

Phil Schoggen

- Born 8/28/1923 in Tulsa Oklahoma
- Spouse: Maxine Spoor
- A.B. (1946) Park College, M.A. Psychology (1951) and Ph.D. Child, Social, and Ecological Psychology (1954) both at University of Kansas

Major Employment:

- Department of Human Development and Family Studies at Cornell University – 1977-1990, Professor; 1977-1982, Chair; 1988-1990, Coordinator of Undergraduate Education; 1990-Present, Professor Emeritus

Major Areas of Work:

- Ecological, Developmental, and Environmental Psychology
- Development of Social Behavior

SRCD ORAL HISTORY INTERVIEW

Phil Schoggen

Self-Interview
July 28, 1998

This is a recording, part of the SRCD Oral History project. My name is Phil Schoggen in response to an interview schedule sent to me by Professor Willard Hartup. I have elected to talk directly into the recorder in response to the written interview schedule, rather than to involve another person as an interviewer, and I hope this will be acceptable. Today's date is the 28th of July 1998.

In the first section entitled: general intellectual history. First, the question says, describe your family background along with any childhood and adolescent experiences that may be of interest. Include educational and occupational characteristics of your parents, where were you born, grew up, what was your schooling like, any military experience, early work experience? So I'll start with that.

The family background, my parents were both college graduates from the University of Oklahoma, both with some advanced work in the field of music. I was born in Tulsa, Oklahoma in 1923, August 28th, 1923, and we lived there until I was in the fourth grade, then we moved to Broken Arrow, Oklahoma, a small town seventeen miles distant to Tulsa. My father continued with his employment in Tulsa, where he was variously music director, choir director, business manager of two or three different churches before, then moving to the Tulsa Community Chest where he was executive director for a number of years, up until about the time of World War II.

In Broken Arrow we lived in a large house on the edge of town, where we had truck garden, a pasture for cows and horses, barns, chicken houses, a small orchard, we raised pigs, six hundred chickens, kept three cows usually, and a couple of horses. I had my own pony, a Welsh mare, which was a very important part of my experience as a youngster in Broken Arrow.

I had a sister who's a number of years older than I, a brother a year and a half older, and another sister six years younger; the four of us in the family. During those years it was the family custom for all the children to participate in the family economy as best they could. My brother and I were the main caretakers of the animals. We also carried, or I sold magazines door to door, and for a number of years managed my own paper route, delivering the Tulsa Daily World to a hundred customers or so around the small town of Broken Arrow. My family gets tired of hearing me tell the tale of getting up at 4:30 every morning, getting dressed in the dark and going down and getting the hundred papers, delivering the papers, coming back,

going out and milking the cows, feeding the chickens, taking the horses out to pasture, slopping the pigs, and then coming in and cleaning up and getting dressed for breakfast, having breakfast, doing the breakfast dishes and then going off to school by 8:30 or so.

I believe that this pattern of early, very active involvement in activities to generate income or benefit for the family had a very important and lasting effect on my work pattern for the rest of my life, even until now, and I've been retired for eight years. Even now my wife often says that I'm not happy unless I've got a backlog of things that I should be doing that I'm overdue on. This interview, by the way, is only one of a number of similar projects that are overdue.

My parents were both highly religious. My father had a more routine business-like way. His dedication to the church was very real. For my mother it was a passion. I've often referred to her as something of a religious fanatic. The church and her relationship with God was the most important aspect of her life. She centered everything around that most important concept. My brother and I were never persuaded by her devotion, and always regarded church, Sunday school and church, which we attended with great frequency. I've often said that I no longer attend church, and haven't for years, because I attended enough when I was young to last for any ordinary lifetime if I never darkened the door of a church again.

My educational career began in Miss Mary's first grade classroom at Riverview Public School in Tulsa, Oklahoma; however, it began on a very unhappy note. On the first day, as the class was standing reciting the pledge of allegiance to the flag, I was suddenly struck with an attack of diarrhea and made quite a mess. The teacher, kindly, Miss Mary, escorted me into the bathroom where I sat on the stool and cried while she arranged for my older sister, also in the same school, to come and escort me home where I was put into the bath tub and cleaned up.

