

MS: Yes, but it was way before Ed Siggelkow. Siggelkow was up at UM-D [University of Minnesota-Duluth]. They gave his name afterwards. This goes way, way back. Siggelkow didn't get to the U of M until 1970, 1971. But, it had gone on for twenty-five years before that.

AP: We have very good pictures, by the way, in the files, of the retreat.

MS: Good.

Henry Allen used to give an invocation and I complained at the Monday director's meeting that Williamson had for staff. I was coordinator of Human Relations Programs and even though I didn't have a staff, he had me on that, along with Ralph Birdie from the Counseling Bureau and the guy from the Foreign Students Adviser's Office, "Frosty" Moore and Ernie Hendrickson. Then, subsequently, Paul Ptacek, P-t-a-c-e-k, replaced Ernie Hendrickson. Paul then went, subsequently, to head up the Speech and Hearing Clinic at Western Reserve University.

You got the place? You see, no accident that I ended up... [laughter] It's just webs; it's just so funny. It's just a scream. I used to talk to Williamson about it. There's something called the accident theory in vocational counseling. So, after you get finished with all these rigid theories, there's also what is called the accident theory. Something happens that somebody speaks to you and you get into that job accidentally—in quotations—but you're ready for it. I got into college student personnel accidentally. There all these things later on. We used to kid one to the other because here I meet Patterson, who founds the Civil Liberties Union. Williamson didn't know when he came here that Patterson was going to found the Civil Liberties Union. Right?

AP: Can you back up a little bit, Matt?

MS: Sure.

AP: Give us some family background about your parents and where you grew up?

MS: I grew up in New York City, Brooklyn. My father had a number of college degrees. My mother was what was then called a housewife. My father graduated from MIT [Massachusetts Institute of Technology] with a degree in chemical engineering. He, later, got a civil engineering degree and a law degree and, later, a teaching certificate late in life. He worked at different jobs. He was a chemical engineer initially until the stock market crash and then, subsequently, worked for the government. He was involved in the military, making maps of where our troops were going. Then, after the war, he went to work at the Atomic Energy Commission in Dover, New Jersey, where he was in charge of safety and reliability of atomic warheads.

AP: When you say "safety and reliability", was this in the sense of nuclear spillover or in the sense of sort of military police guarding hardware?

MS: That, yes, everything.

AP: All of the above.

MS: You don't want these things to explode when you don't tell them to explode. They have to be reliable. If you're going to shoot them, they have to [unclear], very, very complex.

AP: Indeed!

MS: If you want more reliability, do you give up safety? It's very, very complex. He was with a group of people working on this. I didn't know it at the time.

AP: It was secret? He couldn't tell the family?

MS: I knew he was working in Dover, New Jersey, obviously, and that was the [unclear] and they were making atomic warheads, but specific things, I didn't find out.

AP: How did you get to Ohio to college?

MS: I wanted to go to a school outside of New York, so I went to Ohio "U", which is like the first of these schools outside of the New York City area. It was a small little school at Athens, Ohio, 3,000 students. It was just fun for me and I enjoyed it very much.

AP: What did you major in?

MS: I got a B.A. in English and a B.S. in education. I got two undergraduate degrees. I had a great time. I was very active in college student personnel work as a student leader. Then, subsequently, I didn't know what I wanted to do vocationally, so I thought I'd work a job a month. My brother suggested, "Why don't you go to Teacher's College, Columbia, at night. You're interested in student personnel maybe," so I did it. I got my first job after college as a yard goods salesman at a Gimbel's Department Store. I didn't know anything about yard goods, but I figured, I'll work a job a month until I find something I like and that's going to be what I'm going to do.

AP: You were able to change easily enough from job to job?

MS: Let me tell you, that was the first job. Now, I'm working at the first job and I started looking for a second job. I bumped into a friend of mine on a subway and he said, "Matt, I'm working at LIU, Long Island University, in the registrar's office while I'm getting my master's degree in economics. I happen to know we have vacancies. Don't let the boss know that you're going to quit in a month, but I'm sure you can get a job there for a month." That was it! The accident theory. [laughter]

AP: Yes. You drove to Long Island University theoretically for a month?

MS: For one month.

AP: Did you, then, leave in a month?

MS: I got it. That's it. I got my career.

AP: I have to ask you, what was interesting about that registrar's office and what was, approximately, the year?

MS: The year was 1951-1952, that academic year

AP: You're in a registrar's office. What was interesting to you about it?

MS: My particular thing was selective service. I would work with the young men who needed to get verification that they were students in regard to their draft status. I worked with other people getting students registered into the school and the problems the students had in doing it. I just enjoyed my colleagues. I enjoyed my boss; I forget her name, but I'll think of it. She was magnificent and very, very bright. I just loved it. I was going to Teacher's College, Columbia, and Esther Lloyd Jones said, "You really ought to go to..."

AP: Got it. That sends you in Minnesota. This is 1951-1952, so the fall of 1952, you come here under Williamson?

MS: That's right. Yes, twenty-two years old. It's the funniest thing in the world; you can look at this web and say, "Somebody plotted it."

So, Bill Nunn is here and we'll come back to Bill Nunn in regard to my life later. Donald Patterson is here. Williamson gets pulled in. Williamson pulls in Henry Allen and Henry becomes my mentor.

Somewhere in the 1950s, Henry called me down. I was upstairs in Eddy Hall. He said, "Matt, come down to my office." I said, "Sure." He said, "Matt, I got two girls in that other room; they're American Indian girls. They want to go to school here. I can't handle it. I'm swamped, Matt. I'm just overwhelmed, Matt. Would you take them on as your advisees?" I said, "Yes." So I go out and I meet there two women. They looked like hell. They were sickly looking, just wasted away. One was from Nett Lake and one was from Wisconsin. Josephine White Eagle is from Wisconsin and Betty Ann Whiteman is from Nett Lake. Nett Lake was even worse then that it is now. It really was bad. I don't know if you know about Indian poverty. Today, it's much better than it was then, but it was really bad. I sat down with these two girls and I said, "I'm willing to work with you and I'll help you, but you've got to work hard and you've got to study and I'll help you go through it." They said, "Yes." On Friday, during my operation, Betty Ann Whiteman is having a medicine ceremony for me from 10:00 to 12:00. Isn't that something?

AP: That's very good.

MS: I'm still in communication with her. I lost contact with Josephine White Eagle. I'll give you Betty Ann Whiteman's phone number.

AP: She would have been an early American Indian student then?

MS: She and Josephine were the first two Indian women to graduate from the U of M.

AP: Oh, that's terrific. Good.

MS: And I was their adviser, in a kind of unstructured way. In other words, this is what Williamson pushed.

Betty Ann Whiteman's number is (612) 504-0411. She's ready to talk with you about the work she did in developing the Indian Studies Department.

AP: Terrific. Oh, that's wonderful.

MS: She graduated in 1961, is just a fine person. I'm trying to get her to do more writing. I worked with her. Remember, Henry Allen got me involved in the Governor's Human Rights Commission and I started working with the BIA [Bureau of Indian Affairs] and other groups and I worked, personally, with Josephine White Eagle and Betty Ann Whiteman and I got them lots of money. The State Department of Education and this group and that group gave money to Indians, but very little. Now, all of a sudden, Dr. Matthew Stark is advising these two Indians and I'm working with them on their applications for money and I went with them while three guys from the BIA are interviewing them. I'm sitting right behind them giving them courage, you know. Questions were... "That's a lot of money." I said, "Yes, but do you know what it costs to live in Comstock Hall?" And they ended up in Comstock and I helped them get lots of money, what they needed. That had never happened before [unclear]. This was the first time a staff person at the university really helped some Indian students. They got checking accounts developed and this and that and I would call them, "How's your course work coming? Are you getting these papers in?" They would say, "Yes, we're doing this and that." I said, "Great, if you need any help..." They would come by occasionally to see me. They were doing quite well. While they were in Comstock, I was the coordinator of Resident's Counseling so I knew the director of Comstock, the head counselor who would drop in and see them and they would talk. Whatever they talked about, I don't know, but it wasn't day-to-day stuff.

AP: Sure, just periodically keeping in touch.

MS: Yes, helping them. If they had this problem, they'd come to me, "Oh, Matt, we've..." I don't even remember. I would help them and they knew there was a person here that they could go to. Betty Ann is alive and well and she's anxious to talk to you.

AP: Terrific, I will call her.

MS: She can tell you about the development of the Indian Studies Department at the "U".

Henry, then, becomes a mentor to me, gets me on the Human Rights Commission and a subcommittee of it was the Indian Affairs Committee. Then, later on, I became chair of the U.S. Civil Rights Commission for Minnesota and I had a big role in civil and human rights for many years. That was one of the reasons that Williamson wanted me to be the coordinator of the Human Relations Program because I had a track record in this field.

AP: Sure.

MS: Then, I developed more during those seven years or so that I was in this field here and it was very, very clever of Williamson. He didn't fight the Civil Rights Movement; he immersed his students in it. This can be learning. We had training programs for those youngsters going down to Fort Valley, Georgia.

Patterson gets me into the Civil Liberties Union and I become active in 1958 as chair of the Minnesota Civil Liberties Union's Membership Committee. I hold that position until 1960, when I leave to go to Western Reserve because Paul Ptacek, a friend of mine says, "Look, Matt, you can teach here, get teaching experience in higher education. You can get a degree here. Cleveland's a nice city." So, I said, "Fine." It was good that I got teaching experience because I didn't care for teaching.

AP: Interesting.

MS: It was too hard. I had a five-hour class on Wednesday nights and a Saturday morning class and, I'll tell you, it was exhausting. I don't know what your teaching experience is, Ann.

AP: It's been much less than that, mostly administration, but I can relate to how hard it would be.

MS: I worked hard to prepare. I had good students. They were all master's degree students. I found classroom teaching very, very hard.

AP: You get your master's and unlike the Long Island experience where you fell in love with it, the teaching wasn't... So then, you went back to Minnesota for the Ph.D. at this point?

MS: No. I got my Ph.D. there. I was teaching and working on the Ph.D. at Western Reserve. Then, I went to Moorhead as dean of students. I gave up the thought of teaching. I wanted only to be a dean of students and administrator. Earlier on, I found counseling also very difficult. College counseling is very difficult. I have great respect for counselors. I did a very little bit of counseling because that's part of the training for a dean of students. Boy! I think college counselors and other counselors who spend full-time at it should be commended—just as college teachers should be commended. It's very difficult to do a good job in it. I'm more into administration.

AP: You said, yesterday that your year at Moorhead...you found it was too small a town.

MS: Yes. The students were great and President John Neumeyer was superb. I just didn't care for the community and Williamson offered me this thing and it was too good. I said, "Fine, I'll come back as the coordinator of Human Relations Programs. I love that. I have a history in it." I did and I made the right decision, looking back.

