Bill McDulin's

Sunday Sketchbook

School days . . .
School days,
Dear old Golden Rule days.
Reading, 'n' 'riting,
'n' 'rithmetic . . .
taught to the tune of a hickory stick . . .

Yep, Johnny's all set for kindergarten. Hair in place, clothes neat and clean, lunchbox in hand.

Everything is fine . . . until Mother leaves.

It's not unusual for Johnny to get upset in this situation. Away from the security of home, with new faces and surroundings, adjustment can be difficult. Johnny may even panic. Or, have you forgotten your first day in school?

I haven't. As has been shared many times, I wet my pants the first day of school! And, I've never lived that down!

The main reason that story, of my wettin' my pants the first day of school, got out — and about — was 'cause of one of my classmates, **David Watson.**

When Dave went home from that first day of school, his parents asked him —as any interested parents would: "What happened in school today?"

And, Dave, after thinkin' a second, said: "Billy MaDoodle wet his pants!"

Naturally, this broke the family up! And, it became part of the Watson Family Folklore, whenever they thought back to humorous childhood experiences.

And, that also was why, every time I saw **Colonel Watson,** and **Mrs. Watson,** they always had a slight smile on their faces when they greeted me.

I recount this, merely to take the pressure off of you parents who will be sending a young'uns to school for the very first time. Your li'l Johnny may have some problems the first few days, but before too long he will get into the swing of things. After all, if a fella like me could get settled, your youngster can adjust to the new faces and strange surroundings.

I READ AN ARTICLE by **Dr. Luleen S. Anderson,** coordinator of psychological services and elementary guidance, **Quincy, Mass., Public Schools,** in which she gives some "dos" and "don'ts" for parents of children going to school for the first time. And, I share a few of them with you.

"First, try to create a normal atmosphere at home the first few days of school, so the child doesn't think that his leaving for school is a major news event. Your responsibility is to provide support when needed, but try to play it cool.

"Don't beat the subject into the ground. Talking about it day and night will only increase the magnitude of leaving home and make school less desirable.

"Don't let any of your older children tease or frighten the younger children with their exagerated tales of the 'horrors' of school.

"Many mothers are looking forward to the extra time they'll have once the child is in school. Don't let on how happy you'll be, or he might think you don't want him in your life any more. A little extra attention when he gets home won't hurt."

EVERY PARENT MAINTAINS many childhood memories —some good and some bad — about school.

Because of that, there is a wealth of material around — some very interesting quotations — from both students and teachers, on "going to school." And, here are some of them:

"My school was always promoting one of those do-it-yourself projects: it was called homework." —Henny Youngman.

"Most teachers have the problem of keeping a room full of livewires grounded." — Joe Franklin.

"College is wonderful because it takes the children away from home just as they reach the arguing stage." —Will Rogers.

"This is the time when kids return to their little red schoolhouses and their little-read books." — Walter Wager.

But to go to school in a summer morn,
Oh, it drives all joy away!
Under a cruel eye outworn,
The little ones spend the day —
In sighing and dismay.
— Blake, The Schoolboy.

"Everybody can't go to college — there has to be somebody for the college graduates to work for." — Anthony Monde.

"Experience is a great teacher; a pretty teacher is a great experience." —Charles Alfieri.

"The true aim of a teacher should be to teach a pupil to do without her." — Dora Koch, concert pianist.

"For adult education nothing beats a lot of kids." —Melba Moore.

"A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron." — Horace Mann.

"Honestly, I never had a teacher that I didn't love; they all worked so very hard to try and educate me." —Bill McDulin.

"What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child." —George Bernard shaw.

"At school I had a great precedent over the other children. I was the only one who was in the dunce seat all the time. I always had to sit in the corner with that thing on my head." —Marion Davies.

"Education is the key to preserving individual capacity to act, to provide for oneself without dependence on government." —Robert F. Kennedy.

"I was so thin the teacher kept marking me absent." — Julie Newmar.

"There is now a trend away from requiring any special standards of conduct in the private lives of teachers, as though high moral conduct is no longer considered a relevant qualification for leading the young." —Jim Fordham.

