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C: Today is Thursday, November 10, 2005. I'm interviewing Betty Flinchum, Emeritus Professor from the College of Education, is that right? And a charter member of the UNF faculty. Betty, would you start out and share with us your background from North Carolina to UNF?

F: Jim, that's going to be a long time. I was one of the faculty who had a lot of experience before I came to UNF. Some of our faculty came to UNF from getting their Ph.Ds. But in my case, I had been abroad, lived abroad and had traveled and actually worked in the national office in Washington, D.C. So I'll tell you a little bit about that. I grew up in North Carolina, born and grew up there. I went to the University of North Carolina Greensboro, which was the Women's College, University of North Carolina at that time. Then I got my master's at the University of North Carolina Chapel Hill in early childhood and motor development, that was my specialty. Then I went to teach and to be an administrator at Sophie Newcomb College in New Orleans. Then I lived in England for a year and studied at the Roehampton Institute in London. Again, an early childhood focus, but it took a physical education slant because that was my undergraduate degree. So that's why the motor development angle. My textbook is in that area, too.

I was [for] five years at Sophie Newcomb College, Tulane University. Then I was hired at the AAHPER national office, which was part of the NEA [National Education Association]. It was the physical education, dance, early childhood part of the NEA at that time. So my office was in the National Education Association building there on 16th Street in Washington, D.C.

C: Were you also a dancer?

F: Yes. Dance is one of my areas.

C: Modern dance? Ballet?

F: Modern.

C: Professionally?

F: No, I didn't dance professionally. But I did teach it, of course. So my two areas of specialty were movement education-early childhood, and dance. That's what I taught when I taught at Newcomb, but I was more of an administrator than teacher. Then when I went to Washington, D.C., I went to all forty-eight states and gave lectures and seminars and everything. I took out a year to finish my doctorate at LSU. I was in Jacksonville in 1971, I was giving a seminar on differentiated staffing and the kinds of upgrades of NEA – what was the philosophy and what was happening there – and Jack Netcher heard my seminar. He came over and he said, "would you like to get back into higher education?" I said, "I don't know." Because, in a way, I had a really good job. I

was going – courtesy of that association – all over the United States and abroad as well. So that is how I developed, with the national training lab, my expertise in international, and also with the Experiment in International Living. I actually took student groups to England and Europe. That's what developed my interest, of course, in study abroad.

F: So I'd had all of that international training before I came. So I came to UNF with Jack Netcher. He came to D.C. to interview me. Ellis White [first Dean of the College of Education] was wonderful; he believed in interviewing at the home. So we were thoroughly vetted before we were hired in the College of Education in those days. You had interviews at your home, you had interviews here and the luxury of meeting some of your administrators in the College before. So that's what happened. That was in 1971. I came in 1972 for my interview. They were still in that building on Arlington Expressway at the time. I guess I passed the test. Anyway, I was hired in March of 1972. I came with an early group to write the curriculum in August of 1972. We were here from August until the time that it opened, writing, setting up.

C: Tell me about that department because it no longer exists.

F: It was called physical education and health, or health and physical education. Then, as it evolved, the health area became more prominent in terms of adding staff. The vision of Jack and the university was to develop a College of Health.

C: From the very beginning?

F: Yes. And as the College of Health developed, the educational component moved into the College of Education and Human Services. So we became the Division of Human Services instead of the [Health and Physical Education] department, quite early on. I was the chair of that division for a while. Then I had a stint at Curriculum and Instruction. So I've had some administrative experience. Then of course I'll tell you about my passion, which is the international component.

C: Before we get to that, tell me a little more please about what did you teach in those early years, how long did that go on?

F: Early years. We had a very small department--Terry Tabor, Jack Netcher, Iris Brown, Judy Perkins, and Betty Gilkison. So it was sort of a health and physical education. So I taught health and movement education in the early days. Plus some kinesiology and some physiology, whatever we needed. But my area really was teaching in the College of Education, that health and movement course with the elementary education majors. I taught more in that department [Elementary Education] than I did in physical education because that was my area of expertise. Of course in those days, the college was so small that you sort of had to teach across departments.

C: Did the nursing division then come out of this early division?

F: Yes. Everything that we have now evolved from that original division or department. Jack was the first acting division chair of health, you know, when it became health, before it was the called the College of Health. Jack Netcher, that was his last year. So it had evolved to that point of being a college, established as a college, when he retired.

C: Can you remember when that was?

F: It was probably about 1984 because I was the chair of the Division of Human Services, then it was after I was chair that it became the College of Health. So that would have been 1984 or 1985, around in that era.

C: Jack was here that long?

F: Yes. He would be one you would want to interview because he was a member of that original team, Lassiter [Roy Lassiter, first Vice President of Academic Affairs] team.

C: What are your memories of Ellis White and Andy Robinson [Interim President] in the early College of Education?

F: Well, those are very vivid, Jim, because I still see Ellis White. He's ninety-two. I plan to visit him on this visit. He and his wife are living out at the beach in the same home that they lived in originally. Ellis is and was a very excellent leader, in my view because, of course, he had his statements like, "people of good will." Every time anyone says people of good will we'll remember Ellis White. Then he would call us "a fledgling faculty." So fledgling faculty, people of good will, those were his two key phrases. We still tease him about those things. But he was an English major and he had a penchant for any kind of writing. He wanted everything written well. He was a stickler for detail, but I thought he was a good educational leader to build a foundation. So I liked Ellis – still enjoy visiting with him. I think he was the right person probably at the right time for us at UNF. So my memories are positive of Ellis and his leadership.

C: I think most people's memories are positive.

F: Then Andrew Robinson, of course, I had the occasion to work very closely with Andrew on different occasions over a long span of time because he was Associate Dean. Then he was the Dean. And all those times I happened to be in pretty good leadership situations, chair or something to work closely with the Dean. Then I had the Northwestern project with him, Fred Schultz actually gave us the money for that. That was back in the early 1980s.

C: What was the Northwestern project?

F: Well, Fred and Andy had this idea, they called me in and we talked. A self-fulfilling prophecy. If we could somehow come up with a project with Northwestern, we could raise their SATs and their test levels.

C: This was a middle school?

F: This was actually what they called junior high at that time. Milton Threadcraft was the Principal. I was put in charge of that for one year and we put every intern from the College of Education in that school for that year. We didn't place anyone outside Northwestern. So the idea was to give them a lot of attention. I remember talking to Herb Sang. He said, "why are you doing this?" It wasn't his idea so Herb Sang didn't like it. So I said, it's the idea, the Pygmalion Effect, the self-fulfilling prophecy. He said, I don't believe in that, I don't believe you can do a thing with that. That school's gone. That was Herb Sang. He said, however, you got the money, you got Fred's backing, and I'm not going to do anything about it. So we had the liberty to have the year. We kept it documented and everything and we had a lot of teachers out there as well supervising their interns. We did, indeed, raise the test scores.

