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SPEAKERS

Interviewer: Jordan Schultz

Interviewee: Ann Dobie

Jordan Schultz 00:00

Okay, so we should be rolling now. Okay, so to start off, we'll start with some simple some easy questions. What is your name?

Ann Dobie 00:10

My name is Ann Dobie.

Jordan Schultz 00:12

Okay. And where are you from, Mrs. Dobie?

Ann Dobie 00:17

I'm not from here, but I've lived here so many years that this is really home.

Jordan Schultz 00:21

Okay. How long do you think you've lived in the Lafayette area?

Ann Dobie 00:28

Um, about 60 years.

Jordan Schultz 00:30

60 years? Okay. Yes, ma'am. And so, this is an optional question. You don't have to answer but how old are you?

Ann Dobie 00:37

I'm 88 years old.

Jordan Schultz 00:39

Okay. You look great for 88.

Ann Dobie 00:41

Thank you.

Jordan Schultz 00:43

Next question, I would say what is your affiliation with the university? So what spot did you hold? I know, you've probably held a lot of different offices per se within the university, but you can list them in whatever way you would like.

Ann Dobie 00:56

Well, I was a member of the English department. And actually, I was the first graduate student to get a master's in English here. I had moved to Lafayette with a degree, but I wanted to take more courses. So that's how I happened to be on campus in the early days of the integration. But then I became the first graduate assistant, and then I ended up as a full professor, and now I'm a professor emeritus of English. And in the course of those many years, I held a lot of offices as one does.

Jordan Schultz 01:31

Of course, for a lot of different programs and everything else. Yes, ma'am.

Ann Dobie 01:34

Yes, I ended up being the- Well, I was director of freshman English at one time, and I ended up as director of the graduate program and rhetoric, which I began. Okay, wow. So Well, there was a lot of time to do things.

Jordan Schultz 01:51

There was a lot of room for advice.

Ann Dobie 01:52

I guess the most important thing that I did was I did start the National Writing Project of Acadiana, which was associated with a national program out of the University of California, Berkeley. And after I retired from UL, I went to work for the National project out of UC Berkeley.

Jordan Schultz 02:10

Okay. Wow. Yeah. So you had a lot of hands in different avenues?

Ann Dobie 02:13

Yes. It was all fun.

Jordan Schultz 02:15

I'm going to start one second. I'm going to set up a backup here, which this should be fine. It should be rolling well. Yes. Okay. I'm going to set this up as well. All right. So the next question, so you didn't attend the University of Louisiana, oh, yes. You did. You just mentioned you did. Okay. So when you attended the university, it was SLI, or was it USL?

Ann Dobie 02:45

Yes. When I started, it was SLI.

Jordan Schultz 02:48

Okay. So let's see. So you've already answered that you were an employee. So if you were an employee, you worked in the English Department. Do you remember about how long you were employed in the English Department? 38 years. Okay. What was your favorite class to teach as an English professor?

Ann Dobie 03:10

Oh, that's,

Jordan Schultz 03:12

It's kind of a hard question.

Ann Dobie 03:13

It's a hard question. Yeah. I really, I enjoyed. I enjoyed students. And so whatever class I was teaching, ended up interesting. I, I guess, one of the more interesting ones was teaching English 115, which was the advanced course for freshmen. And all the kids in there were so smart, and they were constantly surprising you with what they were saying and thinking and doing. And so that was always a pleasure. And it was a very mature kind of dialogue.

Jordan Schultz 03:46

Right. I actually took that class freshman year.

Ann Dobie 03:49

Oh you did? Okay, then you know.

Jordan Schultz 03:52

I know.

Ann Dobie 03:53

And it was a small class, and you got to know each other. And just there's a lot of camaraderie,

Jordan Schultz 04:00

Of course. Okay. So now we're moving on to the next sector of questions. So I want to ask you, what made you want to go to SLI?

Ann Dobie 04:12

It was the only university in town.

Jordan Schultz 04:14

Yep. Yep. That's a great reason!

Ann Dobie 04:18

Well, when we moved here, my husband was a geologist, and he was new at that time with an oil company. And we were being moved around the country. So we had a choice of going to Casper, Wyoming, which we had spent the previous winter in Wyoming, and that was not to be repeated. Or we could go to Midland, Texas, which was hot in the summer and cold in the winter. And Lafayette had a university and I knew I wanted to go back and take some courses. And so really, it was the university that made us choose that.

Jordan Schultz 04:53

So would you say that you had any kind of family influence as well? Or was that the main reason?

Ann Dobie 05:00

No, just my husband and I.

Jordan Schultz 05:01

Okay. Okay, so let's say so obviously it was your first choice. Okay? How accessible do you feel that higher education was for you or your family?

Ann Dobie 05:14

Oh, it was extraordinarily accessible. It cost nothing. All you had to do was sign up! It was very easy.

Jordan Schultz 05:25

So what was what was the year that you started attending?

Ann Dobie 05:29

I'm trying to remember. It was about 1959.

Jordan Schultz 05:37

Okay. Okay. Yeah. So by that time, yes, it was getting to be very easily accessible.

Ann Dobie 05:41

Yeah, the integration had started, but it was, it was, it was a very quiet thing at that point. Intentionally, I found out later.

Jordan Schultz 05:49

Yes, ma'am. Okay, so how did it feel to receive your acceptance letter? Or what was your initial reaction?

Ann Dobie 05:57

I didn't receive an acceptance letter. I just showed up and signed up. I didn't apply.

Jordan Schultz 06:04

Well, that answers that question. So let's see, why was it important for you to pursue higher education?

Ann Dobie 06:12

I always knew I wanted to go on. And as a matter of fact, I changed majors because my undergraduate degree is in music. And so when I came back, I, I wanted to get, there were no graduate programs. So I started in education, in the education opened up a master's degree. So I got that. As soon as I got that, English opened up a master's degree, So I got that. And then several years later, I went to Columbia and got my PhD.

Jordan Schultz 06:42

So a lot of these master's programs were very young, then, at that time, or brand new.

Ann Dobie 06:47

They were at the very beginning, yeah.

Jordan Schultz 06:49

Did you always, I mean, did you always know that you kind of wanted to move towards English? Or did you have a different plan when you started?

Ann Dobie 06:58

Well, when I started college, I started in music. And so I should have always started in English. Now, I think of all those practice hours, and I should have been reading Shakespeare the whole time.

Jordan Schultz 07:13

Well, everything happens for a reason, right?

Ann Dobie 07:16

I'd like to think so.

