

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Early Education

Personal Experience

O. H. 1001

AL V. HENNING

Interviewed

by

Caroline W. Hall

on

June 5, 1980

AL V. HENNING

Al Henning was born September 22, 1901 in Louisville, Ohio. He was the second of three children to Mr. and Mrs. A. F. Henning, and grew up on their farm.

Al attended Centerville School which was one-room for first through eighth grade. He remembers having several different teachers, Box Socials, weekly spelling bees, and receiving awards for writing. The curriculum was basically the three R's with the McGuffey Readers being used in all eight grades. With all eight grades to instruct, the teachers combined those in third with fourth, fifth with sixth, and seventh with eighth grades for various subjects.

Al entered Louisville High School the fall after completion of eighth grade. He rode the five to six miles on horseback. There he changed classes, but had no physical education because there was no gymnasium. He graduated in 1920.

That fall Al enrolled in Heidelberg College in Tiffin, Ohio. For the first two years of college, he resided in private homes near the campus. His junior and senior years he resided in Founders Hall and worked peeling potatoes to pay his room and board. Al entered college because he wanted the experience and during his years at Heidelberg decided to become a teacher with major areas in English and history. His practice teaching was done at Columbia High School in Tiffin two days a week each semester during his junior and senior years. He received his Bachelor of Science in Education in 1925.

Al taught a year between his sophomore and junior years at college. He took an examination and received a teaching certificate. He had a one-room school called Evening Star near his home. He had few materials other than a blackboard and chalk, a teacher's desk, and a piano. Besides teaching, Al was responsible for all janitorial duties which included firing the coal stove on school days.

Al had completed his degree before teaching in East Canton in 1925. After that, he sold insurance for a year, and traveled to Chicago before coming to Salem where he returned to the classroom. He taught general science for several years before taking over the history classes at Salem High School. By attending summer sessions, he received a Master's Degree in Education from Ohio State in 1936, and took courses in law at the University of Michigan in 1937 and 1938.

Al married Helen Williams in July 1934 and they have two daughters. The Hennings reside on Carole Drive in Salem, and Al enjoys collecting coins, playing tennis, and watching high school and college football.

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INTERVIEWEE: AL V. HENNING

INTERVIEWER: Caroline W. Hall

SUBJECT: School days, one-room school, Heidelberg
College, teaching experiences

DATE: June 5, 1980

CH: This is an interview with Al Henning for the Youngstown State University Oral History Program, on Early Education, by Caroline Wilms Hall, at his home, on June 5, 1980, at 4:00 p.m.

Alright Mr. Henning, would you tell us something about your parents? Who were they?

AH: Both my parents came from rather large families I would say, ten or twelve children. My grandfather was quite well known in Stark County. He was a minister, and I think, quite an educator. I thought he was superintendent of schools in Canton for awhile or pretty close to that. Both families lived in Stark County. My mother's family lived in Carroll County for awhile and then moved to Stark County. How they got acquainted, my mother and my father, I don't know, but they did. My father was engaged in farming. He owned a farm and he did quite well.

CH: How many children were there? Were you an only child?

AH: No, I had a brother and a sister. My sister was older, and a younger brother.

From there I went to high school. It was just my own choice, nobody said anything to me. I just decided I wanted to go. And so, from high school I went on to college. And there again, nobody had anything to say about it, it was my own choice. I went to college two

years and then I decided I wanted to teach a little one room school. And so I had that experience. I had all eight grades, about twenty children I think. That was really a lot of fun. That was between my sophomore and junior year. Then I went back to college, to Heidelberg for the next two years. Then I decided to teach in high school and so I did that one year. Then I took a year and tried selling life insurance. I spent a year at that and then I got a job in Salem and I was over here for some 40 years.

CH: When you went to school as a child, what type of a school did you go to?

AH: A one-roomed school. So, I had that experience too, all eight grades in a one-room country school.

CH: What do you remember about it?

AH: It was quite an experience. We had, I would say, some thirty people and associations with all the older and younger people we went through the grades was really something.

CH: What subject did you have?

AH: Oh we had everything, geography, English--well, it was called grammar--spelling, arithmetic. Well, the three R's as they called it then. We had spelling bees, usually about every Friday afternoon we'd line up on the two sides of the one-roomed school and have spelldowns. Of course, I was a pretty good speller and usually stayed up till the last. (Laughter) And writing, I won a few prizes. We'd get a big new pencil for writing, that deteriorated through the years.

