

DR. EMERSON E. NEUTHARDT

PERSONAL REFLECTIONS

DECEMBER 6, 1979

SMJ: I have with me Dr. Emerson E. Neuthardt, Professor Emeritus of the Department of Industrial Arts and Vocational Education. Well, Dr. I finally got hold of you!! I would like to have some background information on your family, education, etc, before coming to SUCB. We have a lot of information that is on your vita, but can you add more to that? Something to add a little flavor, as they say?

NEUTHARDT: Both of my parents were born in the US. I am a Central New Yorker, born in Utica, NY. I lived and went to the New Hartford public schools. My great grandmother was German on one side; the other side were Yorkshiremen from England. This is a very common combination in central NYS. It goes back to the time when the entire Mohawk Valley was settled by the Dutch. I started my education in Utica Country Day School. Little did I realize then how a private school would affect my life all the way through. It was only a school of this type that could offer me the program that I wanted. For example: I had French from grade 1 through grade 7; had industrial arts training and special physical

education. That combination has been very important in my life. At the end of Jr. high school, I transferred to New Hartford public school and graduated from New Hartford high school. New Hartford is a residential community south of Utica. This was during the time of the Great Depression and two years following. Eventually, I went to Oswego State Teacher's College, graduated from there with a BA degree. I went to NY University, received a MA because, at that time, no one in Industrial Arts, Home Economics or Physical Education could get a degree in his field. You had to take it from the arts field. From there I went to Cornell University and started on my Doctorate. I then went into service and upon returning from service, I registered at the University of Buffalo to finish my degree, and then got employment here.

SMJ: Had you married in the meantime, or were you single?

NEUTHARDT: I was married just before I went into the service. After that time, I also studied at the University of Geneva in Switzerland. In the summer I taught American teachers who were attending the University of Geneva international courses.

SMJ: Now, how did you get that? Did you apply or what?

NEUTHARDT: No, I took a travel tour to Europe. My wife is of Swiss background, and she was interested in going there. Part of the tour was to study at the University of Geneva for a month. I was there at the end of the session, and Dean Posh told me they were having trouble with the Americans. "We don't know what to do with them! We are used to teaching classes, and that is the end of the day. They want to travel, and go through the different

international organizations, and do all od these things!" He asked if I would consider coming back on staff the following summer and set up a program for American teachers. So, that is what I did. While I was teaching in the capital district, I attended Renselear Polytechnic Institute and took up aviation research there. Finally, I ended up at Texas A&M. You asked about some experience prior to coming to Buff State University.

SMJ: Yes, did you have any experience before you came here?

NEUTHARDT: Being a rather adventuresome individual, I started teaching in Troy, NY. Then, I went to Delmar which is a suburb of Albany and taught there. I became supervisor of their industrial arts department. Just before the war, I went to the State Education Dept. in Albany, as you might call an office supervisor. We did not go out into the field.

SMJ: Now you worked under Hermann Cooper?

NEUTHARDT: Yes, under Hermann Cooper and Oakley Furney, those two. Also Gene Fink. When the war started I went to Cornell University. While there, they had glider training course that I took. When I finished, I was immediately sent to Albany's Director of War Production Training in Aviation Industry in the capital district. So, during the war, I was training our people in Albany and Oneida, NY. In Elmira, NY, I was training master mechanics to prepare gliders for the invasion of Normandy. It was a very interesting career. Near the close of the war, when we weren't training any more, I went to Oswego State College where they had an emergency teacher training program because most of the men were in

the service, and they weren't coming back fast. We had a three week teacher training course in Oswego. They were given a certification to teach industrial arts; women, custodians, cafeteria personnel, anyone, to keep the school open! That period in our state history saw a real strain put on education. You asked how I happened to come here after these experiences? The new thing at the time was comprehensive laboratory in industrial arts. I ended up teaching at Cornell, administration and supervision courses. As a result of that, I ran across Harry W. Rockwell who was president of the college. I met Irving C. Perkins here. The two of them asked me if I would be interested in coming to Buffalo. Buffalo, at that time, was considered one of the largest and outstanding teacher's college in the state of New York. Still, they had no full professors in Home Economics and Industrial Arts. The third time I was approached they agreed to give me the first professorship to see how it would work out. You asked me earlier what I did when I arrived here? That was very interesting too. I found a four year program with a baccalaureate degree, no graduate program, no professional conferences... it was just a straight four year college.

SMJ: What were the facilities of your department at that time?

