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Paula Barone

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Sarah Aguilar
Kenyon College

Catherine Wessel
Kenyon College

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KENYON COLLEGE
ORAL HISTORY PROJECT

Stories of Knox County

Paula Barone
Interviewed by
Sarah Aguilar and Catherine Wessel
On
March 20, 2017

Kenyon College

Oral History Project
Stories of Knox County

Interviewee: Paula Barone
Interviewer: Sarah Aguilar and Catherine Wessel
March 20, 2018

Sarah Aguilar: This is Sarah Aguilar and Catherine Wessel with the Stories of Knox County Project interviewing Paula Barone on her experiences with life in Knox County. Today is Monday March 20th and we are speaking at Paula's home. Thank you for your willingness to participate. Could you please say your full name and birthday.

Paula Barone: My name is Paula Siegel Barone and my birthday is April 28th, 1950.

SA: Can you start by telling us how long you've lived here, in Knox County.

PB: Well as students my husband and I were here from 1969 to 1972 and then we went away for a year of grad school in Chicago. Sam was offered a job coming back to the college and working for the college, so we came back in 1973. We've been here ever since.

SA: Wow. Wait I'm sorry... So you went to college here but where did you live as a little girl growing up?

PB: Oh, I grew up in Sandusky Ohio. Up on the Lake Erie.

SA: What were some of the family values instilled in you growing up?

PB: Well both of my parents were not able to graduate from college but they certainly instilled the importance of that somehow. I don't know exactly how that came to them that that was so important, but I never remember a time thinking, "Oh college could be like you could go to college or could not go to college". I always had this feeling. Yes. You're going to go. So I think education was really really important to both of them. You know good old values like just being honest and kind and helping others and those kinds of things are certainly a part of my growing up.

SA: What did your parents do?

PB: My father was a driver salesman for Sunbeam Bread and so he went to the grocery stores and had different customers around that he would go to. I try to remember what his schedule was because it amazes me. He'd get up at 4:30 in the morning go into his bread route and come home

around 2:30 in the afternoon. Lie down for about a half an hour and then he had a carpentry business that he would go to people's homes and redo their kitchens, redo their bathrooms, build garages and things like that. And so he would get home about 11:30 and the next day wake up and start the whole process. So he was a really really hard worker. That is another value that was instilled in me, the importance of hard work and you know that things don't come easily that you have to work hard for something that you end up valuing.

SA: How has Knox County formed or changed you?

PB: Well I remember thinking--would you like me to turn that off? (leaves to turn off the background music) When we're talking about my parents I don't want to give short shrift to my mom who was an R.N. She'd always explain to people that she had her RN degree but no bachelor's degree. She never wanted to take ownership of something that she really didn't have. She went through RN training during World War Two and so it was kind of a fast track because they needed nurses. She ended up through her career, well she she stopped working for a long time when we were young, but then through her career she went back to school and back to school and back to school and she ended up teaching LPN's and also doing work in hospitals, so I want to pay homage to that because that was very important to me as well.

SA: Could you talk about your career?

PB: Okay, well I am retired now but what I did for thirty-five years was teach and I started in at the Catholic school in St. Vincent's and taught there for a couple of years and then I moved to East Knox which I think Kenyon's familiar with because of the partnership that happens there. So I taught at East Knox for several years. And then I became a part of a program for gifted students that had funding attached to it and the funding switched over to Mt. Vernon city schools. So I followed the funding and ended up my career teaching in Mount Vernon city school.

SA: So how did you come into that line of work? Why teaching?

PB: When I went I went to college, I mean Kenyon was just a revelation for me to be at this place that honored so many different things and the intersections of so many different things and how a discipline supports another discipline. And I always knew I wanted to do something that involved children. I just had an attachment to that kind of thing. In high school, I volunteered at the local Head start. I worked in afterschool programs with younger kids. So I knew I wanted to do something with children. Because of Kenyon I think I was accepted at Teachers College at Columbia. I however didn't go because I couldn't put together the funding that was necessary to do that. So my first job after graduating from Kenyon was in Chicago. I lived with a family and was there a nanny and on the side I took some education classes that I needed for that

first licensure. And I did my student teaching in Chicago and got them all taken care of. So then when we got married and came back this way I started teaching.

