

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Salem Schools Project

Personal Experience

O. H. 1061

BEMAN LUDWIG

Interviewed

by

James McNeal

on

October 21, 1975

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Salem Schools Project

INTERVIEWEE: BEMAN LUDWIG

INTERVIEWER: James McNeal

SUBJECT: Fourth Street School, athletic program,
school clubs, student discipline, student
discipline

DATE: October 21, 1975

M: This is an interview with Beman Ludwig for the Youngs-
town State University Oral History Program, on Salem
Schools, by James L. McNeal, at the home of Mr. Ludwig,
744 E. Fourth Street, on October 21, 1975, at 7:00 p.m.

The first question I would like to ask you, Mr. Ludwig,
is how and why you decided to go into teaching or
education?

L: Well, I guess it was kind of an accident in a way.
When I graduated from college I was offered a job by
Mr. Mill, who was the man my father worked for, with
the Pure Oil Company. To take that job I would have
had to go to Columbus. I was also offered a job in
teaching in the local high school where I had substi-
tuted all the way through college. A couple semesters
I taught a class in math because they had one class
left over. That earned me a little money that I need-
ed. Since I didn't want to leave home yet, I took the
job teaching at Marietta instead of the job with the
Pure Oil Company in Columbus.

Then, I didn't decide for a good many. . . I always
thought of it as kind of a temporary job until I found
out something else I wanted to do. It wasn't until
some time had passed, some several years, when I decid-
ed I better stick with it. At one time I almost
stopped and went back to medical school, but my father
was getting old and I figured I was going to have some

more responsibility on my hands before long, that proved to be true. So, I stayed with teaching.

M: Where did you receive your training?

L: At Marietta College. I had my bachelor's degree from Marietta College, and then I got a master's degree at Marietta College which I worked out while I was teaching there in Marietta. But part of my work at that time was at Columbia University in New York City.

M: What brought you to Salem?

L: Well, Mr. Kerr was the superintendent here and I had worked with Mr. Kerr in Martins Ferry for four years at one time. He and I were very close friends. There was an opening here and I came to Salem.

M: Did you come in the capacity of principal or did you come and teach first?

L: I was the principal of the junior high school.

M: Which was at Fourth Street at that time?

L: In the Fourth Street building at that time.

M: What year was that?

L: That was in the summer of 1936.

M: 1936. So you took over in an official capacity, so to speak, right off the bat as principal.

L: That's right.

M: Could you tell me anything that you remember about that first position?

L: Yes, I think the faculty that I . . . Well, I should say I inherited, I suppose, in a number of ways was the most outstanding faculty I ever worked with. There were twelve, as I recall now, besides myself. The thing that made it such an outstanding faculty was the attitude of the teachers. Each homeroom teacher took responsibility for the kids in her homeroom. If the kid got down in his grades when report cards came out, she went to the teacher of the subject to find out what the trouble was and had conferences with the kids and put the pressure on and gave him help and tried to pull him up. Or if there was a discipline problem with one of her homeroom kids, she was right down and getting into the affair and finding out from the teacher where the problem was, what the problem had been, and did what she could to help it out instead of sending the

kid to the office. As a result of that they developed certain homeroom loyalties. So it was tough on the kid if he disgraced his homeroom, you see. I wasn't the one that built up that attitude, as I say I inherited it, but I sure did keep it going. Because that attitude on the part of the faculty was something that I never found in any other school where I was.

M: You mentioned several times she, were there male faculty members also?

L: There were male faculty members also, but most of the teachers were women.

M: You mentioned there were only twelve other than yourself.

L: Only twelve other than myself.

M: That would be quite a difference compared to your later years.

L: That's right. I taught half time when I first came there. I taught half time and was principal.

M: What subject did you teach on that half time schedule?

L: The first year I taught United States History, which I had never taught before. Then the next year I taught a subject they called hygiene, which was really a science subject, in which I had considerable background.

M: This would be because of your medical studies that you mentioned earlier?

L: Well, not because of the medicine. It was rather accidental that I had all the prerequisites when I graduated from college. I had all the prerequisites for medical school, not because I was thinking of going to medical school then, but just because I like science. Because of my enjoyment of science. . . I had taken science courses all the way through college, and the reason I got to thinking about medicine is because I had an uncle in the meantime who had finished medical school and gone into private practice. I visited him numerous times and hung around his office. He took me to the hospital and I was allowed to go in and see some major operations.

