Gladys Peterson: This is an interview with Dr. Carling I. Malouf and Mrs. Alice Arline Malouf. Get your maiden name later. [laughs] The date is July 27, 1988.

First of all, I'd like to say that the topics on which I have made these oral history interviews have varied and seem to be varying or expanding more and more. But with the centennial of Montana coming on, and also the centennial of the University [of Montana], I think that you people are especially interesting to talk to about so many different subjects including those. So why don't I start fairly close to the beginning and ask you, Dr. Malouf, if you're a native Montanan?

Carling Malouf: No, I was born in the center part of Utah, a little town of about 1,500 people called Fillmore, named after the then president of the United States that it was named, but didn't live there but month. I was essentially brought up in grade school in Ogden, Utah. High school in the Los Angeles area and Salt Lake City, and then the University of Utah. By then World War Two came along and—

GP: We can take this a little more—

CM: So it's been that type of thing.

GP: Because of the bicentennial and because I think it's so interesting, I'd like to find out about your family. Was your family part of the Oregon Trail or the original settlers in Fillmore?

CM: Part of them on my mother's side. My father was from a little town about 20 miles out of Beirut in Lebanon—a little Christian town. A couple of centuries ago, the Christians had developed these towns in the mountains because of pressures from the Moslems. So the town was called [unintelligible]. When he was 14 he came here to the United States, that would be something around 1910 or '12 or '13, and like so many immigrants he came to where his relatives were—uncles, cousins—into Texas, Wyoming, Utah. He was kind of brought into the area of commerce. He was only 14 when he came. Like a lot of immigrants he was going to make some money and go back home, but he never went back home except to visit.

GP: That took a lot of gumption for a 14 year old.

CM: Yes. Sometimes they weren't very realistic about where it was and how vast the distances were and how big the ocean is.
GP: But he managed to get here, and that took a little creativity and some money too, to get on the ship.

CM: Yes, like so many he went through Ellis Island and spent a couple months in lower Manhattan. There was a whole section of Lebanese there, and then he met my mother in Fillmore.

GP: Now, why did he go to Fillmore?

CM: He was selling gas lamps. There was no electricity in the community in those days, and he’d go door to door with his cousin selling gas lamps.

GP: Nationally or how did he end up selling them in Utah?

CM: Well, he just happened to be there because he had an uncle.

GP: Oh, his uncle was there. I see.

CM: They tend to go wherever there are people that are contacts and so forth. He was traveling around in a buggy—horse and buggy—with his cousin at that time. If people bought them, they would install pipes and things to take the gas into the lamps. It was much brighter than the coal oil, as people call it, in those days.

GP: Did your mother grow up in Fillmore?

CM: Yes.

GP: I’m not sure if that’s a Mormon town. I think it is.

CM: Yes, several on her side of the family, they came as early as 1852.

GP: 1847 was the big walk, wasn’t it?

CM: Yes, about two years after Fillmore was founded, one branch of the family came. Others came in, and so maybe about half the town still might be related as fifth cousins or something.

GP: Sure. Do you remember her talking about her family coming across with...you know those carts?

CM: No, she didn’t make the trip across. We have some written stories about them coming across and also from as far away as England—missionaries converted them. I have that all written out on a mimeograph sheets.
GP: Now, that would be interesting to know more about. What was her maiden name?

CM: Giles—G-i-l-e-s.

GP: Well, there are some fascinating histories about those people—those pioneers—in Utah, but we'll move ahead. You said how long you lived in Fillmore but I forgot—

CM: Oh, months.

GP: Just months.

CM: Then my dad moved over to another town called Richfield, because he had some relatives over there that were running a clothing store, and worked for them for a brief time. Then finally moved up to the Ogden-Salt Lake area. [unintelligible] years up there. He was assistant manager of Metropolitan Life in Ogden, and the manager of another insurance company office in Ogden.

GP: So you went to high school in Ogden?

CM: No, just grade school. I did high school next year in Los Angeles, near Los Angeles.

GP: Because he moved out there?

CM: Yes, he got tied up with some cousins in [unintelligible]. It got very big, [unintelligible] big corporations. He managed, it was [unintelligible] and he had an interest in the company. He managed the factory in Los Angeles for a while, then was transferred back to Salt Lake City and that's why I was there.

GP: Did you live right in Salt Lake or in the county?

CM: Yes.

GP: When you went to school there...By the way, before I forget, did you have brothers and sisters too?

CM: One brother, two sisters. Two boys, two girls. I was the oldest.

GP: When you went to school in the Salt Lake area, did you have any idea of what you wanted to do in your future?

CM: Well, like a lot of kids, I suppose when I was in the fourth or fifth grade I might have wanted to be a fireman and then two hours later a cowboy. [laughs]
GP: I imagine you were a pretty good student in those years.

CM: In some subjects. I enjoyed geography, and some things I didn't like very much.

GP: Did you work when you were in high school or as you approached your college years?

CM: In college years, I worked in a factory.

GP: In Salt Lake?

CM: Yes. It was a dress factory, and my father also set up a chain store system—[unintelligible] chain store system. They had stores in Montana. In fact, he open them up. Also, stores called Roseanna (?)—Roseanna shops—and they had one of those in Missoula until the 1950s. He opened them up in Kansas, Nebraska, Idaho, Montana. Eventually, they had about 250 stores. Later, when I was in college, I was planning to be a business major, so I took my share of accounting and personnel management and money and banking and taxation and all that sort of stuff, marketing. I can't say as I was really interesting in it. Of course, people in the school of business can't [unintelligible] Phi Beta Kappa, but I wouldn't have been eligible for it exactly there. But in the meantime I was taking anthropology courses.

GP: I was just going to ask—

CM: —and I was always interested in history. So in my senior year, I switched from business to economics, but I wanted to come get a masters and I got a masters in anthropology and sociology. It was a combined degree at that time at Utah. It was in the same department.

GP: What did you intend to do with such degrees?

CM: First I knew then about 50 percent of that type of subject are teachers in colleges and universities and others are in government service, Department of Interior, such as the Park Service, Wildlife, and state departments. The War Department hired a lot, especially during the war because of a knowledge of Southeast Asia and islands in the Pacific and so forth. But I wanted to do something I like rather than...I feel that there is a tendency for students to move around...For example right now, there's a big demand for business majors and in about four years they're flooding the market. Well, the same thing happened—

GP: With engineers.

CM: —with engineers at Bozeman. “Don’t go to the University of Montana, go down to Bozeman’s practical school.” Now, they can’t place all the engineers. Right now, there are business people taking advantage of it, and they want a whole new building and probably will get it too.
GP: I don’t know if they’re ever going to run out of jobs. I think they are, for computer people.

CM: I think they will. Because the big demand is for people who can use computers, and they’re teaching at Vo-Tech, they’re teaching it everyplace. You get it from the time you’re a kid now.

GP: Yes, I know.

CM: Now when it comes to engineers and computers, that’s going to take longer. And things like that.

GP: The really technical parts.

CM: Sure, I mean you have to sit down and learn how to use an Apple and so forth, spreadsheets, and run a Mac and stuff.

GP: When did you develop a particular interest in anthropology—specialized?

CM: I took a course when I was a freshman in elementary anthropology, and the next summer I was doing field work in the Southwest—the canyons of Utah and central Utah along the Green River, tributaries of the Green River which is a tributary to the Colorado.

GP: My husband’s worked the same areas in a geological vein.

CM: [unintelligible] Green River, Green River, Utah, out in the Great Basin. I did that also in the spring time other times and kind of enjoyed it.

GP: Surely there were some particular reasons for digging in that area. Were they very ancient Indian people that you—

CM: Yes, in some of the caves, the material went back 8,000 or 9,000 years, in some of the caves around the Great Salt Lake. A lot of it was Pueblo material from about 900 A.D. to 1200 A.D.—farming people and villages and so forth. So it was quite [unintelligible] I was also interested in living tribes [unintelligible]. So I built my master’s thesis on a tribe out in the Great Salt Lake deserts. Took the money my father gave me for a graduation present, went out and rented a room at the [unintelligible], then gathered material, started gathering material, for my thesis.

GP: Were they Utes?

CM: There’s a Shoshone group called Goshute. They’re right on the edge of the Great Salt Lake Desert on in Nevada and Utah border.

GP: Well, that must have been quite an interesting period in your life.
CM: Some things came out of it—

GP: I’m sure they did.

CM: This is a new handbook that the Smithsonian’s putting out on Indians of North America. This whole volume here is on the Great Basin—Nevada, Idaho, the Snake River Plains, Utah, part of Colorado, Wyoming, adjoining areas in California.

GP: “Euro-American Impact before 1870”.

CM: Right that’s the whites, in other words, the impact on the Indians. Eastern part of the Basin, primarily Mormons. Western part, overflow of miners that came out of California eastward into Nevada after the mines and crowding in California became more acute then they started looking out in the deserts, going eastward towards Utah.

GP: And you’re the senior author on that or—

CM: Yes, I wrote the original article. I didn’t fell [unintelligible] about the Spanish influences out of California eastward. So I agreed to this young historian, [unintelligible] taught history in one of the colleges in California...I felt a little more secure having a Californian’s view too.

GP: Sure. And the name of this book is—


GP: —11: Great Basin. Well, that’s an article I’d like to read sometime, being what I can call a dilettante I like to read a lot of different subjects. Of course, we lived in the Southwest. We lived in New Mexico. We lived in Salt Lake for five years, too.

CM: I went to the University of New Mexico for a [unintelligible].

GP: Sure. Well, you still did not have a Ph.D. When did that come about?

