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Leroy Jordan Memoir

Jordan, Leroy

Interview and memoir
audio file, 52 min., 17 pp.

UIS Alumni Sage Society

Jordan discusses his experiences at Sangamon State University both as a student as an administrator in the Innovative and Experimental Studies office as well as the Applied Studies Office. He was President of the Springfield District 186 School Board when desegregation of the local schools was implemented in 1976.

Interview by Barbara Hayler, 2010

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Narrator: Leroy Jordan
Date: March 19, 2010
Place: Springfield, Illinois
Interviewer: Barbara Hayler

Q. Good, good, all right. We'll put the microphone on this. We'll just lay it out there.

A. Looks good, yes.

Q. Well I realized when you were talking about this that I didn't actually know how you came to find out about Sangamon State and how you first got connected with it. So if you don't mind, maybe we could start there.

A. Sure, in the summer of 1971, I was working on my master's degree at SIU Edwardsville and had finished up about three-quarters of a degree when Sangamon State University opened up. So I was one of the charter graduates with a master's in administration. In those days it was administration; it was a generic administration degree. It was sort of like having an administrative degree but specializing in education.

Q. Oh yes, and then that became ed. [education] administration.

A. Business administration and so that's how I was a charter graduate in June of 1972. Well, in September, I started working with the university as the Assistant Director of Applied Study program. John Haworth was the director; he hired me at that time.

I had met him through the Rotary. I made a presentation about vocational ed. to the Rotary. I had taken a job with the research and development unit of the state Board of Education, and I made a presentation to one of the Springfield Rotary Clubs about career education. John heard me there, and he sent me an application about the opening in applied studies. I applied for it and got the job. That was back in 1972. In August 1972, I started working for Sangamon State University.

Q. Right, so you weren't necessarily looking for this job.

A. No.

Q. It kind of found you.

A. Yes, yes. And actually it was a great job because I was always interested in student learning and this kind of brought in the theory and the practice, which I was always in favor of. So by being the assistant director, it was the ideal job really.

Q. Had you been working for an ed district or something before that?

A. Sure. I started working in the School District 186 in 1965, an elementary school teacher, taught seventh and eighth grade at Iles School. And in 1969, I took the job with the State Division of Vocational Ed in the research and development unit. I worked there from 1969 to 1972, and then I came to the university.

The research job was basically that the federal government had passed a Part C of the Vocational Education Act. Illinois' response was to set up a research and development unit that we would fund research initiatives having to do with career education or voc ed. The development part was to identify exemplary programs across the State of Illinois in various occupational fields. My job was to handle that end of it so I would go to communities like Salem, Illinois that had an outstanding home ec [economic] program. The program brought students into contact from a theory and practice standpoint, so we set up a demonstration site there.

Q. I was going to say, not like when I was a kid and just heated up canned tomato soup as a kid.

A. No, no, it was much more. It was still hands on but it had some very solid educational principles behind it. So across the State of Illinois we would have maybe a joint agreement between two or three school districts or we would have something new in terms of computer. One project was CVIS; we called it Centralized Vocational Information System, and it was probably one of the first computer projects in a cooperation between IBM and the Willowburg High School District. And that's when they starting having kiosks and information on voc ed so a student could go in and type in a subject and the information would come up describing it and things of that nature, Project CVIS.

And so it was a forerunner of a lot of things that are just common now. But that was my job to highlight those programs, do all site visits, visits to make sure they were doing what they were saying they were doing. And if we liked it, then we would set up drive in conferences where other teachers could come, get the information, view the operation. And if they wanted to, carry it back to their home school students. So that's how I got into innovative education.

Q. And then someone talked you into joining the District 186 school board, right?

A. Yes, that was in 1975. I had always been interested in the local school system anyway, but that year, I think 1974 or thereabout, Bill Logan and John Lambert came by my house and asked me if I would be interested in running for school board. Of course, the faculty, Larry Golden and Cullom Davis, just the whole university community was interested in someone doing that.

