

Oral History Interview

with

GUY JEWELL

by

Beryl Saylor

League of Women Voters of Montgomery County, Maryland, Inc.
Memorial Library Fund

ORAL HISTORY PROGRAM

BIOGRAPHICAL INFORMATION ON: Edgar Guy Jewell

PRESENT ADDRESS: 26604 Ridge Road
Damascus, Maryland 20750

PHONE: 253-2602

BIRTHPLACE: Loudoun County, Virginia

DATE: September 1, 1901

RESIDENCE:

Childhood: Virginia and Maryland
Montgomery County, Maryland: 1908-

EDUCATION:

Barnesville Elementary School
Poolesville High School
George Washington University - B.A.
University of Maryland - Ed. M.

BUSINESS & PROFESSIONAL EXPERIENCES:

Montgomery County Public Schools, 1921-1971
Teacher, One-room Comus School, 1921-25
Principal, Elementary School, Glen Echo, Md., 1925-29
Principal, Elementary and High School, Damascus, Md., 1929-38
Principal, Junior High School, Kensington, Md., 1938-42
Lieutenant and Lieutenant Commander, U. S. Navy, 1942-46
Teacher and Vice-Principal, Richard Montgomery High School, 1946-54
Principal, Junior High School, Rockville and Broome, 1954-60
Principal, Richard Montgomery High School, 1960-64
Assistant Director, Planning Division, Department of Schools Facilities, 1964-71
U. S. Navy, December 1, 1942-January 2, 1946
Montgomery County Education Association, 1921-68, President, 1941-42
Maryland State Teachers Association, 1924-71, President, 1958
National Education Association, 1924-, Chairman Resolutions Committee, 1960
National Secondary Principals Association, 1954-67
Association for Supervision and Curriculum Development, 1957-67
Association of School Business Officials, 1964-

COMMUNITY ACTIVITIES:

Member, Montgomery County Historical Society
Past Commander, American Legion Post #171, Damascus
Past Secretary and Past President, Montgomery County Association of
Volunteer Firemen
Member, Scholarship Awards Committee, State Firemen's Association
Past President, Rockville Rotary Club
Past President, Montgomery County Community Chest
Past Vice-President (six years) Montgomery County Council of PTAs

SPECIAL HONORS & AWARDS:

Montgomery County Volunteer Firemen
Montgomery County Education Association, Emeritus Life Member
Maryland State Teachers Association
State of Maryland, Certificate of Distinguished Citizenship
Rockville Optimist Club
Rockville Elks Club Man of the Year 1971
Montgomery County Sentinel Man of the Year 1971

JENELL: You asked me to talk about my youth and how I got into the county so, the first thing, I was born actually in Virginia just the other side of the Point of Rocks Bridge a mile or two. Then my dad moved to Maryland when I was seven years old, just in time to get into the school system--and I've been in it ever since. The county's population at that time would be hard for you folks who have just come here to understand. We had just under 30,000 people in the county and approximately 6,000 of those were in the schools. The kind of school available was practically always a one or two-room school. There were eight-room schools in Rockville and Gaithersburg in the high school. There was a four-room school in Bethesda, a four-room school in Chevy Chase, a four-room school in Takoma and a four-room school in Woodside. But I believe most of the rest of them were one and two-room schools. And people today have no idea what a one-room school is like. It numbered anywhere up to fifty or sixty children, with one teacher, in every grade and every subject and every kind of textbook imaginable. And the teacher really did individual instruction in those days, they had to. And, of course, there was a tremendous amount of pupils helping one another. I learned a lot from the older pupils.

When I started into school they put me in the third grade, and I can't tell you about first grade work, I didn't have any--and second grade work. But in the third grade we did have a definite course of study, and to get out of the third grade I was supposed to know how to do long division to get out of arithmetic, I was supposed to be able

to take that third reader and read every page in there that the teacher assigned me. Of course, it was oral reading entirely. I stood up and read it out loud and she was satisfied that I could do that. There was some requirement about writing but I can't tell you just what it was, and we had begun a little bit of work in geography and history and something called physiology.

I attended the Barnesville School which was a two-room school. Surprisingly, as I look up the records of it, both of the teachers that were there were normal school graduates. They had been to Baltimore to the normal school for two years, and I must say as I look back on it, they were hard to beat as teachers. In the four years I spent at Barnesville I had three different teachers. Teachers did come and go. They were all young ladies. One of them left to get married, one of them left to work for the government and the other one was still there when I left.

The school room was a large room. The furniture was fixed to the floor. There were double seats, the boys sat on one side of the room and the girls on the other, and a terrible punishment for a boy who was making too much noise, he had to go over and sit with the girls. And I don't know how that would work today, especially in our high schools. The heat was provided by what we call chunk stoves. It burned wood and the wood supply was stored in the basement, and it was a privilege to be allowed to go to the basement and bring up a chunk of wood for the stove. Lunch was carried in tin pails. They had first

served as containers for molasses. There was a full hour lunch period. There was a playground period of fifteen minutes in the morning and fifteen in the afternoon besides that lunch break, and there was no organized play except what we organized for ourselves. The teacher was never on the playground.

SAYLOR: When did school start?

JEWELL: School began at nine o'clock and ran until four, with the hour out for lunch, and in my experience there was no break on that. I have found that the Board had approved the teacher's option of shortening the day by having a half hour lunch in the winter and then home a half hour early, but to my recollection we never did that at the little school at Barnesville.

The economy of the county was strictly agricultural, with the suburban areas here a lot of people working for the government. Now at that time they had to be rather high up in the government pay schedule to afford to live out here and pay the transportation cost in. Transportation was usually on the B & O Railroad or on the trolley line from Rockville to Bethesda. The suburban area of the county was here. There was a little bit over in Takoma Park, but Silver Spring did not exist when I was a youngster. It was really just a spring and not a town.

SAYLOR: And now it is the second largest in the state.

JEWELL: Yes it is, I think. The economy was farming and the kind of farming was general. It was known as the three-rotation type of

farming. The three crops commonly grown were corn, wheat and hay. The early farmer tried to provide himself with three types of animals that could be grown and sold. Cattle, sheep and hogs were the common run of the animals that were produced. There was a lot of fattening cattle here in this county for the market. Range cattle would be brought in here on the B & O Railroad from Texas and we fattened them up over the winter. Usually, they were put back on the railroad train and shipped to Georgetown where they were sold--generally at a profit. The wool production of the county was so-so, but it was not great. The corn production was usually to be fed to the hogs and the cattle on the farm--and the horses, of course, which were mainly used for work. There were some specialties around in various places. At Barnesville, where I was, there was a good bit of growing sugar corn for the cannery down the railroad at the old Barnesville station. It was actually called Selman.

Every farm had its own fruit orchard. The farms were mainly subsistence. Any farmer who bought canned goods at the store that was evidence that his wife wasn't much of a housekeeper. They stocked thousands of quarts and half gallons of canned fruits and canned vegetables. Great big kegs of sauerkraut were put up and, of course, many, many barrels of cider in various stages of turning to vinegar. Some of it was allowed to turn to vinegar but most of it was carefully watched so that it was consumed at the proper time. For instance, in corn cutting season which was all heavy, hard, hand labor, the cider

jug was the constant companion and was the refreshment and strengthener.

SAYLOR: I imagine that it had changed from soft, getting toward hard.

JEWELL: It was not "toward"; it was hard by that time, but to my knowledge the over-consumption of alcoholic liquors did not exist. Beyond cider we seldom had anything else. There was a little bit of homemade wine. Beer was almost unknown and once in a great while you would run into something called Bourbon, but very, very rarely. Cider was the drink, and we grew up on it as youngsters, and we depended on it getting hard with time.

The dairy farming in the county at that time was strictly limited to an area very close to the railroad. The reason for that was you had to get those five and ten gallon cans of milk out there in time to be picked up by the train and hauled into Washington. Now if you lived too far away, especially in bad weather, and couldn't make it you weren't going to make any profit out of your milk. It was not until after 1920 when automobile trucks came around that dairy farming spread throughout the county. And up until a little after WWII dairy farming was the most common type, the most popular type of farming in the county, but in my youth it was very, very rare. Do you have a question on the economy or the way of living at that time?

SAYLOR: No, you, I knew, would enlighten me because I haven't lived here that long. I find it most interesting.

JEWELL: You might be interested to know that the only hard road

across the county in 1914 was the Rockville Pike to Rockville, 355 to Gaithersburg and beyond a little ways, and 27 up through Damascus. It was the only hard road. It was completed in 1914 and Maryland was praised in all the road peoples' magazines as the first state in the country to have a complete road system which reached every county seat by a hard road--1914. Not until 1922 was the road built from Frederick to Rockville that came by way of Beallsville, Darnestown and in 1925 the road through Clarksburg, which was the most direct route, was built. But it was not until the later 20's that we really began to spread hard roads. And in that ten-year period, from 1921 to 1931, we really built hard roads all over this county. But the very early hard road was what is now Georgia Avenue out to Brookville. That was a toll road. It was built by those hard-working, thrifty Quakers over there around Sandy Spring, and they wanted their money back so they charged toll to travel on their road.

SAYLOR: I didn't know that.

JEWELL: That was a toll road and from Rockville to Georgetown had toll gates on it at various times, but they never collected enough toll to amount to anything.

SAYLOR: Well, did all of this have an effect on the population growth and development of the school system?

JEWELL: Well, you see our population growth in Montgomery County going way back, for a long time it wasn't growth. Actually the census figure for the first census, 1790, showed more people in Montgomery County than was here in any other census

until after 1880. You must remember that economically Montgomery County was ruined by the Civil War. We were border territory. The Yankees ran over us and stole everything that was here; the Rebels came through several times, and they stole everything that was left. As my granddad said when he came down with Jubal Early, "That was the poorest country I ever saw. We couldn't even find a chicken to steal." Granddad didn't know it but he was with the eighth army that had crossed Montgomery County so of course there wasn't anything left. Most of our young men fought on the other side. They went across the river and joined up there. When the war was over, they gradually came back.

SAYLOR: By the other side, you mean?

JEWELL: I mean the Rebels. The other side of the river. They came back and they realized that the opportunity was here. They had to start with nothing and there was nothing here. So that when Scharf wrote in 1883, his History of Western Maryland, he said that Montgomery County was one of the finest agricultural counties in the country. He described the fine fields of grain and the fine herds we had. And it was all due to those young men who came back from four years fighting and just stayed here and built this county up.

As you get up toward Rockville and beyond it's very hard to find a house that's older than 1870 or '80. Every wooden house was burned by the various armies that went through. Only a few of those that were made of stone have survived. It was very hard to find real old houses

in that part of the county. Now over around Sandy Spring where the armies never got to amount to anything, where most of the good houses were of stone or brick anyhow, that's the area where you'll find the real old homes in the county. It did have an effect on our population trends because, as I say, we didn't get up to the hundred year mark--previous mark--until after 1880 and from then until 1920 the growth was very, very slow, but steady. The great population growth here began in 1920. After WWII in Silver Spring . . .

SAYLOR: WWI?

JEWELL: . . . WWI, thank you. Had so many wars. You see when I was a youngster when they said, "before the war" I knew when they meant--before 1860--now when you say "before the war" we have to say, "Which one?" After WWI there was a great increase of population in Washington--government employees--and with the development of automobile transportation, people moved out to what is now Silver Spring and the Bethesda area, and that is when they began to really grow in population. The next real big boom, of course, came after WWII with the outer development--out beyond that--all of the Wheaton area and even the Potomac area didn't begin until about 1950. So that our tremendous population growth seems to me very recent because I was a grown man before it started.

SAYLOR: To get back to the school subject: You said you went to this little school at Barnesville. How many grades did it have?

JEWELL: It had seven grades, but it also had a beginning group that the teacher called the primer. You might finish that in six

weeks or you might have to take the whole year to get through it. It also had this achievement necessary to pass from each grade so that when I was in the fourth grade there were two of us there that had come through without missing a year in a promotion in any way. We were very young. There were four others in the fourth grade--you see we were nine years old in the fourth grade--these others were fifteen and sixteen years old. They didn't attend school regularly. They worked, in good weather, on the farm and came to school when it was raining or snowing or too bad to work on the farm, and therefore they were not considered eligible for promotion. They never did get beyond the fourth grade. To go through the seventh grade was quite something.

