

**University of Illinois Student Life and Culture Archives
Quad Day Oral History Project
Group Meeting
Champaign, Illinois
Feb. 13, 2009**

Chris D'Arpa: You guys are all on it. So this is Chris D'Arpa. I am here at the Graduate School of Library and Information Science in Champaign. With a panel of men and my colleagues from the Archives. It is February 13, 2009. We are here to discuss the origins and the events that led up to the first Quad Day. I want to thank you all for coming. As you know we are here at the request of Dan Perrino and Hugh Satterlee. The purpose of this interview is to set a groundwork for a more comprehensive oral history project on the origin of Quad Day and the evolution of student services in the late 1960s and early 1970s. Each of you, I hope, will agree to be interviewed for the project, which will be housed at the Student Life and Culture Archives here at the University of Illinois. Dan Raymond will be setting up and conducting those interviews throughout the semester. We have this room until four today but I hope to not keep you more than 90 minutes. I'd like to see us focus on your memories of events leading up to the first Quad Day and then we will explore your memories of the event itself. Transcribing and using oral histories for research is a challenge under the best circumstances. Today we are running digital video capture and digital audio. I have specific questions for each of you for the first part of our time today and we will follow that with a more general and open discussion. I would like to begin with introductions. And just bear with me and my various pieces of paper here. I am not on that picture am I? No. Ok. So what I'd like to do to start, Dave I'll start with you, I'd like you to give your name, the position you held at the University. Against the years we are exploring here are 1967 to 1971. So give your name and the positions you held at the University and how long you worked at the University. Just very briefly if each of you could do that.

Dave Bechtel: My name is Dave Bechtel. I was a senior in 1967 and then got a graduate assistantship in the first year of the Student Programs and Services office. Went off to the National Guard. Went off and did my basic training and then Dan Perrino hired me as a young assistant dean during the period of time that Quad Day occurred. I stayed with the University for thirty-six years. Retiring about five years ago.

CD: Thanks. Mark, right?

Mark Herriot: I'm Mark Herriot. I was a student in 1967 my freshman year when you graduated. I was on a five year plan. So I graduated in 1972 and I worked as a student, a part time job in the SPAS office.

CD: SPAS being?

MH: Student Programs and Services.

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CD: Thank you.

MH: These two guys are my mentors (pointing towards Dave Bechtel and Dan Perrino). So we, I guess it was that summer.

DB: Yes.

MH: That first summer, the summer 1972, or the summer of 1970. I worked in the SPAS office with Willard and these two gentlemen and we put together Quad Day. And I had a great time those two years.

CD: And are you still associated with the University?

MH: No. I went off and worked.

CD: Had a life.

MH: Had a life I guess, yes.

[laughter]

DB: You can do a plug. Say what your business is.

MH: I own Herriot's Rental and Herriot's Columbia Street Roastery. We have a couple of small places in town.

CD: Oh, ok cool. And Dan?

Daniel Perrino: My name is Dan Perrino. I came to the University as a student in 1940 and I left for the service. Came back and finished degrees and was in the School of Music. I taught public school music and first became associated with programs in the School of Music in 1953 when I was teaching at Quincy. I was a part time teacher for Illinois summer youth music. Then I joined the University in 1960 and I was in the School of Music until 1968. And about 1963 I became very active with the University YMCA, which had some of the best programming on the campus at that particular time. And I didn't realize that this was all happening but the University was going through a major change, and Hugh can speak on this better than I can, of restructuring student services. Prior to the structure of Student Programs and Services was the Dean of Men and Dean of Women concept and President Henry and the Chancellor wanted to get away from that and go to just a student services. Not a divided by men or women. And I came in, in 1968, when there as some major changes taking place and I think we will probably come back to that. Hugh is our boss and we gave him a lot of headaches.

CD: What was your title in 1968?

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DP: I was Dean of Student Programs and Services. There was a Dean of Students, which Hugh became but at that time it was Stan Millet from the English Department. I think I am correct when I say that President Henry wanted to create a closer relationship between academics and student services. And so that is where I came from, the academic area.

CD: Ok. And how long did you work for the University?

DP: Overall?

CD: Overall.

DP: Oh gosh.

[laughter]

DP: I've retired four times. But full time was 1960 to 2002, I believe. But part time since 1953 off and on.

CD: All right. Willard?

Willard Broom: I started as a student worker running the mimeograph machine in, I think, the fall of 1968 in the SPAS office. I was as student worker making minimum wage down in the basement of the Student Services Building and actually never left that building for my career.

CD: So you graduated and stayed here.

WB: Graduated and stayed. Retired as Associate Dean of Students in 2004.

CD: Ok. And Hugh.

Hugh Satterlee: I did not attend the University of Illinois.

[laughter]

HS: So you got one different one here. In 1967 when you want us to start talking about here...

CD: Now wait you have to tell us where you went to college.

HS: Oh, I would have brought my hat. I didn't do that. I went to Blackburn College, Southern Illinois University, and Washington University in St. Louis. Three different schools. I had worked at two different colleges and then in 19..., I can't remember, 1957 or 1960 I went to the federal government and when I came here, just before I came here, I was director of the educational opportunity grant program and the talented student program in Washington D.C.

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with the Office of Education. I came here in the fall, September 1, of 1968, as director of financial aid. During the turmoil and all the stuff that went on that we will be talking about I became the acting Dean of Students, Dean of Students, Vice Chancellor of Campus Affairs, and then met my doom and became the Ombudsman for the University. I was here for twenty nine and a half years and retired finally in 1997.

CD: Great thank you. Now we are going to move to the more specific questions. And I'll start now on the left side of the table here. And these are very general questions and remember we are building a ground work and will follow this up for more in-depth discussion. But if each of you could talk about how you remember the general atmosphere on campus in 1967, 1967-71. And key moments and key events. And just take maybe three to five minutes if you need that long. But three minutes to give us an impression of that time.

HS: Well, I was interviewed for this job in the late spring of 1968 and the turmoil had really begun before that time. It begun in 1967 while I was in Washington D.C. working for the feds. I was involved in an educational element and there was a lot of anti-war, primarily anti-war, effort and demonstrations. I can remember the famous march and the Reverend... Oh not Reverend Jackson, oh come on. Martin Luther King his speech in ball and the precession that preceded that because I was working very close to that place at that time. What we saw with the death, assignation, of Martin Luther King was a new element that hadn't really been that strong before, which took on a racial taint rather than just an anti-war element. And I came here and when I came here in the interview there was a lot of talk about, "oh my what had happened this past spring," with I think Du Pont sit-ins. And there was a great deal of, "oh what are we going to do about this." And it was sort of one of those things that didn't end in the spring but it had to be cut off in the spring because everyone went home. So this was a carry over. What are we going to do, particularly the discipline undergraduates as opposed to graduate students because they are two separate discipline systems. And I remember being interviewed about the job and one of the things they kept talking about had been this. I was interviewed about the job for Director of Financial Aid, not Dean of Students, the element when I came here all hell broke loose immediately and some people attributed my coming, I think, but it really wasn't. That was the problem that we had immediately with the demonstrations on the behalf and by the members of and the people supporting Project 500, which is known as the Education Opportunity Project. That was really a financial aid problem most of all. But along at this time there was a great deal in the nature of what we would call student agitation for more student power. There was a student power element that crept into this. Students wanted some more influence in the running of the Illini Union. I was just laughing with my friend here and we were talking about when they wanted to get the money for vending machines to go to the students so that the Union didn't get it. A variety of things happened. There was a great deal of unrest and a great deal of students wanting more influence on events that affected them. And that was about the thing that went on. There was not a lot of planning. Although we will get into that later when we talk about some of the elements of visitation and student government. Things of that nature. But that is really particular details.

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CD: Thanks. Willard.

WB: I came here in the fall of 1967 as a small town eighteen year old.

CD: What town did you grow up in?

WB: Greenville, Illinois down by St. Louis.

HS: Very close to Coffeen.

WB: Very close to Coffeen, home of Hugh Satterlee. We can see the smoke coming from Coffeen coming from Grenville.

[laughter]

WB: But I feel like I came into one world as a freshman in the fall and left my freshman year and I was leaving a different world. My freshman year women had hours. Men wore suits and ties to the football games. It was old college life.

CD: Can I ask you what you mean when you say women had hours?

WB: Women had to be home at 11 o'clock except for weekends when they had to be home at one o'clock.

CD: Thank you.

DP: 10:30.

WB: Well my women had to be home at 11:00.

[laughter]

WB: 10:30 to 11:00. I thought it was 11:00.

HS: By home he means their homes on campus.

