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Carol Devore interview, Graduate from the Class of 1968, Wright State University

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WRIGHT STATE UNIVERSITY
Retiree Association Oral History Project

Interview date: October 28, 2009

Interviewer: Chris Wydman
Archivist, WSU Special Collections and Archives

Interviewee: Carol DeVore
WSU Graduate, Class of 1968

Chris Wydman: This is Chris Wydman, Archivist at Wright State University's Special Collections and Archives. Today is October 28, 2009, and I am interviewing Carol DeVore, who attended Wright State University during its first year and was a member of Wright State University's first graduating class in 1968. We are doing this interview as part of the Wright State University Retirees Association's Oral History Project. Carol, thank you very much for joining us today. To begin, please tell us a little bit about yourself and your background before you came to Wright State.

Carol DeVore: Before I came, okay.

CW: Where you grew up, what high school you went to, that kind of thing.

CD: Okay, I grew up in high school at Miami University's lab school, McGuffey. I got married, had three children, and suddenly my husband got sick and I realized I had no way to raise three children, so I decided I needed to go to college. I went in to see Dr. White [Fred White, Branch Campus Business Manager], all there was here was the farmhouse, and because I had gone to Miami's lab school I was automatically entered into Wright State. Of course it wasn't Wright State at that time, it was Miami's campus.

CW: When did you first hear about the Dayton Campus?

CD: I took a course at Wittenberg prior to that to see if I could even do this, I hadn't done anything for quite some time. I knew that I could and wanted to do it but Wittenberg was too expensive, so I started looking around and that's when the Dayton Campus was first starting and they were talking about it, so I just came down to see what was going on. I guess I'm sort of nosy, but it paid off.

CW: So, you'd heard the university campaign in the media locally?

CD: Yes, in the media.

CW: And how old were you when you decided to come here?

CD: Oh, how old was I. I have to stop and think about that. I was in my thirties, my early thirties.

CW: In your thirties, okay. What were your first impressions on your first visit to the campus? Your first impressions?

CD: There wasn't any campus [laughs]. My first impression, I was interviewed by Dr. White, and he says, "Well, you know this is going to be a commuter college", and I said, "Yes, what are you going to do about coats?" He says, "You're going to have to carry them around", and I said, "That's sort of silly, you should have had lockers", and he says, "Yes, my wife said I should be hung and quartered" [laughs]. So his sense of humor was delightful. And then he promptly filled out all the papers and put them in his desk drawer, and when I came in the fall, Allyn [Hall] was partially built and they had just moved in, and they couldn't find my papers-

CW: When you'd met with White, was that down at the Warner House?

CD: At the farmhouse, yes. And so they started hunting for them, and they found them stuck in his bottom drawer [laughs]. In the move they had gotten stuck.

CW: So there was the Warner House, and there was the partially constructed Allyn Hall, was there anything else out here? What do you remember it looking like?

CD: Well, it was farmland, and there was no highway. I remember going the back roads to come, so it was very, basically, fairly primitive.

CW: And there was one road in, basically?

CD: That's about right, one road, yes. And we all came in that one road.

CW: Where did you go to register for classes for that first term? Can you describe what that process was like?

CD: It was in the lower floor, that first floor of Allyn Hall, and you walked in what was the front and all the offices were over here, and the cafeteria was over beyond the offices, and everybody ate in the cafeteria: students, faculty, janitors, everybody went to the cafeteria. We had a good time in the cafeteria. We had a lot of fun in the cafeteria.

CW: Was the cafeteria there right from the beginning, or was it later?

CD: Yes, it was machines of the time, and everybody-

CW: That was the one place where people could go.

CD: Yes, and it was one round table and we'd just have a ball. It was nice because the professors were forced to sit with the students and we got acquainted, quite well.

CW: Your freshman year, were you assigned to an advisor or was there someone who assisted you in figuring out what classes you needed to take?

CD: You know, I don't remember that. I remember Mrs. Chait.

CW: Bea Chait?

CD: Bea Chait, and oftentimes you could talk to her, frequently. And yes, I think I did have an advisor, but I can't remember who it was.

CW: I know in those early days everybody kind of pitched in and did a little bit of everything.

CD: Well you have to understand I was older than most of the professors [laughs], which was interesting.

CW: So classes began. What do you remember about your first classes here? I hear the paint on the walls was still wet, and the classrooms were not finished yet.

