

# SCHEDLER HONORS COLLEGE ORAL HISTORY PROJECT

## Cindy Lea Oral History Interview Transcription

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Interviewer Name: Ramos, Anacaren

Date of Interview: 03/16/2022

Location of Interview: Remote Interview - Zoom Recording

### Acronyms:

AR= Anacaren Ramos

CL= Cindy Lea

UCA = University of Central Arkansas

ACT = American College Test

SHC=Schedler Honors College

### Interview Summary

The following oral history is the result of a recorded interview with Cindy Lea conducted by Anacaren Ramos on March 16, 2022. This interview is part of the Schedler Honors College Oral History Project.

Readers are asked to bear in mind that they are reading a transcript of the spoken word, rather than written prose.

**AR** [00:00:01] If you'll please state your name, the date and time, and where you are located right now.

**CL** [00:00:12] OK. It is March 16,2022, and I'm in Conway, Arkansas.

**AR**[00:00:20] Where were you born? Where are you from?

**CL** [00:00:33] I was born in Fayetteville and grew up in Fayetteville. I came down to Conway because I had a counselor who knew about UCA and she thought I needed that. I would enjoy having a smaller campus because I had grown up with Fayetteville having that big, sprawling campus. And I think she was right.

**AR** [00:00:57] So you would consider Fayetteville a big town correct?

**CL** [00:01:07] Compared to Conway, I would especially geographically. It feels like the geographic area is much more sprawling to me than Conway is. I've also lived in Little Rock, and so I just consider those bigger. They're still not really what I would consider a big city because I also lived near St. Louis. And to me, St. Louis is so that's kind of in my mind.

**AR** [00:01:40] Oh yeah. Did you like growing up in Fayetteville?

**CL** [00:01:47] I lived out in the country. But when I was growing up in Fayetteville, everything was controlled just politically, by just a few families, and it ended up feeling very cliquish. Part of the reason I may have felt that way was because I was like a first generation student. So in other words, I was pretty low income. I came from a low income family, but I went to the school that had the most high income students in it. And so I mean, I would have like me and my cousin would get picked on and definitely like they would go behind her and be taunting her that she was the little poor girl. And they would do things like we'd be going on a bus to go on a field trip, and they would not sit next to me. And like the parent who was there, like, wouldn't say anything like it was just a known thing. It was OK. The disadvantaged kids. And so i-, it's really funny to me because I have friends who went there for college and they always will just, oh, just say it is a free flowing, wonderful liberal place. And it's so hard for me to reconcile that with the way it was for me growing

up. And so it wasn't a place I wanted to stay. It had it had too many of those negative feelings for me.

**AR** [00:04:05] If you don't mind me asking, what did your parents do for a living?

**CL** [00:04:19] For most of the time when I was growing up, my mother was a nurse's aid, and then later, I think after I went to college, she finally found a position within the same field. She was basically the person who ordered supplies for the facility that she had been a nurse's aide at. She had kind of more of an administrative job, which was really good because she would regularly throw out her back working as a nurse's aide because they never had enough of the lift equipment that they actually needed to move people. And so getting them in and out of any kind of specialty showering facility was really hard on her back. And so but most of the time, like I said when I was growing up, she was a nurse's aide, which is kind of the low level grunt, you know, the current level of care. You know, she was working in a high end, what would you call it? We would have called it an old folks home, so what do you call it now? It was a residential care facility, basically because these rich people would buy an apartment and then when they got sick, they were guaranteed to be taken care of in that residential care facility. It was right next to the apartment, and that was a big upgrade from the more rundown nursing home that she had been working at before then. So that's what she did. And then my father worked in a factory almost the entire time I was growing up. He worked in one factory, which I don't think exists anymore in Fayetteville. But it was Kearney Company, and he worked there, sometimes working on a machine like putting out parts, putting parts through a machine. But most of the time he worked in inspection, so he would take the part and he would measure it and evaluate it to see if it was made correctly. And so he could reject something if it was not made correctly. And the reason why he would sometimes take the other job and actually be just a factory worker was because they actually paid by how many pieces you made. And so if you could run it fast, if you could run it fast but still stay accurate, you could make more money. And so he was actually able to make more money not being an inspector, but it was a lot

harder work. So, yeah, he went back to being an inspector. And when he kind of retired, it was he had that company laid off a bunch of people and he had gone through retraining in Northwest Arkansas. And it was in computers, and he just never actually transitioned and found a job in that he was older.

**AR** [00:07:40] to to you. So it's both of your parents and you. Did you have any siblings or do you have any? Yes, I have one. OK.

**CL** [00:07:50] Yes, I have one sibling. She's five years older than me, but she had a very difficult, a difficult several years where she she struggled with drug abuse and she actually started college at the same time as I did because she kind of got everything together and was doing a lot better. And so she and I, she started at Fayetteville the same year I started at U.C.A., and then we graduated at the same, basically the same time. Yeah.

**AR** [00:08:29] So, you know, you were talking about how both of your parents, you know, it's it's a low income and you've said that you're a first year student. So how did your parents influence your education?

**CL** [00:08:45] Well, they had always regretted getting married early. My father had been offered a job with Texas Instruments. And those are the ones that make like the the calculators that you all sometimes use the graphic calculators. And at the time, they were kind of maybe going to go into a lot of different areas. So it was a really good opportunity. And he turned it down because my mother, who was only 16, they had been down in Pine Bluff, he was getting a little bit of further education and I think learning how to work on TVs. I think that's why he was he was in Pine Bluff and she wanted to go back to Fayetteville and graduate from Fayetteville High. And they always said that was a mistake, that one, they probably just shouldn't have gotten married when they did.

That was silly. But they should have both kept going to school. And so they both wished that they had gone. That was like that opportunity that they just take and they always wished they had. And so they were very, very strict about grades. And there was just a lot of pressure put on us to make really good grades so we could go to college like it was. Just everybody in my extended family knew that my father was really strict and that and that he would, you know, had these kind of exacting standards and my grandmother would even like kind of use him as a taunt for my, my other cousins like she would go, You better be glad James Tisdale isn't your dad. You wouldn't be able to do that or, you know, you'd have to get your butt in gear or whatever. And so he was kind of known for being that way. And I think that that was an influence for my mom to want me to get out of Fayetteville. She really wanted me to kind of get out from under my dad's influence, not in a bad way, but she just wanted us to not be, well she didn't want me to be kind of be the center of his life. It's nice. She was like, You need to go do your own thing, get away from which that was really that was really wise advice. And so that that really pushed me also to look into UCA.