WB: Yes they had to be back where they lived at 11:00. Not somewhere else.

CD: Ok.

WB: Anyway, and in the spring of 1968 Martin Luther King was assassinated and Bobby Kennedy was assassinated during finals week because finals week was in June at that time. When I came to campus here, my memory is that there were two hundred and fifty African American students. Negro students I should say. Negro students that included the students from
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Africa, which could be hardly considered African American. Out of thirty thousand students only a hundred and fifty of them were Black. So when I came back for my sophomore year in the fall of 1968 there were six hundred African American freshmen. And Project 500 was actually 585. And there was all this unrest. There was unrest around civil rights issues, access to education, and the Vietnam War. It was a very unsettled never looking back kind of a place.

CD: When you say when you came back in the fall it was a different place. There was all this discussion going on and activity around the war and civil rights. Was there none of that discussion going on in your home town?

WB: No. No and there was almost none of it happening in the world I lived in my freshman year. But then Martin Luther King in April and Bobby Kennedy in June and the Democratic National Convention in August. And sitting at home in Greenville watching Grant Park on TV was a paradigm shifting for me.

CD: How quickly did classes start after the Democratic National Convention that year?

WB: After Labor Day.

CD: After Labor Day. Ok.

WB: So that was pretty fresh. And it was... I just feel like I came in to the old University, very stable and very predictable and then one year later I came into a place that was completely transformed. And a country that was under great transformation.

CD: Right and we will come back and follow up on all these things. Dan do you want to speak to this?

DP: Yes. Part of my problems is that my memory slips a lot so I might be fumbling. Remember the phrase en local parentis because I think what Willard was talking about, at least I believe so, is that before 1968 the University was the parents of the students. Am I correct in that?

[general murmur of yes]

DP: And the students wanted out from that. They wanted to be considered adults, I believe, and make their own decisions, which is why they wanted more power and the ability to do things. With respect to our office, Student Programs and Services, you have to keep in mind that at least I didn't have anything to fall back on. I didn't have any other university or any other information that would give us structure so that we could deal with the problems that were taking place on the campus. So it seemed like everyday there was a new problem and we'd have to solve the problem and then that became a program, a part of the program. So we were doing a lot of feeling around for what we should be and what Hugh, and Hugh's role was so important, and Hugh's role was so important to us because he gave us a lot of latitude to do things. I can't remember exactly what the dialogue was but we just needed to have a diverse group of students

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that would be a representation of the total campus. And so I think I said I needed fourteen graduate students or something like that. Or we needed we needed to Willard Broom's or we needed the fraternity kids and that they could represent the total campus. At that time there were no minority students but in a pretty short period of time we had minority students as part of the office, as well. Now what else do I need to say?

CD: Your memories of the... extending beyond the office what was the atmosphere in the community like? Both on the campus and...

DP: Now in the community, when you were in the community a lot of the people in the community, including some of the people in our faculty, wanted to us to line up the students and shoot them. They didn't mean it that way but they felt the students should be put in jail. As a matter of fact, I think maybe you can relate to this, in the fall of 1968 when the Y had their freshman conference at East Bay Camp in Bloomington, I remember I was doing some group song leading when the word came in that two hundred students were arrested and put in the stadium. Where were they?

WB: Stadium.

DP: Stadium. And so I immediately left and came back to the campus because it seemed as if every hour there was an incident that required attention. And there was excitement on the campus and there were an awful lot of ill feelings on the campus that we had to deal with. And one of our frustrations, and I mentioned this the other time we met, it seemed like what we were doing was reacting to problems rather than being proactive. And we were looking for a way to get on top of things.

CD: Ok. That is good. Mark.

MH: This is my hometown so I grew up in Champaign and quite honestly I went to the U of I for one reason that that was all I could afford. My mother was a secretary and so I think tuition may have been two hundred bucks a semester because she worked for the University. I lived at home the first year. So I would go over to and I would drive with mom and we'd park our car across the street from the Union Building where right now the Engineering Quad starts down there. It is kind of interesting I always thought Champaign was a diverse place and the reason why is that for many years I was raised in the north end of town that is the black section of town. So I knew all those kids because in the summer time we had a business up there. And in summer time I would play baseball and softball in the Douglas Center park district team. I was the only white kid on the team. And we always had a large population of Asians. So for me, and I think I am right, I think Champaign Urbana has the largest population of Asians outside of San Francisco into the seventies and even longer than that. But there was a strong Asian presence here. So for me I am a little different than Willard. I understand where he is coming from. It was diverse to a certain extent in my world in that respect because I ran with those people. I ran with the hoods from Wilborn Heights. And ran with the country club kids. But I think I was pretty naïve, like Willard. You sit there and I remember Dow Chemical is the corporation I

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remember as far as the... I hung out at the Union Building. That was kind of my social world. I mean I remember the demonstrations against Dow Chemical. I am not sure if there was one against GM as far as the... What is good for GM is good for the...

DB: GE.

MH: GE?

DB: GE was the focus.

MH: Ok. But it was all relating back to the war and the industrial complex, the industrial war complex. So that first year it opened my eyes. I agree with you. To come to wonder and then things happen and things begin to unfold and you saw more and more in 1968, 1969, and 1970. I remember Wright Street in front of Wit's End and those places with the National Guard on the street. I remember seeing some friends of mine in the National Guard and I'm on the other side. I remember the SDS. So yes things changed.

CD: What do you remember about the SDS?

MH: More rock throwing. I remember the administration's response to the rock throwing was we need to get rid of all the rocks so we can get rid of the ammunition.

[laughter]

MH: You know? So you saw the O and M guys out there taking up the rocks.

[group talking]

HS: They covered them with plastic. They sprayed them so they couldn't be picked up. Glued the rocks to the ground.

MH: I remember, which they will talk about later, is Medicare starting. All those things evolved really to a crescendo.

CD: And Dave?

DB: I have a little bit different perspective. I have similarities to Mark and similarities to Willard but the perspective that I would like to share is that of a National Guardsman. And that perspective of us young men and the number one thing that young men off to college had to worry about was their draft status and how you handled it. I became a career counselor and young people are very career orientated and they can not understand that career really didn't mean much to us then. We were worried about survival and what it meant to us. That gives you the background of the atmosphere of every college campus, I think, anyplace in the United States at that point. There was a certain dichotomy that those of us that were in the National Guard

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being mostly college students were there as our way of handling our draft status. Being face to face with our peers. On the other side of the picket line as Mark indicated. And there was within the National Guard the same kind of conflict that there was on college campuses between older faculty members and older officers and older NCOs that were wanting to line all the students up and shoot them. Against those that were the younger peer group of college students that fully understood their concerns and the changes that they felt were necessary in society that ultimately took twenty, thirty, or forty years to really come about and maybe did not reach their fruition until this last election. So there as enormous tension, and as Dan mentions, nobody knew how to deal with it.

CD: But what do you remember? Specific events. Like how would you... If you were a National Guardsman what was the atmosphere like? What kinds of relations... How did it effect your relations with students with...?

DB: One occurrence in particular that tends to characterize the nature of things. Some of the campus disturbances started and we had a very, very conservative jock oriented fraternity named Tau Kappa Epsilon on Armory Street. And Dan or Hugh called me out to go talk to those guys because they were taking baseball bats and golf clubs to the hippies. And there I was talking to the assembly of folks in their dining room and a student comes up to me and says you've got a phone call in the kitchen. And I said, "Let me finish this first." Well, I finished it and told them that it was not a nice thing for them to take baseball bats and golf clubs to the hippies. And went into the kitchen to answer the phone and it was my National Guard first sergeant who had tracked me down and our Guard unit had just got called up. That's the dichotomy and the things that happened.

MH: What year was that?

DB: Jeez I don't know.

MH: It had to be like 1969 or 1970.

DB: Yes that is about that period.

WB: You went to SIU didn't you?

DB: Yes we got called to SIU.

CD: Ok. There are a couple of things I want to follow up on real quickly here. A couple of points. If each of you could just speak to what your memory of what campus was like when news of Martin Luther King's assassination hit. How you heard of it.

