

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Early Education Project

Teaching Experience

O. H. 580

Cathyrne Schaeffer

Interviewed

by

Caroline Wilms Hall

on

June 9, 1980

CATHRYNE ESENWEIN SCHAEFFER

Cathryne Esenwein was born November 26, 1903 in Monaca, Pennsylvania. She was the only child of Reverend Fred and Mrs. Euphemia Young Esenwein. Since her father served different churches, she attended various schools. These schools were usually within walking distance of her home. She recalls grammar received great emphasis in elementary school, and children were required to write with their right hand.

Cathryne attended Waynesburg High School where she was active in plays. She remembers the auditorium of this new building had been completed before anyone realized there were no stairs to the balcony. Besides use for plays, the auditorium served as a study hall for the students. She graduated in 1922.

Having decided as a child to be a teacher, Cathryne entered Ohio Wesleyan University in Delaware, Ohio. She majored in education, English, and drama. Her first two years she lived in the cottages before moving to Austin Hall, the girls' dormitory. She recalls dignified professors, a quiet campus, and attending chapel each day. Besides a variety of courses on campus, she was required to complete student teaching. It was done the mornings of one semester at a school in Columbus. She graduated in 1926.

Her career began at Mount Pleasant Township High School, also called Hurst High School. She remained two years before going to Westmont-Upper Yoder High School in Johnstown, Pennsylvania. During her eighteen years there, she remembers times when for

female teachers, marriage and pregnancy restricted positions, and the practice of teachers boarding with families was common. Salaries were cut during the Depression and single teachers received less than married ones. From Johnstown, Cathryne moved to Beaver and taught at Beaver Area High School for eleven years. She retired in Pennsylvania in 1957 and moved to Columbiana, Ohio.

Once in Ohio, Cathryne applied for an Ohio teaching certificate and was employed by Columbiana Village Schools from 1957 to 1970. In 1964, she retired from full days in the classroom, but continued half day sessions or single classes for the following six years. Her official retirement from teaching came in 1970.

Cathryne Esenwein moved to Copeland Oaks in Sebring, Ohio where she met and married Reverend Lee Schaeffer in 1972. She is a widow, but remains active directing plays at the home besides holding season tickets for concerts and plays.

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INTERVIEWEE: CATHYRNE SCHAEFFER

INTERVIEWER: Caroline Wilms Hall

SUBJECT: School day, teaching experiences, changes,  
Ohio Wesleyan

DATE: June 9, 1980

H: This is an interview with Cathryne Schaeffer for Youngstown State University Early Education Project, by Caroline Wilms Hall, at her home in Copeland Oaks on June 9, 1980 at 7:30 p.m.

Mrs. Schaeffer, would you tell us something about your parents? Who were they?

S: I was most fortunate. I had a German father and an English mother and they were both very dedicated Christian people. My father was a minister and my mother made a very good minister's wife. She never got into any kind of trouble. My father was a little more outspoken. When he had a problem to solve he would grapple with it. I believe that I have inherited his ability to grapple with problems. I have never been a person who has sat back and allowed somebody else to take the forward step in an argument or in a case of whether something is right or wrong. I have not hesitated to express myself. I think I've been very fortunate to have been raised in a good family. My father had a very decided sense of right and wrong and fairness and a sense of justice, and that feeling of a sense of justice has remained with me all these years. I abhor any situation in which somebody is not being given a fair deal.

H: Where were you raised and where did you go to school?

S: Well, my first school was in Wilkinsburg, Pennsylvania. I have very little recollection of that except that I had to run to school one day. My mother said I was going to be late. I ran and I arrived there way ahead of time. Then I had to run all the way back. But as far as the school

was concerned, it leaves me now with no particular recollections.

In the eighth grade, I had the distinct thrill of being able to get up in front of the English class and tell all about the explosion that we had at the Methodist Church Parsonage.

H: Explosion?

S: Yes, a gas explosion. Not one brick was left on another. Some people were injured and one man died. But you see when I went to my English class, I was the heroine that day. The teacher, being a right up-on-her-toes English teacher, said, "Cathryne, wouldn't you like to tell the class about the explosion?" I quickly came to the front of the room and told all about it.

