

ORAL HISTORY -FRANCES TIFFANY WITH ENID CAMPBELL, June 1985.

Campbell: Hello. I'm Dr. Enid Campbell from the Psychology Department here at Trenton State, and it's my great pleasure to meet here this morning with my colleague, Dr. Frances Tiffany who has recently retired and who has been here not only through my 26 years but also additional years of her own. Fran, tell me when did you first come to Trenton State College?

Dr. Tiffany: Well, I came in 1949, and my husband also came because he was hired to teach in the Department of English, and we came to Trenton State. It's a little bit interesting to me at least, or maybe other people do this, but I was teaching junior and senior high school in Wellesley, Massachusetts, and Arthur had also been teaching in Massachusetts, and we were very eager to get out of New England just to see what the rest of the world looked like. We had travelled across the country the year before by bus, and back again, which was quite a trip, and we decided we wanted to live somewhere other than New England, at least for a little while, so we took a map of the United States and we chose about 20 places that we thought we would like to live in on the West coast, in the Rocky Mountains, and along the East coast. Arthur wrote letters to various colleges and universities, asking if there were any openings for him, and he got a number of answers, and while the letters were coming in we decided we really couldn't do the West coast because we were very eager to go to Europe as soon as possible, and travel and it would cost much less from the East coast, so we looked at only the East coast places that were interested in Arthur. Mr. West who was then President of Trenton State, was coming to New England to visit some in-laws, as I recall, and he invited us over to his sister-in-law's house which was quite close to ours and we joined him for the evening to be interviewed and for a social occasion. By the time the evening was finished he had decided that he would like to have Arthur on the faculty and would he come down to see Trenton State and he also said to me "I have a job for you, too." And I wasn't really looking for a job, because I wanted to go back to graduate school for a year and finish a master's degree which I had started at Harvard, but I said well, I'll look at it and see. So we were invited to come to Trenton and Arthur was very interested in the English Department. We were both very pleased with the campus, it was one of the prettiest of the college campuses which we had seen. Nothing was as physically pretty as Trenton State, which at that time was very rural. Ewing Township was a fine community, very different from what it is today. And the campus was woodsy instead of big parking lots, there were enormous trees and wildflowers, and the two lakes were very pretty and very clean and the dogwoods were in bloom everywhere, so that's how we came to Trenton State, but the job that Mr. West offered me was in the Lanning Demonstration School, and at that time all the faculty in the demonstration school were part of the college faculty. They had instructor rank and they marched in the procession and they were required to attend all of the faculty meetings; there were required faculty meetings at least once a month. And it was really part

of the college life, but nevertheless a separate part of the college life. So after Arthur had written all of these letters, and we had looked at Trenton, we decided yes, we would like to come to Trenton, so that's how I got here.

Campbell: When you were at Wellesley you were teaching English.

Tiffany: Oh, I was an English teacher at all times at that time. I had been an English major at Boston University from which I graduated, and we had very little teacher certification as I recall it in those days. I did have to have 12 hours of educational courses at B.U. in order to teach in the high schools of Massachusetts, six of which were partly teaching and six hours were something else, I've forgotten what it was, educational philosophy, something like that. But that's all that I needed to teach as far as education courses were concerned, so I had a major in English and two minors, one in French and one in history, so I was ready to teach English, French or history at that time, and did almost all of my teaching in the public high school, both in English or in history and social studies.

Campbell: I hadn't realized this. When did the psychology come?

Tiffany: The shift came after we came down here and after I had spent my two years teaching at Lanning School. It was a very great change for me to change from juniors and seniors who were college bound in Wellesley which is a very wealthy professional kind of community to come to Lanning School which even as a demonstration school was a regular public school which drew on all the children on the Pennington Road community which had various kinds of sociological groups in the drawing area, so there were faculty members, children of faculty members in the school but there were also some children from very depressed and very poor areas. There were many state wards, I can't believe that state wards are as numerous as they were then, but we had a great many state wards who had a lot of difficult behavioral problems, and our classes were large, I had 44 in an eighth grade class, which was a horrendous number of children to try to manage. I knew after I had been teaching at Lanning for a while that it wasn't what I wanted to do. That seventh and eighth grades—I wasn't trained for it and it wasn't the kind of work that really pleased me. So the change in my professional career came because at that time which now became 1952 when I left my new school, I went back for my master's degree. At that time the guidance movement was taking root, a lot of people--the guidance movement was increasing in high school and school psychology was just start as an area of interest in the psychological field. So I went back to Rutgers and took a degree in guidance and counseling which was what I thought I wanted to do on a high school level. And after I finished my school psychology degree at Rutgers and school psychology programs started there, various faculty members asked if I wouldn't be interested in going into the doctorate program in psychology, which hadn't occurred to me. I think at that time money was very short and I had thought well, I'd better get back to work, which I did, but I did start the program part time and worked all of my doctorate programs

from that point on. I went back to Lanning School as an assistant to the principal. I never taught there again, I was assistant to the principal and also the guidance counselor.

