with a weapon certainly is an automatic expulsion; there is no detention, no suspension. It is an automatic expulsion from school, and of course the matter of noting the authorities. We handle this in a very severe manner, as we do with drugs and assaults on teachers.

B: How about sex education, same question?

C: Sex education is a controversial area that we feel we are dealing with not in a liberal sense, in a very conservative sense. We feel this is as far as this community would like to see it go. Contrary to the wishes and beliefs of people in the educational community. At least not in Youngstown are they ready to have their children exposed totally and completely to some of the things that people feel should be traditionally taught in the home.

B: If it were possible for you to implement any change in education today, either on a total basis or on the basis here in the Youngstown district, what would it be?

C: I would first of all take money. I would implement the nurturing courses that put a lot more emphasis on traditional methods of teaching. This may be dumb in thought, but I would find modern techniques, modern equipment and materials to supplement traditional methods of teaching. We are sadly lacking in educational materials and instructional materials to complement the teaching that is going on in our classrooms, the good teaching. I would like to introduce courses that we haven't been able to introduce, which means additional teachers, and teachers that belong at a period pay of approximately \$23,000 per teacher with fringe benefits. So it would take monies for these types of things and unfortunately this is not always very available. But original courses is what I would introduce; this means teachers, materials, and supplies.

B: What kind of advice would you give a college student planning to teach elementary, secondary education?

- C: I think that student has to be convinced first of all that he or she wants to get into education. The only way they're going to be convinced is not by reading books and hearing stories from other teachers, but for them to get into the schoolhouse before they're involved with their career in education. To determine firsthand, right there on the front line, whether or not it's for them. Too often students graduate with the concept of a teacher that is seen through rose-colored glasses; they just don't realize the reality of it. They look at it too glamorously. If they are able to say to themselves when they graduate that this is what they really want to do and have a good grasp on that decision, the battle is won. Then, of course, they have to realize that classroom management is important; it's primarily important before they get into teaching and they have to decide early on whether or not they can handle classroom discipline. I firmly believe that you cannot learn to handle a classroom properly, you have to have innate qualities within you to be able to handle children. You can't run a classroom and learn that; it's a combination of both. You have to have innate qualities plus you learn a few techniques, but if you do not have it within you to discipline, you do not have it within you to appeal to a child and have that child respond. Learning about these techniques only goes so far. If you can handle that then good teaching can take place and learning processes and theories of teaching and effective teaching can be learned. Whether or not teaching is for that individual and being able to manage a classroom properly are two prerequisites before effective teaching can take place.
- B: As these costs for education systems continue to increase, do you see any way out for the school system besides proposing the new levies?
- C: We already feel the archaic effects of this archaic method of financing our schools. It's a constant battle, a constant struggle. Until such time as our state legislature, or perhaps our national government, decided that it's going to be on an equitable basis and it's going to get away from heavy dependence on the property tax, we're going to continue having these problems. I don't think it's right for a student's quality of education to determine the geographics involved. A student in the southern part of the state cannot compete with a student in one of the suburban areas of Cleveland when one student has maybe \$600 per year behind him and the other has \$5000. That child in the southern part of the state is going to be deprived of an adequate education. That will continue to exist as inequity as long as the present structure of financing exists. Until such time as, first of all we get over our hang-ups about local control of schools and we realize we have to compromise our desires for local control, for more dollars behind each student on an equitable basis, we're going to have our problems. I think that nationally we should establish financial structures not unless each state level . . . We should be able to say that

the child in the state of Washinton is going to get the same quality of education as a child in the state of Florida. Until such time as we're willing to make those commitments and find a structure to finance equitable, we're going to have the problems and the dependence on the property tax, which is disasterous.

B: Is the disparity and per pupil cost that great as you mentioned in the state of Ohio itself?

C: Yes, it is. It is really a blemish on the American educational system as far as I'm concenred. There are some areas of the state that have \$600 behind each student and some up in the northern suburban districts of \$4000 to \$5000 behind each student. Until such time that this gap is closed I think it's a blemish on our educational system.

B: Of your own personal experiences, what would you say has been your worst experience in education?