Jordan Schultz 07:17

Yes, ma'am. So let's see. Did you use any social programs such as welfare or financial aid to get you through college?

Ann Dobie 07:26

No.

Jordan Schultz 07:26

So you were all on your own? Okay.

Ann Dobie 07:28

Well, I think tuition was only \$25.

Jordan Schultz 07:31

Right. It was a little bit of a different time back then.

Ann Dobie 07:33

Actually, I got a scholarship. I don't know how, I didn't apply for one. But some state legislator just called me and told me he wanted to give me \$25 to go to UL, or SLI, so I accepted it.

Jordan Schultz 07:49

The scholarship program nowadays is so much more competitive, you know. Like, I had got a scholarship to go to UL. So I'm on scholarship right now. But when I, so this was 2021, and this was kind of like, one of the last years that they were implementing using ACTs wholly, or ACT scores, and I made a 32 out of 36. So they really liked that. It does. So I had offers from UL and McNeese that were pretty good. LSU had sent me something, but it was, it was like what they sent me said, like, this is how much you're gonna get. And this is how much TOPS is going to pay for. And it was like the same number. So they were just like telling me what I was getting already. So thank you LSU.

Ann Dobie 08:16

That looks good.

Jordan Schultz 08:21

Well, tuition is so much more now. It is, compared to how much people make.

Ann Dobie 08:30

And that becomes much more serious than it was back then.

Jordan Schultz 08:33

So let's see. Okay. So if you were, well, you were an employee, what made you want to work at SLI?

Ann Dobie 08:56

Well, I wanted to work on a college campus. And as I said, it was the only one around. Also I just, I loved it, enjoy the campus. So there are some places I find that that you just feel comfortable in. And schools were comfortable. I did a lot of work with the College of Nursing and on campus. And I worked with the dean. And she and I traveled around the state doing some workshops and things. And when we'd walk in a hospital, she felt right at home. I did not.

Jordan Schultz 09:33

You were trying to get out of there. Yes, ma'am.

Ann Dobie 09:35

We'd go to a school and it's like, oh yeah, I'm home.

Jordan Schultz 09:39

So you had said that you had migrated to another university after UL, right. So what was that University's name?

Ann Dobie 09:46

Columbia University in New York.

Jordan Schultz 09:49

So, would you say you enjoyed your UL campus more than Columbia University?

Ann Dobie 09:55

No, I didn't enjoy it more. I enjoyed it.

Jordan Schultz 10:00

Was UL's campus more peaceful than Columbia University?

Ann Dobie 10:04

Well, it was just so different.

Jordan Schultz 10:06

Because that was a big campus, wasn't it?

Ann Dobie 10:08

Columbia is huge. It is one of the top universities in the country. Well, my robe has a black stone with little crowns on it. That's because that was the King's College. It goes back to the English occupation, what became the United States. So I mean, it's old and old and has history. And my courses were absolutely, they were just great. You just sat there, it was like going to a great show.

Jordan Schultz 10:45

So did going to that university kind of propel you to bring what you learned there back to UL to kind of implement?

Ann Dobie 10:52

Yeah.

Jordan Schultz 10:54

Okay. So let's see, how was the subject of higher education handled around you? So were you were you encouraged to go to college? Or were you discouraged to go to college?

Ann Dobie 11:06

When as a freshman or as a graduate student?

Jordan Schultz 11:09

You can answer either one.

Ann Dobie 11:12

Well, I mean, I was in a family that always assumed that I'd go to college. And I knew after I'd graduated that I wasn't through.

Jordan Schultz 11:16

Okay, so they had always kind of pictured you. Alright, So for the second part, So for graduate school, you felt encouraged to continue your education as well?

Ann Dobie 11:31

Yeah. Well, it was complicated because I had two children.

Jordan Schultz 11:34

Right, that definitely complicates matters.

Ann Dobie 11:37

That definitely is a complicating factor. So I had to wait a while till they were old enough for me to be able to go into.

Jordan Schultz 11:43

You had to focus on your studies. Okay. So how? So going back to your UL experience as a freshman, how were classes for you? So did you say, did you feel prepared to go to college? Whenever you got there? Did you feel that the classes were challenging? Or were they...

Ann Dobie 12:02

At UL? Or in my Undergraduate? At UL whenever you first started. Oh yeah. Because I'd already been through four years of college. And so that was easy.

Jordan Schultz 12:11

So, it was a lot easier when you were in grad school than you felt then whenever you had first started college?

Ann Dobie 12:16

Yeah, I never really felt overwhelmed. Well, I did as a freshman. But I was only, I went to college when I was 16. That's very young. And I went 800 miles away from home, where I knew nobody. And I was in a field where I probably was underprepared. So that was a, that was a stressful year,

Jordan Schultz 12:45

Of course, right? I feel like everyone's freshman year is pretty, pretty stressful, no matter where you come from, you know? I definitely felt with myself that it was, which I was in a different major as well. So when you're in something you're not comfortable in, it also complicates matters. But I would say when I transitioned my second semester, which I only took 12 hours, my second semester, so.

Ann Dobie 13:06

That was smart.

Jordan Schultz 13:07

Yeah. So that was, that was a lot easier, but it definitely prepared me for the future. So I can understand why you would say that. Okay, so let's see. So did you find...lets go with another question.

Let me start my second page. Okay, so as an employee, do you remember any of the black staff members that you worked with or that you engaged with?

Ann Dobie 13:36

Sure!

Jordan Schultz 13:39

You don't have to name them if you don't want to.

Ann Dobie 13:41

Well, I don't remember their names.

Jordan Schultz 13:42

Well, that solves that problem.

Ann Dobie 13:45

But yeah, I had black students. I had one that this is kind of a nice story. Within the last three or four years, I published a book called Black Women Writers of Louisiana, and I was trying to profile a group of women who are extraordinarily talented, but have not gotten a lot of local notice. They've won national prizes. But people around here don't know. Well, one of them was named Elizabeth Brown. And I, that name rang a bell with me. And then I found a picture of her. And I recognized her. I knew I had taught her. So I called her. By this time, she was in Texas, and she was married and had a different last name. But I called her and we talked and she's had a fabulous career. I mean, she's been in administration. She's published books, and she's mostly a playwright, and just highly successful. And as we got off the phone, and I'm telling you this, it makes, it's less than humble. But I'll tell you this, that she said, "Well, you don't remember that, when I finished your course, you told me I should get out of history and major in English". I said, "No, I don't remember". She said, "Well, I did". And to think that she had that chance to have this fabulous career, which if she couldn't have gone to UL; she was from Church Point, and if she could not have gone to UL,

Jordan Schultz 15:23

She couldn't have had that opportunity.

