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Interviewee: Arnold Bolle

Interviewer: Annie Pontrelli

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Annie Pontrelli: This is Annie Pontrelli interviewing Doctor Arnie Bolle on August 6, 1991. Arnie, just to start the interview off, maybe you could tell me the different positions you were in on campus and the years that you were here. Then we'll just go from there.

Arnold Bolle: I was a student here from 1934 to 1937. I got a degree in forestry. I came back on the faculty in 1955. I came in a social professor and then Dean of the School of Forestry from '62 to '72. Then I was academic vice president, acting for 1976, '77 and went back as Dean of Forestry for one more year. I kept retiring. I retired three times before I finally made it in '78.

As a student, I was here during a time when I think there were about 2,000 students. I came from Wisconsin. I wanted to study forestry and I heard this was a good school. In fact, the person that I think directed me here was Aldo Leopold, who was then at the University of Wisconsin. I had met. I did have a degree in liberal arts from a small college, Northwestern College in (unintelligible) Wisconsin. I got another bachelor's degree here in Forestry in '37. That was the year I graduated.

Then I went out and worked for the Forest Service for a while, then the Soil Conservation Service in various places in Wyoming, later in the state of Washington, then the regional office in Portland. Briefly I was in the office in Washington D.C. until I got a chance to come back on the faculty here. I went on later and was offered a scholarship at Harvard and finished a master's degree there before I came here, then a doctor's degree. I went back for another year and finished up. I got promoted to various degrees. I graduated in '37. During the period here, I think we had five faculty in the School of Forestry. They were all characters. They were widely known and generally respected.

AP: Who were some of those?

AB: Dean Spaulding, Tom Spaulding was the dean. Fay Clark was the character on the faculty. He taught management, economics. Mr. Cook, Ramskill, who was the surveying instructor, Tom Swearingen taught surveying at the time. The university president was Dr. Clapp. He died while I was here. I got to know his son very well. In fact, we were both members of the Mountaineers Club, which was a very much going concern here.

I met my wife there. She was the daughter of K.D. Swan, who was in the Forest Service, a well known photographer. She lived here in this building. So I saw quite a lot of her front door. We were married in 1937 just after I graduated working for the Forest Service in Basin, Montana. We made a number of moves since then. My favorite professor was Leo Hitchcock. He taught

botany. He was a terrific professor, just inspiring. I always got my best grades under him. I think just because he was inspiring.

AP: What did he teach?

AB: He taught botany, taxonomy, general botany. I was his student assistant for a while too. So I got to know him very well. He was a (unintelligible) here, talk to him not too long ago. He went to the University of Washington. I think that's enough of the student days.

AP: Actually one of the things I'd like to ask, as far as your student days, do you remember some of the rules and regulations and some of those standards that I'm sure are quite different today?

AB: Oh yes. The university certainly took its role as a (unintelligible) behavior and the morals of the students and (unintelligible) watching all the time. Dormitory rules were very strict. It seems to me that it was ten o'clock closing time during the week, about midnight I guess on Friday and Saturday nights. It was much different. All the dances and so on were very closely supervised. I remember the Forester's Ball. Somebody hit a light post out here and turned out all the lights. Everyone was in total darkness. The women got out in the middle of the floor and called the girls. She said, "Gather around me girls." None of them did.

AP: Were they in the (?) dream? I've heard about the (?) dream.

AB: Oh yes. That was very closely supervised by the dean of women. There were I think two married students going to school at that time. There was a great concern whether students who were married should really be on the campus with unmarried students. We had a lot of fun even on those limitations.

AP: You attended the Forester's Ball? Were you involved with the planning at all?

AB: Oh yes, everybody was very active on that and helpful with cutting the trees and putting up the decorations, taking them down on the operation. All the years I was here it was a highlight of the year.

AP: What were some of the other traditions and events and happenings that you remember as a student?

AB: We had a much more active Labor Day. All the students got out and they all worked, everybody worked on campus. We cleaned it all up, raked it all. Then we had picnics all over the place. Then they had a big gathering convocation. We used to have lots of convocations. Do they still have convocations there? Maybe they're too big. I think we were small enough so the students, most of them would come together for various meetings at different times. Those were big to-do's. It seems to me there were more activity on campus because it was smaller.

You got to know about everybody. I remember the big riot we had over student election. It was a big run off for student body president. People were throwing eggs at each other and scuffling down on University Avenue. Dr. Simmons, my last year, George Finley Simmons, President Windjammer they called him, he was president and he came back to try to establish peace. It was a whole lot of fun.

I can still remember some of the people that were involved. I was there too. I don't think, otherwise, the Singing on the Steps of course was carried on more in much better attendance. The traditions were all firmly implanted. It meant more of the student body would have a greater meaning to student body at that time than perhaps now.

AP: Were you involved with the whitewashing of the "M"?

AB: Oh yes. I was active and everybody took part in everything, whitewashing the "M." And then exploring the (unintelligible) great invitation to me. I wanted to climb all I could see. I did climb a lot of it. I saw a lot of beautiful back country here. I became very fond of western Montana.

AP: When you came back as a faculty member, what led you back? Did you hear about the job? Or was it a goal that you wanted to come back here?

AB: I always kept dreaming. Missoula is the place I wanted to live. We lived pretty well all over the country- the West Coast out of Portland. It was very nice. Washington, Washington D.C inevitably, if you work for the government, the federal government is going to end up there. We were just at the age where our kids were (unintelligible) the job would require traveling country-wide. I just had finished my first year at Harvard when I was being offered a choice of three jobs in Washington.

We came out here to sell our house in Portland to get ready to move. We stopped back on our way. Ross Williams was the dean of forestry and an old friend, so I stopped in to see him. He was just looking for new faculty. As we got talking, he asked me if I would be interested. I hadn't thought of it. As we came into town, I can recall, it was a beautiful day. It was great thunderheads and a blue sky. I thought, "Gosh there must be some way I can make a living out here." I really wanted to come. That led on.