AP: You would have had firsthand experience, then, with some of the demonstrations in the late 1960s, the occupation of the black students and all of that?

MS: Oh, yes.

AP: Can you talk me through that because I think that's just such an important footprint of the Minnesota experience?

MS: Yes. Let me give you one other tangent before we jump into that.

AP: All right.

MS: In 1964, I was on the board of the Minnesota Civil Liberties Union. I got back active again. In 1963, I got elected to the board when I returned from Ohio and, then, I was up at Moorhead. In 1964, I got elected as the delegate of the Minnesota Civil Liberties Union to the national ACLU. I met Roger Baldwin and Norman Thomas, who were active at that time. Subsequently, as a national board member, I met and worked with Chuck Morgan, Junior. Chuck Morgan became the head of the southern regional office of the ACLU. He and I hit it off and I said, "Chuck, I get a lot of vacation time. I'd like to get some exposure to what's going on in the southern part of the country. Do you have any suggestions?" He said, "Yes, if you could get some law professor at the U of M to work with you, could we try to set up some chapters of the ACLU in Georgia and North Carolina, Alabama, here and there?" I said, "I'd be willing to try." He said, "Maybe, if we worked up this two-week program..." I got Bill Lockhart, who was the dean of the Law School, whom most people thought of as a conservative, including [President Richard] Nixon. Nixon thought he was a conservative when he put him in charge of the obscenity committee. I went to Bill and I said, "Bill, I need some help. The ACLU wants help. We want to set up chapters in some of the southern states. Would you be willing to write to your peers, the deans in these law schools, and see if they would be interested in convening a meeting or hearing from Chuck Morgan and me?" He said, "Sure, I'd be delighted." So, he wrote to some number—I don't know how many—and it ended up that we went to three or four of them. I know we went to the University of Alabama and the University of North Carolina. There may have been another one or so.

AP: These are the law schools?

MS: Yes. As they responded to Bill Lockhart, Bill called me, "Matt, I got a 'yes' from this one." I would call Morgan and Morgan would start to work up the follow up. I, then, took a two-week vacation and I went down South working, primarily, with Chuck Morgan in developing—this must have been 1964, 1965—chapters of the ACLU. That was a very different experience. It was frightening. Wherever we went, the motel people knew who we were. When we got into a room,

Chuck immediately moved the beds so we wouldn't be shot. We were under surveillance by the FBI [Federal Bureau of Investigation] and other agents in the government all the time. We didn't know what information was going from them to the bad guys. It was a very harrowing experience. During that time, I met Julian Bond and I think I told you about that.

AP: Yes.

MS: I think he was the communications coordinator for SNCC [Student Non-Violent Coordinating Committee]. One night, I'm with Chuck Morgan at a wealthy, white country club and the next day, I'm with Julian Bond in the ghetto area of Atlanta [Georgia]. Chuck says, "Going to Selma [Alabama] is like dropping you in Hanoi." I said, "But I want to do it. I want to meet with them. I've got this job and it would be good relationships." So, he introduced me to Julian Bond and, then, Julian took me down to Selma. I would then spend the next four or five days working with Dr. Martin Luther King and his leadership. I'm blocking on that guy's name who was the mayor of Atlanta. I still haven't thought of it. He was the ambassador to the United Nations.

AP: Oh, absolutely, Andrew Young.

MS: Andy Young, yes. I was in the car one day with four of the top leaders of the Southern Christian Leadership, two in the front and two in the back. I was on one side of King and somebody else was on the other side to protect him in case he would get shot and Andy Young was driving. It was just some experience. I met and related with the actor who was formerly a comedian.

AP: Was that Harry Belafonte?

MS: No, no, a comedian. I'm blocking on his name also. He became very famous in the Civil Rights Movement because of his strong support. I went and worked with King for about four or five days and he was delighted to have me there because he wanted to impact whites in the northern part of the country.

AP: This being such a pivotal and important four or five days, can you give me a time of year and year?

MS: Yes, it was late spring, maybe February, March, and it would have been 1964 or 1965. I'll have it written down. It's so many years ago. I'm sorry I'm just not better on it.

Along the way, we set up the North Carolina affiliate of the ACLU. We got going the Alabama affiliate of the ACLU and we helped strengthen the Georgia affiliate of the ACLU—Chuck and I did; he was working for the ACLU. So, I did my volunteer work with the ACLU. Then, I switched to King and I spent four or five days with him. He was excited about what my job was at the U of M because this is precisely the relationship that he wanted. He wanted to develop things. He and I talked about this SCOPE program, how to get northern white students to be down South so they have certain experiences and they will talk with their relatives about it. King saw this as a great help to his activities. There were two major things...

[End of Tape 1, Side 1]

[Tape 1, Side 2]

AP: We should explain the initial SCOPE for the record.

MS: The Southern Community Organizing and Political Education program.

AP: It was founded by Dr. King. Was the Minnesota chapter one of the first chapters or were there a lot of them?

MS: I can't answer that. We had Fort Valley, Georgia, and I would suspect there were others. We would be one of the first. That's when it started.

AP: So, it was the first summer that these things took place?

MS: Yes.

AP: You were the contact. I have in front of me here the correspondence from Dr. King, signed by him, or a Xerox copy thereof, inviting Minnesota students to participate.

MS: I'll get you the information exactly of when I went South. I have all of it in my annual reports for that year.

AP: Sure. When you went back, were your colleagues, Williamson and others, pleased with this?

MS: Oh, yes, yes.

AP: Saying you were doing the right things?

MS: Yes, yes. I must have spoken at staff meetings, the Student Activity Bureau, and I was speaking around on campus, at fraternities and sororities. I had slides of my experiences with King. I talked to churches for him. I was very busy during this four- or five-day period of time. I took pictures. This was all part of educating students, just as many years before, I was coordinating human relations programs, getting back to Williamson. The kinds of things we did... For instance, the *Minneapolis Tribune* has a section called "Eight Days Out." I initiated that. In 1950 something or other, we developed a flyer for the 156 resident's councils of intellectual and cultural activities going on on campus and in the Twin Cities. We distributed it through the resident's counseling program. So, every resident's council or sorority house director had a listing of what's going on in the Twin Cities for the purpose of encouraging the students to go to these. Typically, the kind of thing I did is, I changed housemothers to house directors.

AP: That's an important change. We should maybe do a...

MS: Structurally, this was a real change. We got them permission to take courses at the U of M free. Not many of them, but some of them took that on.

AP: If we can stop for a minute on house mothers... Do you know when it stopped being either the role of living in, sort of *loco parentis*, and the title of housemother?

MS: They lived in all along and continued. The change of housemothers was probably—I'll just say—1956, maybe 1957.

AP: So they were still living in the house but the name changed?

MS: And the role changed. Williamson gave me tremendous support in doing that. He immediately bought into it. The sorority alums were *livid* about it, because this is a traditional thing, to have these mother-type figures there pouring tea and stuff like that. I said, "No, we're going to be pushing intellectual and cultural activities: how to study, referring kids to the counseling office or the Speech and Hearing Clinic, getting kids to go to concerts and lectures, getting good newspapers in." We would get the housemothers to get the kids to buy some of the better newspapers, get the *Wall Street Journal* in.

AP: I was reading, yesterday, about a woman named Grace Nelson.

MS: Yes, she was head of counseling.

AP: There's a picture of her that they just ran ... black dress and lace and just very elegant. Now, would somebody like that have been happy to make a transition like this?

MS: Yes, she went right along with it. She was great. Rebecca Nelson was at Sanford [Hall] and there was a fine woman at the nurse's thing.

AP: Folwell Hall, yes.

MS: She, then, went out to St. Paul. They were very good. Grace came right along.

AP: They were comfortable. They're there, but their function is much less parental and much more intellectual—if I've got the concept?

MS: But we still had that. They had head counselors who were administrators for them. The head counselors were still checking girls in.

AP: Parietals. That used to be parietals: hours you couldn't be in after?

MS: I never heard the expression.

AP: The East Coast used parietals as an expression.

MS: They had to be in at 10:00 or 10:30. No, they still enforced that. But there was no question, they went along with the thrust of the resident's counseling program. They were very, very good, but I had to do certain things and some of the things were that I stopped having meetings in the dorms because as soon as you go have a meeting in the dorm, coffee and cake and tea... They start serving things and you never can get to a meeting. I started having the meetings up in Eddy Hall or here in the Campus Club. I didn't want people going around saying, "Do you want some coffee?" or "Do you need cream?" and fussing. We started integrating them into these things...the resident's counselors and the house directors. Along the way, I got somebody from the Theater Department to help me and he and I worked up this listing of activities going on in the Twin City area, which then, a number of years later, became the section of the *Tribune*.

AP: "Eight Days Out."

MS: Yes. I'll find these in my annual reports that I have at home because I keep copies of all of these things. I'm sure they're in the archives. The resident's counselors were trained in how to counsel, how to refer kids to counseling, how to study, use of the library, many, many things. I used to check them in at Northrop Auditorium, that they were there on Friday nights for the symphony, and bring students with me. [laughter] The house directors started doing it and the [unclear] started doing it. You could tell a change, not a 100 percent change but a little change anyway. This is what Williamson wanted and I bought into it and he was thrilled with me. We're going to do things through their resident's experience and it isn't just housing that we're concerned about. It's once you have them in these buildings, you're going to do things with them. Williamson bought into this. I believed in it and it went on.

AP: Did you ever have a system of faculty guests for dinner in the houses?

MS: A big, big program, yes.

AP: Did that work well, would you say?

MS: Yes, reasonably well. At one time, later on after I returned after 1970, I volunteered to work with the coordinator of orientation programs. He asked me to build a program of faculty role in the orientation. I started building that up. I had a committee and during the week or two before school, the faculty would have students at their homes. Faculty speaking... big programs and not only faculty, other people. From the Twin Cities, we would get people, including this panel of Americans that I advised, this university group of students, talking about different religions and so on.

AP: That's interesting.

MS: Williamson's philosophy and the stuff I believed in and I developed tied in just perfectly. Williamson moved from relatively conservative to more open, more liberal, in this regard, still a bit up tight about gays and still a bit up tight about drinking and drugs, but moving in the correct directions quite well and saw the value in these things.

Now, I'm on the board of the Civil Liberties Union and I go down to Selma and I come back with this thing and I was coordinating human relations programs and I, immediately then, started to work with Jack Mogelson and Judy Larson Mogelson. She was the student president of Students for Integration. That was one of the groups I was advising. I would help them raise money to fund these programs. We not only didn't avoid King's Civil Rights Movement, we had a bus load of our students in that march!

AP: That is different than the SCOPE project?

MS: That's correct.

AP: What was the timing of the march? I can look it up.

