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Interviewee: Robert "Van" Loren Van Horne
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Annie Pontrelli: This is Annie Pontrelli interviewing Dr. Robert Van Horne. It is August 7, 1991. Bob, why don't you just start out by telling me the years you were at the university and in what capacity and we'll just go on from there?

Robert Van Horne: Well, I was interviewed in the early summer, I think July of 1956. I had received a letter indicating that there was an opening here for the dean of the school of pharmacy, inviting me to come and be interviewed. I don't know yet who recommended that, someone who obviously didn't like me too well. (laughs) At any rate, I came out—

AP: Now, where were you?

RVH: I was at the University of Iowa teaching in the College of Pharmacy there (a school here). President McFarland interviewed me and that was an experience.

AP: How so?

RVH: Well, he had an office in Main Hall with a very high backed leather chair and he would sit there much like a sphinx and he would look at you and wait for you to squirm. After five minutes or so, if you didn't squirm too much, he went ahead and asked questions or something like that. It was an interesting interview. I must not have squirmed too hard, because eventually after I went back to Iowa City, he sent a letter and said I would be given the position if I would accept it. I then moved out here. Actually, we arrived on the first of September in 1956. At that time housing was in somewhat short supply, but we were able to start the purchase of a home on North Avenue East. Then I started my job in the school of pharmacy as dean and professor of pharmacy. At that time there were five of us on the faculty and we taught all of the courses. I taught every quarter, every year as long as I was dean. Most of the time we had laboratory work as well as lectures and classes, so we were busy.

AP: And you were there how long as dean?

RVH: I was there until I relinquished the deanship the first of July in 1975 to Phil Catalfomo. I remained on the faculty teaching full time until 1982 and then I went to part time at that time, I think it was quarter first and then later a third time. Finally, I stopped teaching all together in 1985. So, I was here 29 years on the faculty.

AP: It must have been quite an adjustment coming from Iowa. What were some of your observations and things you remember when you first came to town?

RVH: We had an early introduction to camping out because our furniture didn't arrive for two

weeks, so we camped out in the living room. My children and I were very much interested in the area, we'd never been out here before, although I had passed through the mountains on the way to the coast during WW II. It was quite a change. We enjoyed the climate. Iowa was warm and humid in the summers and could be very cold in the winter and the scenery was rolling hills around Iowa City, which is not unattractive, but we've always been fascinated with the mountains and all the opportunities for outdoor activities, so we've enjoyed that.

AP: Do you recall some of the things that first struck you when you first came through campus? Your observations?

RVH: Well, I would suspect that one of the more interesting things was the relatively small size of the faculty. I think we had a 135 people on the faculty at that time and somewhere between 2,500 and 3,200 students all told. Everyone got to know each other quite well, whether you wanted to or not. One of the interesting things was...I don't whether you've ever heard it spoken of "Jumbo Hall", which was where Miller Hall dormitory is now on Arthur. Jumbo was a large complex of WW II barracks type buildings which the university had been given to use. It was President McFarland's wish that everyone come on Friday evening to a faculty get together. We would play games and visit. In a way, it was quite beneficial, because you did get to know everybody, including him, which was not easy. He liked to play such games as "Scrabble" and how I managed to get into that I don't know, but I often played with him. He was a little difficult in case the word you chose was not one he particularly thought was a good word, but the dictionary usually backed me up. It was a good way of getting to know people. Jumbo Hall played a role I think in the campus for quite some years until they tore it down and Miller Hall, the dormitory, was built in its stead. Also, the faculty generally dined, or had lunch together, in the older part of the Lodge, so that was another opportunity to get to know one another. It was a small campus. I had come from one where at that time there were about 11,000 or 12,000 students. It took some adjusting to get into a small group like that.

AP: What were some of those adjustments?

