

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Rayen School Project

Faculty Experiences

O. H. 10

MARY LOUISE BOYNTON

Interviewed

by

Mark Connelly

on

October 29, 1974

MARY LOUISE BOYNTON

Miss Mary Louise Boynton, long-time teacher at Rayen High School, was born in Victor, New York, on April 6, 1890, the daughter of George and Caroline Boynton. She attended Erasmus Hall High School in Flatbush, New York, graduating in 1909. She attended Vassar College from where she received an AB degree in German and English in 1913, and afterward, took courses at Columbia University.

Miss Boynton began her teaching career in 1914 when she taught for three years at Werthampton Beach, New York, and later at Narberth, Pennsylvania. In 1921 she came to Youngstown to teach German and English at Rayen High School. Later in her career at Rayen, she was named dean of girls, a position she held for eleven years. Extracurricular activities in which she participated included being advisor to the German Club and attending senior parties as chaperone and attending football games.

In 1931 Miss Boynton took a term off from teaching to obtain her master's degree at New York University. She returned to Rayen that same year and resumed instructional duties there until the Spring of 1958, when after thirty-seven years of teaching high school, she turned her attention toward teaching English at Youngstown State University. She taught part-time at the University until 1967, when she ended a long and distinguished teaching career and retired at the age of seventy-seven. Miss Boynton now makes her home at 168 Upland Avenue, in Youngstown. Her hobbies include "people" and reading.

SILVIA PALLOTTA
June 30, 1977

YOUNGSTOWN STATE UNIVERSITY

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INTERVIEWEE: MARY LOUISE BOYNTON

INTERVIEWER: Mark Connelly

SUBJECT: Faculty Experiences

DATE: October 29, 1974

C: This is an interview with Miss Mary Louise Boynton for the Youngstown State University Oral History Program concerning the Rayen School. It is being done by Mark Connelly at Miss Boynton's residence on October 29, 1974.

Miss Boynton, would you tell us a little about your educational background?

B: Well, I was fortunate enough to be trained at Erasmus Hall High School in Brooklyn, New York, and Vassar College in Poughkeepsie, New York. For my master's degree, I had courses first at Columbia University, and then completed my master degree at New York University. I didn't take my master's degree until after I had been teaching here for several years, so that I had a fund of information that I could use in all my classes. That made it rather interesting for me. I think that's probably all you need to know.

My father was head of the History Department at Erasmus Hall High School for a great many years, so the feeling of being on the faculty had been part of my life for a long time.

C: Where was Erasmus Hall High School?

B: It's in Flatbush, a part of Brooklyn, New York. It was founded by Dutch settlers who named the school

after the Dutch scholar Erasmus. Its history is similar to that of The Rayen School. It was first governed by a Board of Trustees. Dr. Garrison, the principal, went all over the country to choose some of his teachers. My father was asked to come. Then later it was taken over by the city Board of Education. I had an advantage of being taught by many of the "chosen" teachers.

C: Were you born in Brooklyn?

B: No, I was born in Victor, New York.

C: How far away is that from Brooklyn?

B: Victor is near Rochester, New York.

C: Do you think your father had any real influence on you?

B: Oh, undoubtedly, he had because he was so very happy in his work. He was head of the History Department at Erasmus Hall High School and so we had grown up with faculty people and people who talked our language. They were very interesting people. They were people that you liked to have at your dinner table because they had something worthwhile to offer. My two brothers, my one sister and I all lived there.

C: How did you end up in Youngstown?

B: Well, that's a whole story in itself, and I couldn't tell you too much about that. I came here on the advice of a former teacher of Rayen. Years and years ago she had been here. She said, "If there's any school in the United States where I think you belong, it's Rayen School, Youngstown, Ohio."

I was about to change positions. I had taken a term off to tutor a girl for a very important examination and so I had stopped where I was teaching and said, "I'm going to stop now and decide later what I want to do." She said, "Let me write to Mr. Miller."

Mr. Edwin Miller was the principal at that time and Mr. Orwell Reid was the superintendent. She said, "Let me write and ask him if, by any chance, there's an opening." So she wrote and he wrote right back to her and said, "Your description of Miss Boynton

makes us want her on our faculty, but unfortunately every position at present is taken for the fall." This was in July. "If anything opens up, I do hope we can have her because the kind of person she is makes us feel that she would be happy here at Rayen."

C: What year was this?

B: This was in 1921.

C: How long had you been teaching up until then?

B: I had been teaching ever since 1914. I taught on Long Island, at Werthampton Beach. Then I taught all during the war years in Narberth, Pennsylvania. First I did some private tutoring and then I came here. To continue, after Mr. Miller had received that letter, he got a resignation from an English teacher of his who said that she was sorry, but she was not coming back to Rayen for the fall and that her position would be vacant. He immediately sent a special delivery letter to me saying, "Please send us your qualifications," which I did. They wrote right back and said, "We want you very much."

That was in 1921, and I taught here at Rayen for thirty-seven years! In the meantime, I took one term off and went to California and taught for three months in a private school. I didn't want to get in a rut, you see, I just thought I wanted something different. Really I was a guest on a ranch. Then after a month, I taught in a private school.

C: What year was this?

B: It was in 1926. I taught in the Pasadena private school for part of a term. Then in 1931, I took off another term and went to New York University and got my master's degree. I felt I had a chance to get away from it a little while and come back refreshed.

C: When you came here, did you feel that most of the other members on the Rayen School faculty were as well educated as you were?

B: I think it was a remarkable group; it really was a remarkable group. I felt that we were one big happy family with many fine students, many preparing for

college, and a faculty with high standards. Many of them really were tops in their field. If there was any jealousy among them, and perhaps there was, I wasn't aware of it. I felt we were all pulling together to give our students the very best education possible. Many of us were very young at the time so we attended the football games. They had a fine football team, especially in 1924. We went to the football games and I think the whole faculty, with all the various departments, offered a great deal.

As I look back, I sometimes think what an opportunity the Rayen students were offered. There were so many departments to meet so many needs and so many interests. Students, both black and white, were there to learn. I don't know if that's always true today.

C: Is that as far back as 1921?

B: Yes. There were some Negro students, but not many. We had some. Then, later of course, there were more and more. Now I don't know what the proportion is, but there are a good many more Negroes now. They all moved to the North Side. But then there were some students from the colored families as well as white that were there to learn. I thought they had a wonderful opportunity offered to them.

C: Were there very many ethnic distinctions made at Rayen at this time?

B: I think in the early days there weren't. You didn't notice it. But I think perhaps later on it became more evident, more apparent.

C: When did you realize evidence of this feeling?

B: Well, I pulled out in 1958 and there hadn't been too much before that. Only once did I hear the coloreds say they should have one of the senior class offices. Later they did. At the time, they were in the minority, but I understood that after that, there were more. I wasn't particularly aware of it. I think there was great stress made on togetherness in the school.

