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## **Caryl Moy Memoir**

### **Moy, Caryl**

Interview and memoir

Digital Audio File, 54 min., 16 pp.

UIS Alumni Sage Society

Moy discusses her experiences as a professor at Sangamon State University in 1972. She helped create the counseling department and develop the Child, Family, and Community Services program. She reminisces about her fellow colleagues and the dedicated students who were able to complete their upper level studies at the newly created SSU. Moy taught classes in marital difficulty and human sexuality, topics that were controversial at the time.

Interview by Janice Spears, 2008

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Narrator: Caryl Moy  
Place: Springfield, IL  
Date: July 16, 2008  
Interviewer: Janice Spears

Q. This is Janice Spears interviewing Caryl Moy on Wednesday, July 16 2008 at her home. Hi, Caryl.

A. Hi! This is going to be fun! I was at Sangamon State twenty-one years and I came in 1972 and helped put together the counseling department. I was one – half time counseling, and then developed the Child, Family, and Community Services program. And so that was pretty much my basis there through all those years.

Q. What college had you attended and what degrees had you received?

A. OK, I was, I got my bachelor of science from the University of Illinois at Champaign-Urbana in home economics education, which was lots of family living but the traditional home economics courses, too. But you had to have science for that so I have kind of a science background. And then I taught for ten years when I was given a sabbatical at Evergreen Park High School and I had been doing a lot of just personal counseling with students that would come in and say, “Can I see you, Mrs. Moy?”

And I took this sabbatical and I got a master’s in Social Work and got that in June of 1969. And then – so that was where I was before I came to UIS. I taught at Lincoln Land when I came to Springfield. And I was teaching at Lincoln Land, had barely – it seems to me the first day I really heard about Sangamon State I was having lunch with another faculty member at Lincoln Land before classes started at Lincoln Land. And I heard about this university and I didn’t – I was so new in town I didn’t realize all what was happening.

Q. Well, you’ve already answered my next question because it was where were you working when you first learned SSU/UIS [laughter].

A. [Laughter] I working at – teaching at Lincoln Land...

Q. What were you teaching there?

A. I was a counselor there but I also taught sociology and family sociology. That’s what they had me doing. And it was a good place to transition from teaching high school students before getting into higher education. I was getting into higher education at Lincoln Land but it was very, I want to say pro-scripted. They didn’t want us doing any particular personal counseling; it was all academic. And that was one of the reasons that when I learned about what was happening at Sangamon State I really looked into it and was excited about that possibility.

Q. What did you know or infer about the University before visiting it?

A. Well I think I heard about it before – almost I could say I visited it before I heard about it [laughter]. We moved to Springfield so that my husband could start SIU School of Medicine. So I came into all this from a different approach than a lot of people would. And we were here for higher education purposes already and it, one of the things was that Springfield was going to become an education center now with the community college and this upper level university and the medical school. And it was a very, I want to say, fertile time because at that time, at all three institutions, the faculty were so new there was a lot of communication between them.

And that was about 1972 I think, when that was happening. But I heard a little bit about Sangamon State after this lunch, having lunch with a community doctor's wife who happened to be on the Board of Regents, and that was Mary Jane Masters. And of course then it was hitting the papers and everything. I didn't have to read about it in some magazine or education bulletin – it was happening all around me. And I wanted to be part of it.

Q. So was the original reaction one of enthusiasm then or...?

A. Yes, yes. It was, "This is over there; it's a new beginning. Sangamon State is a new beginning." And having developed from scratch a high school home economics department, my husband was developing a brand new medical school, I believed in new beginnings, I still do.

Q. Uh-huh.

A. And this just seemed like an exciting place to be. Also, I wanted to do more than academic advising.

Q. Who interviewed you for the job?

A. Primarily Jerry Curl and there was a dean, an assistant Dean of Social Sciences and I can't remember his name because he was out of here within about two years. Real nice man, in fact how I learned that he wanted to see if I would come for, to co-teach one course – an evening class – and he said, "Can I meet you for lunch?" Which that was amazing to me, you know. And the other thing I had heard enough about it and I think it was at the ground breaking for the medical school, and Bob Spencer was there, and I was much excited, I said, "I'd like to – if there was a possibility, I'd like to teach at Sangamon State."

