YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

History of Salem Schools

Teaching Experience

O. H. 111

MARION S. BAILEY

Interviewed

by

James L. McNeal

on

October 24, 1975

MARION S. BAILEY

Marion S. Bailey was born in Sandusky County on March 29, 1900, the daughter of John M. and Alice Holtz Stackhouse. She graduated from high school in Green Springs in 1918, and attended Bowling Green, Wooster, and extension courses at Kent and Geneva, receiving a Bachelor of Science in Education degree in 1961 from Youngstown University.

Marion was employed by the Seneca County Board of Education from 1918-1922; in Leetonia from 1923-1926; Tiffin in 1926-1928; and Salem City from 1951-1967 when she retired.

On July 16, 1928, she married D. Nelson Bailey and lived in Carbondale, Pennsylvania until 1933 when they moved to Salem, Ohio. Marion is a member of United Methodist Church, United Methodist Women's Organization, the Salem Music Study Club, the Y.W.C.A, and enjoys reading, sewing, and knitting.

Terri Belloto

YOUNGSTOWN STATE UNIVERSITY

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INTERVIEWEE: MARION S. BAILEY

INTERVIEWER: James L. McNeal

SUBJECT: Teaching Experience

DATE: October 24, 1975

M: This is an interview with Mrs. Marion Bailey for the Youngstown State University, History of Salem Schools Project by James L. McNeal at the home of Mrs. Bailey, 628 East Fourth Street, Salem, Ohio, on October 24, 1975, at 3:15 p.m.

First of all, Mrs. Bailey, I'd like to ask you to give just a short background on yourself, from the time you were born and upbringing, and so forth, up to the time you graduated from high school.

B: Well, I was born, I found out, in Sandusky County instead of Seneca County as I had always thought. But the house burned down [when I was a baby]. The house was on the line between Seneca and Sandusky Counties and we didn't know which side of the road it was on. (laughter) And of course then we moved and I guess we lived in Green Springs [for a short time], but I can't remember that.

And we moved to Cleveland where my father was a railway mail clerk. He died in 1906 when I was six years old. And then I had a brother who died six weeks later and that was my oldest brother, so we moved back to the Green Springs area, where my grandparents lived, my mother's people. And my mother built a house on five acres of ground where we lived and I went to Green Springs to school,

after graduating from the eighth grade in the country school at Lowell, which was about a mile from our home. Of course, in the country school we had the same teacher for all the years that I went to school there, which was all but the first half of the year when we lived in Cleveland where I started to school. My father died in the middle of the school year so my first year of school was rather sketchy.

Then as I say I went to Green Springs to high school where I graduated and in my junior year, during the last month of school, I went to Bowling Green to school because I needed to teach as soon as I got out of high school and you needed so many credits in order to get a certificate to teach. So in order to get that many credits--I think it was eighteen hours--I went to school two 6-week terms. Then after I graduated from high school I went to Bowling Green again and of course got a certificate and taught at Possum Hill School in Seneca County the first year and then the next couple of years, I taught at Swanders Station School, I think it was.

Then I had a job in the school near my home and that was at Lowell where I had gone to school. And I taught there. Then I went to Wooster for a year and then taught in Leetonia for two years. Then I got a job in Tiffin and taught second grade there for two years, something like that.

M: And came here?

B: No. I got married and we moved to Carbondale, Pennsylvania, where my husband had a job; he was a piano technician in the music store there where we lived until 1933, when we moved to Salem which was, of course, around the Depression time. But the collieries closed in the Scranton area, and things were really very bad and it was a good time for us to make the move to come back for Nelson to start on his own, which he did.

M: You say you prior to that came to Leetonia, which is very close to Salem. What brought you that close to Salem, but not quite?

B: Well, my sister married Paul Beaver of the Lisbon area where his father was a minister at St. Jacob's Church.

M: This is Doctor Paul Beaver?

B: Doctor Paul Beaver. So through them I went to Leetonia to teach and there I met Nelson. I had met him before just on a visit, but then we were married in 1928 and went directly to Carbondale.

M: Which you say is in the eastern part of Pennsylvania?

B: Yes. It is near Scranton, Pennsylvania.

M: Now you say the collieries [closed and the economy] was in bad shape, whatnot, and you came to Salem. There were a lot of other places you could have gone to from eastern Pennsylvania. What was the attraction to Salem?

