

**MARY JANE CHRISTIAN**

**Interview 067a**

**July 10, 1985**

**Gayle Beene, Interviewer**

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**ABSTRACT:** In this interview with Diboll teacher Gayle Beene, Diboll native and life-long teacher Mary Jane Christian reminisces about growing up in Diboll, going to college at Stephen F. Austin State University, and teaching for 42 years. Mrs. Christian recalls her teachers and the school buildings, she remembers living through the depression and World War II, and she details how the teaching profession has changed throughout her 4-decade long career.

Mary Jane Christian, a native Dibollian, was born on May 5, 1921. She began teaching in Diboll in 1943 after her graduation from Stephen F. Austin University and has continued until the present.

**Gayle Beene (hereafter GB):** This is Gayle Beene, and I'm interviewing Mary Jane Christian. The date is July 10, 1985. This interview is taking place in my home. Mary Jane, do you mind telling me when and where you were born?

**Mary Jane Christian (hereafter MJC):** I was born in Diboll. I was born in where the old company houses; they were all company houses. No one owned their own home. It was the fourth one from the school, the school I now teach in. I was born in that house; it is still standing believe it or not.

**GB:** What year was this now?

**MJC:** Oh, this was May 5, 1921.

**GB:** You are referring to the elementary school, where the present school is located.

**MJC:** At the time that I went to school which would be.... I was seven when I started to school. At the time I started to school, the whole school was on that campus. That was "the" school.

**GB:** In other words, first through – how many grades? Eleven grades?

**MJC:** Eleven grades.

**GB:** What do you remember about the classes you had? Surely there was one special teacher.

**MJC:** I have a very special desk in my house. It was the desk that has the name of my first grade teacher written underneath the drawer. In one of the giveaways of the old furniture at home – at school, they gave me this desk, and I had no idea until I got it home. It was just one of the old desks.

**GB:** Would you tell me what it looks like?

**MJC:** It has metal sides, but it has a wooden top. Oh, it has a back on it, but it is slanted off towards the front.

**GB:** Does it have an inkwell? (Ha!)

**MJC:** No, it doesn't, but it has ink that has been spilled in there many times from the old inkbottles.

**GB:** So you started your early schooling here. Do you remember anything about your teachers or the school itself?

**MJC:** I think there are always people who will stand out in your mind. I had, do have, more than I care to remember. The one that spanked me in the second grade for dropping a marble on the floor. We were a unique – we were a sawmill town. Sawmill kids have pine rosin in their veins. That's what I've always been told. We had many children that were retarded, but I didn't know they were retarded. I knew they were slow, but I didn't know why they couldn't learn. We would try to help these kids. We didn't know why they couldn't learn. One was really retarded. He didn't go to school but about three years, and he dropped out. His mother kept him home. But I still have a second grade teacher, I mean a third grade teacher, who is living in Lufkin. She was Lois Adams. She was Lois Copeland then. Being a small town like we were, even at the time I went to school, we just had one class per grade. There was never two rooms in one grade, and that was unusual for that time.

**GB:** So in other words, the first grade teacher had just the first grade.

**MJC:** Just the first grade, and the second grade teacher, and it was that way all the way through my class. We had only eleven grades at that time, and I started to school when I was seven.

**GB:** What did the building look like?

**MJC:** At that time, being all on the same campus, we had what we would now call the elementary building. All the little folks were kept in one building. And then they had up to the seventh grade in one building. They had a very special building that was the Home Economics building, and we girls couldn't wait until we got into high school so we could take Home Economics which most of us didn't like after we started doing it. But we had different teachers for different

subjects just as we do now. I can't see much difference except we had just one English teacher, and one history teacher, and one science teacher like that. They didn't have two for each subject or more than two.

**GB:** Is there any special thing that made you want to be a teacher?

**MJC:** Oh, yes, there was! My mother! My mother had always wanted to be a teacher. She never did get to be a teacher, so she made a teacher out of me. Now I could have cared less what I did. I didn't care whether I was a teacher, or whether I was anything. I knew that I was going to have fun wherever I was. I became a teacher at my mother's insistence. She said that you know that you are going to get married, and you're going to have children, and you'll be with those children when they're at home. So it turned out that way.

**GB:** Where did you receive your college education?

**MJC:** I went to Nacogdoches to get my B.S., and then I taught for four years, and went back and got my masters. I had my masters in '52. I got my masters in '52.