**AR** [00:11:22] How did that process go? You know, as far as being in high school and getting and deciding, "Hey, I want to go to UCA."

**CL** [00:11:34] Well, back then we had really good state scholarships. Like, I'm not going to lie. We did. We had really good state scholarships, and you could basically get your tuition paid for if you had a certain ACT and as long as you kept up, I think it was a 3.5, but I don't really remember it was a GPA. You had to keep it, but as long as you did, you got tuition paid, full tuition paid. I don't want to say part of the room and board, but I really don't remember exactly how that went. You applied to UCA and then they sent you what your scholarship would be. I believe the Honors College sent me something in the mail and said, you should look into applying. So I applied and I actually have access to my application like I have the essay that I see. It's really funny. But anyway, and then I came and I interviewed and I got it. I interviewed with Norb.

**AR** [00:12:50] OK, how did the application process go? Because you said you still have your application process?

**CL** [00:12:59] Yes. I mean, let me look at it because I believe that what had to happen was they had to send in, you know, there's not very many Cindys in our system. In fact, there's only me, there's more than one Cynthia. There's other people that go by Cynthia, but there's only one person that goes by Cindy in our whole database. Isn't that crazy?

**AR** [00:13:23] It's crazy.

**CL** [00:13:26] OK, so yes. So it looks like that I basically sent in the form and it says UCA honors college and ask you for your name, you're on campus address, which I already had at the time, I think what they did was they only sent those mailers out to people who were already in UCA. Then it has a place if you have an off campus address and it has your weekday phone number, your ID number, which at the time was our Social Security numbers, which was crazy.

**AR** [00:14:06] oh, very

**CL** [00:14:08] yeah, crazy. Then when did your birthday, name, and address of your parents or spouse. "What's the name of your high school?" So I put Fayetteville High School East Campus because at the time, if you went to West Campus, that was not considered college prep and east campus was, which is totally illegal, by the way, but they were doing it. And so under my major interest. This is great psychology, counseling, education. But none of those ended up being my major, my major ended up being history. And then they wanted to know your home newspaper. So what they would do is once you were in, they would send the notice to your hometown newspaper.

That was kind of a part of the whole view of what they did. Let's see. Then are you on a meal plan? I don't know why that was. And if you are in a meal plan, they wanted to know the number. Oh, you know what? I know why they did that. I know why they did that. Because there was a program when I was in school that if you had a meal plan number, you could give all the meal plan numbers and then you could use the student's meal plan to have an event using their plan.

**AR** [00:15:45] Oh, that's that's very interesting. That's cool.

**CL** [00:15:48] So when I was an R.A., what I would do is I would tell the people on my floor. I would say, Well, I'm going to have breakfast, I'm going to go pick it up and bring it here. I just need you to sign up with your meal plan number. And then they would give me the amount of breakfasts for all of those numbers. And it was just at the time we were living in Wingo. And you can tell me. Think about it. Those are like the opposite ends of campus: the cafeteria versus Wingo. And so they were happy to let me go, pick up breakfast and have it there ready for them. But yeah, I think that's why they were probably asking and there were those.

**AR** [00:16:35] So when you applied, were you already living on campus as a freshman or you just happened to have that your campus address already?

**CL** [00:16:52] Yeah. Yeah, that's what I'm saying is I think they were just sending it out to people who were already accepted into UCA. Back then I had already chosen all that. I guess so.

**AR** [00:17:08] And then you said that you? How did they get back to you once you submitted it and they were like, "Hey, you got it!" ?

**CL** [00:17:16] Look. Oh, not on the official application form, I apparently said that I was psychology, counseling and criminology.

**AR** [00:17:31] OK. Okay.

**CL** [00:17:42] It's trying to see what my first letter from them is. Here it is, it says. This was in April. It says "we have received your application form and recommendation from Barbara Seeger, your psychology sociology teacher, as you are obviously an outstanding student with a great deal of academic potential. You're the kind of student we're interested in having in our program. Before further action can be taken, Dr. Schedler, our director, would like to schedule an interview with you and your parents if possible, so they will be able to act upon your application. One of our goals and arts college is to help the student develop to his or her best potential in order to do this. Our expectations need to be similar to what you expect. So the purpose of this visit with you and your parents is to get acquainted. To answer your questions and to give you more specific information about our programs so that you can better make a better decision about how you'll benefit by being in honors." Then it says, "as our enrollment is limited, it's to your advantage to send in your completed application as soon as possible."

**AR** [00:19:01] So how did you feel when you read that? Like, do you remember what you felt?

**CL** [00:19:08] I was excited because it was somewhere different and I had gone to A-state and toured in A-state and it just felt wrong. I couldn't really put my finger on what it was, but when I came here, it was right. I knew just being on the campus, I knew it was right and I was even with someone who was a little bit nutty. I don't know why she was wanting to come to UCA., but she was a family friend, let's say. And she obviously had a lot of other interests that had to do with partying. Even with her there, like I said when I interviewed, I was like, I really like, I really like



this place. At the time, we didn't have honor's housing, so that was a piece of it. It was being excited about coming to UCA, and probably there was a little apprehension about us being in the Honors College. Sure. But those two things were very separate. All the scholarships came from UCA. Honors didn't really have scholarships. They could give you something later, but they didn't really. I was trying to see if I had the letter. Yeah, it looks like after I met with him [Norb], then they sent me an official you're in. Your first letter came from Glenda. Glenda told you "now call me and make an interview, we want you."

**AR** [00:21:16] How was the interview with Norb?

**CL** [00:21:24] Well, you know, I've heard other people describe it as intimidating, it was, but only in that it was like somebody who you saw as a great scholar. He was really good at like having that persona, if that makes sense. But he was not at all this confrontational with me and mine is as I heard him, as I heard it, talked about that he was with other people with me, it really was more just a conversation. What I remember more of because I interviewed when they were still in what was called, I would have to look on a map, I can't remember if it was East Commons or West Commons, but where McCastlain is. There was an East Commons and West Commons building there and I think it's the same building. I think they've just named it whatever they've named it. And that's where Honor's was while the renovation was happening in McAlister. After he got through talking to us, he said, OK, let's go look at the new Honors Center. And so he took me over here[McAlister], and I'll never forget, he took me in the back door and to the stairwell. And we walked up the stairs and he took us that way so he could show us how on the second floor you'd have to make that little kind of jag near that round pole. He loved that. He loved that quirky stuff that they had to do with the architecture to make it work. He thought that was like a design element in a way, I think. And so he took us up that way. I'll never forget because I had on heels, I never wore heels. It was so crazy. I was trying to tromp up the stairs. And he got us up to the third floor and he does the same thing

