

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Public Education Project

Teaching and Administrative Experience

O. H. 549

STEVE T. FABRY

Interviewed

by

Mary Belloto

on

June 20, 1981

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Public Education Project

INTERVIEWEE: STEVE T. FABRY

INTERVIEWER: Mary Belloto

SUBJECT: Innovations in Education, Discipline, Pupil
Motivation, Drug Problems, Federal Aid to
Education

DATE: June 20, 1981

B: This is an interview with Steve Fabry for the Youngstown State University Oral History program regarding education. The interview is being held at Woodrow Wilson High School on Saturday, June 20, 1981. The interviewer is Mary Belloto.

Let's begin by asking you how and when your career in education began and what the steps were that lead up to your present position?

F: My career began in 1956. I had intended originally to go into the study and field of medicine. Upon getting my degree from Kent in 1951 I entered the services from 1951 to 1953. Unable to get into medical school I went back to Youngstown State to pick up certification for teaching. I went into teaching in 1956. I spent five years at West Junior High School teaching sciences, chemistry, physics, some general science, and biology. In 1961 I came to Woodrow Wilson High School as a junior high assistant. Then I transferred to North as a senior high assistant, came back here as a senior high assistant and for the past seven years I've been the high school principal.

B: Can you describe a little of your own early childhood with respect to your own education?

F: I've lived in Youngstown all my life. I attended Oak Street School on the east side when my parents lived on the east side. When they moved out on McGuffey Road I attended Coitsville School and then North High School, and graduated in 1947. From there I went to Westminster College for a

a period of two years and then attended Kent for the final two years.

- B: How would you compare, if you could, the earlier primary education that you received to what you feel is being done today?
- F: I think today's primary education is far more advanced than it was when I was in school. I believe that at the time that I went to elementary school the basics were the fundamental factors in teaching any student. This occurred not only in primary, but intermediate and high school. Today the expansion of courses and the acknowledgement of the people that everybody must have an education, the things that we have put into education, for example your special courses, your special education for the bright and gifted, the slow learner, things are totally different than they were at that time.
- B: How about things like instructional tools, and the teaching environment itself?
- F: Today through technology we use more audio-visual. I don't know how much of it is used on an elementary level because I've been in secondary all my life. I'm sure, remembering my high school days, the instructional tools we had were a book, paper, a pencil, a teacher. Today just about anything that you need, your audio-visual, whatever is necessary is there.
- B: How about discipline factors?
- F: That's a hard question to answer in a short period of time. I'm sure that in the early days of my life in school, discipline was quite minimum in our classrooms. It was with me because I was scared to death of doing something wrong in the classroom because of parental training. Today, perhaps with the parental training that parents have in today's world, a lot of the discipline is tossed off to the school. In schools of today I'm sure that some of the time that is spent for teaching, a lot of it is for discipline, a lot more than what it has been in the past.
- B: How about pupil motivation? Do you feel that pupils twenty years ago, twenty-five years ago, were motivated any differently than they are today?
- F: I look at myself and I was always motivated regardless of the condition in which I grew up or the school I went to. It seems that in earlier days pupils were assisted in motivation by their home, by the teachers, a lot more than perhaps what the students want to accept today. They're motivated today, but the motivation is getting a little

more difficult. The parents are perhaps doing a lot more for the youngsters than my parents did for me, and in order for me to survive in today's world there is almost a demand that I be motivated to seek out a certain career, to do well for myself. Motivation is still present in today's schools, but it's a more difficult task to motivate. I hope I'm getting across to you.

B: Some of the innovations, at least I think that the audio-visual equipment that you mentioned is sort of an innovation, but there have been others in recent years, can you comment on any of the things like open-classroom concept, if they existed here? I'm not sure whether they were adapted into this area or not. You did mention expanded curriculum programs and things like vocational educational and bussing.

