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Interviewee: Frederick A. "Fred" Henningsen

Interviewer: Annie Pontrelli

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Annie Pontrelli: This is Annie Pontrelli interviewing Mr. Fred Henningsen on July 16, 1991. I think it's the 16th?

Frederick Henningsen: Seventeenth.

AP: Thanks Fred. Okay. We'll just start this out, if you could just give some of the history and some of foundational facts, and we can just go from there.

FH: Well, let's see, my first recollection of the university as a student was sitting in the old Men's Gym with all the other freshmen and having, hearing Dr. Simmons who was president then and he gave a standard speech. He said, "Look at the person on your left and then look at the person on your right. One year from now one of you won't be there, and in four years from now, one of the others will no longer be here." That's a statistic that's kind of held up through time. In other words, only one third of the entering class that normally reaches graduation. Back in those days there was a lot of attrition because of, if a girl got pregnant she didn't stay in school. Of course, this was a Depression, and money was tight. So a lot of reasons like that. That's my first recollection of the University.

I lived in South Hall which was, I don't even know the name of it now, but it's in those years there was only the South Hall, North Hall which was a women's dorm—Corbin and a New Hall. It was literally called New Hall, which is now...it's now the hall just due west of the Liberal Arts building. Mostly offices and stuff now—

AP: Brantly?

FH: Yes.

AP: Brantly Hall is where my office is.

FH: Your office is probably in there.

AP: Yes.

FH: Anyway, that was New Hall in 1938. The Student Union, which is now the Fine Arts building, was brand new it was built in 1936. We're on our third student union. When they built the lodge it was the second student union and then the present University Center. Anyway that was my first recollection. So I've been part of the university, well I still am, I've been part of the

University from 1938 until the present and I think in some ways I belong in the Guinness Book of Records I've left the University and been away more than two years, out of the country, out of Montana for more than two years; six times and I've returned. I don't think there's anybody else has quite that record. I think let's see, the first one was when I left the University in 1940; had a bad horse riding accident and wound up at Antioch College and that's where we met and got married during the war, but, so I was gone two years that time, that was the first two year absence. After the war I came back to finish up my degree in accounting and got a Senior Foundation Scholarship which made it possible for me to go to grad school at Kent. So we went back east and we were gone more than two years that time. That was the second two-year hitch. The third two year hitch was after the army recaptured the fort, and I was up to here in debt, holding down three jobs. Anyway, an opportunity came along to join the University of Pennsylvania which had a grant from. Originally, with the I.C.A. and then it became the current agency...I don't even remember it at the moment. Anyway, that took us to Pakistan, and we were in Pakistan for five years actually.

AP: What were you doing there?

FH: Teaching. Teaching accounting. The University [of Pennsylvania] they had a project called the School of Business and Public Administration—graduate school—public and business administration in the University of Karachi. They were establishing American teaching methods in the University of Karachi. A.I.D. isn't it? A.I.D.? Yes A.I.D. is the current agency—Agency for International Development. Anyway, Penn had a contract with them which was succeeded by USC in California, so that was...Was that the third one? The fourth one I took off and went to New Zealand for two years, taught at Victoria University in Wellington. There's another one, but guess what? What was the other two-year hitch?

Anyway, I was elected sophomore class president in 1939, but for one reason or another I had to leave school and I never served as sophomore class president. All the classes had presidents and other elected officers, and of course in those years the University was what we called en loco parentis, if you know what I mean. Well, they tried to act as a parent away from home. There was a Dean of Men and a Dean of Women, and [J. Earl] Burly Miller was the Dean of Men—

AP: I've heard about him.

FH: (unintelligible) In those years for example women were severely restricted—their dorm hours for example. They had to be in by, I think it was, nine o'clock on week nights and midnight on Saturday, Friday and Saturday. Of course that made for a lot of...The men had no regulations. The dorms were locked but if they came home late, they would just break in. No kidding! Of course, the fraternity system was...well, I think it was stronger then than it is now. I joined SAE because my brother had.

What else did I do? I had a motorcycle down here. That's how I got elected sophomore class president; I gave everybody rides on my motorcycle—popularity contest you know.

AP: That's great.

FH: Well, in those years we had a lot of required courses. We had to take a survey of the social sciences, survey of the biological sciences, that sort of thing. Mike Mansfield was one of my first instructors. He was a young assistant professor and basically he lectured to 200 or 300, all of the freshman class who took a survey of social sciences, so he lectured 200 or 300. The university wasn't very big then I don't think there were more than 1,500 students. University Avenue went right around the oval, and all the cars owned by the faculty and the students could be parked around the Oval. I think there were six student cars in 1938. Nick Cody from Anaconda had a yellow Packard 120 convertible, and oh, was he popular.

AP: I bet.

FH: I'll bet, yes. What would happen we'd get into his convertible, go over to the Highlander Brewery, and depending on whether there were three or four guys along and their dates you'd either buy a small keg or a big keg. Go up to Montana Power, park, and drink it all up.

AP: Is that right?

FH: Yes, good old days, good old days. The health service was in the basement of Main Hall and what else would be relevant to...The ball field of course was behind, well where Mammary (?) Park is now. The women's gym was just about where the Center is now, somewhere in there.

Let's see. I graduated finally in 1946 and I got my M.A. in '47, and then went back to University of Pennsylvania in...Or did I get it in '48? One of those. I guess I got my C.P.A. in '47. I was the first graduate of the University of Montana to pass the C.P.A. exam right out of school. Now we've got hundreds of them. The program is really turning out accountants nowadays. I retired in 1984. George Simmons was the president when I was attending and then. I've known ten presidents by the way.

AP: Is that right?

FH: Yes, I can almost tell you their names. Simmons was the first one and he was a chemistry professor, but he was one of our short term presidents. We had a history before Simmons of rather long term presidents, like Clapp. People like that. He was succeeded by Melby who went on over to Helena and became part of...It was called the chancellors system then. He was succeeded by Jim McCain who was really a fine president who went on back to Kansas, and I think he's still the president of Kansas University. He was succeeded by Carl McFarland who was another long term president. I think he lasted nine or ten years. He was succeeded by

Harry Newburn. I served under all these people, one way or another, as a student but mostly as faculty. Newburn was succeeded by Robert Johns, who was a wild man.

AP: How so?

FH: He's responsible for building the two high-rises for example. He was sort of famous for sort of shooting from the hip. He was succeeded by Bob Pantzer who is living right down here now. Finally came back to Missoula. Pantzer was succeeded by Dick Bowers who was succeeded by Neil Bucklew who was succeeded by Jim Koch who was succeeded by George Dennison. The only one of those I didn't really know very well, or was on really good terms with was Koch. He didn't seem to recognize my existence. Of course, I retired. So I've known ten presidents, and I think almost that many deans too.

