

6-25-2003

Barbara Johnson oral history interview by Yael V. Greenberg, June 25, 2003

Barbara H. Johnson (Interviewee)

Yael V. Greenberg (Interviewer)

Follow this and additional works at: http://scholarcommons.usf.edu/usfhistinfo_oh



Part of the [American Studies Commons](#), and the [Other Education Commons](#)

Scholar Commons Citation

Johnson, Barbara H. (Interviewee) and Greenberg, Yael V. (Interviewer), "Barbara Johnson oral history interview by Yael V. Greenberg, June 25, 2003" (2003). *Digital Collection - USF Historical Archives Oral Histories*. Paper 122.
http://scholarcommons.usf.edu/usfhistinfo_oh/122

This Oral History is brought to you for free and open access by the Digital Collection - Historical University Archives at Scholar Commons. It has been accepted for inclusion in Digital Collection - USF Historical Archives Oral Histories by an authorized administrator of Scholar Commons. For more information, please contact scholarcommons@usf.edu.

COPYRIGHT NOTICE

This Oral History is copyrighted by the University of South Florida Libraries Oral History Program on behalf of the Board of Trustees of the University of South Florida.

**Copyright, 2008, University of South Florida.
All rights, reserved.**

This oral history may be used for research, instruction, and private study under the provisions of the Fair Use. Fair Use is a provision of the United States Copyright Law (United States Code, Title 17, section 107), which allows limited use of copyrighted materials under certain conditions. Fair Use limits the amount of material that may be used.

For all other permissions and requests, contact the UNIVERSITY OF SOUTH FLORIDA LIBRARIES ORAL HISTORY PROGRAM at the University of South Florida, 4202 E. Fowler Avenue, LIB 122, Tampa, FL 33620.

USF Florida Studies Center
Oral History Program
USF 50th History Anniversary Project

Narrator: Barbara Campbell Johnson (J)
Current Position: Retired school teacher
Date of Interview: June 25, 2003
Audit Editor: Danielle E. Riley
Date Audit Edit Completed: November 15,
2003

Interviewer: Yael V. Greenberg (G)
Location of Interview: Tampa Campus
Library
Transcriber: University of Florida
Final Editor: Jared G. Toney

TRANSCRIPTION

G: Today is Wednesday, June 25, 2003. My name is Yael Greenberg, oral history program assistant for the USF Florida Studies Center. We continue a series of interviews in our studio here in the Tampa campus library with USF faculty, students, staff, and alumni in order to commemorate fifty years of university history. Today, we will be interviewing Barbara Holly Johnson who came to USF in 1960 as student number one. She graduated in December of 1963 with a degree in education. Good morning, Barbara.

J: Good morning.

G: Let's begin by you taking us to the year you arrived in Tampa and what circumstances brought you to the University of South Florida.

J: I was born in Tampa in 1938 at Cook Hospital, which was a private hospital on the Hillsborough River and it no longer exists. I was raised in Tampa. I went to Lee Elementary School. I lived in Tampa Heights in a home that was built about 1900 that my great-grandfather used as his home and his office. He was a physician. We were raised in that nice old house that had five bedrooms upstairs and three downstairs. It was

a wonderful house. Then, I went to Washington Junior High School after Lee Elementary School, and then Jefferson High School. I graduated in 1956.

G: What happened after 1956?

J: I married and had three children: Robert, Rhonda, and Robin.

G: Can you tell me a little bit about the first time you heard about the University of South Florida, your first memory, if you will, of the university?

J: My mother called from her office, she was employed by the school system, and told me that University of South Florida was accepting applications. She suggested that I apply.

G: How old were you at the time?

J: I believe I was twenty-one at the time, because they started accepting applications about a year prior to the beginning. I was number one, one reason is because I had already graduated from high school. I already had my transcript and all of that. So, I delivered my application over to Dr. Frank Spano, I believe was his name. He had an office in Hyde Park. That's where the university was had their temporary offices. Then, I received a letter stating that I had been accepted. I don't recall if the letter stated that I was the first student accepted or not. I don't have that letter, I wish I did, but I do have my notice of admission.