I got our house taken care of. We got our stuff ready to move. Then we came back, on the way I decided that I definitely wanted to take it. Within conferences with various committees, Bruce and the president (unintelligible) Carl McFarland. He was a controversial president. The fact that I went to Harvard I guess impressed him because he had pictures of Harvard hanging on the wall. I figured he graduated there. He set out to make Montana the Harvard of the West. I didn't realize anything at all about the job.

I'd had about fifteen years of experience with government. I still thought (unintelligible). So I asked for a (unintelligible) professor job and the salary I would have gotten in Washington, which I didn't realize then was, both of them were thoroughly outlandish. I went back to Washington and started work. Then we went back to a ranch we used to be involved in Wyoming, in the mountains where it was cool. I struggled with the heat back there. Day to day I figured I'd take less and less.

Whatever it was I was taking, by about a month or so later, they called and gave me what I asked for. So I left immediately. We came out here in the summer of '55. For me, it's just exactly what I want. It's a beautiful place, great place to live. My family and I think it's a great school. It's an excellent university. There've always been a number of people who would rather be here than anywhere else. There's been a spirit of freedom here that is unusual for universities, I learned later on after I was on the faculty.

Overall, it was a great place. So I came on the faculty and took off a year after two years. Then I went back for another year and finished all my work for a doctorate. I spent another year writing my thesis. I got that out of the way fast. I worked pretty hard. I was on the faculty for seven years, it was '62 that I became dean. Ross Williams retired. He was at retirement age. My name was put in. There had been a national search. I was offered the job and I was invited to take it. At the time, I was somewhat disappointed in the school. In fact the president- '55...

AP: Johns, Newburn

AB: Newburn. He was before Johns. He called me in and told me that my name had come up. He wanted to consider me. He told me that he was having a national search and thought it was important to do. I told him that I thought it was too. I told him, there were reasons, and I really had some reservations about it because things were not really in very good shape. The faculty was really sort of mediocre. The curriculum was very old type. It was really not a very good one. Our quarters, our building space was bad.

We virtually had no research or graduate program going at all. I think I had a whole list of things that I told him I thought were bad. I did have a (unintelligible). So I told him this. Later he called me in and said, "This is just exactly what we want you to do." So he trapped me. That was great because I really had very strong support and really got underway in a strong program of improvement. We had several good things going. Some research became available and our Forestry School (unintelligible) funds.

We were designated as the recipient for Montana (unintelligible) for those funds. We had a great match. The legislature, they were (unintelligible) research funding to about \$100,000 a year right off the bat. So (unintelligible) he was very supportive of tearing out the rest of it. Fundamentally the most important one would be the curriculum. I thought it was much too vocational oriented or specialist oriented. Not professional, not really a professional program.

So I got the faculty- they started working on this. I was also the head of, chairman nationally of the program by federal agencies for education in the natural resource sciences. I'd taken that on and had a top quality national committee working on that. We had some great ideas developed from that, which academically increased the school. We developed an outstanding curriculum.

It was then that the attraction of other schools and other forestry schools in the country, I was the new chairman of a program that nationally did do that to improve that based on the curriculum that we'd developed. We got a grant from the National (unintelligible) Foundation and held a number of workshops for all the forestry schools in the country. That was, I think, an outstanding effort. It worked out very, very well.

It really required deep involvement and a much broader look toward the natural resources, which had been sort of a commodity oriented. It had a whole bunch of specialty- one in timber, one in wildlife, one in range and so on instead of grasping the fundamentals of all of these working in a relationship, always having them in the context of the other uses. So that was one of the major things we did. Newburn went to Arizona and Bob Johns came in as president. It was a mixed reaction to him among the faculty. I found him exciting.

AP: Because of...?

AB: He was challenging. He was not afraid to do things, to undertake new ideas. We had a number of things taken up. One of the things, our faculty salaries were, in the forestry, somehow were trailing. We had an arrangement for a 12 month appointment so people could be involved in research. That didn't work very well because they got down to less per month on a 12 month basis.

They got on the regular school year basis. I made a deal with Bob Johns to put all the faculty on the academic year scale at the salary they were getting for 12, then raising the rest of the money from outside. The university put up half and we would raise half outside the funds. It was a challenge to us to do that, which we did. It put us in much better shape. Everybody was happy and we got a new (unintelligible) that year.

We got the money circulating. I remember other good things. Well of course the thing that really got us involved deeply nationally and internationally was Senator Metcalf of- actually Mike Mansfield and Lee Metcalf both came to us because of reports they were getting from people down the state. The Forest Service was going into a heavy cutting program, which was way beyond what they had been doing. They were unhappy about it. I had studied this. I wrote my thesis.

I did my research work up in the Flathead National Forest. It was right during the period of the big boom, expansion of timber on the national forests. Most of the timber had come from private land and always before. After World War II, it was a big building boom, returning

veterans, people who had been working in energy factories. Everybody sort of rationed and so there were (unintelligible) accumulated (unintelligible). There was a big awful boom. By that time, there had been enough machinery invented and developed, probably during the war too, so they could get up into any country.

No land was too steep or too high. There was a great expansion of timber harvest. It started in the Flathead and then it spread gradually around and on the Bitterroot. It started in (unintelligible). People were very upset about it. They were right on the open slopes out of Hamilton, surroundings. The citizens were unhappy for many reasons. They complained locally and they got no voice. They were just ignored by the Forest Service, locally at least. Regional Foresters listened to them.

Then they wrote their delegation and Lee Metcalf was from Stevensville, a neighboring home. He said, "I don't know how to answer my neighbors down there. If you undertake that study to see what's going on." I told him we'd look into it. There had been (unintelligible) disturbances too. I put together a committee of faculty. There were four of us. One from wildlife who was severed at that time, one from economics, one from sociology. We made a study of the area. We looked at it before we even decided that we'd go ahead. We did proceed then and we found a lot (unintelligible) Forest Service was doing, their whole procedure.

So we wrote a report for the senators. We turned it over to them the end of 1969, I think it was. It was after the election in November. It was for Lee's information. He decided that it needed publicity. So he had a big press conference nationally. It appeared in the *New York Times* and the *Los Angeles Times* and everything in between. Of course the *Missoulian* took it on. Reed jumped on it. He came out with a wary headline. We thought it was constructive and analytical report.

