

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

History of Salem Schools

Teaching Experience

O. H. 469

ALTA PETERSON

Interviewed

by

James L. McNeal

on

November 15, 1975

YOUNGSTOWN STATE UNIVERSITY

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INTERVIEWEE: ALTA PETERSON

INTERVIEWER: James L. McNeal

SUBJECT: Routine School Functions, Daily and Seasonal Programs, Superintendents, Changes in Teaching

DATE: November 15, 1975

M: This is an interview with Mrs. Alta Peterson for the Youngstown State University History of Salem Schools Project by James L. McNeal at the home of Mrs. Peterson, 1250 E. 9th Street, Salem, Ohio, on November 15, 1975 at 2:00 p.m.

P: I graduated from Salem High School in 1914 and I went to Kent to summer school for six weeks that summer. That fall they had what they called the cadet system in Salem. That meant that I helped teachers and also substituted. I remember very distinctly one first grade teacher who was teaching in the pioneer block, which had a dress store in the first floor. She was in quite crowded quarters, but she was a very good teacher.

They speak now of having a bond issue to build new schools for Salem, but I think they are not quite as crowded as they were at that time.

After I continued with that cadet system, I had the opportunity to take on a regular position in Washingtonville. I taught in Washingtonville from 1915 to 1916 and then I went back to school to Kent State again. I only graduated from the two year course. From there on I kept going to extension courses and summer school, but I never did quite get my degree. I did go at least more than three years.

When I came back, after being in school, I taught in the rural schools for two years and then I went into the Prospect School in Salem. There I taught ten years and was principal for seven years. It was not unusual to

have forty-five to fifty pupils at that time. I can remember one beginning teacher who was teaching the third grade and had fifty, which of course meant that she couldn't do a very excellent job.

When I was principal at Prospect, we had no play-ground equipment of any kind so we got the idea of selling jello in order to make enough money to buy some equipment. Our school smelled like jello too. We carried that project out and was able to buy a slide and some swings.

From there I went up to Fourth Street School. The Fourth Street School housed both junior high and elementary. We again were short of materials such as supplementary readers and encyclopedias. We collected newspapers in order to make enough money to pay for the materials we needed. At that time I was, of course, a full-time teacher and also principal of the elementary school. The telephone was in the cloak hall and I had to run from my class to the cloak hall to answer the phone. We mostly had around forty pupils at that time too.

Of course, we had no auditoriums and the programs both at Prospect and Fourth street were held in the hall and the performers were on the main floor and the children sat on the steps. At both buildings the restrooms were in the basement and it was for both the teachers and the children. They didn't have the luxurious lounges that they have now.

I can remember very distinctly while I was working under J. S. Allan, he required that the sixth graders learn, well I think more than six graders, learn a poem every month. He would ask the children to say these poems. Also, as a rather new teacher I tried to insist everybody learn it. I had one boy who just couldn't learn it, but he stayed in every night until we got as far as we possibly could. That was "Paul Revere's Ride" that he had trouble with.

After Mr. Allan's death, I taught under Mr. Earl Kerr. When I first began teaching we had an art teacher and a music teacher. The art teacher used patterns for her work rather than freehand work. All the time that I have been teaching in Salem schools when a music teacher is absent, you just didn't have a substitute; you just skipped that period and the teacher had to take over. I think maybe that's about all I have to offer unless you want to ask me some questions.

M: You mentioned that you attended Kent State primarily

and most of your additional work was done at Kent State. Did you go with other teachers to travel to Kent State or did you go up there and stay?

P: No, we stayed in the summer time in a home rather than than the dorm. The first year that I went there was 1914; I attended a psychology class under a tent. They didn't have enough buildings at that time. It was a huge class. I don't know just how many.

M: You taught first in Washingtonville, which is just four or five miles away from here?

P: Yes.

M: What I would be interested in more than that is your first years in Salem. You say you started at Prospect?

P: Yes.

M: You were not principal there?

P: No, not at the beginning, but later.

M: For seven years that you taught there, or ten, who was principal at that time?

P: Agnes French for, I think, five years.

M: Did Miss French later become a teacher there?

P: No, a substitute teacher at Buckeye.

M: Prospect is the school that I went to for quite some time . . .

P: I went to school there too. They had seventh and eighth grade together when I was going there.

M: In the Prospect building?

P: Yes.

M: All eight grades?

P: Yes.