Campbell: Is this the same principal I think it was, Dorothy Peterson?

Tiffany: Dorothy was principal while I was there as a teacher but then she moved over to the into the education department, and very quickly became chairman of the education department. So when I returned to as assistant principal it was with Margery Matlack who had been one of the teachers and had been promoted to principal. And I was hired as her assistant and I knew I didn't want to stay there either. I was looking for something new, but still didn't know what. I still wanted to move into the high school area where I was much more comfortable and where there was an aide teacher and students who appealed to me personally more than the elementary age child had. And I was looking and thinking about what I wanted to do and the telephone rang one day and Mr. West who was still president of the College called and said we have an opening in the Education Department. Would you like it? And I said, well, I don't know, what is it? That might be interesting. The person, Richard Martin, who had been with the College was moving into some other position at the college, I'm not sure what, and he had been teaching educational tests and measurements, and that was the job he wanted me to take and the position in teaching he wanted me to fill. I had just finished work with Oscar Bows in measurements and statistics, so I felt really comfortable in teaching tests and measurements, and it seems funny now because I came from the field so far, but it was a very different kind of switch for me and so I was interested of course. So In 1955 I moved into the department of education here at Trenton State, but each one came mainly because Mr. West said "I have a job, wouldn't you like this particular kind of job?" At that point on---, but it was really a change in my career when I went back for the guidance and counseling master's degree rather than in a subject area, or an academic area, that made the switch for me into psychology.

Campbell: Now in those days were you teaching psychology to psychology majors?

Tiffany: Oh, no.

Campbell: How would you describe the College, really the College of Education?

Tiffany: Well, of course Trenton State College started as a Normal School way back in the 1800's and people took a two year degree, then it was Trenton Teacher's College when I came in 1949 and we had only teacher education majors, so all of the psychology that was taught, and we were all within the Department of Education, was taught to education majors with heavy emphasis on how the psychology would apply in the classroom, and to the teachers, so that tests and measurements were geared strictly to the education field. The students at that time had no choice in their courses, they got their courses of study handed to

them. They had no choice of faculty member, no choice of time, no choice of day, no choice, period. So that I would have a class of all physical education majors in tests and measurements, everybody had to take tests and measurements. It made no difference what the major was going to be. So I would have a whole group of industrial arts majors just in tests and measurements, or elementary majors, or whatever, and it was taught with that in mind. It worked out in a lot of ways because the examples then in tests and measurements obviously was a body of knowledge that would apply to everybody, but there were also examples which could be used specifically. If you're doing something in physical education, these are the ways you could measure them and these are the kinds of statistics you could use, to find out what your results are going to be. And as I was doing all of the testing at Lanning School when I went back as Assistant and Assistant in Guidance, I was in charge of all of their educational testing and the psychological testing they did. I continued to do that and use my students as proctors in the classroom with me so that many of them got practical experience right there in the classroom. I brought the tests back from the children to my classrooms. Now the teachers at Lanning were delighted because they didn't have to score the tests. The students scored the tests and in order to see that there weren't errors, each test was scored by three different students, under my supervision, within my own classroom. I didn't take them home anywhere, it was right there in the classroom, it didn't take as much time as it sounds because they were recently , we would get the scores and then we would make distribution on the basis of real tests from real children, and have a real set of scores, which I thought was the motivating factor for the education majors rather than some sort of an example taken for then I took the tests home and looked through them to see if I could pick up random mistakes that might have been made, check the booklets that I had done, returned them to the classroom teacher at Lanning, who did a different random selection, to be sure that there were no mistakes. We hoped that we took care of any mistakes--but that was the way there was a coordination of experience of how these things worked at least at the elementary school level, which was all that Lanning had in the classrooms that I was teaching Tests and Measurements. In addition to the tests and measurements we all taught what was called general psychology, and every student had to take general psychology. Again there was no choice of person, they were just assigned. And I used good basic psychology. I used Hildegard, general basic psychology textbooks, and the examples were always--frequently at least--education examples.

Campbell: Now when you first came, did Mike Smith have the large lecture?

