Tanya: This is August 5, 2015 and this is an interview with Jenny Puckett. Jenny, would you like to describe your family background and where you grew up?

Jenny: I grew up in Boone, which is in the western part of this state. It's a little college town. My parents were both the first members of their families to go to college. They went to college just before World War II broke out. After they graduated, my dad went off to fight in Europe. My mother waited. He came back and they started their family. They had two children, my big brother and me. That's where I grew up.

Tanya: Did you like living in Boone?

Jenny: I liked it a lot. In those days it was actually a college rather than a university, Appalachian State University it is today. It was on a small scale. It was a great environment. We felt safe. We were safe. It's changed a lot since then, but it's still a very good place.

Tanya: Was there an expectation that you would go to college?

Jenny: Absolutely. There was never any doubt that my brother and I would go to college.

Tanya: How did you go through that selection process of where you would go?

Jenny: It's funny that in my senior year a very good recruiter from Wake Forest, Ross Griffith, visited my high school. I was impressed by what he said. The other factor in choosing Wake Forest was that none of my friends were going to come to Wake Forest. I felt it was time to break away from the friend group. A young man I really admired was a student at that time at Wake Forest. I thought it would be a good place for me.

Tanya: Do you remember your thoughts when you first arrived on campus?

Jenny: I thought I had come home. I can't explain it, but I knew this was where I belonged. The friendliness, the harmony, there was just something about it. I knew that I had come to the right place. I never, ever looked back.
Tanya: What dorm did you live in?

Jenny: I [00:02:00] lived in Johnson Dorm my freshman year. In those days the women's dorms were separated from the men's dorms by a long distance. All the men lived on the quad. All the women lived in the south part of the campus. Johnson Dorm was for women. [Bostwick 00:02:15] was for sophomores, and we had one other dorm, Babcock.

Tanya: How do you think your undergraduate experience living in the dorms is different from today?

Jenny: I think that the separation of the sexes in several ways was good for us because we had more freedom within the dorms once the doors were closed. There was a little bit of artificiality about it also because there was a dress code in those years that was pretty strict. There was a formality of that living situation that is totally gone today, but it was all we knew and we liked it.

Tanya: Was there a lot of rules you had to follow?

Jenny: Lots of rules. We had to be in at a certain time. Freshmen women had closed study their first semester. We had to be in our rooms from 7:00 to 10:00 on weeknights. Then at 10:00 they would let us out briefly. Then we always had hours by which we had to return over the weekend, sign in, sign out, which is unheard of today.

Tanya: The men did not have these rules?

Jenny: Absolutely not. No. The men even had maid service.

Tanya: Did you also have a listing of restaurants where you were allowed to eat in town?

Jenny: No, I don't recall that. That was sort of self-regulated because almost no one had cars. We ate on campus or places near campus such as Reynolda Manor, or what is now Fratelli’s on Reynolda Road was a Staley's Restaurant, a wonderful restaurant where we often went. We could walk there.

Tanya: When you did get off campus or around the area, where would you go?

Jenny: We went to the Tavern on the Green, which is now where the International House of Pancakes sits. We would go [00:04:00] to ... A lot of the parties on the weekends were held in hotels downtown, so we would go there. It all depended on how you could get a ride there.
Tanya: What courses did you enjoy in your undergraduate years?

Jenny: My favorite courses were those that dealt with language, literature or history. My professors were so good in those years, you always felt as though they were listening to you, you weren't just listening to them talk. Even the greats on our faculty all taught freshmen classes, they made it a point. Every Department Chair taught one freshman class. For example, I was in the great Ed [Willison's 00:04:43] Romantic Poets class. I was in Ed Hendricks' European History class. I was in Robert Shorter's English class, and on and on it went, so they were very very good.

Tanya: Why do you think they were good teachers?

Jenny: Because they respected us and they gave us new ways to think about things.

Tanya: Were there any challenges with the academic side?

Jenny: I don't think the material was challenging, but some of the activities were challenging. For example, Dr. Shorter in English class announced on one Friday that the next paper we turned in, if anyone turned in a paper he would grade everyone's paper in the usual manner, but no one turned in a paper we would all get out of that task. Then he left the room to let us decide will any of us turn in a paper or do we all get off scot free?

In the discussion that followed, we realized we couldn't be sure of what our companion would do and we decided we better all write the paper, which is I think what he knew would happen. It was so tempting to make a pact not to write that paper, because you know how busy Wake Forest students are, but reality intruded. It was [00:06:00] a great lesson.