And primarily, I guess, the impetus of that was the multicultural institute, which was headed by Gus Stevens and Jim Pancrazio. I'm trying to think who else was there, maybe Bob Zeller. The institute was university (SSU) based, and it was trying to change the local school district by having teachers participate in this multicultural institute. They started all kinds of courses and

seminars where teachers met with some of the local citizens while getting the university involved. I ran for school board and I won (laughter).

Q. Yes.

A. I tell you that having the university as a foundation, I could come up with different questions or look at different research studies. I could get synopsis of what was going on in the country, so it was great. Plus it helped me organize the community into supporting my candidacy. We had a slogan. Our slogan was STP.

Q. Like the greasy additive?

A. Yes, we called it Students, Teachers, and Parents.

Q. Now Loretta Meeks still has that project STP now. Did that kind of come out of this multicultural thing?

A. Yes, it did, yes. But many years later it was the same idea as Students, Teachers, and Parents. That one... now I think the acronym was different. It was like Student Teacher Partnership or something like that.

Q. Yes

A. Same kind of idea, so yes.

Q. All right, so you were actually a student at SSU but only for a year?

A. Yes, less than a year.

Q. Less than a year?

A. Yes, it was really... well probably a year, two semesters probably I was out there. So I started there as a student in the fall of 1971, graduated that spring, 1972.

Q. Fall of 1971 was the first year that students enrolled, right?

A. Well there some there in the fall.

Q. Would it be the fall of 1970?

A. Well, the university started in 1970, fall of 1970 and I think students started enrolling in the spring of 1971.

Q. Spring, ok. Well, there's... I mean, was it just the distance or were there other things about SSU that encouraged you to attend?

A. It was distance and also how the degree was described, how the programs were described there. And I liked the generic nature of the administration degree because you could be a teacher, you could go into education, you could be an administrator of a school. You could go into education as being a school finance officer; you could go into education from a lot of general administrative positions. It increased your options of what you could do with your administrative degree, so that was kind of very attractive at that time.

Q. Ok, instead of being really focused on a particular credential for a particular kind of thing.

A. Right. This would offer you an opportunity to not lock yourself into one area, so it was good.

Q. Did anybody in the teaching program in the ed program, anybody who was there have a particular impact on you as a student?

A. Well, one was Otis Morgan. Otis was a black professor in education there.

Q. He was gone before I was.

A. Yes and another was Stewart Anderson, who was a professor in education. I'm trying to think of who else. Of course everybody had a course with Bob Batson.

Q. Oh, yes. Mr. Administration.

A. That's right (laughter). Everyone had a course with him. And then at some point there were professors that came from other universities like SIU Edwardsville and Champaign that taught courses in particular curriculum. But yes, those few I definitely remember their courses.

Q. Was there like a particular kind of project or something that sticks in your mind? I mean, I know that's been a long time back. I remember one professor I had who, the way he did certain assignments was something I tried to follow for a long time.

A. Yes. Well, I would think of... I would speak of Mark Conway, and he was actually a biology professor, but he taught a PAC course called, Mood of Black America. Of course, this was a generic course but it taught about not only the social things that were going on but also the phase of education and what impact discrimination had on students. And so I was very interested because I was teaching school in the daytime at Iles School, which at that point was going through a transition of demographics.

Q. Ok, so you were still teaching full time and then driving down to Edwardsville two or three nights a week, would have been a real burden.

A. Yes, it was. And I used to say that if when I was enrolled at Edwardsville, I could be in Chicago in the morning and then have to come back, stop at home, get refreshed up, and go to class down in Edwardsville every evening. It was just kind of wearing me down.

But Mark's course was one that I was interested in because it kind of gave me an opportunity to look at research at Iles School in terms of how students learn and things of that nature. And I could then begin to peak my interest in this whole thing that they called racism and the impact it was having on student learning.