G: Here you were, married, over the legal age of twenty-one, with three children. What made you want to come to the University of South Florida?

J: Well, I always felt like I would get a college education, but I wasn't sure what field I wanted to pursue. After becoming a mother and finding out that I enjoyed children, I thought elementary education would be something that I would enjoy and it would also

afford me the time to be with my children during the summer months and Christmas vacations. It was just a nice career for a working mother.

G: Were you at first reluctant to apply to the university?

J: No, not really. I went ahead and did it, and the closer the time came to attending the more excited I got. I was a little hesitant in the fact that I had children and I didn't know how much time I would be able to devote to studying. I did not want to put my children in a daycare, so I arranged to have someone to come in to take care of them at my home. I probably wouldn't have done it if I'd had to take them to daycare. I felt strongly about that. We had someone that was like a grandmother to them, and she came in and took care of them. Of course, I had a series of people over the years.

G: Where did you live in relation to the university?

J: I lived in an area called Jackson Heights. It was only about a thirty-minute drive. We didn't have the interstate and all that, but it wasn't a long trek out here. I knew others who were going to come also, so I felt very comfortable about coming and excited. I really like being a student. So, it was a challenging thing, I must admit.

G: Can you tell me, Barbara, about the first time that you saw the university campus? What did it look like and what did Fowler look like, and some of the immediate surrounding areas of the university, in 1960?

J: I remember when this was just a big field. I believe at one point, if I'm not mistaken, it had been used by the military. As a teenager you get out and you drive, and I can remember driving around out here never thinking that it would be a campus. I don't recall that I came out here to look at the university when it was under construction. I may

have, just because I'm a curious type person, but the very first day I definitely remember because there was a driveway, coming up, and the student union building, as it was called, the administrative building. We had a ceremony, and I don't remember who was on the program but I'm sure Dr. Allen and I'm sure probably Sam Gibbons, and some of the other dignitaries were there, some of the ones that helped to formulate this and get the legislature to grant the charter. It was a big deal.

G: Classes, I believe, started in September of 1960. After receiving your admission to the university, how did you register for classes?

J: I stood in line and registered. You just hoped that you got the class that you wanted. I was particularly interested in being able to go on Monday, Wednesday, and Friday or Tuesday and Thursday. I didn't want to be committed to every day of the week because of my children and my family. That was important to me.

G: Let's talk a little bit about those first few days on campus because I'm sure that they were exciting times. If you could give us a sense of what you were feeling and what maybe some of the other students were feeling in those first few days of the university's opening.

J: Well of course we anticipated a brand new building. It was air conditioned by the way, which was new for me because I went to schools that were not air conditioned for my prep schools. Like I said, I was excited but I can't really tell you how I was [feeling]. I tried real hard. I wanted to listen very carefully so that I would understand what was going on and what was expected of me. The professors were very, very good. We had excellent professors. We were privileged to have some of the deans as our professors.

We had small classes compared to now. I understand, now, that some of the classes are in the hundreds. We had relatively small classes. It was just so different than anything that I had experienced in high school. I do remember [that] in English I was required to write a paper, and I thought I did a great job and when I got it back it was just full of red marks and I had a D. I was shocked, because I had always been in honors classes. We didn't have honors program in high school, but [I was in] advanced [courses]. But I learned a lot from that. I learned so much from that D. It shocked me into thinking hey, this is a little bit different than high school.

G: Being a nontraditional-aged student at the time, obviously your concerns were for school, family, and home. Were there other students attending classes who were like you?

J: [There were] many. In fact it was really a commuter school at that time. I don't know what the percentage was, but many of us were married and lived off campus. There were some that lived on campus, but there were very few spaces available at that time for housing when the school first started. I mean we had less than 2,000 students, and there are high schools in Hillsborough County that have had classes that size. I think it was 1,900 students or something like that.

