

University of Illinois Student Life and Culture Archives
Quad Day Oral History Project
Dave Bechtel and Hugh Satterlee
Urbana, Illinois
April 24, 2009

START OF TAPE 1, SIDE A

Daniel Raymond: Today is April 24th and I am sitting here in the Archives Research Center with, in the conference room, with Hugh Satterlee and Dave Bechtel. If you both would like to state your full name and birth date. We can get started.

Hugh Satterlee: Birth date?

DR: Sure.

HS: Hugh Satterlee. August 27, 1928.

Dave Bechtel: Wow!

[laughter]

DB: Dave Bechtel. October 6, 1945.

HS: Wow!

[laughter]

HS: A youngster. You were a kid when we first started.

DB: That's right.

DR: All right. We like to start by getting just background information about your family life, where you grew up, and if you had any siblings. So if you'd like to just jump ahead.

DB: Why don't I jump out because it's going to be a shorter story.

[laughter]

DR: Certainly.

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DB: I grew up on a farm north of Eureka, Illinois in central Illinois. The college home of Ronald Reagan. And I have one sister. She worked for and retired from the University of Iowa. We still own the farm. It has now been passed onto our children, my sister's and I, in a life estate. She has two and I have two. So it's a matter of keeping it in the family, so to speak. And I've always been a tradition bound kind of guy. Came off to the College of Agriculture at the University of Illinois on a County Agriculture scholarship with the full intention of going back to the farm. Got involved in some campus activities, which exposed me to Dean of Students type people and got an assistantship when I went into graduate school from the old Dean of Men's office and I've never quite left it. When off to the National Guard to do my active duty and my boss from my assistantship was leaving his job. I interviewed for it in 1968-69 and replaced him as a young assistant dean in charge of fraternities and independent houses and MRA's, which was all the men's residences.

DR: Ok.

DB: And we were reminiscing earlier about my move to the career center in 1972 and spent my career there with intervening times of acting Dean of Students and interim Associate Dean of Finance and those kinds of things.

DR: Ok, well before we move on let's go back a little bit and can you describe your, maybe, high school experience and why you chose specifically the University of Illinois. How you ended up here.

DB: I was an active person in high school.

DR: Ok.

DB: And belonged to the future farmers of America. Among the activities was public speaking and I just so happened to have won the state public speaking contest the year before. So I was recruited by the University of Illinois College of Agriculture Communications. A guy by the name of Jim Evans, if you remember.

HS: Yes.

DB: And then... I can't remember whether it was simultaneously or if one was before the other but I took the test and scored the highest in my County and got the scholarship as well.

DR: Ok. So you never considered going to another university?

DB: Slightly, but not seriously.

DR: Ok. All right then we'll move on. Mr. Satterlee if you'd just...

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HS: Well, I was born in Montgomery County, Illinois and back in 1928 you were born at home. I was there for about six, well, not quite six years. Before my sixth birthday my father took a job, he was a school teacher, he took a job with the state with the St. Charles school for boys, which was a reform school. And we went to St. Charles. I lived there at St. Charles for seven years. Went from first grade through seventh grade there. Nothing unusual except it was going from a very small town of about 600 people to what we considered a large industrial town of 7,000 people with a pretty good sized metropolitan area because it included Joliet and Aurora and...

DB: Big towns.

HS: Yes, big towns. Geneva, Batavia, St. Charles and Elgin, I guess. For a very funny reason... The fact was that my father was called in and showed a list of people that were going to be fired because they'd been involved in political activities. The Republicans had just gotten in in the state. Maybe that is why I am a Democrat. Anyway he's name was on the list because we had a picture of Franklin Roosevelt in the house and that was considered to be politicking. And we moved back to this little town in Montgomery County named Coffeen where I went to eighth grade through high school. In a small town in small high school you were very active if you were just alive. And from high school I went to Blackburn College. I didn't go visit any other colleges. I really didn't look at any other school except Eastern Illinois and Milkin. Eastern Illinois offered me a basketball scholarship with a proviso that I had to make the team and I had some doubts about my ability to make the team. So I went to Blackburn. I attended there. Blackburn was a four year, at that time I went there a two year school, but it developed a four year program while I was still there. And I graduate with a Bachelor's degree in History from Blackburn. It's a work plan school and early on I thought I was in my career goal because I was director of the intramural program as a student and ran the gear room and all of the athletic facilities. That was my job. When I got out I couldn't find a job so I went to graduate school at Southern Illinois. Got a Master's degree. I entered in, oh I think September and I sped up and with an assistantship but I took extra courses and extra credits and graduated in August of 1951.

DR: And when did you enter Southern Illinois?

HS: Southern Illinois, in September of 1950. So I finished my... And this is a hint to you move along with that whatever your degree is. I took three quarters and two summer sessions and walked out with a Master's degree in August of 1951. Got out on the third and on the twenty-ninth I was in the United States army. Within the army I spent my basic training in Hawaii at the infantry training center. Came back in OCS and went to Fort Benning, Georgia. Got commissioned in September of 1952. Went on active duty for an additional two years. Got out in March or April of 1954. Got married. Had a job working at Blackburn as an admissions counselor. Later became a registrar. I left Blackburn in 1960... no 1957. I started in 1954 so I was only there three years. Became registrar at Beloit College in Beloit Wisconsin. Stayed there

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for four years then went to the National Science Foundation in Washington, D.C. where I started out as director of the institute's operating section and then eventually became director of the special education division, which were institutes of a variety of programs. Left there in, well let's see I got there in 1961 and left there about 1964. And I went to the Office of Education, where for one year I was director of the institute of operations section of the national defense fellowship program and then became director of Talent Search for the Office of Education. I also served as a director of the educational opportunities grant program. And was interviewed here at Illinois from the job as Director of Financial Aids. I turned the job down. Went back to Washington D.C. I guess it was in early June and it was miserably hot. And I had to pay three dollars and fifty cents to park, which I thought was outrageous that day.

[laughter]

HS: And I walked up four flights of stairs because the elevators weren't working and got in and dialed the Dean of Students at Illinois and said, "is that job still open." He said, "well, yes have you changed your mind?" And I said, "yes." So I came here.

DR: So what year was that you came here?

HS: 1968 and here I was Director of Financial Aid for almost a year and then was acting Dean of Students, then Dean of Students, then Vice Chancellor for what was known as Campus Affairs, and eventually in 1978 I was removed from that job and became Ombudsman. I was Ombudsman for the University until 1993 and then I retired but I came back the next day and worked for four more years on a part time basis.

DR: Ok. All right, well, let's talk about.... Let's go back a little farther and again and talk about your, each of your, individual college experiences and how, obviously, even between the two they probably differed and especially when you both came as active part... You in 1968 and when did you graduate of University of Illinois?

DB: 1967.

DR: 1967. So both kind of the same time.

HS: Different perspectives.

DB: Entirely because he would have been one of the senior administrative and I was a graduate student.

[HS: The weight of the microphone is pulling it down]

[DR: I think so.]

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[HS: There maybe that will hold it.]

DR: Ok, so explain the atmosphere that surrounded your college experience. We'll start with Dave first and then anything, maybe, you noticed that.... Because you went to undergraduate almost around the time period so maybe you can comment on the beginning of any turmoil that you could see. Or anything that you thought was kind of anti-dated or anything in the Student Services or Dean of Women or Dean of Men system that needed revision when you were an undergraduate.

DB: I was one of those conservative students, you know in the College of Agriculture. And certainly not a rabble rouser. Engineer, business students, education majors, that all had kind of the vocational orientation tended not to get involved in the campus politics. That was left for LAS majors. Liberal Arts majors.

HS: And some Applied and Fine Arts.

