

COBB COUNTY ORAL HISTORY SERIES

NO. 37

INTERVIEW WITH EMORY RAY SEWELL

CONDUCTED AND TRANSCRIBED BY JEAN A. HAMES

MONDAY, JULY 2, 1984

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Conducted by Jean A. Hames
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Mr. Sewell, better known as Coach Sewell, was an educator in Cobb County from 1956 until his retirement in 1984. He was a coach and teacher at Acworth High School and North Cobb High School during the first part of his career. The final 10 years he was the athletic director at North Cobb.

H = Hames S = Sewell

H: I need your full name.

S: Emory Ray Sewell

H: And your date of birth.

S: May 19, 1928.

H: You were born in

S: I was born in Montgomery, Alabama.

H: When did you come to Georgia?

S: In August of 1956.

H: That was right after the Korean War?

S: Yes.

H: Did you fight in the Korean War?

S: I was in the service during the Korean Conflict. I was in the service from 1951 to 1955. I was in the Navy, but I never did see any combat.

H: So, essentially, you came to Georgia right after you got out of the service?

S: Well, I went to graduate school after I got out of the service for one year. Then when I started the teaching profession I came to Georgia. This was my first teaching job.

H: Did you come straight to Cobb County?

S: Yes, my first teaching job was at the old Acworth High School.

H: Did you teach and coach?

S: Yes. The first I had was teaching business: business law and economics. I taught some physical classes for the first year. I was also the assistant football coach the first year.

H: How did the teams do?

S: I can remember very well; 1956 was the first year. I came in the fall of 1956, and that team won seven and lost two. The next year they were undefeated, 7-0-2, and went to the state finals. They got beat in the finals of the state championship. That was the fall of 1957. Then in the following year, the fall of 1958, they opened North Cobb High School. The high school staff from Acworth moved down to North Cobb.

H: That's because Acworth went straight through from first grade to twelfth grade.

S: That's right; it sure was; and those hallways were super narrow. You can imagine having the whole group up there.

H: Yes, of course, classes were a lot smaller back then weren't they.

S: Yes they were. I think the graduating class of 1957 only had about 50.

H: Fifty? And when I graduated in 1981 there were 380. What was the quality of education back then? Has it changed? Has it gotten better or worse?

S: It got better for several reasons: one, that the size of the school has something to do with it. When you have more students, then the state allots you more teachers; and then you've got a better variety of subjects to be offered. You can imagine the senior class at Acworth had a very limited schedule or choices of subjects you can take, simply because of the size of the school. When you get 1800 students, there is going to be many more of them sign up for

a subject that might just have a few students in it; and you can make the class then and offer the subject. What I'm talking about is an advanced course in foreign language. When you have only 50 seniors in high school, it would be very few of them sign up for a course like that. If you had only two or three kids sign up for a course, then you couldn't teach it. You just don't have enough teachers to go around to do something like that. But when you get a larger school and many more of them sign up . . . you can make a class and [find] a teacher to teach that particular subject. That's one way that the quality of education is better. Of course, I'm not saying bigness makes a difference, because at certain points you get so big and so unwieldy that the dividends just don't show up. And you run into a lot of problems then. So I would say that the ultimate in high school would be between 1000 and 1400. When you get much bigger than that you've really got some problems that don't always work out. Another plus would have to be additional subjects offered by the state. I'm talking about vocational education, the comprehensive high school system. So those things offer a whole lot of subjects that weren't available when they had a very small high school. Now you take auto body and transportation and home building and all that sort of stuff. I think those things were just beginning to come in when you graduated.

H: Yeah, they came in along about my sophomore year, I think.

S: So those things certainly helped for the quality of education. The addition also of different types of equipment that's now available to the students--I'm talking about audio visual equipment, computers, television in the classroom, and stuff like that. So those things all add together to make a better quality education for the students.

H: Well, back in the late 50's and early 60's the athletic teams were smaller too, weren't they?

S: Yeah, simply because of the numbers in school. When I first started coaching in 1956, we had only 23 or 24 boys who came out for football in the whole school. The people wouldn't be interested because of the smallness of the school. We had about 500 students that were in the 9th through the 12th grade at the time. Those athletes that played football were the same ones who played baseball, same ones who ran track and basketball. You just had a small

number of athletes.

H: So they switched with each season sport? Each coach has their discipline that they put forth to their players. Did yours change between the 50's and 60's and through the 70's?

S: Well yeah, you change your philosophy some because of the abilities of the students you have playing and the trends that go from one year to the next, or over a period of several years there will be a lot of trends that change. That is philosophies about offense or defense or if some coach starts a new system, it may take a little while for other coaches to defense it properly, finally learn what the techniques are, and so forth. I know . . . we had a series in the early 60's called a belly option series that was developed by Georgia Tech and some other coaches. When the quarterback got real good at handling the ball or hiding it, it made a lot of pressure on the defensive linemen and the linebackers. We had to change our entire scheme to combat that, to be sure and be able to stop it. Of course, that evolved the 5-4 defense, whereas in times past that was unheard of that you put nine men on the line of scrimmage. But we had to develop something like that and have those outside linebackers rotating forth to play pass defense, but still come up there and stop that option series. It took four, five, six years before the defense caught up with the offense where they can stop it. So you don't hear that much anymore.

H: Then the offense would develop another style of play.

S: That's right. I know when I first started, we used the old Tennessee single wing system to some degree. We also used a Notre Dame box offense, which was real popular back in the 50's. It was a type of offense that was pretty hard for the defenses to stop unless you had some great big massive linemen. When you had some big tackles and defensive ends, then you could stop that kind of offense. But if you didn't, you got wiped out. And so you had to do not only some different sets, but you also had to do some stunting off of it. You had to study your people, not just line them up on the line there and try to whip the man in front of you, out man him and so forth. You had to use slants and crashing linebackers and stuff like that to combat that type of an offensive set. Over the years coaches developed things like that. We'd go off to coaching

clinics in the summertime and see these things in action and find out some techniques that coaches had used with success against offenses like that; and we'd adopt it ourselves and make it work.

H: In the 60's there was a movement known as the hippie movement. It was the era when drugs became known. Did you see a lot of that at North Cobb?

S: Well, no, not in the early parts of it. We were influenced a little bit by the hippie movement because of the long hair and sloppiness of dress.

H: Was anything done to try to prevent the long hair?