In the fifth grade, my English teacher became very cross with me and badgered me because I did not hold my pen correctly in my right hand. You see when I was born, my arms were not connected properly; that is, I could not rotate my hands. I would hold the pen in my hand between my thumb and first finger. She never inquired of my family why I didn't write the way everybody else wrote. So she would come back to my seat, the first seat in the first row, and she just kept badgering me and badgering me--"Get your elbow in. Get your elbow in." I could not do that. It really affected, I think, confidence in myself from that time on. But I have never been able to correct this physical condition. The teacher evidently had had no training in how to deal with these unusual cases.

Early classes, up through my high school days, the English classes were mostly classes in grammar. You had to know your grammar! "What word does this modify? Why do you say, was instead of were? Can you come to the board and diagram this sentence?"

H: What do you remember about your other classes?

S: Oh, nothing. I remember that I didn't care for algebra or Latin, but that was in high school.

H: You mentioned writing with your right hand. Was everyone required to write right handed?

S: Oh, yes. The teacher was all upset because she couldn't make me write correctly and of course everybody had to write with the right hand. That was a good question to ask. I said nothing about the left hand because there was never anything said to me about writing with my left hand. But in later years, I began to try to write with my left hand

and I was able to do much better. But even then, you see it was kind of an awkward management of my arm. My writing has never been good.

H: Did you always attend school in a town or a city?

S: In a town, where my parents lived. I was fortunate. I didn't have to be driven or taken to any school.

H: Did you ever attend a one-room school?

S: No. I've heard plenty about them. No, I heard many stories that my father told about his experiences in a one-room school.

H: Where did you go to high school?

S: My high school days were spent in Waynesburg, Pennsylvania, the county seat of Greene County. I was on the yearbook staff and took part in class plays.

H: Were you preparing when you went to high school . . . were you listed in courses as they are today such as college prep or general or vocational?

S: Oh, I don't recall that. Now we maybe have been. I would hate to indicate that there wasn't a division, but I have no definite recollection of being places in any one category. We were just seniors, but there was no division. But that would not say that there wasn't. That did not mean much to me, evidently.

H: Did you change classes when you were in high school?

S: I remember the Latin class was in one room and the English class was in another room, so I suppose we did move around. I hadn't thought about that for years, Caroline. You're bringing back a lot of memories. I assume that we did change classes.

H: All right, when did the school day start for you?

S: Are you asking me to tell you what hour of the day was the first class?

H: Do you remember?

S: No! No, I don't!

This has nothing to do with education, really. A brand new school was built with a big auditorium, and when it was all finished there was no way to get up to the balcony of the auditorium. The architects, nobody had ever recognized the fact there were no steps leading up to the balcony. Now

that is one of the things I do remember. (Laughter)  
I thought that was the biggest joke.

H: Did you perform in the auditorium?

S: Yes, in class plays. We always had our study halls in the auditorium. Oh, yes, we would get in certain seats in the auditorium so that the monitor up there, the woman in charge, could keep her eye on us.

H: Was that because they didn't have room to have study hall elsewhere?

S: I don't know. I wouldn't know. I assume so.

H: Do you recall it being a large high school?

S: Well, it was not a small high school. I'm not very good at jumping at numbers, you see. But our senior class probably had about eighty in it.

H: Was there a gymnasium? What extracurricular things do you remember or do you remember being in?

S: I don't remember anything about a gymnasium class.

H: You decided when you were very young that you wanted to be a teacher?

S: Oh, yes, nothing ever changed that. No one ever had to urge me into teaching. I never thought of doing anything else but being a teacher.

H: When you decided at a young age to be a teacher, did you decide then to teach English?

S: I don't believe that I came to that conclusion until I was in college, but that's vague in my mind.

H: When did you graduate from high school then?

S: 1922. I was graduated from Ohio Wesleyan in 1926.

H: So you went from high school right into college?

S: That's right. I majored in education, drama, and English. Most of my courses were in those three fields. I did a great deal of work in the drama department. My favorite professor was the drama professor.

H: What was Ohio Wesleyan like when you went to college?

S: Well, it's a denominational college, and my first two years

we lived in cottages.

H: What were they like?

S: They were very nice homes. There was always some house mother there to see that we did the right thing and so forth. She oversaw our activities. There were many parties. The fraternity boys would come in there in various groups. Sig House maybe would come on Friday and some other fraternity would come another. We had a nice time.