RVH: Small budgets which have never been overly plentiful in terms of the amount of money available around here. The way in which they were administered—President McFarland kept a very tight rein on budgets. You were allocated certain sums of money and anytime you wanted to purchase a piece of equipment, a line item might be given to you for that purpose. There was just not that much money available, so we were always competing for funds in the various schools and departments. Getting into that position of being the dean and administrating, you had to work with all of those problems of short budgets and recruiting students, and getting to know the state of Montana, which of course is quite large. We often traveled to different parts of the state in faculty groups to participate in "Career Days". Are you familiar with those? I don't know if they still do them or not.

AP: They do the bus tour, which is somewhat similar.

RVH: At that time we were called Montana State University and at Bozeman it was Montana State College. Then later this became the University of Montana which had been its original name some years before. Then of course, the people at Bozeman assumed the name of Montana State

University. They were always competing for our students and we for theirs, obviously. In the career days we would travel around. For example, I recall one trip to Lewistown to I believe it was Fergus County High School. Dean Sullivan, Dean Blumberg of journalism, and one another whom I can't recall at this moment drove together and appeared on the program on the stage. It was a very amusing circumstance that occurred there because Dean Blumberg was to be introduced by one of the students who was managing the introductions. This young person was a little bit flustered and he got up and said, "This is the dean of Jerusalem." (laughs) Journalism wasn't quite in his mind, but we always laughed about that. As I said, it was easy to know people. We got acquainted rather readily and formed relationships eventually.

AP: You had mentioned President McFarland and I certainly have heard some of the similar statements about him. He had a difficult personality somewhat—

RVH: He was, but he was a good president in my view, although others did not necessarily share that opinion, but I felt he was very capable. He was operating under difficult circumstances and I always respected him.

AP: What were some of your observations about some of the other administrations?

RVH: Well, at that time Harold Chatland was the dean of the faculty. He was a mathematician as I recall. It was he who had written the letter inviting me to come for the interview. Dean Cogswell was the dean of students at that time, Dean Clow was the dean of women. The dean of education was named Smith, no he was in business, excuse me, Theodore Smith was the dean of business. The dean of education was Linus Carlton I believe at that time. I got to know all of those people quite well and most of them were very capable people, but there's always been a fairly frequent turnover with administrators around here with very few exceptions. I think Dean Sullivan stayed as long as anybody and I wasn't too far behind, having had 19 years on the job. Many of them were here for three or four or five years and then they'd depart for other jobs, because, I presume, better salaries and better opportunities as they saw it.

There was a pretty good relationship (as far as I could tell) between the administration, which at that time was not large; you had the president and the vice-president and the dean of faculty and the controller and that was about it, so we didn't have to work through too many people. Then as time went on, they got a vice-president for faculty, Richard Landini was one of the latter ones with whom I dealt there before Habbe came along. And they began to expand more into more divisions like dean of graduate school, and of research, and things of that sort. I was in, you might say, at the time that some of this expansion was just beginning. I don't have any particular reason to have concern about the way things went. I think with what we had to work with—the budgets and the state administration that we had to work with at times—we did what we could. The faculty and the administration generally were pretty cooperative. That's true in any university. You have certain people who have different viewpoints and they may develop little political orientations which don't necessarily work hand in hand with the aims of the administration. That's one of the reasons McFarland eventually left I think. Newburn came along not too long after that. Gordon Castle was acting president.

AP: What was Newburn like?

RVH: The odd thing is, when I was a student at the University of Iowa, he was the dean of the college of arts and sciences.

AP: That's pretty darn weird.

RVH: So, I had only known him slightly, but when he came here he did remember having known me a little bit I guess. I have mixed feelings about him. I don't have any particular observations to make one way or another. I always felt it was our responsibility to work with the administration and do what we could to further their objectives. I tried to do that as much as I could.

AP: And after Newburn was Johns.