Q. Well, having a biology professor teaching a PAC about the black, the mood of black America writ large but dealing with education and social, I mean that just seems so SSU somehow.

A. Yes, it is (laughter). That's what we were about, yes, very much so. And it, of course, was very popular and brought in students from all disciplines and the community. People come out and made presentations. That's where I first really got to know Velma Carey. I knew of Velma Carey, but she came out and made a presentation because at that point I think she was working with the Springfield Urban League.

Q. That's right.

A. And she came out and made a presentation. I met Charles Lockhart through that program because he was also in the same class that I was, and he was working on his master's degree at the same time. And Bill Logan and just a lot of us were around at that point. So it gave us a chance to not only do the learning part but to get involved in student government and things of that nature, so it was really an interesting time.

Q. Now I know back then, I think graduate students as well as undergraduate had to have some kind of a graduation contract then, do you remember?

A. Yes and it was a document that basically spelled out what you wanted to get your degree in. It was almost like an individual option proposal really, it was very similar. And you would sign off on it and then you would have your advisor sign off and the Dean of the program that you were in would sign off. That kind of guided you in terms of what courses you were going to take. If there were any changes in it, you had to amend your contract.

Q. So that implies there wasn't much in the way of required courses in the huge degree?

A. Right. I think there were, oh I can't remember, but you had to have so many courses that dealt with... like a couple finance courses, maybe one public administration course, and then the rest would be in education and like that. And then everyone was required to take a PAC.

Q. I remember that. They were a mixed bag, the PACs at that time. There were a lot of different things being done as PACs.

A. Yes, there were. I was trying to remember, of course, when I became Dean, the innovative and experimental studies program, I think they went to the cluster.

Q. Cluster.

A. Yes, cluster, Dean of Innovative and Experimental Studies Cluster. Oh, there were so many PACs that had to be offered, were offered by your cluster. That was part of the contract or bill.

Q. I remember they sort of would say, well you're responsible for x number this semester.

A. Yes, I remember that. And that was a great idea having a PAC committee who would... I remember Earl Rollins (laughter) from biology. He was like the father of PAC. When I first started out there, he was the head of the PAC committee. That goes back many years. Yes, Earl and Ann Larson were really the two from the PAC committee from biology. Yes, so that was interesting.

Q. Now did you have to do a graduate project of some kind?

A. You could. I think if I am correct that there were two ways you could do it. One was kind of a project, which dealt with the practice. You could design something or work with an organization, in state government, or in the community as your final project. Or you could write a paper of some nature having to do with say, a critical issue at that time. So there were two options at that point for doing your graduate project.

Q. Do you remember which one you did?

A. Yes, I did the paper (laughter). In my paper, it came out of the course, The Mood of Black America. It was kind of researching and looking at student grades and stuff like that. I was always interested in the psychology of learning, so I was trying to look at what impact home life and those sorts of things had on student learning. I have to go get that paper, look at it. I've never thrown anything away.

Q. My thesis was on the Oakland, was the beginnings of the Oakland Project.

A. Oh, yes.

Q. And introducing EEO programs into Oakland, fascinating.

A. Well yes, that raised some exciting initiatives, that's for sure.

Q. Well, looking back on it now, what would you say about how well that kind of education, which was only part of your graduate education I know, how well it served you?

A. I think very well, yes. I tried to think about it in relationship to my career and what I would have liked to have known more about or how to do. I don't think there were any holes there. I think I'd be hard pressed to really think of something that I wish I would have taken as a course. So my degree served me really well, probably more, maybe more at the master's level maybe more research. I think when I started working on my PhD, it would have been good to have had some experience with, what is it? SPSS?