Tiffany: No. We worked in sections. I'm not sure when he started that--that came a little bit later. Well, two things brought that about I think, one was that we wanted them all to have certain kinds of lectures, everybody--there would be 600 of them taking psychology at one time, so we would have them all in Kendall Hall as a large area, you remember because we all were doing this with me and along with everybody else. At that time we were all teaching 15 hours, every

faculty member was teaching 15 hours, which was a very heavy teaching load.

Campbell: We were teaching Saturday morning.

Tiffany: Yes we were. Saturday morning classes, I don't know how many years, but it wasn't a very long time, in the length of time that I had been here, because it didn't go over well with the students. There were a great many problems, although many of them liked Monday off instead of Saturday for whatever reason. Now it did give us a chance by bringing all of the students together in one lecture, the faculty member who had to give the lecture that day worked hard but the rest of us could sit back and listen and experience it along with the students, and then we had two more class sessions of that particular week to teach. So in a way it helped reduce the load a little bit, that wasn't our major reason for doing it, but it was one thing. But that wasn't there when I first came. That was something that came along afterwards, but even when that was introduced we were teaching education majors almost exclusively I think. We also had, if you remember, everyone in elementary education had to take child psychology. And the secondary majors had to take adolescent psychology, that was required, so we were really a service group of people. Psychologists servicing the need of the education major in the best way we could. We had the tests and measurements, by the time that you came I remember we had a course in abnormal psychology.

Campbell: The required course that I remember was Mental Health, and that had some abnormal components.

Tiffany: I guess there wasn't actually a course in abnormal psychology. There was Mental Health, and then later on I guess you added the elective, and we were able to do electives, but at that point no one was doing an elective course. The faculty was teaching what they were required to teach and they were required to take certain things, that was all there was to it. And then there was a break in what the teachers were required to do, do you remember the registration period in the gym when the students were no longer handed their schedules, they would come to the gymnasium, and we would all sit behind tables, and the students would line up and try to get into certain courses which would be posted on a bulletin board up in the front of the gym and when courses would fill up, they would cross them out and the students would go into hysterics because something they wanted would be taken away from them?

Campbell: I remember that period as chaos.

Tiffany: Absolute chaos! It worked out, for some reason it all seemed to work out in the end, one way or the other, but we would go home exhausted at the end of the day. We were in the gym, no air conditioning of course, that was not thought of at that point. It was hot, people were distressed, and when you talk about Saturday morning classes, I had two

Jewish students who somehow got locked into Saturday morning courses, and for whom this was a very real conflict, a conflict for them and a conflict for their families, and it took a lot of doing to get them into courses which had already been closed on some other day of the week so they could have their Saturdays home with their families, so it caused a fair amount of problems around. We registered in the gymnasium for a long time, a much easier registration and faculty advisement which we have now.

Campbell: Well, once we got the Psychology Department under way, one of the things that I remember most vividly was your introduction of courses with practical experience, particularly the emotionally disturbed child, and I'd love it if you'd talk a little bit about how you got started on that.

Tiffany: I don't mind talking about that a bit. That's one of my favorite areas to talk about. That came about as a result of my doctorate work at Rutgers. I was assigned to the New Jersey Neuropsychiatric Institute for an internship, a practical experience of my own, under the direct supervision of Jerry Levin, I think you remember Jerry, who was then the Head Clinical Psychologist at NPI, and I was assigned their Children and Adolescent Unit. At that time they had a very large unit of children ranging in age from about 4 to 18, children and adolescents, and they had a school on the grounds which was a typical school and they tried to teach their reading and writing and arithmetic and social studies, and they tried to teach these children the same kinds of things they would have gotten if they had not been institutionalized. Many of the children were able to go to school, but many of the children because of behavioral problems were not able to go, even to this special school, and when all the children came home from school, there was nothing to do. In the afternoons, the late afternoons and evenings the children simply wandered around in large day rooms, some of the children were strapped in various ways or had mittens over their hands, had actually strait jackets on, in the early and mid-fifties, so that it seemed to me and I began to think that we had an opportunity to broaden our offerings in the department. I would start a course which would service the children at Neuropsychiatric Institute, and also service the needs of what was still our education majors, right here at Trenton State or Trenton Teachers College as it was called then. The signing course which would be strongly academic, three course hours a week just like all the other courses and in addition to that these courses would require the students to spend six hours a week at NPI working with the children primarily in the evening, the programs which were from 5 to 5:15 because they ate very early, they would eat 4:30 to 5 o'clock, then my students would come in about 5 to 7:30 and they had a variety of programs. Now at that time I started the program which was an elective in 1959, I think I'm right, they started then, I drew widely on the entire college campus. There would be Phys. Ed. majors, there would be English majors, there would be art majors, there were students with all kinds of talents, various kinds of skills and talents which they could use very nicely with these children at NPI. So we had a variety of