DB: Some Applied Fine Arts. You know those hippies. Well, the whole atmosphere of higher education from the student's point of view was changing. That the conservative students and to a large extent a lot of the University were more representative of the way that students were in the fifties than they were of the way that students were in seventies. You know? And this period was a transition period. And that is what I remember. Is that there was a lot of traditional organization and traditional activities that were holdovers from earlier days that were just as popular as they had always been, Homecoming parade, Homecoming ball, the Snowball formal, you know there was all these formals that the fraternity systems, the independent system, the dorms that you had. It was very, very traditional. Intended to continue until just about 1968 when things started to change with an almost an overnight, this is no longer relevant view.

DR: Ok.

DB: I think that probably the most significant change that started a lot of it and you may recall this. The Illini Union sponsored a stunt show at homecoming time. And fraternities and sororities and or women and men's independent houses would pair to produce an original musical play of about fifteen or twenty minutes long. They were brilliant productions but they had gotten taken over the fraternities and the greek system. There was a young man who was one of the student directors of the Illini Union who was African American had been discriminated against in fraternity rush by primarily white fraternities. Bill was his name. And he took it on himself to do away with stunt show. And he did.

DR: What year was this?

DB: This would have been 1969.

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DR: Ok.

DB: Something like that. And one by one a lot of those old line traditions just kind of fell by the wayside. And at about the same time you were having the campus disturbances and there were things that were far more important to deal with at those times than a formal dance or those kinds of things. So I think I represented that period when the old traditions just were very present and ended up as a staff member with them almost non-existent.

DR: I see. Were you an independent or were you a member of a fraternity.

DB: I was a member of a fraternity. I joined an agriculture fraternity. There are four agriculture fraternities on campus. They are still around. One of them is a co-op. And because I was in an agriculture fraternity and a fraternity person I got involved as an undergraduate in inter-fraternity council and those kinds of things.

DR: Inter-fraternity council, yes.

DB: And so it was kind of a natural to move into the advisor role after I was out of graduate school.

DR: Ok now let's go even farther back and describe your undergraduate experience. I guess tell us about the administration system and things because obviously it contrasts, probably, greatly with what you came in as Dean of Financial Aid.

HS: Ok, let me brush quickly through the undergraduate. First of all, attending a small and a very small liberal arts college instead of probably the time you came in Dave there must have been about eighteen to twenty thousand students, twenty two.

DB: It had just expanded up to the twenty seven to eight.

HS: Twenty seven to eight. We were talking about three hundred students. And it was a junior college. There was only freshman and sophomore years and it was a work plan school. At that time there were about eight work schools in the country in which the students had to do some form of work on campus. Blackburn was a little different in that Blackburn really had only students. Students were even in control or in direction of the various activities. I remember I worked on campus and somebody had down that I had worked on the railroad and there was a railroad line that ran through the campus that had been for years. The war had just ended and nothing but, nothing but, had almost exclusively women in school up until 1946 and then the war ended in 1945 and veterans suddenly became active and out of a hundred, and I don't know, maybe two hundred freshman that we had about sixty five or seventy were veterans of World War II. All men.

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DR: They would be older in age than normal. undergraduates ad for us at least..

HS: Older... Yes. Oh, yeah it was entirely different. They had two groups of students: eighteen year old freshman and twenty plus year old males.

DR: Veterans.

HS: And the thing that was amazing was how crowded we were. I moved into what was known as the basement and the basement was a former parlor of a residence hall, of the men's residence hall. But we had too many men and not quite enough men and all of the men were scattered all over the place. And forty-eight of us lived in this one big room, the parlor. In double bunks. Three rows of double bunks and we had small study halls rooms.

DR: I want to stop you for a second.

HS: Ok.

DR: All right we are back and we are back. On the digital file we missed the background information but that is ok. Mr. Satterlee was just describing Blackburn College and his experiences there.

HS: Well, ok Blackburn was considered different. Primarily all the work was done by students. They also directed and managed and supervised the other students. I fired the furnace. The big furnace that was the boiler room. That was my first job. I was a janitor for a short period of time. And then became gear room manager and then years after I was running the intramural program and the athletic programs. The amazing thing about the college was that it depended on the students to do the work and it depended on the students to manage the students. And you could be kicked out of school if you got a failing grade in the work program. You could be a straight A student but if you showed up late for work on a regular basis, if you had two warnings and you still didn't do right you were gone. It was a very important thing. But anyway I went through it and thought I did quite well. I was very pleased going there. Then I went to the big school, which was Southern Illinois at Carbondale. And they had thousands of students. Not a lot of thousands maybe about four thousand. But it was much bigger. And the first time there which is part of this whole thing that we will be talking about was the first time I encountered black students. Blackburn did not admit black students. In fact, in my senior year the President asked me to call the meeting of the entire student body and vote on whether or not we should admit African students, black, they weren't called African American, to Blackburn College. And the vote was a resounding yes let's do it. And the next year they did admit an African student. They didn't an American Negro student. They admitted an African student but anyway I did encounter for the first time some of the problems of the South, where Negro or black people had a separate entrance at the theaters. They sat in the balcony. They did not sit in the main floor.

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They had different restrooms and this was in Illinois done at Carbondale. Finished there and went into the service and found an entirely different atmosphere. Totally integrated in the service. President Truman had integrated them in 1948 and this was in 1952, just four years later. And if there was discrimination it was not apparent and particularly in Hawaii. Hawaii was the most non-discriminatory area place I'd ever been or have ever seen in my place. It did not matter what color you were. Everybody just mingled and mixed very closely. Went to service, I mean, went on into service and got a commission. Went down South. Encountered the concept of southern problems with American Negroes and when I got out I did recruiting. I recruited in black schools in St. Louis and Chicago for Blackburn College. And we had a few American, black Americans at Beloit. Went to Washington D.C. and this was just when Kennedy had become president. And there was a much, a very open, very wide open for careers. I had at least four... I had a unit that first thirteen people that worked for me at the National Science foundation, four of them were natives, natives of D.C. and they were black folk. Then I took over for larger operation. Had about 36 and about a third of them were African American. We got along fine. I don't think I had any problems. Therefore, when I went over to the Office of Education, and things were beginning to get very tense about that time, I had several meetings... I was sent to several meetings. I went to one in Brownsville in New York City, which was a very aggressive meeting with, well, the audience was about four thousand people there in a National Guard Armory and I was one of two white people in the audience. I ran a program that recruited Puerto Ricans to go on to college. And I was at several meetings where the entire audience was of color except for me or one or two other people. And indeed this... And when I came to Illinois I think that may have had some reason why I was brought in because they opened with Project 500 here, which was for the first time bringing in a large number of, frankly, academically poorly documented. I won't say poorly prepared. Poorly documented students who had not gone through the regular procedures of going through the Admissions Office and everything. They just appeared on campus and had been promised all most everything. I know the most common promise had been if you come to University of Illinois we'll give you tuition and fees, and room and board and fifteen dollars a month for spending money. Somebody got that mixed up with an athletic scholarship, I think.

DR: Yes.

HS: But indeed I say this in and very honestly I was not offended. I was not afraid. I was not uncomfortable dealing with these black students. I can't say that was true for many of the other administrators here. This was something new to them and when a black student said, "I'm going to get your ass honky." They took it very personally and they thought, "my god, I've got to get the police over here to take care of me." I had enough experience that I knew it was verbiage. So it didn't disturb me too much and so I think that probably as much as anything when they had to get a new Dean of Students I think the Chancellor said well he doesn't seem to be upset. Let's put him in on an active basis. I was the acting Dean of Students with the predicate but the principle problem was that I could under no circumstances become the Dean of Students. It was an acting position because the Chancellor appointed me and the committee, which was really

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dominated by students, the committee said we don't want your man in the office. After a few weeks they were still trying to find who and the prime candidate was Angela Davis. Neither... You may remember Angela Davis. You never heard of Angela Davis. Angela Davis was a black woman from Berkeley California, University of California Berkeley and she was...

DB: A poster child for the revolution.

HS: Yes she was. Very pretty woman. God she was a beautiful woman.

DB: And an enormous afro.