Their headlines said, "University Condemns Forest Service." It was much more than we thought we were doing. Nevertheless it took off. Lee had it published by the Senate, 103,000 copies were made. They just went everywhere. In our information, the Forest Service had just gone totally over commodity production. They were ignoring the watershed and wildlife and certainly aesthetic values. Certainly it was not very well researched. The recommendation for clear cuts everywhere just didn't fit their one recommendation to their own research. It was not being well supervised.

There were many, many reasons for criticism. The Forest Service, in the meantime itself, had heard this criticism and knew we were doing this. In fact, we talked to them at considerable length. We talked to others from all sides, just being Forest Service citizens. The Forest Service itself made a study and found its recommendations on the timber orientation of the Forest Service was very similar to ours. We went much further than they did because we could and we criticized the way Congress put out the money for this too. Congress was sort of sponsoring overuse.

This created the situation where the annual harvest established at a level, which is beyond what the forest can stand. We're still having troubles with it. That report became, my name was stuck on it, The Bolle Report. So in fact, it still holds on. I meet students around and they studied it in school. It's been quoted in many textbooks. That created a splash, a turning period. What else? Well it was a great time. I really had a wonderful time as dean. I was in many national things as a result. I was head of the Council of Forestry Executives nationally.

We got involved with a whole lot of very productive things. We turned out with a terrific faculty. When I came in, I think we maybe had ten faculty. We had about 200 students, a little over. When I left, we had 1,000 students and about 100 of them were graduate students. We had both a master's and PhD programs. I think we had a terrific high-quality faculty. I doubt that the system Harvard used, when they had an opening, they would set up an ad-hoc committee whose job was to find the best qualified person in the world for that job.

They had the name and the money to do it. They almost never got them done. When they did, they were really upset. We haven't got the money. We were building a reputation. We had a darn good one. The place to live, the place to work was by far (unintelligible). On that basis, we went after the best we could find. By the way, Bob Johns in this process, I was struggling to build the faculty. Newburn was there for only a couple of years before Bob Johns came in. He looked it over. He had a really considerable eye for things. He picked out two of the faculty, senior faculty.

He asked me, "When are you ever going to replace those?" I said, "Well Bob how many tenured faculty can I fire?" He said, "Well I guess we can't do that." I said, "No, will you help me build around them?" We were going to hire people at the top level and build in through, instead of starting everybody at the instructor or assistant professor level, the beginning rate. We hired some people at the top level. He said, "Okay." That was terrific. We got in some outstanding people.

I felt that the best thing I did here was building the faculty. They worked together beautifully. This was unusual. Faculty worked to do that, recognizing that forestry is an interdisciplinary program and that specialization just pulls it apart. It destroys education. We were (unintelligible) cooperation. So we worked and built teamwork into the faculty so that we were talking to everybody else, they could argue and scream at each other if necessary, but with respect and not go out with grudges.

It was all out in the open. We used to have some really hot arguments. It took a while before we learned we could do that. It's important that we did. My idea was to have heavy study of administration (unintelligible). I figured out some knowledge about how others operate. I thought it was a great practice. When I took the job first of all, I would take it for five years.

[End of Tape 1, Side A]

[Tape 1, Side B]

AB: ...that was tremendous because we found out later that almost no other university could have done it, including Yale. In fact, Yale said, "We couldn't have done it. Our money comes from industry (unintelligible). We couldn't do that. We just don't understand how you can do that." That in itself was a terrific calling card for faculty. It also attracted students. Students heard about this. We had students from about every state, almost every state every year, which is great. The students learn a lot from each other. This was just terrific.

AP: You were talking about the report and Bob Pantzer...

AB: Oh yes I told Bob that. He wanted me to stay on. It took about seven years that I felt I did all the things I wanted to do. (unintelligible) as long as I could be effective. I started talking with Bob that I thought I'd like to retire. He said, "No you've got to stay on." Well I stayed on until I suddenly discovered it was ten years. I was 60 years old. I went in and told Bob. Bob was just great. He told me that he had tears in his eyes that day. I spent four years on the senior faculty.

That was, I think, some of the best years I enjoyed because I was involved with a number of things, boards and things (unintelligible) National Academy of Sciences and the National Science Foundation. All these organizations like that, which brought me in touch with great people. I was (unintelligible) those years. Any ambitions that I had had earlier, like becoming dean, were gone so I could relax and take it easy. Those were great years. I really enjoyed the teaching those last years.

My knowledge really expanded. I had much more background for these students. I had some terrific graduate students. A couple of them were on the faculty now. It was a great year. I reached 65 and I thought, "Well this would be a good time to retire." I had lots of things I could do. I gave notice of my retirement. Bob Johns was president then. (Unintelligible) retirement banquet (unintelligible), free parking permits.

Almost the end of the year Bob Johns came to see me, he asked me if I would please be academic vice president. They were looking for one, they hadn't been able to fill the job with a satisfactory person. I hadn't thought of it at all. He told me that the university would fall apart if I didn't. So I did. That was a great year. It was very interesting.

AP: What made it so hard?

AB: Just all the things you had to deal with. You had to change gears frequently, but this one even more because everyone was coming in and it was open, wide open. Everybody could come in and talk about things. It wasn't just complaints but then also constructive things, trying to help departments and faculty, so on. So there was a lot of work to be done. Bob Johns was (unintelligible). He was very nice to work with. He was a very nice guy. He had trouble making up his mind.

AP: Bowers?

AB: Bowers. He was a hell of a nice guy. He was very considerate. He wanted to make sure he wasn't hurting anyone in a decision, getting a fair shape. I was impatient. My type of dealing was that at a certain point, you have to decide and to go ahead. If you do get more information, you'll have to alter it, but it's better to decide at certain points enough.

I would make cases for a number of things and get them all very carefully detailed. I took that and I got to make a few decisions that we might not have made otherwise. It was very interesting. It was a time when the university was moving along. There were lots of different things going on. I had to get up as early as 5:30 at times, just so I could have an hour to get my own work done, before people started popping in.