We had prepared faculty meetings once a month. We had faculty picnics occasionally and we had the faculty luncheon after commencement. It was really

an affair, something to look forward to and there were many clever tributes paid to any of the faculty that were retiring. There were senior parties and I happened to be on the committee for senior parties a good many years. I got to know most of the students who worked with us on senior parties. These students were really clever. We cooperated with them, but the students themselves were really very clever in working out these parties. We had senior dances; I went to those too, as chaperone.

C: What was the relationship between the teachers and the students?

B: Well, don't they use the word "rapport" a good deal? I think we had a good rapport. I never had a car so I had to go to school on the bus but I walked most of the time. When we met the students on the street, they said, "Hi." They seemed to be glad to see us and I was glad to see them.

C: So it was a very friendly sort of relationship?

B: Yes, it was a very friendly relationship between the faculty and the students.

C: Did you still retain the dignity of the position?

B: I maintained a certain sense of dignity, yes. They never were fresh or familiar with me. They never were rude or crude, but you could feel a kind of happiness, a happy friendliness among the students and between teachers and students. Once in a while, you'd probably find someone who wouldn't agree with that, but for the most part, I think that it was very evident most of the time we were there. The senior parties helped this idea of togetherness, too.

It was at a time when TV didn't play as big a part in the life of a student as today, and so they took time to study at home. I think families were more together then. I mean, they pulled together as a family and the fathers and mothers were interested in the success of their children.

The commencement exercises were really beautifully done. I mean, they were planned way ahead of time and they were carried off so beautifully.

I not only taught there for thirty-seven years, but I was also dean of girls for eleven of those years. In those eleven years, when I was dean of girls, I didn't teach as many classes, but I got to know the girls very well. I realize that even then we had all kinds of students.

C: What sort of problems did you encounter among the students when you were dean of girls?

B: Well, let's see. I'm trying to think. They came to me when they weren't doing particularly well in their lessons, perhaps had a teacher-student personality conflict, or didn't know how to study. They'd come in and talk things over. Sometimes they had home problems and they wondered if they could come in and talk it over. Of course, I was always glad to do it, but sometimes I wasn't sure I could give the help they needed.

C: That's interesting. What sort of home problems were encountered by girls in the 1930s?

B: Going with a kind of fellow that their parents did not think was good enough was a problem. So they'd come and talk it over. Sometimes the girls would come in and ask if I could tell them how they could make themselves more attractive. Often, they came in when they were ill, and I talked over problems of illness with them. At that time, we didn't have someone to take care of the girls who were ill, so in my office, I had those who were ill and those who had problems at home or anywhere. Sometimes their problems at home had to deal with parents not understanding them, which I suppose is true today.

I can remember one time at least, when a girl became pregnant with a boy whom her parents disliked very much and they had forbidden her to go with him. She was on the brink of leaving town and running away when she came in to talk it over with me, and I was very glad she did. She was a very nice youngster that just got involved without realizing the consequences. I suggested that she tell her parents and face it and see what could be done about it. She said, "Oh, no. They'd practically kill me." After talking with her for quite awhile, she agreed that she would appear in my office with her parents, and I could tell them, if she wouldn't.

The father and mother came up one day. It was one of the hardest things I ever had to do, but it seemed to me the only thing I could do to make it fair to her. They came in and then she came in. I told them that we had something to talk over and that I'm sure that none of us were so perfect that we never made a mistake. I told them that their daughter had perhaps made a mistake, at least she wasn't sure. They might think it was a mistake. I had advised that she tell them and they talk it over together, because I had come from the kind of family where we always talked things over and that was the way we found solutions.

We talked it over and I told them the name of the boy and the fact that she was pregnant. Of course, they were terribly shocked at first. In those days, that kind of thing was more unusual, at least in coming to light, and I just suffered. I think I suffered more in that interview than in any other interview I had in all of my eleven years as dean of girls. Finally, to make a long story short, they agreed to have the boy come down to the house and see what could be done about it. He did come down to the house and later married the girl. They left town and went west. Nobody ever heard from them here. I think the mother and father kept in touch with them, so it came out all right.

There was a need for that personal touch and I think there is today. There is a need for a personal touch, especially from someone who isn't so shocked that she can't see a thing through. They were very appreciative. The mother and father thanked me afterwards.

- C: Now this, obviously, demonstrates understanding on your part. Did the rest of the faculty find out about this and how did they react?
- B: Oh, no. Nobody on the faculty found out as far as I know. We just talked it over and the family talked it over and it was pretty near the end of the term. She finished the term, this boy married her and they went west. I think she had a relative out west, and they set up a new life for themselves and the last I heard, everything was going all right.
- C: About what year was this? Was this in the 1920s?

B: No, it was probably just after 1930. My job was also to get positions for girls after school. I was too conscientious for my own health. That's why I stopped before I got to be seventy. I was too tired. I felt that there was a great need for my job. The girls would come in and sign up, if they wanted to earn money outside of school. They would be baby-sitters. They'd sit for people who'd want to go out in the evening.

I suppose we had about ten or fifteen girls on the list. I talked with them, and tried to make them see the importance and the responsibility they had in taking care of a child. It was very, very important for them to be dependable when the mother and father were out, and they should always know where the parents were to be all evening. They understood that.

Then often at night outside of school hours, I met with the parents that wanted these girls. I told them that I would send one, but I wanted to know what they expected, too. Most of the cases worked out very nicely and the girls earned money that they could use for their school expenses. These were all girls who needed money.

Once I was challenged at one o'clock in the morning. I had a phone call from one of the girls who was babysitting way out in the country, supposedly until just twelve o'clock. The mother and father had gone off and in their hurry, they hadn't let her know where they were going. The baby had developed croup and the girl was frantic because the baby couldn't swallow. She didn't know what to do and so she called me. She said, "What will I do? What will I do? He can't breathe." I said, "Do you know the family doctor?" She said, "No." Then I said, "Well, then, you call your doctor. Tell him the symptoms and ask him what you should do."

Bless his heart, he came out. He came out to where she was and they took care of that baby until the parents came home. They had been delayed. They knew the baby had had croup but it was better. I don't think they realized what that child had gone through. Indirectly, I had been a little bit of a help in getting the doctor there, and the baby got well.

I called the girls in after that and I said, "Did I ever tell you before? I'll tell you again. Don't ever let a parent leave the house without knowing where he's going to be." I told them this incident. "If she hadn't been able to get me and hadn't been able to get a doctor, the baby was so croupy that he could hardly breathe, and he might have died."