MS: The march was earlier than that, a few months earlier. I think it was 1965. We helped select the students to go and we did training of them and, then, they went on the march and they participated in the march. I met them that last night when I drove down with James Arthur Johnson, who later became an adviser to Walter Mondale. One of the things when I was in Selma with King was to talk about how to get students down and I mentioned this project. This came up because my students were doing a similar thing on the White Earth Indian Reservation, living there, learning about the Indians, and working with the Indians and the Indian parents, day and day and day. Mogelson and Judy, then, took a group of their colleagues with the students down and they lived and worked in Fort Valley, Georgia, during the summer.

AP: Where is Fort Valley, Georgia?

MS: I don't know, Ann; I'm sorry. Jack will tell you. He's expecting to hear from you.

AP: I will call him today.

MS: A good time to get Jack is about 3:30. [Stark speaks off the record.] He wants to help you. He wants to work with you. Judy Mogelson's a nurse and I'm sure she'll be just terribly helpful.

AP: That's great.

MS: They live in Golden Valley.

So, that's the SCOPE program; that's one of them..

AP: Was it a success? Give me the short version. In other words, would you say that people learned a lot and, maybe they were a little frightened or not frightened, but it was a very positive...?

MS: Oh, they were very frightened. It was a frightening time. Jack can tell you.

AP: I will go to Jack for that.

MS: The students came back and we would have them talking different places. I felt it was worth my while to have worked with them, to have advised them, to have helped raise money. I thought it was a plus. How much of a plus? I don't know how to answer that. I felt it was a major program for that twenty or thirty students who took part, whatever their number is. I recognize some of the names in looking it over.

Then, we also had that group who was marching with King and I told you we had a group of different kids going to Chicago for long weekends. Then, I had this group up at the White Earth Indian Reservation called Project Awareness. There's a student who is interested in talking with you about it. His name is Jules Beck. Jules is finishing up his Ph.D. in social work here at the "U" and he's teaching something. You can easily get hold of him.

AP: All right.

MS: I've told him who you are. You can talk directly to him.

AP: That's terrific.

MS: For six years, I had students selected, trained, and working on the White Earth Indian Reservation during the two months of the summer. They were working with Indian parents, with the tribal government, with the BIA, and with the Minnesota Department of Education, but it was clear that it was under Indian control. We got the Indians to teach Indian language to their youngsters. This was a part of the program...no recreational activities though, only vocational field trips. We built a library. We collected books, bought a building. The Indians moved the building. They painted it and made shelves. The Indian youngsters functioned like librarians, getting index cards. We helped set up a library board of Indians. Then, for the next three, four, five years, they had a library in Pine Point on the White Earth Indian Reservation. It was just a fantastic thing.

AP: Could I go back to a story that was so wonderful that you told about...?

MS: Sure, sure.

AP: ...the Coffman Union student helping with the technical set up. You drove down to meet the busload of students with Jim Johnson?

MS: The students marching, yes.

AP: So, one of the students on the bus has technical skills?

MS: Yes, who had been a student here.

AP: You're in Montgomery, right? Or is this in Selma?

MS: In Montgomery. It was the last night at St. Jude's Church parking lot grounds. They slept in tents. That evening, there was to be a presentation by Harry Belafonte and Shelley Winters and other stars from Hollywood. King came to me and said, "Matt, we can't get things set up for the microphones. Can you help? I said, "Sure." So, I got this student, Dan Paskewitz. He and I went into this big, big truck, one of these 18-wheelers. I would hold the flashlight for him while he would fuss with plugging this in and plugging that in and in a half an hour, it was going.

AP: It was the PA [public address] system that was not functioning?

MS: Yes.

AP: How do you spell Paskewitz.

MS: P-a-s-k-e-w-i-t-z. He was one of the students in the march along with Mogelson et al.

AP: He had worked in Coffman Union in WMMR or something like that?

MS: I don't think WMMR but he had worked here as a volunteer in Coffman Union and he knew about it. He was sophisticated.

AP: Then, they did a presentation of kind of a good luck—the night before—march type rally?

MS: Singing and stuff like that.

AP: The group started off the next morning. I remember you told me the story that your back was very bad.

MS: Yes, I walking like this.

AP: For the tape, he's bending over. It was a disk problem.

MS: Yes. I asked King if I could drive. I said, "I'll get some youngsters and they can sit in this convertible and I'll drive along with you." He said, "No, no, Matthew. Everybody marches."

AP: So, then, you...?

MS: I marched, walked.

AP: How long a march was it?

MS: Gosh, I can't tell you. I'm sorry.

AP: That last piece...it must have done it in sections.

MS: Yes, they did it in about four days, I think. I just don't know from St. Jude's. Whatever I tell you wouldn't be accurate... a mile, a mile and a half. It was a huge group of people who were marching.

AP: Do you remember about the size of the Minnesota delegation?

MS: Yes, a busload, so I would say thirty, forty. Jack will know. Jack can tell you. I haven't thought about it, but I probably would have it in my annual reports; so, if you want to know the number of students, fine, I'll get that.

AP: Sure. I'm kind of guessing that would have gathered students from other colleges as well?

MS: No, no.

AP: This was only Minnesota.

MS: It was the only school in the country that had a coordinator of human relations programs. All the stuff I'm talking about... nobody did hardly anything. We did all of this stuff.

AP: What I meant was, were the students on the bus only University of Minnesota students?

MS: Yes.

AP: The SCOPE project had in its description the fact that there were students from other colleges.

MS: All over the country, yes.

AP: All over Minnesota. In other words, there were, apparently, in addition to the Minnesota students, students from St. Catherine and we were the coordinator for the state in the SCOPE project so I was just...

MS: Yes, it was a U... a MOER Board...

AP: Sponsored project.

MS: Yes.

AP: I understand that. But, you're saying that the actual march to Selma...

MS: Was only U of M.

AP: That's fine.

MS: Two different programs.

AP: Yes, got it.

MS: SCOPE... I don't remember who the students were for the summer. What your saying is that some of them may have been from St. Catherine?

AP: Yes.

MS: We had an interviewing committee screening the students. I remember one student I voted against but, then, the others voted for her, but she caused all sorts of problems and Jack kidded me about that for years. The summer SCOPE program was absolutely a U of M program.

AP: Oh, I knew that.

MS: There may have been some students from some other college.

AP: A courtesy presence of other students; yes, that's what I meant.

MS: Elsewhere in the country, other colleges may have been doing things. I just don't know how much.

AP: Should we leap ahead to 1968...?

MS: We can do whatever you wish.

AP: ...and the occupation of Morrill Hall for the African-American Studies Department?

MS: I was the adviser to a lot of these groups. Somewhere in the beginning, like 1964, I started getting the names of every black student at the U of M. Then, I would get them together, in addition to the ones who were already involved in programs such as Panel of Americans or Students for Integration. Later, we had a group of black students playing a major role with me in having the first orientation program, a subsection for black students. The AAAC, the Afro-American Action Committee, was established and I was the adviser and I would be involved in a lot of what they did. A lot of the speakers that they got and the Students for Integration brought onto campus, we would work together on.

AP: Are there names associated with that?

MS: Yes. Rosemary Freeman, Anna Stanley, Debra Montgomery. Now, Debra Montgomery, you can easily talk to. She was recently honored in St. Paul as the family of the year by the Urban League in St. Paul. I don't think I have her number.

AP: I can call the Urban League.

MS: It's probably in the phone book...the St. Paul Police Department. Just say, "Matt Stark suggested that I talk with you," and she will immediately start talking. She could give you a lot of help. Anna Stanley is around, but I haven't seen her in a long time. I know she's around because Conrad Jones said that he's going to try to get her to come to one of these meetings that we're having to plan for the thirty-second anniversary kind of thing. She will be glad to talk with you; I'm sure of it. Anna Stanley...I don't see why she wouldn't be most anxious to talk to you. John Doyle, but he's deceased...just lots of them. I worked with them all.

Along the way, [President Malcolm] Moos wanted to know what the black students were planning and I refused to tell him. He wanted regular reports of what they were doing and I got pressure from people within the Student Personnel Division to give that information and I refused. I said, "I have an ethical responsibility to advise and work with my students. An adviser gives advice which sometimes students take and sometimes they don't take." [laughter] You counsel with students, refer students to counseling agencies, you work with their academic counselors; and I said, "It's unethical for me to divulge what my students are doing, unless it involves arson or potential murder." That's a standard of the American Psychological Association. A counselor must keep things confidential unless one of those two things occurs. This is past tense; I don't know what it is today.

AP: That was the standard then.

MS: Yes. I said, "I'm refusing." It wasn't just to take over Morrill Hall; it was the demonstrations that were going on. One of the active students is Randy Staten, who ended up in the legislature. I don't know if you know him?

AP: Oh, indeed. I used to know Marcia.

MS: He's alive and well. He's a minister now. I have his number at home if I don't have it in my little book.

AP: He filed a lawsuit against the university as an athlete, I think. He had been an athlete.

MS: Yes.

AP: It was about discrimination as an athlete if I'm not mistaken.

MS: I don't recall, offhand.

AP: Marcia Staten, for awhile, was a university attorney.

MS: Yes, but she wasn't a student here. She was really the attorney for Medtronic, a fine person and a friend of mine. They're no longer married, haven't been for some time. I have Randy's phone number at home, so I will get it to you.

AP: Were you supported in your position of conscience, keeping the students counsel, by Williamson?

MS: Williamson was nearly gone by then and that was the end of college Student Personnel at the University of Minnesota at the level he had it. There were changes here. I don't know how much you plan to get into them. Paul Cashman got hired as the vice-president of Student Affairs and that was the beginning of the end.

AP: A lot of people mentioned that that was a real blow to Williamson because it was a person outside of his tradition of...

MS: It was to all of us.

AP: Do you have any sense of why that hire? Was it an accident of him just happening to have a different discipline and Moos may not have known what he was doing or was it a conscious intention to change directions for some reason?

MS: Soon after Moos got here, there was a panty raid at Sanford Hall and this was in the 1960s. Do you remember when Moos came here?

AP: He was 1968 to 1974.

MS: So, this was 1968 then. Ten years before 1968, if there were a panty raid, I would be called immediately by the cops... see, the coordinator of Resident's Council.

AP: Sure.

MS: I would work with the resident's counselors. We had working relations with the Minneapolis police to keep away from students, keep off campus, don't come near. We worked with the university police, who were generally very good. They kept back and let the resident's counselors work with the students on deescalating the panty raids. From whenever the first panty raids took place—it was probably handled poorly—until Moos came, that was the standard operating procedure: no Minneapolis police and the campus police got a hold of three or four of us, me and whoever was in charge of the dormitory administration, two or three people. We started making phone calls and we would get the resident's counselors in that dormitory playing a certain role, deescalating it.