It was hilarious at times. When I was chairman of the deans, I had been a member of that association for many years. They were all different operations. I sure got appreciation of the need for better administration and faculty. People are just never given any instruction or any guidance. They figure it's the (unintelligible) how to manage. It's strange. There are such things they could learn. I think the universities themselves should pay some attention to this (unintelligible).

So they were trying to improve that somewhat, relationships with the needs was fine. All different, some of them were working very well. That whole operation, (unintelligible) almost wanted you to run the place (unintelligible). Students individually would be coming in, or faculty. Faculty would come in they wanted to talk about (unintelligible). I would try to explain to them how this would proceed (unintelligible) decisions in this case. I think the only way administration works is to make it work.

Students the same way. (Unintelligible). It was a lot of fun. It was a very interesting period. Working with the faculty senate, the other organizations. The Faculty Senate and committees, they had advisory committees (unintelligible) particular one on promotions. This committee, just on its own, this was (unintelligible) too. This was out of kilter too. These committees were advisory. They are advisory (unintelligible) finally by the president, but my recommendations go to him.

I get them from the various deans and then they're reviewed by the faculty committee. Then I make my decision from that, my recommendation from that. (Unintelligible). The committee had gotten to the point where it thought it was making decisions. So I had to explain to them just what they were doing. I said, "Besides that, it would be totally unfair to any student, for any faculty member to have to report to a committee." It had to be one person to make the decision, who was responsible. (Unintelligible).

The committee just hid. It just operated on their own areas. They were being run almost entirely from the sciences, who had their own evaluation, which is based heavily on publication, teaching somewhat, very little on service. It was heavily on production of publications, which is normal. The (unintelligible) were much more teaching, which is where they should (unintelligible) also produced art, stories, whatever else too. That doesn't weigh as heavily as the teaching itself.

The schools have to rely pretty heavily too on service because it's important that faculty be involved with activities in its field. The forestry were involved with agencies and other groups who were involved with (unintelligible) programs, business, pharmacy, law. All of these schools are closely related to their professional area and need to be. They usually are involved in full service. So all three of those have to be given voices.

I figured I (unintelligible) doing it the way it was supposed to be done. Although there were strange things that were various documents had been (unintelligible) how things were carried out, which tended to be revised periodically in the senate. You never knew which was the latest. Then I retired when that was over and (unintelligible) on a hobby.

I was in it for just over a year 13 or 14 months I guess. Then I was going to retire for sure, but that time, the forestry dean left and they were looking for a new one. They hadn't found what they wanted. So the faculty from there said that the school was going down the drain if I didn't come back for a year, so I did. After that, I figured I was done.

AP: So you finally, officially retired?

AB: Yes since then, I've been involved with a whole lot of various environmental organizations, primarily environmental. Some of the others, eleven different boards, two of them, three of them actually. (Unintelligible). Just a few of them are really active. I think one vocally (unintelligible) land trust, which is kind of the (unintelligible) lands for public use around here. Our first big project was the corridor of the Rattlesnake and the (unintelligible) migration. I was strongly involved in getting wilderness integration very established up there in the Rattlesnake.

Earlier on, all those parks all along the river, we had an early organization (unintelligible) parks association. I was the chairman of that. We got all those lands. They were just junk piles (unintelligible). So you could go right down the river, the backyard. All those parks and everything else would come in, (unintelligible) everything else. It's just great to see all these things happen. So those were great involvements. Nationally I'm on the governing council for the Wilderness Society (unintelligible). Some great people (unintelligible) and Bob Marshall. Two brothers were on the board. One of them died (unintelligible). There were some great people (unintelligible) go back to the meetings (unintelligible).

AP: What would you say was the favorite period of time, the best period of time during your years?

AB: I'd say every one of them. The one I happened to be in at the time. Right now I don't regret at all being my age and I think I'm in better shape to tell somebody, since I'm retired, I can look back and I'd just say, "I wasted a lot of time holding down the job." Because there are so many other interesting things to do in life. I suppose (unintelligible) when we were a kid, we were in school. We really didn't think of it (unintelligible). They weren't all pluses either. Going to school or just scratching by. (unintelligible) four of us (unintelligible). One of them was Ted Walker. He's a famous authority on whales down in La Jolla, California now. I see him on TV.

AP: Were there positions that you liked better than other positions? You were a faculty member and a dean and an academic vice president and a student.

AB: I suppose there are jobs I never got to or never was in position for that sounded great. None of them I had that I would want to go back to now, really. I think each one of them was great when I had it. I enjoyed it. It's strange. I suppose that when you think of our elderly people thinking back about the great days, you know, but I really don't have that feeling. It's been great. (Unintelligible) I don't think I'd want to make that kind of a deal. I can think of all the happy times and I think about how ignorant I was at the time too. Under the conditions we had (unintelligible).

In between there were a few things. When I first came to Montana from Wisconsin, I came out here ahead of time in the summertime to get a job. So I (unintelligible) out of Billings and he was developing a mine, a gold mine out of White Sulphur Springs in the Big Belt Mountains. He asked me to join. (Unintelligible). They needed help so they asked me to stay and work. So I did. So I spent the last six weeks or so in a gold mine up there in Montana. I had a great time. I really got acquainted with the countryside and we'd go into town every Saturday night for the dance. That was great fun. The dance was never complete unless it ended up in a fight. (Unintelligible) they were just pure exuberance.

AP: Were you involved in any?

AB: Oh sure, yes. You had to get into them. Everybody ended up happy and went back to dance. Then when I was in the Soil Conservation Service, in Wyoming, Pinedale. I quit for a couple of years. I always wanted to write. (unintelligible). So I quit the government for a while and went into business with a dude rancher in Wyoming that I knew well. I spent two years with him writing on his dude ranch. (Unintelligible) horses, breaking them and shoeing them and packing them. That was fun.

I wrote a novel based on some of the history of the area. I found that it was very lonesome. I wrote in the wintertime and (unintelligible). When I got writing (unintelligible) was not my nature I guess. (Unintelligible). They wanted some corrections. They wanted the introduction, the first part of it and the last part of it changed. By that time I got so tired. I wanted to get

back. The kids were going to school, our older son was in school. He had a ride a horse about a mile here to Avery ranch where they were teaching.

