

Kenneth G. Tillman interviewing Franz Geierhaas

Tillman: This is another of the oral history series for the Roscoe West Library oral history project. Today we're going to be discussing the International Education Program at Trenton State College from its inception, which really started back in 1947 and is continuing in full force at this time. Franz, do you want to give us a little bit of the background as you remembered; you came in 1958.

Geierhaas: Yes, I arrived 1958. Now, that time the active, but relatively small program was run by Dr. Del Botts, professor of history, with great assist from Dr. Fran Tiffany in the psychology department. Of course I immediately found out about it because I was in the psychology department. And so I helped Del and Fran and several other people helped: Connie Johnson was very much involved, too, in the early days. He was one of our first exchanges to Scotland, but, more about that later. At that time we had some students here and we had a program of scholarships for our students to go overseas. The monies came from the student government out of the student fees. At each year for a great number of years, the student government was very generous in donating or assigning monies to scholarships. And so, we could send our students on practically full scholarship to these various institutions abroad. And when later the German summer program started we also got a number of scholarships out of those funds for the summer scholar-- for the summer program. But I think we-- can you-- could bring us up on the very beginnings up to the time when the Frankfurt program was started and I could pick up more on that, yes.

T: Looking back over the records, I found that the first record of a person coming to Trenton State College was 1947. And it was a student from Germany, interestingly enough, who came, the concept of that time was to bring students to Trenton State College. So they would bring one-- start off with one or two students and increase three or four per year. And then Trenton State College joined the Experiment International Living in 1952. That, that period of time as it started, the students went for a summer. They would go live with a family in another country for a summer. And from that, the program grew--and I was—1953, '54, Scottish exchange was instituted with Dundee College of Education in Scotland. This alternated; in other words, every other year they would have an exchange, until 1962, and at that point it became an every year basis. Then, in 1957, '58, there was an exchange which was developed with the—in Canada, with the University of Saskatchewan. And this is continued to this day, this is for an education program. An education student comes from Canada through Trenton State College and the Trenton student goes to the—in to Canada. And it's a no tuition charge to either student; they only pay their room and board. So this has been a very successful, and it has continued to this point. In 1963, '64, of course the, the Frankfurt exchange began and I'd like you to talk a little more about that. But just the, some of the other basic programs we have continue to this point. In 1967 the Denmark exchange started, and that was very well supported during the early years.

Now the program has become so expensive that we have relatively few students going to Denmark. But in the early years this was one of the primary locations. And then in 1968, the semester abroad in England started, which at the present time is our largest exchange, as far as where our students go. One of the reasons is it's relatively close, the cost is reasonable, and the language is the same. So those-- that is sort of the background of the early years of the development of the exchanges which continue to this time. Do you want to say a few words about the German....

G: Yes.

T: Frankfurt...

G: Obviously, being German by birth and having been an exchange student in America myself in 1949 in Vanderbilt in Tennessee, I was always interested in the exchange program. And I was involved with Dr. Martin, president of Trenton State College of those years when I first came. He got a letter in 1962 from Dr. Kenneth Barker who is the executive secretary of the American Association of College Teacher Education, wait a minute, the American Association of Colleges for Teacher Education in Washington. And they had monies to distribute to institutions who would like to develop a program of exchange of materials, primarily, with some international schools somewhere. And we were assigned a teacher's college in Cambodia. Well, Indochina, as we know, was in turmoil and we never heard from Cambodia. Even Dr. Martin called the Cambodian embassy in Washington and they said yes, they would go after it but we never heard. So, he went—we had a visitor from Frankfurt, the teachers college then associated with the University of Frankfurt before it became fully integrated into the University. And Dr. Gernot Koneffka, who's now professor of education at Darmstadt University, and Koneffka was on a tour of the United States, on a Fulbright tour to study American teacher education. And he came to Trenton State College for two days, and Dr. Martin invited all the people on campus who were interested in Germany, including Dr. and Mrs. Hirsch, the librarian and the professor of Philosophy who were both Germans, and some other people... and myself. And at that luncheon, Dr. Martin said, "Well, we have monies, and I will see whether we can get these monies switched over to Frankfurt if you, in Frankfurt, are interested in establishing some sort exchange of materials: films, journals, books, and so forth." And I piped up and I said, "These exchanges may go for a year, and then they die unless you have exchange of people and the exchange program really doesn't grow or develop beyond a short period of time." That was my guess, and we never know whether it's true or not. But anyway, we, Martin said, "Why don't you set up a committee on campus, get yourself some people and develop a program with Frankfurt, an exchange program of some sort?" Since I was going to Europe, and to specifically into Europe at the Frankfurt Airport and then to my hometown in southern Germany, I was the ideal, pragmatically speaking, ideal person to negotiate this contract because I could go—I was there every year, and so, they knew me, I knew them. And over the next 2-3 years we developed the

program with Frankfurt University, which now is two-prong, but it was actually was three-pronged at the beginning. In 19—the first part was the exchange of students. And we developed the exchange program with two students going to Frankfurt, and two students coming here at the beginning. And this has enlarged; you can give us the figures later on as to how it has enlarged. I understand in 1991-92 we were getting eleven Germans—

T: Eleven Germans—

G: Eleven coming here. Anyway, I immediately started to brainstorm with myself, and in one of the meetings I suggested, how about a summer program cosponsored by the Experiment with who we had very good experiences, develop a group from Trenton State College, taking to Germany, half at home-stay, half a week or two, at Frankfurt University with lectures by Frankfurt personnel, and then travel through Europe for 2-3 weeks in the German culture area, which always included eastern—East Germany at the time of the DDR, Prague, and Czechoslovakia, some parts of Austria often. Once we went as far as Budapest, Switzerland, Alsace, and heavily in Germany. This was called the Area Study Seminar in Germany and started in 1964 and went on until 1975. I led six of these and each time I had another colleague, another professor, go with me, each year different person. And we had a home-stay in one German city after another. It was Karlsruhe, Freiburg, Stuttgart, [?], twice in Berlin during the times when I led the program. Siegfried Haenisch, professor of mathematics, also German-born, he led the program with me one summer and then he took over when I decided it was time to hand it over to somebody else. And so he led it a number of other times with other colleagues. But in 1975, that program unfortunately died because of the shift in the value of the dollar: it was simply too expensive for American students to go. And also the student government had stopped giving scholarships some years before. One of the government—student government presidents said that these scholarships benefited too few people and that she'd rather suggest that these three-four thousand dollars would be used for a rock concert. We were all shocked, but that's what she did, and she got it through the student government association and that was the end of monies from the student government for exchanges. I think a very sad day in the history of the exchange.