with everything on this floor. No, he he took me into the forum and he talked about how each of the pillars is a different type of column. He talked about in the center there, that's the forum. That's where they would meet and they would discuss things and they would argue about different ideas. It sounded so wonderful, you know? And then we're done. His office (in the Forum now) was a little library and little study space. Then where Doug and Adam's offices are was a classroom. It was open to us all the time. 303 was a classroom, but then it was connected to a computer center because at the time nobody had a personal computer. We would stay up there all night. We basically had the whole run of the place, we had the forum in that classroom and this other classroom. We were allowed to stay up here till midnight and my class got in so much trouble. Oh my gosh. Because everything was brand new, so all the paint was new. Everything was brand new and so if anything got scratched or broken we were the ones that got yelled at. "What were you doing up here? Why were you throwing the ball? And look what happened. Sculpture fell over, and now you broke it. What were you doing?" You know it was really funny, but it it caused us to kind of be really, really close. I think living in different places made the forum the place to be and the place to go because we didn't have housing. It was a way for you to come across campus and then you were going to be with the other honors students. Yeah.

**AR** [00:25:48] What was the size of your class when you joined?

**CL** [00:25:52] I looked it up once and it's over 90. My class was bigger than our current class. The expectation back then was not for everyone to finish. The expectation back then was to take the first two years and then those who wanted to go on into the minor and get the minor could. There was only 18 from my class who graduated in with the minor. In this photo (shows photo) , there's three people who weren't in my class. They were in the class above mine and they just took a little extra time. There's like twenty one in that photo, but they're not all actually from my class. And I guess I

shouldn't say that there was probably some of us that graduated the next year too at least one of my friends did that. So I would say about 20 of us probably finished. So less than a third.

**CL** [00:27:36] That was the norm.

**AR** [00:27:39] Wow. You were talking about how the forum was kind of a meeting place for all of you guys. So what was housing like? Where did you house your freshman year?

**CL** [00:27:55] I was in Hughes. Most of us were. I mean, most of the freshmen would have been in Hughes or Conway, or I think. I think that would have been it at the time, and then most of the boys were in Minton or State, mostly State. I think almost all of ours were in state. No, that's a lie. I remember two boys that were in Minton because they decided, maybe that was State. I don't know. Anyway, they ripped out a water fountain and took it to their room, which caused flooding, and it was, it was crazy.

**AR** [00:28:42] That is so crazy.

**CL** [00:28:46] They were like that close. They were kind of rowdy. Yeah, I think people were really kind of rowdy back then.

**AR** [00:28:54] Yeah. I mean, you don't have social media.

**CL** [00:28:57] So we didn't. We didn't. That's true. We were around each other. And if you wanted to talk, you had to actually go physically where someone was. That's another reason why the forum had to become the place because you were actually headed there and you had no no idea who was there or not. There wasn't even any calling people because nobody had a phone. There was no

recall. I didn't have a phone in my room the entire time I lived at UCA. There wasn't one in my room there. I didn't own one. It was if my parents wanted to talk to me, we had to agree beforehand that I would be at the phone that was in the kitchen in the Forum, which I don't think exists anymore. That was where they would call me. They knew that at two o'clock on Sunday, I was supposed to be there to pick up the phone and if I forgot they just didn't, they didn't get to talk to me. It would be really sad if I forgot and then I remembered and I would feel so sad because I knew that was my only chance to talk to them. That's just the way it was. I don't know if it's because of first generation. That probably also had something to do with it because I couldn't call them to ask them anything about what was happening. I mean, I remember in one of my early conversations with my dad, I was like, Does it rain here all the time? Because you know in the fall where it just rains for two weeks? He was like, "I don't know. I've never lived there. I don't have any idea." So he couldn't even help me with saying, you know, I mean, he had no service for even the most basic question, what in the world is this weather like here? They had no frame of reference. So I never had any help choosing classes or picking a major or any of that. I mean, like that is, I never wanted to make them feel uncomfortable, so I just didn't talk about it. I think that's what a lot of first-generation students do. I think we all kind of have that same kind of story where we're like, well, there wasn't any point in bringing it up. So you just don't.

**AR** [00:31:45]. How was that, because not only are you at UCA but you're part of the Honors College? How did that affect you being a first-generation student?

**CL** [00:31:59] Well, I think that I have a very strong will. I think that this is a part of my character. I think that having been picked on for being poor, I had always kind of fallen back on "well I may be poor, but you're stupid." I mean, you know what I mean. In my head and I never actually said that outloud. I think I may be poor, but I can do something about it. That was kind of always my little thing that I was thinking in the back of my head, I can get out of here and being smart is going

to help me get out of here, and it's going to allow me to do things in my life that I want to do. I'm not going to let you or anyone else kind of stand in my way. I mean, that's kind of how I felt. When I got into the Honors college, I saw that it was kind of helping me fulfill that, if that makes sense. I had always been a shy student. I did not always speak up in class when I was in high school. When I did, I definitely had something to say and I was talking because I probably had a strong opinion about something, but I didn't have a lot of opportunities for that. I had some trouble when I was 16. That caused me to be out of school for a little bit, and so I had at that point quit being in those kind of classes and all that they sort of put me in was the normal average classes. That was a really interesting experience because I kind of got to experience both sides of how people are educated in high school. On that one track or on the other side, I got to see both of these tracks. I think that experience made me realize there's different paths people can take, and they shouldn't be kind of shunted to one path and never be able to go back to the other. So once I had made the decision to go to college, once I had made the decision to come and came to be in the honors college, once that was settled, then I was going to try to be really on the ball and really with it and really kind of put myself out there. So I started doing that from the beginning. So, you know, I ran for Honor's council and then I had to be an R.A. Being an R.A. was also a financial thing. It allowed me to have free room and board. That was definitely a factor, but I think I just kind of wanted to be in what would help me to get ahead. It's interesting because my husband, when he met me, he really thought that I had money. I think he was kind of relieved when I didn't, because he and I actually have a very similar financial background, but he didn't think that. I think it's because I was just giving off this persona that I had created that was confident and knew what they were doing. I tell freshmen that all the time I'm like, just fake it till you make it, because you know, nobody knows, and I think it's we're programmed to do that anyway. I think we're always trying to fit in and, you know, we're trying to kind of keep our game face. I just didn't have a lot of opportunities to really develop that in high school. I didn't have a lot of extracurriculars until I drove, which took me a little longer. So I didn't have a way to get to those. That wasn't in the cards. I think that ended up influencing me in

taking advantage of any opportunity that was given to me. I was like that before I got here, I was already that way and that if there was some opportunity that I thought I could get, I was going to apply for it and I was going to try and it was kind of go big or go home kind of attitude, I guess.