I've served under a whole bunch of deans either as a student or mostly as faculty. For example my first dean was Robert Line, who was a fine fellow. At that time the School of Business Administration...In fact when I first started teaching in 1946, the School of Business occupied the second and part of the third floor of the present Math building. We had classes all over campus just like we do now and offices...I mean, it was terrible. In fact some of our classes were housed in a Quonset hut that was located just east of where the present Music School is.

Let's see. Line was the first dean. Ted Smith was the second one. There was a whole bunch of acting deans too, but I don't remember. Same was with the presidents—acting presidents. Ted Smith was a long term dean. He was a dean from 1945 or '46 until '59. He was succeeded by Paul Blomgren who hired me without even interviewing me...I mean, rehired from Pakistan, and they wanted me back. So then he succeeded by a real klutz called Jim Mathern (?). He was an insurance doctorate. He had no empathy for people. In fact, to give you an example of it, during his tenure a faculty member—a woman who was having, she was under stress because of her Ph.D. dissertation work...She was working with another faculty member Tom Johnson. Anyway, one night her car was found downtown. Her purse was in it, and she disappeared. Well Mathern's immediate reaction to that was to hold up her paycheck, you know, not to worry about finding her or anything like that. She never has been found. I think she arranged to disappear but can't tell. It was cold, and she could have gotten in the river. We don't know. Nobody's ever found her. He had what we called a fractured faculty. About half of the faculty liked him and half hated him, and I was in between. I was kind of a mediator.

He was succeeded by Russ Good. Russ had about the same problems, and he's still here, a very fine teacher. Russ stayed on, and he was succeeded by, uniquely, by Paul Blomgren. It is very rare for a dean to leave and return. Paul is one of those examples. I had a little hand in that because I was on the Faculty Budget and Policy Committee when he was being interviewed. He was succeeded by Robert Connole on an acting basis, and he was succeeded by Larry Gianchetta. What else a—

AP: Are there certain characters or personalities of the presidents that stand out in your mind? I mean, are there those that just you remember right away just because of certain characteristics?

FH: Well, yes. I didn't know Simmons all that well. I didn't know Melby all that well. I knew Jim McCain fairly well. He was an outgoing, ebullient and I think very wise, obviously talented...He went on to bigger and better things. Carl McFarland was an interesting president—straight-laced. I worked a lot with McFarland because when I came back from Penn in...It was actually the winter quarter of 1951 that I came returned. He almost immediately appointed me chairman of the then-called Faculty Benefits, Insurance and Related Matters Committee. One of the first things I did...I'm still a member of the University System Benefits Committee and probably always will be, assuming they keep on electing me. We have to be elected to it nowadays—the emeritus people do. Anyway, one of the first tasks that I undertook...I was sort of a one man committee at the time although there were other members, but I was the expert resident or expert in insurance.

Insurance as you probably realize includes a lot of a related things; benefits like pensions, and annuities and all that kind of stuff. Health insurance was a big one. We didn't have any really good health insurance policy in the '50s; we had Blue Cross and Blue Shield. So anyway one of the first, and we had no Social Security and we had a lousy teachers' retirement system so those were the things I decided to tackle. Do something about social security, do something about health insurance, and do something about our pensions. For example, H.G. Merriam, probably retired on a maximum pension of 250 dollars a month. When I first started teaching, my first annual contract was 5,000 dollars in 1951 of which I only got 3,500 because I only taught two quarters. But in those years when I first started this, the maximum salary subject to withholding and payment by the University and the teacher was 5,000 dollars. In order to retire at 50 percent of your full salary you had to have 35 years of service in. It was 35 over 70. That was the fraction, which meant that if you took a pension that didn't protect anybody but you. The maximum pension was 250 dollars a month—2,500 a year. That isn't even 250 a month. Is it?

So one of the obvious things to do was to get Social Security. In 1951 or 2 Social Security was not available to teachers and others, ministers and so on. So anyway we, McFarland and I, decided, well the way to go about this is to get out and educated the public. Oddly the toughest group to try and convince was the teachers, the school teachers. See the university system is a very small kind of a tadpole in the pond of teachers. The bulk of the teachers in the teachers' retirement system are high school and grade school teachers. The University system only accounts for what? Twelve-hundred? Something like that. They are in the thousands, 12,000 or 13,000. So anyhow, I went around to every place I could. Here, Missoula, and Helena, Butte, and talked to teachers' groups, usually in parent-teacher meetings and that kind of thing. Tried to convince them that they ought to encourage the legislature to make Social Security possible. It's really FICA—Social Security is the short name. I succeeded in the legislature in its...In either '53 or '55, they passed the legislation that made it possible for everyone to be covered by Social

Security. That made a huge difference in the...Well, it increased the cost of the University of course but it, essentially, it doubled the retirement income that faculty could look forward to.

For example, I get from Social Security, oh, it's somewhere around 13,000 dollars a year right now, and I get a bit more than that from teachers retirement. Anyway, it just about doubled. One of the interesting things about McFarland...We were talking about him. He did a lot of things around here. He made a faculty club possible, for example. We had a really good faculty club, and it was located in a temporary barracks. They brought in old army barracks and used them for student housing, located along Arthur where the present, modern...not high-rise but whatever that one, I don't know what they call it. On that same site, there was an old wooden, fire you know...Again it was an abandoned military barracks they brought in sections that they had used for student housing. We had a faculty club in there.

AP: What was a faculty club for, just a social gathering?

FH: Yes, social. McFarland and his wife would come to all of the functions. They'd play bridge and dance, and it was good. We lost that some time ago. Somebody ought to suggest to Dennison to get the faculty club started again. It was good. One of the things about McFarland though, he was kind of, I don't know, not a warm person. I was sitting in office in Main Hall, and it's not where the present office is but right next to it...That little, just a little small room. He was sitting back in his chair with his feet up on the desk like this, and I was sitting on the couch across from him. We were talking about how to go about getting the Social Security thing under way. He had a pair of long shears, you know, the desk shears, about this long of scissors. He was sitting there and was cutting the hair out of his nose all the time he was talking to me. Not many people know that. Anyway, I got along all right with him.

