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M. CHANNING WAGNER
RETIRED ADMINISTRATOR, WILMINGTON PUBLIC SCHOOLS

Interviewed by:
John H. Gauger
July 26, 1966

Transcribed by:
Marie E. McNulty

M. CHANNING WAGNER (1886 -)

Lived in Lancaster, Ohio

- 1904-05 Compositor for printer
 - 1905-06 Shoe cutter
 - 1906-08 Armature winder, Westinghouse at Pittsburgh
 - 1908-11 Otterbein College
 - 1911-13 Teacher of math and coach at Urbana High School
 - 1913 B. A., Wittenburg College
 - 1913-15 Science teacher and coach at London, Ohio, High School
 - 1915-16 Culver Military Academy, Latin teacher and track coach
 - 1916-21 Head of physics and coach at McKinley High School, Canton, Ohio
 - 1921-23 Vice-principal at McKinley High School, Canton, Ohio
 - 1919-22 Columbia Teachers' College, M. A.
 - 1923-29 Principal, Wilmington High School
 - 1929-56 Supervisor of Secondary Education for Wilmington Schools
- President, Delaware Association of School Administrators
- President, Delaware State Education Association
- President, Kiwanis Club, 1932
- Popular public speaker
- Nicknamed "Mr. Kiwanis."

M. CHANNING WAGNER

This interview is with M. Channing Wagner, retired Wilmington Public School administrator. The interview was conducted on July 26, 1966, by John H. Gauger.

Interviewer: Mr. Wagner, why did you first enter the field of education?

Mr. Wagner: Well, Mr. Gauger, I have quite a varied experience in my life. I came from a very fine home, but my father was unfortunate; our financial status was not very good. And so during my high school days I had two paper routes, one daily and the other weekly, thereby I earned enough to pay my way through high school. I made \$6 or \$7 a week which was pretty good money for 1900 to 1904, the year that I graduated from high school. After graduation from high school, I did not have the money to go away to college at the time; so I accepted a position with a printing company that I delivered the paper for for so many years. I spent two years in this, learning the composition; and also perhaps one of the first operators of the so-called linotype, which I operated for a period of about six months. Then an opening occurred in a shoe factory. My home town of Lancaster, Ohio, was noted for its shoe factories, having no less than six. So I was offered a position to learn to cut shoes. I spent nine weeks on a cutting board going through the learning process; then I was

made a shoe cutter, which I followed for a year. During all of this time, I was enrolled in ICS, in a so-called electrical engineering course; and I worked 10 hours a day, and then I spent a lot of time each evening in learning the fundamental principles as far as you could from a written course. So I decided that I wasn't getting anywhere in cutting shoes. I was making more than the boss was because I was working on piece work. So I wrote to the Westinghouse Company at Pittsburgh for a position. I never heard from them, and I waited five-six weeks. So I finally talked with my foreman and told him what I was about to do. I was just going to pick up and go to Pittsburgh and see for myself whether there wasn't a job. He told me his best wishes went with me to Pittsburgh; and if I needed a job when I came back, the job was still open. I got there on a Sunday evening, and was out to the personnel office of the Westinghouse at Turtle Creek the next morning; and within an hour I was at work in old section R, and I helped to wind some of the first railway motors that were used in the electrification of the New York, New Haven, and Hartford, and the Pennsylvania Railroad.