M: Really?

L: The doctor said, "Put a gown on him and tell him if he needs to get sick, get him out of here."

M: That doesn't happen today.

- L: So, through that I was really thinking pretty seriously about. . . Well, I am satisfied now that I stayed in the right place.
- M: Well, you had twelve other faculty members. Was the curriculum at that time, 1936, fairly basic or were there courses that you particularly remember other than the standard?
- L: It was pretty much basic, standard courses. At that time, they called it junior high school but it was almost departmental seventh and eighth grades. They didn't have a ninth grade with it, it was a seventh and eighth grade junior high school. With only twelve teachers you know it wouldn't have been too big a school. So they didn't have a football coach, and they didn't have a basketball coach, and we didn't have an orchestra. We had some chorus music, some glee clubs, but we didn't have the extracurricular activities that they would have now in junior high school. That's one of the changes that came with the years.
- M: You probably then didn't have any what we refer to as service personnel. Today we have counselors and all these other extra positions.
- L: The principal was the counselor.
- M: He was everything?
- L: He was everything. We didn't have any office help either. The principal was his own secretary until finally one of the federal government programs came up. Students could get so many hours, a maximum of so many hours work per week. I got a girl that came after school, I think it was two hours a day or something like that. She was paid, she was on this federal program earning money for herself. She spent her time in my office after school was out and I believe it was two hours a day. Then before I got through over there, I was there five years, Mr. Kerr said, "Well, you have enough to do. I want you to put your emphasis on some other things. You quit teaching the half day and spend the full day being principal." Which I didn't object to at all.
- M: Since you had so many duties, that is by today's definition, what kind of a day did you put in so far as hours are concerned?
- L: Well, let's put it this way, I never counted the hours any of the time I have been a schoolteacher, either teacher or principal. I never counted the hours because I could never get the work fit in to eight hours.

M: I imagine you spent some late hours or at least early evening hours?

L: Often times, often times. Now when school was out I didn't get out of the building within five minutes or within fifteen minutes. Maybe it was 5:00 when I left, or just in time to get home for supper.

M: Do you recall any other, perhaps more personal feelings that first year that Mr. Beman Ludwig took over the Salem High School?

L: Salem High School?

M: Well, the junior high school.

L: Junior high school. No, I don't. The big thing I remember is the quality of the faculty. That's the thing that impressed me when I came and was still impressing me when I left. Most of the teachers were not new teachers, they were experienced teachers and we didn't have many changes during those five years. A point I just happened to think about, at least during my tenure in Salem, I think teachers were happy here with Mr. Kerr as the superintendent. We had much less change in faculty members during my stay in the school system and a good many of the other schools around and about here. Which I thought was a credit to Mr. Kerr and a credit to Salem Schools. So we had very few changes in faculty.

M: You say that you knew Mr. Kerr through Martins Ferry.

L: Yes.

M: When you came here did you know any other personnel, either administration or faculty?

L: Yes, I had met Fred Cope just casually. In fact, I guess I met . . . Well, Fred and I . . . Mr. Kerr had a camp down in Carroll County. Fred and Doris Shoop, it was at the time, who Fred later married, were down at that camp. Mrs. Cox was down there. I had been down there with Mr. Kerr many times while we were both in Martins Ferry. I had taken two canoes of my own down there. So I was kind of on the entertainment committee when he had a guest to entertain. So I got acquainted with Fred and Doris, and I got acquainted with Harold Williams who was down there, who was the principal of the high school when I came here. I followed him as principal of the junior high school. Mr. Springer, who was the principal before Mr. Williams, I met him down at camp there. I met Miss McCready someplace along the road, and Miss Horwell who later became Mrs. Kuntz. So

I knew some several people in the school system.

M: In 1936 in the next few years you were at Fourth Street School which was then the junior high, this took place. . . The junior high, seventh and eighth grade took the third floor.

L: We had all of the third floor and one room. . . Well, it was really the second floor. There was the basement, and the first floor, and the second floor. So we had all of the second floor and one room on the first floor and the music room in the basement.

M: So there were elementary rooms then. . .

L: And then in the rest of the building on the first floor was the elementary school, grades one through six. They also used the music room.

M: Now was there another principal for that?

L: A separate principal for the grade school and that was Mrs. . . Oh, I can't think of her name right now. Yes, there was another principal. Mrs. Alba Peterson.