So that was the kind of thing we tried to do. We weren't perfect either. I mean, as a faculty, I'm sure we made mistakes. But I think personally, I was able to help them many times as the dean of girls. I had a contact that I didn't have by just being on the faculty. A few of the students in my classes would come to me when they wouldn't have to and just say, "What am I going to do? My mother doesn't see why I should have any fun. She thinks I should spend all my evenings studying and I'm getting so that I'm going to hate school. Now what do we do about it?"

- C: Obviously, being dean of girls took a lot of your time. Did you ever feel it interfered with your teaching at all?
- B: Well, I like to think it didn't interfere with my teaching, yet it bothered me; I was afraid it would, and it meant that I limited my life at home. I had three classes and I used to teach romantic poetry and English literature. I had seniors, you know; seniors were my specialty. I taught romantic poetry and senior English. Then I'd go back to my office and find a sick girl, and I had to take care of her. Afterwards, I'd come back and teach something to the juniors. Finally, however, I think they tried to give me all three of my classes together in the morning. I had to have somebody in my office at all times. It was just down the hall so if they needed me, they could come and get me.

I preferred a straight teaching position or a straight dean of girls position, but the Board of Education felt they couldn't hire just a dean of girls. They had to have someone who could also teach. I had to teach three classes along with the dean's work. I helped take care of the senior parties, went to football games, and helped with the German Club. For years, I was in charge of the German Club and I admit some months I felt I was working too hard to do the kind of work I wanted.

- C: Did they give you a pay increase?
- B: Oh, no, I just had a regular salary.
- C: You had a regular salary even with the added responsibilities?
- B: Yes, because they felt that I was just there all day. I had three classes and the position as the dean of girls had to be a part of my schedule. I think we all had equal salaries for equal preparation.
- C: It was sort of like being on twenty-four hours duty, wasn't it?
- B: Well, I don't think people realized it. I wasn't the kind of person that complained. I wasn't much of a talker about it. Any of the problems that came to me never went any further. They were between the girls and me. In fact, this is the first time I have ever told about this situation. I told now just because you wanted to see the relationship between some of our faculty and the students. Now I'm sure some of the rest of the faculty, too, talked things over with their students, not officially as I did as dean of girls, but I'm sure many of them did, especially in the Business Department, with which I had no contact. You see, I was in the English Department where the students had to prepare for college. I'm sure many of those people in other departments talked to their young people too, before school and after school.

We also had to coach for college entrance examinations, and they expected us to coach for them without further pay. During the war years, as dean of girls, I had to make up the payroll for the girls on jobs for which the government paid. Looking back on it now, I wonder how I did it. I really do. I don't know how I ever did it. Of course, I suppose I was young and strong and well and happy, and the students were pulling with me so I just never thought that I couldn't do it.

I came to the point where I said to Mr. Tear, the principal then, "Now, I don't want this position as dean of girls. I want a straight teaching position." He said, "Well, some people would love this position as dean of girls." I said, "I took it because

Mr. Miller asked me to, not because I wanted it. I have done the best I can with it, and I have served eleven years. I find it very difficult to do that well and teach, as I like to teach. So I'd like next year to go back to my teaching position."

I said, "There are other people on the faculty who would like this position. They don't know what it is about, but they'd like the prestige." They thought of the prestige. I didn't especially think of it, one way or the other. I said, "Give it to someone else." So he did.

I was, for several years then, on the faculty with a regular teaching position, teaching three senior English classes and one German class, and one freshman class. It varied. Of course, I had a homeroom to care for, too, and helped with a club.

C: In what years were you dean of girls?

B: Well, I was afraid you would ask that. I'm not quite sure about that.

C: Was it soon after you came to Rayen?

B: No, Mrs. Peterson was there. She was one of the famous teachers who also taught in the 1920s and was dean of girls. She didn't have as many classes as I had. Mrs. Peterson lived at the YWCA. Miss Baldwin taught at Rayen, too. She had a little home. We were all taught to know that they were the outstanding teachers and, of course, they were. They were wonderful teachers, but I think others there were just as good. When Mrs. Peterson retired and left the position as dean of girls, then I went in. I suppose it was sometime after 1930. I don't know exactly, but I'll tell you who would know. You see, all these records should be in the Rayen files. Clark White, who was principal and who lives in Poland now, could tell you where those records are, if they aren't up here at Rayen.

C: Was Clark White the principal?

B: He was the last principal of Rayen before this new one, Catsoules, came in. We were able to do as much as we did at Rayen because of the feeling of co-operation between the faculty and the students. We always felt that most of the families were behind

us or with us, pulling with us, and they knew we were doing our work as well as we knew how. They occasionally invited us to dinner in their homes, a great treat.

C: What was the relationship between the faculty and the administration during the 1920s?

B: Fine, just fine. You see, I went through four administrations with four fine gentlemen as principals. With every one of them, there was a very happy relationship. I suppose a few, now and then, had their troubles, but as far as I was concerned, I had a very happy relationship with four regimes, I'd guess you'd say. I think it was a very happy relationship, and you felt it at the faculty meetings. I think that the faculty as a whole helped back the teams at the basketball games and at the football games. I had a great many football players in my class and I would occasionally help them before and after class because some of them needed a little help. I think there was a very happy relationship.

C: Did you notice any difference in the four principals under whom you worked?

B: In personalities, decidedly yes. They all seemed to have the same ideal--good education--for every student there. That is, each student should be considered and be given a good education. Mr. Miller was a strict disciplinarian. Rayen School was his life. He knew what was going on in the many departments.

C: Did they all have the same plan on how to get this good education to the student?

B: I don't know that they talked about that especially. They thought the idea was that you bring out the very best you can in every student you have. I think that was rather important.

C: So there was sort of a free rein given to the teacher?

B: Yes, each department had a course of study. In senior English, for instance, there were certain things we had to cover. Of course, there might be student changes, from one class to another. You'd want to be able to do that easily. You had your

course of study, but when I think of the personalities in the department, I know there must have been a free rein because we all handled it somewhat differently.

C: For example, how did you handle your class in the 1920s at first?

B: Well, in the 1920s I tried to be very definite in my assignments. I think that's very important. Then many times we would talk things over in class. I would throw out a subject that was supposed to be discussed that particular time, and I'd say, "Let's talk about this." I would tell them about something or ask questions on the assignment. We'd be talking about romantic poetry or Wordsworth, Coleridge, Keats, Shelly, or Browning, all of these. This is one of my specialties. I love to teach them. Sometimes I read the poems aloud to the class. My voice brought the poem to life, so they said. I had attended a class in Chautauqua on "Reading Aloud." I didn't realize how much my summer in England had helped me at the time.

I had been in England and had seen Wordsworth's home and all these places he talked about in "Daffodils." I told about it with a good deal of feeling of having been there, but I never said I saw Wordsworth. I simply said I had visited Wordsworth's home, and I did say, for instance, that I saw the place about which he wrote his "Daffodils." It was one of his first poems.

