

SCHEDLER HONORS COLLEGE ORAL HISTORY PROJECT

Kay Adams Oral History Interview Transcription

Narrator Name: Adams, Kay

Interviewer Name: Galloway, Mary

Date of Interview: 03/08/2022

Location of Interview: North Little Rock, AR (Remote Interview- Zoom Recording)

Acronyms:

MG = Mary Galloway

KA = Kay Adams

UCA = University of Central Arkansas

RA = Resident assistant

TA = Teacher's assistant

Interview Summary:

The following oral history is a recorded interview with Kay Adams, conducted by Mary Galloway on March 8th, 2022. This interview is a component of the Schedler Honors College Oral History Project where current students and alumni reflect on their experiences before, during, and after the UCA Honors College.

Readers should be mindful that the following transcript is of spoken word, not prose. The following transcript has been reviewed, edited, and approved by the narrator.

MG [00:00:03] To get things started off, I just want to remind you about the Deed of Gift. It basically says that you will be referred to by name and you're donating what you're saying in this interview. At any time during the interview you want something redacted, just let me know. At the very end of this interview, like when we get off, if you could send that to me, I would appreciate

that. I have a short speech that I am going to say at the beginning of the interview, and it's going to ask for you to say your name for purposes of the recording. This is Mary Galloway with the Schedler Honors College Oral History Project. Today is March 8th and I'm interviewing Kay Adams, who is at her home in - Where are you?

KA [00:01:13] I'm in North Little Rock.

MG [00:01:17] - North Little Rock, and we will be talking about Kay's experience leading up to, during, and after their time in the Schedler Honors College. Please state your name and age for purposes of the recording

KA [00:01:29] My name is Kay Adams and I'm 56 years old.

MG [00:01:33] Thank you. What year did you enter the honors college?

KA [00:01:38] 1984

MG [00:01:40] When did you graduate from the Honors College?

KA [00:01:40] 1988?

MG [00:01:40] Thank you. What are your pronouns?

KA [00:01:51] What? Say that one more time, sorry.

MG [00:01:57] Your pronouns, what are your pronouns?

KA [00:02:01] Sorry, I'm not used to people asking those things. She/her.

MG [00:02:06] Thank you, I appreciate that, I just have to ask that.

KA [00:02:11] I'm not used to being asked that.

MG [00:02:14] I'm not, either. Where did you grow up?

KA [00:02:20] I grew up in North Little Rock.

MG [00:02:22] Were you happy growing up there? [*KA nods head*] Where did you go to high school?

KA [00:02:36] I went to Northeast High School.

MG [00:02:39] OK? Was that a very big high school or a small one?

KA [00:02:44] It was about 650 students.

MG [00:02:48] Did you have any siblings growing up?

KA [00:02:53] I have an older brother.

MG [00:02:54] Were you close?

KA [00:03:01] I Yeah, we were not buddy-buddy, but we're kind of closer now than we were growing up.

MG [00:03:08] Can you tell me a little bit more about your family dynamic as a child?

KA [00:03:12] I have an older brother and then two parents that were at home. My mom was a stay-at-home mom. My dad worked outside of home. They also had a small mail order business that my mom ran from the house. Otherwise, she was always there. She volunteered at school. She was in the PTA. They were very supportive. My brother's an artist and my passion in school was music, so any performance, anything we had to do, they got us there. My grandmother lived four houses down the street. I was at her house all the time, and she was at our house. To be honest, I had a great childhood, looking back. At the time, I was like, "Oh, no, I can't do this. I can't do that," but I was well provided for.

MG [00:04:08] Good. What did you want to be when you grew up - job wise?

KA [00:04:15] Be a teacher, since I was 12 years old. A school teacher told me I would make a great teacher, and I thought I could do that. I could be a teacher because I wanted to do all these other things. I don't like snakes, so I couldn't be a geologist, because the geologist came to school and told us about finding rattlesnakes. I could teach science, I can do social studies, I can do all those things I like and teach the kids about them.