(Unintelligible) go back to Washington state. I talked to them later. They said that they didn't see that it was going to be a great one, but they thought that my third or fourth one might be better. They did see some hope. But I was concerned with what I wanted to do. At least I had a chance to try it. Anything else?

AP: I'm just looking over the list here. You've talked somewhat about this Arnie, but maybe there are some other observations about some of the changes that you've noticed over the years, the students and the social attitudes and maybe the teaching?

AB: Yes. (Unintelligible) but it just kept getting better. Coming in, (unintelligible) all this talk about (unintelligible). They knew what they wanted. They came in with ideals. They really didn't know what they wanted to be. They really didn't understand the field, but they knew they wanted to begin working in the natural resources in some way. So they had a certain dedication. They wanted to do something. They had a purpose for their education without really knowing really what consisted of it. They wouldn't know it was the best thing, but the community tried as soon as possible to get the big picture of what they were up against and what would be required.

We had a tougher curriculum than the average, normal university did require, higher levels of math and science. For non-residents and the majority of the university students were non-residents, about three fourths or more, so that we could put on entrance requirements, which we didn't have in-state. So we tried to see at least average. We also required a certain level of math and science and also English. We stretched the basic education very strongly. It was a tough curriculum.

Any student that had to take bonehead English or math, especially both, they told them that they would be taking at least five years. So we tried to get them established with their basics. Otherwise they just flunked out in the masses. So we tried to do our best to get (unintelligible). Although we had students from all levels. We had students that entered university math at junior level, calculus and were well along. So we tried to adjust them. We tried several things. One of them, we argued that advising was just as important as any other type of instruction, perhaps even more.

The advisor had a considerable job too. It is to educate the student. The most important thing to get across the student is that this is education. It's what he's going to rely on for his career and the benefits (unintelligible). So we wanted him to take this responsibility, do the most he could with his education. Before that, we had a very (unintelligible). It was just hard. Anybody coming in from a transfer anywhere else was all irregular and it was a mess. So we had certain requirements that you had to have. As a result, every student set out to get away with less.

It was a challenge. Most of our faculty meetings were devoted to considering petitions for some kind of change. (Unintelligible). So that was a different approach. We set up a level that students had to achieve in certain subject matter in mathematics, calculus, statistics. (unintelligible) equipment and machinery, so forth. Now you just have to be able to use computers well. You had to have certain level of natural sciences or ecology understanding, the relationship and interrelationships, and so forth. We established these levels and had alternative ways that you could reach these levels. Statistics, for example, was taught. Math was also taught in business and pharmacy and other places at the university.

The student could take which of these he liked. He had to have a certain level of group dynamics or understanding operations. So we put these levels. It took out almost all of it. The faculty advisor had regularly met with students, tell him where he was and encourage him. So he had a close relationship with the student. I did a lot of that myself. I found that interesting. You really get to know and understand the student. You aren't just giving them a lot of words and lecture.

I think that did a great deal. (Unintelligible) other things that they were interested in especially (unintelligible) and writing. We put up some joint programs in writing. We had a joint program in business. We were encouraged to cross over that way. I think the students here are pretty fond of that. I'm still on a few regular committees and still lecture once in a while. I try to keep in touch.

There are some great people. This is one of the great satisfactions of teaching. You get acquainted with people of all ages. Some younger than your grandchildren. I think very often that people who are just in a career and in a retirement, they don't know people in their age group. (unintelligible) certain ones particularly. (Unintelligible) work with them in different ways. It's pretty exciting.

Certain students have natural abilities to identify and help (unintelligible) went to Yale for his graduate work and got his PhD. He published maybe two or three pieces of work. He's now (unintelligible) Forestry Association, which is an important citizen's group. (Unintelligible) still have him on my list to write him a letter and congratulate him. Those things I find interesting.

AP: (unintelligible) who were some of the people you remember best or the people that made the most impact on your life for whatever reason?

AB: Oh boy. At that time I wanted to be a taxonomist (unintelligible) to find a new plant and have your name on it. I really can't say. I met some people in the Forest Service, the forester Major Kelly was a character.

AP: How so?

AB: He was a very forceful guy...

[End of Tape 1, Side B]

[Tape 2, Side A]

Arnold Bolle: He was a regional forester. He ran it sort of like an army camp. He gave orders and wanted them to be carried out. I think he did a very good job. The amazing thing is that he can go out on pack trips for about a month. There was maybe an occasional lookout that had a telephone on it. So he was totally out of touch. Nowadays a man can't get away from his desk without a buzzer of some kind.

In fact in those days, the forester's were almost always in the field. That's what appealed to me. I'm about as close to getting to the field rather than sitting in front of a computer screen. I shouldn't mock that I guess. I just enjoy the field I was in, the wide open spaces. Other people, okay the one guy, Horace Burey(?). He was a biologist. I met him when I was with the Soil Conservation Service in Wyoming. He was making a study of the elk at Jackson's Hole. He wrote a book on the elk after that. He was a terrific guy.

He was a really mild mannered guy in international authority. He tried to be out in everything he was interested in. I was in the faculty with him one time on a dude ranch. He was, at that time, doing tracks of animals. He wrote a book on animal tracks, sheep tracks. Everything along the way excited him. We stopped at one little stream and did some tickling of the trout. (Unintelligible) white streams and they get under the banks.

So he reached his hand down very carefully and just sort of stroked their belly. They just sort lie there. You get your hand around them and throw them out. His widow now, Marty Burey (?), she was a great gal too. She is a member of the board of the Wilderness Society. She was a terrific gal. She has written a number of books too. One of the guys that was an outstanding guy that I worked with is VanDursel.

He was the assistant regional conservation for the Soil Conservation Service when I was in the regional office in Portland. I was in the field office. It was just after I had come back from having been (unintelligible) Wyoming and I wanted to get out in the Pacific Region. So I got a job there. I had met him before. He was a very active, great guy. I had some ideas on how (unintelligible), seeing the other side of it, seeing the agency's work and the rancher's side.

