

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Salem Schools

Personal Experience

O H 1045

MARY DOYLE

Interviewed

by

James L McNeal

on

December 6, 1975

M This is an interview with Mary Doyle for the Youngstown State University Oral History Program, on Salem Schools, by James L. McNeal, on December 6, 1975

First, Mrs. Doyle, could you just give me some background on yourself and your earliest memories up until you finished high school?

D Well, I was born in Salem and lived a very uneventful life in Salem. I remember I began school in, what we have called recently, The Arbaugh Building. We had three grades there. Of course, that has been torn down some years now. We moved up to the school building when I was in the fourth grade and I finished in 1925 in the old high school, which is now the junior high school. I went from there to Kent. I borrowed \$500 and started out for one year training in Kent. I came back and, at that time, was ready to teach. I began in 1926 after only one year of training at First Street School. I was so confident that they decided to give me a double grade. I started at the salary of \$845 a year. Then, for having the double grade and this great confidence after one year of training, I received a \$45 a year raise. For \$890, I began teaching.

I stayed there until 1932 and I was married in 1932, against the advice of the superintendent, because that was during the Depression. Everybody wanted everybody else's job and they decided that married teachers were not competent and so, if you were married, you were no longer committed to teach. In spite of this, I was married in 1932 and for two years after that, somehow when September came, I appeared in the school building and taught until 1934. By then, the pressures were so great that all married teachers were released. Then, I stayed home for about four years and in 1938, I went back to help a teaching principal for two days. Miss Ora Montgomery, who was the principal out at Prospect, needed someone to help while she took care of the beginning of the year activities. I stayed there for two years. After, I taught the fifth grade for two years. Then, I decided, maybe it was time for me to just devote my time to my family. I stayed home and then, the following year, our daughter was born and I stayed home until she went to kindergarten.

In March, Mrs. Watson, who had been in the Special Education Department since 1935-this was in 1946 and by that time they had moved the Special Education Class to Columbia Street School, which no longer exists-needed a leave of absence and they asked me to come in and fill in until the end of the year. At that time, they had started the second class the year before, a second Special Education class. Up to that time, Mrs. Watson had been the only special education teacher and she had taught at Prospect school and moved over, in about 1940, to Columbia because it was more centrally located. In about 1945, they started the second class of older children and Mr. Herbert Kelly was the teacher of that grade.

After Mrs. Watson had her leave of absence in September of 1946, she came back and Mr. Kelly no longer wanted to stay with that group, so they gave me the older children. My first class consisted of ten boys. The ages were thirteen to seventeen. That was called the upper elementary then, they worked on the elementary level. The accent, at that time, was on manual skills and not so much on academic. We had not yet found

out that every child has a certain amount of academic ability that can be brought out if you do work with it. So, this group of ten boys and I lived there in Columbia Street School for that year and survived. This was quite a challenge because of the age of the boys and the lack of their previous training. They had had no previous help in academic work at all. So, a year of experience, for both of us. They did not have a jigsaw. The next year I had fifteen students, four girls came to be with us. The girls had a sewing machine and we did that.

In 1949, they began to put the addition on Riley's School, and Mr. Kerr allowed us to have some input as to how the facility would be equipped. We moved over there in 1950. Mrs. Watson had the younger children and I had the older ones and we had a beautiful facility. We had two large rooms. We had plenty of storage space, outside hall storage, central large storage space that we both could use. We had access to a well-equipped craft room with work benches and all kinds of nice equipment. We stayed there in those two beautiful rooms until Riley became so crowded that they needed the extra space for classrooms. During Mr. Bradigan's principalship, they decided that one class would have to move over to Fourth Street School.

M Could you tell us approximately when that was?

D I can tell you exactly when I look at my notes. It was 1959, I believe. They decided that one group, at least, would have to move. They were going to move us to the Fourth Street basement. Mr. Paul Smith was superintendent at that time. Mr. Bradigan looked around and found a spot for us under the stage, where they have auditorium, and this had been the boy's shower room and locker room for gym activities. They made us a cozy classroom there where we would have a private laboratory and we made the shower into a huge storage space with shelves and, of course, the room was bare, it had several posts through the middle of it, which did not bother us for a small group. They moved us over there and put the regular group of children in our classroom. This was quite all right. We had outside access to the playground and the only problem was, at Christmas time we had to be very forgiving because the stage would be used for all kinds of entertainments, constantly, and it was over our head like a dome, but we learned to be very forgiving. Also, in the spring when they were having their year-end activities and other times, we were quite comfortable. If we became a little disturbed at all, all we had to do was think of what the alternative was; move to the basement of the old Fourth Street School, which was not a good alternative at all.

M This was set up at what school?

D This was at Riley, right at Riley.

M You kept it at Riley, rather than go to Fourth Street School?

D Right, right, we stayed right there and we had a talk with Mr. Bradigan about it several

times because there was no solution. And all at once, there was a solution and we did stay. Then, in 1959, Mr. Smith came and saw a great financial advantage to having our classes lose a little bit of their local control and get a little bit more financial help from the state. If we would meet their requirements as to class size and the abilities of the children and things of that sort. So, we decided that that was the thing to do. We re-gear our classes and became certified by the state so that we could get extra money for these classes.

During late 1959 and the early 1960's there was a class over at Fourth Street of younger children, for a very short time. In 1959, there were just these two that became certified. At that time, Victoria Humm had been in our school system ever since 1955, and this was 1959. She had done some work with special children and she now had her degree to be a school psychologist. These children all had to be tested. So, we all started to get this job done to qualify for extra financial help. That was in 1959, also. We stayed in that room, maybe, about ten years, and moved out of there in 1968. By then, they did not use this huge craft room for a classroom any longer and they took us down there and we began our work there. Mr. Earl Smith had been principal during this time and he moved us out of this small room and moved us into this nice, beautiful, big room again for us to work. Mr. DelValentine, then, became principal right after Mr. Smith left at Riley. I stayed there in that room, then, and had the upper elementary.

In 1968, I believe, he started a third class under the very able instruction of Ruth Weaver. Then, in 1969, I believe Mrs. Watson retired. Vera Haur came to take her place and three of us worked there as a team. We were very compatible, we liked our work, and they were all hard workers, the other two girls were very hard workers. I had been there for awhile and nothing else would work, so I had to become a hard worker, too. That year, Jeff Lawson, who is a very fine young man, came, fresh from college, and he had done his practice teaching with some special education children. He was interested in special education and he came and worked along with me and my children for a couple of weeks. We had this class set up for him to have his own class, and he taught the upper primary group of children. Mrs. Watson had the lower elementary and I had the upper elementary. Ruth Weaver had the primary. It seems that they have four classes.

I retired, then, in 1971, and Jeff came down and took the older children. He no longer is with us. He left to go to a position that he felt he would like to tackle, reorienting special education children into the regular classroom, which is something that needs to be done, too, and he works somewhat in that area.

M: In a nut-shell, Special Education began in Salem under Mrs. Watson, a one-room situation at Columbia Street?

D: No, it began on Prospect in 1935.

M: Today it is really very vital to the whole educational program with facilities and classes and so forth, from grade school clear through to the senior high?

- D Right Now, of course, my part that I am most familiar with is only the elementary, and that is the part talked about.
- M You have seen the thing develop from the very initial stage, their vital programs I know in the building where I am, the junior high, from the ten years I have taught, I have seen a very decent development from this special education
- D Mrs. Watson, especially, spoke of that to me, saying even the vocabulary we had for the classes in the very early time was different They were called "sunshine classes" or some superficial sort of name
- M Some were probably quite derogatory
- D right Mrs Watson and I both resented this so, they became known as Mrs Doyle's classes and Mrs Watson's classes Which may not have been the best names, but I could not accept slow learner I never have accepted EMR as any name that I want to put on any children that need public schools' help There are all kinds of ways that we can give them that help, extra help, without attaching derogatory labels to them I become almost incensed about this I think they have backed off a great deal on that and they are allowing localities who have resented, too, to call them some other name that is more acceptable and really tells more about them because I do not look upon the children that I taught as mentally retarded and I do not care to have them called EMR I never did, inspite of what had to be written on a paper to get your special aid
- M It is a label that can be used, but not in the situation in which you were involved Is that the way to understand it?
- D No, they are using it for the type of children we worked with, and I do not think it needs to be used, but in order to get the money, we had to put them in that category because the government said, we just will not give you this much The government said, they must be called EMR to get state aid So, at the state level, I think, they still call them that, but they have allowed local people not to One name that we like at the present is Special Assistance This really tells what you give these children and it does not put a name on them I like this
- M Of course that term makes sense across the entire structure You give special assistance to the most gifted child in the world
- D Right, but to try to apply for this state aid, there came a time when they needed to be labeled EMR I think they are still called this at the state level I really do not think that is necessary
- M That is technically labels and red tape. So, just fill out the form

