

Dr. Hewitt: Hi, I'm Dr. Richard Hewitt. I'd like to welcome you to the Living History series of Trenton State College which is dedicated to interviewing faculty members and others for their perceptions of the history of this college over the last few decades. Today we're talking with Clark C. Carney from the Geoscience Department affectionately known to everyone as "Champ" and Champ has been here since 1958 and we'd like to hear what he has to say and think about this campus since that time. Champ, what was it like when you got here in 1958?

Carney: There were many differences from what it is now, and of course there were for me a great many differences from the schools that I had been associated with previously. I came here in that September from a similar college in Oklahoma. Named Southeastern State College that like Trenton had been, set up as a normal school for the preparation of teachers, and in spite of their having the same goals at one time, there were considerable differences between the two. Trenton's attractive to me because of a number of things. One thing the chance to work with a department of geographers instead of working by myself as I had been doing at that, the campus, I was the only geographer and the pay was slightly better. But you know what got me on the money business? \$240 per year increment was almost certain. It wasn't quite certain, but it was almost certain. I thought, gee whiz, a thousand dollars more in four years, so that was a big increment. We, we all down there we went in and arm wrestled the president for whatever we could get. Now, I understand that the present president would like to have that situation come back here where he hires and fires and I can tell you that it's a bad situation. But at any rate that was one thing, the pay was better and the chances for going up went better and another thing they had fine field trips here, Dr. Botts, who was running the department, had a lot of them outlined. They took extensive ones over the state, they took short runs around here that we just couldn't do out there. And I liked that part of the teaching, I liked those field trips, every one of them, especially the ones to Lancaster County, we took regularly in one of the American courses, one of the Anglo-American courses. And the load was lighter, the teaching load was only 15 hours. It was lighter than I'd been teaching, One semester there I looked at my program had had 21 hours, no extra pay either, so it was altogether a better move and on top of that my wife, the children were in school, my wife wanted to go back to teaching and in those small towns in Oklahoma, especially that had teachers' colleges in them, everybody had a certificate. The lady who swept out the church, the ladies who were running the houses, and those clerks in the stores—all of them had a certificate and you had to deal with a board and we just weren't in the proper political perspective to make that, so it was a good chance and she did get into teaching here, and has recently retired from almost 27 years of teaching herself here, well those things brought us here to this campus and I'm glad they did. At that time Trenton State College was entirely and completely as it was when you were here as a student, Richard, they were preparing teachers and nothing else. If the only people got out of here with a degree without being teachers at that time were people who had failed miserably in the business of practice teaching and they took some kind of standard degree with all that education, psychology, it's amazing to me what they could do with it, but it was a vocational school but with just one vocation that of being a school teacher, public school teacher. At that time New Jersey's very short of certified teachers. A year or two

don't know if they bought it or not, but the stocks went up. However, Louis naturally didn't get in the club. That's the way things went with Louis. Well he was quite a boy. One time, he said, we're walking across the campus, he said, sadly I'd hoped this would be known as the Carminian age. But at the moment it wasn't. Anyway, he was one of the characters we had. We also had Dr. Ernest Sixta who was President of the Faculty Association who was killed in the bus wreck, October the 9, 1959, it took away several students. Little girl who worked in our office was killed in that smash up. Well, the faculty was interesting but it was paranoid. Paranoid faculty because every time you'd get them all together they talked about what downtown was going to do to them, and how they could best avoid it. They were trying to organize and makin' a botch of it to tell you the truth because they wanted to be in the establishment and be militant unionist at the same time, it's sort of a hard road to hold, but they were constantly griping about things. I didn't think they had any reason to gripe about. Coming from a different system, I thought lots of things here were very good and they just raised ole bloody **Ned** about. Faculty here rarely talked about, when they were in a large group, they never talked about anything of any interest, just their relationship to downtown. When they were alone lots of times they were very good people to discuss things with because it was a well qualified faculty but put them together and you had a bunch of inferiority complexes. All right, the faculty was interesting. I came in with 29 of us,