B: Well, that was Nelson's home. He was from down in the area of St. Jacob's Church, too. He had known Paul all his life, practically. So my sister was here in Leetonia. He was a doctor in Leetonia at that time so that's why I had come there to teach, I suppose. There was an opening. And in those days they needed teachers in various places, and there were more openings then than there were at some other times. Some years there weren't the openings that there were then.

M: You knew of a job when you came to Salem rather than coming to Salem and then looking for one?

B: Oh, yes. I had the job before I came to Leetonia.

M: To Salem.

B: No, to Leetonia. I had the job there.

M: I mean when you came back from eastern Pennsylvania to Salem.

B: Oh, I didn't have a job.

M: You came here with no assurance of a job in teaching?

B: I didn't intend to have a job. Ben was little. He was a year old when we moved here. No, I was a housewife and the answering service for Nelson's studio! (laughter)

M: Well, the next question would be: How in the world did you wind up with what amounted to sixteen years in the Salem School System? When did that all begin?

B: I can't remember exactly what year it was but one of the teachers had to go home to be with her mother who was dying of cancer. Do you want the name of the person?

M: Yes, if you can recall.

B: Yes. Her name was Winifred Shelles; she was Jeannette Grove's sister. She is now Mrs. Don Dixon and they live in the East.

M: Her last name was?

B: Shelles, Winifred Shelles. Mr. Kerr knew that I had taught so he asked me if I would substitute for her as long as she had to be at home with her mother and I did. That was about six weeks, perhaps, that I taught. Then I think it was the next year that Miss Forbes asked me to teach the half-days that she would not be teaching. The principals in those days, some of them, had taught a half-day and had a substitute the other half-day so they could do their work as a principal. And so I did that for a year, taught the half-days for Miss Forbes. That was over at Columbia Street School.

M: The building which is now gone?

B: Yes, and that's where I taught for Miss Shelles, too, at Columbia Street School.

M: Do you have any recollections of that building? As a kid I remember the building vacant and I remember it being torn down and the A&P built. I was in school, but I was young enough that I really don't remember other than the fact that it was abandoned like Fourth Street was up until a year ago. What do you recall about that building?

B: Well, it was an old building but it was nice and I liked it. Of course, I like high ceilings and high windows, so that you have plenty of light. I like to be able to see the sky and the trees, and so forth. I think it lends a certain amount of atmosphere to a room. Not that you do anything about it, especially, in a classroom but still it's nice to have all that light coming in and being sort of airy. Of course, I didn't realize that the school building was that bad, naturally.

M: But as far as facilities were concerned there was no stage or gymnasium or anything like that?

B: No, there wasn't anything like that, of course. One thing that I might say that Miss Forbes was very good about doing little nice things for and with the children. When the schoolyard was dirty she'd have a day or part of the day when the children would go out and pick up things off the schoolyard; see that the schoolyard was nice and clean, and they enjoyed it. Things were well kept. That's what was good about that. I can remember her taking time in the recess period to work with some of the girls to maybe fix their nails or something, teaching them little things, nice little things.

M: Etiquette, hygiene, whatnot?

B: Not as a learning experience as far as they were concerned but just a pleasant little time. But still some of the niceties.

M: Say you were in that building teaching, you had a room, maybe you had more than one, but can you tell me just generally what the rooms looked like inside?

B: Very much like they looked in the other old buildings, like McKinley. I never taught in the upstairs rooms of Fourth Street. I taught in a basement room there so it was different than that room. But just a nice high-ceilinged room, and wooden floors and desks and a door to the fire escapes.

M: Were the desks fastened to the floor?

B: Oh, yes. The desks were in those days. Most of those old building's desks were fastened to the floor originally, I think. Well, I shouldn't say

originally, but when I was teaching.

M: Bench seats?

B: No, folded back.

M: Yes, the folded bench approach.

B: Single seats.

M: Cloak room?

B: Yes. And of course there is something to be said for a cloak room. (laughter)

M: Like what? (laughter)

B: Well, like the children can come into the cloak room and take off their wraps and their overshoes and the dirt is in the cloak room. And your room is clean. You don't have quite as much dirt in the room.

M: Good area for discipline?