M: Can you recall anything else about those days or the students, how things were organized and what was involved? That was before the addition was put on because that was a rather small building.

- P: Yes, that's right. This was before the addition was put on. I can remember I had Miss Ella Snyder for my teacher. She was a very good teacher. I can remember one thing, some of us lived west of town on Damascus Road and walked to school. Stark Electric was already in there and we were walking on the tracks and it was one of those real icy mornings. We got off of the tracks to let the car go by and we slid down the bank and we were late for school. Miss Snyder couldn't get very much of a laugh out of that, but we could.
- M: You say you had Miss Snyder as a teacher for more than one year?
- P: No, just the seventh grade. Elesa Bridge in eighth.
- M: You went to Prospect . . .
- P: No, I went to a country school until I was in fifth grade. Then I went to Fourth Street from fifth and sixth, then Prospect seventh and eighth.
- M: That's where you had Miss Snyder.
- P: Yes.
- M: Do you recall anything about your elementary years, you say country school and Fourth Street?
- P: Do you mean in my teaching or going to school?
- M: As a young child. It's difficult sometimes to remember those things, as a youngster.
- P: I do remember when we were at Fourth Street you certainly weren't allowed to go out on the front lawn, which was all grass. We had a very small area for playing. Of course, when I was teaching there, with junior nigh being on the second floor, we had some conflicts every once in a while because it seemed sometimes that the older children wanted to blame the younger children for things that we thought didn't happen. It wasn't too conducive to real good discipline.
- M: Then you went to Prospect as a junior high student?
- P: Yes, seventh and eighth would be junior high.
- M: I just wondered, at that time when I was there, there was what we called the stone quarry, a big open pit behind Kelly's baseball field. I wondered, was that open then? Was it a place that kids went and played and maybe get the dickens from the administration?

P: No, I think not. I don't believe that was open. I know we didn't have a great deal of room for playground at Prospect. They did, of course, buy more and then so that it extended back and they have play room now.

I know one thing, the youngsters did their sled riding down Prospect Street, right on the sidewalk. One of the fellows broke his arm because it was not a very good place for sled riding.

M: You eventually ended up teaching then in the schools that you had grown up in, so you were familiar with Salem and with the schools and buildings and so forth. How did you get your first job? Did you just make out applications and because you were familiar with the system and other people were familiar with you it was no trouble at all?

P: I applied, yes. I had taken the teachers' examination in Lisbon. Having had that experience in Washingtonville when I finished getting my education in that two years, I applied and was accepted very readily.

M: Mr. Allan would have been superintendent at that time?

P: Yes. Another thing that might interest you was the fact that I married rather late in life, in 1934, and at that time it wasn't very common to have married teachers hired, but they continued my contract, probably because I had a life certificate.

M: Was Mr. Allan married?

P: No, that was Mr. Kerr then.

M: Oh, Mr. Kerr. Was Mr. Allan married, the superintendent?

P: Yes.

M: Maybe it was a double standard: Okay for the administration, but not okay for the female teachers. What do you recall about Mr. Allan? Quite a few people around Salem remember and know of Mr. Kerr because it hasn't been all that long ago that he died, but what can you remember about Mr. Allen working for him and the man himself?

P: He was such a very friendly person. You never needed to feel ill at ease at all in his presence because he tried to make you feel at ease to begin with. I think he was very much interested in just exactly what kind of work you were doing because he did visit often. Also, I remember that when he did visit he wrote a little note. Of course, we were always anxious to know what he was writing. He

would leave it with us, and we would understand whether we were doing quite well or whether we were not. I know I used let for leave and he made a notation of that. He was a very understanding kind of person.

M: Today is quite another story, superintendents are quite busy with the big business of the school and it seems as though that personal touch has disappeared. Would you say that the same is true of Mr. Kerr or was there a distinct difference between the two men?

P: No, Mr. Kerr was very much like that too, although he never got around to make the visits tht Mr. Allen did. He kept you at ease. Of course, I wasn't under Mr. Smith very long, but I didn't feel as much at ease with him as I did with the other two.

M: With Mr. Kerr, I understand that he was very meticulous about lots of things. If the pianos had to be moved in grade schools, he wanted to be there while they were being moved. If the clocks were not just right he would be the one to take care of that sort. Was he involved in other things that you can recall that would be unusual for a superintendent to be bothering with?

P: No, those two would be outstanding in my mind?