Well, I recovered from that embarrassment and went on to the second and third grades at Riverview School. Then when the family moved to Broken Arrow, I entered the public schools there as a fourth grader. Again, I had a rather unhappy experience, I needed to use the bathroom at one point, but the teacher, Ms. Parnell, got the idea that I was faking it or something, anyway she wouldn't let me go and insisted that I come and sit on the floor under her desk where nature took its course, wet myself, and again a big embarrassment.

Then on into high school in Broken Arrow, as a freshman, I think I was, or a sophomore perhaps, in Latin class, at the time I was having some difficulty with a speech impediment, and had great difficulty in forming certain sounds. At one point the teacher of the Latin class insisted that I repeat after her a particular Latin word, a-greek-o-lie (ph) and I thought I could not make that sound, and did not do it, and she thought I was just being stubborn and mean, and she embarrassed me and ridiculed me before the whole class. So with incidences like that, it may seem remarkable that I went on then through college and graduate school, and stayed in an academic career for my rest of my life. So early experiences can shape things, but not always in the way that would be most obvious.

The family moved back from Broken Arrow to Tulsa in 1939, and I entered Will Rodgers High School, a new building. I was in the first class to enter. I had a good two years there, made good friends, and had some very rewarding experiences, some fine teachers, and it was, on the whole, a very healthy and helpful kind of experience for me.

But I made no plans to go to college, had very little interest. My brother had gone off to Park College, in Parkville, Missouri, but for some reason college never seemed to be something in the cards for me, at least I had not given it any thought. My parents, however, and particularly my mother, in anticipation of the coming World War II, realized how important it would be for me to go to college, so at great personal sacrifice herself, she and my father put together the resources necessary for me to go to college.

She picked Maryville College in Maryville, Tennessee, and sent me off to Maryville College to begin my freshman year. I arrived there by bus with sixty dollars cash in my pocket from my father, but found that I needed a high school transcript before they could process my application, but I had not sent them. So I had to send for them, and there's nothing I could do but wait until they got there. After three days of waiting

there on campus, I got acquainted with the nature of the school and decided that it really was not for me. It was a very straight-laced school, heavily religious with a required chapel at eleven o'clock every morning for all students, with firm rule against any student smoking ever anywhere. At the time I was a cigarette smoker. And there was very limited opportunity for social interaction with members of the opposite sex. Students were allowed to walk around the green in front of the commons building for an hour after dinner each evening, but that was it.

Having decided, I called my father to explain that I just didn't think this was the place for me, that I needed to make some other plan, and to his everlasting credit he said, "Well, you're the only one on the scene, you know the facts that nobody else knows, it's up to you to decide. And if you think you need to go somewhere else, that's fine." And I said, "Well, I think I'd like to go to Park College where my brother is, because he's told me very good things about Park, he's had a very good experience there." And my father said, "Fine, if that's what you think you ought to do, then do it." So I shipped my stuff and hitch-hiked all the way from Knoxville to Kansas City and then on out to Park College, arriving unannounced, where they were considerably more receptive to the idea of my coming there, than had been the case at Maryville, with or without transcripts. But we, indeed, did get transcripts to them. They put me up in a room in one of the faculty member's homes until a dormitory room became available. So that's how I got to college.

It was not a very intellectual or academic kind of experience for me. I was much more interested in the social life and getting to know people and having friends and all kinds of things, sports, parties, but relatively little importance did I attach to the academic side of college.

In the summer between my freshman and sophomore year I worked two jobs back in Tulsa, serving as a messenger for a bank in the daytime, and ushering at a movie theatre at night.

During my second year, sophomore year, the eminence of World War II was very plain, and I elected to join the Navy Officer Training Program called V12, for students at my stage of development in college. This program allowed us to continue our college program for a time, and I was able to finish my sophomore year, and return to Tulsa for the summer where I got orders for active duty and was sent back to Park College in the Park College V12 Program.