S: Well, there were some people who objected to it pretty strenuously, and got themselves in dutch or hot water because of it. There were court suits brought and people not allowed to be on athletic teams because of their hair. Of course, I never did have any hang-ups, because one of the best football players we ever had down there was a boy who had real long hair. He just came to me and said, "Coach, I don't want to cut my hair." Most of them back in those days, Jean, wore their hair like me, in a flattop or cut real short. They began to let their hair grow out, which they'd have to push the stuff up under their headgear or have to get a bigger headgear. He just said he just liked the hair style and everything else, and I told him I didn't have any hang-ups about it if he wanted to wear long hair as long as he kept it clean and neat. I had no problems. It never bothered me, but it did for some coaches. They just insisted that their boys have short hair; and if you can't abide by that, you can't play. But that just evolved over a period of ten or twelve years. Then the styles came back again. The hippie movement moved out, and the hair style was short again.

H: Was there ever any protests at North Cobb concerning the draft? The college campuses at that time were experiencing a lot of trouble. Did the high school campuses?

S: I don't recall anything at all. Are you talking about the compulsory draft for the military?

H: Yes.

S: No, I don't ever recall any kind of movement or

anything at all. I mean, there may have been some publicity about it, newspaper articles, and maybe in the classes they would do some research, or maybe in a debate class or something like that. But I don't remember any concertive effort to have a protest or anything like that.

H: Well, did you know of any of the boys from North Cobb who went to Canada to avoid the draft?

S: No, I remember the situation where there were some Americans that went up there to avoid the draft. But I didn't know of any North Cobb people. No.

H: So, essentially, Cobb County was passive toward the Vietnam conflict?

S: I would say out of the total population that would sum it up real good.

H: They just kind of took it that, "Well, it's our duty to go."

S: Yes. I don't ever remember any real protest. There was some people around and about maybe in the Atlanta area so forth where you'd hear about it or read about it. As far as it actually happening here in our immediate community, I don't remember anything like that.

H: Do you know of any that went and were killed in Vietnam?

S: No, I don't know of anybody from our community that went and got killed. I know several that went over there and fought and came back. I know of one that got wounded; none of them got killed.

H: Do you think that that had a detrimental effect on how they reacted? A lot of the Vietnam veterans have mental problems because of fighting over there. Has that affected anybody's attitude toward the community or their ability to help serve in the community?

S: No. Not any of them that I know of. I know this boy that I was talking about that got hurt. He was a football player. He was wounded in action. He just don't like to talk about it. He seems to be very well settled. He's married and holding down a steady job. I don't think he's ever had any problems with it.

H: That's good. North Cobb's biggest rival was Sprayberry at times, and at times it was Cherokee. What do you think caused the flip-flop back and forth?

S: Well, I don't think they ever flip-flopped. I think Sprayberry's always been a big rival from the time school was built. In the early years, '56, '57, and '58, we played them in football even though we were a class "C" school, and they were one of the biggest schools in the state in classification. The first two years we played them, we beat them. We were class "C," 450 students; and they had 1800-1900. That's when Sprayberry High School was down there on [U.S.] 41 [at Allgood Road] where Joseph Walker school is now. That was the old Sprayberry High School.

H: So the Sprayberry area has always been more populated than the North Cobb area?

S Oh, yeah. Most of the land down there is built up in either homes or industrial area and very little open space in the area where Sprayberry High School is.

H: So it's just been maybe 10-15 years the Acworth-Kennesaw area area has built up and made North Cobb the larger high school that it is?

S: Yeah, but simply because the attendance zone for North Cobb extends a greater geographic area than Sprayberry or Wheeler or Walton. We encompass probably a 17 square mile area here. Our kids, some of them, have a Powder Springs address; so they have to go a long ways to school. I don't know just how far it is over there until you get to the McEachern boundary line. It's all the way over there on Dallas Highway. So it's probably nine or ten miles some of them have to go. I don't think Sprayberry students have to go that far to to school. It's the same way with Walton and Lassiter and all the other schools.

H: All those are closer together. North Cobb is more removed from all of those.

S: It's because of the build-up of the area, the number of students projected in a particular geographic area. The county school board sets up those attendance zones to try to get the number of students for the school. As the area builds up, they'll change the boundaries or they'll build another school. It won't be too many years

before they'll have another one in this area somewhere between here and McEachern, I'm sure. That area out there is going to grow. If you've driven around in that area much you've seen it.

H: Especially out in the Mars Hill area.

S: They're experiencing the growth in south Cherokee County, and they would in the area where Bartow borders Cobb except for the lake. So you're going to see a tremendous growth in that area all along 75 especially. That shopping center being built down there, a lot of the areas have been rezoned for commercial area. When they build all those places of business, they're going to have to build some new homes, because people are going to come in and take jobs in those areas; and they're going to have to have a place to stay.

H: So eventually Cobb County will be forced to build another high school?

S: I would think they would in this area. Of course, in the south part of the county some of their schools are losing enrollment in high school, Wills and Campbell. It's simply because the area in which the school is located there's not any open land where they're going to build any new houses; and the houses that are currently there, the people have already raised their children. The children leave there, but the older folks stay around. Consequently, the student enrollment in those high schools drops. But with new houses being built in this area, you're going to see an increase in the high school enrollment just like you have in the Walton area. That's probably going to be the biggest high school next year. They're going to have about 2600 students over there next year, and that school wasn't built for that many. When you get that big, you've really got problems.

H: Do you think the larger population a school gets, the less personal it becomes?

S: There's no doubt about that. When you have a school as large as 2400-2500 students, as a teacher you might get to know one-tenth of the students or one-ninth, but some of them you never see. You never get to know them all. Simply because of the numbers you have to identify students by numbers, because a lot of them will have the same

name. So you'll find the same problems as they have in the military or anywhere else where you've got large numbers of people to try to identify and keep up with. Its gets to be a real headache.

H: Back in the 70's they thought there was a population boom. The schools sizes increased. Did you feel that at all at North Cobb?

S: Well, yes we did. The county school board had projected those things by doing surveys in the communtiy, the number of homes being built, the people getting utility service, and things like that would help the school board determine the size of the schools. All of a sudden they'd come along and say, "You're going to increase in size 200-300 students next year." Or they could see the elementary schools being filled up. Of course, the middle school then would pick up larger groups of students each year. That was in the 60's and early 70's. North Cobb continued to grow. When we first went down there was 400 students in the four grades. Then they built Awtrey; it was originally a junior high. The junior high was a 7th, 8th, and 9th grade system. The 9th grade was out there at Awtrey; so we only had the 10th, 11th, and 12th grades at North Cobb for several years.