NEUTHARDT: We had what is now known as Rockwell Hall and the little quadrangle behind it. We had a swimming pool and gymnasium, the building opposite Rockwell Hall. The Campus School on one side and Home Ec. and IA on the other side.

SMJ: In your own building, you had how many floors? Were accommodations sufficient?

NEUTHARDT: We had 3/4 of the basement and the first floor. Home Ec. had the top floor and part of the basement. There was space.

SMJ: Was there a good spirit among the teachers of both departments?

NEUTHARDT: It was a family. Everyone knew everyone else at that time in 1946. Many new faculty members were coming in because of the growing student population. The students had government grants, etc. to go to college.

SMJ: Dr. Neuthardt, had you met Dr. Gragg while he was at Cornell? He was the English professor who died.

NEUTHARDT: No. I worked at Cornell with Ken Beach and Brophy who is now President of the University of Rochester. At that time Cornell was going to be the headquarters in the State of New York for Industrial Education. That is the reason we were all sent there... to get a Doctorate. Buffalo State, NYU and Oswego objected, as well as others, so it ended up as a school for industrial arts and labor relations. When I arrived here, I worked with Irving C. Perkins, very, very closely. The first thing we did was to reinstate the Epsilon Pi Tau international, Industrial and Technical Honorary Society. This is a great organization. We had the industrial arts club for student activities. We had much spirit as the men just came out of service, they were scholarly, and they made everything move on this campus. It was one of the

most active periods in 34 years that I have seen here.

SMJ: They were very mature, I suppose, serious about there work.

NEUTHARDT: I would describe it as being appreciative for the opportunity after what they had been through. The only problem we had was that they became so proud to be Statesmen on this campus that whenever we had events on other campuses, they didn't behave too well. We developed some leadership on this campus in 1948 by recommending that we have a graduate program. Those of us on the committee started out the first meeting by learning that the specialties could not be in the masters program. We had to listen to that for just so long, then I had to bring up that I had a masters of arts degree, the same that they had, that I also had a doctor of education degree. We took it from there, and I can remember well the beginning of the graduate program: one class in industrial arts, one in home economics. That is the way we got started. We built that up to the point were I had full time position as Chairman of the Graduate Program in Industrial Education. We built it up to over 200 students, as many as 70 full time students at one time. In the normal school days the baccalaureate was the tops, now the men were very anxious to work hard and earn their masters. Away we went! Then we started a Fall Conference for all of the teachers from Rochester, Olean and west. That was continued every year since then and it has worked out very, very well. While doing this, we also changed the student teaching program!! During this period, we were under the State

Education Department not the State University system. We were able to get things done much faster. For example: in the student teaching field, we required 20 weeks of student teaching, 10 at the Jr. high and 10 at the Sr. high level. Now, they just have one or the other, not both. There is quite a difference in handling young men in jr. high as opposed to young men in sr. high.

SMJ: Yes, most schools have industrial arts program though, don't they?

NEUTHARDT: Yes, private and parochial schools also have industrial arts programs. The United States is the only industrial and technological society in the world. We have to live in this society.

SMJ: Germany is not considered an industrial/technological society?

NEUTHARDT: No, Germany has industry and other things, but in our country, mass production is prevalent. We are the only country in the world where people have two automobiles, two televisions, couple of telephones etc. Mass production, the newest technique! Perhaps we should not go into this here, due to mass production and industrial technology, we were the first country to send anyone to the moon and so on. We have a great pride in this nation. Industrial technology is here.

SMJ: This really points out the importance of the Industrial Arts Program and the affect it has upon society.

NEUTHARDT: We have to have in our educational program, courses that will prepare them to live in this type of society, to

understand it and to be good citizens and to contribute to it. They have to make themselves employable, and that is the problem. Business education, home economics, agricultural education, etc.

SMJ: I was talking with Dr. Lewis recently, and he mentioned the fact that not only should a man or woman be educated in this field, he or she should also be able to write a decent report or letter. All of it goes with it. You have to work with the other departments in this college to have a well rounded education.