SAYLOR: Yes, I know, I am somewhat familiar with that type of schooling. Those who were able to go on, how did they manage to get more schooling?

JEWELL: The nearest high school to that area was in Gaithersburg, and County High School was in Rockville.

SAYLOR: There were no junior highs?

JEWELL: There were no junior highs at all then. Now a very, very few young people from Barnesville rode the B & O Railroad train to Rockville to go to high school. In the class when I graduated--finished there--two of us, a girl went on to Rockville; the boy, a year ahead of me, went on and at that time there must have been five youngsters from Barnesville who rode the train daily to Rockville to get their high school education. Now at Poolesville they had what they called a high school, but it was not yet recognized by the State

Department of Education. After I had finished the seventh grade, my dad managed to rent a farm closer to Poolesville; and one of the reasons he gave was so that I could go on to high school. So I attended this school in Poolesville for three years and we had a graduation exercise, and I was itching to open my rolled up diploma and show it to mother, because I would be the first one in all our family that had a high school diploma; and when I opened it, it was a blank piece of paper. We went through the form but we had no recognition of having high school, and of course we had only three years of work.

SAYLOR: How many grades did they have then?

JEWELL: At the third year of high school we were in the tenth grade. To complete the school system then in Maryland--in most rural Maryland--we had eleven grades, but in Rockville and Gaithersburg--at that time they were the only ones that had the full eleven grades.

SAYLOR: In the whole county?

JEWELL: In the whole county.

SAYLOR: Outside of Baltimore?

JEWELL: Outside of Baltimore City, yes. Baltimore City had a twelve-grade system then but in Montgomery County, up until after 1920, there were only two four-year high schools--Rockville, Gaithersburg, then came Sherwood--which is at Sandy Springs--then came Poolesville and Damascus. Notice I haven't mentioned any place down county below Rockville. There was an attempt in 1916 to start a high

school in Chevy Chase. It appears on the record for one year only. But there was no high school in Bethesda until 1925 nor in Takoma-Silver Spring area until 1924. Of course, it was a good many years before there were any others between those two and Rockville. As a sidelight: When they built Montgomery Blair in 1934, on its present site, there was a lot of objection made in civic group meetings over building that school way out in the woods! "The idea of going out there and building a twelve-room building. They never will find enough children out there to fill that place!"

SAYLOR: They had to eat their words. I was wondering about the transition period of the county from a rural to an urban area.

JEWELL: Well, that came about after 1920, and the transition was largely due to the development of the road system which, of course, came about as people got automobiles and wanted to travel from place to place. So there grew up in the county the idea that the best of it was down here where they had more roads and more four-room schools, but in my experience--mostly up county--we were keeping up with them. The schools were improved and the superintendent that we will talk a lot about as we go on here--Edwin W. Broome--was in the forefront. The State Board of Education had put out a scheme for improving the schools. They called it Standardization of One-room Schools. They set out quite a list of standards or qualities--improvement of buildings, quality of teaching, text books, health facilities, and what have you. And Dr. Broome encouraged these one-room teachers to go into that, and in the late '20's he noted that in the report of

the State Department as being the first county in which every one of its one-room schools was a standardized building. Working with Mr. Broome he told us, as teachers, very often his dreams of doing things that he didn't tell the public. He told us that he'd rather have this standardized program because as soon as the people got a little bit better school they would want one a whole lot better.

SAYLOR: That's true. When you first started teaching, was it under Dr. Broome?

JEWELL: Yes ma'am. Dr. Broome came in as superintendent in 1917 and I started in 1921, and he looked like a youngster then. Dr. Broome held his youth for a long, long time. Anybody who didn't know him when he looked almost like a teenager missed something. He was as lively and alert as could be and was always thinking. One of these characteristics of Mr. Broome that I admired and have tried to copy, when leading a discussion group, he seldom opened the discussion. If he had a delegation in to see him, well he wouldn't say, "You, you, you." After everyone else had said, he leaned back and said, "Well now it seems to me," and he might start way off out here and work up to the main points of it, and when he came in, he came with his hammer punches so gently. As one man said, "I sat there and talked with him for a half hour and all the time I thought he was saying yes, and when I got outside and thought it over, he said 'No' all the time." He talked by analogy, and he was always teaching a group. He never dogmatically hammered on his teachers to do things. In my books he was a tremendous

superintendent. Sometimes we disagreed on some things. One time he leaned way back and told me he didn't like my professional attitude. That was after twenty-five years of telling me how much he liked it. We did have our disagreements. That particular disagreement I told him we ought to be teaching more mathematics in the schools. That was in 1946, and it was about ten years later that we went into new math and put a whole lot more math in. I guess I had one idea that was ahead of my time.

SAYLOR: You and Dr. Broome sort of grew up together in the school system?

JEWELL: Dr. Broome--T. W. Pyle and a couple of others really grew up with him. T. W. Pyle and I started teaching here the same year. About four years later they had a man come up at Damascus--Merrit Douglass--and for a long time we three must have been a sort of "partners" with Mr. Broome. We were the men who had been around longest and we were working very, very closely with him. Every teacher always referred to us as "Dr. Broome's Boys."

SAYLOR: Did Dr. Broome initiate the twelve-year system, or was it initiated at the state level?

JEWELL: No, the twelve-year grade system was really started in this county--I guess the basic credit would go to T. W. Pyle. He worked with Mr. Broome on high schools. You must understand that Mr. Broome was an elementary teacher. He didn't know much about high schools. He never did know as much about high schools, he put all of his emphasis on elementary schools. He thought if you

got the kid started right everything else would come along. He purposely brought T. W. Pyle here first as principal of Poolesville High School, and then he moved from there to Bethesda, and T. W. founded the Bethesda-Chevy Chase High School, and in that he moved into the twelve-grade system immediately.

SAYLOR: When was that--about?

JEWELL: That was in 1926 or 1927, one or the other. The very next year they put in the twelve-grade system at Takoma-Silver Spring High School, and the following year I put in the twelfth-grade system, which was done by adding a course of study for an eighth grade and insert it above the seventh and below the senior high school work. I put that in the school which is now called Clara Barton. In 1935 I put in the twelve-grade system at Damascus, and the next year the twelve-grade system went in in the whole county. The twelve-grade system was ordered by the State Department after WWII, and most of the counties went into the twelve-grade system in 1947. You see, the eleven-grade system was characteristic of Maryland, and all of the states south of us, and that's how we got into the twelve-grade system.

SAYLOR: Well, what about our kindergarten?

JEWELL: Kindergarten? Now let me refer to my notes. I had to look that up and if I look at these notes here and find it. . . .

In the Board of Education meeting in June 1921, the County Federation of Women's Clubs requested that kindergartens be eventually

incorporated in the county schools. That's the first mention I can find in the records or in the newspapers of kindergartens. Now, but that was in '21. In 1925 the then President of the Montgomery County Federation of Women's Clubs asked that the Legislature in 1927 make kindergartens at least optional--'27. The first kindergarten teachers, however, were appointed by the Board of Education in the summer of 1926. So, apparently, in September 1926 we had kindergarten started at five schools--Chevy Chase, Takoma Park, Woodside, Kensington and Bethesda. Now to prove that movement spread and as other schools--first down county and then in Gaithersburg and Poolesville and the more populated areas up county began to want kindergarten the same as everybody else. But not until after WWII did we have kindergarten in every school in the county.

SAYLOR: Were they always paid for by the state? In some places there are kindergartens that. . . .

JEWELL: The kindergartens were not recognized by the state, and we did not get state money for the kindergartens until after WWII. These kindergartens had started as early as 1926.

The cost of those was entirely absorbed in the county budget, not by state aid. The kindergarten enrollment was kept separate and was shown in the reports of the State Department as a separate listing, and for many, many years Montgomery County was the only one that had a kindergarten listed, then Washington County began to appear and in time there were others.

SAYLOR: That was very interesting. Do you have any more reminiscing to do about Dr. Broome?

JEWELL: I could reminisce on him for a long, long time. Dr. Broome grew up in Darnestown. His father was a prominent citizen up there. He attended the old academy there which was then a private school and graduated from that with all sorts of honors--distinguished in activities outside of the classroom. He made the baseball team; he made the tennis team, and he was quite a guy in tennis in the community. He went to teaching and taught a couple of years in little one-room schools. He apparently came into the office in 1907 as a clerk. The Board minutes in May 1908 say, "Edwin W. Broome was reappointed clerk for two years." In 1914 when Earl D. Wood resigned, effective at once, there were two candidates for superintendent--Willis Burdette and E. W. Broome. Each one received two votes for and two against. There was a five-member Board at that time, and the President Willard--whom I knew, being from Poolesville--it might be well to include here, did not vote, but at that meeting Broome was elected Acting Superintendent. There was a lot of discussion, and the Board minutes--handwritten yet at that time--have some erasures in them so that we can't be always exactly certain of what went on, but there was a lot of "who struck John" back and forth over this. Finally in May Burdette was elected Superintendent and Broome was named Assistant Superintendent. And what does not show in the minutes and what I have to depend on--the recollections of what people told me--that was the last time we had a purely political deal. Burdette was a Republican, and we had a Republican government at

that time. Broome. . . . well his father had been a Democrat, Broome never let us know whether he was a Democrat, Republican, Socialist or what. But anyhow--from my recollection--there was a deal made that Burdette was named superintendent only for a two-year period; in fact, he was elected with the understanding that he would resign at that date, August 1, 1917. And when that date came around, Broome was chosen superintendent, but he was not able to be certificated. Remember in 1916 the law went into effect requiring state certificates for all teachers--all school personnel. Up until that time there was no requirement for superintendent except that he be elected by the Board. Our superintendents were not school men. Some of them had been school men, but we had one who was a Baptist preacher; we had one who was a lawyer in Rockville and one who, after several years as superintendent, became a clerk in circuit court and spent most of his life in that office. Mr. Burdette himself had taught school for a couple of years up at Browningsville, but he was a business man in Rockville and when he left the Board of Education, he became Postmaster. Broome was the one whose life work was schools and nothing else. But with this new law on certification, he wasn't able to be certified, and the Board minutes are very abrupt on this. It simply says that he would not be accepted by the State Superintendent. Actually the State Superintendent telegraphed the Board detailed enough in which he said that Broome was not able to be certified but would be

shortly, and he suggested that a good thing would be to make Dr.--Mr. Broome, as he was then--Acting Superintendent until such time as they could find one fully certified. The State Superintendent said, "In your county and with the means you have, you must find somebody who is really qualified." The reason he couldn't be certified was that he lacked some particular course, which he was then taking at George Washington University. And by December he had completed the course and the Board minutes of December 19, 1917 make mention that Dr. Broome was Superintendent with full permission from the State Superintendent.

Dr. Broome had his peculiarities, his eccentricities which were, in my book, usually very charming. He referred to every female teacher as "Young Lady." Young Lady, how are things going in your school? Young Lady, how is my good friend so-and-so? He had a good friend in every school district in the county. And every one of us men was "Young Fellow." He called me "Young Fellow" that first meeting and I thought, "Well I guess I am, I'm only twenty years old." And looking at the other fellows there, they were all--except Tom Pyle--they were all sixty some. But he called them "Young Fellow," and that was his characteristic greeting for all of us. Dr. Broome--I doubt if he ever wrote a speech--he made hundreds of them, but he just talked as he thought.

He had his peculiarities. I can't show you on the tape. Here was one of them: As he stood and talked with us, he began rolling the corner of his coat down here and when he got that roll way up here

under his armpit, and he noticed what he was doing, he brushed it all down and kept right on talking. He would also take the button on his coat here and start twisting at it and twisting and twisting and twisting, and after while it would come off in his hand, and he would look at it and put it in his coat pocket. The story was told many times that his wife used the strongest thread she possibly could to sew those buttons back on his coat, but that he still kept them off.