H: Did they classify the 9th graders? Were they freshmen or were the 10th graders at North Cobb freshmen?

S: No, they were sophomores. As far as the record is concerned in the state attendance register and things like that you have to classify students according to grade for several reasons. Whenever they moved up from the junior high school, they brought with them certain 9th grade units. They would earn their units in the 9th grade and bring them on up to the high school. That was one of the big reasons why they wanted to change it over to a middle school system, 6th, 7th, and 8th. Then you have your 9th through the 12th in high school, because the 9th grade was where the state declares you start earning units for graduation. When they were getting their units from the junior high school, it made a real big problem for them, especially if one of them failed one and had to repeat it. So when they got to the high school, we had to have those remedial classes also available to those who failed. It just makes a better system so far as the academic requirements and the academic offerings. I wouldn't say they'd be better off as far as athletics were concerned, because when they had the junior

high school, the 9th grade year out there was sort of like a senior year for them. They would graduate from the junior high school. When they had a sports program, they had a varsity sports program where they would compete against all the other junior high schools in the county. So we would have real good 9th grade athletic programs. Hired coaches and all that sort of stuff. When those students moved on up to the high school, then it was sort of a letdown in a way for some of them; and others it was a lot better because they had gained a lot of experience in a varsity program. But now, if they start out in 9th grade now in a high school, they're 9th graders; and they got that 9th grade team; and they're sort of low on the totem pole so to speak.

H: When the 9th grade was taken out of North Cobb and moved down to Awtrey, did the community have any say about it? Did they like it or dislike it?

S: I don't know that there was ever any real problems with it. There may have been some editorials or something like that about why. The county school board, of course, would try to get the publicity for the reasoning behind the move. The explanation was made suitable to the community; so they all accepted it. You don't remember it, Jean. You were real small. But we had double sessions, so to speak, down at North Cobb, because the Awtrey school was not completed on time. I don't remember the year; it was in the 60's. We went to school at North Cobb on Monday, Wednesday, and Friday; and junior high school people went to school Tuesdays, Thursdays, and Saturdays.

H: They had to go to school on Saturday?

S: Yeah, I think the school day was a couple of hours longer to meet the requirements of state law. But three days a week we went to school, and the other three days we hunted and fished.

H: That's different from the way they hold split sessions now. Now they do it in the morning and in the late afternoon, don't they?

S: Well, they've had several ways of doing it over the years. The most recent time I can remember was when Walton was being built or right after it was built it got overcrowded. They didn't build it big enough, and the students moved in so fast the school just wouldn't house them. So their split session brought the 11th and 12th

graders in the morning and the others in the afternoon. So they've had all kinds of ways of doing it, and none of them ever proved to be satisfactory. It's just real bad when you have to bring people in early or let them go to school late in the afternoon, because it interferes with the athletic program, with the job training program like the CVAE, DCT; and it causes a lot of conflict with your faculty, administration, and so forth.

H: Well, back to when Awtrey had the varsity, 9th grade varsity athletics, and they competed in the county against other schools. Do you think that that helped to make them better athletes or do you think now the recreation department, the way they compete now is just as good?

S: No. I was a firm advocate of the 9th grade, Jean, and having athletics for the 9th graders. Of course, there's been a move in education over the years to say that competitive athletics for 6th, 7th, and 8th graders or even 9th graders sometimes is bad. There's some administrators or educators that will tell you it's a lot better that they have some kind of competition; but winning and losing doesn't make a lot difference, just engaging in wholesome activity like that. Let everybody play. Of course, evolved from that was finally, "Okay, we'll have a varsity program for the most gifted athletes; so they can get a higher class of competition against other schools, where they couldn't do it against people in their own school. There would be other people who had enough ability to compete against them or cause them to have to really knuckle down to win. And so, if you can't make a varsity athletic program, then we will have an intramural program, so that everybody can compete." So most schools back in those days would have both, which made a real strain on your coaches, your facility, and all that sort of stuff. You just didn't have time to do it.

H: A couple of years ago I noticed--this was after I graduated--that Awtrey and Pine Mountain combined their girls to have like an 8th grade girls' team; and Lassiter had an 8th grade girls' team and an 8th grade boys' team; and they competed. The middle schools competed against other middle schools. Do you think that that happened because of the lack of competition they had say, in the community recreation?

S: Yes, I do. Now these were teams that were organized through the parks and recreation of your city

leagues and things of that nature; and they carried the name of the local community, which would be Awtrey or North Cobb or whatever. But they were not sponsored by the schools, and they were not funded or coached by the school. And they were not responsible to the schools for their academics or anything of that nature. It was separate, apart from the schools. In fact, the county school board policy [is] right now, and has been for several years, that they would not have competitive athletes in the middle schools. They will not have interscholastic, but they do have intramurals.

H: And that's due to the fact they feel that too much competition is bad for the children at that age?

S: I think that that's the philosophy and the reason for it.

H: But now you disagree with that, am I correct?

S: Yeah. I've always felt like that there should be a competition for those more gifted athletes against other communities and other schools where they could have wholesome worthwhile competition. But also where they'd be tested--where they'd really have to train and sacrifice and use the best of their ability in order to compete. Whereas in intramurals they get sloppy habits and things of that nature when they're playing against people that's not as good as they are, when they could win their games or whatever it was without really working hard at it. They develop a lot of bad attitudes, I think. And the varsity athletic programs in those middle schools or in the junior high schools I thought were good for the student body--for the morale of the students and so forth--to identify with their own teams and things of that nature. I never thought that that was real bad. I know there's been some isolated examples where the kids were exploited by coaches, the "win or else" and all that sort of stuff during the formative years; and I never did agree with that or approve of it.

H: Do you think that the "win or else" attitude is the wrong type of attitude?