Then the second year I went into the Austin Hall which was one of the newer dormitories.

H: Do they still use the cottages?

S: No, I don't believe.

H: Was there a particular reason you were in those? Were you waiting for the dorm to be . . .

S: All freshmen lived in "cottages". I was allowed to go into the Liberty Cottage because I had my name in very early for admission to Ohio Wesleyan. Those who had their names in first on the list would be given the first choice cottage. There were about twenty of us.

H: What kind of rules and regulations did you have to follow?

S: Well, we had them, you know. No college freshman likes the food. That is just taken for granted. We girls there in that freshman cottage became hungry by evening and of course we thought there were ways of getting our food anyway. So one of the girls just took a key from the house mother's purse one night and we all went down into the kitchen and unlocked the kitchen door, went in, and took what we wanted. One girl stood up on the pickle barrel to reach high above her for a can of peaches and down she went foot and all into the pickle barrel! (Laughter) Well, the next day the rest of us had a wonderful time laughing at the girls who were eating pickles. Then after that year we lived in the dormitories.

H: In the dormitories and in the cottages, what hours did you have to keep? Did you have to be in early? Did you have to sign in and out?

S: Oh, there were regulations, yes. Yes, we had to sign in and out. As for the exact hour, I don't remember that. But we were under rather strict regulation, of course, on Friday, Saturday, and Sunday.



H: Do you remember some of the other regulations that you had as a college student that maybe I didn't face when I went to college?

S: Well, this was not a regulation, but it was a problem for us. Our dormitories and our cottages were at one end of Delaware and the administrative buildings and the class buildings were at another end, making it necessary to walk several blocks to go to our classes. But that isn't a regulation, that is just a disadvantage at Ohio Wesleyan. Most colleges have their buildings all centered around one general area.

Ohio Wesleyan had an extremely high standard of scholarship, that was the most important thing. At that time there was little talk there of drinking, maybe at some Sig Alph or Sigma Alpha Epsilon houses. The young men were very well mannered and very well dressed. I was proud of the fact that I had been a graduate of Ohio Wesleyan. There were a very high type young men and women there. I still have a reverence for the student body that I was a part of. I returned there a couple of times. That last time I was a bit disappointed in the physical aspects of the dormitory that I had lived in. It just needed a lot of paint; it needed a lot of freshening up. They have new dormitories now.

H: You said it was a denominational school. Did you have to attend chapel?

S: Yes, there was a requirement that we attend chapel five days a week in one particular period of the day, I believe. I never had nerve to do it, but a few students would get somebody else to come and sit in their place so they wouldn't have to attend, but I was a goody-goody type and conscientious. I attended chapel because I was asked to and I did. And I think that most students did. The students were very cooperative.

I don't recall of much confusion. None of these riots or demonstrations. Nothing like that; nothing near it. It does make a person feel bad that there is so much upheaval in the public schools and in colleges. It really is just too bad. I recall that my professors were clean shaven; they came dressed appropriately; they did not sit with their feet up on the desk; they did not do those things which give the impression of "anything goes". So I came away from college with a very high respect for the educational system all the way up to the top.

H: Was there a dress code for the student?

S: No.

H: All right, then you went into education. What type of courses did you have to take to get your degree?

S: Oh, the Principles of Education was number one. Everybody passed that. The professor was a very knowledgeable man too and he had good sense. He said, "Now this is the course that all the teachers should pass. Now you will take this examination and if you don't pass it you must study again and take the examination or another one like it again. Everybody must make an A in this course." In other words, the Principles of Education were paramount in that man's mind and then he injected it into our minds. It was important.

H: What type of things did he cover in your Principles of Education?

S: You wouldn't expect me to go back and tell that now.

H: General ideas of the course.

S: The importance of one's achieving something was very important. Just as this professor insisted on all of us passing the course, a teacher should feel that way about each one of her class members. I think that this principle of education has had a lot to do with my requiring youngsters to do their very, very best. Nothing ordinary. If this child is capable, he must do extra good work. That's the reason that in the commencement speeches that I directed I kept working and working with the individual until he did do his extra best. Not just the acceptable, but the exceptional. There's quite a bit of talent and ability in students and I think that it should be brought out by the teachers.

