

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

EARLY EDUCATION PROJECT

Elementary Education in Youngstown, Ohio

O. H. 153

JEANNE ELIZABETH GRAHAM

Interviewed

By

Jeanne Ontko

on

May 18, 1981

JEANNE ELIZABETH GRAHAM

Jeanne Elizabeth Graham was born in Youngstown, Ohio, the daughter of Samuel and Elizabeth Graham. After graduating from Rayen High School, Miss Graham attended Miami University from 1935 to 1937 and obtained a two-year teaching certificate in elementary education. From 1938 to 1943 she furthered her education at Youngstown State University and received a B.S. in Education.

Miss Graham began her teaching career in 1940 and for the next twenty years, taught at Cleveland School. In 1960, she retired to teach at McKinley School, where she had received her own education as a child. In 1973, Miss Graham retired as a teacher. She presently works as a secretary to the clergy at St. Elizabeth's Hospital in Youngstown and as a tour guide at the Arms Museum.

Miss Graham's ability as a teacher has been recognized with her membership in Delta Kappa Gamma and her appointment as a Jennings Scholar from 1969 to 1970. She is also a member of the American Association of University Women, the Youngstown Retired Teacher's Association, the American Association of Retired Persons, and the Mahoning Valley Historical Society. A member of Tabernacle United Presbyterian Church, Miss Graham also enjoys traveling and her doll collection.

Jeanne Ontko

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INTERVIEWEE: JEANNE E. GRAHAM

INTERVIEWER: Jeanne M. Ontko

SUBJECT: Early elementary education at Cleveland
and McKinley Schools.

Date: May 18, 1981.

O: Okay, Miss Graham can you give me a biography of yourself; a little bit about your education, your family background and where you were born?

G: I was born and brought up on the North Side of Youngstown. I went to McKinley School--a school where I later went back to teach--Hayes Junior High School and Rayen High School where I graduated. Then I went to Miami University. I took a two year teaching course, which then was very popular. Teachers could go to school for two years and qualify for a certificate and get a teaching position.

Then I didn't work for two years because we were in the midst of a depression and very few teaching jobs were available. Eventually, I got a position at Cleveland School, where I taught for twenty years on the South Side of Youngstown. Then later transferred to the North Side to McKinley School, where I taught for thirteen years.

O: The school where you went for a two year course, what was the name of the school?

G: Miami University in Oxford, Ohio.

O: Miami University. Okay, what course did you take there?

G: Well, History of Education, there were classes in all the basics, spelling, reading, math, student teaching, which we did the second year that we were there, or the first part of the second year. All of the basics in elementary

education, more or less. I would call it now, a crash course in education. We had long busy days, because we had classes all day long and sometimes even on Saturday.

O: Did you concentrate on one subject at all?

G: No, I didn't. I concentrated in elementary subjects, because I was trying to get a certificate to teach elementary grades, one through six. It was not unusual, at that time, for teachers to take this two year course. Then they would receive their certificate to teach in the elementary grades. Then of course, as time went on, we were told that we were to go back and finish our college and get our B.S. degree in Education, which we did.

O: Did you have any brothers and sisters?

G: No, I'm an only child.

O: Did your mother work? Was she a teacher or were your parents teachers?

G: No, my mother and dad both came from Northern Ireland. My mother worked in New Castle when she first came out to this country. My dad was with the New York Central Railroad at that time.

O: Well, what made you decide to become a teacher?

G: Teaching was a very good profession at that time for a woman. There were not the options that are open today for women; different fields to get many different jobs. Teaching and nursing seemed to be about the best careers for women at that time. Teachers were in demand; that is, after the Depression was over. It seemed to be a good choice, because, as I say, then we had two favorable options.

O: Okay, you went to Miami, then you went to Youngstown State. Now, this B.S. in Education, did you concentrate on something then? I'm trying to see the difference in the two schools in training for your teaching.

G: The second two years was a further education in elementary studies. I did not have to take student teaching again. But for instance, we took art education, we took physical education, we took more courses in reading, we took courses in math and so forth; these were advanced from what I had already had.

At that time I went during the summer for nine weeks. |

I also went in the winter after school to get my degree. So, that took about four years or five years to get that.

O: You say during the Depression you didn't get a chance to go?

G: No, it was two years after I was out of school, because there were many, many teachers and not enough teaching jobs. As a matter of fact, pretty much what we're getting back to today, really, in a way. It was very difficult to get a job. I was fortunate enough to get a chance to work as an aid in one of the deaf classes and sight-saving classes. I was half a day at Bennett School assisting the teacher there in the deaf class and the hard of hearing. And then I worked half a day at Monroe School assisting the teacher there in the sight-saving class. So, I picked up the opportunity there to do some aid work, and then I also did some tutoring, too.

O: Did any school in the Youngstown system have classes for the deaf?

G: Yes, it was concentrated in certain schools in Youngstown at that time. The EMR classes were concentrated in certain buildings also.

O: You were at Bennett School?

G: Bennett and Monroe at that time.

O: When you started teaching then, at Cleveland School, was this your first teaching job?

G: That's right.

O: Well, how did you get hired?

G: I applied through the Board of Education. Then eventually, things began to get better after the Depression was over. I was hired then to teach at Cleveland School. I started out with the sixth grade. Then during the years to come I taught other grades. I taught second grade and I taught third grade, also fourth, fifth, and sixth grades. So, I taught every grade from the second to the sixth at one time or another.

O: What was your favorite?

G: I liked the fourth and fifth really best.

O: Any reason why?

G: Well, they're a little easier, I think, to cope with. As the years went on, the children in the sixth grade became more and more mature. It was, as if, you were dealing with adults. Your eleven and twelve year olds were like the fifteen and sixteen year olds of an earlier age. So, it was a little easier to cope with the children of a younger age.

O: Why do you think they changed?

G: Well, I think that we're living in a different world now. We have television, and plenty of money to do things. Children get to travel, see, and do, and absorb a great deal more than they did in earlier times. There just wasn't the money to do this. We were confined to the home and we didn't get out to see and do a lot of the things that children do today. Sometimes by the time they're twelve and thirteen today, they've done and seen more than many of us have in our lifetime. So, that has changed.

O: You worked at the Arts Holiday Tours and everything at the Arms Museum with fifth graders right?

G: Yes, yes.

O: Do you see any difference?

G: Yes, there's quite a difference, because I think many of the children are really interested; but many of them are inclined to be a little bored. It's just a day out of school. I think there's more of this idea that they want to see the changes of today from what people did in the past. I think TV has done a lot for them.