Then, let's see, I took a lot of things at the U of M. I started out in forestry, and I thought I wanted to be a forester. It only took one quarter of spending seven hours in labs and so on to get three credits or four credits or whatever, and that convinced me that it wasn't my cup of tea. I switched to pre-law, and then I had to leave school so I didn't come back to the University until after the war. I went back to Antioch and started in business back at Antioch. When I came back here, I decided I wanted to become a CPA. I took the accounting course, and I passed the exam in two tries. The guy who did a lot for me was Dr. Emblen. It took him five times to pass the test. He kept missing the theory part of it. I think because he knew too much. No, he didn't know too much. He wrote too much, and I'm pretty sure the examiners would look at those long answers and say, "He's just shooting the bull." I don't know. That's just a theory I have because he passed everything else the first time, and you have to pass at least two parts. The CPA exam is tough. But anyway that was kind of amusing. He's still around, Dr. Emblen is.

AP: He's on my list.

FH: Is he on your list? Well he should be, he came here in '45, I think, right after the war, yes. He's been an acting dean. We've had a lot of acting deans.

Anyway, I started teaching accounting, and it happened this way. I had taken cost accounting, of course beginning accounting, and the cost accounting and business law. I'd been a lab assistant for the cost accounting professor so I knew the system. We were registering students at the Student Union up in one of the ball rooms, and this was in 1946, fall '46. Ted Smith was the brand new dean. Smith was registering students, and I was helping registering students. So Smith called me over. We had an unprecedented influx of students—war veterans coming back on the G.I. Bill. Ted called me over, and he says "Fred, do you think you could teach a couple of classes in accounting," and I said sure.

AP: That's how it began?

FH: That's how it began. So I wound up with 50 students in each of two classes. I had 100 students. I had to do all my own exam preparation and give all my own exams. I was still an undergraduate. I thought I needed nine credits to graduate so I was taking nine credits and I was teaching essentially two-thirds of the time. In fact I was listed as an instructor not a grad assistant. Because you couldn't be a grad assistant and teach two subjects you know.

Who was that? Who was the vice president then? Not Miller, but Jesse—Jesse. He was a powerful guy, a chemistry professor, and a he signed more damn contracts for me. He used to comment about it because one quarter I would be an instructor and the next quarter I'd be a grad assistant and so on depending on what happened. But that's how that started.

But about two weeks in to the quarter, Emma Lommasson called me up and said, "Fred, I've got bad news for you." She's an old pal of mine. She said "We've miscalculated your Antioch College credits and you're five"—or was it ten? Ten credits—"you'll be ten credits shy of graduating fall quarter." So what did I do? I just added ten credits to my load. I was taking, as I recall, I had nine so I added 10. I took a five credit psych course and another one. Of course, I knew these teachers pretty well because I was in with them you know. I took a five credit psych course and I took a ten credit sociology course. Well, that meant I was pretty well loaded down and we were living on South Fifth west, had two children, and no car—

[End of Tape 1, Side A]

[Tape 1, Side B]

FH: So I did something then that I tried to teach students from then on. I took an old saying that my father used when he started teaching me back in the '30s and was, "Plan your work and then work your plan." So I sat down with a 24-hour time table, and I put down every place that I'd be for eighteen of those 24 hours, starting at six o'clock in the morning and ending at midnight. I had every single hour in the day scheduled so I could get all this done—teach two classes and carry 19 credits. I'll tell you I got straight As, and I've never gotten so much done but I hated it.

I mean talk about being regimented. I was regimented way up here, and I got it done. I got my degree in the fall quarter of '46 and went on for my master's degree.

In those years you could look all the way to Fort Missoula, and there wouldn't be any houses out there. There weren't any houses on Fairview or any thing like that, this place has changed a lot.

Now, one of the things I remember, I was telling you about the survey course. The exams were held in the Men's Gym on the basketball court, and I was living in South Hall...What is the heck is the name of that now?

AP: Is it Elrod?

FH: Yes, I think it is Elrod. It was up on the third floor in that hall. Had a whole bunch of Butte friends, who were football players, and one of them was my roommate. The way they worked it to keep students from cheating—and things haven't changed any, I don't think—you would march over there to the Men's Gym and they would open the doors at eight o'clock for a two-hour exam. You would go into the gym, and there would be armchairs located quite a ways apart, about this far apart all over the gym floor. They'd have two exams going on at the same time. Let's say one of the exams would be a survey of the biological sciences, and the other would be a survey of the social sciences. They had proctors, five or ten of them, walking around the room. The proctors would first distribute the exams. In this chair a biological science and that social. They'd alternate it to try and prevent cheating. Well, we learned all this in the first quarter of ours. This was in the fall quarter of 1938.

When winter quarter comes along, Bob Sparks, three or four Butte boys on the football team, they were failing. I mean, they were failing. So I said, "Okay, fellows"—I was getting straight As in the biological sciences. I said, "Here's what we're going to do." They were mostly true and false, multiple choice, exam questions and a few fill-ins. I said, "When we marched in there in all the confusion shift papers, get a biological science paper here in front of me, there in front of me, here, and here." There were five of us. Of course, these proctors are circulating around the room so I said, as soon as, "I'll just crank along and do as much as can. Now as soon as there is no proctor very close, I'll start reading out the answers." I did, and we got away with it. The

only problem, one of the guys who was...He was a student helper, a Butte guy. He said, "You know..." I think he wanted to tell on us, but he didn't, because what happened was these guys all passed. They had been flunking and they all passed, and it was pretty important for the football team. I never did that again. It gave me an insight when I was a teacher about what to look for. You know. Because, students will beat the system. If you got a system, they'll find a way to beat it just as sure as hell.

Well anyway, when I came back from Kent I taught Marketing, I taught corporation finance. Anything the dean wanted me to teach during the summer of 1951, I happened to wind up teaching it but mostly I taught insurance. I taught business statistics but I finally wound up mainly teaching accounting. Excuse me.

[Telephone rings]

FH: Well anyway getting back a little bit to the other things. We got the social security thing done. Then over the years we gradually got the teachers retirement system to increase the salary that you'd...Well, it started out at 5,000. In the '55 legislature they increased the amount to 6,000. Then I think in the '57 legislature they went to 9,000, and I think in the '61 legislature they went to 11,000. They finally took the lid right off so it there is no limit on salaries now, which means that if you retire—the way the system has always worked—your retirement is based an average of your three highest consecutive salaries, is the way it works. So those don't necessarily mean the last three but the three highest consecutive. For example the guy that's a dean for three years in a row and then goes back to being a full professor, probably the three years as dean would be his highest.

Also they changed another thing that we got done. They change the formula for 35 over 70 to 30, so you didn't have to teach for as many years to get full retirement. Anyway there were some significant improvements over the years of the teachers' retirement system. We even had one or two cost of living adjustments. But the other thing that I worked on that became possible in 1965 was tax shelter annuities. I had a pretty big hand in getting that lobbied through the legislature. I was, again, apart of the faculty benefits committee and that, I don't how many thousands of dollars are involved but a more like millions of dollars in tax shelter annuities. So anyway I had a hand in that.