One thing that is certainly different from today, Dr. Broome had office hours as long as anybody wanted to be there. He had office hours Saturday morning; he had office hours Sunday morning. You were just as apt to catch him there on Sunday morning as you were any other time. Saturday morning was considered the time when teachers should come in and make their plans with him. And in his speech making, and in his explanations to us, he was great on the use of analogies. He could always start telling you a story, and you wondered, "What has that got to do with what I have in mind?" And when he got through you knew dag gone well why it came about. He was not known as a politician. As I said, we didn't know whether he was a Democrat or Republican, but he knew how to work with those who were politicians. And we used to say. . . . And I've told many times, when I've had to sit through these long budget hearings that we have nowadays, "Oh, for the good old days of Ed Broome!" He sat there in his office and he thought and he figured, and maybe he entered a few figures on a scrap of paper; and after while he put on his hat and he said to the one clerk in the

office, "I'm going up to the court house a while." He'd walk into the office of the County Treasurer and start talking, and after while he'd get around to it. "Well, I think I'm going to need so much money to run the schools this year." Let's take the first time he asked for a million dollars. "Well, Forrest, I think I'm going to need a million dollars this year." "Oh, now Ed, wait a minute," he says, "You're going too high. Wait a minute and let me figure." Forrest figured current assessments, increased assessments, current rate of tax, and he says, "You know, Ed," he says, "Assessments have gone up enough that I think we can do it this year." That was the adoption of the county budget. The Board, of course, formally approved this budget at the next meeting, but he had done all of the preliminary work. After 1920 when E. Brooke Lee rose to power here in the county, Broome and Lee worked together so smoothly that it's hard to tell which was Lee's idea and which was Broome's. Lee was, of course, very much in favor of having better schools. He knew that brought people to the county and they could sell land and the homes he was building all around in the county, and Broome, of course, was tickled to death to go along with him on that. One illustration Dr. Broome told me one time, "You know, we all have to be careful sometimes in picking teachers. The other day there was a good friend here (and he named him) wanted a job for his daughter. He says, 'I don't think she'll make a good teacher.' Well, I had to give her a job because of all the things he's done for the school and will do for it. I later had experience with that

teacher and she made one of the finest home arts teachers the county ever had." Another time--that is when we built what is now Clara Barton--just before we moved in--I noticed that they had put clear glass windows in the girls' room right out next to the street. At the same time the neighbor across there noticed it, and she picked up the phone and called the supervisor of school property. They already had noticed it and had somebody on the way down to tend to those windows, but they didn't tell her so. And she stood up in meeting and told how she had noticed this, and see how quickly she got action. And I said to Dr. Broome, "You know, I wonder should I have called her down and said that you'd already noticed it and the men were on the way to. . . . "Oh," he said, "don't ever do that, young fellow," he said, "don't ever do that. Let them take all the credit they can get. Just so we get the job done." That was his idea. He never stood out to be the "Great I Am--I am doing this."

He told us constantly in teachers' meetings of what some teacher was doing somewhere, and that was his way of telling us, "Get on the ball and do the same way--or better." He very seldom said, "Now I want you to do it this way." "I saw a good teacher the other day doing so and so." One time we. . . .Our teacher training program, when I was young, consisted of me closing my one-room school today and going over to a nearby one-room school and watch her work until lunch time, when she sent her youngsters home on a holiday. Then we spent the afternoon with these one-room school teachers sitting there and talking about

it: How did you ever do this? Why did you do it that way? That was our teacher training--in service training--program. And we learned a lot by watching the good things, and we shared. They visited me as often as I visited them. But at one of these meetings we were constantly asking a teacher how she had such quiet working people all of the time. Dr. Broome came in after while and he, in his quiet way, started around the room. One of the things he did tell us he didn't like was the map all the way pulled down on the roller. He said, "When it's all the way down, it becomes an ornament that you get used to and you don't notice it. It's a good thing to put it up and then when you want to call attention to it you can get it." Her map was down--had been down all day. Dr. Broome, of course just quietly took hold of it, rolled it up and out from behind that map fell a little piece of apple limb about three feet long. It fell to the floor. Dr. Broome looked at, said nothing, and went on, but we all understood how she kept such a quiet class. Whether he meant that to show us, I don't know, it just naturally came out. He didn't say a word about that apple limb--never did so far as I know. But he had his own quiet way of doing such things.

He taught at the University of Maryland for many, many years during the summer, and his classes--well, they finally had to limit them--they got up to around two hundred fifty people there after WWII. He just taught his philosophy of education by talking and assigning a paper to be written. He gave no tests, no examinations. Many people

from other counties heard that it was a snap course, but they got so wrapped up in it that they would come back and repeat the course year after year because he never repeated his material. He taught by analogies, he taught by illustration; and he was sometimes referred to as the man who could "outdo Dewey." He had studied under John Dewey at Columbia University where he got his Masters Degree, and he could explain John Dewey so we could understand it. He took the courses in that. It was a very good course to take to meet all the requirements, and I took it myself one summer. He assigned me a topic to write on, "Democracy and Education," and that was all, but he knew that was the one I needed.

SAYLOR: Do you think there is any relationship between party politics and the School Board personnel?

JEWELL: In my lifetime I would have to say that there was almost none that was noted at the school teacher level. As I study the old records, there was a tremendous amount of it. Away before my time there was a political change, and the judges of the court appointed the School Board. The political change came about because the Republicans in Frederick County were enough that they elected the third judge. That made two Republicans and one Democrat, and they appointed a new Board of Republican members and they, of course, changed the Superintendent--or Examiner, as he was called then. The previous Examiner didn't think that was quite fair and he locked up the School Board office, nailed a board across the door, and went home with the keys.

SAYLOR: Is there a record of that?

JEWELL: That is all in the Board minutes, in the court trial and in the county newspaper, and it filled several pages in here because several people had heard something about it and asked me time and time again. I made a point of looking up every detail on it I could possibly find out. He held that key for about six months. The Board brought suit against him in the court. The case was heard in Anne Arundel County, and they decided that the new Board was strictly legal, within the law; and he took the key over to the County Commissioner's office, and turned it in and he never would have anything to do with the new Board or the new Examiner, who was a Baptist preacher, by the way, but then it was political. By the time I came along in 1920 I must say that there was never anything that I could notice that was partisan politics--that is strictly Democratic or strictly Republican. There was one Board member turned up there in the late '20's at a Board meeting and announced that he'd been appointed there to make sure that the Democrats got a fair deal. The Board members smiled and accepted him. He did not serve out his full appointed job and made a public statement that there wasn't any politics in the Board. There was no way for a man to make sure that the Democrats got things for when they wanted to let a contract to build a school, they did it on the lowest bid, and they didn't pay any attention to whether he was a Democrat or Republican bidder. It was just no way to do. If there was any politics, it was strictly personal.

Some Board members did try to push their friends, but it was so rare and so insignificant that I like to say that there was no partisan politics that we could notice at the school level.

SAYLOR: Did patronage enter into any of the maintenance jobs at all or was it strictly on the basis of need and the person being qualified to fill that need or that job?

JEWELL: There was a slight amount of political patronage in the jobs of bus driver and custodian and when they appointed the Supervisor of School Property. That was a real political deal but Broome's finesse and manner of handling eased it out so that it didn't amount to a great deal. In the late hours of the Legislature one year, somebody made a motion to amend the bill by striking out everything after the words "and act" and that dag gone thing passed there in those very late hours. When the Acts of the Legislature were published, Dr. Broome found out very suddenly that there was a new office created called Supervisor of School Property. And that Supervisor was appointed not by the Board of Education but by the County Commissioners. Under the Act he was to supervise all construction details, all maintenance, all repairs, supervise, hire and fire all janitors and all bus drivers. Now that was, of course, strictly a political grab, but Dr. Broome was able to work with the politicians and with the man that they appointed to such an extent that there was very, very little of it. But I do know that in the '30's, especially during the depression, that if you wanted to be appointed a bus driver or a school janitor, it was nice to have the Democratic boss approve

it. But it was done so quietly and so above board that at Damascus when I had an appointment coming up for janitor--in fact, the one I had died very suddenly and I had to have a janitor--I went out and hired one subject to approval down here. It took him about two weeks to get that approval. He had not been interested in politics at all, and in that time he showed how capable he was and he apparently came through and he spent the rest of his life as janitor at Damascus and did very effective work. At other times I know that some of them were appointed because they were somebody's uncle. One I know was appointed and the reason was given that his family had been having to support him, and if he could get forty dollars a month from the county for cleaning up the school house, that would help them that much. There was just that little bit of it, but when it came into the teaching force I can't cite you a single case where politics had anything to do with it. Of course, they might be recommended to the superintendent but, remember, we were hiring nearly everybody who applied for a teaching job anyhow.

SAYLOR: Were the schools always supported by the property taxes in Montgomery County?

JEWELL: Always, always, right back from the very beginning. The law of 1860 required a tax of five cents on the one hundred dollars. The law was amended in 1865 and said that the county commissioner--as he was called then--might levy as much as ten cents. Our Board decided that it said, "might"--didn't say they

had to, so they didn't levy anything, so one year they had to close after about a half year of operation.

SAYLOR: You mean in Montgomery County?

JEWELL: Montgomery County. That was in '67 or '8 somewhere along there. From then on there was gradual agitation to increase the tax and to get money for the schools, and during the 70's and 80's there was a tremendous furor over having that money for schools, and they didn't always have it.

SAYLOR: Now when you were referring to the 70's and 80's, you mean the 18?

JEWELL: 1870's and 80's, but by the time we came along to the law of 1916 there was some state aid granted. It was usually granted for specific things; for instance, there was \$1500 awarded to any county that would put in a manual training course in the schools. And, of course, by that time the federal aid for teaching agriculture had been in the Smith Hughes Act, and so on. Gradually the federal money came for specific things. When we wanted to put up a building, however, they went to the Legislature and got permission to sell bonds, usually to be paid back in five or ten years--very short time, and compared with today a very small amount, \$30,000 to build the original high school in Rockville, for example, and the bond issue sold. The 1922 Act provided for state aid thru the equalization fund. And believe you me, Montgomery County was one of the poorest counties in the state at that time, and we did need that equalization money. You know the

idea of equalization: the state says you must have this in your school, you must have a certificated teacher, you must have certain text books, you must have a certain kind of a building, and must keep open 180 days, and so on. Now when you figure up what all that is going to cost you, and figure your tax rate at a certain rate--anywhere from 65¢ up--over the year, now if that won't produce enough to pay this bill, the state will give you the difference. Now if the county wanted to go ahead and get something else on top of that, the state would give them the aid for the basic amount; but they'd give you no aid for something else, such as kindergarten, until that was made a requirement in the state law. So that basically the school money has almost entirely been local property tax in Montgomery County. Oh, we have had a few things such as certain fines that went to the Board of Education over the years, but they amounted to picayune money, just like having a few extra pennies in there--in your pocket.

SAYLOR: It essentially has always been the same?

JEWELL: Yes, it has.

SAYLOR: Did they always have architects for the school buildings, or is that something new?

JEWELL: Architects, I guess, are fairly recent in my lifetime, of course. Now for most of these people here in the county, they would say we have always had architects. I went back and looked in the architects of the '20's and 30's. One of the jobs I did in the Board office, I went through the construction records and made me a listing of every school in the county, who was the architect

and who was the contractor, and how much it cost . . .

SAYLOR: My goodness!

JEWELL: . . . And that got to be so popular around the office that I made a lot of copies for distribution there, but I've held on to one for myself. Now many of these architects are still living but a few of them. . . . Two very prominent architects in the '20's and 30's--Howard W. Cutler had been an architect with the veterans hospitals. He designed many of them around the country, and he designed several of our school buildings, and you can nearly always note the ones he built because of a rather distinctive style of architecture known as Georgian. It has a dormer window, and he and Broome thought up some ideas that weren't always as good as they thought they would be. For example, when they built the present Montgomery Blair High School, the first unit of that was Howard Cutler's, and up on the fourth floor with the high dormer windows, they figured that was some space they could get that would be a good place for the cafeteria, which was a new thing in the school. Well that was such a great idea when they thought it over that they rushed that into four more schools. The four were BCC, what is now Park Street in Rockville, and Montgomery Hills. But by the time they got the first one finished and opened, they found out that was the dog gondest idea--imagine carrying all that food up four floors, and carrying all that trash down four floors! They very quickly wiped out that idea, and by today all four of those cafeterias have been abandoned. But that was one of Cutler's ideas,

and he designed and worked on a tremendous number of schools. One other one who had a tremendous effect on our schools was Reese Burkett. Reese designed the original Kensington Junior High School, and in that he came up with the idea of glass block, and an automatic lighting device that would turn on the lights when it got dim outdoors, as it is today. He designed a tremendous number of schools, and Richard Montgomery is one of his and many, many others around. The architect who, perhaps, did more jobs than anyone else was Ronald Serseman, who is still living. He is a rather old man. I met him a year or so ago again. He has a total of fifty-four schools out here in my list of the architects. He had fifty-four jobs, some of them were additions and some of them were originals.