In 1968, the first thing I hear about is Moos is here. There's a panty raid and he went out on the street to stop the panty raid. We got together, the staff and the student personnel, and we couldn't believe it. It was so stupid! and really insulting of professionals who have dealt with this for years. I no longer was coordinator of Resident's Council, you see, in 1968. We couldn't believe it; we were aghast that a president of a big university that has a structure... He should be so far removed from that. That's a dean of students office responsibility. The dean of students as the coordinator resident's council has ties with campus police and that's how it's handled. Way low. You deescalate it. As soon as you pull in a president, all sorts of concepts about appeal procedures and on and

on... processes, which Yudof is doing well now with Athletic Department. He's not interviewing. He's working with the lawyers who are feeding him information. That's appropriate. Moos did just the opposite, bizarre behavior. We were all appalled, shocked.

When Moos went after me to give information about the students, there had been many things going on. For instance, Randy Staten and a group of his colleagues came in to sit in my office, [unclear]. He said, "Dr. Stark, we're sitting in in your office." I said, "Randy, you're welcome. It's now 11:30. I'd be glad to chat with you and talk with you, but about ten to twelve, I'm going for lunch over at the Campus Club. You're not going to stop me from having lunch. I'm going to lunch. Want to sit in? Be my guest." I had a fish tank there. I said, "You can look at the fish. You can enjoy yourself. If you want to chat, I'd be glad to work with you. Tell me what you want." I don't know how many people there were in the room: eight, nine, ten university students. We talked or whatever we did. Then, about five to twelve, I said, "Okay, I'm going, Randy." He said, "Okay." I left. I said, "Make sure you close the door when you leave." [laughter] There were demonstrations downtown. I remember one Randy led. I went with him. This is my role to play. I don't have to approve everything my students do. Some things they did, I thought were *A* and *B*. Some things, I thought were *C* and *D*. Some were *F*. I had definite evaluations of them and different students, I felt differently about, but my job was to advise, to counsel, to help youngsters at the U of M. Randy and I have an excellent working relationship now, still. I remember there was a march, like at Second and Washington Avenue or Second and Third downtown. That's where the march ended, protesting something or other and blocking traffic. I was there. I am sure I spoke to the police, "Back off. Leave them alone." This is the Minneapolis police. "This is what it is, a group of university students and they're demanding..." I don't remember. I said, "Leave them alone. They'll be gone in about fifteen minutes. They're going to, probably, go back to their next class." My role was to be a liaison, have relationships with them. Some of these things that the students did, I might have known about in advance. Some I didn't know about in advance. I was interested in teaching how to chair a meeting, how to take minutes, how to deposit money in the student account, how to speak up, parliamentary procedure. They knew I was good on the issues, so we had a good relationship—not always 100 percent perfect. Occasionally, they would get upset with me about this or that, but they were good students. This is the learning process. I don't know how many different groups I had. I had an Indian group. I had an Hispanic group, a Mexican-American group, this group, that group. I don't know how many groups I was advising in this area.

Then, along the way, Cashman gets hired and we were aghast—this is a long way around, Ann—thinking about Moos doing this. So, from the time Moos came, he was in another world. Cashman was a speech communication person, who loved getting into this issue, civil rights. He glorified in the press and he just loved it. He was physically big, articulate, and didn't know a thing about college student personnel.

AP: What was his position on the civil rights issues?

MS: Probably good, probably good on everything.

AP: By "good," you mean pro-civil rights?

MS: Of course. [laughter] Do you know what a right thinker is?

AP: What?

MS: Someone who agrees with you.

AP: Right.

MS: Very good point, Ann; I'm sure he was good on everything. Although, there were so many different issues that there was always disagreement within. None of us agreed 100 percent on everything.

AP: Sure.

MS: He was good; there's no question about it, on civil rights. He really loved it. It was a high publicity thing and he just relished it.

AP: So, therefore, unlike Williamson who would have let you all handle it, either Cashman or Moos was more in the front lines?

MS: Absolutely. All of the reports that I have, Williamson got me to take these. We wrote booklets on every one of these things: the Panel of Americans, on Project Awareness, this, this. We had an academic thrust. I published papers. I published articles. I've got a huge background in all of this stuff, but, again, you're only going to use this for, like, a half a paragraph?

AP: Right.

MS: Now, I'm doing the same thing. I'm writing. I'm publishing because I'm an academic. I happen, also, to be a civil rights activist. I happen also to be a civil liberties activist. But, I'm an educator on campus. It isn't just advising the students; it's research, writing, getting them to write papers, having speakers come on campus. It requires a seriousness that Williamson understood.

For instance, it was my students, by that I mean black students, that got George Lincoln Rockwell to come on this campus to speak, the head of the American Nazi Party. We went out to the airport with them and we picked up Rockwell, took him to his motel, took him from his motel to the [unclear] ballroom down here in Coffman and we had marshals and we had a program planned. He was going to speak and, then, there was going to be questions and answers. Then, he was going to leave. Everything was run beautifully. Some people were going crazy. Oh! there will be shooting and riots. I said, "No, there's not going to be. My students understand the importance of letting this person speak, to hear him and to see what a nut is like." They did a fine, fine job. They understood the academic issue. These were not students who were dumb; these were bright young kids and they understood the importance of getting this terrible person to speak on campus so students could see

and hear him, directly. They did and they did a fine job and, then, we took him, the police cars with the sirens going, out to the airport and goodbye. [laughter]

AP: Approximately, what year was this?

MS: I can't tell you; it's in my reports.

AP: I'll check it.

MS: I've got annual reports; they're all there. It was serious business and the students understood it. We had all sorts of committees and meetings, white students and black students getting together, on how to do it and different mechanisms. We had lots and lots of programs going on, very sophisticated.

AP: Why did it take the demonstration of 1968, 1969 to create American Studies? If people had been more progressive... Why did it take that much of a push?

MS: Because universities aren't social movements. Universities collect and transmit the culture.

AP: So it took a prod of the existing culture to make that...?

MS: Yes. The university is to collect information and pass it on. Sometimes, you get certain departments which have practicums. That's why Hamline Law School was started because the U of M and William Mitchell weren't enough out. The College of Education has always been very, very bad about meeting people's needs, always bad, and I was here in 1952. Ruth Eckert and Bob Beck, Marcia Edwards, and a whole bunch of them were very capable people, but they didn't understand how to meet students' needs. That's why St. Thomas built up all of these things and St. Thomas is now one of the dominant schools of education in the state of Minnesota—and it breaks my heart. St. Catherine with these weekend educational programs... Why isn't the University of Minnesota doing this?

AP: Good question.

MS: I went to Stan Wenberg, at one time, and I said, "Stan, I have the contact with these Indians in the state of Minnesota. We can build an Indian Center at the U of M." "No, no, no, Matt. Let Bemidji or someplace else like that do it." I said, "Bemidji is a nothing school. It's a new-ies-ville. We've got the stamp. We've got the people. We can be a major recruiter for Indians!" "No, no, no, Matt. Don't push that, Matt. No, don't push that." He's the boss, vice-president [unclear]. Universities are not centers of social activism insofar as the faculty is concerned. Students are a different story. The faculty collect and disseminate, supposedly, the truth. Right? That's what it's all about. You don't look for higher education to provide activism. There are some colleges throughout the country that function differently. Dr. Taylor from Chicago and Buffalo... different philosophies, but you don't really get certain kinds of discussions.

You see, the faculty today should be aroused to say, "We ought to get out of Intercollegiate Athletics." It's a waste. It provides no substantial educational benefit to the citizens of the state of Minnesota and all the faculty I talked with—past tense—agree. Ten or twelve years ago, we were in the same position we're in today. Nobody is speaking up to stop. Let's get out of basketball. We can't find a new coach? Get out of it. There's no educational role for Intercollegiate Athletics. Father Hessbergh, at the University of Notre Dame, as you will recall, stopped the Army/Notre Dame football games. He said, "It's gotten out of hand." Remember, many, many years ago?

AP: I've forgotten that.

MS: He stopped it; he was right.

AP: But, he didn't stop football?

MS: No, he could only do so much. That's what I'm saying, these are not centers of activism. You get the Harvey Mackays and the others pushing for intercollegiate... oh, oh. Why? We misuse those students on those teams. For what purpose? Getting equal opportunity for women for athletics... we had to fight to get that stuff going. We had to fight against the Central Administration, which means the senior faculty. The senior faculty and the senior administrators are not sources of change. I'm sorry for giving you a lecture. This is so far removed; I apologize.

AP: That's not a problem.

I was talking to Sue Latendresse, who worked in the registrar's office. I did an interview with her a couple weeks ago. She was inside the building when the students occupied it. It was an interesting perspective to hear what it was like. They locked up their drawers and went out in small groups until they were all out of the building and, then, the students occupied it for two days. She said there was quite a lot of damage and the toilets were stopped up. There was quite a lot of crude behavior that seemed disappointing. Were the students disappointed themselves with that aspect of things?

MS: Yes, let me give you some more because it needs to be in context.

AP: Okay.

MS: When I got this pressure to tell what was going on and I reacted, some of my colleagues put pressure on me and I refused. About four years later, pressure was put on others and they said, "No." I was not here when that happened. I was working with the Civil Liberties Union from 1973 to 1975. I understand that it was either that period or a little later that they really got squeezed. You ought to talk to Roger Harrold. He's on the staff.

AP: Sure.

MS: He can give you chapter and verse. These other colleagues of mine were really squeezed and, then, Central Administration got furious at them. This was a number of years after I, all by myself,

said, "No." Some of the people putting pressure on me were people from Cashman on down. I couldn't believe it.

AP: That, presumably, would not have happened under Williamson?

MS: No-o-o.

At one time, the students met with Moos, the black students and it didn't go well and they, subsequently, told me about it. I said something like this to them, "Whenever you meet with Moos again, you really should have me with you to help you communicate with him." They gave a variety of answers, everywhere from, "Go to hell!" to "Yes, we will." Understand?

AP: Yes.

MS: You give advice. You try. You give options. I'm here to help you. I don't have to agree with everything.

Let me give you a tangent. I was the first adviser to the Council of Graduate Students. This was after I returned from my sabbatical, so it was the fall of 1971. I was assigned and was delighted and I became the first adviser to the Council of Graduate Students. That continued for a number of years. One year, the Council of Graduate Students had a subsection and they wanted to lobby the state legislator for more money for graduate students as TAs [teaching assistants], and stuff. I said, "Let me tell you right up front that I have a conflict of interest." They said, "What are you talking about?" I said, "I'm an assistant professor, tenured. I get a salary from the University of Minnesota and the more money janitors get, the less money professors get. There's only a certain amount of money and the more money teaching assistants and administrative assistants get, the less money I get. Now, I don't know how directly and I don't know how much, but you must understand this, I have a potential conflict of interest." They said, "Oh, we don't care. We're not worried. You're up front with us. Don't worry. We need advice. We want to go to the legislature and lobby." I said, "Fine, I'm perfectly willing to give you suggestions and ideas, but you understand, I'm in administration." They said, "Yes, we don't care."