- D Right, I suspect that is true
- M You mentioned situations back in the early 1930's concerning you getting married in 1932 and the administrative feeling that married women should not teach
- D It really was not the administrative feeling. It was people's feelings. Everybody wanted everyone else's job, and they just could not see two salaries going into one house. This was, maybe, one of the very few things that bothered me during teaching because I do not think teaching should ever be made a charitable institution. I think the teachers who are the most confident and are doing the best job are the ones that should have the job, not the teacher who needs the salary the most. But at that point, jobs were very tight and people did not have jobs. Everyone wanted everyone else's job. They just could not stand to see, as I said, two salaries going into the one home.
- M They left the impression that Mr. Kerr made known
- D He said this to me. He said, "This not the time to do this because there is pressure for your job." And there was. We had gone through part of the Depression already, and you just do not put those things off too long. We had waited because of the Depression, and he felt now that the Depression was beginning to lift, it would not be so bad to start out as a married couple. We were married in June of 1932 and when September came, somehow, I was put in a classroom again, another year. When people would ask me, "I thought we were getting rid of married teachers," I told them, "They said come. When they say come, I go, when they say stay home, I stay home." The same thing happened the next year. So, it was really not the administrators who wanted to do this. They wanted to put the most competent people in, whether married or single. I think if there were two people with equal ability and one did not have a salary and the other was being taken care of, then I could see making a decision. But to just make a decision because the person was married or single? This is not a good way to decide who should teach children.
- M There certainly would have had to have been a certain amount of resentment among the staff members and so forth. Was there much talk among staff members about this when the situation would come up or someone was not hired the next year?
- D There never was. At that time, teachers were not as out-spoken. I think the authority figures were really the authority figures. If you were not hired, they did not have to give very many reasons.
- M So it was just a matter of acceptance, sort of a quasi-policy?
- D My only statement about it was what I had said to you, and I said that directly to the superintendent, and he agreed. He agreed that the pressures were too great from

townspeople and from other teachers who would like to have a job, who were not married

M So you were lucky in that when you did leave school, it was mostly on your own decision for family reasons and so forth? I think you indicated that with the birth of a child

D Well, yes, that came later, though. In 1934 I left because I was not re-hired

M You were not hired for the four year period?

D Yes, right Then, in 1938, I went back just to substitute those couple of days and stayed a couple, and then I left on my own In 1940 I decided to stay home and to have our child

M In 1946 you began with Special Education at Columbia Street School

D I had already had ten years experience Special education teachers did not have to have special training at that time That did not come until much later, if you care to go into that

M Well, I am curious Columbia Street certainly was not the world's largest and most accommodating building You mentioned, you had ten boys from age thirteen to seventeen in your first class What was life like for you with those ten boys in the building?

D There were no storage spaces and we kept all of our equipment materials, and you have a lot of it with special education because you have to meet so many different levels Boxes stacked on top of boxes. We would put two chairs together and we would put a large soup box that we used to go down to Walter's Drain's and we would put certain kinds of materials in it Then another box on top When we wanted anything, it was always about four boxes down And we had some saws and benches and things of that sort We hung those on the wall, the saws and tools, drills, and so on I remember, I brought a used jigsaw in there because those boys really needed that, a used jigsaw. I think it cost twelve dollars and we fixed it up I had one little boy that had come there, his reputation had come before him, but when I saw that little freckle-faced fellow, I could not put that reputation on him at all We had no problems, but he was the sole custodian of that jigsaw and he knew how to fix it He put a galvanized protection around it because this was actually a precarious thing to do for these children, but they needed it and they loved that jigsaw They were only allowed to work one at a time and the others had to stay away and they did a very fine job of managing themselves

M Did you have those ten boys throughout the day?

D Yes, all day, everyday They ranged up to seventeen years of age I still have their

picture, that is how I know just exactly who they were

M You mentioned vocational .

D Right, manual

M It was not academic Did you not have any chance at all to try and develop that area?

D Yes, we worked in the academic field as well There had been, I cannot remember the woman's name, a woman who came from the State Department, prior to this time. As I said, the children should now begin with academics So, we did, and we started to strengthen the academic program at that time You had no way of repeating anything These lessons for these children had to all be put on the board. Every night, before I would go home, I would have to put enough lessons on the board so that all these different levels could find their correct board and find out what their lessons were for the following day It kept the groups busy working while I was busy working with another group Every lunch hour was spent, also, getting these boards filled and ready for the children

M You did not have any duplicating machines or Xerox

D Oh, no, nothing That would have been magic if we had had that

M. 1949 seems to be somewhat of a turning point in the development from the standpoint of superintendents' attitudes toward it I could see Mr Kerr might have been instrumental in its support?

D. Right, he really had a very strong attitude toward it Of course, our room was pretty noisy and you have got all these machines going At that time, you were suppose to have quiet I remember one of the encouraging things said was from the principal He really had no feelings against this kind of activities The children were busy, they were moving, and they were doing things, they were noisy He appreciated that. He was very strong for Special Education Then in about 1951, they began to have certain kinds of credit and so on, for certification Courses were beginning, very few courses in the university, and there were very few publications on it when it began in 1935 You see, that was a long time, up until 1961, where they were beginning to have strong certification rules Then, they even had to drop the certification requirements off, I think it was in 1967, because they wanted more teachers Then needed more teachers trained and more teachers to come into the classroom for the slow learner They found this was a mistake, and so they set the standards back up again Now, I am not absolutely sure of the date

M You mentioned Herb Kelly I had him in science for seventh grade in the basement at Pearl Street in about 1956 or so I am quite sure he would have had no accreditation as

- far as course-work and that sort of thing
- D He got along well I think with children, it probably could have been innovated You are either a special class teacher or you are not You are not probably from the day you are born
- M Would Herb Kely have been asked to take it or would he have volunteered?
- D I think it was a mutual agreement that he should take it I think it was also a mutual agreement that he left it I think he did not like it and that, probably, they felt that he had been misplaced and put them back to junior high.
- M Go back to 1935, approximately, since there were no people coming out of the universities with Special Education training. How did Mrs Watson, for example, ever get a Special Education program developed?
- D She was a Special Education teacher the day she was born She had an empathy for these children and she was a hard worker. She had the ability to keep children at a task until they had finished it, to stick to it Her background gave her this She began the very same way as I did She had six years experience in regular classwork. I believe it was Ora Montgomery that encouraged her to go into this type of work Before I ever left the first time, teachers were already saying to me, "Why don't you take some slow children and work with them especially?" I think you know and feel within yourself whether you have an ability to stay with children and to help the ones that really need it Now, some teachers are very confident teaching bright children and some others, teaching the children that have a little bit more struggle
- M I was wondering, knowing how difficult it is to institute anything new in the school system, would Mrs Watson, just from her teaching experience, realize that in this classroom, there are three or four students who really should not be in this routinized situation
- D I do not think Mr Kerr had the foresight
- M He could not have said what we need to do and all of a sudden it was done These things take time
- D I think Ora Montgomery could see that all children are not fit into a mold and some will get much more if they have some extra kind of help
- M It seems like a relatively long time ago, in 1935, I think If you ask people who had been in the Salem School system for a good many years, when was the special education developing, they think in the last ten or fifteen years You have probably received more

attention, but this goes back a long way. There were very few special education units all over the state, at that time. This was a very innovative thing, very foresighted on the part of Mr. Kerr. You say, it is hard to get things started, you have to remember, at that time, what the superintendent said was done. You did not have as much interest from teachers, nor as much interest from parents. Also, you did not have as much interest from the town itself. The superintendent ran the schools and that was it.

M In other interviews, I came up with a tremendous amount of comments about Mr. Kerr. By the way, all of them, except for just a very, very few are positive, rather than negative, and it seemed to be almost a respect for that situation. You had to be at a school, for example, if the piano was to be moved. If the clocks were not right, he was there to supervise and see that these things were taken care of. He was anywhere and everywhere he had to be. Which, of course, today is not possible because of the bureaucratized red tape. I think the administration has become

D Would you believe that when we built this house, he came in to see it? Not to see, really, but to see that it was done right. To see that we had the beams right in our basement. He wanted to know if we had layered the wood correctly. I would not even know how to inspect that, but he came and took a good look. He had this ability of keeping in touch and he liked to do it.

M I understand it was not a nosiness type of interest?

D Oh, no.

M Was it legitimate?

D Right, and if you needed Mr. Kerr, he would come personally to look at it. At that time, we worked with him, maybe a child or two would get us into situations that would be difficult for us to handle. He never wasted a minute to be there to help. I remember one time I had a telephone call in the morning on a Saturday. I resented it very much because it came and my young daughter answered the phone. There was some obscene language. He immediately handled that on Saturday morning. I called the principal and said, this happened, this family had called and it was the step-father who called and he was intoxicated. These things did not just happen, you know, and he looked after it. If there would be any problem in the building, he came personally to see. Any kinds of calls from the parents that would not be complimentary calls of any kind, he took care of right away.

M He added a personal touch.

D Right, he did.

M This indicates, perhaps, the superintendents today do not have that kind of time. It is a shame, in a way, that so many times the animosities are built up or built in and really are not a reflection on the character of the men who hold these positions.

D I know, and they have this big public relations bit to do, too, that the superintendents did not have at that time.

M Would you say that they were more autonomous in the years back?

D They were more of a father figure. They looked after. The teachers no longer respect, they do not want this anymore. They want to be independent.