CH: What kind of materials did you have? Did you have to buy your books?

AH: We bought our own books, all our school supplies. McGuffey Reader, of course, was the big thing. Everybody has heard of the McGuffey, I suppose. It's an experience, really, to have gone through all eight McGuffey Reader Grades. To actually experience the McGuffey Reader was something.

CH: Why?

AH: Well, you had everything. You had poems, you had the prose, everything seemed to teach a lesson that once you got it, it stayed with you pretty well through the

years. Nobody who missed the McGuffey Reader can realize what they did miss. Just the experience going through it. So, that was something.

And the kids were all nice, the youngsters and very sociable. Then they had box socials to raise a little bit of money. The teacher was to organize a box social. That meant that the girls would all bring lunches and then they'd auction them off. And I did the same thing when one year I had the one room school. I organized one. We really had a big time, but I don't know how much money we raised now.

CH: What would a box lunch go for then?

AH: Oh, they'd auction them off. It all depended. The most popular girls, of course, their boxes would go for the most money, two or three dollars probably or even less. Not too much, of course, the dollar went further then.

CH: How did the day start out when you went to this one-roomed school? What was the first thing you did in the morning?

AH: I don't think we opened with prayer, in fact, I know we didn't. We didn't open with the Pledge of Allegiance either. We started right off. The teacher had a hand bell, mostly, some schools had the regular bell up in the belfry. But if you didn't have that, the teacher just went out, rang a hand bell, you came in, took your seats and you started right off with--oh, I don't know what was first. But you went through the whole day. You had recess in the morning, about an hour for lunch. Everybody brought their own lunch. You had recess in the afternoon and then the end of the day. Usually you had a combination. For instance, the fifth and sixth graders would have geography together, arithmetic together and then the next year. . . Well, the first year they'd have the fifth grade and then the second year they'd have the sixth grade. So, in order to get everybody you had the combinations, third and fourth, fifth and sixth, seventh and eighth, for some subjects.

I had two little people, a boy and a girl in the first grade. They didn't have kindergarten, so you had to work them in through the day one time or another. They were cute.

CH: What was the name of this school that you attended as a child?

AH: Centerville. And the one I taught in was Evening Star.

CH: Was that close to your home?

AH: Some four or five miles. When I went to high school I had five miles to go and mostly I rode horseback and had a special horse that I could do five miles in about ten minutes. So it was no trick at all and high snow didn't bother at all, we'd go right through. I didn't miss very many days because of weather.

CH: Now, when you went to school you went from September through May?

AH: Yes.

CH: Now when you finished eighth grade did you automatically go to high school or did you have to take a Boswell?

AH: No, went right to high school. They didn't ask any questions, they just took you right in.

CH: Did you have the same teacher the whole time you were in this one room school?

AH: In grade school?

CH: Yes.

AH: No, I had probably five or six, and I don't remember them too well.

CH: Do you remember, were they basically female teachers?

AH: All but one. I had one man teacher for two years. The rest were girls.

CH: Okay, were they young? Were they single?

AH: Mixture, one was fairly old for a number of years, one was fairly young, otherwise I don't remember.

CH: Then where did you attend high school?

AH: Louisville.

CH: Did you go for four years?

AH: Four years.

CH: What kind of a day did you have in high school?

AH: We had a full morning from 8:00, I suppose to 12:00. We had another off for noon and we were out at, I suppose, 3:00, I don't remember. That's approximate.

CH: Did you change classes?

AH: Yes, and I think they were each an hour long as I remember. I'm pretty sure they were.

CH: Did you have classes every hour or did you have a study period?

AH: I had two study periods.

CH: Did you stick strictly to an academic course?

AH: Academic.

CH: Did you have gym classes?

AH: No. It was too small. We just had the main classes, that's all.

CH: Did you have to take any foreign language?

AH: I took Latin in high school.

CH: Was anything else offered?

AH: German and that's all.

CH: So, then you graduated from high school in what year?

AH: 1920.

CH: And then you went directly into college that fall?

AH: Yes.

CH: At Heidelberg?

AH: Yes.

CH: Okay tell us what Heidelberg was like when you went to school.

AH: It was in the process of growing. They had a very nice campus. They called it the campus on the hill. It was

in Tiffin, Ohio and Dr. Miller was President for quite a number of years. He worked hard to build up the college. It compared pretty well with most of the other colleges in Ohio--Wooster, Mt. Union, and the others of the same caliber. They offered practically everything.