I continued my studies there in the V12 Officer Training Program, in which I was allowed to pursue my regular academic program, including my developing major in psychology. This choice of a major was inspired by the psychology professor, John Elderkin Bell at Park College during my sophomore year, and during about six, seven months that I was allowed to continue in the Navy V12 Officer Training Program.

In January of the following year, 1944, I was reassigned to Officer Training School in Plattsburg, New York, where we took over a base that had been an Army base for a hundred years, and I, and about two thousand other officer candidates, spent four months there learning about our responsibilities and duties as officers in the U.S. Navy. It was an interesting time, and I thought it was particularly appropriate that, I as a psychology major should be assigned there, when the base commander was a psychologist name C.M. Loutitt. I completed that training program satisfactorily, with a keen interest in aircraft recognition, and I'd hoped to be assigned as an aircraft recognition officer in some command. However, when the orders came down it was not for that, but rather to the amphibious force, and I was directed to report to Solomon's Island, Maryland for training in amphibious warfare.

My fiancée, Maxine Francis Spoor, had continued at Park College after I left, but she came to Plattsburg to see me graduate with my Ensign's commission, and then we went down to New York City where I had arranged for our wedding to take place at the little church around the corner in New York City. My wife's parents and the girlfriend came to be with us at that occasion. My brother and his wife were scheduled to come and be there also, but they were held up in traffic and didn't get there until too late.

I then spent about four months in Solomon's Island, Maryland, learning the responsibilities of an officer in charge of a landing craft tank, and then went back to New York City in the fall where we were connected with our new ship in three sections, which was loaded on the deck of a LST, and we sailed off to the war. Our first stop was Honolulu, Hawaii where our boat sections were dropped off in the water. We had to put

it together ourselves to make it operational, then we practiced operating the craft around Pearl Harbor for the next several months. We then were loaded in one piece this time, the whole LCT on the deck of another LST, and we sailed off to participate, as it turned out, in the Okinawa Invasion. Then I worked in Okinawa for the duration then of the war until the end in August of 1945.

Upon discharge I returned to Park College and completed work on my bachelor's degree, and graduated with my wife at Park in the spring of 1946. In the meantime, Professor John Bell had relocated from Park College, Missouri to Clark University in Worcester, Massachusetts. I then – both of us actually, my wife and I both applied for admission to graduate school at Clark University, and were accepted. And we then went directly to Worcester in order to try to find housing and part-time work to support ourselves along with the G.I. Bill.

I spent that summer working at the Y.M.C.A. for sixty cents an hour in Worcester, and looking for housing, staying with friends of the Bells. However, housing was in extreme short supply at the time in that area, the immediate post-war era, and we were totally unsuccessful and finally had to wind up leaving Clark University for lack of housing.

I stayed out a year then, worked for an aircraft company in Baltimore, Maryland and saved money, and applied to other graduate schools. We agreed at the outset, that this time we would take the first acceptance that would guarantee us housing. That turned out to be University of Kansas in Lawrence, Kansas. We entered the University of Kansas in the fall of 1947, both of us as graduate students with one, six-month old baby.

The psychology department at Kansas was at the time in a state of rejuvenation from many years as a rather outstanding psychology program. It had fallen on hard times, many people had left, actually there were only two of the former members of the psychology faculty still remaining on the faculty in the fall of 1947, when Roger Barker was recruited to take over as chair of the department and rebuild.

The housing that the university had provided for us was located thirteen miles east of the City of Lawrence, and we had no transportation, so we had to hitchhike back and forth from, it was called Sun Flower Village, to the campus. Money was extremely tight. My wife served as an instructor for an extension course in physics. I worked as a stock replacer on the shelves at the local supermarket, and we barely managed to survive on the ninety dollars a month ,plus what little we could bring in, so we were very anxious for an assistantship of sort, and I kept pestering Dr. Barker all through that fall semester for work.