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at one time that was the biggest group they'd ever taken in. But you know, several years, for several years after that there were larger groups came in each year the College expanding very rapidly, even more so when a few years later when the standard load was cut from 15 to 12 hours, and the student enrollment kept increasing as one time we were shooting for 10,000 students. It was right in sight and then suddenly a number of things happened. The biggest thing that happened was the political heir appointing Ralph Dungan to come here, a guy who had nothing to do with anything, but the Kennedy administration, and it was an educational administration, he came in here, it was a darn nuisance and he kept getting in the way, and I count the --shall we say --the aborting of that promise that we had --I counted the beginning with the educational Governor Hughes who brought Dungan as a disaster. All right, soon we're talking about not having 10,000 now they're cutting back steadily. All right, the students here compared to the students in Oklahoma were more in the middle group. In Oklahoma you had, you didn't have any SAT's. Excuse me. The students in Oklahoma just came in off the streets, or more likely out of the pool halls. And got in school and some were bad and some were worse and some were very good. So we had a tremendous range, but here you have students taking the test before they entered and so you had, you had a more, a more control over the quality of the student body, and all the students here had the same goal--they were all going

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to become teachers, or coaches or administrators, --I'd like to separate those people out from teachers. And the body, the student body's much more homogenous. The big difference I guess was in boys and girls--because the girls' cutoff for SAT's was much higher than the boys' cut off so we got in some guys that-- they were about as sharp as marbles, yet you could have some very good girls in the same class. They had just quit the lock-step performance when I came here where each group was with the same

group all the way through college in every class, but they were beginning to have electives and I was very glad of that, that a big change was beginning to take place. They had just had a change in the pension law, and a lot of the older people had retired, and that's why we had so many people coming in, and they were changing the curriculum too so we began to get some changes and it was not to get away from teacher training but to allow them a greater latitude in it. All right, President was Dr. Ed Martin from Missouri, a gentleman of few words, we had a faculty meeting, and Dr. Martin could look up and tell you who wasn't there and he could also mention someone who had an excuse for not being there. We were still a little paternalistic here at that time. Well, Dr. Martin, as recorded by Dr. Goewey recently, got in a fuss with the other Missourian who was running State Education Department, Raubinger and Dr. Martin left. Mr. Raubinger had come in a little bit, I think it's Dr. Raubinger, he had come in a little bit previous (end 8)

to be the Commissioner of Education in New Jersey. Well, his previous experience I think had been in junior high—and sure enough he converted the whole system into a junior high, from top to bottom, then they decided they didn't like that and they got in Dungan, a purely political person to become Commissioner of Higher Education. Should have been a Commissioner of Higher Politics, if Robert Kennedy hadn't been killed we'd have gotten rid of him earlier, because he was headed for the Kennedy campaign, but the assassination stopped that in '68 and we had to keep him a while longer. He's a nuisance.

To get back to the campus though. The campus at that time was pretty much as it had been built in the first move out here in the thirties. The large buildings as you see now on, facing Quimby Prairie were the same style and they had to have the new building, Centennial was new, it came in for the centennial year in '55, and they had a lot of wooden buildings. I think you stayed in one as a student. These were regarded as temporary and most of them are gone by now I'm glad to say but they were very handy to have around—we had an expanding population. A lot-- Parkinson's Law says that you never get the proper housing until you're declining and are about to go away. Right now we have a big building program on campus I worry a little about that. But then when I see that most of it is in Athletics, I don't feel so bad because this is not an athletic factory anyway. Except (end 9)

Hewitt: They were called the vet shacks. Did you ever get to spend any time in those?

Carney: You mean the barracks? Yeah I was officed in a couple of the barracks and they'd been arranged into little rooms but otherwise they disgustingly reminded one of those two story barracks we had in all the camps during the army. There were one, two, two big ones here, and they had brown bungalow, they had a lot of wooden shacks around here, and then all those relocatables, we taught in you know. They were regarded as temporary and they indeed proved to be especially when the student unrest in the seventies burned 'em out. Very temporary.

Hewitt: Champ, were there any outstanding students or students that really stick out in your memory from back in those days or since?

