

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH THOMAS H. KEENE

CONDUCTED BY THOMAS A. SCOTT AND DEDE YOW

EDITED BY SUSAN F. BATUNGBACAL

INDEXED BY THOMAS A. SCOTT AND SUSAN F. BATUNGBACAL

for the

KSU ORAL HISTORY SERIES, NO. 47

Wednesday, 12 April 2006

Kennesaw State University holds legal title and all literary property rights, including copyright, to this oral history. It is not to be reproduced without permission from the director of the Kennesaw State University Oral History Project.

Kennesaw State University Oral History Project
KSU Oral History Series, No. 47
Interview with Thomas H. Keene
Conducted by Thomas A. Scott and Dede Yow
Edited by Susan F. Batungbacal; indexed by Thomas A. Scott and Susan F. Batungbacal
Wednesday, 12 April 2006
Location: Pilcher Building

TS: Tom, let's just begin by asking you when and where you were born?

TK: I was born in Lancaster, Pennsylvania, southeastern Pennsylvania, in 1945.

TS: Would you talk just a little bit about your educational background? I know you went to Dickinson College [Carlisle, Pennsylvania]. Maybe you would want to start even earlier than that, and just talk a little bit about your schooling and your background, and how you became a historian, or got interested in history?

TK: I grew up on a farm and lived on that farm all my life, until I went off to college. I think that fact influenced my interest in history and especially my interest in developing countries, which I've always seen as closer in many ways to the society I grew up in than America has become. But after growing up in that rural environment, [I] went to Dickinson thinking I would go to law school—Dickinson has a law school that is the best in Pennsylvania for practicing in Pennsylvania. It's not as well known as Penn's of course, where they serve international, big-time law, but for small town lawyers in Pennsylvania, it's a really good law school. I was thinking I would just go to law school, but about my junior year I started getting interested in the idea of teaching history partly because, at that time, I was going with a girl whose father was a college professor, an English professor.

TS: At Dickinson?

TK: No. But it got me interested in that life, which I hadn't really thought about too much before. Of course, I had always enjoyed my history classes. I had been an avid reader of history, starting with Civil War stuff, and then getting interested in more things after that. That sort of got me through Dickinson, and while I was at Dickinson that junior year, just as I was starting to think about graduate school, Bell [I.] Wiley, the American historian, came through and gave a lecture, and my professor up there cornered him and had the three of us get together for lunch to talk about the possibility of my going to Emory. My professor had been to Wake Forest, so he knew the schools in the South, and he was saying that North Carolina and Emory were two very good choices. I had never even heard of Emory. Since it didn't have any sports team I didn't even know it existed. But one of my other professors had said, "One thing you should do is go to a different section of the country, get a different point of view." I kind of liked that idea, and that attracted me, so I wound up applying to both Chapel Hill and Emory. Chapel Hill took a long time to process things, and I got accepted to Emory sooner, so that's where I went.

DY: So your bachelor's degree is in history?

TK: [My] bachelor's degree is in history. I went to Emory thinking I would just get a master's. But I really enjoyed it, and very happily for me, given Emory's tuition costs, while I was there that one year, someone who had a full ride for a Ph.D.—Ford Foundation Fellowship—dropped out. The department asked me if I wanted to take over that fellowship, and I said I would be happy to do so [laughter].

TS: Did either of your parents go to college or were you first generation?

TK: No, my mother was a schoolteacher, although she didn't teach much of the time I was growing up. My father did not go to college.

TS: What are their names?

TK: Frances Beyer Keene—"Beyer" is German—and my father's name was Roy Calvin Keene. Good Presbyterian stock. In fact I'll say, in terms of American history, the church that I attended growing up, Middle Octorara Presbyterian Church—Octorara Creek runs through the southern end of Lancaster County

TS: Is that an Indian name?

TK: Probably. Middle Octorara advertises itself as the oldest inland Presbyterian Church in America, oldest away from the coastal area on a major river.

TS: What's the date on it?

TK: 1727. In fact, the farm I grew up on was deeded to my mother's ancestors, the Beyers, by the sons of William Penn, who were sort of in the land developer business, selling off chunks of land. The Beyers bought a pretty big property that's now like four or five farms. It was a pretty big chunk, and we have the deed.

TS: Any revolutionary ancestors?

TK: Yes, a male on my mother's side was at Valley Forge and the family story is that he fed the horses [laughter].

TS: There was a book, years ago, a very well written

TK: James T. Lemon?

TS: Lemon, yes.

TK: *The Best Poor Man's Country: [A Geographical Study of Early Southeastern Pennsylvania* (New York: Norton, 1972; New Ed edition, Baltimore: The Johns Hopkins University Press, 2002)].

TS: Yes, *The Best Poor Man's Country* on Lancaster County.

TK: It's a very good book. It captures what I think is the main point about Lancaster County. The land there is just so good that everybody that came prospered and stayed, so it's an unusually stable place for America. People don't move. The families that got there first, stayed.

TS: You have the Scotch-Irish and the Pennsylvania Dutch.

TK: They were the two main groups, and then others came in. I've decided, in the long run, that it's really a lot more like a place in Europe in the stability of it and the agrarian nature of it. When I was growing up it was really kind of un-American.

TS: Old America at any rate.

DY: It was a working farm?

TK: Yes, a dairy farm, right.

TS: So you had to milk cows and all that growing up?

TK: Up in the morning, out on the job. That's what drove me to scholarship [laughter]. Not really.

TS: I can understand!

TK: I was not enthusiastic about getting up at five o'clock in the morning on a Pennsylvania winter morning.

DY: I did it with my grandparents, but that was Mississippi. It was a lot warmer and I didn't mind because it was fun.

TS: I think I told Joe Astrachan [Joseph H. Astrachan] this when we interviewed him a couple of days ago that one of my early interviews was with a woman named Cassie [Wingo] Chastain whose family had a dairy farm not too far from here. She said it was worse than being on the chain gang. She said at least they got a day off every now and then. She had to be up at four every morning I think.

TK: Yes, it's tough duty.

TS: Any mentors? You mentioned a couple of professors at Dickinson—any of them that really stand out that kind of shaped what you were going to be, do you think?

TK: Yes, I had a professor who taught me in the "Western Civ." class, and then I had [him] for several classes later; his name was J.C. Pflaum. He was quite a character. He was a

big guy, about six feet, five inches, and probably about 250, a booming voice, and he loved to tell history stories. He was a real entertainer in class; he just made class so much fun. He would come wheeling into the class, tossing a piece of chalk in the air and it was just like a performance. That really, more than anything else, I think, made me want to be a history teacher, although my uncle had been my history teacher in seventh and eighth grades.

TS: Your mother's brother?

TK: Well, this uncle was in fact my father's sister's husband.

TS: Oh.

TK: He was principal of the local elementary school.

TS: What was his name?

TK: Hiram Troop. So he certainly contributed to that interest. And I used to always have fun arguing politics with him and used to tease him that I had become a Republican in order to argue with him because he was a Democrat.

DY: Back when the world was sane.

TK: Yes, anyway.

TS: Like a New Deal, Roosevelt-type Democrat?

TK: No, he was more of a Wilsonian Democrat. He wasn't completely satisfied with some aspects of the New Deal. But J.C. Pflaum certainly was an influence, not so much in scholarship, but just in the love of history, and he made it look like it would be fun to be a history teacher.

TS: So you get to Emory, and did you know that you were interested in World History, or English History, or what at that point? Or did you know when you got there what you wanted to do?

TK: I was actually thinking I would study German history. I was interested in Bismarck's diplomatic history. J.C. Pflaum, Professor Pflaum, was very interested in German history and taught a great German history course. I was thinking that I might go into that area. Emory had a German history person, Doug Unfug [Douglas A. Unfug]—he's retired now, but he still lives down at Emory and is around Emory. He was in German and Eastern European, but not really the same interests that I had about Germany. I got into a course with Joe Matthews [Joseph J. Matthews], who was a diplomatic history guy, and so that ended up being the person I worked under. My dissertation was on the British foreign office during the interwar period, 1930s basically, and their response to Hitler.

TS: Or lack of response?

TK: Well, actually, that's the general reputation, but my dissertation, along with a lot of other things since, refutes that view. In fact, the foreign office had Hitler exactly right, and if they had any failing, it was that they cried about it so often that people began to discount the cries, not that they were unaware.

TS: Just lack of . . .

TK: In fact, generally, the conclusion I reached, and which now I think is pretty generally agreed, except by right-wingers who want to love [Winston] Churchill about everything—is that the British government really was pretty sensible in that period. They had some very difficult decisions to make and they made them fully aware, pretty much, of what the trade-offs were and made pretty sane decisions.

TS: Are you studying the career service people as opposed to the politicians?