M: Alba Peterson. Do you have any idea how many grade school kids were in there at that time or not?

L: No, I don't remember.

M: We had a small high school so I imagine there weren't very many in grades.

L: Well, they had six grades but I know they had two rooms for some grades. So there must have been between 300 and 400 kids there.

M: Did you find any difficulties in operating the junior high on one floor and elementary on the other?

L: Oh, we cooperated and got along very well, really. The only time there would be any problem, where we thought there might be a problem, they had recess and we listened to that recess. Which meant, of course, at recess time we couldn't expect the kids to go out to play and not make some noise. So we were both liberal in our attitudes towards what things ought to be. So we got along fine.

M: Roughly then, 1941 you went to the senior high school which was then 230 N. Lincoln.

L: That's right.

M: Were there any problems in the transfer to a new build-

ing with an entire building at your disposal?

L: No, I wouldn't say there were any problems. This situation came up, a lot of the kids kidded me about saying they had thought that when they graduated the last year in eighth grade that they were rid of me. They came to school in the fall and they found me right along with them. So I got kidded a lot by some of the kids on that score. Mr. Williams had the high school schedule pretty well made out, so all I had to do was revise it very little. So that helped me a lot on getting started.

M: Where was your office located at that time? In the same place it is now?

L: Same place it is now, except that there was a partition going through what is now a waiting room. It was arranged just a little bit different. It has been remodeled since I was there. The remodeling has improved it as far as that is concerned.

M: Well, since you spent most of your years in an administrative position, let's just not think about those first few years where you had half time duties. Let's just look at Mr. Ludwig, principal.

L: All right.

M: Could you tell me how you saw your job, what you thought your responsibilities were, and how you went about setting a program up the way you thought it should be, as principal?

L: Well, that's kind of a long story. I suppose I didn't think much about it at the time. I just knew I was principal. In high school my last year I had worked for the high school principal, at Marietta High School that is, in the office. I was an office flunky. He didn't have any regular secretaries. I was an office flunky; ran mimeograph, and helped average grades, and copy grades, and things like that. Then all the way through college I kept on doing part-time work for him, and substituting. I took my teacher's examination the first year of college so I could substitute and got paid \$.50 a period. Then those two classes. . . One semester I taught a class in freshman algebra, another time I taught a class in advanced algebra and I got \$10 a month for teaching that class the first time, and \$15 a month the second time. That was welcome money.

My point was that since I was so closely affiliated with his office from the beginning and he was an unusual organizer, I had the advantage of being trained under Mr. McKinley. So that when I went in as a prin-

cipal, I had a good idea of at least what he had done, and he had been a very successful administrator. So, I suppose I followed, more or less, many of the things that he did. Also I had found out that when you go on a new job you don't change things right off the bat. So I talked to Mr. Williams who was the previous principal. I found out a lot of things he had done and kept on doing them just the same way he did because all the teachers knew--or most all the teachers--his ways and how to do things his way. If I had changed, I would have had to have all the teachers change. By doing it his way, I was the only one who had to change anything.

So, I started out doing things as he had been doing them, and then gradually made some adjustments as I saw places I thought I could change. Community attitudes change. Well, maybe I would make a change in the school. That way we all changed together and I didn't have just myself changing or not changing and all the faculty changing. So, I knew my job was an organizer. I had to have things organized. I had to make a schedule. I had to make a lot of details fit. I had to supervise the discipline. I had to keep teachers happy and I had to keep students happy. Those were all things I knew were part of the job. At that time we did not have a high school counsler. So, again I was the chief high school counsler as principal. Gradually it worked into the counseling activities.

M: You say you didn't make any changes right away because you felt that that required being at the job, perhaps, a while. Do you recall any changes that you did make? How you went about that?

L: I don't recall now what changes I made. No, I just don't remember. I didn't make any phenonminal changes, I know that.

You say, "How did you make them?" That was a matter of having a faculty meeting, if it involved the faculty as a whole. Having a faculty meeting and going over things with the faculty. So that everybody knew just what the change was to be and when it was to be started and when it was to take place. If it was something that involved just one or two teachers then I would have a meeting with those one or two teachers. We would make the adjustments so that we had everybody alerted to what the change was. If it was going to change the students we had the students alerted to what the change was to be before we made it. Then when we made it it worked smoothly because everybody knew what he was supposed to do. Is that what you meant?