SAYLOR: Throughout the county, or just in the Rockville-Bethesda area?

JEWELL: No, it was all over the whole county. He had an idea of when they were building so many schools here in about 1950 to '55, everybody was asking him to reduce the cost of construction, and he came up with the idea of one plan and repeating that, and the Board did direct him to draw a plan for an eight-room school building and repeat it five times. Now, of course, we have had to rebuild all of those schools. We had one architect from Columbia University brought down to give some new ideas, a Dr. Engelhart, and he designed two schools, very small ones, one at Darnestown and the one at Washington Grove. And I can't see anything original or new or different in those schools. They are still in existence. But many of the

architects are still working for us that worked for us in the '20's-- there's Duayne, there's Bagley, there's Soule, and any number of others. You know how architects are hired, not on a personal basis at all. They are offered a job; they are bargained with as to how much they would bid, of course. They are selected very often on the basis of what they have done, but once in a while you go outside to get some new architect with some new idea, as we did recently in that school out on Potomac Road--Lake Normandy School--that's how it came about. They went way out west and got an architect who had done nothing here before, and he came in and built a distinctly different type of school--the first one of our wide open schools built--and it's been copied by many others in the county.

SAYLOR: Was this your job--the Supervisor of School Property? I just didn't remember correctly.

JEWELL: No, the Supervisor of School Property was a former doctor in the county, and he did quite a job of it. He was Supervisor of School Property and hired Cutler to design Clara Barton, and I worked with him very closely as we built Clara Barton School. Cutler took his blue prints of that building up to the big meeting of the American Association of School Administrators at Atlantic City, and he came back with blue ribbons all over his plans. He had the best fenestration, the best cabinetry, I don't know what all he didn't have best for on those things. That was really the school. That was the first "Show Off" school I ever taught in.

SAYLOR: Was the award based mainly on the quality of the workmanship in the school or the design as a teaching . . .

JEWELL: The design, according to what this committee of architects thought, was good school design at that time. And it was, at that time. Can you imagine that I moved into that school from the old Glen Echo School up on Wilson Lane which was a three-room school, heated by pot bellied stoves. The only ventilation system were little draft boards angled in at the window and, let's see, there were two exits--one front and one back. There was a wide central hall where everybody hangs his coat in bad weather, and there was a pump out in the yard where we went to get a drink of water, and toilet facilities were two little buildings at the far corners, at the back, of a one-acre lot.

SAYLOR: "His" and "Hers"?

JEWELL: Yes. There was no grading on the lot whatsoever. We had room to play a dodge ball game or a soft ball game. And we moved from that into what we then called Glen Echo-Cabin John School--complete toilet facilities indoors, drinking fountains out in the hall and, believe it or not, a stove to cook up a hot lunch, and closets in every room for all the clothes and extra books, and so on, and plenty of closets to put in books and library books, and what have you. It was a tremendous step up and that school deserved the blue ribbons it got on it at that time. But I stayed with it long enough to be a main protagonist for remodeling that job down there.

SAYLOR: It has been remodeled?

JEWELL: It has been remodeled.

SAYLOR: We still have a Supervisor of School Property, don't we?

JEWELL: We do not have one by that title. That Act was repealed some time around WWII time, and instead of that now we have on the staff a Director of Construction, and under him he has Supervisors of Construction and many Inspectors. He works under the Director of School Facilities, who is immediately under the Assistant Superintendent for Business Affairs and under the Director of School Facilities who works very closely with the Director of Construction, who gets the figures. They draw all the plans for schools and do the budgeting for schools. During my last seven years with the Board as Assistant Director of Planning, we planned each unit of school facilities, and we worked with construction very, very closely, so I do happen to know that.

SAYLOR: What's the equivalent of the Supervisor of Schools?

JEWELL: The Director of School Construction is appointed by the Board upon recommendation from the Superintendent. Now we've only had two Directors of School Construction since it started.

Lester Welch grew up in the county as a teacher, was very interested in school affairs, was taken in the office by Dr. Broome and gradually rotated around to Planning and Construction, and eventually grew up to be Director of School Facilities which has the four divisions under it

of Construction, Planning, Maintenance (whistle)--what's the fourth one?--anyhow--Site Acquisition is the fourth one. Now Lester Welch retired about two or three years ago, and it came time to pick somebody else. There were notices published that the job was open, the pay was within a certain salary range, and that it required certain qualifications, especially somebody that had been in construction work. And eventually out of that they secured a man who had lived in the county a good many years, who has been in the construction business, who has been an inspector of buildings and really has a knowledge of it. Now for staff members under him: he makes his recommendation to the Director of School Facilities who passes the recommendation up the line, eventually to the Superintendent, and he sends it to the Board, so it can be killed anywhere along that line that people who don't want to. It is done strictly on the selection basis by interviews, by study of records and all that. I myself have sat on some of those interview committees and there will very often be somebody on the committee who personally wants some one, but he can't do it by pulling strings, he's got to make sure that the recommendations are good enough that they pass the rest of the committee. There's practically none of that pressure. Just because you're a friend of the fellow upstairs doesn't get you very far. In my experience with those . . .

SAYLOR: They have to have the ability?

JEWELL: They have to have ability.

SAYLOR: That's a nice thing to know.

JEWELL: As compared to the quality of education in the early days, the facilities in community support were generally better down county than they were up county. I would have to modify that by saying though that in my experience up county I didn't feel any lack of support as a teacher. The parents certainly backed me up. The common attitude was, "Young Fella"--to their children--"if you get a tanning at school, you're going to get two when you get home tonight." That was the way they supported the schools. Financially, they did very little to furnish supplies for them. Down county, long before this Parent Teachers' Association came about, there was something called the Home School Association, and that worked particularly in the Chevy Chase and Bethesda area, and they were for getting better school buildings in all sorts of ways. And there was more financial support down here because there was more ready money available, but there was also more interference with the teacher's personal conduct of the school. There was one teacher who started teaching in this area of the county and then moved up county who used to say to me frequently, "Well, down county they treat a teacher as a servant." Up county, as teacher in each community, even from the first day I started, I was a man from the community. In Damascus High School in 1930 or thereabouts, I was considered one of the three or four top people in the community. The doctor, the banker, the County Commissioner and the preacher--they maybe outranked me, or at least ranked with me--but I was treated as one really up there. Teacher qualifications were the

same throughout the county but, of course, when a teacher got experience and reputation and began to select the place where she would like to work, the young women who were really good at it wanted to be where the action was, and that was down close to the District of Columbia where they could go to the theatre, to the movies, to the various activities that were down here, where there were more parties and better heated houses, and so on. So that many of us moved down there. That wasn't the reason I came down county. I came down county because I asked the Superintendent to locate me down here close enough that I could attend George Washington University at night and Saturdays, and that's how I got to Glen Echo from away up at Sugar Loaf Mountain.

The materials for instruction and the text books were the same throughout the county, but too often their quality and their quantity depended on the alertness of the teacher in getting them. A teacher who had been in a long time and had always used this book, kept it but a new teacher coming in the community, and especially here in the Bethesda area where there were people from all sorts of schools, they wanted to know why are you using this book that's twenty years old when there's a new one out. And very often they saw to it that you got new material.

The libraries varied from community to community but not strictly on a rural basis down county. Of course, there was more interest in getting libraries in these schools closer to the District Line, but there were some very good libraries earlier way up as far as Browningsville.

These schools have disappeared and newer ones built in the rural areas. And in Gaithersburg, there was quite an effort there for a library away ahead of most others.

Pianos and organs--and I inserted organs here--your outline simply mentioned pianos, but in many schools the organ was used instead of the piano. And they were a community pet. They depended on somebody in the community, or some attitude in the community, as to whether you had it. For instance Barnesville, for a long time the teacher there was quite musical, and he did have an organ in the school. And there was a little one-room school away out across the county at Mt. Lebanon, and the insurance record shows me that they had an organ there because it was insured for \$80, in fact, listed as such. Browningsville was a very great community center, but Chevy Chase and Bethesda were the early ones who went in for piano and for actual real music instruction in the schools. As a side light here: One time many of the teachers names appearing in the newspapers and in the records was preceded by the epithet "Professor," and I wondered how in the world one got to be called a professor when he was a one-room school teacher. And after a good bit of checking and comparing notes, he was the one who could really teach music. If he could teach a music class on any instrument, he got the title "Professor."

As for white and black, anything you want to mention, any qualification in the school or even the teacher, favored the white. There might be some little variation between the communities but it

was not strictly on an up county or down county. But Sandy Spring was far the best school for Negroes, and Rockville was far ahead in the second position, and the others trailed away down to some of those with the most terrible thing that you could imagine for a school both as to qualifications and teachers. For example, I found a letter to the editor there about one school where he picked up a little Negro boy on the way to school, and he was going to be late and this farmer asked him why he was late and he said, "It doesn't make any difference," he said, "All we do in the morning is pray and sing anyhow." The teacher at that school, whom I checked on, was the local Negro preacher, as he was so often, so that that qualification was such. As late as the time for the integration of the schools, all of the good Negro schools were up county. The most sorry things you could imagine for schools were the four Negro buildings down here right around the District of Columbia. Dr. Broome had been working toward improving the Negro schools, and he had used the money available from the Rosenwald Foundation and had built new buildings and consolidated Negro schools in all the rest of the county except right down here around the District where he could never get a site big enough to do it. Every time he went around looking for a site and they wanted to know what it was for, if it was for a better Negro school, that site suddenly was not available. So that in the earlier days the comparison of schools was not so much down county, up county, it was the educational level of the people who were behind it and that was, of course, due to the impact

of the higher ranking government employees who came out here to the suburbs. And we did have better schools but in general they were all over. The Superintendent made an effort to equalize this but they were limited by his budget. But he spurred that standardized school movement, as I mentioned a while ago, and that of course included all the up county schools to a great degree. The Teachers' Association played no part in the equalization of it that I know of. The PTA's, as they came along, tried to make their project "Better than the Jones'." They knew something some other school wanted at that. The elementary supervisors helped the teachers to find a way to improve material, facilities and techniques, and taught them how to order and where to get the things. But my impression of comparison of quality of education is, in general, what I've told so many people the last seven years. They call our office and say, "I'm moving to Montgomery County. I want you to tell me the best school in the county so I can take my children there." And I always have to say, "Best for what?" And, believe you, I made one man very happy when I recommended the school that then had the outstanding football team, because his son was in high school and wanted to play football.

SAYLOR: Of course, WWII changed so many things so drastically, and I'm sure it had some effect on the educational system of the county, or did it change it very much?

JEWELL: Yes, it changed our system. As a concrete example: I left for the navy during WWII. I was President of Montgomery County Teachers' Association, and I remember the last meeting when practically every teacher was present and, as I stood up in front

of those almost four hundred teachers, I could name every one of them and tell you what school she taught in,--maybe what grade she taught--most of them were elementary teachers, of course. I was away just over three years and came back right into teaching, and went to my first meeting of the Teachers' Association--and not all of them were there by any means--but as I looked over the group, I didn't know one-fourth of them. Approximately three-fourths of the teachers we had at the beginning of WWII had left the county; they had to because of the increased cost of living; they did because they volunteered for war effort. I think every physically able man who was teaching in the schools went into service. There were several of them who volunteered but were turned down for a weak back or something--even a weak mind in some cases. But that did make for a change. Also the rapid increase of people who came here immediately after WWII. And if you know Montgomery County at all, and I tell you that at the end of WWII, Wheaton was a crossroad with four buildings and there was no school between the Wheaton triangle and Rockville--no school of any kind. There were two schools in Kensington--Kensington Elementary and Kensington Junior, and all the rest of the tremendous number of schools that we've had to build--up to twelve new schools opening in a single year. It did have an effect. It brought so many new people in here--so many new teachers who did not know the Montgomery County reputation in detail--did not know our people--and we floundered and we flopped for a while. Many of the teachers we got hold of at that time were not

up to the caliber of the ones that we had in earlier days, and that meant a lot of transferred teachers, coming and going. We hired so many women who were wives of military and naval and even from the Public Health Service, and we knew when we hired them they wouldn't be here two years, but we had to have teachers, and sometimes that meant getting uncertificated teachers. Also our population kept changing. One year when I was principal of Damascus School I had a teacher with two grades--a total of about forty-eight pupils--and when she made up her register report at the end of the year, she had forty-eight pupils the first day of school, she had forty-eight the last--nobody had come in, nobody had gone out. I doubt if you can find a class in the county today where such a thing occurred during the whole year, nobody moved in, nobody moved out. One of the big changes of WWII in our education was caused by the tremendous mobility of our population and of our teachers. And that, of course, meant new ideas, more materials and a tremendous increase in building--in the number of buildings.