Ann Dobie 15:24

She would never have had that chance. And she's happily married, she had all kinds of awards, she was voted the most popular teacher in her university twice. And so that was just a nice story to think that I'd had that kind of contact That you had that impact on her life. Well, then, you know, that I could recognize the talent. And she did well. I'm trying to see if I can get her an award from Church Point now.

Jordan Schultz 15:51

Oh, yeah?

Ann Dobie 15:51

As an outstanding citizen.

Jordan Schultz 15:53

That would be nice.

Ann Dobie 15:54

Well, yeah, it would be.

Jordan Schultz 15:56

Okay, so as an employee, how would you describe campus life or culture when you were employed? So, I guess this can apply just generally. So how would you describe the campus life or the culture that you experienced on campus?

Ann Dobie 16:14

Well, I used, I don't know much about the social life of students, because I was not involved in that. I used to worry that the buses would come from the Cajundome, let everybody out, and they go to class, and then they come out and go get back on the bus. This to me spoke of no campus life at all. It was just something you plugged in during the day, and then you went back to your job or something, and I used to worry about that, because my experience as an undergraduate, was just totally involved in what was going on at the university. And that concerned me. But I also was aware that there was a lot of social life and organizations that I was not privy to, yeah. Because I was strictly knowing students through the classroom. Oh, I got along fine with students. Yeah. Well, I liked them.

Jordan Schultz 17:05

You were in your own position as an as a professor, yes ma'am. Okay. So how was your relationship with your students? You enjoyed your job, so they they in turn enjoyed your class.

Ann Dobie 17:28

Well, I hope so.

Jordan Schultz 17:30

We can only hope, right? Okay. So as a student, do you remember having any black professors during your time at UL, black professors at UL or even when you went to Columbia.

Ann Dobie 17:44

No, there weren't any when I was at UL, when I was a student. And at Columbia, no. No. They would like to have had some, but they didn't.

Jordan Schultz 17:57

Okay. So once you began to be employed by the university, you were able to see kind of the transition where they started employing more African Americans as well.

Ann Dobie 18:07

Yeah. And I remember one time, we had a black woman apply to the graduate program, and her scores were abysmal. They just really were not good. But we were so eager to attract black graduate students, that we decided to accept her instead, probably telling tales out of school now. But the fact was, she went on to be a very good student, and she ended up getting a PhD teaching at a university. Not here. But we took a risk, we took a chance on her, and it paid off.

Jordan Schultz 18:55

You gave her that motivation, right.

Ann Dobie 18:57

So, I'm glad we did it. I hate to admit we just kind of ignored the rules.

Jordan Schultz 19:02

Right. Well, sometimes you have a feeling, you know, and it ended up panning out for you. Okay, so were there any black history courses available? Of course, there were not while you were an undergraduate. But do you remember seeing anything while you were employed at the university regarding the black history, whether black history or Black English literature.

Ann Dobie 19:27

Not Black history so much, but there was...I was involved in...I don't even remember what it was called. But it was an effort to promote black presence on campus. And I'm sure you've run across the name Pat Rickels, Dr. Rickels.

Jordan Schultz 19:51

Yes.

Ann Dobie 19:51

And I was working with her on, what was it called? It was some kind of committee to increase black impact on campus. And of course, really the strongest support for the black...for new...the early black students on campus was through the Catholic center.

Jordan Schultz 20:14

Yes.

Ann Dobie 20:15

And I'm sure you've run into that. They gave the Chapel of Wisdom gave their students a place to be a safe place to find each other. And support from Monsignor Seeger. But the work I was doing with Dr. Rickels was not connected directly with that, but worked tangentially with them.

Jordan Schultz 20:42

Okay, so now we move on to a next area of our interview, discussing campus life. So this would be...you can answer this as an undergrad or as a professor, however you see fit. So in your own words...okay, this one, this is a big one, but in your own words, how would you describe your overall experience at the University?

Ann Dobie 21:08

At UL?

Jordan Schultz 21:09

Yes ma'am.

Ann Dobie 21:10

Oh, highly positive, highly positive. I was supported all the way by people wanting me to get my PhD or to publish or to do this, do that. Yeah. I was totally encouraged by other members of the department.

Jordan Schultz 21:33

So I think we've already touched on this, but were you a part of any student organizations?

Ann Dobie 21:39

No, I don't think I was.

Jordan Schultz 21:43

So let's see, were there...were there any black student led organizations on campus? Now, obviously, but when you were undergraduate, probably the answer would be no.

Ann Dobie 21:54

I don't remember any black organizations on campus. I'm sure there must have been,

Jordan Schultz 21:58

Especially as you were a professor of the University moving forward. Because I know there's a lot of active ones right now. But I'm not sure when most of them have started. But it's probably been within the past, you know, between 20 to 30 years, I would say. Okay, so how was your experience interacting with other students, professors and staff members? And you kind of already touched on this as well.

Ann Dobie 22:23

Regarding black students, or just in general?

Jordan Schultz 22:23

You can answer in general, and then we can discuss black as well.

Ann Dobie 22:32

Oh, in general, it was it was fine. I had many, many friends there. And I'm, I guess that's what I miss most on retirement was seeing my friends. Now that you're making memories come back from me, I do remember one class. I think it was a sophomore class. Anyway, we were in...I was teaching literature. And it was at the time that the University of Mississippi was really in turmoil, because of their integration. And some of the white male students were saying they wanted to go over there, and be part of the protests, which I thought was strange, because we had black students on our campus. They

weren't protesting that. But then, when they heard about all that was going on at Ole Miss, they wanted to go over there and take their guns with them. And that, that appalled me.

Jordan Schultz 23:32

Yeah, I mean, because UL had some of the most populations of black people out of any colleges in the south, you know, so there was really no reason to go there when you could have...I guess, they didn't want to be the ones to start a riot. They just wanted to participate in a riot.

Ann Dobie 23:47

I think that that was part of the attraction there. There was chaos already, and that attracted them. It's like seeing a fight. And everybody wants to get in there.

Jordan Schultz 23:59

Okay. So did you live on campus? Or did you live at home? Whenever you went to college?

Ann Dobie 24:07

I lived in Lafayette.

Jordan Schultz 24:08

You lived in Lafayette. Right. Okay. So let's see, were campus services or job opportunities accessible to you on campus? So, campus services, I mean, that's a pretty broad topic.