M You mentioned that, later, the state became involved, but up until that time, it was pretty much an independent organization. You mentioned that when there was a Salem need, it was seen by both administration and faculty. People like yourself, Mrs. Watson, Mr. Kerr, and Miss Montgomery. So, it got off the ground on its own. Can you give me information, now, about how things changed when the program became affiliated with the state?

D Yes, the state decided then and made the ruling that if you have these two special education classes in the elementary school, then these children cannot just be dumped into junior high and be expected to not have some special help through junior high. So, this was the time that they insisted some classes be formed in junior high, and they put a time limit on it. When these classes were started in elementary, they would have some place to go when they went to junior high. But this came much later, like in the 1960's. All ready, we had had a special education class for thirty years or so before this kind of ruling came. Then, they found they had to go back to very stringent certification for special education teachers.

So, by 1961, Mrs. Watson and I had our degrees. This had come about by summer school and night classes for both of us. You see, we both started out with one year of training. I had gone back to the university, you know how many times that has happened before you have four years in. Then, she started to get her special education credit that she needed in order to be certified. By this time, the state had said you must have so many special education credits and they had put a time on it that teachers could do this, comfortable, but not dilly-dally about getting it.

I was in a different situation entirely, because when I went back in 1946, I realized I needed help in order to work with these children. So, I immediately began to get the special education credit and I had no degree. I did not have my degree, I had my diploma and I had a life's certificate. That was possible at that time. So, I started to get the special education credits because I needed those to work with these children. I needed that kind of security. I needed the psychology. I had taken all the special education credits that were offered at Kent University at that time. Then I worked off my degree. So then, in 1961, I received my degree and my five years of training. I already had my Life

Certificate to Teach Special Education in the state of Ohio. We were in business, we were ready. Financially, that did not pay off for me, though, because I never was able to get my masters. You see, all my special education training came before I had a degree. Even though I had special permission to take all of the special education credit along with the graduate students, which I did. I had a straight four point average in all special education credits, I never had a masters degree in it.

M: Well, you do, but you just do not have a card to say so?

D No. After that, I got my degree, I had all my special education credits, but I needed the special education credits to do a good job with the children. So, I took all my special education credits before I ever had the degree.

M As to the amount of work involved, legally, you did not have it?

D Well, at that time, the amount of work involved if you were in college, you would realize that the graduate work was not that much different. Now it is different, you have the same amount.

M Today, working with the junior high, I would pretty much assume that things are the same in high school and elementary. There seems to be no real feeling, one way or the other, about special education. I think there is a function in the school, everyone knows who the teachers are and who the students are and the rooms they go to, but certainly there much have been some resentment among other teachers. Was there any problem in trying to get this program devised? Were teachers thrilled to death that there could be special facilities that they knew they were not getting to, or was there a combination of both feelings from the other staff members?

D I really always had a high regard for what happened in special education to the extent that I tried to help the children have enough self respect and could be a cut above in their behavior, and in the way they carried themselves about the school. In their self respect for what they were doing, I think that you or your program has to earn the respect. Any kind of program has to earn its own respect. We did have very high respect when we were in buildings. We did not have a hard sell. I do not agree with hard sells. I think if you have to go into a hard sell, your program is not worth very much. You do your own private little job and your children behave themselves and are helpful, and my children had a very good reputation in any building that we maintained. We had no problem.

M The substance of my question comes from rather a keen observation. I think, over ten years, and I am just up the hall from the one room, of course, the program has expanded, even in my ten years at the one building. I do not even notice so much of what we mentioned earlier, derogatory terms. They have been cut down, not to totally isolate these students. They are in the routine home rooms. They used to be in, for a particular

incidence, on the days they gave Iowa basics. In my early years, the special education kids would be forgotten about and the students would pass out the materials and then they would remember, oh, Johnny does not take this. There was a scene, more or less, where this one particular kid did not get his materials and had to go to some other room. It just called attention to the fact. There have been situations now where lists are prepared ahead of time, the student is released to go to his special education class. This is all done very quietly and there is no stigma attached to it. This came about, not through hard sell, but as you say, just through the acceptance by teachers that this was a legitimate program.

M: You left in 1971, so far as school work was concerned. As you look back in all those years of special education, I could not understand how you could be anything but extremely proud of your part in developing and keeping it going. Of course, you worked with people like Mrs. Watson.

D: I have a very comfortable feeling about it, because I never got anything but help from administration, from the people that I worked with, never anything but help. Once in a while, we would have a new child come in and I would say to the principal, especially Mr. Earl Smith, let me run interference with him for a little while until he gets settled. This would be done, nobody would get this fellow off on the wrong foot in that building. This makes a wonderful change in what you can do with children, if they do not get off on the wrong foot in the beginning.

As far as having a stigma placed on the children, there was never any work done with my children that did not stay right with the child. If children needed, sometimes some of our children would be taken by welfare and not even the teacher who taught next door to me knew where that child had gone because I wanted that child to come back with a clean slate. They have a radar system that picks up even a look from your eyes. I did not want anybody to even be looking askew to these children. It works. I think one thing that worked with me and this is, through no effort on my part, I think you are the way you are built. I respected my children and they respected me. Sometimes disciplinary problems were no longer disciplinary problems when I worked with them.

M: You would have loved to have been at Boardman High School on the first in-service day we had a month or so ago. I chose to visit Boardman High School. I had heard so much about it and I just decided to spend a day over there. Among other things, I went down to the shop and I was there for about five or ten minutes and the shop teacher, I had a nice session with him. It ended up being almost an hour. He said, "You might be interested in this." He had a student teacher in there who had been there about seven or eight weeks. He had assigned him a task that day. He had one special education boy in there out of nineteen boys. He said he wanted him to find him. This was his assignment. Then he said, "He will never find him." He said that he had been involved in special education and very much resented this business. People are identified in a crowd or, as we mentioned, the word stigma is attached. Perhaps they are distinguishable one way or another, and he said, that was his job that day. He did not want him to do anything else,

the kids were in there for two hours. He had two hours to try and spot this person. I thought, what a valuable learning experience for a new teacher. Aside from the fact that he was helping the other boys out, he was finding out that special education is a vital program.

D I once had a secretary say to me, "Now where do these children go, what kind of jobs can they do?" I said, "Oh, they find their place in there." I could have said to that secretary, "One of them is your husband's boss," because he was a mechanic and he was master mechanic and this was a true situation. Her husband worked for an automobile mechanic and this boy was this man's boss, which I did not say. Although, that same boy said to my husband just a couple of weeks ago, "Did you know that my teacher was your wife?" He is married and has a fine family. That boy, there are still things at Riley School that he created. I could send him over to that craft room and say, I need this. He became very disturbed if he could not get it just exactly right. He was meticulous, so he would be a good mechanic. He built part of that Christmas furniture they are still using over there, the crib and so on, when he was at that level.

I wanted to tell you, in 1970, I believe, we gave a demonstration. We had a county supervisor, Sally Pesarchick, and she came around to all of the schools in the county. The day we had the in-service training that we have each year, I think this was February 20, 1970. We had our crew of four there. Jeff Lawson had come to us that year. We gave a demonstration for Columbiana County and Molly Kessler, from Mahoning County brought me some handouts that we were going to give out. We created a book and passed it out that year to the teachers who came. We had all the teachers from Columbiana County and all the teachers from Mahoning County, but when Mrs. Kessler went back, she made note of it in Mahoning County. So, the workshop included them, we had plenty of space at Riley in the gym. My children came on that day and we did the demonstration half-day session for them on teaching all of the subject matter. I always taught my children to chord on the piano and to chord on the auto harp. This is the way for them to get some music and they love it. They would chord and sing and it became almost routine for them to be asked to do this for programs.

We never pointed out the fact that they were special education children. If we would be in a program for sixth graders of some sort. We, the four, we were special education teachers putting on this demonstration. We had people there even from Cleveland who had come, who were friends of Mrs. Pesarchick, in her field. She now works in Cleveland. She was working on her doctorate and she probably has it by now. In any case, we published this book and we passed it out to each person who came. There were just all kinds of suggestions that had helped in establishing our program. Some philosophy, I think, you have to have a pretty sound philosophy, if you are going to be a special education teacher. We put in our philosophy and handed that out as our hand-out. That was a very interesting experience.

The children were treated loyally. They had lunch when they had the break in the morning, the teachers all had lunch. They had the table decorated a special way. They just did a beautiful job. That was a challenge for them. They behaved beautifully. They

took care of their own program and we had a spelling lesson and some academic lessons. Also, they did a perceptual program, for perceptual development. The kinds of activities would be for perceptual development. Then they did some with their auto-harps and their piano chording.