**GB:** What was your first teaching assignment when you finished college?

**MJC:** I came to Diboll. At that time, it was 1943, during WWII, they were coming to college to ask me if I didn't want to work. But I was secretly married at the time, so I thought I'd better come home until my husband came home; then I didn't know what I would do. But I did come to Diboll to teach.

**GB:** Tell me what your first teaching assignment was when you came to Diboll.

**MJC:** It was third grade. The children were very disadvantaged because they had teacher after teacher that year. Many of them didn't know their head from a hole in the ground. And I didn't know much more when I started, so I had a very difficult.... I had 56 in the room.

**GB:** 56!!

**MJC:** Fifty-six children in the room. The next year I was to become a mother, not counting mine, 57. The third year I taught we did separate into two sections of third grade.

**GB:** What was the school like? You told me what the school was like when you attended it, what was it like now that you are back teaching there? Had it changed very much?

**MJC:** Oh, it's drastically changed. We've grown so much. Our children are so different than they were then. We have six sections of third grade now, and we only had one when I started. But children are children. No matter what you say children will always be children.

**GB:** Could you tell me something about those first years when you came back to teach in Diboll? What were some of the things you were most impressed with? Or what were the hardest things that you did?

**MJC:** How little I knew. I was most impressed by what the child needed that I didn't know how to give them really. I had to learn by trial and error, and I had to try many different things because the same thing didn't work on every child. The same thing didn't work on the boys as did the girls.

**GB:** What type of curriculum did you teach when you first came back to Diboll to teach?

**MJC:** Now that hasn't changed much. We had the ... I did have two reading periods during the day, but many times I have another reading period now. Over the forty-one years that I've taught, it hasn't changed that much. The material is harder. The children are expected to learn more. The material was not as hard then as it is now.

**GB:** Do you handle discipline the same now as you did when you first began teaching? Has that changed very much?

**MJC:** That hasn't changed at all. I will meet children who are now grandparents by the way, and they'll say, "Do you still spank as hard as you used to?" And I'll say, "yes, if you don't spank often, spank hard when you do, and you don't have to spank often. I don't spank very often, when I do spank, they remember it."

**GB:** Did you have any luxuries, or what type of teaching equipment were you given? A book and a chalkboard?

**MJC:** A book and a chalkboard.

**GB:** Did you have other things?

**MJC:** When I first started?

**GB:** Yes.

**MJC:** The thing that we needed the most was the mimeograph. We take it so for granted now, and we get so mad if we are running short of paper. And if we have to go get another ream of paper while we are running things off, we get so mad. We run five and ten, a booklet, off all at one time so we'll have two weeks worth

of work in advance. When I first started there was no such thing as a mimeograph machine in Diboll schools. We bought this little pie pan. Cookie sheet, I guess would be a better description. We got us a can of liquid that we were to heat and pour in this pan and let it get cold. Then we would make a special stencil using a special pen. We'd press it down being sure every detail was there on it. Then we take it up very carefully. Then, one at a time, we'd put the sheet of paper down, press our little hands over it, rub it up and down, take it off very carefully. We'd do this until we had a set we could run off. A second grade teacher and I did this together for years. And they finally... You could only run off one a day too. So if we put that set of papers away, and we'd use it the third year because the next year the second grade would come into the third grade. They couldn't use the same stencil, so we had to have two sets. One for one year, and one for the next. I think of all, the mimeograph machine is the greatest luxury that we have today.

**GB:** What about the .... Did you have a library when you first began teaching?

**MJC:** Our library was just in our room. We had shelves where we kept books for the children to read. There was no central library. And by the way, I still have my two little shelves with books on them for them to read, because they read their books so quickly that I still keep books for them. Some of them are almost forty-one years old. (Laughter) Oh....

**GB:** What about the heating systems and air conditioning? I know there was no air conditioning in the '40's. What can you tell me along those lines?

**MJC:** Would you like to hear when I went to school... the heating system when I went to school, and then tell you about when I started teaching?