MG [00:04:51] Did you have a favorite subject in particular growing up?

KA [00:04:57] Science and social studies.

MG [00:05:00] What can you tell me about your experience finding UCA? Did you apply to other colleges?

KA [00:05:10] Yes, I did. My extended family, my parents, my brother, aunts, uncles, and cousins had gone to the University of Arkansas. That's where I was going to go, but we went to visit and I hated it. I cried all the way home. I told my parents, I said, I said to my parents, "I don't want to go, I'm going to break the family." My parents were not impressed with the College of Education at Fayetteville. My parents had a friend who worked at UCA in the College of Education, and I talked to her and she said, "Hey, my son's in the Honors College, and this might be the thing for Kay." I interviewed for honors, and there I was very happy.

MG [00:06:19] Did you have to write an essay for your application to the honors honors?

KA [00:06:24] Yes, I did.

MG [00:06:27] Do you remember what it was about?

KA [00:06:29] I think it was on my thoughts on the future. What was I going to do? I interviewed with Norb and he told me that my writing was too fluffy. He still took me, even though I was a fluffy writer. I became a better writer.

MG [00:07:05] Looking back, why do you think you were selected to be in the honors college? What attributes did you have?

KA [00:07:16] Not really. I was willing to sit there and talk to him, which I always like to do.

Honors - I didn't know art the time - was all about the conversation. I felt like I was able to sit there

and represent myself well and talk to the strange person that I'd never seen before. And I'm a halfway decent, intelligent person in that way. Maybe he wanted some more diversity, because when I joined, I was the first education major [in the honors college]. Most other people were music majors. There were a couple of people wanting to teach music in secondary education, but most people wanted to be band directors. They didn't have anyone in the College of Education that wanted to just be an elementary teacher or something like that. There were also a lot of science people, I was more for liberal arts.

MG [00:08:14] That's actually really interesting, because today it's flipped: it's mostly education, English majors, but very few like science majors, so I'm actually really surprised to hear that. I know North Little Rock isn't very far, but did you get homesick your freshman year in college?

KA [00:08:34] I got homesick the first day I was there and I knew I was going to be homesick. We all knew that going into it, and my parents were like, "You cannot commute." I knew I needed to go live in the dorm, I'd never leave home otherwise. I did have a car, so I could have gotten in the car and drove home. My parents would have killed me and sent me back. Luckily, I met my roommate. Of course, she was someone I had never met. We had absolutely nothing in common other than that we were both girls, and that was why we lasted, I think, a month being roommates. Later, we went our separate ways and I met a girl at honors on the first day. She didn't know anybody in honors, so we stuck together. That helped me get over it. It took a bit, because I was really homesick. Then, the second day I was there, we were hanging at the honors center and there were some people there. There were some sophomores and maybe a couple of juniors that were there. They were told "Go talk to the freshmen, and make them feel welcome." This guy was talking to me and he embarrassed me, and I was like, "I just want to go home." I married that man [laughing].

MG [00:09:55] Was he in the Honors College as well?

KA [00:09:59] He was.

MG [00:10:00] OK.

KA [00:10:02] Met in secondary school.

MG [00:10:05] Did you date all four years?

KA [00:10:09] Yes.

MG [00:10:10] That is very cute. I know that you mentioned that you stayed on campus. Do you remember which hall you stayed in?

KA [00:10:24] Yes. I started out in Conway Hall. Then I became an RA, and I was an RA and Short Denny for 2.5 years. They didn't want me to be an RA and do student teaching at the same time because you had to be on duty during the day, and I would be at school. I moved out to do my student teaching so I could save money.

MG [00:10:56] Can you tell me about your Core I experience? Who was your teacher, and what were some of the things that you were talking about?