C: Did you?

F: Absolutely. It was a very successful project.

C: How long did it last?

F: It only lasted a year because we couldn't get anybody to let us continue that. Everybody wanted their interns. In other words, the other schools protested that they had lost the opportunity to have UNF interns. In other words, the system blocked having it again. But it was revisited several times by the college to say, "this was successful, let's do it again." Leadership changes, and I think that's what happened. It just got lost in new leadership and new ideas. Andy moved on over into FIE, and he used some of the Northwestern ideas in other parts of the state, so it wasn't lost.

C: What were some of the ideas to encourage this self-fulfilling prophecy?

F: What we did was to tell them first of all, that they were very special and that they could learn and give them a better image of themselves and their school. In order to do that you had interns working, two or three in every room, with teachers. We had tutoring, we had special tutoring if they needed it because we had enough personnel to do all of that. What we found kind of interesting is that they didn't have books at home. The correlation was very high with having little or nothing, as far as [books at home]. The educational environment in other words was the main correlation with low achievement, but also the fact that they

thought they were special seemed to increase their motivation for doing that. So they were told all the time that this was a very special school, this is a very special project and that you're going to really improve and you're going to show us that you are a worthy school, and Northwestern is going to be the best. It was just really interesting what happened.

C: Any reflections afterwards in terms of, either from them or yourselves, about the fact that it was only one year and what happens to the kids who were the guinea pigs for a year in a really good program and then, poof, it's gone?

F: Well, Milt tried to keep it going in other ways. In other words, we tried to help him figure out how he could keep that philosophy going, and I think he did while he was still that Principal in terms of the ideas. I think the school really turned itself around, but it didn't turn itself around with us. We pulled out. But I think the idea, the seed-- and he took it on to his other schools, and it helped him out, too, in terms of his leadership. He then became Principal of a high school, and I think has done very well in the school system. But we tried other ways, and then he kept the consultant that we had on for a couple of years coming back. Alshuler, that was his name. He was from California, and he came back two or three times to keep that going with the staff at the school, and with the teachers at the school. So they had a consultant. We kept some of the faculty going there for years, to keep the staff motivated. They just didn't have the lower ratio of students and a high visibility of young interns. But we did try for about three years to keep that going, and I think succeeded in other ways. Even though we pulled out in terms of our project, we kept the ideas and philosophy going and Milt, as I said, kept some of us and the consultant for several years.

C: Think back to the College of Education, what was the atmosphere in the early years in this small college of dedicated faculty and administrators? How would you describe the early faculty, both in the college and the university in general?

F: I thought we worked quite well together. I've always been happy here and had a very successful career. In thirty-two years, I can honestly say that I have been able to get along with everyone. I just never had any conflict with any of the faculty members. I think the early folks, Jim Mittelstadt, Paul Eggen, Bill Herrold, we still see each other. We're still very, very close. So I felt like it was really kind of like a family developing. It was a realization of a dream in a way. We knew what we wanted to build, fortunately we weren't too far off with our philosophies, I guess that helped too. But we were also told what the philosophy was. You know, it was actually competency-based education at the time. So whether you came in with those skills or not, that was the philosophy, and that's the way we developed it initially. It has evolved to include more modern theories I think since that time. I feel like the faculty has been a very consistently motivated faculty, frankly. I mean, it's hard to say that it isn't with twenty-five of us still around.

C: There was a really strong *esprit de corps*.

F: There certainly was. I think that was good leadership. We had good leadership I think, in the early years. It's hard to judge one against the others.

C: When did your career begin to change toward international education?

F: That started in 1974.

C: That early?

F: Yes. You see, by coming with this passion for international, having developed that before and having a lot of desire from living abroad already and taking students, I wanted to continue it. We of course didn't have anyone in the college with international experience, nor any desire to do international work. So I asked Ellis White if I could develop a study abroad program for the college. So I took my first group two years after we started. In 1974, I took the first study abroad group of teachers to study the British Infant Schools.

C: So they were in the graduate program, your students?

F: They were actually in a class.

C: Because they were teachers, they were all graduate students?

F: Master's level, yes.

C: How did you fund that? Those were tight years financially.

F: Yes. They had to pay their own. Of course they still do now. Study abroad is an expensive kind of learning I suppose, but the teachers were able to fund their own. But in those days the tuition was $1,100, and for that they had three weeks. I did it on a shoestring. I made all the arrangements myself because I knew the consultants and the teachers and the principals and all of those already. So I designed it and used my contacts. There was no overhead whatsoever. Everything they paid went right into either their airfare or accommodations. We stayed in a university dormitory.

C: Where?

F: We went to Bristol. We went to London, the London schools, then we went to the Yorkshire schools. We saw Sir Alec Clegg's great legacy of British education. Of course he wasn't living at that time, but his philosophy prevailed. It was outstanding education in Yorkshire schools and also, the Bristol schools had the same philosophy.

C: What was unique about that compared to what we were doing at that time in say Duval County?

F: There they had the open plan, meaning large classrooms and several teachers, even for the little children. It was child-centered – the teacher was the least important person. The teacher worked individually. It was a sort of self-directed type of learning, even for the little ones. The movement education played a very, very large part of that. I was able to set all of this up because I knew the specialists and those teachers and the principals. A child learns self-reliance and self-efficacy and self confidence at age four and what their bodies can do, what their talents are and the teacher keeps a portfolio of their progress. So it's individual learning, that's what was so different. Even individualized at age four.

They also had peer teaching. The seven year olds worked with the five year old so they had a sense of becoming. You know how second children learn from the first child. Second and third children always want to be just like their older brother or sister, and it's the same kind of concept. You have a person who is a seven year old, they're feeling very confident. They have their math skills, they have their language skills. You give them a little guy or a little gal just coming along to sit and read or sit and work on something, and they took the time to do those kinds of things. They integrated. They integrated art and music and movement. I remember distinctly, a principal in one of the very fine schools in Bristol reading a poem to the six year olds, and they were in their spaces, their different spaces. As the poem developed, as the rhythm of the poem developed the rhythm of their dance developed. I have not seen that kind of self expression before or since. It was the principal of the school who was reading, and her voice, British voice, would rise and fall and their levels would rise and fall in reaction to that. Of course, then she put music to it in the second phase and they made up their own dances and they performed them later. So the whole child was involved. And our teachers had not seen anything like that.

