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ORAL HISTORY

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Clay Z. Kimball
Interviewer

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Date:

7/7/92

Lawrence E. Taliana
Interviewee

Address:

Date:

July 7, 1992

Date of Accession: _____

SIUE ORAL HISTORY PROJECT

Summers 1990-92

Lawrence Taliana Interview, July 7, 1992

Interviewed by Stanley B. Kimball

Filename: TALIANA: 707

Q: Larry Taliana, retired Professor of Psychology, School of Education thanks for stopping by and sharing your views of way back when. Why did you come here in the first place in 1959, I believe?

A: I came here for lunch.

Q: Well now, I've never heard that.

A: It was circumstantial. I had given my intentions of resigning from Carbondale. I had joined SIU Carbondale September 1957, had become the coordinator of testing all the examinations, testing including the entrance examinations as well as the professional examinations for the doctoral programs, graduation programs, etc. The agreement was that, and you know that old story, when you finish your dissertation, why you will get promotion, you will get pay increases and all of this kind of thing. Well, I think maybe somebody might have miscalculated as to how quickly I would have finished all of that. Because I had finished all of my research and all I had to do was to write it up.

Well, I had done that by the end of October, I got my orals out of the way in January of 1958 at Purdue and came back and whereupon I said "Where's my promotion and where's my salary increase?" We have all become very spoiled about getting annual increases. There was about a two or three year period

where there were no increases, cost of living or anything like that in higher education. So I came in on the tail end of the austere years. Well, I was told that there was no money.

Q: At Purdue.

A: No, this was at SIU Carbondale. I finished my degree at Purdue and left. I had a staff position at Purdue and could have stayed there. But, for family reasons - my family and my wife Phyllis' family were from Herrin (sp) and my family lived in Mount Vernon. And you know, I had a lot of feelings about the campus and had a lot of pleasant years there, because I was an undergraduate there and also did my master's work there.

Well, anyway I took it upon faith that there would be a salary increase coming. Well, there was not at the end of the year. So at the end of two years, I was offered \$660, which to me represented \$220 for a three year period. At that time, in 1959, it was an academic person's market.

A: I came here at \$700 a month. So did you come here for better pay from Carbondale?

Q: I thought I was going to, but when I got here, I was told after, and this had nothing to do with the local administration, was told that anybody transferring could not come for any more than what they would have received at Carbondale.

A: You're one of the few people that I've talked with that used to be at Carbondale, like Herb Rosenthal.

Q: Right. We both effected the same kind of transfer arrangement.

Q: How did you do that?

A: I requested it.

Q: And since they needed staff, why it was logical.

A: And President Morris was all too happy for someone from Carbondale to come up here, because he was interested in getting this campus going. So he was interested in doing anything that would promote the growth of this campus.

Q: So it was an easy -

A: Very easy. No problem whatsoever. In fact, you know I was congratulated for doing that. I got some kidding from some of the people I knew at Carbondale. You know, what do you want to go up there for? I would throw it right back in their mouth or right back in their lap, and say well, why would I want to stay here? I like the metropolitan area. I grew up only ninety miles from here and St. Louis was as familiar as the back of my hand. And I just thought this was a tremendous thing.

But before we got to that, I had been offered a job with the Veterans' Administration. The day that I told my Dean that I was going to resign, he said, "Well, where are you going?" And I said, "I don't know. I do know that I can do better elsewhere, because I happen to know what the job market is. I had gone to a convention that spring and I saw what was going on all over the United States. Coincidentally, the afternoon that I told him I was going to resign I got a letter from the Veterans' Administration and I had

ninety-five job choices around the United States - two of which were over in St. Louis - one at John B. Cochran Hospital and the other was Jefferson Barracks. So what I did was, I had knows Howard Davis and Dave Van Horn and I had worked with them at Carbo[ndale assisting them in their testing program at the Alton-East St. Louis centers.

Q: The first two people hired here.