HS: Afro and she condemned all the honkies and everything. And the students wanted her to become the Dean of Students and Chancellor said to the rest of the committee under no circumstances, no. So they finally said we will let Satterlee be but he can't be because he took the job and he can't be Dean of Students. So the Chancellor just said to them, "but who made the rule?" And they said, "we made the rule." And he said, "who can vote it out?" And they said, "well I guess we can." And...

[laughter]

HS: That is how I got it. I was Dean of Students for two years. And then a man by the name of George Frampton, who had been hired as the first Vice Chancellor for Campus Affairs, the position no longer exists.

DB: He was a law professor.

HS: A law professor and he was taking it only temporarily. And so in about 1971, maybe or 1972, he said I am finished with it and going back to law. So I became Vice Chancellor of Campus Affairs and Dean of Students.

DR: Ok.

HS: And I held that position until, oh I don't know, about ten years. Then we got a new Chancellor and the new Chancellor and I did not see eye to eye on how things should be handled. I think part of it was due to my upbringing, my experience at Blackburn. Students ran everything at Blackburn. They ran it well. They were responsible. I couldn't see why students here were not just as bright and as responsible as the others. So for the most part I listened to what the students had to say and it was absolutely ridiculous and out of order. I think we said no way but if it was reasonable and could be done we would precede and try and do something about it. Mr., well, Dr. Guberdean who came here from University of California at Los Angeles as Chancellor. Jack Peltason had appointed me as Vice Chancellor and he resigned.

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DR: Ok.

HS: And Guberdean came in and Guberdean and I clashed upon a few things and he finally told me he would like me to step down and out. And I did. And I became Ombudsman because the Ombudsman left the office and he was out sailing the...

DB: Ocean blue.

HS: The Caribbean. Right out in the Caribbean. And I stayed as Ombudsman, I believe, for fifteen years until '93, 1993. It was a great job. I dealt with students but I dealt with them in an entirely different way. I dealt with them as individuals with an individual problem. Not as group with a group problem. You could make a difference, Vice Chancellors and Deans of Students seem to have a habit of saying "no." That is it, no. "Well, I'll think it over but no." Ombudsman had a different attitude, which was" hmm well I don't know if anything about it but let's see if we can. Let's try. And so it was a less stressful job. That was really it. It was less stressful. And at the same time, after my second or third year as Ombudsman, a man wrote a letter to the President complaining about the way his son and his wife and he were treated when they came here to visit the campus. And so the President called directly the Director of Admissions and said, "clean this up." And so the Director of Admissions said, "well we should run it like private schools do." Their admissions office, acting like we really want the people here. The only person who was private school experience is Satterlee and so I opened the first and the only visitor center we had and I was Director of the visitor center at the same time I was Ombudsman. Which frequently I held down two jobs at one time here. It worked out fine because the Ombudsman's work always occurred at registration and final exam time.

DR: Yes.

HS: Yes. Where as the visitor center sort of worked in-between. So it was not like I was being worked to death. It was just like I finally had a full time job doing the two things.

DB: I can't document this but I would bet that if you could Hugh Satterlee probably had more different jobs for the University of Illinois than anybody else in the history.

HS: Well, how I handled that...

[loud noise]

HS: And people would say, "my gosh, you had a lot of jobs." And I would say, "they kept looking for something I could do well."

[laughter]

HS: And if they couldn't find it they gave me another job to try.

DR: Ok that is a nice kind of prelude into what we are going to transition now. The rules and administration. And you talked about how you came as financial aid and then Dean of Students. I guess we will start with you. Talk about who was the Dean of Students before you and how come there was a need to get him out.

HS: Well, hmm I don't... Part of this is conjecture and on my part is yes it happened but the Dean of Students at the University of Illinois for years was a man by the name of Fred Turner. Fred Turner became the Assistant Dean of Men back in 1921.

DR: Wow.

HS: You go way back and by 19, I think it was by 1930, the Dean of Men...

DB: There was no Dean of Students.

HS: Yes, no Dean of Students. Dean of Men and Dean of Women. The Dean of Men whose name was Thomas Arkle Clark who was extremely popular. One of the most popular deans we ever had. Pardon?

DB: And feared.

HS: And feared. Thomas Arkle Clark and Fred Turner had their spies in the student body and those students would come into them and tell them what was likely to go down.

DR: Huh.

HS: And both Thomas and Fred...

DB: Took care of it.

HS: Got involved before the trouble began. But anyway Fred Turner resigned in 1967 and a new man was appointed. Now this is... I'll digress slightly to tell you this because it is a delightful story. A man by the name of Carl Knox was Dean of Men, Fred Turner was Dean of Students, and Miriam Sheldon, longtime Dean of Women and they knew Fred Turner was going to retire.

DR: Ok.

HS: And he was going to retire in 1967, I think it was. And they decided that they would divide up the pot. And Miriam Sheldon would become and remain as Dean of Women with more

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responsibility in housing and that Fred Knox would become the Dean of Students. And they went over to tell...

DB: The President.

HS: The President, yes, they went over to tell the President and this is a funny story. It was in June or July. It was hot day and they went over to the Administration Building. They got on the elevator. Went up to the third floor to the President's office. Walked in and said that they came to talk to him about personnel. The President said I am glad you did and I've got to tell you I've decided who I want to name Dean of Students. "Oh, good." Well, it was a man named...

DB: Stan Millet.

HS: Stan Millet who had been an associate Dean of the Graduate school.

DB: And an English professor.

HS: And it stunned them and they didn't have anything to say because you did not argue with the President at the University of Illinois. He was a fine man. I met him years ago when I worked at Blackburn College I had met him. And I really thought a lot of him. What was his name?

DB: David Dodds...

HS: David Dodds Henry, yes. And anyway Henry told him that's it. And they went storming out, not storming out, they waited until the door closed and they stormed a little bit. Got on the elevator. Went down the elevator and the elevator stalled. And they were in that elevator for forty-five minutes. Hot sweaty, no air in it. Nothing like that. And they were fuming. But Stan Millet became the Dean of Students and Jack Peltason was named the first Chancellor of the University of Illinois. He had been out at University of California Irvine. He had been the Dean of the College of Liberal Arts here and he had also been the head of the department of Political Science here. And he was sort of groomed for this position as Chancellor. He would have been the first Chancellor at the University of Illinois and he came back and he and Millet clashed. That's about the only way I can say it. Millet had so many problems. The students were testing him and this was his first time and no body really knew what you do when students told you to go to hell. Millet was stunned by it and to quiet things Jack Peltason started having open house at his office. The year that I came here as Director of Financial Aid everything Thursday afternoon anybody who wanted to talk about, any student who wanted to talk about anything about the University could go get in line at the Chancellor's office and go in and talk to him. Well, I can still remember about the only thing that Peltason ever said to me when he named me as acting Dean of Students was, "keep those kids out of my office."

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[laughter]

HS: And I said, “then don’t have an open door. I’ll have the open door.” So I had the open door policy. Anytime Monday through Friday that you had a concern and needed to talk to me you could come in. Wait your turn, if I had somebody in there but I would see you, students. In other words, the open door moved from the Chancellor’s Office to the Dean of Students’ Office. I got along pretty well even with the rotten students and there were some rotten students. I threatened to throw one of them out of my office once because he used the f-word at every sentence. And I told him that I was offended very much by that word. That I had heard it in the Army and worked on the railroad and heard it on the railroad and it still bothered me and if he opened his mouth and said it again I was going to throw him out the third floor window. I don’t know if he believed me or not but he shut up and he didn’t say it anymore. But the kids got a kick out of it. They thought that was funny. But it worked.

DB: I think what happened with Stan Millet, and I was brand new assistant dean back in those days, is that the job was too much for a college professor.

HS: Well, he thought he could get respect.

DB: Yes, I think his assumption was that of a lot of professors. That it was a caretaker job, you know. And he didn’t have enough understanding of about how utterly involved. And then it was getting much more complicated.

HS: Oh, yes.

DB: Every single day. And he finally, I think he went to Florida didn’t he?