M: You saw him quite often in the building?

P: He came over pretty often, but he very seldom had time to go into the classrooms. He would come over and check things with the principal. He also was very good at having monthly meetings with the principals. That way we got to iron out some of the difficulties that arose in each building.

M: I wonder when the changeover from Mr. Allen to Mr. Kerr took place? Do you recall any feelings you had or other teachers maybe expressed to you, your friends on the staff or say at general teachers' meetings? Sometimes when there is a changeover things are stirred up for a while, people are concerned.

P: No, I really can't recall of anything like that happening.

M: This was a very simple transition?

P: Yes.

M: Let's take a look at your teaching years. The first year you taught, not in Washingtonville but in Salem, do you recall anything about that first year, the building, your feelings about starting in Salem and so forth?

P: I taught sixth grade and I really did enjoy my teaching in sixth grade. I went to fourth when I went up to Fourth Street; I decided to teach fourth grade because I would have a little bit more time to myself. The hours in sixth grade were longer than in fourth. I had ten rooms to supervise at Fourth Street and only six at Prospect.

We always had to march on Armistice Day and each building would provide its own kind of costumes or something to make it attractive. Of course, being out there at Prospect, we had quite a jaunt to get uptown to begin with. One year we decided to have red, white, and blue ballons and we had trouble finding a place to get them filled so they could float in the air.

Then also we had, during Mr. Kerr's tenure, a May Day. Every one of the schools would learn to wind the May pole according to music. You would see five or six May poles out there on Riley Field and the children going through their routine on the May poles and also calisthenics we did together.

M: Was this done on a school day?

P: On a school day.

M: Not a weekend?

P: No. It was very beautiful.

M: Again concentrating on your first few teaching years, how did you feel about starting in Salem? Did you feel that you had the facilities that you needed and that things were pretty much available or did you have to innovate quite a bit?

P: I guess I didn't know any better so I just took what I got. Later on I found out that you could use a lot more material than they did furnish. Of course, it was quite routine in that day that you taught reading, writing, and arithmetic, and history and geography. I tried to be very thorough with the arithmetic. History, I remember I tried giving them outlines to help them memorize, but again I didn't have any duplicator of any kind. I had to write all those outlines out on the board. It wasn't too easy for them to copy it. I enjoyed it.

M: This would be with sixth graders?

P: Yes.

M: How long did you stay with that at Fourth Street?

P: How long did I what?

M: How long did you stay with the sixth graders at Fourth Street?

P: I didn't teach sixth grade at Fourth Street; I taught sixth grade at Prospect for the seven years that I was there.

M: From there you went to . . .

P: Fourth Street and fourth grade.

M: There you would have had to, more or less, put up with the junior high on the second floor which you mentioned earlier. You mentioned you had some problems perhaps with older students taking advantage of younger students. What other problems were there in having an elementary and a junior high system in the same building?

P: Their periods ended at a different time of the day than ours. I can remember one time we were having our program in the hall as I told you before with the children sitting on the steps. Well, those are the steps that the junior high had to come down and so we just interrupted the program long enough to let them out. Maybe it was poor planning to begin with, but things like that annoyed us. Of course, we heard the noise from upstairs. I taught below the junior high music teacher and so we got a lot of good music every once in a while. (Laughter)

M: With regard to Fourth Street, who was principal at that time?

P: Before I became principal? I went up there as principal. Rhea Todd had just retired from there. I went up as teacher-principal.

M: Full-time teacher and principal secondary?

P: Yes. Then when I went out to Buckeye I taught half days for awhile and acted as principal. Then a little later I had my full-time for principal, but never had a secretary since it was a smaller school. It was here Miss French from Prospect came into the picture. I taught in the morning, she in the afternoon.

M: You became full-time principal then?

P: Yes.

M: At what building?

P: At Buckeye.

M: Then you stayed there?

P: Until I retired in 1961.

M: That was the year I graduated from high school. I'm sitting here looking at the high school out the window.

P: Yes.

M: It seems everything is apropos. Several people I've interviewed, of course having lived in Salem and being aware of some of the feelings about Fourth Street School, lead me into a couple of questions. One gentleman, Mr. Hoopes, that I interviewed, his father was custodian for years over there, mentioned something that I think is very pertinent. The building had a personality. There was nothing like Fourth Street School anywhere in town or even anywhere around. Could you speak to that with regard to your years in that?