Carney: We've had some good students, and there's the ones I tend to remember most rather than the more picturesque ones. When we got to be **Social Studies Department, had social studies majors** I got

to see a lot of people I wouldn't have seen otherwise because they'd majored in history, say, and we'd see them for instance, --Congressman James Florio was a major in our department and I knew him and his wife, his wife was a very fine student, she was a freshman here when they got married, I don't know if she finished or not. But at any rate he was a fine student, conscientious, hard working, knew the subjects completely whenever he dealt with them I understand that he's that kind of a congressman, that you go into a conference with him and he knows everything the conference is about

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and is a very fine congressman. We had William Puzo, who you might have seen written up recently as an instructor out in I believe Fullerton College, California, Mr. Puzo was a very sharp man. Unlike Mr. Florio, Mr. Puzo was a far, far on the right. And he was in fact downright reactionary --a conservative monarchist probably. At any rate Bill Puzo was one of our majors—he, if you had an 8 o'clock class, Bill would only show up for the test, and do it pretty well, do pretty well on it, usually an A. Unfortunately he didn't take his degree here because he got thrown out for soliciting for a saloon down here and wound up in Monmouth County. Bill was outstanding. He knew the catalog backward and forward and when you'd come in, he'd come in to be advised and just be quiet. He was going to advise you and you might as well see what he had to say because you can bet he knew what he was doing. He is a, now a geography, a head of the department, no, he's in the department out west. Head of the department at Virginia, Virginia Polytechnic. It is, Charles Goode, did you know him? (Hewitt: yes) Yeah, Charles Goode was a freshman when I first came here. He worked, he was assigned to me to work in the map room and he got interested in that and then when the African business broke out and Columbia University recruited 50 teachers. In finishing that year all over the United States, two of those 50 came from right here. Great big 6 foot 4 blondes, looked like Vikings, Charles Goode was one of them. The examination to eliminate the extra applicants was given by the British I think and much of it of course, was geography as it should have been. And Goode did so well that he got his

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choice of where he wanted to teach. And he chose to teach in the Kabacus Palace, the ruling palace in Uganda, and he was right there had his two years or so, came back and worked off his degree and is now head of the department down in Virginia. There are several others that I, that I've lost track of but Dorothy Meale and many good, good students in geography who were going to teach in the public schools. I'm glad they got into that and I hope them the best of success. There were numerous people who were excellent students here.

Hewitt: Champ I don't think anyone's mentioned it yet, but where was the map room in those days?

Carney: The map room was way down in the labyrinths in the bottom of the library, the Roscoe West Library. Now I'll divert just a moment here. One of the big attractions coming Trenton State was the library. Dr. Hirsch had built a good one and it got better and better as it went along. One of the finest libraries, libraries for a school this size in the country. Well, anyway, we domiciled in there and I was assigned the map room, it was down in the bottom you went through a bunch of temporary corridors, and got in the map room way away from everybody else; but you didn't even have a light switch so

when Warren Nutt who had the AV went down there and would turn out the light, I was in the dark!
[Hewitt and Carney laugh] I spent about half my time yelling at Warren to turn on the lights but

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he was doing AV work, he didn't want the lights on. Yes, we moved the map then up to the third story and it went much better--an inside room but it was a good map collection too and we still have, we still have it, and Trenton has an outstanding collection of maps and I'm glad to say is going to continue to be added to because we're still a map depository for the Army map service. But Dr. Fox now takes care of the maps.

Hewitt: What about the changes in the sixties and seventies?

Carney: The changes in the sixties --the sixties were hectic. Huge numbers of people wanting to get into the College, activism among the students, for a variety of good reasons and some silly reasons, and some bad reasons. But at any rate it was a very--as you know, a very energetic generation we had at that time. In the winter, in Trenton here I think the first activism began to show when the protest on the Vietnam War began at the, in the campuses, some small cells organized around here. But when they found out that they could burn up some of these buildings they got more active and did burn several of them out and I'm not sure what the activism was for at that time, except that the springtime student energies were dissipated to some extent. But we had some excitements on the campus, for one thing after Eugene Genovese over at Rutgers was exposed as a Communist --he had written several books, he's a historian --who else would be a Communist, after he was exposed they

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started a witch hunt for Communism here and they found out a one year appointee here in the History Department had a record of being an activist in the Communist Party.

Hewitt: That was Edwin Moser?