HS: He went to Florida Western College as a Dean... Oh, head of a department, I think.

DB: Yes, he moved back to academia.

HS: And yes, he went down there. After a year he went back to either graduate program here teaching graduate students, I don’t know which for one year. And then he took the job at Florida Southern. He was a nice guy.

DB: Yes.

HS: But he did think and he hired me as Director of Financial Aid, but he thought that there should be more respect. He had respect as a professor and he was doing graduate work with students. And graduate students were more respectful and, you know, that whole thing and I just believe that he could not understand... Oh, he got an unlisted phone number because the *Daily Illini* was calling him for quotes on almost every story. He just refused...

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DB: The visibility...

HS: I don't want that he said. "I should not have to put up with these phone calls."

DB: He was basically introverted. As a lot of scholarly types are and I think you have to be very extroverted in both demeanor and in outlook.

HS: And you had to have a thick skin.

DB: Yes.

HS: And he didn't have it.

DB: It just didn't work.

HS: No but the thing that you really want to get at, I suspect, and although this is leading up to the concept of what happened with the Quad Day, the point was the students were a different group. The students that we had to deal with were different.

DB: Yes.

HS: They were more demanding. They demanded free speech.

DB: More confrontational.

HS: Very.... Beautiful, beautiful. More confrontational. And there was other students, we'll use Dave here, the fraternities for the most part were not very much involved in this. They were off doing their own thing. Most of these traditions that he talked about disappeared about the time I became Dean of Students. I can still remember the trouble we had even getting people to come out for Homecoming reception or Homecoming rallies and that sort of thing. And thing just didn't matter anymore to the students that were the blatant. The most odiferous. The most obvious who had the highest profile.

DR: Ok, well what, who were these students that you said were very confrontational. Why do you think this change occurred? Was it just the time...

DB: Let me just do a prelude and then you can go ahead. It is a transition. Against this backdrop there is Vietnam.

DR: Yes.

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DB: An that for every young man in America between the ages of 18 and 25, the principle and primary question on their mind was how do you handle the draft. And a lot of their high school mates were simply being drafted and the alternative after the draft was to go to Vietnam. And a lot of them were dying over there in a conflict that was not popular. That people, everywhere, generally thought America had no part in participating. So you take the personalization of this war down to the life and death of young men. Or in the case of young women, young men that you like or love or respect. And it tends to motivate people to some demonstration. Now it is time to be confrontational because it is a life or death issue. Why is that different than the way that it has been with Iraq and the other wars that have occurred since? The draft. So that there was only those people didn't go to college. That didn't know a way around getting into the military were affected by the present war.

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DB: Handled their protest and opposition against the war by going to jail. Burning their draft card. Fleeing to Canada. There was pretty drastic measures and as a young man of that time I can't... Every beer party dissolved into discussing the war.

DR: Really.

DB: The draft or whatever it was. I mean it was really dreadful. It was just so omnipresent.

HS: Well, that is true. Dave went into the National Guard. I had stayed in the Army Reserve. I ended up with twenty-nine and half years in active duty and the Guard, I mean the Reserve. I went on active duty for the summer and I would be at Fort Benning Georgia, the infantry school and encounter all of these young junior grade officers that had come back from Vietnam. And chat with them. And it was an ugly war. Vietnam was an ugly war. That is the only way to describe it. Korea was ugly enough. But Korea turned out to be a trench warfare type of thing. Vietnam was a very personalized, small unit. You got to remember small unit. Quick frequently squad and platoon battles took place. And so it was also very vicious. It was an extremely vicious war on both sides. And the students, well, the students reacted here. And I think if, and now I am dealing in something I don't really know, but I think there was also partially a problem that the kids here, the men, knew that they were getting out of going and they felt just a little guilt.

DB: Some did.

HS: That they were out of it and all of these other guys were fighting their war. And so they protested against the war. And President Nixon didn't do a whole lot to endear himself.

DB: Johnson, before Nixon, resigned.

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HS: Well, Johnson had won overwhelming when he succeeded, ran after Kennedy had been assassinated. And he ran and just swept the election and he would have been another very popular one. He just said, "No, I am not going to put up with it anymore. I can't handle." And Nixon came in. I think Nixon came right after that.

DB: Yes.

HS: Nixon was a much more arrogant. A much easier man to dislike and so I think all of that contributed to a feeling of some guilt. A feeling of anti-administration that led to demonstrations that were mass on campus. And they had to find some target and the target usually was...

DB: The establishment.

HS: The establishment, whatever that might be. They demanded certain things. They kept demanding the University to denounce the war. University to not allow recruiters on campus. That the University do this, that, and the other, which the University really couldn't do. And that caused so much of the conflict. Then transition into what Dan did in trying to get the Quad Day going was that Dan tried to personalize these individuals by bringing them together with the students who were angry and they would realize that both parties were reasonably nice people and not at all the ogres that we thought the students were and the students that we were.

DR: Ok. So they almost manifested the anger towards the war and towards government policies in the local University administration.

[Both: Absolutely.]

HS: They would pick on... First of all we had, what was that computer?

DB: Illiac.

HS: Illica. Illiac 1, 2, 3, and 4, and 5 I think. Which was a computer that people deny...

DB: The biggest computer in the world.

HS: Well, I talked to a man who was running one of the programs on the computer and it was what would happen if we were to see the clouds above China with high flying air planes, how bad a flood could we cause. I remember that was one of the....

DB: Well....

HS: Those things got out.

DB: It was supported by a defense contract.

HS: Yes and so...

DB: That was a source then of protest.

HS: Yes it was.

DB: Picketing.

HS: Them picketing ROTC. That was another source. Remember ROTC used to be required of every male student at the University of Illinois for the first two years.

DR: When did that stop? Do you know?

DB: 1965.

HS: Was it '65? I don't know I wasn't here at that time.

DB: Because I went through one year of it and then I wasn't required after that.

HS: Well, you have to understand that the difference and I don't know... I was here to look at this as a graduate school in 1954 or 1955, '55 I think it was. And I happened to arrive on the day that was ROTC day and I never saw so many uniforms in my life. It seemed like every male had on a uniform that day.

DB: Everybody did it.

HS: Because it was required for all the freshmen and sophomores. And this was a good target that they could go after and they went after that target by trying to disrupt anything. And stoning, breaking all the windows in the Armory. That was a nightly task by the group. They would meet about seven o'clock, I think. Seems to me just about dark they would meet at the Union, the students and led by three professors of Political Science and I am even going to name them Marino, Parenti, and...

DB: Gold.

HS: Gold. The three. I believe two of them are dead, I am not sure.

DB: Is that right?

HS: Yes, yes. Parenti, Marino, and Gold. And they incited students. They could ripe the students into a frenzy in almost no time. And off they would go and attack some buildings somewhere. Or make a protest somewhere. Or go to the President's home, not the Chancellor's home. They didn't know where the Chancellor lived.

DB: Two other places that were attacked were campus town.

HS: Campus town, yes.

DB: And the Illini Bell facility that is on the corner of Fourth and John.

HS: Right. Right that was the other one. Those... I don't know why. They had to move.

DB: They were both representation of imperialism.

HS: Yes and those things would happen. I can still remember six o'clock out I come to the campus and Dave was in the National Guard probably.

DB: Yes I missed a lot of this. I was off.

HS: He was off with those bayonets that threatened those students.

[laughter]

HS: And they would trash, shout, holler, and roam up and down until about eleven thirty at night, eleven, eleven thirty. And then they were through. Well, I'd get home about midnight, one o'clock, sleep until seven get up and have to be at work at eight, eight thirty. It just wore our administrators down.

DB: It was tough.

HS: And we also had conflicts within the campus on what should be done about things. If we asked any of the Engineering or Agriculture professors it would have been...

DB: Oh, shoot them.

HS: Either shoot them or tie them to wild horses and drag them off. Those were the two. If we were dealing with the people in Political Science or History or English or maybe even Government, Government and Political Science was one of the same, it was basically we should close down the University and let them talk.