S: I think it's bad, sure. I think that the coaches ought to instill in the players that there's certain sacrifices that you've got to make in order to play competitive varsity athletics. You've got to give up some time; you've got to learn to discipline yourself as far as

time to study and time for your family and all that sort of stuff. You have to give up some things; so there is some sacrifices that you have to learn. I think that's good that they learn those things, but also that there's certain rules you have to play by; and everybody needs to play by those rules; and in order to make the game equal and so forth we've got to play by the rules. All those things being equal, somewhere down the line you've got to realize that the student's abilities and so forth are really going to determine who's going to win. If you've got the whole lot better athletes than I have, once in a while I may beat you, if I do a better job of coaching than your coach does. But if you've got superior athletes, over the long haul you're going to be able to win. And in a community or anywhere else they're going to have realize that--that you put your students out there to engage in wholesome activities. You hope that they'll be safe, that they'll have their safety equipment, that they'll be protected by your officials, and things of that nature--to get out there to compete and do the best they can. And try to win. But to "win or else," no, I've never had a philosophy like that at all, and I think that'd be wrong for anybody to have that attitude. Some coaches feel like they're hired to coach, and if they don't win that they're going to get fired. In some communities it may be like that, which I wouldn't agree with. But I've always felt like that if they go out there and do the best job you can at coaching the boys, you teach them the techniques and the skills and so forth that they need to do the job. Then they use their own ability and so forth. That if the competition is equal as far as the abilities of the students, the size of the schools, and things of that nature, then if you do a better job than the other team, you're going to win.

H: Now you coached football through the middle 70's. Was there any marked change anytime during that from when you started? In the players themselves and their attitude toward the game?

S: Well, it'd be hard to say there because of the difference in the make-up of the school and because of the influence of professional athletes and television. It's hard to tell. I know that over the years the automobiles became more popular with students. Back when I first started at Acworth there was only about three or four of our athletes had automobiles. But now they all have access to them, by the time they get to be 16 or 17 years old. That changes their attitudes and their way of life and things

like that when they've got to have wheels. A lot of them will say, "I'd rather have an automobile than play football. So I'll just get me a job and forget about it."

H: Do you think that you lost a lot of good athletes or several good athletes because of that?

S: Yeah, there's no doubt about it. I know some of them that made that choice.

H: In the 70's when the rock music was a little stranger--to some people it was strange--to the people back then it was normal--did you see a difference? That's when rumor had it that the people were writing when they were high on drugs. Did you see any change in the students because of that?

S: No, the only thing that always bothered me was that the music got so loud. I grew up in the big band era, Benny Goodman, Harry James, and so forth. The soft music, the waltzes and things of that nature. And then come along with the rock bands. I don't know why they feel like they've got to shake a building. They always say you've got to feel the music too, and some of it's so loud it would shake a building.

H: Do you think that the drug impact of the 70's had any effect on Cobb County schools?

S: Well, yeah, it had some effect on it because . . . the riots of the hippie movement and then the drug scene in the high schools and the middle schools got to the point where we did have some students that were taking dope or bringing it to school or some of them were selling it before we had the police officers on campus. A lot of people were coming on campus that shouldn't have been there and trying to sell their drugs and so forth, [so] that we really had a problem with it. It's still a problem, because you'll have one or two isolated incidences, Jean, on any high school campus when you've got that many folks involved. But the biggest drug problem we have now is alcohol. There's no doubt at all about that. When you have athletic contests and so forth, then you'll have a lot of minors who are going to be drinking beer or maybe whiskey. But in the last year or two we have had some isolated incidences of students who are involved in marijuana--just a few of them. They usually get caught. And because of several things, the school board getting involved in programs where they had a dog on campus

and police officers . . .

H: North Cobb had this?

S: No, we didn't; but the county schools did. And we've had police officers who would go on campus undercover.

H: Disguised as students?

S: Disguised as students. A lot of drug awareness programs letting all the teachers and students know about those things, just a combination of those things. And also I think it was just sort of a fad; and when everybody was talking about it, the younger people would want to try to experiment with it and find out it didn't do anything for them. So they just forgot about it and go on to something else. So it just kind of ran its course.

H: You said the biggest problem now was alcohol. When do you think this problem actually started?

S: Well, I think it was a combination of the drugs such as marijuana and cocaine or whatever the students would have went right along with the drinking. And the television commercials make it all seem so glamorous, and the accessibility of it to the students, not only just in their homes, but many of them will go in a package store or place like that and get it or have somebody like that get it for them. It's made it real easy for youngsters to engage in drinking alcohol and so forth. The same thing is happening now, the awareness of it. The legislatures, as you are probably well aware, are all around the country now pushing the issue of 21 years of age in order to buy alcoholic beverage or to drink. The President, I think, probably has the bill on his desk now to sign, withholding highway funds if the states don't do that.

H: Do you think that raising the age will keep the children from getting their hands on it?

S: No, it won't keep them from drinking. It'll make it a little bit harder for them to get booze, and it will make the penalties pretty severe on adults that will sell to minors. So that way it will cut down on it. If the penalties are made severe enough against minors who drink and so forth, then certainly it's going to have an impact. It'll cut it down; it won't cut it out. It's just like raising the speed limit or lowering it, it's not going to

change anything.

H: Did you ever have any incidents that stand out in your mind at football games that were either alcohol or drug related that you had to deal with? Or any athletes that stand out in your mind that

S: Yeah, I remember one situation over at Dallas when the high school was the Dallas High School--not Paulding County, but Dallas High School. It was there in town.

H: Do you remember what year this was?

S: This would probably be in the early 60's. There was some loud mouths up there in the stands, and they had been drinking. They had their bottles up there in the stands. They were cursing the official, and one of them ran out of the stands onto the playing field out there and assaulted the official. The police came out there and got him and hauled him off. Then his companion--I don't know whether it was his brother or somebody that was up there with him--started to run down a real steep bank over there right beside the stadium and fell and broke his leg. He was in pain and anguish and screaming and hollering. I remember we stopped the football game because of it.

H: Were these people from our community or from the Dallas area?

S: No, those were from the Dallas area at the time. Oh, we've had isolated incidences at our ball games where our security officers would apprehend some people and arrest them or escort them off campus and so forth when they'd come on the campus with intoxicating beverages, which is a violation of school board policy even to have it on campus--not just consuming it, but you just can't have it in your possession on campus. Yeah, we've had some situations like that with spectators and even some of our students.

H: Did it, well, I imagine it did, disappoint you to see the students doing that?

S: Oh, certainly, because I'm a teetotaler. I don't approve of that at all. I can tolerate it for adults, because I'm not going to pitch a stink or just refuse to associate with people that have that for a way of life; but I don't engage in it; and I think that most of the people that I've been associated with over the years know that I

don't drink. They may offer me one once in a while. They find out that I don't imbibe. Then they don't hold it against me or anything like that, and I don't hold it against them if that's what they want to do. But I don't approve of it. Certainly, I wouldn't approve of any of them drinking and driving.

H: Have you ever seen any students that went through, say, the drugs or the alcohol in high school; and then when they got older, they straightened out; and you could tell a marked difference in them? Did you ever get to see that aspect of it?