SAYLOR: This certainly did bring a lot of change. Did the citizens' activities ever? Do you feel that they had any influence on things that happened after WWII?

JEWELL: Tremendous influence on things. A tremendous influence was exerted by the Citizens' Associations, the Civic Federation, the PTA--I doubt if there is any place in the United States where the percent of people on the PTA list is higher than it is in Montgomery County. And building was spurred by people who are managers

in government, etc. They really got together and took things in hand. And I know this because I served six years as a representative of the Teachers' Association on the PTA Council and had the title as Vice President all six years, so I worked very closely with the Presidents and Executive Committees and all that. And they really prepared their materials, and they are the ones who made such great turnouts on budget hearings and got the people really spurred into asking for more and better things for their particular schools. Without the PTA's, without the Civic Associations that the PTA's carried with them, we would not have had the popular demand, by any means, for better schools and higher taxes.

SAYLOR: Then you think the schools wouldn't have shown a growth-- although some people doubt that it's growth nevertheless-- that they have shown had it not been for this surge in population?

JEWELL: I'm sure we couldn't have gotten the increased taxes, I'm sure we couldn't have on our own.

SAYLOR: I think I remember hearing something about the Montgomery County Council of PTA's being dissident somewhere about 1945.

JEWELL: I don't know whether you're referring to the County Council of PTA's or other things that came up--other groups. About 1945 there was an organization formed in the county, and it was all over the country, and we got a lot of excitement about these groups who were going to be counted. They were interested mainly in holding the tax rate down, and to do that they didn't want more schools or smaller classes or things of that kind. They also harped a lot on

quality of education. You would hear always, "The schools ain't what they were when I went to school." We sometimes said, "Thank God." But there was some opposition here spurred in the Bethesda area largely by large tax payers, retired personnel, etc., and they did oppose certain teaching. Remember that after WWII we had the famous red hunt again that we had after WWI and a group studied our text books. And you know we did do away with the history books as such for a while. We had social study text books, and they raised quite a fuss about those. The common method was to come in and say, "It says here in this book," and they would read one short sentence all out of context, and a lot of people got very much excited about those things. At one time we searched the schools for that particular book that was mentioned and most schools had one copy of it only, but not a text book. But they got a lot of publicity on that particular thing. That opposition usually tried to get personal--they blamed it on the superintendent--but sometimes it was directed to a particular teacher. But it was not generally the PTA group itself. They might come in about something in their particular school, but the PTA's have usually been so well behind the schools that they very often were accused by other people as being the handmaidens of the teachers and administrators.

SAYLOR: Well then you feel that the County Council of the PTA's have really backed the school system?

JEWELL: They have backed the school system. I don't like to use the word "back." I like to say that they pulled the school system forward in many, many ways.

SAYLOR: That's a nice way to say it.

JEWELL: Believe it or not, when I was sitting on that as a member of the Executive Board of that, as I told you, one of the things they were discussing in 1950 was integration of the schools. They were looking well, well ahead.

SAYLOR: Do you know anything about something called "The Conservative Club"?

JEWELL: Yes, there's half a dozen of those of various kinds around. They call themselves "The Committee for Better Education." They had various names at various times, and they are sometimes allied with wider groups--National, for instance. And they are the ones that raised a fuss. Usually when we were having a meeting on the budget there would be one hundred speakers up there and one or two would be from some such group as this. They are basically interested in holding the tax rate down. And, of course, when they look at their tax bill and think the schools are getting a lion's share of it--and I guess they are--that they. . . . The personnel within those groups have changed from year to year, but they've always been with us.

SAYLOR: Under one name or another?

JEWELL: Under one name or another. Sometimes it's personalities. I can take you clear back to 1865 in my notes on the county newspapers--what they said about schools over the years. And my secretary who used to type this up for me said, "My goodness, Mr. Jewell, 1865 and they're using the same arguments over here in

Washington."

SAYLOR: Ha Ha, then they haven't changed too much!

JEWELL: The elected School Board in Montgomery County--that was so recent in my point of view but rather old in most peoples-- it came about along with the movement toward democratization of the county government. You would have had to have lived through the period before that to understand. Montgomery County government was always sort of a personal affair for a long, long time. It was held in the hands of certain of the old time families of the county. Up until about 1920--there were three of them that joined together-- and it so happened that around 1920 the leaders of those three families all died within a year or two and left a great big vacancy there. And stepping into that vacancy right at that time was a young man who came back from service in WWI. He held the title of Major and is commonly known as E. Brooke Lee--even though he is a Colonel today. He was a descendant of one of the old families in the county--a powerful family-- and owned considerable property around Silver Spring. And he really built up an organization that functioned here in the county. Now as the newcomers moved in and didn't have a chance to get in that organization that they wanted, why of course they started a counter movement which led to the development of the County Council which meant more local government for Montgomery County. So it was only natural that the people interested in the schools wanted to know why they couldn't have more local control of the schools. So the PTA

Council, under the leadership of Leslie Morgan Abby, who is still living in Rockville, pushed for this and got the enabling act through the Legislature to hold a referendum, which was held, at a special election. The only thing I hate to report is that only seven percent of the registered voters turned out that day, and the elected Board was approved by a margin of four to three, so let's say that four percent of the registered voters in the county decided that we would have an elected school board. It came about during the election so that they took office beginning in January 1953. It has been modified to allow for some hold over. As you know, now we elect four one election and three in the next one and so on, around and around. But the elected School Board in my personal impression--and let me emphasize this is my personal impression--there has not been enough improvement or enough counter deterioration in school board to even mention. The Board, when appointed by the Governor, were usually the outstanding men of the community--and women--men and women. This elected business sometimes brings up people that are not known in the county as a whole, but my knowledge of them (rather close with most of them who have been elected) I have helped write the speeches for some of them even--has been that they are interested, that they are dedicated and they learn fast, and they really work for better schools, but so did the older boys in the non-elected days. I would say that we have the elected school board with us and it is bound to stay here. Every time I can I urge the voters to come out and vote for them. But

it is surprising that I stand around my local polling place on election day. Many people come up to me and say, "Look here, Pappy, you know about this Board of Education, which one of these ought I to vote for?" They have gotten clear to the polls, they have no idea which one of the eight candidates--which four of the eight--they are going to vote for, or anything of the kind. For some reason, as I can prove by rechecking the county newspapers, people do not really get interested in voting for the School Board. Sometimes one out of three of the people who vote for the Governor or President--or whoever is heading the ticket--one out of three have voted for the School Board. Sometimes they have done a little better, thank goodness. That is my impression of the School Board. Do you have any questions?

SAYLOR: Well, why do you think then that these people have been so popular?

JEWELL: Because they haven't been popular in the whole state. There is only one other county so far that has gone to an elected School Board. Two or three other counties have talked about it, and do you know the way they commonly kill it? They say, "For gosh sakes, look at Montgomery County, the high tax rate they have, all this stuff about the schools in the papers and all this." So that Baltimore County, Anne Arundel County have not come to an elected School Board yet. (Neither has Prince George's.) They have fussed about it a lot. They have all come to the County Council system, but not to the elected School Board. I think it is the coming thing; I think that it is a part of our general, overall democracy.

SAYLOR: Do you feel that those who are against an elected school board, do you think that higher property taxes go along with an elected school board or that would have happened anyway?

JEWELL: I think it would have happened anyhow because you can't see any connection between this board because, remember they do not set the tax rate. They do not have the final say as to how much money is to be spent for schools. That is determined by the County Council. Now the fiscally independent school board is an altogether different thing. You have that in many areas of the country where they determine how much will be spent. And I believe the temper of our recent school boards, if they had that power, the tax rate would have been a lot higher. Nearly always our budget had been reduced when it went to the County Council, or kept at the same level. I have a table of figures here in the book to show you that just slightly more than half the time the budget request of the Board of Education has been cut at the level of the County Council. They are the ones who determine the tax rate, not the Board.

SAYLOR: You'd like to talk about Dr. Carpenter now?

JEWELL: Dr. Carpenter came here shortly after the war. You remember we said something before about this Supervisor of Construction that was strictly a political job? During the war as the changes came about in the administration, they were able to

get that law repealed or amended and Dr. Carpenter was brought in after interviewing a good many applicants. Dr. Carpenter was not a Montgomery County man but he had married a young lady from Chevy Chase, so that he was connected here in the county. He had experience in building. He was a Marine during WWII with a wonderful record, and he was selected out of a group strictly on his ability. There were reports that it was political but I never found any of that. I got to know Dr. Carpenter very well. He was a tall, raw boned, energetic man and really went to town on building programs. He did cause some furor in places in the county because he looked at the thing from his position rather than from the position of the individual little communities here. I remember that looking up in the Poolesville area--Poolesville High School is not on the main road, it's off in a little side area of the county. And, looking at the map, it would be much better to have that high school about two miles away up on the main road. But if you know a small town you know that Poolesville wasn't going to stand for that. They raised quite a fuss up there with his suggestion that they abandon that old school building which is on a site they couldn't sewer very well and put up a whole new school two miles away. Well, Poolesville High School is still on the site, it is still a rambling building, but the Poolesville people are very happy with it. He did supervise a tremendous building program. He opened as many as twelve schools a year while he was here and seldom as few as eight. He left on his own volition. The NEA outfit in Washington--National Education Association--was growing

tremendously and they needed somebody with just his talent to supervise their new construction as they built that great big building down there on Sixteenth Street and to sort of chart and outline the activities of NEA all over the country. One of his duties was to scout the various cities and prepare for the conventions that NEA had. It takes quite a lot of housing facilities and meeting room space, and he's been doing that ever since he left here, and he's still in that job with NEA. I've met him there several times. He is a manager, he's a worker, and he was a good man in our program. I think that covers--unless you have some question on it.

SAYLOR: No, because I don't know too much about Dr. Carpenter. I am interested in knowing something about your job as Director of Planning for Montgomery County schools.