**AR** [00:37:19] You said you were part of the honors council. How is that?

**CL** [00:37:29] It was good. I don't remember everything we did, but one thing I remember in particular was we went to an autumn conference and looking back on this scenario now that I'm like the person who helps the council. I cannot imagine letting them do this like it's so bonkers that I'm just like, oh my gosh, can't believe she let us do that. So when honors would go to an honors conference, they would try to take some students with them. Back then the conference was not as expensive. You really were just kind of paying for your hotel rooms, and the cost of signing up for the conference was not as prohibitive as they are now. It was me and my husband and another guy and then a freshman. So here's where the story gets crazy. They let the freshman plan everything. They let her book the hotel, which she booked somewhere where we were nowhere near the conference that we were going to have to take a taxi every day, which none of us could afford. So at the time, everybody was mad at her. Now that my brain is more developed and I've had more experience, I'm like, what in the heck were any of us thinking letting her do that? I mean, I think she told us she could. We were like, okay, you will do it. But now I'm like, why did we ever think that was going to work out? That's on us, but I had fun. I had fun with it, and I enjoyed it. Another job I had was the person who coordinated, who was going to stay up in the forum until midnight and meet the cop who would then lock everything up. That was fun.

**AR** [00:39:27] That's so cool. How the forum is open till 12.

**CL** [00:39:33] Well, I noticed other Honor centers are open all night and I was like, we need to try to get our honor center, you know? I mean, there's cameras, you know what I'm saying? Like, if anything did go wrong, you'd have it on camera. So I think you just tell everybody, Hey, you're on camera. And then just let them run wild. Why not? I think that would be fun. It was fun. A lot of fun. You play hide and seek hide all over the third floor. My husband basically shoved himself into a computer paper cabinet and stayed there for two hours so he could win hide and seek. And he won. That was commitment.

**AR** [00:40:29] So you do mention your husband, could you just give me a little bit of how you two met?

**CL** [00:40:40] Yeah, we were in a friend group. We were what they called the “forum rats.” In the forum, rats were the kids who lived on the other side of campus, but they came up here to meet up, right? So it was the boys who were living in State and the girls who were living in Hughs. We would come up here and do our homework. This was the place where you could use computers. This is where the computers were. So if you had to write a paper, you were going to be up here. The other good part of that was like, especially when there was on paper, we all had to be up there. That meant that there was always somebody to edit your paper so you would print it out and then you would go run down the hall and they're like all down the hallways. There'd be people who were reading everybody else's paper and this was an all night thing. That was a lot of fun. We were called the forum rats and we were kind of the die hard Honors kids and it was how it was seen like Honors was our life, you know. All our friends and everything we did was in honors and we were just in this friend group and we got to know each other. I tell this funny story that there was this afterschool special, in the afterschool special they talked about how you could find your true love because in it, I guess they had found their true love because it was their favorite book, they shared the same favorite book, and I was like, well, that's never going to happen. I remember I was sitting

in the little library inside the forum, and he was walking by and I said, Hey, what's your favorite book? And he said, "Well, you probably never heard of it, but it's called The Chronicles of Amber, and it's by Rogers Zelazny." And I was like, "Really? Yeah, I've heard of it. I love that book. I read it a million times," and I know. But I think that is what kind of made me like, start paying a little more attention to him. And he had not wanted to date because he was pre-med and his, you know, his teachers were where he was from kind of scared him that college was so awful and it was going to be so hard, and he was like, I'm so focused on trying to become a doctor. But after he finally started getting in some test scores, he was like, this is not that bad. He was willing to date. It started out that we were all just friends and we were all always hanging out, and it pretty much stayed that way. Like even though we were dating, there weren't any dates. I mean we didn't go places out like it was very rare that we would go to the movies or anything. I think he and I had sporadic use of a car. I think when I first moved in, my parents were afraid I might need to run to Walmart or something, so they left a car with me, but then when I brought that car back, they brought me back down without it. So we were basically always just hanging out with other people and watching movies with other people in Honors. They had a very full week of activities, so Mondays were mind TV. Monday, at three o'clock, Norb would come in and he would put on a movie. It was usually something you would have never chosen to watch for yourself. They were always kind of these arthouse type movies or you would be like I can't believe I'm sitting here watching this with the 60 year old man sitting next to me because it'd be really uncomfortable like love scenes and you'd be like, "Oh my gosh, what are we doing?" But it was really cool. I think I was almost always there. That and then Wednesdays were the high tables, and those were at three o'clock. The idea behind the high table was at a banquet in like kind of like in medieval times, there would be a stage in a long table and that's where kind of the dignitaries would sit. They would sit at the high table. We would usually create that. We would have a banquet with Norb, Rick, all the professors and any guests we brought would always be at one long table at the front and end. But on Wednesdays, we had high tables. We would bring in a guest and they would just be presenting on something and they were so



good one here we had like we had, we had Tibetan Buddhist monks who were touring the US or whatever, and they came by and they did a high table for us and talked to us one year or another time. We had people from a black Muslim organization, come and talk, and that was really interesting. We had people come and talk about abortion on different sides of that. We had, one time we had one of the hostages that was kept during the Iran hostage crisis, he was one of the ones that was in the military. I think he was in the Air Force and he came by and talked to us. I'll never forget it because he had contacts and he said every day he would take them out and swish them around in his mouth, and they were the hard contacts. I was like, Oh my God, I don't know how he didn't get an eye infection. Honors in the forum at three o'clock on Wednesday was kind of the place to be because we had these really interesting programs going on and we quit doing that because the attendance for them once we had, you know, kind of the residential place going, people seemed to be happy just to stay there. They kind of got out of the habit of coming up here, you know, it didn't end up being the place to be anymore. Around the same time, I think the other departments started bringing in more guests and they started doing more programming and that kind of took the place up, I think.

**AR** [00:48:30] I know that you also talked about how it was kind of the place because of the computers and writing essays and everything. So in terms of reading for core one or two, you know, just like the core classes, how did you guys get a hold of those readings?