CD: They were probably pretty wet. I remember I had a class with Mrs. Chait and she was going to give us a test, and suddenly overhead they were doing something with large hammers, and she says, "Just put your pencils down, and I'll be back", and she went up and told them they had to quit hammering for forty minutes [laughs]. So we had to deal with all the building that was going on. All four years that I was here, no matter where I went, there was building.

CW: Was that disruptive or just something everybody got used to?

CD: We got used to it, but yes, it was disruptive. At times it was terribly disruptive, and other times it wasn't so bad.

CW: So, a lot of students. Did you get that impression when you first started? Were you surprised at how many students were here right from the beginning?

CD: Well, right from the beginning, I wasn't alone. There were a lot of older women coming back to school, and so we had quite a crew of us. And there were older people-men, too. So it wasn't a young, teeny-boppers school. There were young people, but they sort of blended in, and a lot of times we acted as mothers for some of these young people, because they didn't know how to cope.

CW: That's great. What did you think of your professors and instructors? Do you have any memories of some of your first instructors?

CD: Oh, yes. I've got to stop and think. Dr. Barlow, the art-

CW: Gary Barlow?

CD: Gary Barlow. We had a ball in his class, and I remember sitting in the cafeteria around a round table, we were assigned a puppet show, and we were teasing him that we were going to do the burning of Atlanta. He thought we were really going to do that, so he made a point of saying, "You can't do that. We can't have fire." What it really was was a spoof on Dr. Barlow, because he was well known for the socks he wore.

CW: Really?

CD: Yes.

CW: That's interesting. We have interviewed him; he is one of our interviewees.

CD: Yes, and the group that I was in were all older people, and we got along really well with him. He was really neat. And I'm trying to think of the science teacher. Right now the name escapes me, I'm sorry, because he was really neat. I remember I had been out of school for fourteen years, so the first day he put up the atom and I listened to the lecture and I took notes, and afterwards I went to him and said, "Has the atom changed in fourteen years?" and he says, "Yes Carol, it has." So there was a lot of catching up. You don't realize how much you lose in fourteen years.

CW: It wasn't Emil Kmetec, was it?

CD: No. I wish I had a-

CW: He may have been Biology. I should have thought to bring a catalog down.

CD: Yes, a catalog would have helped. Iddings. [Roger Iddings]

CW: Iddings, okay.

CD: He was a delightful young man. But again, he was my age or younger. [Laughs], "Yes Carol, it changed."

CW: So you had science, and with Barlow that was art, do you remember any-

CD: Chait was reading-

CW: -Chait was reading and English. Do you remember any of your other instructors? I know I'm asking you to go back.

CD: Yes, that's going back for awhile and I've had lots of students since then so names are just floating. Dr. Iddings, though, I still remember his blue eyes. [Laughs]

CW: Well, it must have been very interesting to be out here those first few years when there really was no campus administration to speak of, just faculty and some support staff.

CD: And the limos came up from Miami and dropped the professors off.

CW: Oh, really? So there were some professors that were commuting here?

CD: Coming from Miami, and of course that was hometown for me, Oxford was. So I knew some of them.

CW: I know that was a tough sell for some, in this nice, college town of Oxford to come up here to the cornfields.

CD: Yes, a completely different atmosphere between Miami and Wright State. But that's alright.

CW: So with the barebones staff, did things seem to run pretty smoothly?

CD: Oh, yes. Dr. White said, "Well, you might get half a year", and every time I went to the next level, it was there, and the next level, it was there, and I ended up with a masters. And Dr. White said, "It won't go". He didn't think it would go.

CW: He didn't think it would make it?

CD: No, he didn't.

CW: Kind of an "experiment". That's interesting. What were the students like at the beginning? Did you get the sense that this was not a typical college and was pretty unique?

CD: Oh, it was not typical, not at all. You had a mixture of ages, and they were all coming from different areas so they had no common background. They all knew it was new. I remember when they started to talk about independence and naming this school, and there was a large group that did not want it to be called Wright State, because they'd have that airplane with two wings, and guess what? It is. But that's what they were against. And the other thing was-

CW: Was this students, or-

CD: It was a mixture. Students, faculty, there were a lot of them. A lot of them didn't like the blacktop, because there were no trees. I mean, we were here in a field; there were no trees at all.

CW: What names, what were popular? Was there anything that stands out? We have a whole long list, like Southwest Ohio State, I know they were trying to avoid using the word "Dayton" because of U.D.

CD: And there were a lot of them that didn't want to use the word "Wright", but I really thought "Wright" was okay. It was inventive, you know, the Wright Brothers were very inventive and beyond their time, and I thought that was pretty good.