NEUTHARDT: This great college has achieved great leadership. At the time I was over teaching at the University of Geneva, I took students on field trips. I went to the famous international school and visited there. They had beautiful dormitories, wonderful cafeteria, Shakespearian Theater (semi-circle in the ground), library and tennis courts. They had a German side and a French side to the school. There was no one there except for help and perhaps a dozen of Swiss students getting ready to take exams. When I saw that campus, my eyes really opened. So, I called the college every summer and founded the International Institute of Education. This was the beginning of the overseas travel tours en masse from NYS. Private schools had done this for years. We were still under the Regents then. We had three seminars, two weeks duration. The first one was a seminar on International Education. We attended the World Conference on Education and the national delegations come to our seminars in the afternoons. We visited the school of Jacques Rousseau in Geneva, the Kinderdorfer in Bogen dealing with the development of sociogram in human behavior. The

second two weeks we studied International Organization within the United Nations including UNICEF, etc. In the morning we would have seminars and have their field service people come out and lecture. In the afternoon we would visit their headquarters in Geneva and have tea with them. Great bunch of tea drinkers!! We would talk with the personnel who had been in these different countries. The last two weeks, we had the International Organization Outside of the United Nations, like International Labor Office which is like a radical group at that particular time, so to speak. Also the League of Red Cross Society, International Red Cross, World Council of Churches, that was an enriching program also.

SMJ: This is outside your field too, isn't it?

NEUTHARDT: Not exactly, because, you see, I studied at Cornell University and the University of Geneva too. Remember that I had a master of arts degree. I wouldn't exactly say that I had broadened my interests... what I did was to see opportunities and tried to take advantage of them for the college and develop these things. I had a lot of help from other people. I did not do it by myself.

SMJ: You did not keep it down to a narrow thing of just Industrial Arts, that is what I mean You tried to broaden your horizons, which is fantastic.

NEUTHARDT: I believe that when it comes to intercultural education all teachers, including industrial arts teachers.

SMJ: Is that where you met Dr. Piaget?

NEUTHARDT: Well, yes, I went to Dean Posh at the University

of Geneva, and he was interested in what I was doing. I said I needed a young lady and a gentleman with a good background in Switzerland to come up and help me with this program. He gave me Jeannie Tanner and a man by the name Gene Piaget. As it turns out, Piaget is probably one of the best known philosophers of the times!! He worked with us. We had this great program and the tragedy of the whole thing in 1962 while we were attending the World Conference on Education, the reps from communist countries and Russia, took off their shoes and pounded them on the tables. They said horrible things back and forth. Piaget brought down the gravel and said this was the end of it. He dismissed everyone and closed the meeting. "We will not have people acting like animals in our country." The Swiss government sent men who tore down all of the bulletins and signs. That was the end of the International Bureau of Education for the World!!

SMJ: Yes, I was going to ask you how long it lasted!

NEUTHARDT: That was in 1962. My wife and I were both there. On the Rue Wilson, named after our President Wilson, they had the International Education Exhibits. Our group from this college used to help the NEA from Washington and other delegates put up our education exhibits. We had a budget of \$75. and the Russians had one over 5,000, right at the exhibit next door to us. Now that is what you call competition. I felt as though I am wandering on too long here!! There are some other points here that I feel should go on record for this college because during this time Dr. Grunwald, Dr. Peterson and others started traveling all over to different

countries of the world and this was "go", "go" institution. It really was! What a lively faculty it was! I left one grant to the college, and if things go well, I hope to leave another. I think this is a great, great school.

SMJ: Before you go on, you have worked under many administrations, haven't you? All of them?

NEUTHARDT: Rockwell, yes. Harvey Rice, Paul Bulger, yes!

SMJ: You found that it was different with each one? Or, was there a continuity there?

NEUTHARDT: All of the men were dedicated in their own way. They all had good leadership in their own ways. One of the common problems with administration is never dump the apple cart, so to speak. A good leader will not do that. They came in, doing all that they could for the college, and I loved all of them.

SMJ: Each one is known for a different, particular contribution.

NEUTHARDT: We must remember in the archives, that these administrators saw the college grown from 1200 to pretty close to 12,000. The larger it became, the more problems the administrators had. Another thing that I would like to record here is in the planning and development of this campus, it was a terrible thing. Dr. Carlton Bauer who was the main man at that time, he was working with Paul Bulger at that time, many meetings lasted until three in the morning. I put in Phenomenal hours, as did others. If they ever had to put on those hours today they would expect a stipend or something as payback!! But we were just so anxious to build this

campus, we did it! We built Upton Hall, and we had the finest Industrial Arts, Vocational facility in the entire nation. It was known as such in the Northeast in particular.

SMJ: Yes, and the Art Education too.