I guess it was about a year after that I met the mother of one of my boys and she said, "I have a good joke to tell you." She said that she had been talking about school the other night and her son said, "Well, Miss Boynton and Wordsworth, you know, were good friends, so they must have been about the same age." She said, "Well, how old you think Miss Boynton is?" "Well," he said, "she and Wordsworth are very good friends. They used to roam the hills together." The mother said, "Did she say that?" "Well, no she didn't say that, but she must have known him or she couldn't have talked about him as she did." He had come to that conclusion. The mother said, "Well, I don't think she knew him. I think Wordsworth died before Miss Boynton came to Rayen, even long before she was in England. But, nevertheless, I think she'll be interested

in knowing that you felt that she put it across, as far as that's concerned."

As to our relation to the administration, I always felt that the principal and the vice-principal were miraculous in cooperating with the faculty. I thought it was very important that they did and I always felt that if I wanted anything, I could just go and talk it over. I had had so much experience before I came here that I very seldom went to talk about things. I never went for petty things. I handled those myself. If there was a real problem, well, then I went in. But for most of the things, I would say that two-thirds of the faculty handled their own disciplinary problems, and perhaps the other third took their disciplinary problems to the office.

C: So there really was what you would consider a tight ship at Rayen, as far as the administration's handling of the school.

B: A tight ship? I'm not sure [what you mean] but the administration was in back of you. They were in back of you, but they let you have a great deal of leeway in presenting your material. That's one of the reasons that I kept on. I had some very nice offers to go to other places.

When in 1926 I went to California for a term, I really didn't go to teach. I went because my aunt and I were invited to spend some time on a ranch. But after a month there, sightseeing, etcetera, my money ran out so I went into a teacher's agency and said, "Do you happen to want a teacher?"

They said, "Can you teach English?" I said, "I think so."

They asked, "Can you be a Vice-Principal?" I said, "I don't know. I never have been." They said, "There's a very fine private school here. The Vice-Principal has just resigned so go up and see the Principal."

That was on Friday. I went up to see the Principal and she interviewed me, asked me what I had done, and if I could give any references. I said, "You can go to any school where I've ever taught and these are the places."

She said, "I don't think I will. You can come Monday morning to start right in teaching."

- C: What differences did you notice between the private school and the Rayen School?
- B: You see, the students lived in the private school, and we had little children whose parents wanted to go abroad and they didn't want to take them with them. We had students up through their senior year. I think they were constantly under guidance because they lived right in the house and we knew what they were doing all the time. We ate dinner with them. We had a very close contact with them.

The principal finally said, "Can you put out a yearbook?" I asked, "A yearbook?"

She said, "Yes, they have to put out a yearbook and the Vice-Principal generally does that." I said, "Well, I never have."

"Do you think you could?" she asked. Of course, I was very young then, about thirty-six, in 1926, and I said, "Oh, I think I could."

If they asked me now, I'd say, "Oh, no, I couldn't." I thought then that I could and I did. I had help, you know, very good help. It was very interesting.

The children were from families that had gone away and left them there, and so we had to have a very close relationship with them and taught them manners. At the dinner table, everybody was taught manners. I mean, you didn't get up after you finished your dinner and push your things aside and go upstairs. You waited until everybody was finished. You had what we call courtesy for the other fellow.

In the English class, we talked about some modern things that were going on in the world, not so much as we would today. We went shopping with them. It was an entirely new experience; it made my life richer and I found I could give a lot of things to students that I couldn't have given before, because I had been out West, I'd been on a ranch, I lived on the ranch and I had taught in a private school. I had gone to the famous Pasadena Playhouse. I acted in the Playhouse here one time, and I went to the Playhouse there and had a very interesting time.

C: Now, when you came back to the Rayen School, did you have a new perspective?

B: Well, I think I was very refreshed. I think I had seen a little more of the world and I had become acquainted with Western people. My horizon had broadened. Well, of course, I had been acquainted with the children that came from families that had plenty of money. Otherwise, they wouldn't have sent their children there. I was refreshed, and I was glad to come back.

Mr. Miller was outwardly very stern and a very good disciplinarian. When I had told him I wanted to go, he said, "I don't want you to go." I told him, "Well, I think I better go now or the time will come when I can't go, and this is an interesting offer for me." I was to go with my aunt. I said, "I hope you'll feel all right about it, but I'm going. I want to go."

He said, "Well, I can't promise you your job when you come back," but there was a twinkle in his eye.

"Well, no, I don't imagine you could," I said, "but I'm willing to take a chance." So I went. Before I came back, I asked, "Is my position still there?" He said, "It certainly is." I was offered a position there in the West if I'd stay.

C: Was the money better? Were you getting a higher salary at the private school when you worked there?

B: I got much more money here. I got a much better salary here. There I got only a hundred dollars a month plus room and board and theater tickets paid for by the students. Here, of course, at that time, I didn't get a very big salary, but it was more than twenty-two hundred dollars. I had two thousand two hundred dollars when I came here. That was my salary. But that had been a jump from the fourteen hundred dollars that I had received in Pennsylvania, all through the war years when I taught.

During the war years, I taught by day and I did volunteer nursing by night up until about a week before the Armistice. I did nursing up until midnight and I slept from midnight until eight o'clock the next morning. I was so young, so well and so strong. I felt that I could do it forever. And I

did until a week before the Armistice when I'd gotten the flu and was very, very ill.

C: So you worked two jobs during World War I?

B: Yes, one job was unpaid. It was volunteer service, but it meant I had to go into places where they couldn't afford a nurse. I just went in and gave medicine and just talked to them and cheered them up if I could. There wasn't anybody else to do it, so several of us faculty members did it. Two or three on the faculty did volunteer work at Nazareth, Pennsylvania. A week before the Armistice, I got too tired. In other words, I wasn't a person who could take everything forever and get away with it. I had given every bit of strength I had. So a week before, I went down with the flu and was very very sick, so sick that they thought I was going to die. But I didn't.

C: Now, when you say you received twenty-two hundred dollars at Rayen, would you consider that a comfortable salary for that period?

B: For that period, yes.

C: What about when the depression hit?

B: I stretched my money. I made it go far. The depression came in 1929. The funny part of that was that I was getting more in 1929. In 1921 I got, I think, twenty-two hundred dollars. That's what I remember. Then, of course, it went up each year. I don't know what I was getting in 1929, but it was more than twenty-two hundred, of course. I was living in people's homes and I didn't have a car.

C: How far from the school did you live?

B: Oh, just a block or two or three.

C: Did most of the faculty live fairly close to the school?

B: I would say that most of them lived near the school. We had two from the South Side, I think.

C: You say you were living in other people's homes. Did you rent a room?

