

University of Illinois Archives
Tape 67-01
Fred Turner (Class of 1922)
Dean of Students 1931-1968
July 25, 1967

Jennifer Johnson: I'm talking with Dr. Fred Turner the Dean of Students, head of Centennial. We're at the University of Illinois and we're going to discuss some of the facts of the history of the University, some of which, with which the Dr. Turner is specially interested. I would like to start as you suggested with discussion of Dean Clark and how you first met him and what you thought of the man when you first met him.

Fred Turner: First time I ever met Dean Clark was in his office. I came up to the campus from Tuscola, which was my home town in the summer of 1918 and went to his office in the administration building to get some information from him about where does one employ for a job because I was going to have to do some work. I might say incidentally that on that first visit I had been on the campus before on 2 or 3 occasions, but not on any official visit, but I got off the Illinois Central Train at the station and at that time the station was at street level, and the street car then left the Illinois Central Station and came to Illinois Field and South to, to the administration building on Wright Street. Except that there was a streetcar strike going on and I didn't know this and cars weren't running so I waited a long time and no streetcar came so I asked how to get to the campus and they told me to go down University Avenue looking for to the baseball field and turn South, and I'd come to it and that's where I got to the campus, and I went to Dean Clark's office in the administration building. This must have been in the month of July and had not trouble at all in seeing him, he was small, rather dapper man, in a big office seemed to me with a big desk, in the administration building, and he was quite friendly although not overly so, he wasn't effusive he was just a pleasant interesting individual to talk to. And he asked me what I wanted and I told him, he gave me the answer to what to do and that was about all there was to it. I left with the impression that he was interested in what my problem was and that he solved it or told me what to do and gave me a good quick answer to it and moved me along and saw someone else. As I thought, think about, or thought about it at the time, as I recall this, it seemed I was in and out of the place very quickly and it didn't take long to get the thing handled. And this, this was typical of the man, he could get the work done and be through with it and that was that.

JJ: Well, what kind of contact did you have with him later then?

FT: Well, I didn't, I didn't really have much of any contact with him until I began to work for him. Which was, this was in July of 1918 and I was just out of High School. Now this was in the time of World War I, if you'll, you wouldn't remember this, but if you counted back on your fingers why you'll figure that out. And all, all enlistments had been stopped in 1916 and all, all then or all boys 16 years of age or more were registered for the draft. And all, all people were taken into the various services, that was the army,

the army and the navy, and the marine core were taken in by selective service and by a lottery system. And they were taking very few 16 year olds, they were taking 18 year olds and not the 16s. And then, in, in August of 1918 came the announcement from the war department that they would in the fall have the students army training core which was a, well this was something like the STP of the second World War, but a little more primitive. And, people who were freshman coming into the University could enlist in the service and enter as privates in the army. And be, be actually on enlistment of \$30 a month, but going to school too. And this was the way I entered and, oh there were some 1500, 2000 of us in this service, we were in uniform, we drilled, lived a military life and then went to classes from ten o'clock until 5, then had some free time for study at night. But this was all in relationship with Army people and only the only faculty people you had any reason to see was just the people in your classes. Your relations, administrative they were all the Army officers and that's kind of that I had. And I did have, I had an older brother when, later graduated here too, and he, he tried very hard to enlist in everything that he could, but he was too skinny, he couldn't, he couldn't get in because he was too skinny. And he, he wasn't even in the SATC. And he had started to work in Dean Clark's office because he was a very good, he turned out to be an architect and is an architect today. And he was doing lettering work in Dean Clark's office and through him I, I got a job, which began in December of 1918. Now the SATC ended with the end of the Armistice, we were on the quarter system then. That's the one year the University was ever on the quarter system, was in the war year 1918 and 19. The war ended on November 11th and the men who were in the SATC then were mustered out just before Christmas, we were paid off and told to go home. Well, I went home for Christmas and then came back then right after Christmas between Christmas and New Year and began working as a clerk in Dean Clark's office. So that's the way I started just as a clerk in the office at 10 cents an hour, which was the minimum wage for a beginner and the highest priced man in the office happened to be Anthony James Janata, who later became the University's, came back to the University and was Secretary of the Board for many years, was just retired, but he was the chief clerk in the office and I was the most lowly clerk in the office, that beginning December of 1918. Then I worked for Dean Clark throughout my undergraduate career.

JJ: Well, what is associations did you have when you actually began working in the office with him, did you () your impression and say he was efficient and carried through as you worked with him?

FT: Oh yes. He had quite an interesting policy in that he hired, he had one, he had one girl working for him as a secretary, and all the rest of his office help were student, all students except the full-time assistants, who he didn't have, he had just one assistant, that was in the first year I was here, was Ray Warnock, who left to go to Penn State as Dean, and never did come back. Although Dean Clark did expected him to come back, and then later he had, had another man, a man named Horace Garman. Well, I worked just as an ordinary clerk in the office and this was clerical work, bookkeeping, and record keeping of various kinds, student attendance records, and all, all types of records that were kept in the dean's office. I saw very little of him in the first 2 years because I, I

dealt with the chief clerks who were 3 or 4 older men that were the chief clerks and they dealt with Dean Clark, and I dealt with chief clerks. Well, then at the end of 2 years I became the chief clerk in the office. And when I became the chief clerk then I saw a great deal of Dean Clark, and, and saw him regularly until I graduated in 1918, or 1922 rather. I came in, in 1918, graduated in 1922. And then of course I stayed with him after that. There's a story connected with that, that I don't know whether you want me to bother with or not, but I'll tell it to you.

JJ: Okay

FT: I graduated as a pre-med student and had expected to go to medical school in the fall of, of 1922. But in the summer of 1922, Dean Clark had invited Arthur Ray Warnock, who had been his assistant and who had gone to Pennsylvania State College, and was at that time was dean, he invited Ray to come back and be the, the associate dean, and Dean Clark had in mind that he was going to begin to turn some things over to Ray and ease off some on his own work. Well, at the last minute, Mr. Warnock didn't come back. He notified the Dean that Penn State had made such an offer to him that he, he didn't feel that he could turn it down, so he was going to stay at Penn State. So Dean Clark asked me in August, he said, You, would you want to postpone going to medical school for a year at least and help me out in this emergency because I don't have anyone I want to put in as an assistant to take the place of Ray that was going to take? Would you stay a one extra year and do this work? And I () over some and agreed I would do it, and long, some time in later, latter part of the fall, well he called me said, Now, if you, if you're interested in doing this, changing your whole plan, why I'd be glad to have you stay with me and be an assistant dean and, and I would hope you would maybe be prepared to take over the work when I'm through with it as Dean of Men. Well I, I thought that was a pretty good idea, and he did put one, one hooker on it though, the hooker being, that you must do your graduate work, and I'd like you to finish up your doctorate degree before, before I retire, which will be 1931. That was the year Dean Clark was scheduled to retire. So I stayed with him as an assistant dean and worked for him for a master's degree in 1926, and then got my doctorate in 31, he retired in 31, and I succeeded him as being a man of 31. But I hadn't had a chance to know him very well. I think the, there great many folktales about Dean Clark that are largely fairy stories. I don't know how many men have told me that Dean Clark called him in and told them that, The 6:15 leaves at 6:15 and you better be on it. And he never, I never did hear him say that to anybody in his whole life, this is just one of those stories and they grow as time goes on, there have been many stories that he couldn't have known all things that he knew about students, and students lives, and students activities if you didn't have some spies around to report to him, and this is, this is pure (), he did was keep his eyes open and listen carefully and he, I think the best example of that I ever saw was, was the president of a fraternity coming in and, and telling the Dean the activities of a couple of freshman the night before in detail and then asking the Dean to get these 2 freshman in and read them the riot act and then send them on their way, which he did, and I'm quite sure those freshman simply could not have concluded anything except that this man couldn't have known all of this unless he had some spies. Well, the only spy was the

president of their own house who came in to tell the dean all about it and then he, he, the President of the house didn't have any further trouble with these 2 boys. But he was a very sharp man, intellectually, he, he acted in many things, Dean Clark was a clever man. He wrote, wrote an awfully lot, wrote and sold, he sold the *Atlantic*, and he sold the *American* magazine, which was then being published, and wrote several books which had () sale. And he, he was a sharp investor for a man started, he started with nothing and when he, in, oh the last 10 years of his life he was a very sharp investor he made, made quite a little money and left a sizeable estate for a man who never had made very much money at any time in his life. But his relations with students I think even today you could talk to the older students, you'll find just, just two classes of responses in regard to Dean Clark. Either people thought a great deal of him, or else they didn't like him. And the ones who didn't like him were cheaply people who didn't like him because they had done something that gave them the reason to like him. And as a chief disciplinary officer, which he was, he had the unpleasant job of getting out the notices about them. Now incidentally, you might add right there, that part of the system at that time was that Dean Clark, as Dean of Men served as secretary of the Council of Administration. Now I don't know whether you ever heard of the Council of Administration, but

