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Bailey Rodgers - John Tarbox '74

Bailey Rodgers

John Tarbox

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Bailey Rodgers: Alright, we are recording. I will give you one more moment to read over.

John Tarbox: Yeah, I'm done.

BR: You're done? Cool, cool. cool. So I'm just going to go through the top, and before we get to the questions, I will ask your name, if you could say that, and then also spell it, I would be very appreciative, and also your class as well. Alright, so thank you so much for participating in the first Tell Your Story oral history program. We hope this program will help you- us gain some insight and understanding into the Connecticut College experience. And so the questions we're asking are just representative of what your experiences were. Okay, so could you please state your name and what class you are from?

JT: Sure, my name is John Skagen Tarbox, J-O-H-N S-K-A-G-E-N, Tarbox, T-A-R-B-O-X, class of 1974.

BR: Awesome, thank you so much for being here today.

JT: Thank you for having me.

BR: Absolutely, and then for the record, my name is Bailey Rogers, and I am the Linda Lear Special Collections Librarian. Alright, so first question, why did you decide to come to Connecticut College?

JT: Basically, I didn't get into my first choice. So, the school I was going to in Maine, Hyde School, Assistant Headmaster knew the Dean of Admissions here, so one day he loaded, like, three of us in the station wagon. We all came down to Conn, got interviews, and Conn took me.

BR: Awesome. Are you from Maine originally?

JT: Yes.

BR: Okay, cool, cool, cool. Were you happy to, I'm kind of going off questions a little bit, but were you happy to come here, even though it wasn't your first choice? Did it surprise you?

JT: Yeah, in other words, I kind of feel when you're in high school, you don't really know what's good for you. So, you can hear like, oh, Harvard would be great, right? And it might or might not be for you, you know? Maybe you'd hate Boston because of the snow. So, I didn't really know what to expect at Conn, and I was only the second class where you had men here at Conn. So, Conn was going through a big transition, and Conn was great for me.

BR: Awesome.

JT: It was what I needed, but I didn't know it at the time.

BR: It's weird how the universe kind of works that way, huh? What, if anything, surprised you about the college experience during your time here? Well, since I didn't know what to expect in college, I wasn't really surprised.

JT: So, everything was just kind of a new experience for you.

BR: Exactly.

JT: Awesome.

BR: You already kind of answered this question, but where did you live, and what was your residential experience, and what was your home like before coming to Conn?

JT: Before coming to Conn, I came from Maine originally, but I moved around a lot because my dad worked for the federal government. So, I lived in Maine until it was time to go to kindergarten, then I lived in Old Saybrook for three years, then Hawaii for two years, then Washington, D.C. for five years. And I moved back to Maine in the middle of my junior year. So, that was the only school I had in Maine was a year and a half. I went to Hyde School, which was a boarding school in Bath, Maine. We got the Preppy Handbook, I don't know if you've heard about that.

BR: I have, yeah.

JT: Oh, yeah. We got written up as Bohemian Prep. I was kind of a fish out of water there, and then I came to Conn.

BR: Did you feel more kind of like you found a community here since you were moving around a lot?

JT: Yeah.

BR: That's cool. That's really neat. What did you study during your time here, and do you have any specific memories of classes, any professors that stand out to you?

JT: Sure. So, I was really interested in computers. I was really lucky.

BR: Perfect time, right?

JT: No.

BR: No?

JT: In junior high, I used a teletype terminal that was connected to Dartmouth and that was down in Virginia when I was going to school there. And so, that was one of the first in the country, right? And I did that, and I came to Conn, and I wanted to learn about computers, but Conn had no computer and no computer courses. So, my freshman year, I took two classes over at the Coast Guard Academy. So, I was walking over there for a 7 a.m. class, you know, which you had to walk and I took those two classes, which I loved. Got A's in both of them. Let's see, another class I took my freshman year was I took junior level math because I had AP placement. I remember sitting in class with Dr. Schlesinger, who was really good. And in the class at that time, there were four of us, three guys and one girl, which was a very interesting ratio given the ratio at Conn in 1970. And I only got a C in the class, but I learned so much in that class. I was like over my head. So, you know, I took two semesters of math my freshman year. And I would have been a math major, but there weren't enough classes left.

BR: Oh.

JT: Right, because I started with junior level math. Right. So, let's see what other classes. I sort of experimented because it's a liberal arts college and, like, what am I going to do for a major? So, I don't know, when I picked it, maybe the end of my sophomore year, I was thinking, well, you know, economics might be interesting because I've never taken it. So, I ended up being an economics major because I thought it was easy. And it pretty much was. I mean, for me. You know what I'm saying?