CM: I received a master’s in 1940, a bachelor’s in 1939. I decided to go on for a Ph.D. I discussed it with my family. My dad says—of course, he thought I’d be going into business—“Well, if that’s what you want, we’ll back you up, whatever you want to go into.” Of course, by then I’d met Arline. She was a poet here [unintelligible]. I had to consider some things too.

GP: Arline, I’m afraid I’m going to keep you, so maybe I will just ask you some questions now too whenever I think it’s appropriate. You were going to the University of Utah?

Arline Malouf: Yes.
GP: Did you intend to become a teacher then?

AM: Right, yes. [laughs]

GP: I graduated from there, too.

AM: Oh, did you?

GP: Yes, much later.

AM: I decided very young that I wanted to be a kindergarten teacher. Wasn’t just a teacher, I was [unintelligible].

GP: Well, maybe this would be a good time to ask how your lives managed to mesh with each of you having goals. You had a goal of getting a Ph.D. Before I get into that, though, I wanted to ask, how did your father’s business fare during the Depression?

CM: Quite well, actually, because, well...the cousins that ran the business at first experimented with all kinds of things to sell. Canvas goods, bath robes, so finally they started making dresses out of cotton fabrics—piece goods, they called them—and at that time, during the Depression years...See up to that time, house dresses were just for doing house work—

GP: Yes, I remember those ugly things.

CM: —you weren’t seen in the streets with them. They were just to use around the house. But then they started making fabrics with better patterns, colors on the outside, and designing dresses. In fact, toward the end of the Depression they were making formals out of cotton dresses. They were quite nice-looking at the time. So the fashions themselves clicked with the public, and the prices were very modest, too.

GP: Yes, realistic prices. I remember that.

CM: So, while they weren’t getting extremely wealthy by any means...While other members of the family were suddenly losing their jobs and having a hard time—my mother’s and father’s side [unintelligible, of course—but they did reasonably well. They weren’t wealthy at all, but—

GP: Better off than a lot of people, anyhow.

CM: Oh, sure, yes. We weren’t looking for our next meal. [laughs]

GP: Or you weren’t at the W.P.A. [Works Progress Administration] or anything like that.
CM: [unintelligible] I had some uncles on that.

GP: Did you? So you wanted to get a Ph.D., and you had met Arline. How did this resolve itself?

CM: It didn’t fully resolve itself until after we’d been married a while and there are some circumstances—

AM: Well, off you went to Columbia and I stayed in [unintelligible].

CM: I’d started at Columbia...We weren’t married yet, so I went to Columbia University. I’d met the chairman of the department out in Utah, and we seemed to click pretty well, so I went to Columbia for a year. It was still [unintelligible]. That summer I got a job as a ranger-naturalist at Grand Canyon, and there my specialty was Indians and archaeology. I spent five days a week talking to tourists, and the sixth day I explored the canyon for ruins, not in places where people usually go. Then a day off, which I’d also spend looking for ruins but...Also sent over to the Hopi Reservation and things like that to get acquainted with those Indians on that reservation so I could talk about it to tourists. Mostly on the south end. Of course, we were going together, and about that time was when we decided to [unintelligible].

GP: Did World War Two have any effect on your career?

CM: Quite a bit. It set me back four years. I’d been taking ROTC in high school, and I was a lieutenant in junior ROTC. Started at the University of Utah and it was horse-drawn field artillery, and in the winter quarter we had cavalry. So I had some real horse-cavalry training. Later, here in Montana, with the Indians and historic archaeology, digging up old forts and things and they talk about cavalry, I know what a McClellan saddle is and I hated them. [laughs] Things like that. I can have empathy with the cavalry. They call it, tend to call it, cal-vary in the military. For the rest of my life, sometimes if I don’t think, I get a little confused. I have a tendency, once in a while, I’ll say cal-vary where I really tend to say cavalry.

GP: So what branch of the service—

CM: Well, I washed out because of my eyesight, 222, out of the ROTC. The reason I mention that is because the next year I went to Columbia with Arline, in New York. I was going to finish up, and my folks were supporting me [unintelligible]. And then I got drafted.

GP: Oh, you got drafted? They didn’t care you were 222? [laughs]

CM: I was good enough to get drafted.

GP: So did you go overseas? You said you didn't [unintelligible] for four years.

CM: No, I was a corporal. I went into the medical corps in the Air Force.
AM: Not by choice.

CM: In fact, the medical corps is the last thing I wanted because I wasn’t interested in having to empty bed pans and things like that. But I never had to do that. I did see some bad messes from plane crashes and...By the way, it was at the Wendover Air Base, which is in Goshute country, where I had been gathering material for a master’s thesis. So I was one of the few GI’s out there that enjoyed walking around in the mountains and around the desert in my time off.

AM: You have to have a feel and a sensitivity, and develop a love for that country, which geologists do, too.

CM: Yes. Bob Hope came out there and talked to the GI’s, and he said it should have been called “Leftover” instead of “Wendover,” that he’d never seen so much salt without celery, and that there’s no such thing as AWOL—they could see you for six days after you left. That’s the Salt Flats.

GP: That sounds like Bob Hope, all right, doesn’t it?

CM: Yes, he was much younger then.

GP: [to Arline] What were you doing in those days while he was stationed in Wendover?

AM: I was carrying our first child.

GP: Were you back in New York, or—

AM: No, I was in Salt Lake. I was back with my family.

GP: So I haven’t asked you if you are a native Utahan. You grew up then in—

AM: Yes, I grew up in Salt Lake City. My folks bought a house when I was about three and a half and lived there the rest of my life until I was married and [unintelligible].

GP: Had they been there a long time, their families, in Utah?

AM: Yes, my mother was born there. My dad was born in England but brought over when he was about two when he was adopted [unintelligible].

GP: Were they part of the Mormon missionary movement or their families?
AM: Yes, but they didn’t come over real early. On my adopted father’s side, his family came over quite early, but not with the first group, with about the third group [unintelligible]. But they came over very early. On my mother’s side, they came over quite a bit later.

CM: By the way, we have furniture and things like that that they brought over in ox-carts too.

GP: Do you? Well, I’m sure you treasure it.

Just for the record, Arline, maybe we could get a couple family names on your side of the family.

AM: Mother’s side, my mother was a Cutler (?). Her father, I mean my mother was a Phelps (?), and her father was a Cutler, so she was a Cutler. So I have Cutlers and Phelps very strong in the family. We used to hold family reunions. The Phelps...both of them were very prominent in Salt Lake City.

GP: Phelps and Cutlers?

AM: Yes.

GP: I know you hear some of the names in that area repeated—the families are so big and so spread out. I don’t remember those two though. But, anyhow, you didn’t have to go far to school then, did you?

AM: Around the corner. [laughs]

GP: Oh, really? You lived up in the university—

AM: No, just around the corner for grade school. Then it was a mile to high school, a little over a mile to junior high [unintelligible], and it was not within walking distance to the university.

GP: Well, so you graduated then with your degree in elementary and you...Your career, though, was diverted a little bit because you were becoming a mother, right?

AM: Well, I taught a year and a half at Salt Lake City public schools before we were married. At that time, the day you were married was the last time you taught school.

GP: Oh, it was like that there too? I’ve talked to many people, and it certainly was like that in most places in Montana too.

AM: We were leaving shortly, anyhow, but [unintelligible]

GP: That was in the ‘40s?
AM: Yes, that was in ’41.

GP: How did you feel about that? You didn’t care because you were leaving.

AM: No, I didn’t because we were leaving; otherwise I’m sure I would have been bothered by it because it was something I had decided in grade school that I wanted to do. It had always been the only direction I wanted to go, so I really [unintelligible].

GP: When you look back, there must have been an awful lot of old maid school teachers in those days. [laughs]

AM: There were. The only married teacher I had was in...she taught seventh and eighth grade...No, sixth and seventh grade. She was allowed to teach, because her husband was an invalid and she had two girls to support.

GP: It was still a one-salaried family, which is why it was permitted. Well, we’ll see if we can’t combine these two careers now. So you actually spent quite a few years, four years then, in the service?

CM: Right. After ten months, I went to Officer Candidate School and got a commission.

GP: Fort Benning or someplace?

CM: No, the Officer Candidate School was being held at Fargo, North Dakota, at North Dakota State. They were just using North Dakota State facilities. Run by the Adjutant General’s Department for Personnel—paperwork of various kinds [unintelligible].

GP: How did that change your military career?

CM: Very much, because I was a lieutenant. I got to sleep between the sheets and so on.

GP: Live off the base and all that.

CM: Yes. Because somebody saw on my record, I had a degree in anthropology and sociology, they sent me to an army prison out in California to serve on the clemency board. I had charge of solitary cells. [laughs] It wasn’t the kind of job I particularly wanted, but we had 2,000 prisoners—American GI’s there on general court marshals. Was there 17 months altogether. I served a little bit in the personnel center at the city of Monterey. Most of the time, towards the end of the war, I was at Fort Douglas—the separation center—where GI’s would get their discharge.

GP: That’s a historical place.

Carling Malouf and Alice Arline Malouf Interview, OH 208-001, 002, Archives and Special Collections, Mansfield Library, University Montana-Missoula.
CM: Particularly towards the end of the war. Oh, yes, a lot of those buildings that the University of Utah is using now I either lived in or had an office in or something I was in charge of counseling. We had some sergeants and whatnot that would counsel men for their discharges and their veteran benefits, and check and seeing their records were all in order, things of that sort.

GP: Did you stay in Utah?