Remember that was back in 1907-08. In 1908 the financial depression came along, and the Westinghouse began to cut down and all of us young fellows--of course, at that time I was just about approaching 20--were laid off. I came back home; and the first Sunday I was home the speaker at our church of which my father was a very prominent member was the president of the Otterbein College, and the subject of his address

that day was "Why a College Education." As I sat in the pew and listened to his remarks, I said to myself: "Why not. This is the time. I've saved up some money, and now's my chance to go to college." So within a week found me enrolled in Otterbein College where I spent three years. I had quite a prominent record in athletics. I made three letters in football, playing right end on the football team, a light man only weighing 148 pounds, but due to speed and ability in catching forward passes, I was able to hold down that position. Also, I played two years on the basketball team, and then three varsity letters in baseball, one year of which I was captain. I established a record of batting my last year in college of .510 which stood for 25 years before anyone came along to top it. At the end of my third year in college, I'd run out of money, and (I found myself many times in college without a quarter in my pocket) so I was coming back--I had been playing baseball down at Charleston, West Virginia, in the Mountain State League--and on my way back in September--I still had hopes of going but I wasn't able to borrow any money--so an offer came along to teach math and science and coach athletics in the Urbana High School, which is about 50 miles west of Columbus. So I said to myself: "Well, I haven't any money, I might as well go over and see what I can do." So I accepted the position. For two years I was the athletic coach of all the athletic teams at Urbana High, and I taught two classes in geometry, one in algebra, one in biology, one in physics, and one in chemistry, had charge of the boys' lunch room at noon, and coached all the athletics. Outside

of that I had found time to do a great deal of study. Wittenberg College, a Lutheran institution, which is located at Springfield, Ohio, just twelve miles from Urbana, conducted courses on Saturday, as well as in summer school; so every Saturday morning for a period of two years, I traveled to Springfield and was in classes from 8 to 12, and with two summer sessions at Ohio State University, one at the famous biological laboratory on Lake Erie, I was able to acquire enough credits so that Wittenberg gave me a Bachelor of Science degree in 1913.

Interviewer: Had you thought about teaching before you----

Mr. Wagner: No! Fartherest thing, entering teaching was fartherest from my thoughts. But as so very often happens, fact of the matter is, Mr. Gauger, I entered college with the ideas of going into the ministry, and when I went to college, I had a license to preach in the United Brethern Church; and the first Sunday I was home from college, I delivered the Sunday sermon at the Bishop Mills Memorial Church in Lancaster, Ohio. As I said, this offer for teaching came along. Of course, I was primarily interested in the athletic side. I played baseball on the town team when I was about knee high to a duck. In those days all the small towns had their baseball teams. It was quite a feat for a boy--well I played when I was 14 years old, I played shortstop on the town team--so I was always crazy about athletics; and I presume as I look back and think about it, I think that the offer to teach was largely because of the opportunity of coaching athletics. So I coached athletics two years at Urbana, and then during the summer of

'13 I was offered a job at London High which is southwest of Columbus at more money that I was making at Urbana; and I coached and taught there for three years, about the same kind of work that I had at Urbana.

In the summer of 1916, I was offered a teaching job at Antioch College down at Yellow Springs, Ohio, under Doctor Fess(?), who at that time was president of the college and later on became United States Senator from Ohio. I got down there and the class did not materialize, so Doctor Fess says: "Don't worry, Mr. Wagner, we will find something for you to do." But in the meantime, I received a telegram from a friend of mine who had a teaching position at the Culver Military Academy in Culver City, Indiana, telling me to come at once, he had a job for me there. I arrived in Culver Military Academy supposedly to teach classes in mathematics. When I got there, Colonel Genelap(?) who was the commandant of the Culver Military Academy said: "I'm sorry, Mr. Wagner, there's no math classes. What else can you teach?"

"Well," I said, "Colonel, I had six years of Latin. Of course, I've been out of college five years teaching high school, and I haven't looked at a Latin book in that time."

So he said: "Well, I think you could do it."

I had a wonderful teacher of Latin in college, old Doctor Scott. He had been offered more than once the head of the department of Latin at Harvard College, but he was one of those rare type of individuals who was independent as far as financial matters were concerned, and he loved the small college;

and he felt he could do more good. I can still remember him saying: "Responde in Latine, Domine Wagner," and believe me, you better respond in Latin or you didn't stay in his Latin class very long. Well, anyway, I taught the Latin at Culver Military Academy. I had six classes, total enrollment 12 pupils in the all six classes. Some of them, of course, only had one boy in. And then he found out that I had quite a distinguished athletic record both in college and coaching, so they made me the coach of the track team at Culver for that summer.

