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Robert Dixon interview, Professor, College of Engineering and Computer Science, Wright State University

Lewis Shupe
Wright State University - Main Campus

Robert Dixon
Wright State University - Main Campus

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WRIGHT STATE UNIVERSITY
Retiree Association Oral History Project

Interview date: July 2, 2009

Interviewer: Lewis Shupe
Professor Emeritus, Department of Communication

Interviewee: Robert Dixon
Professor Emeritus, Department of Engineering and Computer
Science

Lew Shupe: This is Lew Shupe, Professor Emeritus from the Department of Communication at Wright State University. Today is July 2, 2009, and I am interviewing Dr. Robert Dixon, Professor Emeritus from the Department of Engineering and Computer Science, as part of the WSU Retiree Association's oral history project. Dr. Dixon- whom we call Bob at Wright State- thank you very much for joining us today. To get started, will you tell us, basically, where you came from and how you found Wright State?

Bob Dixon: Okay. I'll tell you a little bit about the generation of young folks who came, and that will give you my background.

LS: Excellent.

BD: Remember that we were in our late twenties, most of us in the math department, so we were pretty young to start out on our own. But we were a product of the post-war... it was sort of an enthusiastic period where we were involved in the Cold War and we, in a sense, the United States had all the resources in the world and the country was in a mood to move in the '50's when we graduated from high school. I was sent to college by General Motors, for example. Industries, government, were all participating. When I got out of undergraduate, my first four years, and I went to Ohio State to finish a degree in math, then there were assistantships available, and when you got further along the National Science Foundation picked up. Several of us, Al Smith was a National Science Foundation awardee and so was I. It was a period where positions that had not been staffed by PhDs before in the sciences were being staffed [by PhDs]. Before, the PhDs were gathered at the big universities, and this was the beginning of new universities and spreading out. So, my thesis advisor was a young guy, a student at the University of Illinois. My first job, I didn't even have to apply for a job, it was just, "Go there". The department at Illinois hired twenty-five people in the math department the year I went there. It was just an enthusiastic time. And after a couple of years it was pretty clear that out of twenty-five people, not very many of us were going to stay there. So I began to think about a job, and at that point Ned Moulton was looking to staff the department here.

I had had contact with Ned before, having to do with my National Science Foundation support. Ned ended up, of course, being the Chancellor for the Board of Regents, but at this time he was an administrator at Ohio State. Ned had a velvet tongue as probably other people have suggested to you, and he made this place look like it was going to be a science center, which we are now, but it was a slow developing process. I was a colleague of Marc Low- actually he was a student at Illinois, a graduate student- but we worked in the same area so I knew him, and through him I knew his wife, Leone. I convinced them to come here with me. Also I had known Al Smith, we had been in classes together, and I'm not sure whether Ned had already contacted him before he contacted me, but I was enthusiastic about having Al come. Bill Coppage, I remember Bill was teaching at Indiana State. I remember going there to talk to him. He had already been talking to Ned and we conferred and decided this would be a good thing to do. And then Don Schaeffer, who had been a graduate student at Ohio State. So we were all Ohio State grads.

LS: Just a quick question. We've heard people refer to him as Ed, and others as Ned.

BD: His name was Ed, Edward. But people called him Ned, you know, which is reasonably common for people who had the name Edward. I don't think he used the name Ed much. I think it was mostly Ned. So, actually I think I was the first faculty member from the Ohio State side here. We were in the Warner House. Allyn Hall was still under construction. Warren Abraham and Phil Bordinat were there, along with Fred White and Howard Bales, who was Ned's representative on campus. My job- I came in July or June, sometime at the beginning of summer, primarily to pick books because in the freshman year, mathematics is what everybody takes so we had to have books for all those courses. We were teaching Miami's courses even though we were part of the Ohio State faculty. Undergraduate courses were Miami courses- you know, the descriptions- but we chose our own texts. As I recall- I can't remember whether we were on the quarter system or the trimester. Miami was on trimester, Ohio State was on quarter system. I guess we were on trimesters the first year.

LS: I think it was.

BD: Eventually we- well, it was a hodgepodge of trying to merge all these things together. We were a joint branch; we were not an independent organization. Of course, we did not have to worry about giving degrees that first year. Let me say something about the students. The students the first year didn't really exactly know what Wright State was. Sinclair was here and had been here a long time, and it was being reorganized by the state at that time. It had been private but was picked up by the state. So there was a junior college or technical college, however you want to consider it, then there was Wright State, but again it's a branch campus; students didn't really know exactly what they were in for.