Carney: That was Edwin Moser. Edwin had been a radical in the Communist Party -- he had, was so radical apparently that he was a Maoist. He was past the Russians. At any rate he had his degree, and we hired him on here --and then his first year his name came up and there he was. There wasn't any question about it, he'd been a member of the Party. So he was thrown out. But as you know, after the hearing went through, he was brought back, it was Ed's misfortune to come back when student unrest and activism over the Vietnam War, more than anything else, there's Civil Rights too. Activism over that hit a high and he was right out, in the middle of it, and so they let him go again. And I think he's working for New Jersey Civil Service now, but it caused a lot of dust up and got in Trenton some publicity that we really didn't need. And now that Ed's been back on the campus, he's taught a class or two, but no question of his being rehired at any time.

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Hewitt: I think he's the Union person now with CWA now, which is one of the Unions on campus here.

Carney: I'm not at all surprised to hear it. And so he's still with the state Civil Rights? [Hewitt: Right.] Civil Rights, yeah. Another thing we had a parade of here at Trenton State was presidents. There was a time when we were throwing out presidents like you'd discard the three bad cards and hold a pair of deuces, we'd gettin' rid of them with great regularity. I'm not sure why they all left, but the president at Trenton has a hard time.

This is a very great contrast to the place in Oklahoma where the president was two hundred miles from the Department of Education, they didn't want to come down that part of the state. So he ran things about suit himself. And here, the President's always under the gun. When Raubinger was the commissioner, this was the college he came to. And when any area for space or something, they came to Trenton State College. They were always on our neck, taking our parking plans, and otherwise making nuisances of themselves. And the President had to reconcile that with the business of running the department, pardon me, running the College, making the policy, hiring and firing, and it was, it was a real strain on them. They reacted different ways. This is before we had the independent board. (Not that it's all that independent.) But the president would have to make up his mind. Was he going to try to run the college, and establish

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policies here, or was he going to try to have as much influence as he could downtown. And they tried it different ways, right now of course we've got a good PR man who has a lot of, apparently, a lot of connections down in the department and it may **rebound** in Trenton State's benefit, but because we had such a stressful situation, the presidents were coming and going very rapidly as you know. And during the sixties we had about four of them. And some had a very short tenure and some had a very unhappy tenure. It was sort of fun to watch the changes going and the College nonetheless had a life of its own. It kept going in the way it started in spite of the presidents, it was not worth learning some of their names sometimes, they were going to be here such a short while. Most notorious I guess was the Heussler case where for various reasons the whole faculty wanted to get rid of a president. And we had a lot of picketing and upsets but the faculty was so strong against President Heussler that he had to go, and finally he did. Then the student body changed. The students, which had been most active, and most energetic and raucous and loud during the sixties suddenly gave way to the vocationally minded students that began moving in about '72 in large numbers and that's what we tend to have now. People who are vocationally oriented looking for a college career to further their future interests.

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And there's not much interest in this activist business that we get causing so much trouble in the sixties. You see it on all the campuses all over. In Trenton State, always a little behind, did get into the same kind of a category of vocationally oriented people. They mean, well, I guess they're yuppies, I don't know, they mean to be yuppies anyway but that's the kind of people we have now. Quite different from what we formally had.

Hewitt: How do you see the students we have today, ability wise, as compared to yesteryear?

Carney: We still have as many top flight students, I believe, but I think that we've reached the next lower strata of a, of well-prepared students than we used to, in other words a lot of them aren't well prepared. When you were in this college there was no such thing as remedial reading program, nor baby math or some of those other things that make up for gaps in a student's education as far back as the sixth or seventh grade. Now the college is in to that. Now as a public college we have to go along with what the public says but I don't think we are exactly --I don't think our general level is as high as it was and we certainly have a lot of faculty engaged in remedial work, which is not really the function of college. And so I would say that we a, we have deteriorated somewhat. When so many faculty are in remedial work, they're not doing the things which you expect the college faculty to do, and the result is that, that we turn out probably as many really good students as we

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ever did. The general tone of the place may continue to go down as more people from the lower strata come in and of course that's gonna happen, because we we're getting a smaller pool to draw from as the number of high school graduates go down. I understand that New Jersey still sends a lot of its people out of the state; as that was the rationale for building the two new state colleges at Ramapo and Stockton, and it's about like it was when we first came here. Of course our enrollment has been held down, why, I'm not sure. To save money I suppose. So our students now are more like the students that I had in Oklahoma. A great range of abilities and accomplishments and more below the level of SAT's they have been admitted with in 1958. So we gone down a bit. And the faculty of course had gotten a lot older, where we brought in 29 brand new people, I'll say something about some of those people.