O: When you first began teaching at Cleveland School, what subjects did you teach then?

G: I taught everything. I taught all subjects; plus I taught some extra music classes also. There would be a teacher who would perhaps exchange a spelling class with me or something like that, where we could trade off. Since I had some training in music and played the piano, I did a lot of the music teaching at Cleveland School. I also did some of that at Mckinley School, too.

O: Did you put on recitals and things?

G: Yes, we put on programs every year. The last few years I taught at Cleveland we had a lovely Christmas program

Then, we were allowed to use religious programs in the school. We had a Christmas program that was centered around the second chapter of Luke in the Bible. Then, since there were many Jewish children in the school, we also did the Hanukkah program with the Menorah and the complete story of Hanukkah. So, we did both, and it was very well received in the community. It was very well liked here.

O: Where is Cleveland School? Where is it located in Youngstown?

G: Cleveland School is right near here on Princeton Avenue.

O: Well then, would it be an ethnic neighborhood?

G: At that time, it was.

O: Did it have any effect on the school on having the different nationalities?

G: No, I thought it was a decided asset to the school, because there were children from all different groups. As I said, there were quite a few children from different ethnic groups at that time. We had all different nationality groups represented at that time. Therefore at Christmas time we concentrated on carols from many different countries. I thought that it seemed to work out very well.

O: Was there ever any language problem?

G: No, not at that time there wasn't. We weren't getting so many children from Puerto Rico and various other places as they are today.

O: Going back to what you were talking about religion in schools--when you taught, did you ever start with religion? What place did religion have?

G: Yes, very much so. In fact, I read every day from Egermeier's Story of the Bible. I read it only; of course. I didn't try to interpret it; since I had children from many religious backgrounds. But everyday I read it, and the children loved it. In fact, if there was a day that perhaps unwittingly I'd forget about it, I'd hear about it; if I didn't read the Bible story to them.

O: Really?

G: They loved it. Then when I went to McKinley School,

my Egermeier's Story of the Bible book was rather depleted. It was in bad shape. I hadn't gotten around to buying a new one at that time; so one Christmas the children in the new class went together and collected money and bought me my new Egermeier's Story of the Bible book; a new book, which I still have. Of course, I was only permitted to read it then for about a year. After that, the Supreme Court ruling came in; and I could no longer read the Bible stories.

O: Do you remember what some of their favorite stories were from the Bible? Did they have any that they liked the best?

G: Well, they liked the story of Adam and Eve in the Garden of Eden; of course, they always enjoyed that. Then they liked the New Testament stories. During the Passover Season, if there were any Jewish children in my class, of course, we always concentrated heavily on that. We also concentrated heavily on the Passover. We went through that along with the Easter story; because they would parallel usually at Lent. We'd go into both of those very heavily. They liked the New Testament stories very much and, of course, they all loved the Christmas story.

O: Do you remember who some of the teachers were who you taught with at Cleveland School?

G: Yes, let's see. Many of them are gone. One of my favorite people was Miss Janet Robertson, later Mrs. Charles Hoffman, who passed away about two years ago. She lived over here on Midlothian. After I moved here, I went to see her many times.

O: What did she teach, do you remember?

G: She was a principal for many years. Then there was a Miss Ida Belle Hood, who's still living in Girard. She also taught there. Another very fine teacher I taught with was Miss Joan Cleary and she's still teaching over there. Then Misses Anne and Sally Davis, whom I see quite often. I taught with Sally Davis at Cleveland School.

O: How many students did you have in a class? Do you remember?

G: Thirty to thirty-five.

O: Oh really?

G: Usually never below thirty. It was packed.

O: Was that unusual?

G: No, that was usual. It was usual to have large classes like that. As a matter of fact, as the years went on, Cleveland School got so crowded that they had to have about two or three classes up at Princeton. Princeton Junior High School was not full. So, they had some of the sixth grade classes there, because they could not accommodate all of them at Cleveland School; the enrollment was so heavy.

O: Do you remember how many there would be all together?

G: Probably 800 or 900 children in Cleveland School at that time.

O: Okay, this is going to be a really easy question. I want you to pretend that you're teaching. When would you start? What time of the day you would start? When would your first class be? Do you remember that? A typical day; what would it be like?

G: Well, let's see. We started at 8:30 in the morning. The first fifteen minutes would be getting the children settled and getting the lunch money collected. Of course, they had a cafeteria, a lunch room, at Cleveland School in later years. We were involved with getting that taken care of and getting the lunch money taken care of.

O: How much would that be?

G: Oh, I think you paid 20¢ or 25¢ perhaps for lunch then. I don't remember exactly. Then I might mention here further, that we also had lunch duty once every two or three weeks, also.

G: That meant that you had half an hour for lunch and the other half hour you'd watch the children. You either took them out on the playground if it was a good day or you took care of them inside. Today, now of course, they have lunch aids to take care of the children. But we were involved with lunch duty, too. We'd have that every so often.

Then by 8:45, I'd be ready for the Bible story. Then by 9:00, we'd be ready to start our classes. Now in the first year or two at Cleveland School, we exchanged classes. I had music and somebody else had reading and

someone else had math and so forth. Well, that didn't go on too long. After that then we had the self-contained classrooms where you taught every subject.

Well, then you went into your projects, where you had an hour for reading, so long for math, et cetera. Then it would be recess. That would go on up until a quarter to twelve or 12:00. Then there would be lunch hour at that time.

Of course, many of the children lived in the neighborhood and they went home for lunch. They didn't stay unless they had to. Not too many mothers, at that time, were working, as they are today.

Then when 1:00 came, you went on with your afternoon schedule. Usually, if I had had a busy morning, I would have reading in class from maybe 1:00 to 2:00. Then you would go on with your music or whatever else you could work in. School was out at 3:15 or 3:30.

O: Did they have school busses to take the children back and forth?

G: They did have school busses in later years that would take the children out here to Shelby Road and Hopkins Road; because the children from that area off of Canfield Road, had too far to walk. So, the busses would take those children then; because our area expanded as time went on. So, we weren't confined just to the area near the school.

O: I remember when I was in grade school, we had the reading classes. They divided us and had reading groups. Is that how you did it?

G: That's right. We had a top group, a medium group, and a slower group. Then we tried to work with each group on the level in which they could read, or in which they needed help. Sometimes your top students would help some of the slower students. So, it was quite a task to get everybody involved and to get everybody taken care of.