LS: What was your impression when you drove out here?

BD: The first time? Oh, you know, it was a cornfield, there was a mud driveway, just a construction driveway when I came out, which must have been sometime in the spring. I have a picture of what it looked like at home somewhere. That didn't bother me, you know. Ned had this picture of what the campus was going to be like, and it was spectacular [laughs]. I didn't really believe that, either. I was not that naïve that it would be that way in my lifetime. It was a time- I think there was a republican governor at the time, and in some ways I think you think of the republicans as being sort of conservative about things, but they were starting universities all over the state in cities where they weren't, and they were taking over city colleges where there were city colleges, or at least partially supporting them. This was an effort to bring Ohio into the California model, where every region or every population center had a college or state university, and even the smaller places would have junior colleges. It was a dynamic time in the state, I was excited. This was where I came from, you know. I grew up here, so these were my people.

LS: It was nice to come home.

BD: Yeah, and I had family here and my wife had family here. But I understood those students. They were first generation students, and this is not just to begin with but all through the '70's. They were first generation college kids, and adults who were already working and wanted to come back, particularly when we got into graduate programs. Now the graduate program was originally- the Ohio State graduate program was at the base [Wright-Patterson Air Force Base] originally, and they brought faculty down and then they started hiring us to teach individual courses that eventually moved here, and eventually we took over teaching most of the classes as our faculty expanded and we had a broader set of specialties, because the base wanted particular kinds of courses for their people.

LS: And you were all in Allyn Hall.

BD: We were all in Allyn Hall, the fourth floor of Allyn Hall. The fascinating thing about it was that it's what I- I had never taught at a small liberal arts college- but it's what I imagined it should be like. Everybody on the faculty knew everybody else and when we had an evening party, everyone on the faculty was invited. There was none of the infighting that happens in normal universities and happens here- which I took my share part in- but we developed relationships with those people that lasted through the time we were here. When we wanted to put together a coalition, when we were working for a new general education requirement and those kinds of things, the thing to do was to look at those people who had those relationships and look for the common bonds.

LS: During that first year, who was your dean or how was that structured?

BD: I was the Division Officer for Mathematics or Mathematical Sciences, which included Engineering. There were two faculty members- Dale Bussman and I can't remember the other guy's name- who were in Engineering, and they were closely associated with us but I never really told them what to do. Even though I had four years

of and engineering program, I never felt like it was my job to tell them what to do. What was your question?

LS: Who was the administrator, the primary administrator?

BD: Fred White was the overall manager, but I guess Phil Bordinat and Warren Abraham both were the managers of the liberal arts areas. In our area Howard Bales became sort of Ned's representative here. As a division officer I was not at all happy with that. As it turns out I got a grant that first year to cover my summer the next year, I got an NSF grant. I was working with another fellow from Illinois in mathematical biology and we had a grant. It turned out that the stuff we were doing- I didn't realize it at the time- also applied to nuclear reactions, and so it was one of those things that got support. So I resigned as division officer, effective the second year. I figured, you know, I was not happy with the structure, and then at that point they appointed the guy who was a geologist that became Ned's representative here on campus, he was sort of like a dean. I can't remember his name.

LS: In Geology? Was it John Ray?

BD: No, it was not John Ray.

LS: He was in Geology.

BD: This didn't happen for awhile. Maybe it didn't happen the second year, maybe it happened the third year. But he was a nice guy, a funny guy.

LS: What was your impression of the classes? Describe a little bit about those first classes.

BD: It was slaughter.

LS: It was what?

BD: A slaughter, in Mathematics. We had certain standards, okay, and our charter was not to be a junior college but to have the standards of a regular university, and we did. The failure rate was high. We were not happy with that, but on the other hand we simply couldn't put people through into a second year if they weren't doing adequate work.

LS: Where was your classroom?

BD: Our classrooms? They were in Allyn Hall, down on the first floor. There was the wing, which later on became the administrative wing, was actually science laboratories at that time, and I think the other classrooms were on the first and second and probably third floor of Allyn. Administration must have been there somewhere, probably third floor, I don't know.

LS: What did you see as your biggest challenge that first year?