CH: When you went there, did you go planning to be a teacher?

AH: No, it just developed that way. We got together when we were young, we talked things over, we planned what we were going to do, but it just developed that way.

CH: What did you start out? Why did you go to college in the first place?

AH: That I can't say. Most of my father's family were interested in education. Some of them did go to college a while. And on my mother's side, the same thing. I had a first cousin who went to Heidelberg. So, I just gradually developed the idea I suppose. I never thought too much about it. I just told my parents I was going and that was it.

CH: Was it expensive for you to go to college?

AH: Not for me, I had saved money through the years and I had enough to take me through two years really. But they gave me a job peeling potatoes in the college commons and so I got my room and board for that. And all it cost me was tuition, which, at that time wasn't too much. I don't remember, about probably a couple hundred dollars, that's all it cost me.

CH: Was that for a semester or for a year?

AH: A semester I think.

CH: What was the campus like at that time?

AH: The campus was fairly well consolidated. It even is today, but they've been building new buildings, quite a building program through the years recently. I stayed in private homes for two years and then a friend of mine, we got a room in a dorm and so we spent two years there. But it's a very consolidated campus. It was then. Pretty much along one street. The little football field was right within a sort of circle, a track, that's about the best I can describe it.

CH: How many buildings were there, do you remember?

AH: Oh, at least a dozen. The main building when I started down was just on a tract of land not too large, and then they built around that sort of; probably a dozen.

CH: When you started out, what courses did you take then?

AH: Oh, biology, English, history, mostly the major courses. I think I did most of my work in English and history. I didn't like math too well, and I took some science and then education, practice teaching. I got a four year certificate to begin with and then from that I got a life certificate. I had all my education requirements there, did practice teaching in Columbia High School, which was downtown from campus. I had one sophomore English class and I had one senior class, all girls.

CH: This was in your practice teaching?

AH: In practice teaching.

CH: How long was your practice teaching?

AH: I imagine one semester for the sophomore English and I think one semester for the senior English class.

CH: When was this done?

AH: That was in 1924 and 1925.

CH: So, during your junior and senior year?

AH: Yes.

CH: Did they set it up that you went a semester your junior year, semester your senior to practice teach?

AH: I had only one class, one sophomore class for a semester, and one senior class for a semester.

CH: Okay, so you just went to practice teach one class a semester.

AH: One semester was all, yes.

CH: Okay, then did you carry classes at the same time at the university?

AH: Oh yes, yes. I'd just go down, I think, twice a week,

go down to Columbia High School twice a week for each class. The teacher, the regular teacher in the sophomore class had just graduated the year before, so I knew him very well, but the teacher in the girls' class, senior class, she was older, very good teacher. I learned quite a bit from her. It was really a lot of fun too.

CH: Did they stay in the room and supervise you everytime you taught?

AH: In the sophomore class, yes, but in the senior class, she had a little room on the side of the main recitation room. So, she'd go in and shut the door and just stay there and never bother too much.

CH: Did your college send someone to supervise you and watch you teach?

AH: No. Professor Williams never observed at all, but I'd report to him, make out the study charts for each class, he'd look them over, we'd talk about them and that's all.

CH: Now, is this study chart what we would call a lesson plan?

AH: Yes, a lesson plan?

CH: Did you have to do the lesson plans for other courses for other times?

AH: No, just for this.

CH: So then you went four years of college and you graduated in 1925. Okay, but you have five years from the time you graduated from high school?

AH: Yes, because I took a year in between when I taught the one room school.

CH: Tell us about that.

AH: It's really an experience. Anybody who missed going through the old one roomed school, they don't know what they missed, because it was really an education in itself. The children ranged from the first grade, of course, as I said not kindergarten then, but first grade really and they started out with a primer and you had to take time to teach those little kids writing, reading,

everything that they were supposed to know for the next year. I had two boys that were practically as big as I was at the time, no trouble, they were all just as nice as could be. They all had to sit back and they were supposed to keep busy when the teachers had the others. You'd call the fifth and sixth grade up to the front and they had a bench they'd sit on depending on how many there were, so you took care of them and the rest of the people, you can imagine the seats were full. You had to watch them because they had to keep busy too. So, it was quite a lot of fun.