Ann Dobie 24:22

Yeah, I guess they were. I remember going to the health Infirmary or something once or twice to get some kind of vaccination.

Jordan Schultz 24:36

I've had my share over there as well.

Ann Dobie 24:38

So I guess they were available to me.

Jordan Schultz 24:40

Yes, ma'am. Okay, let's see. So I know we've already touched on this as well talking about transportation. But, how were the transportation options on campus when you were an undergrad?

Ann Dobie 24:52

Well, at the beginning, there weren't any.

Jordan Schultz 24:55

Okay, so you were just expected to get there.

Ann Dobie 24:57

Parking was non-existent, there was nowhere to park. That was before the parking garage. Finally, they began to have parking lots, of course. And at one time my office in Griffin was right by the...on the first floor right by the door to the parking lot. And so every time a student got his or her car towed, they'd come barging in furious and hit my office, and want to use my phone to call and complain. So I would hear them, really angry, you know.

Jordan Schultz 25:32

Oh yeah, riled up. Because I know even now, where the old football field used to be at is a big parking area now. Yeah. But obviously, whenever there was a football field, there was no parking there. Because there are a lot of parking options now. But, the massive population of the university is making even those seem non-existent, you know. So it's crazy how with growth, you have to just keep expanding. Because I know, a lot of people that I know, use the Girard Park parking tower, because that's the one right by Griffin, the six-story one, but even that, like students can only use the top three floors. So it gets pretty tight, even up there as well. But, moving forward, we touched on organizations. So I'll skip over that. I mean...well...I'll ask you, do you remember any mixed-race organizations being on campus?

Ann Dobie 25:41

Is it? No, that's interesting.

Jordan Schultz 26:33

That is an interesting question.

Ann Dobie 26:34

Yeah. Frankly, I hadn't even thought about that.

Jordan Schultz 26:38

Because that's a big thing now too, because you have presences of different groups. But do you have the mixture of those groups going forward? Okay, here's a question that directly concerns you: While in school, were you aware of the events surrounding the civil rights movement and black activism?

Ann Dobie 26:55

Oh, yeah.

Jordan Schultz 26:56

So that was broadcasted?

Ann Dobie 26:58

Well, by then I was an adult. And yeah, I was very worried.

Jordan Schultz 27:03

You weren't oblivious. Yeah. So, how did you find out about these things? Was it newspapers,

Ann Dobie 27:11

Oh yeah, newspapers, television, radio was even prevalent at that time broadcasting news. Yeah. And I took magazines, The New Yorker and Saturday Review, that sort of thing.

Jordan Schultz 27:25

So the community, so many people in the community, you would say were not blind...to the issues, I mean, because it was publicly

Ann Dobie 27:31

Oh, no, people were well aware. Yeah.

Jordan Schultz 27:33

It was they were aware of what was going on in the country.

Ann Dobie 27:35

Oh, yeah.

Jordan Schultz 27:36

Yes. Many people may have not felt that that was occurring here. But they knew it was occurring. period.

Ann Dobie 27:43

Well, it was hitting close to home because the black students were on our campus. And we had certain professors who were really leaders, I keep mentioning the Rickels, really leaders in trying to make it an acceptance...accepting environment for them?

Jordan Schultz 28:02

Of course. Okay, so, reflections. This is the last kind of sector. But I do have a few more questions after this. So reflections after college. In your opinion, how would you say that SLI, or USL handled the desegregation or integration? And do you need me...you understand the desegregation and integration, kind of the differences between

Ann Dobie 28:30

Wait, I'm losing this question, say it again.

Jordan Schultz 28:32

Okay, so how would you say that SLI handled desegregation?

Ann Dobie 28:37

Oh, I think they were an example to the country. And I think that came directly from the President, Dr. Fletcher. He, it was a very tough time for him. Because the community, some of the community leaders, were threatening his job, threatening to put him in jail. There was a law on the books that he could not admit blacks, and then there was a court judgment that he must admit blacks. So I mean, he was in a very difficult position, and I got to know him very well. For one thing, his son and I, are...we remain good friends, and his son and I were both the only two people under the age of 110 in the department:

we were young, and everybody else was old. So we got to be good friends, and so I spent a great bit of...a good bit of time with Dr. Fletcher. And he was, he was a very courtly man, but a very just man. He invited...once a week he would walk around the campus and invite random students to come have coffee at his house, and his wife would make coffee and they would...it was all kind of formal, but it was very nice. And he included black students in that. One of his best friends was Dr...oh, I forget his name, but he was the president of Grambling.

Jordan Schultz 30:06

Yes, ma'am.

Ann Dobie 30:06

And they were very good friends. So, I think it was Dr. Fletcher's quiet handling of everything, just tried to keep it low key. Quiet. Don't Don't. Don't stir the pot.

Jordan Schultz 30:23

Yeah, because you discuss, and I have your book here, you discuss "the peaceful surface was largely due to the decision on the part of President Fletcher to avoid publicity." And we're talking directly about the Life magazine as well.

Ann Dobie 30:37

Oh yeah, he didn't let him on campus. And Life magazine was huge at the time. That was a very big magazine that everybody read. And most universities would have been thrilled just to get, I started to say notoriety, but really, to get the attention. And he didn't let them on campus.

Jordan Schultz 30:58

So you also discuss in your book, which you're discussing Fletcher, as well, and you're quoting Fletcher's son's book as well, right here, "With Hawks and Angels: Episodes From a Life." And he says "many other local citizens never forgave him for desegregating the college." So many citizens were blaming Fletcher for the process.

Ann Dobie 31:21

Yeah.

Jordan Schultz 31:21

It's kind of what what his son and what you are saying through this as well, which is really not

Ann Dobie 31:27

But Fletcher did not engage publicly in this kind of verbal exchange. He kept all that quiet. I didn't know most of that until years later.

Jordan Schultz 31:38

Yes Ma'am. So you discuss as well in the book, so you talk about Christiana Smith, the first black student to complete graduation requirements. And you discuss, so we discussed desegregation. So desegregation would be the court mandated process, and integration would be the community process.

So integration being community acceptance and engagement. So, how would you say, and this is really not only on the part of faculty, but on the part of the students as well, how would you say that students went through the integration process? How would you say the integration process went at SLI? Because of the court mandate? How would you say students accepted?

Ann Dobie 32:33

I think, by and large, they were accepting. I think they just ignored it, a lot of them. And no doubt, there was antipathy to going to school with black people. I mean, where did you grow up?