A: Right. I knew them and I actually had helped them get their testing program started. See they came down from SIUE to talk to me because I set up all of the entrance exams and did the test processing and all of this kind of thing, so I was very much knowledgeable about this campus from 1957 on. I knew all about the testing and those kinds of things and so what happened was I didn't know really where Alton was. I had never been to Alton before. So we had some time on our hands and my wife and I decided to drop in on Howard in Alton and have lunch with him.

Q: So now we're back to lunch.

A: Right. We had lunch. And Howard said, "What are you doing?" and I explained what was going on. And he said, "Would you be interested in coming up here?" and I said, "Well, I don't know. What have you got to offer?" He got me over to John Glenn. I talked to Leonard Wheat and I talked to two or three other people. Howard, in fact offered me a job, one of two jobs in his office in the Dean of Student Affairs.

Well I did not want to get into student personnel work, because in higher education, that's kind of a dead end. I mean, whether we like it or not, faculty don't accord student personnel people a very important place in the

role of the university. I think that's being very naive, because there are a lot of things that can complement these things. I think that I can say that because there isn't a phase of university life that I haven't been in touch with.

Q: You stayed here at least twenty-seven years before you retired.

A: Yes. I was here from 1959-1986 which was a full twenty-seven years. But, I had two additional years.

Q: So twenty-nine in the system.

A: Well, actually I had had a year prior to that when I was a graduate student at Carbondale and I had a civil service system job there, well I had a number of jobs because of my undergraduate days. I actually set up with the Athletic Director's secretary. We became the ticket managers for all basketball and football games. And so I did that along with being in charge of all athletic equipment, varsity and intramurals and this sort of thing. So actually I had thirty plus years.

Q: Why did you stay so long?

A: Here? Well, my wife and I made a promise. We thought it very important that our children go through the same school system during their lifetime and so we decided to stay here until they graduated from high school. That was the commitment, but then there were some other rather interesting things. We had no idea what would happen. You know, we became attached to the area, felt a part of the University and in a sense you kind of got wrapped up with a

project. My value system is such that I turned down numerous jobs. I had an offer from the University of Illinois. I had an offer from Purdue. I had an offer from Northwestern.

The days when I was at the tail end of my administrative days, when I was assistant to the Chancellor, I had the possibility of becoming a president of a university in Minnesota that had about a 10,000 enrollment. But, I didn't want to become a university administrator. To me administration is fine. I can do it, and I think I did a fairly decent job. But, that wasn't my value system. If I wanted to make a lot of money, I could have gone into business. I didn't want to do that, but I just liked the kind of lifestyle that went along with this campus. And being in the center of the United States, you could go anywhere. I have been in every state of the United States except two. There is no other place that I would prefer to live than right here. Maybe taking off for some place in the winter time. I wouldn't live in California; I wouldn't live in Washington; I wouldn't live in the south; I wouldn't live in the north. I like it right here.

Q: What do you consider have been your most significant contributions to the University and your field in the area?

A: Well, I think my teaching. That to me is very rewarding, because I kept going back to the classroom. I have been in and out of administration. I had taken on assignments of one to five years. These were projects and I was willing to do that. But I no longer seemed to be as interested in carrying on something once it started the implementation phase. That takes a lot out of you in terms of energy and away from one's professional area

Q: Other than teaching?

A: Yes. Because in 1962 we had a problem with what to do with probation students. This was during the Vietnam war and if a student didn't make their grades, out they went. Then they were subject to being drafted. I was the guy who had to make the decision whether to give a deserving student a second chance or not and being a psychologist, I could use my clinical skills plus my evaluation skills to try to get at whether somebody may have genuinely had a temporary psychological problem or a stress problem or whether this was somebody who was just trying to con the university.

There were rules about that. The university did have some exceptions that they could make to keep a student in, but we monitored every student coming into the university who was currently on probation or who was dropped because of academic probation. So that was my first job of an administrative nature.