**GB:** I think that would be interesting.

**MJC:** All right, when I was little, first or second grade, probably third, I didn't know the difference. But by the time I hit the fourth grade every morning when we got to school, we went out to the woodpile, and we brought in at least one stick of wood. It was required. If you were not ill you went to the woodpile, and you brought in one stick of wood to be thrown into a wood-burning heater that day. Now, it didn't matter to a child. We liked it. It was getting out of the room to us. It was fun. Okay, when I started teaching, we had steam heat system. The boiler supplied the heat for the whole school. It was a big boiler, and the steam ran through big pipes that were elevated over the top of the campus. It just ran from building to building. As they went through they would go down into a big steam radiator. Now this was fine unless it was very cold. But if it was very cold, steam can be frozen. And there were many times, we had a four-room building, that had at that time two thirds (grades) and two seconds (grades) in it. And many times we would have to take the room that was nearest that steam and put all four rooms in there. Maybe we would have sixteen children from the four rooms because if it was cold, you didn't come to school.

**GB:** Well, other than cold weather, did the children come to school regularly?

**MJC:** They did. They came because there was no television. They didn't get to go to the movies. There was nothing for them to do. Children enjoyed school then. They enjoyed coming. You could see them, you could see them want to learn. You could see it in their face. If the last page of their book had been torn out, the book that they were reading, they had to be told what happened. I began to make your own endings for the story. But you could just see them want to learn. But you don't see that now. Children have to be made to learn.

**GB:** What type of cooperation did you have with the parents of the children when you first started teaching? Maybe you contrast that with how the parents are involved today.

**MJC:** I think you have about the same interest. Mothers were more concerned then. They were more concerned because so many of them didn't work. They had their children. The children needed to learn. They knew the children needed to learn, and they would help them learn. Mothers now don't have the time to take with their children. Mothers then had time, and they were more concerned over their children. You still have a few now that want to and make a big fuss about it. It makes you wonder how much of it is true, how much of that is really .... Do they want just A's, or do they want their children to learn.

**GB:** Can you remember anything about the school administration, as far as your superintendent, principal, when you first started teaching in the '40's?

**MJC:** We had basically.... uh, the administration building, let me start all over. The administration building was in a little house that was outside, oh, by the way, a big fence ran completely around the corner. Am I getting this wrong? Is it now when I started teaching?

**GB:** Well, the administration in the '40's, when you first began.

**MJC:** The administration was all on the campus. The principal and the superintendent's office with a secretary, and they had other offices. The Ag. man could go in. Of course, he had his office mainly in his building. But it was basically the same. We were just all on one campus. Each principal had their own office in their building.

**GB:** Who was superintendent in the '40's when you came? Do you remember?

**MJC:** A Mr. Spier was one of them, followed by Mr. Pate, and he was the joy of my life.

**GB:** He was a very well known person in this area, wasn't he?

**MJC:** He was. He saved my life one time. The school board.... A mother got mad at the treatment of one of her children, and she went to the school board and demanded that I be fired. And, uh, Mr. Pate came to me and said young lady, you're going to have to learn to shut your mouth or stay at home.

**GB:** And you choose to ...

**MJC:** I choose to shut my mouth! (laughter)

**GB:** Did you have an elected school board in the '40's?

**MJC:** I think there were three at that time. I don't really remember when we got a seven-member board. But I think at this time there were three.

**GB:** What would you say has been the biggest change as far as teaching from when you began teaching and now? Can you think of any one thing that stands out in your mind as being the greatest change?

**MJC:** I think the rules that we have to follow now that take so much of our time. We were more free then to go about our job than we are now. You've got to understand though there too, Gayle, that the class of child that you have. The child when I first started teaching wanted to learn. These children are made to go to school. They had much rather be at home watching T. V. or playing, making wild stories come true in their minds. They had much rather be doing that than sitting in a dull schoolroom. That's what makes it so hard.

**GB:** Do you think maybe that all the movies and T.V. that entertain them has made the classroom, shall we say, be boring to them?

**MJC:** It is boring. It is dull. There is nothing happening there for them. They have to be made to learn to write. They have to be made to learn to read. Remembering things from their schoolbooks... they could care less what is in there. Now they can tell you anything about the mystery or murder they saw on T.V. the night before, every smallest detail.

**GB:** Let's go back to your earliest experiences. Can you tell me something of what your life as a child in Diboll was like? Can you remember any special friends you had? Did you have grandparents when you were growing up in Diboll?

**MJC:** The earliest thing I can remember is going out to my Grandma and Grandpa Smith's. They lived out where now the Angelina County Airport is. Their house was moved, and the house, the office is sitting about where their house was. And I can remember that my grandpa was the tallest man, and he had a handlebar mustache. And he would pick me up, and I would grab both of those

mustaches in my hand and pull. And he would try to bite me, and then he would put me up on a gate and swing it open and let the cows pass underneath me. Did you notice I said how tall he was? Because he was... he was about 5'10".