JJ: That's a long time ago, I don't know--

FT: Oh yes, well the Dean of the Council of Administration exists today, but isn't exist in the same form that it did in his day. The Council of Administration was made up of the President of the University and the dean's of all of the colleges and the Dean of Men and the Dean of Women, and the Registrar. And the Dean was the secretary of it, he run the clerk, he didn't keep the records, but any notices that went out from the Council of Administration went over his name, in other words, all the committees we think of today as the University Senate and these with the exception of maybe 3 or 4, but most of the committees that we know today, basically the Committee on Discipline being one, were committees of the Council of Administration. And these committees reported their finance to the Council which met every Tuesday afternoon, up on the 3rd of the, the Administration Building. And they acted on them and then the week court done. Then the notices of whatever the council had done went out over Dean Clark's name, this even included all drops and probations, as a student who was dropped from college at the end of the semester all the drop notices, and all the probation notices () all this went out over his name. So that the student who, who had difficulties of any kind, and if they had good things too he got his word on it over the signature of Dean Clark, and this is why I think a great many people laid on his doorstep many things that he was not really responsible for but as secretary of the Council he had the fiscal job of giving their official notices on it. But he was a very kind man, too kind really, he was soft as far as money, and I mentioned he was sharp financially, but at the same time he gave away as much as he made. I don't, I don't really know how much money the Dean actually did give to students just out of his own pocket. He had some loan funds, but he often needed money and right now to the help students and he'd take it out of his pocket and give it to him, if he got it back why that was fine and if he didn't, he didn't pursue it at all. On the

other hand, it always annoyed if, if he loaned money to a student and the student didn't repay him. This was a check against that man. He didn't forget these things, but I think generally his experience was pretty good on that too. He, he did everything he could to, to know students, to get acquainted with them. You hear stories today about his fabulous memory on names, well people, people forget the fact that he, he always had an introduction slip. It was brought into him if someone came into the office, he was intercepted at the door and a slip was brought in saying who he was. And the numbers weren't as great as they are now, but the Dean studies records and he had methods of his own, of memory tricks. You're Mrs. Johnson, well now he remembered you because you have a fever, is that sort of thing. Oh yes, you're the person who had, a the fever who interviewed me on such and such a day. Well, this is the sort of thing, and he, he made relations with where they were from and who their people were and who their relatives were and friends they might have in common, any trick that he could use as a memory trick, he used. And he didn't have a fabulous ability to remember names, he could, he'd meet people on the streets and call them by name and shock them right out of their shoes, because he could call them by name after a very short contact with them. And this was part, part of his business. But he had ways of knowing people too, Dean Clark was largely responsible for, for getting a University hospital of any kind and as soon as he got the thing into operation then it daily, he made the rounds and visited everyone in the hospital, and even after we got McKinley hospital, and it's a larger place, he still regularly visited the hospital. He'd go in visit around with people in there and of course () sick appreciates a call of that kind as much as anyone does. He for years, was always present if a student had to have an operation at the hospital. He'd go over and stand by the doctors until it was done and then call your folks and tell him that he'd been there, and this was what the condition was. These were personal tricks, you may call them, I might, I use word tricks, but I use it advisedly, these were gimmicks, to get to know people and to have contacts with them. And certainly, certainly he used every one that, that you can think of. I, I've had lots of contact through the years with student personnel who worked on a national basis, and actually, although you think there are a great many new things that are going on and we read about the new things that are going on but I have yet to, to read of anything that comes up with something new, which he didn't try it sometime along the line. For example, tests, in our education didn't, didn't really show up until Dr. Scott of North, or Northwestern and Dr. Clossy later at Pittsburgh, were, they brought out test for the Army in World War I. But as early as 1912 there's a record of Dean Clark flirting with some of the psychologists on some testing of students, would this be of any value? 19, or right around 1910 or 11 he established the first Foreign Students Office. In 1912, he had an orientation program, () program going. Things of this kind, he, he had great, he understood in experimenting with them. I'm been amused in the past week, you've seen the word, perhaps, the Swedish word om... ., ombus... ., ombus, I can't even pronounce it. Ombudsmen, it was used, I think Emilitt used it in a, a piece in the *Illini* last week. It's a, a term from the Scandinavian, it cropped up in the last issue of one of the personnel journals in an article that was written by a researcher, who said, Perhaps what we need in today higher education is an ombudsmen, which is a Scandinavian term for someone to whom student's can go with their, people can go with their problems. Well, it went on

to describe, in some terms, in this personnel journal, what the functions of this man were. Well, if you'll get out the charge which, which Dean Clark had from Dra-, from President Draper, the time he established the office, the same stuff. He was, it'll be 66 years ago now that he was actually starting the office. And the terms are just the same as this new term that has suddenly been written up in the personnel journals, and what, what this person's supposed to do, is exactly what, what President Draper and Dean Clark agreed he could do, when he started to work as Dean of Men many years ago.

JJ: Do you think that he used these innovations to create a, oh what you would call a really new roll in the University life, I mean, was there something like this at other schools that he was--?

FT: No, no, he wasn't copying, because he was the first man to have this title, and just to show how little this thing developed in early years, the first meeting of any, any group of beings was held after Christmas in 1919 was () put in man from the German, Dean Clark was for the English Department, and he taught freshman rhetoric and some English courses, and he, he came from that. Then there was a professor of German up at Wisconsin named, Scott Goodenheight, they happened to be good friends and Scott Goodenheight had been made Dean of Men up at Wisconsin and the Christmas vacation after, it was right after Christmas of 1919, they had agreed they'd have a meeting up at Madison if they could find any other deans in this part of the country or any place and get together to talk about the mutual problem which they might have was that the return of veterans, and men coming, this was the year after the end of the war. Well, he got together, they got 8 men lined up to come to the meeting. Well, Dean Clark didn't get go because he got the influenza just before it and didn't get to go, but they had the meeting anyway and I have the minutes of that first meeting which I got from Dean Goodenheight. There were just, just 7 men, two of them, well three of them were Dean's of Men. There was Goodenheight and then there was man named Reed from Cedar Falls, Iowa, and there was a professor, somebody or other from Michigan, a professor from Saraquoise, and a couple other men, who the other, well anyway there were only 7 of them, but they had the first meeting, that was in 1919, that's all that they could find. And then the following year they met here at Urbana, at Dean Clark's office and I was student at the time and ran here in from, this would have been 1920. In the winter of 1920, and there 11 of them came. And the next year they met at, at the University of Kentucky, that would be 1921, and I think there were 13 or 14. But, by, oh by 1920, or by 1928, I went to a meeting 1924, was the first meeting I ever went to with him, that was up at the University of Michigan and there were about 30 there, and then Colorado in 1928, and they were meeting and there about 70 then. This covered the entire country, so he, he was the innovator on this, he, he started the idea, and he, he liked to experiment. He liked to try things out and see would they work and if they would, why that's fine, if they didn't work then why get rid of them. Well, he certainly did have many fine ideas about how to help students and had to move things along with them.

JJ: Did he work specifically with any other people on campus in order to discipline the students and to work with him and with the problems?

FT: Oh yes, yes he had, he had a Committee on Discipline made of deans and department heads and very strong, well it was usually the same committee through the years. One I remember some of these people who served long time, George Goodenough, was one, he was a professor of Electrical Engineering, () professor. And he was, George Goodenough was also the, our representative in the Big Ten. There was man named Barton, Dr. Barton was a professor of Greek and Latin, very distinguished man. Fred Rankin, was Associate Dean of the College of Agriculture. Men of this caliber made up his Committee on Discipline, and it's, and there were separate committees for men and women. The women had a committee on this (), they all, all they could do was to make recommendations to the counselor of the administration and the counselor of administration took the final actions that. That I, I would say, I've heard Dean Clark say that the best friends that he had in the students were those that he dealt with in matters of discipline and he, he had more Christmas cards from students who had been involved in discipline than he had from any other group.

JJ: Well, I understand there was sort of informal liaison between him and George Huff, that is informally they earned the respect of the students and worked together in some capacity?

FT: Well, this, this again is difficult, I think to think about in today's, today's educational world. The first, the first convocation that I ever attended on a campus here was right after we'd been inducted into the military service, and then we met in the auditorium. These privates in the Army and also the students at the same, we met in the auditorium, and who was there? There was President Kinley, President James was still President of the University, but he was in Washington and Dr. Kinley Vice President and he was there. On the platform was the colonel who was in charge of the army, Dr. Kinley, George Huff, Dean Clark, those were the 4 people on the stage. When the big flu epidemic broke out here on the campus in, during that fall, I, I had it, and was, and had been moved out of the Army where most of us were living. I'd been moved into one of the fraternity houses and being missing from the roll, Dr. Beard came to the room that I was in and who was with him? George Huff. They were out checking on people, and I lived only at Tuscola, so immediately they said, Well, we'll just arrange to send you home, you don't live far away, we'll send you home. And Dean Clark someplace was in the neighborhood, the 3 of them were out, Dr. Beard, and who was the director of the Health Service then, and George Huff, and Dean Clark, were the people who were working on this. In other words, he was, was Director of Athletics, but at the same time he was a personnel officer too, but more than that, these men, were the University of Illinois they were all faculty members in their own rights. Dr. Beard was a professor of Physiology, and Mr. Huff well he was Director of Athletics also did some teaching too. And these were highly respected men, this, this I think is part of their greatness. They,

they were part of the backbone of the institution. But they'd all derived from academic interests rather than for personnel ().

JJ: They just ended up in that area?

FT: That's right.

JJ: What did, how was did Dean Clark react to the type of student that typically came to the university and the type of faculty that with which he dealt? Did he feel that they were of high caliber, did he have any remarks about them?