DB: Concede to their demands.

HS: I tried and after all they were reasonable young people with reasonable demands. It made sense. So that was part of the conflict. And I do mean this happened. Students almost never went north of Green Street. Almost never.

DB: Unless it was to protest a campus recruiter.

HS: A recruiter like DOW Chemical.

DB: Yes.

HS: Or what..?

DB: GE.

HS: GE on campus because they were very big defense contractors. They would try and go up there but they just didn't get away with much up north. The first major problem we had was actually north of Green. That was at the Electrical Engineering Building and this is a good... the conflict, the problem we had certain procedures that we put in that if the students disrupted something we would go in and warn them. Then we would warn them a second time. And then tell them if you continue you will be arrested. The students knew this would take place. And so...

DR: Played the game.

HS: We had rules. Well they decided they were going to protest, I think it was General Electric at the Electrical Engineering Building. The recruiters were there. We talked to them about it, the students. And we said ok we are sending John Scopus, who was my dean who had this responsibility... The associate dean that had this responsibility. "He will come over and he is going to tell you that you are in violation and that you have ten minutes to disperse." And they said, "ok we'll do that." So we set it up and they went into the building and John was across the street having lunch. And John at one o'clock went over to tell them to disperse and he couldn't get in because the police had locked the building and the police were holding the students inside.

DR: Oh, no.

[laughter]

HS: Yes, yes. And we didn't know this. We were following our procedure. We had told the Chancellor and the various officers what were going to do. But the police changed policy at that period of time. That period between the time we made it. Well, John couldn't get in and the students couldn't get out. And we had arrests and then that was the first of the many trials we

held. Hearings, disciplinary hearings for groups of people who violated University procedure. And at one time, I think, I sat on the Senate committee that heard this and, jeesh, at one time, I think, we had twenty one students that we were hearing this one. And everybody wanted, well, no on the committee there was great conflict.

DR: Committee?

HS: Yes. The director, the head of the College of Law, the head of the College of Veterinary Medicine, the dean of the College of Agriculture, the dean of the College of Engineering all wanted to throw each and everyone of them out of school. The College of Education who happened to be... The dean of the College of Education happened to be my old basketball coach at Blackburn College. And he and I got along real well.

DB: Who?

HS: Marlo Slater.

DB: Oh, Marlo Slater.

HS: Yes. And the dean of the College of Communications, can't come up with his name right now...

DB: Peterson.

HS: Pardon?

DB: Peterson.

HS: Peterson, yes, Peterson. And he was a student person. Anyhow we had two students on that committee and you had to have a two thirds vote to expel anybody. And we would line up these votes and I had enough votes, never the majority, never. But I had the minority that was enough to keep from throwing these kids out of school. And I had to go out of town for a deans meeting in, I think, Ann Arbor Michigan. And they had a meeting while I was gone and the chairmen of it who was the dean of Vet Medicine proposed that the Dean of Students no longer have a vote.

[laughter]

HS: When I came back...

DB: You were disenfranchised.

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HS: I was totally wiped out and I no longer had a vote. And that time we did dismiss about five students. But it was... Look, I know they were young adults and all that but there is always room for one ugly, bad mistake.

DB: Yes. Hugh said it earlier but I never was intimidated by students either. And I didn't have the breath of experience that Hugh did. But I was never worried as young as you were straight forward and honest with folks and it didn't bother you to have disagreement it would be fine. But Student Affairs back in those days were walking a tight rope because there were lots of folks that were very, very offended and afraid of the undergraduate students.

HS: They were afraid of them and they, a lot of townspeople.

DB: Well, a matter of fact, you know the existing administrators may have been whipped up by some of the townspeople.

HS: Oh, sure because they lived in town.

DB: And political legislatures and so on were you had to be tough on the students.

DR: Ok.

HS: We had, and we had a civic hearing from the legislative committee of the state Senate. It was held on our discipline problem and what we weren't doing about them. And speakers from Springfield came and had to sit there and take it. Yes, there were violations of rules and they, I'll be honest, I may sound like I am very pro-student on that. I once called in my assistant there, Johnny Abrams, and I said, "Johnny I got this little office right next to my office. You know what I'd like to do? I'd like to put a little door between my office and that little office next to me. And when I have Ed Pinto, who was the head of the undergraduate student in here..."

DB: He was one of the revolutionaries.

HS: He was one of the revolutionaries. I said, "when I have him in here and he spouts off. I say ok, Ed why don't you go in the waiting room right next door and I'll think about it and come back. Send him in there." And I said, "Johnny in the ceiling put a dispersal ray machine so as soon as he sits down we reduce him to ashes. And then you shove him out."

[laughter]

HS: Because some of them... It sounds like I just put with it but they were exasperating is all!

DR: Yes.

DB: Yes.

HS: I've seen Ed Pinto since then and I have had breakfast with him. He came and visited me and brought his kids for me to take them around and show them the campus because he wished they would come here. This was one guy who announced that he wanted to tear the University down brick by brick. He's an attorney now making big money.

DB: A lot of these campus revolutionaries went on to be very successful. Some of them elected representatives.

HS: Well, one of them... We got a representative, a two time representative, from state of Connecticut.

DR: Really?

DB: That's right. This was a time warp. You kind of put boundaries around this bubble that we were in and the students were in. And as time went on and Vietnam closed down and Nixon got nearly impeached and people went on with their lives.

DR: Ok, well let's talk about... I don't know how much involvement you two had with the rumor center.

DB: A bit.

DR: Ok, that's good. We had... When I was talking with Dan Perrino we had a question, the first rumor center he said he was out of town and Kenn Allen put it on.

DB: Kenn Allen and Frank Nasca.

DR: Maybe, he didn't have very many memories of what lead to the necessity for them to implement it when he was gone. If you could speak about that.

DB: Ok and again this is second hand because, for me as Hugh mentions, I had a National Guard weekend and I showed up after my weekend was over with, at five o'clock because I got called in, in my fatigues. As a matter of fact, that was a real no-no on campus in those days. But they needed help. What had happened, Frank and Kenn were very good about being in touch with kind of the grape vine. Kenn was kind of a revolutionary in his own right. He was in charge of all the volunteer actives on campus, VIP.

DR: Ok.

DB: And a lot of volunteer efforts for the students. So a lot of those students that were those volunteer types were also the protestors. And, you know, there was an undercurrent going on on campus and radio stations started calling, the dean's office and Student Programs. And it was just a matter of snowball that had developed and Frank and Kenn decided to put up on the wall where the rumors were occurring.

DR: Ok.

DB: And then...

HS: Try to ascertain where they were true or not.

DB: Then what they would do was, and Willard and Mark who were in the early thing among other student workers, they would send out to the source to ascertain whether it was true or not. And then come back and they put out the answer this is untrue or what's happening and so on. So that... Because the news media was covering and the parents started calling. And the rumor center above all an answer to parents' questions.

DR: Do you remember the specific riots or protests that led to them putting the card paper, cardboard on the wall?

DB: I don't even remember the incident.

DR: Or what date it was?

DB: I don't remember the time.

DR: I think... I think it, would it be Kent State, the shootings there? The protests?

DB: I don't know.

DR: You don't know.

HS: And I did have it in here somewhere.

DR: Did you?

HS: I've got the date.

DR: Yes, you have the date.

HS: Dates, dates, dates, dates, dates, dates, dates, dates, dates, dates, dates, dates, dates.

DR: I think it was in May.

HS: Much further down here. Yes it was in March or May. February, February, here we go. Millet resigns. It was not long after that. I am actually going to guess that it took place the following year but I am not sure.

DR: Yes, you might be...

HS: Rumor center opens! Ok, it was in late May. What happened was...

DB: What year?

HS: It would have been...

DR: 1969.