M: No, I was just curious if it might be anything specific

that might have required long range planning and organization to impliment, so everybody worked in smoothly. I think that takes care of it.

L: I can't think what it was now but I remember there was something in the home economics department that I thought I would change. I can't remember now what it was. I remember it took me four years to get permission to change it. We eventually got it changed but it took four years before we could make the change.

M: You say you got permission. You mean so the superintendent was happy?

L: If certain types . . . Now, if it was just a change in schedule I took care of that. If it was a change in school policy then . . . So that we had to integrate high school policies with the rest of the school systems. We weren't the only ones here. Anything that involved any relationships with the rest of the system, not only had to go through the superintendent and be sure we were on safe ground there . . . Mr. Kerr had a plan whereby once a week I went in for a conference at a definite time. So, if I had something to take up with him, that didn't have to get settled on the spur of the moment, I had a folder on my desk and I just dropped a note in that folder. Then when I went in for conference we went over all of those things that accumulated during the week. I think the grade school principals . . . I have forgotten whether they came once a week or once every two weeks. We had certain specific times for conferences with the superintendent. That helped out tremendously.

M: Now, when you went to the high school on Lincoln Avenue in the early 1940's, you would have picked up responsibility now for some more items. You mentioned there were no athletic programs, other extracurricular, at the junior high. There were at the high school.

L: That is right!

M: How did you look upon those all of a sudden--more duties so to speak?

L: It was just part of the job, that is all.

M: Did you have any help?

L: There is no resentment. Is that what you mean?

M: No, I don't mean that but I mean you had more things to jam into the day. Now how did you go about organizing even more to do with the same hours available.

L: Mr. Cope was faculty manager at that time. He hadn't been there too many years but he was there. Mr. Cope was very able. I could pretty much leave a lot of things to Mr. Cope. I didn't have to take care of those. If he felt it was something he needed to fit in with the rest of the school he would come to me. We would sit down and talk it over and decide what was the best thing to do. Different teachers had to carry more responsibility I guess.

M: That took care of it?

L: That took care of it. By the time I got there--they hadn't had it too long--we did have a man who gave out the admittance slips for absences. So that I no longer had to do that. At the junior high I did have to give out the slips to get in classes after a student had been absent. In high school there was a man to give out to boys, and a lady to give out to girls, admittance slips. So, I was relieved of that particular responsibility. Which gave me time for some other things.

M: Now being principal, really regardless of the years, regardless of the buildings . . . Those items are inconsequential to the fact that you are principal of the Salem senior high school, whether it be at Lincoln Avenue or when you moved up to the new building at 6th. You have indicated that as principal, you not only need to be aware of, but really responsible for a lot of things.

L: It is a little bit like what President Truman said, "The buck stops here."

M: What I would like to do is just go down a list of items and just have your response to these particular situations in the high school. When the buck stopped at Mr. Ludwig's desk, concerning these items, how you looked upon them, how you handled them and so forth. First of all the athletic program, you have mentioned Mr. Cope. Did you have any function at all with that, any say so far as the way it was organized?

L: Yes, in addition we had an athletic board which was made up of the superintendent of schools, principal of high school, faculty manager of athletics, several coaches, and, I believe as I recall, a board member. A board of education member. I believe. I was chairman of that particular group. There were many things of policy that were determined in that group first. Then Mr. Cope carried out the policies that were determined by that group.

M: What about school clubs?

L: School clubs can be a big headache if you let them. We would not allow a group to have a club unless they had an advisor. There had to be a teacher that was the advisor of the school club. We tried to pick the right teacher for the right club. As long as we had the right teacher, and the right club, we didn't have problems. Once in awhile we got a teacher that really took the advisoryship purely because he was asked and wasn't interested. Well then things didn't run as smoothly as otherwise.

M: Well, clubs eventually disappeared.

L: I don't know.

M: At the high school level and I have often wondered what this would be in the years after your retirement.

L: That is after my retirement.

M: I would be curious to know, perhaps, how that came about. What actually led to their downfall.

L: I really don't know. In fact I didn't know that they had disappeared.

M: They did. Student discipline. You mentioned that along with everything else the principal was responsible for student discipline. Would you care to speak to that topic?