G: Can you give me a sense of the community's support of the university in those early days? Was the community supportive of the university?

J: As far as I recall, yes, definitely. I don't think the Tampa Bay area had any idea what the university would mean to the Tampa Bay area, none of us did. I always had the sense that people were glad the university had been chartered and that we were having classes. I always felt a sense of support from family and friends and just community.

G: I want to talk a little bit about some of really the first few classes that you took. What subjects did you take, and how did you fare in them?

J: In the scrapbook I have here it states that I was accepted, the registrar's office sent me a student admissions notice, and that was August 12, 1960 that it says that I was accepted. Classes started in September. Was it semester or trimester, because we had both? I had English, I had a B, so I did I bring that up from that D on that paper. [In] Human Behavior I had an A, in Biological Science I had an A, Introduction to Teaching I had an A, and in bowling I had a C. Why I got a C, I don't know. I guess [it was] because I was really pretty bad. I remember that I loved biology. The second semester I had an opportunity to just audit the class. All I had to do was come and take the exam and I made another A. I decided to audit it because I loved to read and I loved to study, and I thought, I can do that at home. I did come out and participate in some of the lectures, but I was surprised that I did that well in that. Introduction to Teaching was a lot of fun. Dr. Shannon was our professor and he did some fun things. We did some videos, and one of the students played a teacher who was an ineffective teacher and I played the effective teacher. I remember that was fun, we had fun with that. Anyway, I remember another class that we had that was Functional Spanish. Why did they call it Functional Spanish? I guess is because they expected me to be able to speak Spanish when I finished, but I still couldn't. Anyway, it was interesting because we had a lab. I took it in the summer and took two semesters and one summer course, and we had a lab and we did a lot of work with listening to the earphones and playing back. The professor would ask us questions in Spanish and we were expected to answer in Spanish.

G: I want to talk a little bit about the physical environment. What buildings were there in 1960? How did you get from class to class, because I've heard that in those initial days there weren't even sidewalks?

J: There were two buildings to begin with, the administration building and the science building. When we started there were just two [buildings]. Then, while I was here, they constructed the one over to the left as you're facing north, and then also the library was under construction, not this one but the other library, the first one. The campus was lots and lots of sand. If the wind was blowing the sand got in your face and in your teeth. You'd go back to your car and, even though the windows were rolled up, there was sand along there. I thought this is what people on a desert must feel like. The campus now is very attractive and I like what they've done to soften the effects of the campus.

G: As a student, I don't believe that you had much contact with John Allen, but, if you could, maybe give me first impressions of John Allen. You certainly saw him in the opening convocation. The university, as you have said, wasn't really that big in those days, so can you talk a little bit about John Allen?

J: Well, he was a very impressive man. I thought if you could pick someone to play the part of a university president he would probably be a good one to select. He was very serious, but also pleasant. I did have a chance to converse with him at different things. For instance, when we had the Gold Key Honor Society induction he was there. He was approachable.

G: His idea of accent on learning certainly, for many years of the university's early history, was very important. As a student, were you made aware of the motto 'Accent on

Learning’?

J: Absolutely, because from the very beginning there was talk among the community and the students [asking] would we have a football team, would we have a basketball team, would we play the other universities in the state of Florida? It was stated from the very beginning that no, that they would not because it was to be accent on learning. I think he really wanted to set University of South Florida apart from the University of Florida and Florida State and the University of Miami by having that noble quest of having just accent on learning, and perhaps making a community that was just that. It did not concern me a great deal because I was not the typical college student who lived on campus and sought that kind of life where I needed that. So, it didn’t concern me a lot.

G: Being a charter class member, first of all, when you registered as student number one were you made aware of this? Did somebody say hey Barbara, by the way, you’re the first student.

J: Yeah, someone did but I can’t really tell you exactly when that occurred. It could be when I received my notice of admission, but it’s always been a source of conversation. When I was a student here, even in the early days, the class rosters would have the student numbers on them beside the name, and many, many times, even the professor or the instructors would say you’re really student number one. I would say, “Yes, I am.” Even today, it’s just amazing how people will react when they find that out. In fact I’ve had people call me from the university wanting to interview me, and it was like, you’re still alive?