S: No. I saw the aspect of some of them that got involved in drugs, and they have a continuing problem with it. I won't call any names or anything else, but one that lives right here close to us--but you probably know about it. It's a real sad, sad case now, Jean, that was. Because the young man that I'm talking about was a very outgoing young man, just as friendly and seemed to be as happy and well adjusted as you could ever see. Then he got involved with drugs and just changed his personality a complete 100 degree turn around.

H: Well, I remember him when he was, like you say, well adjusted and outgoing and friendly and seemed like everybody liked him and he liked everybody. I remember when it came to light that he was into that; everybody was shocked. It seemed like it wasn't only a disappointment to his parents; it was a disappointment even to his close friends and the friends of the family.

S: Yeah, the drugs changed his attitude. They had some impact on his mind. Even though he's not involved in drugs right now . . . he still seems to try to be friendly and everything, but he just, I don't know, he just don't have any self-assurance at all. I don't know that he'll ever have any confidence in himself anymore.

H: Now was he an athlete?

S: No.

H: I didn't remember that much.

S: I think he might've gone out for baseball a time or two, but he never was an outstanding athlete enough to make the varsity squad.

H: Did you just coach football once you got to North Cobb?

S: No, I was the first baseball coach down there too. We went down there in '58, and I was still the assistant football coach. I was the baseball coach.

H: Well, when did you become head football coach?

S: In 1966.

H: So you were head football coach from '66 until

S: Seventy-four.

H: So, you quit coaching football about four years before I got there. I came in the fall of '77.

S: You came to North Cobb in the fall of '77?

H: How long were you head baseball coach?

S: From '58--would have been the spring of '59, the spring of '60; and the following year the Pinetree Country Club--which used to be called the O.B. Keeler course, down there with the Cobb County Parks and Recreation thing when they first built it--we had access to the course down there then. A lot of people moved into that area. Some of their kids had been playing golf; so we organized a golf team; and I gave up the baseball team and took the golf team, which, you know, had the same season, spring of the year.

H: So you were essentially more interested in golf than baseball?

S: Well, I don't know that I was more interested, because I like baseball; but with the coaches we had on the staff I was the most logical one to coach the golf team, because I had a background in it for several years; and I liked it. The boy we hired as a baseball coach--his expertise was in baseball, not golf at all; so I readily gave it up, because I did like the sport.

H: In the late 70's and early 80's, especially now in the middle 80's, the teenagers are into this punk rock craze. Has that affected classes at all? There's been

rumors that classes have been harder to handle; the kids don't pay attention; there's a lot of discipline problems now; and that a lot of teachers are leaving the profession because of the discipline problems. Has that been a factor at North Cobb?

S: No it hadn't been in our community, Jean. It's probably true that the students are a little bit harder to handle overall now than they were, say 15-18 years ago. I don't know what to credit it to really--maybe the breakdown of the home. There's more leisure time that the kids have--the influence of television. I don't know what to credit it to, but they're a little bit different. They ask more questions, and they're more inquisitive than they used to be. I think it has to do with the home life more than anything else. Kids get by with more at home than they ever did, and they carry it over to the schools the same way. You've got more broken homes than we've ever had.

H: So you think the high divorce rate would have a lot to do with the discipline problems?

S: Absolutely! There's no doubt about it! That has a big effect down there. Especially if you're in administration, you can see it real quick when you start to deal with a student who has misbehaved, who has broken one of the rules that everybody knows, whether it'll be attendance in school or no smoking or whatever; and you have to discipline that student; and you want to call his parents. You've got a real difficult time trying to get a hold of his parents. Or you've got to know which parent to call--the one that handles the child; and you come to find out that a great majority of your students down there come from broken homes. You just have to do a quick survey. It'll tell you real quick that there's somewhere between 25-35 percent of them that the kid's name is different from their parents. Most of the time it's their mother and father divorced; and the child is living with his mother; and she's remarried. You'll find it over and over. I had to do some surveys like that, you know; and the one I always run into and the one you're familiar with is that old federal form we had to fill out every year, whether your parents are working on federal property and so forth. You had to get the parent's signature on there; and if the child's name is different from the parent's name, you've got to explain why. So we had to do that on every form where there was a difference. You find out there's a whole bunch of them like that. The people that deal with this one find the same situation when

you try to call home and talk to the parents, and both of them are working. Or he lives with his mother, and the stepfather don't have nothing to do with him. Or the mother won't let the stepfather discipline the child. You run into a lot of probelms like that.

H: You went into the administration end of the deal when you quit coaching?

S: Yeah, 1974. I coached one year after I became an administrator. I coached the golf team in the spring of '75, after I was an administrator. Of course, Cobb County policy says administrators can't coach; and I didn't receive any money for doing it; but I was allowed to take the time off and go on and coach the team in 1975. After that I had to give up all active coaching the team. Of course, I was athletic director all those years right on up to this time.

H: Let's see, you were in swimming, North Cobb's swim team that consisted of two people

S: Yeah, we tried one year to get a team down there; but we never did get enough people that could express an interest; and, of course, we didn't have a place to practice. The county at that time did not supplement a swimming coach as such, and so there never was any real push to have a team. But we did have two girls, the Diederick girls, who were, their parents were, real interested in swimming, They'd been brought up and been exposed to that, and they wanted to engage in competition on the interscholastic level. So as the athletic director at school, I saw to it that they were eligible to compete like any student would against another school and that their entry fees and things like that were paid or the entries sent in to engage in state competition--that is in the region competition or in the state swimming meets or things of that nature, or in the invitational meets where the high school kids were invited, such as Emory University or one down there at Westminster. I'd just make sure that they would have the proper entries and be eligible to represent the high school. That's about the extent of it. Of course, I was their best cheerleader, trying to find out what they were doing.

H: Well, you were involved in just more than swimming; you helped with the golf team and the baseball team

S: You mean as administrator?

H: Yes.

S: Well, of course, I was athletic director; and I was involved with all of those, every sport. See, we've got 11 varsity sports at North Cobb now.

H: Eleven?

S: I think there's 21 coaches. Yeah, 11 varsity sports. In the fall you've got softball, cross country boys and girls, football, three teams of football

H: There was a rumor, not changing the subject, that some girls were going to try out for football at North Cobb, did that ever come about?

S: I don't know that there was one that ever went out. There was some of them talking about it, but I don't believe they ever went out.