BR: Yeah, absolutely. It's where your strengths were at, that you found.

JT: Yeah, whatever. You know, it was one of these, I went and bought the Samuelson book from the bookstore and read the whole thing. I said, well, yeah, I should take this course.

BR: Yeah, absolutely. So, I'm sorry. Could you say again what was your major that you ended up in?

JT: Economics.

BR: Economics, awesome. Okay, thank you. During your time here, were you involved with any groups or activities? That could be any- like student government.

JT: Well, let's see. My freshman year, the radio station. I happened to be a radio amateur and radio operator and a couple of the guys were doing that. They had the little transmitters and they needed to deploy and I helped with that. I did a couple of on-the-air sessions. I mean, it wasn't very formal or polished at that time. Probably it's much more polished now, I don't know. So, I helped with that, deploying some transmitters. And then I really was interested in computers. So, Conn in the fall of 1971, which would be my sophomore year -- so, it was probably installed over the summer -- got an IBM 1130, which took the whole major room in the basement of the psych building. And some alumnus made a donation of that entire computer for the school, which at that time would have been a major donation.

BR: Absolutely, yeah.

JT: And so, I did that. I loved it. I never took a course in computer science here because they didn't have any, right? Because I had already taken those. My senior year, I got a job as like head of the student aid there and that was cool. They gave me a letter. I made \$500 that year, which in 1973-74 was pretty cool.

BR: That's a lot of money back then.

JT: Right. But I also got a faculty parking permit.

BR: Oh, wow.

JT: Which was cool.

BR: That's so cool.

JT: And I had a key to the computer room so I could go in at night or use it whenever I wanted and it was, you know, you'd punch cards in the mainframe. You'd punch your cards. You'd dump them in the hopper because there was no terminals or anything like that. Yeah, so I was really interested in computers and, of course, at that time, you know, it wasn't big here at Conn. You guys didn't get a computer science department until the 1990s, so that's like 20 years after I graduated.

BR: And that's incredible that you were still able to kind of do that up here. Yeah, that's so cool.

JT: Yeah, well, that is one thing about Conn, you can do something that's not part of the formal program. You know, figure a way to do it, yeah.

BR: Yeah. I think that's so cool about the curriculum and stuff. Awesome. That's so cool. What was the campus climate like when you were here? Do you remember any particular events or controversies that could be student takeover or anything sort of along those lines?

JT: Well, 1969 was like the year of the strikes and all that, so that was before I got here, but a lot of the students here had been participating in that. And so you had, I remember the old dorms were really nice. They were like Jane Addams or something, which had all the beautiful dining rooms and this was shortly after, you know, they used to have formal dinners and stuff.

BR: I didn't know that.

JT: Oh, yeah. In the 1960s, you had to like, well, the women had to dress in a dress to come to dinner and everything. And so, this was the transition period with the guys coming here and being formal, relaxed. Like we had co-ed bathrooms and all this stuff. And so, there were all these beautiful old dorms and then there was, I had a single in the new dorms with cinder block walls and it wasn't nearly as nice. So, I remember that dichotomy. And then, well, you know, there was a still lingering controversy, should men have been admitted to Conn? But, you know, never was a problem.

BR: So during your time, did you feel maybe, since you were part of the new co-ed group that was coming in, did you feel like it was easy for you to kind of integrate yourself onto campus? What were your feelings at that time?

JT: Well, I was very socially inept.

BR: Gotcha.

JT: I mean, I wish I knew then what I know now. I would have had a great time here. You know, I'm just hanging out in the basement playing with the computer. But no, I had no problems getting along with anybody. Nobody ever gave me any hassles or anything like that.

BR: Okay, interesting.

JT: Yeah.

BR: Awesome. Can you talk a little bit about your life after con?

JT: Sure. Well, I mean, this would probably be interesting to many students that have problems getting a job. Okay, but there are different computer languages. So I had studied Fortran, right, the whole time here, done a lot of Fortran. And I had an adjunct guy coming over and teaching a computer science class -- I forget his name -- and so he said to me, he says, hey, why don't you come to work for General Dynamics as a COBOL programmer after you graduate? And I said, I've never done a line of COBOL in my life. He's like, don't worry about it. We'll give you a manual, you'll learn it on the job, which most students don't have that opportunity now. They just put you through the wringer. So I did, I took a job as a COBOL programmer. And if I remember full loaded costs here at Conn College, '73, '74 is about \$3,500. I was making \$10,800.