FT: Well, this, this is not so easy to recall much about, I think, I think they were taken for granted. The students who came to the University as I was an undergraduate students, student, were not the same students you think of today because everybody goes today. And it was the exception that went from the small town at least, the numbers weren't so great and it was pretty generally agreed that the students who got to go were grateful for the opportunity and, and had the feeling that they better do just about as well as they can because they had this opportunity. I, I think about when you talk about the faculty of the day, that they, it was a different faculty then, then the faculties we knew of (). It was smaller of course, but the thing about it was that many of them had been here a long, long time. They were distinguished men and they never had any thought of leaving they were staying here, this was, this was where they were doing their work and they did stay. They came early and they stayed until they were through, they stayed until they retired. This goes back to even the President Draper, who the man who hired Dean Clark. President Draper, I think if you read the Horner book there's a little story in there, you know the Horner book on President Draper and Jack Horner who later was Assistant Commissioner of Education of the state of New York. He was a secretary, and, in President Draper's office when he was here, and he worked Dean Clark too at one time. But, Horner said one of the great things that Draper did while he was at the University of Illinois from 1894 to 1904 as President was to hire a nucleus of young men who stayed and who became outstanding men first vocally, and then nationally and then even internationally, and who were the backbone of the faculty for this place for oh better than 3 decades. The last them leaving, the most of them came in the 1890s and the last of them didn't retire until the 1930s. Well, this, this was the kind of a faculty that you had then, it wasn't, a faculty that moved around a great deal, once and a while a new one would come along, but there were great grief when one of them left. For example, when Stuart Pratt Sherman left us here to go become the, the Literary Editor of the *New York Herald Tribune*, why there was much grief about it and everybody felt very badly of course they should he was a great man, but most, most of the strong men of the faculty came and they stayed. And there wasn't this mobility that you see today, people coming and going all the time, it was a different, it was a different of a market then, entirely. They, the dean I think was an administrative officer and he was certainly, and he was just as much a member of the faculty as Dean Clark. He started all the courses in Rhetoric, he started most of his courses in Journalism along with Frank Scott. The two of them were responsible for it. He, he and Frank Scott both ruled it in the area and published in

the area of student English, and they were respective faculty men as well as administrators. But the, I think there were faculty people that'll-- Chiefly because he would defend students against them. If a, if a faculty man came and told the dean so and so cheated, why, the dean would practically say, All right prove it to me before I do anything, prove this to me.

JJ: Always thought he was the midpoint?

FT: That's right, he, he was a strong enough man that he kept the respectable sides I think when he did it.

JJ: Now you were talking about President Kinley, and I know you didn't see too much of President James, but can you compare them in anyway, specifically talking about the characteristics of Kinley and when he became President at the University, how the University changed under his guidance?

FT: Well, between what I knew of him and what I read of him, I can, I can piece a little together on that. I never did really know President James although he was still the president when I came, and I saw him on several occasions before he left, and Dr. Kinley became the president. Mr. James, as you know, came here from Northwestern, he was a professor of Political Science and he followed President Draper. And Draper's great, great field had been administration, it had, it had been Draper who really put together the administration under, under Draper this place became a University, up to that time. See, the first, the first president went () he went through the difficult days of getting started, and he was followed by Peabody, who was a fine engineer and a poor president, although he accomplished some fine things, but when, when, when Peabody retired in 1891, and went to Philadelphia to work for the world exposition there, Peabody left us with about as good of an engineering college as there was in the, in the country, and some, at least in certainly in the Midwest he led our agriculture rundown pretty badly, and he'd let Liberal Arts rundown pretty badly. But he left a good engineering college, and then Burrill, because Burrill, that's TJ Burrill, Burrill Avenue and all that, Burrill became the acting President for three years from 91-94. Well he, Burrill, they tried very hard to get to be the President, I'm told, but he wouldn't do it. He barely wanted to be a professor, and the holding man until they could get someone else. But Burrill changed a good many things, for example, under, under Gregory and under Peabody students were forbidden at fraternities, sororities and organizations of that character, the minute, the minute Peabody left, Burrill went right to the Board of Trustees and said, Let's change this, let's let fraternities and sororities come. Let's welcome them here Amen! And let's other student organizations and activities begin to, to be part of the University because we think, I think better student body and a happier student body if we do. And Burrill, Burrill also began to strengthen the Liberal Arts college because he was a Liberal Arts man, and get it back into little better shape. Then when Draper came, Draper had come from the city schools of Cleveland where he'd been Superintendent and very successful. And Draper took this institution as a going place and he added, or course he added the college's of medicine and dentistry, and

pharmacy and library science and the graduate school and the law school all came into being under Draper. Now Draper was really a businessman. He, maybe he wasn't much of an educator, but he was a good administrator, and he left the place so well organized that I am told that, that are business principles that were put in by Draper when he was a President here, that are still just as firm and as, as solid today and are still being used, they, maybe the details have been changed, but the principles stand just as Draper put them in. Well then he was followed by James, and James whereas Draper had been the administrator, James was a scholar, he'd, he had a fine reputation as President of Northwestern. And taking this solid foundation of organization that Draper had built and the putting James in as the next President was really pretty happy arrangement because Dra. . . , errr, James came in with a pre-setup organization that was set to go for the time that he was, where he didn't have to change hardly anything administratively. Instead he worked on, on building the courses, building the curriculum, adding to the faculty, and of course you have the World War blow up in his face, and that, that was a pretty upsetting thing. But James was a scholar, whereas, Draper the administrator, and I think if, if you would have to make a contrast then to move onto the Kinley regime, you would say that Kinley came near to combing the two, then either Draper or, or James did, because Kin. . . , Kinley was a good administrator, he ran an awful tight ship, many people felt he was, he was pretty much inclined to run the whole himself, although I, I think it was just his Scotch way of doing things.

JJ: I was just going to say it was it didn't have anything to do with his staff--?

FT: He, he was a Scotsman, and he was a, a, a, highly respected professor of Economics, this is, this is one thing that had come in the James administration, Draper and James too was a Department of Economics that went without appearing in the country for many years because there was Kinley and a whole series of men, that they had brought in, had got to be the great men of the, of the field and we got graduate students from all over the world who came to study under them. But, Kinley ran the tight ship too, but in his own way. And I, I would say this for, for Kinley and, and James trying to compare them. James was the rather retiring individual, who one, about the one, the thing that he would do that was particularly retiring, he'd love to ride horses, he'd ride around the campus on, on a handsome horse that he owned. But, this was about as much as showing of as he ever did of any kind, but he was a most dignified and, and scholarly individual, and, and gave a good impression as a President. And Kinley was the same way, Kinley was little more of a showman, although he didn't mean to be. He, he, he, Kinley, Kinley had one ability that I think no other President before him or since him had had, he certainly had the confidence of the people of the state of Illinois. And he never did lose it. He, he got from legislator a plan, a 10 year building plan, all these Georgian buildings on this south, the library, the first () of the library, the, the new Ag building, the new, the new Commerce building, the hospital, the, the first unit of the big the Natural Resources building. All these Georgian buildings that were done by Charles Platt were part of this 10 year plan, that President Kinley got the legislature to agree to. He, he went to them with a plan and said, If you will put so many dollars, and I can't quote you on that, it seems to me, it was 2 million dollars and a half,

he'll put 2 million dollars and a half and buy any of them, end of the University's building program for the next 10 years, we'll get by on this, and will build the buildings we need. And he did it, and the state, agreed to it. Well, although they claimed they couldn't they, they did, and he, he got this program of these Georgian buildings out here.

JJ: In your view, what characteristics do you think he had that made him able to sell this to the legislature do you think?

FT: Well, I think it was just his, he was a man of strong character, and forceful demeanor, and he, he inspired confidence in these people, people just naturally felt conf., that they had confidence in him. They, some people have these things and some people don't, and Kinley had it. He was, he was a cold man, and he wanted to be a warm man. He was not a, he was not a very friendly man. Again, I think this was the Scotch part of him. I, I didn't talk to his daughter, Janet, who come out to campus every once in a while and then she agreed that this was true, that, that he wanted warmth and he wanted, wanted friendships, but it just wasn't his nature to be that way, and yet people did have confidence in him.

JJ: Well did he, did he have a close contact with the faculty? Now I understand James, made a point of keeping in touch with the faculty, do you think that, Kinley had this term?

FT: Yes, some people have said that he didn't, but he did, he saw a great many factor of people all the time. He was, he wasn't as tactful with them as James was. James was a most tactful individual. He was a soft voice, easy, rather easy going individual, whereas Kinley was the, the outspoken, critical man, who if you didn't like this, he said so and he told, and why did you do this and why did you do it his way? I supposed actually that Dr. Kinley leaned more on Dean Clark and a man named, Arthur Hill Daniels, who is the Dean of the Graduate School, and later was acting President for one year after Mr. (). He leaned more on those two men for advice than any other 2 people around here. And yet, he kept, he kept them at a distance that, and, and didn't, he didn't show them the same type of respect that he often showed to the Dean of some colleges. This, this was just way that was all.

JJ: Did, how did he feel about the student population at the time? Did he, have a relationship with the Dean of Men about the, the discipline that was required for the students, in other words, was he a strict disciplinarian for the students?

FT: He didn't really pay very much attention to it. He left this to the Committee on Disciplines, Committees on Discipline and then deans of the colleges and, the Dean of Men and the Dean of Women. And his greater interest was the actual operation of the place and it's progress, and finding the new administrators and the faculty people, because they had to be replaced. The building program, because see this was a period of growth, the University was growing after World War I, in fact, at the end, well in the year 1918 and 19 there were about 4500 people here, which was unprecedented crowd,

this was the most they had ever had. And by the time Dr. Kinley retired in 1931, 1930, yeah 1930 was when he retired, we were up over 10,000, and that was, that was quite a period of growth, a lot of growth there. I, I think really that, in their own ways these men were all great men, they were different, and they didn't want them to be different. I don't think you'd want it any other way.