F: Beginning with the open-classroom concept, some time ago in this area, in the south side area, I believe that one of the area elementary schools tried the open concept of education. At this point I think they're reverting back to the contained classroom. Whether or not they felt it worked or not, there were some youngsters that were left out because their way was to place all of the children totally in an open concept and let them work on their own. What happened in this case I guess was a lot of the students did very well. Those that were not pressured into doing well, to work on their own, kept getting farther and farther behind. I believe the open concept, if that is what their is, it has not worked as well as it should have worked.

Another one of your questions was regarding expanded curriculum. It certainly has expanded. When I went to school years ago, for example, I studied in the field of science. There were only two or three science courses that I could take: biology, chemistry, and physics. Today they have biology 1, biology 2, chemistry 1, chemistry 2, physics 1, physics 2. Then for that science student who demands all sciences there is an advanced placement science for him now. Not only is that in science, but it's in every other curriculum too. Expansion of foreign languages has come in. At one point in time we were teaching five foreign languages here at Wilson, six including Russian and German. We have Italian now which we never had some time ago.

The school curriculum has expanded greatly in vocational education. Several years ago the state demanded that a certain percentage of the youngsters that attend school must or have to be placed in vocational education. I think the figure was given that 40% of them do go into some

vocation after school so we must train them for that. Because of this the Choffin Career Center was built. At this point we do have approximately between 35% and 40% of our seniors and juniors now attending the Choffin Vocational Career Center to expand their vocational abilities. Some may lead to a technical school; some even go to college, but primarily for the labor force and the labor market courses such as auto mechanics, auto body, carpentry, concrete; on the other hand other courses such as dental assisting, and medical assisting, and you business courses.

Here in Youngstown we were placed under a complaint from the NAACP perhaps three or four years back so that students should be bussed and schools would be integrated. The NAACP did not win their case as perhaps they did in other cities. One of the reasons might be that we allowed students in the Youngstown schools to transfer at will in this manner. If you were a black student attending a primarily black school you could transfer to a white school the following year, and vice versa; if you were a white student in a primarily white school you could transfer to a black school without a change of address or move or anything. That was okayed by the superintendent. This occurred two or three years before the bussing situation came up with the NAACP. I'm sure of that because this is the reason that they didn't demand bussing here. They did, however, demand a desegregation of teachers, where at this point now we do have a percentage of black teachers in all schools, a percentage of black administrators in all schools. I hope that this answer is satisfactory.

B: Sure.

Is the bussing of pupils that is done now on a greater or closer living distance than was in previous years? In other words, do you transport more students closer distances?

F: You're talking about the bussing of students?

B: Yes.

F: The normal bussing of regular students to neighborhood schools, yes, it is different. Years ago I think the state law stated that if you are a senior high student and if there is a bus that runs in your area, a local transit bus, you pick that up to ride to school with. There were students that were walking two or three miles to school. At the present time, if you live within or on the outside perimeter of a one-mile circle then you have a right to ride a bus. In this

case in Youngstown it is a transit bus, however the transportation is free for you and the bus does stop at regular bus stops to take you to school. I'm sure the reason for the change from the yellow school busses to the WRTA was because of a savings in money, but as for bussing all students from a mile outside in, it is costing the state a little bit more because they're responsible for the transportation. In my time if you lived two or three miles you found your own way to school.

B: It has been said recently that the quality of education has declined in recent years; could you comment on that in some way?

F: I don't think the quality has decreased. It depends on how you arrive at what the word quality means number one, and how you arrive at the fact that it might appear decreased to some people. If you are, perhaps, looking at your collegiate entrance exam scores, your ACT or PSAT scores, evidently through the scores we have also realized the fact that the youngsters are not scoring as well as they have been in the past. It might mean that we have to restructure ourselves in certain areas. We are still getting our students to universities; we are still attacking the university subject areas and we are doing fine with them. Quality in itself is a factor that comes from teaching and learning experiences. I think we have tremendous teachers here at Wilson, as well as in the city of Youngstown. If the quality has decreased some it may be very possible that the student himself is not accepting the teaching-learning situation maybe as he did in the past. When we talk about the past I'm talking about perhaps my time in high school. Maybe this is where that idea of motivation comes up. Maybe we do need tremendous parental push like we don't have that we have had in the past. As for the quality, no, I don't think it has decreased.