HS: 1969, May of '66, not '68. It was 1969. The rumor center opened and the number was 333-0480. Steve Binds blew his hand off with a home made bomb down in one of the basements. And there had been something... The rumor center opened and that was one of the first things they had to dispel because there had been this thing about a bomb had gone off and numbers, large numbers, of students rushed to the hospital. Several police injured and I think that was it. There had been a number of fires. And let's see LSD hit the campus on the seventeenth. This was the twenty-eighth. That was when we first ran into that. For instance, this guy Harms who won the title, won the presidency of the undergraduate Student Association.

DR: Oh, ok.

HS: His name is James, Dr. James Harm and he is the chief orthopedic surgeon at...

DB: Carle Clinic.

HS: Carle Clinic.

DR: Wow.

HS: He is the...

DB: Isn't that amazing?

HS: He is the outstanding and only back surgeon at the place. I got along famously with him. He was not much of a radical but he was elected President. So we got all of these things and

then the rumor center opened and then suddenly we had these things. Levis Faculty center, you know where that is located?

DR: Yes.

HS: Well, that was a controversial thing because the faculty members that would have had trouble affording it, young, a group called themselves young faculty members opposed it because it was too expensive for them to join.

DR: I see.

HS: And, you know, you go through all these WKW, William K. Williams in his own right very much a radical. He was a former Methodist Minister and he worked directly for David Dodds Henry and he remained on campus as the first Ombudsman. And a variety of things like that. And all of it... Here we go there was a claim that SEOP, the Special Educational Opportunity Program.

DR: Yes, the Special Educational Opportunity Program.

HS: Was cut by fifty percent so that Levis could be built. And that was one of the rumors that we had to dispel.

DB: I didn't know that!

HS: Yes. Oh, all of these. This is the stuff... I went through the *DI*. I sat down with every damn *DI* from 1968 until about 1972, I think. I am not sure when I quit.

DR: I think it was kind of 1969 kind of.

HS: 1969 was, hell 1968 I wasn't too much interested in it. I was trying to get things done.

DR: You ended it about 1970.

HS: Anyhow it was the hearing officer, you know. But if ever you want to do research on that sort of thing. You go over to the *DI*. I don't know where their office is anymore.

DB: It's... now.

HS: It's not the one there on Green Street?

DB: Yes it is.

HS: It is. They are still on Green.

DB: They are on Green.

HS: Ok.

DB: It is that new building that is between Legends.

HS: Oh, oh my.

DR: Really?

HS: That's a new building. I didn't know that. I had wondered where they had gone.

DB: It's Illini Media.

HS: They make money. That is why you get the *DI* for nothing. It used to be that you have to pay for it.

DR: You had to pay for it.

HS: Now they make so much money. You go over there and they have their files. They have all of the, I think most of it is now on...

DB: Computer.

HS: Microfiche or on computer. But I went through the old, old bound copies of the *DI* in getting all of this.

DR: That's great.

HS: And you look at this and you say, "oh my god!" Well, yes. Men's residence hall snack bar damaged. That came primarily from the African American students that would go over there and just tear up the place. They were Project 500. I say they. There were about eight or ten that were really problems. One of them was the son of a Northwestern professor that got in here and he just, he just railed at me because I wouldn't give him financial aid. But his father was a professor at Northwestern and a well paid professor at Northwestern. His name was Black. Something Black. There was about... When we say they we are talking about really a handful of people that created so much of the situation and problem both for the white students who were protesting the war. Black students were not protesting the war. And it was a dichotomy.

DB: There was, you know, white students that were protesting the war. There was kind of sympathy for civil rights.

HS: Strong sympathy for civil rights.

DB: It wasn't personalized but it was a sympathy nevertheless.

DR: Ok.

DB: The other thing to think about is context. Is that that whole era involved the assassinations of Martin Luther King, Bobby Kennedy, you know. It was a very volatile period in our history.

DR: Ok, so how effective do you think the rumor center was?

HS: It was very effective.

DR: Ok, if you want to talk about that.

HS: Because the parents called. The students called. They would be in the residence hall over in Florida Avenue and they'd say, "we just heard that the police arrested fourteen people on the Quad and used night sticks and three have been hauled away." You know things like that. And the rumor center could say, "there is no record of that. Nobody has arrested on the Quad. The Quad is very quite tonight." Or if it were true then they could do that.

DB: Or, which added to our credibility. We would say, "we have not heard that. We will check it out. Call back at such and such a time." So that the caller knew we were not stone walling stuff.

HS: The students never trashed or bothered the Student Services Building.

DB: Yes, isn't that an amazing thing?

HS: They never did it. And part of it, not all of it, was due to the rumor center. They expected the rumor center was their source.

DB: Well, I think it was all of the folks in the building, the Student Services folks had greater affinity for their cause and an appreciation for what they were trying to promote, understanding.

HS: They didn't know about my ray gun, did they?

DB: No they didn't.

[laughter]

DB: They didn't know about the ash can and your orders to Johnny Abrams.

DR: Yes, I think all our documents show that the rumor center was pretty well respected.

HS: It was.

DR: Through the administration that it was a great idea.

HS: Well, Kenn Allen, he was a radical.

DB: Yes he was.

HS: He was way off of the mainstream. But positive. I mean what he was radical about he did positive things. And this rumor center was that sort of thing. Dan had brought him in.

DB: He and I were office mates. There was, on that first floor, a big conference room. And they needed office space for new folk coming in. Kenn was down at one of the end of the conference room and I was down at the other.

HS: Smith, wasn't that the girl he married? Yes.

DB: He married the, you know, this radical married the president of Pan-Hellenic Council. And they went off to Washington D.C. and Kenn...

HS: Is still there.

DR: Yes I actually just received an email from him. We are going to try to do a phone interview sometime.

DB: Good. Great. He was the executive director of The Thousand Points of Light Foundation created under George Bush the first.

HS: The kid was, and I remember, he was very popular.

DB: And he and Willard are very good friends.

DR: Ok.

DB: And they still connect well.

DR: Ok, let's move into Quad Day.

DB: Ok.

DR: So, well, first there is something we found document wise that we had a few questions about. And I actually brought up during Dan Perrino's interview, I don't remember if you remember Kathy Olesker and her new student service week. She did kind of a rap on the Quad that was similar. I think it was in 1970 what Dan Perrino was able to do in 1971. But I don't think... She had a lot of resistance and actually resigned from her position and was very distraught with the process.

DB: You know the name sounds familiar. What position did she resign from or what department was she a part of?

DR: I'll take some of this stuff out. This will help. She wanted to have like a teach in or a talk in on the Quad.

DB: Yes. Ok.

DR: I have a flier, I think from it. From one to five pm on Tuesday September 8th, 1970.

DB: Mark Heffington.

HS: Ralf Hon.

DR: This might be a little better.

DB: She's the chair of the Illini Guides program. Ok. That's... Which was predominately a housing based program. And I am just guessing that, you know, the person that Kathy seems to be a student.

DR: Oh, yes she is definitely a student.

DB: And was one of those revolutionaries if you will. This document is a really interesting one. It's got Lloyd Berry's name in here. Phil Monkan. Fascinating.

DR: It seems from her and here is her letter of resignation that she wanted an open dialogue and have a teach in on the Quad for new student week but didn't receive adequate funding. She received a lot of pressure.

DB: Road blocks.

DR: A lot of road blocks and became disillusioned and quit. So obviously it wasn't very successful. But it seems like almost a comparable prelude to what Dan Perrino was trying to accomplish and he almost accomplished it on a grander scale though.

DB: Well, I think there is another significant difference. And you know we both had to scratch our heads to remember who Kathy Olesker, Olesker was. And I only vaguely remember now. What Dan Perrino was able to do was to bring the weight of his reputation behind doing this. And it got done. So his faculty reputation, his respect reputation. All kind of got parlayed into creating an event on the Quad. That turned out to be incredible. The second thing that I think makes it different from what Kathy was doing, in fact she is just a student, and as Hugh said earlier Vice Chancellors and Deans want to say no, no, no, no, no. All along the way.