SA: So you obviously know a lot about public school system. So what are your what do you think are the biggest struggles that public schools face today and how has that changed from when you began teaching?

PB: Well, after I retired I ran for school board. So I served up a term on Mount Vernon's city school board. And so the first thing that leaps to my mind is funding. You know a friend of mine says something about when people say "oh we can't just throw off throw money at public schools" He's a superintendent and he said, "Won't somebody just do it once. JUST TRY IT ONCE!" (laughter) And so I think funding is a huge issue. I think figuring out where to prioritize things is a really big issue. You know and we have so many traditions in schools. Sometimes I think we don't step back from those and think, you know, is that really valuable still? And then the other thing is just the things that are being piled onto the public schools. When I started out we weren't feeding kids breakfast in schools and now we're feeding kids breakfast and a lot of times a free lunch and maybe there's even a snack in the afternoon you know so. I don't want to place all the blame on families either because I think families have been stretched really far and they're you know a lot of times doing the very best they can. I taught at Westside Elementary school in Mount Vernon which is no longer there, it's the alternative center now, that's a really impoverished part of Mount Vernon. And so we had students, our little population was eighty-five percent free and reduced lunch. And so we would we will look at things like "Why are parents not attending parent teacher conferences?" And you know we'd get like on our high horse and say "You know they just don't care!" And then when you think about the working poor, who are maybe working two jobs at minimum wage and so you know maybe a schedule kind of like my dad's schedule (laughter) how do they figure out when they can come in? Maybe we need to make our hours more flexible for people to come in and come to a parent teacher conference or maybe we need to go to do a home visit or whatever it is. So I mean I think that was such a kind of like a little incubator of ideas because it was a really small group of kids that we had in that school and a really tight knit faculty. And so we could, you know just brainstorm ideas come up with something that might seem wacky and in you know in a larger organization but for what we were doing we could do it. So I don't know why I got off on that. (laughter) I guess we talking about parents and parents being involved in some of the issues in education.

SA: So I had actually a question about that. Have you see a difference throughout your career in parent involvement?

PB: I'm not sure I know how to answer that. I mean I think we've tried more and more ways to get parents involved. I mean I know like when I was growing up my mom was available all the

time to come in. I mean I just I just assumed. I remember in fifth grade raising my hand and saying “Yes my mother can make fortune cookies” She didn't know how to make fortune cookies! (Laughter) but you know somehow the fortune cookies came in right into school. And that you know that there aren't that many moms at home that much anymore. I guess, well I know from my own experience that there are good parts about that and there are you know maybe some not so good parts about that. Having a parent no matter who it is you know.

SA: OK just more broadly can you talk about how schools have changed and how teaching has changed?

PB: I think both schools and teaching have become much more research based. And I remember when I started out we would just try things you know “I think this makes sense to me, so let's try this” And also remember teaching with some teachers who were you know they say in the education literature that there was a time when people just closed their door and they just did their own thing. And I do remember teaching some people who truly did that. I remember one teacher for example who (and this sounds like it can't be true. But I swear this is true) She was a fifth grade teacher and she would put on the board “Monday's work Tuesdays work Wednesdays were Thursdays work Fridays work” and she would sit at her desk. And so if it were Monday. That's what the kids would be working on. Just just a pile of papers that they would work to get through. So there were things that were clearly not even commonsensical good teaching much less based on research. So I think we've gotten more scientific and I think that has been for the good. I think we used to say you know “we don't know how kids learn how to read” We know how they've been taught to read, you know but we don't know what is it in their brains that suddenly you know they're looking at these hieroglyphs and they are figuring out what meaning they have. I think we know more about that. There's been brain research and there's research on teaching methods. So I think I think there are still great mysteries about teaching and learning and that's what makes it a very compelling thing to do I think. But I think we have much more information about how things like that happen.

SA: How do you feel about common core and like you know the more standardized way schools are running?