Tanya: How did you choose your major?

Jenny: I think it was because I was really bad at a lot of things such as mathematics and some of the sciences involved mathematics, so I gravitated toward foreign languages because I had a wonderful Spanish teacher in high school. She had been a missionary for the Methodist Church in Bolivia and she came to that high school classroom and opened her mouth and did this miraculous thing, speaking as if that was all she had ever done, and I pledged I would learn to do that.

Tanya: How were your Spanish teachers here at Wake Forest?

Jenny: They were very, very fine, very traditional. I will say that in my years as a student we did not have foreign study programs. The active learning was very different in the '60s and '70s. It was classic textbook. It was memory. Very, very intense.
grammar study. The foreign experience was lacking because we simply didn’t have those programs in place.

Tanya: You went on to graduate school also. Was that also at Wake Forest?

Jenny: That was at Middlebury in Vermont, where you have to live abroad for a year. You have a summer of intensive language study where you pledge not to speak English, and then you take a one week break and then you go directly to whatever country whose language you’re studying. That was a wonderful experience. It was a hard time though. That was still in the era of Franco in Spain and that was a very different situation in Spain than you have now.

Tanya: Did you stay with a family?

Jenny: No. I shared an apartment with two other girls, so we lived on the economy.

Tanya: That was probably a challenge.

Jenny: It was very challenging. We made a lot of mistakes. You have to make mistakes in order to learn. We moved into an apartment, not realizing that the phone bill from the previous tenants had been left [00:08:00] unpaid. No matter how hard we pleaded, we couldn’t get out of it. We had to pay their phone bill and that meant a lot of problems for us. We lived near the museums in Madrid. We could walk to the Prado. We could walk to the Serrano. Every day there was something marvelous to do.

Tanya: What was your favorite part of living in Madrid?

Jenny: I think it was the access to the museums and the wonderful food, which was very inexpensive. We made it a point to go to the Prado once a week. There are many, many great smaller museums around Madrid that are hidden from the usual tourists were Goya had his paintings. The Academy of Fine Arts of San Fernando is right there. We could just walk right in and see all of Goya’s etchings, the originals. It was amazing.

Tanya: Did you travel anywhere else in Europe while you were there?

Jenny: Yes. Spain takes so many vacations that we always left the country, and in the spring vacation I went to Paris to join a group that was going to Russia, so we went to Russia and Poland and Latvia.

Tanya: What do you remember most about those trips?
Jenny: Scary, wonderful, very scary. I was photographing a bridge in Moscow and a Moscow policeman took my camera and walked away. I was lucky it wasn't worse than that. We didn't know the rules of Russia, so we experienced those sometimes in a harsh way. We were asked to leave certain places because it wasn't appropriate for women to be there. It was scary, but it was wonderful.

Tanya: When you returned, how was it coming back? Did you have culture shock coming back to the United States?

Jenny: After the year-long program? No. I really didn't. I was anxious to come home and anxious to start teaching because that was of course the whole point, and I wanted to start teaching before I lost that fresh material, such as the poems and some of [00:10:00] music and some of the art lessons that we had. I was very glad to come home.

Tanya: Did you enjoy teaching?

Jenny: I always enjoyed teaching. I thought that's about the best thing you can do.

Tanya: What do you like about teaching, specifically Spanish?

Jenny: This might be true of a lot of subjects, but in foreign language if you watching you can often see an ah-ha moment. After weeks and weeks of study and struggle, a student will sudden click into the language system and then he or she can put nouns and verbs and things together. Now they can get it across, what they need to say. It's imperfect, but you see that light turn on. Then you have the opportunity to talk about other cultures and comparisons, and there's always the travel option, so it's exciting. It's a very exciting field to be in.

Tanya: How did you return to Wake Forest?

Jenny: Let me think. I returned to Wake Forest twice. When I was very young, I came back after that graduate year briefly, so I was an instructor for three years. Then I left and got married and did other things. After I had been in the advanced placement program for many years in the Forsythe County System, I was actually asked by Wake Forest to come back and be an instructor, and so I did. That was in 1995. I was a little afraid to do that because having been a student at Wake Forest, I know ... Well, not me, but I know how smart they are and how demanding they are in the classroom. I was a little afraid I could not do that.