CW: I think they were looking for something regional and distinctive to Dayton. That always comes up, the naming of the school. There was Five Rivers University, and all sorts of stuff.

CD: And not a river around. [Laughs]

CW: Yes, that you can see from here, right. Was there camaraderie developing among the students? The campus has always had a reputation as a commuter school, especially in the earlier years, but was anything starting to develop socially here?

CD: Well, yes, there was, but it wasn't well developed. I meet some of those people now, but they're not friends like you would have if you'd lived in a dormitory. It wasn't that kind of friendship.

CW: Yeah, it's really just been, I don't know how long, ten years or so-

CD: Once you got apartments and dorm rooms.

CW: It's now become a much younger university and a lot of people having the full experience of living [here]. But that's really been very recent.

CD: Quite frankly, I was too busy.

CW: Yes, right, and I know you weren't alone.

CD: I was busy raising three children, cooking, and studying at the same time.

CW: And I know that's what a lot of the faculty at the time were so impressed by. That the students that came here to go to school were serious about their classes and worked very hard.

CD: Yes, and they would tell the professors if they didn't like something. Some of them took it okay and some of them didn't. There was an instructor, a young man, teaching Phys. Ed to the education students, and I remember the young girls in the restrooms crying and crying over this man, and I said, "It's not worth crying about. Just do what you can and that's it. Just pass, don't try to get an A because he's not going to give any A's." And they looked at me so funny, and I said, "He's not going to give us any A's because we're all women, and he's not going to give us A's, so don't try to get an A. Just get a C and pass." He had them in just tears, very bad, and I eventually told him, "You're being way too rough." But I could do that, because I was older. [Laughs]

CW: As things started to develop here, what type of extracurricular or other activities were happening on campus? Was anything going on outside of classes?

CD: Outside of classes? One time, my youngest son had gotten hurt on the head and I was afraid to leave him alone, so I brought him to school and I forgot that it was April 1. We drove in the front, where the tower was, and there was an effigy hanging, so he said, "What's that, Mom?" I pulled in the parking lot and we started up to Allyn, and they had tricycles and shaving cream, and he decided that he'd rather go to this school than his own. Then he had to go to government class with me, and I warned him that the professor had a handlebar mustache and that he must not say anything.

CW: Was that Dr. Thobaben?

CD: So he goes in and I asked if he could come in and we get seated, and he says, "Hi, whiskers." I wanted to just crawl under the table. At the end of the class, he said, "Everybody has a closed mind except that little boy over there."

CW: Were there any organized activities available to students, like sports or theatre or music?

CD: No, there were no sports. There was some music, but not a band or an orchestra or anything like that that I remember. Of course, again, I was older and didn't have time if there was that, to seek it out.

CW: Were you aware of any fraternities, or-

CD: Yes, I was in the honor fraternity, but not social fraternities.

CW: Looking back, what would you say were some of the specific problems the campus encountered in the early years? Were there some major issues?

CD: Well, basically the major issues were trying to stay out of the builders' way. You had to watch where you were walking and you had to pay attention to what was being built and where they were. I remember one science lecture, we were all seated in the auditorium in- I can't remember what building, one of the four-

CW: Oelman Hall had an auditorium.

CD: Yes, I think it was Oelman. And he had just started talking, and these workers came in with this great big, two-story ladder, in the middle of his lecture. He said, "What are you going to do?" and they said, "We are going to weld" and he says, "Not while I am teaching." They started up the ladder and he starts up the ladder, too, and a couple of the young men sitting in the bottom of the theatre suddenly realized that they better protect him a little bit. So he was pulling on the hose trying to get them down and keeping them from going up to weld. They came down [laughs]. So that was the kind of thing, you never knew when something like this was going to happen. Staff had as much trouble as

the students. You know, you start to prepare a lecture and you're just getting into it and somebody comes up and puts this huge ladder up, and you have to pause and think what you are going to do. That was Dr. Batra.

CW: Batra, okay.

CD: That was so funny, he lectured us and the whole lecture was on "wiruses". So we were writing "virus", and-

CW: On "wiruses"? We're transcribing this, what is a virus?

CD: Well, we found out after it was over, it was a "virus".

CW: Oh. Okay.

CD: He couldn't say "V", so it was "virus". We finally figured it out, but at first he was lecturing about "wiruses", and-

CW: "Wow, we really do have a lot to learn"

CD: Yes [laughs], "What are we doing now, something new?"