programs there four nights a week Monday through Thursday students would be available. The Institute was very excited about it, the psychiatrist at the time who was in charge, he took some convincing to start with, I had to sell it to him at the beginning, so he said let's try it and see what happens, but when it got started he was very enthusiastic about it. And little by little the school wanted some people to help in the daytime and sent a few out then. Also, in addition, within a couple of months I had a call from Trenton State Hospital as it was called then, how is it that you are working out at NPI but you aren't doing anything for our children. I didn't even know they had children over there. And neither did most of their own staff know that they had children at Trenton Psychiatric Hospital, but you went through the main ward of the adult men and through another door into a side corridor really, that used to be solitary confinement area, for adult patients, and in there they had 100 children that were all diagnosed as autistic or schizophrenic, or whatever else. Any child that was confined to the hospital was confined in this very narrow strange place, there was no day room for them to go to, the facility at NPI was unbelievable. I said it looked as though they could use us, so the next semester I divided my students, some of them to go to Neuropsychiatric, some of them to go to Trenton State Hospital. And our program started over there, it was difficult to get materials to work with, the College didn't have a lot of money to give us to work with and the state hospitals didn't have much, but I started the course because of the needs of the children, and then I found that felt that it worked very much to the benefit of the education majors because they were going out into the classrooms where there were children with disturbed behavior, but nothing like the behavior they would see in Psychiatric Hospital. It made the disturbed behavior in the classrooms look much more normal, which in fact most of it was, than they would have got had they not seen these disturbed children in the hospital.

Campbell: I think it also gave them confidence that they could deal with minor aberrations and behavior having dealt with these children, that were pretty unbelievable if you hadn't seen them.

Tiffany: I think that's very true. It gave them a great deal of confidence. They felt they had a little knowledge, nothing like they had learned in the classroom with me, but the psychiatrists and social workers at the hospital were very gracious with their time, and very kind and very willing to talk with students, to help the students and explaining why the students were behaving the way they were, and what techniques they were using to deal with it. So as you say it gave the education majors a sense of confidence that they may not have had had they not had that. It was a very popular course for a long time, in fact the course ran 25 years as I recall. It kept right on going, some years it would have a small registration, some years it would be larger. The first ten or 15 years it was filled each time. It was offered every semester for 25 years.

Campbell: That's interesting because you know you have a reputation for running a very tight ship, and I think it was well earned with any of those practicum courses. The students really learned how to behave like professionals, they understood their responsibilities and they worked hard.

Tiffany: Yes, they did, very hard.

Campbell: This was not something that they took lightly hoping that it would be easier or that they would get better grades.

Tiffany: It was not an easy way to make a better grade, it was not an easy course. It took an enormous amount of time, they had to work six hours a week. They had to come to class three hours a week, there's nine hours right there. Of course they had to prepare not only for the classroom, but they had to prepare what they were going to do with the children over at the hospitals. And I certainly insisted on professional behavior. This wasn't a voluntary group of people, they couldn't get up in the morning and say I don't think I feel like going today. If they were not going to show at the hospital, then they had to let the hospital know and why. They had to let me know and why, in advance if possible. If they were dead, they could let me know afterwards, but otherwise they had to tell me in advance. On the whole I had very, very few problems with students in the situations. The only problem that really occurred--once in awhile one didn't behave well. One student who thought he was running the hospital and was telling the doctors how to run things, that didn't go over well. Most of the little problems involved dress codes, and I had made very clear at the beginning of the course what dress was appropriate and what dress was not, but the hot weather would come and some girls would turn up in shorts or some such. And in the fifties I had some male students who wore long hair and tied ribbons in the back, and the hospitals were not about to accept that. But it worked out. Between talking with the student and talking with the hospital, those were minor problems. And over the years I cannot recall one major complaint, a professional kind of complaint from any of the agencies, with which I had any kind of cooperative program. And we expanded from just those two hospitals. We had more students coming and more people in the community heard about the program, and we eventually worked with the children's day school for instance, the Princeton School for Exceptional Children and other kinds of programs so that the students had a choice. The other kind of thing I did was never to allow the student to make his or her own choice. They could make a choice within the institution with which I had an arrangement, as long as there was space available at that institution I would assign them there--if they wanted to go to NPI, fine. If they wanted to go to Trenton Psychiatric, fine, but they were not allowed to look for their own place to do their field work and then have me approve it, because first of all I couldn't travel that far myself. I had to have a tight geographical area so that I could get around and supervise and I also had to work with the professional staff at the hospitals and at the schools so that when all of my students say I run a tight ship, that's the reason. One of the reasons--within my supervisory area,

I was very excited about that course and very excited about the way it went. I learned so much myself by being in the community, working with the staff at each hospital about the schools, arranging lectures, and listening to lectures that the medical doctors would give the students, that the psychiatrists would give the students or the social worker or whoever it happened to be because I thought that I myself kept in better touch with what was happening in the psychiatric world, for children, for being involved in these community affairs. Students have written back over the years to say how much the course had meant to them so that I feel that it was worthwhile.