JEWELL: I'll have to correct that. I wasn't Director, I was Assistant Director. That came out in an odd way. At the end of the school year 1964, I had come to the personal conclusion that I was too old to run an eighteen hundred pupil high school. The main difference was I grew up and learned to run a two hundred pupil high school. I knew everybody, every kid, every parent, etc. Here was an eighteen hundred pupil high school. I just couldn't know all those kids and I felt I wasn't doing a satisfactory job, so I asked the Assistant Superintendent, my Area Director, to consider my application for retirement. I remember both of their jaws dropped open and they

said, "No, if I didn't want to be a high school principal, they had something else." That brought about two or three interviews with people over at the office, and I wound up being appointed Assistant Director of Planning. And that is, you have to understand that the Planning Division is in the Department of School Facilities, and what we were planning was school facilities. In that office we planned new buildings. We studied the growth in the county and figured out where a new building would be needed, when, and how much. For instance, we would take an area of the county and study the zoning and how many homes could be built in that area under the present zoning. Now we know that the average number of children per one hundred homes is so many (eighty, for instance, in an elementary school) so that taking the number of houses that could be built there and multiplying, we would know how big a school would have to be built. Now the "when" comes about: When is a man going to build on this? So we studied the land transfer record. We were in touch with every builder in the county-- personally and by phone--and we were able to keep just barely ahead of the tremendous building program. While I was in the office we built these schools out here in the Potomac area, over in the upper end of the Wheaton area and the Montgomery Village area plus a few scattered around. And that was the job of studying that. Along with that, I was personally responsible for all the new equipment that went into all of the new schools. I studied the size of the school, what equipment would be needed, how many desks there would be, how much the cost would

be and put that figure in the budget request. Earlier in the seven years nobody questioned my budget requests, but as the costs for running the schools got higher and higher, the last two years they did question those, but no great cuts were ever made in them. I worked very closely with the lady who is the Assistant Principal over at the new special education high school--the Mark Twain--and we detailed every chair, every piece of furniture, every piece of electronic equipment that was going into that school, and came up with a figure slightly over half a million dollars. That was the biggest one that we did, and there was a question on that. But we had it so detailed that the only thing they cut was the contingency fund I had put in, and they figured that we had studied it so closely we wouldn't need a contingency fund. I worked on the remodeling of buildings. The first one that I worked on when I got in the office was my old pet down at Clara Barton. I went down and studied that and found out that much of the equipment was still there that had been put in in 1928. I had pictures taken of it. I made a presentation to the Board and they decided that Clara Barton really needed rehabilitation, but they didn't put enough money in to really do a job, but it is a great improvement. One of the other schools I studied very closely was Pleasant View, and I was able to get through a nice appropriation for their remodeling. It's just under way. I worked on the committees for making standards for the schools. In fact, I was secretary of the elementary and secondary committee. And then they came along with a committee to study auditoriums, and I was

secretary of that, and I drafted the papers. And in between times, when things were a little slow in the office, I studied school records of these, and I prepared bulletins showing the history of the schools. You know, so many of these people in our Board--in the Board itself and in the staff--haven't been here long enough to know when the school was built or what the situation is. And I prepared records to show, in each school, every addition to it, how much it cost, who the architect was and who the contractor was, so that now as they begin discussing a school that they think needs repair or maintenance they can go right back and get in touch with the architect--if he is still around. They know how much it cost and when, and that's all in bulletins that I prepared and left in the office. Of course, I brought my own copy along for future reference. That was my job there. I enjoyed those seven years in that office tremendously. I luckily had the same secretary the whole seven years, and we set up a system for bookkeeping on the money--equipment money--for these schools so that we could know instantly anybody coming in and ask, it was just a matter of pulling open a drawer and looking at a sheet of paper for that school. We could tell how much had been spent, how much was left, what it had been spent for, and where the orders were. That meant working very closely with the Division of Finance and with the Division of Procurement. And I want to say I had wonderful cooperation from all of those, and even the girls in Procurement and in Accounting who had to process these orders were wonderful people to work with. And, unfortunately, the state law says that when

you get seventy years old you gotta go, so they pushed me out.

SAYLOR: Well, that's the way it is in many occupations.

JEWELL: Yep. But I enjoyed those last seven years as much as most any others. I think really the best part of my career in the county was the three years I spent as Principal of the new Broome Junior High School. What's your next question?

SAYLOR: I thought we'd touch on the careers of some of the Superintendents of Schools like we've discussed Dr. Broome at some length, and I thought you might know something about Dr. Norris and Dr. Whittier and the present Dr. Elseroad.

JEWELL: O.K. When Dr. Broome's illness came about and he was approaching the age 70--he couldn't have served another four years--the Board decided to select somebody else. They sent out word to colleges and administrators' organizations in the country, and they had a tremendous number of applicants come in here which they interviewed, and you know, of course, that I guess the biggest job any Board has is choosing a Superintendent every four years. Out of all the applicants they selected Dr. Forbes Norris. Dr. Norris had been in the Administration in Richmond, Virginia, and in Winchester, Massachusetts. In both of those there had been tremendous improvement in the educational system while he was there, and he came here very well recommended. Dr. Norris had a bit of shyness about him. I remember taking him out the first month or so he was here to a couple of club meetings just to get him known a little bit around the county, and his shyness in appearance before these people was very, very evident there. He was here, of course, during the years when we desegregated the schools, and I don't

believe anybody could have pleased everybody on that. And Dr. Norris got blamed for a lot of things that he didn't personally do. He got blamed for not doing things that couldn't be done so that long before his four years were up, we principals were discussing the probability of his reelection. And I remember telling the principals at one time that I knew he had three votes on the Board against him right then, and if he ever got one more, he was out. Well, he soon got the one more, and he was notified in due time that he would not be reelected. He had a few friends here who stirred up quite a bit of fuss, but there was nothing that could be done about it. The Board was strictly within its rights and its duties. They again put out word for applicants, and among those applicants was a relatively young man Dr. C. Taylor Whittier.

SAYLOR: Could I ask a question just a minute? Why was the Board against Dr. Norris? Didn't he perform his job well?

JEWELL: He was very well liked by the professional people in the county but, as I say, some people on the Board thought he wasn't acting rapidly enough in desegregation. Some others thought he was going too fast, so that he was caught in the middle of what was practically an impossible situation. Now there were a lot of stories current that there was something wrong with the financing of the schools. There was not, never a thing showed on that, and Dr. Norris because of his shyness and just not taking enough of a stand to show the people what he was doing. He contrasted tremendously with Dr. Whittier. Dr. Whittier came to us from Pinellas County in Florida, which is the

area over on the west coast around Clearwater. He had previously been in the Chicago area and in Indiana. He had gone to Florida because one of his sons had some sort of asthmatic condition and Florida had cured him up, and he decided that now he wanted to get into a place that would pay better salary. Now Dr. Whittier was a real contrast with Dr. Norris--physically, personally, and every other way. Dr. Whittier was an upstanding go-getter, innovator, and he was out to get things done today, tomorrow. Teachers very soon found out that if Dr. Norris were around they better have answers because he really threw questions at you.

SAYLOR: You mean Dr. Whittier?

JEWELL: Dr. Whittier, I mean, yes. Dr. Whittier asked these questions--always pertinent--and he had a tremendous memory. I don't think he ever asked me the same question twice. I was introduced to him at the first reception we had here for him as knowing a lot about Montgomery County, and he began throwing questions at me right away and did constantly. And at his first appearance before the principals there was just a little bit of shyness evident. He stood up, leaning forward on the back of a chair, and made his talk to us--a plea for our help with him in this position. It was known that we principals had made no preparation but as I looked around the room it seemed to me that somebody ought to say something, so I just told him that, taking the privilege of the oldest man in the room, I wanted to welcome him here and assure him that I knew enough about these principals

that, if he did the leadership, we would follow him. Other principals immediately agreed with me, and Dr. Whittier seemed very much cheered up. The next time he had a principals' meeting, he sat down with us around the table, and he was very soon just one of the boys. But he told us what he wanted in no uncertain terms. I know at one of our meetings he was discussing with us the evaluation of teachers and paying better salaries for better teachers. It later came to be known as "career recognition." That was his idea. As he talked with the principals, he asked if we could evaluate teachers. Three of the principals hesitated and made it plain they didn't want to, didn't like to, and his answer was, "Well, you better learn to do it very fast, because we're going to have it." And he did put through the "career recognition program" which was opposed by many teachers, and the teachers made so much noise that when there was a change on the Board they voted the whole thing out, but they did it by raising the salary level so that all teachers got on the scale that the others had been paid. Dr. Whittier was such an innovator, and moved on so many things, that he antagonized some people who thought he was moving entirely too fast. But, being ambitious and an opening coming up in Philadelphia, he resigned with still about a year to go on his second term. He was reelected at the end of the first term. Whether he would have been reelected for the second, I don't know. He had brought here, as his Deputy Superintendent, a young man from Baltimore County; a man who grew up in Baltimore County, taught there, was a principal there, and

was an Assistant Superintendent, but the election came about over there and he was one of four of the local people that didn't get the job, and he seemed to think he ought to look around. Somebody recommended Montgomery County to him, and he came over here. I had known Dr. Elseroad many years before he came over. I welcomed him here and was very happy to have him. He moved in as Deputy Superintendent and right away began to study the county. But he hadn't been here very long when Dr. Whittier left, and the Board first elected him Acting Superintendent while they looked around for a new one, but within a month they made him Superintendent. And he is a hard worker--has been a hard worker all the time. He is not the innovator that Dr. Whittier was, but he is looking for all types of innovations. He is particularly interested in getting more community interest in the schools. He has worked for decentralization of the schools. He has worked for increasing staff involvement, increasing community involvement, and he has one great ability. In these times of change, he can rock with the punch. I notice on the notes here you say, "Rumblings of opposition." That's as I see him around the county. They are no greater than they were with other Superintendents, but I believe that Dr. Elseroad can rock with the punches as well as any of them--maybe almost as well as Dr. Broome could when he was here.

SAYLOR: Do you think that perhaps some of the problems that Superintendents have here in this area is because of the transient population and the type of people that are in the county?

JEWELL: Yes, very definitely that is a major item. So many people

come here and they come up and ask us questions that are referred to my office as, "Well, why do we have to build so many new schools? Now I come from somewhere in Massachusetts and I went to the same school my grandmother did. Now why do we have to have a new school down here?" And I had a happy answer for them. I said, "Because you moved down here instead of letting your daughter go where her great grandmother went to school." That has caused a tremendous increase in building and in our costs. Also these people come here, are ambitious and anxious to get ahead, and the one place where everybody can stand up and have his say is in the PTA meeting. So they come out and right away begin to tell you what wonderful schools they had where they were. Why they didn't stay there, I don't know. But there has been that increasing opposition to the Superintendent, but it is true all over the country, as you notice the changes in the urban areas in the Superintendents in the last few years. Dr. Broome used to tell some of us that he was the last man who would ever have a real long term as Superintendent in this county. He said he doubted whether anybody for many, many years would ever serve the second term. Well, when Dr. Broome had died and Dr. Norris didn't get his second term, we all remembered that, but Dr. Whittier did get his second term--didn't serve out the full amount of it--Dr. Elseroad is finishing up his second term and has been reelected for his third. So I think that we are more stable than most places, certainly than the Washington City, the Baltimore City and most of the areas that are as urbanized as we are in Montgomery County.

SAYLOR: Well, do you think that the stablization is because the population is settling down or that Dr. Elseroad has been able to get along with the people better, or what?

JEWELL: I think that Dr. Elseroad's organizational ability, ability to get very good people on his staff, either to promote them from within whenever he possibly can and when he can't, then they go outside and get somebody. And I think the loyalty of his upper echelon of administrators is a tremendous help for him. Some tremendous new things have come about. He has had to ride with this professional negotiations idea, which I thought never would come in Montgomery County, but they came here about as hard as any place, and he has been able to ride with that, to get the viewpoint of teachers and to really work it out, until here we are with a two year agreement now and the teachers voting with Dr. Elseroad when their own leaders suggested that they vote the other way. The majority wasn't great but it was great enough that the teachers as a whole, I think, do want to settle down a little bit. Yes, I don't think we'll ever have another strike of teachers and all the furor that went on with that. Dr. Elseroad rode that out very nicely.

SAYLOR: The feeling is, among some people, that the career of a school superintendent is rather hazardous. What are your thoughts on that?

JEWELL: It has proven that very much so in the last few years in many areas. Notice that Dr. Whittier didn't stay in Philadelphia very long, and I think in the last six years they have had three superintendents--maybe four--in Baltimore City.

And look at the late (and for a long time very popular) Dr. Hansen here in Washington and the change that has come about. Even in many of our counties, the changes in superintendents out in the rural counties is much greater than it was. For a long, long time in Maryland Counties, when you got to be Superintendent of Schools, it was a lifetime job. It was expected to be that you would stay there until the time when you just had to retire. That is no longer true. Every County Superintendent, and I know practically all of them in the State of Maryland, is a little nervous about his next election. Thank goodness, Dr. Elseroad doesn't seem to be.

SAYLOR: Well, the elected School Boards . . . Just how are the Superintendents found? Is the School Board . . .

JEWELL: The School Board has almost unlimited authority in that. The only catch is that the person they select must be certified--certificated rather, is a better word, by the State Superintendent of Schools, and there are requirements down in the law, certain experience in teaching and certain courses that he must have taken. If they select anybody who meets all those qualifications, they are. . . nobody else has any control over them whatsoever except the State Superintendent's certification requirements. But they can let a superintendent go for no reason except that they don't like him.

SAYLOR: Then they just exert almost life and death control over a superintendent

JEWELL: I say that is the most, the most important, function that the School Board has is to elect a superintendent, and if the

Board operates as we hope they do--and they do most of the time--they leave the details to the superintendent and they set the policy, they will have a very happy situation. If you get a Board who wants to spend too much time with the minutia, a small item detail, life will be pretty tough for that superintendent. I've watched Dr. Elseroad perform with this Board and many, many times, and I admire his ability.

