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**Lucy Jones:** Today is Monday, October 6th, 2003. My name is Lucy Jones, graduate assistant for the Florida studies center. We continue a series of interviews with USF faculty, students, staff and alumni in order to commemorate 50 years of university history. Today we will be interviewing Dr. David Carr, who came to USF in 1971 as an assistant professor of history. Currently, Dr. Carr is an associate professor of history on the St. Petersburg campus. Today's interview takes place in Dr. Carr's office, Davis 257 on the University of South Florida's St. Petersburg campus. Good morning.

**David Carr:** Good morning.

LJ: Lets begin by taking you to the year you arrived in St. Petersburg and what circumstances brought you to the University of South Florida.

DC: Well, I arrived in September of '71, fresh from receiving my PhD at the University of Nebraska. Not very fresh because of driving a U-Haul, dragging a VW Bug behind it. After having been nearly arrested in Georgia by an—how to put this—an archetypical Georgia cop. It was great. So, we arrived here and got semi settled and found the campus again after—and I'd been here during the interview process. And it was as neat as I remember, particularly when I was from Nebraska, which was a lovely place to be from.

And everything was contained on the peninsula at that moment. And my office was in A building, and shared with two other fellas, both historians. And it was a great spacious office with windows that opened and a wonderful view of the bay, and was normally a site of pandemonium. People coming and going, and students rushing in and out, it was no place to get any work done. I guess you want to know how I came to choose USF?

LJ: Um-hm.

DC: It was very easy. This was one of three jobs in the nation specifically designed for a medieval historian, and so I felt very fortunate to get it.

LJ: Why did USF have a position for a medieval historian—

DC: Especially on this campus—(both talk)

LJ: (both talk)—on this campus?

DC: (both talk) —and especially given that there were only two other historians. You would have thought that they would have chosen someone else. In fact, the expectations were—they would teach you a very wide variety of European history, which I did. So, I've basically covered the map from Mesopotamia<sup>1</sup> to Megalopolis<sup>2</sup>, and down at the end. Probably, in the years prior to my receiving tenure, I think I developed something close to 25 different courses. So, it was—and we were on the quarter system so these things would rotate very rapidly and there were full teaching loads, and it was a real, you know, baptism by fire as a newly minted PhD.

LJ: What did you teach your first semester?

DC: Lord, I can't remember what the first semester was. But I know I did do Medieval Society, and Renaissance and Reformation. And I think they threw me into a seminar first thing, so it was quite challenging.

LJ: When you first arrived here, you said there were two other historians at the time?

DC: Yeah. At the time, John Belohlavek<sup>3</sup>, who at the end of that year actually transferred to Tampa, and a fellow named Bob Burke. And, Burke styled himself as the chair of the department here, which was a kind of weird and wonderful notion that there would be a chair over two other people. But, he was—how shall I put this—he was entrepreneurial in his approach. And he, in fact, was the fellow who recruited me. Belohlavek, I'd known as a graduate student. He also graduated from the University of Nebraska, and so provided something of an in here.

And, Burke also left at the end of the year under a cloud of suspicion, which turned out to be very accurate. He was in fact the Great Pretender, and had hoodwinked a lot of people into accepting credentials that were non-existent, and so we were well rid of him. But the problem was that because he was found out to be a hustler, relations with the department in Tampa were kind of strained. And since I had been recruited by this guy, I was tarred with that same brush and that was difficult. It was difficult to get over that.

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<sup>1</sup> Mesopotamia (from the Greek, meaning 'between two rivers') was an ancient region located in the eastern Mediterranean bounded in the northeast by the Zagros Mountains and in the southeast by the Arabian Plateau, corresponding to today's Iraq, mostly, but also parts of modern-day Iran, Syria and Turkey.

<sup>2</sup> Megalopolis is a town in the southwestern part of regional Arcadia, in the south of Greece. Founded in 371 BC, it was the first large urbanization center in Arcadia and was the site of many battles in the Peloponnese.

<sup>3</sup> There is an interview with John Belohlavek in the USF 50th Anniversary Oral History Project, available online.

LJ: So, at the end of your first year, you were the only one remaining?

DC: Well, in midyear we [had] recruited a replacement for Belohlavek—the American Historical Association<sup>4</sup>—and that was Steven Lawson<sup>5</sup>. And, Lawson also ultimately transferred to Tampa and had a successful career there—became chair. Belohlavek became the chair later on. So, this was—and this is actually fairly typical of this campus, that the—very often the new recruits would be nurtured through tenure, and then would be snapped up by the Tampa campus, and so we would be put back to square one, again. We were trying to recruit, going through that expense. It was frustrating, to say the least. And it happened in numerous departments, it wasn't just history.