G: Being a charter class member as well is certainly significant. Did you feel a part, as a

charter class, was this something also that was told to you? Did you guys feel sort of a sense of responsibility as a class?

J: Yes, I agree that we were. We did feel a sense of responsibility. In fact as I told you earlier, I felt responsible to respond to your request for coming out for an interview because I do live in the area and I am happy to contribute whatever I can to the history. I think the growth of the University of South Florida is just mind-boggling, it's phenomenal. I think the fact that there are so many people around in the area who can contribute to the history is really a unique thing, very unique.

G: In our conversations prior to the interview you mentioned that each charter class member received a medallion, can you talk a little bit about that?

J: I wish I could tell you when I got it, and maybe some of the other people that you interview will be able to tell you. I don't recall if it was the very first day, the very first time that we gathered as a class and had that opening ceremony, but it was important to me. I've kept it all these years. In fact I wore it on a bracelet for a while, but it's kind of heavy.

G: Let's talk a little about education. I know that you were from really your first class, Introduction to Teaching, it seems that you were interested in pursuing a degree in education. Can you talk a little bit about your interest and what other kinds of courses you took here at the university?

J: Well back then we had College of Basic Studies, and you were required to take so many classes in different fields, which is a great idea. Then, the last two years you could take basically the classes that would afford you the degree in education. I enjoyed them all. I

can't think of one class that I just did not like. Oh, maybe it was swimming. I bet they don't have to do this now. We had to pass a swimming test and we went to Temple Terrace Country Club, and if we could not swim the length of the pool, I don't remember if it was one time or two times in a certain amount of time, then you were required to take swimming. So, I passed it and didn't have to take swimming, but that's not something that I really wanted to do. I took golf, the first time I had ever played golf. But that's what university life is about, [it] is [about] trying new things.

G: Was your family in supportive of your getting this degree being that once you enrolled you had a lot of requirements that you had to fulfill? It took, I think you said, three years to get your degree. Was your family supportive of this?

J: Yes, [they were] very [supportive]. My mother and father helped take care of the children at times so that I could study. My mother and father both were very, very happy that I was pursuing a college education because they both wanted that for me. So yeah, they were very supportive.

G: How was the College of Education organized in those early days? Was there a College of Education or did you take your major courses in another college?

J: No, there was a College of Education. I don't recall how was it organized. There were just certain requirements. I mean you had to take Introduction to Teaching, Introduction to Art, [there were] all of the these different courses that [were called] Introduction To... Of course we had practice teaching where we actually went out into the schools and observed. First we observed and then we actually did some practice teaching, and then of course [there was] the internship the last semester.

- G: In terms of diversity, I want to talk a little bit about your fellow students. Were there more men than women?
- J: I don't think so. I mean, I never thought about it, but there were probably more women. Do you know that answer? I don't know, I really don't.
- G: Were there other minorities going to school along with you or did you get a sense of any of that in those early days?
- J: Well, I don't know how you define a minority. I know that Latin people in some communities are a minority, in Tampa they are not. In fact I guess I was a minority when I went to Jefferson High School, because Jefferson had predominately Latin, Spanish, Italian people. So my friends are of Latin or Spanish decent. I can't really say that there was a minority. Of course we were not integrated at the time, but that wasn't anything new to me because I grew up in a segregated school system.
- G: Was there a dress code for students and/or professors in those early days?
- J: Someone mentioned that to me and, honest to goodness, I cannot remember. I don't remember ever feeling restricted from wearing something. Now, maybe it was just my personal preference that didn't interfere with what I wanted to wear, so I don't recall that. If it was in writing somewhere I don't recall that it was.
- G: Being that it was the 1960s, did you wear miniskirts? Did you wear shorts?
- J: No [we didn't wear] shorts, no we didn't. No, things were more formal I guess back then. It was not nearly as casual as you see on campus today with the students walking around. Not nearly as casual.
- G: In those early days where did you eat if you had another class? Was there food service

on campus?