Well, and he heard about that and with enough that was happening at Sangamon State, felt like I would be a good balance to some of the things that were happening. Also, they wanted this "woman" counselor, that was what I was hired for. And the other person who applied for that was Marilou Bernette. And they wanted both of us. So anyway, she was hired for Human Development Counseling and I was hired for the counseling services and sociology.

Q. Recount your experiences and reactions upon visiting for interview – well you weren't visiting you were living here – what was your reaction after you were interviewed?

A. It's interesting. It didn't seem like I was excited. I mean, I wanted it, I knew that. I was hardly even aware I had an interview. I did – I think the main interview experience I probably had was that luncheon invitation, but he was just interviewing me to ask me if I'd teach this course, this one night course – team teach it with Mary Hotvedt.

Q. And what was that course?

A. That was the Human Sexuality course. But we called it at that time...I can't remember, but it was not Human Sexuality. It was Personal and Professional Issues in Human Sexuality. And I remember later, we were looking through the very sketchy printed schedule of classes and Mary thought, "Well what philosophy course is this?" And that was the one we were teaching! [Laughter]

Q. How did the University seem to compare with the colleges that you had known?

A. Different for sure, more interesting. There was kind of an undercurrent of "Are we doing the right thing?" You know, we better maintain some good standards to be seen credible, credibly academically. But there was an enthusiasm that there was another way to get that credibility, and we were doing that other way.

Q. At that time what was your understanding of the University's approach to teaching and learning?

A. Well that was what was so wonderful there was not, in my experience, I felt no pressure to publish. Early on anyway, I didn't feel any pressure to publish. But there was pressure to be a good teacher and have good teaching evaluations and that's the part I loved the best. And so, that approach was wonderful. And for me it was very relaxing.

And it was not – we'd come out of, my husband had come out of the "publish or perish" environment at the University of Chicago and lots of research and all that. And I didn't want anything to do with that and Sangamon State didn't emphasize that at all. I learned before I got tenure that one of the things that would be a feather in my cap if I had a publication or two, which I got just before they were ready to decide on tenure which was good.

Q. What characteristics and practices most and least appealed to you at that time?

A. I want to say the new beginning bit, least was that it being the new beginning it was also disorganized quite a bit. And that had to be developed a way to be organized and still be exciting. And it was – many were able to do that. Some faculty didn't seem to want any kind of bounds put on them, I think. And many of the faculty were right out of graduate school and

really hadn't taught before. And the man that had been selected to be vice president was going around the country saying this was going to be a do your own thing university.

Q. Who was that?

A. I can't remember his name fortunately because he was gone before the faculty arrived.

Q. Oh! [Laughter]

A. Yes he was Cohen, I think his name was. And he was such an unfortunate person in that choice, in that situation and he is to blame for some of those terribly upsetting times early on because faculty were being asked to do things that they thought they wouldn't have to do because this was do your own thing university.

And the first round for tenure decisions – which I think it was five years I can't remember but anyway – there were a large number of those that did not get tenure. I say large, it was at least five and that seemed like a lot back then. And oh, people were up in arms about that. And we weathered that storm.

Q. I remember some of those names.

A. Yeah. And it really was a matter of maturity and growing up a bit...

Q. What factors persuaded you to accept the job offer?

A. It was, I wanted to do my own thing! [Laughter] I knew there was going to be more freedom than what there was in a traditional university. I – the main thing that got me to want to come was that I was being offered to teach a human sexuality course which to me was just going to be a dream to do. And that was – and then to be a counselor, too? I mean, that was just a wonderful combination. And so...

Q. Was there much of a campus then?

A. All we had were the temporary – what became permanent but – the little quad area and the old prefab-type buildings. It was not what Lincoln had – Lincoln Land had. These were nicer. And are still up - nicer! Isn't it the quad they call that area?

Q. I believe so.

A. Yeah, anyway.

Q. You mean the old Lincoln Land, wooden buildings on South Sixth Street, don't you?

A. Well we were better than that! [Laughter]

Q. [Laughter]

A. That's what I started teaching in, with Lincoln Land, barracks technically. But Sangamon State had improved character to the buildings. And anyway, that was where I started.