JJ: Well, you've got to have complimentary characteristics. Now, just about this time there was the establishment of a lot of traditions and, excuse me, I'd like to go over some of these, traditions that were established at that time, now you said Mother's Day was a little earlier perhaps, but Dad's Day, Homecoming, Founder's Day, can you comment on these and--?

FT: Well, Home, Homecoming was started in 1910, that was before I came of course, it was under way, although, the first year I was here they didn't have any Homecoming, this was the war year. In fact, they played, they played the game that was supposed be the Homecoming game with no one present, because the flu epidemic was in process and they played it with locked gates. The game was played on Illinois Field without anyone there. I, I watched it through the gates. I had, had the flu and was over, and I went over and looked through the holes in the fence and watched the game played, but there wasn't in the stands at all. But Homecoming was started in 1910 and this of course was new year. And Dad's Day started in 1920 and Mother's Day in 1921. I was a student at the time both of those started. Of course, Dad's Day, now again Dean Clark gets the credit for, for Dad's Day, having established it, and he never took that credit. He gave it to Alpha Delta Phi fraternity, because the Alpha Delts, about, about 1911 or 12 began inviting their dads to the campus and they invited Dean Clark to come and be their speaker at their Dad's Day, they called it their Dad's Day () which, which he did as long as he was active, he went there and made their speech. Well, then, in, in 1920, he said to Dr. Kinley, Well the Alpha Delts have done this successfully, that's, that's, let's try setting it up as a University affair, and let's have a University Dad's Day. I was a student at the time, and remember very well indeed, because I had my father here and the main event was on Saturday morning which was a military review, we paraded, we paraded the Student Brigade down Green Street, for the dad's to see it, and had meeting there and so on. But that was the start of Dad's Day. Now Mother's Day, was, came a year later, 1921. Was of a different, it had started in a different way. When I came in 1918, there was an annual, which had been going on, which was staged by the Women's Athletic Association which was known as the (), which the May Fete always took place on Friday, before Interscholastic, and Interscholastic was the state high school track and field day. The women had the May Fete on Friday and then the Interscholastic was on Saturday, and the Saturday night was the Interscholastic Circus which was another event that was staged here on the campus and was a pretty good circus, held down on Illinois Field. But the May Fete was really a, what do you call a show day for the, for the girls to show what they'd accomplished in physical education, they had the Maypole and the dances and, and folkdances, and things of this kind, and actually, much of it was done right where were sitting, because this was an area that was then called the Peach Orchard, which was just South of Lincoln Hall and there were some peach trees in

here, they were where the library has now, was the sales room, where they sold the peaches, to, this, this, the May Fete gave way to Mother's Day, and what we know is Mother's Day today, of course picked up the national Mother's Day and we have it a week earlier, but our Mother's Day derived from our old WAA, Women Athletics Association May Fete. Program's have changed a good deal, but in some ways it carries over. Dad's day of course didn't change very much, it, it started and has been going ever since.

JJ: What about Founder's Day?

FT: Well Founder's Day has, has been celebrated as long as we have had the University, not as such, but this is involved even in the Centennial today. March 2nd is the day when the first students were registered. March 2nd of 1868, was when the first students were registered. And a matter of fact, when the Centennial dates were first set up, you may have remembered the Board had set it as February 28, 1967 to March 2nd, 1968, which went from the day the University's bill was approved to locate here up to the day the first students were registered. Then they changed it to March 11th, reason being, the formal inauguration of () institution was done one March 11th, of 1868. Well, the first students were registered on May, on March 2, of 1868, about 50 of them, then by March 11th, that had increased to 72, and this Founder's Day has been observed, ever since, as the birthday of the registration for the students.

JJ: What kind of observations, or particular ceremonies had been connected with this?

FT: None very, none very elaborate, with one or two exceptions. I remember, I can't tell you what year this would have been, but it would have been in the 1940s, sometime the Alumni Association made quite an event of February 2 and then set up a national radio broadcast of the () on, which was done here in the auditorium, and they made quite a thing out of it in that one year. But mostly it's been Alumni Club meetings around the country, and they're rather simple observance here on campus of the ceremony at the grave of President Gregory down campus, but that's been about all, all it's been with in my memory. I think in the earlier days, when we had the Literary Societies, they used to pay more attention to, but when I came we still had it, but they were fading, and weren't doing very much at that time.

JJ: What about Illini Wek, which is a, maybe more vital to () in today, one of the, was this started with Homecoming or later?

FT: The Chief, the chief? Well no, that started with a, with a student and a band director. The first Chief was a boy named, Lester Leutwiler, whose father head of the Department of Mechanical Engineering. You know the big house, It's on Pennsylvania Avenue, just East of the United Church House of Pennsylvania, on the North side?

JJ: Yeah

FT: Well that's where the Leutwiler's, Professor Leutwiler had a son, Lester, who had been a great scout, boy scout. He'd been to Europe, one of the international gatherings of Boy Scouts of America and was, was a great student of Indian (). Well at that time under Mr. Harding we also had an assistant Band director named, Ray Dvorak. And Ray, Ray in a sense had been a director of bands up at the University of Wisconsin, I expect you know him. Anyway, Ray and Les Leutwiler, Les had been a great student of Indian lore, why he'd been a great Boy Scout and Les and Ray worked out this, this business of building the uniform and doing the Chief's dance at a football game, and he, they tried it once and it was their, Les started this as a freshman in 1926, and he did the, let's see it had been the fall of 1925, was the first one and then he graduated in 29. He was the first, he was first one, and served all 4 years. Well, I think there's a picture over at the Y, of Les and his uniform as the first Chief.

JJ: Did it catch on? Did the students respond?

FT: Oh yes, yes, it caught on immediately. Of course you've had it ever since, without fail. In fact the war years we even had a girl do the chief as you may know. During World War II I think for two years we didn't have a man who could qualify.

JJ: What kind of qualifications are involved, do you have ()?

FT: Yeah, the knowledge of the dance, is, because these are authentic Indian dances that they do, and they, Les, Les got his from the Indian himself. And the uniform is authentic, in fact we're going to have to have new the eagle feathers are wearing out on the present uniform and it's, they're going to be hard to, very hard to replace, they're hard to replace, eagle's are getting scarce.

JJ: I imagine so, so there's got to be the right size too, to fit into that thing?

FT: No, that's right, it's heavy, it weighs about 30 pounds.

JJ: Does it really?

FT: Man who does that is pretty well done in, the time he does, but that's been a great tradition here and I think Les and Ray get the, Les Leutwiler and Ray Dvorak get the credit for that. I, I, I sometimes think that, that the Chief at the football games today gets bigger cheer than anything else that happens on when he comes, when he comes on between the halves.

JJ: Another thing that seemed to have, have come forth in this era was the Illini, Daily Illini attempting to assert itself to the point of becoming, becoming a morning paper really playing a role not only on campus, but in the community. Was there favorable reaction to this attempt?

FT: You're taken for granted. I think, I think the thing that has been forgotten on that is this, when I came here in 1918 the *Illini* was the morning paper. It had Associated Press wire, and there were two evening papers there was the *News Gazette*, which was the Champaign paper and then there was the *Urbana Courier*. The *Urbana Courier* at that time was, although it was published daily it was a one man publication. Chappy Burrows was the editor and people bought it chiefly to read Chappy's editorials and that was about all. Many times it, () it was daily, many times it only had 4 pages. And the *Illini* was, was really the morning paper, and the *Gazette* was the evening paper and the *Courier* was the paper people bought to read Chappy's editorial, that was just about, that was about it. And the *Courier* didn't really enter in the competition at all until it was bought out by, by the Decatur newspaper and began to, they began to put money into it and make real competition for the *News Gazette*. Well, when that happened, then of course, the character of the *Illini* changed because in the revenue dollar was split 3 ways instead of 2 as it had been in the past. If you look in your old *Illini* files you'll find that the *Illini* of the 1930s and 20s and 30s was a full size, it wasn't a tabloid size, it was full size newspaper, it often 24 pages on Sunday, sometimes 36, sometimes 40 and 44 on Sunday. That's how it advertises, but it was a full blown community paper and it had, had wide delivery in both towns because it was a morning local paper. Well then when the second evening paper came in the picture, why it had to retract, that's all there was to it.

JJ: Do you think the *DI* played an important role in shaping student opinion through the year or more recently?

FT: Yes, oh yes there was a different way, in fact I think in the earlier days the *Illini* was more important then it is now. And, I would say that for this reason, that, that the competition of the editorship of the *Illini* was very keen. You know, I'm sure you know that today they literally fight to get people, people to work on the *Daily Illini* because they don't want to give the time to it, and in the early days that I can remember on the *Illini* they had, they issued the call for candidates to work on the *Daily Illini*, and they would get the, people would respond to the call and then they would have the first cut, and if you survived the first cut then they would the second cut and if you survived the second then you were probably going to get to stay on and work on the *Illini*, but it was a matter of selection then, instead of recruitment to, to plea with people to come work on the *Illini*, and I think, I think they, the record of the *Illini* is pretty clear in itself when you stop and think of who some of the people were who edited the *Illini* in those days. Many of them have gone on to be quite prominent figures in Journalistic worlds, Scotty Reston of the *Times* is a good example, Wally Doole was with the St. Louis newspapers for many years and is now with the Central Intelligence Agency and has been for many years. People of that character, Jack Adams is another, and, oh, I think we could think Jim Armsy, who is with Ford Foundation, there Public Relations department. This was the caliber of men they were getting as editors of the *Illini*. These people were really very strong students of Journalism. They made their record in the journalistic world since. Well, if you'll think of the last few years I don't think that you can spot very

many, Jack Madly is another one that should be mentioned as one that has gone a long way. And of course, the *Tribune* was loaded, still is loaded with older men, who came off the *Daily Illini*. But the, the men who worked on the *Illini* moved right on into positions of responsibility in the metropolitan presses and they've done well and I don't think you can say that that's the truth of the present crowd, they haven't, many of them gone very far, they haven't even stayed with the journalistic game too well.