SAYLOR: Do you think that changing superintendents: Is it for the better or for the worse for the county?

JEWELL: All other things being equal, I would rather that they would keep the superintendent. If a superintendent has shortages in ability or a lack, yes, then we'd have to make a change. But if you were going to have somebody else not markedly better than Dr. Elseroad, I would say the preference would be to keep the man here. Stability, evenness of operation. . . The one drawback with Dr. Whittier was he had so many of the teachers in such a furor over new courses of study, new subjects in the curriculum, and especially that career recognition. Now he made a mistake on the career recognition in that he didn't involve enough teachers. He started out first only those with a Masters Degree were eligible. And all of us who worked knew that there were a lot of our best teachers who didn't have Masters Degrees.. He later came around and opened it to all teachers. If he had done that first, I think there would have been an altogether different viewpoint on career recognition. Changing a superintendent is just like changing any other government official. We who live here near

Washington know what happens every time we change the President. And the Superintendent of Schools is just a small edition of the President.

SAYLOR: Will you care to comment on some of the major changes that have occurred in Montgomery County schools in a long, and it seems like a somewhat exceptional career?

JEWELL: Well, I notice you mentioned a Junior College here. The Junior College came to Maryland rather late, but relatively in Maryland, it came early in Montgomery County. Dr. Broome took the advice from Mr. Thomas W. Fyle, who was Principal of the Bethesda-Chevy Chase High School, and seized the opportunity right about the end of WWI, of putting in a Junior College, which was simply an extension of our high school program, by adding two years to make it possible, first of all, for these fellows returning from the military service to get further education.

SAYLOR: Was that WWII?

JEWELL: WWII--returning from WWII. Our Junior College started as evening classes in the Bethesda-Chevy Chase High School--when the high school pupils left out, the older ones were coming in. And it operated the first year with an enrollment of 146 pupils, but it rapidly grew up and they had to get some other buildings. They bought the old Bliss Electrical School over at Takoma Park and moved over in that. They soon outgrew that campus and when I moved into the Office of Planning, we were then in a furor over the new site at Rockville, and I helped some with the planning of that and the tremendous amount was the getting of the equipment in that building. And now when I go there and

look at it, it's hard to imagine that that whole plant up there has grown up since 1964--only seven years away. And right now they are in the planning stages for a whole new campus somewhere else, and eventually there will be two more campuses for the Junior College. So that certainly was a needed thing in the county by the way it grew up. It was a major change; it was an addition to our school system; it is popular; it is an extension of our high school; it provides for vocational opportunities for training for employment, and it does have a curriculum that by which college going students can transfer into practically any college without loss of time. A youngster can go there for two years at a very economical cost and then take the next two years at the University of Maryland, Johns Hopkins--you name it--practically anywhere.

SAYLOR: Well then it does have a good reputation?

JEWELL: It has . . . It is well recommended by the Association of Colleges in Middle Atlantic States and Maryland, and the University of Maryland would prefer that people go to the Junior College for two years and then come over there for the last two years, and hopefully stay for the final year of a Masters Degree.

SAYLOR: What about the twelve-month employment that is now available to teachers? Do you think it's something worthwhile? Do you think it contributes to the morale of the teachers and the use of the facilities or what?

JEWELL: It contributes even more to the need of many of these pupils for something to do in the summer time. The twelve-month employment of teachers, the primary use of those is in the

operation of the summer school, and thousands of our youngsters attend that. Also teachers are employed in curriculum development, in special education, in athletic activities out on the playground. As to the morale of the teachers: The only thing that hinders the morale of teachers is that they can't all be employed for twelve months. They don't put enough money in the budget to pay all teachers twelve months, and actually they don't need all of them for twelve months; but those teachers who do get the twelve-month employment, very often it means that they don't have to moonlight on something else all the rest of the year. You see a twelve-month employment increases their salary by twenty percent--it pays for twelve months instead of ten--and it does make a difference to people with family responsibilities, etc.

SAYLOR: However, there are a lot of teachers who still choose the ten-month period in preference to the twelve.

JEWELL: That's right. Many of them do and are happy to, and I think we'll have to leave it at their choice. Many of our teachers have children of their own and they want to be with them during the summer. That's the main reason they choose the ten-month. A lot of them just feel they need the rest. They went into teaching because of that long vacation, and if the salary is enough that they can get along; but you take the married man or the woman who is supporting her own children for some family reason and needs the increased money, here is a good way to get it.

SAYLOR: Well, do you think having the schools open twelve months of the year has really improved the quality of education or is that just a busy time in the summer time?

JEWELL: No, it's not. For instance, the State Board of Education has now recognized opportunity for a youngster to go through high school in three years. Heretofore the state requirement for a high school diploma was that the pupil had to attend that high school fairly regularly for four years, and a youngster can take enough courses in three years and one or two summer schools to get all the credits that he needs for college entrance. Now we have had a lot of youngsters going to college in the last several years without a high school diploma. They had completed the courses in three years and summer school. And the summer school gave them an opportunity to do this. It also gave them an opportunity to broaden out, to take some courses that are not available to them during the regular year. It is a wonderful time for a youngster to get in his driver training education which is now required practically to get a driver's license in the State of Maryland and getting insurance at a reasonable rate. It also allows for a lot of special things such as art, music development, and I hope it has expanded to allow for many types of vocational training that can best be given during the summer.

SAYLOR: It would give a lot of children a career, something to do, a trade when they finish high school.

JEWELL: Yes.

SAYLOR: Well, is there anything else you can think of we haven't covered on the school system?

JEWELL: You mentioned something about our pupils going into the District and the District kicking them out. Would you like to take that up now?

SAYLOR: Yes.

JEWELL: I went back to my notes to refresh my memory. I was in on this but I wanted to be sure as to dates and so on. I find in the Board records that in October 1912, they mentioned that the exclusion policy of the District of Columbia had caused much crowding in the lower section of the county. Well, to understand that, let me try to tell you what schools we had in the lower section of the county in 1912. Here in Bethesda there was a four-room school. Over at Glen Echo there was a three-room school. In Chevy Chase there was a four-room school. In Woodside there was a four-room school. There was a school out beyond that area called Blair's which was a two-room school, and in Takoma Park there was a four-room school. Now, do you know what schools there are around now, you know that didn't take care of many youngsters here. Next to the District we had twenty-one classrooms for elementary children, seventh graders. If a youngster wanted to go to high school, where in 1912? The only place in the county available to youngsters down here was to ride the trolley or the B & O Railroad up to Rockville. In the middle of 1912 a group of parents from Bethesda requested the Board to provide transportation for their youngsters who wanted to go to high school in Rockville, and the Board said, "Well, we don't have to provide transportation. Let them ride the trolley cars." Many, many youngsters--many for that time--went to Rockville that way, but by 1912 the District of Columbia, which previously had not bothered where you lived, they were educating all the children who showed--Congressmen, government employees, wherever they lived or came

from--their children were admitted to the District schools. But by 1912 the Board of Education, the Commissioners down there, decided that was costing them too much and they began excluding them. That meant that we had to provide some schools out here, so the beginning of the 1914 school year they opened a new school at Friendship, in Friendship Heights. They simply rented an old house there and ran some kind of a school in it, not very successfully for a year or two. By 1916 the Board was asking the Legislature to approve money for new schools at Kensington and Chevy Chase.

SAYLOR: Now was this the District asking this or the County Board?

JEWELL: The county was asking for it to take care of the extra pupils because they were crowding into these schools. Chevy Chase which had almost folded as a school again, it had folded once earlier because the youngsters could go into the District, was almost folding again until 1912. This was brought to a pause when our Senator Blair Lee pushed through Congress a new bill which said that if a parent of a child worked in the District of Columbia or owned property in the District on which he paid as much as \$90 a year taxes, because \$90 was the average cost of educating a pupil in the District schools at that time, compared to \$1,000 average cost in Montgomery County today--Oh, for the good old days. That bill was passed and that slowed down the transfer of pupils from the District. But by 1925, population had increased, school costs had increased in the District so much and Senator Blair Lee was no longer in Congress, so they began a new push to exclude pupils from the District, and I was involved in that very much because in 1925 I went to teach in the Glen Echo area where they

had a three-room school, and I enrolled about ninety-odd pupils in September 1925. Four years later without any increase of building in the area, without any new families moving in, I enrolled just over three hundred pupils in that area. The District did really exclude and the final exclusion of those pupils came starting in 1925 when they would take in no new pupils from out in this area, and that meant that we had to go into quite a building program to take care of them; and look at what happened immediately after 1925. Bethesda-Chevy Chase High School, Takoma-Silver Spring High School, East Silver Spring Elementary School, Chevy Chase and Bethesda schools were more than doubled in size and a whole new school--an eight-room building--was built in Somerset immediately to take care of that situation plus the change from a three-room building to a six-room building and later a twelve-room building way over at Glen Echo area.

SAYLOR: During that time you still had the eleven-year high school system, they hadn't changed to twelve yet?

JEWELL: It changed in the Bethesda and Takoma-Silver Spring area and at Glen Echo just about this time. It did not change in the rest of the county for almost ten years.

SAYLOR: Well, I have heard so much about you being so interested in history of all kinds, it was suggested that I ask you who Thomas S. Wootton was, and Col. Zadok Magruder, I think is the name.

JEWELL: Those are names that hang up a lot of people. They came about on two of our high schools because Mrs. Maurer, then a member of the Board of Education and now in the State Legislature, was

very much interested in retaining some of the old Montgomery County. She addressed a letter to the Montgomery County Historical Society asking them if they would suggest some appropriate names for some of our new schools. She got a letter back from them wanting to know where the new schools would be, and she asked me and the Division of Planning to reply to that and work with the Historical Society on this. They noticed that one of these schools was going to be in the Rockville area, and they suggested the name of Thomas Sprigg Wootton; and of course there was a lot of furor who in the world he was, so I went to the text books and researched it and made notes of it. Speaking from memory now, Dr. Thomas S. Wootton was an M.D. He practiced in the Rockville area. He was a leader in the county, as most M.D.'s were in the community. He was a delegate to the State Legislature. He was a delegate from the lower district of Montgomery County to the Constitutional Convention of Maryland which met in Annapolis, and there in August of 1776 he made a motion that a new county be established out of the lower district of Frederick County.

SAYLOR: What did you say, 1776?

JEWELL: Seventeen seventy six, the same year that the United States started, Montgomery County started, and it started as a result of his motion which was adopted by the Constitutional Convention on September 6, 1776, and they picked the name of Richard Montgomery because he was quite a hero at that time. Dr. Wootton came back to Montgomery County from the Constitutional Convention, served on the

original Levy Court, as it was called, the governing body of the county. He was elected to the first session of the Maryland House of Delegates under our new Constitution and was elected Speaker of that House, so the list of Speakers of the House of Delegates is topped by the name of Thomas S. Wootton of Montgomery County. I certainly agree with the Historical Society that it was fitting and proper to name a school after such a man. Unfortunately we don't know where he died. We have no record that he ever married and the Woottons of the county, who spell their names slightly differently today, most of them are collateral descendants of Thomas Sprigg Wootton.

On the other hand, we were building a school up in the Redland area, and the Historical Society thought that the local resident who should best be honored up there was Col. Zadok Magruder. He was a colonel of the Maryland Militia at the time of the French and Indian War and up until the Revolutionary War. As a colonel of the Maryland Militia, he was largely responsible for keeping the Indians from overrunning the State of Maryland after the defeat of Braddock up near Pittsburgh. He had an army of less than one hundred. They were simply backwoodsmen. Nearly all of them were from Montgomery, Frederick and the western part of Maryland. There were a few Pennsylvanians and maybe a half a dozen Virginians in the bunch, and they scouted those woods and scared the Indians off. You must realize that Cumberland was abandoned during that time. Frederick was largely abandoned. The people moved out of Frederick and ran to Annapolis or Baltimore and were looking for transportation somewhere else.

But Magruder's men held them off until the British were able to send another army over here and finally defeat the French and drive the Indians out of the area. At the time of the Revolution, Zadok Magruder was working very closely with Dr. Wootton. He was one of the members of the Levy Court, and I guess he would best be known at that time for his support of the Revolutionary troops and getting of recruits. He was too old to fight in that war himself. He died during the war. He was a great supporter of Washington's army and mainly by getting the supplies from the local farmers. When Washington's army came through here on the way to Yorktown, Magruder organized all the farmers and the wagons he could to haul corn and wheat to Georgetown and put it on such little ships as they had and send it down to Washington at Yorktown. He was one of the ancestors of the tremendous number of Magruders who are still in Montgomery County, and if they had a dedication and asked for all of the Magruder family to turn up, they couldn't get them in that big new high school up there.