Near the end of the summer of 1916, I received a telegram one day offering me the job of teaching in the Canton, Ohio, public schools, math and science. So, I immediately called London, Ohio, and talked with my superintendent. I wouldn't think of making a change without first talking with him. When I got him on the phone, I told him--his name was William Royce, or Billy as we familiarly called him--: "Billy, I just got a telegram from Canton where a man by the name of Superintendent Baxter offered me a job." I said: "What shall I do about it?"

He said: "How do you suppose he got your name? I gave it to him. I told him I wasn't going to be able to hold you any longer, and so I recommended you to him."

So September of 1916 found me in Canton, Ohio, to teach math and science in the old Central High School which had a three-shift arrangement because it was so crowded. I might say that they were getting ready to enter a new high school,

the famous Canton McKinley High School which stood across the street from the old McKinley homestead where he conducted his famous 1896 campaign for the presidency. Well, I was only in the latter part of the month of September, 1916, when the athletic coach of Canton Central at that time, later on was at McKinley High, was a Colonel in the National Guard. That was the time they were having the trouble in Mexico, and, of course, his company, or regiment, was ordered to Mexico, and that left a vacancy in athletics open; and so I was appointed as the coach of football, basketball, baseball, track, the whole shebagin, which position then I held from 1916 to 1922, and then they made me the vice-principal of this large high school, which at that time had 3,300 pupils.

But going back to 1919, I finally came to the conclusion that if I was going to get anywhere in the teaching professions, I would have to go on and take more work. So as a result, in 1919, I enrolled at summer school in the Teachers' College, Columbia. Of course, back in that period of 1919 on to the late '20's was the great Mecca of all men in education coming to Teachers' College because it was the days of old Dean Russell, you know, and Strayer, and Engelhart, Briggs, and Fretwell, Bagley, Thorndike, and all of that group--the great leaders of education in the United States. So for four summers I went to Teachers' College; and in the days when I was taking my graduate work for a master's degree, there were no requirements really, but you had to take a certain number of courses here and a certain number of courses there. You could

choose what you wanted to. As a result, I chose professors; I didn't care what they taught, but men who had great reputations. As a result, I was fortunate enough to have courses under all of the---- Also, I forgot to mention Doctor Kilpatrick, whom I think was one of the greatest teachers of all times. So I spent four summers there and received my master's degree. In the summer of 1923 I was offered a position at Teachers' College as assistant to Doctor Fretwell in the so-called extra curricular program. See, we were in on that early program when everybody, the teachers in schools all over the country who were assigned activities in the schools, were coming to Teachers' College to take courses in so-called extra curricular activities. After serving for two years as his assistant, then I was given two courses in secondary education, primarily in the field of extra curricular activities, and I occupied that position up until 1935. I spent every summer in New York as a part of the staff. As a result of that, I came to know to meet, to know intimately some of the greatest educators in the United States. And you see, after 1928 or '30 many of these men who had made their mark at Teachers' College got their doctors' degrees, moved out; and as a result, you will find out in the next decade or so, during the '30's. a lot of the deans of education in the various big universities all over the country clear to Stamford and others were men who had taken their work under Dean Russell at Teachers' College, Columbia University. So I consider that period as one that was extremely helpful to me to get a philosophy of life of education which I think, I'm afraid far too many

people in education haven't.