JJ: Well would it be perhaps to the fact that they were covering, in that period they were covering not only the campus news, but the national and international news? Do you suppose that--

FT: No, no I think, I think it was that they were, tended more to report, then to editorialize, or editorials, Wally Doole I suppose was, he was an editor in the days of Dr. Kinley. And he was a Phi Gamma, and Dr. Kinley was a very loyal Phi Gam. And I suppose that no editor ever criticized a President as much as Wally Doole criticized Dr. Kinley. But he only criticized after thorough, very thorough investigation and check of all the facts and all the facts and recheck and many times talked to Dr. Kinley and told him in advance he was going to do this. And then when he got his story ready he would run it. And it was never hearsay, it was never a matter of pop judgement, and I, I'm afraid today I get this type of thing. I get a call at 5 o'clock from some youngster on the *Illini* says, I gotta write an editorial for tomorrow morning on such and such a question. What's the answer to so and so? Well, these earlier editors of the *Illini* just didn't do that, they prepared their editorials far in advance, or not far in advance they prepared far in advance, then when they wrote them, they were well fortified with facts. I, I have a little that today the *Illini* is the sheet that people talking to themselves. They're writing letters back and forth to each other and writing for each other. And while I think the student body reads it, they read it with amusement more than they read with very much influence.

JJ: So you think the *DI* might have been more of a force with actual shapings to the () apart from, from the administration?

FT: Very definitely, very definitely and there was not the friction between the *Illini* and the student government that you today, this hasn't been quite so bad this year, but in some years there's been the *Illini* and the Student Senate have not been able to get along at all. They've had a very hard time getting along. Now, I think, I think the older *Illini* was definitely more of a force with the student body in shaping student opinion than it is today. Too many students will tell you that, if this is what the *Illini* is for, well then I'll be against it. It's that kind of a deal.

JJ: Another thing that was particularly important in this era would be there were licensed fraternities? Now you mentioned that Dr. Burrill finally allowed them, well after they were allowed I presume they grew by leaps and bounds, they seemed to have done this all over the country, how did they vary through the different ()?

FT: Well I checked some figures on that before I came. When the director of President James shows in his reports that when he became President in 1904, there were 12 fraternities and 5 sororities on the campus, and then he retired in 1920 that had grown to 39 fraternities and 14 sororities, that's in a matter of 16 years time. Well, in the Kinley Administration, this is where the real growth came, because the number of sororities just about doubled, it went from 14 up to about 20, 27 or 28, and the fraternities grew unbelievably they went up there pretty close to, there were about 95 fraternities on the campus. At the time of the end of the Kinley Administration. Now many of these were small, many of them were new, many of them were local in character. And most, most of these smaller, newer ones did not survive the Depression, they didn't just fold and disappear, they were merged with other organizations, and taken in. And when the Depression was over in the 1930s, why the number had dropped back just about to where it is today and it stayed very close to that which is just under 60, and it's been that every since. But the great growth of fraternities and the great growth fraternity houses came in the Kinley Administration era, many of the houses that we know on the campus today as fraternity and sorority houses were built, between 1920 and 1930.

JJ: Why would you account for the popularity of the fraternity and sorority during this particular period?

FT: Well, there were two reasons I would say. Number one was, that, that there was plenty of money. They people were affluent and they had money to spend for this purpose, and building money was very easy. There were a number of houses that were built pretty much on shoestrings. Where at least 2 companies came in here, from outside, who told organizations, we will build you house with nothing down and have it ready for you to move in to, furniture and all under certain conditions. And they did build some, we have several houses that were built by those organi. . . or those firms. They were outside firms that went through the ringer and went bankrupt in the Depression days. But money for building was easy and money for the support of the things was very easy then and up to the Depression. It wasn't all hard to get these things going, on the other hand, the, you must remember that, the only dormitories that we had up to that time were the two dormitories, the Busey Hall had been built and was occupied by men who were ground force men from Chanute Field before girls ever lived in it. It was built and ready for the girls in 1918, but before the girls ever lived in it, the Army took it over and had Air Force cadets, or Army, Air Force cadets living there. Governor Green, later Governor of Illinois lived in Busey Hall as a student there. Well anyway, then in 19, that was in 1918, then in 1924 Evans Hall was built, it was the second wing, were on Nevada Street. And those two dormitories were the only two we had, for men and, and for women, there weren't any for men. And the men and the women who weren't in this, this little, women not in this, these two buildings then, and men who didn't live in rooming houses lived in fraternities. () Hall was here and Illini Hall was, was here but it was only for YMCA. There were two or three other

private dormitories, but housing for both men and women was accomplished by private capital in the form of either rooming houses or fraternities and sororities.

JJ: There wasn't always the social aspect ()?

FT: It was a housing aspect, it was a housing aspect too.

JJ: Do you think the social aspect played any kind of a roll at all?

FT: Oh yes it did, it definitely had an effect on it, but we have always enjoyed here on this campus a very good relationship between fraternity and sorority and independent people. I, I cannot recall any serious split in the time that I've been around here, between the two. I've seen it (), and several times when there used be lots of student politics and, and student elections things of that kind were very important as far as student activities and there were attempts made to, to split the students into the fraternity and non-fraternity ballot. And I never did see such a thing as that succeed because there were wiser student () always said, Let's don't have this, let's have Greeks and independents versus Greeks and independents. Starts getting coalition parties and there the big elections were always done with coalition parties.

JJ: It would make it a little less artificial.

FT: That's right. And they, you never found a real Greek, independent split, in, in major elections of any kind.

JJ: Just a minute I want to see if the tape is running out. This was just that I recall someone saying that I think you were in a fraternity when you were on campus. And I was wondering if you could comment on some of the colorful traditions that your fraternity or any other fraternity's had? So you know a sketch of what it was like to be in a fraternity at this time.

FT: Well I, I had the interesting experience as going in as a junior, I was, I was pledged as a junior and had only 2 years. There were three of us taken into the fraternity as juniors, and I think we proved that that can be accomplished that you don't have to join as a freshmen. Because one of them went to do his doctorate and was chief research chemist for the Sunkist people and the second one has just retired as president of a bank in Chicago and is living in Florida and I'm still here. But we, we all went in and our particular fraternity was, was typical of the fraternities on the campus. I, I don't know that there's anything that was too exciting about it. It's been a, it's been an interesting experience, it's given me a lot of other things because, because of being in the fraternity, I was later national president of the same fraternity, and at the present time I'm president of the National Fraternity Conference in New York, which I never had the opportunity to do if I hadn't been in a fraternity the first place. It's been, it's been, mine was a chapter of a lot of tradition. In fact the two men that wrote Hail to the Orange and Ostewow were in the same house, and there's been quite a tradition of music in the house all

through the years, and I think it's a little hard to talk about because the real values you get out are not things that you can put your fingers on too well, it's, it's far more than just a place to eat and sleep, but--

JJ: Well, the associations with the fraternity people--

FT: Well the friends I made there are the best friends I ever had all my life, and still are. I correspond and visit with them and, and these are the people that meant much to me all through the years, in fact I, I just had a letter from this past week from the man that pledged me. He's a doctor in Boston and very highly respected man there and just as friendly as after all the years as can be, so you do, you do get something out of it that is intangible it's hard to describe.

JJ: You think rush played a pretty big part every year, what was that like?

FT: In the earlier days, no, it isn't anything like it is now. It just, it, they pledged me as soon as got on the campus and there wasn't any formal set up to it at all. You pledged as soon as they got off the train.

JJ: As soon as they got off the train!

FT: Sure, uh-huh.

JJ: Are you serious?

FT: Yeah.

ES: You mean they'd get off the train the first and you'd walk up and say--

FT: If they'd been rushed through the summer and the spring before and knew and were all set, they'd, they'd () the train and pledge them and that was that.

JJ: Is this common?

FT: Yeah. In fact I think that sometimes I think that our present pledging systems are much too complicated. I'm not sure some of the boys might say, It's too much trouble I won't bother with it.

JJ: I think it gets a little (), or it starts to.

FT: I think it does too.

JJ: Now to refer again to the student behavior in the discipline office students, during the Chase period, there was a change in the attitude was there not?