TK: Yes. What I was studying was whether the foreign office did its job effectively in that period in advising the politicians as to what their options were, gathering information and advising them. Essentially my conclusion was [that] they did. The politicians, for various reasons that often made sense—like they were afraid to spend huge amounts of money on armaments because they thought it would lead to a financial collapse—and it was pre-Keynesian, so people weren't yet thinking, "Fine, just spend the money."

TS: Not that Keynesian wasn't there, but . . . [laughter].

TK: That's right. So they were thinking hard about these trade-offs and came to some decisions. And Churchill's line, which he developed and turned into a good story in *The Gathering Storm* [*The Second World War, Volume 1: The Gathering Storm* (Paperback), (Boston: Houghton-Mifflin, Mariner Books, 1986)], was often kind of irresponsible, actually, because he liked getting attention. He loved grand standing. In fact, just to give one example, the government at the time, leaked information to him that he could use as information to attack the government because the government actually wanted to rearm faster, but they felt that public opinion wouldn't let them. He never mentioned that in *The Gathering Storm*. It's all as if it was his ingenuity and so forth and clear thinking that was responsible for it.

TS: Okay, well, you were at Emory at a tumultuous time in the country. You graduated from college in '67, got your master's in '69.

DY: So you were there when Altizer [Thomas J. Altizer] was there?

TK: He was just leaving. He was no longer making a splash. When I was at Dickinson—knowing I was going to go down there—that story came out, but I think he went on leave that first year I was there. Anyway, I was so busy taking classes and reading history books I didn't really notice. What I like to say is, I first heard "Sergeant Pepper's Lonely

Heart's Club Band" [Beatles, Hollywood, California: Capital Records B000002UAT, 1967. LP], while I was at Emory [laughter]. That's how you date yourself [laughter]. That was at an anti-war protest on the quadrangle.

TS: Oh, Ok, I was sort of fishing for that.

DY: Did you go to the peace protest two weeks ago?

TK: No.

DY: The march from the King Center down to Piedmont Park?

TK: No, I read about it.

DY: It was a lot of fun.

TS: You went down there for that?

DY: Yes, I didn't tell you I went? It was really interesting.

TS: At any rate, you went straight through Emory and got your Ph.D. Actually you weren't at Emory by '74 when you got the Ph.D., because you were here by then. But you went straight through, at any rate, and got your degree. You mentioned Joe Mathews, could you say a little bit about mentors that may have influenced you at Emory and how they influenced you?

TK: Well, certainly Mathews is the most important. He was an older guy—in fact, I was one of his last students—he was a very respected guy who had been chair of the department. His writing was on—*Reporting the Wars* [(Westport, Connecticut: Greenwood Press, 1972)] was one of his books, war correspondence and sort of the history of reporting the wars was one of the things he wrote about. He was really a terrific mentor. I remember one thing I learned from him, dealing with students one on one, he never criticized my work in some regard without immediately telling a story about himself making a comparable error and sort of laughing about it. He took the edge off. He would say stuff, and then he would say, "Oh, I remember back so-and-so. . . ." Then he would go off on some tale about how he had bungled something or not done something so well. So he had a great manner and he was a terrific dissertation advisor. I basically learned to write from Joe Mathews. He just sliced up the first two chapters, first three chapters, just line by line and really just chopped things out. I really think I learned to write from him. He was a terrific mentor. Unfortunately he retired and within a little less than a year he had a heart attack and died, so I didn't have him as long for a mentor as I would have liked, but I really did like him. He was a great fellow.

TS: Okay, so Joe Mathews. It seems like I remember you had a professor that ran an international center at Emory that kind of became a model maybe for what we have here. Is that correct?

TK: No. Not really. I wasn't involved in international education at Emory. You may be thinking of Irwin Hyatt [Irwin T. Hyatt, Jr.]. He taught Chinese and Japanese history—actually I sat in on, I didn't actually take for credit, a couple of his courses because I was interested in Asian history. He had been on leave when I was taking classes for credit. Then when I was working on my dissertation, he was back and teaching classes. By that time I was already dating Jane, or married, I don't remember which, when I took those courses. She had studied Chinese, and I had wanted to take Chinese history, but he wasn't around, so we talked about going to China sometime. So I took some Chinese history, so I would be qualified to teach Asian history. So in that sense, that prepared me to get into teaching Asian history and being involved in exchanges, and all that.

DY: Where did you and Jane meet?

TK: At Emory. She was in library school. Originally she was dating my roommate who was another history graduate.

DY: That was really your entrance into Asian studies or non-western studies?

TK: Yes. Emory was a very small department then. In fact, one of the reasons they had good money for graduate students was that the Ford Foundation had given Emory a lot of money to expand its graduate programs, to strengthen education in the South. That was sort of the idea, so it was quite a small department. They had no other Asian historian, except for Irwin Hyatt. They had no one in South Asia, no Middle East specialists. It was pretty much Western Europe and North America, and Southern history and that was it.

DY: I know the man who used to chair the history department at Agnes Scott [College, Decatur, Georgia], Walter [B.] Posey, also had a faculty appointment at Emory.

TK: Right. So since Hyatt was gone at that point, he was doing a post-doc so I couldn't take his classes. The only way I could get to take the classes was later, after I'd done all my work for credit.

TS: Jane's father was at Emory at Oxford, wasn't he?

TK: Right.

TS: Was Jane already interested in Chinese history?

TK: Not really Chinese history. Actually she tells the story that she went to college at Centenary in Shreveport, Louisiana, Centenary College, and she was looking for a chance to do her junior year abroad. Her father was a professor at Centenary, and so they got free tuition. In a sense, she was looking for a chance to get away from home, so she was looking for a junior year abroad. She saw that there was this program where you could spend a year in Hawaii and all you had to do was study either Chinese or Japanese. She

was a French major and was good at languages, so she said she literally tossed a coin to decide between Chinese and Japanese, and did the Chinese and did very well.

TS: What is her father's name?

TK: [N.] Bond Fleming.

TS: Okay, so then he went from Louisiana to Georgia to Emory at Oxford.

TK: Yes, he had attended Emory. He grew up, actually, partly in Cobb County and partly in Fulton County. When he was a teenager he lived on a farm, which was located where Southern Tech [Southern Polytechnic State University, Marietta, Georgia] is now. But he came back [and] a classmate of his, Judson [C.] Ward. . . .

TS: Yes, I've done an oral history with Judson Ward.

TK: Okay, well Judson Ward was Bond's classmate and he basically was—I'm not sure of the position at Emory, but [Ward] was in upper administration at Emory, and the position at Oxford came open. Bond was a Methodist minister and a Ph.D. in philosophy, and taught philosophy, and had administrative experience. By then he was a dean, also, at Shreveport. So he got invited to come back to Oxford to be dean there, and that's what he did until he retired.

TS: Okay. Well, were there any other mentors that you wanted to talk about, or do you think Mathews is the main one?

TK: Yes.

TS: Okay, well let me just ask next, how did you come to Kennesaw State, Kennesaw Junior College?

TK: Well, my fellowship money was running out [laughter]. I still had a little work to do on my dissertation, although in the end by the time I came to Kennesaw I was really just working on footnotes. I had finished the text before I came up here, which was a good thing [laughter]! I was looking around in the Atlanta area. I wanted to stay kind of close to Emory and was thinking I would just take a one-year job or something. I interviewed at Clayton State [University, Morrow, Georgia] and at Kennesaw, which were comparable institutions. I interviewed with Horace [W.] Sturgis and George [H.] Beggs. I remember when Beggs brought me over to Sturgis' office [and] when we walked in, Sturgis looked up and said, "Oh, another tall one" [laughter]. I later learned that there had been another candidate in a couple of days before who was also a pretty tall guy.

DY: So you thought maybe he was referring to himself?

TK: Yes, I thought he was referring to himself, so I wasn't quite sure what was going on.

DY: You couldn't make those kinds of comments today!

TK: Nor could you today have a hiring process that involved a ten-minute interview with Beggs and a ten-minute interview with Sturgis and that was it.

TS: Who was the Academic dean? Was Akerman [Robert H. Akerman] involved at that time, or was Gene Huck [Eugene R. Huck] already here?

TK: Huck wasn't here yet. It must have been Akerman. I don't believe I talked to him though. I think I just went straight to Sturgis. I don't remember if I did.

TS: He may have been on his way out.

DY: What year is this?

TS: '73.

TK: Right. I'm sure Huck came after I did because I remember when he came, and I was here for at least a year when Akerman was around.

DY: I'm surprised you don't have an oral history with Gene Huck, you do, don't you?

TS: Yes. I was just hazy on the dates. So, but at any rate, as far as you recall, the only people involved in the hiring process were Beggs and Sturgis.

TK: Right.

