

T. Harry Williams Center for Oral History Collection

ABSTRACT

INTERVIEWEE NAME: Huel D. Perkins

COLLECTION: 4700.0230

IDENTIFICATION: Former Assistant Vice-Chancellor for Academic Affairs at LSU; Former Executive Assistant to the Chancellor at LSU

INTERVIEWER: Maxine Crump

SERIES: University History – Distinguished Faculty & Administrators

INTERVIEW DATE: March 10, 1993

FOCUS DATES: 1947-1958; 1978-1989

ABSTRACT:

Tape 332, Side A

Perkins' family history, including his father's profession in law and other jobs; his parent's educational background at Alcorn State and Southern; grandparents owned property on Highland Road (1920's); grandparents and parents emphasis on education; Perkins family history at the Amistad Collection at Tulane; importance of reading and books; Perkins' educational history; as a musician; importance of musical training in other areas of life; status of Perkins' family and their peer group; influences on children and young adults including, television; Perkins' own role model: Felton Clark; on the lecture circuit; role models for youth and the change in family structure; freedom from slavery without education; involvement in a jazz band; how Perkins happened to return to Southern to finish his bachelor's degree; entered Oberlin to study clarinet; first job at Lincoln in Jefferson City; married to Thelma; both attend Northwestern University; Perkins gets his Masters and his Doctorate; racism or segregation at Northwestern; the state of Louisiana paid his tuition out-of-state but wouldn't allow him to attend LSU; personal goals while at Northwestern; taught at Southern University for twenty-seven years; joining LSU's faculty, but first a year with the National Endowment for the Humanities in Washington D. C.

Tape 332, Side B

Assistant Vice-Chancellor for Academic Affairs at LSU; after retirement, executive assistant to the interim chancellor at LSU; stays at LSU under Chancellor Bud Davis; friendship with Bud Davis; connections to NEH, including President Bill Clinton; the educational environment at Southern under segregation; changes in student body etc. with integration; education helped blacks move toward mainstream America; advantages of a separate black community; black culture was not an issue during segregation but just exposure to culture in general; awareness of being black.

Tape 333

No summary available

TAPES: 2 (T332, T333)

TOTAL PLAYING TIME: 2 hours, 40 minutes

PAGES TRANSCRIPT: 47 pages

OTHER MATERIALS: Report (biography, etc.); Proper name lists (4 pgs)

RESTRICTIONS: None