HS: Well, I wasn't on campus but I remember standing in my office building in Washington D.C watching the smoke come up to the North of us and watching it get closer and closer and there was a great deal of false information out there. Like should we go home? Should we get

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out of here? Interestingly enough I had spent quite a bit of time and the program I was working for at that time, which was the... We called it talent search, contracts to encourage the fullest use of education talent, and one of things that we were doing was we were finding youngsters that would not go onto post secondary education whether it be college or some kind of training institution or something of that nature. And since so many of them were getting into the minority groups I went to many of these minority meetings. And I remember a meeting in Roundstown in New York, in which I was the only New York, in which I was in an armory which had one white man other than myself and there were at least four thousand to six thousand black people in that room and they were complaining about the fact that there was not any equality going on. And a lot of very, very bitter and threatening sort of things. So when I came here in 1968, shortly thereafter because a few months later, I had really faced some very angry and some very, at least, violent talking minority folk. So I wasn't really so intimidated here but many of the other administrators were extremely intimidated by the verbiage that came out of all of this, the threats. And I realized the threats were mostly idle and empty threats because not that I was ignoring it but I knew that there was a lot of talking going on. In fact, that was one of the things I often said during the uprisings, if you want to call it or the problems that we had, I didn't worry too much about the so called far left kids like most of the hippies you saw around. They were a lot of mouth. But the kids that were conservative with baseball bats, they were not. I'll toss in a quick thing on that. Got a police report back that two football players booted a hippie out into the street. Just walked up behind him and kicked him into the street. They identified the two players and what am I going to do? The police report is in so I called the football coach. He didn't want to talk to me. So I called the director of athletics. He didn't want to talk to me. But the associate director of athletics, a guy by the name of ... Come on the old coach.

[murmur]

HS: Ray Elliot. Ray Elliot said I'll be right over and I'll bring some coaches with me. And he came over and I explained to him what happened and this one guy had literally drop kicked a student. And I'll never forget this. One coach said, "You mean" I won't use his name, "kicked him?" He said, "Oh my! How is he?" He said, "Because he just had his knee operated on."

[laughter]

HS: Now do you understand the attitude there? It wasn't what he had done. It was oh, did he hurt himself. That happened and that really gets into what Dave was talking about because they were going to help us. Oh, they were going to help the police. But eventually when things got tough and some of the fraternity guys got caught up they got into the action too. But we found that different dichotomy of the student body. Frankly, the fraternity and the sororities were the conservative element and the bad thing was trying to deal with it. Our schedule was up at 8:30am, no be at the office at 8:30. Work all day and then go back home and then come back out at night. And stay out until midnight or later. Usually students didn't stay up much past midnight. The students slept until noon then got up and started in again and whooped it up until midnight and then they went home. Well, I get home at 12:30 or 1:00 am and I have to be up

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again at about 6:00 or 6:30 in the morning. They wore us out. That is what they did. They literally wore us out.

[laughter]

MH: If only we had known.

[laughter]

HS: I am sure that Dave saw the conflict in terms of the National Guardsmen might have had. I was in the army reserve for twenty nine and a half years and my fellow reservists were just as bad as the engineering faculty. The engineering faculty wanted to know why we even admitted these kids. Let's put them in box cars and ship them home. Not in Pullman but in box cars because that is the way to get rid of these people. And there was a split in the faculty. Liberal Arts faculty were applauding, not all of them but some of them. Engineering and Agriculture faculty, well, they had things to deal with that, bull whips and prods and a variety of other things that they thought would work on this. The thing that you've got to really realize in this context, and I hope that everybody agrees with me, that there was a tremendous difference of opinion on this campus. Nobody said let's do this together and solve this. It was torn apart based upon their own attitudes.

CD: Willard let me ask you because that was your first year. 1967 and 1968 was your first year here.

WB: Yes.

CD: You said earlier that you really came with one mindset and really left with another. So you were on campus when Martin Luther King was assassinated and when Robert Kennedy was assassinated. And I am curious to know how you heard. Where you in class? I know I was old enough but I don't remember which days of the week it was. I was younger than you so I didn't really have to be anywhere I don't think. But whether these were class days or how students reacted. How faculty and how their reactions were to your reactions.

WB: This is really bizarre because I have searched my memory for all these years and I have no clear memory of the King assassination. I just have no specific memory of it happening. When it happened and where I was at. None of it. I don't know why. It was very odd. I mean I was aware of it but I don't... On the other hand, I was in finals week and I was in deep trouble academically and I remember scrabbling in finals week and I had the radio on while I was studying and Robert Kennedy was shot about midnight our time. And it comes on the radio as a flash and I'm up studying almost all night.

WB: Were you in a dorm or were you in a fraternity.

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WB: I was actually in a fraternity house. I was studying in a fraternity house but I lived in a cooperative. And so all night long they kept giving medical reports. And so I was up studying but also up listening to that.

CD: Were people talking? Was there any activity outside?

WB: No.

CD: No, not at all?

WB: It was the middle of the night. And he was shot like at midnight our time and lingered until four in the morning.

CD: And was there any discussion the next day after it was announced?

WB: It was finals week. I remember my own kind of concern, frightened, chaotic kind of feelings. But it was finals week...

HS: I think King was shot on a Friday.

DP: April 4th I believe.

HS: Ok, I don't remember what that was but it seemed to me it was a Friday because that weekend was a violent weekend in Washington D.C. but it was a weekend.

WB: You mean King?

HS: King.

CD: King.

HS: I don't remember Kennedy because like you it was midnight here but it was more like one o'clock out east. So I don't remember anything until the next day.

DP: When was Kennedy shot?

CD: June.

[Robert]

CD: June of 1968.

[all: June of 1968]

WB: Right after the California primary.

MH: You have to realize that our finals went on and midway through June we started finals. We were the last school to get out.

CD: I'm going to get back to you. Then just give me an idea of, well, that's good. Let me move to Dan because you were on campus during this period. Was there any reaction in the community or campus community or Champaign Urbana community too?

DP: Let me get Dan to write down project talk. You know we talked about visitation and student speaker's bureau and rumor center but project talk and we will come back to that on the appropriate time. I am trying to think and this is where I am vague here and I wish that somebody could help me with it. They asked me, the Chancellor and Stan Millet who was the person selected to be the Dean of Students, they asked me about taking this job sometime either in December or January of 1967 or 1968. And I was so unconnected to what Student Affairs was all about, I think, it took me like three months to make my decision as to what to do. And it was a lot of talking to a variety of people as to what I should do. And then I made my decision sometime before Martin Luther King was killed and Miriam Sheldon, who at that time was the Dean of Women, was the, and I hope I am correct with this, was the national president of the dean of women's association. Is that correct?

[all: yes.]

DP: And she invited me to go to the national meeting, I think at the Conrad Hilton. And we were and maybe it was Thursday or Friday, I don't remember, but we were confined in the hotel. And we had long sessions because that was the time that all over the country they were changing from a dean of men and a dean of women. So they had a lot to talk about. So it was about ten o'clock at night, or whenever it was, I hadn't eaten. When I would do University business I would stay at either the Blackstone or the Conrad Hilton and I became familiar with the area and there was a grocery store across the street. And I ran across the street to get a sandwich or something and as I started to go across the street and I didn't pay much attention to it but it was unusual that I was wide awake and there was nothing on the street. And this was at ten o'clock at night on a Friday night or a Thursday night there would be a lot of activity. And all of a sudden a police car drove up to me and said, "What are you doing on the street?" And I was...

DB: And this was downtown Chicago?

DP: Downtown Chicago right by Michigan Boulevard. And I said, "I am just going to the grocery store to get something to eat." And he said, "You have to get off the street can't you see that they are burning the west side of Chicago. And that was Cabrini Green and that was when I learned that Martin Luther King was shot. So I went back to the hotel and when we came back we drove on the Eisenhower Expressway and we saw the buildings burning both on the left and the right. And I got back to the campus and I don't remember, as Willard was saying, I don't remember any real incidents about Martin Luther King. And we got to remember that there

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weren't the five hundred students here. Now if Project 500 had started it would have been another story I am sure. Don't you think?

[all: yes]

CD: And the same thing with the Kennedy, with the Robert Kennedy assassination. No real reaction?

WB: It was final week. That made it difficult.

CD: Yes but from the perspective of administrators.

DP: Was school in session?

CD: Finals week.

DP: I just don't remember that.

CD: It's ok.

HS: Let me interject just one thing and I think you all will agree. Finals week cooled down all kinds of activity every semester.

[all murmur in agreement]

HS: Every semester and finals week hit and boom nothing happened except study. You may talk about all these radicals that we had but they were radicals and two things kept them from their activities: one was finals and the other one was intramural basketball. I'll never forget that day when we had intramural basketball some of the most ardent radicals interrupted and they could not be out in the mob because they had to play basketball that night.

WB: And no rally or demonstration ever lasted through the dinner hour.

[laughter]

HS: Or through a rain storm. Even a little rain.

WB: Everyone went home to eat dinner. It was paid for and we are here in the Midwest.

CD: Mark just if you have anything to add.

