

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Early Education Project

Teaching Experiences

O.H. 367

CHARLES FROST

Interviewed

by

Caroline Wilms Hall

on

May 22, 1980

CHARLES EVERETT FROST

Charles Frost was born September 11, 1898 in Pomeroy, Ohio. He was the fourth of six children born to Elmer and Viola Harper Frost. He lived on a farm and attended Rock Springs Grade School. He walked about 3/4 of a mile to this school with all eight grades. He recalls using a slate before paper tablets became popular to complete work at school since no homework was given. When eighth grade was completed, he took the Boxwell-Patterson Examination to enter high school.

Charles entered Pomeroy High School in 1914. His first year, classes were held in churches and the fire hall while the new high school building was completed. These facilities were close together as the students changed classes for the various subjects. He graduated from high school in Pomeroy in 1918. The remainder of that year, he served with the Student Army Training Corps.

Though his father wanted him to be a teacher, Charles did not immediately attend college. He farmed, worked for a druggist, spent two years as a coal miner, and unloaded slate before he entered Rio Grande College in January 1924. While a student, he had taken the Teachers' Examination to get his teaching certificate. He taught in Salisbury Township (Meigs County) in a one room school for two years. By attending summer school at Rio Grande, Charles completed two years teacher training by 1926. He decided to continue

in college and attended full-time from 1926 to 1928 to earn his Bachelors Degree in Education.

Charles then came to North Lima, Ohio, where he taught for eight years. He had the sixth, seventh, or eight grades during this time. This system was much larger having graded classes 1 - 12 in one building. The students were bussed to school, and materials were much greater than the one-room school he had had in Salisbury Township. After 1936, Charles taught one year in Andover, Ohio, during 1944 - 1945 until the regular teacher returned from military service. This was a high school position since he had received both Elementary and Secondary Life Teaching Certificates.

Charles Frost resides in Decherd, Tennessee, and enjoys traveling. He visits his sons in Florida, and Ohio in his camper each year. He has also traveled throughout the United States in his years of retirement.

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INTERVIEWEE: CHARLES FROST

INTERVIEWER: Caroline Wilms Hall

SUBJECT: Teaching Experiences, Boxwell-Patterson Exam,
Rio Grande College, Courses, Salisbury Township

DATE: May 22, 1980

H: This is an interview with Charles Frost for the Youngstown State University Oral History Program on Early Education, by Caroline Wilms Hall, at the home of his son in Columbiana, Ohio, on May 22, 1980, at 4:00 p.m.

All right, Mr. Frost, would you tell us something about your parents and your childhood days?

F: Well, my father was Elmer Frost of Pomeroy, Ohio, and my mother's maiden name was Viola Harper. In regards to childhood, I grew up at Rock Springs on a farm, 27 acres, and I attended Rock Springs Grade School, a one room school was what it was. And then from there, when I passed the Boxwell-Patterson Examination, I was admitted to Pomeroy High School and I attended there from 1914 to 1918, and graduated in the spring of 1918.

H: What do you remember about this one room school that you attended?

F: I had some teachers that were very good and I had one or two that didn't amount to very much. And looking back over, it seems like they were the type that just took their money and didn't do much. I had two especially that were, I thought, really good teachers, very good, who took very much of an interest and seemed to know their subject matter better.

H: Were these basically women teachers or did you have men teachers?

- F: Some were men and some were women. Not anywhere near one hundred percent of the graduates go to high school, and so many of them would go to grade school until they were twenty or twenty-one years of age. To a certain extent they didn't behave themselves in school and it was just some place to go to put in the time, it seemed so.
- H: Was there a particular reason why they didn't go to the high schools?
- F: Well, it was new. It had just been started, I don't know, not too many years before that, to the best of my knowledge. I don't know, truthfully, just what year high schools were started, but they had not become generally in use. However, in later years, I know that a greater portion of the graduates attended high school. But at that time, a very low percentage of the graduates went to high school, a very, very low percentage.
- H: Then you attended with all eight grades in the one room school?
- F: Yes.
- H: Was it near your home?
- F: Oh, I would say about three fourths of a mile away.
- H: Did you walk that distance?
- F: Yes, yes we walked. And also--maybe I'm getting the cart ahead of the horse here, but--we walked into high school. That was about three and a half miles. Busses, there just wasn't such a thing in those days. You walked. If you got anyplace, you walked.
- H: What was a day like in this one room school?
- F: First, they had a big class and the little class, just two classes. For instance, I'm talking now in history, geography or arithmetic. There would be a big class and a little class. And by that I mean the youngsters were not divided into grades. The upper grades were the sixth, seventh, and eighth, possibly. The lower grades were the fifth, sixth and up to about that.
- H: You say you had geography and arithmetic. What other subjects do you remember having?
- F: Geography and arithmetic, physiology, orthography, grammar.