**GB:** But because you were a child, he seemed extremely tall.

**MJC:** He died when I was two years old and I can remember him, that mustache. He passed away when I was two. Our family goes back a long way in East Texas. His... No, my grandmother's folks came from Louisiana. There were twin girls. My grandmother's mother was a twin, and she was born in 1832 here in Texas just over the border, I'm not sure where. But they migrated on a little farther over and stopped in the Homer area first, then they came on to the Burke area. My father's people came in through New Orleans, strictly or straight I should say from Germany. They were German, and they went on to ... not to. Oh, I can't remember... Curero, Texas, - Kennedy, out in that area. And he migrated back, he and two brothers came back. Their mother brought them back and lived here. Diboll was started in 1894. When my grandfather died, I didn't know him or my grandmother either, my father's mother, because she died the winter before I was born in May. They came to Diboll, I don't know why. They were kin to a lot of people around here. I guess that was the reason. But after my grandfather died, my father went to work at the age of twelve. He went through four grades of school - to the fourth grade. And he had to quit school, I don't imagine that was hard, being a boy. He didn't care if he went or not. But, uh, he worked there from the time he was twelve just helping out and then given a job, and when he passed away he was foreman. Very, very good in Math. Now this is the reason why I say you learn what you have to learn when you need it. And don't worry too much if someone doesn't seem to pick up on anything. Because he was figuring up board feet and numbers that I couldn't even understand when he would do it. He probably used his own method to do it. I don't know, I just didn't understand what he was doing. But his job was divided among three men when he passed away in '51.

**GB:** I assume that he worked for Southern Pine Lumber Company.

**MJC:** Oh, yes. Oh, yes, that is the reason why I said, "I was sawmill bred. I've got pine rosin in my veins."

**GB:** Mary Jane, do you remember anything about the old company store I hear about?

**MJC:** Oh, yes.

**GB:** Tell me about that.

**MJC:** On the end, on the south end of the store there was the meat market. And we had to go in there to get our meat. And the biggest part of the store was the



dry goods. We got all of our canned foods and all of our dry goods. And also the department store. Mrs. Farrington had, well, anything to wear. In the center part was the men's department. You could buy anything in the world in there from hats to hose, shoes, men's suits, any kind of food. And we had our own money too. We didn't – they had paper money for awhile. One of the last things was a metal money that we had. Southern Pine Lumber Company, and there were nickels, dimes, and quarters. We just accepted that, that was money.

**GB:** That was actually like what we would call today a token.

**MJC:** But, it would be a token now. It was money then. They were paid every Friday. No, I don't know now, maybe every two weeks they were paid, but they were paid in cash. The thing I remember so vividly was that every payday I got all the change in my daddy's pay. And we started me a bank account, and I earned other money too. But I looked forward to daddy's paydays, because if there was change I got it. But now if there wasn't change, I got a dollar bill, so that was good too.

**GB:** You mentioned other chores that you did to get money. What were some of things you actually did for pay?

**MJC:** Well, I have always been a person, if you don't know how to do something you don't have to do it. You'd be surprised how well that works. But I had so many other things I'd rather do. If mama needed her butterbeans shelled or her peas shelled, she said I'll give you a quarter to shell them. Now twenty-five cents in those days, oh, I imagine was like \$5.00 today. She'd give me a dime to run to the store for her. I was an only child, I didn't have any competition, so I got all the jobs. And that's the reason I didn't really like to work so much. I didn't do anything for free. Everything I did I got paid for it.

**GB:** What type of things did young people do for entertainment? Was there a theater? Think back to when you were a teenager, what type of things could you do for entertainment?

**MJC:** Yes, there was a – uh, about where the storage building is there now in Diboll. Well, no, really across from the Diboll Elementary campus in between that short space from there to the railroad. There was a building that was a picture show, and it had a little café on the side there. We had another café in town. And by the way, beer was sold when I was a child.

**END OF SIDE ONE**

**GB:** Can you tell me anything about the church services. Were they long with dinner on the ground, and that type of thing? Do you remember much about that as a child?