RVH: Was he immediately after that? I think we had Frank Abbott as an acting vice-president for awhile. Then he went to Colorado as the commissioner of education I think. At any rate, Johns came along and that was a different story which you may or may not have had comments about. He came from the University of Florida, or the University of Miami I should say, Miami, Florida. He had some very definite ideas about higher education, some of which were good, but he was not always amenable to listening to someone else's ideas in that regard. So there were some differences of opinion that would develop from time to time.

He was interested in building the campus and he did build several buildings as you may know, including burning down two or three, which there were mixed feelings about. You may recall or you possibly know it yourself, but behind the Forestry building was a wooden building which I think was a theater at that time, or had been an older theater and also the wooden seats in the stadium at Dornblaser field. Rather than tear them down, he decided to just burn them down. So some of us refer to him as a pyromaniac, once to his face, but he didn't seem to mind too much. I think he enjoyed burning things! (laughs) He almost burned down the Forestry building as well.

AP: I heard about that. Herb Torgremson was telling me about that.

RVH: I'm sure Herb would know that. (laughs) We had two or three different people serving in the position of campus...What do you call the person who had charge of all the...physical plant? One or two of those were not necessarily the easiest people on earth to deal with, but we learned to get along with people.

AP: Then after Johns, was it Melby?

RVH: No, Melby was long before that. He was an early president.

AP: Johns and then Pantzer?

RVH: Yes, then Bob Pantzer took over and Bob had a relatively long tenure here, having been financial vice president before that, and then he assumed the presidency and continued that until...In fact, he was president the year I gave up the deanship in 1975 and I think he continued for one or two more years after that as I recall. Then we got Bowers, then the latter two I'm not

well acquainted with. I have not really maintained close contact with the administration since then.

AP: I know Bob Pantzer was here during the tumultuous '60s and the Vietnam era. Do you recall any particular incidents—

RVH: Well, I think he handled the situation reasonably well. There were times when some of us felt he should have been a little more rigorous in the way that he treated some of the people who were very obstreperous at times and would go out of their way to interfere with classes and express their viewpoints. Those of us who are more or less accustomed to going about our business and doing our job sometimes resented that a bit, especially those of us who had served in the military during World War Two. But, I think Bob handled it reasonably well and seemed to be respected pretty much all around as a consequence.

AP: Were there any incidents that occurred in your classes?

RVH: No, we had no particular trouble, except there was one class. It must have been about 1968. It was my custom each year to take a picture of every senior and to make a montage-class photograph which most students seemed to like. We'd make copies and give them one as well and you will find them hanging in the pharmacy building. I did the photography myself and made it up—again budgetary shortages. But there was one class in which there were six to eight seniors who suddenly decided they didn't want to have their pictures taken. No particular reason that I know of, but you know, they were just among this group who were rebelling against whatever. That was the only occasion.

AP: Were there a lot of changes you observed over the years among students, just in their social attitudes?

RVH: It went through cycles. When I first came here, students on the whole were very respectful, courteous, fun to be with, a lot of them were nice young people. Not to say they aren't now, many of them. But there was a period when they went in sort of the opposite direction, not particularly friendly or courteous, not willing necessarily to accept the fact that they were students and you were there hopefully to teach them something. Then in the last year or so that I was on the campus I noticed a sort of a change back to better dress, a little better manners, and some politeness, which was really quite surprising.

AP: Did you observe changes with teaching approaches? The way people taught over the years or actual specific—

RVH: Well, it would be a little difficult to say that we did because as technology changes you have to try to keep up with it you know. New ideas in teaching—we were all participants in various seminars and some of us would go to meetings where programs would be oriented toward new teaching techniques or new course content and things of that sort. We always had our own organizations like the American Association of College Pharmacy to deal with. There came a time when they began to promote the six year doctor of pharmacy degree which meant another year of school—additional costs. I was not necessarily assured that this was vital to the practice of

pharmacy because we had been among the first schools here to go to the five year program. Our students did very well wherever they went in the country. They were successful in passing the board exams and in practice and I think you can still find that to be the case. So, I feel we did a good job. We had some very good students. One year our girls—we had at one time eight or ten girls in the senior class –they won the National Scholarship Trophy for three years running for students in pharmacy, so we felt we did a pretty good job with them. Some of those girls have really distinguished themselves.