B: Of course, if you put children in the cloak room they're not learning anything. So that wasn't one of my favorite sports! It seemed to me that it was a waste of time, in general. I don't say that you didn't ever have to, but not very often.

M: Now from Columbia Street what was the next step as far as Salem schools are concerned?

B: Well, I didn't intend to teach even after having done that, I'll tell you that!

M: You kept looking for a way out! (laughter)

B: More or less! (laughter) I think we had been away and we came home and were greeted with the fact that Mr. Kerr had a call in for me. I think that it was Miss Sharpneck who finally got hold of me. She asked me to teach because, as I understood her, Frank Hoopes had been hired for the fourth grade at McKinley but was called into service pretty much at the last minute. So she asked if I would do it. Well, of course, I had hardly had time to catch my breath from getting home from a vacation but I told her I'd have to talk to Nelson to see what

he had to say. But before I really had time to discuss it much with him she called again to see if I would do it.

M: Persistent!

B: So I said, "Well, I didn't know what to answer because I couldn't see myself teaching all year." But she needed a teacher and she needed to know who was going to teach because school was going to open in a very short time, in just a matter of a week or something like that.

I said, "Well, I'll tell you. I'll start school for you." And then I thought . . . Well some how or other it developed. I said, "I'll teach a half a year for you," and then I got thinking. I talked myself into saying, "Well, all right, I'll teach this year," because it's not good for the children to start and then have them switch to another teacher if you can help it. I guess that crossed my mind as we were talking. So I agreed to teach one year, and sixteen years later I quit! (laughter)

M: This would have been an elementary school?

B: Oh, yes. It was fourth grade at McKinley.

M: Did you stay there any length of time or did you move around?

B: Well, I taught fourth grade two years at McKinley and then I taught first grade because she needed a first grade teacher. At that time there were two first grades one year and the next year there would be two seconds and only one first. So that year she needed a first grade teacher and she said it was much easier to get a fourth grade teacher than a first grade teacher. She knew I had taught second grade in Tiffin and so I told her if she couldn't find anyone else I would do it but I hoped she could find somebody else.

Well that is the wrong thing to say because you know if you do, they don't look any farther anyway. So I taught first grade and with the help of Helen Skelton managed to get a reasonable amount of education to keep ahead of first graders, because it

had been so many years since I had taught the littler children. I really enjoyed it. It was fun teaching the first graders. So then the next year there were two second grades and I taught second grade and then the next year there were two first grades again and I taught first grade. I think I had taught two first grades and two second grades, and then had a chance to come over to Fourth Street School to have fourth grade again, which I liked very much. I enjoyed the fourth grade at Fourth Street School and I did teach in a basement room, which was really rather cozy in a way. No cloak room though! (laughter)

But you might enjoy this little thing. There was no cloak room to send the child to so one boy was quite a pest in class at times and finally in exasperation I told him to go out in the hall. Mr. Smith, who was the principal over there--Mr. Earl Smith--came along and saw the boy in the hall and paddled him! Never asking what was the matter or anything! (laughter)

M: That's credit to you that you didn't send them out there unless there was a real good reason.

B: Well it was rather funny in a way. It was amusing. I don't think it was funny for the boy although he was a little better after that. All I had to do was to say, "Do you want me to send you in the hall again?" And he was ready to settle down then. So it was effective.

M: You mentioned, going back just a little bit, coming from eastern Pennsylvania to Salem with no intention of teaching, that individuals got in touch with you rather than you looking for work; so you didn't have to concern yourself with the steps necessary to get a job, for example, writing to the Boards of Education or superintendents, and so forth. But you have mentioned E. S. Kerr and in many of these other tapes and just in conversations with anyone and everyone who knew him, certainly he's quite a colorful figure in the history of Salem Schools. I wonder if we could take a minute and have you comment anything at all that you recall about the man?

B: Well, yes, he was a colorful figure; he was a man who seemed to have ideas and it seemed to me that he had the good of Salem schools [in mind]. Everybody didn't agree with him, of course, but as far as I was concerned he was very kind to his teachers and he tried to keep the children in school and have good schools. Of course, there wasn't the money to do all the things I think he would have probably liked to have done, but he was very kind, as I say.

The teachers were not just simply figures, they were people. Now that's my feeling as to how he was, that each teacher was a person and if there was a need for the teacher to be out it was understandable and it didn't go according to just a regular law. Today we have rules that your day off is for one specific purpose but in those days there could be exceptions to rules a little bit.