**CL** [00:48:56] They printed them out and handed them to us. I think my first year there was a little bag trying to think if I have one here. [looking around her office] I think I have one here somewhere. But it was a little faux leather bag. It was just this big. [separate her arms to show the size of the bag.] It was a document bag. I don't think we really have those anymore. But at the time, that was a pretty common thing and it would be just full of three rings. Sometimes they had a machine where you could put a spiral onto many copied pages. They had a kind of cover for that

was like cardstock. There was a particular photo that was sometimes used, especially if he was giving you a copy of the "Challenge and the Lively Experiment" because he would actually give you a copy of that before you went to retreat. So inside your little document bag, you might have all your readings for core one, but then you would also have in there that spiral bound copy of the "Challenge and the Lively Experiment." Which, it was really cool. I liked it a lot. At retreat you would talk to him about the title. You talked to the person who wrote it. We did get into separate groups, but he would have a big large group discussion and then you would have smaller groups to discuss.

**AR** [00:50:46] Do you remember the "Challenge and Lively Experience"?

**CL**[00:50:52] I don't know if I genuinely do because I've had to lead so many discussions on it now over the years that I don't know which is the part that I originally learned and which is the part that I've now learned having to be on that side of leading a discussion. I can't be honest. I can only tell you that I don't think I really understood it when I read it as a freshman. When I came back to teach and found out they were not really giving it to you and not discussing it with you until you were sophomores, I was like, that's probably best because I didn't feel like I really got as much out of it, because it's kind of hard to know what that's going to look like until you've gone through that first year. I think after that you're like, "Oh, OK, I see this," but I think it's hard. I just held a discussion with people who are fast tracking and it was wild because they're still freshmen, right? They're putting themselves in the moment much earlier. They've obviously not progressed as much and they know it, they're not lying. They're like, "Yeah, I think I might have made it to moment three and in years past when I have held that discussion with people who really have gone through the first two years, almost everybody at least says around five they're in around moment five. So to me, that was a big, that was startling to me. I never had a discussion where the majority of the people in the room

were on that fast track. That just showed me that they're not developmentally at the same place at all. So it's interesting

**AR** [00:52:56] Yes, that is for sure. You also hit upon how the “Challenge and Lively Experiment” would be talked about at the freshmen retreat. Do you remember what your freshman retreat was like and where it was?

**CL** [00:53:10] Oh, yes. I went to Meadow Creek and at Meadow Creek was a group of hippies, and they were doing work trying to make everyone aware about environmental issues, and they were very encouraging for people to be vegetarians. As part of that, they did not serve meat. For the whole time you were there, which I thought was awesome, because all the food they served me, I thought it tasted really, really good. But other people were like, “There's got to be some meat here somewhere” They went a little crazy. But it was, it was funny. I went all four years. I went to the retreat to Meadow Creek. I would be one of the students leading a group or I would be an upperclassmen coming because council used to always go and I was really close to Glenda. She was like a second mom to me and Glenda was who organized all of those things. I would just be like, I need to go and Glenda would just put me in there because I would always help her. I was always one of those people who would just get in there and help in whatever way. I think I had like this natural, like wanting to kind of mother and do and, you know, in that way. I would say I kind of weaseled my way into going. I got to see four years of people complaining about there being no meat.[laughter] I'm just going to tell you the food was really, really good. They had this homemade granola that they made and that was like your cereal for the morning. I think you could have like toast or whatever, but I always ate the granola because it was so good. Then at lunch, they would have. I can't even remember, what I do remember is the salads because there were flowers in the salad and people were upset about that, too. I was like, “Well, I didn't grow these flowers, but they taste good, just like whatever.” [laughter] I think that I always kind of had that attitude of like,

“Oh, we're doing this, we're going to try this out. OK, let's let's go all in.” I just thought some of the kind of, “oh my gosh, they're not giving us any meat!” I just thought that stuff was silly. But I'm sure if you talk to other alumns, they will bring it up and they will tell you how harshly they were treated. They were given no meat for two whole days and it almost killed them. I think that in the later years, they may have even started having a little meat because of that, but it was just so funny. [Pause] The boys had it worse than we did because we actually had running water. The boys side, I think their toilets were kind of like an outhouse, but they were done in such a way that they could get in there and get the waste out because they used it in their garden.

**AR** [00:56:47] Oh, gosh, that sounds like a great experience.

**CL** [00:56:57] Part of the trip was you would walk up the mountain. There was a really high mountain there. We would all go up the mountain. We had these activities where everybody was there and everybody was doing it. It was really cool. I can look back at my retreat photos, and I just think it's so funny because I am like, “Oh, I totally remember that.” And we went this past- I guess it was last summer- we went to Meadow Creek and it's all been dilapidated and torn down [the main building] which was beautiful, it was a gorgeous building. I hate that they did that, but I could just I mean, I just kind of, I was the one just kind of running around going, “Oh my gosh, this is where we played basketball. Oh my gosh, this is where we..” you know, I just had all these feelings because I remember being there. If I kind of shut my eyes, I can almost remember what it smelled like. At night you would sit around and people would be playing the guitar and singing, and Norb would light his pipe. I swear that man. I don't know where he got his pipe tobacco, but it smelled so good. It just it, it did. He often would smoke his pipe around [laughter] us because I don't think that his wife always let him smoke at home. I didn't mind. I don't like the smell of cigars, but I do like the smell of a really nice pipe tobacco.

**AR** [00:58:47] How do you think Norb impacted the honors college? Do you think it would have been any different if it wasn't Norb?

**CL** [00:59:03] I don't think it could have been without Norb. Kind of like the Honors College is like Athena coming out of Zeus's head. Isn't that how she appears? I think the Honors college is that. Norb is Zeus and we are Athena and we can't exist without him. There could have been an honors college, there couldn't have been ours. It would have developed like the others do. I would argue they're not really an honors college. They're an Honors program having like this set curriculum. Having the idea that you're developmentally kind of on a certain trajectory, that was all you know from him, but that doesn't mean that things can't be different. They can. But there's some key elements that I think have to be there for it really to be this [SHC]. That is also not to say that there weren't people who developed it with him and pushed back against him and pushed him to do other things. He had sometimes what I call it, his gravitas. You ever heard of that? it is- I mean, let me look at a definition, I hate to just kind of off the cuff. It's high seriousness as in a person's bearing or in the treatment of the subject. I have always thought of it as an importance to them and causing feelings of respect in someone else. So if you have that, if you have gravitas, people just respect you. They trust you. They they see that you're you have this important manner about you. And he had that. He had that. I never met anyone else that had that, honestly. The closest I can think of is Whit. As far as having natural gravitas. I mean, I don't know how else to put it, I think Whit is the closest I have come to seeing someone who I've seen other people just naturally follow in that way. So if you could think about that part of Whit's being and then double it by 10, you know that was, what he was like. He was fun and he was funny and he had a care about him that a lot of people didn't realize. If you were in honors and you got out of honors, because a lot of people did get out of honors, right? But if you wanted to, like, meet with him privately and just keep studying with him without being in honors, he did that all the time. There was all these people that he would just keep teaching, and he wasn't teaching them formally, but he cared. He didn't want people to just kind of