DR: That seems like what happened.

DB: And the second thing that Dan did is he didn't ask. Quad Day was well under the way. He got your permission to go ahead but he did not ask specialization. He did not ask the Union. He did not ask. He just went ahead and by the time that they had gotten involved and we talked about this in the interview over there. It was well on its way. And that is Dan. Students couldn't do that then and I don't they can do that now.

DR: Yes.

HS: One of the problems that I recall here at the University of Illinois was that almost any procedure had so many fingers in that pie, and they were major fingers, that all of them had to satisfied in terms of making any change. And that reminds me now of Kathy's letter because basically what she was complaining about were the fact that although administration, but Plants and Services you've got to clear it with them before you tromp on the Quad. Before you put anything on the Quad you have to check with the security people. The police in terms of whether or not you can do this at such and such a time and all of that. You had to check with Earl Finder at the Illini Union if you are going to produce any food on the Quad. All of these things... There were so many different ones. I can still remember my... One person told me how happy they were, and it was Muncie Doust, she told me how happy she was when I was the acting Dean of Students because I made so many decisions and didn't wait for other people to put their...

DB: Two cents in.

HS: Yes. Hell, I didn't know any better.

[laughter]

HS: I didn't know that you had to check with Paul Gobble before you did this or you had to check with Vern Kretchmer before you this could take place. We'd say, "hey that sounds like a good idea." And we did it. And she thought that was just marvelous and it would have been.

DB: Well, it was.

HS: But what I found it out: A. you can't do that. You are stepping on toes. And another thing is who gets credit for things. That is another problem. Or who takes the blame for it. That is also another problem. And the University is a complex organization. I never realized how complex it was until I got involved in it. It is. And so some of the problems with Kathy Olesker had was that. I am trying to think...

DB: It is worse now.

HS: What is the name of the fellow that is partners in the pizza brothers?

DB: Ralph and Joe Garcias.

HS: Ralph. Ralph's sister was an activist on campus. You were talking about some of the things that took place, I think I may have said this when we did the video taping. Ralph's sister was very active and she was going to... They did a lot of activities that were public but they didn't mean anything. And she was the one about going to put all of the, what would you call it? Herbicide! Herbicide on the Morrow Plots. They were going to spray the Morrow the Plots.

DB: Really?

HS: Oh, yes. They were going to spray and kill all the corn on the Morrow Plots. Because we were spraying Agent Orange in Vietnam and they were dying over there because all of their food was being destroyed by America. And Jack Peltason had a fit. He said, "I've got everybody from College of Agriculture, they are wanting to bring guns on campus. They are going to stop it. They will not allow it. Find out what they are going to do." So I went over to Kathy and god what is her last name? Anyway I went over and I said, "What is it?" She says, "We've got a fellow who is going to dress up as a jester and he is going to wear half of a jester costume and half of a pair of army fatigues." I think it was going to be a jester's shirt and army fatigues. "And he is going to dance through the Morrow Plots. And he is going to spray the Morrow Plots." And I said, "with what?" And she said, "with water." And I said, "in other words just a..." Whatever they call it.

DB: A demonstration.

HS: Demonstration.

DB: Or simulation.

HS: Simulation of that. She said, “yes, we would never do anything to the Morrow Plots!” So I went back to Jack Peltason and I said, “ignore. Pay no attention. Tell people to stay away. You don’t want a crowd other there.” And so Jack said, “you mean...” “It’s just drain water. Really. Honest that is what it is. I trust Kathy.” And anyhow I thought I’d better check. So I wondered over to the Morrow Plots. I came from the Observatory and I crept around some bushes and there was a guy out there and I hear psh, psh, psh. I look around. Well, it happened to be the associate Chancellor....

DB: Lloyd Berry.

HS: Lloyd Berry. He was hiding there. He came over there.

[laughter]

HS: And I said, “what’s that?” And all these heads pop up out in the Morrow Plots. All of them wearing orange baseball caps. That was the College of Agriculture faculty out there. And we had police presence at the Agriculture Building across the way. They were up there on the roof taking pictures and looking. See nobody trusted me. I guess they didn’t trust me because I trusted the students who said this was nothing. Oh, he had a big audience. A lot of students stopped by and they’d say, “who are those people up there on the roof?”

[laughter]

HS: “Look there is people out there.” And that is what happened. The Administration... Of course, it sounds like I am criticizing. That is part of it but often we exacerbated anything by reacting to it, which we shouldn’t have done. If we had ignored it nothing would have happened.

DB: It would have gone away probably.

HS: It’d been ,who cares? If nobody care, then nobody cares. It turned out that I had a very good time because I had lunch with the students and their guest of the day was a singer... A very, very popular singer in those days. One of them sings with this very hoarse voice, she died.

DB: Oh!

HS: Oh, god.

DB: Yes.

HS: Anyway, she was a very popular singer and she came to be there as a speaker.

DB: Is that right?

HS: Yes.

DB: So you got to meet her.

HS: I had lunch with her! John Scopus and I had lunch with her. Yes, it was... And the students. And we had a very pleasant lunch and they were just joking about what a great audience they had. So many people showed up for it and they hadn't expected that. Well, that is because we overreacted and in spite of what the Chancellor may have told them the faculty of the College of Agriculture had been there.

DB: They didn't believe it.

HS: They didn't believe it, yes.

DB: They were more protective.

HS: Which...

DB: I'll tell you...

HS: When somebody says, "I'm going to do it!" Our people were saying, "Well, we are not going to let that happen." And I am saying, "No they are not going to do it."

HS: Janice Joplin.

DR: Oh, that was who it was?

HS: No it wasn't Janice. It was the, oh, she's a mulatto. Very funny flat face.

DB: Really.

HS: Very short women. Oh, I just can't come up with her name right now. But very popular.

DB: And I thought I had it!

HS: No it was not Janice. Janice died shortly after that.

DB: Yes, I know.

HS: But we've digressed.

DR: That's ok. So how do you think Quad Day helped solve, or if it did solve, these problems?

HS: It didn't solve them but it certainly relieved a lot of the tension. It did. And during that period of time it took place in the summer. And I am not sure who did. I am going to give credit to Dan because I don't know, it was Dan and his staff who came up with ideas. We had a volleyball game between the Administration and the students. And the Chancellor..., well that was a bad one because... Does it say who it was?

DR: Yes. Right here.

HS: Yes. It was... The guy that was so much against all of this, Vice Chancellor of...

[laughter]

HS: Highly motivated Satterlee. My initials are H.M. so that came about. But Jack Briscoe, who was Vice Chancellor for Administration, and he just hated students to a fairly well degree. But he shows up with Nick....

DB Connor.

HS: Connor. Nick Connors with a one day contract as an administrator in his office so he could play volleyball against us. And we played to win. I remember we played the Undergraduate Student Association one year. Another year we played the women's volleyball team. And of course, and they've talked.

DR: Yes, Dan.

HS: About the yo-yo contests were... And they became such elaborate things because the Director of the School of Music was Jack, and Jack's a major competitor and he brought out the Marching Illini and I mean it became, I thought, a huge success. And the kids stayed around until midnight on the Quad.

DR: Yep.

HS: And were dancing and hearing music. And they had good music.

DB: What Quad Day was, was people seem to, both administrators and students, in time of great tension chill out. And they did. And provided an opportunity for both students and up tight faculty, administrators to just have some fun.

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HS: Yes, oh yes.

DB: Which reduced the tension.

HS: Well, the volleyball game was not much fun.

[laughter]

HS: Because I had come here and I had played on the Washington D.C. YMCA.

DB: See spoken like a true competitor.