B: The education associations have come into being and I'm wondering what your feelings are on the benefits?

F: What education associations are you talking about?

B: Well, you've just recently gone to a strike.

F: Our professional organizations? These are good because it gives the teachers a chance to unite themselves toward a common cause; I'm not talking about strikes because I don't like strikes and I don't like to see anybody hit the bricks and walk the picket lines. What it has done in education, an association like the OEA, the Ohio Educational Association, or our professional organization, the OASSP [Ohio Association of Secondary School Principals]

that the administrators are in, it gives us a chance to unify ourselves and to work for a common cause. It gives us legal help when we need it. It helps give us a little more security in our positions prior to the fact that without any organizations, without any unity among teachers or administrators, if a move had to be made or a teacher had to be released there was really no need to tell him or her whatever the reason was. At least in this case it works like a labor union where it does give us some protection somewhere, someplace along the line. It has in the past caused some strikes, but those are caused by two people, not one. Both sides have to take a good look at that problem. As I said again, I don't believe in strikes, but I do believe in the fact that if I can get some professional help from an organization it makes my job feel more secure.

B: Do you feel that the recent strike has had an effect in any way on the quality of the education for the children for this immediate school year?

F: Yes, I think that that has had its effects and I would be remiss if I told you it didn't. I would be lying to you because anytime something disasterous as that, when you take the youngsters out for a period of 9½ weeks, and you walk the streets and the kids are outside trying to get in, then when school does begin and the kids come back, make-up time, review of what has occurred, the time limit in spending, coming to school on Saturdays and on holidays, all has its effect. If it does have an effect on quality I would say that the quality has dropped a little because of the strike, and it has to.

B: So the ultimate effect is on the child?

F: The child is always the one that is hurt, yes.

B: What effects do you feel that will relate to education?

F: The effects that I feel from that is that the more money the federal government puts in, perhaps the better equipment, the better sources we have to go to, the more money we can utilize in certain areas. A lot of our programs are federally sponsored, however when they are federally sponsored there are some ties to some of these programs that effect quite greatly the education we have. For example, the recent law, the Title IX law on women and men, boys and girls, education, that we cannot treat anyone any different than anyone else, which instituted coeducational physical education classes in our buildings. We must maintain these rules because we do get federal monies. We were told if we don't maintain the Title IX

project that federal money would be cut off. Because of this we have difficulties scheduling interscholastic ball games. Because of this we had to instill, and don't get me wrong because this is good, I think all people should be given the opportunity to play ball, boys or girls, but the problem is when you have five major sports for girls, nobody gives you any more money to institute these sports so something has to suffer. In order to institute the girls sports the football or the basketball team of the boys must suffer somewhat. To keep equality there has to be inequality someplace else; that has been a proven thing. Of course, the federal government always advances more to the schools. I can't kick it; I think we can live under Title IX or any other projects like that.

Another one is this idea of special education. I think it's Public Law 550 if I'm not mistaken where it tells us that every youngster living in the United States from a certain age to a certain age has to be educated regardless of whether or not the youngster is crippled, is practically placed in an institution; that child must be educated and we must be able to find out what the child needs and we must be able to work with that child. This has caused a tremendous turnover in the fact that right at this school we now have one learning disabilities class; we have two learning disabilities tutors; we have two or three other tutors in speech, hearing, in sight, and just general LD tutors; we have three ACP classes, which is a program for the somewhat slower, retarded child. We have a hearing impaired class, three of them; we have a visually impaired class. All these things have come about because of the fact that you must educate everybody; not only are we educating them here, but we are sending our teachers from the district to nursing homes where students are in nursing homes and will never walk or read correctly. We have to educate those children according to their abilities. This is good and this came about through federal grants and federal programs. There could be many others, but these are the two very important ones that I feel a big part of.