C: I think my worst experience in the classroom was when a student tried to assault me with a knife. He was irritated because of my reprimand to him in class. Not knowing the backgrounds of all the children you have you don't really know how to react or act accordingly. You get 34 to 40 kids in a classroom and you don't know what their background is, the problem is sometimes you will normally say something that you can get away with with one child, but you can't with another. I can recall where this student had severe family problems and his hands were burned as punishment over a stove; he had welts on his back. He apparently came to school one morning after having been worked over by his father in the cellar with a whip, and he didn't want to hear anything that day when I called on him to recite. He wasn't prepared and I asked him why and he pulled out a knife and came at me. I think that was one of the most painful experiences I've had. Certainly on this job there is a constant demand by the various segments that I'm supposed to be responsible to for my time, for my understanding, for what you have you. I'm speaking here because of the nature of the job, the board, the employees, the public, the students. All too often it is time-consuming to the point where a real educational progress is not made. As a result I'm constantly in negotiations over at the court, or I'm handling grievances, or I'm handling problems students have over teachers, parents. All too often the purpose of my being here is not reserved; it's just too time-consuming to do anything about getting down to improving curriculum improving atmosphere for learning.

B: How about your most rewarding experience?

C: I think when I sit back and think about the times when I can get into the classroom and walk around the students and walk around the buildings and see what's going on and knowing you're

part of a new reading program, knowing you're part of mechanisms to improve relationships with teachers and students, and seeing parents respond to positive things in the buildings. These are the rewards.

B: How about the most humorous experience?

C: There are some various humorous experiences. We put on tape children and the way they come in the building with their set of values and their indifference to certain situations that to them are light and not serious as opposed to another's values and another's evaluation of situations. Here I'm talking about methods of dress and the reason they dress certain ways. We question them and they come back with answers that are very humorous, but can be put on tape. At the same time it shows you their backgrounds and their values and what they really mean. I can recall having several instances like this where we can do nothing but laugh about it, but become very sympathetic after the laughter stops. I bet there are humorous situations in the classroom where students, because of their sincerity and honesty today . . . Things are taken much lighter and not as seriously as they were in my day perhaps when I was in school. They are much freer to talk about things and often that becomes a center of humor and a center of common ground between teacher and students that can be worked on and developed.

B: Do you feel that youth today, by and large, is better or the same as they were?

C: I think in some area students today have better qualities, but in some areas they don't than perhaps our age group. As I mentioned just a few minutes ago, I think students today are more willing to talk about themselves and their problems and be more open-minded and more honest than perhaps other eras. On the other hand, I think too many of our children have been brought up in an area of permissiveness, which now we are reaping the harm that this has done. I think the relaxed morals of students today are seen in the schoolhouse in various ways. I see a lot of students who come to school with very permissive attitudes, that get themselves into problems constantly because they have not been trained in the way of self-control and discipline. Students who feel they cannot talk about problems to anyone except if they find a sympathetic teacher or sympathetic administrator, they do not find this in their homes as a result they resort to tactics like drugs and drinking and irrational behavior. So there are some positive things about our youth today and there are some negative things that I don't particularly think should be occurring.

B: Just one more question. I'm really curious as to how the situation with the young man with the knife was solved.

- C: That young man today is in a penitentiary, unfortunately. After this incident was over with, certainly I looked into his background and he was expelled from school. He came back the following year and although his behavior was not as aggressive he was constantly getting into trouble and constantly getting suspended and removed from school. We put school agencies and private agencies to work with him. The parents were very abusive. The young man was taken away from home and put into foster homes. He grew up and I kept track of him. He went into the service and was dishonorably discharged. We became better acquaintances than we were when we were in school as a student-teacher relationship. He was in Levinworth the last I heard of him, about a year ago. He wrote me a letter. He was in there, unfortunately, for murder. So that was a sad ending, not only for me personally but for other teachers who went that extra mile and extended their hand and it made a difference in their lives. They grew up to be upstanding citizens in the community; family people holding good jobs They did a complete turnabout only because somebody took the time and was willing to listen and try to help.
- B: I thank you for your time.

END OF INTERVIEW