T: I want to pause, you standpoint[?] for the change in the rate of the exchange. This is made it possible for more German students to come here.

G: Oh yes, yes.

T: Whereas before, it was very difficult for them to.

G: Now, the student exchange worked very well. Frankfurt, of course, in Germany, there is no tuition, and we waived the tuition here, and then we gave them free room and board, I believe.

T: No, it's true, free rooms, fourteen, or fourteen free meals, fourteen meal plan for free.

G: I see.

T: But they paid their own—

G: Yeah. But at the beginning, the first few years for a full, free ride, including monies for books...

T: [?]

G: 'Cause at that time—at that time the German mark and the dollar were exactly the other way around. You got 3 ½ marks, or something, or 4 marks, even, for the dollar. And so we really had to support them heavily.

T: Mm-hmm.

G: The exchange with the professors started a year later. And here we hit upon a marvelous solution and cut the bureaucratic nonsense down to practically nothing by saying: Professor XYZ from Trenton State College would go to Frankfurt on a field trip for a year. Be kept on the rolls here, be paid here, and the same in Germany. The Frankfurt professor would be paid in Germany and be here on TDY, tour of duty as it were. That way we did not have to go through all the bureaucratic stuff, having some committee, some board of trustees approve each year a new professor, and his credentials would have to be examined. This way we trusted the donor university, a donor college, saying we stand behind this man, he is a full faculty member here and please accept him. And so far this has worked beautifully. Now, when the Germans came here for the first years, of course, they were in the same boat as the students. The German mark didn't go very far. So we arranged for free housing for them here, an apartment on campus, and free meals, a main meal, one meal a day for the whole family. And this has gone on until now when this meal plan is being cut out and the Germans can well afford them, obviously to pay for their own food now. In Frankfurt we got a small apartment which Al and Betty Cohen, the second exchange professors, got through their college in Frankfurt at the guest house of the university where small apartments are available for visiting faculty members from all over the world. And this apartment has been, and quote, in our hands, end quote ever since 1965, this is now, you know, 26 years. And you can will, indeed will go to live in the same apartment. This little apartment of two rooms, little tiny kitchen and bath, can be enlarged by renting, at the American's expense, another room, so it makes rather nice livable quarters. And it's only 3-4 minutes from main campus of the university which is, of course, marvelous. You don't really need to drive and park, you can walk to work. And so this is how this exchange prospered and

we have not missed a year. We missed one semester once, I believe, because of some illness, and somebody had to withdraw the last minute. But I, myself, was on the exchange to Frankfurt twice in '73 and in '88. And I benefited immensely from it each time even though the system in Frankfurt, teaching and student-faculty interaction and, were like, are very different from here. But everybody participated in the exchange. And here we have this marvelous little booklet that Ken, and I, and Ruth Sommer, the chief coordinator in Frankfurt for many years, put together: 25 years of the exchange with contributions from students and faculty alike, both for the year students and the summer students. And we had a very wonderful gala event here in 1988.

T: '88, yes. You went in '8--you left in '88.

G: Yes.

T: Right after...

G: Yes, right after the gala. And there was a—and maybe you can talk a little about that when I am finished with what I have to say. I would like to come back to the summer program for a moment to give you the structure of that. We soon realized that just to go to a German family without any German background, German language background, was not as beneficial and was not as enriching as if the students had some crash German program. So the Experiment which has developed the audio-lingual method beyond Skinner's attempt, and successful attempts, at Monterey during the war (World War II, that is), they trained a lot of Peace Corps volunteers for various exotic languages that are not taught in American schools. And they also had a three-week, four-week courses in Putney, Vermont and Brattleboro, Vermont, and made it for us in Germany with teaching German on-- for three weeks, ten hours a day. It covered two years of college German in those three weeks. It was brutal for everybody: the instructors and the students. But, at the end, they had-- they could talk. It was all geared towards talking, not to reading, not to analyzing grammar, and it really worked. And the students went to the families and could at least communicate on a very basic level. And that made the family stay, four weeks each time, much greater success. Now, during the family stay the students met with the American coordinators- in my case, with myself and colleague, whoever he or she was, during that summer, once or twice a week. And we together explored that city where the home-stay occurred. In my home town where we have a home-stay, with my family having access to a lot of people in various areas of government, it was very easy to-- from the Supreme Court of western Germany, the attorney general sat down with us for two and a half hours to the may-- lord mayor to the director of sewage control to the atomic plant man, we had a fantastic time. I learned more about my hometown during those four weeks. And the students really enjoyed, to not to just go to museums which they loved, too, but to see schools and how people lived, and so that was very, very good.

T: And a lot of things have come out of that. We know they have, when a student goes for a full year. But as you're well aware, there're groups have stayed in touch....

G: Yes.

T: Among themselves as well as with their host families.

G: Yes.

T: Remember the group that went back...

G: Especially the first group, 1964. They celebrated the 25<sup>th</sup> anniversary by... 8 of the 25 students, and their spouses, went to Germany. And I was in Frankfurt at the time so I met them and I showed them—showed their husbands, basically, around (all women bring--brought their husbands) for a couple of days we went on a couple of visits to Alsace and had a wonderful party with a coordinator in Freiburg. And these students also, in droves, came to the gala from that group. And, as I said, a lot of private exchanges ensued after the original exchange and many of them stayed in contact. As a matter of a fact, we right now we have a student here, on--on his own, he's not on the exchange, he came on his own from Germany and his mother was one of the first students here... ever, from Stuttgart. And so now her son is here—too on a four a year program.

T: So he's getting his degree here.