Q. And your initial impression of the community?

A. I was thinking, "Well they're a little different." And yet there would be these wonderful inspiring people – Tootie Everson for one – I mean, she was one who, I just thought she had an unusual stability but also a lot of excitement and of course her husband Dave who was on equal – equally great. And I'm trying to think of some of the other early ones...Jackie Jackson was a lot of fun but she – she got molded into more of a traditional mold than I think she was anticipating. Also she was going through a difficult time because her husband came as faculty too and that marriage was ending in the middle of all that and I think he had mental problems that were very difficult.

Q. So there were a lot of divorces with that early faculty.

A. There were, right yes. And partly is the, I think, just didn't have a sense of monogamous commitment in the same way that many of us that had come a more traditional way did.

Q. And your initial impressions of the students?

A. Oh the whole, they were – I was impressed by their maturity. There were some that were just as young as the faculty or younger and were hippie-ish, and that's what they'd have said. But there were so many that were serious housewives coming back to school to get a degree or for enrichment and they were wonderful to teach! And they were such a big influence on anybody that was real flaky [laughter].

And they, so many of the students, particularly those who came, had been working in state offices, had much more experience in many bureaucratic positions than the faculty did. And so one of the things that was happening was the faculty were learning from the students and that was – and also there was that kind of permission and freedom for that and excitement. It wasn't you know, I think maybe it all helped when we started that we called everyone by their first name. Bob Spencer. He was never "Dr. Spencer."

Q. [Laughter]

A. "President Spencer," he was not that and none of us were. I remember there was a staff member, very conscientiousness woman in the president's office as late as the 1980s who called us "Professor" and I thought, "Wait a minute!" [Laughter]

Q. What was your initial impression of the administrators?

A. They were trying hard and had a lot of smarts but it – I think Robert Spencer was put in an untenable position. He was challenged to put a university together in one year from the time he arrived on campus until the time it was supposed to open, was one year. And as my husband said, “You got to have a sewer system before you can have Camelot.”

Q. [Laughter]

A. And so, I think John Keiser – we didn’t have a real vice-president even under Spencer. He was it until there was a faculty senate maybe and Keiser was elected president of the faculty senate and then Bob Spencer selected him as vice-president, I believe that’s how that went. And then of course then he was seen as rigid and everything else.

But he became a president I think, out at the University of Idaho...or Idaho State or something like that, went on in administration from here. I’m trying to think, there were some others that were kind... I want to say, they did it but they felt – there was an awful lot of complaining and there didn’t need to be.

Q. What did you understand to be the University’s institutional mandates?

A. We heard a lot and had to agree to it and buy into it enthusiastically to get this public affairs education. This was a public affairs university and that’s the part that makes me a little, more than a little I kind of feel, like that part of our heritage has not been preserved or isn’t being continued out at the University. You know, now we’re a small liberal arts university. And the other was that work is also education. And I’d never heard that before from that’s how the Applied Study program was celebrated rather than kind of pooh-poohed or anything like that.

Q. People were given academic credit for prior work experience.

A. Prior work, uh-huh. And then also some were in their jobs and that was figured out how that could be a credit experience.

Q. In one sentence describe the SSU approach to educating students.

A. To widen horizons from where they are, from where they begin.

Q. Regarding what and how you taught in the first few years, what courses did you teach and were the subjects conventional or not.

A. I didn’t teach very much conventional. That human sexuality class was – there were some courses around the country were similar. But I wouldn’t say any... I don’t know that there was a conventional human sexuality class. But for sure, the way we framed ours was very different. You know, I didn’t give exams but my people had to write personal journals and some, graduate students had term papers.