LJ: Did that help or hamper the relationship between the two departments?

DC: Well, I don't think it helped. I don't think it helped because almost all of the—all of the searches, which involved the Tampa departments, became somewhat combative, because when the search would occur over here, Tampa thought, Oh, well, now we need in our program in Tampa, such and such a person. And so, all of a sudden, the position would be transformed, and of course the person who would be brought in would have to do a broader range or even a different range of courses and would ultimately get dissatisfied and maneuver to be in Tampa, where they could teach their specialty. And you can't blame them for that, but it was frustrating. And it was a, you know, it was a self-fulfilling prophecy in each instance.

LJ: Interesting.

DC: Yeah, yeah. Well, you know, academic politics are byzantine to be sure. (both laugh)

LJ: Well that's actually one of our next questions, was how the department had changed since you first arrived. You still have just a few—?

DC: Well, we are now at five historians. And, fortunately, we've grown. One of those five is deeply entangled in the learning community, and so winds up doing almost half their work there rather than in history per se. One of the others has responsibility for the honors program, and so he's taken away from some of the history. So, we really don't have all that many history courses, and that's because of these added responsibilities. Though, we're sure offering a lot more than we ever did before so it's—and it's grown enormously in history. History enrollments have done very well, but arts and science enrollments in general have been stunning in the past three [to] four years. Arts and science has grown by—I think the lowest increase was 17 percent per semester.

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<sup>4</sup> The American Historical Association (AHA) is the oldest and largest society of historians and professors of history in the US. Founded in 1884, the AHA promotes the historical studies, the teaching of history, and the preservation and access of historical materials.

<sup>5</sup> Lawson began his teaching career at the University of South Florida, St. Petersburg in 1972. He moved to the USF, Tampa campus in 1978, but continued to teach courses on the St. Pete Campus through the mid-1980s. He served as chair of the USF History Department from 1983 to 1986.

LJ: That's—(both talk)

DC: Oh, I think it's just unbelievable. (DC laughs).

LJ: Wow.

DC: Yeah.

LJ: But they were—one of the questions they were asking me to pass on to you was, is this a competitive department or is it a more cohesive department?

DC: Well, I think it—as more people have been added, not only within the department but in the college, it has become more competitive, and I think some of that is simply due to a generational difference. It strikes me that the bulk of the new faculty have more or less been indoctrinated in graduate school with a kind of competitiveness, that, if you aren't this way, you will not be successful, you won't get tenured, you won't get promoted. And, to some degree, they're right because the standards have increased over the years, and so the expectations for research productivity have increased.

I will say that the—that there has been a sort of balance because the expectations for teaching have decreased in this sense. You're required to do fewer course preparations and offer fewer courses per year, that has been the case. So, there is a balance there, but it works to the disadvantage of the old timers who basically began their careers heavily involved with the teaching aspects. And indeed, in the early days, we were actively discouraged from doing research, and everything was going to be placed on teaching.

LJ: Was that just at—(both talk)

DC: Just here.

LJ: Just here?

DC: Just here. And so, you know, naively, we thought, Oh, well, we're doing our job. We're doing what we're told to do. And then you come into the meat (inaudible) within the department in Tampa. And there are some unpleasant moments that occurred, but, you know, in general I think folks were happy, and I think—strikes me that in a lot of ways [they were] happier than people are now. I see a lot of anxiety on the face of the new people and its unfortunate, and that's had its effect. I think socially there has been a kind of diminution over the decades of social functions, particularly campus social functions. I think that's changing. I think our new VP, Karen White, is taking some steps to counter that decline and I hope that continues.

LJ: So, you assume that the whole—in the beginning, USF was a more—more of a community, and that declined or—?

DC: Well, I wouldn't say the community declined, but the social events declined. I think the community is now declined. Let me define this a little bit. You have to realize that all three colleges were just jammed together. They were all in the same buildings, that there's an enormous mix in offices as you wandered down the hall, still, though now this building is entirely arts and sciences. It used to have arts and science, business and education in it.

LJ: That's quite a mix.