B: Do you find the sex education in the school adequate?

F: I think it is here because every youngster here is required to take a course in health as a ninth grader. Within this course in health there are definite chapters, portions of texts, and then outside resource material that we do try to teach as much sex education to the youngsters as we feel they can handle, as we feel the parents can handle. There are obviously many parents who believe that this should be done in the homes, and I agree one hundred percent, but they don't do it in

the homes. By the time a mother gets around to talking to her daughter or a father gets around to talking to his son, he has learned more than that mother and father from the streets. If they are going to get it from the streets, which could be an awkward way to get it or a negative way to get it, I would rather see it done here. I'm thinking that ninth grade is a little too late. A ninth grade student is a fourteen or fifteen year old student here. Somehow that's a little late as far as I'm concerned because I'm sure these youngsters pick it up long before that. In fact, today, while we're in this interview, my health teacher is having someone down from Planned Parenthood speaking to the classes trying to instill in the minds of youngsters the morality of sex and just make sure that they keep on the straight and narrow path, that there is help for those who make mistakes.

- B: The drug problem has insisted for a good number of years now. Do you feel in this area or within your own area that it has leveled off or continues to be a problem?
- F: It's always a problem if one youngster smokes pot or takes a lude pill or an LSD or whatever it is. I believe it has leveled off somewhat though. Well, I believe a type of a drug has leveled off. For example, some time ago I guess it was a serious problem and what has happened in this case is that the cost of drugs now is so prohibitive for so many youngsters that they're turning to another drug, and that drug is alcohol. I think alcohol is on the rise here at Wilson, throughout the city, throughout the suburban community everywhere. It is a whole lot cheaper to buy a six-pack of beer for a youngster than it is to buy three or four cigarettes or one pill. I have seen it here. I have evidence back there. I have seen it here quite prevalent where sometimes in the evenings or mornings when I come to school that you may find more than one or two beer bottles laying on the front lawn or in the parking lot. Years ago you didn't see this, but you see the drug problem has more or less changed for the youngsters; it's cheaper. I don't think it's as serious as some people have it to be. I guess it is serious when any youngster picks up a marijuana cigarette and smokes it or takes a pill, but in a sense I think it has leveled off somewhat. I just hope that the other one doesn't go on the rise. They are both drugs as far as I'm concerned. I just hope that the alcohol buying is not as severe as the other drug problem was in the past.
- B: If you are aware of an approximate percentage of the total school population that was involved with drugs would you be able to give that percentage?
- F: That would be difficult for me to say. In any building

in any community there is a hard core group of youngsters or teenagers, even adults, that you might call hooked on drugs, that continually use them totally. There is another percentage of youngsters who have tried drugs. I'm willing to bet that if I took a survey of all the students here at Wilson today, let's say there are 1200 students, I'm willing to bet that 30% to 40% maybe even more, have tried marijuana. Whether they tried it once and have forgotten it, I'm willing to bet that everybody has tried it somehow, somewhere in the past and has said well this is something that I don't want and I don't want to see it again. If you were to pinpoint me down for a percentage of this entire student body I don't think I could do that for you. I can say that maybe 40 or 50 kids in the school continually use some form of drug or are on some habit. We know of many of them and we have tried to instruct them. We have talked to their parents. We have tried to do the best we can as school officials to help out, but as far as for an exact percentage it's difficult to tell.

B: It becomes fairly common knowledge after a period of time, you're saying, that these persons are involved with drugs in some way?

F: In the cases of a few, yes, it is common knowledge. When the common knowledge is so great that we're very sure of certain people, not only through parents, we turn them over to the police department and their vice and narcotic squad to perhaps put a surveillance on these youngsters to see where they're buying, where they are getting it from, how much of it they're taking. They help us out tremendously.