wonder away and not have that connection. He just did those things a lot, and he was Em- so many people talked about how encouraging he was. I try to emulate him, but not set him on fire, I try to act like him, and I will try to say some of the things I remember him saying because I can realize now how much of an impact that had on people, Me and the people around me to say, "You can do this, you absolutely can do this." I was always affected by him saying that he had taught students at Berkeley. He had taught students at Princeton. The only difference between the honor students here and the students there was confidence. It wasn't anything different in the competency. It was all in confidence. The kids that are there know they're going there, so they have confidence about their abilities, whereas our students, we have to build that up. So yeah, all those things, I think, are. He was a performer. I don't know if people realize how much of a performer he was. Every year, he would bring in his friend. What was his name? [pause] His last name was Deitz. I can't remember his first name, but he was an actor and he would do these One-Man plays. If it was Christmas time, he would do a Christmas Carol one act, one man version of a Christmas Carol. They had acted together, and Norb, he had that performer in him. There's lots of videos of them doing skits. They would make original skits for banquets, but they also had like set skits that they did over and over and over again. Norb and Virginia would do, *There's a Hole in the Bucket*. Rick and Norb would do *Who's on First* and the *Grecian urn*. They would encourage students to write their own skits and perform them and perform with them. That was always going on, and there was always this performance type piece that I think was really cool. When we were freshmen, every freshman class put on the play, *No Exit*, every year. The level of how that would look was always a little bit different. One freshman class puts it on and it's basically just stand up there, read it right and then another puts it on and they get really into it and they make it like a real production, you know? The quality was always different. But every year you would go and hear *No Exit*. You would hear that play at least read by the freshman, if not performed by the freshmen. that was just a piece, that was just something we always did, you know? I think he was probably behind all of those elements because he was a really good performer. I think in his later years, he didn't like to do as much public

speaking because he heard the difference in his voice as any of us who heard him during those years thought he was wonderful. But to him, I think it was that level. I think it was being a performer that made him more kind of self-conscious about that. I wish we had all the video of him because he was such an amazing storyteller. He had some key stories that we all knew because we had heard them at different banquets, at different times, at different years. There was the one about moving to Arkansas and students being like grits. You don't order them, but you're happy when they come. I think- I don't remember what the punch line is or something, but anyway, you don't order- Oh, I know what the waitress said. "Thems grits, you don't order em' they just come". That's what she told him, because he was like, "What is this glue of stuff on my plate?" It was grits. He was like, "I didn't know order that," and she said, "You don't order grits, they just come," or something like that. He said that's the way students were to him too. Then he had a story about the woman in white. Have you ever heard the story of the woman in white? Oh my gosh. That was the best. That's the one I try to read. I try to read that one to students. I think on Founders Day we should read some of Norb's stories. I would read that one because I love that one. It's it's my absolute favorite. It's when he's a Lutheran minister and he gets his church and I think it's in [pause] I want to say it's in D.C. and they have closed communion. He talks about learning about that. He makes all these jokes about different religions. Then there's this women in white who comes walking down the aisle and he doesn't know her, and he doesn't know if he should give her communion. It's a story about that, and it's very dramatic and it's very funny and it's, it's really good. I think that's probably my favorite. Then the saddest story he would tell when you were seniors- to a lot of the senior class, he would tell this really sad story that my husband still brings up. He still talks about it, and it's about trying to stay connected to your friends. He tells you the story of his best friend from when he was a kid. You know the kid that you say, "Yeah, we're going to name our kids after each other, we're going to live in the same city, we're going to do all these things." He said they completely lost track of each other. He [Norb's friend] calls him up one night and he tells him, "I'm about to kill myself." He hasn't heard from him and he calls him, and he's right there about to kill himself. Norb talks him

down and everything. Then he talks about how you have to be intentional and try to keep in touch and all this. That was another one [Norb's story] that you remember. The grits story, one of my big sister in honors Em- So at the time, we did big and Little's kind of the same way you do accept Glinda is who gave you your big or little. Well, mine was Wendy and Wendy had a lot of health problems and she would drop out of school and she'd get back in school. I stayed friends with her, but she died, and she had known for a long time that she was going to die and she had Norb do her service. The story about the grits was one of the stories she wanted him to do at her funeral so he did. It was pretty cool.

**AR** [01:11:31] You guys had a lot of really good memories. A really good time.

**CL** [01:11:35] I would say everyone came to all of the banquets because we loved hearing him speak like we just loved it. You know how Doug- like the Sartre lecture- you would never want to miss the Sartre lecture.

**AR** [01:12:02] You really do not want to miss that. That's all I'll say.

**CL** [01:12:03] It's like that. But we knew that every single thing he[Norb] did was like that. I mean, he had honed it, and it was, really, really powerful. He was. He was very approachable. I remember we as seniors were really mad at him because he let someone rude come into our class. I remember us storming his office and being like, "Why did you let that person come into our class?" It was a fellow student. It was a younger student who was just a jerk.

**AR** [01:12:47] Well, OK, we don't have much longer. And so I do want to hit on one of our other major points about you. I want you to say what your profession is now and what you do for a living?



**CL**[01:13:04] Okay. I teach in the Honors college and I have taught in the Honors college on and off since 2005. I have taught all of the courses that we have at one time or another, and this year I'm back to teaching thesis, which I haven't done, I think, in 10 years. I love teaching and it's hard, teaching is hard. I do try to channel Norb. As far as I- you know what Em- I tell students this in tutorial, thesis, especially," I'm here to like cheerlead you, but you're the one doing these things and you're the one who's going to be the expert and you can do this. I know you can do this." To me, that's like a direct message coming from Norb because I know that's kind of how he handled students in that there wasn't as much of a stigma in not finishing. Anybody who was doing the thesis and finishing, we were just trying to support and nurture through that process, you know? Back in my time, there wasn't a course. You just met. You just signed up to say you were doing it and you got course credit, but I'm just saying there wasn't a class that you attended- you just met with your mentor. So kind of the way we do it now is new. I think it's it's good to have that structure, but I think students should also realize this is really on you. It's your work and you have to, you know, it'll be you who has to do this and you can.