H: Would Cobb County have allowed them to play had they even been good enough to make the team?

S: I don't know. The rules do not forbid a girl from playing football. There's no such rule that says, "Thou shalt not." But because of the physical nature of the girl and because of the limited facilities and so forth, it'd just about have to be a one sex sport, see. However, that wouldn't preclude that, because we've had girls on the soccer team the same way. But the body contact is not the same. Though with soccer now it can be rough, it can be super rough without the proper equipment on like football players have. But I can see where it would cause a whole lot of problems from several areas if boys and girls were both playing football. I couldn't say. If one ever came out there, they'd just have to deal with the problem then. You can see some coach say, "Boy, I'd love to have a great, big, old, tough girl come out here and whoop these little, old boys around." We've had some big, tough ones in school that could've probably done the job.

H: As the athletic director, or as a coach, how would you have felt if a girl had come out? Would you have been dubious about letting her play? Do you think the boys would've been protective of her or tried to make things harder on her?

S: Well, yeah, I would've been dubious about it; and I would certainly, if one came out, want to have some administrative help; and I'd want to have some consultations with parents and make sure that that's exactly where they're going to be. Because I can see some of the problems it would cause. I wouldn't have wanted to be the one that said "yes" or "no" in the situation until everything had been checked out. Because I can see a lot of problems with it.

H: If the girl had been good enough, would you have given your

S: I wouldn't have had any problems with it, I don't think, if somebody had been good enough to make the team, 'cause I remember back when I was coaching one girl made a team somewhere. I think she was in Tennessee or somewhere in this area. She was a specialist, just a kicking specialist. She'd kick field goals or extra points.

H: So she really wasn't involved in the contact part of it as long as the line held.

S: Of course, she was subject to get knocked around or get run over or whatever. But I could see in a large high school the girl would have to have super unusual abilities, if she'd even be able to compete with boys, because it's just natural that the boys are going to be stronger than girls. Football is a sport where strength certainly has a bearing--not altogether strength; if that was the case we'd just take weight lifters out there and do it. The agility and all that other stuff has something to do with it, but strength is a big factor. A girl coming out there, unless she was very, very unusual, could just not make a squad when you got a great number of athletes to choose from to start with. It'd be highly unlikely the girl would be able to make the squad. Of course, I know there have been some real good athletes, girl athletes; and when they could survive in a rough and tumble game like that, I don't know.

H: Now you retired this year, 1984, and you're more or less a hero at North Cobb. It's been said that if you weren't there, the school wouldn't function, because if anyone needed anything, wanted anything, they came to you. They knew you would take care of it. How do you feel about that, being sort of put up on a pedestal like that?

S: Well, I've been there a long time, Jean. I was

there when the school was built, and I saw it grow. In fact when we started down there and opened the school doors the first time, the gymnasium was not completed. In fact they just hadn't even poured the slab for the gymnasium when we went down there in the fall of 1958. They worked on that thing for about four or five months and finally got it completed in the early part of 1959 before we even had a gymnasuim to play in, see. So I saw the school being built from the ground up and was there from the growth from a 400 student school to an 1800. Not only just seeing the difference in the community and the increase in the size of the student body, but the increase in size of the faculty and the add on of the building and so forth. So I had quite a lot of knowledge just by observing and being there that the next person that comes in and takes my place won't have. It's going to take him some time to learn those things. But after a few years they won't know Emory, "Emory who?"

H: I think you'll always be remembered.

S: After a while it'll be that way till people learn their way around and know the directions and the community and those sort of things. Because I've lived in the community all these years, it makes a big difference by knowing people and not only being associated within the community, but within the county school boards and the people all over the county, in other schools, and the maintenance people, the custodial services and all those sort of things that I was involved with all these years. So you know some folks, you know some ways to do things that the next person coming in is not going to know for awhile. But if some young person will come in here and be very observant and get to work, he'll be able to do the job too.

H: The school board, did you notice it passing any drastic change of rules or anything during your almost 28, 30 years there?

S: Well, there's been a lot of changes made, Jean, in those times, not only just by our school board, but by the State Board of Education and the trends that come from educational study and things of that nature. One of the big ones that had a big impact on our students in the last two or three years was the changeover from the quarter to the semester system. You went to school in the quarter system. The changeover to the semester system made a big difference in the course offerings or will in the course offerings, in the things that are available to the students,

and the amount of time that you spend registering and pre-registering. All that sort of stuff has changed.

H: Do you think that the semester system will offer a greater variety of courses?

S: No, it'll be about the opposite.

H: Do you think that that's going to be detrimental to the students?

S: In some areas it will. It will be advantageous in others. The pros and cons are about even on the thing.

H: When you first went to North Cobb or to Acworth, they were on the semester system weren't they?

S: Yes.

H: So you were there when they were on semesters, switched to quarters, and switched back from quarters to semesters. Working with both of them, which did you see as the best way?

S: Well, I saw the advantages and the disadvantages of both of them.

H: Did one outweigh the other?

S: Well, in the minds of some folks it would; but to me it didn't. I liked the quarter system; and I wasn't opposed to them changing, because I could see the reasons they gave for changing: the amount of time that it took, and the idea that in a quarter system that you're not in the class really long enough to really delve into some of those more advanced classes. You're in there, and then you're out again and go do something else. In the semester system you're in there a little bit longer, and you get a little more continuity of your academics. But it just seems to be a trend. If you look at it over a period of 100 years in education, you'll see that here are some systems out west that will change from the semester system to the quarter system, because they think it's good; and then it'll be a little while later; and we'll do the same thing. Or maybe we'll set the trend, and they'll come on. It's a constant change, because there are some advantages for each one of them, see. Then after you've been in the system for 10-12 years, then the proponents of the other system are going to

start setting the advantages in front of you and try to get you to change. Look at it from a different point of view. The course is pretty good; and here's a kid that's in there; and obviously he's signed up for something he just can't pass. He don't like it, or he don't like the teacher. They don't get along or something like that. He don't have to stay in there for a whole semester. He just stays in there for a quarter. Then he gets out. If he fails, he just has to make up that length of time. He doesn't have to fail a whole semester. So there's a whole lot of advantages for each one of the systems.

H: When I left in '81 they were talking about giving a diploma upon completion of a test for graduation or giving an attendance certificate saying that you attended four years of high school. Did they start that?