CW: So do you ever remember any campus demonstrations or students coming together on campus for causes or anything like that?

CD: Causes, no. Not in the early years I don't think.

CW: That might have been a little later.

CD: Later I remember seeing some of it, on the radio and TV stations. But most of the people I went to school with were here for a purpose: to learn. They didn't have time to get involved in too many causes.

CW: So those early years-

CD: Very serious, very serious.

CW: -skewed a little older and people came for classes and then got back to-

CD: -back to what they had to do.

CW: What types of services were provided for students? Were there any recreational facilities or food services, student lounges, that kind of thing?

CD: We had food services, and usually you could sit around- of course the people I was with, if you had a committee you had to meet here; you couldn't meet anywhere else, so

you just stayed around a table, where you could have a cup of coffee or a coke or something, and try to get your lesson done. You didn't wait to go home to do it and you didn't have a computer to do it on computer.

CW: So in those early days, most of the time that you were here there was just Allyn Hall?

CD: No, by the time I left there were more. I think there were four by the time I left, by '68. I'm not real sure. There were at least two or three.

CW: So early on there was a cafeteria with vending machines-

CD: And it was in Allyn.

CW: -and then did it expand?

CD: Yes, and I remember when they first put in mailboxes. That was, "Gee, there's a mailbox. I can actually put something in there for somebody else." That was different. That was just right off the cafeteria in Allyn.

CW: In that same area there were the mailboxes.

CD: Yes, where the moat is. From the cafeteria you could see the moat.

CW: And that's where the student lounge was as well?

CD: Yes, and that's where you met.

CW: That was the meeting place. What about the library?

CD: The first library was not this one, but was the back of Allyn, and Millett? Is it Millett?

CW: Millett. I think there was a small one in Allyn, and then at Millett they had a larger one. So fairly early on were there some library resources available, even those first couple of years?

CD: The first year, if the professors wanted us to have extra stuff they would bring a book cart.

CW: Well, we always seem to have parking problems on campus.

CD: Oh, yes.

CW: Was that true then as well, could you talk a little bit about that as well as what it was like coming in here and commuting here?

CD: Well, of course you had to get here and you had to have a car. You had to time yourself so that you could get here on time, and then when you got here you might have to park in what we used to call “the back forty”, which was the farthest away. That wasn’t very far but it was far enough, and then come in and if it was cold and wintery and snowy, you better be dressed for it. And then you had to carry your coats everywhere.

CW: So pretty much the whole time you were here there weren’t lockers or anything like that.

CD: No, there were no lockers. I don’t know, do you have them now?

CW: Yeah, there are lockers. Nowadays everyone just carries a big bag and carries all their stuff in it, but in all of the tunnels, yes, there are lockers.

CD: It made sense to have them. But I remember the tunnels. That was unique to all of us, that there were tunnels between buildings. It’s really very good.

CW: Did you remember first using the tunnel, when that second building came up?

CD: Yes, and we used it, because you didn’t want to go outside in the snow.

CW: Sure. I think it kind of developed by accident and then on purpose after that.

CD: I think it was a good idea.

CW: I think initially it was the wiring and electrical, getting that connected from Allyn, and then people started using it during the winter and it just kind of developed from there.

So, the roads; getting here, there was no 675. How far away did you live?

CD: I lived in Enon.

CW: You lived in Enon? That’s not too far, but how long would it take you to get here?

CD: Enon? Well, I took the back roads, past the hog farm that smelled so horribly, and then I can’t remember what roads I went on, but I avoided Fairborn most of the time. Except one night I had a night class and I came back on Kauffman Avenue, and I was driving a real old car and a policeman stopped me for speeding. I had been stopped at a traffic light, and I said, “This car won’t go that fast”, and he didn’t give me a ticket. But he was sitting there waiting for students to come.

CW: It must be amazing to look at this area now with all the development.

CD: Oh, it is, and I always think of Dr. White; I wonder what he thinks. Because he didn’t think it would work. He really didn’t.

CW: You look at the highway and up and down Colonel Glenn and with the mall, but Fred White really-

CD: He didn't think it would go. It was an experiment and he wasn't going to get his hopes up. So I think by the end he was quite proud.

CW: I'm sure he was. He was around quite awhile. Were students aware of the campus' goal of becoming its own university? What was the buildup of that like around here?