G: Yes. So there--the program--these programs, both the year-long and the summer program have tremendous spreading qualities for a lot of people were touched and the exchanges just continued. And I think this marvelous attribute to the quality of the exchange as well as to the fact that such exchanges stimulated people to go on with it.

T: Another good example, wouldn't—wasn't there one student who came here and now brings back his class to Piscataway?

G: Oh, yes. Wolfgang Kohler is here '70-'71. He is now a high school teacher of English and history in Frankfurt. And for the last ten years he has brought his high school students to... Pus... not possibly ... in North Jersey...

T: Piscataway, is it?

G: No, no, not Piscataway. It's... Paramus.

T: Paramus, you're right.

G: And they are starting this fall to go to Wisconsin. And, interesting enough, several of these high school students who came with him to Paramus later on turned up in the exchange program from the University of Frankfurt to Trenton State College. So it's a very marvelous example of how these things grow and how many more people are involved actually than the—the already impressive numbers of the direct participants. And I think you and I have always talked about this: This wider impact on campus; American students living with foreign students is a marvelous way of getting beyond their own New Jersey provincialism. And many of the students who have foreign roommates ended up applying for one or the other exchange programs. So the Frankfurt exchange is the longest and oldest running exchange if you discount the Scottish and English exchanges and say that those are two exchanges, if you talk about Scotland, Dundee, and the English exchange that's longer-running and has involved more people over-all. But, the Frankfurt exchange is one of the longest-running exchanges in history of American universities, and certainly the longest-running exchange for the University of Frankfurt.

T: And it's been the foundation for our exchange program.

F: Yes.

T: Which I think has led, as I mentioned numerous occasions, has led other exchange programs developing because it has been so successful.

F: Yes, the—even in Frankfurt, they have learned a few things from the Trenton exchange. Some of the exchange programs are now run more or less like ours where they keep the professors on salary from the home university. I think that's one of the main reasons why this professor exchange is still running. Because if you had to go through the rigmarole of having approval by the Board of Trustees of both institutions each year it would be, it would have died long time ago.

T: Technically we do, we...

G: Yes.

T: ...the faculty committee at Trenton State College makes a selection, recommends it to—

G: Yes.

T: --the president who presents to the Board. But it's left up primarily...

G: We don't have to go to civil service or to...

T: No.

G: The--we don't have to go through the New Jersey financial approval or all that kind of stuff, or Frankfurt, the state of Hesse. That would be...

T: Disastrous.

G: Yes. However we have had some additional exchanges, not exchanges, but: Frankfurt University has invited one of the exchange professors now retired, Fred Hahn, historian, to be a professor at Frankfurt, paid by Frankfurt for one extra year. And right now, in May through July of 1991, Dr. Ellen Friedman of the English Department arranged a guest professorship at the University of Frankfurt teaching courses on feminist issues in literature of which she is a major expert. And she is now in Frankfurt, as of our in speaking in May 1991, teaching courses. And I have already had some feedback saying that she is very popular.

T: Is she?

G: Yes. And she speaks better German than any of us would believe. She hid that-- hid that a little bit here. She was embarrassed to speak German here. But over there she is apparently not embarrassed. So again this is another fallout. Then we had soccer teams come over here. Mel Schmid retired now, he was the soccer coach at Trenton State for many years. He was at Frankfurt for a year. He made many connections. So years later Frankfurt University soccer team came here and worked for two weeks with the American colleagues. And two of the German students coming here were such good soccer players that they were immediately snatched up by Mel Schmid and became stars in his—on his teams. And they both, these students, managed to talk him into giving—getting another scholarship for them, for a second year and both of them earned their bachelor's degree here. So it's a really rich program and I am very happy to have been part of it. And the support from the American presidents, all of our univers—all of our college presidents have been very good in these exchange programs.

T: You mentioned that Frankfurt has used our exchange. In 1989 they celebrated their 75<sup>th</sup> anniversary, the University of Frankfurt, and I had an opportunity to be there as a representative of Trenton State College. They had their other exchange institutions: Wisconsin, Israel, Estonia, Lat-Latvia, I believe. And so we were all there, recognized, but they emphasized that Trenton State College was the initial one and pointed out how much that had meant to them over the years. So, I think they have the same feeling at Frankfurt that we do here at Trenton State College; how valuable this exchange has been.



G: Before I, I hand the discussion over, our telling of our tales, over to you, let me just say something about the extraordinary work done by the coordinators of these programs. In Frankfurt, the chief coordinator was Ruth Sommer, now retired for—for, for almost ten years, and she, from the very beginning, was, she was executive assistant to the then president of the teacher's college at the University of Frankfurt. The president was Dr. Heydorn, was Heydorn, since deceased. He was very supportive of the program. He came here once for special gala event where we advertised the German exchange. Anyway, Ruth Sommer, far beyond the call of duty and job description, made this exchange work in Frankfurt. And she fought the battles that were necessary to get the administrations to agree to the program becoming institutionalized so we would not have to fight for the German marks every year. And she came here, also, and she was honored by the German government by the medal of hono—medal of merit when she retired, which we instigated. We called the Americ—the German embassy in Washington and said that we would like to suggest her for, as a medal, a medalist. And then the University of Frankfurt suggested to Bonn, that she should be given the medal, and she was given the medal, and she was very pleased, of course. We also dedicated this 25<sup>th</sup> anniversary book to her and have a picture of her in it. And I'm sure we can enlarge this later on so we can see it better. Frau Barbara Stumpe is--has, taken over for, for Sommer and she has dedicated as much energy and time and... to this program. And the program on the German side is in marvelous hands, in her hands. And so we are very optimistic that the program will continue, of course, Ken Tillman here with all the other programs, also, at his—in his bailiwick he also dedicated a lot of time to the, to the Frankfurt program. I hate to see him go now, I seen [?] him to go to Frankfurt, which I think is wonderful, but then he will return to teaching and somebody else will take over the program. We don't know exactly who will take over permanently; we have one person now who will take over for one year. Miss...

T: Angela—Dr. Sgroi.

G: Dr. Sgroi.

T: You mentioned that the two people who have been the coordinators at University of Frankfurt—

G: Yes.

T: And both of them, excellent, it was wonderful they can both be back for our 25<sup>th</sup> anniversary.