AM: No, I moved out his first assignment after his commission. As soon as he found out that I was with child, we....They didn’t have housing on the base there at all, so I took [unintelligible], our daughter, who was born in September, and I joined him [unintelligible]. And I was able to [unintelligible]

GP: But eventually you went back to Salt Lake.

AM: Yes. The 14 months following, if he stopped his time in the military.

GP: Then eventually, you got back into Columbia?

CM: I spent one semester at New Mexico after I got discharged because I wanted to learn more about the Pueblos [unintelligible]. Columbia had already started their semester, so I—

[End of Tape 1, Side A]
CM: I went there and then on to Columbia the following year. It’s very different then. We only had 25 students around before the war and 250 or so after the war. The whole relationship between faculty and students changed quite a bit [unintelligible]—

GP: This was in the anthropology department?

CM: Yes, at Columbia.

GP: Well, it would be interesting to know if all those GIs on the GI Bill stayed in anthropology. Have there ever been any follow ups on that?

CM: No, none at all on the follow up for GIs. I know some personally, but I haven’t seen them [unintelligible]. I don’t think it would be much different than any other people—

GP: Well, having lived in New Mexico myself then, and this was during the late ‘50s, and being involved in the San Juan Archaeological Society—it was an amateur group—but there were some very dedicated people in that group. There were a lot of anthropology graduates doing work in that area, and it seemed at the time that they loved being there, they were willing to sacrifice salary for experience. But it seemed like it was kind of grim for them at the same time. You know, the uncertainties of their jobs, and I’m wondering, maybe I’m asking this question too soon, about the job availability for anthropology graduates.

CM: Well, people think that because there are, say, thousands more historians in the United States that there are more job openings, and that’s not necessarily true. If you’re going to go into a field because there are more jobs, garbage collectors are far more numerous than people teaching English and so on. If the relationship of openings, when we get an opening at the university, for example, except this last time when I retired, we might get 13 or 14 applications, or 20 applications. At the same time, the history might get 150 applications. So I kind of look at people when they think, well, I like anthropology but there aren’t as many jobs in it. So my advice in more recent years, my experience, go into something you like. There are some exceptions. I think art, it’s a fascinating field and you start out in grade school loving it, or scribbling on the walls at home, and so on. So this is not a total thing, but generally, be the best. There are always people [unintelligible] or whatever, and so be the one that’s going to replace them. Be a real professional. I feel sorry for students that go into something because there are more jobs. Of course, some of these fields, like business, I enjoyed them. I didn’t entirely dislike them because they have challenges. I know people stick their nose up at the sciences, for example, because it’s—

GP: Well, they do in education, too.

AM: [laughs] Right.
CM: But it’s a fascinating field and if that’s what they like, and it has its rewards. Anthropology has its pain in the neck to young people.

GP: I’d like to get to your teaching career in Montana, and I think it must have started soon after you got your Ph.D., is that correct?

CM: I almost had the Ph.D. before I got drafted, and I tried to talk to the draft board about it. All I could get from them was, “There’s a war on. There’s a war on.” So, I couldn’t do anything about it. But [unintelligible] new staff and everything. See, I had the examinations out of the way except for the dissertation, and I’d started a dissertation there. But with the change in staff and everything else, I had so much trouble I decided to do it on archaeology of Montana. So it set me back a few years gathering the data because there wasn’t any.

GP: Well, now how did you get interested in Montana?

AM: He came here.

CM: I was looking for a job. I had a family of four kids by now, and I wanted to be in the West. I was interviewed at Delaware. I applied at Dartmouth, where they had an opening in sociology and anthropology. So in those days we were advised in major departments around the country—there were ten major departments that had anthropology Ph.D. programs—wait until colleges or universities wrote in for possible applicants. Well, I didn’t like that. I did that too. I waited for them to tell me I should send my credentials, but I wrote to 40 different universities, anybody that had a sociology department. I figured that the rapid expansion after the war, because they were doing it all over, adding anthropology and separating departments. At that time, in the 1950s, half of the anthropology was taught in sociology departments, in a divided department. At that time, there were 600 universities or colleges. About 350 of them had the combined programs, and about half of those were full anthropology.[unintelligible] anthropology departments. I wrote to all...Well, I wrote to about, actually, 45 places, and I only got a nibble from about five. Later I got one from Idaho after I’d accepted to a job here. Arkansas was very much interested in me.

GP: What year was that when you came here then?

CM: 1947, ’48. We came here 1948, but I was starting a little earlier. I didn’t want to go to Arkansas because Little Rock was having its problems at the time and I didn’t want to get down there and get in a hassle over rights matters.

GP: I didn’t realize they went back that far.

CM: So, I was only a second choice here. The fellow who was the first choice, after he was asked to take the job, he turned it down and went to Arkansas. [laughs] I came here.
GP: Now for a little University history, and we’ll get Arline in on this too, what was it like when you came here?

CM: [unintelligible] there were about 3,500 students. They were just going to have a big building program. There hadn’t been any new buildings since the 1930s. Buildings like journalism and one of the dorms and so on. They had a bunch of buildings that they got from the military camp over at Camp Farragut, it was a naval training place up on Lake Coeur d’Alene and they moved...I can’t remember. They moved a lot of buildings here onto campus. Jumbo Hall, one of those big dormitories or student family housing strip houses they used to have within two blocks from where we are right now. Anthropology was not a course that...[unintelligible] called sociology although it was called “Introduction to Anthropology,” but the courses were all sociology courses. I also taught a couple sociology courses, because I had a partial degree in sociology and I didn’t feel that comfortable with it.

So, the GIs expanded the university system enormously that have [unintelligible] a lot of things, for example. Colleges that were just [unintelligible] like Billings. It was the Eastern Montana Normal College. [unintelligible] was a vo-tech [vocational-technical] school. Dillon [unintelligible]. They began to chisel in, “Well, we got to have a bigger English Department.” Then finally, the sciences [unintelligible] and history. “Well, we’ve got the staff, there’s no reason why we can’t give a degree in history.” Bozeman was a classic example of this.

GP: Oh, yes, there had been an ag [agricultural] school.

CM: Well, yes, they needed sociology for the ag school—rural sociology. Then a little while later, “Well, we got to have urban sociology to balance off the rural.” Then, “Well, we’ve got staff, [unintelligible] teach sociology.” Same thing with business. “We’ve got to teach people accounting and book keeping and engineering and so forth.” So [unintelligible].

GP: So what you’re saying is that money to develop a good, strong department was being spread around by the state.

CM: I had felt that Montana, when I came here....As a matter of fact, before I came to Montana, I was interested in Indians of course, and every Indian that came through I personally interviewed—that were being discharged at the end of the war—and I got their “How I Won the War” story. I thought if I could interview them ten years afterwards, I wanted to see how their stories might change. But in order to compare them to the whites, I had to interview all the whites too, and I also kept records of the western state...I did not know I was going to come to Montana at that time.

GP: This was at Fort Douglas that you were doing this?
CM: Yes. By the way, during the war, I spent a couple weeks at Fort Missoula on a court martial. Some prisoners who had escaped wreaked a little havoc in western Montana. These were American prisoners. Every time I talk about the prison camp out at Fort Missoula, “Oh, yes, Italians!” Well, Montanans have completely forgotten or are ignorant about there was also, what they called, a medium-security penal detention for American GI’s under general court martial. [unintelligible] solitary cells, and I was in the solitary cells. I was taken on a tour by one of the officers of the facilities.

Anyhow, I found at the time with the figures, and I’d been looking for those figures that I also sent the ideas to one of the state legislators, so I could show him how foolish they are....But I found that Montana’s populous and GI’s...and I think it’s a good [unintelligible] because they were selective service they ones that were being discharged [unintelligible]. Montana had a higher percentage of men who had been in college. But Wyoming, Idaho, Utah, Wyoming...We were discharging people from other states too because some of them chose to be discharged there and then they’d be shipped home to wherever, but I confined it to those western states. Utah, Idaho, Wyoming, on the other hand, had more...a high percentage of men who had completed college and had higher degrees. So I concluded then that Montana had a bunch of glorified high schoolers, and that there may be some advantages in having a student have a college education but not entirely completing it, or completed it just to the level of [unintelligible]. And we’re still that way. We have a bunch of glorified high schoolers. Even expenses, duplication, does cost more money. Recently collected...because I think some of our scientists feared that they might lose their science programs—precious science programs. [unintelligible] was behind it, and he got a mathematician to compile the data. I think he got his data from Illinois or Indiana where they have 20 or 30,000 students and duplication may not cost more there. But it does in Montana. We don’t need six [unintelligible]. Dillon’s only 60 miles from Butte, they could learn the whole damn thing up there and save money. You have to pay more money for presidents, for deans, for security, for this or that when four or five would do [unintelligible]. On top of it, [unintelligible] these other bunch community colleges around the state.

GP: You don’t think the fact that Montana has such great distance has to be considered?

CM: No, I found that in the army. A lot of GI’s I talked to said that they only go home a certain number of times. Because for a while I was stationed at the Salt Lake Air Base, where my wife was, when I was drafted. Well, I had to stay there. I’d look at the mountains and wanted to go up there, but I couldn’t get off base and it really wasn’t, except for distance getting to those places, it really wasn’t that [unintelligible]. The same thing with the school and you travel 500 miles and so forth, or whether it’s 50 miles...Well, if it’s within ten miles, of course, but—

GP: Because I do think the student body at Missoula here is largely a local student body. The bulk of it is pretty much—
CM: I’m not sure. I haven’t seen statistics on it, but when you go to Havre and so on they don’t have all the subjects the students want.

GP: Well, they do have a more appropriate curriculum for that particular area, don’t you think?