Campbell: I think it was especially exciting because what happened as you know over the past 10 to 12 years there has been a whole shift, even in the liberal arts courses now, whether it's public policy or political science or whether it's abnormal psychology, in our department there has been a great emphasis on providing practicum experiences giving students an opportunity to work in the setting, where they're being trained so that we get some idea of the dimension of what the hands-on experience is a very vital motivating factor to make the books come alive.

Tiffany: Of course what we actually did was borrow from the education department. They had been doing the same thing in the practicum teaching, when they put students out to do practice teaching, but we did it differently because it went on all semester. In the JPE experience they would watch teaching all semester and maybe have two weeks of a chance to teach. In the senior teaching they did teach of course by doing it for at least one semester. And they didn't have the same involvement with the course, it was a little different of course, but we got the idea from them, but it was an important aspect, and I do think we're moving more and more to that direction all the time, and as the College changed from a strictly teacher education college to a liberal arts college, then the students in my classes called "Problems of Emotionally Disturbed Children," they didn't have any skills for working with children. I missed my education majors. I missed the Phys. Ed. majors, most of all I would love to have had them back, but they had gotten so involved with what was required of them in their own program, and I missed the art majors. I still had art majors, they still came but not in the same numbers as previously. Elementary majors who always seemed to know something to do with a child, I don't know where they get their ideas, but they get them. Of course psychology majors would say, what am I going to do? And we had to work much harder with the psychology majors with extra activities to keep them busy than I did with the others which was an interesting and different change as things went along.

Campbell: The other things that I think of as your major contributions to the department is in the development of the psychology program and really part of the early course on aging and mental health, but I have simply inherited that. You also had an undergraduate course

where you had an experience with the elderly, since we're both entering that stage of life, let's hear what....

Tiffany: I think that direction is exactly what got me interested in gerontology not only for myself but watching the generation ahead of me grow into old age, my mother-in-law, my father, all going into old age, and the problems they have to deal with, the kinds of difficulties, the ways in which they learn to cope with it. It became an interesting area to me and there's quite a little being done. I became interested in the late sixties, when I got more involved with these elderly people in the family, probably just out of sheer necessity I had to learn something about what was happening, and the first time I broached it to the department in terms of teaching something about adult and aging, they weren't terribly interested and that was in the late sixties, but as we came into the seventies they suddenly wanted I began to see more articles in magazines and read a little bit more about it in the journals, and when I suggested to the department that I would like to do another field experience course, similar to the emotionally disturbed, but on adult development and aging, where the students would go out and work with elderly people, in community facilities like the emotionally disturbed, the department then in the seventies was ready to accept it. They said yes, we ought to try that, we need more supervision and something more to do with your time, that's all right, you may go ahead and do that. It took me almost two years to sort that out, because I had to go around to many different facilities for aging people and there weren't many of them at that time. But the programs were just beginning. The nutrition program set up by the Federal government was just beginning. Luther Towers on West State Street was just being built and I had a long talk with the Reverend Ken Shirk, who was a great mover and shaker and got things done, and was in charge of Lutheran housing for the elderly, and he was very excited about my idea of placing students in the building that itself was at the foundation level at that particular point, but after two years went along I was able to line up and go and investigate and talk with people, oh, I don't know, six or seven places where I could put students for experience. Not nursing homes. I didn't want my students to have their first introduction to the gerontological phase of life to think everybody is in a nursing home. They had enough feeling that elderly people were sick people and had canes and various kinds of prosthesis, and I didn't think that they needed nursing home experience, which is a very devastating, very depressing and a very horrible experience for anybody. I wanted them to work with normally aging people, and so I placed them in housing for the elderly, Trent Towers, the building over on Greenwood Avenue, down on West State Street, and Luther Towers, and even the nutrition program. And then--oh, and the Jewish Community Center here on Lower Ferry Road which is really a wonderful place. People there are so cooperative and wonderful and were so happy to have students come and work for them. In addition at that time, do you remember when the Independent Study Program came in? I don't remember, but it definitely was in place by that time. The Psychology Department was offering senior students and some junior students an