**AR** [01:15:12]what made you want to come back and teach, be part of the Honors College?

**CL** [01:15:22] Well, I never lost my connection with people, so if I came into town, I would come up here and I would meet with Glenda and I would try to go to lunch with Glenda and get kind of the "what's going on and all this." When I first started working here, I didn't think it would last very long. Not in a bad way, but I just mean, what happened was one of our faculty members who was also an attorney, and he and I shared interests in Native Americans and history and legal status. We both were attorneys, not practicing attorneys. But I think- I don't remember if he took the bar. I don't think he did. I took the bar anyway- He had a heart attack and they wanted someone to come and help him. You know, they were like, "he's going to come back, but we want someone to kind of

co-teach with him and then teach what when he's not there and once he recovers co-teach with him." I came on that way and I taught two courses. One was the First Amendment and one was it was the First Amendment, but only the religious clause was just about religion and the law. The other one was a core three that was called They Spit on me and my Homeland. It was a class about Native Americans. That's what they brought me in for. I sent a message to Glenda and I said- I cannot remember if I emailed Her- I probably emailed her, and I said, "Hey, I used to do honors council" because I knew that he helped with that and I said, "I could come in and help the honors council do something." She was like, "Why don't you come and do this, this class?" It [SHC] had the law piece that it didn't really have anyone to help with that. I think they took his Core I students and kind of divided them up or something. From then on, I started, they started just giving me classes that some of the others didn't want to teach like tutorial and thesis. They did not want to teach thesis. When I originally came on, I taught exclusively tutorial and thesis, but I started co-teaching with Philip, the person who had a heart attack. I started co-teaching with him that Native Americans class. I don't think Phillip taught that without me after that, I think we always co-taught it. I think- not 100 percent sure about that, but we co-taught it many, many times and I've actually talked to his son because he[Philip] passed away. I've talked to his son about redoing that class. I was too close to Philip to do that at first, but after talking to his son, I think I could do it. And I think I would like to do that, so I may try to revive that class. Then we had a faculty member leave, and when that faculty member left, they asked me to kind of, as an emergency, come in and teach full time. Then that just kept happening. They would be like, "OK, you'll be here for this many years in this capacity." There was one year that I was gone for a semester, I think and then somebody else left, so they had to bring me back in. I think at that point they moved to hire me as a Lecturer.

**AR** [01:19:37] You did mention the class that you were co-teaching and that it brought you here because of the legal status and Native Americans and then you touched on the point that you were an attorney after you graduated from the Honors College?

**CL** [01:19:59] Right. So my original degree was a BSE and I got my teaching certificate to teach history. After I left UCA, I got married. I got married the same month I graduated. I graduated in December, and later that month I got married. I refused to get married before I graduated. I do not know what was my aim, but I was like, no way, I'm not going to be one of those people who gets married in college. I just refuse. Which made my December really crazy. I graduated at the beginning and I got married on the 23rd and my husband was already in medical school and we knew all this was going to be our situation, right? So at some point I decided to go to law school instead of using my teaching certificate. When I went, I wanted to be the attorney in abuse neglect cases because my sister was a social worker and I had seen kind of how broken that system was and I wanted to, I wanted to be a part of that and help out. [pause] What was I saying?

**AR** [01:21:32] You were talking about, how your sister worked in-

**CL** [01:21:41] Oh yeah, she she was a social worker. When I went, I thought, that's what kind of attorney I want it to be. My husband graduated and he had joined the Air Force and his residency was near St. Louis. It was a St. Louis University internship. I stayed here, Little Rock, that's where I went to law school and I stayed in Little Rock with my friend over that summer. We studied for the bar and took the bar exam. I took the bar exam and the next day I got in my car and I drove to Illinois, where my husband was living and I passed the bar. Now here I am in Illinois with this Arkansas bar license. Which does me no good. I kind of played around with trying to get a federal

position because you can have a law license in any state and work in the federal system. There just wasn't really a lot available. I kind of did the thing where you print out your resume and you just take it to law offices and leave it. You're like, "here, I'm looking for a job." One of them [law office] kept it and when the legal secretary left, I got a job with an attorney that was a one shop guy. It was just him and he did a little bit of corporations. He would file the paperwork for you to incorporate your business. Right? He did deeds so he wrote the actual like deed for a title company and then he did family law, which was divorce and all that, and he did estate planning. I would basically write up all the documents for all of that, and then he would kind of proofread it. As long as it looked right, he would just sign off on it. A lot of times I was just there by myself. He would kind of breeze in and breeze out. He was really generous. Oh my gosh, he was so generous. He had a client who had season tickets to see all the plays at the St. Louis. -Whatever the theater there is- I can't remember the name of it, but sometimes that client would give Dick[boss] the tickets. Well, if he was busy, he would just give them to my husband and I, which was just great. I mean, it was so nice. I got to see all these different national shows and he helped me- He would take me to the bar association in their area, like their County Bar Association, meeting whenever it came up. We would all go to dinner and he always included me in all of those things. He was just a really, really nice standup guy. It ended up being a good experience because I then knew what that looked like, right? I had never worked in a law office, I went to law school, but I never worked in a law office. I had no idea how it ran and so I kind of got to learn what it would look like if you were doing it all yourself. I did everything I did the billing. I would do the billing. I actually would write my paycheck every week and then he would sign it. The only time he wrote a check to me and did the whole process itself was at Christmas time. He would give me a hundred dollar bonus and he would write that check himself. Then when my husband got finished with residency, the Air Force sent him to Little Rock. That would have been a big disappointment because we had listed all these places in Germany and England because that's where we really wanted to go, but before everything kind of got settled, I found out that I was having triplets. When we moved back to Arkansas, I was

very pregnant with triplets. I didn't do anything but them [the triplets] their first three years of life. When they were about three years old is when I was like, I need to get out of this house. I was really happy to have that part time honors classes to be able to Em- I think what I did was I would teach on Tuesdays and Thursdays, and so I would only have to drive over here on Tuesday and Thursdays, and I would teach tutorial and thesis.

**AR** [01:27:07] I only have one more question. Seeing how your life has progressed from the beginning, during and after, what's something that the Honors College really impacted or something that you still hold to this day about the Honors College?