G: Yes.

T: Do you recall that? They were both there that—

G: Yes. And our first exchange professor from Frankfurt Dr. Ursula Walz was here, and our first exchange professor going to Frankfurt, Dr. George Krablin were at our, at the speaker's table and they all gave messages. Then, of course, the current exchange professors, the one from Frankfurt here, Dr. Horn [?], and I going to Frankfurt a week later, we said a few things. So it was really a memorable occasion. I think you wanted to say something about the other coordinators, your predecessors?

T: I think we should mention... Let me look, get the exact dates that they were—you already mentioned Dr. Botts—I think it's in the...

G: Here they are, yes.

T: And Dr. Botts was the coordinator for a number of years. I saw his name back in the records. And I don't know exactly when he began, but he was responsible for these early years of the, the exchange. Then Dr. Martin took over for one year, the President Martin, who, I guess that was right in the formative years of the Frankfurt exchange, we wanted to make sure it was moving ahead. Dr. Frank Erath of the English Department was the coordinator from 1966 to 1973; Dr. Haenisch, who you already mentioned, the Mathematics Department, '73 to '75; Joe Gorczynski of Psychology Department for two more years, in '75 to '77; and Dr. Paul Cruser, assistant to the Dean of Arts and Sciences was the coordinator from 1977 to '82. I then became coordinator in 1982, and the same year Frau Stumpe did. So we worked together these entire nine years, it's been a very fine relationship. I still remember, in the spring of '82, seeing this flyer come around campus, saying they were looking for someone to be coordinator of international education at Trenton State College. I was very interested in international education: I'd lived in France for a couple of years when I was in the army, I had traveled quite a bit, some within my—like, with the Physical Education Department, and set up several programs, and a number of students who had gone on exchange when I was chair of the Physical Education Department. And I guess the biggest things- that I made so many friends. My family and I had faculty members who had come here, both from England, from Germany. So, I been quite involved in that respect, and was very interested in this- this position, I made application. And I'll always be thankful to Dr. Goewey and his assistant Dr. Dunphy for selecting me for this position because it has been, without a doubt, one of the most enjoyable periods of my life. I—you are well aware of this, the type of people you meet, the wonderful students, it continually challenges you. So it's been a very enjoyable period of time, and I'm sure the other coordinators feel the same way. And it's been good to have them, on campus during this period of time to help us, to be supportive. And they were, I guess all: Dr. Erath, Haenisch, Gorczynski, Cruser, we were all there that night, matter of fact, before the twenty-fifth anniversary, which was so well received. Remember, we also had Angela Kucher, who spoke on behalf of the students. We've been emphasizing the faculty exchange a little bit for the 25<sup>th</sup> anniversary, but we also tried to emphasize the student exchanges which had been so—had been so successful. We started off with two exchanges, two

students, rather, exchanging each year: two would come from Frankfurt here, and two of the Trenton State College students would go to Frankfurt. We've been able to expand that, partly because the students from Germany have been able to pay more of their expenses. So we've kept just two, stay on the same basis, as being the direct exchange. And then anything we can do over and above that, we do on a personal negotiation. This next year, as you've indicated, we have eleven going—coming from Frankfurt, we will have four going there. This year we've had three in Frankfurt and we've had seven here; year before last we had four, and we had seven here. So we been able to expand it, and I think this has been a wonderful opportunity, both for the students. They have many other exchanges, as you've indicated, in Frankfurt, where the students can go to, to Wisconsin and other locations in the United States. However, this is the number one exchange and I think it's because some of the things we've hit on, because of the personal touch that the students do get and that the faculty get. As you're well aware when a student goes to Frankfurt, they have a support group, both made up of both students who have gone on exchange, and their students have a tendency to be there longer than our students, in other words it's not necessarily a 4 year or 5 year program, they might be 6, 7 years, so they stay; they're there to support our students when they come over. In addition, the faculty members who have been here normally go back and provide that kind of support also, so it's a very special thing as for our students who come here. Use yourself as an example, you always take the German students on some very valuable trips to New York City or Philadelphia involved them in many activities, which makes their stay special.

G: One little case study, Ken, the second year, one of two the students coming here, the second year, Bern [?] Wersich, this was in the sixties, he was very much involved with student revolution, rebellion, he was very left of center, to put it politely, in his political views very critical of America. And we had many, many discussions. He was an older student, he had not finished high school in Germany, he had to go and finish high school in a special seminar to get admitted to a university. What happened to him now he is now Dr. Bern [?] Wersich, and he is the administrative director of the America Institute at the University of Frankfurt. He would never have gotten that job if he had not studied here and become interested in America, and American studies, American history, politics, and so forth. And one of our former exchange students, John Gajarski, he is currently teaching English in Japan, but is going back to go back to Frankfurt to get a master's degree in American Studies under Bern [?] Wersich. Another example of how one of those wonderful convolutions which show how the exchange has gone all over the place. And so he knows Bern [?] Wersich and one of Bern [?] Wersich's assistants, Claus Millich [?], is another one of our former students, so it goes.

T: That's a very good point of how this expands; this doesn't have to do with German exchange (G: no, no), but I had a student that went to Japan about 3 years ago to study for the year, did a marvelous job. He's an art student, and came back, [I] received a call about 2 weeks ago from his mother saying that he had just taken a job in Egypt. Couldn't believe he's going to be studying in

Egypt. So once a student starts exchanging, it opens up entirely new vistas and they never are the same, I keep telling them that.

G: I think we have talked enough about the Frankfurt exchange. It may paradigmatic, but I think you should fill in the rest now because you have enlarged the exchange program immensely.

T: It has grown extensively, before we leave that, I would just like to say, that you mentioned about the quality of the students, as far as becoming proficient, the students we have received from years of University of Frankfurt have been outstanding, and they have succeeded well here, usually when they come there's a few weeks of a little worry about their English, but they always do exceptionally well, and I feel very confident when a German student comes from this particular program because they select them, it's very competitive, we haven't mentioned that but they will have 20-30 students apply for 2 to 5 or 7 positions at Trenton State College.