**MJC:** No, I don't remember that, but I do know that I started playing at least from the time I was twelve. I played the piano for Sunday School, not for church, but for Sunday School. Mrs. Lee Estes was our pianist at that time. Mrs. Rutland was an old time Diboll person that was the choir director at that time. Marian and Jim Fuller. We just had a good time, I can remember that. But eating on the ground and things like that, our church never did do that. We had parties at night, but I don't remember any of the other things – dinner on the ground or anything like that.

**GB:** Tell, me, since you were a young woman, actually you were in school when WWII started. Can you tell me some of your recollections or some of the things you felt when you heard America was at war? Maybe the affect that it had on your life.

**MJC:** I was very disturbed. It was a Sunday. Of course, it will live in my mind as long as I live. I did not hear about it until I got back to the dormitory. Daddy came and got me every Friday afternoon or Saturday morning and then carried me back to the dormitory every Sunday. My roommate was not there at this particular Sunday night. I went in and turned the radio on and about ten minutes after I turned it on there came this bulletin that said Pearl Harbor had been bombed. We were sure to declare war. My very best boyfriend at that time was already in service and to me this was just doom! So, describe how I felt – I felt my little world had fallen apart.

**GB:** How was your boyfriend affected? Where was he stationed at the time?

**MJC:** Okay, he was in Puerto Rico at this particular time, and we had a very good thing going between us at that time. His sister was one of the telephone operators and through my pleading and begging I talked to him about a week after. He said that he had no idea how it would affect him. We would just have to wait and see. We were very, very, seriously in love at that time. It was something just horrifying to think about. At that time I don't know. I think it would affect the same way now for all the kids, because it was really awful for them to go through.

**GB:** Can you remember any of the things I've heard about like sugar rationing and gasoline rationings?

**MJC:** Yes, I remember that very definitely. We had a long time there, we were afraid to use much of it yet we had to. My mother was such a good manager, we never did completely run out. Sometimes we vowed and declared she didn't put any sugar in some of the things that required a lot of sugar. Sugar and gasoline were the two most important things that I remember. To me, if you take my gasoline away from me, you are taking my best friend away from me. I have always felt that way about gasoline and perhaps hit me even harder than sugar.

**GB:** Did it affect your transportation to Nacogdoches to college, the gasoline rationings?

**MJC:** No, it didn't, not really because my mother and daddy just didn't go at that time. They'd save their gasoline to come after me. And we had many riders that would come as far as Lufkin, and then their parents would pick them up. But, they didn't, I don't know. We never had much problem with that either. I just didn't get to go as much as I'd been going.

**GB:** What about the college itself? Did the war affect the life? Did you know anyone personally, young men perhaps, that were in school who dropped out and went in the service?

**MJC:** I did. The thing that I noticed most though, I was in the SFA Band the first year that I was up there, '39. I do know that the second year, it took a little bit too much of my time. I was playing the field. I was having a good time. I was doing more band things more than I was studying. But the next years, the boys, so many of the boys had left school. They were being drafted. They organized an all girl band, and Mr. Cox tried for three or four months to get me to come back into the band. I just was so disturbed myself, I just didn't want to get back into it. So I never did go back into the band. But, yes, I did notice the boys – we had very much a girl's school for awhile. Boys were very few, but I got married in '42, so that shouldn't have bothered me any. (Laughter) I said shouldn't.

**GB:** At this point we want to stop and go back to when you were discussing the early schools in Diboll. You had spoken at a teacher's in-service, and I remember specifically you spoke about the restroom conditions. Let's go back and discuss that at this point.

**MJC:** Our restrooms were quite unique. No, they were quite the usual thing. Diboll didn't have its own sewage system at this time. Each one was independent. During the Depression that had happened in the '30's, which by the way I didn't know much about because it wasn't too different from the way we were living anyway. We didn't have much money. My mother and daddy were good sports. I was an only child and we all played together like three children. I didn't know that I was a child. I thought they were my playthings for years. It wasn't too different. Each one did have their own septic tank that was done by the C. C. C. they called the unit. The government had put these men to work and each one had dug this big pit well away from the schoolhouse. They had built this very nice little building over it, and they were kept very well. We had something in it to keep the odor down, but it was very nice. Now the school had a much bigger one. We all used the same one. There was one for the girls and one for the boys. And it was quite cold during the wintertime, because there was no heat. It had a door, but the door didn't help any. You went to the restroom and you stayed a long time in the restroom in the spring and the fall. But in the summer,

when school first started you didn't stay in the restrooms very long, and in the wintertime you definitely didn't stay in the restroom very long. But otherwise you stayed a long time. You drug it out you know because you were getting out of the classroom. See children haven't changed any. They're the same. I felt the same way myself.