C: It must have been an exciting opportunity.

F: It was. And I still have some of their logs – what they wrote up about that. It was really a wonderful experience.

C: Afterwards, were any of the teachers in your class, were they able to introduce aspects of the open school here?

F: Yes, that's right, Suzanne Tomlinson was one of them. Oregon Lybass became a master teacher here in her school. She introduced a lot of that to her school. I forgot the name of her school, Jackson maybe. But anyway, yes, I can tell you those teachers really went back, and introduced it, especially Suzanne Tomlinson's school. She sent a lot of her teachers later on this program so that her school could become more integrated.

C: Riverside Presbyterian Day School.

F: Yes, exactly.

C: How did the international program evolve? Did you continue the infant school trips each year?

F: Yes, and I brought in other faculty to lead them. Jim Mittelstadt went a couple of years, or three. Terry Tabor went one year. Ellie Scheirer, Mary Grimes; a lot of those teachers got involved. I wanted to have as many involved as possible because of course, the professors learn something, too. It changed their lives as well.

C: How did your career continue to develop with regard to international programs?

F: I continued to do the study abroad for the college, but the rest of the university hadn't progressed to that level. Joyce Jones in Sponsored Research – you know, we had these little faculty grants – and Lou Woods [professor, Department of Economics] had been to Belize and had gotten interested in it and had come up to Joyce Jones and said, Belize is a great little country. We ought to be doing something there. She said, well, Betty Flinchum has been to Belize and knows Belizeans and everything. I'm going to ask her what she thinks about this. When she came to me she says, Betty, you know something about Belize? I said, oh, yes, it's beautiful. She said, let's get you and Lou together and see if we can find a grant. Well, we got one of those little $1,500 packet of grants and we went down and met with the Prime Minister at that time and the chief education officer – those people are still mainstays – and got their permission to write up an USIA affiliation. So at that time it was more for education. Lou sort of went his own way in his own studies with Belize. He and Joe Perry then developed some very good things for the government in economics. However, my grant was geared to an educational administrators exchange.

C: What year roughly would that have been?

F: That was 1983 when we started thinking about it. In 1984, we wrote our first grant, and it took effect 1985-86. That was just after independence. They got their independence from Great Britain in 1981 and became a Commonwealth country. So we came in, and I want you to see the documentary that we did on that. We just finished the DVD. But yes, I got a plaque and a citation this last graduation held in Belize for my twenty-year service to Belize. From that first grant evolved our UNF master's program in Belize. So I did that program as an outgrowth of this early affiliation. I had two grants: that first USIA affiliation funded the beginning of the Center for International Education, and a Business Education grant that helped internationalize the College of Business Administration.

C: In the mid-1980s?

F: It was 1985. And at that time you had to apply to Roy McTarnaghan [at the Board of Regents] to get permission to do something like that. So I wrote up a proposal for Roy and sent it off, and it was approved. The USIA affiliation grant funded UNF's first Center for International Education, and I had my office over here in Building 11. I was called the Director of the Center for International Education, and I also taught courses in the College of Education. I was still doing my movement and health for elementary, and I was doing an early childhood master's course, too. Then the next year after that, I guess it was 1986-1987, I went over to Sponsored Research and spent the year with them because of the transition to the College of Health. I know that was 1986-1987. I was directing the Center for International Education out of the Division of Sponsored Research and Training because Joyce had a year off, and I was working there to help direct DSRT at the time.

C: You were the Interim Director then?

F: Well, so to speak. When Joyce became Assistant Vice President, I just stayed that year as a transition directior. After that I became the Director of International Programs. When Ken Martin [Vice President of Academic Affairs] came in, he decided he wanted the whole university to have international experience, so he called it the Office of International Programs, and I worked with all the colleges to internationalize each college. That's why the College of Business is so well internationalized at this time because I worked first with Ed Johnson [Dean, College of Business Administration] and then Earle Traynham [Professor, Department of Economics; Dean, College of Business Administration] and I received a USDOE Business and International Education grant for Belize and Mexico. Through that grant, Reza Vaghefi, Steve Paulsen, and Lou Woods developed our first case studies on Belize for internationalizing the College of Business curriculum. Now you see what happened to the College of Business. They really have done an excellent job of developing their international program. I feel like I've really contributed a great deal to their programs. That college gave me a very special mention, too, by nominating me for an honorary alumna award. It happened two years ago. That's the way COBA's international interest started, I guess.

C: I was going to ask about the international studies program that Tom Leonard and Lou Woods and others were involved in. Were you connected with that, too?

F: No, Tom developed that for the College of Arts and Sciences as a degree program. I mean, he did go to Belize, and we have worked together on other international projects, yes, but that was an academic program and a degree-seeking program. Other than providing assistance as the Office of International Programs could do, we were not involved in that, only in the supportive role.

C: Were most of the programs--you mentioned the master's program in education in Belize and the business program--were they more research oriented? Is there a character to the international programs that was related to teaching or research? Or how would you describe the benefits to the students and faculty?

F: Well, the component of the international programs that I haven't mentioned was the international student component. That one, it was sort of a recruitment from Belize so we had a lot of Belizeans, but we also had almost 100 countries represented when I was Director of International Programs. I thought we were doing extremely well in getting people from other countries and providing scholarships. I helped the state write the Latin American Caribbean Scholarship Program that provides a lot of scholarships. That was with our Senator Bob Graham [Robert "Bob" Graham, US Senator from Florida, 1987-2005; Florida Governor, 1979-1987]. Bob Graham was really helpful in getting all of that going so that we had scholarships for Belizeans, we had scholarships for Caribbean students, then we had a few in-state scholarships. But yes, I have to say that student influx, I mean our international students coming here, that was one of the things I'm most proud of, was that I developed that component. And we were located in building 1 at that time. I also had over $1 million in international grants, and that brought in international students. We had nurses from Guatemala one summer. We had nurses from Africa. So we did a lot with the Department of Nursing and College of Health. I developed a nurses program for the College of Health that goes to Paris every summer with my contacts in Paris. We took nurses to London to study. There's a lot there.

C: What was the advantage of, this is one example, of the nurses studying in London rather than studying somewhere in the U.S.? Was London health care more advanced in some way?