Luckily, I was linked at that point with one of my two mentors, Stanley Whitley, in the Romance Languages Department. Dr. Whitley knows [00:12:00] almost everything there is to know about how you really should teach a foreign language, things you really should not do such as use too much English or have
low expectations. With his example and his advice, I really learned to teach from Stan Whitley.

Tanya: Was it different to come back as an instructor as opposed to being a student?

Jenny: It's very different. I think the wonderful thing about the Wake Forest Departments, I'm sure I speak for all of them, is no matter what your degree level or no matter your years of experience, you're treated as an equal. I never found it otherwise. I had several Chairs under whom I worked, they were wonderful. They were helpful, supportive. I think it's better as an instructor because you get to stay longer.

Tanya: Can you talk about just within the breadth of your tenure at Wake Forest maybe changes you saw in the student body? Three or four changes that come to mind when you think about it?

Jenny: The first thing and the most dramatic change in the student body I believe is more diversity and also much more sophistication when they are already ... They come here in their first year already having traveled often, already having experienced so many things. No matter their economic level, almost all of them have a global view. It's not possible to find a really provincial student I think in our student body. They're sophisticated. They're a little more demanding, but I think they bring a lot to the table and they also ask a lot more questions, a lot more questions.

The other difference, the huge, dramatic difference, is the power of [00:14:00] technology now, which makes all of teaching tremendously more powerful to be able to bring image and sound and projection into a classroom. You can really bring the world right into that room, and that's mostly a good thing. It does have a flip side which is a bad thing, and that is that it depersonalizes so much of our interaction. I lament my walks through campus when I see students doing this and never locking eyes with who's coming toward them, almost never. I wish that that could change. I trust that it will. Technology is really a beautiful tiger, but we have it by the tail.

Tanya: When you think about your teaching career are there moments that come to mind that you feel like you have kind of accomplished something; something special?

Jenny: This spring when I was in San Diego on the Wake Will Campaign I happened to see a young woman that had been in an entry level class of mine. I couldn't remember her name but she remembered mine, and she did say that because of me she had ended up majoring in Spanish. I never knew that because time
moves fast in the Wake Forest classroom. That made me feel happy. It made me hope that there may be some others that enjoyed that influence.

Most of all, I hope that in other cases that I was able to remove the dread of foreign language from students who are really reluctant learners. Actually, foreign language is very hard to learn when you're an adult. Absolutely nothing to it when you're an infant. If I could remove some fear from some learners, that would be as good as the flip side of those who major I think.

Tanya: I'm going to kind of switch gears here and talk about your second career, which is basically the history of Wake Forest. Why do you think it's important to capture and study Wake Forest?

Jenny: I hope I won't keep finding things to say about this because it's really at the core of absolutely to my heart. First of all, our history a vast tapestry that encompasses us all. Whether or not we graduated from here, if we are here and we're engaged in it, we're part of something that is utterly unique. It's important to study our history because if you go back to the nineteenth century, Wake Forest was essential in spreading education in the state of North Carolina, which before that time was basically a backwoods with very few educated people, and the few educated young people left the state because there was so little for them here.

The very reason Wake Forest was founded was to change that, to bring about education in the ministry or out in the farm, educated farmers, and from that seed Wake Forest has been improving the education not just of the state, but the region, now the world.

Tanya: Because it is such a long and varied past, are there stories that stand out for you as kind of exemplifying the Wake Forest experience?

Jenny: The temptation is great to ramble on here at great length. I think my favorites have always been those riveting stories where people were really tested, where they came up against odds that looked impossible but they brought to bear their wits and their courage and their faith and something always got better. For example, Samuel Wait. His story really began in 1827, and if you follow from 1827 until his retirement in 1854 you could make a miniseries out of it.

He went through unbelievable things just to keep the school going. He and his wife, Sally, would make corn shuck mattresses at night for their students. They had dinners in the one house, Calvin Jones. They had nine meals a day. They had to feed them in shifts. They never rested. They always worked and they always found a way for the next year to be slightly better.
Or later on in the nineteenth century the terrible challenges presented by the Civil War and how its aftermath caused us to innovate the curriculum and find people to bring more students from other parts of the state that had not been affected by the war. There were some great characters in there. Washington Manley Wingate and then later Charles Elijah Taylor, who is absolutely ... He should be the subject of a book. Charles Elijah Taylor changed our entire future in a decade by starting our professional school. He did it by linking up with people that never knew him until he went to them to ask for their help. The Taylor story is wonderful.