The Barker's gave a Christmas party for the department, and we, my wife and I and our baby, went to the party in Lawrence. And shortly after I got there, Mrs. Barker sidled up to me and visited briefly, and then said, "Will you go speak to Dr. Barker, I think he's lonesome and needs someone to talk to." Not suspecting anything, I did, had a nice visit with him, during which he asked, "Would I please come to see him in his office the next week?" And I said, "I'd be happy to." Well, that interview the next week turned out to be an assistantship for me, and a different separate assistantship also for my wife. I had a hard time not accepting on the spot, but said I had to talk to my wife about it first, but I was very eager, indeed, to accept. This meant leaving Sun Flower Village and living in the small town of Oskaloosa, Kansas, about twenty miles north, and a little west of Lawrence. So that's what we did. We moved in January of 1948, with our baby, using Dr. Barker's canvas-topped jeep, and pulling all our household belongings in a rented trailer through a blizzard of sleet and snow, the thirteen miles from Sun Flower Village into Lawrence, and then twenty miles on out to Oskaloosa.

That was a major career move, which changed me from my interest in clinical psychology, which is what I thought I wanted to do when I first went to Kansas, to developmental psychology, to child psychology as it was called there. We moved to Oskaloosa and lived there for the next nine years, as we pursued graduate study and worked for the project directed by Roger Barker and Herbert F. Wright. Both of us continued to work through the whole time we were there.

During the year of 1949, at the request of the project directors, I put my school plans on hold and worked full-time on the project to move it along a little more quickly than had been the case prior to that.

Living in Oskaloosa, twenty miles from the campus, made life for us very different from that of other graduate students who were living in Lawrence and having frequent contact with one another. This also meant that we very naturally developed a very strong identification with the goals and purposes and methods being developed as a part of the project by Barker and Wright. It was a pioneering study directed to the problem of what ordinary children do in the course of ordinary everyday life, through direct observation rather than through the standard methods of research psychology, mainly interviews, questionnaires, experiments or tests. We observed children as they went about their ordinary everyday activities for a whole day long at a time. We published some seventeen or eighteen day-long specimen records of different children living in Oskaloosa over the next couple of years.

During my year of full-time work, 1949, I was working especially closely with Dr. Herbert Wright, who was at that time developing a analytical instrument for use in analyzing, studying and quantifying material in the specimen records, that is these direct observations of children in ordinary everyday life situations. He worked at home in his study, and I worked with him with very long and difficult hours. He did not type and didn't want to wait for a secretary to transcribe, and he also did not like to dictate without someone to listen to him, so part of my job was to sit and listen to him dictate into a recording machine for hours and hours on end.

The work on the project directly was very involving. It co-opted all of our time, but in addition, it was important for those working on the project and living in the town in order to gain the good will and trust and confidence of the citizens of the town, which was so important to the pursuit of the goals of the study. It was important for us to participate in natural, ordinary ways in the everyday activities of the community. As a result, Barker was a member of the Rotary Club and so was Wright. Mrs. Barker and Mrs. Wright participated in other organizations like those. I was a member of a Lion's Club, and my wife belonged to a young parents, Better Homes and Garden's Club. We also sang in the Presbyterian Church Choir, because we were both interested in music, and for some years my wife and I together constituted the whole tenor section of the choir of the Presbyterian Church.

I think the model that Barker and Wright and their spouses set for us, with their total absorption in the needs of the project, and their dedicated work through long hours and difficult times, applying for grant funds and solving the very difficult intellectual problems associated with the development of the ideas of the project, and all those had a major influence on my thinking in development over the years. In a way it's a continuation of the kind of total absorption with work and discharging responsibility that I had had as a teenager back in Broken Arrow in Tulsa.

In the spring of 1950 there was a brief interruption of my graduate program on the outbreak of the Korean War. I volunteered to return to active duty, and within thirty days was in Japan getting ready to take over a group of three LCT's, which then participated in the Inchon Invasion.