BR: Wow.

JT: So if you could graduate, you know, \$100,000 now and make like \$225,000, you'd be styling, right?

BR: Right.

JT: Now you're not going to make as much as your last year.

BR: After nine months, they gave me a 15% raise, and I was making \$12,400.

JT: Wow.

BR: So that was a pretty good job that I loved there doing COBOL programming. And it was really easy, and they were really good to me.

BR: And you learned new skills too, right?

JT: I learned COBOL, sure, yeah. So that was my life after Conn. Oh, and so when I graduated, I immediately got married. My wife was a Conn girl who was two years ahead of me, Andrea Braun, in class of 72. So that Memorial Day weekend, we got married, and then we married on Saturday and I think it was like Tuesday after Memorial Day, I started work.

BR: Wow. What a wild transition, graduation, wedding, job. That's wild. How long have you and your wife been married?

JT: We were married 10 years, and we got divorced.

BR: Gotcha. So how was- do you think- how was- so life after Conn, did you feel like you wanted to ever, obviously you're here for a Reunion, but did you feel like a pull to come back at any point? I know there wasn't any graduate degrees, but maybe to like work here, get a job, did you ever feel like a pull to come back to campus?

JT: Well, I really enjoyed Conn. I mean, I don't know, this is the first time I've formally come back for something.

BR: Well, welcome back.

JT: Thank you. I mean, I don't know, once or twice I drove through campus because I happened to be in the area, but generally I'm not in the area. Oh, the other thing I did is as soon as I graduated, I taught a course here in the fall of 74.

BR: Okay, that's cool.

JT: And I'm dying to find somebody to find a record of that. It was a graduate course with psychology students, and I had two students in my class. I remember the book I used, I remember the topic -- it was like a special topics course -- and I'd love to find some record of that class.

BR: Yeah, maybe the Archives has that.

JT: Well, I asked him yesterday. He said he was going to check into it. He found a letter offering me the \$500 as a teaching assistantship for my senior year. So that was cool to get that letter. And I would love to see like somebody here do a document to history of computer science. So

like that 1130 computer, when did it leave? When did they put their first PC? And I'd love to know that history.

BR: That would be interesting.

JT: And I think, you know, that would make a great exhibit here.

BR: That would be the history of computers at Conn.

JT: Right, because if you think about it, at that time, there was that one computer with a few students using it. Now, is there a room that doesn't have a computer in it? And this TV is computerized. And you've got study [unclear]. Everything is computers now. There's a phone that's computers. Nobody could have anticipated this in 1974. I mean, I felt like computers are going to be big, but it's way beyond my wildest dreams.

BR: So you stayed with computers throughout your whole career?

JT: My whole career.

BR: Where did you end up? Like your final place of work, where did you end up going?

JT: Okay. So I was working here at General Dynamics and my wife graduated, got her MBA from the University of Rhode Island and she needed a job, so she got a job with a public accounting firm down in New York. We moved down there, I got a job there. I ended up spending 10 years working on Wall Street with another alumnus, Peter Parris. Who- he and I started a company to do software for municipal bond competitive underwriting, because he had been a municipal bond competitive underwriter with Loeb, Rhoades, and Company and one day I was seeing him because I was selling timesharing. He says, "Hey, take a look at this program. I think we could write a better one." So, we did. We implemented it on timesharing because it was before PCs. The timing was not ideal. We did that for a while. He went back to Harvard and got his MBA, which is probably what I should have done, but I stayed on Wall Street. Then I had an opportunity in 1987 to go down and work with DuPont's pension fund, which was internally managed, which is kind of unusual. So, you know, on Wall Street, they'd be called the sell side, the brokerage side and they'd be on the buy side. I stayed down in Wilmington, Delaware for like 10 years and then in the late 1990s, my dad was diagnosed with mesothelioma back in Maine, which is terminal, so I wanted to spend some time with him. So, I went back there. I worked for Computer Sciences Corporation doing work there at Bath Iron Works and then I went out on my own for a while and then Katie Payne, who's also a class of 74, had a firm in