DC: Yeah. (LJ laughs) And so, you would wind up speaking with someone in economics or finance perhaps as often as you would wind up speaking with someone in history. And you'd probably wind up speaking more often with someone in English, than you would with someone in history. So, the—there was a sort of interdisciplinary community that grew up quite naturally in proximity—create some different things. You know, it's not like Palestinians and the Israelis, that proximity doesn't seem to be having a particularly beneficial effect. But, I think in this case it did. And there wasn't a kind of competitiveness in most instances. Every once in a while, the business guys would get burned because they thought they weren't getting sufficient cuts on the pay raises, because all of that was handled fairly equitably across all the disciplines.

And the business folks who came in at a higher salary just thought, Well, this just simply isn't enough money. And the folks in English thought it was just fine (DC laughs)—if there was any money. I mean, there were numerous years when there was absolutely nothing, you know, and this was in an era of great inflation, and here we were. I mean, I—when I was hired, I came on at \$11,000 a year.

LJ: Really?

DC: And I thought I was a king. You know, it was just a fabulous amount of money. I was saving money at \$11,000 a year. Oh, times have changed enormously. I mean, you know, \$8,000 [or] \$11,000, and now someone from the justice department would probably come arrest you for slavery. But—

LJ: So, of the faculty that have come to USF, do they stay here and make their career at USF or do they tend to move on to other universities?

DC: I think—you know, that's interesting. Most have stayed here. There are a few folks who've gone onto other universities, and I think—I don't know that I want to categorize all of them this way—but I think a lot of these folks were simply permanently dissatisfied. They were—their expectations were very high. They were insatiable, and so off they went. And in some cases, to greener pastures, and in other cases, not at all to greener pastures. And then I think that you do find the academic gypsies who are in marketable fields, who have a tendency to do this. And its nothing I ever wanted to do, was to pop around in that fashion. But, by the same token, medieval historians don't pop around because there aren't very many positions to pop to.

LJ: (LJ laughs) You said you had a choice of three to begin with?

DC: Yeah, yeah. But that one—I mean, that was intriguing because when I went into graduate school, seven years before I got my degree, there were three positions for every medievalist being produced. And that shifted almost instantly because of the Vietnam War<sup>6</sup>. And once academia had decided that it was going to be anti-war, almost every department in the nation cut out what was making men susceptible to the draft—Western Civ [Civilization]. More students were flunked out of Western Civ than any other course. And so, the solution was [to] get rid of the course. (LJ laughs) I mean there was no academic defensibility for this, but it was politically motivated and it had enormous impact on the departments. That was what generated the positions. You have some 2,000, 3,000 students who must take this course. That requires positions, so—

LJ: It worked out well for you.

DC: It worked out okay for me. I mean, I was worried. I mean, there were—I had some other job offers where I had no possibility, probably in my lifetime, of ever teaching medieval history, and they were definitely Western Civ oriented institutions. One—and I can't remember the name of it, but it was in South Texas, and after they offered me the job, one of them took me aside and said, "You know, I don't think you really want to come here." And I took his advice. (both laugh)

LJ: How has the department been through the years with regards to diversity?

DC: Well, I think we can safely say that at the beginning there was no diversity whatsoever. Perhaps in height, there was some variation in height and weight. But it was all male, and then in the mid '70s—and this is Tampa—there were two women in the department, both of them very short timers, who moved on. And, I must admit, I don't—didn't know either one well enough to say why they moved on. I don't know if they found the department inhospitable, but in general I think folks tried to support at least gender diversity.

For racial diversity, it was not until the '80s that we finally hired a black professor, he was here, I think, two years before he was bought away. And that was one of the major problems, that—not just history, but most of the departments faced—that they could recruit a bright, promising African American, and the moment it became known that he was bright and promising, then the job offers from other institutions would pour in and you'd lose them. So, you were on this cycle that was going nowhere, it was a stationary bike, and everyone is trying to get off the stationary bike, but you'd have to get back on very soon.

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<sup>6</sup> The Vietnam War (1954- 75), known as the "Resistance War Against the Americans" in Vietnam, is considered a proxy war of Cold War era. North Vietnam wished to unify the country under communism and South Vietnam wished to remain non-communist. Communist countries aided and supported the war effort of the North while non-communist countries aided and supported the South.

LJ: You mentioned that when you arrived you were in the A building? I believe you said.

DC: Yes, it was—the campus was inhabited buildings that were constructed for a merchant marine academy in WWII, and so those—we were inhabiting officer's quarters, classrooms, and then there was a wooden barracks. It was an absolute wreck. I mean, infested with everything from scorpions on down, and enormous quantities of mold and the most primitive snack bar in that place. And it was—I think we all had pretty good immune systems in those days.