MH: I know where I was when King died. I was on Roosevelt road in Chicago. I was driving down Roosevelt road and we had the radio station on, you know, just listening to music and we

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were getting, me and a friend of mine, we were getting strange looks and when I think about it and try and figure out how we got from there to point A to point B. So I know where I was and I am thankful that nothing happened. Two other things. I remember that hearing more about the war from my sociology graduate assistant who was a major member of the SDS on campus at that time. You made the comment and he made the comment that a lot of the faculty were not involved, I guess really the graduate students...

DB: The graduate students and the young faculty.

DP: The science faculty.

MH: The last thing is about your anecdote to the story about the two football players. Do you remember was it 1968 or 1968 when the football player, a really good one by the name of Hogan, he quit. He quit the football team over the war. And his position and that was a major thing in the athletic world during that time.

DP: Do we know why he quit? He wanted to go in the service?

WB: He quit because of his stance against the war and the distraction that football provided from serious matters and the racism of the campus. He was a receiver. And the football player Hugh was referring to his initials was Vito Santini.

[laughter]

MH: He's the one that would be eating the glasses at Kams at night.

CD: And can we hear the name of the sociology grad student?

MH: I can't remember. But that is the first time I saw the grad students, you know, become active.

DB: I spent, well my Guard unit was called up so I spent all of that time when west Chicago was burning in the National Guard Armory in Peoria, Illinois. So I am not a good source.

CD: Ok. What I'd like to transition now to is more sort of specific sense of what led up to and why Quad Day. You know we have all this stuff going on on campus and various tensions. Where did the idea of Quad Day come from? How did you initiate the conversation? What kind of alliances did you need to build to make it happen? What areas were there? Just a general idea of what your expectations were. And what you had to do to make it happen. Who you had to talk to and who you had to work with. So again I am going to ask each of you to tell this story and it is fine to pitch in with names and things.

DB: This is just a suggestion for format. Why don't we start with Dan and then allow us to fill in.

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CD: Well, actually I don't want to!

[laughter]

HS: I know what you are after and I am going to give the most shortest and succinct answer.

CD: I am not going after anything I just want your specific memories.

HS: My specific memories are that Dan Perrino came and said, "I've got a good idea."

CD: Now give me some dates. Some context. You know, what's going on.

HS: I'd probably have to look it up because I just did mark...

DP: Really.

HS: The first date of it but...

CD: Just some general...

HS: It was in the spring, late spring. And Dan Perrino came up to me and said, "I've got an idea. We've got to do something to create dialogue and a better feeling between the students and the faculty, and the staff." And he described what he had in mind. Not in great detail but I said, "Good idea Dan." And "Go ahead." That was the part I played in it. That is it. I was not an instigator and I was not a person that described what he should do. I didn't promise him any money. He never asked for any, I don't think. That was one of the few times he didn't ask for money for something.

CD: Well, Hugh let me ask you why did you think it was a good idea? What was good about it?

HS: It sounded like it would be a great thing to do something with the students that would not be antagonistic. That would not be involved in any kind of political discussion. I think Dan described it as a volleyball game or something of that nature. He described other things, music. That type of thing. And I said, and I am going to be more blunt. Dan was the idea man, really. Always had been. And I described him once as coming up with more ideas in one day than the rest of my staff came up with in a month with ideas. But I will admit that half of his ideas...

DP: Were kooky.

HS: I couldn't do anything about because they'd cost too much money.

[laughter]

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HS: But nonetheless he did have these ideas implanted. He was about the only one that was doing that. He took to heart what the Chancellor had and what really Stan Millet had wanted him to do, which was to create programs that showed these people the diverse groups of people we had on campus together. So that might... So that is why I never interrupted or took it over and said. But my part was nothing more than saying hey go ahead. And I think I gave him support. Although he did get a lot of none support from a more conservative part of the campus. "You don't do that stuff with students! Keep the distance.

CD: Willard?

WB: I had been a student employee in the office and Dan asked me if I would work over the summer and organize this new program he had an idea for. And I was very excited about that and he said, "I want you to work with Mark Herriot." And I was very unexcited about that.

[laughter]

WB: Mark and I knew each other but we were politically quite a ways apart. And everything was kind of political in that environment. But what I remember Dan saying was, the image he used was that of a county fair for the campus. Where you come to the Quad and there's the community in front of you and everybody comes and learns and shares together in that community. That was kind of the image that stuck with me because I remembered him using those words to describe the concept. He probably used other things but that was the one that stuck with me.

CD: Now I am going to skip over you Dan.

DP: Oh, ok.

[laughter]

CD: Mark? Save you for last...

MH: Remember Dave actually talking to me about it and it is interesting because Willard and I were more different than opposites and I am not sure that we were totally opposites politically. I was really the Wiedemann's that got us together. That was a bohemian beer at the time. Cheap, you know, like \$2.50 for a case. But I really think the thing was that it was no holds bar. We could do anything that we wanted to.

CD: How did you hear about it?

MH: From Dave.

CD: How did he describe it? Do you remember what he...?

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MH: We had just completed statesmen and students.

DP: Just completed what?

MH: Statesmen and students.

DB: For the interfraternity council. Invited congressmen to campus.

MH: Yes, which was an experience in itself. But anyway I remember, did we ever touch base the Dave and ever tell him what we were going to do? I don't think we did.

WB: No.

MH: You kind of went to the trough and you drank some water and then we were able to go and do. It was a lot of fun. I mean the things like the volleyball game with the Chancellor's office and the students. And the wringers that were put in. It was a lot of fun. And Hugh to a certain degree I'm going to have to disagree with you. I fit right in and so did a lot of the entertainment and things of that nature. Some of the different campus groups and there was more of a reference for Dan. I never really found any that I can remember saying "just because he is doing that, no." But I found more of a, "why don't we try something like that." The only person I found negative was the gentleman from the Illini Union who didn't want to do food service.

WB: Pat Flynn the space officer initially was negative because that is who you had to start with.

DP: That is right. I forgot about that.

WB: And he was negative and somebody got to him. He wasn't going to let us have the Quad.

CD: But did he say why? I am sure he didn't have to.

[all: Because it was his Quad.]

CD: It was his Quad.

[laughter]

WB: He said you're not going to do it. And I got long hair and he thought I was some crazy kid and somehow that was beyond me.

HS: Well, let me tell you one thing about the Quad. In the forties and fifties students did not walk on the grass. And suddenly we have all these pagans out there not only walking but smoking and throwing Frisbees, and jumping up and down, and stomping the grass.

WB: And other things.

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HS: Oh, yes many other things. There were a lot of things.

CD: Now you just think we are going to just let that sit?

DP: I don't know anything about this. There were a lot of things I didn't know.

HS: You walk down that campus and see floods and clouds of smoke and see somebody sitting there absolutely stunned out of their minds staring off into space. Yes it was a different world.

CD: And Dave were you here at this time?

DB: Yes.

CD: Yes. What do you remember about this?

DB: I am going to build off what Willard said. Dan described it as a county fair. And I am also from a rural background, came right off the farm. So that was a concept that I could relate to. I knew what Dan had in mind in the broadest terms because that is what you did in a county fair. There was a lot of interaction and booths and fun and games and those kinds of things. Even in a small town there was involvement of a lot of people in a very personal way and I can see that is what he was trying to get at. We three were Dan's gophers. After Hugh gave approval then Dan came up with the ideas and we tried to carry them out as best we could.

CD: So you three were doing the outreach to potential participants.

DB: Well, even beyond that, I mean, to the point that one of the memories I have is that O and M would bring tables but they wouldn't set them up. So their truck would drive down the walkway of the Quad and they'd dump.

CD: Quad was a leper colony.

DB: So Willard, Mark, and I would follow up that truck and set up the tables on the side so that they would become booths. I am sure that now they set them up. But at those times that was some of the resistance that was offered to this idea.

CD: How did you get groups to participate? So you had tables but how did you get people to be at those tables?

WB: We told...

CD: And how did you decide who to invite?

DP: Can I jump in somewhere?

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CD: Yes. All right. We are moving to the center of the story here. Dan?

DP: You'll have to help me because again I am losing some thought processes here. You know, part of my background was in music and show business and music was always a way to build bridges for me. And music had a way of bringing people together. And we did have an incident that gave us something to fall back on. And that was the Medicare on the south lounge of the Union Building. Because when we went into that south lounge of the Union Building, which was the free speech area, people were not talking to one another and I think I am correct when I say that faculty members would avoid walking through the south lounge of the Union Building for fear of being verbally accosted by the students. And so that gave us some idea that if you add something that would be a diversion maybe it would work. Well, we had a number of people in the community that were not necessarily frightened of students or of talking to students. So what we did, and I remember writing a letter and I don't know if the letters are in the files, but I wrote to Charlie Ziproth who was the mayor of Urbana and wrote to Virgil Wycolf who was the mayor of... Is that right Virgil?