H: What other courses did you have during your college time?

S: I had a lot in the English department mainly, Victorian Literature and Shakespeare.

H: I never would have guessed.

S: Fortunately, my professor of Shakespeare was interested mainly, and rightly so, in presenting Shakespeare as a play. So we read it as a play. We didn't just analyze the plots. So then when I taught Shakespeare, I read "part", but then I had the students read "parts" in the play and each one was given a "part" and then we practiced these scenes. So that when they got through with Macbeth they knew it as a play, not only a story. I'm sure that I was inspired to do that through my college professor, Mr. Hunter.

I had some courses in religion. They were tough for me because I never have been a Bible student, but I got through the course all right.

H: Were those required courses?

S: Yes, that one was, so was physical education. We had to pass a swimming test. I managed to pass it. I had had quite a bit of language in high school so I didn't have to take the full number of credits in college, but I did take French and sociology. I always enjoyed sociology. I liked that very, very much.

H: When you went to college, did you have to declare a major and a minor?

S: Yes, eventually we did. My major was education and then my minors were drama and English.

H: So rather than majoring in English and drama, you just called it education at that time?

S: No. I took a lot of courses in education: the History of Education, the Principles of Education, and I don't know what else. But usually students, myself included, were not thrilled by those courses.

H: Did you have to do practice teaching or do student teaching?

S: Oh, yes, I did mine in Columbus. I still have the letter that my teacher wrote in recommendation of me when I tried to get a position teaching in high school. She was very, very good. I remember that I enjoyed my practice teaching.

H: How long did you practice teach?

S: I suppose it would have been one semester.

H: Now were you in the classroom that full semester?

S: Oh, yes. My sponsor was there each day and afterwards she would sit and talk to me about my work. Now I don't know that it was every day, but I recall that I had much guidance from here. I really did.

Later on when I taught in Westmont, Johnstown [Pennsylvania], I had a woman principal who was extremely helpful in giving advice. I think it was because she had been a teacher herself. She would come in my classroom and listen and take notes and then she would meet with me afterwards. "Now, Cathryne, this is what you could have done," or "I suggest that you do thus and thus." It was that personal contact, even though I didn't care for her much personally, but it was that personal contact that helped me devise different systems, ways of presenting material. I have found, really, that my best teaching came out of ideas which I coined, methods--little fresh ways of presenting something. They came only because I was trying

so hard to get the idea over and then I worked within myself to find a way of putting it down, of presenting it, and far more than I ever got out of textbooks, really. Now maybe I didn't have the right textbooks, but no textbook ever really inspired me because I always had a feeling, well, I have to take a test after a while and I'll have to take notes on this and that.

H: Was there a college supervisor that came to see you while you were student teaching?

S: Not that I recall. There may have been. I also did observation work before I did the classroom teaching.

Another thing that Ohio Wesleyan gave, that not every school gives, was courses in how to teach English, how to teach history, how to teach this or that. I was shocked to learn from various English teachers that I have had contact with that they never had any courses in how to teach English. Imagine!

H: They never had what I call or were called when I went to college, method courses?

S: That's right. That's a better word, method. Did you ever have a method course?

H: Too many.

S: (Laughter) Well, at least you had them.

H: No, in the elementary we have one for each subject area.

S: Well, all right. I remember of working so hard in that course. We had to have a scrapbook illustrating all kinds of units of teaching.

H: Did you have to do detailed lesson plans?

S: Oh, yes. You are really recalling some things to my mind that I had completely forgotten about--all those lesson plans and they were important. Now even though I may not have followed every little detail on that lesson plan, the fact that I had thought it through made it very explicit in my mind. I was able to think of other ideas, other methods, you see. Unless you get it down once, you just don't get it through your brain cells. You've got to get it through your brain cells first. I spent hours on lesson plans and I never lost anything by doing any of them.

I feel that the longer a person teaches, the less he teaches. Now when I started to teach, I just taught everything about grammar. I worked myself to death on it. I worked my students

hard on it. But as I went on, I discovered for myself that a lot of the formal grammar being taught in English classes is wasted time. The main reason for teaching anything in English, even the literature in the English course, is to learn to communicate. Now, whether you say is or are really does not make a whole lot of difference. Now it might to someone who has been very, very particular and fussy, fussy, fussy about the language. That is not the important thing. It's what the person is saying.