CM: Well, naturally people would like to have a college or university in their town. But why should taxpayers put up with duplication? Okay, they got a college in the town, but what about the quality? What about how far they can go and the [un intelligible] of education they can get? As I said, glorified high school.

GP: I don’t know what the answer is, but from what little I know about up there at Havre the courses that they are teaching are semi-technical, or they are certainly not professional type course, but they’re courses for the people who are attending there. Certain kinds of agriculture courses or machinery—

CM: [un intelligible] our president started breaking away from the vo-tech. Originally, that [un intelligible] and in high school and stuff like that. So I was teaching Indian courses. They were expanding [un intelligible] teaching teachers for Head Start, all that [un intelligible]. I felt we could still use the vo-tech [un intelligible], and they too had said we have to...if they went into, say business. [un intelligible] secretaries. [un intelligible] so they built up an English staff. Well, if we’ve got English, we just as well teach education. Then from education to arts and sciences, and then from arts and sciences to Ph.Ds.

GP: That’s going too far when they start getting those graduate schools.

CM: [un intelligible]. The difference between, say, Utah and Wyoming and so on, Utah’s population is very heavily concentrated in the northern part of the state. Most of the University of Utah students aren’t from Salt Lake City. And furthermore, people think Salt Lake City is Mormon. It’s only 45 percent Mormon. Most of the students at University of Utah are non-Mormon [un intelligible]. In the rural areas, the smaller towns, they tend to go to BYU [Brigham Young University] or Utah State. Wyoming, pretty well-centered and they’ve managed to keep pretty well in Cheyenne...or Laramie. Yet, they’ve wanted colleges in towns like Evanston and Kemmerer. Casper finally got one, way up in northern Wyoming. They managed to get a little temporary place.

GP: Yes, their economy has affected that.

CM: Montana politics is very diffuse. Everybody wants the university in their town, and that’s another reason they have is that they play one against each other—gang up. And the Board of Regents, the president...the governor picks regents that [un intelligible] to have somebody represent a community college or colleges in their town. So they’re there to fight for their place, and the Board of Regents are not necessarily the best—
GP: Well, what would you suggest in the way of educating these people such as are going up there to Havre and they’re learning certain kinds of agricultural skills or nursing skills?

CM: Well they’re doing it in Wyoming and doing it in other places, doing it in Utah. It’s unfortunate, I felt, from the very beginning, coming from the outside, I thought [unintelligible] I like Missoula. In 40 years, I like it. But a more convenient place like Great Falls would have been a lot better, even in anthropology. The reservations are closer, the archaeology is [unintelligible] would be more convenient. You want to do archaeology in Montana, you have to travel hundreds of miles. Except for the Flathead, it’s a long ways to the Cheyenne and Fort Peck reservations.

GP: Of course, you could say if you consider Johns Hopkins and those eastern schools, Princeton, look at the distance they have to come to do their field work too, out in the West and Southwest. They’ve done some amazing, made amazing contributions too.

CM: I don’t know but what kids don’t want to get away from home? We’ve got two granddaughters here in town, but they both want to live in a [unintelligible] place and see them once in a while. The parents think, of course, they like to save money, it’s nice to have the kids around, especially in rural areas [unintelligible]. But there are some other considerations. Montana has not face it [unintelligible].

GP: No, and because it’s such a political football, they probably aren’t going to.

CM: I heard down in Dillon, one of the chairmen [unintelligible] recommend they [unintelligible]. When I taught there for a summer, most of the students were driving down from Butte. They could move that place 60 miles to Butte and save money. They say, well, it will cost six million dollars. So what are they putting in millions of dollars per year, we can save money in six years or something like that. They say, well [unintelligible] if the state doesn’t use it then it will go back to [unintelligible]. Well, okay, let it go back to the [unintelligible]. Why should taxpayers pay for hamburger stands and what not to thrive in Dillon because students are paying to go down there for one reason or another?

GP: Well, I’d like to back up again, and we didn’t get very far. All of this is very important, but your wife tells me that you knew something about the housing out there at Fort Missoula. Did you live out there, did you said?

CM: We didn’t establish it. Housing was very scarce. It was obvious that there were going to be a lot of GIs coming back to school. I could say a lot of things about the GI students too.

GP: I wish you would.

CM: Well, in the counseling down at Fort Douglas, I went down to the University of Utah and talked to a dean who I knew pretty well. His name was Sid Angleman (?)—he was dean of Lower
Division—about the GI Bill. [unintelligible] because up to that time the American Legion has been [unintelligible] people wanted this and wanted that, and after they got that they got something else.

GP: Yes, they got a bonus I remember.

CM: Bonuses and that. And they did get the GI Bill, too, and I think that’s...I sound like I’m critical of it, and I’m very thankful for something like that because I think the GI Bill was one of the greatest investments the United States ever made. So many of those people undoubtedly paying higher taxes than they would have if they were ditch diggers and what not. So it was a great investment. But that attitude, that they’d just going to be living off and then after that something new and so forth. Well, they turned out to be some of the best students. And I think even today, the Vietnam student or the student that have been knocked around, driving tractors—

[Break in audio]

CM: —good student. Women too, that have been out a while and have come back. Because they know the value of an education. They learned that when they [unintelligible]—

[Break in audio]

CM: Do you have a slot here for a microphone.

GP: There is, and I think [unintelligible].

[Break in audio]

GP: Well, why don’t we back up then to those GI, post-World War Two days? I’d like to ask you what else you recall from those days that was important.

CM: The student enrollment was increasing rapidly. It was anticipated all over the United States, and it was a question of getting new faculty people to enlarge the faculty, and housing in places like Missoula for the faculty. Now, I still have the correspondence between the President’s Office and various government agencies in acquiring the property, and I’m planning on turning that over to the archives [Mansfield Library’s Archives and Special Collections].

GP: What property is that that you’re talking about?

CM: Fort Missoula. There are negotiations in the letters explaining that it’s part of the need, and they’re contemporary. President McCain, James McCain, is the one that got things started on it. He’s the one that was president when I was hired at the University of Montana. He was followed by Carl McFarland. Anyhow, Fort Missoula was declared war surplus.
GP: The entire fort was?

CM: Well, except for reserves. But it was one of the places that was going to be declared, at least a great part, because they did plan on retaining the reserves. In fact I stayed in the reserves several years after the war. Of course, they planned on keeping Missoula the head of the reserves. Not Helena, but Fort Missoula. So they could keep some of the housing out there. But they let parts of it...they leased it out is what they did. But then suddenly they decided to lease it to the county, so next we’re starting to sub-lease from the county. They leased 20 units. They made it into 24 apartments.

GP: Now where were they? In this big buildings out there?

CM: No, the big buildings that are still there remained Army at least ten years until the Forest Service acquired them. One of them still, I think, reserves. The National Guard also had some of the buildings out there. Now they’ve combined reserves and put them in the National Guard, so you don’t find these distinctions. You’re either National Guard or nothing. One of the faculty members I think did a tremendous job putting it together, that was Robert Struckman in Journalism. He worked hard, the president kind of appointed him in charge of it. So we had four big buildings—two-story buildings—that were built in about 1879. We had another two buildings that are still there near the hospital. They had four apartments in it. They had been used by doctors in the military days. A couple of single units—houses. Leslie Fiedler, eventually, got one of them.

GP: Now were these all for housing out there?

CM: Yes.

GP: They weren’t got classrooms or anything like that? It was all housing?

CM: No, no. It was all faculty too. Some other buildings out there were not required by university personnel, and the county put county welfare people in. They caused a little trouble now and then because we had rules for our kids. For example, one very early in the history, one of the Miller (?) boys drowned in the river. So we had strict rules about little kids going down there under age 12 without an adult.

GP: Was that a faculty family, the Millers?

CM: Yes. I think he was an ROTC sergeant or something like that. But rules didn’t apply to county people, so kids would go down there, and of course, kids would get acquainted. Our kids would go down. That’s just one of the numerous problems we had.

GP: Who paid to remodel those places into housing units?

Carling Malouf and Alice Arline Malouf Interview, OH 208-001, 002, Archives and Special Collections, Mansfield Library, University Montana-Missoula.
CM: Faculty, faculty. They borrowed money from banks. Around 6,000 dollars for the first. I have all that written up in the history. I can go down and get right to it. It’s all written up. In fact, I have the original loan agreements, because they’ve been paid off, see.

[Break in audio]

CM: That’s already in the archives. See I was the vice president, so I have the records.

GP: Of the housing development?

CM: Yes. I thought we’d have a little party sometime. The reason I haven’t had it yet is because I’ve been writing it up and I’ve been passing out copies to former faculty people for their corrections and additions. I was going to have a little party and invite Dale and so on and present, if the university wanted them, with the records. It’s quite a part of the history, the Fort. But the rents were very cheap. We paid 24 dollars a month. They started out at 12 and 16, but they soon had to raise it. So they bought paint, and a lot of the work was done by Struckman. Windows had been broken, because places weren’t occupied for years, and—

[End of Tape 1, Side B]
GP: —run the place?

CM: Yes, we had a little...Well, we voted for president and a board of directors. At the meetings, a representative, or one or more from each family, would come to the meetings, and they’d vote on these things. So there’s a regular organization, and bylaws, constitution, things like that were developed.

GP: What about schooling for the children?

CM: They tried to get bus systems to go, but they didn’t work far enough away from schools to justify busses. So the children went to Target Range School and wound up going over there. But they did have bus service going into the high school. At that time, what’s now Hellgate High School was the only one available at that time. They also worked out a carpool at one time when the busses weren’t running. In fact, very early in the history, they had carpools to take children into the city schools.