One of the old textbooks was Harvey's Grammar. That's all I can think of at this moment.

H: How did your day start? Did you have particular opening exercises that you went through every morning?

F: No, I don't recall that we did. In later years we did, that is, in my teaching, but not at that time, no. The bell rang, it was a big bell up in the belfry. The teacher pulled on the rope and that rang the bell and we all came in. He or she, as the case may be, would take the roll, possibly by just looking over and checking the regular ones that were there and noting the ones that were not.

After a very few minutes, we would start off. I don't remember now just what the order was, which class was first. For instance, they would call us up for arithmetic, let's say. Then he would have another class. He would have us possibly doing work at the board and then he would have another bunch working at their seats. The reason, I'm thinking, for this was that in having all eight grades you had only a few minutes to each class. You had to have a couple of classes going at the same time almost in order to get any length of time in for the total.

H: What kind of materials did you have to work with? You say people were working at their seats. What were they working with?

F: In the earlier grades we had slates. We had a slate that was hinged and it opened up and some had a larger slate, which was single. I would say a slate was ten inches wide and possibly eighteen to twenty inches long. We had a stone slate pencil. I say stone, it was not wood. We would write and we would work out problems on that. However, in later years, we had a large pencil tablet, I would judge about a half inch thick of paper. We would do our problems on that. I don't recall of any teacher asking us to have our work written out and bring it to school. However, in my teaching, I wanted to know that that work was done and I had written work brought in, especially in the upper grades.

H: Did you have books that you worked with?

F: Yes, we had to buy our own books. Each one bought their own books. However, in later years, we find that they were given by the board of education, but that was not the case back in those days; we bought our own books.

H: Did you have brothers and sisters that went to school with you?

F: I had two brothers older than I and one sister older than I and then I had two sisters younger than I. In all, there were three boys and three girls in the family that attended this school.

H: So, you had company walking to and from school.

F: Yes.

H: Was this a problem in school, since you were all housed in one room?

F: No, in fact, it was a help as I see it. We, in the lower classes, would sit back and listen to a teacher talk and explain in the bigger classes. And often times, we could pick up a great deal of knowledge or information that way just listening in to the upper class, as I shall speak of it. No, it was not a problem. I would say that it was a great help for us younger kids to listen in to these discussions in the upper classes.

H: Then you say you took the Boxwell-Patterson examination. What was it and how was it done?

F: There was a state law requiring that all eighth grade pupils be examined before they could enter high school. However, in later years, it was done away with. Then, when you completed the eighth grade, you automatically were admitted. But in that day, you had to pass this Boxwell-Patterson examination. There was a date set, and we would go into town, into a central school where teachers were to administer the test and we were to write out these written examinations and we would learn in a few days whether we passed or not. If we passed, we were certified to go to high school that fall.

H: How long did this examination take?

F: It was completed in one day. You would go in--I think it started at eight o'clock--and it would go on till noon, stopping to give us an hour for lunch. It would start again at one o'clock until you finished. If you finished earlier, you could go home. As I recall, we all finished long before four o'clock though. There would be, possibly, ten questions if I recall correctly or ten problems where the case might be ten percent on each, which would make it somewhat easier for her to grade.

H: Did you have essay questions that had to be completed or was it all multiple choice?

F: No, multiple choice or true-false were not used in that day. For instance, in arithmetic there would be problems, definitely problems involving each of the various things, common fractions, decimals, measurements and whatnot of that cubed root, square root. Then going onto geography, it would involve questions of definitely asking, listing the cities in order, five larger cities in Ohio or list the border counties that touch on the Ohio River or something similar like that, definitely questions to be answered by knowledge, not just yes and no.