P: I went to high school at Fourth Street too. At one time the high school was in the upstairs, the second floor, and the grade school was downstairs. That was the situation when I went to high school there. I had gone to fifth grade at Fourth Street, that would be the elementary, and then after I finished at Prospect, which was seventh and eighth, then I came up and went to high school there at the old Fourth Street building. It had a lot of precious memories for me. I enjoyed teaching in that building even though the ceilings were high. The rooms were spacious enough that you didn't feel crowded in so it was to me a very fine building.

M: You mentioned precious memories, would you care to be more specific about that?

P: Just the very fact that you went to school there, I think, is enough to make you have good memories of it. I can remember some of my high school teachers that were very understanding too.

M: I would be curious to know how you felt about the structure of that building? It seems to be an attitude in town that it was an old building and it's gone, so what. On the other hand is the feeling that it was really not necessary. I wonder where you stand in that spectrum?

P: I had a feeling that it should have been repaired and used longer. For one reason, it was such a nice, central location. After they abandoned it, the children either had to walk clear out to Buckeye or to McKinley School. It was very

inconvenient for some of the parents to have their children go so far away when there had been a school in such a central location. I really thought that it should have been repaired. I know it cost more to heat a building of that kind, but I agree with Mr. Hoopes that it had an atmosphere all its own.

- M: As one of your many, long experiences as a student in Salem, teacher, and eventually principal, and not just principal but principal at several schools, finally ending up at Buckeye, what were some of the difficulties that you found being principal after you became full-time principal?
- P: Before I was full-time principal I found the difficulty was that I didn't have time to really relate to the parents the way I should have by any means. When I had discipline problems that should have been discussed with the parents, many times they didn't get discussed. I think that was a sad mistake that I didn't do that. The discipline wasn't very difficult at Prospect because most of the parents out there were foreign-born people. They mostly stood behind the principal and said that if they get a spanking at school they would get one at home. I didn't have very many discipline problems out there. At Fourth Street I had a few more than at Buckeye because Buckeye was a smaller school and we had more time to relate to the parents. We had only two colored families at Fourth Street and that caused us a little difficulty at times.
- M: In what way?
- P: Well . . .
- M: They did not get along with other students?
- P: That's right. The strange thing about that though, we had one family that had twins, colored people, and they were not real good students, but I talked with their mother not too long ago and both of them are doing very, very well. (Laughter)
- M: In spite of everything.
- P: Yes.
- M: As full-time principal, we can look at that after being part-time principal and teaching. Once you became full-time principal, did you change anything in the years that you were principal as far as the functioning of the school and so forth?

- P: I had a lot more time to look into the problems of the teachers also when I became full-time principal. In many cases I would help them either by taking some of their slow learners for a short time, and also once in a while I would help check their tests, measurements tests. What do you call them?
- M: Iowa Basics.
- P: Yes. Of course, they always had to examine them to see what their weaknesses were. I could help in that way. While I was out at Buckeye a PTA was organized. I think that helped us some. At least it helped us when it came to earning some money to help pay for the swimming pool out at Centennial Park. They put on a fair that yielded quite a bit of money. Each one of the schools in Salem helped to pay for that. I don't know whether you knew that or not.
- M: When I was a youngster we even had backyard carnivals, I guess you would call them, to raise money. I remember nail cakes all over town that people could throw loose change in. It seems as though everybody got on the bandwagon for that project. You mentioned the PTA. Was the PTA a vital organization in all your years after it became organized?
- P: It might have brought a closer relationship with some of the parents, but it sure didn't do anything to reach all of them. There would be a great, big drive in the fall to see how many members each room could get when the attendance at the meetings fell off. They weren't always the most profitable programs that one might get, but some of them were very useful to parents and teachers.
- M: Did they sponsor anything like what they would call a day of open house, one night or one day out of the year?
- P: No, but they helped a lot with the Halloween parties and Christmas parties. They came in and helped the teachers serve, and provided the refreshments.
- M: Did parents come to the grade school very often? Did they come to sit in classes since there was no open house available?
- P: We did have open house though.
- M: You did?
- P: We had open house, yes. They turned out very well, but there were very few that would come in between times unless there was a problem of some kind.
- M: As a principal, looking again at your full-time principal

responsibilities because then you would have had time to do this particular item, would you be responsible for evaluation of your teachers? Did you have some type of evaluation form or was it a matter of overall experience?