This is side two of a recording in response to the interview schedule, the oral history SRCD project. My name is Phil Schoggen.

However, under the terms of my original volunteer enlistment, I was allowed to request discharge release from active duty after six months. I did that and returned to the University of Kansas, to the project in Oskaloosa, and resumed pursuit of my work on my first master's degree, and then Ph.D., which I finished in 1954.

During the latter part of that stay, one of the visitors, one of many visitors who came to find out more about the project, was Dr. Paul V. Gump of Wayne State University. He and I became good friends on the visits that he made there, and upon my completion of my Ph.D. in 1954, he invited me to join him on a research project in Detroit, Michigan, a project which had been originally launched by Fritz Redl, but who had left Wayne and gone to the National Institute of Mental Health, leaving Paul Gump in charge of the project.

In this project we did direct observations of boys at a summer camp operated by the University, again using the direct observation, the specimen record type of observation that we had been using in the Oskaloosa,

Kansas project. Both my wife and I participated in that research for the next year, and then returned to the University of Kansas as associate director of the project with Barker and Wright for the next two years.

During this period, the last two years at Kansas, I was invited to the position of lecturer at the University of Kansas Medical Center in Kansas City, Kansas. There I taught a course on the psychology of disability, again, following the lead of Dr. Roger Barker, who was a well-known specialist in the psychology of rehabilitation and the social psychology of disability.

Another important intellectual resource for this activity was Beatrice A. Wright, who was on the faculty of the department of psychology at Lawrence. She authored a book on the psychology of disability, which I used as a text, but I often consulted with her about the content of the course. She and another friend of mine, Lee Meyerson, had collaborated with Barker in the publication of a well- received monograph on the psychology of disability.

One of the many visitors to the project during those years was Dr. Robert Leeper, chair of the psychology department at the University of Oregon in Eugene. During that last year at Kansas it became apparent that a career move was important, that I needed to go to another location and establish an independent career of my own. Soon a letter came from Dr. Leeper to Barker, inquiring about possible candidates for a faculty opening at the University of Oregon in Eugene, and Barker recommended me for the position. I soon got a letter inviting me to come and take a position as assistant professor and head of the rehabilitation counseling training program at the University of Oregon, a new program brought to the university by Dr. Leona A. Tyler.

Although the psychology of disability was a secondary interest, the first being child psychology, child development, the opportunity to go to the University of Oregon was a very attractive one because of the people who were there and the reputation that the psychology department at Oregon had with us. So we accepted that appointment and I went to the University of Oregon and headed up that training program for the next several years.

During that time I was greatly influenced by the leadership of Dr. Leeper, chair of the department, who displayed the same kind of devotion and dedication to the job that I had grown to admire and appreciate in Barker and Wright, that is, he was at the office, working almost all the time, setting a very high standard for all the rest of us on the faculty there.

It was during this period that I applied for and obtained research funding for a project studying the ordinary everyday behavior of children, matched children with and without physical disabilities. Again, we relied upon direct observation rather than interviews or other techniques, but I introduced a major improvement in the technology by utilizing the sten-o-mask, a device attached to a portable tape recorder, which enabled the observer to watch and dictate while the observation was underway, the notes that he or she would then use later to build the observational record. And again, my wife and I worked together on this project over the next two, three years.

Perhaps the most outstanding finding from this research was the discovery that these children with marked physical disabilities, every one with a clearly visible physical difficulty such as spina bifida, cerebral palsy or other physical handicap that were immediately apparent to any observer. These children lived remarkably normal lives, because they were known by their everyday associates as real people who just happen to have this physical characteristic, but it was not the determining major influence on their lives that the literature might have lead us to expect on the basis of interviews, questionnaires and superficial observations. These were detailed extensive observations on these children in their ordinary everyday activities at home and at school.