But, the A building itself, that—the wooden one was B building—A building was built like a bunker. It was this big solid—it's still there, I mean, you can go see this thing. Its there because I don't think they can tear it down. And there's no way they're going to do this unless they put a lot of dynamite in the place. But it was, you know, a nice spot to be, and even though we were jammed several to an office, the offices were great. And the comradery was great. And we had a good time.

LJ: Well, how did the transition happen that you ended up in the Davis building?

DC: Uh. Well, this building didn't exist. This was part of an expanded campus. The city of St. Pete then bought out the land around the harbor, got rid of a lot of really nasty boat yards and things of that sort, that were spilling oil into the bay, and then this was built. And so, we moved in 1980, and so this was the first building, Coquina was next, and there was the building that's now Bayboro, was the original library, and then a new library was built. So, its grown very steadily on this, and then of course the activities center didn't exist or the teachers center didn't exist. And it was all just basically bare land up there.

So, it's been satisfying to watch the place grow, but I'm glad it hasn't grown to the extent that, say, the Tampa campus has. And part of the reason I think this campus has some fortune is that we can't spread out very much, and so it's far more coherent, cohesive, you can actually get from one building to another without devoting 15 to 20 minutes of your time. And I've always been fascinated at Tampa that they have 10 minutes between classes, when a lot of students are trucking all the way across campus, and to get there in 10 minutes would be a challenge to anyone, and so there's a lot of huffing and puffing and folks coming in late.

And I taught repeatedly in Tampa. We would exchange courses because we had so few faculty here, then we would teach our specialty in Tampa, and bring someone over to teach their specialty here. And that was very nice, and that did help the relationships, and it certainly helped the students to be exposed to more approaches to history and more varieties of history. And practically every department did that. And it was the normal routine, at least once a year.

LJ: Who was the president of the university when you arrived?

DC: That's an interesting question. For a historian, you know, you'd think he'd remember stuff like that.

LJ: Well how about the (both talk)—well, how about the dean of the college?

DC: Oh, the dean was Travis J. Northcutt [Jr.], who was referred to, sometimes affectionately, as Boss Hog. He had a real southern way about him and was a generously proportioned man, who wore a diamond stick pin in his tie, a big head lamp of a diamond, and of which he was very proud. I discovered that one time at the party after telling him, that, I'd never seen a zircon that big. And he went pretty ballistic over that one there. It may have explained some of my troubles with the Tampa campus. (LJ laughs)

LJ: Did he support the history department? Was he supportive of them?

DC: I would say, in general, that the whole Tampa campus viewed the St. Pete campus as a—as a drain on their resources. And that basically ran through the bulk of the faculty, all of the administrators, very little cooperation. And, you know, I'll give you an example, when we exchanged classes, the St. Pete campus of course would pick up my travel expenses to and from, they also picked up the travel expenses of all the Tampa faculty to and from.

So, you know, there was a good deal of it, I think—administrative abuse that went on. And a lot of people who had trouble I think [was] simply because of those attitudes. I'm not sure that that's changed, in a lot of ways I think we'll gain some louder lip service from the president's office. But I think as you move down the ranks, still seems—these folks are—have in mind that it's a closed economy, that there's only a certain amount of money that USF is going to give, and if we provide any to the St. Pete campus then that's our loss. Its right out of our pocket. And I don't think that's true, and I certainly think that people look at the last few years demonstrably as not true. I have a student coming in at 11, so—.

LJ: Okay. Did the faculties socialize outside of work? Off campus?

DC: Oh yeah, yeah. Sometimes as faculty, I mean, and other times just in personal relations. And there was a good deal of that. And some of it was—some of it was great fun. I think in the first decade there were constant picnics that would take place at Fort De Soto, and we played volleyball and all the kids would be out there, and, you know, the faculty was, in general, spry enough that they could engage in volleyball. I think they are again now. Pick-up basketball games, tennis, so there was a good deal of—what—extra mural gathering. And, some of the deans did very well at this sort of spurring up just the faculty to get together, but to mix the faculty and the community.



One of the early deans was John Hinz, H-i-n-z. And, Hinz, who looked a lot like Leon Trotsky<sup>7</sup>, and it's a disturbing resemblance. A very tall shambling fellow, who had been an English professor and still taught courses. But he devised what he termed the Asparagus Club, which was this gathering of the community and the faculty, and the faculty would present their research to the community and the community would ask polite and sometimes impolite questions about that, and, you know, have some noshes and a little wine. And it was a very nice event.