DY: Who was in the department at that time? Oh, we didn't have departments; of course, it was divisions, so Beggs was the division [chair].

TK: It was divisions. Gird Romer [Kinsley G. Romer, Jr.] was already here, Toli Ziros [Apostolos D. Ziros] was here. Fred Roach [S. Fred Roach, Jr.], of course, was here. Tom Scott was coming back from leave.

TS: My leave was actually '70-'71. I took my prelims right after you got here, but I was teaching.

TK: You had been somewhere away because I rode with you and George Beggs from our apartment near Emory, the University apartments, out to Rock Eagle, to the famous Rock Eagle Newt and Daryl Show.

DY: Oh, this just comes up in every oral history.

TS: Your introduction to Kennesaw.

TK: Well, my introduction was the terror of riding out I-20 with George Beggs, who insisted on turning around and looking at you in the backseat, while he discussed the events of the past year.

TS: He wanted to look you straight in the eye.

TK: Somehow I had gotten the impression that you had been on leave for a while and he hadn't seen you.

TS: I don't know what that was all about. I probably took the summer off.

TK: Maybe that was it.

TS: I think that was it. I took the summer off to study for prelims.

TK: But, anyway, that was my formative experience at Kennesaw. Actually, I thought it was a lot of fun because it was a great chance to meet all kinds of people, and sort of see people operate and get honest reactions to things because emotions were, in part, at a high level. Cynicism was at a high level; so all kinds of things were happening.

DY: And it was alcohol, too.

TK: Oh yes, there was a fair amount of alcohol.

DY: That loosens people.

TS: This was the one where we had our first introduction to Newt Gingrich [as one of the consultants who conducted a workshop for the Kennesaw faculty].

DY: Someone in the audience stood up and said, "This is boring and awful, and we've got to stop this."

TK: Charley . . . what's his name, from physics?

TS: Dobson.

TK: Charley Dobson [Charley G. Dobson, Jr.] stood up. The shiest guy in the house and a famously introverted character just became exasperated and sort of took over the meeting. So it was a pretty peculiar scene. It was quite interesting.

TS: Yes. Okay, I think you were thinking about the Peace Corps at the time, weren't you, before you came to Kennesaw?

TK: Yes, in fact, we had applied and had been accepted. Jane had finished library school, and she was accepted to help establish a library in Columbia, in Bogotá. They said they would find me some kind of job working agriculture or something.

DY: On a farm!

TK: Well, my farm background, I was fine with that. I had said that's the kind of thing I would enjoy doing. But when I got the job offer, the market was tight in those days, and we decided maybe passing up a full-time position, even though it wasn't yet a tenure track, wasn't too smart. If it didn't work out then we could reapply.

TS: You weren't in the tenure track because you didn't have the doctorate yet?

TK: No, I was hired just as a one-year replacement for Bobby [G.] Demonbreun.

TS: Right.

TK: I never met Bobby Demonbreun. He was off on leave that year and then he ended up not coming back.

DY: I've never heard this name before.

TK: Apparently he was a really nice guy; everybody liked him, but he went off to some graduate program in psychology, or something.

TS: Yes, he got a doctorate in psychology.

TK: He changed fields, so when he didn't come back the next year, I was invited to a tenure track position.

DY: Yes!

TS: Well, Gird Romer came in on a one-year contract when I was away on leave in '70, '71, so that's the way it often was.

DY: You started with a male dominated department, didn't you?

TS: There were some women there.

DY: There were?

TS: But they may have been gone by the time you got here. Anne [C.] Early was here.

TK: I remember hearing of Anne, but I never met her.

TS: She raised a ruckus about the administration and got her feelings hurt on some things. I guess she was the only one I can think of right now. There was a woman from Bolivia we had for awhile.

TK: Olivia from Bolivia [laughter]. She was a character.

TS: I just remember that she had a unique pronunciation of the word peasant.

TK: “Peasant” or something. It came close to “piss ant.” [laughter]

TS: She had her students in stitches! Unintended stitches!

TK: She was a character.

TS: There were a few women in the division back then. Not a lot.

TK: Diane [L.] Willey.

TS: Diane Willey was part of our division too.

TK: She was the one and only education person at that time.

DY: Because there wasn’t a?

TS: There wasn’t a separate Division of Education.

DY: There was when I came in ’82 because Bob Driscoll [Robert L. Driscoll] was there. What were the divisions then?

TS: Bob Driscoll was brought in to head it. Everything that is the Coles College of Business and Bagwell College of Education nowadays started out in the Social Science Division.

TK: Right.

DY: What did that leave? Oh Science and Math, along with Humanities and Social Science.

TS: Those were the three.

DY: What was it called?

TS: The Division of Humanities.

TK: That was John [C.] Greider and Beggs and Herb Davis [Herbert L. Davis, Jr.].

TS: Herb Davis was Science and Math.

DY: Thank you, yes. It had reached that.

TS: I forget how Phys. Ed. fed into it all, but they were the only department on campus.

- DY: Oh, they were a separate department, outside of divisions then?
- TS: Yes, but I don't know who they reported too; probably straight to the dean, I don't know.
- TK: Yes, probably. Dave Harris [I. David Harris], of course, was chair.
- TS: Right. You know, Howard [E.] Shealy, [Jr.] has told the same story. He came out of Emory just a few years after you did. [The] job market was pretty grim in the 1970s. Bowman [E.] Davis too came out of Emory, so I guess a junior college job was pretty good. Ed Bostick [Peter E. Bostick] actually taught at Emory. The job market has always been grim, I guess, since then, in that we have all these adjuncts now trying to get into the job market.
- TK: Right.
- DY: Boy do I know. I'm chairing a general education search.
- TS: Right. Well something that we've been asking everybody, is about intellectual life of the campus. How would you describe it in '73, coming with your background, coming to Kennesaw? Of course you had connections to Cobb County that might have made it attractive to be here, but the intellectual life in '73, how would you describe it?
- TK: You know I wouldn't describe the campus as very intellectual. I would say the teaching loads were very heavy. It was about teaching. In those days, as you recall, classes met five days a week, so it was pretty non-stop. I don't think a lot of people got a lot of research done. Such intellectual life as there was, was a function of speakers coming on campus and some kind of informal discussions, lectures series. I remember one lecture where Hugh Hunt [Hugh C. Hunt, Jr.] talked about Anselm's proof of God [St. Anselm of Canterbury (1033–1109)]. I ended up getting into a discussion with him and learned a lot about that. It's always kind of intrigued me. But we had those kinds of things. We tried to work in some special lectures and discussions and so forth. But it was pretty busy in terms of the teaching part, in that teaching loads were heavy. I know that by the latter part of the '70s, I was teaching 150-170 students a term, and for a good bit of that time, I was giving all essay exams. Eventually, that broke my spirit [laughter]. And then I started giving partial essay exams.
- TS: So you taught three classes of over fifty each.
- TK: Yes. We had a terrific time, and we learned from each other because it was a young group of faculty, fresh out of graduate school. We were always talking and arguing. But in terms of formal, official, intellectual life, honestly I would say it was pretty limited.
- DY: Did you talk amongst yourselves? I imagine you did, about what you were teaching, because for most people wasn't it first preps of lots of things?

TK: A lot of people when they came here, as I was, were doing their first—at least some things were first preps.

TS: Had you taught anything at Emory?

TK: Yes, I had taught the modern half of Western Civ. at Emory. So when I came up here, I had to do the earlier section, which I had also not had any classes on really, because I had taken a kind of an unusual program at Emory. There, you had two fields, and most people did Early Modern Europe and Modern Europe, if you were doing European history.

TS: Preparing them for a teaching job?

TK: Right. Others did early US, [and] recent US. What I did was recent US and Modern Europe.

TS: Yes, because you were teaching American History when you came.

TK: Right. I never liked having to repeat myself, teaching the same class over and over. So I, fairly quickly, got to teaching American History, as well. So in those days, I had four different courses and could sort of rotate around them and keep from repeating things so much. So I think exciting things were happening intellectually just because there were a lot of people just out of graduate school, and there was a sense of that kind of intellectual debate and discussion just going on, informally. Do you remember Ted Wadley [Theodore C. Wadley]?

DY: I don't.

TK: Well, Ted was in the English Department. He and I were good—and still are—good friends. He's at [Georgia] Perimeter College now, after doing various things. But we sat in on each other's classes. He sat in on my entire World History sequence, and I sat in on his entire World Literature sequence the better to advance our arguments, and so forth.

TS: Was he the “wash the dog” one?

TK: Yes, he's the “wash the dog.”

TS: When you have a batch of tests to grade, then that's the time to “wash the dog” [laughter].

DY: You'll do anything but grade the tests [laughter].

TK: Yes.

DY: That would have been western world history?