B: Yes, I'd rent a room and eat with the family. I paid for room and board. I had about five different places I lived in during the thirty-seven years. They were all very nice homes and the people were very good to me. Of course, it was more reasonable than running your own home. But it was a question of getting along, managing my money, and making adjustments. I had my salary.

I wouldn't take another cent from my father because he'd been too generous. My uncle worried about me because he was afraid that I was not going to have enough money. He called my father and he said, "Do you think we should send Louise some money?" And my father said, "No, not unless she asks for it. She'll manage. She has always managed." I had gone down to the bank the week before they closed and put some money in. I had kept my last salary check and it hadn't been cashed. So when the depression came along, I had my salary check. I could get it cashed after awhile. I don't know how I got it. One of the banks cashed it for me and so I had that money to live on.

C: Didn't Rayen School withhold the checks for awhile during the depression? They couldn't pay the salaries.

B: I don't know. I don't remember that. I really don't remember. Maybe they did, but I don't happen to remember it.

C: So really, you didn't feel yourself suffering very much during the depression?

B: No, I didn't because I didn't spend a lot of extra money on clothes, I didn't have a car and I lived in the people's homes. I had a room and I knew that if I was pushed too hard, I had my family in back of me, people who would help out.

C: What about the students during the depression? Did you notice a change in their attitude?

B: I'm not aware of it especially. I suppose maybe at the time there was a change in their attitude, but it has a been long time since then. I don't want to tell anything I'm not sure of.

- C: Now, when you were teaching there, were there any special rules which you had to adhere to as a woman teacher?
- B: No, of course, you had your woman's restroom and the men's restroom, but nothing more.
- C: Was there any difference in salary?
- B: No, not that I knew of. Of course, the principal and vice-principal got more.
- C: Then a man was not getting paid more for doing the same job?
- B: I don't think so. I think the salaries were even.
- C: Were there any rules of conduct outside of the school for teachers in general, or were the teachers free to live as they pleased?
- B: I don't think there was a need for rules. Well, I can't imagine many people on the faculty needing them. When I look back, I don't know how I ever did so much. Besides correcting papers for seniors at night, I prepared and gave book reviews for clubs. I belonged to AAUW and I was president of it for one year here. Different clubs would depend on me for book reviews. I would give a book review perhaps on a Friday night, you know, at this club or I gave it in the evening when I wasn't working otherwise. I could help out in the life of the city and I felt I got to know people much better than I would if I had never offered anything.
- C: You were there when the move took place from the old Rayen School to the new Rayen School. What new facilities did you find in the new school which you didn't have in the old one or which possibly no other school around here had?
- B: Well, you see, I was down there just a little while, the last year, so I really didn't know too much about the facilities down there. When we came up here I think the science laboratories were better. As far as I was concerned, I had a much better room, a much more beautiful room. I think the offices were better equipped and of course, we had a very good cafeteria. We had all of those advantages.

The gymnasium and athletic fields, I think, were big improvements. Many things that I didn't come in contact with personally, I think were a part of the new regime that people in different departments found very valuable. I noticed the wide halls. Students visited in the halls. They had a good deal of visiting in the halls at noon and before school in the morning. I think they got together that way a good deal.

- C: Did the faculty and students get together in the halls?
- B: No, just students. The faculty had their own rooms. We were supposed to be in our rooms at 8:15 a.m. I was there about 7:30 a.m.
- C: Were you preparing your classes?
- B: Well, if a student needed me, they always could come in at eight o'clock. If they got stuck on something, you know, some little trouble, they'd come in and I'd help them. All students were in their rooms at 8:30 a.m.
- C: Did you feel that the Rayen faculty members felt superior to those in other schools?
- B: As I said before, I always felt that we had a remarkable faculty at Rayen School because so many of them had been almost hand-picked before the Board of Education had taken over. This faculty was chosen from all over the country, I mean, they were specialists in their fields. We were very fortunate and I was very happy to be one of them. I didn't know whether I deserved to be one of them or not, but at least I felt at home. I felt very comfortable with them.

I'd been abroad and I had had a very fine education in New York State, in Brooklyn, New York, and Vassar College. I'd had very fine teaching experience before I came here, so I felt very comfortable with the faculty, whom I really respected. There were a great many on the faculty whom I really respected very much. I also felt there were many other fine teachers in other schools, especially when the other schools like South started.

I knew some of the faculty at South and I got to know the teachers in the other schools when they went to AAUW meetings, because we all came together there at the American Association of University Women meetings. We all met each other. I felt that there were some fine teachers in other schools just as there were at Rayen. But, of course, those teachers came later. I mean, these schools were developed much later, whereas Rayen was a school that was already established and we had our traditions set. We had our ideals established, and we felt that we had a good deal to offer. I hope we did.

I had a letter the other day from someone down in Florida telling that she remembered what some of the Rayen faculty had done for her, and how much they had meant to her. They encouraged her. She came from a family where she didn't have very many advantages and she said, "They didn't look down on me at all. They encouraged me. They told me I could do it and I did." She said, "But if I'd gone into a faculty that had told me to do what I could and they'd let me through, why I would have had an entirely different future."

I know at least a half dozen people on the South High faculty and I've known people on the East High and Chaney faculty. I didn't know many of the faculty at Ursuline, but I have met quite a good many Ursuline students whom I have liked. I didn't happen to know the faculty. I suppose our different religions, you know, made the difference. We weren't thrown together as much and I don't know when Ursuline was built.

C: So there really wasn't what you would call a superiority complex?

B: I didn't feel that. I suppose maybe some people felt that we had because we had people like Mrs. Peterson and Miss Baldwin who were good and knew they were. Maybe some people felt that they were a little better than other people, but my friends-- those nearer my age--didn't. I mean my age group came in about the late 1920s and early 1930s, and at least we didn't feel superior. Now there may have been some who were unfortunate in giving that impression. I have heard that. Personally, I never felt superior because I found some of my friends

that I enjoyed very much came from other high school faculties. I just thought they were good, too.

- C: Around 1926 there was a continuing shift of the control of Rayen being taken from the Board of Trustees and placed in the hands of the Board of Education. Did you notice this shift at all? Did it have an effect on you?
- B: No, some of the faculty may have noticed it. They may have been closer, you know, to the administration. I wasn't dean of girls then. I don't think I became dean until sometime in the 1930s. But, the only point that I was aware of at all, at that particular time, was a statement made that Mr. Miller would probably not have the chance to choose his faculty as he had had before the Board of Education took over. That was the one thing that impressed me. Besides, I was in the West that year for a term.
- C: Do you think it had a bad effect on the school?
- B: I think that Mr. Miller might have had to take some teachers that he might not have chosen if he had had a choice. But I never heard him say that he chose anybody that he didn't like. That is the only thing I could think of. At the time they said, "Well, now, when we serve under the Board of Education, they'll have more say about choosing the teachers and maybe they won't know Rayen School as well as the principal would know it." Consequently, maybe the choice wouldn't be just what he would have chosen. He would have seen a certain lack on his faculty or a certain need that he could see mirrored in a person who had applied. However, that might not have been the person that the Board of Education would have thought was the best for the school.
- C: But did Mr. Miller, after that, say that there was somebody on the faculty whom he wouldn't have chosen?
- B: No, he would be too smart for that.
- C: Did you notice anybody on the faculty who you think would not be Mr. Miller's type?
- B: I wouldn't say "yes" to that. I would be too politic for that. There were a few that were "different"

in their background, but as far as I knew, they did the job well.