Q: So you had some of your greatest satisfactions - were teaching and then advising.

A: Well in a sense you'd call it advising, but it really was clinical. Clinical experiences helped a great deal. I also was named the faculty liaison officer between the architect's office and the faculty for the Building Committee for the campus. I used to do all of these things as committee assignments. How I did it in those days, is beyond me, because I don't know how I always taught three courses. Never had any released time.

But the interesting thing then was most of those were graduate courses. I didn't teach an undergraduate course until I'd been here 15 years; these were all graduate courses and they ran from 5:30-8:10 and from 8:20 to 10:30

at night and this was five days a week and Saturday until noon. And then during the daytime. I had committee duties. You know, I wonder why my wife put up with that.

Q: What are your greatest satisfactions over the last 27 plus years.

A: Oh, I guess seeing come to pass what I thought was going to and I decided to take an early retirement. I could see what was coming in higher education, that money was going to get tight, that it was going to become very stressful as a professor, that we were going to have to do more with less. And I could see what was coming in that respect. I kind of have a knack of being able to forecast what is likely to happen. I took some satisfaction in that. But I also had some satisfaction in being able to see this campus complex, because I was involved in that whole complex, in the developing of it.

Q: Did it then develop as you had hoped it would?

A: Well, I don't know, that's a tough question Stan. Not in its entirety because I think all of us had our dream as to what we would like to see. I think everybody who joined this faculty in the early days had their own idea as to how this campus would develop because all of us were truly pioneers in a sense. And the beauty, I think the happiest times were the first half dozen years here where everybody knew everybody else and there were social gatherings where we all felt close-knit. We didn't complain about workload, we didn't complain about anything because we were all in this together. We used to have an annual picnic in the fall and in the spring. And I still remember those times. I mean most of us were young and we had a lot of energy and we were just, you know, we were just close.

Q: What have been some of your greatest frustrations around here?

A: Mmmm, reinventing the wheel.

Q: Explain.

A: We began to have greater, shall you say democracy if you will. A participatory action through committees and this sort of thing and unfortunately there were many inexperienced people who felt like they had the answer to every administrative problem. They put together a committee and studied it for two years and came up with the same dang conclusions that had been reached time and time again.

Howard Davis and I used to joke about it when some new proposal came up and we'd look at one another and I'd say to Howard "Do you have your old report?" and he'd say "Yes." and I said "I've got one too, why don't we dust them off and toss it into the mill." You know, its like some of the things that amazed me, but you could never convince people, certain people, you know I think there's a great deal of validity to the statement "An expert is somebody 50 miles from home." I saw it in my own department. You know, bless their hearts, you know they had good intentions, but do you think they would listen to what old Larry had to say?

And I got to the point where I thought you know, why am I wasting my time. And I tell you the biggest disappointment was the fiasco over the search for the new president. Do you remember that incident?

Q: Well we had several, which president, which period?

A: This was the one when Shaw left.

Q: All right, well walk us through it.

A: OK

Q: From the Taliana point of view.

A: OK, well this is actually the way it happened, this is exactly the way it happened. I was called by the President's Office, and this was President Shaw's office, and I was asked whether I would be interested in heading up a search committee. And I said "Well, how was I selected?" and they said "A group from the faculty sent it..." Hell, I didn't ask who this group was, I just took the President's word for it. A group from the faculty said it, which turned out I guess to be the Executive Council.

A group of the staff, we have a representative body, a participatory democracy and we had a student group. All three of these groups said "Sure, Taliana would be an acceptable Chair for the Presidential search committee." OK, so I went along with the anticipation of that happening. Well the mistake, I guess was on the part of somebody, is they didn't put it to the full Faculty Senate vote. And maybe I made some statements that caused some people some alarm. You know I don't know what the hidden agendas were, but I certainly felt that there were hidden agendas. The hidden agenda being that somebody maybe thought that their person might not get elected. I don't know what went on, all I know is how I was affected, and how people in the general public began to perceive me as if I was some kind of unsavory soul that got appointed to this committee.