B: Can you foresee any changes in the immediate future in the structure of education itself?

F: I see a definite change in Ohio here in education. If the state doesn't come about with some form of a financial plan the taxpayer himself is not going to support the schools. Not only in Youngstown, but in almost every city surrounding and throughout the state of Ohio taxpayers are defying taxation and support for schools. I really don't know what the answer is. It could be that so many of our homeowners are elderly now and do not have children and feel that they are not to be supported. But if we don't get some good financial help, education is going downhill. Staffing of schools, this year I'm releasing five teachers from this building, not so much that I have a percentage lower in enrollment. I think my enrollment is exactly the same, but because the cost, the raises that have to be given to teachers in order to keep them about that red line . . . Our teachers start out at \$11,000 a year and I think with a family of four or something under \$10,000 is food stamps

and welfare category. For a young man or woman who has completed four years of education to be put on a level where they are almost destitute, that is pretty difficult. In order to pay them according to times we are going to have to go some other means of taxation or some other means of support.

- B: We were talking about changes in the structure of education and you had mentioned that the state should be coming up with some type of implementation where it's going to be reliable, where the money will be reliable and not cut off at any . . .
- F: If you talk about basic structure certainly money is needed to give the basics to kids. When I say basics I mean the school building with qualified teachers, with some textbooks, with some reference material, and a decent job in trying to teach youngsters to take their place in society as good citizens. In order to compete with today's technological world our schools have to advance themselves a lot more than they are now to get our kids ready for the classes that are at the universities now so that the universities are trying to teach according to our times and the schools have to re-up themselves to their level. This can only be done through more financing and through more monies and through better equipment and better things. You can no longer use that old-time, 1925 microscope in lab now. You have to buy something that costs \$700 or \$800. You have to buy reference material that costs money. You have to hire teachers and people that do understand the rise of technology and advancement to make the structure a little bit higher. We build a building and if we stop at a certain level and we never build the top of it we don't get anywhere. It takes money to build that building as well as it takes money to educate students. Ten years ago a student could be educated for \$750 a year; today it's \$2000. Where is the money coming from?
- B: That brings up another question. Again recently statements have been made that the quality of the private education has surpassed the quality of public education. Again, those cost lines have almost merged per student, per pupil cost. What kind of problems do you see with that?
- F: I never at one time believed that the quality of education in the private schools whether it be parochial or some private school, was far better perhaps than public education. The hands are more tied with public education than they are with private education. For example, if I may use schools as an example, the Villa Maria School that we have here on the south side of Youngstown has kids attending. The quality of their education may seem better, but it's only better because in their classrooms they only have ten students.

When a teacher can sit down with ten students and expound his discipline to him totally throughout the day, and if every student goes to classes where there are eight to ten students, naturally there is more that a student is going to learn because just by the basis of numbers. He's outnumbered by the teacher in a sense. Coming back to a public education, as we cut teachers, as we lose teachers, we can't fill them because of finances. Some of our classes are up to thirty-five, so the quality for some of the students who are left behind in that last row, that last seat, that do not respond and yet the teacher has so much other things to do with the ones that are average or brighter, that quality has dropped a little bit. Overall, in comparing students coming from parochial and private schools to Woodrow Wilson, I see no real definition of quality here. In fact, in some instances, I'll be very honest with you, we are further in our texts and much more deeper in our texts than some of the private schools.