BD: Well, administration was a problem. I mean, there was not a lot of academic administration on our part. Ned, at this point, after having sold it, Ned sort of pulled back and he also stamped down expectations. Because I think Miami probably always realized that we were competition. Ohio State at first- Ned, he was just this energetic guy with a silver tongue and he just wanted to go forward with this thing and make it really great, and I think at some point Ohio State realized that, hey, you know, maybe we should just go slow with this.

LS: That's what you mean by "he stamped down"?

BD: Expectations. We had a meeting where he actually said that. Things were not going to go as fast as we thought, as we were told originally.

LS: Which meant what to you, as a professor?

BD: Well, we didn't know exactly what it meant, but I mean the picture of the campus got farther in the distance. There was a bit of disappointment. You know, expansion of the faculty would be slower, we would not... my expectation when we came was that eventually, you know, we were the first shock troops of young guys but they would bring in senior people. Without some push from the outside- from Ohio State in our case- that wasn't going to happen.

LS: But you remained the group that really brought Wright State forward, right?

BD: Yes. We said, 'Well, okay, we'll do it'.

LS: So you did it.

BD: Yeah. But it was a slow process to bring the quality up. We were a bunch of young guys, and the next year we hired a bunch of more young guys. There were no senior people brought in.

LS: But you did have quality that first year, right?

BD: I thought we were good people, yeah [laughs]. But it's a matter of growing the faculty and when you're put in a position where young faculty are doing all the committee work, all the course development and all that kind of stuff, you don't become senior people as fast in terms of your academic qualifications. So it was tough on careers.

LS: What were several of the most difficult things you had to deal with?

BD: Well, do you want to restrict it to the first year or so?

LS: No, you can go further on.

BD: As we go forward, Golding- the first president- was not an easy person to work with, and he didn't really particularly like faculty. Faculty, you know, we were developing faculty governance and he really didn't want to deal with it. We had it that the president was supposed to come to our winter faculty meeting and give us sort of a State of the University, and he said he wasn't coming. At that point I was somehow involved in the faculty governance administration- I don't know what I was called at that point- but it sort of left me hanging between the faculty and him, and it made me feel bad about it. I just felt conflicted, and we at that point started a faculty union. That's probably been forgotten. We were part of the AF of L. That went on for the duration of Golding's tenure and until Kegerreis became chairmen, and then that sort of went away.

LS: You organized a faculty council, right? A group that-

BD: There was a faculty governance. You know, we sat down, we organized, that was an initiative that we took. That was probably before Golding came. I don't know how many years before he came, probably two or three years.

LS: But the faculty took the initiative.

BD: Yes.

LS: Okay. Tell me a little bit more about the union.

BD: The union? Well, you have to understand, I came up through General Motors. I was a co-op student at General Motors for four years, so I knew about unions, and I knew about conflict. And I left General Motors after I finished my first four years because I didn't like that atmosphere. So I was not happy to get involved with that sort of conflict. I didn't think it was academic, but on the other hand, I felt that Golding was not responding to ordinary faculty governance kinds of things. We did that for awhile, I think we did it for as long as he was here. We never had a vote here or anything. We were a small group, but we used to hassle him whenever we could.

LS: Did you have dues?

BD: I suppose we did. But it was only a small group.

LS: You were affiliated with whom?

BD: AF of L. I can't remember what the actual... it was essentially the AF of L teachers union, American Federation of Teachers, AFT.

LS: Did all of the early faculty belong to that union?

BD: No, it was a small group of us. But we gave him a hard time. [Laughs]

LS: Well, that's interesting, I hadn't heard that before. Any other difficult hurdles right at the beginning?

BD: The conflict about having to maintain standards. You know, you don't like the idea of failing a lot of students, but we did it and the whole idea was that this was a place that had standards like a normal university, and we had all taught at other universities. Even though we were young, we kind of had an idea of what the standards ought to be. So the reputation got out and within a very short time we began to attract students who would do that. And I've got to say that after that first year or so I loved the students here. They were hard working and they wanted to learn. Now I must say that when I did my last stint of teaching here, which was a sort of comeback in the 90's, that had dropped off a little bit. But I think that was just reflected what had happened in the whole society.

LS: So you had respect for some of those early students.

BD: Oh sure, and some of them completed the whole program and they were great students. You know, we had good students, we had some poor students, and the good students survived, and the poor students didn't.

LS: Were professors purposely difficult or hard on students?