GP: And you say Leslie Fiedler lived out there?

CM: Yes. I could say some things about him, but I don’t want to...He’d get mad at kids and kick a hole in the wall. Somebody had to...Next renters come along and we had to make repairs and so forth. He wouldn’t join us on clean up days, seemed like he was always busy then, but—

GP: He wasn’t a model tenant in other words?

CM: Oh, we had worse. He wasn’t bad. People liked him. Certainly, I think nearly anybody can complain about...I mean, after all, Christ himself couldn’t impress some rabbis, and Pontius Pilate [unintelligible] Malouf probably had some people he couldn’t impress too. I take it in that vein. If it’s liabilities and assets, Fiedler was far more an asset.

GP: Were there other faculty out there who stayed in Missoula a long time?

CM: Yes, Norman Taylor, who was vice-president, was out there. Gordon Browder, Fred Henningsen. I could get you the list—the complete list.

GP: In other words, these were people probably in similar circumstances to you and then they ended up spending their careers here.

CM: What you did, you got a nest egg. Because they were young people, just fresh, near Ph.D. or new Ph.D.s until they could get enough to buy a house.

GP: Get a down payment together.
CM: Sure, yes. [unintelligible] who eventually became vice president here, was there in the Math Department. Oscar Hill (?), Chemistry. In fact, he was the last one to leave. Even after the president had left, he was still there. Mel Ren (?), History Department—though he’s been gone from the university for quite a while. Mike Chessin [Meyer Chessin] was out there.

GP: This is kind of a revelation.

CM: Yes. A little later, though, it was harder and harder to get faculty in housing in Missoula, so we began to let in some graduate students. We even let a couple of county people in, and both of them reneged on their rents—three or four county people. I won’t mention the names because the families are still around.

GP: These were employed people?

CM: Not University.

GP: Yes, but they didn’t have the rent, but they were employed?

CM: Yes. Well, some of them employed at times and not at other times. They were not very...we were angry because we were paying their rent, and they contributed nothing to us, just a bunch of kids all over the place.

GP: Well, I’d like to wind up on that housing then by asking another question or two and then get back to what it was like to teach in those days. How long did housing continue out there then?

CM: 1957.

GP: That was quite a while. About ten years?

CM: Yes, seven or eight. Well, it started in ’47, yes.

GP: Well, there must have been a lot tenants come through there. How many units were there altogether?

CM: Twenty-four apartments, including the houses, like Fiedler’s place. Later other faculty that took over after [unintelligible].

GP: Did you feel that they were adequate?

CM: For the time, they were not the most...If there’s one thing I learned, it wasn’t fancy housing at all, and they were heated differently—oil, coal, wood. Only one had central heating. But
there was a camaraderie. Friendships developed that go on to this day. People that lived out there—Jack Monroe (?), his wife, and my wife, for example—we can just go on and on and the kids remember it. It’s not whether it’s a fancy place or not. It’s people that make a community. It was a good lesson to me, too, about it. My dad came up and, of course, when he saw the housing we were in, he really got upset.

GP: He thought you were a failure.

CM: [laughs] He didn’t say it, but I could see through his reaction. Immediately he yanks me, we go and talk to some real estate people. We finally were forced to move out when the colonel of the Army out there decided he wanted all the property back. This was after Korea broke out. We had difficulties with him. Sometimes some of our people would speed over ten miles an hour, go 15 in a ten-mile zone or whatever it was. Water problems, because we all had to get our water out of the tank. Anyhow, he hated it.

GP: Well, Korea, wasn’t that 1950? Maybe it intensified—

CM: Well, he just didn’t like us. He was using excuses because they were thinking more military things at that time, and he fought and he got it back. He took the bulldozer and bulldozed all those old buildings down that was built in 1870. I can see some reason for it. When I went up in the attic, you didn’t need a light, there was so many cracks. We didn’t have too bad a leakage problem, but there was one. You could see in there in the day time.

GP: I’m trying to envision where they would have been. Would they have been east of those buildings that are still standing, those two-story buildings?

CM: No. They were near where the museum is out there now. In fact, where they have some of those cabins, the reproduction of old stores and things like that, were our gardens. The Army had, during the war, put in a water pipe system from that big tank out there and...I could even give you a map of the gardens and who was gardening there.

GP: You each had your own plot?

CM: Yes. Well, we grew vegetables and things like that. It helped on the budget, but it also was good, fresh stuff and they enjoyed it. Some of them really enjoyed it. Ed Dugan picked some real nice peas and things like that.

GP: I can see that you have a lot of nostalgia for your years out there. I wanted to ask you before we leave that subject, who was living in the big houses?

CM: The big houses, the ones with four apartments, the two houses?

GP: Well the ones that are still out there.
CM: The stucco, the big house next to the hospital where Fiedler lived is now used by Anderson and [unintelligible] Mental Health as offices. They’re the mental health offices out there. That’s the wooden house building right next to the hospital.

GP: What hospital are you talking about?

CM: The hospital, the big, gray building that’s near the river and those two huge buildings that were the barracks. Built early 1900s.

GP: The houses that I’m talking about are on that row—

CM: That’s still military.

GP: And was it military when you were there too?

CM: Oh, yes. That’s where Colonel Groom (?) and all those people...The biggest one on the end was originally a BOQ, that’s bachelor officers’ quarters because That’s where I stayed when I was up here on these court martials during World War Two.

GP: Well, let’s get back then to those early teaching days. What was it like teaching these GIs? Did you have enough professors and instructors and teaching assistants?

CM: Classes began getting larger and larger. We were getting classes up, well, within two years after—not right at the very beginning because it grew somewhat gradually—but classes of 150 and so on that were now, by the time I retired, reduced down to 20 or 30 people. The rooms, the classrooms, were still in Main Hall and Venture Hall, which was torn down. It was Science Hall in those days.

GP: Yes, the old geology building.

CM: And they were, sometimes got a little cool.

GP: Did you feel that there was a sense of satisfaction among the faculty, or was there...I know their salaries were terrible.

CM: Well, actually, not so. My first salary was 3,800 a year in 1948. And back at Columbia before I came out I remember talking to other anthro students—one went to Nebraska, one went someplace else—but some of there were promoting, saying, “We shouldn’t take anything for less than 3,500 dollars.” No, it was 3,500. See, 3,500 is more than...sounds more than 3,500. Like a mile isn’t as far as 5,280 feet. So when I came out here at 3,800 dollars, wow. I mean—

GP: That was a gold mine.
CM: Yes. A hamburger was ten cents a pound. Gasoline, 20 cents a gallon. Bread, ten cents a pound. Eggs, 25 cents a dozen. You got to think...Our rent was 24 dollars a month, 20 dollars a month. Some apartments were less. You think in those terms.

GP: I guess what I’m wondering is, I have heard of the long line in the history of all these presidents that there have been on the—

CM: In the long run, yes, in comparison to other place very much so.

GP: I’m just wondering since you’re not working there, you could be very philosophical about this. As you look back, you’ve served under a number of presidents. Do you think that, as a whole, they were responsible for a lot of the dissatisfaction that there has been on this campus from time to time?

CM: Some. Some, and I think different presidents some of them better than others. They had a very good promoter down at Bozeman for many years. He really built that place because he knew how to hobnob with officials in Helena. In the meantime, some of the jokers we’ve had here are not good at all.

GP: Would you like to comment on some that you think were especially competent? I’ll leave it up to you what you want to say about their incompetence.

CM: I think that some other elements besides the presidents themselves. I think sometimes...I don’t know what it is. I’ve talked to some of our political scientists but they kind of stick their nose up at it. But I stick my nose up at them because I don’t think they grasp what I’m getting at as a social scientist. Since I’ve been here, and I’m usually a Democrat in my thinking and politics, and yet the university system has fared better when we’ve had Republican governors. I mean, Judge, for example. We were down. When Babcock, as bad as he was in the eyes of a lot of people in the state, the university system fared better around him. Before I came here, the governor was Ford. That’s when the university system really began to blossom. So obviously, it’s not just the governor. It’s got to be some kind of a spirit, some kind of a thing that legislators...an atmosphere. I don’t want Judge again. I saw him in action. He can say all he wants to, but I heard him talk down about teaching in Dillon. He told the people in Dillon exactly what they want to hear. They clapped and cheered in spite of the fact that the head of the higher education system had recommended that they close Dillon. We’ve had reports in the past, internal reports recommend...they spent thousands of dollars. I have a copy of it downstairs. The regents ignored it. But I think we need a governor that will really get down to business and do something about it—appointment of regents or whatever it takes. So it isn’t entirely the president on that type of thing. We’ve had some presidents I thought were pretty poor. [Robert] Johns was one. He was...it was above his head.

GP: I remember him.
CM: He had an assistant named Inadbit (?). Sometimes I’d slip and say, “Ineptibit.” [laughs] He was way out of his class. [Harry] Newburn had...see, following McCain was—

GP: McCain had a good reputation, didn’t he?

CM: He did, he did.

GP: I think I’ve talked to Winfield Page. I’ve interviewed Winfield Page at length, and he gave me a, pretty much a history of how the stadium got built. The Field House, I mean. The Lodge, I think—

CM: That Field House—I was at Utah when they built theirs. “Oh, we are going to lose out if we don’t have a field house. We can’t compete with the other things. We’re the laughing stock.” This is the Depression years. “And look at all the great things you could do. You can have programs in here, you can have fairs, you can do this, you can do that.” Right away they put a basketball court in it. “Oh, it costs too much money to move it all the time,” you know. This is after about only four or five years. We did exactly the same thing, where it becomes part of the empire, more and more and more the Athletic Department. Build and build the Athletic Department. And a football stadium—not even a track in there—five million dollars. Even though a lot of it was donated. For what? Four games a year, or maybe some jazz band that might come play.