Newspapers called me, television stations called me, radio stations called me, even my daughter was questioned at Carbondale by a professor in the class, you know, he saw the name and he wanted to know whether she was any relation to this guy. And, rather interesting, his comment was, and I felt amused by this, and he was evidently an ethnic who had come somewhere and he says "Your father he trouble maker." And my daughter says, "Yeah, I guess you could say that." And he said "I like him." But anyway, what happened was, that's not the end of it, aw hell, we had faculty meetings where the process of how I got selected was debated. Well you can imagine how that began to make me feel, as if there was some kind of backroom politics going on here. And you know, I did it with a great deal of reluctance. I thought "Why in the hell do I want to do this because I know what it's going to lead to. I know that it's going to be nothing but one headache after another. I've been on so damn many search committees.

Well anyway, as it turned out, they decided that that was not a legal way, or whatever they decided, I don't know, I didn't involve myself to find out. My attitude was "Look, I offered to be this chairman at great cost to me, because I had other things I wanted to do and I knew what it was going to involve." Well they decided they would have a campus wide election, well you know what campus wide elections involving the faculty are like. So I was told, of all the votes. I had 88 votes approving me. The next person to me had something like 30 votes. And they said well OK, this is a legitimate process now, see this delay went on for 2-3 months. And the thing that had got it off center was, prior to that procedure, I said "I resign."

You know I don't need this, and I kind of felt like that was what was expected of me, but I thought "OK, you guys got your wish now, it's your baby." Well then, when I got this nomination from the faculty, there must not

have been more than 200 people that voted, and they asked me to chair it and I said "Do you think I'm nuts?" And I said I wouldn't touch that with a ten foot pole. So maybe that was being immature, but I was damn mad about it.

Q: So then how did that lead to the selection of the President?

A: I have no idea how that committee chairman was elected. I got so far away from the process I didn't even pay attention to it.

Q: What are your best, happiest memories?

A: Oh the students, no doubt about it. What's really amazing is, people come up to you, it happens all the time, and will say, I remember you saying such and so to me and I have always remembered that. Two former graduate students told me that two weeks ago, and these are people I had in class 15 years ago, and people are all the time coming to me and making comments like that, or they remember me, or something of that nature.

Those are priceless memories because that to me is what being a professor is all about. You know I think those kind of off the cuff comments, those kinds of things when students come in and talk to you, they beg for time with professors to talk to them. I had a chairman once who chasitized me for spending too damn much time with students, which in my perverse nature;, I just told him to go to hell and I increased the time talking to students.

Q: Any other reflections on happy memories?

A: Oh yes. You know my associations with people, I mean everybody here has been like a big happy family; there are people you will never forget. I remember the MRF, I remember the excitement, surprisingly the protest in the Chancellor's office, during the Kent State era, that was a kind of a happy memory, because everybody did, everybody was as tight as a drum, they didn't know what was going to happen. We didn't know whether we were doing the right thing, we were one of the few campuses that didn't have any damage. And largely it was because of the way in which the interaction took place with the students. We talked with them. Some of our faculty felt like we didn't have a quality type student here. But there were many diamonds in the rough and we have seen it in terms of what has happened to many of these kids.

Well look at Eugene Redmond, I remember when he was an undergraduate at the East St. Louis campus. I had an office in Alton, but all my classes were taught in East St. Louis, I used to teach in the old East St. Louis High School building. And I was fortunate in that I taught at both campuses. I was one of these unusual people that I taught down there and I taught at Alton, so I kind of saw what was going on and heard what was going on at both locations. There was always some kind of a social function on the weekend you know, and you got to meet many more people than, I think ordinarily than you would now.