But he would also do, usually in the spring, a brats and beer party at his house, and those were great. So, there was—and the entire faculty was involved in this. I mean, it wasn't a small group, it was everyone on campus and staff as well. I think there were fairly good relationships with the staff and those were also fairly social, not entirely, but—and certainly not in the same way that the faculty associated with one another. But I don't think there were any—there wasn't really a caste system that had developed. I think there's more of that in Tampa, and I fear that were getting more of it here.

LJ: Why was it called the Asparagus Club?

DC: Oh, he had found some passage in Thoreau<sup>8</sup>, where Thoreau expressed his total distaste for asparagus. (LJ laughs) Yeah. And, I can't remember where the passage was, but we had decided that that was an appropriate name, an appropriately silly name.

LJ: It's memorable.

DC: Yeah, yeah.

LJ: You think of it. How is USF different from other campuses that you've been involved with? It's been a while since you've worked anywhere else, but when you were a graduate student.

DC: I would say it—USF in general, and probably particularly this campus, was far more relaxed. Nebraska was a pretty tight spot, I mean, there were few of the younger professors who were looser, but the bulk of them were pretty well buttoned up and inaccessible. And, you know, they had come out of a tradition themselves that had been extraordinarily stodgy, and so some of that rubbed off on them. I mean it was the world of tweed jackets with patches on the elbow and pipes, and, you know, practically every professor had a pipe. Some of them using these quite dangerously in the classroom and that was—it was just expected. These were folks who've basically tried to bring this Germanic system into American graduate education. You know, these were the Herr Doktorvaters<sup>9</sup>, and so they were very paternalistic in the good sense, and the bad sense.

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<sup>7</sup> Leon Trotsky (1879-1940), also known as Lev Davidovich Bronstein, was a Marxist theorist, and politician who was instrumental to the Russian Revolution.

<sup>8</sup> Henry David Thoreau (1817-1862) was an American essayist, poet, and Transcendentalist. Thoreau became known for his beliefs in Transcendentalism and civil disobedience. In 1845, Thoreau began his two year stay on Walden Pond, which he wrote about in his master work, *Walden*.

<sup>9</sup> German for “doctoral father”, this is a word commonly used to describe the role of the thesis supervisor to a doctoral candidate.

LJ: How was it adjusting to USF then, coming from that background and arriving here?

DC: Well, it was certainly the first time I ever wore sandals to class, and I don't think I ever taught in shorts but a lot of people did. It was just a, you know, a new era across the whole of the United States at that point. Had become far more relaxed. I mean, the bell bottoms and the long hair, and I suppose to some degree the drugs, and, you know, there were a number of things that probably contributed to the relaxation of the standards. Unfortunately, in some cases, those were academic standards that were being relaxed, but certainly the dress code was pretty well out the book—out the door, and off the book.

LJ: Was that for students as well?

DC: Oh my God, students—you—there was actually some fear that you had when you walked into a classroom about what particular students might wear today. Pretty strange choices, you know, Okay, they looked in the closet and this is what they selected? Oh.

LJ: What were your students like when—how are they different now than from 30 years ago?

DC: Oh. Well, actually, enormously different. The average age of the coed on the St. Pete campus was 40 or over. I mean, these were folks who were married, had children, early, and their educations had been interrupted and now they're coming back. And so, that group—probably the women, probably much more so than the men—but the men were older too. So, there was an enormous percentage of part-time students, who—a full time student was a rarity on this campus. And, it turned out it was not all that common in Tampa either. Tampa simply refused to recognize that for a long time, you know, so come five 'o clock, bang. Every administrative office was closed. And here, students were working till five every day and they can't do anything. So, this campus I think adjusted to the part-time student, the evening student much more rapidly. And I think that's probably true of any smaller unit, they can be more flexible.

LJ: So, are the demographics of the students now more full-time?

DC: Oh, the age—yeah, the age has plummeted. I mean, I don't know. You know, every once in a while, I'll look out in the hall and I think, Oh, there must be some high school group coming through. (DC laughs) But they're much younger. I'm not sure what the average age is. I'm not sure anyone's pulled that out. But the administration has said that the number of full-time students has just skyrocketed, and that's part of being four years. You know, when we started, this was an upper division campus, so it was junior, senior, graduates, and that was it.