- M I am curious; you talked about an item that I wanted to include and that is, about two things you have mentioned. One was, you still have the picture of the boys from Columbia Street and you just mentioned the boy who is now a master mechanic. Do you find yourself in touch with other students you have had? Do you keep track of some of them or do they write to you? Do you see them on the street? What kind of contact is there?
- D Yes, and some of them, this is understandable, would just as soon not be identified with me. If I get this cue, this is it. Some of them will call to me clear down the street to wave and so on. This is fine, too. I appreciate some of the boys and girls that can do that. Some of them will hunt me, some of them do not want to hunt me. Some of them I rub shoulders with constantly in jobs that they have around town and I speak to them and we talk just the way if I had never had them in school. Some others will call me and dress the baby up and bring it. They will lug the brand new baby, and things of this sort. It is all very interesting. They are colorful, they really are colorful. A couple of them have not turned out so well and this happens always. The percentage is not great in comparison. In fact, I did some research at the university when I was working on this type of thing. Pointing out what happened to some of the special education children and after they had been in special education classes and where they were. Some of them were still in the kinds of work that they had begun when they were in high school, in the work study program. Some of our children have had an advantage in the work study program because, just at this point, some of them have jobs that they began when they were in school and just continued right on. I am thinking of one boy that works at the plastic factory. He did part-time work and he just went right into a job, where some other high school children were having trouble. That is not fair, but I sort of take that as though they deserve this.
- M Just to balance the thing out a little bit.
- D I have had most interesting things happen. I have pictures of most of my children. It helps me remember things if somebody asks me, often, of what they are able to do.
- M You mentioned that since your retirement, which really did not happen, your areas are even busier now.
- D I have a part-time job now, that takes all of my time. I am always thinking next week it will not, but it still does.

M: You mentioned, somewhat emphatically, you are now working in a program which is entirely different than your many years in the special education program. Could you just give us a general idea of the program you are involved with now, although now, you are "retired"?

D Well, you know, all the time that I was teaching this special education, I think it was 1965 when this SEA funding came up. Salem got in on the ground floor of getting some of that money from the federal government. That was after Sputnik, and we were to have innovative programs, a different way to reach children. You know and I know we are not reaching all children yet. It takes a different way for some. So, I became involved in that, working in the summer. Mr. Earl Smith was head of that summer program. We had a large program in 1965. In 1966, he did not feel that he could do that in the summer at that time. So, the job was given to me to supervise that summer program. We had a staff of about thirty-two on the summer program.

Now, we understand this was the beginning of the federal funding. You could get money from the government for these programs and for equipment. We got much of our special education equipment that we use at that time, in 1965 and 1966, because they proportioned the money, so much for equipment and so much for teachers. You had to spend it that way. The staff included a full-time psychologist, a homemaker, you had to include these things. They were searching for new ways to do things that would be better, and they were willing to spend the money to do it. So, I supervised that program for several years after that.

One time, Carl Evans did it. Prior to Carl's time and after Carl's time, I did it. We worked it in the summer. We brought in the children. Well, it is true that you do find out some ways that children operate through working with special education, because you see it in concentration and you see patterns forming. You see leads in concentration when you work with special education children. I realized that my special children needed some kind of perceptual development and basic learning skills development, learning how to learn. This was part of their problem. So, on my own, I had built up boxes, so to speak, of things that would help them to be able to figure out things.

At this time, we were getting some help, too, in some publications. Now, remember, I followed Physiology of Readiness, which was put out by Gettman, in getting them ready to learn. Some of them had never learned how to bring about this learning process or even how to pay attention, how to listen, and how to organize and things of that sort. So, when we started our summer school, Mr. Earl Smith and I always could work well together. I said, "If you are going to bring all these children in the summer, we had better have some physical activities for them that are going to help them listen and follow through with their big muscles and their small muscles and things of that sort." Follow directions using things other than academic things before they are ever going to follow directions. I said, "If you do not do that, you might as well forget it." So, already I was working with the perceptual development and basic learning skills development with my very own children back in 1965 and 1966.

So, one day, a call came from the office and they said they had this wonderful

material that a man was displaying a whole kit of material, and would I come up and help look at it? I did. Here, it was Gettman. He had taken his Physiology of Readiness and built a whole course of study around it. It was in a different cover and a different color. There was only one page different, one section was different in this new manual, except that he had built tachistoscope things and things that we could repeat around this manual. They used that, then. We had been using it in summer school; these kinds of activities.

So, they used it in the school, and, I think in 1969, Mr. Pond was superintendent. We ordered this material for all the primary grades, for the primary teachers, and put it in the primary classes for, what we called our four Bibles of things to do to help children learn to learn. We put this program in the school system so that all the children in our system got perceptual development, basic learning skills development to a certain degree, to varying degrees, as they needed it. Now, kindergarten is based on perceptual development and basic learning skills. Our kindergarten teacher says this is what it is all about. The children that we wanted to reach were the children of average and above average ability. They were the ones that we had brought to summer school.

I remember when I trained the first group of para-professionals. They came in and worked for five weeks with one hundred children under two perceptual teachers. Jenny Weingart and Ruth Weaver were under my supervision, and that is how we trained our first para-professional because, by then, this was in 1970, we were realizing that some children needed more of this work than they were getting in the regular group and they needed it under closer supervision. They were not slow learners in any sense of the word. They were children who were not able to work to their potential. The first ones we worked with were not working to their potential because they were in summer school, but we were finding out that there were some others that needed this kind of help. They needed it under closer supervision, so that we could see how they were holding their scissors and why they were not accomplishing what they had the ability to accomplish. Then, after we did that in the regular classrooms, we then trained these para-professionals and I had a full-time job, but I was minding the summer school.

The first year, the para-professionals, too, came to me at Riley School. It was a job that you could not do if you knew you had to do it more than one year. I knew I was retiring in 1971 because you could not do it if you knew you had to do it more than one year. I knew I was retiring in 1971. You just could not hold all those loose ends together and accomplish what needed to be done. So, we worked, then, with children at first, second, and third grade levels. We worked in small groups, six in a group, and they to us, at that time, for forty-five minutes. Then we cut it down to thirty minutes. We divided that into table skills and into physical activities. We used games and equipment. We had some good games and equipment. We had been exposed to the top authority.

The year that I passed out the books to them in the primary level for perceptual development, the author of those books came to Youngstown. The Youngstown Association for Children of Learning Disabilities brought the author of our book over there for a two day workshop, and we went over there. At that time, I went to the Salem Teachers Association and said this man was coming here, could we send one teacher from each building over to find out what this was all about. The expense was not great. I think

we passed the books out on Tuesday and the man was coming on Saturday for the weekend. It just could not have happened any better. So, they did, the SEA gave them the money for this. I said, "This is an educational thing that has been very good to do," and they agreed because they were anxious to have this type of thing happen. Then I went to the board of education and said the SEA has agreed. We had twenty-two teachers of our primary group go to listen to the author of the book they were going to begin to use, which could not have happened any better.

M You could not have even planned it.

D No, and I did not. It just came and it happened and everybody was willing to help and this is how it happened. Then we moved down, knowing kindergarten was the place to put this. We had difficulties getting out of the first because, by then, the teachers were appreciating what we were doing in first grade. Now, we worked in kindergarten, trying to figure out who may use some extra help in order to get ready for first grade, in developing basic learning skills and perceptual development. We have beautiful support from the kindergarten teachers. Each year we ask them to evaluate the program, and they do not sign their names to this thing. What kind of contribution does it make to their academic work? Last year, we had not one derogatory remark from the kindergarten and first grade teachers, and this is the way it has always been. The only derogatory remark, if you can consider it, was that they wished that we could keep them longer. I did not consider that a derogatory remark. A public school system can only go so far with this thing.

The secret of this whole program is the fact that we have a group of women who come in during the summer, who work for that time and put their time in. They are dedicated, intelligent women who know what they are about. Now, this is not my doing. This is the character of these women that are working. In Salem, they are not over-paid. They are paid a very nominal fee. They are never going to get rich at it. They must be paid because this is the way you control. This is the way people feel a responsibility. Now, I know some other places use volunteer help. First of all, you cannot get them ready to do the job that these women do unless they put the time in it. You cannot expect them to put their time into it unless it is their job. Every year, we have a meeting where we sort of clear out any kinds of problems that come up, and we need this meeting. Then, I supervise and coordinate this program.

M The compensation formalizes the whole operation.

D Well, yes. I started to mention that someplace where this has not been the procedure, they have had a thirty-three percent turnover before November. Children do not get the continuity of the program. Our program has continuity. There is never a minute wasted and everybody knows what he is about. The principals would tell you the same thing. One principal was Thelma Thomas. When she was making out her report to the board of education last year, she gave the PMA scores to show the work of these children. That is

the test that they have before they go to first grade. She said that her scores were so high and she attributed it to, in part, the perceptual development basic learning skills program, because we teach them how to pick likeness and differences and things of this sort under very close supervision. This is the way some children have to learn when they are that young. Then, also, we reached the little child that, maybe is very young. Maybe he is only five and a boy, and they mature a little bit. When he goes to first grade, he is going to have to be ready to read. He is really going to have to use himself. Maybe, some of the other children are eight, nine, ten months older and he has to compete with them. So, we have to help him get ready.