PB: You know I think the more I hear about common core and read about it the more confused I get. Because I wonder if it started out this is just my conjecture, but I wonder if it started out as this sort of interesting idea that was sort of like a bill that went through Congress that got attachments added on over and over and over again until in the end it was unrecognizable. I thought at the beginning I thought Common Core really kind of makes sense to me because it sounds like a classical education we're going to focus on you know these you know really important things. But then I'm not sure I understand common core and I know that's a terrible thing as a teacher for thirty-five years and a school board member to say but it just it seems like

it's gotten very muddled along the way. So I'm not sure that I know what to say about that. But you know I've helped my granddaughter with her math for example so I know that they're doing some things I guess that are based on a Singapore method and that you know I had to really sit and think almost think backwards, "Okay, and why are they asking you know what's the goal that they're trying to get to?" And you know I did kind of puzzle it out with her and I don't think I led her too far astray. But some people attach that to Common Core and I'm not sure that I really truly is. So, I'm not sure I know how to answer that question to be honest with you.

SA: So do you think that people in this area have faith in the public school system?

PB: I think by and large. I think you know I think there are things, incidents, situations that come up along the way that that parents don't understand or that they they think there was an unfairness that happened with their child. It tends to be personal. I think when there is something that creates sort of a lack of faith. I think for the most part (Thinking) I mean know I know for example the you know there is a community of people who send their children to St. Vincent's and I'm sort of familiar with that group of parents. And I know that one of the things that they seem to value it's not so much curriculum driven as it is "we're all a group of people that have common values" and so it's almost like who is in the class with your children. I remember one person saying to me that they loved St. Vincent's because all the kids realized that homework was not optional (laughs) That you know and they knew they were going to get that reinforcement from maybe their children's peers. So I think I think it's good for people to have different options. I'm not sure about charters and how they are evaluated as opposed to how public schools are evaluated because it seems like we're not doing a fair comparison sometimes.

SA: What do you think are the biggest struggles children, or even high schoolers, have going through the school system here and what do you think is the biggest advantage to living in a small community for kids, or students?

PB: I think one of the advantages of being in a smaller community is that sometimes I think for example a high school experience when you think about those four years that kids tend to be able to jump into something that might be an interest of theirs at various different points. I mean in my high school experience for example sports was really really important. And football began in fifth grade and people were kind of targeted. "Oh you're you're talented in this". So all the way through... Nobody would ever have thought of in their sophomore year for example going out for the football team it would if you hadn't been since the fray.... Too bad, you know. But I think in a smaller setting that and I think that that's more in tune with how children actually develop. I don't think we develop like this (draws a straight line upwards) I think we develop like this (Draws a zigzag line) So I think that ability to kind of jump in when the idea strikes you or when when it looks interesting to you is more able to happen in a small school setting or maybe it's just that it does more often.

SA: So more opportunity?

PB: More opportunity at odd little points in time maybe rather than you know just having to be on that sort of track.

SA: That's interesting. So what what have you learned about your county from teaching here? Or what insight do you have about this county by teaching here? I don't know if that's a better way to phrase it.

PB: I started out at East Knox and so I was in the small town of Bladensburg. And I never knew for example how young people started hunting (laughs) That you know a child of 12 would go in with their parents and you know get a deer. I just I didn't. And then also the rural character of Bladensburg just kids taught me all the time about "Mrs. Barone, This is how you show a pig at the fair" you know "this is what you have to do in order to be able to... and just the different ways that people live and their beliefs. You know Bladensburg is in my opinion and I don't have the sociology to back this up, but it seems to me like it's a it's a small community that has kind of an Appalachian feel to it. So there are there are folklore things that people believe. And just being introduced to some of those things was just so, so interesting to me.

SA: Like what? Can you give an example?

PB: This is kind of a horrible example (laughter) But but you know all public schools have problems with communicable things that go around and head lice is one of those and scabies is another. And so there was this I remember, this mom who talked about scabies and head lice. One was the histles and one was the whistles. (Laughter) I forget which was which but those were not terms. I knew about head lice but I never had any scabies that was a new one. But just some things like that. And also you know sort of folk lore ways to treat those using kerosene you know for example. (laughter)

SA: So what do you think is the hardest part about being a teacher in Knox County and also the most rewarding thing?