SAYLOR: Is this in your history of the schools of Montgomery County?

JEWELL: Yes, ma'am. It's in there.

SAYLOR: You should really write. . . Oh, you wrote a history of Montgomery County?

JEWELL: I have written, no not a history of Montgomery County. I am writing up stories of a lot of the things that may be put together sometime as a history.

SAYLOR: I'd like to hear some of them at some other time. To get back to the children of the county, the pupils of the county. We are having such a problem with dropouts today. Do you have any suggestions on how that might be taken care of?

JEWELL I may be considered a radical on this but I think the best way to get rid of the dropout is to set up our schools so that we have "dropins." I have made the comment several times that I think two great mistakes of the school people. . . You know, earlier, teachers had to work hard to get children to come to school, and one of the ways they did that was to pressure the Legislature into passage of the Compulsory Attendance Law, enacted in Maryland way about 1914 some-time--16 maybe--I don't know when. Anyhow, forcing all these children to come to school, the professional people were not able to provide a school that would fit all of these children and too often they were run through the old Latin-algebra-history and English program which did not suit them and did not fit them. As we tended to put on additional programs, the teachers, being academic, sort of fostered the idea that this was something special or different or not as good as the other. My suggestion to do away with this would be to repeal the Compulsory Attendance Law and either repeal or strongly amend the child labor laws. Youngsters today, I know, want to work just as much as I did when I was a youngster. Living on a farm, there was a job for me. Believe it or not, when I was eight years old they hooked me up to the business end of an axe, and when I was twelve years old they hooked me up to the operating end of a cow, and my job then was to chop wood and milk the cows and feed the chickens, and there was something for me to do. In most of the villages the boys had a chance to work on the farms or in the stores regardless of age. Girls, of course, were kept busy with housework. That eternal

washing of lamp chimneys kept them busy. Today what opportunity is there for a youngster to make money of his own? And until he does, he has no realization of that. My idea would be that a youngster can come to school, certainly after the sixth grade, when he wants to or not, and when he finds what he needs, he will study. I have advised many, many parents of high school youngsters, certainly after they reached the requirement of compulsory attendance, if the youngster wants to quit school, let him and put him to work. When he finds what he needs, he'll be back in school, and he'll be studying for it and studying really hard.

SAYLOR: Yes, but the point is, without work for them to do, so many are on the streets and. . . .

JEWELL: That's why I say let's get rid of all these child labor laws that say an eighteen-year old youngster can't work at a lot of jobs, can't work but a limited number of hours. A youngster can't work in a gas station--a gasoline station--if it has a car lift in there. That's dangerous; he might walk under it when it fell down. I never have heard of one of the things falling down, but that's the law. These youngsters want to work at things, and they can at sixteen years of age do very efficient work in the stores, and they need plenty of clerks today. If they had more clerks in these stores, we wouldn't have so many shoplifters; and many of those are youngsters with nothing else to do. I would certainly change our school program so that the youngster studying auto mechanics is just as respectable as the youngster studying Greek, Latin, algebra or what have you; the girl who is studying home arts. . .

In the schools in which I was principal I tried my best always to do things with these youngsters to show that there is no real difference between the youngsters--no social difference--no social distinction between the college-going youngster and the other. The story that I used to tell them that worked out very well with them: I had two friends. One of them is the youngster who is the grease monkey over here in the gasoline station. He sells gas. He didn't finish high school, and most people think he doesn't know very much. My other friend is a doctor up town. He's had eight years of college, medical training in a hospital and all, but he was coming down this street the other day in that shiny new Buick and just in front of the gas station, he stopped. Doc got out and lifted the hood and stood there looking, and he couldn't tell what was the matter. My friend, the grease monkey, went over and said, "Doc, what's the matter? Won't it run?" Doc said, "No, and I can't tell what's the matter with it." The grease monkey said, "Oh, this belongs in here." He said, "Try it, Doc." It went on down the street very nicely. I would say to the kids, "Who knew more, the doctor or the grease monkey?" And they got it. At Richard Montgomery High School our boys taking vocational training were given just as much opportunity--boys and girls--to participate in everything else that went on in school and received their diplomas in alphabetical order with no announcement that, "These are the academic students and these are the general and these are the commercial and down here at the bottom are the vocational." I would never do that.

SAYLOR: Well, in your experience, did you find that those who concentrated on vocational training, did it spur them on eventually to get more academic training?

JEWELL: Only enough academic training to hold a line of work. These boys taking auto shop: It was easy for an English teacher who would really work with them to learn spelling of such words as carburetor and differential, which are hard words for most of the commercial girls to spell. But it took a teacher who was smart enough, quick enough to feel that, and make those youngsters understand that spelling the words that they used was just as important as spelling these words that came out of English literature--books that the academic students used.

SAYLOR: But do you think that because of this special interest that you had taken advantage of their special interest to make them learn or be willing to learn spelling? Do you think that carried over into other areas in the school curriculum?

JEWELL: Yes, especially in such things as music class, in the service clubs, around that. The biggest thing with these youngsters though was getting people in the community to see the program and be interested in them. When the boys in our auto shop, and we were limited to a capacity which would allow us to graduate a maximum of twenty youngsters a year in that auto shop, space limitations were such. I remember one year we were graduating eighteen, because two of them had already quit to take a job. That year we had requests from local garagemen around the county for forty-seven boys. We could have placed forty-seven youngsters in a well-paying job, and our eighteen graduates. . . We almost had to tie them to hold them there until diploma time mainly because the businessmen would say to them, "You wait and get your diploma,

then I want you." We had another vocational program. It started out as landscape planning. It grew up into cartography. We worked with builders in the county--land developers--and mostly with the Army Map Service so that these boys who graduated in that course, and that was a rugged course, they had to learn spelling. They had to be able to draw these straight lines of exact thickness and curve just where they were. The Army Map Service had a committee which we used as an advisory committee, and they watched these boys work and they had a job waiting for them the day they got their diplomas. They wouldn't take them down there before, and their starting salary was approximately that of a starting teacher. I let that be known. I preached that these boys can get a job right out of high school that pays the same money, practically, that a teacher gets after four years of college and they'd come back and say, "Yes sir, and I got a raise in six weeks." The teacher had to wait a year to get a raise.

SAYLOR: Well, do we have a good vocational program in the system of schools now?

JEWELL: It varies with the individual schools. We have a marvelous program for auto mechanics in Richard Montgomery and Wheaton and Sherwood and Northwood that I know of very well. We have very good carpentry and cabinet-making programs in Poolesville and Damascus--and maybe in other schools that I don't know of right now--but I know in those two schools we have a tremendous program of that.

SAYLOR: I hate to interrupt, but I am interested in this. When you say cabinet making and carpentry, they teach them more than just to make a lamp base or a little table?

JEWELL: They don't even start with that. I would like to take you up to the Poolesville school and see the furniture that is being made on order for people.

SAYLOR: Then it's truly professional?

JEWELL: It is as professional a piece of equipment as. . . You would be proud to have that furniture they make in this home. I look around and see the nice furniture you have. Up in Damascus they specialize in antique clocks. They will make you a grandfather clock or a smaller clock. They have time after time sent their work from Damascus ^{via} cabinet-making shop to national exhibitions and taken prizes, such as the Ford Foundation awards, for these youngsters.

SAYLOR: Well, don't you feel that the population of the people in the county should be more aware of all of this?

JEWELL: We tried to get the word out. We have horticulture classes going in many of the schools in the county. Because of the development here, they need a lot of people who can set out your yard and garden and work with the shrubbery, etc. We have a number of girls. . . There is a fine one at Wheaton, a fine one at Gaithersburg, a very good one in a new school way over in the county, Paint Branch and other places around the county. But sure, we put it out in our newsletter; it's in all the brochures that come out about the courses in the schools; but some people don't know how much vocational training is really available.

SAYLOR: What are some of the others besides carpentry and cabinet making and horticulture?

JEWELL: Most anything half a dozen youngsters would like and we can get a qualified teacher for. We have courses in air conditioning work now in the new Rockville High School. That was built with a vocational wing set up there especially to provide vocational work. So is the new Paint Branch. Agriculture, as a vocational course, is practically played out because there isn't enough agriculture left in the county to. . . We still have agricultural classes at Poolesville, Damascus, and I'm not sure about Sherwood, whether that one still goes or not. Of course, secretarial training I regard as vocational, and every one of our high schools has secretarial training, commercial course, and the government employers--General Services Administration, etc.--all stand in line. . . I remember some of the years at Richard Montgomery that GSA would send their team up and give a test to all of our girls in the senior year. Now this was in October, not at the end of the year when the girls had reached their maximum proficiency. Very shortly the team was back, after they had checked these test papers, and were offering these girls jobs the day after their commencement based on the test that they had taken here in October, and many of them were going in GS-3's and 4's right away. Then I would get requests in June or July from the local lawyers and businessmen in Rockville. "Did you have a lot of commercial graduates last year?" "Yes, we had eighty, ninety, one hundred, whatever." "Well, I wonder if one of them would consider working in my office?" "Brother, you're late," was my answer to my friends, the

lawyers, and what they had to hire were the girls who had taken the typing as an extra credit--just plain typing and nothing else. We sometimes called it "personal typing" because every one of our girls who graduated from Richard Montgomery in commercial had a job before she graduated, just as the boys who graduated.

Another vocational course that is coming into the county and is operating very well is Full Food Service, I think they call it. They are actually turning out boys and girls to work in cafeterias--not just as waitresses now, but to do the cashiering, menu planning, and eventually to be able to move in to be the manager of such a place as the Hot Shoppe, Howard Johnson's, etc.

SAYLOR: For food service you would have to know something about purchasing, and would they have to know anything about the preparation of the food?

JEWELL: They do the preparation right there. I can take you to several of these schools and a little bit ahead of time let the office know that I want to try out their food program today, and we'll go right up and go through the line just as you would in the places I mentioned.

SAYLOR: What schools have this program?

JEWELL: Let's see if I can tell you some of them. You will find it at Richard Montgomery, at Rockville, at Wheaton--it started at Wheaton--and I'm not sure about others that might have it, but it is moving into more and more of them. Concurrent with that in many of the schools they are running a child care training program which is training

girls to take care of children--not just as a babysitter, but in a nursery school program or something of that kind. It deals with the psychology of children, and they actually bring in small children and learn to do by doing. You see when vocational education started, it was making the lamp base you mentioned. It didn't mean a dag-gone thing. Making a cutting board! Who needed a cutting board? So much of our vocational work was that. Now today instead of learning about the thing, they are actually doing it. Here in the auto shop, they actually work on the automobile engine. Oh, sure, they have to learn why all this goes on and does the way it does, but they do it right in the operation of the engine itself. In child care training programs, it's not reading a book on child psychology only. They go ahead with it. All my idea on this is more of that opportunity and spread out.

SAYLOR: Then you do feel that the vocational training they are now implementing into the schools will go a long way toward helping the situation of the dropout?

JEWELL: Yes, if we can finally get across to the parents that going to college is not the ne plus ultra of education. So many parents that I worked with, I had to try to show them that everybody doesn't have to go to college. We got obsessed with that idea that the way to success was to go to college and be a good student. Now we have hundreds of jobs. . . .

SAYLOR: In fact, there's more than one way of being educated, you feel?

JEWELL: Yes, there are more jobs available. I give personal instance: I know one young man whose father was a college man and thought

he ought to be, but he wasn't. This young man practically broke his father's heart by not doing academic work in high school and spent two or three years fumbling around finding what he wanted to do. Today he is managing a large construction outfit, and at age about thirty is making more money than his old man ever did. There are opportunities in jobs that do not require college education. Most of them do require high school education, but as many youngsters said, "I didn't have to show my diploma. They just asked me."

SAYLOR: Of course, you never know though, when that's going to be checked on.

JEWELL: Yes, you may not, but I know of youngsters who have taken our cartography work and in a very few years were in the \$18,000 - \$20,000 salary bracket. Others who took our diversified education and were soon managing a store.