Then in '67, again, because of some pressure in lobbying the legislature voted in a seven-fifty [dollars] a month group insurance benefit for all state employees. So that meant we now could have a real health insurance plan instead of having to rely on Blue Cross and Blue Shield. The reason we had to rely on Blue Cross and Blue Shield was because all health insurance companies in those years required participation by a minimum of 75 percent of the employee group. There is no way in the world you can get 75 percent of an employee group to join if they have to spend all their money but if you got a system were the state contributes something like in this case, seven-fifty a month, then you can get 100 percent, no trouble. So anyway that made possible designing a health insurance plan so we decided to do it with all six units. At the

time we had just six units of the university system. They didn't even consider the Insurance Commissioner as a unit. They do now.

Anyway we met in Bozeman, and I hired Jimmy Powell who was a local insurance agent. He was a New York Life group agent. We had basically hired him as a consultant, and we sat around...really the chairman of the various benefit committees in the six units. Jack Noble was in on it. We sat around and literally designed a plan, which included...now this basically came from my education. We included a small amount of life insurance, 5,000. We included long term disability insurance, we included a basic catastrophic health insurance plan, and what else? I think that was basically it. We designed it in such a way that the seven-fifty a month was enough for one—an employee only. We deliberately framed it so the “Blues” basically weren't in contention. The reason for that was because they had restriction we didn't like. But anyway we designed, we literally designed what was in the plan. We didn't take anything out of the book. We said it's going to have these things and this and this and this and this. Put it out for bids, and it was won by (unintelligible). A year later, they came in and decided they wanted a 33 and a third percent rate increase. We said, “Well, we're not going to stand for that,” and so we went out for bids again. Mutual of Omaha won it until we sold to (unintelligible) a couple of years ago. Mutual of Omaha again...United of Omaha it's called.

I've been involved in both the tax shelter annuity program and the health insurance thing from day one. I got a nice plaque downstairs that the committee gave me. I was the chairman of the big committee for four years when all the activity was going on. Well, today that seven-fifty a month is a 170. Next year it will be a 190, and it isn't enough. We're in a lot of trouble with our health systems.

Another thing I did back in those...I forgot all about this. Another thing that came about because of my faculty benefits role. One of the fellows from the Montana Credit Union League asked me to make a presentation to the committee. We met up in the, I think, it was in my office actually—now the Business School. He made the pitch that the university—the University of Montana was then the Montana State University—needed a credit union. It made sense to me. Let's see, you needed seven charter members. So right then and there we decided, “Well, we think a credit union is a fine idea.”

Let's see, there were only five members of the committee there. John Swakhammer was one and he died of...He actually died of polio. Lud Browman was one of the members...I got it all somewhere, but it really doesn't matter. Anyway, there were five of us there so we went and got the janitor whose name happened to be Blomgren. I called my wife up and had her come over, and so we were the seven charter members. My account number with the credit union is one and my wife's number is two. I think Lud Browman was three and so on and so forth. For the first three years of that, I was the treasurer, and I handled all of the bookkeeping and stuff out of one drawer of my desk.

After the three years, I went on...That started in '54, and we went on over to Pakistan in the fall of '57 so I took all my records, took them over to Cal Murphy and asked...He was in the controller's office in the business office. I said, "Hey, Cal, would you handle this?" so he took it on. We eventually hired a full time, Laverne Hartford. We had an office upstairs in Main Hall. Anyway, the first loan that that credit union made to—a 200 dollar loan—and was made to a cleaning woman in North Hall. She finally paid it back ten years later. It was interesting. Anyway, that credit union now has in excess of 30 million dollars, and it's the Missoula Federal. This building right across the street was originally the credit union. You probably don't remember that.

AP: I do.

FH: We bought the house right across the street and used that as the credit union until it got too small for our needs and so we decided to build that building. Then it kind of fell on some hard times for a while. But eventually it merged with the...It became the Missoula Federal. It became what we call a community-wide credit union. Almost anyone who lives and works in Missoula can belong to that credit union where before as the U of M you had to work for the U of M to be a member. It's a community-wide credit union now and flying and doing great. Cal Murphy was a long time treasurer until he retired last year. So that's another one of the things I'm kind of proud of. I don't have anything to do with it anymore.

Let's see...What was the University like when you were here? Well, it was small when I was first here. Now about 10,000 students. I've already told you most of my significant memories.

AP: What would you say would be your highlights during the years here as a student and the years here as a teacher? You've shared some of those things, but maybe there are some particular highlights that you like to share here.

FH: Well I think one of the, probably in my own personal experience I was, I'd probably belong in Guinness's Book of Records for being a long term member of the Faculty Senate Budget and Policy Committee. I'm almost positive that I was elected to the B. and P. in 1962 when I came from Pakistan, and I served continuously on that committee until a couple years before I retired and except for the two years in New Zealand. I was chairman of the faculty senate in 1968. I guess one of my highlights would be....because I didn't have my doctorate, Bob Johns recommended my advancement to associate professor in 1953 or 4. He told me or I think he gave me a letter in fact that said that until I completed my doctoral dissertation and got my doctorate I could forget about becoming a full professor. But anyway, serving on the Budget and Policy Committee which was in those years, the Faculty Senate was pretty important operation. We didn't have any union for example, and I was active...I was in the Faculty Senate for all those years and one year as chairman. That gave me a lot of exposure. When you are on the Budget and Policy Committee, you meet frequently with the president, and you're in on all the important things that go on.

've been on a lot of committees. I'm committed out, but I was on the Review Committee which never met formally. The function of it was to handle cases where professors had been accused of some misdeed and subject to being fired or something like that so the ultimate appeal is to this Review Committee. The Review Committee consisted of one person appointed by the president, one person appointed by the Commissioner's office and I think the other one was...Anyway there were three. So we had a situation develop where there had to be severe cut backs in the faculty. The budget—there just wasn't any money, so it was December. What happened, anyway, the proposal was to let go practically all of the people who had been hired in the last year, and so we sat upstairs in Main Hall. One of the members of this committee refused to serve. She was a psych professor. She wouldn't have anything to do with this whole business. So that left it to...he's a math professor, and myself to pass judgment on whether or not any or all of these people had a just cause and shouldn't be fired. Surprisingly, we saved most of them. One of them was, he came here, and promises had been made. He was the Associate Dean of the Graduate School until he left recently, and his wife was the summer director. You probably know their names better than I do. They just left last year anyway. What the heck, it doesn't matter. Anyway, we were successful. We listened to their stories, and we just wrote reports to the president saying, "Hey, you can't do this." So they found other ways to get around things.