M: Did you ever know him to be firm or to discipline his teachers?

B: Not that I really knew about. He might have talked to them, I don't know; I never had any experience with him. I can imagine he could have been firm because I think he was a person who would have had that ability but to my knowledge, not in any discipline I have seen since.

M: Did you ever see him in your classroom? Did he ever step into the room at any time?

B: Yes.

M: Would he stay a whole period?

B: No. Now wait a minute. I don't know whether he ever came in and watched me teach, I can't remember that. Miss Forbes did when I was substituting for Miss Shelles. She came in and asked if it was all right for her to use my desk to do some of her work. Of course, I knew what she was in there for--to see how I was teaching! (laughter)

M: Did you find evaluations of teachers by administration rather common in your sixteen years in Salem or were you more or less left alone?

B: Pretty much left alone, I'd think. I would hope that they knew something about the kind of work a person was doing. I don't believe that any of them ever came in and sat in except, as I say, that time I was substituting and Miss Forbes did; and I suppose she was interested perhaps, in whether she'd want to ask me to do that for her in half-days. It's possible. I don't know. She never told me.

Yes, I was a little surprised to be in a classroom and never have someone come in to observe, because I was used to that in Tiffin. The superintendent would come in, and he was a small man--and pretty well known I imagine all over the state--a man by the name of Krause. And I would be teaching and having the class divided, having part of the children doing one thing and teaching the other part and maybe look up and realize that there was someone sitting in the corner in the back seat. And it was the superintendent of schools, you know. You never knew when he was coming in. He was not sneaky, but he would come in through the cloak room and just sit down quietly and observe and then walk out.

M: Was there a follow-up on that or did you never see anything again or anything written down or ever have a talk with him? The superintendent, in that case.

B: Well, no, I can't say that I really did except in just one case. And he had a teacher who was a first grade teacher. I think she was a first grade teacher; maybe she was a second grade teacher because I was teaching second grade at that time. And he sent her over to observe, which was the usual thing in Tiffin to do. So when you had a new teacher she had a day or two off to go to different schools and observe different teachers who were teaching her grade.

This teacher took exception to something that I was teaching the children and so after she was out in the hall, he came back and apologized for her. He said, "I didn't bring her over here to criticize. I brought her over here to learn a few things about how to approach things." So anyway I heard afterwards that she was informed that she should go into some other form of work, or some other type of work because she was not cut out for a teacher.

She was evidently an artistic person, a very nice girl. That was an unusual thing for Tiffin because they usually gave a teacher the second year. They figured that a first-year teacher had many things to learn and that you couldn't judge by their first year of teaching whether they would be a good teacher or not. So they always gave them a second year but they didn't this girl so I figured that he knew what he was doing. But that was the only time I can remember him making any comments to me about anything.

M: In the years you put in Salem would you say it was basically the same case--that there was not much in the way of evaluation by either the principals, other than Miss Forbes in the Columbia Street experience?

B: None of them came into the rooms. No, I can't remember that there was too much. They probably evaluated you but you didn't know about it if they didn't say anything to you.

M: Evaluation has become a big item in education now within even the short time, ten years, that I've taught there has been attempt after attempt and the forms come out and the teachers don't like certain things on them and the administration doesn't like it because the teachers don't like it. Each year we are evaluated now, the last three anyway, at least once during the year, either Mr. Pond or Mr. Priden comes in and it's usually for ten or fifteen minutes and they write out a few things and then they have to see you about it and the both of you sign, come to some agreement if there is any disagreement. So it's become another falderal, red tape more or less. Most of the teachers consider it a sham. I'm not saying that it is. I believe evaluation's important but it doesn't seem as though there's been any history of it in not only Salem schools but in many others. It seems as though perhaps Tiffin may have been a little ahead of it's time at least.

B: Well, the superintendent did it. It isn't the schools.

M: Of course he may have had more time to do that, too.

B: Well, I don't know. It was a pretty big school system. The principal didn't. I don't think she ever came in to visit the classroom because she had a class herself. In those days the principals taught and they got a little extra money for being principal. So when I came here it seemed the system was that the principals of the grade schools would either teach one half-day and have a substitute the other half-day or else they would teach so many days and then have a substitute the other two or three days, whichever it was. Of course, I didn't have any experience with that so I wasn't in touch with it particularly.