KA [00:11:07] I'm trying to remember, that was a long time ago. I don't remember if he was teaching Core I, but his name was Tony. I think his last name is Gifford. I think he was a graduate assistant. I know I had him at least one semester, and then Norb taught the main class where we were all together. Conrad Shoemaker, at some point in time he was in there. The main thing I

remember from my first year was that I had to prove myself. You couldn't just say something. Why did you think that? I think the second semester was more about talking about religious beliefs, and so my religious beliefs were challenged in that way. How can you prove that there's a God, and how can you even prove that you exist? I was like, "I can pinch myself." I remember at the end of freshman year, I was all messed up, and some of my friends dropped out of honors over the summer. I came back sophomore year and they straightened me out, and I thought, what happened to those people who quit? Are they still messed up today, because they didn't finish? They didn't know the second part. They were going to help you. They told you how to do things and how to research things. It was very different from high school, that's for sure. It was very different. But I enjoyed it.

MG [00:13:13] Good. How would you say the Honors College changed your worldview coming in from high school?

KA [00:13:25] It made me think more, challenge things, and not take things for granted. When somebody said something, I was like: I need to look at this and that, are they telling me the right thing? Are they being biased? I also had to figure out where my bias was and in what way. I also looked at how I fit into the whole world. I grew up in North Little Rock, and I went to school in North Little Rock. That was my world. I had a lot of experiences elsewhere. My parents traveled, and they took us to lots of places. We visited lots of places. But to say I lived there, that was different. I think that [the honors college] really opened me up. Then, when I went on to grad school, I was very prepared to write, to do research, and to stand up for myself. I was the only master's degree student that was full time and everybody else was PhD students. That was intimidating at times, those people had finished their teaching careers. They were at the end. I taught for one year. I still had my whole career ahead of me, but I chose to go full time to grad school. When we were poor, we didn't have kids. We could go do that, so we did that [work full

time in grad school]. Today, I'm a gifted education teacher and I teach elementary students. It comes back to me that the whole point of the Honors College was the conversation: to have a conversation, to keep a conversation going, to engage in conversations, and we talk all the time in my classroom. I don't always tell the kids we're having a conversation, but at times I catch myself, "Oh, this is this because I was in honors." Yes, I'm not a college professor. Those are not college students, but you've got little brains to teach how to think and be able to stand up for yourself in that way. So maybe it helped.

MG [00:15:40] What grade(s) do you teach currently?

KA [00:15:47] I teach kindergarten through 5th grade. I just now identified a kindergarten student last week, so I actually do have a gifted kindergarten student, but I teach enrichment classes. I go and teach in all the kindergarten, first grade, and second grade classes. I teach critical thinking and creative thinking 30 minutes a week. North Little Rock identifies early: I have one kindergartner, a couple of first graders, second graders, third graders, fourth graders, and fifth graders that I meet. 450 minutes a week.

MG [00:16:23] I'm really interested to hear about your capstone/thesis on defining gifted education. Can you tell me a little bit about that?

KA [00:16:35] I was young and ambitious and said, "I'm going to define what gifted education is, because we really need to know." I'm not quite sure how I got set up. One of the people that helped me was my favorite biology teacher, and I'm not sure why he got involved with it. The main professor that helped me was very much into gifted education and was a big proponent of people working at the Department of Education and that sort of stuff. She was the person who was guiding me and leading me to find what to research. I know that she knew ahead of time there isn't one