F: No. I think that national health has more primary care in some ways. We're very sophisticated in the States by contrast to some of the other countries. The nurses there don't do patient procedures. For example, they don't do shots. The doctors or physicians still give the shots there. So the whole role of the nurse was interesting for our nurses to see. They mirrored or shadowed the nurse, and they actually got in to see some operations, which there were heart transplants and things like that, which they might not even get to do here because things are more casual in some ways in other countries. Then in Paris, the thing that they really learned more about was the emergency medical service, because they have on each vehicle that goes out, a nurse, an EMT and a physician. Because it's a small area, and so well organized they can get to anywhere in two minutes. Our nurses said that was an incredible service found in Paris that was not available here in the States. Then if they go to developing countries like Belize–we did something in Belize– that is primary care at its most basic. And they've done Jamaica too. And that's going out into villages and seeing what's really happening. Also, our nurses were able to study with the

Guatemalans while they were here. They learned from each other and did bi-national classes so that our students had a chance to interact.

The other thing you asked me, what did UNF get from it? They learned about other cultures from their roommates. They learned the kind of flavor that international students bring, the awareness, the friendships that they make. The world culture coming to us a little bit because we didn't have a very highly developed study abroad at the time. It's more now; it's great. But I think it made the university more aware of the world.

C: Which it needs to be, of course. Were you involved in setting up some of the West African trips and programs? We had a Vice President for Student Affairs [from there] at one point.

F: Yes, Roland [Buck]. I was actually on the first meeting of [Florida/West Africa Linkage Institute (FLAWI)]. The Board of Regents sort of started a task force to set up those institutes. I did help get the Florida/West Africa Linkage Institute here at UNF. I know that the dentist, Arnette Girardeau, went and made a passionate plea in front of the Legislature, but I knew the other directors of international programs, and we didn't have an institute. There was no chance of another institute being created for a long time. We had Roland, so it just made a fit. I think that institute [FLAWI] had a great deal of promise. I am still in touch with Senegal. We're still working on it. In fact, I'm meeting with Oupa [Seane] this afternoon. I guess when I was working with FLAWI, I wrote grants and we've had over, conservatively, $200,000 from the state on that one. The first two years we had $60,000. I just happened to be on the committees that gave the grants out. We had $60,000 each year and that helped us develop it. Then in the last years I was here I wrote the grant application, and we got $20,000 for two years. Then we had a health grant with Senegal, two grants with Senegal for $100,000 through USIA. So we did get some money through the Florida/West Africa Linkage Institute. At the moment, Jeb Bush in his wisdom, has withdrawn the money from the institutes, thinking that the universities should pick it up. Of course, UNF doesn't have a lot of money to do extra things with, and it sort of dried up. But I'm hoping that I can help them write another grant, that is still alive as far as I'm concerned. That could be a really big thing for UNF, but when I left, and Roland left and Dennis Gale left. Oupa has too much on his plate to devote full time to FLAWI.

C: A friend that I know, Henry Thomas, was in Ghana this year with students.

F: Oupa went with them to do that, so FLAWI was involved with that. I'm supposed to get the brief from that today, so I don't know what role FLAWI played with Henry. But it could be, and I hope will be, exploited by the university in terms of a future for an African connection with UNF.

C: So UNF has had a substantial role to play both in particularly Central America, Caribbean, West Africa and Western Europe. Have there been any connections to Asia?

F: Well, they're developing the China connection now. But in terms of our own, we've had some diplomats from Asia come.

C: There was a professor in the College of Education, a Chinese man who led several trips.

F: Yes, Xiping Wan. Xiping is still doing that. In fact, I talked to Larry Daniel on Monday about sort of coordinating with Xiping because he's at Kennesaw and really wants to keep us involved.

C: He's where?

F: Kennesaw State.

C: In North Carolina?

F: Kennesaw State in Georgia.

C: Because he'd gone up to New Jersey from here.

F: Then he's come back to Kennesaw State. But yes, Xiping, he's still taking his study tours, and he did while he was here for us. But I hope that Larry will provide that connection because Xiping has all the contacts already made. It would be helpful to us. But Larry Daniel, the Dean of the College of Ed[ucation], went to China. And Kathe Kasten went to Senegal with me and helped write a grant. So I am still helping them think through that.

C: You're not really retired.

F: No. But I think that was one of the things, Jim, that I am most proud of, was bringing to the university the international programs.

C: Any other aspects of your career here that particularly stand out in your memory?

F: I guess the international program is the thing I probably contributed to the university. But I'm very proud of the fact that I brought high-level people to UNF as well. Some of the international figures that you'll see as you review all of this. Some of the international figures I helped make the initial contact. If someone came from a particular country, I would invite faculty to come in, and we would have a seminar with this person. We had a lot of ambassadors here, for example. We had a breakfast for a high-level Japanese group when Adam [Adam Herbert, UNF President] was President. Adam did a lot. And we had a

good Japanese connection at the time I was here. We had the Consul General several times. In other words, I would set up, each year, two or three high-level people. I think you must have at least been involved in some of those. Of course, history, it might not have, I don't know. But a lot of them were with the business faculty and education faculty.

C: History faculty were most often involved with taking students to Europe.

F: Of course, Tom got all the invitations if they went out, I suppose, because of the international developing studies program.

[End of Tape A, Side 1.]

C: So you were saying that the World Affairs Council. . .

F: . . . is now doing very well. In those early days, we were just struggling to try. I was on the original committee as well. And, now Earle is, I think, maybe he's still working with it, too. But that is going very well. And that was initially a part of our development.

C: Were you connected at all with Ann Radwan's ambassadorial series? That must have been early 1970s?

F: Yes, I was. I attended all of those. In fact, when Ann came back, what two or three years ago to visit, she was thinking of relocating back here in Florida after she leaves Egypt. So Ann's still around. I passed that along to Dale. In fact, I think Dale may have come to see her when she was here. But yes, Ann did a lot for us in those early days. That ambassador grant brought, well, I remember Jay was the Ambassador from England, for example. Yes, I tried to work on everything that was going on in international, especially representing, at that time, College of Ed[ucation].

C: In reflecting on the larger picture of the University of North Florida, we've had a number of presidents, as you know, Carpenter, McCray, Herbert, Hopkins, and the interims. Do any of these people stand out in terms of your experience of working with them? You mentioned Adam Herbert giving support a moment ago.

F: Well, I worked with them all in some ways as the international person. So we all knew Tom Carpenter because it was such a small place. So I think without a doubt they've all been supportive of what I have done. I can't feel that they neglected support, at least verbal support. But I think in terms of monetary support, Adam would have been the one who was most forthcoming, maybe because he had more money as we became a larger university. But certainly I worked very closely with them all in terms of any role they could play from the President's Office with the international. Anytime we would have a visitor, dignitary, sometimes the President's Office would get us a little money to support

a luncheon or something like that. I always tried to make the President aware of who was going to be on campus. I served as the Protocol Officer for the university since Adam. He established the position.