GP: Well, again, I think as far as that’s concerned, you’re dealing with the public again, and it’s what the public wants. The taxpayers, they have to appeal to those that...alumni, too, the taxpayers.

CM: Well, the alumni, they also hold onto the purse strings of where the money goes. That’s all the foundation. They got some jocks in there. Of course, you can see what happens. Oh, yes, they make it look good by having some money for improving the faculty and for exceptional faculty and so on, but I could tell you some stories about an island at Flathead Lake. It’s worth millions of dollars. But the owner wanted the university to have it because he wanted research. But he had to have some money out of it so that his heirs wouldn’t—

GP: Is that the Wild Horse Island?

CM: No, it’s a smaller one, but it’s the second largest island. He would take 250,000 dollars over a ten-year period of 25,000 dollars a year. And Solberg, I put it in his hands when he was Dean, but he wrote a letter to him and put it right back in my hands. I’d gone as far as I could. I thought he would at least go and talk to other vice presidents and come up with some ideas and take over to show this guy other benefits to what we might [unintelligible] the University. But I thought it’d be a great place for a think tank for, like the Mansfield Center, and research. Because you see, the owner—and he still has it—didn’t want it developed. He says, “Every
week some guys find out it’s my island, and they come and...” but the developer wants to share it 50-50 with him. For doing nothing practically. He says, “If it’s going to be developed, I’ll develop it. Why should I give that guy half the money to promote it?” Eighty acres of it is in private ownership, unfortunately, so it’s still sitting. He had already donated some land to the University up in the little Bitterroot country, and I don’t know if the University knows they have it now. He thought maybe the Forestry School would be interested in range management and range problems connected with it, but nothing’s happened.

When I mentioned it to [Neil] Bucklew [unintelligible], right away his ears perked up when I said about these streams. Well, [Carl] McFarland, he wasn’t very popular with the faculty, except a few that he promoted very high very rapid. He was the greatest, of course, to them. But I thought he had great business sense. He did a lot. He saved the Women’s Center, for example. I think he was a genius with money. He re-bonded the dormitories. No one had looked into it, no one had checked to see what could be done. And refinancing, saving money there and so forth.

The legislature appropriated five million dollars for buildings around the university system. The University was to get a million and something, Bozeman a million and something, the rest to the other units. Four buildings were planned. They turned out to be the Music, the Law School, Liberal Arts, and the Women’s Center. The building costs were going up, and the Women’s Center I’m sure he saved it with that financing because they were talking about reducing down to the number three—the buildings. I think you can credit him that he saved that. So he deserves a lot of credit for that part of his administration. One possibility is he left too much of the academic part in the hands of the one vice president they had then—left too much in his hands—and I don’t think he was competent to handle it.

The next president, Newburn, people thought, “Hurray, we got rid of that McFarland,” but I think if he’d have been around here much longer we’d have had a split much bigger than ever happened with McFarland, because he set up almost a military system. For example, one of the teachers teaching dancing, ballet, all that sort of stuff, went to Newburn. [Newburn says], “You need to see your dean first.” He had to go through channels first, a little bit like our present president. Although I don’t want to peg our present president, but insisting we go through that and not bother him with it. McFarland, his door was open. Even though he wasn’t well liked, you could go into his office and talk to him. You may not get anything, but he’d at least...he let people know you could go in there.

GP: Well, I’m sure that all the many presidents that have been here have had their plusses and their minuses. Have you ever thought about the fact that they’re using this university as a step up? They don’t intend to stay here.

CM: Oh, yes, I think everybody does. I did. But the family, “Oh, we don’t want to move,” and what do they do? They move away. But usually they stay, including faculty people.
The reason I wanted to bring up the presidents though, you asked a question about the feelings of the faculty, the people [unintelligible] their emotional health at the time. There had been a big split before the war and early in the war, under [George Finlay] Simmons, people wouldn’t talk to each other. Severy and Flowers (?)—Severy in Botany. Flowers was in Botany, but...I could see a lot of animosity between [Richard H.] Jesse, who was vice president, and Paul Phillips in History, who had been vice president. See in those days, all of the faculty went to the faculty meetings. It wasn’t just a senate—that thing. And that lasted forever, and a lot of the feelings of the faculty then was that they didn’t want to get too strong on McFarland, they didn’t want to get too excited, because they saw the terrible things that happened when Simmons became president and they got to a point where the faculty, one side or the other, were just really knifing each other. It got terribly vicious. So they didn’t want that to happen—the old-timers around here, at least a lot of the faculty—didn’t want that to happen again. It could happen now, too.

GP: It could happen any time. I was going to ask you, what are your feelings about the union?

CM: I joined the union because when I first came here I felt I was a part of the university. I learned that in business—am I an asset to the University, to the business? Tried to feel that way with the University, but I found I was just another employee. Punch clock, or something like that. I’m not, what you say...and I’ve known it before I came here. I don’t like politics, the Saturday night beer parties and all that kind of stuff that it almost requires for it. I think I’ve been a good scholar, I’ve got articles that the Smithsonian has published and then I’ve got this one here. I’ve got another one they published in their Bureau of Ethnology Bulletins.

GP: Probably dozens of papers, hundreds.

CM: Hundreds, about 105 articles in leading journals and books and things like that. Who cares? Nothing. [unintelligible]. I’ve also done a lot of popular things. I worked in movie films, I was a consultant, [unintelligible] Robert Redford, and things like that, and Warner Brothers on Jeremiah Johnson. I’ve helped a lot of writers. Dorothy Johnson used to call me all the time and visit to get information, for Buffalo Woman, for example about the life of women.

GP: I’ve read it.

CM: And things like that. There’s a lot of Malouf [unintelligible] in there. Well, if they want me to feel like I’m out there watering the gardens and things like that then [unintelligible]. I wasn’t [unintelligible]. They didn’t care, that’s the way I felt about it.

GP: Who didn’t care? Was it the department?

CM: No, I have no qualms about the department. No, it begins at the deans and goes on up to vice presidents and presidents—the turnover president. Because every new president, they’re briefed by the vice presidents and assistant vice presidents. They don’t know the faculty. They
only know what these vice presidents and deans have told them, and they only tell them what
they want them to know about personnel around the university, and their capacities and
abilities, and leadership abilities and things like that. So their friends are the ones that are
recommended or even [unintelligible]. In 40 years I’ve had one [unintelligible], always some
kind of excuse. I think they give it to committees, faculty committees. They push their friends.

GP: Well, I wonder too...Now I could be wrong, this is just an idea, is it possible that certain
professors with certain kinds of personalities—not necessarily the ones who are the best
scholars, but they have a certain appeal to the students, perhaps—are they the ones getting the—

CM: No, not necessarily. To some extent, but this great teacher business, I think, is kind of a
farce too, because let’s take Schuster.

GP: Cynthia?

CM: Yes. She was a great teacher, because she appealed to students who liked what she was
saying. Maybe the long-haired, 1960s hippies flocked to her. But she was a great teacher, not
what she said.

Now in all of our schools and departments, we have people with Ph.D.—this is not every faculty
people by any means—there’s one or so in every department or two. In economics, you might
have a Ph.D., but if you are a Marxist, let’s say—and I’m not saying any of our economists are
Marxists, we have socialists—and they prostitute economics to develop what they already
believe in, they’re not economists. They are not economists. Or if it’s Montana Power that
they’re trying to [unintelligible], then they are not thinkers, they are not scientists or scholars.
And Schuster was one of those that was pushing it.

GP: She had her own ideas.

CM: She bitched about this, she crabbed about that. Fife (?) was another one. And so on. So
certain numbers of students will flock to them. Ross Toole, *The Rape of the Plains* [*The Rape of
the Great Plains*], all that sort of thing. A lot of people like that.

GP: A certain charisma that they have.

CM: Yes, versus, say, a scholarly person. Fiedler was another one that [unintelligible] back and
forth that the students liked, put on that type of a show. Fiedler was very good. I saw him
[unintelligible] with students where he would listen and really come up with some sound
conclusions. They often invited him to be the analyst at the end to say what’s been done and
been accomplished, so I really shouldn’t say things that are derogatory about him. He was quite
[unintelligible] and that type of thing. Of course we all have our emotions and our feelings. I do
and you do, but I’m talking about some of these far out ones. Or if you raise a lot of money somehow.

GP: Get a lot of grants.

CM: You mention names. And NSF [National Science Foundation], oh, boy, all you had to do was put in for a grant nearly, and you’d get it for a while there. Boy, our scientists went up fast. Our deans of arts and sciences, although the first one was history—things like that—they went up pretty fast and people they promote. I have asked and I’ve directed questions at my dean—former deans—“Is this a factor”—this person or that?

“Oh, no, oh, no,” they’d say.

[unintelligible]

GP: Wait, what do you mean? I don’t understand what you mean by that.

CM: Factor about their raising money is why they were promoted so fast—things like that—and got merit increases and so forth. It helps, I’ve always felt, that the things they’d look at [unintelligible]. I don’t think they know what a scholar is up there.

GP: Well, it’s understandable that—

[End of Tape 2, Side A]
CM: —they’ve [unintelligible] difference to me [unintelligible]. I can’t complain a lot.

GP: But you can sit back now and reflect on it as well as anybody else.