I had two men teachers, come to think about it, in grade school and I remember one of them, one of the kids, while they were reciting was cutting up a little bit, so he took a piece of chalk and threw it at him and that settled him down for awhile.

CH: What did the school room look like that you taught in?

AH: It was just a regular little red brick school. The seats were divided on two sides. You had a little run down piano up in front. You had one coal stove, the old Franklin type of stove. I did my own janitor work. I'd have to go early and start the furnace in the morning and so, I'd bank it at night so I'd be sure to have a fire when I got there in the morning. I'd sweep out the place about every evening, but nobody knew whether I did or not. It was just practically a square building, not quite square. It was a little longer than it was wide. That's about it.

CH: Was there any equipment other than the piano in the room?

AH: There was a big desk, teacher's desk, up in front on a platform like, that's about it. Not too much equipment, chalk, a fairly large blackboard in front, but that was it.

CH: Okay, how could you teach for a year? Did you have to get a certificate?

AH: No, I took an examination to get that teaching certificate, just a regular exam. Now in those days they had what they called the Patterson Exam. So, some people when they graduated from eighth grade, they could take the Patterson Exam and if they passed it they could get a certificate to teach in grade school. So, you get some people who were doing that. But I had to take a

special exam to get the certificate. I just decided, for no reason, I didn't need the money--but I decided I wanted that experience and so I decided I would go try it for a year. It was all on my own. Nobody told me to.

CH: And then from there you went back.

AH: I went back to college and finished out there. And then I went to Ohio State and got a Master's Degree. I spent a couple of summers in Ann Arbor, University of Michigan.

CH: Were you working for a doctorate?

AH: No, I took law. I was interested in that so I went to Ann Arbor for a couple summers. I went to law school in the University of Michigan. I could have gone on, but other things interfered and I didn't.

CH: Okay, then once you came out of college, you started teaching in Canton then?

AH: The first year I taught in East Canton, I taught high school and coached football. We had a pretty good football team. Then a friend of mine was in life insurance and he wanted me to go in with him, so I tried that for practically a year. Then in January or February I had a friend in Chicago and he wanted me to come out to Chicago for awhile. So, I went out there and fooled around until the spring, I suppose, then I came back and got a job out in Salem and started in September over and I was assistant football coach and track coach under Wilbur for the first year in 1927. That was the year we took the track team down to Columbus, and we were second. We almost won the state track meet.

CH: What was a day like or what do you remember about your first year of teaching in Canton, in a high school.

AH: It was a two year high school then and the people went from there to Canton McKinley. That was very interesting too because we didn't have too many rooms, it was rather small at that time. And I taught general science, history English, Latin, I think. We had the usual routine, one class after another, study period. That's about all I can remember now. It was very interesting especially at that time nobody had to finish eighth grade if they didn't want to, but if they

finished eighth grade, they didn't have to go onto high school. There was no compulsory education then. So, the people we had in school were very interested in doing what they had to do, so you had no trouble with anybody.

CH: Were they basically in high school because they were going on?

AH: Just because, I think, they wanted to go to high school.

CH: Did many of the students that you had there go on to become teachers after high school?

AH: Actually I lost track of most of them. I can't say, I don't know.

CH: But was that a general pattern for most of them that went to high school? Then went on into education then at that time?

AH: From high school? No, not too many.

CH: Not then?

AH: No.

CH: Why did you decide to come to Salem then?

AH: Well, that was one of those accidents. It just happened. Actually, after I got back from Chicago, I spent the summer not doing much of anything. Somebody told me that there was opening over here in Salem and so, I just came on over and talked to Mr. Howell and we had quite a visit and I liked him very much and he told me he'd let me know and sent me a telegram a couple days later and told me to come over, I was hired. So, that started that. That was the end of it. I just stayed there. I liked it.

CH: Where was the high school when you started teaching high school here?

AH: North Lincoln where the junior high is now. Of course, they went through a couple building periods and added to that building during the years. I forget what year we moved up to the new building but that was quite a change.

CH: What areas did you teach here in Salem? Did you teach a particular subject all the time in Salem?

AH: No, I started out as. . . General science was the opening when I came over so I had all general science classes. I don't know how many, five. I think five and one class in U.S. history. I don't remember, we had six one-hour classes I think and classes were pretty large, between thirty and forty in a class. So, you had a full day then. You didn't have any time for preparation. I don't think I even had a free period as I remember. I worked the whole day. I was lucky, I had, I think, the same room all day so I didn't have to shift around too much. Some people had to go from one room to another and two or three different rooms in a day.