And to the day I left there I wanted to teach in a circle. I started out that way, and I wanted to have everybody involved with each other in the classroom. And that was not typical. When I had gone out to give the occasional lecture since I left and I see a wide classroom and people sitting in rows in which the one on the left can't see the one on the right I just want to swing them all around! [Laughter]

Q. I remember doing that in classes. We'd walk in and the chairs were set up and we would rearrange them.

A. Rearrange the room, right. The kind of class I taught, there was a lot of kind of personal reflection and exposure; you want to know who you're talking to and have a sense – and I worked very hard at the beginning of the term to make it easy for people to get acquainted. And we have our what, two plus hours, three, two plus hours of some lecture and some film and maybe some exercises and then break and then go to small groups for the last of the class period in which there was a facilitator. And then I met with the facilitators after class was over about any kind of personal problems that came up or behavior that we had to look out for, attitude behavior that I could help with, channel a bit. And you know that was the kind of thing that wasn't done very often.

Q. Where did your classes meet and how did you arrange – well we know how you arranged the furniture. Where did you meet?

A. Well, we had a room in J Building was it – called "The Pit" and it was arranged stair steps...

Q. That was my favorite classroom!

A. It was wonderful! It was just wonderful! And you know they tore that down to put in computers. That seemed like such an insult. And I preferred the smaller classrooms where twenty, twenty-five people would be very comfortable. But, and people knew I wasn't going to take anybody – I think I had the maximum number of students was forty in a classroom. And there was a third floor big room at Brookens, once Brookens got up, was pretty comfortable to be in. But I did teach downtown one semester and then we met in the pit that was down there in the Leland. But you know a small, comfortable classroom where you could arrange the chairs in a circle was where I wanted to teach.

Q. Did you prepare syllabi, visiting speakers?

A. Yes, the whole works. I was a believer in you got to have a syllabus. And I also learned I had enough kind of, free expression requirements, but I had to have that down in black and white of what I was expecting of that. Or students could think they really didn't have to do anything. And so, both Mary and I developed a syllabus. Partly is we needed to know that we were both on the same page in teaching, enough of to make it happen.

We weren't agreeing always but there was respect and we had to have a sense of exactly what was happening and so we had a syllabus and we had our journal deadlines and we had assignments, reading assignments. And so yes, there was a syllabus. And one of the things that happened to get into the sexuality class to start with we interviewed each person to see if we thought they could handle it. And then it was getting – they had to have a WPI to get into that sexuality class.

This was not true of most of my other classes, some of them it was. Anyway, it was too difficult to be available to students that wanted to talk about getting this permission of instructor so Don Yohe suggested that I write out a statement that students had to agree to of what was going to be expected in the class and this is what they could anticipate and if they thought they could handle it then they could be in the class. And they'd sign it and I'd sign it and I had a lot of people who thought, "Wait a minute, I can't handle that," after thinking, "Oh, I just have to get in that class." And that was a different way to make things work.

Q. Did you participate in any University Week offerings?

A. I don't remember that I did.

Q. Or teach any PACs?

A. Oh, I taught a lot of PACs because I had – one of the PAC topics I taught was Couples in Crisis I took the public issue around marital difficulty and did that several different ways. And the most unusual class arrangement that I taught was a summer school. And I decided that some of the best – oh I know I got asked if I would do a PAC offering for the nurse anesthetist students who were coming in from all around the country every two weeks for long weekends. Well you know they weren't going to be on campus when the PAC was being offered.

And I don't know how I came up with it, but I decided that I will teach mainly, teach them with the use of film. And so there's a lot of commercial films that have good messages about family issues. And because of that all of a sudden I could see that we could do all this, you know, they didn't have to be in class for so long for so many hours. Their class time was their watching film time that they could do at home.

Q. Oh.

A. Yes. And then that worked out so well and I wanted to teach a summer class because yes, I got the salary for it but I didn't want to be here all summer and so I figured out it was wonderful! [Laughter] And it was some of the best experience that I had and the students had. We did a class every day all day between spring semester and summer, and it was a summer enrollment class.

And they had, they came like the first of May – maybe before – and got for an orientation on a Saturday morning and if they couldn't be there then we worked something but they had to do

that orientation. They got the syllabus, they saw what films they had to watch and what films they had to be ready to discuss and there was a textbook. And so then they were to have seen the movies by the time we were in that class discussion and also I had quite a few outside speakers for that. And the graduate students had to give a presentation or facilitate a group, I don't remember, and then write a paper, a special paper. Everybody had some kind of thing to write.