- TK: Yes.
- TS: So in terms of intellectual life, though, you were involved in the transition to World History shortly after you arrived here, weren't you?
- TK: It was already done. That's one of the reasons I was hired. In fact, I think it was the reason I was hired over the other candidate, because I had this Chinese history interest. Then a few years after that when we were hiring again, I was given the choice of staying in Diplomatic History or going to Asia. That's when we hired Linda [M.] Papageorge.
- TS: To do Diplomatic.
- TK: I said, "I am really enjoying this Asian stuff," so I said, "I'll do Asian."
- TS: Well, weren't we one of the few in Georgia or the South to have World History at that point?
- TK: At that time, we were early. There were a few others around, but that was done before I got here. As I say, that was one of the reasons I was hired. In those days, The World History textbooks were really just Western Civ. textbooks, with the occasional non-western chapters thrown in.
- TS: Do you know who made that decision, or how that decision came about to go to World History? I mean that's pretty unusual for a little junior college to be ahead of the curve isn't it?
- TK: I don't have a clear picture of that. I know that Beggs used to brag about Kennesaw being one of the first to go to that World History, and of course Toli Ziros was around and was giving a non-western European perspective to things. But I don't have a clear recollection; if you could talk to [the late] Gird Romer, he could probably tell you.
- TS: Yes.
- DY: Well I know that it was in the late '80s, maybe early '90s, that our Western World Literature course became World Literature. It was a tie broken by the Chair. Bob Hill [Robert W. Hill] was relatively new, and there was a movement within the department to say it was unconscionable that we didn't teach World Literature.
- TK: Wasn't that part of the transition to the new Core, when we revised the Core? Isn't that when that changed that?
- DY: No, no, way before that, several years before that. By the "new Core," you mean when the numbers changed, when we had 1101 and 1102.
- TK: No, I chaired the Core Curriculum Committee back in '89 and '90. That was the first time we revised the core. It was a process that took almost three years, and we had to

kind of work our way up to it. I remember the quote that I had occasion to use, pretty often, during that period was that, "Changing the Core Curriculum was like moving the cemetery." People have all kinds of things invested in it, and it's really hard to get any changes made to it.

DY: It became acrimonious at times, I remember.

TK: Right, but that Core was the one where we really shifted to a more global orientation. After that first revision, remember, we had the foreign language requirement that didn't last beyond the second one. We had [a] foreign language proficiency requirement. Elaine McAllister had just come, and she believed using the proficiency testing they had developed in the military, we could test people for proficiency and require a certain level of proficiency in foreign language for all our students. That program lasted only three or four years, until it started to cost too much money to provide the teachers to get the people up to speed, because so many of them didn't learn enough in high school foreign language to pass the proficiency test.

TS: Or had been out of school for twenty years.

TK: Right, but that was part of that broader effort to globalize the Core. In fact, that was one of the main kind of identities that I had around the Georgia System because Kennesaw's Core was so much more internationalized than anybody else's. I had been involved in that, so I went around giving talks at campuses, talking about the process of internationalizing the Core. So that Core Curriculum study was [in] the same years that the International Programs office was organized. That happened at exactly the same time.

DY: I see, and that would have been '93?

TK: Well, the process started in '88. The Office of International Programs was established then and Royce [Q.] Shaw was the first director.

TS: I had forgotten that you hadn't been the first director.

DY: I had too.

TK: I was assistant director, and during the course of that year, when I was the assistant director, I was asked to chair this Core Curriculum Committee. So I was doing that, and then I ended up being director, and those two things kind of converged, basically. It turned out to be a very good thing because Royce had gotten a big grant, a federal grant, foreign language area studies grant. He had made promises in it to do things without, in every case, talking to the people at Kennesaw who would have to be involved. By then, he had gone off and taken another job.

TS: He was Political Science, wasn't he?

- DY: His wife taught in the English department.
- TK: Right.
- DY: Joy [Farmer].
- TK: Joy, right. I should say he did a very good job. He had experience in the International Office and really set it up and got it started. That was a great thing—for me to inherit an on-going operation instead of having to start it from scratch. But the other thing that I inherited was this grant. Since we were right in the middle of revising the Core, I was able to get the people in Washington to agree that they should redirect the funds to help train people in non-Western subjects. There were a number of grants that went to English—to enable people who only had background in Western Literature, to do some faculty training stuff and to participate in Fulbright seminars, and so on and so forth.
- TS: A lot of the historians needed that too, didn't they? [They] were basically Western Civ. that just put a sprinkling of World History in, but didn't know much about what they were talking about?
- TK: Yes, although by that time the History Department had been teaching the World History course for fifteen years, whereas English and some others were moving at the time we changed the Core. So the actual grant money went more to the departments for whom it was new. But that's one of the reasons we got started doing these faculty study travels, summer seminars, and writing those Fulbright group project grants and so forth. That really was the staple of the early years of the International Office because at that point we thought, with the commuter base, the students were not that affluent, and that we'll never have substantial numbers of study abroad students. So what we needed to do is get our faculty abroad so they can bring the international experience back to campus.
- DY: What departments did you find wanted and needed those grants to do that study? The English, obviously with World Literature, but what other areas other than English and History, econ or anything like that?
- TK: We began to hire geographers and philosophers as a consequence of that first Core Curriculum change because we added those requirements—a geography requirement, or put a slot for geography and philosophy, with the express purpose of getting more hires in those areas because at that point Hugh Hunt was our philosophy department. Two-thirds of Betty [A.] Smith was our geography department, [and] she was also doing anthropology, and we just thought that was ridiculous.
- TS: She had to go retrain for the geography part, didn't she?
- TK: Right.
- DY: I didn't realize she did geography. I knew her only as an anthropologist.

TK: Yes. Well, when we started getting more geographers, she went back to doing anthropology, which was what her original training was in.

TS: I saw George Lonberger over the weekend. He was at the GAH [Georgia Association of Historians].

TK: You did?

TS: His wife is a librarian and she goes to the GAH, and she brought him along with her this time.

TK: Did she bring that map arrangement thing?

TS: No [laughter]. That's an inside joke. We'll have to explain that for the tape.

TK: Well, this fellow, George [E.] Lonberger, was one of the first geographers that we signed or hired after the revision of the Core. George was a character, a funny guy and well liked, and some of his humor was unintentional at times. So at one point, Dr. Beggs bought an easel-like thing you could set up if you were making a presentation out in the community, so you could have a map or something like that in front. So George, as the geographer, was supposed to demonstrate this machine in front of our division faculty, and it was hilarious. It was like some sort of "Alfonse and Gaston routine." I mean he got completely tangled up in that thing. He got it half set up, and it fell over and everything, so it became kind of an historic moment, George's effort to set up that apparatus.

DY: Now we're WebCT. The good old days are gone!

TS: Trying to explain that can be hilarious sometimes.

TK: That's right. If we're talking about working toward the International Office, we sort of skipped over some of the preliminaries.

DY: Okay, let's go back and pick that up.

TK: For me, the process started in 1978. I applied for a Fulbright Group Project to go to India.

TS: That would be the first year we actually started offering junior level classes in '78. So right at that point we've become a four-year college, and began to expand, developing these upper level classes.

TK: Right. I had the course work in Chinese history and Japanese history, but nothing on India. I had gotten quite interested in India, teaching the World Civ. Class. In fact, we had an informal student organization here in the '70s called the Asia Society, where we looked at Asian philosophy and read Lao Tzu, and other things, you know, talking about

that. And Wadley and I were involved in that, so I had a chance to apply for and participate in this seminar in India and visit India. I was accepted in '78, but it turned out Jane was pregnant and was expecting at the wrong time, so I got out of it and then reapplied. I ended up going in 1980. That was just a tremendous experience in terms of principal, intellectual experience for me. That was probably one of the most important experiences of my life.

TS: How long were you there?

TK: Six weeks. And just to be in a culture so different, and see it first hand instead of talk about it, I just found it incredibly fascinating. And really a big part of my motivation or inspiration for being involved in general education was to help other people have that experience. I just became completely convinced that was the way to get people fascinated with other cultures was to get them to sample it.

TS: Where did you go to in India?

TK: Well, we made a grand tour. We started in Bombay [Mumbai], went up to Pune for four weeks, which is sort of up in the mountains above Bombay, and then flew down to Bangalore and over to Madras [Chennai], up to Calcutta [Kolkata], [and] on up to Delhi. Then a group of us went on afterward, [and] took an extra week and went up to Srinagar up in Kashmir, in the valley of Kashmir, the vale of Kashmir. It was just wonderful. That really got me excited about international education, generally, and exchanges and all that, so I started looking for more opportunities. Of course, Betty [L.] Siegel was coming on board at that time, and the school was getting bigger, so opportunities were being put before us. If you came up with something, you had a chance to get support to do something with it.