Stan Wenberg heard about it and he exploded at me because those graduate students did a fine job at the legislature. They drove him crazy. Wenberg went out of his mind yelling at me. I said, "Stan, you've got to understand, I'm an adviser. That doesn't mean I agree with my students all the time and whether they should get more money as a teaching assistant is a debatable issue. I don't have to agree or disagree with them when they ask me a question, 'How do we lobby the Minnesota Legislature?' That's a legitimate question for students to ask of an adviser. I gave them suggestions about how one does it. I've advised Young Republicans and I'm not a Young Republican. I advise this group. I advise that group. Some I agree with; some I don't. Stan, I was up in Moorhead and when I left the chair of the Republican Party came to me to thank me for the great job. He said, 'Finally, we've got a Republican as dean of students.'"

[End of Tape 1, Side 2]

[Tape 2, Side 1]

MS: I'm not a Republican. I'm a Democrat. But, as a dean of students, I helped student groups get speaker programs and we helped student groups develop. Some we like; some we don't like. Some we agree with; some we don't agree with. Wenberg didn't accept this.

AP: So, what happened?

MS: Why don't you turn it off and I will tell you?

[break in the interview]

MS: I mentioned the Council of Graduate Students to you because, here, I didn't know whether I agreed or disagreed that they should or shouldn't get raises. I knew if they got raises, it would affect the faculty because there wouldn't be enough money. It's a natural thing. I advised them, "This is what you might do. Call these people and chair this committee. This is where you go for parking. You ought to bring a lot of students. Make sure you have a tie on." I was giving advice and they took what they wished and they did a fine job and Wenberg just exploded.

Having mentioned that now, we're back to the AAAC. Sometimes, they have meetings without telling me about it. The president and the top three or four would have a meeting at lunch; I didn't know about it. Other times, they'd have a regular meeting and along the way they said, "Matt, would you mind?" I said, "No, no," and I would go outside and smoke a cigarette someplace. They felt more comfortable just with blacks. I understand that. I don't have to like everything that they do. They knew very clearly that I thought they were wrong to go to Moos as they did without me with them. Then, I got to speak to Moos directly; I don't know how it happened. Moos and somebody else and I were talking about that. I said, "President Moos, let me suggest to you, please, you shouldn't meet with those students without your major adviser present." He said, "What do you mean?" I said, "Your major adviser needs to be there to help you in the communication process between you and those students." "Whose my major adviser?" I said, "I am." "Oh! oh!" He walked away. I knew in general the students, because it was going on throughout the country, were thinking of doing a lot of things, but I didn't know the exact date and time and place. I knew they were going to have a meeting with Moos, another meeting. They didn't invite me to it and Moos didn't invite me to it. I came up to the Campus Club for lunch and I'm sitting in the Campus Club eating lunch and a cop comes in, campus police. "Matt! Matt! Matt! Matt! Your students are taking over Morrill Hall." Oh, my students... I went over there and they had the door barred, but they let me right in and I started talking with them and started advising them. I spent the next two days in the building.

AP: This is February 1968 or 1969?

MS: I'm sorry.

AP: I'll check it out.

MS: I was with them, then, for the next forty-eight hours, or whatever it was, advising them. Some of the stuff, I don't know that I should tell you and I should speak to them first about some of the advice. I remember there was a white anchor woman, Sherry North, from KSTP. She and her camera person got into the building from the back and were not being let out. [laughter] She got terrified. Somehow or other, the students called me and I went and I said, "Oh, my gosh!" I got the students away and I said, "Look, it's all right. I'll let them out." I told her, "You really ought to get out of this building immediately. This is not the right place for you." So, she and the photographer left and forever after that, she was a friend of mine. She thought she would be killed, but she wasn't going to be. But, she was terrified by it. There were white people in the building.

That evening, I got a hold of Mahmoud El-Kati [Milt Williams]. I called him up and I said, "Mahmoud, you've really got to come over here. I'm a white man and I'm advising black students but, at a certain point, they really want a black person." So, he came over and, then, he and I worked with Moos and the others. It was just terrible. It was like them against us.

You said, "Why did it take so long for these changes to be made?" You mentioned American Studies and Indian Studies. Because as liberal as the university might like to think itself, it's conservative in style, just like the Civil Liberties Union is fundamentally a conservative organization. It defends the Bill of Rights. We want everybody into the system. That's very conservative. Universities are conservative in style. Their methodology of consultation and review and on and on doesn't lead to rapid changes. The isolation of the faculty by departments and things like that leads to conservatism. The mistreatment of women all those years was because it was a conservative thing. The Campus Club used to be sexually discriminatory. You remember that?

AP: Yes.

MS: Money for Women's Athletics and this and that, one issue after another... The style is not activism; although, you will have social workers assigned out into practicums, law students going to court, student teachers learning by being out in a public school. You will have those things. Medical students do internships. But, they're very carefully controlled and it's to learn what is not what should be. It was the extra curriculum under Williamson that... My personal philosophy is social reconstructionism. I believe in the philosophy of Theodore Brameld, B-r-a-m-e-l-d, professor at the University of Indiana. He espouses social reconstruction, which goes beyond democracy in education, learning by doing and it's not only learning by doing, but learn by doing in directions. Williamson ended up buying into this heavily.

AP: When you say "learn by doing in directions", what does directions mean?

MS: Going up to White Earth Indian Reservation and learn by helping the Indians to finish school, learn by doing by going to Fort Valley, Georgia, to get people registered to vote and learn about the government process.

AP: So, when you say, "directions", you mean by social action? The word directions is confusing to me. By commitment or by committed social action, is that what you mean?

MS: You want to move ahead. You want to help in housing. We had students living in poverty neighborhoods teaching people how to read because for them to learn how to read helps them live better lives or get involved in this group and learn how to work in a neighborhood development association to get more housing for poor people.

AP: Do you have any feel—to go back to the Morrill Hall occupation; I can talk to Hy Berman and a few people in the History Department and the academic departments—for how that capitulation came about?

MS: What capitulation?

AP: The forming of the Afro-American Studies Department?

MS: Yes. The university, right from the very beginning, was helping me get the black students out of the building. How can we do a minimum amount to get them to come out of here? That was the philosophy. The object was, we'll go along with what they want, but give them as little as possible and run everything through our systems—which means slowly—thereafter. And that's what happened.

AP: But, in fact, the department did get established.

MS: Yes, but all of it slow and laboriously, under-funded, difficult, foot-dragging, and so on. It was not vigorous leadership because it wasn't the idea of the Central Administration.

AP: Can I jump ahead to the demonstration in 1972 for a minute?

MS: Sure.

AP: The anti-Vietnam demonstration...

MS: Do you mean after Kent State?

AP: Yes. Somebody told me that one of the hidden issues was that one of the Student Affairs leaders was a supporter of a [Charles] Stenvig opponent, so that there was a political animus that brought the police under Stenvig onto the campus.

MS: Who was Stenvig's opponent?

AP: I can't remember.

MS: In the police department and running for mayor?

AP: I think running for mayor.

MS: Who did he run against? Do you remember?

AP: We can check that out.

MS: I'm sure I was. [laughter] Understand?

AP: Yes.

MS: In other words, I don't recall vividly, but who was there to run against Stenvig. I must have been campaigning against that person. Understand?

AP: Yes.

MS: I'm not saying no to what you're saying. I'm saying everybody I knew was active against Stenvig.

AP: It's just an interesting fact. Let me ask you one other sort of [unclear].

MS: The police would be hostile to students. Of course, they're hostile to students. Of course.

AP: One other question, which is going to go further back into the Morrill Administration, 1945 to...

MS: We're going to come back to the riot?

AP: Yes. The question is... There were three or four political issues regarding [Frank] Oppenheimer, [Forrest] Wiggins, another professor, and Paul Robeson.

MS: This was prior to 1952, before I got here? This was the black professor?

AP: Yes, exactly.

MS: I can give you no first hand information because I got here in September 1952.

AP: If you think of anybody that could give me first hand information... What struck me about the handling of the issue is that Morrill made several national speeches in favor of freedom of speech at universities and, yet, when the crunch came, the line seemed to have been drawn: I am upholding civil liberties because these people do not have tenure and nothing is violating the tenure code.

MS: I gave you the answer. I told you about Bill Nunn.

AP: Remind me.

MS: Bill Nunn was an ally of Roger Baldwin. He was also the one to throw off Elizabeth Gurley Flynn from the ACLU Board of Directors...very, very complicated.

Certainly, in the 1960s, we, in the Student Personnel, were instructed about functioning very, very carefully with the FBI, the United States Naval Intelligence Service, groups like that who were trying to find out things about students, some of which the students wanted them to find out. So, a student who was applying for a job in the CIA [Central Intelligence Agency] wanted us to give information so he or she could get a job. But, sometimes, it was to look for dirt about students so they wouldn't get jobs. You understand that?

AP: Right.

MS: We were told to be extremely careful about being interviewed about students, extremely careful. Jack Mogelson will tell you a funny story about my giving an FBI man a membership envelope in the Civil Liberties Union to give to Jack Mogelson. [laughter] And he did. I don't know the specifics anymore; Jack will remember it. The FBI wanted information on a student who wanted the information to be given, but I didn't know the information about the student. So, I referred the FBI to Jack who had worked with this student and the student wanted a good recommendation that he had been involved in things, or something like that. You can't say, "No." If the student wants to work for the FBI, that's the student's right to work for the FBI. So, I said, "Go to Jack. He's a student leader and he will know. By the way, here, ask him to join the Civil Liberties Union." [laughter] Jack will tell you about that.

Wiggins was the professor's name, right?

AP: Yes.

MS: I'm not an expert on it, so I shouldn't be giving you information. You're just going to have to go to better sources. I was twenty-two at the time. I just don't remember things back then. The first semester I was here, I was working as a volunteer in Coffman Union. It wasn't until the winter that I got a job working for Jack Darley as a research assistant in the laboratory for research in Social Relations. Then, it was the following year that I got a job as a counselor in the Junior College Counseling Office and as a resident's counselor, but not that first year. I'm just not a good source of information.

AP: You used the word Junior College.

MS: Yes, that's CLA [College of Liberal Arts].

AP: The lower division of CLA was called Junior College?

MS: Yes. Now, it's SLA [Science, Literature, and the Arts].

AP: But, it's lower division?

MS: Yes, the first two years. I'm sorry.

AP: I just was double checking.

Let's swing back, then, to 1972 and the demonstrations. We've got Moos as president.

MS: It may be that Stenvig and the cops were unhappy with a lot of us who had been active against Stenvig's campaign. Mention a person's name, I'm sure they were against Stenvig.

AP: Another question about the 1972 demonstration... If I'm remembering correctly, Moos was out of town.

MS: I happened to be on the grand jury.

AP: You were downtown at the court house?

MS: I ended up interrogating the police on the grand jury. This is not fun.