The tests that we use, we take no numbers on the children. I disagree with that because I do not want that kind of score on these children. The only thing that we search for are areas in which we can help that child develop some skills that are going to pay off for him academically when he goes to first grade. You do find some things that parents can correct before they get to first grade. I counsel parents, spend a lot of time with parents. They are going over just exactly the areas and very often the parents will say to me, "I know that is what he does at home." Then I will say, "Let's do this and this, and let's help him a little bit in those areas." It is very rewarding to think that maybe you got a few children started. In the beginning, the teachers would just all soft sell with this, too, because I would talk to the girls. I said, "If we do not hard sell, if the program cannot sell itself, it has no place in the school system." Now, teachers are clamoring for us to work with their children. This is no ego trip for me. These are facts and it is not I that does this. It is the people that work right with their children.

The most important person to the child is the person that is working with the child. It is not the administrator. I tell the para-professionals that without them, the children and I might just as well quit without their interest and what they do for them. A supervisor cannot be every place at the same time. Salem will never appreciate these women enough. I can say, they were paid just as non-certified people. You are partly subsidized, also, by the state. Very little comes from the board of education.

M Well, to put a cap on this, it would be ridiculous to ask you, of course, when you look back on your years in teaching, if it was mostly positive or negative recollections. Some teachers really do miss their teaching and there are others that could not wait to get out. There are some that, when they retire, they like to go back and student teach. Mr. Cope told me that he went back to substitute and he said it was very hard after being there, so busy and active, and then go back one day. He said it was difficult. There are teachers who, after they retire, just absolutely want nothing to do with school, education, kids, and so on. It is testimony which you have just given, having retired in 1971, to something that goes beyond just general interests. You are complimenting all these other women. As you said, it is not an ego trip, but you certainly need to include yourself. You stand out as one of a kind, certainly you do.

D That is nice to hear

- M It is the truth It is a fact, as you indicated, you stated only facts and I state that as a fact
- D That is very nice to hear But you know that when I stay home, I am perfectly happy, and when I go to work, I am perfectly happy Either way, the years that I have stayed home, I have never been dissatisfied because I had so many things that interest me I have said to my husband very often, "I am just going to die before I get all these things done " There are different things that I like to do, so I do not run out of things to do I also feel, and I think you know me well enough to know that I am in no sense a martyr, I feel if I have spent this many years working with children who have problems and can keep others from having early defeats, and I think early defeats are devastating to children because after a bit, they just turn off This is it
- M They feel that defeat is routine
- D So, I feel that, maybe you should do what you can do to help. Also, I feel that who else is going to do this kind of job that has the background I feel that if I do not know something about the way children learn, then the board of education has wasted a lot of money in the number of years they have kept me in the school system
- M I can assure you they have not
- D Well, I think at this stage I can say I do know a little bit about what goes on, not enough by far, and that I should use this But if I had to stay home tomorrow, I would be perfectly happy I do not get sentimental about being in a schoolhouse To see the children walk down the street would not make me be sentimental about going back I think there is a job to be done It is just there and you do it
- M You had special talent and you were willing to implement them besides from the fact that you are no longer in the school system as an active payroll member
- D Just the fact that you have done this number of years of work has to give you some kind of an ability or you have wasted your whole time
- M We never even got on the SEA, which I intended, so what we will do is, if this meets your approval, set up a time after Christmas, January and on to the new year, and we will sit down again, if that would be okay with you We will talk about that later, but before we do finish, and I always like this to be public to the people who have helped me, I am indebted to a great many people in this town, teachers, administrators, and so forth I must add the name of Mrs Doyle to that list now
- D Well, it has not been all that difficult because you just gave me a chance to think out loud

M Well, that is exactly what we want and I certainly thank you very much for what has been a delightful and informative session

D Bless you

M This is an interview with Mary Doyle for the Youngstown State University Oral History Program, on Salem Schools, by James L. McNeal, on March 28, 1976

What I would like to start out with is just an indication concerning some of the news items regarding the SEA. I have been teaching ten years and I have witnessed a tremendous change in the stance, the organization, and even though it may not be all that popular, at least a part of the current teachers' organization. What I would like to do today is get back as far as you can, as far as your recollections of the previous teachers' organizations, and then the parts that you played in the development of what is now the sea, and come up through the years that you were involved in it. Do you have some general information that you would like to present?

D From what you are saying, if you are thinking primarily of the negotiations and this type of thing, they did not enter the picture until 1965. If you want to go before that and talk about when we really had our first published constitution, that type of thing, we can go. That might not be too interesting.

M Anything and everything that bears on the organization prior, as well.

D Our first constitution was, of course, prior to 1943, but the first time we really had a published one in book form was 1965. We did have an association that was called the Salem Teachers' Association. I can talk best about the times, of course, when I was president of the association, because those would be the times when I would be involved in things that would be happening and I would remember. In 1955, during the time Mr. Kerr was there, I was president. During that time, then, in 1956, was the time when we

got the educators mutual insurance for pay income when teachers needed to be off. The teachers had never had any kind of insurance like that. Even at that time, it was considered kind of risky to do this, to get involved in having any group participate in insurance to the point of, maybe you are trying to control their lives. We did feel, as a group, that we should do this, so that was the first time that we had insurance. Then, of course, several times it has been updated until now. It will pay the teachers more than it would in the very beginning. I think it was like two hundred and fifty dollars the first time. They upped it in 1966 or 1970 to four hundred dollars. That was one of the things that I thought was important that happened during that administration.

I think it was in 1959 and 1960 that Paul Smith came. I, again, was president at that time. Then in the spring of 1959, the high school started a men's association. I think it lasted only a short time. They indicated, at that time, that they were going to ask the junior high people and the elementary men, too, but they wanted a men's organization. At that time, we valued their contribution to the overall organization and, I think, maybe they did not participate in them both too long.

M: That went by the wayside.

D: Right, I think so. In 1963, we had some professional problems and we solved those by communication. They involved minor things that came about because of a lack of communication as to what the needs were of the teachers. There was a paper shortage and that sort of thing. When the needs were made plain, we solved them as a committee, as managers, and so on. I think in 1965 Wood became superintendent. During these times, we did publish a newsletter called The SEA Newsletter. It is not a very original title. We revised the constitution in that year and became the SEA. It started in the Salem teachers.

At that time, the negotiations were coming into being and we asked special permission from OEA to allow us to send many delegates to their meetings. They held meetings at different Holiday Inn's and so forth. They did grant us permission to send more delegates than they were allowing, according to our teachers' group. We were allowed to send four delegates because we were studying negotiations at that time and trying to come up with something that would be acceptable to the organization and to the administration. We spent many evenings with the OEA at Holiday Inn's around the Akron area. That group consisted of Ruth Weaver, Jean Weingart, and Barbara Early, who was a young teacher at that time. She was only here about a year or two, but she was very active. I also attended those meetings. We formed our first negotiating board in 1965. On that negotiating board were Tom Cook, Ruth Weaver, Jean Weingart, Tony Montaleone, Barbara Early, and Hilda Conner. I was also chairman of that. We had our study sessions and met with the administration. We worked out a negotiating policy that was acceptable to both sides.

Also in 1965, we were allowed to present three different calendars to the teachers and say, "Which one do you like?" which does not happen any more. I can see a reason for that not happening because they are governing their participation, days of

participation in classrooms, by what happens in the county, so that we can coordinate our programs, countywise, a little better. I can see a reason for that. We were allowed to present the three different things and say, "Now teachers, vote for which one you want." It also removed any chance of people objecting to the calendar because we voted on this and this was it. It did change the vacations, somewhat, so that people could have them when they wanted them. Teachers could control that a little bit better.

M That is completely gone?

D Yes, that is completely gone. That is not allowed anymore. On June 7, 1966, the negotiating policy was founded. This is the one that they worked by from then until now. But we were one of the first to have a negotiating policy in the state that was workable, and we published up through impasse. They have used that impasse area several times in their negotiations, which is good because you do come to a place where you have an impasse often. There has to be a way to work through the impasse. We were very happy about that. It was done rather efficiently by the group that worked together, but the board did accept and we were happy about that.

In 1966 or 1967, I do not remember exactly when, Mr. Kahn came

M I started teaching in 1966 and I remember you, of course, as involved in the SEA, but Mr. Kahn was not there. That was at least 1967.

D I think it was 1967 when he came. During that year, we had the Martha Holden Jennings Master Teacher Special Award that they have now. Unbeknownst to me, which is not the best way to say this, but without my knowledge, he had some people send my name for the award in which you have a year's leave of absence and travel wherever you want. You can use that year in whatever way you want to. I did not win it, but I did appreciate the fact that he was willing to give me a year's leave of absence and just send my name in and to ask these people to write about me, which they did, and told me later. I did not win, although they did tell me I was in the top one percent. I never have had anything published and I have never been famous in any way at all. The only thing I have done was my own little job, and that does not merit the Martha Holden Jennings Scholarship to have the year off and go on your own. It would have presented problems, because my family is my first concern, but I expect I would have arranged something there. I did appreciate the thought very much.