My main teaching responsibility at the University of Oregon was in child psychology, although I had never taught child psychology before I was given that assignment. It was a great challenge. I worked very hard at it, and it was here that the students taught me not to prepare written lectures, but to talk from a set of notes. Although I was never anybody's candidate for an award as an outstanding teacher, I did enjoy my teaching and stayed with it for the rest of my life. But I also taught the specialized seminars for the

students in the rehab-counseling program, and toward the end I even taught general psychology to a class of several hundred students.

In 1964, my wife and I took our family and spent the year in England, studying the village in North Yorkshire that the Barker's had originally contacted ten years earlier. So we did a follow-up study of both towns. In the earlier study in '54, we were in the Kansas town, and the Barker's were in England. In '64 we went to the English town and the Barker's were in the Kansas town, but we applied the same methodology in all four instances. So we had a cross-cultural comparison of the two towns, on two different occasions, as well as a study of change from the earlier time and the later time in each of the two towns. That was a very rich experience, indeed, but again not a very academic one, in that we had no affiliation with any institution of higher learning, but were simply residents of the small Yorkshire village for the time we were there. Our children attended the local schools, and again we were involved in the ordinary activities of the community in England just as we had been in the Kansas town earlier.

Upon our return to the University of Oregon after the English trip, I was invited to serve as assistant dean of the College of Liberal Arts, heading up a program of undergraduate student academic advising for the whole campus. I did this with relish and pleasure for the last year I was there, before receiving an offer to become chair of the department of psychology at George Peabody College in Nashville, Tennessee. It was then a separate independent institution, not as it is now, an integral part of Vanderbilt University.

I followed Dr. Nicholas Hobbs as department chair at Peabody over the next eight years. I also taught developmental psychology and a seminar in research methodology during those years. The job as department chair at that time was rather challenging, because the hard money budget that we had from the college was a very small amount of money indeed, and most of the faculty were supported by grant funds obtained either on their own initiative or through the Kennedy Center, the John F. Kennedy Center for Research on Human Development, which Nicholas Hobbs created. Yet we had regular faculty status with tenure lines, and many of the people, mostly on soft money, were either held indefinite tenure or were on a tenured track line, so we acted as though we were any other department with a full hard money budget, with everybody on hard money, when, in fact, most of the support that we had was soft money, grant money from the outside or a training grant, or whatever, but very little hard college money.

In my eighth year at Peabody, there was a reorganization of the college and I shifted from department chair of psychology to associate director of the Kennedy Center. This was not all together to my liking, however, and I began casting about for possible other positions. One turned up at York University in Toronto, Ontario Canada on the faculty of the department of psychology at York. I interviewed for that position, then took it and stayed there for two years teaching developmental psychology and other courses, and in the last year serving as director of the graduate program in psychology in the department.

During my second year at York, I received an invitation to apply for the position of chair of the department of human development and family study at Cornell University in Ithaca, New York. Although we had enjoyed our two-year stay in Toronto very much, it had been a very satisfying experience; I was pleased to be able to accept the offer at Cornell when it came. I served as chair there for five years and taught developmental psychology and a seminar in ecological psychology. Upon completing my five-year term as chair, I returned to full faculty status and continued there until my retirement in 1990.

I'm turning next to the second major section of the interview schedule: personal research contributions.

I would have to say that the interest in child development, were derived largely from my association with Roger Barker. His concern with the problem of describing child behavior in ordinary, everyday, real life situations with minimal influence by the investigator, has been abiding concern in my own work over my entire career. And like Barker, the shift in my own emphasis in the field of ecological psychology was from focus on the behavior of individual children to the focus on the environments for children's behavior, looking at communities and institutions as environments for child development.

In my mind, the most important publication coming out of my career was the 1989 book, *Behavior Settings*, which is a revision and extension of Barker's 1968 *Ecological Psychology*, published by Stanford University. It stands as the most comprehensive presentation of behavior setting theory and methods yet available. It also makes an attempt to relate behavior settings to other streams of research in social science.

My biggest disappointment in professional matters is that I was never able to attract a following of graduate students the way many leaders in the field did. I think I should have worked harder at doing whatever is necessary to interest young students in training in the field. I think I, and others in the group, were not very good sales persons for the line of research that we were pursuing.