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

F: I don't know. I feel good about education and I've taken its lumps and it has taken its toll on my body; mentally and physically I still feel good. I don't have much time in the system and very soon I'm going to retire. I don't think I'll ever regret going into education. With the financial situations and the cities the way it is now, especially in the state of Ohio with our taxation, with the inability of the schools to perhaps finance their schools, I have to tell this to the youngsters who are coming up for teaching, unless you are truly dedicated and you sincerely feel that teaching youngsters is important in your life, do it if it's important. Regardless of the monetary effects that you get, your satisfaction comes from its importance to your body and mind. If you are a student that is out for money and the wealth of teaching, then this is not the business to go into. If you are a teacher that is willing to work with kids that are handicapped, if you are willing to work with kids who have problems, because of today's world, if you are interested in becoming a second parent in the school, a nurse and a doctor and whatever it takes, a psychologist, a counselor, and I'm talking about a teacher, if you're willing to do all these things and you're happy with them, then come to the city school, come to any school. If you're not willing to undertake this and dedicate yourself totally, I suggest you do something else. We need teachers that are dedicated; we don't need teachers that work by the hour. The more teachers we get that totally work by the hour or by the day, they finance their lives, more quality is going to drop. It's the name of my game, I can't explain it.

- B: If it were possible for you to implement any change or changes in education today, what would they be?
- F: That's a tough question. I always felt that a school should be child centered; that's the basis of my philosophy of schools, of life, of everything. I don't believe in one person giving and the other person receiving. You can ask any student in the halls in this school that this is a child centered school. I wish I could do more of it here. I wish I could let the students govern themselves and take on the full responsibility totally of their education and to assist in their own teaching. I think it makes men and women out of them faster than it does if they just sit and listen. That's one of the changes that I would like to see done in all of the schools. I'm trying it here; it's difficult. You need parental help and you need student help. If you were talking about any other major changes maybe you can give me an example of what you might want. My head is just full of changes, it's just hard to get them out.
- B: I think that answers it well. Would you be able to elaborate on any of your personal experiences over the years? What was your worst experience in education?
- F: There are so many of them that it's so difficult to pinpoint one worst one. I would presume that some of the worst experiences that we have gotten into I hear at the building are primarily of a disciplinary nature. The staff and the quality of teaching here is fine. I've never had any really bad experiences with that. There are ups and downs every day in teachings, sometimes in the way of handling discipline, where youngsters have to be suspended or expelled from school. Many times during conferences of types of these where you don't really get the parental backing in what you're trying to do, these things can be very difficult. The reason I say this is because what we're doing is we're losing the youngster in the midst of a parent and a teacher and we completely forget about the youngster. There is nothing that has really occurred that could be a black mark on my personality, that really happened here that I hate to face again. I think I could face all problems once or ten times over, but I'm really thinking about the worst things that come through the office are of a disciplinary nature where I have to make judgments, where I have to expel or totally throw a student out of the building, which I don't want to do because I don't get parental help or teacher help. These are my bad experiences. There are many good experiences that an educator such as myself receives, and it's all in the kids. This is a child centered school and when I see a youngster learning, when I see a youngster come back after a couple of years after he graduated, and thanks me for trying to do something for him, these are

so gratifying that if only once a year if somebody comes back and tells me thank you, that's my pay for the entire year. There's a feeling within your body, like this dedication that you're talking about, that you've done something, that you've done a day's work, that you've helped somebody, you've made a good citizen out of somebody. It doesn't have to be somebody that becomes a doctor or a lawyer, it could be somebody that picks up a pick and shovel and is happy about the fact that I taught him to dig a straight line. Those are my gratifying experiences.

There is another form of experience that is interesting to me. In fact, before you came in this morning I told a couple of teachers out there, "I must write a book about the humorous experiences that occur in school." I'm not going to go into them, but I think every good educator you talk to in the future is going to tell you there's good on one hand, bad on another hand, and there are so many little things inside that are really clever and that make my day sometimes and don't make my day sometimes that are humorous.