Of course, the SEA has always had such very low dues and we had financial problems at that time. Our dues, up until this month, had been \$1.50. A committee got together and raised the dues to \$4.00 successfully, which is quite some jump. That was appreciated very much. The committee made a very comprehensive report as to what could be done. I have a report because we put it in our SEA Newsletter. It was a strong committee. Tom Koch was on that, too, and Ruth Weaver, David Presley, John Awanna, and Freda Kelly. They really got the \$4.00 from \$1.50. We also had an order of attendance at board meetings. I hope that they are maintaining that until now, that is

important. We have published that certain buildings were to send representatives and if they could not, they were to send a substitute. But certain buildings were to send representatives to the board meetings each time. Do they still do that?

M I am sure they do. That still is in practice. That seems primarily from the high school

D They should be from all buildings because we are all teachers. You were not around when it was difficult, the idea that elementary teachers and high school teachers all belonged together in the same group, because that was before your time. It has been sold, so I think that everything that can help maintain that unity should be done. All the representatives at the board meetings should not come just from the high school if that is just what is happening. I do not know whether it is or not, but that is just my two cents worth.

The idea started of having an under seven weekend. The first, I think, was at Atwood. We were allowed, as presidents, to suggest that those who had taught less than seven years to meet with the group at a nice place and spend the weekend and discuss problems of teachers that had taught under seven years, so that the young, new viewpoint could be understood. Karl Bevington was the first one that I had the opportunity to appoint. The salary policy has been revised several times, it was done in 1960 and 1963, and again in 1967. By policy, I mean putting teachers in salary categories and things, not the scheduling.

M Not the actual dollar amount?

D No. That is as much as I can tell you because I was president four different times and they were at about five year intervals, except at one time, two together. I think I have been president with every superintendent that we have had since I began teaching.

M It might be interesting just using that as a jumping-off point for a few minutes. Can you think back and make any comments about the rapport with the various superintendents as a challenge, and work with the teachers' organizations, and particularly in contrast with or comparison with Mr. Kerr? We have talked before on another interview that he is very strong-willed.

D Paternal

M Was there a noticeable difference that you can recall as you worked with these different superintendents, and their attitude towards teachers' organizations in the first place?

D I think that it was a change of time, just different eras came. I think Mr. Kerr was very strong in his era. Then teachers began not to want to be fathered, so to speak. They became more independent. I found that the superintendents were beginning to see that it is a good thing to work with teachers. I think any problems that we had came about by

complete lack of communication or by another section moving too fast. Many problems that we had with the superintendents were by many quick decisions and moving too fast and trying to superimpose rather than work along with. I do not think you can superimpose any ideas on teachers or any strong group.

When Mr. Wood was here, he organized a group and had meetings, including principals, representatives, and psychologists and so forth, to work up a behavior policy with some philosophy behind it, because we were having some problems with loose behavior and lack of organization of what we really wanted to have disciplinary-wise in our schools. He had a really fine code that was worked up during that time with reasons. The problem is time to ever get all of that activated and to get all the teachers to understand that every child in the building belongs to that teacher instead of, I am not going to pay attention to what goes on next door to me because it is not my business. Some teachers were more lax than they should be and some others maybe could have modified their ideas and not have been as firm. If the two could get together and say, "All of these children belong to all of us. If we see somebody pounding a locker or something of this sort, do not turn your back on it because it is not your child." We needed that and Mr. Wood worked it out by having committee meetings and then publishing it. I hope somebody still has some copies. I still have mine.

M You speak of the developing independence of teachers. I think in some cases, although it may have been a productive and positive thing in some ways, it could also destroy the chance for these types of unifying programs. Many teachers would consider them a front, I think, to have some other teacher suggest that they might be able to do this a little better or this differently, and likewise have some other teacher tell them. This is another sad thing that I have seen developing in my short time.

D Teachers are individualists. Do you know this? They are individuals, but on the other hand, surely there is a way that we could work out something in which we could work together. I was supervisor of the summer program and we used to have large staffs of thirty-two people over there, counting aides and psychologists, when title first came into existence. We have six weeks of summer school over there. It was my job to supervise that. One of the first things I got across to them as quickly as I could when they came was that every child in that building belonged to everybody. Simply because he sits in your neighbor's room longer than he does in your room, you do not ignore him at other times if he is in trouble, if he needs help, or if he is misbehaving, that is the way you have strong discipline. You can build some inner kind of pride and feeling that this building belongs to everybody and it belongs to every teacher. If you get to the place, and it happens sometimes, where some teachers ignore other behaviors of children who sit in another room, and will just turn their backs. The children get on to this pretty soon and they see just how far they can go. There is no inner kind of guidelines for them because, I need to behave a certain way if somebody is around, and I can behave an entirely different way if somebody else is around.

M This really gets us into the area of evaluation

D Right

M What I am curious about is this business of evaluation Was that ever brought up as a major topic with Mr Kerr, Mr Wood, and the other superintendents, as part of any total negotiation? The emphasis is always on money.

D Yes, although the emphasis has to be on that It is not as much on that as it seems There are many other things that go into the negotiations and many other items that are presented, but you have a priority list When you negotiate, you have to give and you have to take, and some of the items that you give, when you get down to the ones that you know you are really going to get, you have given away some of the others that you did feel were very valuable

For instance, we negotiated for years and years for physical education in elementary because that is important, that is where they need physical education, when they are little and their bodies are forming. They need body development, an entirely different kind of physical education that they are going to get in junior high or senior high Our emphasis is always made on a few stars who are going to be on a team someplace Here were these little children who did not have any physical education program Some teachers are strong in that and some are not. So they were not having the body development that they needed, the fine muscles and the large motor muscle, and all this kind of thing Because, money-wise, it would be sloughed off year after year after year, until finally we do have it now We are very appreciative of it We have a couple of young men that are doing it now and they are good That is what happens in negotiations, you have to give and they have to give By and large, your teachers' association does not realize that all of these things are brought up, unless they are better informed than I remember, mostly because they do not have the time to listen, and a little bit of it is not going to tell the whole story

Back, again, to evaluation I do not know how it will ever be brought about, but we have an awful lot of teachers that really know some better ways to do things and really have some strong philosophies and so forth Like you say, we are in little cubbyholes very often, and I think we still are in little cubbyholes, and you stay out of mine Finally, you give up with helping because it is a pretty ticklish thing. How do you help within your own group, or discipline within your own group? If you are going to be a professional, you better be ready to do that

M It is not being done

D No, it is not

M I can say what was a suspicion is now confirmed in my mind, and it is not being done It is not being done with me as an individual and I know through contact with fifty or sixty

other teachers on almost a day to day basis that it is not being done

D How do you bring it about?

M I just wondered if there was any push in previous years' negotiations. If you people are going to get more money then we definitely want some sort of . Has that ever been used as a wrench at all?

D Yes, yes. It has been brought from time to time and in negotiations. You get yourself in a cubbyhole like that, too, when you get in to master policies and this type of thing, because when you get that down in black and white, you know that you are going to have to give so much and they are going to give so much. Then, there is no give after that, it is there and that is it. There is no way to negotiate that unless you change your policy. Yes, it has been brought up from time to time. That is what will have to happen. You know that can repeat itself, too, because you have all of your country teachers that have had this evaluation bit and have firm evaluations that must spend a certain amount of time in a certain spot every day. What they are doing is, not all of them but some of them, wasting that time. Whereas in a profession, we could use the time and use it the way it should be used rather than held to these firm guidelines. Professions should not have to have that kind of firm guidelines, but we do.

M Does it seem like an intrusion in the profession in the first place? You only get people that are willing to make the sacrifice of time and preparation that it takes.

D This is right. You should be able to have the confidence in the people that are in the profession that that is happening and nobody needs to check or nobody needs to time in or time out on the clock, or whatever, which is happening in some places. If you are a professional person, how do you hold the standards of your profession that you do not need those guidelines.

M I would like to touch on another area. What about intra organizational problems? Once you have secured, let's call it a package or pretty much an idea of what everybody is going to agree to, over the years, did you run in to much static in the organization when you went back to the teachers and said, "Look, this is what we are going to be able to get." Was there generally pretty much an acceptance. They took the negotiating team's package and decided that this was it, or did you find that teachers most often were not satisfied initially?

D I think you had some satisfied ones and some dissatisfied ones.

M Did the satisfied outweigh the others usually?

D I believe so. You always do have some that are dissatisfied. There are always some who

want to move faster than you can move. One of our concerns in the beginning, I think, is that concerns are not the same today as they used to be. When they wanted us to move faster than we could move, we have always had a positive attitude in Salem and our people always voted levies and bond issues and so on. The thing you do not want to do is load it on them. If you get people to say no the first time, it is going to take you about twelve times to get them to say yes again. It is a pretty good psychological advantage if you can always keep them saying yes. Get everything that you can that is reasonable. I think I am an idealist because I believe that if you deal with people honestly and straight forward, and give where you need to give and hold where you need to hold, you can work out something. I have great respect, I do not know how other people feel, for the members that have served on the boards of education, because I think they have to consider many sides in these things. I am not speaking of our present board, I do not know that much about them, but I do not know about the men that we dealt with.