TS: Was she interested in globalization from the time she arrived or was that something that came later?

TK: Not really. I think another figure from that period was Art Dunning [Arthur N. Dunning] who was initially sort of charged with coordinating internationalization, and one Dede Yow was editing the *International Focus* [newsletter], in the early days. Art, I think passed along to me—because I had expressed an interest—going back to graduate school in Jane's language training—an interest in being involved in an exchange in China. Shortly after that the AASCU, the American Association of State Colleges and Universities, had an internationalization conference, and Betty Siegel was at that and got real fired up and talked to Art. Art talked to me because I had already said I was interested in doing that. So the next time I went up to Pennsylvania for Christmas, I stopped in Washington at the AASCU offices and talked it over with the woman who was coordinating that program, especially the China stuff. Within a couple of months they were trying to organize a national tour for a group of Chinese university presidents. They wanted to have a stop in Atlanta, and so this woman called me because I had been in there, and said, "Would Kennesaw like to host?" That's how we made our connection

with Yangzhou University and with Nanjing Normal University, or Nanjing Teachers University.

TS: Right, I remember that when you went on the exchange, the Chinese professor that came over here, Professor Yu, was a very interesting person. What year was that that you went to China?

TK: 1986-87.

TS: Could you speak Chinese?

TK: No, I only knew a few words, but I went to the English department and taught English. Upper level English composition and an English literature class, in which I was able to draw on having taken Ted Wadley's class, although the textbook they provided us was fairly heavy on the Marxist dogma. That provided a kind of interesting view of literature: Shakespeare as an expression of the rise of the Bourgeoisie, etc. But it was a really interesting experience. So that was the first major exchange Kennesaw had been involved in, and Betty—you asked whether she was fired up for things international from the beginning—I don't remember that being a priority with her until after the AASCU started making that push. She was very active in AASCU and was determined to take a leading role in that once it surfaced essentially in AASCU. So she was very receptive to the China exchange. She came over and visited us while we were there at Yangzhou. [She] visited all the people at Nanjing and made contacts, and we established our institutional relationship with Yangzhou and Nanjing Normal, and did the planning for the year for China, which was to be the year after I got back.

TS: Was that the first of our "Years Of?"

TK: No, the first "Year Of" was Japan, and that was the year '84-'85. Then we did Mexico; Gene Huck [Eugene R. Huck] organized it.

DY: And that would have been '85-'86?

TK: Yes. Although in those days the programs were almost entirely in the spring term, I remember it wasn't really the whole year. We didn't go to the whole year program until later.

TS: What did they call it back then?

TK: It was the "Year of" program right from the beginning.

TS: We've been doing that for over twenty years now.

TK: Right. The spring of '85 was the first one. While we were over there in China, Russia was the program, and then when we came back we did China and then did India. So that became our kind of signature program to the community. Betty gave us enough money to

put out a nice brochure and make kind of a show, to let the community know we were doing things in the international arena, basically.

TS: Yes. Did we have a “Year of Russia” or of the “Soviet Union?”

TK: It was the “Year of the Soviet Union,” you’re right.

TS: Which was very timely because if we hadn’t done it then, in a few more years there wouldn’t have been a Soviet Union.

TK: That’s right. So that process then leads into the establishment of the International Office, the first exchanges and those successes, and then the “Year of” program, which I think worked well from Dr. Siegel’s point of view, as far as community relations, and so forth. It really kind of deepened her interest. Essentially if we were going to go the next level, we needed to have a full time international office to coordinate exchanges and faculty development opportunities and so forth.

TS: Where was the office when it opened up?

TK: Originally it was in one of the temporary buildings. There were two buildings down where the public safety office is now. I don’t know if you remember, there was another building just a bit further south. Political science was in there. The Political Science Department had one corner, one of the department office suites in that was ours.

TS: South of what today is the Nursing Building, and we had the two temporary buildings along that walkway heading toward nowhere, at that time, but Science nowadays.

TK: That’s right. That’s where our first office was.

DY: This was a nice connection to the community, as I remember, the Cobb Chamber did their big international, you know, they had booths, and all that kind of thing.

TK: Yes, it provided a chance for us to get out into the community, to Kiwanis Clubs and Lion’s Clubs, and things like that to talk about the international things we were doing. That’s one of the things that we started doing.

DY: And you had George Beggs’ support for this too, right?

TK: Very much. In fact, Betty was so enthusiastic about it that he wanted very much to keep that operation under him as dean, rather than having it under the vice president campus-wide, which in some ways would have been more logical. But he said—and I think it turned out to be the case—that, “I’m enthusiastic about it, and I’ll give you support, and I’ll find time to make things go.” It turned out to be a very workable arrangement because both he and later Ed Rugg [Edwin A. Rugg]—Ed said, “You can come see me anytime you want if you have any kind of problems. Just because you report to Beggs, doesn’t mean you’re not allowed to come and talk to me before you clear it with him.”

And Beggs was fine with that so I really had open access, [and] the same way with Dr. Siegel. If something looked like it had a good PR angle, or something, I would just go straight in to see her. I didn't feel like I had to go up the chain of command, and nobody's nose was out of joint because I did that.

DY: That's one of the wonderful things about Kennesaw is that people were able to do that. You're not the first who's said—there's no tradition already established that one has to follow.

TK: Absolutely.

TS: Did you have any models for what you were doing?

TK: I was really pretty inexperienced in the sorts of things we were doing. That's why I say—although honestly when Royce Shaw was initially appointed, I was disappointed because I was hoping to direct that office, and I was sort of a candidate for it. But it turned out that it was a good thing because he had previous experience, and was connected with the international education community and really kind of got me started in that community. International education, by that time, was pretty well organized nationwide, and there were a lot of training things you could do. A lot of people were getting interested in international stuff at that time. There were a lot of amateurs getting into the business and trying to learn the ropes of the professional organizations, and so forth, so it wasn't as if there was any particular model. The country study program was a kind of enlargement from a lecture series that Augusta College [Augusta State University] did. I just got a brochure, and it had this series on some international topic. I don't even remember what, but a nice, kind of glossy brochure, and I got talking to Pat Taylor [Patrick L. Taylor] about that, and he said, "We could do that here."

TS: Pat Taylor from the Art Department?

TK: Right. We could have an art exhibition and do other things, not just have it be politics and economics, make it a broader kind of thing. As a consequence of his connections at UGA, he had this Japanese children's art. He had somehow acquired a collection of Japanese children's art that he thought was really pretty good, so we did the "Year of Japan" first and used his Japanese children's art as the exhibit. In fact, that was the year Roberta [T.] Griffin arrived.

DY: She did Mexico.

TK: She was in on that organizing process. So there were really the three of us, basically, who set up the first "Year of" program. That's how it got started.

DY: And then Pat later went to China.

TK: Yes.

TS: I also remember Greg Britton [Dale Gregory Britton] going over there, not on an exchange, but going over there for a year.

TK: With us.

TS: He was there when you were there?

TK: Yes. He was in my classes and was a terrific student, and he was interested in doing it, so he came along. We had a student exchange as well as a faculty exchange, and basically he was my advisee. He was a history major and was my advisee. When we were negotiating with Yangzhou they raised the possibility of a student exchange, also, and I said to Greg, “Would you be interested in doing this?” He said, “Yes!” So he ended up going over. Professor Yu [came here], and the student lived with Hugh Hunt—Sun, I think.

TS: I’d forgotten that a student came in.

TK: And Professor Yu lived with Bob Paul [Robert C. Paul].

TS: Who lived close to campus.

TK: Right. So Greg Britton went along on that tour.

TS: Great. So in ’88 you set up the Office of International Programs, as it was called then. You had two people over there, so I guess your teaching load went down to one course a quarter or less than that at that time?

TK: No, that was awhile coming. I had one course release-time for the year when I was assistant director, and when I became director the second year, after Royce left, I had one course release-time each term.

TS: Oh my, not much.

TK: It was only later, when we went to twelve-month contracts, that I started getting treated like a chair, and that was generally [teaching] one course. I would say that was [in] ’92, something like that.

TS: One course a year?

TK: One course a year. And that’s when we went to twelve-month contracts for chairs, but also for some of the directors.

TS: What year did you become the director?

TK: ’89. Royce was just here one year.

TS: So you're the director, but you're still teaching two classes a quarter?

TK: Yes, and chairing that Core Curriculum Committee, so it was a busy time. But it was really, you know, one of those periods when you know you're doing stuff that's going to have an impact, and that's fun. It was the Core Curriculum, for heaven's sakes, and it was establishing this international office, I mean, it was big time.

TS: Did you have a budget for the office?

TK: Yes, from the first.

TS: I mean this was money that Betty provided, or what?