P: No, we had evaluation forms at one time.

M: Did you have them under Mr. Kerr?

P: No, that was under Mr. Smith that that came. It probably did me good to evaluate them and I probably needed to be evaluated a little bit myself. (Laughter)

M: What did that require? Were you able to go into the rooms several times a year and then fill the form out or did you have to fill it out at the time?

P: No, we had times. We knew our teachers pretty well. I did over there on account of having only six or seven teachers. We had only one grade of each and then kindergarten. I was pretty well versed on what my teachers were doing. Some were not doing as well as others, and some were strong in one field and weak in another, and vice versa.

M: You were fortunate you had the smallest elementary building?

P: Yes.

M: One person's name has come up when we talked earlier and that name is Ora Montgomery, the principal who I remembered as a student at Prospect. I certainly had fond memories of her. Would you share any remembrances you have of Miss Montgomery?

P: I think that Ora Montgomery's strong point was her relationship with the children and the parents. She seemed to have a way of approaching them in a way that they knew that she was their friend. I felt I lacked this a bit.

M: Miss Montgomery was great for taking groups of kids. She used to take me and three or four other boys and girls down to Gillford on weekends to fish and so forth. It sounds like stories from a hundred years ago, but it wasn't. I wonder if those things are done today in the elementary schools. Do you think that that personally has a chance to develop or has it been destroyed by the way school is today?

P: That brought to mind my sixth grade teacher at Buckeye. She was excellent in that way. She had a cottage out at Sebakine Lake and she would take the girls out for one weekend and then the boys out for another weekend. They

fished and had a good time. It made a good relationship between herself and the children. Sixth graders seem to need something like that.

- M: You mentioned it was quite common to have monthly meetings with the superintendent, that would be true of Mr. Kerr?
- P: Yes.
- M: Then it was also true of Mr. Smith?
- P: Yes, but there was quite a different attitude between the meetings we had with Mr. Kerr and that with Mr. Smith. Mr. Kerr always had us come in after school and then he had the high school students serve a small lunch for us. We had kind of a little different feeling sitting around a table and discussing our problems. Mr. Smith had his in the morning and I think we didn't even have coffee.
- M: You were taken out of school time then?
- P: Of course, then I was full-time principal. Yes, we were taken away from our buildings.
- M: I'm curious, under Mr. Kerr, let's say he had one of these meetings, in the meeting was the principal pretty much dictated to as to what things he wanted done, things changed, or was he receptive to ideas that would have come from the other principal?
- P: He was receptive. There was always an agenda to start with, and then anything that we had to discuss we were free to do so. No, I wouldn't say that it was dictated.
- M: I asked that question because in talking to other people and long before I started these tapes, the personality of Mr. Kerr is so wide in spectrum that I many times try to talk to people who knew him a long time and worked with him either as administrators or teachers to see if some of these things show up. I have the impression that he was trying to be very dictatorial about wanting things done this way and no way else. You found that not to be the case?
- P: One thing, he was a kind person. If a teacher had a death in the family, he always went to see them and seemed to have a relationship with teachers in that way, which was a help to them to know that he cared. He had a sympathetic attitude.
- M: Since you retired in 1961, Mr. Smith would have been the last superintendent that you served under. How did he differ, even though you said you didn't serve under him

all that long? How did he differ comparing Mr. Allen, Mr. Kerr, and Mr. Smith? That would be a great number of years that the three would have been superintendent. Was he vastly different?

P: I think maybe he saw farther ahead than Mr. Kerr did and had a wider view of education. He was younger. He had taught over at Youngstown University and so he brought fresh ideas to us.

M: He wasn't here very long?

P: No.

M: That's one thing that stands out when you look at the years that Mr. Allen was here, and the years that Mr. Kerr was here, then Mr. Smith of course, who was in many ways not acceptable eventually to the board and other people in the community. Of course, Mr. Pond has been here at least a fairly good number of years. It's always interesting when superintendents come and go to see what some of the reasons might have been.

M: Mrs. Peterson, you taught in grade school during the years of collection to secure money for the school as you've already mentioned Salem jello or some gelatin product at Prospect. Do you recall these paper drives and tax stamps collections that used to go on?

P: I certainly can remember both the collection of paper and also the collection of tax stamps, which really did bring in a nice, little income, but it did take quite a lot of time to count them and to tie them in the proper number. We were always thankful for that source of income.