Jordan Schultz 32:50

I grew up in Lafayette. So Scott area. Yeah.

Ann Dobie 32:53

Did you go to Acadiana?

Jordan Schultz 32:55

I went to Lafayette Christian Academy. Oh you did? Okay. Yeah, but I was supposed to go to Acadiana.

Ann Dobie 33:00

Okay, yeah. Well, then, you know what the social makeup of little towns in South Louisiana is like.

Jordan Schultz 33:03

Yes Ma'am.

Ann Dobie 33:09

And so, the students that we were getting came from a lot of homes that were not friendly to blacks. Right. And I think, by and large, they just ignored a lot of it. You got like, the guy I told you about, he wanted to take his gun and go to Mississippi. Yeah, some of that was around. But mostly, it was just pretty quiet. And, for a long time, it was just blacks over here and whites over here. They didn't really intermingle.

Jordan Schultz 33:39

Yeah, so for a long time, it's not as if it was integrated, it was just large ignorance.

Ann Dobie 33:46

Exactly.

Jordan Schultz 33:47

Okay, so moving forward. Let's see, in your own experience, what does desegregation mean to you?

Ann Dobie 34:01

Well, I think it means enormous...it was an attempt at enormous social change. But social change does not happen quickly. I think that to change a culture is one of the most difficult things that can be

attempted by society. And I think this was a long time in coming. And it didn't just..it didn't even after it was...the court mandated it, it still didn't really happen for a long time. And it is just now slowly happening. I mean, I notice when I go to a restaurant, so many more black people than I've ever seen before, or even on television. Television advertising is very interesting these days because it's pairing black and white husbands and wives. Well, miscegenation was unthinkable, I mean, that was cause for lynching. And so, I think it was a social change that was trying to address a problem we have had as a country since the inception of the colonies. I mean, George Washington didn't know what to do about it. Thomas Jefferson didn't know what to do about it. And so this has been our original sin. It's always been there. And it's taken us 200 and something years to try to change that. And I think we're making very small, slow steps toward it. But I think the desegregation of our schools was a huge...my own children were caught in this. My son was an eighth grader when they integrated Paul Breaux. Paul Breaux had been a black school for decades. It was the center of a part of Lafayette culture, of black culture. Suddenly, all these eighth graders and 13 year old kids are extraordinarily volatile, as you know.

Jordan Schultz 36:05

Yeah. They're not in the right age range.

Ann Dobie 36:07

Right, I mean, that's, they're not going to be rational about it. And so, my son got sent over there, and he got beaten up and he got stolen from and...he played on the basketball team. He's now a journalist, and so he came back a couple of years ago to find the other guys who've been on the basketball team. Because they were all black.

Jordan Schultz 36:31

Yeah.

Ann Dobie 36:31

And he wanted to see what happened to them, and he couldn't find them. But he found one or two, and they were all in jail.

Jordan Schultz 36:37

Really.

Ann Dobie 36:38

So you know, it's so complicated. And it runs so deep, and it's so old. But to me, it has to happen. It has to happen.

Jordan Schultz 36:48

Right. It's just, it's hard for the government to force things and it doesn't, it doesn't work, you know, because the government only can play such a part. You know, they can make things illegal but people find another way. So you have to not just make it harder for people, you have to change their viewpoints, which is a difficult process.

Ann Dobie 37:08

Very hard to do. And it's going to take generations more to do it.

Jordan Schultz 37:12

Yes ma'am. Okay. So, how did your time at SLI, Or USL help to shape your view on racial equality, after you graduated?

Ann Dobie 37:26

On what quality?

Jordan Schultz 37:27

On racial equality.

Ann Dobie 37:28

Racial equality. Oh, well, a great deal.

Jordan Schultz 37:35

You had firsthand experience.

Ann Dobie 37:38

Because I, yeah, it was, I was firsthand, front row witness to what was happening.

Jordan Schultz 37:46

And you were part of it for a long time as well.

Ann Dobie 37:48

Yeah, I was.

Jordan Schultz 37:49

So you got to see kind of with every decade, how things are kind of transitioning forward?

Ann Dobie 37:55

Yeah. I remember a black student complaining to me that, at one time there was this ad on television that a black mind is, what was it, it's a shame to...a black man is a shame to waste or something like that. And he had applied for some funding from that segment of protesters, and he'd been turned down.

Jordan Schultz 38:21

Yeah.

Ann Dobie 38:22

You're wasting my mind!

Jordan Schultz 38:26

Okay, so would you say that...What is a positive memory or a positive figure that you interacted with at SLI?

Ann Dobie 38:35

Well, I think the story I told you about Elizabeth Brown Guillory, who was a history major, and I stole her, and that's a happy memory, because she's done so well.

Jordan Schultz 38:47

Of course, of course. And you had mentioned other faculty as well, that you had worked with.

Ann Dobie 38:55

Pat Rickels. Yeah, Rickels. and Milton Rickels.

Jordan Schultz 38:59

So they were they were very positive influences as well

Ann Dobie 39:02

Oh, yeah. I'm trying to think who else? They were people in history. Yeah. I don't remember any faculty resistance to the integration. I'm sure there was some, but I never heard it. I think it would have been unpopular to voice it. There would have been a lot of pressure to just stay silent if you did oppose it.

Jordan Schultz 39:34

So, what changes did you wish to see at the university regarding race at the time that you attended?

Ann Dobie 39:45

Well, we were always looking for faculty, and that was hard to find. You just didn't have that many black scholars that had the requisite degrees. And so we were always looking for somebody, for black instructors. And some we found were very, very good, and some were not.

Jordan Schultz 40:10

Right, as with any race, or any people group.

Ann Dobie 40:13

Exactly. Yeah.

Jordan Schultz 40:17

Okay. So do you think that the university has made positive changes since your time as a student? And since your time as an instructor?

Ann Dobie 40:26

Oh, gosh yes, oh my goodness. This was a little local school.

Jordan Schultz 40:33

Right.

Ann Dobie 40:34

And oh, yeah, it's much broader outlook and influence now. It's grown. But it's been a long time. Very long time.

Jordan Schultz 40:43

So how long has it been since you taught at the university?

Ann Dobie 40:47

20 years.

Jordan Schultz 40:48

20 years. So there's even been a big change even since then.

Ann Dobie 40:51

Oh, goodness yes. Yeah. I think the...its growth and development has been extraordinary. It was...when when I came here, it was the smallest college in the...smallest state college in Louisiana. And now, it's probably the second largest. And size doesn't mean all that much. But size does mean that you can broaden your offerings, and you can serve a more diverse student body. And

Jordan Schultz 41:22

And the government pays attention to you.