C: What is a Protocol Officer at a university?

F: OK. Like [Bishop Desmond] Tutu [South African prelate who won the 1984 Nobel Peace Prize]. When Tutu came here, I set up all of the airport reception that was there, who sat where, who was invited. The Protocol Officer says that this is the way he should be introduced, this is where he should sit, this is who should sit with him, this is the order of the program, who speaks first. I scripted everything so that it wouldn't go over the time. The Protocol Officer makes sure that there are no faux pas, that people who speak know how to address the speaker and who should go out first, who goes out last, who is recognized from the audience, who isn't.

C: That's a remarkably delicate job.

F: Yes, it is. I spent a lot of time. You cannot do it off the top of your head. What I find now is they do not have one since I left. I suggested several people, but I don't think anybody has been asked. So when I went in the other day I said to Larry [Daniel] that we needed to get somebody here at the college. Because, for example, in the newsletter they addressed some folks the wrong way, and they didn't give them the correct title and blah, blah, blah. This was just recently. I used to check all that out.

C: Bishop Tutu is coming here Saturday.

F: I'll be there.

C: Who's the Protocol Officer for that?

F: See? I don't know who's doing that.

C: I wonder if John Delaney's [UNF President, 2003-present] aware of that need?

F: Well, I mentioned it to Janet [Owen] when I was leaving. They might have asked Tim to do it. I don't know. I haven't seen Tim this week, Tim Robinson. But I don't know, but that's a good question because it really is important. As I say, I told Janet. I said, now listen, I am retiring. The President needs to know he needs a Protocol Officer. But that question I have not asked them, but it is a serious problem. Like Nancy Olson's just been made the one for Jacksonville. Do you know Nancy Olson?

C: No, I don't.

F: She was our sister cities liaison. She's been international liaison since the IRMDC. When I was President of Sister Cities [Jacksonville Sister Cities Association], oh, that's another thing, the last two years I was here, I was President of Jacksonville Sister Cities Association and brought the university and sister cities together. We just had Jace Hargis go to Murmansk [Russia]. I think you and Laura [Crooks], did you go somewhere with the sister cities?

C: No, we hosted some students from Murmansk.

F: I thought you were at one of the Murmansk meetings. With Julie Buckingham.

C: At Jacksonville University, I think.

F: Anyway, I guess I'm most proud of starting that program for the university, because anyone, I guess, can be a professor. But it's starting a study abroad program, setting up the International Program Center and Office of International Programs, scholarships for students, and exchange programs for faculty. That I loved. I think I really began to develop those for the university, and there are quite a number of faculty that I sent abroad or was able to help in some way to develop their international experience. I used to do some things with helping them write for Fulbrights and that sort of thing. So whatever was international at one time, whether it was protocol, whether it was international student receptions, or international grants. I had to help with all of that.

C: What proportion of your time on the job was international? Was it half?

F: It did become full time. It was full time from 1989 to 1999 or through to 2000.

C: What year did you retire?

F: I retired… it was 1998 when I took my phased retirement – but I only just left the university full time. I just said, "well, I think somebody else probably needs to do this." That was last year. So at the moment I'm merely a consultant for the College of Education.

C: Looking at the university as a whole over thirty-five years almost, what are the biggest changes that you have seen at the university?

F: Well, there's the obvious one, of when we were hired there was not a building here. Now, what a beautiful campus. So obviously the physical changes have been remarkable, I guess. Seeing a university grow is a unique experience. I don't know that other people have had what you and I have had in terms of seeing a university grow and develop and become a respectable university in the state as well as a leader in the community. I think Jacksonville grew as a result of the university. I don't think it's the other way around because remember when we all came here, and suddenly dropped 150 Ph.Ds in the middle of St. John's

Bluff. I think the ramifications of that haven't been studied either, so that's another job for you, Jim.

But I think the changes have obviously been from a two-year school, which was a very nice idea, but monetarily I guess it didn't work, so they had to begin to bring in the freshmen and change it to a four year. So that was a big change. As that changed, my international work changed as well. I think that was the advent of the real study abroad for all colleges and everything rather than just education. Actually, McCray and I started some of the international stuff in terms of study abroad. He was interested in having the whole university involved in that. So he was instrumental in helping out too, I thought at that time, but he wasn't here very long. But it fell to Adam Herbert to really begin to internationalize the university. I think he caught onto that and really wanted it to happen.

C: In the changes that you describe in terms of students and four years and facilities and internationalization, has the character of the institution changed?

F: Yes, I think it really has. I don't know. It's different. I walked across this morning to get a feel for it before coming into the interview, and it's not the UNF it was maybe five years ago even.

C: What's the difference? That's one of the things I'm trying to learn from.

F: Well, in the early days I think the international students added a multi-cultural dimension and an ethnic dimension too. Now it just looks like a world population. So the student body has certainly changed in terms of the make-up of the student body. I think that has happened in the last maybe fifteen years. We've certainly become a world university rather than a regional university. So I think the population certainly has changed. The population of the faculty has changed. It's now, I think, become very much younger. Maybe it's because I'm a bit older. But remember, we were all sort of the same age there for a while, in terms of the first decade. We didn't grow that much the first decade, so you had pretty much the same faculty pool in the first foundational years of the university. Then as it grew, we got people from other parts of the United States also. We were trying not to hire just Florida folks. We were trying to hire all over the country. So I think the mix and the ethnic mix of the faculty, good mix of men and women, good mix of internationals. I believe we've done that in a very good way.

I'm very pleased with the faculty, the quality of our faculty, the quality of our programs, the accreditation of programs. That's very significant I think that we were able to achieve all of that. So I feel that we've done something very well actually. But I think the character of the presidents changed the university. With each president, the community has had a different view of the university, I think. For example, Adam was out in the community helping get the Jaguars here and all of that. He brought the university and the community together a great deal I

thought. Maybe John is trying to do that as well. His tenure is just beginning, but I see that he has now developed his focus. He has new ideas of how he wants the university to go. I see a lot of change in terms of skateboarding and student-oriented physical things. So I think in the last year I've seen a change in how the students are being viewed or students first or however you want to say that. So I think there's a little shift perhaps in the way the university wants to be viewed by incoming students, perhaps, or population.

C: Do you see UNF distinctive from our sister institutions here or in Georgia or Carolina? Not the flagships like Florida and Florida State, but FAU and UCF or Kennesaw State?