AP: What were some of the other organizations and activities that were going on on campus?

RVH: Well, of course there were fraternities and sororities as there had been for years. We had some professional organizations in pharmacy, Kappa Psi, was the men's professional pharmacy organization and Kappa Epsilon was the women's professional pharmacy organization. The students were pretty active in those. We always suggested that they initiate their own kinds of programs and they did some good things. I can't speak too much about others, other than pharmacy on the campus because we really weren't involved with it to any great degree. But, the students had the idea of putting on a drug fair. I don't know if you've ever heard of that or not, but for several years running the student branch of the American Pharmaceutical Association and the two professional pharmacy professional groups would jointly sponsor a day when we would set up shop over in the atrium of the lodge or the new student center at that time, and set up table with demonstrations of pharmaceutical products and information on drugs and health and so on. The student seemed to really enjoy that. They asked lots of questions and we'd hand out information as much as possible. It gave our students a chance to demonstrate their knowledge and show what a pharmacist presumably could do.

AP: Do they still have that?

RVH: I don't know. I haven't seen any indication of it in the last several years.

AP: What were some of the rules, regulations, and social standards while you were there? Actually you answered that a little bit, but any other rules or regulations that come to mind, maybe that have changed over the years?

RVH: You mean for the students?

AP: Students or actually faculty.

RVH: Well, we had a faculty senate going, as you know there is one. I was never personally involved other than to be a listener most of the time. I was not a delegate: most of the deans were not in that position, although we did have faculty representatives generally. They began to become a little more oriented toward developing policy for the campus. I thought at times a little more than they were really capable of doing. Of course, we had a council of deans also and we had to respond to the president's requests and try to develop some orientation toward his interests, whatever they might have been. There were times when there would be some differences of opinion there. There still are, but one thing that I've noticed over the years, there's

been an increasing trend toward requiring students to participate in certain groups of courses—electives in social sciences and biological sciences and things of that sort. Everybody should partake of several courses in these various areas. Then they dropped all of that, then they decided, no it wasn't necessary to do that. Then they went back and they did it again! Then they would relax that requirement again! I think just in the last three or four years, they've gone back again to the so-called "group course requirements". I may be mistaken because I haven't looked at the curriculum yet, but my wife is still involved in that, being on the faculty senate for several years. She's a professor of education. But at any rate, it seems to me they've just gone through these almost sine/wave type cycles: do this, then don't do this, and then do this and don't do that. It's just a trend in education. Now we're talking about teaching math differently again. How many times has that happened?

AP: I don't know. I remember it "new math" when I was going to school.

RVH: I know. Now it's going to be "new, new math".

AP: I know. "New old math"?

RVH: Well, I'm not trying to be hypocritical or just plain critical about this because people do experiment and people come along with different ideas and so they decide to try them. But, it's sort of odd they almost always seem to go back to the old, pretty well tried and true methods which have worked reasonably well.

AP: What did you like best about the university?

RVH: Well, I think that it's always nice to be around people who are inquiring, and [whose] outlook on life in the mind is alive and active and they're willing to experiment a bit. You'll always find some people who don't do as much as you would hope that they would and then the problem becomes one of what to do about them if they aren't producing the way that you think that should because tenure begins to interfere in that. Once they're tenured you are literally stuck with them, but that doesn't always work to the advantage of the whole organization.

The campus, as I knew it early on at least, was a pretty friendly place. There were two or three little political groups that would sort of set themselves aside, but other than the general upheavals of the 1960s, generally we were a pretty compatible group of people on the whole. Although nowadays (and perhaps this is just my old fashioned attitude coming out) it is a little difficult to tell the students and the faculty in terms of dress and manner. I don't know whether that's good or not. You can be too friendly with students or you can be too aloof. You have to strike a balance.