BD: No, they just had normal standards, and for potential students here they didn't simply know what this place was. We were told this was a university, and that's what we did. We weren't trying to be tougher than anyone else, and we weren't trying to be easier. We just tried to have normal standards.

LS: In those early years, what do you remember that was probably the most delightful experience you had?

BD: The relationship with all of the faculty and establishing those relationships which lasted for the whole time I was here, and the relationship with the students when we graduated our first group of students, which was wild. You know, that were great. They were good students and they were my class of students, you know what I mean? I came from an economic class that came out of the Depression and I understood these first generation kids.

LS: Where was the graduation ceremony?

BD: The first one?

LS: Yes, the very first one?

BD: Probably the UD center, I don't know.

LS: I know we have pictures of a graduation ceremony outside of Allyn Hall, on the moat.

BD: Yep, that was probably it, if it was good weather that's probably where. But I think we did have some in UD, but we might very well have had one outside.

Chris Wydman¹: I think the first couple might have been out on the Quad, and I think after that it got too large.

LS: It was interesting to see the people seated on the Quad.

BD: I had forgotten that, but I guess I remember that now.

LS: When did things start to change for you in those early years? If they did, I don't know.

BD: No, they did. For one thing, I got involved in computing. In '68 I took- I was involved in computing all along, I was consulting at the base. I had gotten, as a graduate student, interested in computing but I realized that at that point people who got too interested in computing never got PhDs because there was no computing program at Ohio State, for example. You had to go through some other program. So I sort of put that aside, and then when I was at Illinois with the mathematical biology I started using a computer. When I got here, the Air Force realized that had AI implications- artificial intelligence- and so I was working some at the base, and then in '68 I went to Buffalo for a year and took a visiting position there teaching, but they had a graduate program in computing, so I took classes. I didn't take them formally, I just sat in on classes, and then came back and Joe Kohler and Don Schaeffer and I- and there was originally some involvement by the Engineering Department, and later on Jim Brandeberry in Engineering became involved in it- but we cooperated with Engineering and we started giving a computing degree. Of course all these things had to be passed by the state, and we did it. It was primarily a computer engineering degree, because we had a lot of engineering courses, but we called it Computer Science. By the way, at that point the University of Dayton had a computer science degree, which was a very early thing, there were not many, and we cooperated with the faculty there. But that really was the change of everything for me.

LS: Now when was that? Can you pinpoint it?

BD: Well, '68 was the year I was gone in Buffalo, and when we came back is when we established the program. So it would have been '69 or something.

LS: '68 or '69. That's interesting.

BD: In 1970, Don Schaeffer was managing the computer facility so we were able to come in at night. These were the days when in computing it was hard to get time on computers, and we would come in at night because he was managing the facilities and he'd let us come in. So we were able to do a lot of course development here at night.

LS: Now Don Schaeffer was here right at the beginning?

¹ Chris Wydman, WSU archivist, was present during the interview.

BD: He was here right from the beginning, yes. He was also interested in computing.

LS: Was the computing science popular with the students? Did that grab students' interest?

BD: Yeah, it did. In 1970- I think about 1970- we decided within the College of Science and Engineering to move towards having a computer department. I'm not quite sure what year this actually happened. We looked for an outside chair for that and we were also looking for a chair in Mathematics. Bill Coppage had been chair for a year and then Carl Maneri had been chair for awhile, and we were looking for a chair in both of those departments. We weren't having a whole lot of success.

LS: How come?

BD: We weren't happy with the people we were looking at, so I became a candidate on the condition that I would be a transitional chair of both departments, and eventually the Computer Science would split off and I would be chair of that department, which happened. That's the way it happened, after I think for two years I was chair of both departments, and then I was chair of Computer Science. Not for long, and I think Jim Brandeberry then became chair. Yeah, Jim Brandeberry came from Engineering, he was one of the early people who expressed an interest in doing that and we choreographed that. We needed an engineer and he's a very energetic guy. After a few years of being chair he left and went off and started a company and was gone for a few years, and then came back as chair of Electrical Engineering, and then became dean.

LS: I didn't know that he had left for a short period.