DB: Champaign.

DP: I wrote to Chief Shirly the police... What was his name?

WB: Arnold Shirly.

DP: He turned me down completely. But the Urbana police chief was ok and who was the chief of police for the University? Was that Paul Dollins?

HS: No.

DP: Well anyway...

DB: Joe Blaze?

DP: And then I talked to Bill Stallmen who was director of space. He came out. Paul...

[all: Stone]

DP: Paul Stone the trustee, I talked with him and he said he would come out. We had people from the YMCA, Dick Lundy, Lundy?

[all: Yes.]

DP: The ministers. One of the things we organized is, well at least I think we did, is organize the religious workers association. So we had support of all of the religious centers on the campus. And so we did have a positive base to start out with. The big thing other than Hugh, Hugh was a key piece to give us the go ahead. We went to the Chancellor and we outlined what

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we wanted to do and he said let's go with it. Do you remember that? Now but his staff was against it. All of the Vice Chancellors, Jack Briscoe, and whoever the rest of the people were, were just against it. Along with the... Was Max...?

[all: Max Ruben]

DP: Was he with the FBI? I could never figure out what he was with.

HS: No he was chief investigator.

DP: Ok. He was dead set against it.

CD: Chief investigator of...?

WB: J. Edgar Hoover of the campus.

[laughter]

CD: Chief investigator for...?

[all: The campus. For the police.]

WB: Whatever he wanted to investigate.

CD: Ok.

DP: But then...

DB: Those were different times.

DP: Different things began to fall into place. At that particular time, and this is maybe kind of trivial, but I think it was very significant because we were trying to get the students to realize that Hugh Satterlee was not an ogre and the Chancellor was not a devil and so on. So I learned from the guy that I was with at the Music School, Jack McKenzie who was Dean of Fine Arts, that he and Jack Peltason had a daughter in the sixth grade at Yankee Ridge Elementary. And on Fridays in Urbana they would have show and tell. And the daughters thought that they would have their fathers do things for show and tell. And it just so happened that both Jack Peltason were excellent yo-yo players when they were kids. And Jack was the eight grade champion of St. Louis or something like that. And we thought, "Boy this would be great! Get the Chancellor out there." And so I asked him if he would do it. And he said yes and that was an attention getter. You remember that?

[all nod yes.]

HS: Oh yes. Everybody showed up for it.

DP: And people were going to challenge the Chancellor in yo-yo. And that was so popular that that ran for three Quad Days following. And it got so big that the last challenge when the Chancellor said “You have to do something better than Jack McKenzie. You have to get the marching band to enter me onto the Quad.” So what we did was get the marching band to lead on for the Chancellor. So it was those little things that created a diversion and instead of the campus yelling at one another they were there to witness things. And I remember seeing you (referring to Willard Broom) on the evening of Quad Day when Medicare was playing. There must have been seven thousand kids on campus that night and we didn’t know what to expect. But I do remember this, and I hope somebody will follow up on this, the next day was the day of the first football game and the trustees were here to meet. And it was about one o’clock at night or two in the morning when the last performance group left and the Quad was dark. We didn’t make arrangements for trash. And so I remember saying to the students on the microphone pick up the trash and put it up front by the Quad by the Union. And so the next morning, at six thirty in the morning, I got a call from Ray Armstrong, he is still living and you might want to check on that, he was the police sergeant. He called me up and said, “Dan you got to get to the Quad. The trustees are going to be here in at nine o’clock in the morning and if they see the Quad like this you will never have another Quad Day.” Well, I threw on some clothes and went to the Union Building and the Quad was terrible. You know just trash everywhere. So we fumbled around and got the physical plant and student volunteers, I don’t even know.

WB: Illini Guides.

DP: And they came over and made a clean sweep of that Quad and cleaned it up before the trustees came there. And I think the one thing that I envision was seeing a garbage can with six whiskey bottles on the top.

[laughter]

MH: Oh, come on Dan

CD: Dan do you remember how many tables you had?

DP: Well, what we did was just let the word out because the Union didn’t want to touch this. We thought that the Union would be the logical sponsor.

DB: Ultimately they did.

DP: Three years later. We couldn’t even get the Union to supply food. Why don’t you tell them about John...

WB: Jerry Fuhwa. Oh, I will later.

DP: But we couldn't get anybody that had an official part of campus life to do anything. We had to do it ourselves. So we let the word get out to student organizations that if they wanted to participate come on out we would have a table. But I don't even know who the student organizations were.

CD: But how did you get the word out? There wasn't email.

DP: By word of mouth. Because our office was a student... You see all of the student organizations came out of our office. How many were there? Six hundred or something?

WB: I don't remember.

DP: So the various staff members let the word out and people just put tables out and it was a good number if I remember.

DB: Yes I am remembering some place between fifty and seventy. Something like that.

HS: Well, the first one the tables extended almost halfway south. By the third one they covered the entire Quad.

WB: It was the start of something bigger. We didn't get probably half way through the English Building then that was it.

MH: If I do remember one thing on that is that the School of Aviation did have their simulator down as far as Lincoln Hall because that was the only place that they could get power. And that was...

WB: Oh, that is right I forgot about that.

MH: And that was pretty cool because. Also they viewed this as a positive. I remember the conversation because they were getting down on students and they brought the simulator out there and I've never seen a simulator before or been in simulator before. You got to fly a plane right on the Quad.

CD: Let me just ask one more question following up on this. So there was not paper trail here in terms of organizing this all. This was all word of mouth, phone calls, stopping people...

HS: There were a few people who were a little bit concerned. I think this group was a little bit concerned. Would they have much participation?

[general agreement]

HS: And it turned out, and I can still remember Dan being overwhelmed by how much participation there was that first time. And we had other events. Jack Peltason's contest was one of the great ones. We had, I remember, John Scopus saying one time, Scopus was Assistant Dean of Students, and I really relished the volleyball game because I had played volleyball. And I remember playing against the national NCAA champion. And so I really thought I knew volleyball so we played against the undergraduate student association and I was tuned to just beat them to the ground.

[laughter]

HS: I was very competitive at that sort of thing and I still remember saying somewhere in the huddle to the other people, "Don't you any of you know how to play volleyball?" Nobody would set me up. Nobody at all. I can still remember John Scopus because he would play back row and hit the ball as hard as he could and it was an awful thing. But I do remember I did get one spike in and I hit Ed Hintle.

[laughter]

HS: Ed was the chairman of the undergraduate student association and a terrible agitator and I really laid into him and that made my whole day.

[laughter]

HS: But we did have... We played the women's volleyball team one year and then one of the detractors of Quad Day was Jack Briscoe. And one year Jack Briscoe showed up with the starting center of the basketball team and he had a one day contract, no pay, for him to be a member of the administration and he played that day. And of course he destroyed everybody because he was an enormous athlete.

MH: Nick Connors.

HS: Pardon?

[all: Nick Connors]

MH: He was six feet six inches from Columbus, Ohio.

HS: Nick Connors was one of the first people to ever dunk a ball for the University of Illinois basketball team. By that year we had turned it around Dan.

DP: Yes.

HS: When Jack Briscoe came out and... A lot of funny things going on.

DP: The one thing that always comes to mind is that the purpose of Quad Day was not to display the various activities of student organizations. That was kind of the second part of it. The real purpose for Quad Day was to get people to start talking to one another and to start respecting one another, whoever they might have been.

WB: There were

WB: There were legislators, faculty groups were out...

DP: Lieutenant Governor.

WB: It was...

CD: The first year the Lieutenant Governor came?

[All: Yes.]

WB: So there were a lot of official people out there on the Quad. That was very unusual.

DP: By the way, Willard has some pictures that we should give.

WB: Yes.

DP: You still have those pictures?

WB: Well... Yes they are in a big brown envelope.

DP: This shows you how people forget. When I found those pictures I took them to the Union and I said that I thought that they should be kept there. They said they didn't want them. And it just bothered me that they didn't want them because it showed the various staff members and people that were out there. The picture of the Chancellor. Even Earl Funder was out on the Quad.

CD: Who was he?

DB: He was the Director of the Union who was so opposed to it.

[All: Oh, yes.]

CD: And why was he opposed to it do you think?

DB: Old school. New school. Earl was also the old dean of men and dean of women thing that we tried to create for a context. That was part of it. Old school.