H: This was something that was being proposed by the State Department of Education, which they are continuing to pursue. It has not passed at present time. A student who goes through and completes the required number of units will receive a diploma. They can't get a high school diploma until they complete those units. Here's the whole key to the thing, Jean. When you went to school, you were a pretty good student, made pretty good grades. You got a high school diploma. You graduated. You met the requirements that the state had set forth in order for a student to get a high school diploma. We had some students that you were well aware of, now, that were in the special education classes. We had some EMR classes down there. You know what I'm talking about. They got the same diploma you got now, Jean. You may have taken chemistry; and you may have taken physics; and you may have taken a foreign language and all those sort of things, tough courses. Some of those kids may have taken something like that; but it wasn't near geared to what you had to take; and their diploma was the same diploma that you got. So when they go out here and graduate, if a college required only a high school diploma, they're just as well suited to go to college as you are. Or if an employer requires a high school education, and the evidence of that is a diploma that the student has, he's got a diploma; you've got a diploma; you're both equal. You know and I know that that's not right.

H: Yes sir, because that person may not be able to do the job.

S: That's right. They met the same requirements set

forth by the state.

H: Essentially, the diploma was not only eluding the future employers or colleges, it was

S: Well, the thing about it--that's why they want a differentiated diploma to be issued by the State Department, issued by the county school boards--to indicate to the public, to the student, to the colleges, or whatever, that there is a difference in the requirements that these students have met. And they have a proposal now before the state that there be three of them, three different kinds. One of them is going to indicate that here is an academic oriented student who took all these advanced courses and so forth and maintained high grades. So he'll be given a star on his diploma or given a diploma called something else--a different kind. Another one, this student goes along and takes the average classes and so forth; and he meets the requirements; and he didn't take anything extra. He'll get a diploma. Then you've got these others who showed up for four years; and they didn't meet all the requirements and so forth; but they did get involved in the social activities and did all these things; and they meet some kind of requirements set up by the state.

H: Do you think when and if they go to that, it'll throw the employment of the state off? Will it better it or do you think the unemployment might be higher?

S: Well, I think the prospective employers are going to be aware of these things, and they're going to ask additional questions when they call up and ask for a recommendation. What course of study did the student take, and what type of diploma did he get? Or they will set their requirements saying that you had to have this highest of these diplomas in order to qualify for our particular employment. Or the certain colleges might say that you need to do that. When that happens, then you've got a snowball effect. Then you've got to go back to the schools and tell the students and let them gear their whole curriculum to meet the requirements of these particular employments or colleges. It would be an administrative nightmare keeping up with it.

H: So you think it'll, as everything else does, it'll have its advantages and disadvantages?

S: It will. I've long been a proponent of it, 'cause

I can see the difference in the type of diploma that you got and some of the ones who rocked along and made all D's and finally passed and met the minimum requirements; and they got the same diploma you got. So there may need to be one based on a grade point average or something like that to differentiate between them. I don't know whether it'd make a lot of difference or not. In my lifetime it never would. I got a diploma; and, as far as I know, I was never asked to see it by anybody. There was some questions asked: "Did you graduate from high school?" "Yes." That's all it was. I got a college diploma for four years; and I also got an M.A. degree; and I got a diploma there; but no one's ever asked to see it.

H: It's the same way with me. In the job market nobody's ever asked to see mine. Like, there's been a question, "Did you graduate from high school?" I'd check "Yes," and they'd trust my word on it. I've often wondered how they would be if somebody checked "Yes" that didn't graduate. Would they honestly check into it?

S: Well, I think most of them, when they call back to the school or ask for a recommendation from the school, they want to know if you graduated and, if you did, what your attendance record was. That's what most of them want to know. Not your grade point average or what sort of student she was. Well, she was lazy or something like that they might want to know. But, what they really want to know is, did you show up for school everyday? If I hire this person, is she going to be somebody that'll come to work; and is she conscientious about what she's assigned to do? So that's one of the first questions they'll ask. I don't know that I've ever had one that asked for what sort of grade point average they've had.

H: But you have had employers call you and talk to you?

S: Oh, yeah. Employers, military service, FBI investigations, or whatever, because they all want to know about students. Just had one this week, two ago, last week on the job down there. An FBI agent came by checking up on a girl who made application to work with the FBI or someway with the government. They would have to have access to classified material; so they check all those people out. They want to know what sort of student they were, and what were their habits, and who did they run around with, and did you know of them ever being involved in protest movements

and stuff like that they always ask about.

H: Have you noticed, wind this up, from the 50's and 60's, through the 70's and into the middle 80's, a change in the students' goals in life? Are the students today more aggressive job wise than the students back then? Do they have higher educational goals or higher job goals than they had in years past?

S: I don't know that I've noticed any real difference in it, Jean, except that there are just so many more of the students and so many more opportunities for them, different kinds of jobs that require different kinds of skills. So, I don't really know. When I first came here, first started back in the 50's, the ambitions of a lot of them was to get out of school and go to work for Lockheed. That's the big industry, and everybody here worked at Lockheed. At that time I think they hired about 30,000 people or something. The percentage of those students going to college is about the same. I said percentage, Jean. We only had 50 seniors; now we've got 400. Back in those times you had 25 go to college; now you got 200 go to college; but the percentage is about the same--maybe a little bit higher, because the economic situation is better now than it was back in the 50's, where the greater majority of people can send their kids on to college.

H: Through all the trends and the protests and all of that would you say that the community here, in North Cobb County, is more of a passive community that accepts things as they come and not a rebellious community?

S: I wouldn't say that they was rebellious. I'd say that they're well informed and very settled, the families are.

H: Would you consider this a stable area?

Yes, I would. The families that live here have been here many, many years. We still have a lot of people moving in in trailer parks and things of the nature--but more or less a stable community and a well informed community.

H: So we're not what some people consider the back country hicks anymore.

S: Not anymore for sure, if we ever were.

H: I can remember a time when that's what we were considered in the boondocks up here.

S: Oh, yeah. Well, you have a few in your community, in your school system and so forth, that go around and cause you to have a bad name like that; and just that very few is going to spoil the whole barrel so to speak. That's the ones who dip snuff or chew tobacco and spit all over everything when they go off to basketball games at other schools, and you can imagine right quick what they'd say: "Well, that's a hick town or a hick school and so forth; look what they do." Well, theirs come over and do the same thing to us; and we label them the same way. We still are a rural area. There's no doubt about that, because we've got 42 buses that serve the school. We've got the largest bus fleet of any school in the county.

H: You raised two daughters in this community, and I know your younger one was involved in sports at North Cobb in the middle 70's, middle/late 70's

S: Yeah, she graduated in '78.