So in the summer of 1923, the first year I was assisting in the summer school up there, David A. Ward, superintendent of schools at Wilmington, Delaware, was in need of a high school principal. I don't know this ought to be a record or not but it was in the paper. There had been a large fracas down here between the superintendent and Charlie Cox, the principal of the high school; and finally it ended up by Mr. Cox being dropped by the Board of Education and made the position open. So in those days, as many of my years after, any school superintendent looking for a man in secondary education immediately beat it for Morningside Heights and Teacher' College, Columbia, to consult Mr. Strayer, Engelhart, Briggs, Fretwell, whatnot. Well, I had a tower of strength up there in those four men at least. So when Dave Ward came up they said: "Why yes, we have the very man for you; his name is M. Channing Wagner." And Mr. Ward told me after years the big thing that sold me to him was the great athletic record that I had in college and in coaching and so forth. He said he felt that any man who had that experience would make a pretty valuable high school principal. So I came here in late August of 1923 as principal of Wilmington High School up on Delaware Avenue. I came in here on the B&O train and asked the way to Wilmington High School. I was told to go out there and take the old street car. As you know, the cemetery was on the north side of Delaware Avenue. As I was about to alight from the street car, the old conductor said:

"Mister," he said, "not all the dead ones are over here," pointing to the cemetery. So that was my introduction to Wilmington in August, 1923.

Well, I came into a very difficult situation. As I said, there had been the discharge of the principal, and about half of the younger people of the teachers had been friends with the principal, and the older teachers had been friends of David Ward. So without my knowing anything at all about it, I came into a situation where you had a divided faculty. Well, almost immediately, the younger people took up with me because they seemed to recognize in me characteristics of leadership; and by the end of the year I had won the older teachers over so by June, 1924, I had an united faculty, and they were wonderful, and the six years that I spent as principal of Wilmington High School were very enjoyable years to me.

Now then going to that period, I would like to tell you about my part and some of the things that transpired. If you look into the history of Wilmington High School prior to 1921, a gentleman by the name of Mr. Berlin, Poppy Berlin as he was familiarly called by hundreds of people in Wilmington, was the principal. He was a classicist of the classicists; and as a result of that philosophy of education, Wilmington High School was at that time when I came on the scene largely a classical high school. They had an old shop, and they had the beginnings of a commercial department; but by and large, it was the so-called classical subjects, English, math, social studies,

and the Latin and French were taught. They had no activity period. The so-called extra curricular activity period practically amounted to nil. So after studying the situation carefully for some time---- One is always foolish to go into a new job and start to tear things right and left. In fact, we had a man come in to us many years later, and he asked me:

"I'd like to have a talk with you, Mr. Wagner." And I said:

"Well, come right in, my door is always open." And he said:

"What would you advise me to do?" And I looked at him in sort of a quizzical manner, and I said:

"I'll tell you. Just keep your damn mouth shut for about six months, and just go around and see what's taking place. Don't try to change anything."

And he told me later on that that was the best advice anybody---- He said he never got any advice like that in a teacher training institution. Well anyhow, I recognized that there was no activity. There were a few clubs, you know the old so-called---- There was a Latin club, but there was no organized activities program. So I recognized the fact that one of the first things was to set about, prepare the way, for the right kind of an activities program. So in calling together the teachers and doing a lot of preliminary work and all, we began to get the activities program started so by the end of the six years that I was principal we had a very fine activities program.

I tell you another thing that I was able to do. By June of 1924, I had established the National Honor Society. Are you familiar, do you know what the National Honor Society is?

Interviewer: Yes

Mr. Wagner: Well, the first National Honor Society in Delaware was in Wilmington High School which I organized with the help of the teachers and pupils in the spring of 1924. Also the first junior high National Honor Society was established at the Bayard Junior High School under Mr. Robert N. Folk who had been one of my teachers at Wilmington High and then was made principal of the Bayard School. So those two schools, Wilmington High, the first senior high school to have the National Honor Society, and Bayard Junior High School, the first junior high school to have the National Honor Society. Of course, now there are thousands of them throughout. I served on the national committee in the early days for National Honor Society; and, of course, at Canton McKinley we had a very big honor society there.