Hewitt: Why don' we run a few of those by you, Oscar Bocker?

Carney: Ah yes, Oscar had the finest British accent. He was a West Indian. He was bit older than I am, retired awhile back, and was a Union activist, and was a Church member down here, and one time when the poor people marched the Church didn't take the marchers in so Oscar was out there with a sign picketing in Church the next morning. I

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haven't seen him for some time but I think he was doing some adjunct work here later on. He was always an entertaining fellow at the table, lots of stories to tell about the tropics, and about, something about Britain, and it was fun to have him around.

Hewitt: Darwin Jeffries?

Carney: Jeff was a, Jeff was in education and he was something of an education activist. He had a good career as a public school man, then he got into college teaching. I remember mostly. Jeff had to retire early. He had a bad heart. I remember mostly his, the title of his book, which was, do you remember it?

Hewitt: No I don't.

Carney: To Hell with the PTA! [Hewitt: Oh yeah] And what it said was to hell with the PTA if it doesn't do what it should do. But he was very much in favor of it. Someone had said that sometime in the past and he picked up on that quote and so the title hid the intent of the book pretty well.

Hewitt: He came East from Montana, didn't he?

Carney: Yes, he was a Montanan. All the Westerners coming to Trenton State, coming to New Jersey education were amazed at several things. One, New Jersey was about twenty-five years behind the times. Yep, people from out in the sticks aren't supposed to be quite up to the East Coast, but I'll tell you New Jersey was old fashioned! Incidentally, they brought in a whole lot of people from out of the state. I think that probably helped their, they helped their level a bit. When I went to tell the president of Southeastern that I was going

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to take this job he said, well, you go to New Jersey and you raise the educational level in New Jersey and Oklahoma. So I came.

Hewitt: What about the fellow that beat you at chess all the time?

Carney: Which one?

Hewitt: Laverne Miller.

Carney: Oh, Dr. Miller. Now there was a gentleman who's about the best traveler you ever heard of, long before Richard Nixon or any other American was allowed in China. He had been on the Great Wall during the war, a very well travelled man and almost a Geographer, but he fell from grace and became an educationist. Dr. Miller is famous for being, ah, elsewhere than the campus because you know he was, he was a, he was a critique teacher. He went around and did all that business of looking at practice teachers. He was never here. People, well, Jim Forcina couldn't remember his name one time and he'd been in Jim's Department all that time Dr. Miller and I did use to play chess and I resent your bringing up the fact that he beats me all the time. I thought this was going to be an impersonal interview, and he's around the house; saw him yesterday, fleeting from job to job, retiring and enjoying his retirement a great deal. But the history department has the Laverne N. Miller trophy which is given each year is given to the historian who is around the department the least. And nobody's been able to win a leg on it. Of course

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they wanted Dr. Miller to present the trophy but since it was for absenteeism it did not really seem appropriate.

Hewitt: How about Franz Geierhaas. He came when you did.

Carney: Yes, he did. Franz was right out of Michigan State I guess. Ah, and, a young psychologist, well now he and I are, were part of that group, but it wasn't for ten years, til ten years later that I had my

best association with Franz. He and I took a group of Trenton students, 19 of them on a tour, he was the boss, I was the assistant, of Europe, and I enjoyed it hugely. It was the best time I had in this college and I think it's just too bad that we had dropped that program but for various reasons the business of summer study and homestay over in Europe were dropped out. But it was excellent. We toured around, we were in Germany and we toured around a number of places. We were in Prague that year between the times that the Russians got out and the time they came back in. We saw the Prague summer when the people were all over in the streets at right up to Midnight as if they were drunken they were so happy. We had no more left Prague, well they wouldn't let us go out the way we wanted to because the Russians massed on the border and we had to go out a different way from Czechoslovakia and we weren't out very long before the Russians came back and it's been under their heel ever since, but Franz ran that program for

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several years and very successful at it too.

Hewitt: And certainly we should mention John Karras.