Then later we were to have class grouping, where you were to have a top class, a middle class, or a slower group. That, of course, in some ways was better, because you could concentrate a little bit more on individual children; if you were to have a slow group rather than to have all three levels in one class. Well, this was torn one way or another. Some thought

it was poor. So, it was kind of tossed around there for a little while to decide which was the best.

O: Do you remember the textbooks that they used for reading?

G: I don't recall too many of them. I've forgotten. I do remember one that was used in the primary grades was Fun with Dick and Jane. That's an oldie I know.

O: I remember that.

G: But I can't remember any of the others we used, it has been so long ago. We had quite a variety. We'd use one set and finish that up and then get into something else. We'd maybe do four or five sets or more in a year depending on the ability of the class.

O: Did the kids enjoy reading? The reason I ask that is that nowadays there's so much concern about literacy, and reading, and writing. Now, did you notice this back then?

G: Yes, they thoroughly enjoyed reading--more than they do today. Because a lot of people, I find, do not read today. Adults don't read. There's too many other things; TV and too many other things. Most of them did read and they would enjoy the library books that we would bring in for them. A lot of them were very avid readers, especially if they were good students; I think more so than today. I mean, people concentrated more on reading than they do now.

O: Do you remember any of the popular library books the kids liked during that time for children?

G: Black Beauty was always a favorite. For awhile, of course, we had Little Black Sambo; but for obvious reasons we weren't allowed to use that anymore. Also, The Little Red Engine That Could, and then, being in New York frequently, it makes me think of the Little Red Lighthouse, which is down in the New York Harbor. Then, let's see, there's the one about the ponies from Chincoteague. I visited Chincoteague a couple years ago, and I thought that was quite interesting.

I used to read to them. The latter part of the day we always had a time when I'd read a story or stories to them. Heidi was a favorite, too. Little Women was a favorite. They enjoyed those and stories about animals were always favored. Beautiful Joe is another.

- O: Oh, I remember Beautiful Joe.
- G: The children like that. Animal stories were always a favorite.
- O: Did you ever have them act them out?
- G: Sometimes they did.
- O: How about music? Do you remember any of the songs that you had them sing?
- G: Of course, we were quite patriotic. We did America the Beautiful, America and the Star Spangled Banner. Then a lot of folk music, especially Appalachian. Let's see, Jimmy Crack Corn, and I Don't Care, and On Top of Old Smokey, and some of those that the children liked very much. Then we would get into some religious songs, too. For instance, they had Mozart's songs, and Haydn's, and Handel's that we introduced to them in music. They were in our music books. One song that I remember particularly, also in our music book, was the Mormon Hymn. The hymn that the Mormons sing in Salt Lake City. I have it yet in the sixth grade book here. So, we introduced quite a wide variety of songs.
- Usually about the first of November, I had to start my Christmas carols and songs; because the Christmas program was quite involved and you'd work on the carols with various classes.
- O: Who would choose the songs? Did you choose them?
- G: Usually I did, with the approval of the principal. I went over them with her. We would get together on them and decide.
- O: Okay, who was that one principal that you mentioned at Cleveland School?
- G: Miss Robertson, who later became Mrs. Hoffman.
- O: Was she the only one then in the period you were there?
- G: When I first started to teach, there was a Miss Williams there. Miss Williams was there for a few years and then she passed away. Miss Robertson was to be my principal from that time on.
- O: How many people were in administration? Do you remember?

G: You mean in the office downtown?

O: Yes.

G: Well, there was the superintendent, the assistant superintendent and there were supervisors. There was a music supervisor, an art supervisor, a speech supervisor, who could come out to give you help in various areas if you needed it. Sometimes, for instance, the speech supervisor, Miss Miller, who lives in this area, would have six-week classes where you'd meet an afternoon or two after school. Then she would stress certain ways to help children with their speech problems. Now, there's a speech teacher that comes into the school, a speech therapist that comes in to help. But at that time, we depended on ourselves pretty much to help a child that might have had a speech problem. Also, the secretary to the superintendent, Irene Ward, who is still there. That was about it.

O: How about within Cleveland School?

G: We had a principal and the secretary. There was no assistant at that time.

O: Oh really?

G: No, Miss Robertson and her secretary did the work.

O: How about the discipline problems? Who would take care of them?

G: The principal would take care of those. At McKinley School it was the same way.

O: Who would work at McKinley School? Do you remember the teachers?

G: Yes, at first when I went there it was Rand Becker, who's now downtown at the Board of Education. Then Mary Belton, who is retired and lives in Youngstown also. She was there next. Then next was Peter Citano, who has since passed away. So, there were three of them that I taught for at McKinley; and they were all outstanding.

If you had a problem or ran into something that you felt was bothering you, all you had to do was set up an appointment to confer with them after school, and say, "I'd like to talk to you. There's something I think you ought to know about what happened in the classroom." They would, right away, set a time that you could come down and talk to them and tell them what the problem was. Then of course, in turn, you would also have parents in after school for conferences with the child to discuss what has gone on and when there was a problem.

I spent many hours on the telephone talking to parents and telling them what had gone on; if something had happened in school or something upset the child, and they weren't doing what they should have been doing; bringing them up to date on what was going on.

O: Do you remember any particular instances where you had to do this? What would be a discipline problem that would make you react this way?

G: Well, maybe the child isn't putting forth enough effort and I felt they could be doing much better than they're doing. Maybe for some reason or another you felt they were turned off and you just didn't know what the home problem was; so therefore you called home to try to find out if it was a problem that perhaps you could help with or if there was something bothering the child.

As the years went on, of course, as you can well imagine, these increased. At first you didn't have so many problems. But as the years went on you had more and more of that. If I felt scholastically they were not doing what they should or they got into some kind of problem on the playground or whatever, I would automatically call the parents. Many times I asked for conferences; and the mother or father would come in and we'd discuss what had gone on. Usually that straightened things out pretty well.

O: Were drugs ever a problem when you were teaching?

G: No, I never knew of any problems with drugs. In later years when I taught at McKinley, I think we did have one instance of a drug problem. A young boy lived near the university and was running around with university students. I think there was some instance there of smoking pot or inhaling something. But it's the only time I ever heard of anything like that. That was not a problem then.

O: Were you involved at all in PTA?