But when you have between thirty and forty people in a class and that many classes in a day, you really had work to do. When you gave a test, you had all kinds of papers to grade. It was quite different.

CH: Was there a difference in the discipline?

AH: There was a big difference. The discipline problem changed tremendously through the years.

CH: How?

AH: The type of people that you had, the students, there was gradual changing in the laws of the state of Ohio through the years because, well in the early 1920's you were going through the period of consolidation. Up to that time you had only the one-roomed country school and the children could go, some of them had to walk for one or even two miles and they thought nothing of it. But then they got the idea that they would begin to consolidate. There was a lot of people objected strenuously to that at the time that they were talking about it and they fought them, but they carried it through and then the state began to require that everybody had to go either through to eighth grade or if they got too old, they could drop out before they actually went through the eighth grade.

Then, that meant that, gradually, they had to go to school until they were at least sixteen or a certain age. So, you began to get more people and those people that didn't want to go to school had to go and so they were fidgety and maybe began to make some trouble here and there. But that took quite awhile. Through the 1930's and 1940's changes were taking place. Mostly the youngsters were pretty much interested in doing what they were supposed to do and so we didn't have too much

trouble. I noticed the biggest difference in the early 1960's. There was a change in the class of people that you had; some of them who didn't want to go to school. Their general attitude changed, but that's it.

CH: Were parents much involved in school in the school where you taught?

AH: Parents? Not too much. I didn't have too much chance to associate with the parents and they didn't seem to care too much to associate with me. But you more or less knew the parents because you knew the children, so there wasn't any particular reason for that. No discipline problems to contend with, no grade problems to contend with because the parents didn't seem to care. They took whatever they got, whatever the young children got on their report cards. They didn't seem to care too much, so there was no trouble, no problem.

CH: What major changes did you see in your years of teaching?

AH: That's quite a problem. The changes were so casual and gradual that I don't particularly recall. Class size gradually decreased. As I said, there's a big difference between a class of thirty or forty people and a class of twenty. So, gradually, partly by law, I suppose, and partly through administration and teacher protests, they began to cut down the class size. That was one change. First the children had to buy their own books. They had to buy everything, nothing was furnished. And then, gradually the state began to change that requirement. That was a major change, the fact that the books were supplied and a lot of the equipment was supplied. Also, the teaching materials, more of them were either required or supplied. That's about all I can think of.

CH: Were there major changes in the curriculum?

AH: Not too much because you stuck pretty much to the general requirements, the three R's. And oh, gradually a few conditions like gym and music and I don't know what else, but there were some gradual changes. You have band, cheerleaders, things of that sort.

CH: Home economics, industrial arts?

AH: Industrial arts, home economics and auto mechanics gradually, woodworking, several changes through the years.

CH: Since you taught the science, did you feel there was a lot of push after Sputnik?

AH: Well, I didn't mention, I guess, I taught general science for a number of years, but I gradually changed over into the field of history. I majored in English; I had only one class in English, I think, through the years up here. But there was a lot of talk about emphasizing science and math in those years following Sputnik and so forth, but now too much emphasis apparently as such. There was a lot of talk and that's about it.

CH: Is there anything that you would like to see changed about education?

AH: There are quite a number of things that I've been meditating on through the years since I retired, things that I'm not particularly satisfied with, of course. And you have the problem today of improved buildings, giving the children everything and they're not appreciating it as they should. The one thing that I think requires more change is bussing and trying to equalize education for the masses, particularly in the big city. We're spending more money on bussing these people in an age when they don't have enough gasoline for the general run of people in taking these people to schools that they don't want to go to in the first place, particularly in the big city. So, that's a big gripe with me. There are probably a lot of other things that I can think of.

CH: Well, I mean, as far as the way, say, teachers are prepared, curriculum. You have some ideas, you were a teacher.

AH: You have a new class of teachers too as I've gradually noticed. They, I don't know, they insist on an outside point of view. It seems to me that teachers in the old days were much more dedicated, but I may be wrong because I've lost personal touch. But in those days, the teachers were very much dedicated to what they were doing and they did the best job they could. Now, I've gotten the impression, as I say, from the outside, that there are some teachers who probably aren't too dedicated to the job. But that would apply to only some, not too many probably.

The whole world is changing, so we're going through a period of change that might be good, it might be bad, I don't know.