J: There was food service, but it was kind of basic as I recall. We would go off campus sometimes. We would go to University Restaurant. I had a friend who lived in Temple Terrace, sometimes we'd go to her house and have lunch. I don't remember. Every semester or trimester your classes change, so I don't recall that that was a problem or anything that was of major importance to me. In other words, I didn't feel like I had to pack a lunch or something.

G: I believe the University Restaurant was one of the few restaurants in those early days. I would imagine that it would be a place of gathering, not only for students but of faculty as well. Can you talk a little bit about that?

J: When we would go to lunch there I would go with a group of students and yes, we would see faculty members there. Because it was such a small university and it was like a small family so to speak, yes you would see different people. You felt very comfortable speaking to them.

G: Let's talk a little bit about your course load. What was an average course load for you in those early days and, in terms of schoolwork, how much time were you spending doing schoolwork?

J: Well, during the College of Basic Studies I had to do a lot more of studying. I mean [I'm] talking about outlining; taking a book, outlining, going back and studying, and spending late, late hours and hoping I passed. Then, when I got to the College of Education it shifted somewhat and there were a lot of more hands-on things that I had to do, projects and that type of thing. It was a little less strenuous as far as studying went.

G: You got a degree in education. You graduated in 1963, along with the charter class. Do you remember your graduation ceremony?

J: Yes, I do. I believe it was cold that day, or chilly. I was already to the point where graduation was important to me, and my mother had a little party for it for the family, but I had already been employed and I had a job waiting for me at Sulfur Springs Elementary School so I was already looking forward to the next part of my life.

G: Certainly the period that you went to school was politically a time when many things were happening throughout the world. Do you ever remember any student demonstrations on campus?

J: Someone else asked me that, and obviously there must have been some because that question has been asked before. But I guess, because I did have a family and I was more focused on studying and going home, I was not that much a part of anything that might have been going on. I believe there was professor who was accused of supporting the Communist Party or something, I won't say his name on camera, but I can remember I wrote a letter to the *Tribune*. I wrote a letter to the editor in his defense saying that I had been a student in his class and I never felt like he was part of a plot to overthrow our government or subvert Americanism.

G: Throughout your history at USF, being that you were the first registered student, were there ever times when the newspaper interviewed you, you were featured on the news or [in] articles?

J: Yes, I had an article done by Janet Brewer in the *Oracle*. Yes, there were several times. Then, right before graduation, the *Tribune* called and wanted to know if I would come

down and be photographed and interviewed for the graduation ceremony exercises.

G: Did you feel some sense of responsibility, as being student number one, to set an example for the university?

J: Perhaps. I have always been a person who has set high goals for myself, so that in itself is just part of my nature. Did I feel a sense of responsibility of being number one? Yes, that's why I'm here today, because I feel a sense of responsibility to share with the university my memories. Really, I'm very grateful to the university because without the University of South Florida I would not have enjoyed a career in education. That has been a very wonderful part of my life. Teaching is a very rewarding, not monetarily, but a very rewarding career.

G: Had there not been a University of South Florida in your local backyard, so to speak, do you think you would have pursued?

J: Perhaps I would have gone to the University of Tampa, but the tuition was a lot more. I probably would not have started as soon as I did. I probably would have waited until my children were in school and started at the University of Tampa. Like I said, I always felt like someday I would pursue a college education, but the University of South Florida just offered me that opportunity. I was very fortunate to have been here at the ground level, so to speak.

G: Being that you were part of the charter class and the university was so new, the buildings were so new, do you remember any times where things went wrong in the buildings or the way registration happened, funny things happened with that?

J: I think I remember air conditioning going out and of course the buildings were designed

so that you couldn't open the windows and there was no cross ventilation, but that was not a regular occurrence. No, I really can't say that I remember any. I think it ran very smoothly from a student's viewpoint and a commuting student's viewpoint. I think things were very smooth.