Ann Dobie 41:25

Yeah. well, of course, you also run the risk of impersonality, and treating people as numbers rather than as people. And that's what's good about, of course, what you're doing right now. And it goes just like 115, where you do have the opportunity to have conversation.

Jordan Schultz 41:45

Of course, right. Yeah. I mean, you see a lot of people now from UL that are from much broader horizons, you know. I mean, we have a lot of people within the country, and a lot of people that migrate from other countries as well, you know. Like, I had worked in the civil engineering department, when I first came to college, as part of...I had a scholarship job. And, as part of that job, I've worked with a lot of people that were from a lot of different Middle Eastern countries, you know. And that was probably a presence that has not been here...that was not here, you know, 60 years ago, maybe not even 20 years ago.

Ann Dobie 42:19

Well it was 20 years ago, because the oil business was booming.

Jordan Schultz 42:21

Right.

Ann Dobie 42:22

And so that that brought a lot of students from the Middle East. Yeah.

Jordan Schultz 42:27

So, you know, with the development of the university comes the development of its different groups, you know, the diversity, you could say.

Ann Dobie 42:36

At a more international outlook.

Jordan Schultz 42:38

Right. Okay. Do you think conditions for black students have changed, either gotten better or worse since the time you have been active at the university?

Ann Dobie 42:53

Well, it's hard for me to know now, because I'm not on campus. But my sense is that it's gotten much better.

Jordan Schultz 42:59

So, how would you say that it's changed from when you first got to campus to when you left?

Ann Dobie 43:05

When I first got here, blacks and whites were two very separate groups, you didn't you didn't see black and white students, just chatting casually, or having a cup of coffee or something like that. You saw groups of Black, groups of white. And I think that's, that's changed. But that's changed all along the way. I mean, if since first grade, you've been in classes with black students, then you don't find it so shocking, to suddenly be there when you're 18. So it's not just the universities, it's the whole spectrum.

Jordan Schultz 43:42

Because some of the students that were coming to UL, were coming from high schools that were not desegregated. So it was, you could say a shock, almost, to some of them.

Ann Dobie 43:55

Yeah.

Jordan Schultz 44:02

So thinking of your experience, how do you feel like these programs or like financial aid have changed since you first went to college.

Ann Dobie 44:11

Well, they've become much more needed, for one thing, but they've also become much more available. And I think that had to happen. I don't know what we're going to do about college tuitions. I mean, UL is still a bargain, compared to other places. And certainly faculty who spend many, many years getting all the degrees you have to have, deserve a living wage. And within that means tuitions go up. And I served on the Board of Regents for a university in Tennessee. And that was one of the questions we

were always fighting with...tuition, trying to keep it...at that time, we were trying to keep it below \$20,000. But it was not possible.

Jordan Schultz 45:06

Right? Yeah. I mean, it's definitely a big problem that we're starting to encounter with. So did you get...so you had talked about getting aid whenever you first came to the university, right?

Ann Dobie 45:17

Oh yeah, but that was almost a joke.

Jordan Schultz 45:18

Yeah, I know. But would you say, Did you get any other financial aid through any of your?

Ann Dobie 45:23

No, but I didn't apply for it either. Okay. Okay.

Jordan Schultz 45:28

Because I know I was just thinking about...we have a student in our class, actually, who is going to get his PhD in history. And he just got a...he got a fully funded ride to LSU. Oh, wow. That's great! So that's, I assume that that is not an easy process.

Ann Dobie 45:45

No, that's wonderful!

Jordan Schultz 45:47

Yeah, so we're all we're all very happy for him.

Ann Dobie 45:49

Are you planning to go to graduate school?

Jordan Schultz 45:51

Well, I'm, I'm thinking about it. I'm not sure yet. I'm kind of at the moment right now trying to get an internship, you know, and to see where that goes, but I would definitely be open to graduate school. I was looking at LSU as well, because I'm not sure really, I don't know, if I want to get a history graduate degree or not, you know, because my focus is more on the geographical side, you know. Yeah. So I would, I could go to LSU and get a geography master's degree. So that's kind of what I've been thinking about. But there's a lot of factors that play into, you know, which actually, I don't know if you even know, but whenever I was at, we just had the 125 celebration for the university's 125th anniversary on campus.

Ann Dobie 46:16

Oh really? Oh really? I didn't know.

Jordan Schultz 46:39

Yeah. And while I was there, I stopped at a graduate school table for the university. And they told me that, I think beginning next semester, they are going to start doing a sort of dual enrollment, where you can take classes, like, let's say, you want a history graduate degree, you can take a history class, and it will dual count for your undergrad and your graduate degree. So that's a new program. And they told me that's like brand new for our university. So that's very interesting as well.

Ann Dobie 47:10

Yeah.

Jordan Schultz 47:11

And I haven't heard a lot about it other than when I was talking to her. But that's going to be really big for the university as well. And I don't know if other universities are doing this as well.

Ann Dobie 47:20

I don't know.

Jordan Schultz 47:20

I'm not sure, that must be a new, because I know when I was in high school, this was a big deal. Taking dual enrollment. You know, that's a big deal now, but I assume there wasn't really dual enrollment when you were in high school, like college classes?

Ann Dobie 47:35

No.

Jordan Schultz 47:36

They were kind of two separate entities

Ann Dobie 47:37

Very separate.

Jordan Schultz 47:38

Right. Because I mean, colleges are looking at high schools now, you know, they're going down and saying, "Alright, let's offer these classes, let's get these students engaged." And if you take a UL class in high school, maybe you'll go to UL for college.

Ann Dobie 47:51

Yeah.

Jordan Schultz 47:51

So, they're very smart, I would say. But, yes, I would say that the financial aid is definitely a growing problem. Just because, I mean, the cost of attending a university versus the cost of living, you know, is drastically different than it used to be, you know, because, of course, it was cheaper, you know, in the late 50s, and early 60s, but you know, that money is not, you know, The value of the dollar has changed so much that it's just...you can't even compare the two, you know.

Ann Dobie 48:22

No, and at that time, also, SLI was open enrollment, all you needed was a high school diploma. There was no, there was no selective admissions. Which meant that we had a huge remedial program going, I ran that program in the English department for a while, and ran reading tests of all the incoming freshmen because we taught everybody, and something like 40%, were reading around the sixth grade level.

Jordan Schultz 48:56

Wow.