Q. Oh, yes, SPSS.

A. Yes, SPSS. Really at the master's level if I would have got a touch of it, it wouldn't have been so frightening.

Q. That's always tough when you first start on it, and you did that at ISU?

A. Yes, Illinois State. I started, I didn't finish.

Q. You got through all the class work?

A. All the classwork, yes.

Q. And you're the distinguished ABD [All But Degree]?

A. Yes. After that, my health started going south so to speak and so I never really got finished. Like I said, I could be one of those people that you see come in at SSU that finish their degrees. Remember, who was it? Mr. Budinger and several citizens who came and got their masters were in my graduating class at SSU. Frances Budinger, I cannot forget him. Frances Budinger.

Q. That's with D, isn't it?

A. Uh-huh.

Q. The name is familiar, but I have trouble placing him.

A. And I think Judy Barrington's father went out there, too.

Q. Barringer, the doctor? No?

A. Yes, I think he was a doctor. But if I'm not mistaken, he got a second master's out there.

Q. Oh, yes because he took some oral history, local histories.

A. Yes, yes, I think so. And then of course there was Evelyn Pollack at that time.

Q. So coming to school not right out of undergraduate school didn't set you aside at all?

A. No, no.

Q. That was kind of the norm then. In fact, you were a pretty young guy compared to all the rest.

A. Yes, I was. I forget how old I was, but I was in my thirties when I started. But it was a rich environment. I mean the idea of having senior students and then middle aged students, young students—young in the sense of being over twenty.

Q. But under thirty?

A. Oh, under thirty, yes. It's a great time.

Q. Well, I think it's interesting that most of the students that were recognized in the Alumni Association come from that time, come from the 1970s. They all talk about what a stimulating kind of environment it was to deal with so many different kinds of people.

A. It was, it was very much so. I'm on Facebook. I have people saying, Mr. Jordan, I remember when I did my applied study and you were my supervisor. And by and large, most of them are doing real well in their careers so that's interesting.

Q. Now when you were first hired, the campus was totally downtown, right?

A. No, well it was but that fall when I came here in 1972, we were over in the G wing.

Q. Oh yes, where art went later.

A. Yes, we were over there.

Q. So they built those temporary buildings that we're still using.

A. Temporary, right.

Q. In 2010.

A. Temporary permanent buildings (laughter). Yes, we were located in the G wing. And it was myself, John Haworth, and Dottie Troop.

Q. So Dottie was there?

A. Dottie was there. She was a charter graduate, too. I think she may have been hired a couple of months before I was. She was there, and I think initially there was suggested to have two assistant directors. And I guess some of the incorporations did not go the way they were

supposed to do. So I ended up as the... Well, I think we did have two. I think we were both the same pay grade and I was assistant director.

Q. And with John head of it.

A. Yes, John was the head of it. So it was me, Dottie, John, and Marianne Smith was our secretary at that time. I haven't heard from her for years. But occasionally I run into Dottie, and, of course, John died a couple of years ago, so interesting times.

Q. So as one of the assistant director's, would you have been teaching seminars and directly supervising people or what all did you do?

A. Well, of course, we developed placements and that was part of it. If someone wanted to have a student, one would go out and do an interview, sort of conduct an interview of the agency or organization. That was one function. Another one was to constantly advise students, share with them the various options. And then the third one was, each one of us had a role in terms of representing our program in the university curriculum committees, the PAC committee. Then there was a general assembly.

Q. Was it the general ed committee that handled the Assembly?

A. Yes, yes. Each one of us had a role to play in different parts of that as well; work directly with students in doing on site visits to the agencies where the students were placed.

Q. How would that have worked? I mean it was kind of a new program. How would it go typically to if you tried to develop a placement?

A. Well, the first thing, usually we tried to develop a placement based on a student interest. So if a student came in and said, "I want to work at McFarland. I'm interested in psychology, and I would like to have that kind of experience" They wanted to know the process as it relates to a counseling service or whatever. From there, we would see if we had placements in that area. If not, then we would begin going through the process of identifying organizations or businesses where the student might get that experience. And if that was the case, then we would find out who was the supervisor or the person in charge of personnel at that agency and make contact with them. They would go off to visit the agency and talk about what the students might be interested in. Sometimes we would even go as far as to set up the match between the student and the employer while we were there—become like their negotiator, the middle person in establishing the relationship.