Anyway, that was the most meaningful teaching and the most meaningful experience and a lot of people said that to me. What comes to mind was a very vivid class in which there was a movie and it was called *Country*. And it was on the family losing the farm, the threat of losing the family farm. And that was right at the time of the recession that farmers here were losing it. And so I had this – we were discussing that and we had a man in the class who had worked as a banker and had to foreclose on people but also had owned property himself that had been foreclosed on, so he'd had that experience.

And we told students who could not see how this was any different than losing a job that there was enough people who had lived on family farms there that could talk about it. And there was a young woman who said, "I can hardly wait to talk to my boyfriend." It turns out she was engaged to this man and he, the family was losing the farm and she couldn't see the seriousness of it and they broke the engagement. In the meantime she'd married somebody else, had a child, the marriage didn't work out and she was back picking up pieces, and picking up pieces with him and they were dating.

And she finally saw what the seriousness of this was. And she just shared it, it meant so much to her to do it. So it was that kind of vivid teaching that these vivid experiences that came out. And, but it was because I had this intense week and most of it was done because of film and they had to have papers into me two weeks later and then they were done.

Q. Did you oversee any applied study?

A. I wouldn't say that they were – what I oversaw was the, it was applied study but it was teacher preparation courses or it could be social agency and things like that. We didn't, somehow in CFC we didn't call it applied study, but that's what they got the credit for.

Q. Was your teaching approach similar to that of your colleagues?

A. Yes, I would say in many respects it was, one of the reasons that it seemed appropriate to encourage Don to come was the little bit I knew about him we were thinking...

Q. Don Yohe?

A. Don Yohe, yes, excuse me, that we were on the same wavelength a lot. And that was good.

Q. Did you attempt any teaching innovation that didn't work?

A. I saw that question and thought, “What didn’t work?” And it’s too long ago.

Q. [Laughter]

A. On the whole, things worked or we changed them enough that things worked better.

Q. How did you students at SSU/UIS compare in intelligence, maturity, intellectual curiosity and ambition to other college students you had known?

A. Okay, I would say in maturity they were above it. Curiosity... some were but not so much, that wasn’t as prevalent. Many were there to get a degree that would get them a job or improve their salary scale. And so they wanted to do pretty well in order to have that happen. But an awful lot of the time, that whetted appetites to go on and do other things. And so that’s – how does it compare to other places?

Well the only other place that I’d – I was very young at the University of Illinois and I can’t compare it because that was fifteen years earlier as a student. And at the University of Chicago it was, we were being driven so hard [laughter]. It was all I could do to play catch up!

Q. Name three faculty members and three students if you can who, in your opinion, exemplified the University’s highest ideals?

A. I would say, I mean, I come back to Judy Everson because I just thought she was so terrific in so many levels, and the other – Harry Berman. Harry Berman could make anything work. He did put me on a committee and maybe he was chairman or he was in Senate, he was president of the Senate. He just has a leadership facility that is amazing and he’s a University of Chicago graduate.

Q. Oh!

A. That’s where he got his bachelor’s; that’s where he met his wife. Then, that’s two. Jackie Jackson always was a person who was very creative and it was that creative thing in her that I thought was – couldn’t have happened at another university, I don’t think. I don’t think she would have had quite that same freedom. And another one is Charlie Schweighauser.

And I never had an awful lot to do with him until he gave a commencement address that was just unbelievable, saying that he really thought this was just the best university in the country and why, and it’s location and how your students become your colleagues and your friends and that’s one thing about this University that I just thought was grand is you know, your students go on to become your colleagues.

And that’s part of this relationship we started off very long ago which it wasn’t professor and student. It was a team of mentors and learners and it was much more casual and I think more

mutual respectful rather than always so somebody was always a couple of notches above the other one. And so those are three faculty and now I've got two students that I think are just amazing and one of them is on the staff now. And that's Kim Hayden who's in charge of the Graduate Public Internship Program. And she was Kim Freesland when I had her. And the other one is Kay Klinkenborg who became one of the best therapists I ever had anything to do with.