FT: That's right, that's right now. This again, this dates into what I talked about at the very outset the change in the Council of the Administration. There was a committee appointed near the end of the Kinley Administration. This would have been in, in 1929, or early part of 30, then 1929 which was known as the Committee of Nine of the University Senate. It made numerous reports it worked for years. Dean Harno, who is Dean of the Law school and who was chairman of this committee, they went over the University statutes and presented them at meeting after meeting of the University Senate. These proposals that had to do with the University statutes. Many of these changes were in attempt to, to change the set up where all the committees, which were committees of the Council of Administration to be shifted over to become to become the Committees of the University Senate and responsible to it. And one of these was the Committee on Discipline which up to that time had been a Committee of the University Council, and was being changed over to a Committee of the University Senate. Well, the thought that was behind this, the policy that was behind it was good, because it was an attempt to involve more faculty of people to relieve administrators of these duties that had to do with student affairs and student activities let faculty people take them on, and have a more definite part in them. And then having accomplished this then the next problem was how to get the faculty people to do it because they, many of them discovered that when they attempted to be chairman and members of these committees that there was far more of a time element entering in it then, then had ever, they'd ever contemplated for example. For example, the man who headed the sub-committee that was studying the change in discipline was immediately made the chairman of the Committee on Discipline for Men. And the first Committee, yeah the Committee for Men, and I remember he () to me until they were very definitely after about 3 months of this say, I don't know just how to do this, but for Heaven sake get me out of this, I, I just can't do it I haven't the time, I haven't the, the energy to spend on this thing that I'm having to spend on it. And he carried it for one year and then they put another man in and I remember after one month he came in and said, Well, I don't know how to do it, but for Heaven sake get me out of this! Anyway, just get me out of it, I can't do it, it's too much of an expenditure, time, and energy! Well, this, this change did take place and this was at the period where the change in the administration was coming. When Dr. Kinley left the changes were accomplished between the administration of the Kinley and Chase presidencies. Kinley left with, with old Council organization, Chase came in with the new Senate organization. Now the Council still existed today, but it's only duty is to advise the President on budgetary matters and it meets, oh, once or twice sometimes three times a semester to talk to the President about budgetary matters and that's all there is to it. Previous to that the Council met every Tuesday after. . . ., everything funneled into it. And this was the great change that came in the Chase Administration. Now I think, you asked me what President Chase think was the goals of the University and what changes did he institute? Well, I will attempt to get into the goals, we can dig that out if we wanted to read it but, the changes that he instituted was the involvement of the faculty, in many more things than they had been involved in administratively then they'd ever been before. And this, most of them welcomed it, but when they found out what it was they said, I've had enough of it! and preferred to stick with the teaching, and the class work, the research and the writing. But this, this wasn't a part of President Chase's

intent was to involve more faculty in it and to reduce the, the rather autocratic power of the President's Office and, and the Council of the Administration as he saw it under the Kinley Administration. Frankly I, I think that much could be said for it for the old Council organization, it was, it was certainly an autonomous affair and it was an autocratic affair, but it got things done. Every week at 4 o'clock the Council met and frankly everything funneled into it and if you wanted an answer to almost anything you could get it by Tuesday night, because they met on, the, considered just about everything petitions of all kinds, and, and requests of all kinds and they gave the answers once a week, and there wasn't much fiddling around about it you'd get an answer if they didn't have quite all the information they maybe postpone it one week, but wouldn't more than a week or two before you'd get an answer. Now that was the, it was a more efficient method, but it was the same people making the decisions on recommendations true, but they were making the decisions, and you can certainly see how some people would feel this was pretty autocratic. At the same time it was an efficient operation and it did get away from the complaint that things didn't get done that they were stalled along.

JJ: Well do you think President Chase actually in too many words, had asked, do you think for this, or is this something that we just ()?

FT: No this started, this started before.

JJ: This was Kinley's, shall we say brainchild, or was it apart?

FT: Kinley Institute, Kinley Institute before Chase came into the ().

JJ: Just (), what was the impetus for the creation?

FT: I think the impetus came from Dean Harno and some of his friends who presented to Dr. Kinley and asked for this, for this reconsideration of the statutes and Kinley said, Go right ahead and present these things to the Senate and we'll see what they do with. It started under, at the end of the Kinley administration and it blossomed at the start of the Chase administration.

JJ: Well now, this, this refocused the interests and the activities of the faculty do you think that Chase also changed the life of the student and the restriction upon him? Do you think this was a change too?

FT: No he didn't, because Chase wasn't really here long enough to do much, he was only here 3 years and then he left to go to New York University and then Dr. Daniels went in for one year before Mr. Willard, came on the scene. But, there's a lot more that's involved in this, we could talk all afternoon on this. When the, when the Council change was made in and moved to the Senate committees, under the old Council of Administration there had been a committee which was known as the Committee on Student Organizations and Activities and this was a committee on the University Council. When the changes were made, they wrote in the statutes that there should be a

Committee on Student Affairs. But they failed to assign any duties to it and they failed to assign any obligations for it. And the only thing that they said on the statutes that were printed were that they Dean of Men and the Dean of Women should be ex-officio members of it. Well, here was, here was a situation because the old regulations for the guidance of undergraduate students in 1930 was a book of 120 pages which had all the regulations concerning the Illini Publishing Company and all concerning the Star Course and all these activities and so on. The following year 1931, it was a book of 20 and it had to do with the requirements for class attendance and graduation, and, and late registration fees and that's all there was to it and a little simple statement about discipline and that was the regulation for the undergrads, guidance of undergraduates and there wasn't any set of rules that had to do with student organizations and activities at all. Well, the Committee was appointed to be this new Committee on Student Affairs, and their first question was, Well, what should we do we haven't any duties assigned to us, so what shall we do? Well it didn't take them long to find out because the activities that the students had always carried out through their Committee on Student Organizations and Activities were still going on, and the committee took to itself literally the, the job of handling these things and about any authority didn't handle them, and fortunately we had a good chairman that handled those and got them done and then by, it wasn't until 1937 they finally got published a Code on Student Affairs and got through the Senate a statement that the Committee on Student Affairs would handle those things assigned to it by the President of the University and that gave it some authority. Well, the, the thing I'm leading up to is, discipline was almost in the same way, because here was new committee made up entirely of faculty people handling discipline with a faculty chairman and a faculty secretary and no, no one to keep the records that they'd been kept in the past and, really not too much experience in the handling of such matters. Actually it was this change that led to the, to the establishment of the security office that comes up in one of the later questions that you gave to me. These faculty chairmen carried the work along with the faculty members. Carried the work of the, of the Committee on Discipline. Well, they carried it without very much help until, well 1904, that would be 1948 I guess when they established the Security Office. The last chairmen of the Committee on Discipline before we had the Security Office was Frank Beantor in the College of Commerce. And Frank, now I remember Frank coming to me and saying that he was going to the President to tell him that, Either relieve me of all teaching duties and let me devote full time to the work on discipline, or get me a full time assistant to help do the work of investigating the cases that I'm having to do. And we wound up with the establishment of the security officer to, to at least be the leg men for the faculty chairman.

JJ: Well now talking about Security Office and it's development did this come about because the students were more trouble causing, or why was--?

FT: No, no, no, no, no. No it was numbers.

JJ: You think it was just the numbers of people?

FT: That's right. I, I think that I would have to get the credit, or the discredit for establishing the Security Office, which ever way you want to put it, because I had been in touch with Frank Beach and the other chairman of the faculty, of the faculty, Committees on Discipline all through the years and I had had many contacts with them although I wasn't on the committee at all. But they consulted with the Dean of Men and then the Dean of Students, by the time this was established and we, well the return of the veterans and the great crowds, this was where the, the, the faculty came up and said, I've just got to have help on this thing. Well, I purposed to President Stoddard that we establish an office and call it if for want of a better name, call it, Security Office, will be the job, to be that of keeping the records for the faculty chairman of the committee, to the leg work for him in regard to the investigation of cases. And to work in prevention rather than penalty, to look at difficult situations. The man that we picked for it at the outset was a man who had been in Intelligence work during the service and had been on this area and was known, who was one of our alumni, a man that we had known and had much confidence in. Well, we worked this out and established the office, and the success of it was almost immediate, he was a great help to the faculty chairman and I think established the office in pretty good shape to the extent that he had to add an assistant. Tom who was the first assistant that was ever hired, Tom Morgan, the original man was Joe Ewers, who's now the Director of Security for the Lincoln Laboratories at MIT. And whether you know him or not, but he held it for about 10 years, and then he moved onto MIT and he's still there, and Tom moved in to be the Security Officer here. Well, the plan is been adopted all over the Midwest and in fact, it's been adopted nationally ever since. But we, there's an aspect of this Security Office that the public doesn't know much about, that I think is very important to the University that has come about through all of this classified research that goes on here. Somebody that is qualified to, to check the security on all this classified research has to be established and this was done in the Stoddard Administration. He assigned us to the Security Office. Both Mr. Morgan and Mr. Irvin, who are there now, are former officers in the Federal Bureau of Investigation and qualify very easily for government security contracts. So this, this is one aspect of it that you don't hear much about, but it's essential to that office. But in relation to students, I, I think as far as the Illini is concerned thinking of Tom and Max Irvin at a bad time, as a matter of fact the youngsters that have actually dealt with them and just, will tell you, They're all right, they're good people, and have no trouble with them at all.

JJ: Well, do you think that there's been other duties that have been acquired by the police in this Security Office, now you mentioned this, this contract where--

FT: Classified research? Yes for many years the University had two police man, one day policemen, one night policemen, they were just watchmen who caroused around the campus and weren't too much for them to do. And the University police as such are basically a campus watch, they're, they're watchman. They're, they're guarding the property, and the other duties that have been assigned to them have come about through the growth in traffic and the growth in other things. Actually they've become traffic officers as much as anything, parking and traffic has become such a problem, but what

has happened to them has become the evolution of growth, they've had to take on extra duties as things have changed. Now I think the motorcycles, is the most recent change, as it's entered the picture, it has really give the duties to the University policemen. The nature of the work has changed and the nature of the officers themselves has changed. Many, for many years they were mostly just older men that didn't have to be active and agile and get around as much now, there must be younger men, have been through police training and, and are prepared not only to be watchmen, but to serve as police officers. And they, their job is important because it with all the valuable property around here it's essential to be guarded with a deal of care.

JJ: Ahhh--

FT: A security officer, incidentally and a police officer aren't the same thing.

JJ: Yeah, well I'm sure, they relate to ().