Carney: Must we? Ah, John and I came at the same time and wound up in the same department. He was hired quite late and for history of course--he's a head of that department now. John came right out of Rutgers and so we were starting here together and often ate together, because at that time most of us ate at the Faculty Dining Hall. And he and I were newcomers. So we, I got, we got to get acquainted. I found out he likes sports and knew a whole lot about the Dodgers. Something about the Giants and so we got to talking to talking that kind of stuff and I found out he played chess so we got, so we've been friends for a long time, we're playing chess and one thing and another. It will probably surprise you to know that when he first came here that John was kind of a rather shy guy. It did surprise you, didn't it? [Hewitt: It certainly did.] And he got busy and learned the operation of more committees than anybody else on the campus. So that he is a very observant and knowledgeable person, on this campus now. The History Department has benefitted from it. If we had not been separated from out in the Geography Department, perhaps we too would have benefitted from his strong leadership of the department. Ah, Don Chandler [**sounds like Kinjer?**] came into history when I, John and I did and Don was an author who left here to go to

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Indiana, I understand he's retired now, he was American historian. Who else you got there?

Hewitt: Well, I think Bob Worthington, but he left also, didn't he'?

Carney: Yeah, I think he went on up, I heard that he was Commissioner of Education in Utah. But I don't know how true that was. I didn't hear... Worthington's best moment I think, came when he grabbed Dungan by the neck, but I don't know that story, it's just a rumor, so I won't say anymore about it.

Hewitt: What about the changes in the subject matter and curriculum for the majors, your majors?

Carney: You know, when I came here, there were about 16 majors in each of the four classes. When I say major, I mean geography majors. Well, they converted the last two classes into social studies majors and that was all right, we still had a lot of them. Then we got a lot more geography and were offering a great many courses. But they still were subsumed under Social Studies and though we one time we had eight geographers here --we didn't have very many majors and as people were, geographers left the department, for one reason or another, they weren't replaced. The result is that today we have a lot more courses, a lot more courses on the books than we could possibly teach with the small department that we have here and our majors will suffer thereby--The program was going downhill possibly 'cause of this business of ah, of ah equivalency --or equivalent enrollment --what do you call that gunk? At any rate, the idea that a

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public school should pay for itself. The whole idea of a public school is supported by public tax money should pay for it. Otherwise I don't know why you get out from under the tax situation and charge what you want to, but they were trying to make everything pay for itself. And when that happened and we didn't have enough majors, then our program in our department began to hurt. As far as the rest of the curriculum's concerned, about 1968, Trenton State began to go off with the business of preparing only teachers and spread out into its present situation where you have a great many majors here, a Nursing School, a School of Business which is very successful and I don't want to get into it more before I leave something out but we've expanded into a situation where we're a general all-purpose college. But I see a possibility soon where we'll go back into more teacher preparation, because of the need and older teachers retiring, but it will never be like it was before, of course. There's not that many teachers needed. The curriculum has added a lot and expanded in many ways. We've lost our field trips though by going to this business of two classes a week, for 75 minutes you'd think we'd do better for field trips but they've become so expensive that we just can't conscientiously charge students for them. And the result is that I think we have a somewhat poor curriculum in geography in spite more titles and very well prepared teachers because we can't do the field trips we used to. Only geology does it, does them.

Hewitt: What are some of the field trips you used to take?

Carney: The one I took most and liked the best was a fall field trip to Lancaster County.

Hewitt: Amish country.

Carney: Yeah Amish country, exactly, where we went out and we prepared for it by going into some literature and going out there in the fall and you pick up all the landforms, and the Dutch have of course their own charm. That was excellent, but unfortunately the Dutch has become a tourist country now, and you have a hard time getting off the major highways with all these Dutch kitchens and other commercial establishments and it's becoming awfully expensive to take field trips and I don't know when the last time was that someone went out there. I was out in '67, I took President Gillenwater out to that, to Lancaster County and he liked it very much. And there were local field trips for local things --physiography; we'd decide whether we should go to the seashore or we'd go to the barrens or we'd go

to the river or we'd go looking around to the outlands and that was absolutely great. Fred, Fred Goldstein in Geology still does some of this and I envy him, with a lab course, you can get away with it. Then there was the geographic club in New Jersey, what's the name of it? Council?!

Hewitt: New Jersey State Council--

Carney: Yeah, New Jersey Council--

Hewitt: for Geographic Education.