H: Okay, then you went on into Pomeroy High School and you were there for four years.

F: Yes, 1914 to 1918.

H: How was the school there set up?

F: We were listed under first year, second year, third year, and fourth year that we attended, or as the freshman class I should say, and the sophomore, junior, and senior class. Each of the subjects had a definite class period for each class at the start out. Possibly first year Latin for instance, and then would come first year algebra and then whatever would be the afternoon subject. Then your study period was in there. We had full, if I recall rightly, one hour classes at that time. The same thing through the afternoon. There would be one hour periods. As I recall, there was just the one study period. There may have been, in some of the other years, more than one study period but I do recall we had one study period. And then we had to do a certain amount of studying at home, after we went home.

H: When did your school day start?

F: It was eight o'clock until twelve o'clock and one o'clock until four o'clock as I recall.

H: All right, because you had to walk three and a half miles to school, did you carry your lunch to school?

F: Yes, we usually carried a brown bag lunch. Some of the boys would walk downtown and buy their lunch or you could go to where they sold ice cream and banana splits and such like that and get a lunch of that type. I would say, for the main part, some who lived right in town walked home, and those who remained carried their lunch.

H: Were you given a place to eat? Did you eat in your room? Were you supervised?

F: The teacher remained in the room, as I recall, and she carried her lunch in a lunch box. I guess you would say

that we were supervised, yes. I never thought of it that way so much, but if we got naughty, we were called down. Sometimes we boys would get to talking too loud and they would ask us to tone it down a little bit and so forth.

H: Did you change classes or were you assigned to one room and then you stayed there all day with the same teacher?

F: At least part of the classes, I don't recall at this time whether it was the freshman year or the sophomore year, but we did definitely have one class and the bell rang and then we would move on to one room and change from one room to another from our various classes, yes.

H: How many rooms were in your school?

F: There were many. I don't know whether I could tell you just how many.

H: So, it wasn't a small school?

F: No, it was a good sized school. But, to regress there a bit, the first year while this was being built, we were housed in a basement of a church and upstairs over the fire hall; two churches and this fire hall were used. This was temporary housing until the new building was completed. However, in my sophomore, junior, and senior years, we were in this new building. We had to just put up the best we could moving about while this new one was being built.

H: Well, then, if you were housed in several different places, then was it still possible to change classes?

F: The teacher had to call the time; there was no bell sounded as I recall, and we had to, at the end of it, we moved on to the next place, the next room.

H: So then, when you were being housed in the churches and the fire hall and everything, were they close together?

F: Yes, they were reasonably close. We traveled over 25, 30, or 40 yards, something like that. Yes, they were reasonably close together.

H: Okay, then you decided to become a teacher. Why?

F: Well, my dad was a teacher, and in fact, he had told me that there were four in his family that were teachers, three boys and one girl. The fact that my dad had been a teacher, well, he sort of thought that I should go ahead with my education instead of going into the mines

and getting a job as a coal miner or something. He thought I should go ahead and get an education and teach. So, I started to go to normal school. It was not called normal school when my older brother took his work three years before that. But, this was teacher training school at Rio Grande College. In January 1924, I started to Rio Grande College. There was a two year course starting in teacher training. Upon completion of that, I went ahead and took two more years and graduated with an AB in Education.

H: All right, what does the AB stand for?

F: Bachelor of Arts.

H: So, you only had to have two years of training to teach, right?

F: That's correct, yes, at that time.

H: What courses were included in your teacher training?

F: I don't know that I can mention all of them now. We had different courses in methods. I had at least two different courses in geography, some in mathematics.

H: Did you plan to teach elementary grades or did you plan to teach high school?

F: I had thought of it more in regards of elementary. However, they granted me a life's certificate after so long. I believe I had to teach two years and at the end of that time, they granted me a life's certificate in elementary. After I finished my four years and had taught some more, they gave me my life certificate in high school.

H: When you talk about methods courses, were they to teach you, say, writing up units? How were the subject areas taught? I mean, how were they planning to have you teach them, as units of material or as a day to day thing?

F: It was more, as I recall now, he would assign us so many pages in the text and then we would discuss this, it was just discussions in class. After, we discussed the assigned eight pages or ten pages in the text and we would talk this over and bring out what would be done in typical cases as I remember, such as what came up in class discussions.