PB: You know I'm not sure I have a hardest part.

S: Or you know, most challenging?

PB: You know, I think for me (laughs at her dog jumping on the couch) I think that sometimes when you have a connection with Kenyon College it's sometimes helpful and sometimes a little bit of a barrier. I think that's improving so much. I really do think that's improving and it has to

do with you all you know reaching out into the community and you know and presenting yourselves as these great people and you know just just us getting more comfortable with each other, the communities, I think. So sometimes, I mean I remember and this is way back in the in the '70s. I remember going for a job interview for example and somebody would say "Well, you know. I don't know you're not going to be able to do what they do over in Kenyon and you know we don't have that kind of a budget here you know" Or just you know just making statements that were just had sort of built in assumptions that were really difficult to deal with. And so but the only way you do that is just by you know getting in the situation and being up close and personal and showing people you know have something to offer and I know you have something to offer.

SA: So what would you say is the most rewarding thing?

PB: I think teachers in Knox County get to really know their students. I think it's a pretty easy place to stay in touch with people. I know my children from time to time would say "Mom, do you know every girl that waitresses!" (laughter) cause I run into somebody that I had taught and they had a summer job at Bob Evans or something like that. And so and I think that's wonderful. There's really neat to be able to see kids grow up and take off. Some of my former students are at Kenyon. I don't know if you know Lily McBride?

SA: Yeah, She actually works at the bookstore with me!

PB: Yeah! She was one of my students when she was in middle school. So. It's really fun to be able to kind of stay in touch like that.

SA: Well you're talking about Kenyon a little bit. I don't know if you wanna ask her some things about that? (gestures to Catherine)

CW: Yeah, that transition is pretty nice (laughs) One of the things that we were really wondering about is how Kenyon is perceived by the community and if you feel like that's changed since your time when you were Kenyon.

PB: Wow. I think it's changed quite a lot. And I think, I think so many things have become so much more positive. I think at the beginning with women. You know there were. There were difficult things that happened you know. But it was growing pains, you know. We got through that and now it seems to me from the outside I feel that things are so much more normalized and there's more ...and it just seems very healthy and natural interaction with men and women to me.

SA: I couldn't believe it because I was doing some research about when the women it was a separate women's college right? it was like a different school?

PB: It was the coordinate college at Kenyon College. We were Co-ort

SA: Yeah. I couldn't believe the stuff I was reading about like how they put a sign saying like "dean of women" on the port a potty.

PB: yeah there were so many things like that but you know I don't remember and I think I talked to Clara a little bit about this. I don't remember being super angry about. I mean I suppose there were things we should've been angry about. I know that we actually had consciousness raising sessions in the dorms. There would be you know a sign up that would say in such and so lounge you know there's going to be a crowd and people would get together and the women would get together and talk about concerns and issues and air you know air their disturbances about being booed when they walked into Pierce hall or whatever it was. And I have to say it wasn't just fellow students which was the most disheartening thing. It was the professors themselves sometimes who said very disappointing the kinds of comments that I remember one art professor I had wrote on the ceiling of one of the art class rooms. He had just presented a session on how to structure canvas and on the ceiling that says "A canvas is like a woman. Dot Dot Dot" And we were all left to you know kind of because it's very pesky to stretch your own canvas. I don't know if you've ever that before or not but it's very pesky. And so yeah that was yeah that was just kind of disappointing but also it was in this context of I mean know I was in college of course the Vietnam war was going on. So kids that we knew kids I knew from high school were being killed. Kent State happened while I was in college so it was in this context of you know when I graduated high school in 68 so that was Martin Luther King and Bobby Kennedy. And so you know this. I don't know. There were all those kinds of things that were happening. And it's not as if the world is all peachy keen right now (laughter) but but I think when when you're going through something like that with that kind of backdrop it kind of changes maybe how you perceive it. And also I don't think that well I know that I didn't come from a background where I felt like if I didn't like this I could stand up and voice my my opposition to it or I think I learned that. As we went along. But I wasn't quite there. Yet.

CW: So do you think did the community express any feelings about women being able to attend or about the war. Were you aware of that kind of feeling in the community?