That was one of the highlights for me and...You know, having a hand in getting Paul Blomgren, who was really a fine dean. That was certainly a highlight. Probably the real highlight of the all of them was my retirement party. Oh, it was funny. I'm well-known around the university for my bicycle. In fact one of the...When I was elected to the chairman of the Faculty Senate, one of the ballots was an IBM card—a drawing on it of a fellow riding a bicycle and whistling because I am an inveterate whistler. I've ridden that bike, never missed a day from '62 until I retired. Six or eight times back and forth. It's a half mile from here to the B school, for example. I'd just start out and I'd whistle across campus, and people would get out of the way because they could hear me coming on that big old bike. Anyway, in this retirement party they had a whole bunch of people down at the Village Inn. One of the highlights of that was Bob Connole and his wife rode my bike right in, and they had it all decorated with balloons. They put a toilet seat on the back it's got a—I'll have to show it to you—it's got a big horn. Anyway, that was certainly a highlight that retirement party, that was great.

AP: That was in '84.

FH: Yes, it was spring of '84, and I didn't know it. My son was a major in the Air Force, and I get to this retirement party I look up and there he is. He'd been somewhere down in California, he decided...Well, his mother told him, so he arranged to get up here on his way back to Boston. He was living in Boston at the time.

Let's see, one of the other highlights that clearly stand out was Pantzer's handling of the Kent State thing. The students were pretty...I mean, it was an edgy kind of a situation in 1968 when those students were shot by the National Guard at Kent State. The ROTC Department was

located in the Men's Gym. I guess it still is, and it was being picketed. I mean, there were mobs of students over there. We could have had a real confrontation here. Pantzer kept his cool. He came out and addressed the students, called a student assembly in the theater. How many seats does that hold? Is it 500 or 1,500? Five hundred I think. It was packed anyway downstairs, and I was Chairman of the Faculty Senate that year. Anyway, I went in to the chairman of the ROTC at the time...His wife still lives down on Evans, he's since died. Anyway, he was nervous. So I went in to interview him as chairman of the Faculty Senate and he wouldn't talk to me without a witness. He was uptight. I should remember his name. I'd rather forget it though. Anyway, that was one of the highlights.

Another highlight, again while I was Chairman of the Faculty Senate, was a Mike Mansfield coming here, in effect to start the Mike Mansfield Lecture Series and the endowment fund and all that sort of thing so—

AP: What year was that?

FH: I think it was '68, the year I was chairman. Almost positive, it had to be '68. I was busy that year. See, we had a luncheon for him, a faculty luncheon over in the Lodge. Up in one of those, I don't know, they're offices now, I think, but they were dining rooms. We had lunch with the faculty, and one of the odd things about it, Mike had been placarded by some of the Philosophy Department students. You know, they were carrying signs around, protesting something Mike had done. But to do anything you're likely to have that sort of thing happen. Well, he took offense at it, and the first thing he said when he addressed this faculty group...The room was full. There must have been at least 100, maybe 150 faculty in there, and I knew most of them at the time. Anyway, he got up and protested rather vigorously about this placarding. The chairman of the Philosophy Department got up there and said it had nothing to do with the Philosophy Department. It was just some student activists. Well anyway, Mike, after his talk, offered to answer questions. The way we handled that...The room was full and one of the long rooms and all, so a faculty member would get up and ask the question. I basically would paraphrase it because I recognized who it was and like all professors do, they got to ask a long, damn, rambling question. So I'd turn to Mike and say so and so wants to know, and I'd put it in a few short words for Mike. We did about an hour to it, and that was one the highlights too. I've been in his office in Washington—a great guy, really great guy.

Some of the changes I've noticed over the years, and I think the most significant changes in students' mores and social attitudes would be quite obviously the '60s. The dress code changed drastically in the '60s. Prior to the '60s, the Dean of Women would not allow women to wear pants for example. Maurine Clow—she died a little while ago. She was very strict about that sort of thing. Lots of stories are told about Maurine, most of them not true. She was a good friend of mine and of my wife. They tell—it's been told forever—she wouldn't allow the women students, the only time women could wear pants was when the temperature dropped below 20-below zero. She wouldn't allow them to wear...What are those, the leather that's real shiny?

AP Vinyl? Is it?

FH: Oh, it's a real shiny leather. Men have them too. I can't think of the actual name for the shoes.

AP: Oh, patent leather.

FH: Patent leather, she wouldn't allow...The story is—it's not true—the story is she would not allow women to wear patent leather shoes because men could look up under their skirts. But any way that all changed...In fact the Offices of Dean of Students were abolished during the '60s. We didn't have Deans of Students—

[End of Tape 1, Side B]

[Tape 2, Side A]

FH: Anyways the years of women wearing dresses ended in the '60s, but I think it's a little too bad, I think that a woman looked nice in a dress, myself. But it went from basically from a dress code to no rule at all about how anybody dresses and that's the way it is today: you can wear anything you want and there's some merit in that.

Social attitudes in the '60s again, they very actively...I think before that, in the '50s the students were kind of indifferent to social issues it seems to me. That all changed in the '60s, no doubt about it.

Another thing that I noticed in my years of teaching, I taught about 38 years all together, there was a gradual, obvious decline in reading comprehension. I don't think there is any question about it. It was most noticeable in the last 15 years. All the students could read, there was no question about that, but the subject I was teaching was pretty technical. Accounting for some reason is difficult for people to grasp, some people anyway and it's not a highly technical subject, it's not like mathematics or anything like that. But, I just noticed a steady decline in reading comprehension. My favorite story about it is that two successive quarters—this was in 1978, '79—two young men came to me with...We designed a little problem, always assigned a lot of problems in accounting. We assigned this little problem, and I can almost remember the wording of it, "Mister X had an investment on which he earned interest. The interest was payable on July 31 and January 31. What entry should Mr. X make on December 31?" That was the question—the problem. The first student walked all the way up to the third floor, and he said, "Mr. Henningsen, I don't understand this problem".

So I read it and said, "What don't you understand?"

He said "What's interest?" I'm serious.

Well I said, "Listen, did you look in the index? There's a lot of references to interest in the index."

"No."

"Did you look it up in the dictionary? There's a third of a page devoted to the word in the dictionary."

He said "No." He didn't know what interest is. I found it in context, I couldn't believe it—

AP: Was that the exception rather than the rule, or do you really think that?

FH: Oh well, I think it illustrates an ongoing problem that we have. People are not reading very much anymore. They're relying on the boob-tube and the radio and I don't know. I think I have always been a reader so I find it deplorable that people don't read a lot.