"You cannot teach old dogs new tricks." — Agonymous.

Fairfield Profile – Glenn and LeVada Bailey

Doing what they can for young men

Sunday Paper
Feature Section

By ERCEL EATON
Fairfield Editor

FAIRFIELD—" It makes you mad to hear people cutting down these kids," the young woman said, "when mostly, it isn't their fault."

The woman is Mrs. Glenn Bailey. She is young and pretty and the mother of two very young children. she and her husband are "parents" at the Bunker Hill Haven for Boys in Butler County.

Although the home is not in Fairfield, he is a former Fairfield resident whose parents still reside here. Glenn is a graduate of the University of Cincinnati and his wife, the former LeVada Kiley, is an Edgecliffe College graduate.

Neither studied subjects dealing with social work.

"Seems there's not much training required," Glenn said, "you just have to be here and do it."

So, there in a big farmhouse, on 143 acres of woods and farmland the Baileys do what they can for boys who have, as they put it, "been gypped by society."

The boys who come to them are not in trouble with the law . . . they range in age from 12 to a little past 16. Usually, there is a problem getting along with families, or school.

"They come out here for a trial stay before they decide," Glenn said. "After they have been here a couple of days to see what it's like, then they make up their minds whether they want to stay."

The farm was left by Dr. and Mrs. Walter Pater in trust for the purpose of helping boys. Another house now under construction on the property will serve as a home for six additional young men. The Baileys have room for six, although they have only four at present.

The Baileys meet with parents, welfare workers or others involved in trying to help the troubled youngsters.

Fifteen-year-old John, who came because of a "bad situation" at home, came into the kitchen during the reporter's interview to see about the Bailey's two-year-old Lizzie.

"I go home on weekends when I want," John said. "But this is different. We camp out in the woods, we can swim in the creek. We go on vacations all of us together."

The boys get paid if they do the farm work.

"Yes, we take them on vacations. We have a motor home and we are able to take them for quite nice vacations," Glenn said. He said when LeVada came home from the hospital recently with the new baby he took the boys for a 10-day trip so she could get "settled in and used to a routine with the new baby."

John liked it because there was plenty room for the kids to have pets if they like. There is an outside recreation room, made in a former garage, where they can play pool and other games.

Twelve-year-old Scott came to Bunker Hill Haven from an institution in Columbus.

"I came out here for two days to see what it was like," Scott said, "and I decided I'd rather be here."

The boys attend school at Stewart and Talawanda.

"Most of the boys who come to us," Glenn said, "don't have homes . . . or they are in a lot of trouble with the people around them. We meet with welfare people, consultants, and representatives from the courts before we invite a boy out here to stay. Then it depends on the individual, whether he really wants to come or not.

"Sometimes there is a runaway, but generally they come back themselves."

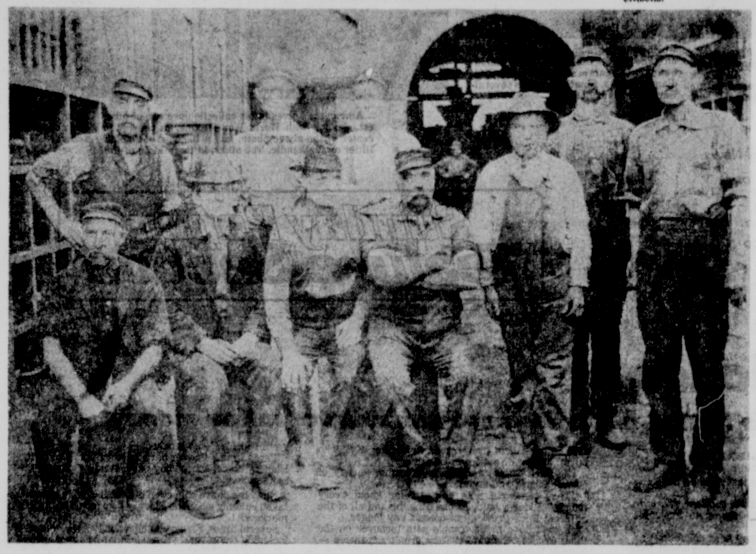
Housework for the young mother includes cooking huge meals . . . two roasts instead of one . . . 16 gallons of milk a week ... bread in amounts that boggle the mind.