AP: What did you like least about the university?

RVH: Well possibly the constraints posed by minimal budgets and things of that sort where you never quite had enough to do what you knew you had to do and you could never quite hire the type of person you wanted for the lack of the money. But, I guess that's pretty universal.

AP: Who are some of the people you remember the best or the people who made the most impact on your life at the university?

RVH: Well I can think back to some very dedicated people on the campus, people who really aren't recognized for that. They were not well paid, they retired on maybe 1,000 dollars a year retirement pay when their teaching time was up. For example, Dr. [John F.] Suchy who was a professor of pharmacy from 1917 until 1958; when he retired I know very well that his teacher's retirement income was no more that 1,200 dollars a year. But, he made an impression on the students; he was always there with the courage to help them. There were people in other areas of the campus who were similar: Dr. [Garvin D.] Shallenberger in physics (who later became a county commissioner as I recall), and others. I'll have to think a bit about who some of them were, but there was always that small group of people that students could always rely on to be available and would go beyond the normal expectations of assisting them. Physics I liked, Mark Jakobson, Shallenberger, I mentioned Earl Lory in chemistry who later became the academic vice president for a time. We had a couple of physicians in the student health service who were always very nice to work with. Dr. Curry was the latest one. With their cooperation, we were able to set up the student health service as it now is, which has kind of been my project from the beginning.

AP: How did that come about?

RVH: Originally the school of pharmacy, which was located in the chem/pharm building, the old building which, incidentally was built for 300,000 dollars and was a better built building than many that are going for six million dollars now. That building had a small room adjacent to the dean's office which we set up as a model pharmacy. We stocked various kinds of merchandise and the students would fill prescriptions and dispense them to the rest of the students on campus. Then we got a chance to move into the basement of the new student health service building, which has been expanded since that time. At that time the department of microbiology was located there as well, and in the basement was a room in which I had some construction done and made into a better type pharmacy. And our students, our seniors, all were required to spend a certain number of hours a week working there and we, the faculty taking turns, supervised them. In the summers I ran the place because nobody else was on the summer appointment. Then we moved upstairs. Have you been in the student pharmacy in the student health building? You should go in there and look around. I initiated the remodeling and building of that new pharmacy which I think has played a rather important role in the education of the students and also with working with the health service. So, that was one thing that I developed quite well. Let's see, what was the other part of that question.

AP: Who are some of the people you remember best?

RVH: Oh yes. Of course I remember each president, but I don't want to make any comments relative to the pros and cons of them. But it is interesting to see the kinds of people who can get into a presidency and the kinds of people I knew on the faculty who wanted to be a president. A few of them did eventually become one. Fred Hausler in geology was most anxious to become a university president. He eventually went to a school in South Dakota for that job. The former head of speech, McGinnis, Ralph McGinnis is one of the people that I remember who became

head of Glacier College up in Flathead who started the new college, and he became the president of that. He didn't last too many years. But you know, there are various people who if you think about it, you can reflect about because they left some impression on you. Reuben A. Diettert in botany was a very fine person. You could always count on him to be pretty straitlaced and pretty agreeable.

Mitsuru Nakamura and Dr. Yell and Dr. Bauers—he was head of the department for a number of years. He is now retired to one third time I think. He may be teaching abroad again this summer, but I'd have to look at a faculty list. The names disappear over the years.

AP: Okay. You may or may not have answered this completely enough, but I know there were a lot of—

[End of Side A]

[Side B]

RVH: —When the autumn quarter began, when the president would have certain members of the faculty and the administrative faculty meet the new students and parents and we used to do that each time a new class would come around. I think when Bob Pantzer was president, he started it. In the autumn we used to have a barbecue out on the Oval and various members of the administration and faculty would serve the students. We would just have a big picnic, literally. I think it might have been in the spring, closer to Aber Day. Do you know about Aber Day? Well, anyway, when they observed that, presumably everyone would help clean up the campus and then the faculty would serve the barbecue few out on the oval. That was kind of a nice thing which I think went a long way towards sort of cementing relations between students and faculty in more of a friendly way. There aren't too many other traditions around the University of Montana that I remember too well, other than the ones that were in the particular schools like the Forester's Ball and the lawyers always had theirs. It wasn't uniform across the campus.