definition for education, and I wasn't going to be the one to say there was. I quickly learned, “Oh my gosh, there is so much stuff to go through.” That propelled me into graduate school, and she hooked me up with great people, because when I went to be interviewed, they said, “No, you can't come. You have to have at least one year of teaching experience. We don't take you with no teaching experience.” I applied for a job that was horrible. I didn't know that at the time, but I applied to grad school by October. School started in August and I knew I was home. I did my one year and I went to graduate school, but I knew I was coming back. I knew I was coming back in time. We went to Purdue University, and when I got there my major professor looked at my husband and said, “What are you going to do?” He said, “I don't know. I guess I'll find a job.” He [the professor] said, “What's your interest?” He turned and called the Communications department and said “You've got an hour to get across campus, because you've got an interview with the graduate school over there.” My major professor was one who could move the world. If he called somebody, they would be like, “Oh yeah, we will do that for you.” He did everything. I went to grad school and knew that I was going to research because I did that in the honors college. It was cool. That was fine. I learned in graduate school that you do what the major professor wants. He said, “No, that's not my interest. I want you to do this.” I said, “But I want to do this!” And he said, “You do my thing or you don't graduate.” I sat for a month or so and stewed about that because I was not happy to be told no. Finally, I thought, “Well, OK, I'll do his thing.”

MG [00:19:23] You mentioned that there is no one definition for a gifted student, but can you kind of explain to me some of the criteria that you think really separate gifted students from other students?

KA [00:19:40] I'll be honest with you, from that time in my life to now, because I've been teaching Gifted Ed for 23 years, my thoughts have changed. In general, especially with younger children, you're looking at potential. I mean, some kids, you cannot. We were looking at kids who were very

intellectual, not just Type A: I can memorize the multiplication tables and spit it back to you. That's nice. That doesn't mean you're gifted. Also, knowing your creativity, critical thinking, and problem solving ability. What can you get outside the box? Are you stuck in the box? You got to be outside. Are you willing to go outside the box and to look? I look at my kids, and I see potential there. This year, I see my kids every day for 30 minutes. My job for those 30 minutes is to push you into helping you find your way and find your potential as to whatever it is you're going to do in life.

MG [00:20:48] I think that's great. My little brother is gifted, so I think that that's a great way of describing how they think. It's not memorization, they solve problems in a very unique way, I think.

KA [00:21:03] So I used to teach in Kentucky and there they believe in a test score. If you had this test score or higher and you were gifted. If you were one point or lower, you were not gifted. I don't agree with that because I'm not a good test taker, not everybody is, but that doesn't mean you're not gifted enough. If you say, "OK, you are gifted," the rest of us will come along.

MG [00:21:29] What did you do immediately after grad school? Did you go back to Little Rock, or is that when you went to Kentucky,

KA [00:21:39] We went to Kentucky because my husband decided to go to the University of Kentucky and work on a doctorate degree. We went here for me and Kentucky for him.

MG [00:21:52] Do you remember if you had a freshman retreat your freshman year of college?

KA [00:22:02] We went to Meadow Creek, and I don't know if we went my freshman year or my sophomore year. It wasn't just freshmen. To answer your question, no, we didn't have just a

freshman retreat we had because at that time, the honors college wasn't that big yet. I think my class started out with 60 students, and I think about 20 of us graduated or so.

MG [00:22:32] Were you very close with them?

KA [00:22:36] I think I am more now. I have reconnected in the last couple of years via Facebook with people, but since I lived on campus, I was one of those people that would hang out at the Honor Center every night. The guy I was dating hung out there. There was a core group of people that were there all the time, and they had two computers, and the new thing was a computer that people could use. I didn't know how to use the computer. They wanted us to type our thesis eventually on it, and I was like, "Oh my gosh," [*panicking imitation*]. After I graduated, you know, I got married, I moved and didn't keep up, until the last couple of years through Facebook, a bunch of us have reconnected. We've gotten together when they've had things in Conway recently.

MG [00:23:48] When you were in the honors college, were there organized social events? We have things called tough talks and soapboxes where the students talk about a controversial topic for a couple of hours.

KA [00:24:07] We had soapboxes and they were on Wednesday or Friday afternoons. Then on Saturday night we would usually -VCRs were the thing - so we would go to Blockbuster and rent a VCR, and/or rent a video. The honors center was usually open on Saturday night, so people might get a pizza and watch a movie, maybe play a game, sit around and talk. Everyone was poor, so it was a cheap place to hang out. Nobody wanted to just sit in the dorm on Saturday night because that was boring. You know, our lounge, right? Whatever. I lived in the honors center every day and I didn't go home every weekend. That was my life, that's sad, isn't it?