CM: I’m trying to look at people that are [unintelligible] reactions. We have a whole department of interpersonal relationships but I’m not sure they’re qualified to do some of this either.

GP: No, they don’t have the broad base that you do.

CM: Well, everybody knows some of these things. I can’t say that I’m the only one that can analyzed this situation. That’d be pretty arrogant.

GP: Well, you’ve been here long enough to have a pretty good perspective on things.

CM: I’ve been interested in it. See, in the Army, I was an Army administrator. I was in the Adjutant General Corps, which is right in the thick of administration. I was interested in pecking order—how people move up. From the day I was drafted and thrown in the barracks with 60 other guys, the pecking order, how they brag and talk about who’s tough or whatever it is that they do to—

GP: That always interests me too.

CM: —and how it works out in more subtle ways later. And among children. I’m the boss of Bunker Hill kind of attitude. And there’s a lot we’ve got to learn about that type of thing.

GP: In any group it’s going to show up, isn’t it?

CM: I thought one of the goofy things that was done recently was closing the Home Ec [Home Economics Department]. Not because Arline was in it, but because I could see changes, and I think our administrators up there—I won’t name them because they’re still—thought that, especially our former dean, that home ec was teaching girls how to boil eggs. I’m being a little sarcastic—

GP: Yes, and decorate the living room.

CM: Sew and so forth. And long ago, even when...Let’s see, when Kochavar (?) came here, they began to see that home ec was household management, which is the very word “economics.” Home economics is household management in Greek, is what it means, and more recently, child development. I don’t have to tell you how people in the department worked on that and completely ignored it, when that’s one of the biggest things now. You hear it on TV, the need
for trained people running the care of children for working mothers. So what do they do up there? Let it go.

GP: I try to stay off these tapes, but there is something that I could add from my own experience. After I retired, I subbed out at Big Sky High [Big Sky High School], in a variety of subjects, and one of them was in the Home Ec Department, where they were teaching a class in family living or something like that. I was amazed. They came out of that department, these teachers did, and it was one of the most practical courses I think a kid could have taken.

CM: Budgeting—

GP: Budgeting—

CM: Budgeting—they’ve had that quite a while.

GP: They had a chapter on courtship and marriage. Well, if such a course could teach those kids to be more realistic about getting married or not getting married—

CM: Instead of shacking up. Yes. Responsibilities.

GP: Responsibility, right. I felt bad when I heard they were closing it.

CM: Even letting it go in the School of Education, to me, showed that was a clue to me that the Dean of Arts and Sciences thought that it’s just cooking eggs and sewing—darning hose. [laughs] It missed the boat on it entirely. That could be one of the most important departments for the next few years, and there will be a time when it will be saturated with that, just like computers. Computer operators, they’re going to have them out of their years, the vo-tech and everything. Now engineers, that’s going to take longer.

GP: Well, I don’t know whether I’ve asked you the questions that you have wanted to answer. I have a feeling that there’s much more that you could say, and I’m just going to ask you, what else would you like to add about your own personal—

CM: I was going to write a history on the anthropology—

GP: Department?

CM: Yes, well, not only the department, but anthropology in Montana. I’ve already written a history up to about 1930s. It’s published in Archaeology in Montana, which is a publication of the Montana Archaeological Society which is professionals throughout the state—about 50, 60 people.

GP: When you say—
CM: And some out of the state.

GP: When you say history of anthropology—

CM: The study of Indians, the archaeology here.

GP: Going back to, you know, as far back as you can go.

CM: Lewis and Clark and earlier.

GP: Lewis and Clark and earlier.

CM: Yes.

GP: Sure, well, it goes way back.

CM: Some of the best written stuff was Lewis and Clark for a long time.

GP: Is this one of your retirement plans now, to write this?

CM: Yes. It would cover the departments, of course. I think we’ve accomplished a lot. For example, historic archaeology. That’s another thing that’s irritating to me about the University is their lack of care about it. When I first came here, I came out of the Southwest, and we didn’t have any really good sites with walls and foundations, so I started working at taking students down to Fort Owen.

GP: I know about that.

CM: We found the foundations. They wouldn’t know where to put those walls up today if we hadn’t worked, digging those things out at student expense and my expense and so on. Salish House [Saleesh House], we located it. Took a number of years. And why he put it...I can tell you why David Thompson put it there instead of, say, someplace else. We’ve always worked with history on this, but I found it required different techniques and different uses of published material, so I incorporated history in it. It’s worked out very well. We had the first course in the United States on historic archaeology. Ross Toole taught it with me for a while. I’ve got a [unintelligible] full of relics and things up there at the University. No one cares. Who cares? They circulated a note around the faculty members last year or two years ago about what the University might do for the centennial. I drew out quite an elaborate plan. Nothing’s happened. It was put down to one of the assistants to the vice president, [unintelligible] there. Nothing’s happened. He was too busy making sure that...on the football stadium, spent a lot of time checking the [unintelligible] for the President’s Office.
CM: It’s really (unintelligible) really a disappointment that...I spelled out those things, but no one’s even bothered to read that document as far as I can tell. They did let us put in a room in the basement of the Social Science building. Well, I’ve had to buy paint, I’ve had to buy plywood, things like that myself. I had some students helping me. I can’t do it all alone. Publications, they don’t encourage publishing. You have to [unintelligible], you have to [unintelligible]. They’re not interested in putting out a first-rate thing, because I had in mind, a whole series of things what the University has done for the history of Montana and [unintelligible]. So I’m probably going to write it up myself. I don’t think the University cares.

GP: Why is it? Is it because they’re so busy worrying about money?

CM: I think it’s a lack of rapport with all of the faculty. You’ve only got the union because the same guys who are active in the Senate are also [unintelligible] be promoted running through the...They are politicians. They love this, and they earn benefits from it, too. They can see the benefit. Well, for example, when I first came here, they long had what they called a writer’s club, where faculty members who had published would meet once a month and have a party or a lunch and then somebody would report on their publication. I was president of it once too. Well, it got in the hands of a couple politicians and the sciences. They brought in politicians to talk—

[Audio feedback; poor audio]

CM: [unintelligible] The whole club after all these years just disappeared, because they found that that was a good stepping stone to higher political things and they’ve been in politics ever since. Some of them are still around so [unintelligible] won’t get wrapped up in names.

GP: Did the AAUP [American Association of University Professors] ever have any influence around here?

CM: Yes. Before the union. There was quite a battle at the time the union came in, as you remember, about AAUP. I joined AAUP one or two years, but I found it very ineffective. They’re more national oriented than local. I think that’s what...Also in Montana, the MEA—the Montana Educational Association—that probably applies more to them. They felt it, the union were cracking down and getting things done than the MEA.

GP: Do you think the union’s really done a lot of good?

CM: Yes, or I wouldn’t stay in them. At least, they would think a little bit up above, and they’ve helped on a couple of legislators, or legislations. They are their demands for money. You wonder whether it’s worth it. I don’t know that they can do much right now. I’m beginning to think about it a little bit. Of course, it doesn’t make any difference now that I’m retired.
GP: Do you think that the union has alienated the public a little bit with their—

CM: Not any more than the people like or dislike unions. You know, automatic. This is one of the things I used to teach in Race and Minorities, is that you don’t peg everybody by the group that they’re in. Not all Catholics are alike or all Jews are alike or all Arabs or Indians or blacks or faculty people. I get so angry downtown people when they apply, that you should, “Vote for me. The faculty people, oh, they know history and so on, but they don’t really know the value of a dollar. Me, I’m a business man. They won’t have to meet a payroll. Blah, blah, blah, blah, blah. I can, as a business experienced person, for years and years measuring, and I can see the dumb things. I mean, why do you have Hayden, who also was a faulty hater, bragging about how great he was.

GP: Oh, the Glacier General man?

CM: The Glacier General [unintelligible], our present mayor, all that kind of thing. I can laugh at them, that’s not as big, but faculty people are stereotyped. It’s harder to run for office.

GP: There is still a [unintelligible] feeling.

CM: Yes. I remember [unintelligible] Parson. He was a county commissioner at the time that we had to negotiate with the county commissioners, but he also started out as a plaster man, and eventually came up with a plaster company. There’s a little street down here off Front Street where you turn on the bridge, and you come in on Front Street called Parson Drive, he built those places. He was worth a little money. I heard him say, “I’m making more money than them professors up at the University.” Because they equate making money with brains. He’s smart, he makes lots of money.

[unintelligible] says, “Pay more money, and you’ll get a better administrator.” If he’s an example, I think they ought to reduce his salary of that rather than give him two percent increase. He hasn’t done anything for the city. That park, when we first got it, all I could think of was real estate promotion for somebody to make money on. It’s just been that way all along.

GP: I don’t want to keep you all day here. I’m just wondering now, as you look back on your career, what gives you the greatest satisfaction?

CM: I think the teaching. My classes were popular. They don’t know it, but particularly the thing that I went into anthropology for, Indian life. Not only Indians, but I went out to Micronesia twice in the Pacific islands and spent some time at my own expense because I enjoyed it. I think that’s one of the greatest things. The publications written because I enjoyed it, not because I was just looking for merit increases and things like that, but they say that in the case study but it does disappoint you when you’re not showing what’s going on. I’ve been asked testify in so many professional court cases. This law that now that the Indians can hunt off the reservation, I
was the only expert witness on either side of the appellate case here in Missoula, and then it next went to the Supreme Court. Now the Indians hunt and fish off the area. Multi-million dollar cases of Land Claim Commission cases, adoption cases, and there’s a world of experience you only get to experience at [unintelligible]. I learned a lot, and I’ve had a lot more to offer than they might have realized. You see, I think all faculty feel a little bit that way, though. On your income tax report, you have to put down teacher. Well, I think people go into chemistry because they like chemistry, not because they’re going to teach it. Only 50 percent of the anthropologists in the United States teach.