L: Yes. I am one of those that feels that you just can't do good teaching unless you have good discipline. For some people good discipline . . . Good discipline mean different things to different people. I was one of those folks that in my own classes, when I taught, I was a more formal type of teacher. Now, I don't mean where I stood up there with a ruler in front of the class and the first kid that wiggled got a wack across the neck with a ruler. I don't mean that. I didn't believe that there was general hubbub in the room. Some teachers could teach with a very relaxed situation. I was always on the more formal side. I found out that the thing helped most in good discipline was being fair. As long as the students . . . I found out this, if a student did something that was wrong and got caught he expected to have to pay a penalty. If he thought the penalty was fair, that took a lot of the difficulty out of the situation. If he felt you were being unfair in the penalty then, of course, that was a pretty rough situation sometimes. I felt that. I always tried to be very fair. I talked things over with the student, when I'm done give their opinion. Talked to the teacher, they gave their opinions. Of course, I eventually had to make a decision. I think

that being fair was the thing that helped out most.

I felt very complemented a few years ago. I had been invited to give a talk at another school, over west of here. Later on I got a letter from one of the men that was in the meeting there. He sent me a copy of a letter. He happened to know a boy that had been in school where I had been before I came here. He had written to him and said that I had made the talk. He wrote back and said, "Yes, he remembered Mr. Ludwig." He says, "He was always a strict old boy but he was always fair." Apparently I had gotten that idea across with him anyway. So, he felt that while I was strict I was fair. He was quite complementary on that score. I think that is one of the things that has helped tremendously in the discipline problem.

Another thing is I felt . . . I stressed this, that all the teachers work together. If we had certain rules with discipline, I stressed all of us enforcing that particular rule. I am a great believer in believing if the whole faculty decides that something ought to be done, and is right--not if it is wrong, then it doesn't work--but if it is right and the whole faculty decides it ought to be done and they work at it, they can do it. Once in a while you get somebody that doesn't believe with that particular thing. "It is too strict," they say or something, and they won't follow through on the rules and regulations. That spoils the situation and makes it difficult, makes it harder for all the teachers. If one teacher permits something to go along and the kid goes to the next class and he says, "Miss So-and-so lets us do that." That makes it more difficult. That being fair and everybody doing the same thing, I think, helped a lot on the discipline.

M: Did you find that over a long period of time, in the different schools, that discipline became more demanding? Do you look back and see that kids pretty much got in the same kind of trouble all through the years?

L: I think during my tenure, I think the problems weren't to different. I think that time I retired was a time when changes were beginning to be made. I think that there are some problems from what I read in the paper. Things I hear about once in awhile. I don't mean about our school, just in general. Pick up a newspaper, you read something about another school system. I think there are some new problems now that I didn't have. During my tenure in school problems were pretty much the same, I thought.

M: You mentioned staff responsibilities with regard to, say, student discipline. That you felt that everybody

should pull together to make the load easier for everybody concerned. Would you care to speak to anything else related to staff responsibilities? What did you expect your teachers to do above and beyond what you have mentioned?

L: Primarily, of course, I expected the teachers to take care of their own classroom. You had some teachers that are good strong teachers. They take care of their own discipline and they never call on the principal. They are able to handle it. For instance, on gum chewing. We had a rule against gum chewing. I think of one teacher, and one of the kids that was in her room. As they passed your desk they would stop and if the gum went in the wastebasket she never said a word. That was just the understanding in that room and they knew it. On the other hand I think of another teacher, I could go in that room often times . . . I don't mean I went in often times but I could go, did go at different times. Here the kid would be the kid sitting right in front of her in her class, chewing with his mouth wide open. Just chewing away, you could almost fall down his throat. We talked about it a lot, she and I. She said, "You know that just doesn't bother me and I never think about it." It made it rough on some other teachers that were trying to fight that problem. She would let them get away with it and they would moan about it. That is one of the problems we had there.

I think this helps on discipline too. I think it is up to the principal to stand behind a teacher. That is one thing . . . A kid comes in and he complains about . . . He is sent to the office maybe. Where she wasn't fair and this and that. You don't side with a kid. That is my thought. You don't side with the kid, you stick with the teacher. You may talk to the teacher on the side and say, "You made a mistake here." Go over the situation with a teacher and point out where it could have been done a little differently. From my point of view you don't tell a kid that teacher is all wrong and you were right and if I had been in your case I would have done the same thing. You don't do that. I think sticking with a teacher makes a big . . . There is a big help in the discipline situation. Sometimes the kid has to be shown that he just put the teacher on a spot by his attitude. She was the one in charge and he was taking over. He just couldn't expect anything but a reaction from the teacher. Or I may say a teacher wouldn't be very judicious in the way she handled the situation. She destroyed a kid's self esteem by the way she handled the situation. Of course, she ran up the kids animosity. I could tell a teacher that by herself but I wouldn't tell that to the teacher in front of the kid. In that way I think it is a matter of working together, again. Those

things help with the discipline.