Ann Dobie 48:56

So, so there was a lot of catching up to do. And so when they went to selective admissions, it changed the nature of the student body tremendously. And a lot of the kids that were there before then, they didn't really want to be there anyway. It was just sort of the next step, like the next grade, just an automatic thing, and they really weren't all that keen to be doing the work.

Jordan Schultz 49:22

Right. And there's a lot of people that still view it that way, unfortunately, you know. Okay, we're getting towards the end, we have a few questions left. I want to ask you, what was the job market like for you after you graduated? And, I know you had said that you kind of pursued Graduate Studies and then you went up to Columbia University. So whenever you finished all of your education, what did the job market look like for you?

Ann Dobie 49:52

Well, I didn't look around. I just...I knew I was gonna stay here. And I got tenure very quickly.

Jordan Schultz 49:59

Okay.

Ann Dobie 49:59

So, that, I didn't have to look around.

Jordan Schultz 50:02

Okay, so were you...did they guarantee you a position, or how did it work for you?

Ann Dobie 50:09

No, it's just when, you know, it all seems so informal now compared to the process. I mean, I know from hiring people how different the process is. No, when I finished my master's in English, the head of the department just called me in and asked if I'd like to teach. I said yes, and that was it.

Jordan Schultz 50:28

Okay.

Ann Dobie 50:29

And then, at the appropriate time, I got tenure. And so then you have job security.

Jordan Schultz 50:35

So did you get the job at UL before you went to Colombia?

Ann Dobie 50:39

Yes.

Jordan Schultz 50:39

Okay. So how long did you teach before you pursued a PhD?

Ann Dobie 50:43

Oh, a long time, yeah, maybe 15 years. I was waiting for my children to grow up.

Jordan Schultz 50:47

Okay. Yeah. Okay. Yeah, it's really interesting, because it's so different now. Like,

Ann Dobie 50:53

Yes, it is.

Jordan Schultz 50:54

The whole process, like even, I just went on an interview for an internship a couple of weeks ago. And, you know, they, they tried their best to make it informal. But, you know, there's so much competition nowadays that it becomes quite stressful, you know, and they're telling me, they're like, "Well, we have all these people we're looking at and there's one position", you know, and here I'm sitting as a junior in college, and there might be some people that have already graduated, you know, and are way more experienced than I am. So, it definitely, it definitely gets stressful, you know, and, you know, in Lafayette, as well, there's not as much, you know, you have less people, but with less people is less opportunity as well, you know. So, a lot of people, upon graduating, go to different places just to find jobs, you know, but Lafayette is trying to...they're definitely trying to increase, you know, they're definitely getting a lot better.

Ann Dobie 51:46

That's one of the questions is, how does the city retain its useful talent.

Jordan Schultz 51:52

And that's UL's big thing, too, is they want people to stay in the area.

Ann Dobie 51:56

Yeah.

Jordan Schultz 51:56

You know, because you've already migrated here, some people from other states and other cities, you know, how do we keep you here? Instead of you going back home, you know, and it's a struggle, but I think they've been doing pretty well with it, I would say. There are a lot of people that are sticking around.

Ann Dobie 52:12

Would you like to stay here? Or do you want to wander away?

Jordan Schultz 52:16

Well, I'm originally from Houston. Oh, are you? So that's yeah, that's where my dad and his entire family is from. And my mom's family is all, I mean, they, they live here, but his...my mom's...my grandfather was a part of Amoco, Amoco, the oil company. So they moved every four years. And kind of the last destination where she went to high school was Slidell area, you know. And after she graduated high school, they moved to Texas as well, they moved to East Texas. So she was in Texas when they met, you know, and I kind of had a vision going forward with all of my studies that, you know, I will try first to stay here. And if opportunity strikes, I will leave. It is what I said in the internship as well. You know, I said, "Well, you know, I'm interested in this Lafayette campus, but if you have something in another area, you know, talk to me about it," you know. Of course, Houston would probably be my first choice, you know, just because I'm familiar, you know, but, I mean, I love America, you know, there's so many different places within this country, and even other countries as well. But, when you start going overseas, it's definitely a different world, you know, out there. America is definitely a country all on its own, all in its own little world. But my dad drives 18 wheelers, so he, he goes all over the country. Like, right now, he's preparing for a trip. I think he's going to Minnesota, you know, so he goes Part of what? That's a long way. Yeah, he goes all over the place. He's been, he's been to every state within the country. Yeah, he actually, he had a trip to Alaska that he was going on as well, but they canceled it. Which I think he got lucky because it was in the middle of winter. So he was getting kind of nervous, you know. That's the thing as well, you know, getting a degree, you know, he didn't, he went to college, but he went to he went to a college in Texas, and he was going for criminal justice. And he kind of discovered that it wasn't for him, you know, and, he ended up dropping out, you know, college, just like many people, you know, unfortunately. And that's kind of their vision as well as most people's vision now is that you know, you need this college degree. Not even technically for the field that you're getting it in, but just for experience.

Ann Dobie 53:48

Really. Right, for your general education.

Jordan Schultz 54:55

Right, right. Yeah.

Ann Dobie 54:57

And for, I think college teaches you how to solve problems. It gives you a base of knowledge that gives you a springboard to solving problems. But it also gives you the experience of a practice of how do you do things. And, so I think you learn a lot from books, but I think you also just learn a lot from the process...and meeting other people of like mind.

Jordan Schultz 55:31

College is a world of, you know, knowing people, you know, who you know, the act of getting a college degree now is almost like, it's turned into almost like a requirement, you know, like a box to check.

Ann Dobie 55:45

Yeah.

Jordan Schultz 55:46

Do you have a college degree? It's like, yes, and well, "Okay, well then we might hire you now." And it's not even based off of your field as much like, of course, particular fields, like medical fields, engineering fields are very, you know, degree based, but especially with liberal arts, you have the ability to kind of go so many different routes, I would say. Yes you do. So it is a very, very diverse college. Okay. This is going to be one of our last questions. Do you look back on your experience at the institution negatively or positively, and why?

Ann Dobie 56:25

Oh, very positively. Oh, yeah. I met so many interesting people, students and colleagues, and ended up traveling all over the country for the University of California, and meeting people from different campuses. And so yeah, though it was...I loved it, it was great. I just feel so lucky that I was able to be part of it all. Of course, of course. And you were a part of it in such a vital time of university as well. And it's left me with something to do. I mean, I still write. And so there was carry over. I mean, I look at some people who are retired, and they don't know what to do.