M From the past

D Right. We had just fine Salem men who were concerned about teachers as well as concerned about what happened to our children. They have tried to get buildings and I know when prices are what they are. I just happened to look in the back of this book and see that I bought it for eight cents. Yesterday, I was hunting cardboard for the work out at a kindergarten project and I found the same cardboard exactly in five different stores and the prices ranged from twenty-nine cents to thirty-five cents a sheet. The same sheet exactly. They do have problems, and teachers have problems now because of the rise in prices. I do think that they try to see an over all picture and they know you cannot run a school building without supplies, either. I think they try to put their best thought to it. The men that we have dealt with are businessmen, and they can sit down and talk to them and they would try to build a good salary schedule and be fair so far as increments and things of this sort.

M They still keep the system functioning?

D Right. I hope that that is still the case. Then sometimes you have to mark time to wait for something and then it happens. I think people would say, "She wants to wait too long." It happens, and when it does happen, you have something solid. You do not always gain a whole lot if you try to go too fast. Our town would not support that, so we lost it. That was the only levy. Even OEA, at that time, came in and did a survey. I think Vic Wood came in and did the survey and their recommendation was that our levy was too high. When we get OEA saying our levy is too high, then it is too high.

M Even the fact that the administration decided to bring it in is almost an indication that maybe they better check.

D Right

M But they did not pass off on it all

D I think the reason they brought them in was to prove that it was too high. I think they felt it was too high and they brought them in to prove that it was too high, to say that it was going to be dangerous if you put it on. I think Salem has been very fortunate that we have not been involved. The Salem people appreciate the fact that their children are going to school every day and that we are not picketing and we have not had strikes and that type of thing. We did have an implement that has worked for us up until now in solving our problems reasonably, at least as well as they are being solved some other places. The problem with trouble in the schools is it stays with you too long through a generation. You have problems between parents and teachers, and picketing and this type of thing. The children have to spend twelve years in an atmosphere in which maybe they are not sure that that teacher really knows what she is doing, because Mom and Dad said maybe she did not.

We did, at one time, have political candidates, we started on that too, and then later, developed that more. That, I think, was in 1966, when it began to open. We had the candidates for the board come and talk and say what their beliefs were. I do not know that that was the most productive thing that we ever did because of politics being what they are. What you say and what you do are sometimes two different things. We had good men. Mr. Dawson was on the board of education and he used to personally go on notes when we had trouble with taxes coming in late, and we had to do without our money for a certain period of time each year. He used to personally go on notes to meet the salary so that the teachers would not have to wait. This is a story that they always told about Mr. Dawson, who was part of the school board. We did go through eras in which we worked without pay and things were really bad. In order to have the children complete school, that was during the Depression, prior to the times we have been talking about. That does not happen anymore and I do not know that it should be. Nobody else had any more money so we were not any worse off than the rest on the world.

M I would like to have you speak about a few more things, one particularly. What changes, if any, have you noticed with teachers in general, with regard to their attitude toward the work that the negotiating team was doing? Did you notice any change over the years as teaching has become obviously more vocal and forthright about?

D You know that I cannot speak very well to that because I was in when the negotiating team first began. I was chairman for two years. When we negotiated, we had only one voice, which is the way that it should be. Then all the others contributed to their thinking and so on. A good negotiation team has only one voice because you do not get your undivided attention that way, your attention has not been divided. We found out all of these things by going to negotiating school with OEA and being taught. We were green at all of this. We studied our lessons well. I was only in there at the time when the policy was very new and we were just working with it then. I do not know the change after that because I had not been involved.

- M You might be able to think of it in terms of press releases and the news items that were made available and the way they read, the way they sounded, say, in comparison to the ones that you used to see. I am not talking just about Salem I mean just a general attitude
- D I think, too, that there is much more input from the group on negotiations than there were in the beginning In bargaining negotiations, what is that? Now I think they very well are there
- M Were negotiations pretty much a closed operation? I recall a few years ago when I was first teaching, the idea was to not let the teachers know too much so things did not get out into the community
- D That is all governed by rules You are not allowed to make any release, releases have to be made in unison You would not be allowed to carry tales back from negotiating sessions, unless an agreement had been reached or unless you needed to bring something back to be voted on This does away with leakage, but you have to keep your group informed You have to represent them, and you have to negotiate for them If you believe one way and they believe another way and you are negotiating for them, if the group says negotiate this way you do that This was the way we operated because, after all, you are a servant of your group if you are on a negotiating board. You are elected by them They are to follow your decision. If they elect a negotiating board then they have to follow what the negotiating board comes up with That is all governed by your policy, by your negotiating policy If we brought back to them the information and presented it as clearly as we could and took votes, we were pretty well informed as to how to attend the next negotiation
- M In other words, there were no surprises when you finally submitted your final vote, at least everybody had a pretty good idea all along the way
- D A pretty good idea of what was happening all along. I think that comes with having a little bit of time, too. You can disagree with something completely, but if it comes about that this is what it has to be, then you do the best you can with what you can get That is the whole story of negotiation Give and take
- M One thing I have to ask, of course, is what you look back on as having left any active role in the teachers' organizations in the early 1970's What do you feel, having had so many years involved with both the former Salem teachers' organization and then later, the SEA, and as you mentioned, all the superintendents, through both organizations over that period of time, what do you see as significant strides for teachers so far as the Salem teachers' organization is concerned?
- D I think I would like to go back to group insurance I think that it is important I also

think just the fact that they have their strong constitution and have lived by it and the fact that they were able to have one of the first negotiating boards created and accepted by the board of education through impasse. I was very happy the day that happened. The index salary schedule, the policy that they have incorporated, the salary policy had been revised many times, much with an across the board increase because of money, there very often was not all the money that we all wanted, of course, and it would end up in an across the board increase. I felt that was very important when we got the salary in the index, which allows for movement forward without the hassle every year of building a new scale. You have your scale already built and then you just follow the same index right straight through. That is very important.

M That also creates the particular direction in which the teaching-negotiating panel goes, just simply look at the pace, work on the pace.

D Right. Everything else goes along with it. It makes for much simpler negotiations and it keeps from having to spend those long hours that we used to have to spend with the board, that is how we found out where their interests were and that they were not all against teachers, that they were trying to work along with us. If you have a strong policy and if you have an index salary schedule, and you have negotiating boards, then problems should be able to be worked out in a situation like we have in Salem, because we have our own people on the board of education and they are elected by the people of Salem. They have the feel of what people in Salem want.

M With regard to that index salary, do you recall the background that led up to considering it or thinking that it might be a good thing to do and how you managed to implement that? I doubt that you just went in and said, "Look, we have to have an index salary schedule," and that was it.

D We used to go to salary schools, to OEA salary schools, and then we would listen to people who had index salaries from other places. You know how you get your ideas. They were working there and we could see the justice of such a way of receiving raises, because the across the board thing was not working. There is nothing as unequal as equalization, and that was equalization as far as the dollar amount you got, but it really was not equalization so far as the personalism.

M How much opposition did you run into initially? It is obvious it got put through. Was there a real barrier to it on the part of the administration?

D We worked it out. No, it was acceptable to them. They only have so much money anyway. If teachers can strongly present a case for spending it a certain way on salaries, they're only going to spend so much on salaries anyway, and I think they pretty much went along with it because it builds for a stronger profession. It keeps people in their own communities because they see a chance for advancement, and it keeps them studying.

and advancing themselves, that type of thing

M There is no worse feeling than to be all dressed up with no place to go I think, perhaps, sometimes this feeling has become evident to me in the school system here, although salary, roughly, is in the neighborhood of fifty-nine percent of the total budget, which may or may not be high in comparison to, say, Boardman and other systems like that At least it seems to me that we are reaching the point where, eventually, one hundred percent will go to salary and there will not be any schools to run I really do not know what the ceiling is, just how much you can demand.

D Another thing that we did would be using You can send to OEA and get everything they have on salaries and so on You can find out just where you fit on the salary schedule They have whole packets that will help tell just exactly the salaries in every city and village in Ohio You get those and you compare and you decide whether you are willing to give a percent or two here or there for working conditions This has to be a consideration, too, because sometimes working conditions can be pretty deplorable, and class size and things of this sort, which they say do not count, but you and I know what counts

M These are always people that have not taught, that say that it does not matter

D Right

M Over the years, then, certainly before the SEA was officially formed and after 1965, it would be correct to say that you had a fairly instrumental part, either serving in the organization or as the head of it That again puts you in a special spot

D I have spent an awful amount of time in Columbus at meetings Here is another thing that comes up Organizations elect people to go and represent them at meetings I served my time at that, too I was OEA representative six or eight years In that time, you get a pretty good idea of some people that are going to serve your association well Then these people come up for re-election or others come up for election to other responsible positions to represent teachers' groups So often you come back and say, "Vote as you want to, but you have elected me to represent you at this many meetings to find out who is going to make a good representative for you and I find that these people, I think, would be very strong for you." You get resentment for making a recommendation like that from the teachers because you are trying to control their voting You are trying to force them into voting. Why do they send these people? This happened to several representatives I know, not only to me I wrote a very soft-sell letter saying to them I want you to vote the way you want to, but you paid my way to go and find out and I think these people will serve you well. There was some resentment about that and I know of a couple of people who tried that same thing, feeling a duty to tell them that. We need to realize that if we are going to let people do things for us then we need to pay attention to what we ask them

to do, instead of being that individualistic to say, "Who does she think she is to tell us how to vote?" which is far from the idea

M That was not the purpose.