M: Did teachers come to you for counsel?

L: Often times teachers came in and I always encouraged folks--both students and teachers--to come in. Some of the best ideas I got, I got from kids. Some of the best ideas I have had I got from teachers. I never felt I had the corner on all the good ideas. I was willing to accept a good idea no matter where I could get it. I did reserve this right. I would say to them, "Come in and talk to me about anything you want." That was the understanding. Kids could come in and talk on any subject they want to but I did reserve the right, since I was responsible for the school as a whole, I reserved the right to make the decision of whether or not we accepted that idea for change that they were talking about.

This would happen lots of times when I would tell a kid, "Well, your idea is fine for you but what is going to happen over here in this other classroom if we do what you suggested? How about over here?" He says, "Well, I never thought of that." He could see that it wasn't going to work. It worked where he was talking about, and he was right. When he took the school as a whole it just wasn't a good thing to do. He felt that he had been considered and I think he felt better that I had gone into the situation with him. The same way with teachers. Often times it would be an idea that was best for their particular room but when you took the school as a whole it didn't fit. So, I reserved that right for myself. To make the decision of whether we used it. I was glad to have them come in and give me the idea.

M: You mentioned with regard to the simple rule of gum chewing that you could step in a room and, perhaps for whatever reason, spot something like that. I wondered, were you responsible for going into rooms for evaluation of teachers?

L: That, thinking about as far as Salem itself is concerned, not so very much. Not as far as the methods of teaching and all that. Mr. Kerr has a little different responsibility or idea of responsibility than some other superintendents. Now, the books that I have read, and the courses I have been in, and most the superintendents that I have known, take the attitude that the principal ought to do a lot of classroom visiting. They were responsible for the quality of the teaching in the rooms and so forth and so on. Mr. Kerr's attitude was the principal has enough to do without doing that and the superintendent ought to have that responsibility. He said, "It isn't good if two of

us are doing the same job because your ideas and my ideas might not fit as far as the supervision is concerned. I would rather be responsible for that phase of the work and you take care of the other things." That suited me fine. So, I didn't have to do--at least not a maximum amount--now that doesn't mean I didn't do any. I did always have my eyes open. Often times I thought there might be a situation going on that I was doubting. Well, I might just go into take a teacher a telephone call message. When you are looking, when you are on your toes, you can get an awful lot by just walking into a classroom, and going up front, and saying something to the teacher. When you see the kids faces in front of you and you look around a little, you can pick up an awful lot. So, if I thought there was something that needed to be looked into I would find an excuse to go to a room. I would look around and see what is going on. Then later the teacher and I would have a conference about what seemed to be the problem.

I remember one time we had a new teacher. This was in Martin's Ferry. Our study hall was in the old building and he was teaching general science in the new building. I was taking a study hall for somebody, some teacher that was ill or something. I looked out the window and two floors below I could see a kid in his room with a squirrel tail, back in the corner, entertaining the kids around him with that squirrel tail. The teacher didn't know it, and the kids were having a big time. He was new and so I just sent a note down to him, explaining to him which kid had the squirrel tail and where he sat and everything. So, he could take care of it. He was so new he didn't know what to do. So, he didn't do a thing. The problem kept on going.

It is a question of you just keep your ears open no matter where you go. I tried to do this. I tried to get over the whole building at least once every day. Now, I didn't always make it and some days I got over more than once. That building up there, the new building especially, was, from the back of the band room down through the other end, through the . . .

M: Sciences?

L: Sciences and industrial arts was nearly a quarter of a mile. That going around and letting the kids know and the teachers know that you are around doesn't mean you are going to go every room. If there is an open window, you can see in. The door is open, you glance in. On some pretext or other I tried to get over the whole building every day, but not the same time. That thing of being around, never know when you are coming around, helps a little on a lot of problems.

M: You didn't have a standard evaluation form, or something that the superintendent issued that you had to go in and sit and check off?

L: Not in Salem.

M: Would you think that that might be, perhaps, sort of artificial just to have the principal walk in and sit down for a half hour or so?