- B: Can you give me an example of one of those humorous events?
- F: Some time ago--this is the greatest one, and this put me on national hook-up with Paul Harvey--I got on the PA system; it was malfunctioning. Some of the rooms were not getting my PA announcements, which disturbed me because I wanted everybody to listen to what I had to say in the morning. I got on the PA and said, "If you cannot hear this would you please send a student down to my office," which was very stupid and assinine because if you can't hear you can't do what you are supposed to do. Several teachers came down and said, "Do you know what you just said?" I laughed because it is funny. The school went in an uproar. Wouldn't you know the next day I went out to lunch at 12:00 and Paul Harvey came on and said, "And now on page 2, what about the principal in a high school who made a PA announcement and said, 'If you cannot hear this announcement, please report this to me.'" I went bananas. That I'll always remember and things that relate to something that are funny that make your day happy. There are so many thousands of incidents that keep sanity. I think they're necessary. Humor is necessary within a school building or any structure. You don't have . . .
- B: Is there anything else that you would like to discuss or mention that you feel might be pertinent to the topics we've discussed?
- F: We've discussed a lot of things. I think in a kind of

summary I personally feel really good about teaching. It's a necessary thing in everybody's life to receive an education. The more they can receive the better it is. Education never stops for anybody, and this is something that I hope all youngsters realize. Even if their formal education is complete, every day you open your eyes to a new day you're learning something. I'm getting a little philosophical about it, but I think that if that standard of education can be incorporated with all the teachers and all of the students and all of the schools that every day we've got to learn something, somehow, somewhere to benefit ourselves, to advance ourselves totally that day. I believe in youngsters setting up goals that are reachable in education. No matter what you want to attain in lifetime as a student or a youngster student going into education or to become a teacher, is to set up goals that you can reach daily, monthly, yearly. Don't ever put a goal up so high that if you don't reach it you're disturbed, because your disturbance is going to disturb everybody that you teach, everybody that you learn from.

I feel good about our system of education here in Youngstown, our public schools. I think people in the schools are doing the best they can with what they have, regardless of the strike, of the monies that aren't coming, regardless of the pay. I still think there is good quality education being taught in the schools. I only hope that a good turnabout is the fact that parental influence on their young people at home would be a lot better than it is. The teaching of a child is made up in the student as a person number one, naturally. Without the student there would be no teaching. The teacher in the school and the parent at home, and if we were to equally divide that, I think everyone should take one-third of the share of the education of that young man or that young lady. The students must try to receive; the teacher must try to teach; the parent must enforce the teaching and the learning totally. Since my time in school and today's time, that parental influence has kind of laxed off. Parents are not supporting, totally, the entire package. They support a lot of their students, a lot of their children's wishes and whims, but they don't try to support the teacher as much. I don't know what the reason is. I don't know whether the philosophy of education has disturbed the parent totally somewhat, but I wish we could go back to the old days where my father used to tell me, "You learn, and you learn good, or you don't learn from me." In that way there was a fear that was instilled in me where I had to learn, and I had to appreciate what was trying to give to me. When I went home my mother and dad always asked, "Where are your books?" and "How much do you have to do?" and "You do it here and we'll watch you and make sure you have it done." We need that; we're not getting it. If

anything is happening to education today, I agree there could be some lack of dedication on the part of some teachers. There is a lot of lack of motivation on the part of some students. There is a lot of lack of motivation on the part of some parents.

B: Do you think the affluence that has come about since the 1950's has had some effect on that?