HS: Volleyball team. I wanted to win. And I remember the year we bet the USGA. That was just the biggest thing in my life. I really hammered that volleyball and I really wanted to win. I was very competitive with those things. And when Jack Briscoe shows up his wringers that pissed me off. But no, the whole thing worked and if you can't do anything else or come across anything else from all of this is that we all, we tended a great deal on Dan Perrino and his staff to come up with programs and ideas. I can't emphasize enough. You know I might have had my differences with Dan always about budget time. That was always a major problem because Dan always found a use for another five thousand dollars for something. But, Dan was so prolific and I told someone once that Dan came up with ten more ideas everyday than everybody else and although nine of them would never fly, that tenth one was always a gem.

DB: I think another thing in the end result, when you are talking about what good did it do, I think Quad Day was a part of body of work.

HS: That's good.

DB: All our Student Affairs and the Dean of Students area that were able to walk the tight rope between both liberal and conservative faculty and liberal and conservative students to keep the University of Illinois open and functioning because most of the other state schools and Big Ten schools closed.

HS: Everyone of the state schools in the state of Illinois except for the University of Illinois at Urbana Champaign closed down for at least one day to a week or more because of the protests. This is the only school that did not close down. At least five of the Big Ten schools closed down. I believe that Purdue never closed. I do believe that Iowa didn't close. And I believe that Michigan State may not have closed.

DB: And closing was kind of a litmus test on how bad the situation and the acrimony was between students and staff.

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HS: Yes.

DB: And the fact that we didn't was an indication that we were always able to continue talking. That's at least this body of work that Quad Day is a part of and the rumor center and Hugh's efforts in convincing the Chancellor not to close down all came to the circumstance where we were able to continue to function. And nobody really got hurt.

HS: I have coffee with a faculty member from the College of Engineering frequently and he bristles still to this day. He just bristles. The day he walked into his classroom over at Engineering Hall and somebody had written up on the blackboard no class today. He stormed and he went out to the hallway and yelled at students, "you better get in here because I will hold classes." It was a matter of pride. It turned out for particularly the more conservative faculty element that this was, this was going to be closed it was a signal that we had blown it. We had lost it.

DB: We had failed.

HS: It was a total failure and we came close. Oh, god we were close. We were close and we went out, Jack Peltason and I, went out to meet with the General from the National Guard and the Major from the State Police and halfway out there when Jack saw what was going on... I mean kids were having a great time. This had been the day that the radical element had declared no classes.

DR: Do you know what month or year this would have been?

HS: It would have been in May, it was in May. It was the same time that there was a confrontation at the Illini Union trying to stop the...

DB: Garbage trucks.

HS: Garbage truck and trying to tear down the flag in front of the fire department. That day was hell.

DR: Oh, is this the nation wide...

HS: It was a nation thing.

DB: It may have been that and you've got to have something in your records...

DR: Kent State?

DB: That the police were trying to confront the crowd by having this garbage truck slowly move ahead. And assuming that the students would get out of the way and the garbage truck driver flinched first. He stopped.

HS: Yes he did.

DB: So the police had to come in and clear the way. So it was a tense time.

HS: That was about the very same time that we went down there. Jack had picked me up off campus so that we wouldn't be seen and we headed down First Street towards the Assembly Hall where the meeting took place. And Jack said, "what's going on out there?" And I said, "softball, tennis, necking, reading, sleeping." He said, "they are just lazy! They don't want to be in class." I said, "they are just taking advantage of this national no class day." Or whatever it was. And he said, "well we are not closing." We walked in and he said, "gentlemen I am glad you are here but we are not closing." And that was it.

DR: Do you remember the year? Nothing? That's ok.

HS: I am going to guess about, well it was either 1971 or 1972. I imagine 1971 because....

DB: No it was 1971. By 1972 things had really...

DR: Calmed down.

HS: Probably 1971.

DB: Yes.

HS: Give another people of credit that people don't, Jack Peltason.

DB: You know it might have been Cambodia. That excursion.

HS: Could have been.

DR: Yes.

HS: Jack Peltason held this place together. Dan Perrino provided some of the glue, a lot of the glue. If I were to give credit to two people that I believed had the most to do in keeping this University functioning, even if it didn't function well, but it was still going. Jack Peltason was one and Dan was the other.

DB: And I would add a third, Hugh Satterlee.

HS: Oh.

DB: I really would Hugh. Don't minimize your contribution.

HS: I remember telling my wife, "well if we close down I can get some sleep." And she said, "well let's hope it doesn't happen that way." And I said, "I just got to look at it from the bright side."

[laughter]

DB: Forever the optimist.

HS: Yes, and do understand that I am glad that you are doing and I am glad that Dan instigated this because too many people are going to forget the things that he did. He started La Casa. It was Dan that started Dan La Casa.

DR: Yes he talked about that when I was there.

HS: It was Dan that really was behind the African American cultural center. He got most of it. The Black Chorus. Dan walked between the two antagonists on this campus, the administration and the more conservative faculty and the wild ones. He walked right through them and went through untouched because he was the only man that the students trusted. The only administrator. I've said that before and I'll say it time and again. They trusted Dan. If Dan said that on Tuesday the sky is going to fall. The students would have gotten undercover immediately because Dan knew. I don't mean that he was inside. He was not. He was mistrusted by the more conservative elements in the campus, the police force because Dan would warn somebody they were going to have problems. The police are going to be out, don't do this. But he did. He walked right down there and if I could get Dan behind whatever it was that I was proposing I knew that I could probably get it done. And he gives me so much credit but credit goes to him. They trusted him. One of these days I'll tell you about the day that Dan resigned but I won't do that on tape.

[laughter]

DB: I think I am glad that you are doing this to Dan because I've been a little concerned of late that some of the history of this period or the history of the University gets reinvented from more of an academic perspective. There is an awful lot that went on at the University and it is impactful to the lives of the students that are here that occurs outside of the classroom or the laboratory. That we, as administrators, faculty, or Student Affairs folks are engaged in the lives of young people when they are evolving and developing into whom they are going to be. And that our influence during that time ultimately may have as profound an effect on what happens in

society as a new research discovery does. We've talked about Ed Pinto being a lawyer and Bruce Morrison being a legislator. One was an accounting major and the other was a chemistry major. I will guarantee you if you ask them that they were more involved by Hugh Satterlee and Dan Perrino ...

HS: Dan Perrino.

DB: Than they were by any chemistry professor or accounting professor that they had. And both are outstanding schools and I don't want to denigrate the academic. I just want to emphasize that the University of Illinois was a broader experience than just what happened in the classroom.

DR: Ok, well I think that's all the questions I had. You guys did a great job. If you have any final comments anything?

HS: No, I wish you well on this.

DB: Just pay mind.

[laughter]

DR: Yes that is what it sounded like but it doesn't hurt to ask.

HS: No. I wish you well. I think you... Is this a master's, PhD thesis, or what?

DR: Oh, no. I am a junior.

HS: You are a Junior? Well, I am going to tell you that if you took... I don't believe anybody has actually written for publication about what took place. They've written about the Project 500.

DR: Yes.

HS: At least two or maybe three people have gotten a PhD out of that. I don't know that anybody did the other. But it was a time that cannot be documented.

DB: And this is one way to document it.

HS: This is why history, oral history has a place simply because it doesn't stand up under the scrutiny of a scholar but it stands up under the scrutiny of psychologist maybe because each one of his, Dave and I, will have different perspectives. That is because of where we were and our backgrounds.

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DB: Education.

HS: I would never have been as tolerant of things if I hadn't had the experience of dealing so much with the Talent Search program in Washington D.C. Where I dealt with, I mean, I went through Watts. I went through the Cleveland place where they had all the problems. I was down in Mississippi and all of these places dealing with people who were dealing with a segment of society that had been totally ignored. Totally ignored. And they were in revolt and yet we didn't... Sure when Martin Luther King died we had some damage. We had some damage. We had some deaths. We had some riots but by golly if you think about it with all the problems that we've created in that period of time, the country survived them very well. Really didn't make huge enormous changes. But it changed now. Thank heavens we have a President that at least manifests some of that and I am pleased to see his popularity keeps steady.

DB: And how.

HS: Thank you Dan. Thank you for having us.

DR: No problem.