G: Yes, well we were expected to attend all of the PTA meetings. In the early years, why, we would often be excused the day of the PTA at maybe 2:30 or 2:00 in the afternoon to attend the meeting. Then in later years, they were at night. We were expected to attend all PTA meetings unless we were ill, or had some very good reasons for not being there. So, we always went to all of the meetings. The PTA members were always very kind

to us. I remember when I retired they gave a very nice luncheon for me and a gift. They were very kind. They went out of their way to cooperate with the teachers. But PTA meetings were usually once a month.

- O: Did they have some kind of, like performances, or did they have the kids do things?
- G: Sometimes we were expected to put on a program. Sometimes they would bring a speaker in. Sometimes the principal of the school would give a talk; perhaps at the beginning of the year and at various times during the year. Sometimes the orchestra would give a concert.
- O: Oh really?
- G: So, there would be programs of various kinds. At that time, Mr. Anderson was teaching music at Rayen High School. Then he did Harding, I think, and McKinley and maybe Hayes. He would have so many hours a week that he would devote to each school. Then as later years went on, I think Mr. Bush had the orchestras. They would have their little training period in each school. Maybe Monday or a certain day a week and the children who were interested would work with Mr. Bush. Then they would all get together perhaps for a program at the end of the year.
- O: Would they have to buy their own instruments or would the school provide them?
- G: At the school, they could rent them; they didn't have to buy them. In some instances, arrangements were made to children who could not afford to get one, so that they could have an instrument to practice on.
- O: You say they would sometimes bring in a speaker. Do you recall any of the speakers anytime?
- G: Yes, sometimes they would have the local head of the PTA. For instance, Mrs. Dorothy Bailey, who lives down here in the neighborhood apartment, she was very active in the PTA at that time. They'd bring in someone who was head of all of the PTA's in the city. Sometimes it might be a state representative they'd bring in. In some instances, they brought the superintendent of schools in to talk and perhaps give ideas that teachers wanted to get across to the parents. But it would vary.
- O: How about during political contests? Did they ever

have . . ?

- G: That would be very rare. They didn't bring in too many political speakers.
- O: Did they have elections held at the school?
- G: Yes, elections were held at both schools. So, therefore we couldn't do too much politically really, because they weren't permitted to do that sort of thing in the school. Even when people came to vote there, they had to be a certain distance away from the building to hand out brochures.
- O: Oh, I see. Where would they have the voting machines?
- G: In the gym. That would be twice a year. In the November and May elections, you would have these in the gym.
- O: Speaking of gym, what sort of physical education courses did they have?
- G: Well, you were pretty much on your own for physical education. You had to teach your own. Often, since sports were not my very strong point, I would often team up with another teacher. We would get together and he or she would supervise both classes.

Well, in the good months of the year, you could play outside and enjoy sports. Then in the wintertime, they would have volleyball, dodgeball, and various things like that in the gym. So, many times you were on your own; but most of the time you could team up with someone else. Then perhaps do their music in exchange. We would often work out a reasonable exchange.

- O: You taught math there, right?
- G: Yes.
- O: Were you teaching there when there was the supposed introduction of this new math?
- G: Yes, the new math came in.
- O: What did you think of that?
- G: I really didn't think too much about it. We were obligated to use it, but frankly, I had learned with the old method and I still think the old method was

the best. I think most everybody does.

O: Evidentially from what you've been saying then, you had a close relationship with the other teachers? I mean, you would be very supportive to each other?

G: That's right. Cleveland School was very fine and McKinley School was even better; because of the fact that it was a smaller school. There was only about ten of us there. We were very close. In fact, we still get together. We have our get togethers about twice a year. Everyone was very good. Everyone cooperated beautifully and got long well. In fact, the principals I think, are to be given all the credit for this.

O: Do you remember how much money you made when you first started teaching?

G: When I first started, I think it was like \$1,000.00 a year that we made. Then you got your increases. Then suddenly, it came to the point where those who were getting contracts were making more than you were; although you might have had ten years in. So, at that time, they gave us a cost of living adjustment; so that brought us up to the level or beyond the level of those who were just starting. As the years went on, of course, salaries increased; but most of us started out at \$1,000.00 or \$1,200.00 a year. We were very fortunate to get that.

O: As a single woman teaching, was there ever any difference for instance, in the pay scale between you and maybe a married man?

G: Well, there were few men teachers in the elementary school. There was no difference then that I know of. Then of course, when I started to teach, and for some years afterwards, teachers were not permitted to marry.

O: Oh really?

G: No, they were not permitted to marry.

O: Why not?

G: Well, because the ruling was that they could not marry if they wanted to teach.

O: Male and female?

G: No, female teachers were not allowed to marry. Because

I know at Christmas time, I was with friends and one of the gentlemen said, "I wondered why all my teachers were named Miss." I said, "You probably didn't realize they were not permitted to marry." It seems strange now to me. But you were not permitted to marry. If you married you went on a substitute basis or part-time basis; but you did not get a contract. Of course, that was to change then, too. So really, there was no difference in salary schedule.

O: Do you know what the reasoning was behind it? Why they would have a woman quit?

G: The only reason I know is, that they thought, well, she'd probably be raising her own family and she would be involved with her own children and wouldn't have time to concentrate on her teaching. Then, teaching was considered a career that took full-time. You were not able to do anything else. Therefore, if you married, you'd better forget about it and plan to do something else. It was thought that you didn't have enough time to devote to your students if you were interested in your home and your family. Now, of course, the thinking is different. Now more women are working outside the home.

O: In what way was teaching a 24 hour a day job for you?

G: Well really, by the time you got your papers checked, and got your lesson plans made for the next day or the next week, and called the parents on the phone, it took most of your time or at least four days a week anyway. It could taper off a little on weekends, but you still had extra work to do; planning, checking et cetera. So, it was a full-time job. I think most of us, without question, looked forward to our vacations; and particularly, summer vacation to have some time off to do what you wanted to do.

O: Did you have extracurricular activities also at the elementary level?

G: Yes, I traveled, of course, a lot at that time and was taking pictures. I brought in slides quite often to show of my trips. I had my doll collection. I brought the dolls in from time to time, too. I believe, at one time or another, there were gym classes after school and sports programs that came into being bit by bit. Sometimes those were an extracurricular activity for the teachers.

Sometimes parents who came in to take the Boy Scouts

and the Girl Scouts and the Campfire Girls were very active. Some women came in after school to work with these groups and the teachers often helped with that, too. Then there was the YWCA program and that sort of thing. At one time when I was at Cleveland School, we took the children for swimming lessons down at the YWCA.

O: Oh really?