AP: Did pharmacy have anything?

RVH: Yes, we had the pharmacy picnic. I think it was in the autumn. We played baseball games among the classes. Then in the spring we would have a dance where we would give out prizes which we solicited from manufacturers, as gifts you know. Later on that took the form of an awards banquet and we had a certain number of prizes and awards which were under our control which we would give to students who were outstanding in various ways. And so we had the Pharmacy Awards Banquet which was really quite nice. That went on for a number of years. Last time I attended, I think it was 1980 or '81. I don't know if they continue that now. If they don't, it's a sad thing really. It was really a nice time to honor the students who had been more than just a little hard working, to recognize them.

AP: What was your philosophy or your vision or your attitude in your approach to teaching and actually in your situation as dean too? What was your vision?

RVH: Well, I believed that students needed to be given every opportunity to learn and if they didn't, it was simply pointed out to them what they were missing. I was not an easy grader, but I did not deliberately set out to fail students. I would try to encourage them and help them do what they needed to do. I've had several students over the years come back and tell me that they were very happy that we had "laid it on them" so to speak, and given them an opportunity to do better than they had started out to do. I have had several students who have dropped out of school for various reasons and then maybe two or three years later would come back and would have matured sufficiently that they would really go along and do very nicely.

I feel that discipline is important. I think students should be required to do the work and not be given grades. I don't think we ever really gave grades away in pharmacy. Some people thought we were rather rigorous I think, but I think it pays off in the long haul. After all, we're in a profession that to do the job is to protect the health of the public. You don't want somebody going out who can't count or who doesn't know how to read or anything like that. We try to do a good job and lead on if necessary.

AP: What about as dean?

RVH: Well, I believe that every dean should be a teacher and I participated, as I said, every year, one or more classes every quarter. I did that all the time I was dean. I taught every course in our curriculum at one time or another. I taught the "Use and Abuse of Drugs" course as the first person who initiated that course which is now required in education and some of the health organizations there. I did that starting in 1969 and I made over 90 trips around the state of Montana lecturing on drug abuse education and things of that sort, hoping to forestall what we now see can happen with cocaine use and addictions of various types. Unfortunately, the efforts weren't all that useful, apparently. It's one of the real social problems that we have.

AP: It takes a lot of cooperation.

RVH: Right. And we always believed in continuing education: we put on programs every year for the practitioners of pharmacy in the state Pharmaceutical Association Convention. Then later we took the "show on the road" so to speak and we'd take seminars out to different cities and have maybe one day or an evening or something like that of programs and try to bring practitioners up to date on a variety of things. Now that's required, mandatory continuing education for licensing. So, I think we innovated a bit.

AP: What were some of the favorite classes that you taught?

RVH: Well, I was originally oriented toward what is called pharmacognosy, which is the study of medicinal plants and things that come from plants. You may read about jungles being destroyed and the possible drugs which could be available being lost forever. Many of our important medicinal products are still obtained from plant sources, and that was my major area of interest when I was a student and a graduate student. I taught that course for a number of years. I probably enjoyed that as much as any, although I taught pharmacy law and administration and a number of other things. I enjoyed all of them.

AP: Did you see the article in the paper just within the last few days about…It was a front page article about just that?