MG [00:25:17] No, I think that's great because I'm a sophomore, so COVID impacted my year tremendously. We didn't really get to experience big formative social events like that.

KA [00:25:35] At some point in time, I guess I was probably a sophomore and junior, we had our own dances. My husband was a DJ. We didn't have an elevator yet in McAllister Hall, so we carted everything upstairs to the third floor and moved things around. It doesn't look like it does now, but kind of that same space as far as where the forum is. I don't know how we got into this, but we were in charge of the recycling at First Methodist Church for aluminum cans. We would collect cans and then we would go there to crush them. The money we got from the cans would go to honors college. In the Methodist Church's house, there were cans that their members and the community brought. I don't know who got us involved. I don't know if that was something Norb did or the secretary - I'm blanking on her name at the moment - how terrible. I sat in the secretary's office and cried so many times, and I can't think of her name at the moment. She was like an old right hand man. There was Glenda and Lanitta.

MG [00:27:18] Yes, Lanitta is here now.

KA [00:27:20] Yes. I have two children, and they also went to the honors college and they took care of my kids.

MG [00:27:27] What year did your children go to the honors?

KA [00:27:33] My son graduated at the beginning of the pandemic in 2020, and he came home over spring break and kept saying, "I think they're going to close the dorms. I think they're going to close the dorms. Be prepared." When he got home for spring break, they sent out an email saying, come get your stuff. We went back up over spring break and moved out, and it was bittersweet because

there were like eight people moving out at the time we were there, and he was a senior. My daughter graduated in 2018.

MG [00:28:19] Did your children really enjoy being in the honors college?

KA [00:28:25] I want to say they did, and I think they did.

MG [00:28:28] Looking back, what type of student were you? Were you one that really stressed out about things or were you more going with the flow?

KA [00:28:40] I would say I was more of a stressor because I'm more of a perfectionist.

MG [00:28:51] Did you all have mentors in the honors college while you're there or peer coaches?

KA [00:28:59] I had a big sister. She was assigned to me when I came as a freshman and part of her job was to help me get oriented around campus. If I was really lost, she would help, and she was really big about helping me get my schedule ready for my second semester. She would tell me, "Don't take this teacher." She and I lost touch and just a couple of years later we reconnected, and I thought that was so cool.

MG [00:29:42] That's very sweet.

KA [00:29:44] Otherwise, I don't really feel like I had anybody until I was working on my thesis. And I had two people at that time working with me on that. Then there were the professors at the Honors College, Rick Scott, came, I believe, my sophomore year. There was another gentleman, he was a grad student, and they helped anybody with anything. If you needed something, they would

try to help you find out whether your dog died or you missed going home. The secretary's name was Virginia, Virginia Guffey!

MG [00:30:43] I've never heard about her. Were you very close with Norb? Did you have a lot of interactions with him?

KA [00:30:54] I was not as close as some people were. I felt like I could go and sit down and talk to him. I didn't feel like I could just go in and say, "Hey, you want to know about my day today?" But, we would stop and talk. He would ask me questions, but I know some people who would go hang out in his office. That wasn't me.

MG [00:31:24] Did you have a particular professor in the Honors College that you really enjoyed and interacted with?

KA [00:31:36] I think probably Rick Scott. He was there my second year, and I was still new enough. Part of being a teacher is liking to help people, so he was like, "Here is this new person." Yes, he was older than me and everything, and I don't even know how much older he is. He was probably 10 years older than me, but he was always someone I could just plop down and talk to. He would come, plop down and say, "So how are we all doing?"

MG [00:32:22] Did you refer to your professors in the honors college by their first name, like we do now? I think that's a very unique part of the Honors College.