G: I can tell you I was sitting in on the selections committee one year, and it is very difficult because the quality is really, as you said, outstanding, and their English, most of it, most of their English is marvelous. We had one student from Eastern, a former Eastern German student who went to the West, and studied in Frankfurt and his English was poor, and now he is a doctoral candidate at Berkeley. While he was here his English improved immensely. And now he is a doctoral candidate at Berkeley. On his own, he went out there and said I want to study biochemistry or something like that, and he had such good credentials from here and recommendations from our department of biology, that they accepted him and so he's now on his way to PhD at Berkeley.

T: Very good, we've seen the difference here also. In the early years when I took over the program, we had a difficult time finding students that speak German. As you recall, we require at least a second year level, college level of German to go. And now we've been receiving, not as many we've liked, but I think now as we are seeing the student body changing at Trenton State College. We are seeing more students come who are more proficient in German, and so this has helped a great deal, and our students, again, have done well in Germany even though they usually don't have as strong of a background of German as the German students have of English when they come to Trenton State College.

G: But some students decide in Frankfurt, instead of going to lectures, which they don't understand, they spend the first semester in Intensive German, and by the second semester their German is good enough to benefit from seminars and lectures.

T: Right, and ....

G: And usually at the end of the year they come back speaking very good German and German is, as everybody knows, is not an easy language to conquer in such a short time.

T: So I think it's good to move on, let's cover some more of the international programs, exchange programs that we have for students. I mentioned the program in Denmark; we have participated in one, the DIS the Danish International Study program, for a number of years. Back in late 1960s, we had sent 10-12 students per semester, now it's down to 1 or 2 that go there, but this is a very good program. They can study business studies, liberal arts, or they also have an architecture program, which really doesn't affect us. They have study visits also as part of the program where they go into other parts of Europe, and it's a very strong, stable academic program. I've already mentioned our program in Canada for Education majors. We've had outstanding students come to Trenton State College through that program. We instituted, it's been about 1984, a program at Kansai Gaidai University in Japan. And this is, our students do not need Japanese in order to participate in that program. They must take Japanese while they are there. And it's a direct exchange, where if we send 2, they send 2; we have to balance over the years. We have had very fine students come from Japan here. Each year we usually have one or two, the language is frequently a problem, but they are very diligent and have succeeded well. I have had at least two students who have taken positions with Japanese firms as a result of their experience there. One of them went back, well one of them is in Japan now, and another one of them spent a year in Japan, and is now back in New York City working for the same firm. So it's had that kind of spinoff, they have a strong business, business program. So this has opened up that part of the country. Must be five years ago now, we started a program in France, in Paris, France, relatively small numbers of student because they must be fluent in French in order to go. Usually send maybe 2 a year, and in return we have 2-4 students come from France to Trenton State College. This has been a fine program for us also. Eight...

G: How about Australia?

T: Australia. Trenton State College--Maybe I should mention some things about leading into Australia. We belong, Trenton State College, is a part of the New Jersey State College Council for International Education. This is a consortium of seven state colleges, which in fact all the state colleges except Edison and Ramapo are members of that. This consortium sends students to many different parts of the world. The reason it's so good, is because we can get better prices if we send larger numbers, so it opens up that opportunity, and also because the consortium pays for students' expenses at that particular school, waiting for financial aid to arrive. So it makes possible for a student, almost any student, to participate in these programs. Australia is one of those programs. And it is, when I first became part of the council, they had two programs. One of them is the University of Wollongong and the other at University of New England at Armidale, Australia. It was rather open, we could send about as many students as wanted to go. And then the University of New England said we can no longer take students, we're not sure it's within

our mission, and basically we don't have students that can afford to go to the United States. So they pulled out. We were still sending to University of Wollongong, but it was a very limited number, students that we could send, we had many more students that wanted to go than we could send. So in 1988, the summer of 1988, the consortium sent me to Australia, to visit various schools. And it has opened up an extremely profitable visit, and at the present time we can send as many students as want to go. We've had seven to nine students go usually in the Fall, our Fall term, which is their Spring term, in the Spring we might have four or five. But it has been a wonderful program, we've had four students here this year from Australia, we have exchanges now at Deakin University at Warrnambool, we have University of Wollongong, we still send a few students there, we have University of Melbourne, we have, just this year we'll be sending our first student to the University of Queensland at Brisbane. And let's see, we have one more, oh yes, we have Victoria in the Melbourne area, and we also have Footscray College of Technology, in Melbourne. So there are many opportunities, and this has been a very fine exchange for Trenton State College, and for, certainly for our students.

G: Didn't we also have a professorial exchange for a while?

T: We, one year, in 1986, Bob Smith from our Religion/Philosophy Department went to Australia, he went to Adelaide, that was really initiated by Bob, he met a professor from Adelaide, trying to remember what the name of the college, South Australian College of Advanced Education I believe it is the name of the college. He met him at a conference in Princeton, and they sort of worked out the details, and then I contacted the University and we were able to arrange for them to come. This was what one of my goals was to establish an on-going exchange in Australia, there are a number of places that would jump at this, I think we can, we just have to see if resources are sufficient at Trenton State College. But we did have a professor here for the year, and Dr. Smith went to Australia.

G: How about China?

T: China. We had in 1986/87 we started an exchange there. We had a total of 3 professors that came to Trenton State College, one from Beijing Management Institute, in Beijing, the other from Southwest China Teachers University. Unfortunately, Tiananmen Square, that caused that to cease. I'm hoping that could be reinstated, we had good contact, we had two professors that went over there, Dr. Levine and Dr. Hinck, one from the English Department, one from the Business Department. And again, they had a marvelous experience, it was not easy, and it was very, because the accommodations were not what we're not used to, the fact that the classrooms were not heated, the number of students, and the pressure, but it was an experience that I will promise you they'll never forget, and it's something that I hope can be continued.

G: Do we have, or did we have any exchanges with what was called the iron-curtain countries, the East European countries?

T: We have a student here from Estonia now. We're very close to having one with Kiev next fall. They have a student that wants to come here, the tie in is the fact that her father works at the United Nations, so she's lived in New York City, in fact she worked last summer at a camp in the southern part of New Jersey and that's where the contact came. She would like to come here. I have two students who are not willing to commit for a full year, so we are trying to work something out where they'll each go for a semester, which I would think would be a great opportunity for them, if they can, so I'm hoping this will come through. And--

G: What about the national exchange?