Carney: Yeah, Dr. Botts was very much into that and so were the other six college—the five colleges. We were rather close associates. We saw each other a lot then; we'd take those field trips, one in fall, one in spring and did a lot in New Jerseys. Nice little field trips in-state. And I saw some very good things in that. Students sometimes went--this was usually a weekend trip, but that too fell by the wayside as expenses just went up and up and up. The field trips were excellent and I am sure sorry to lose them.

Hewitt: You mentioned Virgil Gillenwater. He was here a short time. When was that?

Carney: President Gillenwater came in from Illino—no he came from, he was in Illinois, he came from northern Arizona. He'd had experience I think in changing some colleges from teacher education to general and we were looking towards that way and he came in and the new man, the new man, the Chancellor, Chancellor Ralph Dungan and he, I think, got into loggerheads rather quickly and the first board meeting we have he presented his resignation. He hadn't been here but about a year and knocked him into a tizzy and then they had a hard search and they came up with President Heussler and that was unfortunate because President Heussler made enemies with so many people so quickly that he was under fire in July after coming here in the year before, and by February he was out. That is, '69, '68, '69, and '70 --he was out. And so the Board had lost the first two Presidents and lost them very quickly, so they went for a person who was well known on the campus and had had an administrative position -- and Dr. Brower lasted for just about all the seventies and then resigned without being forced out in '79, --I don't want to make it sound as though as if he were about to be forced out, **but we had been leaning that more than he helped so I mentioned it?** And those presidents, President Brower had a period of little campus unrest and the time with the vocational student and the curriculum changed a great deal under him and it was a rather constructive period. It hurt the Geography Department though.

Hewitt: It seems that at a time when we should, are so involved in the rest of the world and should know, our students should know a great deal about it, that students we get are almost geographical illiterates. How do you feel about it?

Carney: I feel they'll go out and become teachers at Trenton State College, a lot of our faculty aren't all that literate either. But the truth of the matter is, as citizens of the world that of course we should all be aware of the simple differences in the world's regions and prospects, and resources, but apparently we teach it nowhere in the schools and the people get here unless they make a conscious effort for it and just drift along with it, they don't get much of a chance to learn anything from it. A few years back they talk about international, we're going on an international kick, Trenton State was, questioned every

program for international aspects of who's more international than geography? Nobody. But they didn't get around to putting anymore geography in anything like that. So the geography field is really agrieved on this matter, perhaps we're paranoid. But we have lost five faculty members in a row, I'll be six, without a replacement. And so one can only draw one conclusion from that, that is that our, our time here is short and will soon disappear. I understand that of the first five teachers hired in 19-- 1855, three of them were geographers. That's just my understanding, I didn't look it up. Well, things have changed, haven't they?

Hewitt: Perhaps I can get you to say something about some of the colleagues, starting with Dr. Botts?

Carney: Oh yeah, Dr. Botts was a big asset to this college. He had a good reputation; I heard of him before I ever came here. He had a good reputation in teacher education and as a field trip leader too. I mention this in passing. And Dr. Botts very much engaged in the turnover in the fifties in the college when it was making a lot of changes. I always, always liked to, to talk geography with him and Dr. Botts, when he got here he was the man who was put in the head – he was a man who was put in charge of the Social Studies Department and he didn't do much geography otherwise because he had all those, all those other disciplines to worry about and there were many more of them than there were geographers. It was always a good thing to work with him, very internationally minded, Dr. Botts was, but his field trips really lay within the United States. And they had some good ones. Did you ever go on one?

Hewitt: Gaspé Peninsula.

Carney: All right, that--You went to the Gaspé? But others went far over to the West, didn't they? And he was a fine teacher by example, and in the field, as well as having a good reputation for writing and teaching in the classroom. It was a big loss to geography when they put him into an administrative post where he just had to take up so much time with other disciplines. And I'm sure very sorry about that, eventually I became very sorry about that.

Hewitt: Dr. Bernice Casper?