L: I think when you come to rating teachers, I think it is a very difficult thing. From my point of view I think there are lots of things that a good teacher teaches beside subject matter. I almost feel that some of those other things are maybe as important as the subject matter; such as integrity, or responsibility, ambition, honesty, being on time, concern for the other fellow, and the golden rule. All those attitudes and those characteristics need to be taught by teachers. Sometimes by example on the part of the teacher. Sometimes in lots of different ways. The kids aren't graded on how much of that they have learned. Yet, from my point of view, that is being a good citizen, is a tremendously important part of teaching.

M: I would like to cover one more area along with athletics, and school clubs, and student discipline, and staff responsibilities, and so forth. That is public relations. How did you feel about public relations as a principal, and what did you do and what was expected of you to do to keep that area open?

L: Personally, I think public relations is a very important aspect of school work for no other reason than the fact that the public votes the pay that the teacher gets. So, the public needs to be satisfied that the schools are doing a good job. Of course we had the Parent-Teachers Association, which wasn't as infective as the theory says it ought to be. I think we had more parents than teachers belong in the high school, then many high schools had because I talked to other principals. We had more participation. That was partly because teachers were willing to help but we didn't put the pressure on that a teacher had to go to PTA. That was optional. The interested teachers came, those that weren't so interested didn't come. We had a fair representation. Teachers would sometimes get invited to come out and they could talk about something.

We never did very well on a visiting day because many kids, as they got older, discouraged their parents from coming to visit school. We had about one meeting a year at night. We usually put on some pressure. We would get the parents to come and asked them to take their kids schedule and go through the schedule.

Parents came with this visiting meeting we had at night. There would be a number of parents, often times, to meet a teacher all together in the same room. I say we encouraged the parents and the teacher to meet and make their acquaintanceship, get to know each other. Then they could make an appointment to see each other again when there would be just the one parent and the one teacher together to have the conference. We found that that was pretty successful and we got out a lot of publicity on that.

Of course, the different . . . At the time I was there the different clubs and their different activities often times would subconsciously put out publicity about their activities. They weren't thinking about public relations but it really was public relations when the information got out. Now, they have that little booklet that they send out periodically. Which I think is fine. We didn't have that. Since I have been gone I think the superintendents office has developed a considerable amount of specialized public relations, school publicity, that we didn't have when I was there.

M: On top of your last statement there, you really didn't have the extra people to worry about, take on that responsibility.

L: That is right. We didn't have the personnel to take on the publicity part.

M: I would like to ask one question. Very simply that if you could have had everything the way Mr. Beman Ludwig would have wanted it, would you have changed anything drastically in your years as, lets say, high school principal?

L: I don't think I would have changed it drastically. There were . . . Sometimes I would have changed some teacher's attitudes about certain things that I think they should have done differently. For instance, this is an example. In our set up here in Salem, between periods we had, I guess you would call, a school regulation. That teachers were to be at their doors to give some attention to corridor activities, corridor discipline with one eye and room discipline with the other during the intermission. As time went on certain teachers that didn't like to assume responsibility would try to get out of standing at their doors. They wanted to sit at their desk in there. Then, of course, their section of the hall might be a problem spot at certain times. That was the situation that we had to work on to correct. If I could have had my own way that teacher would have . . . There would have been

some way of getting that teacher out there on duty all the time. If a teacher that you have counted on for years, and who has done a good job, suddenly quits doing a good job you feel kind of bad and you hurt inside a little and you look for a reason of what has happened. You don't always find the reason why that teacher's attitudes changed. I think things of that type, where there has been a change and you can't see the reason for it and you can't find out the reason for it. There have been a few things like that that I would have changed if I could. Many of them I did by talking with the folks and discussions and so on. Many things we did get changed around. As a whole I don't think I would have changed too much.

M: With regard to just changes in general after what certainly amounts to a long career in the Salem school system. Again, mainly from the standpoint of being an administrator. As you look back over those years do you have any particular highlights that stand out, things that you remember above and beyond just the routine job of being principal at the high school?

L: I don't . . . At least just off hand I don't think of anything. I suppose things do come to me once in awhile and I remember a situation that has happened that I treasure that memory. That is just a kind of spontaneous thing that comes up and there isn't any spontaneous item coming up right now.