C: Would you say, to a certain extent, that there was a new, different type of teacher coming in after the Board of Education took over?

B: I wouldn't dare say that. I would simply say that there were a few teachers there that I didn't know so well. As far as I knew, they did their jobs well and I never heard Mr. Miller say they didn't. I did hear the statement made, that there wouldn't be quite as close screening of any applicant as there would have been if he had had his choice, which I think is very understandable.

C: Let's get back to a typical day. Can you give just a general picture of the life at the Rayen School during the 1920s or 1930s, that period of time? Give me a picture of your day before you became dean of girls.

B: Well, I might pick a day when we had a club meeting after classes.

I generally got there in the morning at shortly after half past seven, sometimes twenty minutes to eight. Having put away my coat and hat, I'd go to my room, and if I had any flowers on my desk, I always had them watered and fixed up, ready when the students came in. I looked over my plan for the day. I always had a plan on my desk of what I was going to teach all during the day. I got my books ready to use when I wanted. Sometimes about eight o'clock, some student would come in and say, "Can I ask you a few questions about this or that?" I would talk with the student for perhaps ten minutes. Sometimes they came in just to study.

At a quarter past eight, they were supposed to be able to come into homerooms. I would have homeroom officially at half past eight. I would take the roll and have to send to the office the names of those who were there and those who weren't there. I'd make out absentee slips for those who had been absent to let them get back into class.

Generally, in that homeroom period, I would read some messages from the Bible, and once in a while,

I'd bring in some quotations from some famous author that I thought might stick in their minds. The quotations had to be very, very short because they would need all of that twenty minutes to study.

Then, after I had done my part and sent the things back to the office, the students would have about twenty minutes to study. I would be there in the front of their room and they would be doing their work and I'd be doing mine. I never thought I would have any disorder. I had upperclassmen in my homeroom.

Then the first class would start and I'd be likely to have senior English. I think that class was fifty minutes long. I think that's what they were. I'm not sure.

Then the second period I might have a class of sophomore English, and for the third class I'd have senior English again. Fourth period I'd have my lunch period. Then after lunch, I'd have another class. I've forgotten just what I might be having fifth period. Sixth period I'd have a study hall. Eighth period I'd have senior English again or a freshman class.

I think we were supposed to have one free period. If I did have it, that would have been the seventh period. Seventh period I'd have free then. I'd have a lunch period and a seventh period for myself.

One year the youngsters wanted third year German so badly and the administration didn't think they could give it to me, because they said that after all, there were only eleven students that wanted it. They said, "If you'll teach it instead of having a study period, we'll let you have it." I guess I was an easy mark, so I took it. That year I worked very hard. I didn't have any break except my lunch period.

Once a month, after school, we'd have a German club meeting. That would be prepared generally by some person in the German club. Either Miss Richards or Miss Beers or I had charge of it. We'd sit in the back of the room and then that would sometimes go on until near five o'clock. I think school was out at a quarter past three and about half past three or a

quarter to four German club started. That would run for an hour. So after that, we were ready to go home.

C: What time did you usually get home?

B: About five o'clock.

C: What did you do when you came home from school?

B: Well, generally, when I first came home from school, I threw myself down on the couch; I was so exhausted. I had given everything I had. I walked home. I mean it was good for me to walk. Generally, I would lie down and just try to blot out every thought of anything important for about an hour. When I was living in other people's homes, dinner was ready by the time I got home--up until 1941. When I came here, one of the younger teachers and I had this home together, and we'd have to get dinner. We built a small house together in 1941 on Upland Avenue. In the evening, I'd have to go over senior papers. They had to get ready for college, so they would have to know how to write. Sometimes, only on Saturday, I would play and on Sunday I would usually attend church.

C: What would you do for play?

B: Well, sometimes, a crowd of us faculty members would go out for lunch together. We'd go out for a ride in the country. One of the faculty members had a car and she liked my company and I liked her company. We'd drive out in the country and see the coloring in the fall and chat a bit and get out and walk around Mill Creek Park when we had time. It was nothing very exciting. Once a year, we'd drive to Cleveland for the day.

Many of the faculty whose homes were in Youngstown or nearby, were most generous with their invitations. Miss Katherine Smith in the Latin Department often had several of us at Sunday dinner in her lovely Bryson Street home and in later years, took us as her guests to the Country Club. Miss Elizabeth Wallis invited us to her home and Miss Bell Pyle and Miss Lucille Lee and others did, too. Miss Gertrude Morrison of Sharon, Pennsylvania, took me home with her for two weekends. The Tears gave

many a dinner party for six, Mrs. Tear was a good cook. She would occasionally ask her husband to bring a couple of us home with him at lunch. The Herrs welcomed us to their home. The Lindsay's in Poland entertained three of us who were retiring and I entertained after I had built this home. The Rayen wives were always cordial and the Rayen Alumni Association was a great force in boosting the school. All of these things strengthened the Rayen bond.

- C: It seems that extracurricular activities were very important to the school.
- B: Yes, they were.
- C: Were they important for both faculty and students?
- B: Yes, because the faculty backed the student activities. I think that was very important. I think that was one reason for much of the success we had. I think we backed them. I was at the football games when I was really too tired to go, but at the same time, I knew Tom, Dick, and Harry were playing on the team and I'd make reference to that in the class the next day. We would go to those and to some of the basketball games and then we'd go to the senior dances. When you're thirty, you go to the senior dances. I don't go to them now, but those were important. Then there was the track meet, of course. Probably Mr. Pickering told you more about the track meets because he would know more about that than I would. Mr. Erck would also know. Do you know Mr. Erck in town?
- C: No, I don't.
- B: Mr. Franklin Erck-- he lives on Pennsylvania Avenue. He was in the printing department. He taught printing. He was there I guess about as long as I was, and he knew the school from that angle. Now a man might have an entirely different viewpoint of the school than a woman has.
- C: In what way?
- B: I don't know. That's what I'm wondering about. If you talk to him, he might say something entirely different from what I would say.