Q. You would do a lot of the equivalent of cold calling. You would just call someone up and say, "I know you have not contacted us but..."

A. Yes, it might involve a conversation, you get the letter together and a brochure about the program and send it to the person and say, "I will contact you in two or three days or a week

and set up a visit or come out and visit with you.” And the community knowing the university and everything they were very receptive to having our students.

Q. Well it sounds like you didn’t go out and set up a whole bunch of placements first. It was more student-driven. That sounds like what you’re describing.

A. Yes, it was. If you set up the placement first and then you would have to guess, and you worried or you would not know what questions to ask unless you had some idea of what the student wanted to do. And then you could say, “Well I want to go to a placement in social work say for example.” What does that mean? Do you want to learn how to manage a budget in social work institution? Do you want to learn how to be a supervisor? Do you want to learn how to be a case worker? So a lot of it was student driven in terms of their interest. They could get pretty specific. I can remember a couple [of placements] in biology where the student wanted to work in the lab at SIU Med where they dealt with creating samples of germs in the petri dish kind of stuff. They were actually getting a lot of hands on exposure.

Q. Yes, they were actually culturing activitia or something?

A. Yes.

Q. Work in a lab?

A. Work in a lab. We had students at the Department of Agriculture in their science lab, which dealt with nematodes (laughter) and all that kind of stuff. It was totally different then working in a hospital lab, so it was interesting.

Q. So you did a lot of interviewing of students to begin this process?

A. Oh, yes. At that time, of course, the applied studies were required for all undergraduate students. And often times we crossed that line in helping graduate students, too. While we may not have been supervising for graduate students we helped. I’m trying to think, they were required for the undergraduate student; it was an eight hour requirement. I think a graduate student had the option of doing a full semester intern or four hour experience, so sometimes it was a matter of helping them, too. Some crossover came especially as it relates to legislative studies or in those fields where they would be making contact with the Legislature.

Q. Were any of those programs in place like at the legislative intern program?

A. It came I think in 1979-1980. It was very early 1980s.

Q. Very early 1980s. So when you first started that, those separate programs didn’t exist. It mostly went through the AST.

A. The individual programs, yes. It wasn't as structured as much because it was essentially an independent study for the graduate student. But once the centers got started, it became more routine or structured in that sense.

Q. When I came here, I remember people were talking about other places had internships but they were pretty much all run through individual departments. They were almost never required for everybody. They were an option.

A. Right.

Q. So it sounded to me like the way you and John set this program up was very different from kind of the routine way in which it could have been done.

A. Yes, and that was John's motto and I think prior to SSU he had worked in state government with a Department. Not like education but he would also have been exposed to the University of South Florida.

Q. That was another upper division, wasn't it?

A. Right. So he kind of brought their motto here to Springfield. And he was well learned and he had been visited and done some time talking to the people in Drexel University and Antioch and Empire state. There was a growing organization; it was called CAEL, Counsel of Experimental and Learning Education.

Q. That organization still exists.

A. It does, yes. I thought I got the name wrong, but if CAEL is still around. Also at the same time there was another organization called Society for Field Experience Education. When between the two of them it became a very powerful network across the country in universities. I would say CAEL was the forerunner; the Society of Field Experience Education was the second. If you felt CAEL was too restrictive, then you went with SFEE.

Q. You went to the other one.

A. Yes, if CAEL was not grass roots enough, then you went for the Society for Field Experience Education.

Q. Then after a few years John moved on and you became head of the Applied Study Program?

A. Yes, John went back to the State Board of Vocational, the State Board of Education and then I became the Director of Applied Studies.

Q. And that was in?

A. 1974.

Q. 1974.

A. So I directed the program from 1974 to 1982 or 1983. The reason I say that because Mike Quam was my Dean when I was Director of Applied Studies. I think that was like 1982, 1983, 1984 or somewhere in there.