**GB:** Mary Jane, in relation to the school facilities and the school building, was there any particular place that you had school events like programs or did you have sport activities? Can you tell me something about that?

**MJC:** No, we had no gym at that time, but we did have what we don't have now, we had an auditorium. Now this is when I was in school. We had this huge auditorium that had two rows, two aisles down either side with a big center block, and we had a stage where we had all our plays. The seniors put on their play. The juniors had a play. And we also had our assembly programs for our high school and our recitals and things of that nature. Then later this building was, - there was a lodge hall upstairs, this was a big two-story building. Later on they built a gym on the school campus. At that time all three schools were together. And they built a gym, and they took the floor and leveled it out - took the stage out and where the stage had been, they made the lunchroom part. They made the serving line, and the cook stoves and all. The rest had tables and chairs and that was our lunchroom. We would go very much the same as we do now. There was only one or two sections of each grade.

**GB:** Those weren't the days of "free lunches" were they?

**MJC:** No, they weren't. There were many times though that we would sneak things to children that we knew had not had much in their lunch. They didn't bring much. You either brought a sack lunch or you brought money.

**GB:** Tell me how much did the school board regulate the teacher? Were there, when you first started teaching, any special rules that teachers had to be careful to abide by in the community or your relationships with each other?

**MJC:** The community was changing at that time. They had been very, very strict. Usually if they hired a man, he was married. The women, now this was when I was in high school, the teachers, the unmarried teachers were not allowed to date. They were not allowed to see each other. Of course, they were seen together. They were not allowed to date. When I started teaching school, things had begun to more or less liberate up. There was still very strict dress codes. But the other, you still had to be careful where you were seen. You had to be careful whom you were seen with, but the times were beginning to change a whole lot then. The dress codes didn't change for a great many years after that. In other words, during the war, now we wore loafers and socks, skirts and blouses or dresses. After the war and we could get nylons, then we had to go back to our dress shoes and our hose again. We wore them. That was the teacher's dress

code. The girls, like they are now, were never allowed to wear shorts to school, but they could wear pants when they were little. The older girls were not allowed. All this changed in the late '40's, I'll say and early '50's. But during the '50's they began to loosen up on teachers too, and we were allowed on extremely cold days to wear pants. And now that's about the only practical way. You get up to the blackboard, and you raise your hand and then keep them raised, writing very high on the board, it's better to have on slacks now than it is a dress.

**GB:** And a lot more comfortable too.

**MJC:** And a lot more comfortable.

**GB:** Early in the interview you said that one of the reasons that you became a teacher was because your mother wanted you to be a teacher. If you had to do it all over again, would you still be a teacher?

**MJC:** Since I had prepared myself to teach and right now I couldn't do anything else. I mean there were years there that I thought there's bound to be something – do you realize that when I first started teaching I carried home \$80 a month. The second year I taught I carried home \$90 a month. The third year I carried home \$100 a month. Now we've come a long way since then. But I had to be so careful where I was seen after I was divorced. There were a few wild years in there, I thought I wanted to be wild, as wild as my mother would let me be. But no, I think if I had it to do all over again, I'd do the same thing. It's just a good vocation for a woman to be.

**GB:** Let's start with a today's question. How do you feel about the Career Ladder, and the new changes that have been taking place as far as the salary? Do you agree with the Career Ladder? Do you think the other way is the best?

**MJC:** I think the other way was the best. I don't think they're through with our education system yet. I think there are still going to be many changes. I think they're going to find that a lot that they're doing now is not going to work and won't ever work.

**GB:** So it will be a trial and error type thing?

**MJC:** It will. I think it will be a trial and error and hopefully within a short time it will all work out. There has to be a workable way, because people have got to understand that teachers are human too. And we can't do all that they're asking us to do. And if anyone is going to take their money, most of them are going to earn it.

**GB:** So you think the teacher earns her money.

**MJC:** I think the teacher earns the money. You see these gray hairs. (Laughter)

**GB:** Well, I agree with you, Mary Jane. I do believe that the teacher definitely does earn her money and especially in this day and time, I think that perhaps that she does.

**END OF INTERVIEW**