AP: You didn't mean that you were on the grand jury at the time of the demonstration?

MS: Yes.

AP: At the time of the demonstration or after the demonstration?

MS: Overlap. You're on for about a month. We got police to come in and others to come in. The information I got is the role of the police was absolutely appalling...absolutely appalling. The reaction of the students and the faculty was appallingly bad, from my point of view.

AP: How so?

MS: I couldn't believe it. The students put up with all sorts of appalling behavior and so did the faculty and I was, frankly, disheartened with my colleagues. There was tear-gassing of Fraser Hall, which was the Law School at the time. They wanted a group of Law School faculty to bring suit against the police. They never did. No law students brought a suit. Immediately after that police riot... What was the year?

AP: It was either 1968 or 1969.

MS: I think it was further. I think it was 1970, 1971.

AP: Okay.

MS: We had a table set up with Mike Weatherly, who was the MCLU legal counsel, asking for students to bring their complaints and hardly any did. I think what the cops did was appalling and I had insights through interrogating the cops in the grand jury room. I also spoke with people outside the grand jury room, colleagues of mine, faculty members, and students, and I couldn't believe what they put up with. Having said that, I don't know what more you want.

AP: Are there other sources on that particular period that you think I should consult?

MS: Yes, of course, but who they are is another matter. George Scott was the county attorney. He's living in Florida. He's elderly now. I don't know what condition he's in. I don't know which faculty members to give you. There's none that were outstanding in their role. It was just appalling. They were tear-gassing the U of M and Dinkytown! There wasn't a huge legitimate explosion by the good people. By explosion, I mean going to court, bringing suit. I couldn't believe it.

AP: What is your overall assessment of how Moos handled that demonstration. He was out of town during one of them.

MS: He was not one of my favorite presidents. You're just going to get more negative from me. Understand?

Who are other sources? I don't know. It's a long time ago. Sorry, I can't help you.

AP: If one is standing back thinking about a student personnel role, one of the things one has learned is that with the cessation of the Williamson Era, student personnel work changed.

MS: Yes.

AP: How would you capture it in the post-Williamson Era...just more routine, less educational in values, more functional?

MS: Yes. I'll give you an example. I spoke to [L.] Sunny Hansen recently—she's in the College of Education—because I want to give all my books away. Lo and behold! I found out that there's no real college student personnel department and there used to be a huge department. I was shocked that it's at the level it is. Thirty years ago, if I would have had all my books to give away, it would have been...oh! give them over to such and such. This [unclear] love to have them. That wasn't the case. [laughter] I don't know what's happened. Really, I left in, like, January 1977. There was a going away thing for me in March, but I was in Mexico for a month and, then, came back and we had a going away thing. I don't know much about what's going on [unclear]. I could tell you prior to that what I saw happening, but I don't know what happened to the Student Counseling Bureau. Is it still even in existence? I just don't know.

AP: It does exist.

MS: Is it as large as it was?

AP: It's probably not quite as large.

MS: I'm sorry. I know there was a change. There was no question at all about it. When did Williamson leave?

AP: I want to say 1968, 1969 or it could have been later than that.

MS: Oh, yes.

AP: It could have been, like, 1989?

MS: No, no, 1989 is not right. But 1969 isn't right...like 1972, maybe...I would say 1973.

AP: I've got it. He did an autobiography piece and it's listed there. I just don't have it in front of me this minute.

MS: I think it was in the early 1970s. He absolutely was here through 1970, 1971. Oh, yes. How much beyond that, I don't know. Then, in 1973, I left to go to work for the Civil Liberties Union. Was he still around then? I know I did some things with him afterwards. He wanted some help from me about some book he was working on or something in 1973 or 1974.

AP: That's okay. This is an easily fixable date.

MS: I was trying to answer some things about this web. Patterson gets Williamson. Williamson gets Allen. Then, I come here to work under Williamson. Then, I work under Ailen. Then, Patterson gets me active in the Civil Liberties Union. Then, I leave to work with another colleague of Williamson's, Paul Ptacek at Western Reserve. I go to Moorhead. Then, Williamson gets me back into a field that I've developed because of my work with Allen and Patterson, whom I related to not as a student but as a colleague in the Civil Liberties Union. I never took courses from him, but I knew of his great reputation, of course. What I did was what I call carry out a philosophy of social reconstruction under the thrust of Williamson. I, personally, found him very good to work for, very protective, very willing to let me go off and do my thing, very supportive, even when he would disagree with me. A lot of these internal fights at the "U" that I brought about, he didn't necessarily agree with. When I was president of the Civil Liberties Union, we went after Elmer [L.] Andersen, who was head of the Regents, for the firing of Mike McConnell. I got criticized by many for doing that.

AP: Who was Mike McConnell?

MS: He was the gay librarian who was hired and, then, fired, one right after the other. Jack Baker was his partner. Jack Baker was the student body president who was gay.

When O. Meredith Wilson was president, the MCLU, in 1969, went after the U of M for religious services in the graduation exercise. I remember Wilson saying, "Anything that's been that traditional has got to be constitutional." Shortly, thereafter, it got thrown out. The attorney general said, "It's not allowable." I got into lots of friction, including from Cashman. He didn't like some of the positions that the Civil Liberties Union was taking when I was president. I was president from 1966 to 1973, while I was on the staff.

AP: I see.

MS: I had to live with a lot of heat. During that time, we went after a doctor at the Medical School who didn't think it was appropriate to teach medical students about how to perform an abortion. I was very supportive of gay rights and getting criticized for it. How you define a university as liberal or not liberal? Everyone sets their own criteria...just like I think people say, "Minnesota is a liberal state" and I say, "No, it's a bi-modal state." We've got both the liberal and the very conservative there both at the same time. I thought the regents and the leading faculty should have been much more militant in helping minority students and getting these departments built up than they were. You may get better information from Hy Berman about why faculty didn't do these things.

I used to be invited to teach sub courses in the College of Education. When they wanted somebody on minority rights or poverty, I would be invited in and, then, I subsequently said, "I'm not going to keep doing this. You really better hire somebody." They hired a fellow with a background in social work. I think his name is [David] Ward in the College of Education. He was the first one and I was delighted because I didn't want to teach in classrooms. At a certain point after the take-over in Morrill Hall, there was a great push to have human relations courses taught. All my colleagues were pushing like crazy to teach these academic courses. I was pissed at them. I didn't do it.

AP: Matt, this has been very, very helpful. This is terrific. I really appreciate your...

MS: Jules Beck, you've got and this is Project Awareness.

AP: Yes.

MS: You've got Jack Mogelson and I gave you Betty Ann Whiteman. Here's another one if you want...Randy Tighe in regard to the Panel of Americans. That was a group of students speaking on various topics from the various religious points of view. I was the adviser. I had nothing to do with what they said, but worked up speaking engagements for them. Randy, perhaps, can talk to you about the context in which that occurred.

AP: One question I wanted to ask about—I think Conrad [Jones] will have some background—is I read some things in the *Daily* that Minnesota was reasonably progressive in the fraternities working to erase restrictive membership clauses. Is that in accord with your memory?

MS: Yes.

Here are the two numbers for Randy Tighe and the Panel of Americans. I gave you Debra Montgomery's. I gave you Betty Ann Whiteman. Randy Staten's you can get. Anna Stanley's you can get from Conrad Jones. He has that. I want to be helpful to you, so just tell me and I'll collect some of the stuff I've got. What's your time frame? When is this going to all be over?

AP: I would say we're towards the end of the project in the sense of the summary narrative. As you said, this is going to be three or four or five or six pages in the book, but the interviews can go on as a more permanent record. In other words, we will be doing and transcribing interviews. This is a particularly important topic so we can do more interviews. They will go in the archives. If you can imagine an archive with your interview and all these in it, you end up with a very valuable product. I would say the interviews will probably stretch into the fall.

MS: That's fine. How about the book?

AP: The book will go to press, if we keep to the schedule, September...if we are late, October.

MS: Why don't you print your name and address, zip code because I want to get you some of these booklets and stuff?

AP: Sure, be glad to.

MS: From my point of view, obviously, I'm interested in getting you as much stuff for the book as possible.

AP: Yes.

MS: I have not much time today. Tomorrow I'm on the Retired Teachers Board of Directors. Thursday, I'm free, so I'm going to be doing a lot of this stuff for you on Thursday.

AP: Oh, that's terrific.

MS: Friday, I'm going into the hospital. Then, I'm going to be out of circulation for about four days or three days. I'll have a phone and you have my home number?

AP: Yes.

MS: Tell my wife you want me to call you and I'll call you.

AP: Terrific.

MS: The whole object of these kinds of operations is to get me out of the bed and get me doing things.

AP: Wonderful. We can keep you busy.

MS: I'm going to collect stuff for you on Thursday and I'll mail the stuff to you on Thursday.

AP: That's wonderful.

MS: Then, at that point, I'm finished until you tell me more what you want.

I just hope there isn't a bunch of stuff about students that I'm leaving out. As you go through what I've said... Is there some student group that I haven't given you enough information about?

AP: I think I'm all right for what I need now. I think you're right about having a few spokesmen from the students. That will really liven up the narrative.

MS: Yes, yes.

AP: Then, the other thing to keep in mind is that what we will probably end up doing—we haven't figured this out yet—is a sesquicentennial web page. We will have six, seven, eight pages in the book, but that will probably be boiled down from twenty-five pages. We can put the twenty-five pages on the web page and the six pages in the book and everyone benefits. We'll undoubtedly be able to use more than six pages.

MS: What I'm most concerned about is, is there a gap? Is there something... looking at coordinating human relations programs that might be of great...? You have seen my annual reports, have you?

AP: I've seen these. I don't think I've seen more than the SCOPE project.

MS: Oh, then, let me tell you. Williamson got from me, every year, an annual report.

AP: I'll check the Williamson file.

MS: I have them at home.

AP: Okay.

MS: It's just a matter of my pulling them out and say, "Here."

AP: Let me see what I can do and, then, I'll figure out where I've got a hole, so you're not just giving me all your annual reports. I'll call you up and say, "Matt, I think I'm stuck on this," or "I need to know a little more about that."

MS: Yes, that's it. I have them all.

AP: Good.

MS: I have every annual report in my files and all my articles, because I'm planning on doing a lot of stuff with them into the future.

AP: That's terrific.

MS: I just haven't gotten to it, like a million other things. I'm working on four books right now. I think I told you that.

AP: That's remarkable.

MS: Oh! do you want a gay student?

AP: Sure.

MS: Bob Halfhill, H-a-l-f-h-i-l-l. He's working on a book with me on the history of the gay/lesbian movement in Minnesota.

AP: That's great.

MS: His number is [612] 870-8026. That's Minneapolis. He's the best source.

AP: Perfect, the Jack Baker era.

MS: Jack won't talk with you. Have you tried getting a hold of Jack?

AP: No.