NEUTHARDT: This was a unique thing that we were the only facility in the US that had the Arts and Industrial Arts together. They frequently had agriculture and industrial arts together. Home economics was in a separate building. The inauguration of Upton was probably one of the most outstanding events in the history of this college. First of all, while I was in Switzerland, I met some of the professors from the Technical Zurich, that was where Einstein failed his math course!! I noticed that they were putting up a new building, and I knew that we were also, so I thought how nice it would be if we could communicate. Dr. Albright and I represented the State College with the President at the Rotary Club here in Buffalo. We got talking to some Bell Telephone men, and they became very interested. To tell the long and short of it, they funded the cost tens of thousand dollars. Tell-Star was shot up in the Sky. They arranged for the first communication of any college that I have been able to find any record of from Zurich, Switzerland to here and back by tell-star. So they broadcast from Zurich in English congratulating us on our new building. Our most beloved professor on this campus, who was loved by everybody, Andy Grabau, sent them greetings back over our microphone in German, congratulating them on their new building. Now that is on record here. Some where in the President's office,

there are two films, one on this broadcast and another on this International Institute of Education in Geneva, Switzerland funded by Trans World Airlines. One of the finest secretaries that we had at this college, who was the President's secretary, Miss Graham, Katharine Graham, contacted me on the phone and she found that film over there. She is still around, and she would know where it is. Those should be selected because it was two major events of the college. The same day of this broadcast by tell-star Bell Aircraft developed rocket belts. They could strap it onto the back of a man and he could take off into the air. They got one here and a man jumped over Upton Hall!! Following that, our own professor Stably Zilensky, professor of industrial ceramics flew over in a plane, jumped out with a parachute on and landed on campus, right near the water tower which is now being torn down. Since that time we have expanded, grown to the point where we had at one time 44 faculty in the industrial arts department alone. We have brought in the technical department headed by Myron Lewis; we have brought in the vocational department headed by William Reynolds; so, we have expanded and expanded. The latest thing we added is the Industrial Arts Student Intern Award banquet, which incidentally we had last night over at Moot Hall. We bring in all of the supervisory teachers and the student interns, we have a banquet and give awards to those who have given fine professional services to this school. I think this is exemplary. Last night, our new president was there, and he was very impressed with the occasion. This is something that the whole college will come to because we have no

other way to award service in the field. We do give free courses at the graduate level, but in view of the fact that this college only goes to the masters degree, most of the teachers have that already, so this is one way we can reward them and see all of the dedicated people together. It is a white table cloth affair.

SMJ: Who subsidizes it? Do they pay for their tickets to come, or what? How does that work? How is it managed financially?

NEUTHARDT: Yes, they pay for their tickets but it is subsidized. This is a cooperative college you know. Our Alumni Association cooperates with us; some of our emerti in Industrial Arts give small stipends to help out; industries also give a little to us to help make this thing possible, but it is a beautiful thing to see!

SMJ: How many people did you have there last night?

NEUTHARDT: 110 people! Of course it does a lot for the college, it builds a certain spirit. Down through the years we have had outstanding musical groups here providing entertainment. It builds morale to the point that helps with recruitment, job placement, we are of service to our community.

SMJ: Your percentage of job placement has been pretty good too, hasn't it?

NEUTHARDT: Very high, yes! Well there is a demand, in the future here there will be a greater use of the languages. There are no foreign languages, all languages are a form of communication. The use of languages in technologies, and thousands of young people go into other countries of the world not only to

work, but to teach technology. Most of the world's population today is not up where they can even understand technology. Only the elite, so to speak, know other languages! This is a new area. I was speaking to a conference this Fall, and I believe they were shaken a bit when I proved to them the number of jobs and the salaries that are available overseas providing you have one or two other languages. They shuddered that they had not taken industrial arts along with a foreign language. It perhaps had not dawned on them that they could be teaching their courses overseas in another language. They could be teaching French, German and even Chinese which is coming into the picture now, more and more. Well this is what I had learned to do. Paul Brown from the University of Buffalo was at this conference. He speaks seven different languages! He also teaches business education. We reiterated the same story.

SMJ: I know your sisters who go to Africa must know several languages because of the dialects. You learn the basic language, which would be French for them going to Africa, then there are also the various dialects. Once the sisters are there they must learn the other languages like Somalain.