Anyway, the next quarter, the very next quarter the same thing, exactly the same question: "What's interest?" I was also teaching an accounting class for non-business majors called—205 was the number of it. A young couple—they were in their 20s—they had a similar problem. We designed this—a problem—and it went something like, "Betty and Joe were putting a business together, and they commence operations on such and such a date." Well, this young couple came up to me and they wanted to know, "Does commence mean? They started or ended?" They didn't know, and I went, "What the heck gets into their heads?" and "I think I know the answer." They think of commencement as an end—the end of your college is always a commencement. Of course, it's the beginning. I think those are pretty good illustrations of lack of comprehension. Just because you can read something doesn't mean you comprehend. I just saw that happening, and it makes it increasingly difficult to teach when it's a technical subject.

AP: Did you find that you had to do a lot of changing in your teaching philosophy or teaching style?

FH: No, well, no, I don't think so. There's not much you can do about it, you just have to go with the flow. Let's see, now. What did I like best about the University? The role the faculty play here is so different from the role the faculty at Bozeman play. It's just unbelievable.

AP: How? What's the difference?

FH: For example, Well, Bozeman has always had a sort of history of an autocratic administration. I think it goes way back, but they had long time president who ran a "tight ship" you might call it. I know about this because all this committee work over the years has always involved the six units. I've met thousands of times I guess, certainly hundreds with people from all of the units. Here and in Helena and wherever. For example, we'd go to these meetings involving group insurance. I'd just come home and—I don't care what president it was—I'd just go into his office and I'd say, "This is the way it is going to be." Not at Bozeman.

They'd say, "You can't do that."

I'd say "Yes, we can. That's the way we operate in Missoula." By Montana standards, we are the liberal arts institution, and we got a history of a long tradition of a faculty that's outspoken, sometimes gets into trouble, but Bozeman is very different. I don't know why it works that way, but that's the other college. That's why. The other university. I think that's what I like best about it anyway.

Faculty loyalty is another one. I think we have a quality faculty here, and in part that's because of the attractiveness of living in western Montana. I don't think there is any doubt about that. I

remember in 1952 I was in the academic vice president's office. It was Archie Merrill (?) as I recall. I always first named all these guys, I never have used Doctor this and Doctor that. I would sit and talk to the vice president and I'd say "Arch". You can do that here, and I did that with all the presidents too. But anyway, I didn't with Mike Mansfield.

AP: You didn't?

FH: No. Well, I called him Mike when we were talking to each other, but if I was in a meeting I'd probably use some other more honorable term you know.

Anyway, Archie Merrill. I said "Hey Archie, 5,000 dollars isn't enough to live on." We were living out at Fort Missoula and rent was only 22 dollars a month, so that whole five years I had hated to move away from there. We had to buy this house because they kicked us out of the Fort. I was sitting in Archie's office complaining that I couldn't live on 5,000 dollars. I had three kids and was paying back debt that I had accrued while in grad school. Well, he said, "Fred, you know what we do here," he says, "we get somebody like you in here, to get their roots down" and my roots were obviously down. I wasn't about to move any place. He said, "We do as little as we can in the way of salaries," and he was perfectly upfront about it. But we do have a long tradition of attracting people here with the good life and then keeping them here without any great rewards. Although salaries are up to reasonable levels now, I think.

When you read that thing about Fort Missoula Faculty Housing, there's an interesting line about a county commissioner who came out to the Fort—Parsons was his name I think. He was heard to say as he left the group, he said, "Hell, I make a lot more money than them there professors." You should read it, I think you would get a kick out of reading it.

AP: That's great.

FH: What did I like least about it...Well, I think; I'm not sure. Yes, I guess I do. The least thing I like about the University was the rather denigrating attitude that the liberal arts faculty has for the professional schools. The arts and sciences people tend to look down their nose at the B [Business] school, and it's a long history of it. The fact that I was elected to the Faculty Senate as Chairman of the Faculty Senate—that was a first. There had never been another business person ever elected because you know the liberal art and sciences faculty are the bulk of the faculty. But that attitude comes through bright and clear. It isn't to the B school though. I think you'll find that the other professions tend to denigrate education too. Whether that's valid or not, I don't know. They tend to give a lot of As in education. I've known deans in education who say, "Well that's because we've got the brightest and best students." I don't believe that for a minute. In the B school, well another thing, another change that's come up over the years.

When I first started teaching, the forms that came out from the registrar's office to list the students grades had clear instructions on them, right down at the bottom of the form. It said you're expected to give between zero and five percent As, and ten to fifteen percent Bs, and 45

to 50 percent Cs. Ds matching Bs and F matching As. Right on the bottom of the form. In other words the average grade should be given to most of the students, and you know you had to be in the upper ten percent of the class to get an A. Anyway, that went by the works long ago. Nobody's told anything anymore. But frequent studies have shown that some classes in I think it's probably more in education than in any other area where 85 percent of the class get As. You know that's sort of like Lake Woebegone where all the students who are average are above average. Can't be, can it? Average is average.

Anyway, I pretty much followed that all the through my teaching career. I told students, you know, "You got to be in the top ten percent of the class to get an A. You've got to earn the A. You're not going to get it just by fiat." So the B school tends to do it that way. They grade tough. Then there are areas where they don't grade tough. I don't know which is the best. Well, let's see...that is one thing that I don't like about the University is that just looking down your nose at somebody else isn't good.

Favorite teachers. Oh boy, I think maybe Al Helting, was one, he was a fine old fellow and Bob Line, and Emblen was a good teacher. My favorite classes almost without question were accounting. I did the bigger classes (unintelligible).

What were some of the activities and organizations on campus? Well, I mentioned the faculty club which is gone. We used to have volleyball games. The faculty would play volleyball in the Women's Center.

One of the few times my bike has been stolen, I was playing volleyball. I came back, and my bike was gone. It took me ten minutes to find it. I jumped in my car and went around. The other time my bike was stolen was about six or seven years ago before I retired, anyway, so it's been more than seven years ago. I come out to get on my bike, ready to go to school at eight o'clock in the morning, and it's gone. So I jumped on my daughter's bike and got to school all right. I don't walk if I can ride. I come home at noon, and I looked up...I had it licensed, so I looked up the license number and called the police department to tell them about it. When I got home that afternoon about four or five o'clock why my wife says "The police found your bike they got it down at city hall", so I go trotting down to city hall.

These two women who were in the room, "Gee that's a great bike." That's a rather common comment, when you look at it. I'll have you guess how old it is. I have had thousands of students guess how old it is. None of them come very close. Anyway, I wrote a letter to the editor about my wonderful experience with the police finding my old bike. What had happened is some underdeveloped...There's an underdeveloped home up here. I'm pretty sure some mentally retarded lad...somebody hid it, took it because it was found under the bushes up here near that home. The police were most appreciative of it. They got a real kick out of it. It was even on the news.