M: The paper collection, how did that get taken care of?

P: It was the children themselves who brought some in and then if they told us of some home and neighborhood that had some even the teachers went out and collected it. Then it was stored in the basement there at Fourth Street School. It probably wasn't the safest thing in the world because it was a fire hazard. We just had to keep collecting until we had enough to be profitable to have it hauled away.

M: You mentioned a man from Alliance?

P: Yes. I don't know whether I can remember his name or not. I can't.

M: Aside from that, a person did come who was in business and took the stuff away.

- P: Yes. The children would help him load the truck. Then he would have it weighed, both newspapers and magazines separately because we got more for magazines at that time. They sent us our check. Many times it would run over \$200.
- M: A sizable figure.
- P: Yes.
- M: Again taking a look at Alta Peterson as a full-time principal, could you take a few minutes and just give me some idea after you became full-time principal what a typical day or a typical few days was like now that you had an opportunity to work at that and not have to worry about the classes? We mentioned that you had more time for teachers and so on, but there is certainly more to it than that. From the time that you got to school in the morning, let's say on a normal day.
- P: There were quite a few decisions that had to concern the principal. I had an office that I could watch a bit about the discipline of the children in the hall. I could see what they were doing. Of course, it was my responsibility to see that the bells rang properly at the right time. At times the electric clock didn't function so we had to just ring a bell on our own, which we could do from the office. We did not have any intercom system so I sent notes to the teachers and put the grade on, and when they read it they had to check it so that I would know they read it, of course, just the regular responsibilities of a principal, looking after the welfare of the teachers and the children. Many times we had to cut recess short on account of the weather. I don't know, maybe there is something else I ought to say, but I don't know what.
- M: You've probably been so busy and taken your business for granted that it is really difficult to remember all of the phone calls, the meetings, and all of the other things that certainly keep . . . I think sometimes maybe the elementary principal is busier than any others.
- P: My phone calls were really something when I was trying to teach and answer phones, both at Fourth Street and at Buckeye. At Buckeye my classroom to the office was right next to the office so I ran out of the classroom to the office to answer the phone. That can be quite annoying. You're just about to the place where you have really good attention and interest and then the phone would ring-- "I'm going to be late coming for my daughter tonight," and all those kind of things.
- M: You went to forty-five, forty-six . . .
- P: Forty-four.

- M: Forty-four years, which is certainly a long time to do anything. Although I think you were fortunate; you were at four different schools, you worked with different staffs, different grade levels. That may have made it a little more bearable. After ten years of full-time principalship at Buckeye you retired in 1961. I'm just curious, as you look back at a wealth of experience with many grade levels, many different teachers, many different superintendents, different buildings and so on, what thoughts go through your mind?
- P: I just wouldn't have given it up for anything, no matter how hard it was. Many times it certainly meant a lot of grading at home because I just didn't have the time to teach and grade the papers and act as principal besides. Sometimes the teachers had quite a few problems to bring to me and I had to try to solve them the best way I could; sometimes it meant calling the parents; sometimes it meant giving them a spanking. Even though it was difficult, I wouldn't want to ever have done anything else but teach.
- M: No regrets?
- P: No.
- M: Were there any things that you would have changed if you had your teaching years over again or if you were to be principal again?
- P: I certainly would have had a lot smaller classes than I ever dealt with. It was mighty difficult to give very much individual attention when you had a class of forty-five. Of course, when I first started teaching too, the salaries were so low that I just couldn't save any money so I got a job waiting tables at Bemus Point of Chautauqua Lake. Several summers I worked up there to supplement my teaching salary. Of course, they improved as time went on, but when I first started they were mighty meager. In fact, when I was in country School I taught for \$100 a month for eight months.
- M: After 1961, after you retired, did you ever substitute?
- P: My husband and I went on a conductive tour to Europe in 1962 and he died of a heart attack while we were over there in Australia. Then when I came back I was pretty much at a loss so I did some substituting. I enjoyed that too. I even substituted in high school one time, junior high. Slow learners were the hardest.
- M: You substituted right across the street?
- P: Yes.

M: With that, again to use the term, wealth of teaching experience and many, many years in Salem, my ten years as a teacher look rather pale in comparison. I understand some of your feelings and certainly wish to thank you for your time this afternoon.

P: You're very welcome; I hope I've done you some good.

M: You have.

END OF INTERVIEW