TK: Well, it came through Beggs because I reported to him. So we had enough money for a secretary and some travel money to help match the travel money from departments and so forth, to help people do study abroad. Obviously we didn't have much money, but the big thing, the most important thing, as I've said on a lot of campuses, talking about internationalization, is to get to the point where you have an office with a secretary. That gives you the ability to do things, among which, is offering faculty help. So, "Bring that over here, and Carmen [Diaz] can help you with that."

DY: Was Carmen your first secretary?

TK: She was not, but I hired her almost immediately after I took over. Do you remember Gwen?

DY: Yes, I do.

TK: She had a daughter who married an Arab guy, and she was very hooked up with the Arab studies, the Arab culture group.

TS: So you have a secretary, and that makes it possible to have a full time office?

TK: Right.

TS: And you're working yourself to death.

TK: But really it was so obviously important stuff that it didn't matter in the long run. I didn't think it was a hardship. I thought it was really a fun period. I'm not sure Jane felt the same way, as far as my assistance on the home front, but it was interesting. And you could see it was going to go, these things were going to work.

DY: And you took your whole family—didn't your whole family go to China in '86?

TK: Right.

DY: I remember that because John Yow sent Jane a collection of Mary Hood stories and a bunch of M&M's!

TK: Right [laughter]. Sarah was ten and Michael was eight when we went, so they were pretty young.

DY: What a neat experience.

TK: It was a neat experience. And another thing that happened in terms of the story of the International Office, and so forth, is that about that same time there was an effort made in the University System to organize things internationally, and we started to meet occasionally. The international director's group started to meet. We had already had an Asian Council, which had been organized some years before, [and] had been meeting, and every once in awhile getting a little grant, or something. After coming back from China, I had gotten involved in that and was chairing that, [and] that's how I got into the Asian Council. Then we organized the European Council, the Council of the Americas, African Council, all those things. In that same time period, '91, '92, '93, things were taking off at the System level, too. Kennesaw was able to play a leading role because we were maybe a step or so ahead, but other campuses were reaching that point and wanting to do the same things. So those regional councils, plus the meetings of the international directors, on a regular basis, really helped to institutionalize the international education in the whole University System. We were able to get most of the good size four-year schools to have some sort of international office, some sort of release-time, and secretarial help to kind of institutionalize things. We had support in the strategic plans of the System for internationalization of the curriculum, and things like that.

DY: And it started in the early '90s?

TK: Yes, but that part of it, the strategic plan part of it, didn't really take off until the middle part of the '90s. What was happening in the early '90s was that everybody was thinking Japan was going to take over the world, and everybody wanted to get into international things, so we could compete with Japan. About the time that we started to do that, Japan went through the big financial crisis. But that was the original motivation, was the fear that Japan, which had just bought Rockefeller Center, and all this kind of stuff—was going to take over the world if we didn't get our act together. That was our Sputnik.

DY: Good metaphor.

TK: Right. That was in the late '80s and '90s. The establishment of these offices was kind of a fashion in higher education, I think.

TS: At the GAH this weekend, Marko Maunula [*Guten Tag, Y'all: The Arrival of Foreign Corporations in the South Carolina Piedmont, 1950-1990* (Athens, GA: UGA Press, 2007)] did a paper on Jimmy Carter's role in bringing international businesses to Georgia. He was the first governor that really went out to bring in international funds,

and that was early '70s so, I'm just wondering, how important the growth of international businesses in the Atlanta area is to this development of international centers, and so on.

- TK: I think it's quite important at the System level because people at the System level work with legislators and Atlanta business people, and so forth. I don't think on the individual campuses that it had that great an impact. I remember going to meetings, Chamber meetings, and Donald Ratajczak talking. The Southern Center for International Studies, down on West Paces Ferry, was always organizing. That was part of the culture that we needed to get into that, and certainly the kind of movers and shakers were moving in that direction because of the international business thing. But when you got a little further out into the provinces, I think it was more just the general culture of the Japan challenge, and just the general sense that global things are becoming more important.
- DY: Right, and when we had Andrew Young as a leader in Atlanta that, that would have had influence and impetus.
- TK: Right. And I think it made it unfashionable for a leader in the System not to be pro-international, so it was hard to say no to modest proposals that were internationally oriented whereas earlier people would have said, "Ah, that's a luxury we can't afford." But that begin to change.
- TS: Right. When did the office become a center, and what difference did that make?
- TK: I don't know the exact year, I would say about '94, something like that. It was mostly a kind of internal political thing because Dr. Siegel wanted to have these Centers of Excellence. It really wasn't a crucial change from our point of view, but by changing the name we were eligible for some additional funding for some reason, which I forget, so we happily changed the name, basically. The other thing that was attractive about it was that we had been pushing to make the Office of International Programs a kind of one-stop shop for international things, so we would be involved in incoming international students, as well as study abroad, and dealing with incoming faculty exchange people, as well as getting faculty development opportunities, and so forth. So the whole idea of having an International Center, and making the whole campus aware, and acknowledging this office's role, was important. So we got a little bounce in terms of awareness across campus, with the name change.
- TS: So in terms of the major things you're doing, of course, you've been responsible for the "Year of," the Studies Abroad programs, and dealing with exchange faculty and students coming in.
- TK: I would say, again, in the early years, a big aspect of it was these faculty development seminars that we organized, sometimes by writing grants for the Fulbright Group projects abroad program, or by organizing them through the regional councils of the University System. Basically, we realized that, with just a little help from the System we could put together one of those seminars, [and] do a version of it that was about half the price of the federal ones, which went five and six weeks. Instead, we went three weeks and didn't do

quite as much expensive travel. We could still get people a significant experience in another country with just a little help from the Chancellor's office, which we were able to get for the Chancellor's awards, which we gave to people that participated, which helped to cover their costs. When I say "we," I'm talking about the group of international directors organizing these systems. We basically said to the chancellor, "If you'll give us some money, we can more or less intimidate the institutions into matching whatever you give us to help their people go." That formula worked very well, so we were able to send a tremendous number of people abroad System-wide. Kennesaw ranked at the top. We sent something like fifty people on these faculty development seminars over the years. That was a major thrust of our activity in the early years because, as I said, we felt that we really would never get big numbers of students going abroad.

DY: Yes. So you've got to send your faculty.

TK: But then gradually these short-term student programs began to develop and to catch on, and travel got cheaper, relatively speaking, so it became possible for people to do these two, three, and four week programs in pretty substantial numbers. So, by the late '90s our emphasis had turned to doing a lot more student programs.

TS: It seems like we have a lot of students that go abroad in May each year don't we?

TK: Well, there are several so-called "May-mester" programs, relatively short programs. The Italy program that Howard Shealy is involved in, of course, has two sessions: an early session that meets the latter part of May and comes back the end of June, and another one that's [in] July. So, a group of people leaves in May. But otherwise, the May programs are these "May-mester" programs, and you're gone for just two weeks, and then you're back in time to go to summer school. But again, that's an example of what we've been able to do that enables a lot more people to participate. In the old days, when you were thinking semester abroad, it just wasn't in the cards for people with the family responsibilities and all that kind of stuff that our students often had.

TS: How many students go abroad these days?

TK: Over 300. The last year I was in the International Center we cracked 300 and it stayed about there, partly because since 9-11 things plateaued a bit. They didn't really drop off, but the growth stopped and it's stayed a little bit over 300, maybe 350, or something like that.

TS: And don't we have over 100 different countries represented in our student body, and maybe about 1,000 students, or something like that?

TK: The number is now about 1400 students. That includes—there's two ways to count international students: the smaller number is just those who are here on a student visa; and then the larger number is all the people who have another passport. Maybe they have spent their lives here because their parents worked at some multi-national firm or

something, and they may have gone to high school in Cherokee County. They're still international students in a sense, so the big number is broader.

TS: But 1400 is that number.

TK: Right. Atlanta has a huge international population. Basically what has happened is that Kennesaw has been a place that international students go when they run out of money. They try to go to an AU campus, Atlanta University campus, or Emory.

TS: Private schools with large costs.

TK: It gets too expensive, and so they're looking around for somewhere cheaper to go. We kind of established ourselves as a welcoming place, so we have a lot of students. And the way the international student flows work: once you have a few students from a particular region, a stream migration pattern kicks in, and their cousins and neighbors and so forth also come. That's exactly what happened, for example, with Kenya.

DY: I was just going to ask what our top countries and/or ethnicities are that we have.

TS: Nigeria is number one, isn't it?