Carney: Dr. Casper was here when I was hired in April but when I came in the fall, she was gone. She'd gone off for a year in Nebraska to finish up her degree. The first year I was here then Dr. **Mumpsmeier** Nideau took her place. Dr. Nideau was a South African of course of Indian heritage and there was a distinctly international flavor here especially when he cooked up some of those Indian herbs and fed them to the faculty. Almost all the faculty survived that stuff by the way. Dr. Nideau, later in '74 when I'm in England I see in the paper a picture of Dr. Nideau and some other South African representative, who had go-- who had been representatives to the U.N, they'd been representatives to the UN and they wouldn't seat Dr. Nideau nor the tribal leader that was there because they said that South Africa was too racist. Of course, you might say he was a token appointee, but I got to know him rather well. Well, then Dr. Casper came back. Now Dr. Casper's reputation was largely in educational geography. Through the Mid-West she was well known. I, I knew of her when I was in Indiana and Oklahoma, too. She was **well known for a writer and scoping sequence in particular in geography and for the grade school. I got the ideas? more for grade school and junior high than anyone else**, and she was of course, had

been a grade school teacher, and junior high school and high school teacher, so she was a fine educational person. Got a good reputation for that, she'd been the president of several organizations. Now Dr. Turk was younger than Dr. Casper and Dr. Turk who you knew as well as or better than I do. Dr. Turk was very political, very political. She always was interested in the faculty organizations and associations, and there, who was going to run what, those kinds of things. She was a good, good geographer and particularly good in cartography and Latin America. But I think of Dr. Turk mostly and I think of her political activities on the campus which were --she was always interested in what was going on and she was a very good sponsor for a sorority here. I remember when they had that crash that killed students and Ernie Sixta; all of the, her kids were coming in crying on her shoulder because she was their sponsor, she was their parent substitute, and most of them were her sorority girls. And she was a real sympathetic figure for them. That was a bad time.

Hewitt: I noticed Abe **Murlesin (?)** was back a week or so ago.

Carney: Dr. **Murlesin** was our Central European connection. Dr. **Murlesin** had been a teacher in Poland before World War II and he was in the Army, in the short-lived Polish Resistance to the Germany in 19-- September of '39, he was in the cartography section, and then they got out and he had a very --well for a while there though you know the Poland's conquered the Russians; the Russians, Germans were at peace --well Dr. **Murlesin** thinks well I'll get into the Russians, because after all Polish, Russian, they speak, well maybe he could speak Russian fluently, I don't know, anyway he applied for a job and they sent him out to, they accepted him, he was gonna teach in Techkant (?), he went out to Techkant University to look it over and they looked him over and he got the job. Then he came back --and he came back in the summer of '41 just before the Russians-- the Germans attacked the Russians and that was the end of that. And he didn't go to Techkant, but he was in and out of jail--prisons and he had some weird adventures in there, or fooling around with the Underground and only one time he was living with a bunch of peasants and the peasants were made him sort of a captain, or a leader. He said he spent his time arranging marriages --"you would, you'd think we should let you have this wonderful girl for only two pigs?" look at that and those kinds of things. And he was also **chopped?** in jail for a long time. And he had a hard time during the war and on the run, lost his family, came over here and we hired him. Had to have him, he was quite an asset to this school. He taught at CCNY. They made him an offer to come back to CCNY. He didn't want to. He liked it here, but rather than turn them down, he said I'll come back if you give me a private secretary, so much of a budget --and such, and they said, sure, you can have it. They called his bluff, so we lost him.

Hewitt: Is there anything you'd like to talk about, about the campus or the history before we ask you where you're going to go and what you're going to do?

Carney: Oh I understand that this tape is gonna beep beep to certain places, or I know he's putting the five minute beep on there so we'll talk about the future. As far as what I'm going to do, I'm going to go to the West Coast and the future indefinite.

Hewitt: Portland?

Carney: Yes. **Going there, north end of the alignment there?**, East of Portland. I have children and brothers in the San Francisco area and that's close enough that I won't get in their hair and they won't bug me too much. And there's a junior college there, perhaps I will get an adjunct or teach a night class or something like that. And to tell you the truth I haven't any plans except changing residence for retirement--I might wind up doing a lot of volunteer work since that's not-- that area is not economically prosperous at the moment because of the downturn in the lumber industry and so I might wind up with the volunteer work instead of gainful employment. And as far as what actually happens, see ya next year. Then I can tell you what occurs.

Hewitt: Well, thank you very much, Champ, for being here today and filling us in on. I'm sure there are a lot of spots there that are found no where else than in this, these tapes, Living History of Trenton State College. Thank you again.

Carney: Yessir.