opportunity to do independent study in any area in which they were particularly interested in. And they could do it in sets of 3, 6, or 9 semester hours. Some of the people might be interested in research or statistics, or they might be doing something else, or whatever, so for students who were interested and wanted to go on beyond the basic course in adult development and aging they could continue with the nursing home experience if they wanted to and at that point they would broaden their background in the aging field. Now in the country as a whole, the United States as a whole in early 1970, this course was taught in 1972 as I recall, I think we were the first college in New Jersey to have a course in adult development aging. It seems astonishing now, doesn't it seem strange to you? For years we taught child psychology and adolescent psychology and we actually thought there was nothing more in the field of psychology and developmental psychology. We never did a thing about adults. We did go into abnormal psychology, I don't know if that says anything about it or not. But we definitely did have a course in abnormal psychology the year after I started my course, and I did start that course in 1971. There were very few textbooks then, now you are required to have a great many textbooks. There was only one I recall at the time, but each year there were a few more, and eventually Gail Sheehy came out with her book on mid-life crisis, which got everyone stirred up about adult development and whether or not anyone goes through a mid-life crisis. That was in the textbook, but it showed the interest that was beginning to develop country-wide. And now it's a very big field. It's one of the largest academic areas and outgrowing areas. It has grown very rapidly between '72 when I started and '85 where we are today. One of the very nice things about that was, and it's true about the other field course too, it made jobs for students. It had a practical aspect to it as well as a learning aspect. The jobs are not as available today as they were then, but it did have a chance for the students to go out and say yes, I've had a lot of experience. It gave them recommendations from me as their academic supervisor and also recommendations from the field supervisors who were involved with them, so they could go out and say "here's a letter from Mr. Richardson who is the supervisor of the Greenwood Nursing Home." That counted for a lot in the job market.

Campbell: I think one of the really important spin-offs of those practicum and co-op courses that you developed is that it made it much more difficult for students to go into a field, you know, marking time and then go through experiences which are not related to life. It was so clear to them that they would get references, that they had job options, that how they did, how much energy and initiative they put into this course, this practical experience had direct consequences that they could see, whereas there used to be an attitude like "How does this possibly relate to what I want to do later on to my job," and I think it's caused a more serious and really a more comfortable integration of the college experience with the students for the rest of their lives as it were.

Tiffany: That was quite true. From their point of view they had to learn how to work in a

professional area different from being a student who just went on a voluntary basis. This wasn't volunteer work, this was work that was professional and supervised by me and by the staff there. To get back to what you were saying, sometime in the last few weeks I wasn't at home, but a woman knocked on our door collect for the Cancer Society in our particular neighborhood, and Arthur answered the door. When I came home he said there was a woman here by the name of Margaret Koerner. Do you know that name? I said yes, she was a student in my aging class, what was she doing here? Well, she was collecting for the Cancer Society, and she just wanted you to know that she is still working in aging because she took your course, and she just went on and on. I don't know if I even gave her anything for the Cancer Society because she was talking about the aging field, and she and her husband had been working in that area and apparently in this geographical area for some time. So I think there may be others, I know there are, in the same sort of situation who never thought about going into the field of gerontology, most people thought about children. If they wanted to work in a practical sense were talking about children and adolescence almost exclusively. Some of them took the course because they didn't know what else to take. They had six hours and said what am I going to do, there's a course on aging, I'll take that. And most of them got hooked on it once they were there. I was also very pleased because many of our older returning women, women in their thirties and forties, became interested. But they stayed interested, they were interested in the field work and they were interested in the academic classroom work and were very good students and very motivated students. It was a fun course, it was very good. And out of that came in my experience the pre-retirement sessions as people on campus knew that I was interested in gerontology and I was invited to do workshops on preretirement sessions for various groups, and I found that an exciting thing on a personal level to do it. Working with people, what kind of tasks do they have to manage, what kind of strategies that you have to cope with these tasks, I discovered that I could put them into practice sometimes. That was another thing that grew out of gerontology work. It was my consuming passion for the 12 or 14 years of professional life was the field of gerontology, the area in which I was most involved and most interested, and something that I had made a contribution to the academic and to the College, too.

Campbell: I hadn't planned to ask you this right now, but I would really like to. How is your life now in terms of having recently retired and putting into action some of the plans that you had, and finding that some of the things don't work quite as you expected?