Q. She still around here?

A. She's leaving tomorrow for Liberty, Missouri where her husband has been able to get some early retirement. He's a supervisor for the American Baptist Church. And they came from Missouri and they're going there. And Kay's health deteriorated badly and she had to take medical disability and wasn't able to continue with her practice because of something neurological and they haven't diagnosed it all yet.

But I learned so much from her. She was first a nurse and, I think she has a bachelor's in business administration. And then she's an RN, was an RN. And then she got her master's in HDC. And she put all that together and it's just the most wonderful therapeutic person.

Q. Well, how closely have you stayed in touch with former students?

A. Those are two I stayed close with. Kim and I plan to go out to lunch once a month just to stay in touch. And Kay who was doing quite a bit until things got so difficult for her here in the wintertime, she went to Georgia for two winters and last winter she was in Costa Rica. Yeah, and where she just couldn't take the bad, cold winters. But there are others – one of the things that's such a delight living in this community is that people will see you in the beauty shop [laughter].

Q. Oh! [Laughter]

A. They will see you in the grocery store. And they'll say, "Hello! Do you remember me?"

Q. Uh-huh.

A. And it's you know, it's often I can remember something they wrote, I don't know why but, they were revealing a little bit about themselves or something. Anyway, it's very rewarding to continue to run into people who let you know you meant something to them.

Q. Do you ever return to campus, and if so on what occasions?

A. Well of course I'm out there, we're out there for performances and things. And it's not like we're coming from upper New York to come back here for some event. But we, you know, it's in the routine to go out there probably once every two or three months for a performance or some occasion.

Q. What about last year?

A. Yes!

Q. What was that?

A. Well, that was what was so wonderful was when I was honored by the University as one of the early dedicated faculty members. And I think that that program that they're doing and the paintings on the wall are just...

Q. Your portrait hangs in Brookens Library.

A. That's right, that's right. And it's so, occasions such as that and I just agreed today to go with a friend to this tea that's coming up for women. And so it's things like that you know, the performances and we were out there for the whole evening for the Garrison Keillor performance. And I was in a wheelchair yet – all these fractures and things – and we were ready to go and I was sitting in the wheelchair and Dick was getting his coat on and we were sitting right next to the stage entrance and all of a sudden Garrison Keillor came out the door. And I was just so surprised I put my hand out and said, "Thank you for a great evening!" And he shook my hand and said, "You're welcome, sweetie!" [Laughter] I mean, where else is that going to happen?

Q. [Laughter] What do you believe is the legacy of SSU, and does it remain in place today?

A. I think that the legacy is that it was a group of pioneer, adventurous people, risk takers. And I don't think that's always appreciated. That people who came here were taking risks on what was going to happen with their careers. And granted there was a lot of promise to go with that. But you know, now that we're here and we're almost forty years old, there isn't quite the same, there seems to be a sense that well it was always here, you know. There were no bugs in getting it all started. And there were a lot of problems. Some place in all your interviews you're probably going to find the man who was Senator – and I can't remember what his name was – anyway, he was our local Senator. He would be like Bomke is.

Q. I remember him.

A. Yeah. Who said he wasn't going to support this SSU budget and it was headlines. Well that meant there would be no University if he didn't do that. And one of the – Bob Spencer said how he grabbed the paper and headed out the door to fight that forest fire, literally. And the persons that saved it were the Springfield matrons who were taking courses – and I say matrons because they were probably like Helen Dunn and over sixty – who were in this man's Sunday school class! And they let him know this is not a flaky university with – he was upset because he was out there for University Week and a faculty member didn't remove his floppy hat.

And it was – and then he became one of the biggest supporters of the University after that. It was the, probably a bunch of factors but very crucial were these mature students who said, “Wait a minute, you don’t know what you’re talking about.” And mature students who knew him in another way too. And I don’t think people recognize that kind of crisis and it seems – I’m not sure it has to be talked up so much but, a recognition that it took a lot of those crisis in order to get UIS where it is.

Q. How did your experiences at SSU/UIS influence your career and personal life?

A. It influenced my career terrifically because I got an opportunity there I could not have gotten at U of I Urbana. I would not have been, as a new teacher to teach a human sexuality class, I probably would be teaching Sociology 101. It encouraged my creativity and the creativity got celebrated by the University.