F: Certainly. The parents have accepted it and have condoned a lot of it. So have I as a parent. But I've accepted it along with the fact that this still must be. You don't wipe out education because the 1950's have brought a new trend of something else, what it may be, styles of hair, clothes, drugs, learning problems, whatever it is; I've got three children at home. One is going to dental school at the end of his junior year at Youngstown. He has applied and was accepted at two or three schools in the state of Ohio at dental schools, which I'm very proud of. Another is a sophomore at the university. My youngest one is a junior at Chaney High School. I had to encourage their learning process because I know what it means to learn and to be educated and to get a good job. I've accepted that new dynamic change that we had in the 1950's and 1960's and the uprising in the 1950's at the universities. I've instructed my children in those accounts and we've talked about it as I hope all other parents have. I've also come out with a positive reaction on top of everything--that number one it's your life, it's your education, you've got to get it, no matter what your neighbor does or what your friend does. If he smokes pot he can still be your friend, but you don't have to try that junk. If I tell you to be home at 9:00 and your friend Johnny can come home at 10:00, that's their problem. He has got a problem, not me; you be in at 9:00 and you study before you go to bed or you study after supper. I'm not saying I'm a perfect father, and I'm far from perfect. The point is I think I've accepted the violence on tv, the drug addiction, the uprisings on college campuses, the movement from California to the East Coast, and the fads; I've accepted all that. My hair is longer than it has been; it doesn't make me any different of a person. When I dress up in the evenings sometimes I'll wear a flashy shirt like the kids do or whatever, but that doesn't make me a different person, because I respect what I've learned and I hope my children have respected that. They're still learning, which is good.

B: The discipline then seems to be a key factor.

F: Yes. Parental discipline is a very key factor. If the parents don't get back to the old stick and whip their kids once in a while, I hate to use that expression,

but they've got to tell them who is the boss. I've had conferences in the office where a youngster will tell the parent to go to hell, which would aggravate me to the point where I would like to jump across the desk and show the youngster who is boss. But I'm not that youngster's parent, and if the parent accepts this in front of me, what have they accepted at home? If they condone this kind of action then they must condone it when the youngster tells the teacher to go to hell. Then I have this fight on my hands, which brings me totally back to that these are the experiences I don't want to see. I hate to see them. I hate to make some judgment and take part of the parents where I don't have parental help.

- B: Centralization has occurred in the schools. By that I'm talking about the neighborhood schools as such don't exist as much as they used to. Maybe in Youngstown they exist to a greater degree than some of the other areas. Do you feel that has had an effect on the primary education of children?
- F: In the Youngstown schools, centralization, as you said, is not a factor as in perhaps would be in some of your larger cities in Ohio where the schools are. Are you speaking of consolidating schools?
- B: Where the neighborhood school no longer exists and the child in its primary years is sent to such a large school and then again they are shifted in their middle years to a middle school for that fourth through eighth, again a large school where they are not dealt with so much on an individual basis, do you think that has had an effect over the years on a national basis?
- F: It probably has. I don't really see how much it could have. The only thing that would be disturbing perhaps to me to a primary or an intermediate student would be the distance that that student would have to travel rather than a street that's up to school. It might have a lot to do with the child's social upbringing because in a very small school . . . Let me take a school that's just down the street here, Taft, which is a neighborhood school. Youngsters that come to Taft are not bussed because they live within four or five blocks of the school. Because they were reared in that neighborhood and they attend school with those kids in that neighborhood there is a feeling of satisfaction, of a sociability between students and between teachers and students. Whereas an area in Boardman or Austintown or the suburban schools anywhere in the nation where a student is totally bussed four miles to a large, consolidated, primary unit, where they teach maybe three or four grades, within the walls of that building

and that school there are still classes of twenty students or twenty-five students and teachers and people to help them. Once they get past the blockage of the movement, I think within the building though, I don't see any real decrease in quality of education. Perhaps it may even be better because of the fact that a neighborhood school of 300 students may not be able to offer as much as a consolidated school of 200 students. We have the same problem here in Youngstown where in language for example I had Russian, German, and Italian. I had the manpower to teach it; I had the students when we had 1500 students here. A school perhaps like Rayen that only had 600, you cannot hire a teacher to teach Russian for five students who want to take Russian, German, or Italian. I had thirty or forty students here. It may even be better in the extended educational benefits for that student. I would think the only real problem is the distance and the taking out of the neighborhood. If you're a very self-centered child and that type of a home child it may have some effect on you. I think as the child grows up the distance doesn't mean much.

B: If there is nothing else that you would like to add, we can conclude the interview.

END OF INTERVIEW