MS: Jack's not going to talk to you. He wouldn't talk to Bob and me. I wish he would talk to you—don't get me wrong. Mike McConnell is a librarian at the Southdale Library. That's the only way I know of getting to Jack. Mike said, "No, Matt, we're not going to speak to you or anyone. We're not interested. We plan to do a history, eventually, and we're not going to help anybody else with their histories." They are hostile. Halfhill is doing this now with me. He was a student leader at the U of M, so Halfhill can give you good stuff.

AP: Good. That's a help. This is wonderful. Thank you very much.

MS: I'll be in touch with you shortly. I'll call you up and we'll chat and everything is fine. Except for these four or five days, I'm here.

[break in the interview]

AP: We're going to talk about Bill Nunn.

MS: Bill Nunn had this tremendous involvement with the American Civil Liberties Union and, then, came to Minnesota. He was here, but I didn't know about him, except obliquely but nothing to do with the Civil Liberties Union. In my activities prior to returning to the U of M in 1963 or 1964, when I returned from Moorhead, soon thereafter, there was a big issue concerning Milt Rosen, a city council person in St. Paul.

AP: The Rosen/Sibley debate.

MS: That's it. I got heavily into that with the work I was doing. Bill Nunn knew about me, but I didn't know about him. He went to the Central Administration and got me transferred to work with him on the Academic Freedom Policy Statement for the University of Minnesota. Out of nowhere, I get sent over there. He said, "I know all about you. I've been following you for years. I worked with Roger Baldwin" and my gosh! I just... hallelujah, you know. Speechless. He said, "I want you to work with me on this." Bill did a huge percent of the work; it was not 50/50. He did 90 percent of it. A huge percent was his. He wrote what was, eventually, adopted by the Senate and the Board of Regents as the Academic Freedom Statement at the University of Minnesota and I worked with him on that. He's brilliant out of his background of civil liberties. Although, people think of him as conservative, he just enforced a code on the university of faculty freedom.

Mulford Sibley was a friend of mine through my Civil Liberties Union work from the left. Mulford and I were buddies and he would be up here and see me and he'd say, "Comrade Stark!" and the faculty would just wither. We had a joke about it. I'd say, "Comrade Sibley!" and my god! the people would shake. [laughter] I love Mulford.

AP: We're talking here the late 1960s?

MS: Yes. Bill Nunn's role was magnificent. I told you a little bit about the University of Minnesota American Legion Club. Now, there's also his work with the academic freedom stuff and the right of Sibley to say whatever he wished and to function as he wished. It didn't affect his classroom teaching. He had the right to say it. I have a tremendous respect for Bill Nunn. He had a positive influence on Morrill et al. I haven't seen that Academic Freedom Statement in thirty years, but I remember working with him on it. He did the vast... I don't want you to think...

AP: Right.

I have another question. We have been talking about Williamson and we haven't mentioned women students or opportunities for women students much. How would you characterize that? After all, increasing percentages of the students were women and you had the foundation of the Carnegie-funded Continuing Education for Women, Anne Truax and various people. You were here in those years. How did you read that?

MS: There was a subsection and I think it's the Rhodes scholarship. One of my female students was applying for that. Along the way, she told me couldn't get it. I was furious! I just exploded. I started calling around to Dave Cooperman and, eventually, we got the Civil Liberties Union into it

and, subsequently, the Rhodes scholarships changed and they started letting women in. Beyond that, I was not into this role of the faculty. You understand?

AP: Right.

MS: So, there's not much I can say. I remember way back in the 1950s, I would be put on a committee to choose a queen contest and I would be furious about it. I started saying, "These girls must have intellectual standards." One year, the Homecoming queen was a recipient of the Human Rights Award. When she got to be the Homecoming queen, I remember speaking with her. She said, "What shall I say?" I said, "Give them a good..." And she did; she gave a civil rights speech at the fraternity/sorority assembly when she was being crowned. Other than some things like that, I can't give you answers about things like the Women's Studies Department or any of these things. What year would that have been?

AP: I think that the Continuing Education for Women was founded in 1959, 1960 and Women's Studies, I want to say 1972, 1973.

MS: Jiminy Christmas, it just...

AP: This was not a big issue for Williamson?

MS: It wouldn't involve... We're talking about the extra curriculum and this is the curriculum, you see. You understand the difference?

AP: Yes, I understand the difference. But, I was also wondering about women student leaders. Was Williamson encouraging women as well as men in the role of student body president?

MS: Oh, all along. I remember sometime—now that you're raising it—I talked to some of my colleagues in the Student Activities Bureau. I would go to a supper at a sorority and I'd give a talk. Then, we'd have interaction. The girls were just brilliant, fine. Then, twenty fraternity guys would come over for a combined program and I would give a little different talk and, then, the girls wouldn't talk. I remember talking to my colleagues and I finally said, "I'm never going to talk at a boy/girl meeting again. I'll talk to the sorority girls. I'll talk to the fraternity boys. I will not talk to them together because the women don't speak. It was interesting. I saw, and my colleagues agreed with me, that you really wanted it separate in certain situations, because as soon as they were joined, by gosh! the girls wouldn't speak up.

AP: One topic we touched upon earlier, sort of obliquely, is the relationship of athletics, recreational sports, intercollegiate athletics, to the [unclear] curriculum. Clearly, it wasn't one of the intellectual heavy weights of the university and, yet, it had a huge footprint on the community. People came to watch games at Memorial Stadium and cared about the Gophers and so forth. Were there Student Affairs advisers advising the athletic program?

MS: There must have been. I don't know who they were.

AP: They were not connected so much with...?

MS: No. The only thing I remember about the basketball arena—I was trying to think of the guy's name—is we invited an international poet. I think I may have told you this. We had the largest audience ever to hear a poet, in the history of western civilization, give a speech. I'm blocking on the guy's name. We supported the program at... What do they call the basketball place?

AP: Williams Arena.

MS: Yes, and sixteen thousand, seventeen thousand... Then, we had huge programs during the civil rights stuff that I did where my students and I would get these famous speakers in. Stokely Carmichael talked to thousands of students. But as soon as you talk about intramural athletics... I know the dormitories got involved and the fraternities got involved, but Matt Stark... Understand?

AP: Right.

MS: The work that I did, women were involved in. All the civil rights stuff, Project Awareness was boys and girls and not just one or the other. [laughter] As soon as you talk about academic stuff—Women's Studies—I'm out of it and the Athletic Department. Other than my personal feeling, which doesn't mean anything, I was against intercollegiate athletics. Equal money for women's athletics... I can tell you about high schools because I did that with the Civil Liberties Union.

AP: Sure, and with the Indian symbols and things like that.

MS: With the women, we told these high schools, "If you cannot provide equal money for the girls, stop money for boys in high schools! You must have 50 percent or more for the women's athletics because they need to catch up." So, the Civil Liberties Union came down hard in that regard. The University of Minnesota was much later and I was really removed from it.

AP: Yes, that was about 1976.

MS: Yes, and I was gone, not that I was unsupportive but...

[End of Tape 2, Side 1]

[End of the Interview]

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Interview with Matthew Stark

**Interviewed by Associate Dean Ann M. Pflaum
University of Minnesota**

Interviewed on July 13, 1999

Matthew Stark - MS
Ann Pflaum - AP

AP: This is Ann Pflaum. It is July 13, 1999. I am interviewing Mr. Matthew Stark, who was a staff member at the university. I will ask him to give, before we delve into details, a short overview of his time as a staff member at the university—and maybe, some of your MCLU [Minnesota Civil Liberties Union] work later in life—just a three-minute capsule so people know who you are. When they read the transcript, they will have an idea of the total.

MS: First, I give full permission for this taping.

My name is Matthew Stark. I received my Ph.D. at Western Reserve University in Cleveland [Ohio] in ed[ucation]/administration and counseling, my master's in ed/psych[ology] at the U of M [University of Minnesota], and B.A. and B.S. in education at Ohio University in Athens.

I came to the University of Minnesota to work under the dean of students, E.G. Williamson, and did so. I became a student of his and a close professional associate of his for many years. My first major position with E.G. Williamson was as coordinator of the Resident's Counseling Program and I stayed in that position until I left to teach and complete my Ph.D. at Western Reserve University in September 1960.

AP: So, it was approximately...

MS: Six years. I had other positions, but you're not interested in that.

AP: But you were at Minnesota six years?

MS: No, no, I was at Minnesota from 1952 to 1960, eight years... six years in the job as coordinator of Human Relations Programs, leaving out the other.

AP: Okay.

MS: Then, I taught at Western Reserve University in the College of Education, taught courses for high school counselors in training. Then, I spent one year as dean of students at Moorhead State University and, then, Williamson hired me back to the U of M and I did so as the coordinator of Human Relations Programs. I had an academic tenured position as assistant professor in the dean of student's office. I held that position until 1970 when I went on sabbatical with the understanding that when I came back I wanted another assignment. Then, subsequently, Conrad Jones replaced me and he just recently retired. He and I are very friendly and working on historical stuff, too, which might be of interest to you.

AP: Actually, I have an interview scheduled with Conrad next week.

MS: Good. He and I are working on a book and a special program with Dean [David] Taylor. That's going to be a lot of fun.

AP: Just to clarify, the year you came back after Moorhead was what year?

MS: It must have been September 1963 and, then, I was here until 1973. In 1973, I took a two-year leave of absence from the U of M and was hired as executive director of the Minnesota Civil Liberties Union. I stayed in that position until, I think, September 1975. Then, I held two jobs. I continued as executive director of the Minnesota Civil Liberties Union, but I also came back to full-time work at the U of M in the Student Activities Bureau. At that time, I advised student volunteer organizations and student commuters and worked on university student policies. I continued heavy involvement with minority group students through March 1977 when I retired from the "U" and, then, stayed on as full-time executive director of the MCLU.

AP: I'd like to clarify one thing: was it 1963 to 1972 or 1963 to 1970 that you were at the "U" and then the sabbatical. I heard you say two things.

MS: From 1963 to 1970. Then, I went on a nine month, sabbatical. Then, in 1971 through 1973 is when I worked with volunteer student groups and so on, out-of-classroom learning, special class programs. That was the College Without Walls and a number of these kinds of programs.

AP: Actually, if you have vitae, which you probably have somewhere, I could use that. I think this is going to be an important...

MS: I'm sorry... a little résumé, sure. You keep telling me what you want and I will do it. I've got some booklets to get for you, too. I will get them to you.

AP: Good. Then, after 1977, did your affiliation with the university cease?

MS: That's correct... formal.

AP: You stayed on in the MCLU?

MS: That's exactly correct...until 1987, when I retired as executive director. I am now executive director emeritus. Before being executive director and afterwards, I was president of the MCLU for many years. So, six years before I became executive director, I was president and for about six years afterwards, I was president.

AP: Would most people holding that position tend to be lawyers or not necessarily?