So the longer I taught the less I taught of some of these other things. However, I had to teach formal grammar. I never gave it up, understand. But, so many of the students, especially seniors (and those are the ones I taught) had to take these college board examinations, which required the students to know the basics. But, when you spend all of the time on formal grammar, you're taking the life out of the language.

H: Do you feel that grammar should be taught in the lower grades?

S: It should be taught. Understand, now, I'm not trying to say it shouldn't be taught. But I think that is the place where it can best be done and it should be done thoroughly. But at the same time there should be the writing of short paragraphs along with it. If it's just grammar you've lost the spirit of communication. A child can easily take a sentence and diagram it to perfection, not a mistake in it. But he wouldn't be able to express himself very well without interest, without style or anything.

H: We were talking about your student teaching and that you taught a semester.

S: No. I went over to Columbus for the morning and I taught the classes that were given to me for that morning, maybe there were two or three, I don't recall. But I would be gone all morning and then I would go back to college in the afternoon.

H: You would be having classes and preparing for student teaching at the same time?

S: I don't know. Well, I imagine these courses on how to teach English came about the same time as my practice teaching.

H: So then you graduated in 1926 from college with a . . .

S: A. B. Degree.

H: Bachelor of Arts. Then you taught at Mount Pleasant.

S: That's where I started, yes. Mount Pleasant Township High

School. There is a high school in Mount Pleasant, but this was Mount Pleasant Township High School, which was called for short, Hurst High School, near Greensburg.

H: What do you remember about your first year or first couple of years?

S: Oh, it was difficult for me. Discipline was difficult and the superintendent and the principal gave me no backing whatsoever. They didn't give any help, any suggestions for improving my teaching. Now to me that was a waste of money. The school board had set up a certain salary for me, right? They hired me for a certain amount, but there was no help given to help me be a good teacher along the line. Now that is wasting citizens' money. It was supposed to be worth, say, I don't know how much it was, fifteen hundred dollars. They just let me go ahead and do the best I could, which wasn't very good really. The other girl who went with me on the streetcar from Greensburg out to Hurst High School had the same problem. We were just young kids out of college and this superintendent and principal had no real desire to make our time there and our money there worthwhile. I think that is a serious mistake. Say the teacher would be getting four thousand dollars; the school system puts that much money into a teacher, well then why don't they get the full value of that money out of her? What do they expect, somebody coming out from college right into a classroom? They shouldn't expect perfection but they should give much help especially the first year.

H: Do you recall having large classes?

S: No. I suppose the most I had was thirty to thirty-five. They did make a lot of work for me as an English teacher because I had all those themes to do.

One good method of grading themes, of course, is sitting down with the student with his theme; that's the best by far.

H: Did you have different classes all day long, or did you have basically freshmen and sophomores?

S: It varied in the schools. See, I taught in the three different districts.

H: Okay, when you first started teaching in these first two years.

S: You want to know what?

H: Did you teach all levels of the high school English?

S: I don't believe so, no. I couldn't be too sure of that.

H: From there you went to Westmont.

S: Westmont-Upper Yoder High School, Johnstown. Now that was the nicest community in and around Johnstown and it was made up of a good portion of Jews who were very aggressive and worked hard. The mother would ask, "Why didn't my boy make an A on this?" And they kept working and working toward the highest grades. They were very fine people. They had high educational standards in mind. When I went to Beaver, Pennsylvania where there were no Jews, I noticed the biggest difference in the caliber of work done. Having the Jews in the classroom back in Westmont kept up a much higher standard of scholarship. When I spoke to my principal in Beaver about this difference, it made no impression on him whatsoever.

H: When you started teaching, was it a requirement for the females to be single to teach?

S: Oh, that's an interesting thing. Oh, yes. If you were married you were out and if you were pregnant you were out. They just didn't hire those married teachers. When it came to the salary during the Depression, we single teachers got the biggest drop in our salary. The married teachers' salaries were not affected so much, but the single teachers' salaries were affected very decidedly.

H: How did they decide how much they were going to cut? Did they cut it in half?

S: No, it wasn't quite that much, but there was a decided difference and we singles didn't like it, of course.