G: Yes, they enjoyed that. That was done I think, one year. On Monday we would take them in, about 11:00 or 12:00, after lunch. They would go through swimming instructions. That was introduced at that time. So, there were a variety of things that were introduced that were very good. It really worked out very well.

O: How about field trips?

G: We did a lot of those.

O: Where did you go?

G: Well, let's see, I'm trying to think. We often would go to visit a farm.

O: Where at?

G: I'm trying to think. Where the Lyden Farm is today. Out there on Berlin-Station Road there's a big farm there that we took the children to. Sometimes we took them to Mill Creek Park on a field trip. Mr. Vickers or Mr. Whitehouse or others would give their lectures there.

O: Where would they go in Mill Creek Park?

G: Well, they would go to the Old Mill. Then from there, the guide would take them on a little hike. They might hike around in the trails. Sometimes they'd bring their lunch, and we'd make a day of it toward the end of the year. Then of course, the youth concerts, symphony concerts, came into being at that time. They would go to that.

O: Where were those held?

G: Those were held at Stambaugh Auditorium. Then we also visited the Butler Art Gallery and Arms Museum. We would take a field trip down there also. So, there were various places that we would go that would be of interest to the children.

- O: Would the children have to pay for this?
- G: Usually they paid bus fare.
- O: Were they school busses then or city busses?
- G: Yes, school busses sometimes. Sometimes city busses. It varied. But they were expected to bring bus fare for the cost of the trip.
- O: Did you ever hear of circus day when the circus came to town. Did you ever have that?
- G: I've heard of circus day, but we were not involved in that.
- O: Oh really?
- G: We did not go to the circus in my time. Something else that I enjoyed doing at Christmas time, with my principal's permission: when I was at McKinley school, we were very close to about three nursing homes, three retired citizen's homes, Park Vista, and Windsor House were close. So, I always took the children up there caroling. We would go caroling a day or two before Christmas vacation.
- At Halloween time when the children were all dressed up, I would take them up to visit at the homes, so that the residents could see their outfits. They got a kick out of that. So, I enjoyed that.
- O: Did they have a school program for Halloween?
- G: Halloween, they always dressed up and we had candy. They came to school dressed in their costumes, and then we took a long walk around several blocks. Then they would come back to school for their treat. Then I would get permission to take them out to Park Vista Home or one of the nursing homes so they could walk through and the residents there could see them.
- O: What kind of treat would they get for this day?
- G: Usually the PTA would furnish the treat. It would usually be ice cream and cupcakes, which they would enjoy. They would have their treat like that at Christmas time also. They would have on usually around Easter time, one at Halloween, and one at Valentine's Day. Of course, many times the teacher brought the treats. On the days that the PTA didn't take care of

it, why, often she would provide the treat for the children when a holiday came around. Also, give them a little something for a Christmas gift or whatever. So, that worked out very well.

O: Was there a dress code then?

G: Yes, it was quite a strict dress code.

O: What was that?

G: I can remember well. Well, I'll get into it with the teachers first. We were not permitted to wear slacks, when slacks first came out. They were out. I remember asking my principal if I might wear slacks when we went on our Halloween parade and when I took the children caroling. By that time, the weather was getting cool. I said, "Would it be all right for me to wear slacks?" Did I have the permission to wear slacks? Of course, they went along with me. It was perfectly all right.

Then of course, as time went on, as you know, the dress code went by the wayside. We got into very short dresses. Then we got into very casual attire. So, for quite awhile there was quite a strict dress code for the teachers' dress. Quite frankly, I think it's still a good idea. But as time went on, that couldn't be. They just don't pay any attention to that.

O: How about for students? What was the dress code like?

G: Yes, there was a strict dress code for students. They were not permitted to wear slacks then either. They were quite strict about that for awhile. Jeans, of course, had not come into being then. They weren't popular like they are today. They were not allowed to wear shorts or anything like that unless, at the end of the year when you had a picnic; then they were allowed to.

O: They had a picnic then at the end of the year?

G: We had a picnic at the end of the year. In fact, there was a lady who still lives down here on Canfield Road that often entertained my whole class here at Cleveland School. We had a big picnic at the end of the school year at her home.

O: Where would the picnic be at then?

G: In her backyard.

- O: Do you remember who she was?
- G: Yes, Mrs. DuChanois. She was, and probably still is, a nurse at North Side Hospital.
- O: What would be your favorite class? You told me grade wise, but subject material wise, what would it be.
- G: I liked history class. I was very fond of history; especially American History. I still am, because I enjoyed visiting the places that were important in American History. Of course, I liked reading; because I always read a lot.
- O: Just one question I wanted to ask you: What were some of the places that you went that you would show your slides? Do you remember?
- G: Yes. Mexico, on my trips to Mexico, I showed the pictures of Mexico and of course, explained about the difference in the standard of living then. The standard of living in Mexico today is much better than it was then. Europe, my trips to Europe. I also would show the pictures of Europe and tell about the different countries I visited; Spain and Portugal particularly. Then different parts of the United States, they would enjoy, too. You know, places that I had been.
- We did a play on Lincoln one time. Lincoln's tomb in Springfield and Lincoln's birth place in Hodgenville, they were all very interested in at that time; because we had done this play on the life of Lincoln.
- O: Was it one of your classes that did the play?
- G: Yes, it was one of the classes. In fact, one of the young men then, at the time, who had the leading part is now the assistant principal of Hayes Junior High School, Mr. Saul.
- O: Did you go to teachers conventions at all?
- G: Yes, we always went to the NEOTA Convention every October. Then, they had a big meeting in Cleveland. It would be a Friday usually. Of course, the trains were operating then. There would be a special train provided for us to take this trip to Cleveland. It was maybe \$3.00 for a round trip, or something like that. We would go to the auditorium in Cleveland and attend meetings. Then in the afternoon, you had the option to attend an individual meeting. Maybe one

would be a conference on reading, maybe one would be guidance. You could pick out whatever you wanted to go to. Sometimes there was a luncheon meeting. So, we would go to those.

Now, I think those are held locally. Then, we would often get excused from school, maybe a little early to attend a local meeting that the supervisor had planned for us to go to.

Then a couple of summers I had such interesting classes. One time the Industrial Information Institute gave a class. We got a chance to attend that. They paid the fee and we got to visit various industries in the area. For instance, the steel mills were going strong then; so we got to visit the Sheet & Tube, which at one other time I had the opportunity to visit. The G.F. [General Fireproofing] was going strong then, too. We even went out of town to visit an industry in Warren. I don't recall if it was Wean or Packard we visited. So, once or twice a week we'd get a chance to visit an industry; so that we could relay to students what was going on in the Mahoning Valley, when we returned to school in the fall.