LJ: How has that affected what the history department can offer? Is that—

DC: Oh. Well, we had an agreement with what was then St. Pete Junior College<sup>10</sup>, and we could not basically tread on their toes. Anything they offered, we couldn't offer. It turned out very often that the agreement worked out only one way, because they would offer stuff that would—anyway. So we couldn't teach a lot of the basic surveys. Most of the students who came in and needed, for instance, math or science, couldn't get math or science here. Languages were non-existent here. And it wasn't until I became the director of the college that we added foreign languages and got basic math courses, and then hired some mathematicians and language professors. And so, it's—it's been transformed.

LJ: So, you said you had a meeting at eleven?

DC: Yeah, at 11. So don't—don't worry it'll be okay. (both talk)

LJ: We can fall into the ending. So, in your—I believe it's 32 years—

DC: Yep

LJ: —at USF?

DC: And counting. (DC laughs)

LJ: And counting? Yes. What are you most proud of?

DC: Hmm. I think probably my time as director of the college, and getting those programs started that had been absent and that were now going to serve, not just the freshman and sophomores but the upper division students as well. So that was very satisfying and it was a good group that came in. Good group of faculty. A little hair racing once in a while to realize that you've reprieved all these people at once. But, it was—that was good. And to kind of reorganize the college, and getting the support, staff support, up to where it should be.

LJ: So where do you see USF St. Petersburg going in the next decade?

DC: Well, depending on the vote on the airport. (DC laughs)

LJ: Yes

DC: It may be going up. (both laugh)

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LJ: Literally.

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<sup>10</sup> St. Petersburg College was formerly known as St. Petersburg Junior College. It was founded in 1927 as a private, non-profit two-year junior college and has grown to become a four-year state college in Pinellas County with 11 campuses and centers.

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DC: Because once the planes disappear, then we can build taller buildings. But I mean, we're now on the cusp of adding dormitories, so there will be resident students on campus. That will change the character of the campus enormously because it is—like how it is—at this moment, nonresidential. But, interestingly, more and more students are living close to campus. I mean it used to be that no students lived close to campus, but now there are lots of apartments that are being filled by students.

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Some of the things that I hope occur—I hope that at some stage marine science will become genuinely part of this campus, because now it is administratively part of Tampa even though they're located here. It's still a, you know, it's still technically a Tampa college. And so—and that's something I have sort of fought for and argued for, for 30 years, and it hasn't happened yet. So maybe, maybe sometime soon. And I think the—I think we definitely will get, eventually, some new buildings. I mean they've required, now, a building that's sort of with the hole in the doughnut of the campus, and that's going to be leveled and the student center will be put in there with some other things. So, I think it's going to be good.

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I would hate to see it get too large. I think the advantage of this campus has been a kind of intimacy that both faculty and students enjoy, and that's an intimacy that occurs in the classroom—classes aren't that big. When I designed the science labs here, I specifically designed them so that they would accommodate no more than 24 students. That's it. You know, you get more than 24 students, you got to open another section. And that's because as an undergraduate I had experience with these mass science courses that were just meaningless, you know, ultimately. Only the most dedicated premed student would really pay attention to them. So, the character needs to be preserved.

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And I think folks who have come on recently, picked up on the character very quickly and were attracted to it. I think they came because of this. Speaking with the business team the other day, and it was exactly what attracted him about it, so I don't want to see this become another Tampa. And I don't—I think we're fortunate in not having all the land to expand on. You know if you look at the planning of the Tampa campus, they just had too much room, and so things were spread out sort of like homesteaders. You know, “Stake out this corner, and then were going to stake out that corner.” Never thinking about what the implications are for the students. It was insane. And no shade, and no—this is—this campus I think has much better possibilities of staying convenient in all ways, so I'm enthused about it. I think it's a good crop that's come on this year, both administrators and faculty. So, things are looking up. (both laugh)

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LJ: Okay.

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DC: Yeah

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LJ: Do you have any final thoughts that you would like to—

{{{0:48:41.5}}}

DC: Well, I think that the most ardent hope I have, is that Tampa stops viewing us as a threat and starts seeing us as an attribute. And when that day comes, I will probably have to check my pulse to see whether or not I have died and gone to heaven. (DC laughs) All right.

{{{0:49:17.0}}}

LJ: Okay. Well, thank you.

{{{0:49:19.0}}}

DC: Okay

*End of interview*