Tiffany: Oh, it's fine, my life is fine. I'm not hesitating because of that. It's a little bit of a complicated question. One of the things I wanted to do for years that I was interested in is travel, and we did, as soon as I retired. He started to travel, we went to Spain and for a couple of months we taught in the department in Spain which was fun, and we've been west several times, Arizona and to Death Valley and that sort of thing, and we travel to Maine in the summer. The

amount of travelling we've done, I hadn't anticipated this. One of the things I used to talk about was to simplify your life. The older you got the more simplified your life should be, more manageable because you never know which year your aging may increase, so . . . , or whatever may come up, and we didn't do that. Because we moved around so much, having such a good time, living in Maine and Spain, going to Arizona, and coming back to Trenton to go to the dentist and whatever, and going off again, our personal lives got a little complicated, and we have to stop and simplify, and I think that that is the major lesson that I talked about and didn't follow on my own level. I'm not sure how I would have done it different, because I certainly enjoyed the travelling I've been doing and I wouldn't have wanted to have left it. You can't do all of the things at the same time. Now most people aren't going to have this problem because they don't have a house in Maine and a house in Arizona and a house in Trenton, and it became more difficult. When we go to Arizona, who's going to mow the grass in Trenton and when we were going to Maine. It used to be quite easy to get things done, and it doesn't seem to be now. Problems come up that one doesn't anticipate, but that was of the pre-retirement talk. You just have to anticipate that problems will occur and all kinds of things, so you need to have a plan for what will happen in such and such an eventuality. I think working in gerontology and giving pre-retirement workshops has helped me personally a great deal.

Campbell: You mentioned that just recently before we had the interview you had taken a course with Arthur out in Arizona.

Tiffany: It was very exciting, and I didn't realize how much both of us had missed being students. We'd been faculty teachers so long once we were finished with graduate school. Arizona State was offering a course, they offer a great many courses. That's one of the interesting and stimulating things about being in that geographical area, and we decided to take a course on the Old Testament literature, the symbolic interpretation of Old Testament Literature. And the person turned out to be absolutely superb, he was one of the best teachers I have ever studied under in all my many years of study. He knew his material and was always prepared. There was substance to his lectures, they were lectures from beginning to end with ten minutes of questions at the end of the lecture. Fascinating. I could have sat there for another hour and a half, went on for an hour and a half each time. We were both so buoyed by it and so stimulated by it that when we would be home, I was driving most of the time so that we were talking so much that often we lost our way. We knew where we were going but often I would think oh, we turn here and turn left, instead of saying no, we're going there and turn right. And it was a very stimulating and exciting experience and something we both realize now we're going to have to keep on doing. It's time for both of us to get back to being students, which I think we have been wanting to do and not realizing it for a long time, so when we relocate which we probably will, it will probably have to be where there are places available for us to be students, to learn and to keep on working and that sort of thing. So it's been a very interesting retirement and I hope it will continue to be.

Campbell: One of the things we didn't pick up earlier that I remember so when you came here, was that you and Arthur were the most enthusiastic and knowledgeable and well-travelled people of both faculty and personal friends that I had and that really was a very important part of your life that fitted in with your work at the College, too. Do you want to say a few words of your recollection of that period?

Tiffany: Travelling abroad has always been a very important part of our lives. As I say, way back when we were deciding on where we wanted to go, we stayed on the East coast because we were already planning to go to Europe, and we did... We came here in 1949, and that summer of 1950 was our first trip to Europe, which was a very exciting and interesting thing for us. And after two days--it was a typical you know it's Tuesday if you're in Belgium kind of thing, but we did get a lovely overview. We landed in Italy, we went on an Italian liner, tourist class when nobody spoke English which we didn't realize when we got on the ship. It was to be tourist class all the way, but nobody had informed us that there would be no English spoken except in first class, so we travelled third class. We hit a storm, we were 16 days at sea and landed in Naples. This is 1950, the second world war had not been over very long, and things were reasonably chaotic. And from then on we were saving money to go back to Europe, and we became very interested in international work and in people from foreign countries, particularly from European countries. And here in Trenton State there was an exciting international program. Mr. West had arranged for an exchange with Dundee, Scotland. We had a student of ours here at Trenton State who went to Dundee and a student from Dundee came here. And then Franz Geierhaas came in 1958 he arranged for an exchange with the University of Frankfurt, so he had students from there coming here, and from here going there. There were no faculty exchanges. So Arthur and I both got into the international work here on campus. We worked on the committee that chose the students and one of the things that we did most that was fun was to have students put on a supper. Very frequently throughout the year, 15 or 20 students, some of the students would show slides, and we would all have an evening of international talk, good for the students and very good for us. We talked with them and cleaned up after them and just thought how much great fun it was to do. That went on for years and years, and the programs expanded and the faculty exchanges came along and stayed with that kind of exchange. Mr. West started that many years ago and it has grown since and continues here on campus. It has taken different trends and we still have the exchange with the University of Frankfurt. However, I think our exchange with Dundee has gone and our exchange with the University of Saskatchewan in Saskatoon has disappeared. I am surprised to find so many of our students who were not willing to brave the cold of the Canadian winters. Of course it does get very, very cold. It was exciting to see students travelling, and one of the big travel groups was the experiment in international living groups that went every summer under Franz Geierhaas, and a faculty member would go with him. And the students would go to Vermont and prepare for a week, and then go for several weeks, but Franz would take them to various countries, talk about architecture, and art and show them the cultural aspects of the country, and then they would live with a family for two weeks in