H: Were both of them involved in sports?

S: Well, Kim, the youngest one was more of an athlete than Susan was. Her interest was toward athletes; and she might have had a little bit more; well, I'm sure she had more athletic ability than Susan. Susan was in the band in her 9th grade year. She was on the drill team when they used to have drill team performers at the football games. She was involved in that. She was also involved in more academic things, because she was president of her classes every year she was down there and president of the student body her senior year. She was more involved in those type of things than Kim was. Kim was an athlete. She had unusual ability for a little girl. She was only five foot.

H: I remember one time she was the shortest girl on the basketball team, but they termed her the fieriest.

S: Yeah, she was real quick and had good speed and was on the cross country team. So there was a whole lot of difference in their attitudes, in their likes and dislikes.

H: Do you ever regret raising your children in this community?

S: Wouldn't have had it any other way. We loved the community from the first time we came here; and I think it's a good place to raise your kids here. I've never been disappointed in our schools or the opportunities they've had.

H: The Georgia school system overall with the state is ranked in the, what is it, the bottom third? Do you think that that's unfair?

S: Well they're ranked in the bottom third for several things, Jean--in the amount of money spent per student to educate them and the test scores and so forth. That's taking the whole state which includes the rural counties where the tax base is very small and where the schools are small because they're sparsely populated. The offerings that can be given to the students, well, they don't have too many choices to make. You take all those and add them together and come up with an average and compare it with some of the other states that are more populous and have a little more industry and so forth, and they have a little better opportunities than our students have. I don't know that the comparison sometimes really tells the true story. You can compare Georgia to Mississippi where their economic situation is a whole lot poorer than ours. Then we're going to rank up pretty high.

H: So you think that it basically is probably an unfair judgment?

S: Yeah, you can't compare apples and oranges.

H: Essentially you think our education system is fine and is a more that adequate system? The students leave with a good basis for higher education?

S: Yeah, I do. Certainly, I do in Cobb County and the adjoining counties around; and some of the rural areas of Georgia, I know they have a pretty hard time. Some of the academic offerings in some of the poorer counties, some of the smaller counties, are not the same as they are here because they just don't have the facility and they don't have enough students. The state's not going to put the money into the system unless the students are there. So they just don't have those educational opportunities. That's just the way it is. Until they change the system of financing the schools, which I don't anticipate they're going to, then you're going to have that same thing.

H: All things considered, you still wouldn't have chosen another community?

S: No, I think we've got a good educational system; and Cobb County's ranks top in the state, or in the top of the state, in the educational opportunities for students. For them to take advantage of it is a different story. But our local high school has anything a student might want to offer as far as a high school education is concerned, than any other system around offers. There are some things that we don't have that some students might want to have, simply because of the nature of the community in which we live. Other areas might offer something else that we don't, and we offer something that they don't. It's going to be based on the community, the demands and the needs.

H: So it all works out in the long run.

S: Yeah. At North Cobb we offer several vocational programs down there. But Osborne offers a course in fast food. How many of our kids go into fast food and work in McDonald's and Hardee's? We don't get a bunch that do that. There they offer a course in that, in the operation of these fast food establishments, and premanagement or something of that nature, which would be a good course for some of them to get into. We don't have it here, because we don't have the demand for; it hadn't occurred yet.

H: Of course, the way things are building up around here we may need to soon.

S: We may need to, and the county school board may have to look at it one of these days and say, "Okay, we're going to have a program there." The fact of the matter is that we're going to have another work program at North Cobb next year. Now when you were down there, we had a DCT with Mr. Kennedy, remember; and we had the CVAE, probably, with Mrs. Rudder; and we had the VOT in the busines department with Mrs. Clark. She might've been there, Wilma Clark? Or a little blond that was there before. I can't remember her name. See, we've had those programs. A lot of schools have a DE programs. It's Distributive Education that has to do with people going door to door [to] sell products. Then we're going to have an additional vocational program this year that's a combination, I think, of the DCT and the CVAE programs. Mr. Dye will take it. But it will be a work training program like most of the others where the kids will

go to school down there and take that course with the instructor for an hour and then go on the job and get high school credit for it too. I don't know what they're going to call it. I think it's just another DCT which will be supported by the state. They'll get extra funds to operate that program from the vocational department.

H: So the schools are not only recognizing the academic point, but also the vocational point, which gives each student a better chance? And they have a more balanced education when they come out.

S: Sure, for their own likes and dislikes, their needs and desires and so forth. I know when I first came to Acworth in 1956, then we were on the semester system; and the state required courses were about the only thing that was offered. It was outlined what you'd take in the 9th grade, 10th grade, 11th grade, and the 12th grade. You didn't have any choice in the matter. You'd sign up for these things. If you didn't pass it, you'd go back down and pick up that subject. You'd just have to end up going an extra year, but these things were cut and dried. You didn't have any choice in the matter. But now, you can remember your last year down there, where you had to make a lot of choices. You had to take so many English courses, so many math courses, and so forth. Then you had to have so many elective courses, and you had all kinds of things to choose from.

H: I can remember thinking, "How can I take everything that I want to take? Because there's just not time."

S: So the kids have to make a choice in that matter; and they'll have to have counseling and guidance; and if their parents are not involved, a lot of them are not trying to give them some encouragement in what they need to do. If they don't have any academic plans or college or work plans, then they don't know what to do; and they end up just kind of fanning the air. They take something, and they don't like it and then take something else. When they get out of high school, they'll be well rounded; they'll have a whole lot of different experiences, but nothing to really tie them to a profession or something like that. That's where your work program will be good. They'll find out if they really want to do those things. A lot of them have that desire when they get down there. Their parents have been involved in it, might be involved in it, where the kid wants to be in automotive--where the kid wants to be a mechanic--and all of

a sudden we've got a program down there where he can learn. I know in that body and fender shop down there--I talked to the instructor today--he said in the two years he'd been down there, he knows of 40--that's the number he used--40 students who have used the background that they've got there in high school in earning a living in some way connected with automotive.

H: That's fantastic. That's an excellent ratio.

S: Forty. I don't know how many's gone through his program--might've been several hundred--but still there's a lot of them. And I know it's the same way with Mr. Murphy in the transportation and auto mechanics. He helps those boys that do pretty well in his job. He recommends them or they go out and seek employment and he helps place them. So it makes a big difference, especially the ones who won't go on to college.

H: Well, Coach, I appreciate this greatly.

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