There was so much interdisciplinary kind of interaction. I don't think you get that now, you know it's all limited. But you know it also gave us an opportunity. I used to hear that we can't do this or we can't do that. I've never gotten knocked down for anything I wanted to do. Anything I wanted to try, I was always encouraged, and I liked that, try it, if it doesn't work, well then you don't do it. And I liked the opportunity to do something new and different, and I could always go back to the class room, and I would do that.

Q: Your worst memories?

A: Golly, I don't know if I really have any. I guess the loss of close people over the years.

Q: Death.

A: Yes, death mainly, you know these are people that you thought they would be around forever. (unclear words)

Q: Humorous, dumb, funny things?

A: Oh it has to be the helicopter incident. Has anyone mentioned that before?

Q: Yes, but go ahead.

A: Yeah, well that, that was dangerous, poor ol' I think it was Dale Blount and was it Cass Stevens?

Q: Bill Shaw.

A: Bill Shaw, OK. They could have lost their lives because, I even forget the farmers name now, German name, he raised horses--Freund.

Q: This family lived in this home where the University Center is now.

A: Right, it was right up on the hill where those trees are now, and the house is down on south 157. And you know, after the University took over his property we had a picnic in the horse barn.

Q: Stephens was there, I remember that.

A: Right, oh I'm glad you mentioned Clarence Stephens. He was my mentor in a sense. Steve was kind of, oh I used to talk to him on occasion, there were a couple of times where, I could get pretty hot headed. There was somebody who wrote a nasty letter which was untrue, and I just wanted to know whether the silly fool had the stupidity to send a copy to the vice presidents office. And when I called the office and checked with Virgil Seymour. And Virgil says, "Yeah he sent it and I read it", he said "Why are you asking?" I says, "I'm on my way over to Alton to punch him in the nose."

About five minutes later I got a call from Clarence, he said, " Would you like to have a cup of coffee?" And I said "Yeah, I think I know why you're calling." He says "Is that the first time you ever got a letter like that?" I said " Yeah and I don't like it, especially since it's a lie, it's untrue. I mean this guy went off half-cocked and wrote something that he didn't know what he was talking about." And he says "Why don't you come on over, things are kind of slow over here."

And I had known Steve at Carbondale and he had known me long before I knew him, because as an undergraduate I was kind of a conspicuous undergraduate at SIUC. I was involved in alot of activities, was an athlete, things like that, but anyway, its kind of humorous in looking back.

Q: He talked you out of going over and punching him in the nose did he?

A: He didn't say don't do that, he didn't say don't do that at all. All he did was, we just talked about what lead up to it, and by that time I was cooled off.

Q: That was the whole idea.

A: Yeah, that was the whole idea.

Q: Any other, the helicopter, the poison pen letter, anything else funny?

A: Almost every day was a happy day because I enjoyed doing what I did.

Q: What are the main contributions you think this university has made to the area?

A: Well it certainly has raised the educational level of this area, it has made, and I know what it's done for certain individuals. I remember one person who used to come to class with his lunch pail, and he just got off the early morning shift. He would come in with four-buckle overalls, and this fellow has gone on, he was a shift worker at Granite City Steel, he now has his Ph.D. and is doing quite well in a professional capacity in this area.

Just making education available is, you know, I think, and that really was part of the legacy of Morris, his tradition, and he had people that were imbued with that idea. I know, and you would probably agree with me, that there were some people that were disturbed at the kind of students we got here in the early days. They felt like they weren't sophisticated, that they were not Harvard caliber, that they were not these kind of people and yet, we often underestimate human abilities. Human abilities are just waiting to develop.