NEUTHARDT: Learning languages is as much fun as working with tools. It all depends upon how you teach it! We need good teachers to teach languages. Teaching from the functional point of view and not the academics point of view. Once the student has the desire to learn and enjoy speaking another language, then he/she can teach it himself. That is the way other countries of the world

do it. We have to have our students take two years of a language just to be able to memorize vocabulary. Just one more thing here, we have a new thing that has happened also. this last summer in 1978 the campus got permission to offer a series of two week workshops. The times are changing and we have to change with them. Teachers who have families today, are having a rough time dealing with inflation. Most of them can not afford to come for 6 to 8 to 10 weeks in the summer to study, it is just too expensive. So we put in the two week workshops, with the good vision of our faculty here. We put forth workshops in solar energy, rocketry, and a flight course which I taught. We brought our registration right up and had a final luncheon at the end of the summer, and things were looking up. It seemed to me that the future of this college is still great providing the leadership has a vision. This vision has to be used to meet the needs of teachers, and boy, they sure do need help. The only way you can make visions come true the only way you can have leadership develop and become successful is through hard full time work as the means.

SMJ: That is true, very good. Now do you mean leadership in the department don't you? Or do you mean on the higher level? Say take Dr. Johnstone... if he were presented with a good program by the officers, or the professors in the department he would accept that wouldn't he? So it really depends upon the department itself, leadership in the department.

NEUTHARDT: Leadership among the professors is what I am speaking of. I don't like the professors who are teaching here

three or four days and then moonlighting. They should give their time to the college in extra activities, have continued study for themselves to put forth these new things, and qualify themselves to it. The administration as far as Dr. Johnstone goes, the president and others, the leadership is alright at the college. The purpose of administration is to make as possible for the professors to have the ideal support and the facilities to do an outstanding job in teaching. They can't be blamed. I believe it is right in our own teaching element.

SMJ: If someone were to ask you, maybe I gave you this question, summarize what you consider to be your greatest contribution to the college.

NEUTHARDT: I never thought of it. I always encouraged people, worked with them, had a good cooperative team; I always did things for the development of the division. If there is any contribution to our department here it would be to encourage good team work.

SMJ: You were the head of the department for some time weren't you?

NEUTHARDT: I was department head three times. Administration is a full time job, day and night. That was the only way you could have everything in track, making it possible for the professors to have their academic tapestry. I love to teach!! I love to create also!! One time I had it for five years, another for two, the last time for just one year. I retired out of the chairmanship then. Each time there was a common thread; I had to open the door for the

faculty to get going again what we had done before.

SMJ: Do you feel that the Industrial Arts and Vocational Education has held a high position on the campus with the rest of the professors, or do you think it is headed to low periods and then high periods?

NEUTHARDT: It was a tough struggle in the beginning, but as soon as the industrial professors had PhDs and Arts Degrees that "barrier" was broken down. When I entered into the profession, you had to get your technical degree and the arts degree; you had to do both. Now, that isn't so. We get a Masters Degree at State with a major in industrial arts, home economics or vocational education. This alone was a big step forward. I just happened to think of one contribution that I almost made, almost made.

SMJ: Almost made, what was that?

NEUTHARDT: When Sherman Dryer, who was dean for a while, I was more or less his assistant. He assigned me the task of developing a doctoral program for our college. We were reviewed by a professor from New York University, and the Albany State Department of Education approved it, the faculty approved it and we were all ready to start. The doctoral program went, and I have copies of it. Would you like one? It went to Albany at the time UB was taken over by the State and they had enough power at that time (I don't want to get into the politics of it). But the long and short of it, they would not fund it for us. We could have been the first in the country... For example, down in Texas A and M they don't have over 60 students in their undergraduate program in

Industrial Arts, but they have 150 in their Graduate Program and Doctoral Program. At the same time, when I was down there, we were running here about 450 undergraduates and over 200 in the graduate program and we could not give a doctorate? The effort was made, the faculty worked endlessly on it, we were proud of it, and we had it in the palm of our hands. That was a failure but it is still there.

SMJ: There are other departments too that want the same thing. There was thought that this could have been the university center, and you were working towards that. Dr. Bulger put in his tapes that he had the idea of the Acropolis, and Education Acropolis, it would have been a beautiful thing. Dr. Czurles spoke of it too. Many broken hearts and dreams are in the pavement of this school. That fact is unknown to many.

NEUTHARDT: Well the people you just mentioned were so dedicated. He used to run (Dr. Czules) to a meeting, he never walked.

SMJ: That is also what I heard from other people, that he used to practically run!!

NEUTHARDT: But literally! The spirit of the faculty was great because they insisted upon keeping this college for the students. And I do not know what a college exists for, if it does not exist for the student. One thing I wanted to say which I had in my notes here and did forget to mention, we wanted a college camp. The state gave us some land out in Franklinville, and you never saw such wild country in your life. The Industrial Arts

Department built the first cabin, that was thanks to Dr. Callen and Dr. Cooke, et al.