BD: Yeah, it was for a few years, at a company that contracted with the base. It was interesting, at some point the question of splitting off the College of Engineering, we were battling it internally. I remember the meeting where the college was talking about that. I'm not sure why I was there because I wasn't chair of anything, but the dean was there and various department chairs and for some reason I was there. I don't know, but I remember it. It was a close thing as to whether or not to split off the college. I guess the reason I was there is because it involved splitting Computer Science off and that meant the faculty in Computer Science would leave and be in the Engineering College. So it was a close thing. I decided to support it although I'm not sure... I was happy staying there, you know? But Jim wanted to go and he was, well, you know him, he was a strong guy and you thought if he had thought it out and he thought it was the time to do it-

LS: And it's worked out successfully.

BD: Oh, yeah. Obviously, it was a great idea. And you had asked me was Computer Science a success. We were the largest department in the university for awhile, in terms of majors. Not ever in terms of service, but-

LS: But in terms of majors.

BD: Now, we didn't graduate that many. Again, it was a tough program and there was a lot of dropout along the way.

LS: By tough, you mean academically?

BD: It was academically tough, and you have to remember this department in the context of the base, and we were training people not just for the base, but we had a very technical program where people were putting together systems. I can remember telling in some of my advanced classes, when somebody makes a mistake in finance somewhere, they'll get balled out, maybe they'll get fired, but it will get fixed. You write the control system for an airplane and you make a mistake and people die. So you want to know what you're doing. There's a certain level, a standard that we had to have in that program, and we just could not put people out unless they were competent, and we maintained very high standards.

LS: I sense that you have a great deal of respect for Wright-Patterson and in your work with them and the influence they had in developing the programs here at Wright State?

BD: That's true. I don't want you to think, though, that we were working just for them.

LS: No, I'm not inferring that.

BD: We had a lot of their people, particularly in the graduate program, people coming here for programs, and they hired a lot of our students. But in that kind of training they filled a particular technical niche, and they went all over the country and wrote the kinds of pieces of software which are underneath all the stuff that people are dealing with now. It's the kind of stuff that you pay and pay and pay for every mistake or every inefficiency you make. So I felt it was an important program and the faculty were all really committed to it. It was a tight group of faculty. Not to say that we were any different from anybody else. I don't want to say that we were a special department.

LS: But I kind of suspect that in comparison to other departments, you were working in a totally other direction. You were functioning differently.

BD: Well, we had our own direction and our own motivation. Yes, we were. But it was also true- you look at Biology, where did Biology go. They started out in the direction of medical science after a few years. And again, you're training people, and if they make mistakes, people die. So there was a sense that the students that we put out here in the sciences, you know, it is important work, and they were students who would work and work and work. I taught at other places and I never saw students who would work as hard as our students did here, and I think it was that they were coming basically out of a community which was a working class community, but which also, you know, at the turn of the century Dayton was the idea capital of the country. So it was an interesting atmosphere.

LS: Well, you must be very proud of some of your students.

BD: Oh yeah. My son has a company here that's involved in technical stuff and he comes in contact with them, and they say hi to me.

LS: It's nice to be remembered so positively by your students.

BD: Yeah, and then of course for the one who didn't make it, they probably don't have such good memories. But that isn't true. A lot of our students who decided to move into other programs moved into related fields and got degrees. It wasn't that we just flunked them out. We had a targeted audience, and they moved into other programs.

LS: Did you have any fun in those years?

BD: Oh, did I have fun? Yeah. I loved it, we all did. I mean, just the fact that the students would work so hard, you know? And the things that they would accomplish in a class, it was exciting. And this wasn't all... we had a graduate program, but most of it that I was involved in was undergraduate work. We were not anxious to get a master's program. The dean wanted us to get a master's program, so we did.

LS: The dean at this time was?

BD: Bob, um, I can't remember his name, sorry.

LS: But you didn't necessarily want to move to the master's program?

BD: No, not really. Because we had such a strong undergraduate program, and we gave graduate courses, courses for graduate credit, but the question of offering a degree was not something we were particularly anxious to do. But we did it, and then eventually the department got a PhD program, but again I didn't really participate much in that, I didn't have any students in that.

LS: Were you involved at all, beyond your academic area, in university functioning or activities?