KA [00:32:36] Yes. I thought that was really weird from high school because you would never call your teacher by their first names. In the College of Education, there were a couple of people I would refer to by their first name, but most everybody was Dr. So-and-so or Professor So-and-so,

where it would have been heresy to call them by their first name. There was one that let everybody call her by her first name. - You froze and I cannot hear you, I don't know if you can hear me anymore -

[PAUSE IN INTERVIEW, REMAINDER OF INTERVIEW WAS CONDUCTED OVER A PHONE CALL]

KA [00:00:00] [Referring to Rick Scott] He was this guy who was a teacher, but still does music, because that was my kind of thing. So I thought, how am I supposed to incorporate music? Even though I'm not a music major, and I'm not going to be a music teacher, I thought, "How can I still have that in my life?" So, I saw that with him [Rick Scott]. He was really laid back. He was a sociologist, I had no clue what a sociologist was, but I wanted to learn about stuff that's really cool. I could be a sociologist or something, and I wanted to be a teacher. He always listened to everybody. He was very attentive. You could tell he was listening to you because in some comment he would come back, "Ok, but you said such and such, do you see the flaw in your argument? That's a good point there." I never felt inferior around him. I think sometimes, with Norb I felt inferior, and I thought he was very much above everybody. He was the director, and just the way he carried himself, he was smarter than everybody else. I always felt a little more of the teacher-student relationship [with Norb], where Rick Scott was more like, "I'm not your equal, but you're at least given a chance to be there."

MG [00:01:40] That's really interesting. Were you involved in any clubs on campus outside of the Honors College?

KA [00:01:48] I was involved in a couple of educational things. There was the education sorority, it wasn't a social sorority. I can't remember now what it was. It's an honor society like the kinds of

honors societies in high school. There was an early childhood education club. I was an early childhood education major. I was also an RA, and that kept me busy with stuff at the dorm. Otherwise, I hung out at the Honor Center. I had a very boring life in that way.

MG [00:02:55] I bet it sounds like it was a lot of fun.

KA [00:02:58] I miss that for my kids. We always wanted a dorm that was always our dream, right? A lot of us tried to live in the same dorms and be roommates together. We had little honors' clicks around campus, and a lot in apartment complexes that a bunch of people lived at. When my kids got into honors and they had the dorms, we told them where we used to hang out at night. And they were like, "Well, people don't really do that [anymore], mom." I'm like, "That's where I met your dad." It's sad. You don't have that sense. I feel like my kids missed out on that part. Things change. The window seat is still in the forum, and I spent a lot of time studying. Sitting in the window seat was my favorite place. You had to get to that spot early.

MG [00:04:18] Did you have a favorite class that you took?

KA [00:04:34] When I got into my education classes, I liked a lot of them. A lot of them sent you out to schools so that you could have field experience. I like that because they gave me more of an audience. I thought, "This is really what I want to do." It let me see lots of different grade levels. The education department has an agreement that sophomore students can work at the school district, they come on Tuesdays, and I call them the Tuesday people, because they only come on Tuesdays. We have about 10 of them this semester. My daughter was an education major, and she got sent to a lot of small towns around Conway. She got to see more of a rural area, which I did not get to see. My early childhood education classes were probably the best, because they were very relaxed and we learned a lot. It was a lot of work, because they were very small, because there

weren't many of us. If you want to teach kindergarten, you need to know how to take care of a child. There weren't many of us in our classes, like my honors classes, and I liked that. Those are the best.

MG [00:06:22] Which class did you struggle the most with or find the most challenging?

KA [00:06:32] Probably biology. I loved the teacher, but the biology lab? Oh my goodness. That's hard. If you were an education major, you took courses for education majors. I'll be honest with you, they watered information down. I felt insulted by part of my classes that I had to take. Like my math class, they were teaching me elementary math. Not elementary math, but how to do elementary math. I was highly insulted. I asked the teacher, "Could I take the course test and pass out of this class?" That was my whole semester, and she told me I could not do that. I was like, I'm wasting my time. My parents were like, "You need to have really good grades in that class." I was like, "I know, I'm going to do the work."