F: I used to think that we had a very much more hospitable, warmer, user-friendly campus, than I found on other comparable campuses. I thought the feeling was just better here somehow, you know. We had the courtyard kind of concept and small, beautiful country club-looking campus. But it's a beautiful environment, and I thought it was also a warm, friendly, different, welcoming environment. That's what I've always felt, maybe it's because I was a part of it. But I don't know, as we grow we may lose that. I have the feeling, when I walk across campus – no one knows that I was here before anything was here. Like this morning, the young person who served me my coffee, I felt like saying to her, you know, I was here before you were born.

C: I've had that feeling, too.

F: I think they don't have, probably, the pride or dedication to the university that we used to have. The idea of the university has changed, certainly since our times at the university and studying. I think you probably feel that too. I went to a well-established university. I don't know that we feel very well established here. We seem to be changing all the time.

C: Are you suggesting then that we're still in the process of becoming a well-established university?

F: I think so. That doesn't take away from the quality, it just means that we seem to be changing directions and maybe emerging. I'm not sure how to describe that. But I don't think we've arrived yet.

C: You're not alone in saying that.

F: Okay. I say that from a great love for the university. I sometimes think they would do better to pull in some of us who care so much about it and ask us what we think. I mean, I'm getting interviewed, but that's for archives. If you have any influence, you might say to the leadership, there's some wisdom out there that would gladly be shared with you.

C: I've also heard that from other people we've interviewed.

F: Interesting.

C: A feeling that we retire, and we're forgotten as if we have nothing to offer. One of the reasons why this concept was suggested was that we did have something to offer, and hopefully whatever comes out of it in terms of a written document may have some influence.

F: I hope so. The other interesting thing, speaking of that, the other day someone on campus was telling me about the program in Belize; all about it. I didn't want to be rude and say I started that program. At the end, I did say, actually I was there in 1968. That was before the person who was telling me this was born.

C: That's before UNF was born.

F: That's right. Then I said, I sort of developed those programs. Then, she said, oh, well, of course, why didn't I know that, or something like that. But that's short term. I find that leadership is so busy perhaps--I'm not speaking of UNF leadership, leadership in general--so busy dealing with what's here and now and perhaps their own vision of what they want to be or see happen during their watch that they're really not interested in what happened before. They're only interested in what happens today and tomorrow.

C: The past inevitably influences the present, which influences the future.

F: You'll know that as a historian. I'm not sure we're going to get where we want to go unless we look at the past and speak to the past and learn from the past. I think if we had somebody to get all of these folks together for a sort of a two-day conference, or even a one day, ask them about the direction, the feelings, sort of what we were talking about. Get them feeling instead of marginalizing or forgetting.

C: You may not have seen this up in Carolina, but when President Delaney made his autumn state of the university speech about emphasizing the needs of the students and focusing on the students, Bruce Gutknecht wrote a letter to the editor of the *Florida Times-Union* and said, Mr. President, we did that in the beginning, and we've done it ever since. It's not a new direction, it's a reaffirming of a priority. It was a beautiful letter that Bruce wrote.

F: Any response?

C: Yes, in his next talk, Delaney picked up on that.

F: Good, I think we're all feeling that. That perhaps he, and he might, Delaney is a very astute leader, I think. He would probably welcome this suggestion if he knew we were all feeling this way.

C: We'll see how this progresses. I wanted to ask about in your later years with international students, whether the Patriot Act and the Homeland Security Department had any negative effect upon international students coming here because nationally there was a problem with faculty and students entering the country since 9/11. Did you have any of this problem?

F: We did. I retired just before all of this affected the immigration. I went into phased retirement. So on my watch it was still growing, and we were being sought after by international students. I think on Tim's watch it's been much more difficult. I know it has had a large effect on it. Tim Robinson, the Director of international, took over my job. I know that it has had all the restrictions obviously of SERUS, a new program. And the interview process in the other countries has changed. As a result, it's a very much stricter problem, and the students can't get back in. Many, many times, even if they are bonafide, motivated to do well, they have problems with their countries getting into the United States, if to continue their studies. So many of them are not going home as often. I think that's going to have a detrimental effect. I was so proud of the fact that 97 percent of the Belizeans had gone back and are working in prominent positions in Belize, either teaching or other professions, and they are proud of their country. We built a lot of pride in the countries of the international students. I used to have International Day or even Belize Day or China Day, whatever, so that they would have a pride and be able to think about going back. I think it will have a large effect on what we think we're contributing to the rest of the world by sending back highly educated students who are friends of the United States. I think that's going to change.

C: One aspect of the international program I haven't asked you about is, once the students get here and we have an international office for student affairs, have you worked with them, and how have you seen in their adaptation to our campus and our community take place? Have you had first-hand experience with that?

F: Yes. In the later 1990s, from 1990 to 1998 Roland Buck and I worked closely together, and we put the international students all under my office at that time. So we had a lot of activities for them and made it multinational activities so that we could capitalize on everything they had to offer, and they could learn more about us and they could solidify a lot of these friendships and things. I don't think that's actually happening as much now. It may be in large part because of not having as many internationals and having some more restrictions or something. But I'm a great believer in creating a climate for international students that is welcoming, nurturing, and utilizing their abilities to help our students learn about other countries.

C: Also were you able to develop opportunities for Jacksonville students to interact with the international students to the benefit of both groups?

F: That's right. The Chamber did a lot, had two or three functions that we had for all of the students from the rest of the world, and then we had our UNF students at the time. We had several receptions. I used to have a mentoring thing; assign a UNF student to the international student the first day they arrived so that they had someone with them going around learning about the university, making their way because it can be a very unfriendly place. I remember a horror story: Dr. McCray invited a Korean student. He [McCray] went to Masan, Korea, our sister city way back then, and they forged a relationship with Kyungnam University unknown to us--at that time, it was before the Office of International Programs. So he invited a Korean student to have a scholarship. And when that student arrived at UNF; no one knew he was coming. He arrived and a taxi took him to JU first, and they realized this was wrong because he brought out his letterhead and all of that. So then they brought him to UNF, and he sat on the steps at the village apartments. That's all we had at that time. And all night long with his bags, he didn't know what to do, where to go. The taxi just dumped him. That's a horror story that's haunted me for a very long time. I was very sure that every international student was given a little pal, a buddy, a guide. I'm not sure, I think we called them buddies, now mentors, or friends. And I don't think that's happening now, but I think that's a very important thing.

C: Sure, for both parties.

F: Yes, and that bond is formed. Another thing I did was to have them, if they couldn't be picked up, or the dorm couldn't accommodate them, is to have a family. I would arrange for them to stay with a family for a day or two and have that family member bring them here and introduce them and everything. That worked really well. So those kinds of things are important, very, very important.

C: At the peak, when you were still head of the program, roughly how many international students per year would be on campus, enrolled?