New Hampshire, so I became her IT manager. And this is like very interesting. She sold the firm to a firm in England and since I'd lost my job -- they laid off the entire U.S. staff -- so, I had lost my job to a foreign company I was eligible for retraining money. So, one of my colleagues there went into the meeting with the state of New Hampshire and said, you won't pay for a master's degree, will you? And they said, "Sure we will, if it leads to a better job." So, she checked out the program at Boston University and did it. I said, I am crazy if I don't do this. So, I went and got a master's in computer information systems from Boston University, Metropolitan College. And it was actually- it was good. The work was not all that hard because I was doing it all my life, right? And I was going to either concentrate in artificial intelligence or computer- cyber security. And, basically, in artificial intelligence, if you really want to get ahead, you have to get a PhD like from Carnegie Mellon, because if you just have a master's degree, you'll get a job, but you're going to be doing- shuffling data, right? So I figured, well, cyber is so much easier, I'll do cyber, because they're so desperate for cyber people if you can spell it, they give you a job. So, I did that, and right now I'm teaching at- I'm adjunct faculty at York County Community College. They kind of- I met somebody and they kind of recruited me, "How would you like to teach?" because it's hard to get adjuncts that will work for peanuts. To give you an idea, this spring I taught three courses. I made \$10,000.

BR: It's insane for adjuncts.

JT: It is. That's not even minimum wage, but I love the interaction with the students.

BR: Absolutely. Are you going to continue teaching in the next semester? That's really cool. You mentioned a couple of other alumni from Conn. How connected are you still with your class and other people from Connecticut College?

JT: Well, Katie Payne, I talked to her. I saw her, she's here this weekend. Peter's not here this weekend. No, since we were in business, I really haven't kept in touch. I do- I meet all these- well, alumni first time back in 50 years. So, I guess it's probably because the ratio of men to women was such at the time, some of these women remember me, but I don't remember them. Like Katie Payne, when I went to work with her, we were classmates, but I never knew her at Conn. So no, I haven't really kept in touch.

BR: Has it been kind of cool to come back and maybe see the campus?

JT: Very much, very much.

BR: Is there anything in particular since being here this weekend that you've seen that has stood out to you that's changed here at Connecticut College?

JT: It's obviously bigger. Obviously, technology is a much bigger part, right? I mean, I was talking to one of the women. She talked- remembered doing bell duty. In other words, you sit at the front desk and some phone call would come in, you'd have to ring the person's room and they'd have to come down and get the phone. Well, you're not doing that anymore. So, some of that has changed. I don't know. I was commenting, I think we had better food when we were here and we had college employees. And I kind of liked the idea of the college having their own people and taking care of them as opposed to just outsourcing to the cheapest builder. You know, it was more of a community. And I think it was smaller, so it was more of a community. You had food in each of the dining rooms, right? Now it gets to be more of a big institution.

BR: Do you feel like that's something you wish students today could experience?

JT: Yes, I think that would be better, yeah.

BR: Is there anything else you think students today that you wish they could have experienced from back in '74 during your time?

JT: No, I think in general it's probably better today.

BR: Yeah. Do you want to expand on that?

JT: Well, in my field I feel I'm very fortunate in that, you know, if you wanted to be an auto engineer, 1900 was probably a great time, because in your life, cars just got better your entire life. I looked at computers as being transformative and important, and the most important thing in the last half of the 20th century and it proved to be that. And I was there for it. It was not necessary. You know, sort of like, I don't know, you were there for Watergate. You weren't the president, but you were there for it, right?

BR: Right.

JT: I've met Bill Gates many times, you know. There was a time if Bill Gates saw me, he'd recognize me. I'm sure not today. But, you know, just to be there as part of it is an amazing thing. I mean, where as opposed to, say, a classmate that went to work for newspapers or journalists,

you would have had an entire career of people being laid off and depressed, so just to be there for it was amazing.

BR: Yeah, I bet, just seeing the change in evolution, you know?

JT: Right and in so many ways, computers were, I would argue, were the most important change in the last half of the 20th century. You couldn't have transformed business without the computers, so many things. You couldn't run this library the way you do without computers, right? You'd have to still have more dead trees. Now you can provide online resources. But in terms of periods of opportunities, there was a period of opportunities in the 1990s and early 2000s where someone could start a company and become phenomenally rich and it was not hard to start a company, but there was a lot of luck involved. So, if you look at, like, Facebook, Google, Amazon, all these companies that started. And then we stagnated. Essentially, for the last 15 years, there's been no...

BR: Major.