Q. Oh, it was earlier than 1984.

A. Was it?

Q. I got tenure in 1984 and by then you were the head of the cluster.

A. Yes, then I was Dean.

Q. Dean of the cluster. We created those clusters under Alex Lacy.

A. Alex Lacy.

Q. That would have been 1981, 1982.

A. That was it, yes, Alex Lacy.

Q. So originally applied study was in some general college?

A. Yes. It was set up, there were two requirements. One was everyone was required to do a PAC course. There were three then because there were PACs, applied study, and then university courses.

Q. Yes, but the UNI [university] courses weren't required.

A. They were not, no.

Q. At least not in the 1980s, maybe in the 1970s.

A. No, they weren't required.

Q. Oh, you're thinking about what was in that cluster.

A. In that cluster for the university. All university catalogs, there was the three, and I'm sure nothing. So we were located initially, I think if I'm correct in the same, we were university wide, but Jerry Curl was our Dean. And Jerry was in ADC. I think he had teacher ed, counseling; we were in one of the university, they had several university-wide schools and then they went to

clusters. And so we were in the cluster that ended up with innovative and experimental studies, programs like studies in social change. What were some of the others? There was something about communication in a technological society. There was one dealing with politics, so they were like board clusters at that time.

Q. Uh-huh

A. But we were in the innovative and experimental studies cluster along with studies in social change, communication in a technological science society. There was one in gerontology where there's no current bond there. Who else, what others was there? Well, there were several like that. They either were clusters, either cluster programs or thematic options.

Q. So while you were head of the AST, were there particular things you added or was it pretty much continuing and expanding what had been there?

A. Let's see. Well, if anything was to continue to add different kind of placements. Well when I was Dean... Do you mean when I was Dean of head of the PAC, I mean the AST?

Q. Well, I was thinking I was going to move from AST to Dean, but...

A. Well a lot of it, I took with me.

Q. Well actually, I'm looking at the time and we've done almost an hour, so we probably need to continue this at some other time.

A. We can, we can, at your convenience.

Q. I would love that.

A. When I was Director of Applied Study, it was to go deeper in terms of not only the placements but finding and getting university support internally. Because one of my biggest challenges dealing with management, they came out with their own Management 303 or something because they were saying that our AST was not rigid enough from an academic standpoint, so I spent some time working on it.

Q. It was management who said this?

A. Yes. It was funny because my program control was Anna May Smith. She said, "The boys over there don't know what they are doing. Don't pay any attention to them, Leroy. They're just talking." So I had Anna May Smith and George Gruendel in the management program and Dick Judd in management administration.

Q. He was in management first and then he was in business administration, I think.

A. Well, those three were my supporters over there. But in doing that, we had to get people with us because we had no real faculty under AST. It was a matter of asking people to help us through our AST committee.

Q. And George started teaching those seminars, George Gruendel for you, right?

A. Uh-huh, George and then Craig Brown started teaching political science. I'm trying to think of who else. Bob Crane was SSJP.

Q. Right.

A. Esther Brown at that point was over in Nursing, so she was happy. She eventually came on staff with the Dean's office, Dean's Innovative and Experimental Studies. So I was trying to establish that kind of relationship where we had coordinated consultants for the Innovative and Experimental Studies group. So it moved from being a part of the Applied Study Committee to helping me with the Dean, as Dean of Experimental Studies. Of course my favorite program, Women's Studies, was always there.

Q. Which didn't even have a degree most of the time.

A. No, it was not a degree.

Q. It was just classes.

A. Just classes, yes. I remember many conversations with Wilma Scott Heide (laughter) about the Women's Studies and the AST. She'd say, "We got to get people, have got to get them out of that traditional stuff, not in the conventional stuff. We want to be the heads, the CEO, we got to get placements in that area." So ok, ok. Yes, she was kind of a joy to work with.