F: We had maybe 200 at the most because we were small. So it was not a significant number. I mean, those are bonafide internationals. Now if we put them as sons and daughters of diplomats and other people, we might have gone up to 500 or 600 people in terms of international students who had lived here for a year or two or may have been first generation, something like that. But it wasn't as high. Obviously, I wanted it higher. It could have been higher, and it would have been higher I think if we had not had all these 9/11 things, change with immigration and everything.

C: But if there were 200 students in the residential population, that's a high proportion of that. I'm sure you worked with all of the Vice Presidents and Provosts over the years since Roy Lassiter and Minahan and Merwin and Bardo

and Ken Martin and David Kline. Any of those stand out as being particularly cooperative? You mentioned Martin in wanting to internationalize the campus.

F: Martin actually did start the international program and called it the Office of International Programs and gave me an office and a secretary in building 1. So it was interesting that Ken would be the one to do that, but of course Adam was supporting it. So that was a new initiative from Adam and Ken. So we have that office because they started it. Well, I wrote the proposal, and they accepted it. The others? Yes, Bardo was very helpful. When he was here I was over there with Joyce Jones in the office, that was the year, 1986/87, that Bardo gave us some money to help us with some faculty exchanges. He was very helpful there. I worked very closely with David Kline the whole time he was there. David, we wanted him to travel, but he didn't travel as much during that time because he was developing his position and felt that it was important. But David has always been supportive.

C: He found money to subsidize travel for students, didn't he?

F: Yes. He bought that, the idea of sending a study abroad group. So that was David's initiative, yes.

C: They were the honors program students who traveled who had subsidies.

F: Yes. And the first question he asked me was, defend why you want me to support international on the basis of what it will do for Jane of Orange Park? So I have a two or three page documentation of what Jane of Orange Park was going to get.

C: Summarize that for me, could you?

F: Jane from Orange Park comes in and she has a roommate from China. I said Jane gains knowledge about another world, another country, cultural differences. She gets a friend. She may even learn to travel to China to see her new friend. She learns that in her class the young lady from China tells about the economic perspective China has on whatever she's studying. In other words, she gets the viewpoint of another country, a citizen of another country. Then we have International Day where the friend brings beautiful clothes, different clothes. She brings a different environment, like when we have International Day, we have ten, twelve, twenty countries display artifacts and they get to talk to the citizens of other countries, so they learn that. If there are presentations in the classroom, those presentations have the viewpoint of another world, so she gets all of that. She learns different foods. Let's say that--we have lots of foods here --[our] Chinese food's not the same as the real thing. So those are some of the examples of the richness that an international student brings to the campus. Different music--I think I took each subject and said what an international student brings to that particular discipline, you know? We have a lot of mathematics.

Many of the Asian students are so outstanding in mathematics. I think I said Jane could study with one of them as a peer group. So those are just a few of the ideas. But in essence, I was trying to say that Jane may never go to China, but China has come to Jane and has created a little bit of China at UNF, which has changed UNF in that respect. Another thing, Jane will always be clued in to any news of China and anything that's happening in China because she now has a direct, personal link, a personal friendship through her roommate. Maybe if not a roommate, it could have been in the classroom.

The French, for example, were a great part of my effort. I brought the first French group of students. We have at least twenty new French [students] on campus. (In fact, I've been in France for the last two months.) When I was over there I interviewed the ones who were coming here in the spring this next time. The University of Provence. They bring a very different atmosphere, and many of the faculty have this French group over to their house with other faculty, so other faculty get a chance to interact with these brilliant young students. They learn that education is different in their country, that these French students have gone through a considerably higher level of education than our students.

C: They even have different political perspectives.

F: They do. I was over there, and one of my French friends said, you have two Frenchmen, you have three opinions. Anyway, it's a life-changing thing.

C: Yes. Let me shift it a little bit. There's one question that the committee wanted me to ask everyone, and the question is, who are the most unforgettable characters that you met and observed at UNF over the years?

F: Well, one was Robert Loftin.

C: Tell me why.

F: I guess in his persona he was unforgettable, too. He was very different looking. We were all kind of, we didn't wear jeans a lot. Jim Cangelosi did in the early days. Now, of course, everybody does. But not in the early days.

C: What made Bob unforgettable?

F: Well, Bob was unforgettable because the way he looked was interesting, the way he approached you as a colleague. He was very easy to talk to and everything. He had a passion for his Sawmill Slough, and he wanted to be sure you knew about it. Everybody knew about Sawmill Slough. It didn't matter if you were in another college or whatever, Bob had a passion, and he pursued it. The other interesting thing is I had two of the Belizean administrators up here and I just happened to bump in to Bob and I said, I have two coming up from Belize, and they're going to be here at graduation. He said, could I have them for an

afternoon? I said, well, sure. I'm always looking for interesting things for them to do. He said, well, I know that Belize is really into eco-tourism, and their environment is great, so I'd love to have them. So he took Austin and Ernest for an afternoon. He showed them a barn owl. I guess he knew they didn't have barn owls in Belize. And they remember him. The other day when I was in Belize, they asked me if Dr. Loftin was still alive. Of course I told them he was not. But that made such an impression on them. He took them elsewhere too, I mean around our path and our conservation area. It was just I think his passion and his uniqueness in terms of how he felt about this campus. That makes him one of my unforgettable characters. I liked Andrew Farkas [first Director, UNF Library].

C: How was he unforgettable?

F: Andrew?

C: Yes.

F: Again, you think of Andrew, you think of his glasses hanging off his ear. And Andrew was a straight shooter, I thought. He would tell you. It didn't matter if you weren't going to like what he was going to say. It was his opinion, and it was usually a pretty learned opinion, because he had a great wealth of knowledge that he was very happy to share, I thought. He was extremely cooperative. We had library tours for every international group that I had. Andrew would always try to make a point of coming out, and he wanted to know what groups were coming, and he would have something to say either in their language or about their country that he would use. Very learned, I thought, in terms of his knowledge about the countries, his passion for music, his uniqueness there I thought was interesting. But I loved his insightfulness in meetings. I loved it when Andrew was in a meeting or on a committee or whatever because he didn't say very much, but when he said it, it was always straight to the point. So I felt like he was a significant person for the university, not just for what he brought in terms of the library, but also his persona. So those two stand out.