Then in the early twentieth century the trauma that President Poteat suffered as he went to the battle of freedom of speech, as he insisted on teaching evolution in his classroom and he came up against a formidable very well organized foe that tired to get him removed from the presidency of Wake Forest and the story of how he prevailed and what he did to save his job is just ... I don't have a word.

Then even closer to the present day there are some stories that are a little bit less spectacular, but equally as important [00:20:00] such as the integration of women in 1942, in wartime, how this small group of women came to college to help keep the college open. All the men had gone away to war and these young women, under very strict supervision by Louis Johnson, our first dean, the instant they got to campus, campus life changed for the better.

Things started, choirs, literary societies, dramatic clubs and so forth, and this in spite of the opposition of the men initially that they be let in. The men were reassured, don't worry about it. It's only till the end of the war. Of course they could never be removed from the campus. Their story is a fine story. One of those women still lives in town, Marina Hawkins. She is a very interesting person to talk to.

In the present day we have a great story unfolding, which is our expansion of our possibilities through building our endowment, which has been a spectacular effort since October of 2013. We are setting new records in gathering support from alumni, friends and parents. Watching what we can do with that is tremendous. There's always something getting built now on campus. We're in a growth period. I think Dr. Hatch is a builder, I really do.

Tanya: You have specifically focused on President Tribble. What stands out to you in regards to the challenges he faced?

Jenny: Dr. Tribble spent seventeen years in a constant battle related to a task that he actually had nothing to do with creating. Dr. Tribble was hired in 1950, four years after the decision had been made to abandon the old campus, build one here, [00:22:00] and move the school. In those for years before Dr. Tribble's arrival,
that was plenty of time for the opposition to get stronger and stronger. Many people were opposed to the move and heartbroken about it, including the faculty members.

As soon as Dr. Tribble arrived here, he basically stepped into a hornet's nest and with every year and every issue he had to work through that with different groups fighting against each other and against him. The choice of Dr. Tribble was a good one because he was such a strong character. He was a little bit to strong for the taste of some people, but only he could have gotten it done. He spent seventeen years in planning and building this campus, getting us here, and then administering during a period of protest which began almost as soon as we arrived here. That was when students began to feel their power to affect their environments.

He had new things to deal with. Even after all the boxes were unpacked and we were hopefully settled here, new things came up. We integrated our student body under his watch, dealt with a lot of social issues, gender, race, the Vietnam war, which actually was beginning as his retirement ... Dr. Scales inherited those issues. I think Dr. Tribble's strength is the only thing that could have pulled all of those things together. He could do it, and at the end of seventeen years he just had to retire.

Tanya: Are there things that you remember or that strike you about our other more recent presidents such as Dr. Scales and Dr. Hearn and Dr. Hatch?

Jenny: Dr. Scales came into Wake Forest the same year I did. We were freshmen together in 1967. Dr. Scales was a suave, learned, diplomatic, soft-spoken administrator who was perfect for that era of our history, because in '67 of course the Vietnam War was nowhere near over and student protest was building from the previous years of the Tribble administration. Dr. Scales had a wonderful way of keeping students convinced that he was listening to them because he was.

Things never got out of control on our campus as did happen on some other campuses because he did keep that communication with them. He worshiped with them when they had special services for the people who had died in Vietnam. He spoke to them. He was a very sensitive and thoughtful man, a poetic man, and he loved the fine arts. Because of Dr. Scales, we were able to move the theater from a little loft in the library to the wonderful facility we have now.

It was Dr. Scales who started the foreign study program. He walked in one day and said to the college treasurer, "James, I've bought us castle." That's when he had bought the Flow House in Vienna. I'm sorry, I'm saying the wrong country.
That is when he bought the house on the Grand Canal in Venice. Later we did the Flow House. Because of Dr. Scales, we now were feeling our presence internationally. We were saying to our students it's important that you experience the world, that you not stay in the bubble.

Tanya: And Dr. Hearn?

Jenny: Dr. Hearn is the one I think I knew the least, but I was aware during those years of how much more interaction was happening between the city of Winston-Salem and the campus of Wake Forest University. Before it was almost like a citadel on a hill [00:26:00] and there wasn't a whole great deal of communication, but Dr. Hearn worked on the relationship between the medical school and the undergraduate school, strengthened that greatly and got the name changed. Dr. Hearn was very, very important I think in getting civic support for Wake Forest which may not have been noticeable earlier.