GP: Don’t you put down professor? Doesn’t that carry more status than teacher?

CM: No, I don’t know. I don’t know whether it does or not, but you’re still pegged at the university. Because you put down the address, University of Montana, who’s your employer? If you say anthropologist, that won’t do. Or chemist or botanist, geologist, so forth. The same thing, political science, all of it. You go into that because you’re interested in it. But you teach because that’s where the jobs may be. You can get jobs elsewhere. In anthropology, for example, the Park Service long has had archaeologists—Mesa Verde, I could go on and on—geologists, all kinds of other people. State Department, you just go on and other places that hire anthropologists—Reclamation Bureau, Corps of Engineers, Army, Navy. So I think, in the [unintelligible], why you’d do it, I like to look at myself as an anthropologist, too. But you do want to do a good job of teaching. You do want to convey your ideas to others. Through teaching, you can do it.

GP: Sure. Teaching did offer you the opportunity because you were industrious to do the scholarly writing and the research that you loved.

CM: Yes. You see, I was told that Columbia, 80 percent of the pure research in the United States—that’s at that time, I don’t know whether the figures would still be the same—is done at colleges and universities. Some student sees a weird light and gets curious about it, and maybe eventually get faculty and so on and the lasers might come out of it. Some faculty people were curious about nuclear energy and so forth in the ‘20s and the ‘30s—

[Telephone rings; break in audio]

[Break in audio]

CM: I think there’s another thing that we have to think about, too, is that research in improving the mousetrap or improving this or that—

GP: Mankind?

CM: —gadgets and whatnot. There are also social inventions. The tribe was an invention that came sometime in the history of man, ages ago, consisting of a number of things that happened
earlier like bands. Then tribes into nations, because there’s certain problems—population increasing, living together, families. Forms of families are a little different around the world, even the nuclear family and the inter-relationships, but they all serve some basic human needs. Rearing the young and things like that. So those are inventions that people make.

GP: Those were practical ideas. They didn’t need a lab to figure those things out.

CM: The thing is, what I’m trying to say here is that research isn’t necessarily of a material type of thing, that it can be social phenomena. Out of that will come improvements, could come improvements in our social life as often do. For example, now, mother-in-law relationships. We’re intensifying hatred of the mother-in-law with our jokes on T.V. Allen King, for example, “My mother-in-law is coming this Saturday. I’m going to go fishing.” Everybody laughs. Well, the Native Americans in this state, here on the Flathead Reservation, Grandma is very important in raising the children. Strong bonds develop between grandmothers and grandchildren. They really do. It doesn’t mean that the mother isn’t important, that the father isn’t important. There’s a lot less of this hatred of the mother-in-law. We are intensifying hate. With the Indians, it’s respect and not hate.

There’s a difference, and knowing those things we can say, “Hold on a minute. Now that isn’t...” because that mother-in-law loves those children.” Our own mother, that’s what they live for. Grandfathers too. Not entirely, but that’s an important part of their life. Yet, the mother-in-law, I’ve seen cases where they’re less apt to criticize the way that kids are raising their kids because, “Oh, tell the old lady to shut up. It’s our kids.” Their friends will tell them a lot stronger, be more nasty about what they say than the mother-in-law would, but they can get away with it. Now, that’s social phenomena. So what do we have? Intensified geriatrics taking care of the old lady, whether it’s the man’s mother or her mother or whatnot because she’s kind of used to being isolated and the finger shaking at her, things like that. There’s so many things involved in it, but we don’t think about it. I mention that because I haven’t really had that experience myself. I think I got along pretty well with my mother-in-law and so on, and Arline with my mother. I think I’m looking at it...because I thought of those things. Am I doing it because of this? I’ve come to the conclusion definitely. Didn’t take me much to figure that out because I’m looking at it as a social scientist.

GP: Sure. One thing that I’ve thought about regarding research is the number of studies and papers that seem to come out on some perfectly useless subject. So you see these studies in the paper of, for instance, now on health, for instance, cholesterol. One study is going to refute the next one, or five years down the road there’s a total reversal in something.

CM: I think some of that is [unintelligible]. If there’s money in studying cholesterol, federal panic...Now, AIDS. There’s going to be a lot of studies of AIDS that’ll go down in the ash can because there’s money in it, therefore people put in for AIDS studies.

Carling Malouf and Alice Arline Malouf Interview, OH 208-001, 002, Archives and Special Collections, Mansfield Library, University Montana-Missoula.
GP: I at least, maybe Arline does too, I get a little skeptical when I read these studies—the results of these studies—and think that we, being practical school people, have experienced a profession that isn’t particularly easy. When you’re in a room with kids day after day and year after year, and not only dealing with them but their parents and administration—

AM: And other teachers.

GP: Right. Then you see—

CM: Psychologists. [laughs]

GP: Right, counselors, right. Then you see people getting money to do these studies. One person spending months and years, usually years on these studies, and you wonder just how practical they are—these things coming out of a lot of universities and a lot of labs and clinics too.

CM: Well, wherever there’s honey, the flies come—[unintelligible].

GP: That’s the way it is.

CM: Part of it, it’s not entirely. There are plenty of people I know who are just plain curious, went along on their own funds, own money. I had a lot of that in archaeology.

GP: Are there any other comments you’d like to make? I haven’t asked you about the students that you’ve had in later years. You did mention the GIs. Everybody seems to be aware that when they came back, they were pretty serious about getting their educations. How have your last classes compared with some of the earlier ones?

CM: I think some of the most disturbed people were in the 1960s because that era there...The thing that struck me is, at that time, the per capita income was about as high as it’s ever been in the United States. So I wondered as a social scientist, how are these kids going to react? Because in my generation and yours, a lot of people you’ve heard say, “I don’t want my kids to have to go through what I went through.” Here are these kids who are getting to have cars and would they build on that, an even finer society? No, they were still even more dissatisfied. They didn’t have enough, they still wanted more and more and more—expected it. I think the best generation I’ve seen in a long time is the present one. Kicked around and beaten and things like that. The threats, well they didn’t go. There were those threats. We have lots of students, I think, that are more serious, but on the other hand, we’re getting plenty of students now who want the degree but not the education. We’ve got so many jobs that require a degree where they don’t really need it. Like a mailman, for example. If you apply to be a postal delivery person, you go door to door putting mail in mailboxes. A degree, for what?

GP: Does that help you get a job as a mailman?
CM: As far as I understand.

GP: Is that right?

CM: Civil service jobs. Taking an examination and things like that to get it. They want a job, but I think what we’re doing is painting a picture that getting a degree, that they need it, but do they? Now with a course in academia like…see growing schools. Of course, any business, anything that’s growing is more healthy than something that’s cutting back. Military…See, I got drafted very early in the draft. I had a low draft number, 700 and something, whatever it was. I thought it was the end of the world because we were going backwards. That is, Singapore was ready to fall and the Philippines had fallen and the Japanese were continuing on. Like these [unintelligible] guys, I figured that within six months I’d be out in the Pacific and dead, or something like that. It didn’t turn out that way. It wasn’t necessarily that way. The Army was growing from about two million to about seven million. The Navy was growing by several million. Gee, you just walk into a place and you were private first class or corporal or something. It wasn’t my great genius that made me a corporal in a month and a half or so after I was in the Army as a draftee is because the commanding officer wanted to keep their rating in the unit or the commanding generals would have given it to some other unit.

GP: We’re about to run out here. Are there any other comments you’d like to make very quickly?

CM: Well, I was thinking a lot of things when I came back, but I can’t remember.

GP: Well, if you can I’ll put another tape on. I’d be happy to have your comments if you—

CM: It had to do not so much with academics, but [long pause] it had elements of Montana history.

GP: Sure, that would be wonderful.

CM: Like that. However, that gets into long [unintelligible] tapes and tapes and tapes. There’s also years of research, talking to old-timers that were out in the last century. I didn’t record it on tape because some of those days we didn’t have anything except extremely heavy and elaborate tape recorders.

GP: You want to do that now, or should I do it on another day?

CM: Well, I’ve better put some things together. I’ll have to think about what might be—

GP: Okay. I’d be happy to do that.
CM: —most appropriate. Some of the things I’ve already put down in manuscripts. Most of it, I’ve put on paper, though [unintelligible].

GP: Well, I would certainly like to collect those, too.

CM: I think that some things, too, like individualism, that’s academic stuff, though. Individualism in Montana versus some versions of individual that you get in New York and big cities where you learn to subvert, like joining unions and political groupings because if a group is successful, then your chances are better.

GP: Sure. Also, there’s a certain anonymity in it which takes you off the hook.

CM: Well, I like the individualism, too, of Montanans. Where else, for example, until the last three or four elections would you get a Republican governor and a Democrat lieutenant governor? The politicians too, because we vote the man, we don’t vote the party—

GP: That’s true. I certainly do.

CM: —and in [unintelligible] you join pressure groups to...they’ve convinced you that joining this or that group that you’re going to be better off. They’re going to do so much for you that way than these other people.

GP: I would certainly, any time you feel you’re ready, I would be happy to come back and tape you on Montana history. I’m going to call this University history because I think that’s the main topic, don’t you?

CM: Yes. Certainly—

GP: And your own career.

CM: It isn’t all the things—

GP: No, no, of course not. You can’t do that in a tape or two. Well, I’ll just say thank you then.

[End of Interview]