I had some ideas on how it could operate. I proposed those to my boss, who then sent it up on the line and it got to VanDursel. He was just amazing. He said, "Boy that sounds like a great idea." He came out and we talked it over and sort of set up the district (unintelligible) as a testing, he called it testing operations procedures, TOP, TOP district. It was a very successful trial. We involved a lot of people, getting everybody involved in the program. It was quite successful.

It was mostly because he really encouraged this. In fact, every time we had a new idea, he'd just say, "That sounds great." He asked me more questions and would want to try it. The unusual thing is, when you run into a boss- well we tried that ten years ago and it didn't work.

Forget it. He didn't want to be disturbed. They wanted to keep on going as they were. VanDursel was terrific. I learned a great deal from him. He wrote a book on management. (Unintelligible) graduate school of agriculture in Washington.

He was trying to get me to go to Washington. I know working with him was great back there, but I still didn't want to do it. I would say as a leader and a manager, I think he was, for me, he was outstanding because he was encouraging and built you up and helped you along. He encouraged new ideas. It was unusual in government especially the longer agencies and operations along. They want to stay and keep things as they were. New ideas need more work. I think I can think of a few more.

Thinking way back, when I was a kid, I think one person that got me most interested were two people. One of them was my grand-dad. He was a great hunter and fisherman. He took me out hunting and fishing. It was terrific. I had a piano teacher who was kind of neat in grade school. She moved- she found out my interest and she was encouraging a great deal. She subscribed to magazines for me, nature magazines, outdoor life, and encouraged that interest of mine.

I think it was a time when it was most important, the time when you don't get anything from your parents, you know. It was a time when other adults would be the greatest help. So I always thought that she was worth it. I got to know people in that field, in the state government, the state forester and others. Some of them were very helpful. Aldo Leopold, who was outstanding, helped me along. I got to know him. He encouraged Montana as the place for a person to go. He had worked in New Mexico. He had been west. He liked the West. That was a very small contact, but it was important.

Annie Pontrelli: You talked about some of the activities and organizations that you were involved with. Do any others come to mind that you haven't mentioned?

AB: Oh they're all pretty minor. The Friends of Rattlesnake was a local group. I was president of that one. I had been on the board for- I worked for the Forest Service with Montana Power. We got that protected and (unintelligible) the watershed from Montana Power Company. So they bought up big private lands. There were farms in there and so they owned virtually everything in there except the other sections, which were National Forests. It was a growing group concern for a number of people to protect that area in some way. We got moving along with it.

The Forest Service and (unintelligible). For some reason they decided that they didn't want to have any of that established as wilderness. We hadn't really decided what we were going to do. We didn't really think it should be ruled out. So we started talking about it and looking at it and we decided that the best way to protect it in the high country would be to put the high country in the wilderness.

The lower area that gets a lot of use into a national recreation area, which would then- that classification gives it protection, but it's essentially what you want it to be. It does permit some

kind of use as it gets. In fact then we then went to Pat Williams with that proposal. Pat had just got into the House (U.S. House of Representatives) and he went in and sort of said, "What do you want?" We just told him and he just listened. We talked to whole other groups around town. We had gotten together a slide lecture and stuff to tell school kids and other various groups.

People were quite interested. Montana Power Company was interested in getting rid of its lands then too when it sold the watershed to the local water company in the lower country. We told Pat, we told him all of the people that were supporting it. He said, "Well you can let them know that Pat Williams will introduce and pass the bill for Montana recreation and wilderness and emphasizing educational benefits to all the people at all levels in the Missoula area."

A lot of research had been done up there by the university groups. So there was quite a history of the operation. That led to the establishment. Then we carried on later with the planning of the area with the Forest Service. They at first wanted to open up a lot more- there were a lot of motor bikes up there, which were really (unintelligible). We had accidents. (Unintelligible) and changed and decided that there would be no motorized equipment up there. No dogs.

The only motorized- there is some permitted on the fish hole for official work. They were doing some studies up there earlier. Otherwise it's none. I think one of the great feelings now that I have going up there is seeing how other people are using it. I like asking them what they think of the area. People just rave about it. I think it's something that adds to the life of everybody in the area. It was a great step. Now this corridor- the thing that attached it to the (unintelligible) kept that in natural condition too. So trails can go (unintelligible) end of the line or- not the end of the line, but you can get off there. You can take off on foot. You can go on up there. The Indian reservation is right across the border. That's sort of a semi-sacred wilderness area for the Indians.

They don't even want people in there. They have a very special area there. (Unintelligible) into the Missions it's a lot of (unintelligible) country. It brings it right down to our door here. I think Missoula is just awfully lucky to have this kind of land all the way around it. You have to make some adjustments to get to it. Timber industry is in adjustment now (unintelligible) cut heavily on their own lands.

The Forest Service is (unintelligible). I think they're really going to have to reach a period of adjustment here. There are already a lot of hard feelings, which shouldn't be. They should have avoided it some time ago. (Unintelligible). I find myself often trying to make piece with these warring parties. It gets pretty hot once in a while. I think mostly it could be settled if people would get together and just discuss the facts and not shout at each other with poorly based conclusions.

AP: Any other organizations you'd like to mention?

AB: Oh well there was one, Senator Baucus set up an advisory committee of four people. (Unintelligible) who was the head of the Forester organization here (unintelligible) and Thurman Kautsber(?), who lives up in Ronan. He was formerly with the Forest Service in Washington and elsewhere, and me. (Unintelligible) controversial issues he had coming up (unintelligible). We would very often come out and talk it over and come out with a pretty sound, good recommendation.

Other times we would have to come up with two minority reports and know what the differences were, and where the issue was. These things are (unintelligible). We had a lot of things to handle. It was over probably a ten year period. (Unintelligible) we're still called on by Max (unintelligible). That group was operating regularly. That was interesting. We had a whole lot of things that we were involved in that I think we were quite useful. I think they avoided- they did accomplish things too, but mostly they were avoiding some issues or controversies that really weren't solid controversies.

AP: What was your philosophy or your vision, or your attitude in your approach to teaching and then also your approach as dean and academic vice president? How were they different in your positions?