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HS: Earl Finder also, the Illini Union Board was the chief programmer on campus and there was an element on campus of jealous. That that was our providence not your providence. That was a part of it too.

CD: So was there any opposition to it because people were fearful that it would become just some sort of confrontation between students...?

DP: As we were planning it and talked about it... You know it's funny though, when we get into I don't think I thought anything about any confrontation.

MH: I didn't. I'll tell you that right now.

DP: You did?

MH: No I did not.

DB: I did not either.

WB: But the view was that if you get thirty or more students together there was going to be a riot.

DB: There was an element of the campus that dealt with students in that way. You couldn't have any more than twenty or thirty students together because that was a demonstration.

WB: The part of it that I think we've kind of glossed over is buried in a lot of what we are saying is Dan had so much credibility and visibility.

MH: Absolutely.

WB: Whenever we went and said, "Dan Perrino's got this new idea and new program, would you come out?" The answer was yes. And that carried a lot of weight in getting this new idea off the ground.

DP: The pulling together was something, and I don't know if you remember this, but there was an awful lot of improvisation that took place that evening that people were doing with one another. There was a group on campus called the United Mime Workers. Do you remember?

CD: I know the union...

[All: Mime!]

CD: These are mimes!

DP: These are mimes that Jack Glascoe and Bob Feldmen...

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MH: Oh, I forgot about that.

DP: Anyway, for some reason or another, and I remember I was on the stage, we borrowed the Champaign Park District stage and I was on the stage and I saw this commotion in the center of this mob. What had happened was that these four people started a tug of war in the middle. Do you remember this at all?

WB: Barely.

DP: Two were on one end of the imaginary rope and two on the other and they kept pulling and pulling. And what was happening was other students were getting behind those students. So ultimately, there was a long line of people participating in this rope tug of war thing. And they pulled them all the way up on the stage and had that tug of war going. I thought that was incredible.

DB: Just totally spontaneous.

DP: And what it was indicating was that we were working together. You know, cooperating with one another because I am sure they didn't know who was in each line and it didn't matter. But it was that sort of thing that... Oh, and when talking about Scopus, some one brought this up. Maybe Dave brought this up the other day. John Scopus was feared because he was chairman of the discipline committee?

HS: Chairmen of the undergraduate student on discipline, yes.

DP: And he sang a song. He was tenor and had a good voice. And he sang professionally for a while. And when he came on stage they booed him and so forth factiously. And he sang the song Grenada. Are you familiar with that song? There is a place where there is a high note and when he did that... What do you want to tell me?

DB: When he did that the whole audience just went gasped but he paused for a second and said, "Didn't think I could do it, did you?"

[laughter]

DP: But it was that kind of warmth that took place. And you know if we were to do it again that wouldn't happen.

CD: Let me ask you guys two more questions then I am going to let these guys jump in. Clearly there was a program that day. You had various performances. How did you strategize that program?

DP: Well, we structured it.

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CD: And what time did this start and we know what time it ended but what time did it start?

DP: I think noon.

[All: I think that is right.]

DP: And there was a volleyball game and various people were walking around. And then at five o'clock we started the music and we had from five to seven one group and then from seven to nine was the other group, nine to eleven, and then eleven to one. And we had have Tony Zamora, the black jazz musician there.

WB: From seven to nine was like a student faculty talent show.

DP: Yes.

CD: People signed up ahead of time to participate?

DP: Well we just...

WB: They were invited.

DP: Yes. I remember one faculty member and I wish I could remember his name...

DB: The background music was provided by his (Dan Perrino's) Medicare 7,8, or 9 group.

DP: But we had this, and I wish I could remember his name, he played the musical saw. Do you remember that?

DB: Yes.

DP: And then we had Dora More a professor of art and then a professor of political science. And I wish I could remember the name but it was called a New Tabernacle Church Ensemble. And it was a blue grass group. And they were four faculty members that participated and again it was showing these faculty members were people. And that was the point of it all.

CD: All right. Ellen do you have any thing you want to say?

DP: Going back to your programming. It was freewheeling from noon to five and then the music started. We had not food on campus...?

MH: Oh, yes we did!

CD: Oh, yes your story.

WB: We had Jerry Fuhkwa, who was in charge of vending machines which was under the Union, we got him to agree without Earl Finder knowing that he would set up a hot dog stand.

MH: That's right.

WB: But we had to provide the stand.

MH: That's right.

WB: And Mark because he was a townie we got a tent from the Boy Scouts. But I had to go pick up the tent at six o'clock in the morning on Quad Day. Well, I hadn't seen six o'clock in the morning, well, I'd seen it but not from that direction.

[laughter]

MH: And the Weyermanns came in.

[more laughter]

CD: On the Quad?

MH: Oh, no.

WB: And so we set up this tent on the Quad. And then Jerry came out and set up this, I mean, kind of raggedy hot dog stand. But that was it.

DP: Yes and if I am not mistaken he bought one hundred and fifty hot dogs and one hundred and fifty buns and mustard, onions, and relish. And he sold out in forty five minutes.

WB: I don't remember.

MH: We went back for more and more. That was one of the things I remember, you are right. He was like this is a gold mine! And then the next year that Louis Born.

WB: Then we had corn on the Quad.

MH: But one of the key things is from my perspective is the latitude that he allowed the three of us.

CD: That Dan allowed.

MH: Yes, at least Willard and I.

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DP: And Hugh a lot because we kept getting Hugh in trouble all the time.

[laughter]

MH: That was the fun part. There was always a goal. Can we get Hugh into trouble?

CD: You know what, I do have one more question before I let these guys go ahead. And that is where there lingering effects? What was it like after Quad Day? I mean it was 1970-71.

DP: I think everybody went to class.

WB: It was 1971.

HS: Well, they didn't go to class because we had registration.

DP: Oh, that's right.

HS: But it was a lot easier and there was a lot of people talking about what went on and laughing. Did you see Jack Peltason do walk the dog or something like that. I remember that kind of talk. Now that came from students. I don't remember much at all in the way of faculty members talking about it. The fact is the first year I don't think we saw many faculty members out there. And then it got to be such a crowd I avoided it after a while because it was such a huge crowd out there.

DB: One quick thing and don't let these guys be timid about taking credit for it. But remember that the University of Illinois never shut down. Never closed during any of these demonstrations while a lot of our peer institutions both in the Midwest and nationally were closed down by the demonstrations.

HS: All of the state colleges closed. And of the Big Ten, and it was ten at that time, all but three of the Big Ten universities closed at least for one day. We didn't.

DB: And we didn't. And among a number of reasons was the attitude that was created by these kinds of programs that got people to talk. And you may or may not tell me that this was true but I've heard that in the middle of one of the heavy demonstrations, Hugh, you and Jack Peltason took a ride around campus. And while there was worry that the campus might be closed down Hugh showed Jack that students were in fact living their lives and playing Frisbee and football and so on. And Jack Peltason was resolved to keep the institution open.

HS: That is true. It was the time that Parento got bumped by the state police and got hauled away and they were trying to pull down the flag and the firemen were out around the flagpole trying to defend it.

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WB: That would have been before Quad Day then.

HS: That was before Quad Day. Quad Day actually occurred, well, I won't say that things had calmed down but...

DB: I think the activities that we are talking about kept them calmed down.

HS: We had some very serious situations out there. We had people injured. We had... The Armory had no windows that were untouched. They broke almost every window in the Armory. They broke a lot of windows in Lincoln Hall. They visited the English Building.

DB: Illinois Bell.

HS: These were... I don't know why they targeted Lincoln Hall because the English Building was headquarters for the campus men. That was where the Chancellor's office was located. The Union was never touched. The Union was never touched and Student Services was never touched. And that was due to the fact that Dan had... Dan was there on the first floor and they might have wanted to throw at me but I was on the third floor and they couldn't reach up there. But they did not, we were not vandalized. We were not vandalized. And the Rumor Center was there and the continual progress through that building of all of the long haired hippies that were damning everybody, they came in and out freely on the first floor. The other part of the first floor was the Project 500 and they went back and forth freely. And so the first floor kept the rest of us inviolate, I guess. I am not here to praise Dan but he did an awful lot to keep the rest of us from... I never took my phone number out of the book. I was never harassed. My predecessor was harassed constantly. Poor Stan Millet was harassed and he finally took his phone number off and had to change it two or three times, I think. I never had to.

DP: Can I say something here? You know one of the things that I notice while looking at this group up here... I think one of the things that made some of this work is because we were not traditional student affairs people. That sounds like an insult and I don't mean to be insulting to them because they did the jobs that they had to do. But I think we were coming into an entirely different kind of atmosphere and if it wasn't for someone like Hugh who was flexible enough it wouldn't have worked. If he was the traditional Fred Turner or a Miriam Sheldon or so forth I don't think it would have worked. I wouldn't have been there. None of us would have been there. So it took a different attitude towards people and students. And the other thing is that most of us treated students as people. Not that they were something that should be...