TK: Nigeria is now number one. Kenya was, for a number of years. We started recruiting a number of Kenya runners who came over for our cross-country, and they had good experiences, and all their cousins and relatives started showing up. Nigeria, of course, had oil money and that's where I think a lot of the Nigerian kids—the initial impetus was that people came to Atlanta to go to one of the AU schools, and then they started running short on funds, or whatever, and they started coming here, and they had a good experience, so that changed the thought. So we were unusual, and a reflection of Atlanta as a destination for African people, that our two largest groups were both African countries, at a time when most colleges in the United States had more Chinese or Indians. Now the Chinese and Indians have started to pick up. They're coming up pretty fast. We also have a big population of Colombians. The Colombian parents are trying to get their kids out of that country because of all the violence, so we've had a huge surge of Colombians, which started about three years ago.

DY: I've begun to see that in my World Lit. classes, because they also hear about teachers and who's going to work with them. So I could tell what their trends were, by who was on my roster.

TK: Right.

TS: So we've come a long way I guess in the last fifteen or twenty years, or so, in terms of international programming.

TK: Yes, I think that during the last couple of years that I was in the international office, I felt like we had reached a certain maturity, that we had a pretty good array of services. One

of the things that really made me feel like we had arrived was when we got the International House, so we had a place to put our faculty exchange people.

TS: What was that, 2002?

TK: Yes. That was basically the last year I was in the office.

TS: When the foundation bought all those houses on Frey Lake Road [Campus Loop Road], the seven houses.

TK: Right. We got that award for Globalization for All, the ACE [American Council on Education] Award, which is for schools having good programs to involve a large and a non-traditional population. As candidates for that award we had to show that we had a fairly wide range of programs that reached a lot of different people who were involved in international education. We stressed the Core Curriculum revision, the country studies program which reached the community, as well as lots of different disciplines; and we stressed our success with the short term study abroad programs, which made it possible for non-traditional students to get involved in big numbers. So I feel like Kennesaw is in a good place in terms of general breadth of programs in international things. The next job is to improve, in a sense, quality, by having more long-term study abroad programs. These short-term things are great to let people get a taste, but we really ought to have more options, more financial aide to enable people to do a whole year abroad and get immersed in a foreign language, and more money to make it possible for faculty to do whole years abroad. So that's the next step. But I think our foundation is pretty well laid.

DY: Thanks to your good work and collaboration.

TK: Well, lots of others.

DY: Well, I know, but nonetheless there has to be leadership in something like that, Tom, or it doesn't settle in and take off.

TK: Well, thank you. I think we picked the right time to do it too. Society was moving in that direction, and I think that Dr. Adebayo [Akanmu G. Adebayo], my successor, is—I think one of the most useful things I did in the International Office was to work hard to get him to be my replacement because he is doing a great job and will continue to take things to the next level.

TS: What's the significance in the name change to Institute for Global Initiatives?

TK: Well, honestly it's another one of those internal, political things that has only limited meaning in some ways. As an institute, the office could conceivably house multi-disciplinary programs. Whether we're going to do that is a subject on which all don't agree, but within the University System of Georgia there are very strict definitions of what centers can do, what offices can do, and what institutes can do. The driving purpose

behind the change to Institute for Global Initiatives was to make it possible for that office to do some other things that involved issuing academic credits, or housing or perhaps multi-disciplinary academic programs that relate to international things.

DY: Well, like the African Diaspora program being housed there now that Rosa Bobia. Is that the kind of thing you're talking about?

TK: That is the kind of thing, but it's still formally, in terms of its academic home, in the Department of History and Philosophy. Her role, it's a somewhat nebulous situation in part because the whole issue of having academic programs housed there, not in a standard academic department, is controversial. Not everyone wants to do it. Dean Ridley [Helen S. Ridley] is strongly opposed to it, and I think, my sense is that Dr. Black [Lendley C. Black] would like to do it. I have a feeling that once Dean Ridley retires that may happen, but that's just guessing. I know that the move was made in that direction, and then it was sort of cut short, so that officially at this moment that program is still housed in the Department of History and Philosophy, though Rosa is doing a lot of the work. Officially, Susan [M.] Rouse is the administrator responsible for the program.

DY: Do you want to prognosticate just a little bit with changes that are coming about? I mean, with Helen Ridley leaving, retiring, and the new dean, Rich [Richard] Vengroff coming in, given his international background, and of course, our new president, Dan Papp [Daniel S. Papp], what do you see happening in the future with internationalization or globalization on this campus?

TK: Well, I have not met Rich Vengroff, and I know that he has a strong international background, and certainly Dan Papp does. I've worked with Dan Papp for thirty years on international things, but honestly I think that it is unlikely that there will be dramatic changes. Remember, we've also decided already that this international theme is going to be the major thrust for the institution for this accreditation process we're going through.

TS: For SACS [Accreditation]?

TK: Yes. So we've already identified through faculty polling, and other things, that this is going to be our theme.

DY: That's our QEP.

TS: QEP?

TK: That's right, that's what it's called.

DY: Quality Enhancement Program.

TK: But that comes out of SACS, I mean, that's what SACS does now. They don't just evaluate, they ask you to initiate a program looking to go to the next level. So we've elected, as an institution, to do international as our QEP. Well, I don't think that there's

suddenly going to become a huge amount of new money going into international. I mean, I think we will get some more, but what I'm saying is that I think we're already headed strongly in an international direction. International is well established. I think that Vengroff and Papp will absolutely be supportive of that, but it's not like they're going to have to overcome previous resistance to any of these programs.

DY: No, no. And I guess what I was thinking about—and certainly our mission of our institution, our university, and the mission of the System too—is globalization and diversity. What I was thinking about was with administrative change in higher administration then there may be greater possibilities for developing programs, particularly master's programs, that are going to be in these areas. What do you think?

TK: I think it's very hard to tell. I'll be surprised if there are any major changes in international immediately, because I think we've done the things that it's obvious we ought to do already. I don't think there's any low-hanging fruit just waiting for somebody willing to pull off. I'm sure we'll develop some things, and we'll move into some new areas, but I don't think there're any obvious holes in our effort that we ought to be pursuing.

TS: When you left the center, if you look at your budget, what percentage would you say are state funds, [and] what percentage are grants that you've written? Do you ever go out and raise money in the community?

TK: No, almost never. One of the frustrations of the international offices really, across the country, is that it's hard to raise money for study abroad scholarships. People want to give money for a building, for something tangible. Study abroad scholarships are hard to raise money for. I mean, some people say it's just privileged characters doing it, but the main thing is it's not a concrete, tangible kind of thing. Plus, it's broken up through a whole lot of different people, the beneficiaries are. What could make a real change in terms of internationalization far more than new administrators would be if we could find a good source of funding for study abroad scholarships and for faculty exchange money. That's possible if we get this internationalization student fee through, which was passed at one point, and then was turned back by the Regents because of the implications for the HOPE program, because the HOPE program was running out of money. They were refusing to allow any new student fees, even though our students had voted for this student fee, which would raise a tremendous amount of money for student scholarships—the thinking being that if you have a lot of people doing student study abroad and then coming back, it will transform the whole campus. It will internationalize everyone's experience, not just the ones going abroad. So the students bought into that, they voted for it, but then the Regents turned the program back. A breakthrough like that—that program would have given us hundreds of thousands of dollars for study abroad scholarship—would make a big difference. That, I think, is the biggest need to really go to the next level.

TS: Why did you decide that you wanted to come back full time to the history department a couple of years ago?

- TK: I was thinking seriously about retiring. Partly, I really felt that we'd gotten the international effort to a certain level and I felt good about that, but I also felt that it was changing from being mostly an entrepreneurial thing to a management thing. Instead of new programs, new ideas and ways to create things, it was managing things. I liked the entrepreneurial part a lot better, so I was thinking seriously about retiring. In fact I turned in my letter indicating that I would be resigning—I wasn't going to do post-tenure review because I was going to retire. Then I started thinking that what I'd really like to do is go back to the department, so I withdrew my resignation letter and said, "I think I'll just try going back to the department." Honestly, I was sort of burned out. The international office is a pretty high pressure thing in that there's always a crisis of some sort, there's always somebody somewhere calling from abroad in the middle of the night or something—there's always something—and honestly you're always at the beck and call of the upper administration to pull something together so somebody can do a PR event, or something, and so forth, so that kind of pressure wears a little thin after awhile, as you know very well.
- TS: Yes, I can understand that.
- TK: So I have been very happy coming back to the department.
- TS: Good. We had asked you, early in the interview, about what the intellectual life was like when you got here in '73; how would you describe it at Kennesaw State in 2006?
- TK: I think there's a huge difference. I think the level of formal scholarship is far higher than it was then. We can walk around the department and identify people whom I know are publishing things, and I know what areas they publish in, when they've most recently published a book, and I think that's true in most departments. That certainly wasn't true back in the early '70s.
- DY: We were all generalists.
- TK: Yes. And I think, too, that the student life side is a good bit richer than it was then. The speaker series the student philosophy people put on, that's just absolutely first rate. Yes, I think there's a lot of difference. I think the maturity of the institution is really reflected in that, almost as much as the numbers of students, if not more.
- TS: Well, I've about run out of questions. Did you have any that you wanted to ask?
- DY: You asked the one that I was thinking of, of course, was the intellectual climate of the campus. I do want to know your perspective—I'd like to hear where you see Kennesaw going, where you see the university going, as we are, with the changes that have happened.
- TK: Well, this is going to sound a little like my answer for the international question.