AB: I guess basically it's really a service. In education, I wasn't teaching a student. I was helping them learn. It was the whole emphasis you try to put on, and I did successfully, well at least to some extent. It was an opportunity to learn. I wanted to help them in every way that I could. I was given the best knowledge that I had. (Unintelligible). They had more, they wanted to know more. I got their questions so that I could help them find answers or get (unintelligible). For faculty, as dean, administration there is a very strange complex.

Most importantly, we developed a team, teamwork so that we settled issues that came up and everybody would know and understand what we were dealing with, the background facts, everything. They were all part of it. You had to understand. This isn't leadership. It's called a democratic approach to leadership as opposed to despotic or bureaucratic or whatever else you've got. You've got ideas of involvement so they should know and be involved and understand what we were faced with.

(Unintelligible) so that when we made a decision, it was our decision, not just mine. There were certain points where (unintelligible). So this, again, was one (unintelligible). This was important so that they understood what was going on in all various areas. We got some special money for wildlife or some other special programs, they could understand. (Unintelligible) we did some timber cutting up there, but we never did any without reviewing it and giving all the faculty a chance and opportunity to express any interest they might have had in the process in the area.

(Unintelligible). Then there is a special type of management for professional people. Purely research group, for example (unintelligible). Almost everything you do is really a service. You provide them the means and so forth that they need to operate, to make their job as easy as

possible or give them (unintelligible) and then to advise them in directions and talk over directions. So the extent that I put in research work, this was (unintelligible), providing the means and services that they needed. Also helping with the directions to go for support and also (unintelligible) needed to get into research or opportunities that came from elsewhere (unintelligible).

We talked things over. In this approach, it's very easy to (unintelligible). As a result, like Bowers, he would get up, but then he wouldn't (unintelligible) decision. There was a certain point where you have to be authoritarian. Once the group has agreed to do something, then you go ahead and do it. Then it's my job to see that it's done. So that I do that way. When we reached a decision, this happened quite often, they had to get out of the door for two minutes before a person would come back and change their mind.

This was clear that faculty made no changes in decisions until they were all involved. There's need to change it. We consider the change. We make the changes only until the decision was needed. We come together then and talk it over and decide whether we're going to make a change. You just tear the outfit apart. You start making individual decisions for a different person. That breaks it away from the group decision. The important thing was to divide leadership and to get them focused on working on a program as goals, not just the curriculum.

I started asking them, "What kind of team should we have prepared ten years from now? What should it be like?" That's about what this university education should be most important (unintelligible). The faculty was an amazing thing because they never thought those ways. They looked at all the other schools to see what they were teaching and be sure that we were teaching the same stuff without asking why. We started looking and this was very hard. They started looking at the things that just needed to be updated.

That was an interesting process. Then we started getting into areas that needed change. Then things got pretty hostile because we were getting into some place where somebody thought it was their area. In the faculty, there are a whole lot of little empires built. "You stay out of my field, and I'll stay out of yours." This little wall was built around the territories. That's no good. We had to change. We quit using course names. We used subject matter as we talked about areas to get into.

That kind of made it hostile. There were people who were really quite mad for a while. They got over that and through that. We were one hell of a team (unintelligible) senior faculty but we've got to quit this. So you just tear the faculty apart. Maybe they have to be torn apart to get to this. So we did. Then we finally got so that we could talk openly. We could argue hotly without losing respect for each other.

That level is very important to reach. That's when we began to put things together. We were (unintelligible). No single course would be a required course. (Unintelligible) reach that level of knowledge from other possible ways and this one (unintelligible). It was interesting. We got the

students realizing that it was urged (unintelligible). They didn't have to take this, but they could take it.

We had more students than we had before. That made a believer out of him and out of other students when they recognized this. That was fun. It was interesting for me particularly because I had studied these principles. I had done some administration in the government. (Unintelligible). This was maybe the reason that I ended up there because a number of the faculty (unintelligible). It was a strained operation.

The faculty (unintelligible). It was interesting. We had been talking about administration and how these communities should have more power and make decisions. This has to be the position of the administration as its responsibility. They asked me what administration was, and I said, "Well it's primarily service. It's main basic purpose is to provide you with what you need and to help you then reach your goals, identifying them and then reaching them."

So I think as a result of that, that we got the word that I would be suitable for the job. That's what I tried to carry out. Doing that and then also trying to make the administrator structure work as it was supposed to instead of all kinds of short cuts and decision making and authorities (unintelligible). There's always that tendency. People are (unintelligible) little empires and separate themselves.

If they can change their (unintelligible) make them stronger. (Unintelligible) I said, "I agree with you. Administration here is lousy." The recommendations he used to (unintelligible) were unbelievable. He recommended merit for every faculty member in his department because they were all so wonderful that he just couldn't see how they were (unintelligible). He wasn't taking his responsibility. He said, "Well (unintelligible)." That's not the answer.

The thing to make the administration to work is to insist that it work. Put the responsibilities and insist that people at these levels of decision making do make these decisions. I don't think it's possible for the university to ever achieve that. (Unintelligible) faculty's favorite form of government is anarchy. Pretty close I think. (Unintelligible).

AP: Again some of these you've already answered somewhat, but just what were some of your goals as a teacher and chairperson, dean, and then some of your greatest accomplishments during your years?

AB: I think (unintelligible). I'd say the curriculum and then I'd say the students that we produced, that came out of it. That's the greatest success that we see.

AP: There might be some additional thoughts, but what were some of the challenges during your years here?

AB: I think the time I had to, the School of Forestry. It was a great time because this was a time of growth. You could see things and you could do them. Students were increasing. Money was increasing. The whole thing was building. Two or three thousand students, that's a terrific period of growth. So I could get almost all new faculty.

I did a lot of work. Some of them didn't (unintelligible). (Unintelligible) during that period the difference when I started and when I left was that it was a really terrific accomplishment. There was so much to do and it was a period when it could be done. Our employee report, that led to a whole lot of interesting things, after Lee sent that out all over the place (unintelligible) curiosity about it.