I can remember at Carbondale, a young man who was trying to get back into school. And he couldn't get back in unless he came back on academic probation. Well, I saw his entrance examinations when he had applied five years previously, and they were all down at the 0-1 percentile. He spent 4 and a half years in the Navy and for some mysterious reason, his later scores were all in the top 15% in terms of language, math, etc. But he had, and I said "You must have read an awful lot while you were in the Navy." He says "I did." I remember a fellow a kid from Granite City who was at the 99th percentile on all of his test scores, spent one semester at the University of Illinois, and he flunked out, and they wouldn't let him back in. We accepted him, I looked at his test scores, spent 30 minutes talking with him and decided he's worthy of getting back in school, and that's where we got the reputation of accepting drop outs or push outs or flunk outs from the University of Illinois, and it was a tragedy.

Well I was curious about this young man as to why that happened. What happened was, and I know universities do this, we did this too, and it was was from test scores which were a surefire recipe for flunking out. Because he was so good in math, they put him in third year calculus in his first semester, just because his test scores were what they were. He knew more math than somebody starting out with remedial math and taking two years of more elementary math, but he still knew more math with an F as this kid who had two years of A. Well, we provided an opportunity for this kid to get him back on track again.

Q: Has this university reached, have we successfully carried out our mandate, what contributions have we made to the area and, as you said, providing an education, and then I think, being a little more lenient and giving people a chance they might not have gotten...

A: We treated them as individuals.

Q: OK, now that's the best way to say it. We treated our people as individuals. Now let me ask you a question I've never been able to ask anyone else, and I don't know who else I would ask it of. In your professional capacity, I understand that you have counseled people on campus as a professional psychologist. Tell us a bit about the trends or specific problems that emerged

A: You name it and they came. You know I often thought that I wouldn't mind, the three years that I was in John Rendleman's office. I was his chief troubleshooter, anytime there was a problem, John would say, go see Dr. Taliana. And because I knew the university from top to bottom, a lot of times we were able to deal with problems in a very simple way whereas the poor people would be bounced around from one office to the other and become frustrated and say "The hell with it" and just give up. That happens so often, it's happening now.

Q: What were some of the major personal problems that came to you from campus people?

A: Oh, suicide, suicide, dealing with suicide, harrassment from professors, how do you deal with a professor, um, how do you deal with the inability to study, conflict about a major, for instance, the kid who flunks freshman algebra six times and still insists he's going to be an engineer. Where did the motivation come from? Who's idea was that? Not knowing the best way to deal with a problem of raising your grade point average, how to study.

Q: I think what I'm trying to get at, we'll call it private counseling.

A: Being a confidant.

Q: Yes, you are a professional psychologist and the reason why I'm pushing Larry is other people said "Oh, well you should ask Larry, after all he was sort of in private practice and counseled alot of people on this campus." Some reaction from you on campus people who came to you privately for private consultation.

A: Problems with their kids, marital problems, problems with a colleague, feeling that one was being unfairly treated in so far as promotion, salary increase, how do you deal with that. How do you live in this horrendous system of academia. There is a sociology of academia, and if you don't know it, you are going to suffer. It's how to get along in this world. I mean I used to laugh about the contradictions that we did. There's alot of contradictions in life.

I can remember being handed, the day before the first day of classes, with the request, I want you to teach this class. I'd never taught it before, well that didn't make any difference. I asked, what goes on, what's the objective of the course, the response was, Oh just teach your point of view. Well that blew my mind, that happened to me the second year I was up here, and I thought "What the hell is this?" How does this course fit into the total academic curricular matrix?

Well you know that upset me. Here I was young and idealistic, that's not the way you do things. And yet, this person would say "Oh, we've got to maintain academic standards" and this kind of stuff. I lost respect for that person.

A: Let me give you an example. I can remember a faculty member and a department chairman and a dean asking my opinion about somebody they felt was homosexual. And they wanted to know my opinions. Should they do something about that...I said, like what? I said, what's the big deal? I asked the question, Is this person proselytizing students in the classroom. Well no, we don't have any evidence of that. Well is he doing something that is illegal. Well no, we don't know anything about that. I said well, what are you worried about? And I don't know what was ever done,. but I said, you know, I don't think you've got a problem.