JT: No major. Well, there were a couple, but no majors. And I look at right now with artificial intelligence. And, for instance, you can go get a little Raspberry Pi computer for \$35. I could, you know, I could only dream of a personal computer. I was lucky I could get time on the 1130, right, and try to play with it, but I certainly wasn't playing computer games, right? Right now, there's so much opportunity. AI is going to transform this world unbelievably and it's impossible to even know where we're going to be in 5 or 10 years. This is such a great opportunity for a student to enter that. And they're going to live through something equally exciting, or not more so than what I lived through. So I'm saying this is a great time for students.

BR: Yeah, absolutely. Could you... And I've asked all the questions on here. I asked about keeping up with classmates and maybe your experience that students could have today, but could you maybe speak a little bit more about your experience with the 1130 computer and what that was like?

JT: Sure. Okay. So it shows up- I used the computers over at the Coast Guard Academy, which were very interesting. They had an IBM 1130 and it was an early IBM machine. It was not even a binary computer, it was a decimal computer with no fixed word length, which is just- to conceive of that is kind of mind-boggling. They had a GE 225 over there, which I used. They had really old sorting machines. They had a lot of stuff. They brought the 1130 in here, so I- I- well, my freshman year, I worked in the- my student job was in the cafeteria. My sophomore year, I

was working with the Psych department, that was more interesting. And I think by my junior year, I was working for the computer department. And I know I got that \$500 my senior year and had the key to the place. I was head of the student volunteers. So, I did that. But the other thing that happened that was pretty phenomenal. There was a guy who lived over in Groton Long Point and he traded commodities for his own account and he had a bunch of money and he was interested in computers. So, he came over here and took a course and he essentially hired me to do some work for him. I had a... Do you remember the teletype machines, the Model 33 teletypes?

BR: Yes.

JT: I had one of those in my dorm room.

BR: Oh, wow.

JT: That was used for time-sharing and then we traded that out for a TI terminal that could sit on a desk. I mean, the teletypes sat on the floor, it took a lot of room. Then I had this one and it was twice as fast and it was thermal and it didn't clunk as much and I did a bunch of work for him and I made good money doing that while I was still here to do my degree, yeah, as a student. And I learned so much from that, but that opportunity came about because I knew something about computers and because of Conn, because he came over to take a course and that's how I met him, right? So, I wouldn't have had that opportunity without Conn. So, yeah, I was probably at that time doing probably head and shoulders more than any student here with computers, which was- and I remember, like, one day taking a field trip to go up to MIT to see some of the stuff they were doing and, you know, things were a little more lax then. I just drove up there with no appointment, walked in, said, hey, you know, I'm from Conn, can I talk to you guys? Some guy talks to me. I took a field trip to go see Dartmouth. You know, I did this stuff, which normally would be stuff that would get you credits, but, you know, there were no credits to be had in that time, right?

BR: Yeah, that's really cool, how- especially, like we were saying earlier, about how you were able to really tailor your experience here, look at all those opportunities ...

JT: But the other thing is, like, now in library science, clearly computers are viewed as a key part of it.

BR: Yes, absolutely.

JT: If you were studying library science back then, you said, I want to learn about computers, they'd say, well, that has nothing to do with library science. We're not giving you credit for that. If you want to go do that, sure, that's like learning how to type, right? Learning how to type is not a prerequisite for library science, right?

BR: Yeah, technically my degree, my library degree is information science, computers, all that stuff.

JT: Right, but that's a degree that didn't exist.

BR: Yeah, so cool. It's neat, really neat to hear your experience.

JT: Yeah, so for instance, are you familiar with the Dublin Initiative?

BR: I'm not.

JT: That was a big thing in the early 2000s, Library sciences, how do we catalog stuff, right? I mean, it's all information processing, right?

BR: Yeah, I'll have to look into that, read more about that.

JT: Yeah, I don't know if it's petered out or been superseded, but Dublin Initiative was big in library science.

BR: The Peter, the gentleman's name.

JT: Paris?

BR: Paris, yeah. I had a friend who actually worked or was learned from him at, I think, University of Illinois. Yeah, that was super neat. So yeah, I'll definitely look into that some more, for sure. Do you have anything else that you would like to add to your oral history, any other lasting comments for students, your experience here?

JT: Well, I guess the thing, you know, I was like a fish out of water here, but everybody at Conn was so nice and very tolerant. You know, it wasn't like going to the Coast Guard Academy where everybody had to stand in line and eat their meal a certain way and they'd try to force you in a mold. Conn didn't force you in a mold. Conn gave you the freedom to grow and learn.