H: Was this a factor for your staying in teaching, the fact that when you came out, you had to be single to teach? Did you want to stay in teaching to the point where you bypassed the marriage for teaching?

S: No, no. (Laughter) Now Caroline, no. The salary had nothing to do with it. That was a time too when teachers very often stayed in homes. I had a room and boarded in the same home. Oh, that was a happy experience. But now nobody does that. Teachers go back and forth to their homes in their cars.

H: Part of the time that you taught you boarded?

S: Oh, yes, all the time that I was in Johnstown and in Beaver. All the time that I was in Beaver, I boarded, roomed out. Then it was not until I moved to Columbiana, Ohio, that I moved in with my parents.

H: When you taught in Westmont, Johnstown, did you live with your parents there too?

- S: Oh, that's when my father had a church there. He was minister of the Franklin Street Methodist Church for about four years and during that time, why, of course I lived with them because they lived in Westmont.
- H: Why did you leave Johnstown and go to the Beaver Area High School?
- S: Well, because my parents had moved in the meantime to Columbiana. I had been in Westmont eighteen years and I thought it was a good idea to change. Besides, I could be closer to my parents.
- H: Then you retired in 1957 in Pennsylvania?
- S: Pennsylvania, that's right.
- H: But you started teaching that Fall in Ohio?
- S: That's right. I quit teaching in Pennsylvania at the end of thirty-one years instead of thirty-five so I lost out quite a bit of pension per month. But even so, I am getting more on the average per year for my teaching in Ohio than I did in Pennsylvania.
- H: When you came to Ohio did you have to be re-certified?
- S: Yes, I had to have another certificate.
- H: Did you have to go back for additional work?
- S: No, see in the meantime I had had my college education. I went to Columbia University, to Duke University, and to the University of Pittsburgh. No, I didn't need to have any more credits.
- H: Did you have to have anything like Ohio history or anything?
- S: No, I didn't.
- H: Then you were still teaching English in Columbiana?
- S: Yes.
- H: You taught English all these years?
- S: Yes, all these years, and I supervised many a yearbook and newspaper and directed many years of commencement speakers and directed plays, long plays, short plays. I've done all those things. That all goes in more or less with the job. Now not all English teachers do all these things, understand, but that's just the way everything fell for me. I liked to do those extracurricular activities. I always felt kind of an obligation. If I was asked to take the newspaper, I took



it, even though I never had a course in journalism. But I got a good book or two on journalism and I studied the thing out for myself. I really surprised myself that I could do as well as I did without any formal training.

H: What were some of the innovative things that you did in your teaching, some of the new courses that you came up with when asked to?

S: I called the new course Communications Enrichment. The class met three periods a week. All the subjects that I asked the students to write on were always very specific. It pinpointed their thinking on a specific point and if they had to think more articulately, they wrote more articulately. Many of the subjects centered around guidance. For instance, I had them decide on two colleges that they thought that they might like to attend and then they had to study what information they could get from these two college catalogs. I have them specific questions like, "What are the specific purposes of this university?" or "Why did you choose to go to Wooster College rather than some other school?" And they had to hunt through the catalog and get reasons why they wanted to go to Wooster and also why they did not want to go to some other school. Then they wrote a paragraph of contrast. It made them read and write with a purpose. Another good subject was, "What do you expect to get out of college?" Another might have been . . . well, I don't know. I would have to think a long time on that, but they were all centered around guidance.

H: That was in one of your last courses that you gave?

S: Yes.

H: I also heard someone tell me that you were instrumental in getting seniors to do income tax?

S: Never. Oh, I don't know about that because I hate them myself so I wouldn't know whether they were saying anything true or not. Now that project might have been in the bookkeeping department. I don't think I ever did that.

In the commercial classes, now that was something different. The commercial classes in English had interviews. One person would be the interviewer and the other the interviewee. They would come up in front and have to have certain questions that the interviewer would ask this person who was to give an intelligent reply. We showed them how to come into an office, what not to do, what to do. It took about fifteen minutes for each interview. We included proper dress, proper attitude toward the interviewer, interviewee. Each person had a chance to be both, one time or another. That gave them some practical experience.

H: In your years of teaching what major changes did you see in education?