PB: Well, you know Kenyon responded to Kent State and that whole issue in a very Kenyon way. Normal classes were canceled. But there were these classes that were offered on for example the "Art of Violence" with the Guernica you know Picasso would be studied. People gave lectures on different things. It was it was really interesting. And I remember that we had in Ross Hall in the evening a community session and I don't remember too much about who spoke or what the focus

was. But I remember one gentleman from the community standing up and saying something about. Well he didn't know but if we Kenyon students ever threw rocks and tried to break some of those beautiful stained glass windows he would be coming after us himself for it was a very you know angry. There's a reason that that that comment is what I remember of that evening. I think that it still struck me as. Scary. Really scary. So. Sorry. Tell me what your original question was. I think I've strayed (laughter).

CW: If you aware of how Knox County perceived women being allowed to attend Kenyon or if you knew what their feelings about the war were?

PB: You know I don't remember knowing what Knox County thought about women coming to Kenyon and I feel like we were overwhelmed with what our fellow students thought of women coming...or professors. I remember some fellow students for example actually saying that the standards for admission had been lowered in order to admit women. But again you know I remember finding out OK this fellow that I knew who you know who went to prep school an all male prep school. This fellow you know has never been with women in a classroom situation. So it started to make sense to me a little bit about why. I think that there is just a discomfort and maybe a critical mass of people have not ever been with women in an academic situation before.

SA: So was Kenyon at this time a progressive liberal school, because I can't I just can't imagine Kenyon being like that.

PB:I think Kenyon has always been perceived that way by the community. If you're trying to tell even now I think this, if you try to tell somebody you know they're a very conservative minds in the Poli Sci department for example they won't believe you. I think and I think it's maybe it's... Well I don't know how to say this in a nice way. I'll try, I'll just try to say it. The students look different or they're you know maybe they're maybe they have a fashion that hasn't come to Mt. Vernon yet (laughter) or maybe they behave in a different way or maybe they're you know they're just different. Maybe sometimes Mount Vernon just doesn't quite know how to handle that. So I think it's I think again I think this has gotten so much better. But that's just my perception and maybe you all have had a different experience in Mount Vernon. I don't know.

Clara Roman-Odio: It is interesting that you said the students are different, they come from different places all over the nation but academics are also, faculty members are also a suspicion of its own. And you know perhaps too studious, too scholarly.

PB: Too Ivory tower! I hear Ivory tower a lot.

CRO: Exactly, too abstract.

PB: I'm in a in a garden club. And so every once in awhile there's somebody very interesting who has Kenyon connections that can come and speak to us. And you know the people on the committee will say "I hope they're not so ivory tower" And actually one of them was Howard and he said oh no he's so interesting. But again I think we just that's just something we constantly need to work on and maybe it's never solved. Maybe it's just never solved and you just have to keep.

CRO: In relationships and conversations, that changes perceptions. Once the student goes to town, and once the faculty is engaged as a normal community member. The community engaged learning is doing that.

PB: I know. I think that's wonderful

CRO: Faculty is talking to community members and really working close with them. I think that is a good step.

PB: I should tell you when you are asking so many questions about education I wish my son were here. This is his fourth year with Teach for America. And so I know he would be able to talk about common core and so many things.

SA: So teaching really ran in your family it seems like.

PB: Yeah. Like my oldest daughter is a teacher also. And my middle daughter is not. So she she took another track. She's in marketing.

CRO: So I know Sam is a good teacher also, because when he gives tours of Ariel Foundation Park, it is amazing!

CW and SA: Oh my gosh!!!! We got a tour! We had no idea!

CRO: Isn't he amazing!

SA: Yes, he knows so much.

PB: That has just been such an interesting project to be a part of.

SA: Did you meet him at Kenyon?

PB: You know strangely enough we met the tail end of high school. We both went to the same high school. I went my freshman year to an all girls school which no longer is an all girls school

but Lake Erie College for Women which was and is in Paynesville, OH and it has completely transformed itself. It's a it's coed and there's a medical school there for DO's So it's just really it's completely different. But I didn't like it. I went there. I had very little guidance in the college selection process and I went there because my best friend went there which is a very terrible reason to go to college. She ended up transferring as well. So anyway.