M: Alta Peterson tells me that she taught and she had a phone in the cloak room. That was her office. She was teacher in the room and principal in the cloak room.

B: That's the way it was I think in Tiffin. But of course here it had progressed just a little bit farther than that. The principals had a little more time.

M: This was in her early days.

B: That would have been before I came here probably.

M: Of course, you were at the junior high school building at 230 North Lincoln, the old high school building, now junior high. How did it come about that you wound up in seventh grade?

B: Well, I was teaching fourth grade over at Fourth Street School as I said. That was nearer home and for that reason I accepted the chance to come there. Because, of course, that's what I had been teaching when I first started in Salem, fourth grade, and I like fourth grade very much. I enjoyed going back to teaching fourth grade again after the first and second grades. Mr. Earl Smith was the principal and he was the principal who took the seventh and eighth grades over in the old high school building for junior high. And of course he was getting his core of teachers and he asked me if I would go along with him over there and

teach English in the seventh grade.

Well, I don't know why I said I would, except that I thought it would be sort of challenging to try it. I had taught seventh grade in Leetonia, when I taught there, and I had liked that. So it wasn't exactly new to me. Although it had been quite a few years before. But I enjoyed teaching the seventh grade. They were nice youngsters to work with. I think that junior high has its advantages but so does teaching in the grades have its advantages. I will say that the grade school teachers have as hard a time. I think that it is as hard work as teaching junior high. It's a different age group but they have other things that make them really work. They have the recess duty and they have noon duty, and of course they really don't have much time.

M: Children require more attention.

B: Yes. The children require every minute and, as I say, they're busy practically all day. They don't have a free period. Now of course in junior high you don't really have a free period but at least you don't have children with you necessarily, and that you do have your noon time. Of course, they did more or less, but you always had noon duty or recess duty in your turn. So I give a lot of credit to the grade school teachers. I think they work hard for their money.

M: You taught then at the junior high school building on Lincoln until what year?

B: Nineteen sixty-seven.

M: And then you retired. Have you done any substitute teaching since then?

B: A little. Not too much. I didn't like to sign up for teaching really because I didn't want to have to get up in the morning. (laughter) You know, last minute call. I mean as a regular thing. But I enjoyed it more or less. However when Mrs. Horton went to Cleveland for tests, if you recall, she asked if I would teach for her. I think she went, maybe, on a Wednesday. She wanted me to teach a couple of days and she said, "Now, I'll be back

on Monday. I'm not going to stay up there." She said, "I'll be back." But she didn't come back.

M: Nellie Horton.

B: Nellie Horton, yes.

M: She was a tremendous influence on me. I consider it one of my early positive experiences to have known her what few years I did.

B: Of course I never sat in on her classes, but I would guess that she was an excellent teacher. Of course Nancy went to her and I thought she was a very good teacher from all I could observe just outside of the classroom.

M: She seemed to know what else was going on in the building. I taught geography the first year, and she never forced herself or never said, "Here, use this," or "Here, take that," and "You better do this." She'd bring things in and say, "I thought, since you do some work on map scales, you might want this."

Her husband was an engineer and she introduced me to the American Rectangular Land Survey System. She brought me a little pamphlet that her husband had received on map projections. I realize now that she, from having study halls and so on, knew what the math people were doing and what the English people were doing, and geography.

She really, I think, had her finger on the pulse of the school better than some of the administrators I've worked with. Not that she couldn't mind her business, but she just knew what was going on and she was most helpful to me when I was just getting started the first year or two.

B: Yes, I think she was interested in all phases of it and of course she had taught in the grades. That of course was where Nancy had her in class in Fourth Street School. The children loved her, I think. They always seemed to and respected her, you know.

M: Now to again go back just a ways, you have here some documents that I find extremely interesting in lieu of the fact that many of these things don't exist anymore and teachers don't have to sign them, and tests do not have to be taken, and so forth. I have here, dated September of 1920, a teacher certificate. This applies of course to your job outside Salem but I'm sure in these same years this same type of thing would have applied to Salem teachers. With that as a premise, could you tell me how you went about securing this teacher certificate in 1920?