S: Well, in the field of English alone, I think in the later years of my teaching there was more emphasis on composition and less formal grammar.

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

S: As I say I certainly think there ought to be more courses on how to teach and there ought to be more courses on personal deportment. I think much of the disciplinary problem that we have today is due to the lack of personal discipline on the part of the teacher. I really do.

H: In what ways?

S: I have passed classrooms where the teacher was sitting slumped down in his chair with his feet up on the desks. Now that might be all right at home and I'm not a big prissy about people's personal deportment. Some people like to be relaxed and others don't. But that's taking a chance with young people. I believe that young people really want to look up to their teachers. Now they wouldn't let you know that, but I think they want to. When they have the right ideals set before them, I think it would improve their own way of living.

They see the teachers go out; they smoke and they're seen at liquor places, beer joints, and so forth. Now I think that is getting to be very serious. On 20/20 the other night--I think it was--it showed that eight percent of the men in the Navy are alcoholics. Now what are you going to do about that? When young people see their parents and especially their teachers doing things that they may know down in their hearts are not right, no wonder they don't have respect for the teachers.

I can remember the first year at Columbiana when one of our new young teachers went into the room next to mine, which was a cloakroom and women's lavatory. When I had to go in there myself, I found her smoking. Well, you know that really shocked me. That was several years ago, understand? But that shocked me, to think that the teacher would take the chance of somebody, another teacher or student, seeing her. Now smoking isn't so bad maybe as doing a lot of other things. That isn't as bad as drinking, I don't think so, no. But in a schoolroom the highest of personal conduct should be in evidence. I know I'm right on that. What you do out in the street, your own home, now that's different. But education in the classroom is a very important thing. It's dealing with the mind. I think that our superintendents and principals are for the most part rather weak souls for not setting higher standards. They're afraid of their own jobs. Education to me is a very serious thing; only the best for the students. Only the best in every

way, the highest conduct, personal conduct.

H: Then how do we get that type of person into the field of education?

S: Well, a lot of it should go back to the college training. These courses in education, why don't they take hold of these problems? It seems to me that the personal conduct should be one of the primary problems. That's one place to start.

Now your father was a school board member, but your father was the kind that had high standards for himself. Couldn't he say to this teacher who is applying, "Do you drink out in public places where your students would see you?" I don't think a teacher should do that. I never wanted one of my students to see me, Miss Esenwein, take a drink of liquor. No, I never did.

H: If the school board takes it over, how can I get around the infringement on civil liberty?

S: Society will have to find a way. It's an almost impossible task to change it now really. But something is going to have to move because it's in our schoolrooms where higher ideals should be set up. I know that what I'm saying is almost an impossibility to change. These changes have to come over a long period of time. An individual is a very precious thing, very precious. I don't mean to talk to you this way, but you asked me what I think. I can imagine your father saying, "Now Miss so-and-so, are you seen in public places where liquor is sold?" Well, of course, that's a silly question to ask. You just know that would be taking away personal freedom. I realize that. But the thing has gone on so long now that I don't know what in the world you can do. It is sad; it's tragic. An answer will be found sometime.

H: Do you have anything important that maybe I haven't covered or asked you that you would like to say or talk about?

S: Well, I think I have mentioned the importance of drawing out the very best from students to encourage them to do their supreme best. That can be done, but only with a lot of personal effort on the part of the teacher and the student. Going back to that point about the students really looking up to their teachers, they may give the impression that they like the teacher because she dresses like they do and she uses language the way they do, but in the long run I don't think that's true. I think they they lose respect. Students prefer teachers, really, to act their age and be more leaders than pals. Students don't want their teachers to be pals. They have their own little world. They don't want the older ones

to step back into their own group. Am I making myself clear on that?

H: Yes.

S: I thought that was a good phrase--they want them to be more leaders than pals. I think that helps to solve the problem of deportment in schools.

H: In the schools that you taught in, were they big enough or did they include blacks?

S: I never lived in a community where there were blacks. I can only remember of there being about two students, two black students, in classes that I taught. And I never had any problem with them at all, never. I assumed that they were all equal.

H: Is there anything else you want to add?

S: Oh, I don't know. I think I've said enough.

H: All right then. I want to thank you.

S: I think that takes care of everything.

END OF INTERVIEW