Q. Do you have a particular story about ASTs? I mean this would be a nice thing to finish with, something that really sticks in your mind about a particular placement or some agency that you dealt with or anything that you've told over dinner several times?

A. Yes, I'm trying to think. Well, probably the one that I remember best is having a student placed with Senator Vince Demuzio.

Q. Oh, yes.

A. Yes, and he would always take an applied studies student especially in the spring because that's when the legislature was in session.

Q. And then he eventually came back to the university to get his degree.

A. That's what got him back. He had a couple students in applied study, and then he said, "I'm going to go back and work on my own degree." I think he contacted Ron Ettinger in the Individual Option Program and from there I think Jan Dreogkamp became his advisor. And especially when he started working on his master's degree, many students generally ended up in some capacity working with the legislature. Mike Waldinger, for example, he started working for the governor's office. Then he moved over to DCFS as one of the agency administrators and a lot of success stories like that. It was a fun time.

I try to think about how the university is out there now in terms of what it was like then. I still liked the way it was. I think we just had the right amount of conservative structure, I called it, and yet it did not stifle innovation or creativity. I'm not saying that it doesn't do that now, but it certainly was very different then. It was more learner centered, I think.

I'm trying to think of what other program, what other placement, I think one that was a really interesting spin off of the applied study was the legislative applied study. The program, political studies picked that up and had like a cadre of students working together. Likewise, the one that was applied study with Streetside Boosters with Mike Townsend was a creative and a very interesting option because you had students from various disciplines working in the John Hay Home area majoring in art, music. Oh that was a great, merry time.

Q. All right.

A. All right.

Q. Well, we'll find another time because there's a whole lot of stuff about the experimental innovative studies cluster and after that that we haven't even had time to get to.

A. No, we haven't. Yes, I kind of jumped a few years there because I really didn't get into talking about Gus Stevens and the whole multicultural institute and all that.

Q. Ok, we have to come back to that.

A. Because I could credit that to a lot of change here in Springfield in education. It's almost like we had a palpable critical mass that when we desegregated the schools, it was much easier than it could have been.

Q. Well that happened basically while you were on the school board, right?

A. Yes, 1976. How could I forget? My first term as president was when it was going on, when it started.

Q. Things are going to get nasty, let's put Leroy on as president.

A. Yes, yes, that was it, little did I know. Larry Golden and I talk about that sometimes. We think, well you sure fooled those guys. It must have been divine intervention because I sure didn't know what the heck I was doing. When I look back on it, it was just that it was a challenge with all the things that were going on.

I know one year we were in court and, of course, as a board member, president of the board, I was supposed to put the board position forward, but Judge Ackerman, he was a very interesting judge. I mean he would listen to our lawyers and give the school board position on something, and then they would kind of look at me and they would do something like raise their eyebrow or something and they'd come back, "Well, Mr. Jordan, what do you think of this?"

And he'd say, "I, it looks like... yes, you're right, judge". And Leo Hovey of Hank and Kloppenburg, I could just see them just burning up. They wanted to say, "That wasn't what our position was." But the judge said that I didn't say that. I had to; I can't lie to the judge. He was always that way. And of course Percy Julian, he was the attorney for the NAACP, he would always figure a way to get me involved in answering something from the judge. So that was very interesting time.

Q. Yes, but I'm sure you're right that having gotten some people at least working together before it ended up in court had to be helpful.

A. Yes, it had to be and it was. It was very supportive, too. I was thinking of the League of Women Voters and they have membership people that want to become league members and they do some kind of community service.

Q. Oh yes.

A. So once we got the schools desegregated, they along with Velma Carey started visiting schools and helping with the first year monitoring and all that. It made a difference when people were going into the schools and really knowing what's going on. They say, "That could be happening to my kid". It becomes a different view because we all assume that certain things were going on but that may not necessarily have been the case. Well, all right.

A. Well, all right.

Q. We'll have to do it again.

A. Absolutely.

51 minutes 51 seconds

End of Interview