B: You went to school in the first place but to get the certificate itself you took an examination, and if you passed got a certificate. Well, that would have been the third one. You just got them for one year. And then after you'd have had three 1-year certificates then they'd give you a three-year certificate. And then at the end of that three years you'd have to take another examination. And that's the way it was until they put in the system where you went to school for two years and got a certificate and then you didn't take an examination, as I recall. You just got your certificate for doing that.

I didn't get the two-year certificate because I took one of my years at Wooster and, while I had more credits than it took to have a two-year certificate, I made the mistake of not going back to Bowling Green instead of going to Wooster. And then I would have had my two years of "teacher's training," as they called it. Incidentally, I went to Bowling Green when Bowling Green was very young, as you can imagine. I went in the spring of 1917. I think I told you that I went between my junior and senior year in high school, so that I would have enough credits by the time school started in the fall of 1918 to get a certificate. But I did have to take the exam to get it.

M: Everything as indicated on here, just for the record it might be of interest. It says, "Teacher Certificate issued by the county board of school examiners of Seneca County, Ohio. This certifies that Marion Stackhouse has furnished evidence of good, moral character and adequate knowledge of the theory and practice of teaching and hereby granted an elemen-

tary certificate in accordance with the provisions of Section, and then there's nothing listed, of the general code of Ohio. This certificate is valid in any village or rural school district of Seneca County from September of 1920 to September of 1921," and signed by a host of illegible hands! (laughter)

B: The superintendent was a man by the name of John Sherck. Then of course that changed after they got the two-year certificates, I mean four, but two years of education they got a certificate for teaching. But some how or other I didn't get that one, as I say, and so when I did come back to teaching of course my certificate had expired and I had to teach on a temporary certificate here in Salem, which Mr. Kerr always took care of for me.

It didn't seem to be my problem to get the certificate; he would arrange for it. But I took all the extension courses that came along. So I went to school every winter, getting enough credits to get a renewal of the temporary certificate. And finally there came a day when Mr. Kerr and Nelson got their heads together and decided I was to finish my degree, which I did by going to summer school and school at Youngstown U. in the winter.

And so I taught and went to school. So that's about all I knew about my life at that time and before I was married. Teach and go to school. Fortunately my husband was very helpful and did a lot of dishwashing and even cooking so I could get my studying done and my papers graded!

M: You told me before then that you took how many years to get a bachelor's degree?

B: I graduated in 1961. So you see it took me about sixty-one years to get my education! (laughter)

M: That's when I graduated from high school, 1961. Well, you made it anyway. That's more than some people can say.

B: Frankly, I did better, in spite of having so much work to do, I actually did better schoolwork then, than I did when I was younger, when pleasure was more important than studying.

M: I found that to be the case.

B: I think if we could just get that across to our children, what you can't do somehow, that it is true that they're going to spend their time anyway. You might just as well work and get all you can out of your education.

M: I see so many people my age who get out of college, within two years a master's degree and another year or two, Ph.D. I'm certainly not criticizing them but I think in my particular case, having taught six or seven years before starting into this current graduate program was the best thing that could happen to me.

I took so much experience, and so on, into many of the education courses. I think in some cases I took more into them than there was to get out of them, had I not had that experience. Some of the complaints of some of the younger members, that graduate school wasn't worth it or education courses were a waste of time, was simply because they had either no or very little background. Although I don't think I'd want to take sixty-one years to get a master's degree! (laughter)

B: Well, of course that wouldn't be sixty-one years.

M: But over that period of time. You've told me that before. It's just amusing.

One other thing here since we talked about this teaching certificate, you had shown me a paper known--by large capital letters--as a TEACHER'S OATH, and I find this rather interesting in sight of the fact that these things don't happen anymore. Again, I'd just like to read it for the record. It is short.

"The State of Ohio Teacher's Oath in compliance with the laws of Ohio which require all teachers of the state to take the following oath: I solemnly swear or affirm that I will support the Constitution of the United States, the Constitution of the State of Ohio and the laws enacted thereunder, and that I will teach by precept and example respect for the flag, reverence for law and order, and undivided allegiance to the government of one

country, the United States of America," which is signed by you and "sworn and subscribed before me," which means that another individual was present, "in 1923."

B: We had them every year. Nineteen-eighteen was the first year I taught of course and we had them. I don't know when they quit having teachers sign them. I have forgotten.

M: The reason that I'm interested in this is I'm sure that this would have been the case in Salem or anywhere else.