DY: That's fine.

TK: I think the university is playing pretty much the role it ought to play.

DY: Which is?

TK: Which is a predominately teaching institution with a substantial service mission. Not attempt to be a flagship research university, but be a really good AASCU type university with that service mission, applied scholarship. All those sorts of things that can turn into empty slogans, I think, are in fact an appropriate mission for Kennesaw. We can do them better, we can do them on a slightly larger scale, but basically I think our niche is identified by our history pretty well. I don't think there's going to be any radical changes, or should be any radical changes, in our mission or the role we play in higher education in Georgia.

DY: Do you think the community or communities that we serve; do you think that will change? Will it still be northwest Georgia and maybe a little north of that, or do you see that we may move into Atlanta at any point?

TK: Well, just because we probably will build some more dormitories we'll have more reach in terms of traditional aged students. I would expect us to begin to get somewhat more students from around the state, as the fact that we have the dormitories and other things, and not trivially, we have Division 1 athletics, and our name starts to get in the news. I think that will help.

TS: And you're on the Athletics committee.

TK: That's right. I think we'll get more students from a little further afield, but you've probably seen this in your classes too. My experience is an awful lot of the students in our dormitories now are from Gwinnett County.

TS: That's right, within twenty-five miles of campus.

TK: They're north metro Atlanta pretty much. I think that will change because I think across the state there are a lot of people that would like to come to suburban Atlanta and be in the big city—I think we'll become kind of a destination—but they aren't quite willing to go to Georgia State downtown, they're a little afraid of it. But again, I don't see that as a major change, really. To me, the big thing is going to be hitting up against the maximum that this area, with the road structure we have, can endure. That's going to be what sets the upper level. It's going to get where it's just unbearable.

DY: Where we can't get into work.

TK: Right. That number that they're talking about now, 25,000, I don't think we'll be able to go any bigger than that without really having other campuses, or doing something major.

TS: Which is what we may do, have satellite campuses.

TK: Right. That would be what I would think we'd have to do to become significantly larger.

DY: I do have one other question, and that is, what have you taught since you've come back to the history department?

TK: Well, upper level courses I teach these days are the History of Science. . . .

DY: I wondered if you had gone back to teaching that; that's a fabulous course.

TK: It's a fun course to teach these days with all the intelligent design discussions and stuff; Indian History—Modern India—and I've been teaching Modern Britain since Gird retired and left us in more ways than one. I took that course over. More recently, I teach the Origins of the Great Traditions class, which is our class for the world history side, the second class, which is a fun course to teach. You get into a lot of religion and philosophy and so forth.

DY: Oh, I'm sure students are so fortunate to have you in those classes with your experience.

TK: They wouldn't always say that [laughter]!

DY: Well, they may in five years! They may not say it at the moment you hand them back their blue book [laughter]!

TK: Right.

TS: Thank you very much.

DY: Thank you, Tom. This was very good.

TK: It was fun for me as well.

INDEX

- Adebayo, Akanmu G., 29
Agnes Scott College, 7
Altizer, Thomas J., 5
American Association of State Colleges and Universities (AASCU), 19-20
Atlanta (changes in international business), 26
Augusta State University, 22
- Beggs, George H., 8-10, 15, 18, 21-22, 24
Beyer family, 2
Black, Lendley C., 30
Board of Regents of the University System of Georgia, 31
Bobia, Rosa, 30
Bostick, Peter Edward (Ed), 13
Britton, Dale Gregory (Greg), 23
- Carter, Jimmy, 25
Centenary College, 7
Chastain, Cassie Wingo, 3
Churchill, Winston, *The Gathering Storm*, 5
- Davis, Bowman O., Jr., 13
Davis, Herbert L., Jr., 12
Demonbreun, Bobby G., 11
Dickinson College, 1, 3-4
Dobson, Charley G., Jr., 10
Driscoll, Robert L., 12
Dunning, Arthur N., 19
- Early, Anne C., 11
Emory at Oxford, 7-8
Emory University, 1-2, 4-8, 14
- Farmer, Joy, 17
Fleming, N. Bond (father-in-law), 7-8
Ford Foundation, 7
- Gingrich, Newt, 9-10
Globalization for All Award (American Council on Education), 29
Greider, John C., 12
Griffin, Roberta T., 22
- Harris, I. David, 13
Hill, Robert W., 15

Hope Scholarship, 31
Huck, Eugene R., 20
Hunt, Hugh C., Jr., 13, 17, 23
Hyatt, Irwin T., Jr., 7

Keene, Frances Beyer (mother), 2
Keene, Jane Fleming (wife), 7-8, 10, 19
Keene, Roy Calvin (father), 2
Keene, Thomas H.
 Background, 1
 Interest in teaching history, 1
 Interest in developing countries, 1
 Graduate school at Emory, 1-2, 4-7
 Parents, 2
 Family farm, 2-3
 Mentors, 3-4, 6
 Uncle, 4
 Dissertation, 4-5
 Anti-war protests, 6
 Introduction to Asian studies, 7
 Meets future wife, 7
 Decision to come to Kennesaw Junior College, 8
 Career track, 8, 13-20, 22-26, 29, 31-33
 First impressions of KJC, 9-11
 Intellectual climate at KSU, 13, 32-33
 Teaching, 13-15, 20, 34
 Interest in World Literature, 14
 Curriculum development, 15-18, 20, 26
 Grants, 16-17, 25-26, 31
 Institute for Global Initiatives (International Center, Office of International Programs),
 16-17, 21-27
 Fulbright Group Project (India), 18-19
 China exchange, travel, 20, 24-25
 “Year of” Program, 20-22, 26
 Family, 24-25
 Asian Council, 25
 European Council, 25
 Council of the Americas, 25
 African Council, 25
 On changes in the University System (International education), 25-26
 Athletics Committee, 33

Kennesaw State University
 Opening of school faculty retreats, 9-10
 Social Science Division, 9, 11-13
 Women in the history faculty, 11-12

Junior college academic divisions, 12
 Intellectual life, 13, 15, 32-33
 Changes at KSU, 15-34
 Grants, 16-17, 25-26
 Institute for Global Initiatives (International Center, Office of International Programs),
 16-17, 21-27, 29-32
 Fulbright Group Project, 17, 26
 “Year of” Program, 20-22, 26
 Student/Faculty Exchange, 20, 23, 26-27, 31
 Asian Council, 25
 European Council, 25
 Council of the Americas, 25
 African Council, 25
 Chancellor, 27
 Italy program, 27
 International students, 27-28
 International House, 29
 Globalization for All Award (American Council on Education), 29
 Southern Association of Colleges and Schools (SACS) accreditation, 30
 Mission, 31

Lancaster County, Pennsylvania, 1-3
 Lemon, James T., *The Best Poor Man’s Country*, 2-3
 Lonberger, George E., 18

Mathews, Joseph J., 4, 6
 Maunula, Marko, 25
 McAllister, Elaine, 16
 Middle Octorara Presbyterian Church, 2

Nanjing Normal University (Nanjing Teachers College), 20

Papageorge, Linda M., 15
 Papp, Daniel S., 30-31
 Paul, Robert C., 23
 Pflaum, J. C., 3-4
 Posey, Walter B., 7

Ratajczak, Donald, 26
 Ridley, Helen S., 30
 Roach, Samuel Frederick, Jr., 9
 Romer, Kinsley Gird, Jr., 9, 15
 Rouse, Susan M., 30
 Rugg, Edwin A., 21

Scott, Thomas A., 9

Shaw, Royce Q., 16-17, 22-23
Shealy, E. Howard, Jr., 13, 27
Siegel, Betty L., 19-22, 26
Smith, Betty A., 17-18
Southern Association of Colleges and Schools (SACS), 30
Southern Center for International Studies, 26
Southern Polytechnic State University, 8
Sturgis, Horace W., 8-9

Taylor, Patrick L., 22
Troop, Hiram (uncle), 4

Unfug, Douglas A., 4
University of Georgia, 22
University of Pennsylvania, 1
University System of Georgia (International education), 25-27, 31

Vengroff, Richard, 30-31

Wadley, Theodore C., 14, 20
Ward, Judson C., 8
Wiley, Bell I., 1
Willey, Diane L., 12

Yangzhou University, 20, 23
Young, Andrew, 26
Yow, Dede, 19

Ziros, Apostolos D., 9, 15