Then another time there was one sponsored by the State of Ohio which we were paid to take. It was for inner-city children. I got a chance to take that. They brought in some outstanding lecturers and educators. That went on for about six weeks, also. It was very worthwhile.

So often there would be summer programs where you could take a class that perhaps was offered gratis or that you could pay for that would be really quite a supplement to your teaching. That, of course, and the traveling, I liked too.

- O: Student teachers, did they ever come down from the university?
- G: Yes, I had quite a few of them.
- O: How would you handle that when a student teacher would come?
- G: Well, they started out teaching maybe an hour a day; then it would be two hours, then it would be half a day, then it would be all day. Well, I ran into a few problems there. Not that they weren't dedicated and good; but the children wouldn't listen to them. So, on

two or three different occasions I had to stay in the room while the student teacher was there. I could not leave. Of course, our idea was of what we were told to do, that after so long you leave them on their own. But in many instances, I was not able to do so. They just couldn't understand why anyone else would be coming in. It was hard for the student teacher and hard for the students.

So, we had them many, many times. We knew that usually once every other year or so we would have a student teacher. The ones I had were excellent. They were very, very good.

O: Do you remember any of the ones that you had?

G: I'm trying to think. One was Mary Lou Perunko, but she's married now. I don't know her married name. I had had her brother and her in school. She was one of the student teachers. I don't recall who I had over at McKinley. I've forgotten who they were.

But we knew that we'd be scheduled for one every other year.

O: One thing I wanted to ask you; Like during World War II or even when you were teaching during the Vietnam War in McKinley School, how did current events affect your teaching and affect the student's response?

G: It affected things quite a bit, because you would have to bring this into your history classes. You'd be bound to. During World War II, of course, they were all concerned at that time; because many fathers were overseas or involved in one way or another. You would have to touch on that quite a bit. They would want to talk about it, naturally; more so than Vietnam, I think, because there weren't as many involved. But in World War II, there were. We were all involved in discussing it.

O: Do you remember what some of their questions would be during World War II?

G: Well of course, there was the hard part of it, their father being killed, or their brother being killed or some relative being killed. That was extremely difficult to cope with and hard to explain.

Of course we were very patriotic at that time. We sold government savings stamps. The children had their

books that they bought stamps for; and then they would get a savings bond after the book was full. The book would be filled with \$18.75 worth of stamps and they would get a \$25.00 bond.

O: Oh really! They would buy from the school?

G: They would buy from the school. One day a week, usually one morning, we'd sell them their stamps. We would all buy them, the teachers as well as the students. Then they would accumulate the stamps and get their bonds. So, we were very patriotic.

One of the most difficult assignments I suppose we ever had was the coupon rationing during World War II. We taught for half a day at different times. First, was the sugar rationing. The teachers were all involved with the public in making out forms for the sugar rationing.

We were also involved in the sugar rationing program. So, we got involved very heavily with that. That meant we taught half a day; then we'd be involved with this maybe until 5:00 or 6:00 at night and later. So, we were involved in very serious rationing. I can remember that over at Cleveland School; because that was a part of the school program at the time. People had to get coupons for food and various things. So, the teachers did that at that time. They were involved with the rationing.

O: Did the children ever ask like about Germany? Did they have conflicts or did they understand why we were there?

G: Yes, yes. Well, the hatred, of course, was there, naturally. You could hardly avoid that. As time went on, we had to hit the Soviet Union pretty heavily with the communist influence coming in. And China, we had to get into that. It had a great influence, too. So, you were bound to bring some current events in, so that you would have to touch on them.

O: Were there ever any German students? Did it ever affect them or were they harassed?

G: No, I don't recall ever having any German students in my classes at that time.

O: Well, how would you explain like, communism to the kids? Not you, but other teachers explain it?

G: Well, you'd have to explain a different way of life. It was hard to explain for children, because they thought everybody lived pretty much the same as we did. Just as it was in later years; it was very hard to explain to children what the Depression was. They could not understand hamburger at 10¢ a pound and people working one and two days a week. This was beyond their conception. One thing that you would have to try to bring out is that at that time, people had little, but the families were close together.

As years went on and you look back, you realized this was a time of great fellowship among people; although they were hard up for everything.

Being in high school at the time of the Depression, I can remember that some of my fellow students would only have two outfits. One for school and maybe one for dress-up; and they were lucky to have that; because fathers were working for such short periods of time.

Well, the same with communism. It was hard to explain. They couldn't understand the restriction on freedom. It was pretty difficult. I have books here yet that dealt with the Soviet Union.

In fact, that year when I took the Industrial Institute course, we were to write a paper. I wrote one on education in the Soviet Union. Of course, travel was not as strong behind the Iron Curtain as it is today. So, it was hard for them to realize this.

O: Would you compare now or contrast your elementary education with when you were teaching? How do they differ?

G: My elementary education days were much more strict than they were when I started to teach. We were much more confined. We were watched very closely. We were monitored very closely. The discipline was very heavy. Even when I went to high school, the discipline was quite heavy.

Students were quite interested in getting an education. They worked hard. They tried hard. They tried hard to get into college. They were very much involved with the school. The teachers were involved very strongly with the school. The teachers were involved very strongly with the students in trying to help them to get a good education.

There weren't the outside influences that we have today.

People concentrated more on their books and their studies; because that was our way of life. We knew when we went to school this is what we had to do. And of course, I think most of us were all the better for it.

O: Do you remember some of your teachers that you had when you were going? Well, say at Rayen, you went to Rayen High School; your elementary, Rayen and high school education. Do you remember any of the teachers?

G: Yes, Mr. Andrews, who was affectionately known as Doc Andrews, was my neighbor. He taught Spanish at Rayen. He was well thought of and well liked by many of his students. In fact, his daughter was a childhood friend. I'm still in touch with her, although Mr. and Mrs. Andrews have long since passed away.

At McKinley School was Miss Hitchcock, who taught first grade. She was very dedicated. There was Mrs. Clark also, who was very good. And Miss Mayer. I think all of those are gone.

Now at Rayen, I'm trying to think who else. There were many wonderful ones. Mr. Herr was the principal.

O: Okay, the last teacher's name you just mentioned?