B: Probably.

M: This was state required for teachers.

B: Well, what's so wrong with it?

M: It's amazing. There's another one of these changes that have occurred and not that there is anything really wrong with it but there certainly was a big push to eliminate any of these required signatures to testify in many different areas, with regard to teachers and other individuals.

I would certainly not be averse to signing something like that right now. I would like to think that there's nothing in there which would make me have to think twice or feel that my freedom or liberties were being denied. I see it quite the other way. But somewhere along the line these things went by the board.

B: I know. Some people didn't want to sign them but I never had the least feeling that I shouldn't sign it.

M: "Two copies to be prepared, one to be retained, by the applicant," which you retained obviously.

Well of twenty-five years teaching, sixteen of which were in Salem, looking back over those primary sixteen that were spent in Salem, are there any particular high spots, either memories of classroom situations, individuals or staff, or administration that stand out in Marion Bailey's mind?

B: Well I think one thing that is sort of an overall thing and that is that my experience with the children in Salem has been that there were so many more really fine children, young people, than those that weren't, that were troublemakers, and it seems as though they are the ones that get the attention.

And there were just so many wonderful children, and very, very nice, and the majority were that way it seemed to me. It sometimes bothers me that we seem to hear more about the ones that are causing trouble. But I think Salem has just very fine young people and I always thought that we did in the schools.

I think that some years, as far as their abilities, you have your ups and downs. Some years you have different types of youngsters but you always had *[*mostly*]* nice youngsters. There are so many interesting classes that you have but I think one year that I particularly remember--I remember lots of years but this one year particularly--I had two classes of students who were probably very much on the same level of abilities; perhaps if you looked at their I.Q.'s the average of the one might have been a little higher, but they were so different. You couldn't teach them the same *[*way*]* at all.

They didn't ask for the same things. You taught the basic things but one class wanted to write plays and produce plays; the other class wasn't particularly interested in that. They didn't suggest it and I never felt I was very successful in writing plays myself, but the class that wanted to write the plays just simply carried the ball, so to speak.

They put on the play and they enjoyed it very much; whether it was good or bad isn't the question. They had written the play and they had produced it; and the principal let them use the auditorium to have it and invited the parents and he let the other seventh grades *[*attend*]*. Apparently he didn't think it was anything worth having anybody else come to, the rest of the school. He never said aye, yes, or no after it was over. He didn't tell us it was bad but he didn't tell us it was good. He didn't compliment them a bit, I didn't think.

The other class had one of the finest panel discussions on some of the problems facing the seventh grade student. It was a beautiful panel, and the moderator happened to be Sarah Kirschbaum; and she conducted it as well as any adult on a panel, that I've ever heard. We had one boy who was on the panel who could cause trouble so easily and when he started she just looked up at him with her big brown eyes and said, "Do you want to be on this panel?" "Yes," he settled right down and that was it! (laughter) Now I don't say that there weren't many other classes each having its own special characteristic, but all different, I think. It always seems to me that way, don't you think?

M: Yes, I don't think that changes, fortunately, because if it did--and that's not the case--I think more teachers wouldn't put in as many years as you or others or even as I intend to.

But basically you have no regrets as far as sixteen years in Salem, would that be correct?

B: I don't have any regrets, except that it never seemed to me that I did as much as I should have done. There were things, more things, that afterwards, you would think of that you say you wish you had done this.

M: I think that's quite typical.

B: Do you think?

M: I do. I feel that way sometimes when I go home at the end of the day.

B: Mrs. Horton and I often talked about this: If we had somebody that we just couldn't get to--and we hoped that we could reach every child--but some State man or somebody came in one day when we were discussing this and of course they feel if you reach a few . . .

M: That's good enough, yes.

B: But he said we were expecting too much and that we should be satisfied with that, but we never were quite, I guess. That's what I would say that

really would be my regret with it, that we just didn't reach every individual child.

M: Well, as I've finished up many of these other tapes with other teachers, I'd certainly like to make it public that I think Salem is richer, its educational program is richer for having had you teach in the system. I know a lot of people would thank you for what you did for it and I certainly thank you for your time this afternoon.

B: You're most welcome for the time. I hope that you're right, that some will feel that they have learned something.

M: I surely do.

B: I've enjoyed it anyway.

END OF INTERVIEW