There is a question here about research funding and my experience with it over the years.

And I have to say it has always been the major concern, particularly during the years we were affiliated with the project in Oskaloosa, which depended almost entirely upon grant funds from a variety of foundations and federal agencies. That was a continuing problem to get research funding adequate to cover the expenses of the work we were trying to do, and to get it far enough ahead so that we can plan and recruit and maintain and have a confident staff. We found ourselves continually having to use money that had been granted for one purpose to support us in preparing for the next down the line, always running a year or two behind, and that seems to me to be a major problem with the present arrangement for research funding, is this necessary lag in productivity relative to your commitments under the terms of the grant.

I was successful at the University of Oregon in attracting research funding for the study of children with disabilities. That was really quite painless and was very satisfactory. It was from, however, the same agency that funded the graduate training program of which I was director at the time, the graduate training program and rehabilitation counseling, so I felt we had a sort of inside track toward that money. It was competitive, yes, but the fact that I was already directing a training program with the same agency, I think, raised the skids a bit in terms of getting approval for the research funding for the research company.

The next section of the interview schedule calls for comments on institutional contributions, but I think my opening section covered most of that pretty well, so I'm going to move on to the next section, which is my experience with the SRCD.

I joined SRCD as a graduate student back at Kansas early on. Roger Barker was very active in the association at that time, and he recommended me for membership very early in my graduate training career. Some of my fondest memories are of organizational affiliation, and relate to the early meetings of the Society that I attended. The first one, I think, was in Washington, D.C. I don't remember the year, but it was when the organization was very small indeed, and there were not concurrent sessions, everybody met together at one time and one place, and it was a very rich and rewarding kind of organizational procedure.

With the help of the Barker's at that meeting, I was able to meet a number of the leading lights of the organization at that time. That was a really fun meeting. I went to several others over the years, where I met more national leaders in the Society, including Dr. Susan W. Gray from Peabody College, long before I had any affiliation with Peabody.

Clearly, the most important change in the organization over the span of my years of affiliation with SRCD, has been the enormous growth in size. My first meeting, as I said, was a very small group, but now it's very much like going to a meeting of the American Psychological Association in terms of concurrent sessions and crowds, jams of people. It's an all together different kind of experience to attend a SRCD meeting these days.

Turning to the section of the interview outline called, the field.

I would have to say that my views of the importance of issues has really not changed all that much. I was very impressed when Barker first made the point about our ignorance of child behavior in ordinary, everyday, real life situations, and the relation between behavior and ordinary, every day, real life conditions. I think that's still a seriously neglected area. I think Barker and his whole movement

contributed importantly to bringing the problems to the attention of the field, but the labor intensive methods required to study behavior and environment under natural conditions really interfered seriously with progress in that endeavor. Our field is so bent on utilization of fast and easy techniques; interviews, questionnaires, experiments, relatively that is, many workers really don't want to invest as heavily in the research methodology as the field of ecological psychology, or eco-behavioral science as Barker now calls it, calls for. It's the seven league boots problem that Barker pointed out many years ago that researcher in child development, in psychology generally, have a seven league boots mentality, they want to go quickly and easily to the goal without going through the necessary pedestrian steps that every other scientist had to go through.

When Barker and I published our magnum opus on measuring community qualities as they bear upon ordinary, every day people, in ordinary, every day life in 1973, entitled *Qualities of Community Life*, one of the reviewers, a person most sympathetic to our work, in fact, gave it a very positive review, but pointed out that it was so labor intensive that it probably would never be done again.

My hope for the future would be that more developmental psychologists would become convinced of the importance of careful direct observation and study of ordinary, everyday life conditions. My fear is that it will be very slow coming, but I do think Barker pointed the way, and I'm happy to have had a small part in helping to further the ecological point of view.

The last section is for personal notes, and I think I've probably said quite enough about personal notes already, so I'll just leave it there.

Thank you.