G: Miss Pyle, who taught Latin; Miss Barger, who taught history; Miss Morrison, who was the English teacher; Miss Pond, who was also the English teacher; all of them were very dedicated and very fine teachers. They put in a lot of time and effort in education us.

One I must remember, because I was much involved in was the a cappella choir with Mr. Nirchwitz, who was in charge of the a cappella choir and the Girls' Octet, which I was in for three years, and which I enjoyed very, very much. That was the highlight I guess, of my high school years--singing in the choir and the Girls' Octet.

O: Oh really?

G: Yes, I loved that.

O: Well, you really did have an interest in music, that would not make it unusual for you to teach it.

G: That's right. I had taken piano lessons from the time I was nine years old until the time I was fourteen. So

I often played for the Girls' Octet and also for the a cappella choir. I did fill in whenever I was needed.

Of course, my piano playing came in handy then with my music teaching in the elementary schools, to help with the programs and so forth.

- O: So, you went to elementary school then at McKinley and then you taught there later?
- G: Yes, I went back there to teach.
- O: What changes, physically, in the building, were there?
- G: Well, the building hadn't changed too much physically. It was still a very old building. They tried to keep it up to date as much as possible. But it really hadn't changed too much.
- O: Really?
- G: Beyond the fact that one of the basement rooms was the lunch room. There was also a library put in. It was not there in the days when I was there, because when I went to McKinley School there were eight grades in the school. Hayes was just in the process of being built. Then of course, later McKinley was confined to the six grades. So, there were more empty rooms and spaces for a library and a couple of special classes and so forth.
- The building was still old, as I say. It was in very good shape. I think they closed it about two years ago.
- O: Well, you did have a library then?
- G: We had a library, very definitely.
- O: Did you work with the librarian there?
- G: There was no librarian. We went in and had certain period or periods every week when the children could get books and take books from the library.
- O: Was there ever any book that was censored or that was criticized?
- G: No, no we didn't have books at that time that were censored. The only one I can think of in later years, as I quoted before, was Little Black Sambo. Of course, that was censored. The others no; because the books

we had, there was no need to censor at that time.

O: Unions, were you in a teacher's union at all?

G: I belonged to the Youngstown Education Association, which we did not regard as a union. It was our educational group and they represented us. Of course, we all felt that we should belong. We also belonged to the OEA and the National Education Association. We belonged to all three; because we felt that as educators, they represented our best interests. The union didn't come in until many years later.

O: Approximately when would this be?

G: Probably about the last four or five years that I taught at McKinley. There was an election to decide what the teachers wanted, the union or the YEA. The YEA won out at that point.

There were a couple of strikes my last few years of teaching, but they didn't last any longer than a week. So, they were very short. They were taken care of in a short time.

O: What was the public atmosphere? What did the public feel about this strike?

G: Well, the public was not happy with it. But we didn't have the resentment that we have today, because there have been so many. It's built up over a period of years. Strikes weren't as common then as they are today in any line of work. But naturally, the children were out of school. It was not very popular. People did not want to cross the picket line to get into the building. But the strikes were short-lived.

O: What were the strikes about?

G: More money, an increase in salary.

O: In the 1960's, would be the Supreme Court case, Brown versus the Topeka Board of Education. What effect did this have on segregation and desegregation here in Youngstown, especially at your schools, Cleveland and McKinley? Did it have any?

G: Not too much that I can think of. We had, of course, more black children moving into the community than before. We had a larger black enrollment. Things worked out very well. There was really not much of a

problem. They weren't bussing, of course, at that point. But everything seemed to work out very well in the elementary school. We had very little problem in that direction.

O: Was there ever any tension at all in the school?

G: The only tension I can think of was the time that Martin Luther King was shot.

O: Oh really?

G: I was in school at that time. That was just before spring vacation and I was getting ready to go to New York for a four or five day vacation. Of course, that happened maybe on a Thursday night; and we were in school on that Friday. Then I could feel the tension, naturally, because of the way it happened. But then school was out for vacation after that. Then when we came back, everything was fairly well back to normal again.

O: How about the assassination of Kennedy?

G: Yes, yes that was bound to affect the children.

O: Really? In what way?

G: Well, there was a sadness involved.

O: Did they realize he was a leader, a President?

G: Yes, and the horror involved. Because I can remember, well, being called out of the classroom and seeing two teachers at my door. At that time, my parents were getting up in years. They said, "We have something sad to tell you." Of course, I thought of my parents right away, and then, of course, they went on to tell me it was the assassination of the President. But that was bound to affect the children. It caused a lot of discussion and talk.

O: Well, you had to tell your children then?

G: That's right.

O: How did you tell them?

G: It was rather difficult to do so. But I finally braced myself and got the message across. They were horrified just as everybody is when they hear these

things today.

O: Yes, I know. I was surprised just recently with the shooting of the Pope.

G: Yes, and even with President Reagan. I was working at the hospital the day that happened and was horrified.

O: I was at school in the History Department. I was really shocked.

G: So was I. You just don't know what to expect next. It's really tragic.

Yes, these things affect children. They're bound to. I remember all of the churches had services after President Kennedy's assassination. Of course, everybody attended the services, if they possibly could.

O: Nowadays, sometimes you'll hear about like within the schools you have to have policemen or security of some sort because of drugs or knives or anything like this. Was there this type of violence at all?

G: No, no we had very, very little of that. Once in awhile we'd have a disturbed child that would be difficult to deal with. But very little violence. We had very little of that. We had to watch, as time went on, people coming into the building that shouldn't be there. But in the elementary school, we had very little of that. There was more of it perhaps in the junior and senior high schools.

I can remember the instance of one child that I had, who spent some time in the detention home. I had gone to see him periodically while he was there. He used to come into the building with a leather motorcycle jacket on and say that he wanted to see me. He wanted to know how I was and how everything was going. In fact, I have even run across him once or twice in the hospital, and his wife and family. But he would just walk in for a friendly visit. But we were alerted a time or two that we had to watch who was coming around. But we really had very little problem.

O: Sports-wise in grade school, was there as much emphasis on sports as there was in high school?

G: No, no not nearly as much. Of course, the children often had brothers and sisters who were heavily involved. But I don't think the emphasis was as heavy then

as it is today.

O: Was there ever any of the grade school kids forming an allegiance with the high schools?

G: Yes, naturally.

O: Really. What high schools would that be?