SMJ: Didn't Dr. Urban have something to do with it also?

NEUTHARDT: Oh, yes he did. He wanted the lake for the science ___?___ and all this kind of stuff. He wasn't interested in the actual construction! That fell on our shoulders. All I am saying, Sister, is the whole program was a campus thing.. But we drove nails, poured concrete, ordered equipment for the kitchen and this and that. Of course, we were running out of money. Those of us men who had been in the service, war surplus, had sleeping bags galore!! We had everything all set up very nicely. It was a growing thing. This happened so many times.

SMJ: Well you know, Dr. Rockwell had foresight, he was a great man. I have interviewed so many of the professors and have come to realize that man had a particular talent for choosing men and women who continued to be dedicated in their work.

NEUTHARDT: Yes, if you could justify what you were doing, he would not let anyone get in your way. This is unusual in today's administration.

SMJ: He knew how to choose. You were saying that there was a dedicated faculty, that everybody was family, but who chose those people? He did. And he had a particular knack for picking just the right person for a particular thing. I really admire him just by hearing the things that people whom I have interviewed have told me.

NEUTHARDT: That is one thing that amazes me today, Sister.

Years ago we used to help the coaches out a little bit. We used to go on trips with the students; we had all sorts of club activities. We had a rocket club that shot a rocket off behind the old campus that landed in Canada and nearly started an international confrontation!! I will never forget that episode. It was a buzzing campus. Today, we have activities, but there is not much of a response from teaching faculty to these things. For example; this summer I took a series of kodachrome slides when we were flying gliders. You can not turn on the campus. In my experience, go in and say "Alright, I will sponsor this group, and let them run themselves." Leadership must come in, faculty leadership as well and student leadership. You know the element is time.

SMJ: I know that many professors have said, the older men, that they will meet their pupils in the grocery stores and stop and talk just as if they were family members. I think that as the college gets larger you lose that.

NEUTHARDT: But look at the big university, Sister. The University is nothing more than a family of colleges. Now we are just a college but we are bigger than some universities. The departments should be colleges in many instances!! So if you look at it that way, each department should carry on these things themselves. I don't think there is any question about that. It can be done.

SMJ: Yes, that is true; you can become close to your students as you make yourself. This is just a personal observation, it seems to me that, particularly on the masters level, so many of

these people are commuters, they have families and are working jobs at the same time, they do not have time to become interested in the professor or anything else. In fact I have met two or three people who do not even recall the name of their teachers.

NEUTHARDT: The professor say the same thing. It is tragic. How much time does a person have? You use all of the time that you need. Trouble is and this goes back to graduate school, that there is lack of motivation, professional motivation. It is more apt to be said that things cannot be done, rather than go ahead and do them! We need achievers, and results is what counts. Nothing else!

SMJ: That really is a problem.

NEUTHARDT: Well, we have always solved our problems . The budget, the interest of the students on campus will be developed.

SMJ: Now that you have left the college, you are retired, but you are still very busy, right?? Now, what are some of your activities? What are you doing?

NEUTHARDT: Ah, right now I am writing articles in the field of language and technology. Speaking at local conventions, I was at Fredonia State College two weeks ago. I find this very rewarding.

SMJ: That is your special interest then, to continue in your industrial arts projects, staying in touch with activities on the college?

NEUTHARDT: Well, I am very active in the State Association and our local WNY Association, Epsilon Pi Tau. I am now working

with our Alumni Association. Also, I am doing things now that I could just not have done when I was an administrator. I am doing some writing, have not published anything yet!! I am getting all of my materials together to publish.

SMJ: You mentioned that you were going to Europe next year?

NEUTHARDT: I want to do so, one of those things in addition to the language that I mentioned. Someone sometimes must write up a history of the International Bureau for the Education of the World. It has never been done, so someone has to do it. If the Good Lord spares me long enough I will attempt it.

SMJ: Good, remember to have it printed.

NEUTHARDT: I may come to God for help on that.

SMJ: Have it published so it would be on record and indexed and available for the future. That is if we don't blow ourselves up first!!

NEUTHARDT: The same minds that developed us will not destroy us. The only ones who can destroy us are the ones who are uneducated.

SMJ: Is there anything else that you would like to add to this tape?

NEUTHARDT: Just one thing. It is a privilege to be connected with this college and have a whole professional life with it.

SMJ: Thank you, Dr. Neuthardt