Personally, I did not know him, but I've loved reading his speeches. He had a great way of talking about things that hurt. I've forgotten the occasion, but he wrote a letter to the students when there was a period of mourning and he talked about his own student days when he experienced the same thing. A great writer, a great communicator with civic issues.

Now with Dr. Hatch, I do see him as such a builder and such a facilitator, I find him personally to be so kind and so interested in families, yours and his own and the families of his students. I like how he talks to any age person. I think that he's presiding over a period of tremendous growth.

Tanya: You mentioned Stanley Whitley before as a mentor. Were there other mentors that you had?

Jenny: The other mentor has been one, I've experienced more recently, and that's Dr. Ed Wilson. Now that I'm further along in my life and before I retired from teaching I started a first year seminar called Modern Wake Forest, a Living History. From the beginnings of that course, Ed Wilson and I worked together. He always came to visit the class. He always served as an advisor and a friend as I developed that course. [00:28:00]

Then it led to other projects that Ed and I did with the Traditions Council and how they promote the history of Wake Forest, because Ed's always been a little bit worried that we might lose it. It worries me to, and so we've worked together and in the last decade I think my chief mentor is Ed Wilson. I'm so lucky that he takes my calls, takes my visits, calls me. He's a wonderful mentor.

Tanya: Would you like to talk about the work of the Traditions Council at all?
Jenny:  The Traditions Council is one of the groups I most admire because when they began in '06, I believe, they started as sort of a Ninja group. They still are a Ninja group, because they do not as for funding. The Traditions Council came about because some students noticed on a football weekend that our own cafeteria was filled with sweatshirts from other schools. We were playing Boston College that weekend I think, and you could see more Boston College sweatshirts than Wake Forest and they thought what has happened to our school spirit?

That was their mission. They began their actions, they put together different projects through the years. They created a display in the Fine Arts Building one summer about the history of our school. They began a yearly bus trip to the old campus, which I don't know where they get the money, but students don't have to pay. They can spend a day on the old campus and be oriented to all of our history there. Then they'll do surprise Ninja events throughout the year. You might go out on a sunny day and be drinking Arnold Palmer Ice Tea that they're giving away. They do human touch events to keep us reminded that we have a great tradition. They're full of energy. They're full of great ideas. They're my pets.

Tanya:  Would you like to talk about the work you're doing for Wake Will?

Jenny:  This is something that I'm feeling my way as I go along. In October of 2013, when the campaign launch was to occur I had just retired and maybe that was why I got the phone call that the special programming would have to do with history leading up to the present day. I was given an eight to ten minute portion of the program. I was happy to do it because it let me talk about people that had been able to save us from disaster, because we've had a lot of disaster along the way that we pulled out of.

That evening I talked about James Purefoy, who saved us from financial disaster not once, but twice. I talked about William Louis Poteat, who saved us from a different kind of disaster. He saved us from thinking provincially. That tread linked into the program where the other speakers talked about the great need to keep ourselves funded and endowed. We have a very low endowment compared to our peer institutions and we've really got to get that improved.

The first event was a success and then I think it snowballed. I think as it went along I was available and I went to events in other cities. We've actually gone coast-to-coast. We've literally gone from Wilmington to San Francisco and point in between; Chicago, New York, three places in Florida, Philadelphia, Atlanta. I can't even remember them all, but it's been a great opportunity for me to run into parents in these different parts of the country, and I'm so happy to say I've met up with parents of students I've taught, and they're very happy with what Wake Forest is doing.
Tanya: I want to ask you about two other projects that you're working on. The first is your book. Would you like to talk about what that is and what you want it to do and when it's coming out?

Jenny: Okay. The book is tentatively titled Constant and True, a Wake Forest Album. This seed was planted a few years ago when the bookstore asked if I would be willing to write a coffee table book about Wake Forest, because there is no longer one in print. I said yes, and since then, that's been about four years ago, I've been trying to nail down a pictorial history of Wake Forest, beginning at the very beginning in 1827.

The idea is to tell our story in images, many of which have not been seen before, tied together with enough storyline that it's not like a set of encyclopedias, but rather you can see our history as we've moved it along. I'm hoping it may come out next June as we wrap up the Wake Will campaign. I'm not certain, because it's now in the hands of a graphics designer and an editor in the Advancement Office and I'm hoping to hear from them soon. I have turned in what I have so far.