Of course, I think Andrew Robinson was very significant for the college and for the minority population. You just had to walk to have lunch with him, and you would be stopped. You couldn't be in a hurry if you were with Andrew Robinson because everybody would just talk to him, students, faculty, staff. I mean, the custodians. He would stop and talk with everybody. He was really interested in every person. It was just an interesting experience. He went to London on one of the study abroad tours, and he was sitting with some of the little girls in uniform. They were about twelve or thirteen, all sitting around listening to Andrew, and we went in to get him, and they said, oh, can he stay please? He was having such a good time. Then they talked to him about the declining population in the schools in England. He asked them what the biggest problem was. He said that they told him that falling rolls were a problem. So the

next morning, when I went to get him, he was laughing. He had asked me on the way home what that meant. I said, it means declining enrollment in most of the schools. He said, well, that was interesting. So the next morning he was laughing, and I said, what's going on? They brought me this huge plate of rolls for breakfast, and they fell off. They fell off the plate. I said, falling rolls has two meanings. He was really laughing. He thought falling rolls was an interesting phrase. But that was one of those stories of Andrew – falling rolls. He would bring that up quite a lot when he got back. He said, I want you know that one of the problems . . . . [laughter] So anyway, Andrew from our College.

C: You wove the unforgettable with major accomplishments. Were there any people at UNF over the years that stand out for their contributions to the university? How do you see that?

F: Maybe I should say Andrew started the Florida Institute for Education, which is one of our big things right now; Cheryl's doing it. He actually got that going. So that was a contribution, plus, of course, his building and his love of the College. So I had to mention that. Now, contributions that individuals have made?

C: Do any stand out?

F: I would have to say that I would go back to every one of the founding faculty and give them each credit, and many of them still here, especially those who have stayed with it. So I would single out each one of those, like Dick with the Irish Studies program, for example.

C: Dick Bizot.

F: Dick Bizot with the Irish Studies program, made other significant contributions, of course. But that is one that he is passionately involved in and has recently been established. I think it is a significant contribution, because he brings these wonderful poets in, and literary people and exposes the students to this richness through that program. It's hard to single out. But your contributions, Jim, are significant to the history and all of the Jacksonville history that you've brought to us. That's significant. Then this project. These are the things that I feel are the significant pillars for the university, is a long association, I can truly say, and I know you can, that every single day that I was here I tried to do something really well. And so the cumulative significance of our lives and contributions needs mentioning.

[End of Tape A, Side 2.]

C: So the cumulative contributions of individuals.

F: Yes, I think that is probably the most significant thing that I could say. For example, you make a contribution to something, a monetary contribution once.

But if you make that contribution every year for thirty years, it's a significant contribution. It may be up in the $100,000s by the time you finish it, you've contributed to your school or your church or whatever. So if you contribute something to an institution every day since 1972, you should be considered a significant person it seems to me. Does that make sense?

C: It almost brings me to tears to hear you say that because it's so important. We've had people, very important people, whether it be a Roy Lassiter or Adam Herbert or Bill Brown, let's say. But to say that there's 100 folk who in thirty years have made this university what it is, it's very profound.

F: I would say each of us, let's take those folks.

C: Whether it's you in international studies or Institute of Education or Irish Studies or the Small Business Institute we've had for all these years, there have been so many different things that have developed. I'm learning about them as we go along.

F: You see, Jim, to me, it's our lives we've given. I think it's forgotten in large part because somebody can come along and give a million dollars for something, and a building is named for them. But we slug along. I think it's unfortunate that, if I were given $100,000 let's say to do something – I know you're doing this – but let's say we moved from this into something like we're discovering, something you might suggest, and that is the recognition of the founding faculty and contributions. Even if it was just teaching. And I hate the words "just teaching." Do you realize, if you had been a teacher every day for 32 or 33 years, you have all the wonderful things that have happened during those lessons? All the multiplying effects that that knowledge has given to others. Say you've touched the lives of 2,000 students who've touched the lives of 2,000 [people]. You see what I mean? And in that case, as educators, you teach one teacher, that teacher teaches thirty students a year for thirty years, well. So I think it's significant – the knowledge that we've given to the community. So I would single out all of the founding faculty that have stayed with it, stayed with UNF because of their cumulative contributions.

C: Anything else you'd like to add about your experiences here at UNF over thirty plus years?

F: I believe we've done the best job. I think we've done a good job, all of us. I think we have. I feel good about what I see. I feel a sense of belonging in terms of my College still, like giving me the Emeritus honor, and I'm very proud of that. I felt intrinsically a great reward from being a part of the university. So that, I must say thanks to UNF for having the opportunity to do that, because everyone does not have the opportunity to build a university. As you remember, we were all in everything. We were all Senators. I have been on every single university committee that we have, at one time or another. Sometimes twice. You

remember, we had to serve, because there were few of us. We changed the Senate. We made it the Faculty Association. We went through the building blocks of the politics of the university. So I think that we've taken the best practices and put them into our classrooms and into our university in terms of the politics of the university. We've had lots of turnover–I'm talking about the administration–and I think that in large part that has been difficult and has caused us perhaps to not move as swiftly towards this arrival as we've talked about. I don't think we're there yet, and maybe it's because we've had a few detours and changes in administration.

C: Especially in the dean slot and the vice presidential slot, there has been probably more turnover than ideal.

F: Yes, I think so. So as a result of being small and having a lot of turnover, there have been a lot of sidetracks. But I think, generally speaking, I'm very proud of us and what we've all done, and especially proud of the founding faculty. I feel that each of you has a special place, with me anyway. So the thing is, and I don't know if others have said this to you, but I would like to continue to be of some help to the university, but I haven't yet discovered what probably it should be or could be. Like, I'm helping Larry Daniel, the new Dean with international, as I did Kathe [Kasten]. (I'm still in touch with Kathe.) What I've done recently is to have every student in Belize documented on video. What they're doing now – you must see the DVD. I have to get you a copy. Because the woman who's writing up something for the *Journal* called me. She's a freelancer. She's writing about it for the next issue. I said, well, first, before you speak to me, go to Ron [Hanson] and get the DVD; look at that and then we can talk because it will give you perspective. She called me back and she said, that it was the most touching video that she has seen. She said, thank you for letting me see that. I won't tell you how it comes out, but it's in the words of the students and how we have changed their lives. So I say the significant thing, too, is what has happened to our young students. It's more pronounced for our international students if you go into their countries, and I do that. I go see them. I go to their homes and see their families and everything. Their lives have changed, when you see their brothers and sisters and what a difference that we have made in the lives of this one who came to UNF. Or that we go down there and give them a degree. Wives and mothers who were homebound – we've given them the opportunity to get a degree. That's significant. So it's changed the country thereby.

C: Particularly a small country like Belize.

F: Yes. So anyway, those are the kinds of things that teachers, professors don't get enough credit for, that's all.

C: Thank you very much.

[End of Interview.]