MG [00:07:37] You know, I think that they still teach it like that because my roommate had to take elementary math and was upset about it as well.

KA [00:07:46] That was a hard class for me because it was so boring. They taught me how to make charts to multiply and divide, and I already knew that. I had other classes that taught me how to teach math, but this class was teaching me math.

MG [00:08:12] I think I would struggle too.

KA [00:08:14] When I got to grad school, there were some really hard classes in grad school. To be honest with you, in my undergraduate, nothing was super hard.

MG [00:08:27] I was looking over the form that all the alumni had to fill out as, that I think Whit sent to you. You mentioned that you kept every syllabus and paper you wrote.

KA [00:08:53] I got to find it, it's buried somewhere. My kids and husband laugh about it. This sounds silly, but let me ask you, do you have an honors college sweatshirt?

MG [00:09:12] I do not, I'm weird for that.

KA [00:09:16] The pandemic messed everything up in that way. We had sweatshirts and the girls were like, everything needs to be gray. So, we were like, "We want a sweatshirt," and Norb said he would wear a sweatshirt. So, we had pink sweatshirts that enough people would buy. We had pink sweatshirts with blue lettering. I still have a sweatshirt from them. I still have the sweatshirt from then. A couple of years ago, the alumni wanted to make pink sweatshirts again. I have a new pink sweatshirt. I've had it for probably two years now. Sweatshirts will come back around, but there is a picture of Norb in his pink sweatshirt. Someone has got to have that somewhere. He was very proud of his pink sweatshirt. We were in the middle of the 80's, so it was not common for men to wear anything but more pastel colors.

MG [00:10:40] Did you keep a lot of your syllabi and papers because you knew you wanted to be a teacher?

KA [00:10:49] I'm a pack-rat for sure. I have three college degrees, and I probably have all my papers from all three degrees. I finished my educational specialist degree several years ago. Now have I opened those binders since my classes? No. I should just recycle those papers and move on, but if I wanted to find it again, it would be out there to find. I just saved what we had a couple of

years ago. I finally got rid of some college textbooks because I saved everything I might need. At the time, they still did the *Vino*. It wasn't a magazine at the time. It was just run up on a copy machine and stapled together. I should have those somewhere and people would write little articles or maybe a poem. It was more for the literary people to express themselves in that way. Eventually, they took it to a magazine format at some point in time. I don't think they still do a magazine format.

MG [00:12:21] I think my professor said her last year in college was when they canceled the newspaper format. If you find something that you would like to contribute, like a document or a picture, you can send that to either me or Whiit, and we can include that in the project. Is there anything else, any story that you'd like to share from your college experiences?

KA [00:13:02] I know you missed out last year. They always had, especially in the Spring, a lunch where you were expected to dress up a little bit. It was a celebration of the year that we were going to be leading. At that time, being the first senior class, there were only 10 people, so different than today. Everybody would come in there, and the professors would do skits. The skits, of course, were hilarious. They were very intellectual theater skits that we all found funny. If you're in the honors college, you are a gifted individual. That's just my opinion that you wouldn't be there otherwise. If you weren't and you got in, you don't finish. You've got to put forth the effort to finish there. I always enjoyed that. It was more special because of Norb. He loved to be in front of a crowd, whether it was serious or funny. I think my daughter got to see him once doing some speaking there. I don't think Daniel did. I miss that, but that was part of the earlier days of the Honors College. He was very involved in different things. Of course, he's passed away, so right now they don't have that.

Patricia, has become the director and is carrying on. I'm glad we are doing this project so things won't be forgotten. Our memories are of a different time. You all have different memories too. New memories in that way. I think it's a special place to go. I also think it's cool that they started the Scholars Program. I don't 100% understand all of the differences, I know there's housing differences being in the honors college and being in the Scholars program. I have a friend that I helped her daughter get into the Scholars program. She loved it. I guess she's a junior this year. I'm really glad it's still very competitive.