H: Did you have to write lesson plans for these courses?

- F: No, I did not have to write lesson plans. I don't recall lesson plans, no.
- H: Did you ever have to do demonstration teaching in front of the class yourself?
- F: Yes. Later, towards the end we had some demonstration, yes. As I recall, that was about the last half of the second year.
- H: Now, was this in front of the students you were in class with or was this then taken as part of your student teaching?
- F: Well, they brought some of the students over from the grade school and they were seated in our class and we were using them as students to bring out our points.
- H: Did your college teacher evaluate you? Did the class evaluate you when you did these demonstrations?
- F: Yes, our college teacher would make a score and evaluate you on what you did and correct you, and if they thought you hadn't done just quite the right thing they would tell you. The next day you were to correct that and try and push across in the right manner if you failed on the first.
- H: Did you have student teaching in those first two years? Did you go out into a school and work with another teacher?
- F: I don't recall that I did.
- H: You said you had your students come in that you taught lessons with, that was your form of student teaching?
- F: That was the student teaching that we would have there, yes.
- H: So, the children came to you?
- F: They came into our class from the adjacent grade school. That was the way that was done.
- H: Now, when you went to Rio Grande, did you live on campus or was it close to you?
- F: We drove. We went down on Monday morning, drove about forty miles and then I rented a room. I stayed at Mrs. Tanner's. She got breakfast and we got our lunch and supper at her place. Each student drove in from various parts around, some as far as one hundred miles. They rented rooms at that time. However, today that has

grown. This college today is at least fifty times the size it was back when I attended there.

H: What was it like when you attended? Do you remember how many buildings there were?

F: The one main building was three stories high, a brick building, which I should say was at least sixty foot each way and three stories. And then there was a newer building wherever you came in for your convocations. You came in and the president would give us a talk and we would have musical selections played and so forth. In fact, those two buildings were about all there was to it at that time. It was a very small school, very small beginning. It was almost nothing as compared with what it is now. In going back in recent years it has very much grown.

H: What was the student body size when you were there?

F: They were smaller classes, much smaller than those of today. As I recall, there were about 35 in our class in the first two years. However, in the college third and fourth years, they were somewhat smaller. As it went on some dropped out. Then, in the summertime, many came in and took summer courses which involved older teachers. For instance, there would be women your age and up, not my age, but I recall men there who were 65, men teachers who came in in the summertime. Our classes in the summer term were not in the regular class year at all. But of the two six-week terms of summer, many more would come in and take extra work.

H: Did you go year-round? Did you go through the summer all four years?

F: Yes, starting out in the fall of 1924, I taught a term of school and then I went in after school was out through the summer and from that point I went straight on through. I took in the summers and then from September through until June were the regular terms until my course was finished.

H: Actually, all you had to take was two years' to get a teaching certificate?

F: Yes, however, my first two certificates, I had to take the teacher's examination to get my certificate. I was granted a one-year certificate and when that expired, I took another one and got my second certificate, and then I got a three-year renewal; at the end of the

second one, I was granted my life certificate.

H: What was the teacher's exam like? Was it set up to be a long examination? Did it take a day to take it?

F: It was taken in one day. We would go into Pomeroy and it was given in a central school. You were given a piece of paper and it listed your subjects on here. I don't remember what order, possibly arithmetic to possibly grammar and following it would be geography and take them in whatever order it was. When you finished one subject, you could go right on to the next and when you finished, you turned your paper in. There were always a couple of county examiners who were keeping an eye on everyone to see that you weren't trying to pass papers and problems or answers and so forth.

H: After you had taught for the year and had to go back and take this, did you have to have proof that you had taken more work, college work, or did you just go back and take the exam? You came out of Rio Grande and took the teacher's exam to get your certificate?

F: Yes.

H: Then you had to go take the teacher's exam again. Now, did you have to go to Rio Grande or to a normal school and take more work as a teacher, like a teacher's institute or something like that?

F: No, I don't recall that I did. At the end of my second one year, the Board of Examiners of Meigs County granted me a three year certificate. By the time I had taught the five years then, I had completed my normal work, two years, and I think I was part way through my college work by that time. I was granted my life certificate and then after I taught--I think it was two years after I completed my college work--I was granted my life certificate in high school.