SA: So you met him in high school and then he was already at Kenyon?

PB: Yes. So our freshman year would have been the last year of an all male Kenyon. And there were Saturday classes. And so when I would come to visit him on the weekend, I'd go to class with him. And I thought this is much more what I thought college would be like. So I transferred. So my class is actually the class before the first class. So in my class there were onlyseventeen women

CW: Oh my gosh, that's incredible.

PB: You know the funny thing I happen to you know we stood in alphabetical order so I happened to stand at graduation with a fellow that I had been in art classes with right next to me and he sort of had needled me you know along the way just a little non-descript things I can't even remember but I remember just thinking "oh ouch that kind of hurt". But at our last reunion he came up to me and with tears in his eyes he said "I apologize for what a jerk I was" I don't think he used "jerk" he used another (laughter) "I'm so sorry" That was real. And I said Oh I don't even remember you know, no problem. It was really neat to see. He was really really tall guy that did sculpture anyway.

CRO: The diversity helped, huh?

PB: He ended up being a professor at a college in California. And I don't know maybe that you know it triggered some of the feeling of a need to apologize, I don't know (laughter) But it was sweet. You know it felt that felt really good to hear that. So.

CW: So you were saying before that you were involved in Aerial Foundation Park. What have you done with that project?

PB: Well Howard has a group of us working on what are we calling it "Learning Trails" And so part of that project was sitting down with folks who had worked at PPG and taking their oral histories. So he did a mini class for a group of us in how to do an oral history. It was just wonderful. I loved it. And then we were sent out with Kenyon videographer's as well as videographer's from Mount Vernon Nazarene to interview and videotape. And so those are going to become a part of some magical thing you can do with the little thing on your phone as you

tour the park be able to hear the stories of people who worked at PPG which I found absolutely fascinating. One of the men I interviewed had worked fifty years or so. When the PPG plant here closed he went with PPG in Pennsylvania or anyway. But he started at age sixteen and it was really hair raising to listen to first of all, how grateful he was for a job. He said when he got his first paycheck, he didn't know there was that much money in the world. He had come from West Virginia where people were out of work. His whole family have been out of work and so at seventeen to get this paycheck. The other very impressive thing to me was the safety measures that were not in place that people were routinely cut, that there were were the floor was sticky sometimes he said with blood. But that people were still just so grateful to have a job. So, it was fascinating just fascinating hearing about what that was like.

CW: Do a lot of people live around here still?

PB: Yes there is. I mean they're dwindling they're getting older. So the effort was made to quickly sort of teach us how to do these oral histories and then send us out to get them because this fellow had had a stroke and was in his upper eighties maybe even ninety something but for having had a stroke and having gone through all the things that he was had gone through, he was you know, I think my dog has to go out. Can I stop for a second?

SA: Sure.

PB: So, I'm sure you've seen these books on Ariel Foundation Park. Oh, This one is actually on the Schnormeier Gardens.

CW: So why do you think projects like that are important to the community, taking oral histories and recording these things that have happened here.

PB: You know we spend a lot of time talking about that. Well I mean the first thing that leaps to my mind is that we need to get that down because it's going to be gone. But if we don't capture it it's going to be gone. You know I think that it's important to our communities history it sort of says where we've been and you know this is where we're going. It's to honor the work and the workers who have gone before us. I don't know but hearing the stories made me very grateful you know that there were people who were willing to do this. And also grateful that I did something else because you know I didn't want to work around glass. I don't know it's just I think it's just really it's an added dimension to our community. If we only think about what we are right now then you know I think we're just not very rich and there's a richness there that we just need to avail ourselves of and find out about. And it makes things make more sense too.

CW: Do you think a lot of Knox County shares that value with you?

PB: Sometimes yes, sometimes no. But I think that you know the people that I spoke to were so honored to be talking about this and it was obvious that they had thought things through because they had you know here is this picture of me when I was you know working in this section of the plant. And they had pieces of glass that they had worked on. I guess in off times they would they would take pieces of glass and make things like glass canes. And just unusual items. It just was really fascinating to find out about it. And also find out that this was you know this was something in families and that very many of the workers that you were Belgians. And so this was something that was passed down in their families. Just not everybody could do that, that it was considered you know pulling the glass up, it was considered really a skill cutting it was a very highly skilled thing to do. So it's just really important to people.