T: But there's so many more here I have to talk about, the English exchange, (G: Oh yes, of course) which is our biggest exchange. We had 44 students that went last year to England, and this is all over England. Our philosophy has been, don't take 40 students and put them in one place, don't take 20 students and put them in one place, take 3 or 4 so they become part of that university. We do not send professors that teach their classes, they become part of that particular school. And we have students at Portsmouth, Plymouth, Brighton in the south, we have several in the London area, Middlesex, Kingston, mentioned Queen Mary, we've had University of Reading, in the midlands we've had Worcester and Birmingham. We now started up, the first one up in the western part, Lancaster, St. Martin's, we'll have two students going there next year. Up north, we've had students from Teesside, we've had them in Leeds, Newcastle, one of the more popular places. So we've very well blanketed England, and this has been extremely successful because the cost is not that much more than they would pay here, and the flights are not that expensive.

G: This exchange is for one semester, in contrast to Germany, where it's a year?

T: Germany is for full a year. This is primarily a semester; however we are encouraging more and more students to stay the year. Both of us would agree that you would get much more out of it if you stay for a full year. This year we had about seven students that stayed for whole year, which is a step in the right direction. We also tried bringing students in, because we feel that this is, if you send out 50, and you bring in say 10, those 10 are going to probably contact a 150 on our campus, so we currently have students coming from, Coventry I didn't mention that as another school, Worcester College of Higher Education, and let's see, St. Martin's we'll have for next year, and we've had Middlesex also, those are the schools that are currently sending students, and Nottingham, we've had now exchanges with Nottingham, students coming here, so that's been the other...

G: Of course, we've also had for many years, we've had faculty exchange with Worcester.

T: Yes, with Worcester, primarily. Worcester, you mentioned that, Scotland in 1966, there was a three year period in '66, '67, and a year lapse in '69, there was an exchange with Dundee College of Higher Education. Apparently it was enjoyed, but the professors who returned just didn't feel that they provided or received the support that they feel they should have. I was just talking with one of the professors from the exchange, and he said he didn't meet their president until the end of the year, and all through the year he really wasn't given much of support. And so it was decided that really wasn't the place where we wanted to continue. And that caused the [?] other locations in 1971. We started the exchange with Worcester College of Higher Education, which continued up until last year, with the two years when they did not send anybody, and they became smaller and smaller and had a very difficult time matching Trenton State College in any way, and they had to have a direct discipline-to-discipline exchange. So as of this year, we changed our location to St. Martin's College in Lancaster, where the principal, their president, is the former vice principal at Worcester, so he's well aware of the program and very supportive of it, and I think this will bode well for the future so it will be able to continue. But you mentioned Worcester, it was a very supportive climate also, and our faculty that went there had marvelous experiences, and we've had some excellent teachers come from Worcester College of Higher Education.

G: A number of people who went to Worcester, faculty went to Worcester also ended up in Germany, I mean we have had some, Al Cohen, went to both I believe.

T: Yes, and Sal Messina.

G: Sal Messina went to Germany and to Worcester.

T: There are two or three, and Dr. Hinck went to both China and Frankfurt, (G: yes) but basically there have been a few, but it has usually been new faculty members that have had that opportunity.

G: I think we should mention Herman Ward, who is now professor emeritus of the English Department, he was a very enterprising young man, and still is, and developed exchanges on his own. In 1952, he was already professor here, he went to Thessaloniki, in Greece, to become a teacher at Anatolia College, which is a college prep school run in English, and he taught for two years. This was at the end of the civil war, and it was very, very interesting for him. Then he went and developed his own contact to Iceland for a year, he also went to Worcester I believe, he also went to Frankfurt for a year. He's been back to Frankfurt many times, giving guest lectures, he's a poet too. So he's one of the people who, I mean he took his whole family, too, and all of



his four kids have taken interest in internationally-oriented careers, so that the fallout from the exchange is not just for the professors, but for the family too.

T: That's good, I don't believe he went to Worcester, but he did go to these other, he went to England.

G: He might have been to Dundee.

T: He might have been some other place there. I've tried to encourage faculty members, worked with them, on Fulbrights, and things of this type, and a number of them have received them. I might mention Dr. Cohen from the Chemistry Department, he also initiated his own exchange. So one year we had two exchanges in England, he went to Nottingham, then called Trent Polytechnic at that time, where he taught chemistry for a year, and they sent a professor for the year, so we had two English professors here for that particular year. Another interesting thing that we've done, it must be four years ago, Elynn Mahady, who was in the Vice President's office, instituted a staff exchange where the, I don't remember what the title, the Vice Principal at Nottingham had one of his staff members spend a month at Trenton State College, so I think this has a lot of potential for the future too. And it seems to me that it's very important to as many people as possible on this campus to be involved in this type of experience. I mention also that I talked about the New Jersey State College Council for International Education. I was named Coordinator of that in 1987. The previous Coordinator was from Montclair State College, and died very suddenly that summer, and since Trenton State College was sending by the far the more students, we were really much more involved in international education scene than were the other state colleges, I was elected to be chair of that particular organization, which I've done since that time, and this has helped Trenton State College immensely because we are now the focal point throughout the world. I was just looking up in my records, in 1989, we had 51 visitors from different colleges and universities stop at our campus as part of our visits to the United States. Some of them strictly for this, many of them because they were in the United States, they knew Trenton State College, and many of them wanted to come visit. So this has been very helpful in, I believe, making Trenton State College recognized throughout the world. It is a pleasure to go to, like the NASA [?] International Education Conference, where certain people realize that Trenton State College is a leader in this field. We are fortunate, you talked about Australia, many schools at these meetings, are scrambling to find a place in Australia, they have no place where their students can go, and yet our students really have unlimited opportunities to go there. We have also joined two organizations, which means that our students can go anywhere. I've talked about France, Germany, England, Denmark, Australia, Japan, the basic, but we also have in Greece, which I forgot to mention that, and Israel, which we have through this consortium. These are our basic, but we also joined ISEP – the International Student Exchange Program, run through Georgetown University, supported by the United States government, and by joining that, it has opened up, so our students can go to any place in the

world, and the procedure is they pay room, board, and tuition here, and they go and take the spot of a student of in some part of the world wherever they choose to go. We haven't had a lot of students use that, but it does open up that possibility. So a student comes into my office, and I said you can go anywhere they want in the world, in the free world. And they really can. I had a student went to Africa three years ago, had just an outstanding experience, and I have a student this year going to Kenya. In return we have a student coming from Uruguay, we've had students from France, we've had students from Australia as part of this particular program, so this has opened up a great, many opportunities for our students, also.