CD: Oh, yes. It started building probably the second or third year, and wanting independence and not wanting to be tied with a university we had never been to or most people had never been on, you know, the campus at Miami. Feeling like you were sort of a stepchild and wanting their own. Yes, it built. It was slow but it kept building, and it was interesting to see the professors come in that were not connected with Miami, being hired for this place as opposed to being hired for Miami. They didn't think they'd be here very long, and many of them stayed a long time. Some of them objected to the asphalt, I remember that. They didn't like this "asphalt campus".

CW: That the campus just looked very concrete.

CD: Yes, they didn't like this "asphalt campus".

CW: It's funny, because this is such a wooded area. That's just the way it was developed.

CD: But at the time you didn't see the woods so much as you do now. They were too far away.

CW: They are still kind of grappling with that issue, and it's funny because it's such a beautiful area around here. But in the middle of campus when you get amongst the buildings and stuff there isn't a lot of greenery, and that kind of has to be part of the planning from the beginning.

CD: I think that was it; it was that that there was no greenery and there was no planning for a green space, and I think it disturbed a lot of people.

CW: Did students go out and study outside anywhere?

CD: Oh yes, on the walls around the moat.

CW: Was there any lawn area or grass?

CD: No. You just sat on walls or steps. Anywhere you could get outside.

CW: So, very much a concrete environment.

Well, it must have been pretty neat to be here and watch this campus grow each year. Was there a lot of excitement once the Quad and the other three buildings after Allyn started being built?

CD: Well, yes, then you began to think you really were in a campus. When there were four buildings, my goodness!

CW: Yeah, one building isn't a campus. [Laughs]

CD: So, I remember at graduation we were seated out between the four buildings, and we had to go up on Allyn's deck and across by the moat and out the other side, and I walked out the other side and there was a high school friend of mine from California, and I was so excited that she had come.

CW: I've heard stories before, just the excitement that, 'Wow, look at these other buildings, we're going to have this building here for the sciences'-

CD: Yes, it was exciting. And the first class was exciting, too. Because it was the first time we'd had that; a graduation at this school.

CW: And to have this whole Quad area and the lawn in the middle, and do you remember the student center [University Center] being built?

CD: No, that was later. I expect it was there by the time I got my masters. But again, then I still had three children at home, I was teaching, so I didn't have time to play. [Laughs]

CW: How did things change once it became Wright State University? Was there any noticeable, tangible difference here?

CD: I didn't feel it. Maybe the younger people did. But I as an adult student going through my masters didn't see a difference. More professors, more classes, more availability, but that was it.

CW: Just a change of names only, from your experience.

CD: Right, from my experience.

CW: You touched on this a little bit, but could you talk a little bit more about what graduation was like, and to be the first graduating class and having it out there on the Quad?

CD: It was exciting. It was also very hot and many of us got very bad sunburns, with a mortar board on your head. Yes, I remember that. It was exciting because it was a lot of pageantry that we hadn't had before, and all the professors came in their full regalia, and that was exciting. You really felt like you had accomplished something.

CW: Oh, sure. It must have been extra special being the very first commencement ceremony for this place. And also, then Dr. Golding was on the scene.

CD: Yes.

CW: How did people take to Dr. Golding?

CD: I don't think the normal student paid too much attention to that. Professors might have, but I don't think the normal students did. They knew that it had happened and they knew who he was, but you were too busy. And also, you have to stop and think, that first class was made up mostly of people that really wanted to get educated. They weren't looking for entertainment and fraternities and sororities and typical college. They were here to get an education.

CW: Did you notice that changing just in the years that you were here, in the classes following you?

CD: Oh, somewhat, but not a whole lot. In the future I saw some of it, that the students coming out of Wright State were not educated. And it was a shame, I mean it really upset me when I had a teacher who had graduated from Wright State came to me and asked me, "What is a pronoun?" and I said, "You have manual? Go read your manual", and she looked at me like, "What are you talking about?" And I thought, "Did you graduate from Wright State?" and she said, "Yes", and I said, "Well, they have certainly dropped their standards if you can't do that."

CW: Well, I think it just has a lot to do with like we've talked about with these early students and how important an opportunity this was.

CD: Yes, they were interested in educating, and this young lady was interested in entertainment, and it was apparent in everything she did.

CW: Did you feel at the time that you received a good, comparable education?

CD: Yes, I felt I had a very good, rounded education. Yes, very much so.

CW: And you graduated with your undergraduate, and then you came back?

CD: And then I came back and started my masters.

CW: Was this right away?

CD: Yes. I figured I had waited too long to start to school. I knew how to study, I better continue.

CW: And you studied education and became a teacher?

CD: I was a teacher for 27 years.