RVH: Right. Well, I was thinking about that as you were talking with me. But those things appear periodically. I don't know, there are people of course, who would rather cut down a tree than look at it as a possible source of something. Well, let's take another example. Let's say there is a person with ovarian cancer that is being treated with the extract of the Yew tree. A few years ago, nobody would ever have thought the Yew was worth anything; it's kind of a scrubby plant and doesn't grow very fast. That's true of all kinds of substances. Cortisone, for example, came from the Mexican yam. If it hadn't been for its having been extracted from the yam, all these new cortisone products developed since then—hydrocortisone and things of that sort—we wouldn't have had those medicinal products. That was one of the early treatments for arthritis and of course later for other things.

There is a plant called the periwinkle, a little flowering plant that gives us an anti-cancer drug and is used for treating leukemia and things of that sort. See, there are all kinds of thing like that

available and some have been known for many years.

There was another article in the paper, I think Sunday, about some woman who is an herbalist. You may have recalled her collecting all kinds of plants and claiming certain curative properties for them. Well, the Indians believed that and the early settlers believed that and many of them were used and then discarded. Well, she's trying to revive interest in some that have had their day so to speak. There is a whole host of plants, this is why I have found that area interesting.

AP: Any other classes that you found interesting?

RVH: Well, I can think of every class I taught. (laughs)

AP: Those were the favorite ones?

RVH: Those were the primary ones.

AP: What were some of your goals as a teacher? What did you want to see accomplished and was it accomplished?

RVH: I would need someone else to judge whether we really accomplished it, but I when I say that our students have been successful over the years, I go by the turn out of qualified pharmacists. I think we did. There was a relatively small faculty compared to what they have now. I'm not drawing any comparisons here, but for a budget of probably 80,000 dollars a year, they recently had to get 500,000 dollars more to hire three or four more faculty. They already have 15. So, I think we did pretty well with what we had. That was our objective—do the best we could.

AP: What were your greatest accomplishments? Do you remember?

RVH: I don't know that I accomplished anything particularly, except that I do feel maintaining a well-balanced curriculum, keeping quite up to date on courses taught because of the changes in practice of pharmacy, the development of the student health center pharmacy I think was something that was a plus and then the initiation of the continuing education and the drug abuse education course were some things that I personally had a hand in. Also one other was the clinical orientation of the students to medical practice. You may not know, we invite in every year during each quarter—about ten weeks—a physician or psychologist or psychiatrist or some form of medical practitioner to lecture for an hour to the students which now includes the students in other health sciences as well. But, we started that program. We got the people in the hospitals interested in our students and they would let them come in and in a sense, "intern", to a certain extent in the hospital practice. We got a firsthand acquaintance with the practices of medicine in nursing contrary to the practices of pharmacy, so I think that helped a lot too.

AP: What were some of the challenges you met during your years here?

RVH: Well I think it was a challenge every year to operate within your budget and often times difficult to interest enough students in quality in pharmacy because of the long time of the education—it's a five year program. It's a rough curriculum and you have to kind of beat around

the bushes sometimes trying to get students willing to work that hard. It's a bit of a challenge to get the right people interested and then keep them going. But, it's interesting to note that usually after the first two years, once they get into it, very few of them fail or drop out. Apparently they became motivated or at least you had selected enough of the higher quality students that they were able to succeed at that.

AP: Do you remember any students who just stand out in your mind?

RVH: Oh yes, there are a number. Well, there are several here in town. I don't know if you know the O'Connors. Jean Warner was her maiden name; she is a practicing pharmacist here down at Eastgate Drug, a very dark haired lady. Her husband Jim O'Connor runs Palmer's Drug now. Those two were classmates. They got married later, but they were two of the brightest students we've ever had. There's no question about it.

Jack Zimmerman, who used to have Missoula Drug married a Dorothy. Hher maiden name I don't know. She was another example of a very intelligent woman who did very well. MaryJo Keist (?) who works at the hospital I believe on occasions even now. What is the name of our county attorney? Deschamps? Becky Deschamps is one who came from a rather faltering start to become an outstanding leader in pharmacy. She's been president of our state association and she's on the board of pharmacy.

AP: That's Dusty's [Deschamps] wife?