I might say also before I forget it that I have had the privilege and honor of coaching a good many boys who later went on to establish great records in college. Perhaps my most famous boy was Edgar "Rip" Miller who was coach at the Naval Academy for three years and line coach for years. I coached him in Canton McKinley High School; and you know he later on went to Notre Dame, and he was one of the seven mules when Strulvere(?), Miller, and Layton were the Four Horsemen; and just as he was about to graduate from Notre Dame,

I got a letter from him, and that's one of the treasures that I have. And this paragraph in there:

Mr. Wagner, as I draw near the end of my college course, I look back and to all of my teachers I owe most to you because when I was a stumbling boy in McKinley High School you got hold of me and set me right.

His father was Tom Miller, who was a member of the Canton, Ohio, Kiwanis Club. His father said to me one day, he said: "Chan, I'm very much disturbed about Edgar. I don't know what to do about him."

So we talked and talked, and finally the idea came to me. I said: "Tom, why don't you send him out to one of those ranches out west for the summer and see what that will do."

So he did. And he came back a changed boy, and went around to all his teachers and asked them whether they would give permission for him to play football if at the end of six weeks he was showing progress in his subjects. They promised, and as a result of that he spent four years. He was captain his last year, and the team never lost a game. Fact of the matter is, there wasn't a touchdown scored, they had two field goals scored. So, I had three or four boys who went to Ohio State, and I had a couple who went to Purdue. Two of my greatest boys, perhaps, went to Miami at Oxford, Ohio, who were stars in high school and made good.

One of the very happy experiences of my life has been the boys that I have been able to coach and to direct to successful work in college and later on success in after life.

Interviewer: What was the status of athletics in Wilmington when you came here?

Mr. Wagner: They had their teams, but there was great need of revitalizing the whole athletic program. So we spent a great deal of time on that the first few years, trying to add to the coaching staff, and we needed more coaches. I can remember my first two years as principal of the high school I went out at least two nights every week during the football season, out to help the coach who had no assistants at all, to help him to coach the boys. The same thing was true in the spring in the baseball. But later on we began to add to it; and, of course, after I became assistant superintendent of schools in 1929, one of my big goals was the improvement, not only of the coaching system, but also of the whole physical ed program in the junior and senior high schools.

During the years following my promotion to assistant superintendent, every attempt was made to foster the right kind of athletic relations. Schedules were arranged so that the junior high schools played one another in basketball and in baseball. We did not believe that football was a good thing for junior high school pupils; and therefore, we did not have any organized teams in football. But as a result of the program, we began to develop a very fine means whereby the boys, and also the girls, of the junior and senior high schools were able to develop physically in a fine program, in physical education and health program.

There was one other thing going back to coming to Wilmington I'd like to get into this. That is the motto of Wilmington High School--Enter to Learn, Go Forth to Serve.

I brought that motto with me from Ohio, and that became the motto for Wilmington High School, and when you examine the beautiful grilled gate monument that stands out at the new Wilmington High School on the Lancaster Avenue side, you will find there the gates which were a part of the entrance to Wilmington High School for many, many years. Also the cornerstone and then you will find there a bronze plate which pays tribute to Mr. Clarence Fulmer who was principal from '35 on till he retired this year, and to M. Channing Wagner who was principal of the high school from 1923 to 1929 and assistant superintendent up till 1956. So I am very proud that the Wilmington High School took that as their motto because it has a great significance and a very happy way in which Mr. Fulmer, as principal of the high school for so many years, has been able to bring the full meaning of that motto Enter to Learn and then Go Forth to Serve. I am sure that it is characteristic of many of the fine pupils who have graduated from Wilmington High School over the years.

It is interesting to note as I go about the many people that I meet who say: "No doubt you do not remember me, Mr. Wagner, but I was a pupil in Wilmington High School when you were principal."

And I don't know how many of them tell me: "I have a diploma signed by M. Channing Wagner." I suppose there are enough diplomas and certificates of promotion from the junior high schools to plaster many homes all over the City of Wilmington.