MS: No, they were the legal counsels. I understand now, when speaking to the executive director, that he thought many of them were lawyers—not when I was executive director. It was really media, membership recruitment, fund raising, administration, volunteers, but not litigation. The Minnesota affiliation happens to be interesting because we do very little litigation directly. We have such a great pool of volunteer lawyers that we don't need to have a super lawyer on staff.

AP: Sure, that makes a lot of sense. It's like the U.S. military is headed by the commander in chief who is the simply the president.

MS: There are so many good volunteer lawyers that the thought of hiring of somebody at a competitive salary is out of the question. The MCLU legal counsel is more involved in process and administration rather than litigation, and also involved in media.

AP: One of the things that's difficult to capture from files is the reputation of Williamson. I was reviewing some things last night and he wrote in his autobiography that the way he got into student personnel work was meeting somebody called D.J. Patterson.

MS: Yes.

AP: Patterson had taken some military classification work that he'd been exposed to and began to apply it to student personnel work. This seemed to have struck Williamson as a very interesting thing to do. Then, he also described the bureaus that existed in Student Affairs at the time. Two of them were rather peculiar. One of them was Speech and Hearing, which must have been just a miscellaneous placement. Was it testing of the student body for hearing and speech problems? It should have been, maybe, in the Boynton Health Service?

MS: Or the Speech Department. Yes, you're right. Yes, to Boynton. Ray Hendrickson was the head of it, wasn't he?

AP: Yes, I think so.

MS: Clark Starr, who replaced, him recently died.

AP: That's right.

MS: Super nice guys, both of them.

AP: Then, what he talked about was his belief in *arête*, a Greek word meaning sort of soul and spirit, I think. He talked about wanting, in his work in Student Affairs, to try to encourage the students to become value-based people, not demand that they do, but by example. So there was a sort of moral dimension to his task. He also was interested in applying student personnel principles to the disciplinary board, which, again, seemed to be a kind of scientific interest.

MS: Yes, yes, yes.

AP: Then, he was, obviously, very interested in the counseling process itself.

MS: Yes.

AP: Why was he well thought of? Is it an exaggeration to say that he was probably one of the best thought of people in the country in the business? How would you describe his reputation?

MS: I'll tell you a number of interesting things, but, first, he was *the* person, *the* dean of students in the United States. Although some people wouldn't agree, the overwhelming majority of people saw him as the singular dean of students in the country. I started at Teacher's College, Columbia, and Dr. Esther Lloyd Jones was one of the significant leaders in what we call college student personnel, which is college counseling, ed, psych. There's a whole group of labels that are given to it. I was going to school in the evenings, taking courses there, and really enjoying it. I spoke with her and she said—I don't know the exact words—"Matt, if you really want to go forward in this field, there is no question... Go to the U of M and work under Williamson. I know it's strange. We'd love to have you stay you stay here. You're wonderful. But, if you want to become a dean of students, the place to be is the U of M." So, I did and I never regretted it. I ended up taking here a seminar—I don't know how many credits it was for; let's say one—on Monday nights. I took it for five years. [laughter]

AP: What was taught at that seminar?

MS: It was Williamson talking about college student personnel work. Each Monday would be different and each semester. I'm sure it was the semester system then, wasn't it, back in the 1950s?

AP: Good question. I'll check that.

MS: Each quarter or each semester, I don't remember, it was different. There would be eight or nine or ten people in the class, including Marty Snoke, who would be there frequently. You've spoken to Marty, I'm sure?

AP: Yes.

MS: Marty is alive, not as well as I wish he were. He and I talk about doing a book. It's on the back burner. I hope he's well. I don't know when you saw him last.

AP: I saw him last year.

MS: Marty would nearly always be there and Williamson, me, and then there would be five or six or seven or eight undergraduate students. I took this for five years. I clearly wouldn't have done it if I didn't think it wasn't valuable. It was just a great opportunity to mix and mingle with a great educator and that's what he was.

AP: I should know more about his background, where he attended the university.

MS: He had been in YMCA [Young Men's Christian Association] worker. That was a major position and somehow or other, he and Patterson crossed paths and Patterson recruited Williamson to come to the U of M and Williamson, then, came here. Patterson is not only the leader in terms of student personnel work, but he was one of the founders of the MCLU.

AP: That's interesting.

MS: Remember, I told you there are so many webs?

AP: Yes.

MS: Patterson recruited Williamson. Williamson, among other people, recruited Dr. Henry Allen. Dr. Henry Allen was the coordinator of student religious activities. Henry Allen was also one of my mentors and got me heavily involved in human relations work. So, you can see, like a web... I never took a course from Patterson, but he and I were very close. In fact, one of his graduate students came to me with a membership envelope and she said, "Professor Patterson really wants me to give this to you." She was a teaching assistant or something and it was a membership and she said, "He thinks you really ought to join the Civil Liberties Union." I laughed and said, "Fine, I'll do it;" so, I joined. Patterson and I were very, very close. Patterson hired Williamson.

AP: Was D.J. Patterson a...?

MS: He was not a Ph.D.

AP: But, he'd been in the military, apparently.

MS: He was a psychologist and he did occupational testing to help the military use new recruits.

AP: In recruiting, right.

MS: When they come in, what are they going to do? Are they going to be a dishwasher? Are they going to drive a truck? So, he developed tests for them.

AP: Was he involved in the MMPI [Minnesota Multiphasic Personality Inventory] at all? That was Starke Hathaway.

MS: No, I think he was not, but, gee, I hate to get into that. I met Starke Hathaway. I think not, but I'm not sure. He would be more into occupational testing and the strong vocational interest [unclear] and stuff like that. Please, don't quote me on this.

So, Patterson recruits Williamson... Williamson among many, many other people that he got. He built a large counseling bureau.

AP: It was 200 people in 1950.

MS: Huge.

AP: Yes.

MS: Williamson recruited Allen and Allen was active in human relations work, including being past president of the Planned Parenthood and a former president of a small college in Upstate New York. Allen came here to work in this area of student religious activities. When I was hired, I started relating to Allen. In the mid 1950s, Allen got me on the Governor's Human Rights Commission. Soon after I got on, Allen said, "Matt, I'm sick. Can you take this group of students to the Red Lake Indian Reservation?" So, of course, I said, "Yes." I took them up and that was the beginning of my immersing myself in this stuff. So, I'm now on the Human Rights Commission. I have met Earl Larson through Henry and through the First Unitarian Society activities. I got on the Human Rights Commission of which Earl Larson was the chair. Henry, then, started helping me and he was one of my mentors. Although, later in life, he became unhappy with me because he thought I was too militant in separation of church and state, we never lost our personal feelings. More recently, I'm now working with his grandson on a project.

AP: Oh, my gracious!

MS: This is just so funny how you see these webs.

Williamson and I hit it off splendidly, just fantastically. He was a genius. He could read so fast, it was just unbelievable. He'd pick things out. He believed in educating students through the extra curriculum. He also believed in the development of counseling and values were very important to him. Although, people said it was not—this is not true—Williamson's counseling philosophy was in the field of values.

Williamson had me go to an American Personnel and Guidance Association convention and I interviewed Luvern Snoxell, who became the first head of counseling, which some people think is an anathema, just an oxymoron, that it just can't be. But, it was. I recommended Snoxell very strongly to Williamson and Williamson, subsequently, hired him, not only because of my recommendation. Snoxell came here and he was just very, very good. He worked in this very difficult field of counseling and I worked also in that area because I was working with student leaders through the

Resident's Counseling Program and Williamson would have me do things in this area of policies and so on. One of those students was John French, who is a lawyer downtown at Faegre & Benson.

AP: I know John.

Was John in one of the houses, Pioneer or Territory?

MS: I don't remember him from a location like that. I remember he was chair of the Student Disciplinary Committee or something like that. He was in ROTC [Reserve Officers Training Corps] so that's how I related to John, not through housing. I worked on university policies.

Let me give you another tangent. There was a man by the name of William Nunn and Bill was a personal friend of Roger Baldwin, the founder of the ACLU [American Civil Liberties Union]. Bill Nunn... I don't know what you're going to write about him, but I can give you huge amounts of stuff about him...

AP: Good.

MS: ...that virtually nobody knows.

AP: That's wonderful.

MS: He was at Carnegie Institute in Pittsburgh. They had company towns in western Pennsylvania. You know what I'm talking about?

AP: Yes.

MS: I don't mean to be insulting you.

AP: I understand.

MS: Bill got involved with groups of people to open them up. Along the way, he worked with what became the United Steel Workers. There was an issue and a bunch of people were arrested and Bill Nunn contacted Clarence Darrow and Roger Baldwin and from that point on, about 1938, 1940, he and Roger Baldwin became very, very close. That began the Pittsburgh chapter of the Civil Liberties Union and Bill became a close, dear friend of Roger Baldwin and one of his lieutenants. Bill, later on, made the motion at the ACLU National Board to remove Elizabeth Gurley Flynn because she was a communist, from the ACLU Board.

AP: How do you explain that?

MS: You have to go into people's minds. They were very threatened by communists and you have to get into the history of the ACLU and we can do that at another time.

AP: Right, right.

MS: Then, Bill and Roger were very, very close. Then, at some point in his life, Bill got into the Navy and was working on many things in regard to Japan and the U.S. Navy in the Chicago area and he ended up coming to Minnesota to work under [President James Lewis] Morrill. Along the way, Roger Baldwin got introduced to [General] Doug[las] MacArthur and Roger Baldwin played a major role with this right wing General MacArthur to write the constitution on Japan.

AP: Wow!

MS: Isn't this interesting?

AP: That is.

MS: There are all of these webs. So Bill Nunn comes here and he's in charge of development, fund raising, public relations, a million things. He was a key staff person to Morrill. His wife is still living here, Josephine Nunn. I don't know if you know her?

AP: No.

MS: I have her telephone number if you're interested.

AP: Okay.

MS: She's a friend of mine. Bill and Jo were at my wedding. They stood up for me. [Her telephone number is] (612) 421-1547. She's alive and well in Champlin [Minnesota].

Bill comes here and Bill starts getting involved in the American Legion. There was an American Legion chapter at the University of Minnesota. People like Bill Nunn were involved with the left wing American Legion...

AP: That's interesting.

MS: ...which had a tremendous impact on the state of Minnesota. [laughter] They used to meet here, just discreet.

Patterson gets me into the Civil Liberties Union in about, let's say, 1955. I'm working with Williamson on many different issues, some that were shocking to him. For instance, I got the Student Leadership Conference that was held by Williamson, of which all of us played a role getting student leaders together, to stop having a prayer service run by an invocation run by Dr. Henry Allen. So, my mentor Allen and my mentor Williamson had me play a role in the student leadership retreat that goes on every Saturday and Sunday, once a year.

AP: Right, Siggelkow or whatever it is, the Siggelkow Retreat?