G: Well, there would be South when I taught over here, at Cleveland School. Then Rayen of course, when I taught over on the North Side at McKinley. One of my former students was telling me about the students getting involved in taking sides on something. Cowboys and Indians; or something like that on the playground. They had a big discussion going on, who was to belong to what group; like kids will do. They got involved in this war game.

O: Have you seen any major changes in the educational system here in Youngstown throughout the years? I know you've hinted it throughout the entire interview.

G: Yes, from what I can see; and I'm not as heavily involved as I was at one time; after I retired, I went back and played for the children's Christmas program at McKinley School for several years. Of course, for the first time, I realized how much work we put into those programs, because you are just sitting, playing and doing nothing else. And with the various teachers, I can realize what a job it was. I don't think probably there is the dedication today in teachers that there was when we were teaching. I don't mean that there aren't many dedicated teachers; but there are some that think it's just a job. Then, it's with a lot of the married teachers who, again, I'm not criticizing; because I think it's fine that they do get married. But many times I can see where they're involved with their own families. They can't put the time into teaching because maybe they have two or three children and a home to keep up. They're kept pretty busy on their own. So, I think that makes quite a difference. Then of course, we have a lot of outside things today. People are involved heavily in other areas and they weren't in my time. So, that makes quite a difference, too.

O: Do you belong to any retired teacher's organizations?

G: Yes, I belong to the local, Y.R.T.A., O.R.T.A., and the N.R.T.A.

- O: What do you do at these meetings?
- G: Well, we often have speakers who bring us up to date on the state pension fund and when we're going to get increases and the way things are operated. We vote for representatives on the board of the state retirement group. Sometimes we'll have musical programs. We'll have children from the schools come in. For instance, we had the bell ringers from Canfield at one time. Then we're always anxious to have a speaker from the state whom we can ask questions, because of course, the retirement fund is of great interest to everybody because the teachers depend on it. That is of current interest, I think. People who can tell us what is going on in Columbus. We get a brochure that's put out about every other month that brings us up to date on what's going on within the state legislature, concerning the State Teachers Retirement System.
- O: Do you ever meet any of your former students at the Arms Museum where you work?
- G: Yes, but I meet more of them at the hospital. I meet many there. Hardly a week goes by that I don't run into somebody. I'll be talking to someone who's in one area and someone else will say, "Didn't you used to teach school?" I often run into this at the hospital.
- O: If you could have made any changes in the educational system as you were teaching, can you think of any?
- G: Yes, I think smaller classes would have been my major interest. I felt when you got over 25 students, you really could not do as good a job as you'd like to. It really was just too hard to try to cope with individual problems when you have a class of 35 or maybe more. At one time in second grade for about six weeks, I had 45 children until they got a relief teacher. Well, there was little you could do and it was extremely difficult. So, I felt that with the smaller classes you could do a better job.
- Perhaps more classes for disturbed children and children who had mental problems. I felt that that was needed badly. We could not always cope with them in a classroom situation. It was not fair to us, and it certainly was not fair to them. They needed special help and sometimes they weren't getting it. So, I felt that more of those classes were needed.
- O: Okay, here's a two-part question for you. What was

the most enjoyable part about teaching and the least enjoyable?

G: Well, I suppose the most enjoyable part was the musical programs that I put on. I enjoyed that very much. Working with the parents; many of them I'm still friends with. People that I still have contact with and some individual people. I always enjoyed the end of the school year when I taught at Cleveland School. Not having any nieces or nephews, when it came to the last few days of school, usually the last day, I'd take four or five children and we'd go down to Idora Park one afternoon. I loved that. Of course, I couldn't do it earlier because I felt I was playing favorites. But many of them still remember that. I've run across two or three who still remember how we went to Idora Park and how we went to Carosella's for spaghetti, and things like that. I dearly enjoyed that. That was a lot of fun. So, I would do that perhaps at the end of the year. These little extra things that we did for them I think, stand out in my memory as well as theirs. Maybe taking them all down here to Canfield Road for a frozen custard at that time. They always enjoyed that. That was a lot of fun for them.

I suppose the hardest part was the disciplining. That's the most difficult part I think, to cope with. It can be quite difficult, especially when you get emotionally disturbed children and children who don't fit into a regular classroom. It's probably the hardest part.

O: Would you become a teacher again?

G: Oh I don't know. That's hard to say. Now that I've worked at the hospital for four years I've often thought maybe I'd liked to have been a nurse. But I don't know. It's hard to say. Perhaps I would have done it. I enjoy the hospital so much. But it might have been different; if I had gone into nursing at an earlier age.

O: What advice would you give a new teacher?

G: Well, I would say that during the nine and a half months of school that she's putting in, that she better not plan to do too much else. Devote most of her time to teaching. Only on weekends are you sure of some time to yourself. But she can expect pretty much to put in an eight or ten hour day, extra time after school and to come early in the morning to have extra time before school. Don't just rush in at 8:15 and out at a quarter to four and think that you have

done a good job. Plan to spend plenty of extra time. Make a careful study of each of your pupils and their individual needs and how you can help them in various ways. That's going to take quite a lot of heavy scheduling.

So, I think that you're going to have to concentrate pretty heavily on your class and see what you can do to help them. That's probably the main thing, spending a lot of time. Getting involved with the pupils and getting involved with the parents. Getting the parents on your side. Talking to them on the phone and telling them what's going on and asking their advice and help. That really, I thought, did a great deal for me; because when parents know you're willing to go out of your way to help, they usually will back you up. So, that makes quite a difference, too.

O: Is there anything else that you'd like to add about education in Youngstown that I may not have thought to ask?

G: I loved education in Youngstown. We had an outstanding school system in Youngstown. Yes, for a great many years the school system here was nationally known and outstandingly good. One of the best. In fact, at one time when teachers were first coming into the high schools, they were willing to take a drop in salary in order to teach at one of the Youngstown schools. Rayen, for instance, was considered an outstanding school.

O: Why were they?

G: Well, the development of education was very high. The standards were high. That was considered an outstanding recommendation for you if you got a job in the school system. Many of them would wait several years before they could get into the Youngstown system. It was considered outstandingly good. I found the days that I taught in the Youngstown system were very good.

O: I didn't know that.

G: Yes, the superintendents were good and the supervisors we had were outstanding. Principals as well were dedicated in getting excellent teachers.

O: Did you mention the superintendents and who they were?

G: Mr. Powers was one of them. Let me stop and think.

O: Maybe you'll recall later on.

G: Yes, I can't think of it at this point.

O: Okay, I want to thank you very much.

G: You're very welcome.

END OF INTERVIEW