CRO: Where do you see the park in the future of this county? Where do you see the role the park will play?

PB: Well it's so unusual. I think it's I mean I don't think that I've ever seen a park that is you know the ruins of a factory. Plus you know the lakes from the quarries. Yeah. That just came together in this really interesting way. I also think about it in terms of Central Park in New York City. I mean somebody at some point in time set aside that green space which when you see that from an aerial view I mean that to me is amazing! That huge green space in the middle. And this is very close to our, not that we're New York City, but you know it's really integrated into our city.

CRO: Knox County is changing, and Mount Vernon is changing. THE downtown revitalizing, the park is connected to the downtown area, it's so close.

PB: We put out a survey last spring, I think. It was all the teachers in I'm not I'm not sure if they did the whole county or just Mount Vernon, and what sorts of learning experiences they would like to be you know helped with at Ariel Foundation. The response was incredible. It really was. So you know people saw it going in the science directions and social studies directions and just all different connections that they were making. That was really exciting.

CRO: It will be a place to bring people together. Right. Somewhere with different ages and knowledge content and interactions.

PB: I hope so

CRO: I am so excited

PB: It's hard to go there at any time of the year and not find people out doing things.

CRO: It's also so beautiful. It's a very inviting space.

CW: Are there any closing remarks you want to make or like a final story to tell us.

PB: A final story... You know when my husband and I, when he graduated with his master's degree and we were set to go to Florida. We were going to get married and go to Florida. He had a job in Florida and then someone that he knew at Kenyon that had employed him as a student called and said you know we have this job in the PR department. You know I think that would work out just great for you. It just I mean when I think about how that changed you know the trajectory of where we were headed. I have never regretted that I never thought "Oh it would be so nice to be in Florida." I love this community. I really do. I love the things that I have learned living in this community. It's just been very eye opening and just the connections we've made with people here. And you know kind of also the ability to kind of watch Kenyon grow from these years has just been wonderful. We go over and eat lunch at lunch or dinner at Pierce often and you know and just sit there and you know sometimes we think we were married in the Church of the Holy Spirit and our wedding reception was in Pierce. So we sometimes sit there and think, "remember your mom and Uncle Jack dancing right over there! Remember that?" You know just it's just really neat. I mean things have changed. And sometimes when friends of ours come back and oh why did they do that? You know we're we were all set to hear all about middle path and how could they have dared to change middle path. (laughter) But you know I guess living with those changes it doesn't seem so. It's not so stark to me. I mean because I guess we've had the advantage of seeing it happen a little bit at a time so.

SA: Thank you so much for talking to us.

CRO: That was so enlightening and so rich in content for us.

*Follow up story e-mailed by Paula Barone on April 9, 2017:

December 1, 1969 the country held its first (I think) draft lottery. I do not remember if it was televised but I have vivid memories of students gathering around radios in their (or a friend's) car. Lots were drawn according to birth dates. Among my friends the lowest and scariest number I remember was thirteen. How ironic for him. After the Selective Service assigned a number, young men were to call their local draft boards periodically to see how many numbers were being called in that area, or what the current cut-off number was. I remember the panic this incited and the discussions over dinner in Peirce. The war was on TV every night right there in the lounge (which is now the passageway linking the Great Hall and Thomas.)

One young friend, who was already very slender, went without food for several days before being called in so as to fail the physical due to low weight. It worked. I remember hearing that there was a psych professor who taught men hypnosis to help potential draftees appear to have high or low blood pressure, another reason for rejection. A beloved professor, Rev. Don Rogan, counseled students in obtaining conscientious objector status. One of our dear friends was drafted into the army, and because he was a speedy typist, was plucked from a transport headed to Vietnam and was sent to a Baltimore military office instead. Sam was right on the bubble with a low 100s number; he went to see the USAF recruiter in order to be prepared should they get to his number.

"What's your number?" was a common conversation starter back then.