Let me see, over those years that I've been here the sororities and fraternities have gone up and down like this. They've been strong at times and weak at times. The Faculty Senate—it looks to me now isn't really as active and influential as it used to be. Partly I think because the faculty union was taken over some of the...Well, a lot of what the Faculty Senate used to do because one of the terrible things that President Johns did to the faculty was he appointed or he got the Faculty Senate to set up faculty review committees and pass on whether or not people get salary increases—promotions or not. That makes for a very bad situation when you got your fellow faculty members making decisions whether you do well or don't do well. I'm not in favor of that at all. I'd much rather have it done administratively. Let some administrator review your record and decide wither or not, based on recommendations from your peers, but it caused a lot of problems. There were two big committees—Faculty Review and Salaries and Promotions were the names of the two committees. Faculty Review Committee and then Salaries and Promotions. One was a case of last resort and that sort of thing. It effectively divided the campus. We'd get powerful people calling the shots.

I think I've already told you about the kind of activities I've been involved in. I played a lot of handball, mostly with my son, after we got decent handball facilities. I think one of the areas where campus has always been a little bit lax is...For example, handball is a wonderful sport. There was no place here to play handball until they built the field house. Not at all—there wasn't any place at all where you could play handball.

I think we've already talked about what is like to work under the administration. I've worked under practically under all those presidents, starting with, well I didn't really have anything to do with McCain. Most of the important things happened during McFarland's. I didn't have anything to with Newburn. He was a short term. Nobody much liked him I don't think. A lot of things happened under Johns—tax annuities, the group insurance. Johns had two old buildings set fire for example. I mean, he burned down two buildings—Cook Hall and the other one over here where the new science buildings—

AP: Those are some of the buildings that went up after World War I?

FH: Yes they were all World War I. And Pantzer. Pantzer and I got along well together.

AP: You've shared some of your accomplishments. I don't which one you consider your greatest accomplishment, sounds like you've had several.

FH: Oh, I'd say my greatest accomplishment is surviving. Oh, I think probably my greatest accomplishments are the faculty benefits area. I'm pretty well known as Mr. Faculty Benefits. Not much doubt about that. This University System Benefits Committee...For example, there is 21 people on it. Now we include the Vo-Tech. It's a big unwieldy committee. Oddly enough, two of us are still are what you'd want to call charter members.

The committee was formed in 1967. Charlie Potts in Bozeman and I are charter members of it—the only ones still left. Then about five years ago the committee decided...No, seven years ago when I retired they decided to make me—I think Charlie Potts retired about the same time—make Charlie and I permanent emeritus members of the committee without vote. That didn't make any difference. That was fine. That decision was made seven or eight years ago. Then about five years ago, four or five, the committee decided that because there were other retirees coming along and they wanted to have at least three retiree membership on the committee because, retirees, you know...It's important to retirees how the health insurance...Primarily, the only benefit that retirees get from the system is ability to keep their health insurance. So, they decided to change the system a little bit and elect the retirees. Then we had a vote too.

See what happens is each unit: the Vo-Tech has a vote, the University has a vote, Bozeman has a vote, Eastern, Western, they all have votes. Each send three members, usually, one appointed by the president, one appointed by the faculty or elected by the faculty, and one by the staff. On all important issues the caucuses decide whether or not you are going to vote yes or no. The same way with the retirees. Prior to that we didn't have any vote, but Charlie and I always...we voted with our remarks. You know the things you know, and you can tell is this committee is so big that a lot of them don't have the history we have because we know where we're coming from. So anyway, we almost always got our way, by our knowledge, about what was going on. But now it's different. Now we have to caucus and, for example, the last go-around the committee decided that the cost to retirees had to increase by 25 percent. We voted it in. So anyway that undoubtedly...Of anything I've accomplished, it's in that area.

I think, I don't know whether I'm philosophical. I always tried to teach my students a few practical things along with the stuff they had to learn from the textbooks. One of the changes over the years for example, which happened in the early '70s, was calculators. It's just quite amazing what a change that made in teaching and also in students' abilities. When I was a student for example, taking the CPA exam you were allowed to use a slide rule, that's all—slide rule and a pencil. Now I'm pretty sure you can have a calculator in the room with you—a little hand held thing like that. Even though in the early years they had calculators, but they were noisy things, rotary things. One of the things all this reliance on calculators is that students lose their ability to think in numbers. I've had students...given an exam and student will come up to me and say "My god, my calculator battery just went out on me,"

I said, "There isn't any problems you need a calculator for." He couldn't subtract one number from another. I mean they lose the basic ability to add and subtract. I'm not kidding you. It's absolutely incredible when you rely on a machine. I said, "Now look, when you're working accounting problems and especially if you're using a calculator"—not your head, especially when you are using a calculator—"always make a quick mental check of your answer, because if you plug the numbers in correctly to the calculator properly it will give you the correct answer at 16 decimal places. But should you get one little mistake in there it probably won't even be in the ball park." So I said always make a quick mental check.

Then they look at me, "What do you mean a quick mental check?" Well, just look at the number you're supposed to get and if it's 850,000 and if doesn't seem like it could be that, maybe you better say "Hey, I'd better check this." Well that pays it...if you do that, you form that habit. You go through check stand at the grocery store, you make a quick check at what's happening there. You'll be surprised at how many times you'll pick up mistakes. I always suggested to them that "plan your work, work your plan" thing. I also always suggested to the class that, "Hey now listen, you just plan your work, work your plan means that you have lined out where you're going to be and what you're are going to be doing, because so much time can drop through the cracks." If you don't have a plan it's just amazing how much you can fiddle away, literally. Same way with money. If you're a compulsive buyer and temptations are everywhere, why, you can drop a lot of money just picking up stuff you don't need.

AP: Actually, just for the sake of time, why don't we go to the last one? If you had the chance to go back in time what would you do differently or what one experience would you want to relive?

FH: Oh, well let's see, the accident I had. I'd liked to not have had that.

AP: That was on a horse?