- C: But you didn't notice any difference between you as a woman teacher compared to a man teacher.
- B: No. I mean we were very congenial, but I didn't see them very much. I felt that they could give something that probably I couldn't give and I could give something they couldn't give. I thought that together, we could do a lot. We had a nice division of men and women. I think that was very important in the development of our students. I much preferred their having a combination of teachers. I think a student who has only one type of teacher, only men or women, loses something very worthwhile. I don't know what it is, but you're bound to get something from one that you can't get from the other.
- C: A lot of the men on the faculty worked two jobs, didn't they?
- B: I heard that they did, yes. I wouldn't say a lot of them did but some of them did. Really I worked two jobs, but not with extra pay and both were for Rayen. I said that laughingly.
- C: Were there any married women on the faculty at the Rayen School that you recall?
- B: I don't think they were supposed to be married at that time.
- C: Would that lead to a dismissal?
- B: I don't know. I don't think I knew anyone at that time that was married.
- C: One thing of personal interest. Did you notice any change in the preference of various students for different authors in your classes? For example, was there a preference for a certain author in the 1920s as compared to the 1930s or the 1940s? Have your own preferences changed?
- B: Well, that's hard for me to judge intelligently. I'll have to make a comment on it because in the early years, I had the kind of students that seemed to be very much interested in English literature. That was my strength. They seemed to enjoy all the things that we talked about in English literature.

Some of the senior boys in the early years were later in the army. They would write back to me,

quoting the philosophy of certain poets--philosophy that was helping them such as Browning's "Greet the Unseen With a Cheer" or Keats "A Thing of Beauty is a Joy Forever," et cetera.

Then in the later years of my teaching, the young people were more interested in books or short stories about Lindburgh, for instance. I had one freshman class that I always felt I didn't reach. In fact, I had only one class in all my life that I felt I just didn't do very much for. I found out that other teachers found this one class difficult, too. That kind of class was interested in, let's say, stories about Lindburgh or stories about heroes of the modern age. They weren't especially interested in literature of the past. They found Scott's "Ivanhoe" too slow. I think they were more interested in just today.

C: Could you draw any more comparisons and contrasts between students of the 1920s or 1930s and students of the 1950s at the Rayen School?

B: I don't believe I could.

C: You could talk about one quality or character or dedication.

B: I was impressed in the earlier years that nobody seemed to come unprepared to class. They just thought it was the thing to do; you came prepared. I think perhaps in the later years, many were prepared, but a few didn't feel it was vital to their lives to come with the same kind of dedicated preparation that people used to have. Besides, by 1957, some of the freshmen resented discipline. The age of permissiveness had begun!

C: Were there any sort of dress regulations in the early period for students?

B: The dean of girls was supposed to determine that. As far as I know, we didn't have any. I don't remember having regulations about that. Had there been any lack of clothes, or if they had come with practically nothing on--I had heard that there have been cases like that since my time--then it would have been up to me to say, "I'm sorry, but we can't have that here." Mrs. Peterson, before me, was much older than I, but I know that she would look them

over if they came by and I'm sure if she had felt that they were unsuitably dressed, she would have told them.

C: But there was no dress code set in the rules?

B: As far as I know, no.

C: How did the students generally dress during that period? For example, how would the boys be dressed when they came to school?

B: I don't remember there being a lot of jeans. They just came in suits or trousers and a shirt. More or less a shirt like yours, and of course, in winter they had suits. They also had jackets, or sweaters. There were not so many jeans of questionable appearance then.

I can't remember anybody in class looking shabby or unkempt. Of course, we drew a great many students from very fine families and I think their folks would have expected them to look good. I don't mean they were dressed in wealthy clothes, but they were neatly dressed and very many of them were attractive. I used to think it was a privilege to look at them. They were really so attractive and neatly dressed, I would say that.

The jeans came mostly after 1958. See, I went out in 1958, and I think the jeans were prominent after 1958. Until I left, I'd say most of the boys wore jackets and pants or shirts and pants. Of course, you always have a few exceptions. Most of the students were eager to appear well dressed. They didn't want to be called sissies. They didn't want to be called prudish about their appearance, but they wanted to be thought of as well dressed or nicely dressed. Not extravagant, just nicely dressed.

The girls wore pretty flared skirts and blouses. When I was young, we used to wear middy blouses but I don't think they wore middy blouses. They wore blouses, pretty blouses and skirts. I don't know what they wear now, but I hear all kinds of things. I don't go near the school anymore because, well, I just couldn't take it.

C: During your years there, did you notice any family lines where father and son both attended Rayen School?

B: Yes, there were very many of those. Of course, the Renners were Catholic. Do you remember the Renner boys? They came to Rayen, and they were fun. They went right straight through the family, right down to the last one. I guess I had all but one. I think one went to Ursuline and all the rest came to Rayen. Was it Arthur who went to Ursuline? Almost all of the Renner boys came to Rayen. Maybe Ursuline wasn't very prominent at that time. I'm not sure.

Mr. Renner said that his boys were going to earn a living and he wanted them to be mixed with all types of religion and all types of interests. There was George and Bill and Bob Renner and I worked with them a great deal on senior parties. Of course, they were lots of fun. Then, the Pegues family, the colored family, had a series in which grandfather, father, and son attended Rayen. They had a good reputation. Yes, a great many families felt that it was just the thing to do. They went through the same high school and college. Dr. Fred Coombs and family carried on the Rayen tradition as did Dr. John Noll, Jr. and his family.

C: Did students from the same family have similar characteristics?

B: Well, sometimes you know, you can see in a boy a characteristic of his father, perhaps in the way he talked or the way he walked. I could say, "There goes a Renner down the hall," or I could say, "There's another Pegues arriving," or something of that kind. I just happened to think of those two families right now, but there were a good many other families whose grandfather, father, and son went straight through Rayen. Of course, for a great many years, it was the only school in the city.

Many people who were North Siders, naturally would go to Rayen. When the first person in the family had been a great joy, you'd certainly welcome those that came later, because you thought, "Well, probably, there's enough of a strain that will come through." Sometimes the students were a little different, due to the general trend in life today. Maybe some of them thought they didn't want to take life quite as seriously as their dads did, or their grandfathers did. Maybe they weren't quite as appreciative as their families had been. I was awfully glad to get some of those.

I'd think, "Oh, here comes another one of that family. I liked that family." There you have togetherness in the family, so we'll have togetherness here in school. You have to pull together with other people when you come to school.

C: As you look back, were your feelings toward the Rayen School the same in 1958 when you were ready to leave as they were in 1921, or 1929?

B: My feelings were just as loyal, yes.

C: Did you have the same feelings toward the students and the faculty?