We are hoping to put out a book that is going to be unlike any other coffee table book you've ever seen, because it's going to be more than coffee table. It will be our history as an album. I'm really so grateful to the Special Collections and Archives because they have found things nobody knew existed and we're so proud to put those in the book.

The Historical Museum in Wake Forest has [00:34:00] provided unbelievably wonderful pieces of our history such as something that comes in day-by-day, they'll just say look what we've got. When I first started working on the book, the museum received a role book, the first role book of the Wake Forest Institute and on the first page we discovered that the man we thought was the first enrollee in Wake Forest was the second enrollee, so we even have actually seen our history change just a little bit. There is this wonderful book, and as soon as they received it they were in touch with me. It's been thrilling to see pieces of our history keep coming in and we keep putting it together and finding astonishing things. I hope this book will astonish.

Tanya: You're also involved in the History of Wake Forest MOOC. Would you like to talk about what that's been like?

Jenny: This has been a great deal of enjoyment. The massive online open course is going to launch we hope next anniversary date, February 3rd of next year. That will be our one hundred and eighty-third anniversary. The idea of the course is to talk about our history in a series of seminal stories or pieces of our history that are significant, that carry us to the next seminal story.
I've written five scripts, beginning with the Samuel Wait years and then through the development by Charles Taylor in the end of the nineteenth century. We're going to go all the way up to the present day. I will get us through President Tribble, and at that point Dr. Wilson will take over and he will talk, as he's done already so beautifully, about the Scales years and what that meant about our becoming into a flourishing university that's no longer regional. Then in Ed Wilson's, as he wraps it up, we hope that Sam Gladding will take over and [00:36:00] tell us about the Hearn years.

Tanya: Has it been different doing this kind of teaching as opposed to traditional teaching?

Jenny: It's very different. It's a little intimidating to me to think that now I need to do something in a brand new format. I can't be lazy. I have to think of a way to say things that carries the story without flopping so that we can get a lot done in an eight minute video. That's been the hardest thing, is collapsing all of this massive information into one story that gets us through fifty years. That's a different type of writing I've discovered.

Tanya: When you look at your dual careers for Wake Forest, what do you think your greatest contribution has been?

Jenny: One can never really know one's own greatest accomplishment, but in my case what I hope and trust it has been is to have participated first as a teacher of Spanish with so many great classes through the years, to have gotten to know them, equal to having participated in a revival of the interest in Wake Forest history and our recognition that we need it, that we need to be conscious of how Pro Humanitate came from eastern North Carolina, how it was preserved, how people fought for it, and how we still have to fight for it in a technological world. If we are aware of our history, what we see is that it is peculiarly human, and that's what we have to keep and always keep studying so that we will not lose that in the future. I hope I've participated in that.

Tanya: What do you think the biggest future challenge is for Wake Forest?

Jenny: The biggest future challenge will be to stay Wake Forest, to [00:38:00] keep the tradition of friendliness and honor, to keep the human to human bonding that stays with people forever, no matter how many years they've been out of college. I think we just have to keep Wake Forest Wake Forest and not copy other institutions; be inspired by it perhaps, but we need to stay ourselves as we get bigger and always hold the main tradition, which was that of Pro Humanitate. That must be always there.
Tanya: Are there any other experiences you want to share that you feel we haven't talked about?

Jenny: I can't think about Wake Forest without thinking about sports. I think that my favorite moment ever was in 2006 in Jacksonville, Florida where Wake Forest won the ACC Championship, because the previous championship to that was in 1970 and I was in Spain studying that year and didn't get to see it, but this time we were there. We sat in the rain and when Willie Idlette caught that pass and got that yardage, we knew. All of the Wake Forest fans, I mean we're talking people really ancient got up out of their grave and came to this game, we hugged in the stands in the rain. It was glorious.

Then the Orange Bowl was wonderful too. We didn't win the Orange Bowl, but it almost didn't matter because that was the largest gathering of Wake Forest alumni in history, all there together. Even after we lost, closely I think, going out of the stands people were still doing the Wake Forest, Wake Forest. I head someone behind me say, "It doesn't matter. We won. We're here," and we did feel that way. Great sports moments, '95 and '96 winning the ACC Basketball Championship. [00:40:00] Those times when you bond across the generations that have always loved sports, I love thinking about those things.