The Haven is not meant to be a permanent place for the boys, Glenn said, but as an "in between" stop while they work out problems, find foster homes or make arrangements to rejoin families.

"It is just a place for them to try and get everything together," he said.

The Baileys stayed at Bunker Hill a couple of years ago for 18 days as relief parents . . . then later when permanent houseparents were needed they took the positions. Their salaries and the boys' expenses are paid by the trust fund.

"I think," Glenn said, "the greatest satisfaction will come in the future when we see these kids go out and make successful adjustments and become good citizens."



Remember When

Village smiths

THESE MEN WERE EMPLOYED at the Long and Alstatter Blacksmith Shop, located at 4th and High Sts., when this picture was taken, about 1902. The site of the shop is now a parking lot. The men are, front row, seated, from left, unidentified, John Berg, John Connel, foreman Frank T. Chalk; second row, standing, from left, Philip Leveline, unidentified, unidentified, unidentified, George Alsheimer and Fred Leveline.

Program designed to preserve Appalachian culture

Mountain school preserving heritage

By STRAT DOUTHAT
Associated Press Writer

SINKS GROVE, W.Va. (AP) — Franklin George sat on his porch one recent evening and looked across the rolling hills toward the dark, blue outline of the Appalachians.

He stared at the mountains for a moment then sent an amber stream of tobacco juice zooming into space.

"My grandfather was the first white settler to cross those mountains," he said, fastidiously wiping his beard with the back of his hand. "That was about five 'greats' ago, sometime along about 1760."

Although more than 200 years have passed since those hardy pioneers pushed across the mountains, life doesn't seem to have changed much in this remote, rolling corner of Appalachia.

The early settlers didn't leave their descendants many possessions but they did pass on an ancient musical tradition, one that dates back to the days when the songs of roaming minstrels echoed in the pagan halls of Ireland and Scotland.

Franklin George appears to be a direct throwback to those celebrated bards.

"I can't remember just when I started but I could play the banjo by the time I was 7," he said. "I was 9 before I could play the fiddle so you could recognize the tunes. I started playing piano at 4. They had to put me up on books so I could reach the keyboard."

George went inside the rambling frame house and returned holding a small, lovingly crafted banjo with a burnished copper face.

"My Irandfather mostly taught me to play but my father made this for me," he said. "He gave it to me before I was 7. We didn't have TV to interfere in those days and my family would sit around playing music most evenings. My grandfather would give me a nudge with his foot whenever I'd make a mistake."

Today, at age 49, George is generally recognized as being one of the finest mountain musicians in the land, a man who's equally skilled with the banjo, fiddle, dulcimer and even the bagpipes. He's also an accomplished musicologist.

On this particular evening, George was teaching the dulcimer to Kathy Hinkle, a young schoolteacher from nearby Greenville.

"C'mon Kathy," he said, "let's try 'Cripple Creek' one more time." The tinkling tones of the dulcimer were interspersed with a chorus of soft clucks from the adjacent henhouse.

George was instructing his young friend under a five-yearold program run from the basement of the library at nearby Union, population 500. This subterranean location serves as the office of the Mountain Heritage School, run by Bob Martin.

A friendly Irishman and transplanted New Englander, Martin is helping to preserve the unique flavor of the Appalachian culture.

"At the moment we're being funded by the National Arts Endowment Fund and by the West Virginia Arts and Humanities Council," says Martin, a former Boston musician who bought a hillside farm here three years ago. "The classes are free. Our purpose is to support the traditional arts that represent the skills and talents of our community ... thereby strengthening our identity as mountain people."

One such 'mountain person' is Tex McGuire, a fast-talking 67-year-old Sinks Grove resident who is credited with being one of the originators of "Texas Swing."