B: Toward most of the faculty, yes. Well, of course, at the time I pulled out, I had lost some of my best friends. You're bound to miss those on the faculty. You miss not only their personality, but you miss what they had to offer and what they offered the students. I also missed the kind of dedicated student I had had years ago. I felt at the end that I wasn't able to give the students quite as much as I had in the early years. So I pulled out several years before I had to, then went down to Youngstown University and taught there for nine years.

C: Did you find that a better experience than high school?

B: It was a very different one and very valuable to me mostly for physical reasons. I had given too much, as you can see, doing such things as I did. Mr. Lindsay begged me to stay. He said, "We need you. We need your kind of person on the faculty."

I said, "I'm sorry. I've given it all I have! I can't take seven thirty in the morning until five at night. I can't do it. I can't even take from eight in the morning until five at night."

After school, people would come in and talk with me and I had to do school work at night. I said, "No, I can't do that anymore! I just can't do it."

Fortunately, I came from the kind of family that all pulled together. We knew the problems that went with teaching. So my brother said, "No, you're not going to teach anymore. You've done your duty."

But you know, brothers are so partial. He said, "I think you've gone way beyond the line of duty. I think you better stop now and have a little fun."

I stopped, but I did say to Mr. Lindsay, the principal, that I would stay another two or three years if the Board of Education would let me teach two classes in the morning and care for a homeroom at one-third salary. I could see why they couldn't. If they did it for me, they'd have to do it for other people. They'd get into all kinds of involvement. So I didn't push it at all. I said that sort of off-the-cuff to Mr. Lindsay. I meant it in a way, but in another way I didn't, because it never occurred to me that the Board of Education would accept. The minute I got through Youngstown University said, "Now you can come to us." It wasn't Youngstown State then.

C: What was your salary before you retired from Rayen?

B: When I retired? I think it was something like six thousand dollars.

C: Did you notice any other teachers at the Rayen School retiring early for similar reasons?

B: I think most of them stayed until they were seventy but not all of them. Well, most of them thought they should get a better pension. But, of course, I had a family back of me, and my brother--he was an insurance man--said, "I don't want you to teach. You're too tired. You stop and if you need any money, I'm back of you." That was a nice feeling, a very nice feeling. So I stopped. I said, "That's always wise." Of course, just before I stopped teaching, I had fallen and broken my right arm and left leg. They told me I couldn't do that in one fall, but I did! I had been very tired after school. On the way home from school, I fell and I could hardly get up. That was in 1956.

C: You mean you were walking home that day?

B: I was walking home. I was living here on Upland Avenue and I was walking home from school down Ohio Avenue and I lost consciousness. I had worked until five thirty. I came to and looked around. I was on the sidewalk. and two women were going by

in a car. I felt it was just like the Good Samaritan in the Bible.

One of them got out, came across and saw me. She said, "Are you all right?" I said, "I don't know." They said, "Can you stand?" I told them, "I don't know. I'll try." So the other one came over and they got me up and realized that I had done something--I didn't know what. They put me in the car and they drove me home.

Fortunately I had a little friend here who shares a house with me. She wasn't home from school yet. She's at Harding. I got into the house and the women said, "Do you want us to stay?" I said, "No, I'm fine. I think I probably just turned my ankle." I knew there was something wrong, but I didn't know what it was. I told them, "Thank you very much. I appreciate being taken home."

So Florence came in and she said, "What are you doing lying down on the couch?" I said, "Well, I fell." She said, "Well, I'm going to get the doctor for you right away."

Florence called Dr. Coombs who was just leaving his office and she said, "I think Miss Boynton has hurt her leg." He said, "I'll come right down." In twenty minutes, he was here. He called the hospital right away. In a half hour, I was over at the South Side Hospital in a cast up to here. He said, "Yes, you broke your leg right straight through."

I said, "My arm hurts a little bit. Maybe you better look at that." So they X-rayed it and he said, "You've broken your arm, too. But," he said, "how could you do it in one fall?" "Well," I said, "you know, I was brought up to do unusual things."

Because of that, I was out of school for three months. My substitute loved all my classes except the one freshman class that I too had found difficult. He said he couldn't communicate with them! I taught the spring term that year and one more year, and then I decided that I was too tired. So I stopped and then I went down to the University.

I had only two classes then. If I could only have had just that much for the last five years of teaching high school, but of course, I wouldn't give

anything for my experiences at Rayen, I'll have to say that. They meant a lot to me. I learned a lot. Sometimes I thought I learned as much as the students did. In preparing a lesson, I saw new angles to things that I hadn't seen as a student. As a teacher, I saw something new.

When I went down to the University, Mr. Dykema, who was there then, said, "What classes do you want?" He just said, "What would you like? We need you very much in the beginning classes because you know what the students had in high school and you know just what to expect. You can have one, two, or three freshmen classes." I said, "I'll start with two."

So I started with two. I had two freshmen classes and I did the same kind of thing that I did at Rayen. I came just before and stayed just until after class; I was home at noon. It was heaven because I wasn't overdoing. I was having the fun of teaching again and I was having the fun of students. I enjoyed them. I enjoyed every minute with them. They seemed to enjoy class, which of course, meant a lot to me. I never had more than two classes, and I had them, sometimes, first and second period in the morning. I'd teach either on Tuesday and Thursday, or Monday, Wednesday, and Friday.

On those days I didn't teach, I had a lot of papers to do. You know how many times you have to write papers down there. I enjoyed the classes. I would devote about two nights a week to papers, but I had at least two days of the week in which I just did nothing I didn't want to do. I could just go downtown and shop. I could go call on my friends. I could go to the hospital. I did volunteer work up at the hospital here in the maternity ward. Of course, that was the only way I could get into the maternity ward. But anyway, it was fun. I did volunteer work one day a week up there. I got to know the hospital. I never had a chance to go to the hospital except as a patient. I got to know the personnel. I felt that the eight or nine years of teaching only two classes a day instead of five gave me time for further education.

C: Did you teach for nine years after you left Rayen?

B: Yes, but I taught only part time. After 1962, I taught only during the fall term, up until it became a State University when no one over seventy could be hired. I never had more than two classes. But there were several people on the English faculty that I enjoyed down here. I was out with some of them the other day. I know Mrs. Shafer. There's Mrs. Einstein that lives right across the street here. She's been very ill. I know a lot of people. There were about three or four on the faculty that I enjoyed, and President Jones and his wife had me over to their house a good many times and twice for dinner.

Everybody was nice to me. Everyplace I have ever gone all my life, people have been good to me, so I could afford to be good to others. You see, it's a two-way street. If people are good to you, you're likely to be good to them, or if you're good to other people, they're likely to be good to you. I found that out and I found life very rewarding.

C: Is there anything else you want to say or do you feel you've said enough?

B: I've said enough; I think I've said too much. But this whole interview has been a nostalgic experience!

C: It was a very good interview. Thank you very much.

B: You're welcome.

END OF INTERVIEW