G: In the three years that you attended the university, the three plus years, can you give me a little bit of a sense of how things changed? Certainly from the first time in 1960 to 1963, I would imagine because the university was growing so much, there must have been some changes that you saw as a student.

J: Well, there are just simply more students for one thing. [There are] more parking lots. You weren't able to park as close to the buildings as before. You had to walk a little bit farther, make plans to be here a little earlier. As a sense of sensing growth in those three years and three months, I didn't really see it because I was here daily. You know how you don't notice things. It wasn't until I came back probably in the 1970s or even as recently as five years ago. I came back to the bookstore to purchase some things for my son-in-law who is a graduate of South Florida, and I was just totally amazed. Several times during my teaching career I have come to the library, but to drive around the campus and see the growth is just phenomenal. To think in my lifetime I have seen that happen, it is almost surreal.

G: Did you pay for parking in those early days?

J: No, but now you do if you go to the bookstore. I told the man in the bookstore, I said you know I think alumni should get a break on parking. He said, "I'm sorry, we even pay to park."

G: What do you remember about the old library which was located in the current student services building?

J: Actually, it was under construction after we started. One of my friends, Claudia Stevens, she was also in the College of Education with me. Her husband's family was the contractor on the building, so that made it kind of a personal thing to just watch it go up. We were excited about having a library.

G: Where did you purchase your books for your first class?

J: I'm sure that we purchased them there where we registered. That's a good question that I don't remember. Actually, you know I did get some of my books from the University of Florida because they used some of the same books. So, I got some used books from a friend who was attending the University of Florida. For the basic studies, like the biology book was the same one they used at University of Florida.

G: From a student perspective, being that John Allen very clearly defined his vision of a university, was there any student reaction to the fact that USF was not going to have a major sports program, at least not in John Allen's time?

J: Well, as I said previously, I feel like his heart was in the right place. I think he really did have a vision for the university to be set apart from the other universities where football and basketball takes priority and creates a mania sometimes. I didn't really think a lot about it when I was a student here, but after I graduated and realized that University of South Florida did not have the student support and the alumni support that other universities did, I could see the value of having intercollegiate sports. I was personally very pleased when they decided to go down the avenue of having intercollegiate sports. I

was very excited and bought an alumni charter member class t-shirt to go to the first game, and that was exciting.

G: When you graduated were there any special things at the graduation ceremony because you were the charter class? Were there special things that were done for the charter class in the graduation ceremonies?

J: Not that I recall. There may have been, and I hope I don't hurt someone's feelings who did something special for us and I don't remember it. But no, I don't recall.

G: Is there a favorite memory of your time at USF? Is there one particular time or a couple of times that really stick out in your mind? Maybe you remember the first time you came here?

J: I think probably when I received my first report card in the mail. I was taking, I believe, fifteen hours, which was a full load, and I didn't know how I would do academically. I had always been a good student, but I wasn't sure about college. After receiving the D on my English paper I really wasn't sure, but I think I had a 3.75. I was thrilled. I was so thrilled, and it gave me that kind of stamp of approval I needed to say yes, you can do this. I can remember feeling very good about that. It was fun going to class with friends that I've had from high school even and elementary school and making new friends. It was a good experience.

G: In preparation for this interview, I remember a conversation I had with you regarding the high number of USF graduates involved in education in Hillsborough, Pasco, Pinellas, etc. Could you elaborate a little bit about that?

J: I mentioned to you that I thought it would be interesting for you to pursue investigating,

seeing just how many people, what's the percentage of teachers who have received bachelor's or master's, and/or both degrees from the University of South Florida. Many times I hear on television people, not just in education. I heard someone on the radio this morning mention, and he's something in show business, and he had attended the University of South Florida. There are many people all over the world. Of course I get the alumni magazine and I read articles in there. But the education community, I think, has probably been more impacted than any other community in the Tampa Bay area. I just think it would be interesting. If I had time I would do that, but I don't.