D No This also happens in all the United organizations So many people dropped away from one or the other, OEA, NEA, when the questions came up, just for the same reason that teachers are individualists They do not like to be told I think you can lead them much more readily than you can tell them what to do That is what happened with our superintendents, one or two tried to superimpose rather than have an understanding before

M It takes a while sometimes

D It takes a while

M I know as a young teacher I was not making all that much I often wondered what the value of all the organizations were I remember unification had happened since I started I think I was not alone; as you said, a great many teachers could not see the value of this, that, and the other organizations

D In the beginning, I did not either In the beginning I said there must be no coercion, if we want to, everybody should have a right or have a right to refuse them. I grew away from that. I grew to the point where I felt that the ones who did not join were piggy-backing because just in later years

M They are picking up all the benefits

D: Right They are going up to get their increase in salary whenever the OEA helps get an increase on lobbies and gets an increase on minimum salaries If you had not had minimum salaries, you would not have salaries above minimum, this is just what happens Then I felt that every fellow was going up and getting his salary increase on a minimum salary lobby, but not contributing to getting that lobbying done. Even though I always joined all of the organizations, and then, now a life member of OEA, and joined OEA even in retirement, at first I did not see a reason why anybody should join unless they wanted to Now I see that monetary value has increased I think some people have a feeling against certain things that were happening in OEA and they did not like them so they voted against them Strangely enough though, elementary people would be one hundred percent right across the board, junior and senior high people the world over Why is this? I do not know Are they more individualistic than elementary? I think that the feeling was, why way back then that maybe elementary people were more or less milk toast and they just went along with whatever came along More of a flock than individualistic That always amused me

- M I think it would irritate you, too, as well as amuse you
- D I have percentages that show this so I know that it happened
- M I know, perhaps, that is not the case so much anymore
- D I do not think it is anymore, and that is good
- M Just last year there were very few that did not join. You have no choice now. You either join everything or you do not join anything. In the last three years, there have been less and less and less initiated. I do not know what the figures are, it could be easily found out. There are very few people that did not join. There is at last, so far as dues having been paid, what I would consider almost total unity, so far as organizations
- D I think so, too, but I think they are seeing a monetary value and that is the reason I do not think they did in the beginning. I believe, as a group, they have been pretty uninformed and all at once, they are in the beginning. I believe, as a group, they have been pretty uninformed and all at once, they are making it their business to be informed, and this is not bad
- M Based on one comment you made, I will ask my last question because you touched on it. You said you belong to OEA even in retirement because you like to read what is going on and so forth, and of course Salem News comes to the door and the Vindicator and everything else, and the television. After what I consider an instrumental role in the former and current teachers' organizations, does Mary Doyle read the Ohio schools and watch television and read the Vindicator and the Salem News and wish that she were in the thick of the teachers' organization? Are you glad that the early 1970's saw the end of that?
- D This is true because I do not think I am of the make up that would weather well. I do not know, but I think sometimes I will go a long way to keep from having more controversy than has to be over anything. Sometimes I have it if it is needed, but I wonder if I would have enough at this point, or I wonder if it would mean enough to me to do the things that have to be done to bring things in, things to a conclusion. If it has to be done the way I see it being done the world over, I do not think I have it at this point. I do not think it would mean enough to me. It would be pretty difficult if situations got the way they are in cities and so on. I do not anticipate that in a small town, but you would have to be pretty dedicated to your proposition to hang in there and do it. Although, surely there are some people that are soft sell, who are making some headway in the world
- M I would ask you a very personal question. Are you generally happy with what you see going on in education in general, and specifically here in our little town, anymore?

D, Being an idealist, I wish that it were a different way I wish that teachers and boards of education and citizens could get together and have enough money to go on I believe the whole structure of financing schools is going to have to be changed eventually, but that is a whole other subject I wish there were a different way where we could understand that the children are our main interests and that we just better all get together if we are going to survive, because the children are the ones that are going to have to pay in the long run If education is going to survive, I think we better all get together and realize we are all on the same team and that we could listen to each other and each hold his ground, but also his temper I wish that we would not have to be materialistic or use military tactics We have been fortunate in Salem not to have to do that up to this point

M But it is here

D I hope that we will get a solution and be able to go on I see good people, I see good teachers and I see good members on the board of education I see good members on the board of education and I see administration and those people have to have some good thoughts and put them together and come up with something that is going to be for the little children

M Let's hope so

D It would be a lot more pleasant for teachers Maybe they have not had an experience of teaching without this concern If you do not get enough money, you have a concern there I believe they would be better teachers if we did not have these muddy waters that we do have in some localities I have a dignified feeling about teaching, and I am sorry, but I cannot feel that I would feel very dignified on a picket line If it is necessary, it has to be done, I expect Maybe I belong to a different era Maybe this is the way we have to go I do not know

M Whether it is or is not, that is it There does not seem as though there is any other option I think that some of the feeling is that there are no other options. We are just not really sure that we have come this far and now this is the only way we have to go I am looking at twenty years ahead We have looked at twenty years behind It would be interesting to have someone interview me twenty years from now and see what happened You represent a watershed of the development of the teachers' organization up until the late 1960's and early 1970's and the current development from then up until now, and in the next few years, if anybody does stand back and take a look at it. You removed yourself, through retirement, from what I think could be the critical few years as far as Salem is concerned.

D I think teaching is often an emotional thing I am thinking of a nearby city in which some of the teachers agreed with striking and some did not It divided those teachers in one building They do not feel the same about each other since this happened because they

did not see eye to eye. They just do not outgrow it. Still, it is like a family divided against itself. You have to try to create a learning attitude and an emotional stability in that situation for children. It is difficult to do when you do not feel that way yourself about your neighbor doing the right thing. You have a resentment. Even though you try to remove, that, "It is almost impossible," feeling is still there. I keep thinking there must be a better way of coming to some kind of agreement in school systems. It has always been my feeling that if you have a superintendent, then it is your job as a teacher to help that person be the best superintendent he can be. Or if you have a principal, it is your job to make that principal the principal he can be, rather than to oppose everything. If you cannot, then you have to work within your system to change that situation. It is their job as administrators to help you be the best teachers you can be. That is a common ground that you both can work on. I do not think it is that kind of a situation anymore.

M I do not see that common ground.

D I think you have people negotiating for you that do not have that deepness. I do not think I have the knowledge now. We have been in some difficult situations when I was there. If you will notice, it so happens that I was president each time we had a new superintendent. That was not entirely without design. There have been some difficult times I have gone through and negotiated through and tried to get what teachers wanted. It just is not done the same way anymore. I know of one time I had gone to a superintendent and told him he was getting into trouble. There is going to be resentment about what is going on, before it happens. They are not going to take it. I know of one time that it worked. I think of the time that, inadvertently, there were problems about a leave of absence. A teacher that was on the board had a leave of absence and if there was a place for her, she could return to her job. That was not a leave of absence. That was voted in, it was current. I went to the board meeting and we had talked about this and it was not about to be changed right then. Any group is not going to make a rule and then change it the next time.

M You have to live with it.

D It got off there because that is not a leave of absence. They promised they would take it off later. You would not have much confidence in people if they made a ruling and decided it at the next meeting. If a teacher has a leave of absence, her job is there; that is her job to come back to. You do not get that by going to the newspaper and saying, "The board did this to us and I do not like it. It has to be changed." You do not gain anything.

M You have to try another avenue.

D You get it changed when the time is right, if it is changed.

M What we were saying is that there is more impatience today.

- D. I will be criticized for saying this
- M And I will probably be considered less than strong in my attitude if I exhibited anything but impatience, which seems to be the rule
- D It is pretty difficult to stand up to a group if you are a minority Sometimes you have to wait and then you are not a minority
- M: I am interested in these things because I intend to teach. Even though I am more and more disconcerted with the whole operation, I love teaching more and more each year I would hope that someday I can sit back, at least not too many years from now, and see if, perhaps, things got straightened out
- D It has to, it has no place to go but up
- M The institution is vitally important, and too important to see it ruined, destroyed, or weakened in any way I just hope that there is something in the future I probably will not have as much to do or anything at all, but I do not like the way things are, to be honest with you I do not care who knows that You know I have always paid my dues, belonged to all the organizations and everything else I have a funny feeling that the way currently is not absolutely the best
- D I have seen it coming There has to be a good way of doing this It is going to be just like politics I think we are going to have to get some new ground rules I really think part of the problem is the way the schools are financed. I think there should be a way of financing in a different way that they do not have to go to the people constantly. There should be a different kind of tax structure, if they have to come from axes so that you do not have to go back and ask the people every year for your raise in salary You have to do this I think it weakens the way that you can deal with children sometimes I think some important things have to go by the wayside because we do have to go back to people to pass the salary increase Certain things are not going to happen that should happen sometimes because you have to go back to things
- M Let me make one final comment and that is, your comments and thoughts and recollections are a value to me, and I hope a value, perhaps, to some other people sometime, since this will be available to them Again, thanks very much
- D You are very welcome.

End of Interview