CH: Is there anything else you would like to comment on or share with us? Maybe some experience you had?

AH: Oh my, I had a lot of experiences if I can think of them. Well one experience that tickled me. . . Of course, when you had a one room school, you were in charge of everybody. I had one episode; I never had any problem, but I had one episode of one of the little boys and a little girl, they had a little fight of some kind. So, I was sweeping the front of the stoop where you go in. They had a brick place, a table-like, right outside where you go into the building. I told the little boy to do something. I think he took the girl's hat or something. And I told him to give it back to her and he wouldn't do it. So, I was sweeping and I had the broom and I hauled off and gave him a good swat. And then he said he was going to go home. He didn't like that. So, he calmed down. But that tickled me, it was a lot of fun.

I went sled riding with the kids and, I don't know, we were just a bunch of happy people, that's all. There would probably be a lot of other things that I can't think of.

CH: Okay, I know something else I wanted to ask you. You lived two years in private homes when you went to Heidleberg?

AH: Yes.

CH: And then you lived two years on campus.

AH: Yes.

CH: Okay, did you notice any social restrictions on campus?

AH: Oh no, no. We were all just as congenial as could be. When I said I stayed in private homes, they were just on the edge of the campus, and nobody paid any attention where. . . We had then, only one dormitory. It was called Founder's Hall, and it was the first building that was built, then it was turned, finally, into a dormitory for men. They had special houses they had built for the girls and were completely segregated. But when I said I stayed in private homes, one was very close; it was just across the street from the campus. Another one was five boys. I had two very close friends and there was an elderly woman had a house and that's the way she made her living, she took in boys. The

three of us were very chummy and we had one big room. Then she had two other boys that stayed in the same house and we were all very good friends. But we were just a short distance from campus. But it made no difference at all.

When we stayed in the dorm, that was a lot of fun. Of course, it was right on campus and most of the classes were right next to the Founder's Hall. So, we didn't have far to go. As I said, when I peeled for potatoes; everybody ate at the commons, the boys, and so I'd go in in the morning about 6:00 and peel a couple bushels and that was good for the day and that was my work for the day. Sometimes I would substitute for the boys that were waiting tables, doing dishes.

We didn't have fraternities exactly, not till national fraternities. But the boys had two and the girls had two at that time, I think. I was president of my fraternity for a couple years, which was an experience.

CH: Where did the girls eat?

AH: They ate in the dorm. They had Willard Hall, was a new hall, a very big place that was built particularly for girls and so they had their own meals there. Once in awhile we did have dinner over with the girls or the boys would put on a party and have everybody eat together, but not very often. We were very much separated.

CH: Okay, that was a social restriction then, right?

AH: Oh yes, segregation, really.

CH: In classes too?

AH: No, no, boys and girls. They were equally divided pretty much, the same number of boys overall as the girls.

CH: Did the girls have to keep strict hours and dress codes?

AH: Yes, very. That was a Reformed Church School, that was predominantly, but not restricted. We had people of all denominations. We had chapel twice a week, I think it was and we were required to attend. I had a girlfriend that sat on the end and took the roll, so it didn't make any difference whether I was there or not. I got credit. I was never called to the Dean's office, never bawled out for anything.

Oh, one Halloween, some of the boys, we never knew who, but some of them got a cow, brought it into the main building, the recitation building and put it in one of the professor's recitation rooms. If you can imagine, they had to bring that cow upstairs, put it in that room. I don't know why, but Dr. Miller the next morning asked me if I would help take the cow out. (Laughter) I did, but I don't think they ever found out who did it.

They had, in the main building, it was pretty old, but very useful, they had what they called the pony rail that was three floors and in the center of each floor there was a railing so that you could look down and look up. And that's where everybody would congregate between classes, and socialize and so forth.

CH: When you taught in the one room school, what amount of money did you make?

AH: \$80 a month plus \$20 for janitor work. (Laughter)

CH: Very good.

AH: About eight months.

CH: When you started teaching after you got your degree, in East Canton, what did you start making there?

AH: I think \$120, but I'm not sure, that's about it, not too much more.

CH: Did you sign a yearly contract at that time to teach?

AH: Yes.

CH: And they stated money by the month, not for the year?

AH: Yes, by the month.

CH: Okay, is there anything else you want to add?

AH: I don't know of anything.

CH: Okay, then I want to thank you.

END OF INTERVIEW