RVH: That's his wife. She works at the St. Patrick hospital. But I mean, those are examples of students that come to mind. They're not all women, we've had some very fine men students too, but it's striking how many really outstanding women there are in pharmacy. It's a good field for women, they do very well.

AP: If you had the chance to go back in time, what would you do differently or what memory or experience would you want to relive?

RVH: I would become a geologist.

AP: Really?

RVH: (laughs) My son is a geologist, or one of them is. Actually he's a hydrologist. No, I'm just teasing a bit. But, you know, you never know if you'd go the same path. I worked into pharmacy on a kind of happenstance situation. When I was in high school I had a job dusting bottles in the drug store in the back and then I worked at the soda fountain some. After I got out of high school, I spent a year in a CCC camp because no jobs were available at that time. Then my brother-in-law had a drug store, so I went to work for him. I made ten dollars a week, worked 72 hours a week and after a year of that I saved 50 dollars and decided I'd go to college. Then I got into pharmacy by passing through two years of pre-pharmacy in the form of journalism and general liberal arts courses. Then I decided I didn't want to be a journalist, so I just decided to go into pharmacy then. I presume I might do the same thing, but I don't know because one never knows what kind of experiences will slant you towards something. I've always had an interest in science, so I don't

know if I'd do anything differently or not. Along the way I learned to cook a lot.

AP: Oh, is that right?

RVH: Then when I got through teaching here, I taught several courses over at the Vo-Tech in the adult education in Oriental cooking and baking and things like that—just for something to do. I still have students around town, people who were in my class, who stop me on the street and say "Oh, we're still stir-frying this," or whatever. (laughs)

AP: Great, great!

RVH: That's not pharmacy in a way, and yet, any good pharmacist should be a good cook in my opinion.

AP: Is that right? A lot of mixing and—

RVH: Well, knowing how to do things properly—knowing the ingredients and what they do and so on.

AP: What period of time was your favorite or most memorable and why?

RVH: Oh I think probably the first ten or twelve years were more memorable for me here because we were working against a lot of odds, but things were developing gradually. Then we unfortunately ran into the middle '60s and from that time on there was a period of unrest that wasn't too reassuring, you might say, at times. After that, I got to the point where I felt it was time to make a change. I had been dean for 19 years, somebody else ought to have a crack at it. So, I would say the first ten years of my tenure were interesting. Although I didn't quit. We continued to develop in various areas.

AP: How did the university effect or shape the person you are today?

RVH: That would be difficult to answer because I worked at another university for a number of years before coming here and I don't know if there was anything that changed me particularly as a consequence of my being here. You just learn to deal with different people and different circumstances and I did that. I can't say that I'm a better person or a worse person or anything like that.

AP: What advice would you want to give to today's university teachers and students?

RVH: For one thing, I think some faculty members tend to overlook the fact that they are here primarily because there are students here. They tend to get caught up in their own world of either research or professional activities or whatever it may be and the students are secondary. They don't necessarily keep office hours, or they don't meet them perhaps, or they don't go out of their way to see if they can help a student maybe who is having a little problem. There are those yet, I'm sure, who do form good personal relationships with the students. I don't mean being too friendly, but knowing the student, and knowing what they need, and giving them a little

hand now and then. But, I think that faculty tend to get caught up too much in their own world sometimes and forget they are only here because there are students here. That would really be my chief criticism of university faculties. That includes some outstanding researchers who are lousy teachers.

I don't like the practice of turning classes over to graduate assistants. There is no reason why they can't help and learn to teach, but just to turn them [students] out of hand over to the graduate assistant and not be there yourself is not teaching. I think that's done quite a bit in various universities.

AP: Any other observations, insights, memories, stories that you want to share?

RH: I'm just trying to think of something that might be interesting that I can comment on, but other than what I've already said, I don't know of anything too much. I can't think of anything at this moment that I'd like to speak about in particular.

[End of Interview]