CW: Well, very good. Looking back, what would you say would be your fondest memories of your time here at Wright State? I know you were very busy, but looking back what are your greatest memories of coming out here?

CD: Looking back was that art class with Dr. Barlow, and Dr. Iddings. Later in my masters, the teacher that read to us even though we were all teachers; she'd get a children's book and-

CW: Who was this?

CD: Was it Dr. White? I can't remember her name. It was a woman, teaching children's literature, and she read Gertrude's Pocket to us, and we were all in tears before she was through [laughs]. That was a sad story. That was a fond memory. I took a class on evolution, and I certainly enjoyed that class; it was wonderful. I also had an English class with a young, English teacher from Harvard who proceeded to say that because Tom and Huck went into the Mississippi River nude that they were homosexuals.

CW: Your instructor said that?

CD: Yes, and so I said, "Excuse me. You don't know what it was like then. Number 1-", I said, "-my brother went skinny dipping, we all went skinny dipping. It wasn't because of any sexual thing, you didn't have a bathing suit and you wanted to get in the river." And he looked at me, and of course I didn't get a very good grade in that class, because I bucked him. But he was wet behind the ears; he had no idea what it was like out here in the Midwest. He was an easterner. I don't know whether he lasted any time at all. And as an older student you often did speak out. Sometimes it got you okay, and other times it wasn't okay. In that class it wasn't okay.

CW: That must have been an interesting sort of dichotomy there. Because I know so many of the first teachers here were in their twenties, a lot of them, and I'd never really thought about that, of having so many older students and the younger instructors. That must have been interesting.

CD: It put you in a spot. Geography, I had a geography professor- I can't think of his name- and I had gotten all the top grades. We went into the exam in the auditorium and the two professors were down at the bottom, and the one was saying, "Get over to the side. My students get over here to this side, you can't pass his exam." And I had to go into his exam. I got the top grade in the exam, but he gave me a "B". So I went to him and said, "How do you say the alphabet?" and he says, "A, B, C..." and I said, "Oh, I thought you forgot an A." I was really ticked [laughs]. I think I had an 89.9 or something like that on all his tests. And the other professor was saying, "You can't pass his test." Oh, that was awful.

CW: So at the time, did you see this as a very special place? Is there something looking back of what made Wright State distinctive?

CD: I think it was the camaraderie between the students and the professors at the early on. It had to be both of us to make it a go of it. It couldn't be just one or the other, and I think having to eat together, having to park in the same places and so forth was a learning experience for both of us.

CW: That's interesting. The faculty say the same thing.

CD: Do they?

CW: Yes, they do.

CD: I'd like to hear some of them.

CW: If you could compare Wright State today to back then...

CD: Oh, it's amazing.

CW: It's night and day, I'm sure.

CD: You can't even fathom. I'm lost when I get here. There is no way I would even try to walk the campus. I'm thinking, my goodness, it seems so convoluted. It may not be; it may be very straight, normal. But it doesn't look like that from what I consider myself as an outsider now.

CW: It's interesting the way campuses develop. There is always sort of a "master plan" and it growing out from the center. And it did to some extent, with the Quad and out from there, but-

CD: I was used to Miami, and you have to understand that Miami was one of the land-grant universities, and my family from way back in the early 1800's paid taxes to the university, and at any time the university could take the land if they wanted to. You didn't own the land, you leased the land. So we were used to seeing it grow out. But they took large spaces; it's spread out.

CW: Well, is there anything else you would like to talk about? Any topics I didn't mention or any stories you can remember that you would like to share with us?

CD: I think I've shared, probably, most of the stories. I certainly appreciate the fact that this was a university. Otherwise I wouldn't have been able to achieve what I have in my life. I was able to teach, I taught for 27 years and they bought me out for three, and that was wonderful. Because by that time I was getting old enough that I wanted to go home [laughs]. So I wouldn't have the quality of life I have now if I hadn't gone to the university.

CW: Well, if there isn't anything else-

CD: No, I think we're pretty much wound up.

CW: Okay, well thanks for talking with us here today.

CD: You're welcome.

CW: And for sharing some of your memories at Wright State. We really appreciate you coming in and helping us with this project. If there are any other stories or thoughts that you have that you'd like to share, just let us know and we can get together and talk again.

CD: I think we've got pretty much all of them that I can remember. I was trying in my mind to sort out some of them. I just couldn't remember the men's names.

CW: Yes, that's always the hardest part. We can look up the names, it's the stories we were interested in. Okay Carol, thank you very much.

CD: Thank you.