G: One of the handicaps I see in making our programs more diversified and exciting is the fact was that in the New Jersey State College program, Montclair became the school for language majors. In other words, Montclair for years and years had the only majors for language in the state system, which means that our language program here was an ancillary program, mainly a service program where they could take a few years of this or that but they couldn't major in anything in foreign languages. So we have fewer people here who had foreign languages, until recently. Now everybody who comes here has foreign languages, I always ask in my classes and all hands go up. This was a handicap in the German program, we didn't get enough people to apply, until recently we have had a few more, because a few more bring German language background. And I think, what I would recommend for the future is a greater coordination between the language department and your office to encourage more students, to, as freshman, start taking languages, and by junior year they would be ready to go to Germany. They have to be juniors to go to Germany, anyway.

T: That's right.

G: So I think that could be, or should be encouraged. And I think we are getting more professors in the language department now, Peter Winkel is getting more people I think.

T: They are expanding the Spanish—

G: Yes, so that there will be more opportunity for Spanish speaking students, not Hispanics, not only Hispanics, but for Spanish-speaking students who had to learn the hard way to go to a Spanish-speaking country.

T: And I didn't mention this, but we've had a number of students go to Spain, we --

G: And Puerto Rico.

T: And Puerto Rico is in our national program, maybe I can talk about that a little bit.

G: Yes.

T: And Mexico. We have three students, two going this summer, and one next fall, they're going to Mexico. Because of the rate of exchange, that is probably our most reasonable, cost-wise program, and the students do stay with a family, in Guadalajara is where they go, and this has worked out very well. But I think students, now that the new General Education requirement is being revised, it's coming into existence that many more students will speak languages.

G: Yes.

T: So I see this as paying off and--

Cameraman: I think we have about two minutes left, I'm going to set it up so we can close, is that okay?

T: I'd like to say a few words about the national, can we carry on to another or is that it?

Cameraman: I uh, let me see what I can do.

T: I got carried away.

G: There's so much to say.

End Part 1.

**Part Two:**

T: Franz, I'd like to talk a little about the national exchanges too, this has been a much more recent development of Trenton State College, but I think a very valuable and important one. I was looking in the records I found that back in the 1960s, Trenton State College had a direct exchange with a school called Gorham Teacher's College, Gorham, Maine. Do you remember that?

G: Oh yes, I remember now, yes.

T: So they did that for a few years. And then I also saw a record in the mid-70s where there was an exchange with the University of Northern Colorado.

G: Before you go on to the Gorham exchange, one of the students who came from Gorham, Nelson Montif [?], went to Germany on my program during the summer and later on became an

international teacher in Tehran International School, and got out with just his skin when Khomeini took over, and he has been now for many years a teacher at an international school at Antwerp.

T: Really? Then in 1979, Trenton State College joined a new organization in the United States called the National Student Exchange, which at the present time had over a 101 college and universities that are members. They are all public colleges and universities, so this opened up many different opportunities. You mentioned Puerto Rico, which is part of the national exchange, as well as Guam and the Virgin Islands, the rest are within the United States. I was looking up last Spring about where our students have gone, I found that we have had students from over 50 different colleges and universities come to Trenton State College under this program, and our students have gone to 48 different colleges and universities, which is really broadened, and I emphasize to the students when I talk to them, that going to New Mexico or going to Alaska can be just as much of a difference as going to England, as far as culturally and the opportunities it provides them. We did have our first student go to Alaska this past year, she just came back. I encourage students to go to the Midwest, I have a Midwest background, and it gives them an entirely different view of what other parts of our country are about. So we've had students participate regularly in this, and they also come to the United States, I mean come to Trenton State College. I think this has been one of the things that's really helped our International Program also, it's created a good mix. We have an Exchange Club, and that includes both international and national. As an example, students, international students will frequently travel across the United States at the end of this semester, by knowing these students, they'll be stopping here in Ohio, staying overnight with this friend, maybe 2 or 3 days in Denver, then they'll go to California and spend a week with other students they've met. So it's broadened tremendously the opportunities our international students have by being exposed to these parts of the United States, and it helps our national students, too, have no concept of, in many cases, of what a French student is like or what a Danish student is like, so they in turn go to travel to Europe and spend time there also.

G: I have a much more radical program in mind. I always tell my students, my ideal situation for me would be to have Trenton State College transplanted to California or Hawaii, lock, stock, and barrel. And California state colleges here, so all students would benefit from being away from their home backgrounds, and would institute a visa requirement for parents, and most parents' application for visas would be rejected so their kids would have a chance to grow up and get away from home. Many of our students when they go abroad or go somewhere else for the first time, they get away from home, because so many of them, for financial reasons, are commuters from home.

T: Exactly.

G: And I think this is a liberating event, going somewhere, and as you said, I agree with you 100%. Going to Colorado can be as exciting and as enriching and as liberating as going to Bangladesh.

T: And they mention that, the students that participate in these programs, what a change it's been made in them. I mentioned this is part of a consortium called the National Student Exchange. I did have the opportunity to be President of the organization for two years, and this has helped Trenton State College to be recognized throughout the United States.

G: What about the faculty exchange to Puerto Rico, before you get away from that.