H: According to your sheet here, you had six years from the time you graduated from high school until you went to Rio Grande College?

F: Yes.

H: What did you do in those six years?

F: I worked on the farm. I thought I wanted to become a druggist and I got a job in a drugstore. I was packing medicines, packing flavorings, and filling orders. This

drugstore had a traveling salesman who went around thirty miles in the surrounding county and took orders and sold flavorings and extracts. In the fall he had all kinds of ink and pencil tablets and paper products and took orders. I could not sell anything. The licensed druggist had to sell the prescriptions, but anything that was on the shelf, like a bottle of cough medicine or whatnot, I could sell. Anybody that came in with a prescription, I had to call the druggist. In the daytime, I packed these orders to go out, that was my work; then in the evenings I came back and sold over-the-counter. After about seven or eight months of that, I quit. It got to be a little too much, just too many hours and I decided I didn't want to be a druggist. So, that was the end of that.

I got a job in the six-year period with an older man, a miner and I went in the coal mine and loaded coal. I worked at that for about two years, pretty hard work, pretty good money though, at that time. At the end of that time I got a job at the slate dump that was unloading slate. The slate is a waste product that comes down over the head. When the coal is taken out of the mine, there is about anyplace from a foot to a foot and a half of this slate between that and the rock top. That is taken down and loaded on cars and carried out and that's waste. It's hoisted up an incline and we push this out and dump it. I worked on that for two years, I think.

I guess the rest of the time I was employed on the farm either working for neighbors or on the home farm.

H: And then you went to Rio Grande?

F: Rio Grande College, yes.

H: But you were also, according to your biography, teaching at the same time?

F: Yes. I taught my first term of school in Salisbury Township in 1924, that was in the fall of 1924. I started in in January of 1924 going to college and then I passed the examination and got my certificate and in September of that year, I was teaching my first term of school. Then at the end of that, I went through that summer and the second fall I taught again a second term of school. At the end of the second term of school, I started in and went straight through normal work and college work.

H: Okay, this is your extra two years until you got your Bachelors Degree, right?

F: Yes, it was the normal the first two years and at the end of four years I had my AB in Education.

H: If you had taken all your methods courses and things that you needed to teach to get your certificate, what did you take in these two years to get your Bachelors?

F: That was more sociology courses; I don't know how many courses . . . I majored in sociology; then I had ethics and philosophy. I had several courses in sociology.

H: Did you have to student teach at this time to get your Bachelors?

F: I don't recall that I did, no.

H: In other words, when you went to college, in the four years that you were going, whether it was in the summers or whatever, to work for your Bachelors you didn't have to look forward to doing student teaching?

F: No, I didn't do any student teaching there.

H: You got your Bachelors around June of 1928?

F: Yes, someplace around the 15th of June, I imagine of 1928, yes.

H: And then you went to work for . . .

F: That fall I came to North Lima and started teaching, in 1928; I was there for eight years, until 1936.

H: What were you teaching while you were there in the eight years?

F: I was assigned to the sixth grade for the first three years. In the fourth year, I had half of the seventh and Miss Musser had half of the seventh. That was kind of a twisted up affair there. Then Miss Musser got married and the balance of the four years I had was straight eighth grade. The first three years was the sixth grade, then the fourth year was the split of the seventh, then the last four years were straight eighth grade.

H: Was this a large school you were teaching at?

F: Yes. North Lima had, I would say, forty to fifty pupils in the sixth grade which was considerably larger than grade schools in the southern parts of the state. Being graded, it was considerably larger, yes. It gave you a better chance as you had just one grade. You had a chance

to really put your work across. Back there, in those one room schools, it figured out about seven and a half minutes to a class. There's no wonder that you had to have a class going at the board and somebody working at their seats and somebody else at the recitation seats at least part of the day.

H: How was your day set up? What time did you start?

F: This was at North Lima that you're speaking of?

H: Yes.