"I was born here but hit the road when I was 15," McGuire said as he sat on his living room couch, showing a couple of neighbors the finer points of the 'banjer' and the dobro. "I finally wound up playing on station XERA in Del Rio, Texas, for Doc Brinkley, the patent medicine man. I'd play a tune every 15 minutes, between his pitches. Then, after the program, I'd make deliveries on horseback. Of course, I was just a kid then. Later, I traveled the vaudeville circuit with The Mississippi River Boys."

Other local artists who have lent their musical talents to the program include John Homer Walker, a 78-year-old man who plays a banjo made from the torque converter of a 1965 Buick, and Alva Johnson, Johnson, 72, plays a folksy, down home blues guitar.

Martin says dozens of students, aged 8 to 88, have trooped through the homes of these mountain musicians since the program was instituted back in 1972. Courses in quilting and weaving are offered also.

The emphasis, however, is on music. This, to some degree, perhaps, can be traced to the growing popularity of "Bluegrass," the contemporary offspring of mountain music with its twanging, melodious marriage of the fiddle and the banjo.

"The European settlers brought in the fiddles," said George. "But the banjo can be traced back to Africa. My granddaddy learned to play the banjo just down the road from here. He learned to play from freed blacks."

Later, driving home on the narrow, winding roads, Bob Martin talked about the school and about his life in the hills.

"You know," he said, "I've been all over this country and I've never found a place like this. And you know what makes it so special? It's the people. That's why it's so important to preserve the Appalachian Culture."

Peking subway crowded, noisy – but it's 'neat'

TOKYO (AP) — Like subways in other places, the 24-kilometer (15-mile) line in Peking is crowded and noisy, but it makes up a "neat" underground transport system, according to a Japanese subway expert.

Hiroo Hashimoto, the 61-yearold managing director of Tokyo's Teito Rapid Transit Authority, visited China recently and got a first-hand look at the Peking subway, a sight often denied foreign visitors.

The subway in the Chinese capital was opened in October, 1969, and runs between Peking Station and Ping Kuo Station on the western outskirts of the city. Hashimoto said he was told it carried an average of 80,000 people a day, while a bus system transported a million people daily.

The Japanese expert said he was surprised to hear Chinese officials say that "bicycles, which number 2.43 million in Peking alone, are interfering with public transportation and are really a headache from the point of over-all municipal traffic policy."

Hashimoto said he was told Peking's present population was about 8.25 million.

The visit to the subway took place during a tour of the city recently and was arranged by the Peking Revolutionary Committee, a municipal governing body, Hashimoto said. He and an interpreter were taken to the Military Museum Station, where Li Yunan of the committee's traffic department met them.

Hashimoto said he paid the regular fare of one chiao (six cents) to enter the subway and rode an escalator to the platform. A four-coach train, entirely empty, pulled in.

"It was a special arrangement for me and I was flattered," Hashimoto said in an interview with The Associated Press.

He said Li told him the fourcoach trains usually ran at intervals of 15 minutes and were powered by a third rail.

"Li told me they have not started to use electronic equipment like the automatic transport control (ATC) yet," Hashimoto said, "but wanted to learn from Japanese technology and they are now studying how to lower the level of the noise inside.

"The wheels are made of steel and it is a neat train, but noisy inside just like a Japanese train," he added.

He said Li explained "triumphantly" that the Peking subway is "totally the achievement of Chinese workers — an example of self reliance."

After inspecting and riding on the special train, Hashimoto asked his guide if he could see an actual commuter train in operation. Permission was granted immediately, he said, and their train stopped at Hsuan Wu Men Station, one stop from Peking Station. A regular train pulled up at 10 a.m., well past the rush hour.

Hashimoto said it was fairly packed and that Li told him that during busier periods the trains carry "two or 2½ times more people than they are designed to carry."

"I was happy to know this," Hashimoto said, "because this is also true in Japan. But I wondered why they did not run as many trains as we do."

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Hamilton Journal News, September 04, 1977, Pg. 26, Hamilton, Ohio, US

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