FH: I was on a wild bronco over in Butte, and he ran away with me. I wound up...Oh, I had to bail off, running in a corral, running right toward a low shed. I bailed off, and the trouble is that the low shed was supported by a rough sawn two by twelve. I hit that on edge this way. It broke the two by twelve, but it broke this leg. I wound up at the bottom. My left leg was up over my right shoulder here some place, and this elbow was dislocated. Fortunately my brother Bob and another fellow were there. Bob had a 1936 cherry red Ford convertible coupe. So I had cowboy boots on, and they didn't take the cowboy boots off. They wanted to cut them off, but I said, "No, take them off." So anyway they, he pulled the car in right alongside—

[End of Tape 2, Side A]

[Tape 2, Side B]

FH: —ambulances or anything like that. He pulled the convertible right up alongside where I was, and Bob got a hold of my feet and Harvey got me by the shoulders. They just stretched me out, and they walked right to the car. They put me on the seat. My brother Bob under my leg and off we go to the Murray Hospital 85 miles an hour, screaming uptown. So Dr. Coleman came in. I don't know if you've ever seen a dislocated elbow, but it looks pretty bad. He gave me little injection of something for pain, and he just went blip and the elbow popped right back in. So then I went into surgery, and they put a lame plate they call it—a lame plate. This was before pins. Today they would have pinned that, but they didn't have pins. This was in 1940.

I had applied for admission to the Air Force. It was called the Air Corps then, and I got my orders to report to the Presidio in San Francisco that day in the hospital. Well anyway, I went into surgery and when I woke up—I came to about midnight—and I was lying in that damn narrow bend. I was looking at this elbow and bingo, it went out again. So I get on the horn, and the nurse comes and I said "I dislocated my elbow." She wouldn't believe me. She just wouldn't believe me. I said "Look at it." She went and the head nurse...the head nurse came to me, and yep she could see it was dislocated. I said, "Call my doctor."

By this time it was one o'clock, and "No. We're not going to call the Dr. Coleman at one o'clock in the morning." So they went out and got the intern. He and the head nurse tried to get that thing set, and they literally pulled me all around the room. They're pulling on it!

I said, "For gosh sakes, go call Dr. Coleman and find out how to do this." So they did. He came down and went blip and it went. Well anyway, the net result of all that was I might not of made it because a review of the people that went in the Air Corps in that year. This was the year that Franklin said "We will no send our boys to war," and I believed him. My idea to join the Air Corps, quite frankly, was to get a 15,000 dollar education, I still wanted to go to school. I had no idea of being in the military as a fighter or anything like that. I just wanted to get that 15,000 dollar education. Today it would be 500,000 but anyway I was a 4-F as a result of this. I had three separate operations on the leg over a year period because it wouldn't knit. I was in a...called a hip-spike cast. Flat in bed for three months, if I had anything to do over, it'd be that.

But some good things came out of it. I didn't have any money. The family didn't have any money so Antioch College seemed like a logical thing to me because it was a work and study college. You work ten weeks and go to school ten weeks. Then later on they went to a quarter system, but I said, "Well I could be able to earn enough money to pay my tuition and fees and living expenses." I applied to Antioch, and I was admitted. That changed my whole concept of what education was all about. Antioch is really a liberal arts college. This place is a (unintelligible) compared to Antioch. Oh it was a little school, there were only 300 students on campus and 300 on when I was there at Yellow Springs, Ohio.

You ever heard of Antioch?

AP: No. I've heard—

FH: Oh, it's kind of up there with Overland. But the natives of the Yellow Springs called it the college of communism and free love. There were no such things as dorm hours there. You could take your date and go out anytime of the day or night. No dean of women or men telling you what to do and how to behave yourself. About the only rule that Antioch had were rules regarding driving. They had an honors system which some of our people have. For example you go in to take your final exam and the exam copies would be on the desk in the room, and you could take them out in the glen, take them to your room, anywhere you want and take the exam and then put it back—a total honor system. From everything I could see it worked. There wasn't any of this cheating that I was familiar with.

AP: That you participated in.

FH: Yes, yes. So anyway that changed my...The professors, small classes, no big classes at all. It was a wonderful experience, and it...Antioch, still exists, but it's got Antioch East and Antioch West. It's a university, but it was a famous work and study school. My first job for example was in Oaks, Pennsylvania. I lived in Media and worked at Oaks, Pennsylvania, at the Synthane (?) Corporation, building, of all things—parts for the Northern (unintelligible) bomb site. My second job was at Packard Motor Car Company in Detroit, and I was working on the connecting rod line, making connecting rods for the Rolls Royce B-12 aircraft engine—for the spitfire. That was quite an experience. I worked there for a total of seven months. Let's see...it was in the summer of '42.

We were living in a co-op house. That's very common nowadays, but in those days co-ops were not common at all. It was literally a commune. Anyway, we had a huge old house on east Boston Boulevard, in Detroit, that this co-op group rented. We had a manager—men and women's, I think—in this house. It was so big it had two huge furnaces, coal furnaces. One day—I was working night shifts, so I answered the door. This beautiful blonde, looking for a place to live, from Antioch, she's downstairs. I'd like to relive that one too—that was good. Let's see, that year we had to go back to school in September. So we got on a ferry from Buffalo to a...Detroit I mean. The ferry ran from Detroit to Buffalo overnight so we shared room. We never had intercourse before we were married though. That's changed too. It's taken for granted nowadays, I guess. I don't know. Anyway, I never will forget her father. We were there also at Christmas, and this was during a war, 1942. I was at her house for Christmas, and they had closed the upstairs bedrooms. It was bitter cold in Rochester, New York.

So I was in one bedroom, and Johanna was in her own bedroom. At some time Mac and his wife went off shopping. We heard the car. Johanna came in, and we were both colder than hell. The mattresses in those beds were so cold. Anyway, she got in to bed with me. We were cuddled and got warm, which young people were able to do. God, old Mac came in, and he was horrified. I mean he just gave Johanna bloody hell, "You don't know men!" We were planning to

get married. She knew all about men. Anyway, so we got married on March 28, '43, and old Mac wouldn't. He said, "Well, you can go and get married, but I'm not going to support you at school. If you get married you are on your own." So we took off on our honeymoon, went to New York City and got a room at a hotel and one of my cousins—there was Henningsens all over the place—but one of my cousins called up at noon. We were still in bed, and came up with a bottle of champagne. He was in the Navy, and he looked about this wide, a tall guy, six-two or three. Dick Henningsen was his name. Anyway, he brought a bottle of champagne up and paid for the room. Then we took the bus from New York all the way down to Sea Island, Georgia where my brother Rex was stationed in the Navy and spent our honeymoon on Sea Island. Then we took the train back. These were really tough times. In fact, the night we got to Sea Island Georgia we got a room, because it was late, and it turned out to be a real whorehouse we were sleeping in. I mean, it was a noisy place. The trains were dirty, full of people in uniform. Went back to Antioch, picked up our stuff, and headed out to Montana.

AP: And the rest is history.

FH: She's a confirmed Westerner now

AP: I bet, I bet.

FH: Well anyway, that pretty well wraps it up I think, don't you?

AP: I think so, and we're getting close to the time actually.

[End of Interview]