M: Another thing with regard to changes, we touched on this early with one of your other responses. Did you observe any major changes in students over the years? You said you have noticed there had been quite a few, obviously since you have retired. Did you notice any change? Not only in students but in faculty. If so, what were those changes in that thirty year period?

L: I think as far as students were concerned there would be this change, that the students became more frank about things they were willing to discuss. There were topics back when I first started teaching that the students would never think of discussing with a teacher or the principal. I attribute one fact to my success was I was always successful in getting student who were having problems to talk with me about whatever problems needed to be talked about. You needed to talk about it without being embarrassed. I think that was a . . . I feel I was successful in getting them to talk about it. Generally speaking I think that did take place over the years, they became a little more frank.

I think as far as teachers were concerned, I think with the advent of the labor movement and teacher's unions coming . . . There was no teacher union here while I

was in the school system. All over the country teacher's unions were being formed. I think that certain attitudes that we think of as going with the union movement I could see creeping in the teacher's attitudes too. I could see that happening. Whether it has continued or not I don't know. I feel that that was happening by the time I retired. That had come up.

M: Did you see that as good, or bad, or a little of both?

L: A little of both. This did happen however, when I was at Marietta. I started to teach there in the fall 1919, when salaries were pretty low. There was no question of a strike or anything like that. They talked to superintendent. We had a very good relationship with Mr. B.O. Skinner. Who was later Director of Education for Ohio. He asked the question, he said, "Now, I want to go back to the board. I want to ask this question. Suppose you don't get a raise this next year? Will you stay here and teach or will you look for a job some place else?" Well, practically all the high school teachers stood up, or raised their hands--which ever way it was--that they would look for a job someplace else. The grade school teachers were mostly local people and so they did not raise their hand, because they did not want to move out of town. So, there was no force on either side. We were just talking back and forth. We got, next year, a twenty-five percent increase in salary. So, our salary went from \$1,200 to \$1,500.

M: That would be significant at that time.

L: At that time that was a significant increase. I was very happy and the board was very happy. They knew the situation was bad. It wasn't a strike. We weren't going to disrupt a school system. We would just look for another job that is all.

M: That was as much pressure, perhaps, as could be mustered at that time.

L: At that time that was all right, it worked. Infact the next year we got another . . . The next year it went from \$1,500 to \$1,800 and there was no more pressure from the teachers. There was no vote taken or anything. The school board just knew that the difficulty was there. Later on, at the time I retired, there were more militant attitudes I think in the teaching staff.

M: Another thing with regard to teacher change. I sit here and I teach in the school system and I have a beard. I am just curious, I am quite sure that fifteen, or twenty, or thirty years ago that would have definitely been frowned on. Would you care to speak to

other restrictions?

L: As far as I personally was concerned I think I would have had no objections to the beard as long as the teacher kept it well groomed. I wouldn't have objected, didn't object to some of the styles; girl styles, boy styles, long hair that was beginning to come in. As long as they stayed well groomed. They used to have, once in awhile, a dress up day. Then for a time or two they had what they called a "slop-up" day. On the dress up day, the discipline was easier. Everybody was on his good behavior. Most everybody was on his good behavior. I was always glad when they wanted to have a dress up day. There was no question about that. They could have one anytime they wanted. Slop-up day we tried once or twice and then we said no more slop-up day. They just contributed to poor discipline all day long. Some kids got their shirts torn. Some kids that couldn't afford a new shirt had their shirts torn. Problems came up with a home. I didn't object to the parents at all. Didn't blame them a bit for calling in about the situation. So, we just said no more slop-up days because they contributed to the wrong thing, the wrong attitude.

As far as the beard is concerned, as long the boys would have kept well groomed I wouldn't have objected to that. If they looked as I have seen some of them look I certainly would have objected. One time we sent the son of a board of education member home to get his clothes changed. He came dressed inappropriately for our school situation. So, it was a school board member's son. He got sent home just the same as a few other and we didn't get any adverse reaction from the school board either.

M: Mr. Ludwig, to finish up, would you care to make a final comment about your career in Salem as principal, as teacher, or just in general, roughly thirty years?

L: I would say I enjoyed it very much. I am very happy to have been here during that last part of my school career. Very happy to have been here. In fact I liked the people I had to work with. I shouldn't say that I had to work with. I mean the people that I did work with. I don't know that there is anything else special I can say.

M: Well, I have something very special I would like to say and that is thank you very much.

L: You are very welcome.

END OF INTERVIEW