FT: Well, they relate to each other, but they're, they, the police department is under the director of the physical plant, Mr. Havens, the security officer is under the Dean of Students; he's part of the Dean of Students organization, and the nearest thing they come to relation is that, I don't know whether the salaries still (), but it used that Mr. Blaze, who is the Chief of University of Police, used to draw a section of his salary from my office because of the automobile site, the automobile registration site, but I believe that they've got that separate now and he keeps that with the physical plant and the security office has it's own blanket by itself.

JJ: Would you say that problems that have been coped with by the Security Office in the area of student discipline have changed over the years, in other words, have the problems of student discipline varied or?

FT: Yes, they just changed with times, for example, today you hear talk of the Security Office being involved with, with the much petty () that you hear about and pilfering and want and destruction, I don't know what the word I'm after, the defacing of property. This is something that's fairly, this hasn't existed before and the little bit of drugs () you had has been a, has been a change, we haven't had very much of it. The liquor matters, yeah, I've been here through the days of federal prohibition and the return of the open sale of liquor and the, and the situation as it is today and seen this entire change. Well the, the security officers had some to do that with that, but not great an amount of it. I think really the security office has done it's best work in the something that you don't hear about at all and that's in the protection they give students. They do protect more, much more than students ever know, and maybe they don't want it, but by the same token, they've kept many of the them out of jail that might have been in jail otherwise.

JJ: Now to move onto Willard's, administration, we were talking about Chase and then the brief term of Mr. Daniels, when Willard came of course there were some

pressures exerted on the student housing and had said that the fraternities had attempted to in some small way to handle this, but did these pressures then grow so great that there had to be something done about them?

FT: Oh yes they, see they, the rooming houses were beginning, many of them were real old and they had been here for many years, and some of them were getting pretty bad, some of them were kept up in good shape. And we had a growing organization that was known as the Men's Independent Association, which had, which is right across from the Huff Gymnasium; those were the first three buildings built for men. And again the same thing happened, that happened to the women's, soldiers lived in them before the students ever got to live in them because they were finished just time for the Navy to move in and use them as part of the Navy schools in 1940, and yeah some very strong leaders and they wanted dormitories. They wanted to get a start on some of that, and this was under the Willard Administration that the Men's Independent Association made it's appearance before the Board of Trustees with the President's consent to appeal to them to build some dormitories, and they actually got it. It was the first set, of what they call the Tri-adorlier, maybe it was early 42, but students didn't get to live there at all because the Navy got them first and moved in there, but we did get those and then there's been the steady growth of the dormitories ever since. But, Mr., Mr. Willard, was sympathetic to this, and this, this was inevitable as we simply had to have the space, because you know what is happening today, the rooming houses as such, the number for girls is practically gone, there's practically no independent rooming houses. Maybe they're 10 or 12, 15 and that's all that's left for there used to be 85, 90. Good rooming houses for women, there used to be 300 good rooming houses for men, now there's less than 100. So the dormitories have gradually taken that over. But Mr. Willard, I think as a good engineer saw the logic to this and the need for and listened to it and we got to start on the dormitories and of course, the last, the last big one he had anything to do with was this, this big Lincoln Avenue one that started under his administration and was a most expensive building we built because it, we had to have it, it went on a cost plus basis and we got stuck thoroughly with that. But, since that time we've done much better. I think our dorm program has come along in good shape.

JJ: How would you fit Stadium Terrace in with this program, is that very ()?

FT: Huh?

JJ: Stadium Terrace?

FT: And how did. . . ?

JJ: How did that fit into the housing picture?

FT: Well, Stadium Terrace, do you mean the temporary housing?

JJ: Yeah.

FT: Well, this was essential. We had to have that for the returning veterans. See we got these buildings before the War was even cooled off, we got them from over in Indiana [Indiana University] and had to have quite a rowel, the Governor of Indiana to get them hauled because he wanted to keep them for Purdue and the University of Indiana and we got the first bid on them, and he wasn't going to let us haul them over the Indiana highways, but we finally got permission and got them moved. But we had to have these things, these were former barracks buildings that we moved onto Stadium Terrace, and, on out by the-- forestry. We were going to use them five years, because you know you know ended up using them for 20 before we finally got them all torn down, but we've got many faculty people today that got their start in those buildings. The new Dean of the College of Law did his undergraduate work in a Stadium Terrace house, and we had many other distinguished faculty people who got their start as students after the War in that housing. No, they served a purpose all right. And I think a lot of people felt badly when, when they finally disappeared, but a lot of people felt good when they were gone. They did serve a good purpose, because they provided inexpensive housing for a lot of veterans with families that came back.

JJ: Was there any criticism of the University's use of these?

FT: No, no, not at all. It's surprising how well it got along, because a lot of people that said, This is, this is going to cause you all kinds of trouble, these people will be hard to handle, they'll be, they'll be all kinds of family rowelings and, and divorces and trouble of all kind. The best bay of crowd of people you ever saw. The married people who lived in those villages established their own village systems, and they built the playgrounds for youngsters, and they joint baby-sitting arrangements and did a lot of things on a cooperative basis, and they never did cause any trouble really. And well many people said we were going to have () crime coming out of this, because so many of these people would be so unstable. We never had any! They were about the most stable crowd of people you ever saw. They were here for something that they needed to get right away and they got right down to work, to work and go through, and families seemed to be happy generally, put up with it and got the work done.

JJ: When would you say, this is a question I just had come to mind, when would you say that the population of married students on campus reached any proportion at all?

FT: With Dean Riley after the War.

JJ: Before that there really was the whole?

FT: Very few, very few, there have been, really, about the only married students we had prior to that time had been graduate students and a few Law students, and then with the, with the end of the War came the married students in a flood, and of course today, well even today half our graduate students are married, and half our law students are married,

and 60% of our Veterinary students are married, 15% of the freshman class are married.

JJ: 15%?

FT: Uh-huh.

JJ: For Heaven's sakes. Do you think that this has tempered the character of the students, you hear comments about the, well roughly fun loving students of the 20s and maybe some what in the 30s then you get up to this day in age when there's a married student population of such size, do you think is ()?

FT: It's affected it, undoubtedly, they're not interested in the same things.

JJ: Hazing was one other thing I wanted to talk to you about, now, when do you think hazing really reached it's hey-day?

FT: Well, hazing was over by the time I got here in 1918.

JJ: It really was?

FT: This was one thing that Dean Clark really did clean up. Hazing was bad enough here on the campus that, that students were not coming to the University because of hazing. Parents wouldn't let them come, and he cleaned this up, he with some of the other faculty members. Simply went out and, and tramped the streets and put a stop to this sort of thing, and they disciplined the students who were involved, so severely, they kicked them out! If they were involved in hazing they bounced them. And it cleaned it up. Now hazing is such they tried, see I came in 18, and they tried in 19 and then 20 () some of the class fights. The old pushball or the grief poll, this kind of-- they wouldn't worry about it, they weren't any interested in it, they just gave it up after a couple of tries, it just didn't go. But hazing, the hazing of underclassmen, why, the freshman, sophomore () had just plain ended with World War I, there wasn't anymore of that. Now this, this is, this is an interesting thing because, in the fraternities, and in particularly in the social fraternities, prior to World War I, one of the big criticisms was of fraternities had been their informal initiation, their hell week programs, and the return of the veterans in World War II ended that. You got a little of it left, but it's so far disappeared that it's negligible now.

JJ: Do you think that, that the President with the Dean of Men and with the other arms of the administration got a tighter control on what the students were doing and were more conscience of the actions of the student, more of, I want to say to a substitute for parent then in other words did they--?

FT: No I don't think it was that at all, I don't think it was tighter control, I think it was better communications, they got together with these people and convinced them that, that this just wasn't the thing to do. I don't, I don't think you can, this is one of those things

you can't rule out by regulation, it'll, it'll get bootlegged just the same way as the liquor was in the days of prohibition where you can get together, and this is what I think the Dean did is, was to get with them and point out the desirability of getting rid of it and working with it until they got a generation of people who are willing to go along with, and it did.

JJ: Do you think that there's been, well what's called "in loco parentis", has been stronger or weaker, or do you think there's been that much of variance done in other words, in how control the university has over the daily life of the student?

FT: Well, I have always objected to this term because I don't think it's, I think it's a misnumnerant, really doesn't mean anything, because actually the University cannot serve in this capacity all it can do is say, These are the conditions under which we will accept students here and if you choose to live with this and these, why, this is fine, if you don't, then this is not the place for you. But as far as trying to say to Willie, Now Willie you must do this or else, I don't think that University has ever done that, and I don't think it ever should. This is to me is a strawmind that's been tossed all over the place and never should have originated in the first place because I don't think "in loco parentis" exists. It never has and I don't think it ever can.

JJ: It exists in some people's minds I think.

FT: Oh, I say it's a straw, it's a strawmind.

JJ: Certainly does seem to be that way. There was one question we didn't get to and that was the first one.

FT: Which was that?

JJ: Oh about describing the circumstances--

FT: Of the Founding?

JJ: of the founding? Now I'm referring here, especially with your last name, wondering what the relationship is with Jonathan Turner?

FT: None, no relation.

JJ: No, no relation? No? No?

FT: No, no he came from Massachusetts to Illinois College.

JJ: Might have been distantly related?

FT: No, not in any way.

JJ: But, this I understand that you did some work, some academic work in this area, with the Founding of the land grant movement.