F: Classwork started at eight o'clock in the morning. I recall we had 45 minute periods, and we went through until noon and it was an hour off for lunch, then one until four o'clock. Sometimes you were assigned a study period when youngsters were to study. Then at some of the noons, we were out to supervise the playground. I'm not so sure that that was all the way through but we were assigned to supervise the playground at the noon hour. Other teachers were to take their rooms and to see that there wasn't too much vandalism going on in the room, to keep their eye on what was going on inside as well as other teachers who were assigned to the playground outside. But me being a man teacher, I had the outside. As I recall, I had some pretty good sized guys there that sometimes had to be strong-armed.

H: Was North Lima grades one through eight, or did it go through high school?

F: They had one through eight, and they also had high school at the same time.

H: Were they all in one, big building?

F: Yes, but they were in different rooms. All eight grades and the four years in high school were all in the same building.

H: Were the smaller grades or younger grades on the first floor and second floor was the older grade, and then was there a third floor?

F: No. We had two portables and the seventh and eighth grades were taught in the portable. As I recall, the other grades were inside, but we just didn't have enough room and had to get these portables in order to get more room. The high school was on the upper floor as I remember. The high school classes, yes, definitely were on the second floor. Later it was all rebuilt, but at the time I was there the high school was on the upper floor and the grades were on the lower and in the portables.

H: You said you had 45 minute periods. Now, when you had sixth grade those three years, did they change classes or you had them all day yourself?

F: They were in my care, yes.

A music teacher came in one period and he would come in at a certain period and we would have music and the next period he would leave and go to the next room and so forth. That was, I believe, all. I don't recall now anything other than them; the music teacher came in. And all the rest of the periods were up to me as a teacher to take care of them, yes.

H: Beside the academic work that you had with the students, did you have gym classes and art as subjects that you taught?

F: No, I do not recall it. We didn't have art at all; no gym as such. I did try to give them calisthenics in the mornings. I would spend about ten minutes on calisthenics, on their feet and arms and up and down and stretch and whatnot, bending exercises and so forth. That was about the extent of it as I recall. I know until today I hear youngsters tell about it and, I guess, the time my children went to school, that they have definite periods for outdoor exercise, but that was not the case there at all.

H: Your music teacher that came in, did he come in once a week, twice a week, every day?

F: As I recall, that was once a week. Mr. Jones was our teacher for seven or eight years there. He was a very good music teacher. As I remember, once a week he came and he would do one period here and the next period in the other room and so forth.

H: What type of music was this? Was it basically vocal or was instrumental music involved?

F: Largely just vocal music. He would try to instruct them in the singing to do the best they could. Those who didn't want to take part, he tried to coax them or see that one hundred percent of them took part in the singing. Always a few who were bashful or thought they didn't have a very good voice, he would talk to them nicely: "Try to take part. We want you all to take part in the singing."

H: What did you do during this time? Were you in the classroom or were you free to leave the classroom while he had the music?

F: No. I remained right in the room. I'd be free to do

whatever I wished, I guess, at that time while he had charge of the youngsters. It has been so long ago that I've almost forgotten definitely, but I'm sure that I remained right in there at that time.

H: How did North Lima differ from Salisbury School?

F: Well, you could get something accomplished. Being here in North Lima, we had one grade and you could put 45 minutes on a subject, where in a one room school where I taught at least the first three years that I taught in the Salisbury Township you had all eight grades. It figured out, as I recall, about seven and a fraction, seven and a half minutes or something like that. You could not cover your subject matter in Salisbury Township unless you tried to double up and have some working at the board and some at the seats and doing written work and so forth, where at North Lima where I just had one grade, you could spend your entire period and you could do individual work and you really could get things done. That's just the long and the short of it.

H: When you were teaching in Salisbury, the one room school, what type of equipment did you have in the classroom to help you with your teaching?

F: We had very little bit of equipment. We had a sphere, a ball, the earth, the globe. I would say it was eighteen inches in diameter. We had one bunch of maps, that was your map of Asia, map of South America, North America, possibly another one of the United States; all on one roll and you would lift up the sheets and just possibly four feet wide and three feet high. You would have to turn that over if you wanted to show any particular class. Very little bit of equipment outside of that globe and that bunch of maps. I don't recall we had anything in the way of other equipment. It was just almost nothing.

H: How about North Lima?

F: Much better, we had much better maps and we had testing. We would give them a test to see how they were progressing; they furnished us these tests at North Lima to take to work.