**CL** [01:27:42] I think it is "keep the conversation going," and I say that because I've seen a lot of people turn away from people who don't agree with them. I've seen a lot of people who can't talk to someone who doesn't agree with them. I think that I feel like I can't do that. I've had other people who were like, "I just can't, I have to cut them off, I have to." I think that what keeps me from doing that is that ideas of no, we just can keep talking. We can keep communicating. We can keep the conversation going. I think that idea is a value that I'm trying to get other people to see. I think sometimes people want all of that to happen neatly. They [people] want us to to talk to each other and it's going to be like some debate and our emotions are not involved or they want it to be like litigation where it's just very adversarial and they want it all to happen in 30 minutes at the most. And really rather it only take ten. That's just not how any of that works. I mean, there's ideas that I think I got from Norb that I didn't understand and didn't fully process until years after I left. I think sometimes I see students do this. They get angry at one another over, "well, they're not doing what they're supposed to do or they're not they're not responding like I want them to or, oh, they've they're just like this," and they just talk about each other and they just it's all absolutes. I'm like, "What are you doing?" Like, their brain is not even through it. I mean, just to be honest, I mean, I talk about my 18 year old libertarian self with a lot of humor, because otherwise I would just be

like, “What were you doing? What were you doing? How did you think that was actually going to work?” The idea that it never really ends, I think, is something that I take with me. That process doesn't end. You keep trying to find consensus, keep trying to listen to other people's ideas. You don't shut anybody out because you're not going to get rid of them. We're all still going to be going around, you know, around the sun on the same rock.

**AR** [01:30:37] I think that's a great way to put it. It's true.

**CL** [01:30:42] I think it's that, to keep the conversation going. I enjoy that with other alumns. We don't agree about everything and I think it helped me when I went away. My best friend when I was living in Illinois and I was a military wife, was the couple that we like related to the most and that we hung around with the most. It was the people we still talk to and all that. They were like staunch Republicans. They [the couple] just had different values. They were both very religious, very practicing religious people. My husband and I were not, he's [husband] agnostic, I believe, but at the time I was not a member of a church. I have since joined the church, but I was not at the time, but I was able to be such close friends with them because I was able to see what we had in common. There was a lot we had in common, like we were both from around the same- like they were from Texas, I was from Arkansas. These other people in the program were from all over other parts of the country like we got made fun of. People would make fun of us because we were from the south or whatever. I never let those differences we might have and kind of political ideology shut me out from seeing the things that we had in common. I think that was a skill that the Honors College gave me. That idea of always seeking, always seeking what's in common and always listening and keeping the conversation going.

**AR** [01:32:49] That is amazing. Thank you so much for your time today. Do you have any questions for me or just anything else that you want to contribute to this interview before we go?

**CL** [01:33:05] I just didn't know if they [oral historians] wanted to talk about specific people or specific events.

**AR** [01:33:15] We talked about so much and it was just so good. I think ultimately the goal of this oral history is to get your perspective on the honors college itself. I think the fact that you talked about Norb and Glenda and how they impacted you is really good. You gave those people that had that impact in the Honors College. We also talked alongside how you worked with Philip. I think that's good. We basically did everything that we could. Obviously, there's a lot more information that we could have gotten, and I wish this interview could go longer and we could have more. That would be great, but unfortunately, all we have because we're interviewing so many people is just that one interview for an hour and a half.

**CL** [01:34:22] OK.

**AR**[01:34:24] Yes, but I'm I am very thankful that you let me interview you and that I got to know so much more. I definitely feel closer to the Honors College. At the same time, I feel kind of envious because I'm like, Wow. It's a connection you guys have.

**CL** [01:34:41] We really do need to get all of the film of him done. I found the photo of me and Rick, and Norb when I presented my thesis. They came to every one [thesis presentation] and Glenda would give you a peace lily. Everybody got a flower or a plant to take with you, which was cool. I think that it would really help for you all to kind of see him perform like see him speak and his speeches. I really think that would help you all to feel that connection. I know one of the students was talking about going to his memorial, and she said she was thinking about dropping honors until she went to his memorial, and she heard everybody talking about him. It really kind of

changed how she felt about Honors. I'm hoping that that's kind of what Founder's Day is designed to do. On his birthday we will be having Founder's Day, and I'm hoping we'll have an opportunity for everybody to tell stories.

**AR** [01:35:55] I hope so, too. I know that definitely doing these interviews and also like doing the research it has helped. I feel more grateful that I'm in the honors college and I'm more excited, like when I hear there's events or something. Before I took it for granted. Being part of this class really showed me like, you know, just like learning about more about how a lot of work went into this, and we are all here for a reason.

**CL** [01:36:32] Well, it was it was fun. Like I said, if anybody needs an interviewee and they need me to talk about something specific because I feel bad, I feel like I didn't really give Philip—

**AR** [01:36:45] It's OK. Everything was so good and there was just so much information. It's always hard to circle in on just one topic.

**CL** [01:36:58] Yes, there's specific stories about specific classes that are just funny. The whole tutorial and thesis process was pretty crazy. My husband had a section that he was supposed to be for Core IV, which at the time was art. Everybody had to do art, and it was either it was either music or art. The teachers— one was a music, one was an art. You had to take one of them and his class conflicted. They had him—He was supposed to be doing independent study with Rick Scott, and he met with him once. There was a whole group of them, and he kind of forgot he was supposed to go to meet. Then he asked somebody else and was like, “Have you been going?” She was like, “Well, I went for the first couple of weeks, but nobody showed up.” Back then we had classes like that. We had classes where there was a faculty of record that you were supposed to just meet on your own



and there was no faculty looking at it. [laughter] It was pretty crazy. If you didn't finish your project, you didn't finish a big paper that had to do with art.

**AR** [01:38:31] All right. Well, I will let you go, but thank you so much and then just if you'll send that deed of gift. I can take a screenshot of the screen or you can send me a picture if you'd like.

**CL** [01:38:48] I thought I already sent them both.

**AR** [01:38:52] Yes, I think you have. You're talking about the informed consent and deed of gift, correct?

**CL** [01:39:05] Yes, I think I signed them both, and they're in the same doc.

**AR** [01:39:09] Oh, OK, perfect. Oh yes.

**CL** [01:39:11] It is only one document, but they are both there.

**AR** [01:39:14] Yes. OK. I got you.

**CL** [01:39:16] I just I just took this two signature pages. Yes.

**AR** [01:39:19] Yes, I remember now. OK, perfect. All right. Thank you so much, Cindy. And let me just take a screenshot. OK, here we go. One, two three. All right, perfect. Got it. All right. Thank you so much, Cindy. You have a great day.

**CL** [01:39:51] OK, see you later.

**AR** [01:39:52] Bye.