WB: Not subjects.

DP: Yes, right. The one thing that we did, I think we mentioned it the other day, when we took over the office there was a big counter that blocked the way. It was just like going to a bank or something. The students would come up to the counter and someone would say, "who do you want to see?" And you'd have to be entered in. We took everything down. But one of the things we got in trouble, and I don't know if you got in trouble for this (pointing to Hugh), we

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wanted to change the painting. The décor of the room. It was traditional green or traditional yellow or institutional, what did we call it? Institutional green?

[laughter]

DP: And so we wanted to get some orange and blue there and the physical plant was really angry at me because we were going to a new paint company. In order to get the color paint we wanted we had to go to Pratt and Whitney. Is that the paint company?

MH: Yes.

[murmur]

HS: Pratt and Whitney airplanes.

DP: Oh, ok. And I know that they wouldn't let me paint one of the rooms orange and blue. So I don't remember if it was you (referring to Hugh) who went there at two in the morning and we painted the room. We got a big bulletin board, remember that Hugh? And painted it orange and blue. And the physical plant was going crazy. But that was what we had to do in order to get the change.

HS: Well, we've had a history of problems of that sort. My son came here years later as head of the Army ROTC and he didn't like the colors of the Army ROTC office. So he called in his staff one weekend and they painted the whole thing. I said, "don't let anybody into that place. Let it set for a couple of weeks before you let anybody... Don't come in and clean." And he did and they never did know that. But he painted the office. Now I'll tell you and this is an awful thing to talk about because it came much later and had nothing to do with this but I digress. The kids over at Allen Hall, unit one, wanted to have a mural on their wall in the dining room. And so they had a lot of artists so they drew up a beautiful mural. Scenes of the campus, students, painted it beautiful. On a Monday morning in walked operations and management with their cloth and laid them down and they were going to paint over the mural because only operations and management can do that. And we, oh I thought we were going to have, I mean talk about at problem! They blocked it and they wouldn't let operations and management paint. And I got called on that thing and we finally worked out an agreement. Operation and management could paint over it but they had to paint in the very same lines and in the very same colors. So all they did was put an extra coat of paint on that mural. But that was what it takes. You did really catch on when Dan was talking about the problems of getting the Quad. Operations and management, you don't do that. They just don't do that. In 1972 Jack Peltason said we are not, and I walked in and said, "bad budget year, bad budget year." And he said, "I just went on the Quad and they were throwing fertilizer on there." He said, "what does that do?" "Makes the grass grow." He said, "why don't we cut out fertilizer." And we did not fertilizer the Quad for two years and that was to keep us from having to cut it so often.

[laughter]

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HS: But operations and management didn't like that because that was job loss.

[all: Yes, that is right.]

HS: I admired Jack Peltason. Jack Peltason was behind and so supportive of what Dan did.

DP: I wish that you could talk to him but he has Parkinson's and maybe Susie would talk to you, I don't know. But they were great people.

HS: We've digressed so much and I am sorry.

CD: Yes we are coming up on 3:30, so do you guys have a couple of questions that you want to ask?

Daniel Raymond: I can just think of one question. And this comes from reading through some of the Rumor Center stuff why other universities saw it as successful and asked for the operation manual that you guys had, I remember that there was even an article from a Kentucky newspaper saying how it really helped calmed disturbances and just diffusing tense situations. Was there any sort of thing for Quad Day? Did anybody ask for a blueprint from other schools? Or was there any other recognition besides just the campus that this was successful in accomplishing what you say?

DP: I don't know. I don't think any of us were looking for any kind of accolades or anything like that. You know, we were just doing our job and there may have been other things...

HS: Other campuses did do something similar. I don't remember that they asked us for a blueprint but I remember that in those days Big Ten universities deans of students always met at least twice a year. We met in some, well it turned out that we met in Chicago at O'Hare Airport. We rented a room up there. We had, University of Illinois had, an office at the LaSalle Hotel and it was upstairs and it was the old placement office, job placement office. And I had control of that and we would meet there. And that was when we would exchange views. Mostly we were commiserating with each other about how we are surviving. But I do remember that I was asked questions about Quad Day and how we had done it and what they needed to do. They'd ask anything that seemed to have worked and people wanted to talk about it. And I do remember that that came up and I do remember that Michigan wanted to know what we had done. I remember that very well because the dean of students was a woman and the vice president was a woman and I think Purdue did something. Purdue had a quad and it was some respects a configuration of ours. And one other school, it might have been Iowa but I don't think Iowa had much trouble. I don't remember the other schools but Michigan and Purdue did ask something about that.

WB: To my knowledge this is a very common beginning of the year activity.

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DB: I think the enduring legacy of Quad Day from the time that we started this is really here on campus. And it has just grown leaps and bounds and continues on. And maybe it has assumed a somewhat of a different purpose and role than what it was originally intended to do but that is partially a result of its strength.

MH: There was one word that I don't remember ever being used by Dan was the word no. No didn't seem to be part of the vocabulary. Now it came about, I mean, he may not ask you anymore about it so you kind of got the idea. But I think that attitude really allowed ideas to percolate and come to development. And in a sense that was radically different in the time period. I just remember talking to the Board of Trustees and it is all about communication. Ok, I think people bought into that.

DP: Things happened that moved into formalizing whatever it was. An example of that was when we were talking or he was talking about the Quad, the Project 500 students came there... A lot of those kids were involved in, well, a lot of young people were involved in rock music and so forth. And the African American students were involved with a lot of the West African drumming. And we had a group of fellows that got congo drums and bongo drums and they were on the Quad almost every day, you know, playing. And as we looked at it it would gather a lot of attention, if you remember. So one of the things that was really interesting and I think it was through Dave's effort, we asked if the African American students would be available to play in some of the fraternity and sorority houses. Well, the fraternity houses didn't buy into that but some of the sorority houses did, and I don't remember which ones but it seems to me that it was on Lincoln Avenue so maybe it was the Kappas and so forth. They invited these kids from South Chicago, you know, tough kids to go into their house and play for them and to watch the tension initially when the guys first walked in and the girls they were frightened and so forth. And before you know it the guys had the girls dancing. It was just a wonderful interaction. That led to some of the things that took place in the African American cultural center. We also one time invited the Latino students, we invited steel drummers from Tuley High School, what later became Roberto Clemente High School in Chicago. They had a steel drum.

CD: They still do.

DP: They still do? Are you from that area?

CD: Well, I know them, yes.

DP: And I can't remember the name of the fellow, the director, he came down twice and they played on the Quad. And that started getting the steel drums and maybe Hugh remembers how he got the steel drums?

HS: Yes.

DP: You couldn't buy steel drums at that time and the director of... John Gombas, what did he do at the University? He had purchasing power.

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HS: Yes.

DP: John Gombas. If you had to buy anything you had to go through John. And we wanted to buy some steel drums and I asked John if he knew anyplace. He was in the Air Force. He called me up later and he said, "I have a friend who is in the Antigua Islands." Is that right?

[all: Yes.]

DP: And he said, "I think they make steel drums down there." So he contacted the friend and the friend said, "I know somebody who will make you steel drums but he wants the money first." And I said, "how much." And he said, "two hundred dollars." And the University would never give a down payment to anything. You'd get all kinds of slips and records and so forth. So we managed to get two hundred dollars some place, I don't know where, but we gave it to John and he gave it to Jamaica, or wherever it was. And it took maybe a couple of months to make the steel drums. The steel drums were ready but how were we going to get them from the Virgin Islands to here? So John had a friend who was a flyer that said he would fly the steel drums to Florida, ok? So we got them to Florida, but what do we do at this point? Well, the Navy commander of the ROTC, Hugh do you remember? His name was John something?

HS: John, yes. John....

DP: So anyway we got him involved. He found that the Navy Air Force had to make systematic flights here and there. So he arranged for them to make a practice flight to Willard Air Port and there just so happened that there was space in the plane. So we got the steel drums. Not to many people know that story.

[laughter]

WB: I remember when they came to our office. We don't have a big office and all these steel drums show up one day. It was kind of a mess.

DP: They may still be in the basement of La Casa. I don't know.

HS: Well, one of these days you are going to have to do another history on the minority affairs centers and houses and we will tell you the most delightful story of how the La Casa came into being on a string and prayer and that was about it.

WB: They are working on that now. This is the thirty-fifth anniversary of La Casa.