Jordan Schultz 57:13

Of course, yeah. And the university lets you kind of live...live on. Yeah, so that's great. And as evidenced by this book, as well, and I read this, I read this whole book.

Ann Dobie 57:27

You did?

Jordan Schultz 57:27

And it was, it was great. I really enjoyed it.

Ann Dobie 57:29

Oh, well good.

Jordan Schultz 57:29

Actually, I work for the UL press that published this.

Ann Dobie 57:33

Oh, you did?

Jordan Schultz 57:33

Yes, I work there. That's part of my job scholarship. So I got hired on at the Center for Louisiana studies. And they placed me in the UL press. So we take care of all of the shipping and stuff from all these books.

Ann Dobie 57:45

I think they did a really beautiful job of putting it together.

Jordan Schultz 57:49

They did. They did. Yeah, I really enjoyed it.

Ann Dobie 57:52

It was fun. I saw people I hadn't seen in years interviewing them.

Jordan Schultz 57:57

Right. Right.

Ann Dobie 57:58

And I heard a lot of stories.

Jordan Schultz 58:02

Of course. Yeah, so I guess I would say, ending up our interview, do you have any more...can you think of any more instances or, or anything else regarding desegregation that you would like to add to what we've already said? Concerning the students and faculty?

Ann Dobie 58:28

No, you've had a lot of questions, you've covered it very thoroughly. And I guess, a summary statement for me would be that-I'm repeating myself-that it was a step in changing a culture, that was needed, and is taking decades to work out. But it is has made a difference. And I'm confident, it will make additional changes in attitudes of people.

Jordan Schultz 59:00

Of course, because culture never stays the same. It's always changing, you know? And we can all hope that it's changing for the better.

Ann Dobie 59:07

Right. Well, I look at how many black people now are in politics, you know, in Congress, or in state politics. And I'm not saying politics is a wonderful thing. But it is...they do offer positions of power and decision making, which black people did not have access to. There's an organization in town now called Women of Wisdom. WOW is the acronym. And it was started by a black woman who is an absolute dynamo. And she started it really to give young black women access to information about rights and help that they didn't even know they had, as she explained it to me...she's...they've never served on a committee, they I've never served on a board, they've never been at a decision-making position. And, yet they're talented. But they just they don't know. They don't know how to conduct themselves in certain situations. Right. So, well, I signed up right away. And it was all black woman to

begin with. And so, then, a few white women wanted to join in. I think there was some controversy, they wanted to keep it a black thing. But the woman who's the head of it said, nope, nope, nope, this is going to be a blended organization. And they, she has something for everybody to do about three times a week. It's just, she's amazing. She was the head of the Chamber of Commerce, and she was the head of the department of labor under Governor Romer. And she's just a woman of incredible energy. In fact, I'm gonna nominate her for what's called "women who mean mean business". And, because she's definitely, she's out there making a difference. And she, and she's articulate, she writes very well. So, things like that are happening, and they're happening from the bottom up. And that's what I like to see. I like to see growth come from the ground roots and then come up, instead of being imposed from the top down.

Jordan Schultz 1:01:30

So you would say that African Americans in general have more avenues to express themselves and stuff now versus especially versus around the time of desegregation?

Ann Dobie 1:01:41

Right. I'm gonna be interested to see the outcome of your project.

Jordan Schultz 1:01:47

Yeah, I think there's a lot of different avenues that will be working together for this project.

Ann Dobie 1:01:50

Are you interviewing other people too?

Jordan Schultz 1:01:54

No, we only had one interview that we were supposed to take care of during the semester. So, we'll have about 20 by students, and the faculty, So Cheylon Woods, and Marissa Petrou, will be interviewing as well. Because the project, it kind of, it encapsulates our class, but it goes outside of a classroom as well, if you know what I'm saying. So, there's a lot of people that want to interview that we don't really have the time to interview. So faculty is going to be handling that as well, you know, that way we can include everyone's voice, you know, because everyone's voice matters in this. And it's great, you know, for people like you, because we have firsthand experience, you know, you were there, you were there in the late 50s and early 60s. And you know what happened. So, a lot of the stuff that we're getting is secondhand, you know, maybe the children, or maybe just the younger generation, you know, somebody that came in the early 70s, or something, where it was already kind of transitioning forward. So it's great that we're still able to get, and it's great, like this project has started at the time that it has because we're still able to capture some things, you know.

Ann Dobie 1:02:57

Yeah, institutional history is very fragile, it disappears before you think it will. So oral histories are valuable.

Jordan Schultz 1:03:05

Because, I know that they did a project around, I think it was 2004, and it was the 50th anniversary of desegregation. And they had gotten some interviews, but they didn't really go to the depth that we want to go to, you know, we want to go back further get more, you know, to kind of see the whole picture, you know, see the 100% and not just capture a few voices. Because, of course, the more people that you interview, the better you can formulate what actually happened, because everyone remembers something differently, you know, everyone has a different idea. So it's kind of our job to look through everything and say, "Okay, let's figure out what it is," you know, and that's kind of where the exhibit is going to come into hand as well, you know, because the exhibit is gonna kind of promote a lot of these different ideas. And I know, next semester, they're going to have a much bigger plan, you know, than we do.

Ann Dobie 1:04:02

Oh really?

Jordan Schultz 1:04:03

Because I think the interview is going to be, I mean, the exhibit is going to be going on show or on display, January 2025. So they will have all of next semester to work through the kinks, you know, and the architecture students are very involved as well, you know, and they'll be coming up with all the designs.

Ann Dobie 1:04:22

That's exciting.

Jordan Schultz 1:04:23

Yeah. So it is exciting as well. And we're going to try to include a lot of artifacts as well, you know, not just because some of these interviews might be displayed, but we want to kind of implement some real, you know, real, real visionary items that are very important. So, yeah.

Ann Dobie 1:04:43

And you're a junior now.

Jordan Schultz 1:04:44

Yes ma'am. So it'll be, it'll be going on as I'm still in college. So that's great that I'll be able to see it as well. Be able to kind of see what all my work has done this semester, you know. And our class, we've been very united through this project, you know, it's been a great project. And, I'm proud to say that I was part of it.

Ann Dobie 1:05:07

Well, yeah!

Jordan Schultz 1:05:09

But if you don't have...if we don't have anything else to discuss here, we can we can shut off the recording, if you'd like, if that's good with you?

Ann Dobie 1:05:18

I think you have gleaned everything my head has in it.

Jordan Schultz 1:05:22

All right, thank you so much for your cooperation.