the host country. And then he'd come back to Trenton State and our international group would go on again. So now not only did we have suppers at our house but then we'd have to pick and choose. We'd have 20 in October and 20 in January and 20 in April, and hit the different ones because it was impossible then. The group had grown so large so we not only travelled ourselves, but we lived with vicarious pleasure from the travel of students and felt that we had helped stimulate some of them in international thinking and understanding and helped them on their way. One of the things I developed before the summer programs took off with Franz, I would try to prepare the students for any contingencies that would happen in Europe, and I always was one who told them how best to pack their suitcases. Franz had somehow been impressed by us one year when he saw us in Europe, one suitcase we had for the two of us, so I used to give them a little talk about what kinds of things you could tuck into a show and what you could tuck someplace else, and what you could and what you didn't. It was exciting to work with students who were going to be travelling.

Campbell: You know, it's interesting, I hadn't thought about that much until we started thinking about making the tape, but I am sure my own life was very much affected by living in the department with you and with Franz Geierhaas. That simply made it seem very reasonable to plan to travel and the detailed preparation you put into it. I can remember when you and Arthur used to go up to New York and visit ships when they were in port, so that you could choose exactly the kind of stateroom you wanted.

Tiffany: Of course, no nonsense for two or three reasons. Arthur always fell in love with the luxury liners, I don't know how it happened, but he fell in love with every luxury liner, so we went and visited everything from the Lusitania and I guess the Titanic, and he can tell you from the wake what ship it is, so we would go to look at them because he loved them so. We also went to look them over to decide which ship we would like to travel on and I'm so glad that we lived in the period when the ships were the way to travel because when the jet came in in 1958, that was the end of the luxury liner. And it was the end of a whole way of life. And now it's nice that people have a short period of time not to have to take more than six or seven hours to get to Europe, something's lost though. The shipboard life was part of the trip. Getting there is half the fun, was the Cunard slogan, and I believed it. It certainly was. We enjoyed every minute aboard ship. We did spend a lot of time preparing for our trips, not only picking out our table, Arthur would pick out our table, in the dining room, he would go and say oh, I like this one. I like that number 9, so when we went on a ship we would have arranged in advance that we would want to be seated at such and such a table, and such and such a cabin. But we found it very exciting to go on a ship and lost a lot when the jets came in. The first time we ever flew the ocean was when we went to Spain, two years ago. I said, oh, you go to half the time and it's not the same. It's not the excitement. You sail out of New York Harbor and everybody is waving and screaming, just like the Loveboat--of course, it's going to Europe.

Campbell: Fran, you're not going to believe this but fifty minutes is almost up, and I just wanted to tell you that's really been a great pleasure for me to have this chance to talk to you and I think it would be good to add that this has been very special because when I first came to Trenton State College in 1958, I came from a research and clinical background, and so without realizing what she was doing, Fran Tiffany became my model and person from whom I learned to teach. And the executive capacity, the tight ship, the tremendous organization, the same kind of energy that went into checking out the ships also went into preparing classes and finding out what the students' needs were and conveying and really making this an exciting experience, and I feel that not only have many, many students benefitted over many years from the experience with you, but your colleagues and myself especially because we worked together in JPE.

Tiffany: Yes, we did and we never even talked about JPE, and all the experiences we had. Well, whatever I contributed to your teaching, I am eternally grateful that I've done it, because you certainly have been a successful teacher in the department for many years and if I've contributed something, that's probably one of my shining accomplishments.

Campbell: Well, not only the preparation, but the fact that it was so important to you and that you enjoyed it.

Tiffany: Some classes were better than others, but I can truly say that I've enjoyed every semester of it at Trenton State, every semester. I've always felt so grateful to be able to work here. We came here thinking that we would stay here until we decided where we wanted to go and that was in 1949, and obviously we didn't want to go anywhere else.

Campbell: Thank you very much. It's been a great pleasure to talk with you, and I hope that this program is going to be fun for some other people looking back at the world that really has changed very much for college, for travel, and for the demands made on the faculty. Thank you.