G: Why do you think so many of the, particularly I would say early, graduates of USF pursued degrees in education?

J: I hate to give you dead air time here, but I really don't know. I do know that as for me, I mentioned that education was an ideal career for a working mother. In that first charter class there were a lot of women, some of them had already pursued a career. They left that career to come to [the University of] South Florida to pursue a career in education. I have one friend that was an executive secretary already for Jim Walter Corporation, and she left that to come to [the University of] South Florida. She is now a principal and will be retiring in a few years. [She has] been a principal for sometime at Lake Magdalene and other schools in the area. I really don't know why except that then [the University of] South Florida didn't have degrees. It wasn't known for degrees in different areas. It wasn't a strong university and it didn't have time to be. Teachers are always needed, and that's probably why. I don't know what percentage. I have no idea what percentage.

G: Gold Key Honor Society. Can you talk a little bit about that?

J: Well, that was a wonderful thing, I was very happy about that. I had been in the National Honor Society in high school, so I was honored to be invited, to be a member of Gold Key. There was a reception. I don't remember many things about meetings or anything of that nature. I think at the time, because it was a young university, we hadn't been in existence long enough to be a part of a national Gold Key Honor Society. I think it was a local thing, and you had to be in existence for so many years before you could be a part of it just like, for instance, sororities. Of course I wasn't interested in being in a sorority, but some of my friends were, but they weren't part of a national organization of sororities because we were still a fledgling university and you had to be in existence for so long before you received that distinction.

G: Did you participate in any other kinds of student organizations on campus?

J: No I didn't, but obviously the reason is because I had three children.

G: I have just a couple more quick questions for you. Now that you've had a perspective and you've seen the university grow and you've watched all these years, almost fifty years, what do you think about the university's growth and the change that it's brought in the community?

J: I don't think any of us could have predicted that the university would be the size and have the impact that it does now. I think it's just amazing. For instance, Moffitt Hospital is an outgrowth of this university. Moffitt is just a gift to this whole central Florida. I have friends who have been to Moffitt for cancer treatment, and they just treat the patients with such care and respect. It just makes me feel good that I was part of the university that helped establish and open doors for things like that. Like I said earlier, I

do believe the university has had a great impact on this community. I can't imagine, if you could go back to 1956 when the legislature granted the charter, and say no we're not going to do this, what Tampa Bay would be like today. I think it would have had a negative impact on the community if we had not had the University of South Florida.

G: You mentioned the Moffitt Cancer Center. Are there any charter class members that stick out in your mind, that over the years you've either kept up with or that made an impression on you in those early days?

J: The only one that I have really kept up with and have a friendship with is the one that I have told you about, and she's a principal. I never remember not being friends with her because we attended the same church when we were young and went to high school together. She's a couple years behind me. Her older sister and I are best friends. I kept up with her, but as far as being active in the Alumni Association I haven't simply because I've stayed too busy.

G: This is my final question, and this is something that I've asked everyone sitting in the chair. If you could leave a statement to future staff, faculty, and students; or to previous faculty, students, and staff; what would you want to say about the University of South Florida, it's influence on your life, and really the community? What would you want to leave as a statement about the University of South Florida?

J: I'm very grateful to the University of South Florida for the education that it afforded me. It opened doors for me that would not have been opened otherwise. As far as being student number one, it puts me in a unique position and I have enjoyed that at times. I have felt the responsibility at times that I thought, gee, I would like to be student number

two and not have the spotlight on me, but it's also been a lot of fun. I'm glad that I finished. To any students who are now enrolled at University of South Florida, I would strongly encourage you to stay with it and finish, get your degree. That was my goal, to get that degree. I think if I had not gotten my degree, if I had just decided I wanted to quit and this is too hard or something, I would have regretted it the rest of my life. So stick with it. Be thankful the University of South Florida is here. Be proud of being a Bull. It's a privilege.

G: Barbara, thank you very much.

J: You're welcome.

End of Interview