(Unintelligible). We were out talking and (unintelligible). Then working with the other schools and finding out what they were running in to. Then being asked to testify in Congress on the clear cutting (unintelligible) at that time. Then its follow up (unintelligible) that came out of that and became the operating instructions to management of the national forests. Then the National Forest Management Act in 1976...

[End of Tape 2, Side A]

[Tape 2, Side B]

AB: ...Forest Service about clear cutting based on the '97 act. Senator James Randolph of West Virginia, since it happened in his state, put together a committee to write a new law on (unintelligible). I was invited to participate. That was the period after I was dean and (unintelligible). That was great because while I was commuting to Washington, I spent the weekends back there meeting with this.

We wrote a law, which was then submitted to Congress and came before the committee. Scoop Jackson was the chairman. He was running for president, so he was too busy. So Lee Metcalf was the chairman. So (unintelligible) report that came out of Randolph's committee and became the National Forest Management Act. It was very interesting to watch that whole legislative process. That was really the charter for the national forests. Seeing that since then, the way the law has been- well only partially effective and disregarded in many respects. Gradually, (unintelligible).

In '76 when that law was passed, now in '91 and we're still in the process of getting that law really into effect. It was part of the reason that the administration on the Reagan, tended to just to ignore laws (unintelligible). It's made quite a big difference now and the whole management of the forests. There's no way I would take credit for this, but it's great to see the interest of who was involved. That was something that at that time, was really quite a step. (Unintelligible) Senator Metcalf (unintelligible). It has had an effect and (unintelligible).

AP: If you had the chance to go back in time, what do you think- what memories and experiences would you (unintelligible)?

AB: The whole thing (unintelligible). I wish I had done better with my kids. (Unintelligible). I don't know of any parent that feels that they did a great job. (Unintelligible). The wife and I, just the other day, celebrated our 54th anniversary. (Unintelligible). Overall, you're never totally in control anyhow. You're the product of certain actions and certain conditions (unintelligible). It was a lot of fun.

AP: Any other observations, insights, stories, anything else you'd like to share?

AB: I can't think of any more.

AP: (unintelligible). How has the university affected or shaped the person that you are today? I think that's a good one to end with.

AB: Well I came out here, it was the first time I was away from home (unintelligible). It was my stepping out into life and it's where I started my career, got my preparation for my career. I met my wife. I met a lot of friends throughout life (unintelligible). The whole business of the natural

resources, even though I was interested in the proper management of all resources, conservation of land and (unintelligible) everything that brings life.

Particularly concerned for the use of public lands, lands that belong to all people. Therefore, available to them to use and (unintelligible) protect it. These public values, me in my mind, are extremely valuable and important. Right now (unintelligible), which I haven't mentioned is the public interest in public lands. When they established the national forest, it was a great idea to establish the national parks. It was pure genius people. There were certain lands that should be kept available to the public.

We ended up with more public lands than private lands. We started out with everybody should have that land for their use (unintelligible) private ownership (unintelligible). That worked fine after a point. There are certain values that go beyond those private lands and values. These we have to be concerned with now. When public lands were established, the national forest, particularly, it really was not much concern for these public values. (Unintelligible) these were just big open lands that nobody was using much, grazing cattle on it or sheep.

This was part of the use in certain areas. (Unintelligible) private land holders. The timber industry in Montana didn't exist virtually except on private lands until after World War II. (Unintelligible) one time, but not generally. It was (unintelligible). After that post war building boom, suddenly old lands were accessible. The old feeling that, as a forester, (unintelligible). We opened it up and we built roads into it. We started harvesting timber. It was terrific. Foresters were not just custodians or stewards.

They were now operators. (Unintelligible) about half rode a horse. Now they were riding a pickup with a (unintelligible). This was a great change. It was a great feeling. The Forest Service prospered as an agency. It grew and grew. It was the biggest agency in agriculture now. It was very important. This was what they were doing was producing commodities. This was a commodity value, timber on the land. It had become primary. It was the public use that hadn't really been expressed much before. They began to grow and kept growing (unintelligible). Those public values go much further than producing commodities, timber for timber harvest, or mining, or whatever else somebody can get that can produce private wealth.

It was producing commodities and they were publicly needed by many people. So that's important. (Unintelligible) public values, areas that people can enjoy, the wildlife values and (unintelligible) disruptive of wildlife, birds. (Unintelligible) riding in and then just wiped out wildlife and (unintelligible). It certainly changed the whole aspect of hunting and getting back into the wild country, roadside hunting. The watershed values have been disregarded. (Unintelligible) virtually wiped out the salmon in watersheds. Of course the dams have done a lot of it, but also in the watersheds.

Many of our streams have been greatly decreased in their value, the quality of water that we get (unintelligible). We have to really recognize that in the long run and in the future, these

public values are going to primary. They are going to be the most important. (Unintelligible) public lands in such a way that we will use commodities to the extent that they don't interfere, or just minimally interfere with those public values. (Unintelligible) hung up on the commodity values. Every forest is stuck with ASQ, annual sales quantity, which is now turning out to be well beyond with what can be continued, because they ignore certain limitations, the steep slopes and soil filtration and wildlife. (Unintelligible). There are other ways of doing it.

So it's agonizing and very slowly coming to that. Another thing that (unintelligible). When I was going to school, (unintelligible) and came on the faculty, we inventoried the timber for this region. We showed that we really hit a gap. We had (unintelligible) quite a long period before it was big enough to use. So we had to use this old (unintelligible) in such a way that (unintelligible) to be available. We forgot about that. (Unintelligible). There was a 20 to 60 year gap (unintelligible).

Now we're (unintelligible). It's not the environmentalists, it's just according to timber. So this is a great change. This is a major change. There are a whole lot of (unintelligible) particularly public land. Private land too, but when I was on the Soil Conservation Service, we were working with individual land owners (unintelligible) to protect their soil erosion. We ended up with (unintelligible). I think every landowner recognizes that there's the possibility to keep those lands (unintelligible). There's a public concern there too. I think we're making that turn. (Unintelligible) we put the blame somewhere else always. We want to keep doing whatever we've been doing. So we're having (unintelligible).

[End of Interview]