That might be terrible to say, but it's true. They don't just let anybody in. You're sitting next to people in class or online, and you know this person is a really smart person. It's like, I was top of my class, as much as everybody else in the room. That's a difference from high school, because everybody in the room has the same characteristic in that way, where you're no longer that type of fish out there. Everybody in the pond is the same as you. Now you've got a different group of people to keep you challenged and looking. I'll be honest with you, I miss that in my job. You can only have so much conversation with elementary kids. Even the adults. There are about two out of the nine elementary teachers, and we are a very close group. We meet once a month, and that is the closest thing to having someone that I can have those intellectual conversations with. The rest of the people that I work with are not really interested in that. Some days it's a mismatch in college, and I miss that.

I was a college instructor for a couple of years, because I always thought I was going to be a college professor. After being a college instructor for a couple of semesters, I thought, this is not what I wanted to do. Now, I am waiting for my boss to retire, and then I hope to become the gifted education coordinator for Northwest School. That's why I got another degree, now there's something on my certificate to now be a coordinator. I'll get my ducks in a row there. She still has maybe four more years, and I'm thinking I might be ready to retire by that point in time. I don't know, I may die. Oh my goodness. It's not legitimate.

MG [00:19:09] What made you decide to work with younger children, specifically?

KA [00:19:16] I've always said I don't want to work with people who are taller than me, because if push came to shove and I had to physically restrain you, I want you to be smaller than me. I am 5'4", so I'm not a really tall person, and I just remember in high school, that people would have an attitude towards their teachers, and I don't want that. I want people who I can still shape and mold. I've always enjoyed little people and have no desire to go, definitely not to middle school. I don't think I would be happy at High School. If I just taught gifted kids in high school, that might be OK, because I would like to help them get to college, or trade school, or wherever they were going next in life, whatever might be for them. Otherwise, I just always like a lot of people. They don't talk back to you so much. They're willing to listen to you, and give you a hug and it'd be appropriate.

What do you do? What do you study?

MG [00:20:39] I'm studying biology and I want to do genetic research. I'm not really sure what I want to study genetic-wise, but I'm leaning towards the agricultural side. I'm also really interested in concussions, because a lot of research is being done on genetic predispositions to have a really, really bad concussion and struggle to recover from them. That happened to me last year. That is really interesting to me, so I'm hoping to do research in school.

KA [00:21:21] I did not know that.

MG [00:21:21] I didn't either.

KA [00:21:24] My daughter got a concussion in her freshman year in college, and I had to get her roommate to take her to the E.R. I was like, "What do I do, do I take her back to the dorm or home,

does she stay in the hospital?" The doctor said, "She's probably going to be OK." I was like, "You're not helping me, I don't live here." I could be there really quick, but I needed a little more information.

MG [00:21:58] My mom struggled with that too, because I'm from Florida, and she's far away from me. She was really worried about me being on my own with that, but I think it shaped me into being an independent person.

KA [00:22:13] There you go.

MG [00:22:16] Thank you so much for agreeing to meet with me. I'm so sorry about the technology problems.

KA [00:22:22] No problem. I taught last year, and I had students in my classroom virtually and in-person at the same time. We used Google Meet. I was like, "I can't hear you. We can't see it." I get it. And some days, if the internet went down, then I couldn't even tell the students we weren't having class because I had no access to the internet to post it. Trust me, I get it. Thank you. College didn't prepare me for that [laughing]. We didn't even have the internet.

MG [00:23:15] If you don't mind, can you sign the Deed of Gift form and send it back to me? Is there anything you would like me to redact from our conversation?

KA [00:23:26] I didn't say anything too bad, I think.

MG [00:23:33] No, you did great. Thank you again so much.

KA [00:23:35] OK, thank you. Have a good evening. Bye bye.