FT: Um-hum. Well, I did, I wrote my doctorate thesis from, I took the history of the University up to 1885, which was the end of the title: Illinois Industrial University and then in 1885 the name was changed to the University of Illinois. So, I did have quite a chance to see the story asked at the founding of the University of Illinois here in Champaign-Urbana. I don't know how much detail to go into on that.

JJ: Well, I think what I'm really interested in, is from your, in light of your research if you could mention some of the major forces that led to the type of institution that this initially was.

FT: Uh-huh. Well, see the land grant movement did come, there isn't any question about this. In spite I'm one the great objectors to the use of the term the Morrill Land Grant Act because the Morrill Land Grant Act was actually never passed. The bill that was passed wasn't Mr. Morrill's bill, the bill that was passed by the Congress that established the land grant institutions was a bill like Mr. Morrill's bill, but it was offered by Senator Benjamin F. Wade of Ohio. And the, the Morrill Bill that had been passed by both the House and the Senate in 59 was vetoed by President Buchanan, didn't make it, didn't become law. And then Mr. Morrill, as soon as the new Senate met undertook to get the same bill back into the Congress, and it was entered all right, but it was kicked from one committee to another for 2 years and actually never did get out of committee, whereas, Mr. Wade put a similar bill in, in May and it was passed to both houses and signed into law in July of 1862, and this is one of the great mysteries, to me, as why could Wade do this in 2 months time and Morrill couldn't do in 5 years. But I say it Mr. Morrill's, entered his bill, but Mr. Morrill's bill was based on resolutions which Jonathan Baldwin Turner wrote for the Illinois legislature in 1853, and which were sent to the Congress of the United States and were read into the Congressional record in 19, in 1854. And later you can find the same wording the Land Grant Act of 1862, as you'll find in these resolutions by the Illinois House in 1853 and sent onto the Congress and right into the Congressional record in 54. Now this is why it irritates me so, to, to have people say that this is Mr. Morrill's bill, now Mr. Morrill certainly got all the material from Jonathan Baldwin Turner, never acknowledged where he got it, but--

JJ: Did he, talk with Mr. Turner, here he was out on the East coast, and Mr. Turner is out here in Illinois?

FT: To my knowledge they never did meet, they corresponded some, but I don't think they ever met. But it, it was the Illinois, it was the work of the Illinois men that got the wording into the Land Grant Act. Well, now, you must remember this talk of a land grant institution had been going on from, really from 1855 up to 1862 when the bill was finally, finally passed and signed into law by President Lincoln. Jonathan Baldwin Turner who is over Illinois College for a time and then left to work on other things

including the (), the land grant type of institution, he, he was the man who actually proposed for the first time a national system of these things, this appeared in the Prairie Farmer in eighteen fifty, fifty two, first time it appeared any place nationally. But Turner was working on these things and trying to get some kind of institution for agriculture and the mechanic arts established in the state of Illinois and was having a, a hard time with it. This, this teachers college over in Normal, which is Illinois State Normal University, Turner helped established that but he wasn't established in the teacher's college. The records will show that Turner said to his friends, the farmers, Let's, let's jump in and lend our efforts to teacher's college then we'll convert it into an agricultural college, if we can't get the agricultural college then we'll get a teacher's college, then convert it to the agriculture college, which is what he was after. Well, dropping Turner out of the picture, you must remember that, that Urbana was here, but Champaign didn't exist until 1853 when Illinois Central Railroad came through, and 6 years later in 1859 Champaign had become a pretty thriving little town and then there were some activity between Champaign and Urbana, Then with all this talk about, about a new kind of institution in the state, a group of the citizens here got together with a

couple of men from Aurora, and started a building that they called the Champaign Urbana Institute which stood where our baseball diamond is now. This was going to be

the Champaign Urbana Seminary. But the, there was an old Dr. Hunt who was much involved, because he was chairman of the committee and Dr. Hunt said that, If there's going to be land grant (), then let's buy out the two men from Aurora, and then see if we can't get this new institution located here. So they did, they fiddled along with the thing, of course the Civil War was going on, everything moved slowly. They didn't buy these Aurora men out until 1864, but they did buy them out. And the Land Grant Act was passed in 62. The, that was in July, the legislature met in 63 and agreed to accept the provisions of the Land Grant Act, but that nothing else happened, except that some of the people in, from this community to some of the legislators, Well, if you want to we can, we can almost start this all over in this new school were going to have over

here, right away, but in 65 Champaign Urbana did make a bid for. Said, Look we bought this building, which wasn't finished, but we bought this building and we're ready to go, and the state didn't do anything with it. Then in 67, when the legislature met, it became clear that the big scrap was going to be on the location of the new agriculture and mechanical institution. You hear all kind of stories about who was after it and so

on, but there were really 4 communities. There was Champaign Urbana, there was Bloomington and Normal, these are by counties, McClean county, there was Lincoln and Logan County and Jackson and Morton. Just those 4 that, that was all. And they, the real, the real job was done by a legislator from this district who went out between Christmas and Thanksgiving of 1866 and lined up the votes, and he told, he told the people when he came back here, just before the Assembly met, I've seen everybody in

both Houses and I can tell you we're going to get the University located in Champaign Urbana, and he did. He got to be the little political work, he got to be the chairman on the Committee on Educational Policy lined it up, and when the time is right he let the,

the vote carry, the bills come up in the House and the Senate, and that was all there was to it.

JJ: Do you think that the two communities Champaign Urbana were really interested in having this type of institution or were they not to particular whether it was--?

FT: Oh they were, they were glad, they wanted this one, they had been well briefed on what this was going to be, in fact, this community put up, oh, \$100,000 in bonds, money from \$100,000 in bonds and I don't know how many hundreds of acres of farmland they put into the offer, they had, they had a very sizeable offer this building which they had bought and finished, pretty well finished. They, they wanted it and they got it all right.

JJ: Do you think that, that Illinois was just a part of, I mean, well maybe a leading part, but none the less part of a national interest in this type of education, I mean was this the right time?

FT; Oh yeah, very, very definitely the need for a change in higher education, see up to that time all institutions practically, I think there may have been one or two municipal institutions, but the rest of them were all church oriented schools. They were private, they were church oriented and their basic job was to train ministers. They did train a few doctors and a few lawyers and a few teachers, but basically they were established to provide ministers to the various churches. And the education of such, was pretty classic in character. And here were these men out in Illinois yacking for a type of institution that would teach farmers and mechanics and the working people. And the country was ready for this, and of course we weren't the first to accept it, other schools got started even before we did. Michigan State started before we did, several others did. We had, we had opted as soon as we could and we got going about as soon as we could. But this, there isn't any question about when this local committee heard that the Land Grant Act had been passed they said, Let's get busy and get this thing. This is, this is what we want! And they did it.

JJ: And so here we are.

FT: That's right.

JJ: You know it's really interesting when you start to study all that's gone into this institution, and what interests me is to look at these buildings and these street names all these names that didn't mean anything to me at all, and now I'm starting to find out why that building was named that.

FT: Well Stoughton, Stoughton Street is, he was one of the Aurora preachers that started the institute; Babcock is another, he was the other preacher. They were the people who propositioned this community to build this, this Champaign-Urbana institute. And sold out to the community.

JJ: Starts to make a little more sense.

FT: Yeah.

JJ: Well, now I think we've gone through these questions, if you want to take a look and see if there's anything else you want to mention on these topics, I don't, it looks to me as though—

FT: I think we've done pretty well.

JJ: I didn't know if there was anything else that you wanted to comment on, about the field, the field of history in which you've been involved. I didn't want to go up to the very present--

FT: No I have had a real good opportunity to, to look at the thing and see it, see the changes that have taken place. I think the biggest change that I see in the faculty is the mobility of the present faculty, they come and go. And, and much greater numbers than they used to. And I don't, I suppose this again as having been here a long time, but it seems to me there isn't quite the nucleus of, of strong older men who used to, used to think of the University, they just haven't reappeared, they're coming, but they haven't come yet.

JJ: Have you found the difference in the students do you think? Do you think their dedication to studying, their attitude about activities on campus?

FT: Well I think the present attitude towards activities is somewhat different than what it was a very few years ago there. They're forced, I think, to take less interest in their, the pressure is just too great. Of course there's a better grade of student than we've ever had before, academically they're the highest we've ever had. And it's not unreasonable that, that the general nature of their interest would change some. I think we reflect right here on the campus really what's happened in the country, it isn't too different. And these things do go in cycles. I, I sometimes think of, of the 1920's and wonder if the people of that time didn't deal with students weren't just about as much a lost cause in some areas as they are today in some areas and I'm sure they must of at that time. So it's, and there's another angle I've never seen such an affluent student body as this, I don't think any of them really want for anything, if they don't need too. There's plenty of money to be available for them. Scholarships or loan money, no student needs to say today, if he has the ability to go to college that he can't go because he can go, and if he has any ability at all he can get in. If he doesn't he can in as an underprivileged person, and still get more help than the privileged person can. There just isn't any excuse for him.

JJ: But now for instance in the Depression I'm sure you had instances of people just dropping out because they couldn't--

FT: Oh we had, had much of that, we fed, we gave kids money to eat on for \$.50 a day and they could eat for \$.50 a day. They couldn't eat much, but--

JJ: But even that wasn't even enough to keep some of them, I imagine.

FT: No and many of them were just simply without any money. The banks had failed, folks couldn't send them anymore, they didn't have anything to send. They were rough days.

JJ: Not quite the same now.

FT: No that's right. Well, it's been fun and I didn't know we were going to go this long--

JJ: Well neither did I, but we covered everything we wished to talk about, and that's what's important and I appreciate you're coming over.

FT: Well, it's been fun!