T: Yes, we overlooked that when we were speaking about our faculty exchange. Two years ago we used to do a faculty exchange with the University of Puerto Rico at Rio Piedras, which will be in its third year, next year. Everything is set to go. Carmen Alacia [?] was the first person who came on the exchange to Trenton State College, and just did a marvelous job, and in fact she was hired for an additional year as an adjunct or as a one year appointment in the Spanish department here. Denis Murphy was our first professor who went to Puerto Rico. We have Hugh Ford there this year, and Peter Woods will be going there next year. So this has been, well, we're investigating whether to go to Costa Rica, different locations where we'd have Hispanic influence, but it's been decided to go to Puerto Rico, partly because we have the contacts, we have the student exchange there and had things in place, and it has worked out very well. So this has given us another ongoing exchange, which will continue. We have, also belong to National Faculty Exchange, which is a faculty exchange within the United States. We've only had one person participate, Dr. Cooper. We've had two people come to Trenton State College, one from the University of South Dakota and one from the University of New Mexico under this program. But again, that offers many opportunities, I'm hoping that some of our emeriti faculty, professors will participate because this is an opportunity that they're developing in the National Faculty Exchange.

G: Both you and I, in this, telling of this, very complex and exciting story, mentioned the support, you and I have gotten from the college administrations, different college administrations starting with Roscoe West, and then Martin, and so on and Brower especially, and our current President Eickhoff, too. So I think we should get on tape also the support we get for the incoming students and faculty, regarding housing accommodations.

T: Yes, let's talk first about the housing for the faculty, going back, I guess in the initial years, now you can correct me, I might, maybe something took place before that, but the German professors lived in an apartment above what is now the mail room in McCauley.

G: Yes, for many years.

T: And this worked out very well, it was right on campus, they could look out over there and see the football game and see things of this type.

G: We actually started out in a little house, by the lake, which was replaced when Crowell Hall was built.

T: I see. They lived there at first?

G: Yes, first two or three.

T: So then up until two or three years ago, they lived at the McCauley Annex, which worked out very well. However, that room was needed by the security office. They requested that. I fought it for a while, there was some negatives there, they had to walk up the stairs, and the concerns about the fire possibilities and things of that type, but when the College obtained additional houses, it was decided to make a house available to the professors, and this has worked out very well, and I'm extremely appreciative to the College for providing this kind of support. They've been fully furnished, they provide the maintenance for them, the utilities, and I think our professors when they go back, speak of this as being one of the highlights because they're right near the campus. The houses have given them a little bit more flexibility as far entertainment, as far as a little more moving space, and giving them into the community a little bit, so it's had that advantage. The English professors as you might recall, had an apartment in Bliss Hall, which was the former apartment for the Resident Advisor, whoever the Resident person was...

G: Because Bliss was a dormitory for many years.

T: Right, and this is an aside, we probably didn't mention about St. Martin, we started a faculty exchange at St. Martin's, Ed Brink and Deb Brink are on exchange there, our first faculty members there. Their first home when they came to Trenton State College was in that Bliss apartment, so things are kind of going around.

G: Yes.

T: Then, I used to get a lot of complaints by some of the English family in that particular apartment. When it would rain, the rain would come down, and hit the air conditioner, and they couldn't sleep and so forth. So a couple of years before the German family moved out, we had the English family living in a home too. So now we have a Puerto Rican family, the English family, and the German family living in homes supported by the College. You mentioned the College has also provided meals for the professors and their families. This was very important during the early years of the exchange, when the American dollar was so much stronger, our

salaries were so much more, business has balanced out now, and effective next year, they will not be getting the meal subsidy. But they will still be getting the houses, and I can't say enough about the support I've received from the administration with these programs. Dr. Eickhoff, every year, invites all of our students to his house, personally for a dinner, with him. Whenever I've had guests on campus, I feel it's important that they meet with the President. He's met with them and he's given outstanding support to the program. I'd also like to say something about the faculty. This would just not be possible if you didn't have faculty support. I think the fact that we've had so many faculty that participated in exchanges, who have been involved, adds strength to it, lends strength to it. But they are interested in their students, and I, the overwhelming majority of faculty support this concept, this opportunity for our students, so they work with them, and making sure their courses will transfer back, making sure they get the courses they need. And if it wasn't for that kind of support, the program never could have grown to the level it has.

G: But, and uh, I would like to make this a very personal statement, without people like you, Ken, who dedicate your whole life, not just the eight hours, from 9-5 on Monday through Friday, but you far beyond the call of duty, you've donated time, and money, effort, your wife Dee especially, your home was opened. Right now you had some German students hanging on for a few more days and staying with you because the dormitories were closed for the season. It's this kind of personal dedication, I think an international coordinator has to be a pastor, psychologist, good administrator, good politician, all of them combined, and we don't find that in too many people. You have been outstanding and I want that on tape.

T: Well, thank you very much.

G: And I hope that the archivists who are taping us today will also tape me on Durkin if they haven't done that because part of the international programs at Trenton State College is to teach overseas for masters programs, in Majorca, and Cypress, and in Bangladesh, and in Africa, and various other places. A lot of faculty members go there. They have students from all over the world, Americans, British, and Kuwaitis, and Saudis, and in Cypress where I taught twice, a lot of Cypriots. I think that's another story, also enhancing the quality of internationalism on this campus, because these professors come back from Cypress or Majorca like myself, and we are changed. Again, even though this is not an exchange, but I think Leon Durkin should add his bailiwick to this total picture of internationalism on this campus.

T: That would be good, and there are other components also, we must not forget, the summer programs to Italy, the study programs to Italy.

G: Yes, that Winkel instituted, and Peter Winkel from the language department led for many years.

T: And we haven't mentioned at all the students that come here for a degree. My program includes a study abroad and the exchange, but we have a number of students who come here, who have been under the hospices of Glenn Felix, who come here for three or four years whatever it might be, to get their degree at Trenton State College, and they add a very important dimension to the campus too. We have some other faculty who have arranged trips, study programs, like Professor Blelloch, has a program going to France each summer, where she takes students. We've had a program going to Denmark, with Nancy Maguire. So there are many programs, and I think that's what made this campus exciting, to really reach the diversity which we've established as one of our goals, you need this kind of a broad-based programs, and I've been very pleased to have been part of this for these years.

G: So have I, and I think we have said enough now.

T: Yes.

[Extra talk after the screen goes black, communication with the Cameraman].

End of Part Two.