HS: I wonder if they'll have the right story on it.

WB: Well, I have tried to direct them to talk to somebody who was part of the story (pointing at Dan.)

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HS: We just used Dan if we had a problem. La Casa occurred because the Chancellor turned to me when we were being hustled out by police at a meeting at the University of Illinois in Chicago, which was caused by the Latino folk out there. And he turned to me and said, “never let me be treated this way on my campus.” I came back and said Dan what can we do? And Dan said we needed a cultural center. And so between Dan Perrino and Johnny Abram, mostly Dan Perrino, I provided most of the equipment. But that was how things got started in those days. Dan would have loved to have money but he never got any money.

[laughter]

DP: But you didn’t always need money for some things.

HS: You didn’t tell me those days! You’d say you need money.

[laughter]

MH: That’s the thing though he worked with people so you didn’t need as much money because everybody chips in a little bit here and a little bit there.

DP: Just for your information and it doesn’t relate to anything but the business of talking to one another was important. Remember Hugh when they were breaking windows on Green Street? And the owners of the businesses were angry at the students. So we started this program called Project Talk. And we got a group of students that were willing to talk to the merchants so they’d be better understanding. This not related but one of the interesting personalities on the campus was the Associate Chancellor Lloyd Berry.

[all: Oh, my!]

DP: And he came from the English Department and he was a little bit of a fright because he’d always talk about his red telephone that was directly linked to the Chancellor. And he drank a little bit and it’d be eleven or twelve o’clock at night and we’d be talking about a student and he’d say, “Is he on our side or their side?” That was this general comment. But anyway so he was going to come with us for our first meeting and one of the people that was with us was the guy that owns that tuxedo place. That big building now. What’s his first name?

MH: Bankier.

[all: Leon.]

DP: Leon Bankier, thank you. He had a heavy Jewish accent and it reminded me of a very effective Jewish comedian, bald headed, Myron Cohens. And so Lloyd Berry had a mark three Lincoln, which was a very classy automobile. And another committee person was Ann Peterson who owned the campus florist shop. So Lloyd picked me up and we parked right in front of the
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florist shop right around noon hour. And he said, “park the car here. I am going to run in.” I said, “You can’t be here. The cars are coming.” There was not parking on the street. And so he left me sitting in the car. And the police come and ask me to move the car or something. So I shoved over to the steering wheel and I’d never been in a mark three before and it had all kinds of buttons on the...

[laughter]

DP: Anyway I leaned on this thing here and I was looking out the back wondering if we were going to get out of the street and all of a sudden the trunk goes up.

[laughter]

DP: And then I couldn’t figure out how to get the trunk down. So I started to get out the car and that was about the time Lloyd got out and moved it. So we went to pick up Leon and Ann and I were in the backseat. Leon was going to sit in front with Lloyd. Leon got in the car and we are driving along and he is looking around the car and he says, “This is this your car Lloyd.” And Lloyd said, “yes.” And a heavy Jewish accent, I am not trying to be nasty here. It was a very nice Jewish accent. If you lived in Chicago you would be very familiar with it. Anyway, he looked around and said, “this is a mark three?” And Lloyd said, “yes.” And pause and he said, “you like it?” And Lloyd said, “yes.” And there was a pause. And he said, “I have a mark four.”

[laughter]

DP: you are bringing up all these crazy things that happened...

MH: I didn’t think the administrators could afford a mark three.

DB: Oh, he was independently wealthy.

DP: Well, Lloyd had money. He owned twenty five percent of the Oakland Raiders or something like that.

HS: Whoa!

DP: He did not need this job.

CD: Well, I am going to...

DR: I have just one more. Was there a specific source of inspiration for Quad Day?

DP: A what?

DR: A specific source of inspiration for Quad Day or did you kind of just...

WB: Was there a specific source of inspiration for Quad Day.

DP: No, just the need to do something. I don't think we were sitting around trying to come up with ideas. I think Mark or somebody said you did things on the spur of the moment. Something happened and you had to react to it. That's why I mentioned earlier that we were reacting to things instead of being proactive. We wanted to get ahead of the line rather than be in the back of the line. And a lot of the programs that we established, for example, Reverend Tom Royer who's the minister at...

DB: St. Mary's.

DP: The priest at St. Mary's. When he was a grad student, he was one of the graduate students that we had, he was interested in films and he developed a neat program on Wednesdays he would show important films at Lincoln Hall. Wasn't it Lincoln Hall? And he called it Films Sandwiched in. Very successful.

HS: Bring your own lunch. Brown bag it.

DP: And, you know, where did that come from? I don't know it must have come from Tom because there was a need. And people reacted to that. That's where Hugh is so important for us because we felt all we needed to do was let him know what we were doing.

HS: Yes because he never had an idea of his own. That is one of the things that was true.

CD: Well, I am going to...

MH: One last point here.

CD: Ok.

MH: Today, where can we get the money to do this? It is always about money. Doesn't matter if it is private sector or public sector or a university, etc. I don't remember money ever being mentioned.

DB: You just did it.

MH: We just did it. And you did it with people. And you just did it. And that was it. Think about your own lives. That is how it is today really. When you try to do a program like this it is where can you get the money. Do you have money in your budget?

DP: Hugh you need to tell them the story about the tractor.

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HS: No that has nothing to do with Quad Day.

CD: And Dan will remember to ask you about the tractor.

[laughter]

CD: But we certainly need to give back this room and we all have meetings. So thank you.

[all: Thank you!]

Ellen Swain: I've got a quick question. What percentage of students were actually doing the protest thing? Because students today think that everybody was involved and everybody was throwing rocks and it is much more...

HS: The day that we almost closed the University there was this mob that was around the fire station and then at the loading dock at the Illini Union. I mean it was packed. Really packed. There might have been five hundred students and five hundred people. Might have been. Jack Peltason picked me up and we drove around the campus down Green Street to First Street and then drove around First Street and there going down First Street the Six Pack is located. Across from the Six Pack there is a tennis courts and the rest of that is wide open fields. There were more softball games, volleyball games, there were kids out there necking. Probably more kids out there on their own because what had happened that day was that a number of faculty members and particularly the faculty from political science had cancelled classes as a class moratorium. This was to be a national moratorium on classes. We did not close. But we did not punish anybody who did not go. That was when Peltason said to me, and he never swore, he said, "My god there are more people out there necking and enjoying themselves than there are protesting! We will not close." And that was it. We went into the Assembly Hall where the State Police were ready to close it down and I already had the plans in for what we had to do to contact parents so they could come and pick up the kids. Or we would bus and truck and train them to these various locations throughout the state because we were going to close everything down. But Jack walked in and said we are not closing.

WB: But there were times when there were many thousands of students protesting on Green Street and the Quad.

HS: Would you guess five hundred around the Union at that time?

WB: No.

HS: There wasn't much room. There wasn't much room.

MH: Willard is getting mixed up here because of the activity outside people at the bars would go outside. I'm just giving you a hard time about that.

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HS: What they are both saying is that there was a small core, maybe. But there were a lot of people who joined in. They came in and they wanted to see what was going on.

DP: Also remember the time when the National Guard came and somebody called a curfew at six o'clock and that meant no intramural basketball games. So all of those, there were like six or seven hundred kids that just came out on Green Street just to watch the activity. Not that they were involved in the demonstration but they were just watching. And then they ran when they said there was curfew at 10:30.

HS: Bruce Morrison was one of the instigators of a lot of this. And I'll never forget that Bruce Morrison would lead people in protest and he called and said I can't do it because we are in the finals of the intramural basketball tournament. And that was it. That was more important. And there was no exaggeration and I am not trying to make light of this but three days of interest it faded. Something had to happen. A little bit of rain and it faded. Midnight, hey we've got other things to do. It was hard, very hard for the protestors to sustain a high degree of interest for any length of time until somebody did something dumb somewhere. And it happened here and it happened in Vietnam. It happened at the Gulf of Tonkin. All of these things created this turmoil. And it was real turmoil. I don't mean that this was fake. It was real. Let's say finals. My god I would pray for finals because finals came and hey nobody's going to screw around during finals. Right?

WB: Right.

HS: This guy (referring to Willard) got picked up on the Quad. And he got put in the truck or a bus, I guess it was? Wasn't it? Or did you escape?

WB: No, no, no. We were jailed at the stadium.

HS: Yes, jailed at the stadium. And we didn't fire him either. Although I am sure if some of the people had known about it he might have gotten canned.

DP: It was the same time his mother was president of the Mother's Association.

[laughter]

CD: All right I really am sorry but we are going to have to put the room back together again.