H: In other words, you were giving achievement tests?

F: Achievement tests, that's the term I wanted to use. They furnished us achievement tests.

- H: If they had achievements tests, did they keep permanent record cards on these students in North Lima?
- F: I don't recall that we did have any permanent record cards, no. I don't think they went on from year to year, I don't believe so. I think today I believe from what I've understood, they do it; it goes right on with the pupil, but in that day we did not.
- H: So, there was no record keeping other than the attendance?
- F: That's right, just attendance would be about all I guess.
- H: Most of the students carried a lunch or went home if they could walk so you didn't have lunch money and milk money and that type of thing to contend with?
- F: No, no. That came later that lunch money and all. But in our day, lunch was carried.
- H: Then you left teaching from North Lima and didn't teach again until 1944, 1945 in Andover. Did you have elementary there?
- F: No, that was all in high school. I taught all high school subjects. Their teacher was drafted, their regular teacher. They needed a science teacher at Andover High School, so I really was hired as a science teacher. At the end of that year, he came back from the service. He had been in the service there several years; I don't know how many. I was let go and he resumed his job which he had before he was sent across.
- H: You were teaching quite a while ago. What major changes have you seen in education from the time you taught until your children went to school and now your grandchildren? What changes have you seen?
- F: I'll have to study a moment on that. Well, first the changes in transportation, busses. There were no busses in the start; however, when I came to North Lima, busses carried the children to school. That is one of the great changes, bussing the children. Still greater changes I can see is the whole county is carried into one school. For instance, in my home school, my home county, the entire county is carried into one building. This building is about a ten million dollar building, with maybe 35 or 38 teachers for all subjects. A much wider curriculum is taught. They can take possibly three or four times as many choices. We didn't have much of a choice. In 1914 to 1918 we were told, we just took what was assigned. But I understand, in today's curriculum, you have much, much more.

Not only that, but we have vocational schools, which I think is a very great improvement. I recall telling my county superintendent that I thought we should have vocational training then and he agreed with me, but it was many years before vocational training actually was started in schools. I would say it was at least twenty years, maybe twenty-five years later before vocational training was started. Outside of transportation and the vocational training, well a third change is, they get their lunches; it's cooked and served right in the school. That was not the case back in the earlier days. I think that was another great improvement.

H: Is there anything you would like to see changed in the schools?

F: I can't think of anything right off. This barring prayer in the school by what was her name, Madame O'Hare, was it not? I believe that there should be prayer in school. I believe it is being restored in some schools now, but for a long time that was barred in our schools.

H: When you taught, did you have a Bible reading or prayer every day?

F: I asked the youngsters to get a quotation; it could be one line or two or three lines, as many lines as they wished, but I left that up to the youngsters. I felt that way, regardless of whether they were Catholic, Protestant, Jewish, that would not interfere with their religion. And by getting a quotation they could take part and still, as I saw it, it didn't interfere with their religion in any way.

H: Is there anything else you would like to add? Any experience you would like to relate or anything important we haven't covered?

F: I didn't mention attendance. Back in the early days we had attendance officers. If they dropped out two or three days, the attendance officer came after them. I've heard stories told of how youngsters in Meigs County, Ohio, if they were absent . . . West Virginia has jurisdiction over the Ohio River to the Ohio side and if the youngster waded out into the river on the Ohio side, he couldn't be touched by the attendance officer because he was in West Virginia territory. If he waded out in there, the Ohio attendance officer couldn't touch him. It never happened to me, but I've heard stories of how when he came to get him, the young man would wade out into the river and couldn't be touched to be taken back and put in school.

H: Was this when you were going to school or when you started

teaching?

F: Both when I was in school and as a teacher. I don't believe that they have attendance officers anymore. If they do I haven't heard of it. Maybe they still do, I don't know. But at some point, I think that gradually took care of itself possibly. There was a great deal of staying out of school. People who couldn't read nor write, the percentage of those was very high back when I was in grade school. As the years progressed, that percentage has dropped very much. I think we've got a much higher percentage of literacy today than there was back 25 or 50 years ago. I believe that would just about sum that up.

H: I want to thank you for your help, for your thoughts.

F: Okay.

END OF INTERVIEW