Q: Certainly that was an interesting, rewarding dimension of your career here, privately helping your colleagues university wide as a counselor.

A: Well I think some of it Stanley, and I want to believe that the reason is that people trusted me; if they wanted my opinion, I would tell them, with no holds barred, what I thought. I did not attempt to cover anything up, that I would give them an honest answer the way I saw it.

Q: If you had to do it all over again, would you?

A: I probably would, because I like the freedom to be able to do what I want to do and yet I am a conventional person in terms of following rules. If it's against the rules, I will discuss it to see whether there's any possible modification of it.

The university had a rule against anybody doing any consulting work. This was true at Carbondale and Edwardsville. I guess I was the first person that really, it became out in the open, because the people from Alton were trying to get a mental health clinic started and they approached me and asked

whether I would be able to consult with them one or two days a week. Well, I told the head, John Glenn, that and he said, "Absolutely not. That's not possible." Well, I didn't accept that as a total answer and so I explored further. It went all the way to President Morris' office and he was very happy. He thought this was great, because that's what he wanted to do was to promote public-University interaction, community service. And I was the first person was given the authority to do that. It had to go to the Board of Trustees for final approval but somebody presented it in that fashion and I guess I was the first one who was able to do that, as long as it didn't interfere with my work.

Q: Now that's important. Were you involved in relating the community to the university, and you've just given a very specific example of professional, psychological counseling.

A: It was the first clinic established in this Metro East area.

Q: The first psychological counseling -

A: Well, there's one exception to that. There was one in East St. Louis, but there were no public, no community mental health services available in Madison County.

Q: Until you started doing this -

A: With the other two people. They already had a half day a week psychiatrist and a full-time social worker. But in order to get community mental health funds to be reimbursed by the state, they had to have all three professionals.

Q: To what extent, over your career of twenty-seven plus years, were you frequently involved in this form of community service or this manner of relating the University to the community?

A: Yes, in numerous ways. I was a consultant to the state as well as to local area on problems of evaluation, setting up counseling and testing services, evaluation of educational programs through my knowledge of tests and measurements. I served on the YMCA board. I was a member of the Chamber of Commerce of Edwardsville, I was on the Human Relations Commission of Edwardsville, I was selected, in part I think, because of my expertise as well as being affiliated with the university.

Also, I was involved in setting up or was on that commission that helped get the first hospital here - Oliver Anderson Hospital. I was on that along with Bruce Brubaker. The two of us were on that largely because we were from the university. I was on the Southwestern Illinois Study Commission that was set up by Senator Paul Simon when he was a State Representative and I worked on that. A lot of boards. I spoke, after I was appointed to that mental health clinic in Alton, to a lot public groups--the Rotary Club, civic organizations. I helped many school districts with their evaluation programs, also in terms of some of their personnel, morale problems, sort of like a management consultant, if you will. For a number of years, I would spend two days a month going to Chicago as a State of Illinois educational consultant.. I was also on a State Mental Health Commission for several years.

One of the things that I should mention which I left out. For the last twenty years, I have been the consultant to the Criminal Court Division. I was asked to help the court out for what I thought was going to be a six month period and it's lasted over twenty years.

Q: Anything you'd like to add to the record?

A: I guess the thing that I see as a danger is that the cost of going to school is going to be more shouldered by the individual and I see ominous warning signs there. I bought a \$3 bottle of Scripto ink the other day at the stationary store and I can remember when it used to sell for a nickel. And I wonder, can kids go to school if they have to work their way through? Is money that available now that they could? Is it an equivalent kind of an increase in terms of the part-time job money that they can earn and will this make it possible for them to go to school? I don't know.

Q: Thanks so much, Larry for coming by, sharing this with us. It will enrich the record, it isn't oral history, technically, it's an oral history project, slight difference there, but the point is it will be archived. It will be here forever and from the point of view of an historian is the longer it's here, the more valuable it will become.

A: You're welcome, Stanley.

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