As a part of this record, I would like to have included the whole program which was carried out that helped to make the integration of the public schools of Wilmington easier to accomplish than otherwise would have been possible. Prior to the decision of the Supreme Court, through the efforts of Miss Burnett and myself and the principals of the various junior and senior high schools, much was done in order to promote as much a better feeling between the white and negro schools. One of the first steps was the organization of our student councils so that once or twice a semester there was a combined meeting of both negro and white students. Also during that period prior to the Supreme Court decision, we arranged for athletic contests to be held between Howard High School and the other high schools of the city, also between the Bancroft Junior High School and the other junior high schools of the city. All of this helped to create a much better feeling between the schools of the city. I am very happy to relate that I had a very prominent part in the integration of both the evening school and of the summer school. In the integration of the evening school which I had charge of for so many years, I added three negro teachers from the Howard High School, made possible for negro students to enter the evening school. Not one unpleasant incident occurred in the first year of integration of evening school. The same thing can be said of the integration of the summer school. It was so arranged and prepared ahead of time that it passed without incident of any unpleasant nature. So I like to feel that I have played a very important part in the integration of the schools of the city.

I recall very well while Dr. Ward Miller was on leave of absence in Europe, and I was appointed acting superintendent of schools, I called a meeting of our leaders and invited in the Deputy Commissioner of Education for the State of New Jersey, a man who had had a lot of experience in dealing with the problems of integration in Cincinnati, St. Louis, and other midwestern cities. I called him in to meet with our group, and after listening for some time to what we had done, what we were trying to do, what our advanced plans were, he said to me in a very complimentary manner: "Mr. Wagner, I cannot see any reason why you have called me in for advice on this program. I want to compliment you on the splendid work that Wilmington has done."

So that is the beginning of the story of integration of the public schools of Wilmington, and I am very happy to say, as I look back over the years, it has been accomplished without the unpleasant experiences that the other cities have had in the so-called integration program.

Interviewer: What was the year that started?

Mr. Wagner: It really goes back, the start of it you might say, was probably around 1950 when we first began to have contests between the negro high school and the white school, and even the meeting of the student councils goes back probably to 19 and late '30's or early '40's. I just don't recall the exact time. All of that tended to lead toward a better feeling between the negro and the white students; and consequently, later on made integration much easier to accomplish.

Interviewer: I wonder if you remember any outstanding community leaders related to the cause of public education?

Mr. Wagner: Yes, we had a good many. I'm sorry just to not having the thing back over it. But Mrs. Lawrence who is the wife of the president of the Board of Education in Wilmington at the present time was one of the citizens who helped us very materially. A Miss Etta Wilson who was very prominent in the early organization which was under the--Mr. Pierre S. duPont's plan, Citizens----- I can't recall the exact name of it.

Interviewer: Citizens' Service Council or some such?

Mr. Wagner: She was a very great help, and then there were our principals. I must pay the greatest compliment to men like Clarence Fulmer, Frank Martine Heal, Robert N. Folk, George A. Johnson, principal of Howard High School, and all those men working together. The finest cooperation made all of this possible, so I want to give every credit to this splendid staff of co-workers of which I have been associated with so many years and formed my cabinet and helped to formulate many of the policies which we carried out in a progressive system of secondary education.

Interviewer: Did you know Fierre duPont?

Mr. Wagner: Knew him very well. Many times I was with groups both in education, as well as in Kiwanis, that have been invited out to Longwood to meet with him. I knew him very well. That was one of the real things I liked about Delaware. You came to Delaware, and you could call United States senators by their first name, John Williams, Cale Boggs, and other

leaders that played a very prominent part. And when a governor calls you Channing, you think you are really up some. Of course, I might say that I have had the pleasure of knowing quite a few great political figures in the life of the State of Ohio. I was a very good friend of former Governor Vic Willis, and later on United States senator; and, of course, I have already related about Dr. Simeon Fess, who was president of the Antioch College and later on became United States senator. I once had the alternate appointment to West Point; but the principal passed the examination; and I, of course, did not receive an appointment.