And everybody was just super nice, it was a great environment. You know, I can't speak to what it is 50 years later, but my impression is it's probably the same and that's a great thing. And then everywhere I go, you know, when somebody, I say I went to Conn College- well, let me give you an example. I went to apply to BU. And so I talked to the admissions guy at BU and I said, "What have I got to get in?" You know, we're going to need transcripts of this and that, you know, test results and all this. He said, "Where did you go to college?" I said, "Connecticut College." He says, "Oh, no problem. You're in. Just send me a transcript." So obviously Conn enjoyed a good reputation, right? And now I'll talk to people- I used to talk to people whose daughters were coming here. Now people are sending their granddaughters here. Every time I see some old guy with a camel hat, you know and they're- you know, it enjoys a very good reputation.

BR: Yes, it very much does.

JT: Right, which is cool.

BR: Yeah, it gives you a lot of pride, you know, to be able to say that you came from here.

JT: Yeah, yeah. So, that freedom and the other thing is, compared to the other New England schools, you've got a great climate here. Bowdoin College is interesting, because Bowdoin is a very good college, but they have about one good week of weather in the spring and I joke, like, somebody's going to visit Bowdoin in that one week at the end of May and it's like, this is beautiful, I want to come here and all they're going to get is snow for nine months. It's like, what did I get myself into? I got suckered. You know, so, of all the New England colleges, this is great because of the train. I used to take the train. You go to Boston, you go to New York, and now with the high-speed electric, it's so much faster. You know, you go out in the middle of nowhere, you know, I don't know, Middlebury or something. If you don't have a car, you're screwed. It was easy enough to get down to New London, plenty of stuff in New London. So, you know, it's a great environment here and this is stuff you don't know until you come here.

BR: Right, exactly. You have to experience it, right?

JT: Yeah. I gave a shout-out in this year's book to Schlesinger, who was a math teacher. This was amazing as a freshman, okay? I don't know where else you could do this. Schlesinger had his PhD in mathematics from Harvard. He was very good. There were four of us in the class. Where do you get a full professor like that from a top-notch place like Harvard with a student-to-teacher ratio of 4 to 1?

BR: That's amazing.

JT: That's amazing and Conn had this kind of amazing stuff. And, you know, I teach in community colleges, see what that's like. I've taken courses at the University of Maine. I see what state schools are like. And, you know, it's just night and day. Now, you know, you pay for it, right?

BR: Absolutely, yes. You sure do.

JT: And if you're going to a community college and it's free, well, you don't expect free food, right?

BR: Right.

JT: And I'm not saying it's necessary. And I've got a buddy that works for Bowdoin, ``and he says, well, Bowdoin only admits people that would be successful anyway. And there's some truth to that, right?

BR: It does matter.

JT: It does matter. Like in community college, it's open enrollment. I have students, you know, some of them have disrupted home lives. They don't have a stable place to live. They're dealing with stuff. You don't have those problems here at Conn, right? So, that makes it very difficult on the students. But, you know, I find with my students, I try to encourage them to think. And here- well, did you see that movie with Julia Roberts about where she was a professor at Smith in the 1950s?

BR: I have not seen that movie.

JT: Go watch it. I don't know the name of it. It's great.

BR: I'll look it up.

JT: So, you know, a couple of classes ahead of me, you were trying to get your MRS degree, you know, get married.

BR: Me?

JT: No, no, the students here.

BR: Okay, yes.

JT: In other words, in 1965, maybe the only reason you came to Conn is so you could get a husband and you had that MRS degree. That was the joke, you got married. Or ring by spring was the other slogan, because by the spring of your senior year, you wanted to be engaged, because you weren't going to take a job, you were just going to get married. So anyway, Julia Roberts is teaching at Smith. It's basically that whole culture. But there's a snippet where she goes in on the first day of class to teach. She's teaching art history and all these women are sitting in the class and she puts this up. Who can tell me what this is? And, you know, they know all the material and she's like- she's like blown away. She said, "Have you ever had an art history class before?" None of them had. And she says, "Did you check out?" Every one of them had read the book before the first day of class.

BR: Wow.

JT: Yeah, but I mean, a lot of times ...

BR: I'll look into that. That's really cool.

JT: Yeah, but a lot of people were just really prepared here, right? So it was, you know, you didn't even need the damn class, right, because you read the book before the class and a lot of people were really experts. They came from great schools. Yeah, I mean, I was talking to one girl that came from Milton. When she graduated from Milton, she probably knows more than most people that graduate after four years at a state school, right? So, to have that kind of environment and really intelligent people here is just phenomenal.