BD: Yes. I guess because I was here originally, I had contacts all over the university so I got on various committees and things, and at one point the university was reorganized. We had a reorganization, and this was when Kegerreis was still president, and I was on that committee with Board of Trustees people, and I've got a good story to tell you about Al Smith. Al Smith, who was working in the executive wing at that time, was the secretary of this committee, took the notes and distributed the minutes. Pretty much, as a faculty member I had very little influence. You could say something, but they would pay very little attention to it, I mean these were presidents and deans and Board of Trustees members and consultants, and then a few faculty members. But I would talk to Al and Al would say, "I would rather be the secretary than a member, because I get to write the minutes, and if I write that somebody said something, they think that if they said it, it must be right". So he had more influence than I did, certainly. That was tongue in cheek,

I'm sure he actually did give the accurate minutes, but Al was an important influence in the university over time.

LS: Which presidents did you work under here?

BD: All of them.

LS: Starting with Golding? Or Fred White?

BD: Golding, well, Fred White, Golding, Kettering... no wait.

CW: Kegerreis.

BD: Kegerreis...

LS: Paige [Mulhollan]

BD: Paige, and then I came back for a short stint as the chair in the '90's, just as a temporary chair until they got a new chair. I had been gone about five years, and at that point I think that probably Kim [Goldenberg] was chair then, I mean, was president.

LS: No, um...

CW: There was [Harley] Flack between them.

LS: Flack was before Kim.

CW: Kim would have been about '98.

BD: Oh, okay. Then I guess it would have been Flack. I didn't have anything to do with him, but I was here in '94.

LS: Okay. Now, you were president of the faculty as number of times.

BD: Well, originally, the first year of this conflict with Golding- I don't know what it was called at that point, we were just organizing the faculty- but I was some sort of representative. And then I guess just once after that. That was when I had to give some speeches [laughs] and speech-giving is not my thing, and you gave me some hints and I guess I got through it. Nobody booed me off the stage. But I appreciated the help.

LS: If you had to list probably two of your most important memories of Wright State, what would they be?

BD: I have one that was a personal thing, as it turned out. My wife had been in English-well, she studied business for awhile but was an English major- and then became a mother and was staying home. At the point where the nursing school here was being

considered, it arose out of a proposal within the science and engineering college. I was a chair at the time so it must have been in the '70's, and I was on a committee and we looked at the proposal, and I looked at it, and the numbers were fudged. I knew about how subsidies came from the state and I had the figures on what nursing got subsidized, and they showed that, when I went through them, that this was going to be a money losing program. I raised some objections, and the dean said, "Well, okay, think about it until next week and then we'll make a decision". And I don't know whether if I had objected or not they would have not have put it out, but I thought about it and I thought, you know, these numbers have to do with departments and so forth but we're thinking about the whole university and the community, and the hell with it. I'm not going to stand in the way of having a nursing program. Because I knew nursing was moving towards bachelor's programs rather than just hospital programs, so I said, "I don't object". So they put it out and it was approved, and we got a nursing school. In the meantime, my wife had a baby, or maybe she'd already had him, but anyway she took childbirth classes and then they asked her if she'd like to take the training to teach them. She said she would, and then after doing that for a few years she decided that she would like to become a nurse, and there was a nursing program here. So she went into the nursing program and then she went and got a master's degree at Ohio State and had a twenty year career and helped found Hospice in Dayton, which turned out to be a really significant program. It was when hospices were just starting. So, you know, the couple things that I remember were things that I didn't do; was not objecting to that, and the thing of supporting Jim on the engineering college when I really wasn't all that... you know, I was comfortable where I was. Those are the things that you think back about. Not the things that I did, but the things I didn't do. It's easy when you are developing a thing to make mistakes, and I certainly made my share of them. But sometimes you just avoid them.

LS: What was your biggest success? In your mind, what was your biggest success at Wright State?

BD: The biggest success I see is that you look at this place now. Like I said with these programs, I didn't get in the way of it, probably. It happened with me as part of it.

LS: With one word, describe Wright State when you first came here, just one word.

BD: Potential.

LS: One word, Wright State today.

BD: It's a solid university.

LS: Tell me that again.

BD: A solid university.

LS: What else would you like to say that we haven't asked? This is your final moment.

BD: I think it was kind of a unique time in the way this country was developing, when we came here. It was kind of a unique opportunity to start on something when you are almost a kid, and see it almost fifty years later. Unique. I'm not sure that's happening now or that it will ever happen again like that in this country. So it was a unique opportunity.

LS: Well, thank you, Bob. This was marvelous, you gave us some information we hadn't heard before, and this is the value of the oral history. Any last words?

BD: No, thanks for doing it.

LS: Thanks.