Interviewer: You are known as "Mr. Kiwanis?"

Mr. Wagner: In 1917 while living in Canton, Ohio, I became a member of the Canton Kiwanis Club which was the twelfth club to be organized in Kiwanis International. I played a very active part in that club and was elected their vice-president in 1923, but due to the fact that I was engaged in Wilmington and moved there, of course, I was not able to serve out the full year. Since coming to Wilmington, I have occupied all the positions. I've been chairman of committees, I have been vice president of the club, I've been president of the club, and then I have served as lieutenant governor of the division in which we are located on two occasions, 1934, and then again in 1956. In 1947 I had the honor of serving as governor of the Capitol District, which consists of all of Virginia, Maryland, Delaware, and the District of Columbia. I also had the honor of being chairman of the International committee on vocational guidance back in 1942.

Also I have had the pleasure of serving on two other international committees during my career. I have been secretary of the Wilmington Kiwanis Club since 1933, which means that this is the 34th year that I have served in this capacity. I am familiarly known in Wilmington and the Capitol District as "Mr. Kiwanis." At the recent convention in Portland, Oregon, I had the distinction of being asked to stand to my feet and receive a great round of applause because of the record which I have achieved, attending the first international convention at Cleveland, Ohio, in 1921, having attended 28 international Kiwanis conventions, having been a member for 48 years of Kiwanis, and also of having had perfect attendance for 43 years in Kiwanis. So this record appealed to the group which was made up of all of the high officials, officers, trustees of Kiwanis International, past district officers, past presidents of Kiwanis, International and all past district governors who were in attendance. So it gave me quite a thrill to have this recognition at the great International Kiwanis Convention which was held in Portland, Oregon, July 1 to 5.

If I had the time, I could tell you very many interesting things, things that have happened in Kiwanis. I feel I have had a very important part in the development of many of the things that have transpired over the course of the years, and the only thing I ask is that when they have laid me away to rest, they will put an epitaph that says "Here Lies a Good Kiwanan." (chuckle)

I like to feel, too, that I played a very important part in community life outside of education and outside of Kiwanis. I am past president of many different organizations, the State Education Association, the State School Administrators' Association. I have been a vice president of the National Association of Secondary School people. I have occupied many positions in our own community life. I have been probably the oldest member of the Prisoner's Aid Society, which is now the Correctional Council of Delaware. I was a member of the Traveler's Aid Board of Directors for a long period of time. I'm a charter member of the Delaware Torch Club. Only two of us remain, Dr. Harold Springer and myself, and that's been a very important part of my life. I've played a very important part in religion, having taught Sunday school classes from the time that I graduated from high school. While in college, I had a big men's bible class at Canton, Ohio, 350 men or more. I taught a men's bible class at St. Paul's Methodist Church here in Wilmington for the first 12 or 14 years I was in Wilmington, and so I have played a very active part in that field of endeavor. I have also served in many capacities in boy's work in the YMCA, in the training program of the Boy Scouts which has been very important to me. I played a very important part in the development of the Boy's Club of Wilmington, going back to the days of Burton Ruth who was the organizer of the Boy's Club of Wilmington on up to the present time. The Kiwanis Club has contributed perhaps \$75 or \$80,000 for the splendid building on Church Street and the addition which was made here a few years ago. I am also

very glad to have a part in the number of boys and girls in the orthopedic work which Kiwanis took care of up until the time that the Nemours Institute was built; and consequently saw many boys, in particular, who were able to go on and occupy important positions in life because of the orthopedic treatment which they had received.

I think that that, in general, gives a pretty good idea of my community life. I might say that I still continue. Even though I don't want it publicly made known, I am an octogenarian, having reached the age of 80 on May 27; but I still try to maintain an active connection with the various organizations which I belonged to for so many years.

END OF TAPE