Also there was, I got very involved in the state professional organizations, family therapy association, and the family relations council of the state. And it also, the more I associated with those people the more I wanted to get more training and it prompted me to set – because I didn’t have a doctorate yet. And just being on an academic campus you feel the need, in a way, to get that doctorate. There’s going to be a little more respect with it. So that affected me and I did get the doctorate though SIU.

And it was an environment that just encouraged that kind of creativity and that kind of learning and so that’s how it affected me a lot. And also it added an experience there coupled with the experience of putting the medical school together, really has been an extremely rewarding, given us a very rewarding life. And it’s more rewarding then if I were just the wife of a dean. And he’ll tell you it was more rewarding then if he just were Caryl Moy’s husband [laughter].

Q. Are there any other people you think we should interview for the Archives – faculty, staff, community members that may have help raise the money for the University? Any of those people that you’d like to see in the Archives?

A. One I’m thinking might be good is ...these mature moments I don’t like.

Q. Oh, okay.

A. She’s a retired pediatrician and her husband was an internist and the University gave them an award – Pearson’s. Ann Pearson might be somebody.

Q. Yes, uh-huh.

A. And I’m trying to think of somebody who was way back there and in the community. Many are dead, unfortunately, who were very significant. The Huffman’s – they’re gone. Mary Jane Masters. Mary Jane Masters was the only physician’s wife who was employed at all when we

moved to town. And she was teaching at Springfield College part time. And then the only person – the only woman I knew – with a PhD in town to start with was Mary Loken. Mary Loken would be a good one because she’s been here a long time. And she’s been involved in teaching UIS students and I think she would be a good perspective.

Q. Before we conclude Caryl, is there anything else you would like to say for the record.

A. [Laughter] Well, I enjoyed doing this!

Q. [Laughter]

A. And it’s great fun to dig out those old memories and realize what a rich experience it was. You didn’t always think that when you had deadlines for getting papers graded and committee meetings and that kind of thing. But when you step back and it was a, you realize it was a very rich, unique experience. One of the things that I’m still in touch with occasionally is Edith Spencer. Robert’s...

Q. She’s in...

A. Wyoming. Robert’s...no, Montana.

Q. Montana.

A. Robert Spencer’s wife, she’s ninety plus years old. She’s sharp as a tack. She says her doctor keeps her in snowboard shoes so she stays upright.

Q. [Laughter]

A. And her grandson lives with her and I think somebody keeps an eye on her that way. But I mean she’s – I think she grew up on a farm so she’s used to calving and the middle of winter and this kind of thing. And anyway, it’s fun to talk to her because she remembers some of those old times. Another one might be **Paulie Myers**.

Q. That would be a good one.

A. Yeah. And I’m trying to think...

Q. Was she in your first class?

A. She never took a class with me.

Q. Oh, I thought she had.

A. I don't think so. She was a sociology student but I don't think she ever took my class. She was pretty close to Nathalie Funk, and who did not get tenure, I remember. And she had fallen in love with a faculty member and he had fallen in love with her and both of them were married. And then they were married. Well the faculty member had tenure and he stayed – Wayne Snyder I think his name was – yeah, Wayne Snyder. I always got him mixed up with Wayne Penn, the two Wayne's.

And anyways, she went on to teach at Central Michigan and I had them come talk to one of my Couples in Crisis classes because they had worked out a two location marriage arrangement that was so creative. They had it worked out that they would be in one place or the other each weekend and if she were taking the train back to Michigan he would ride the train with her to Joliet and then get off and half an hour later the train would be going south and he would come back down.

And I think they worked their classes so they only had four days a week. And she was in Eastern Time and he was in Central Time and so their telephone calls would be – she would do the calling because it would be after a certain hour, it was much cheaper then. Anyway, that was kind of an interesting arrangement. And then he finally got a position up there, yeah. I think that's all I can think of.

Q. OK. Thank you, Caryl.

A. This was fun, Janice.

Q. It was.

End of Interview

53 minutes 35 seconds