

Maureen and Mike

Mansfield Library

UNIVERSITY OF MONTANA

Archives and Special Collections

Mansfield Library, University of Montana

Missoula MT 59812-9936

Email: library.archives@umontana.edu

Telephone: (406) 243-2053

This transcript represents the nearly verbatim record of an unrehearsed interview. Please bear in mind that you are reading the spoken word rather than the written word.

Oral History Number: 408-020
Interviewee: Ward Powell
Interviewer: David Brooks
Date of Interview: May 24, 2006
Project: University of Montana Oral History Project

David Brooks: So, it's May 29, 2006, and I'm David Brooks, the interviewer for the University of Montana's Oral History Project. Today I am interviewing Ward Powell.

Mr. Powell, how about you start out just by talking a little bit about your personal and educational background that led you to come to the University of Montana in Missoula?

Ward Powell: Well, I'm a native of Nebraska. I grew up in central Nebraska, went to the University of Nebraska for my first college degree. But when I was in high school I think my future was pretty well determined by a quirk of fate. When I was in high school the college prep course required two years of Latin, then two years of a foreign language, depending on what foreign language the Latin teacher could teach. All the time I was a freshman and sophomore the foreign language being offered was Spanish, taught by a woman named Lamira Waite (?) but Lamira decided to get married in the summer between my sophomore and junior year. So she had to give up her teaching job. At that time married women did not teach in public schools. So they had to hire a new Latin teacher and I guess it was not required that she be able to teach Spanish because the new Latin teacher who came to the high school was name Elsa Stimbert and her second language of course was German. So instead of Spanish I started taking German and she was an excellent teacher and when I went to the University of Nebraska then I got a Regent's Scholarship partly because of the German. At that time it was just being re-introduced into schools. It had been outlawed or dropped from the curriculum in most schools during World War I. So, I finished an AB degree at the University of Nebraska and then a master's degree and then after that I began teaching and my first teaching job was at Illinois-Wesleyan University in Bloomington, Illinois. I started teaching there in 1940. Then in '41 I went into the Army and because of my German background—oh, did I put in there that I went to Germany as an exchange student in '38-'39 and came home just before the war started in Europe in '39. But then I taught for a year and a half at Illinois-Wesleyan and after that went into the Army and was in the counterintelligence corps for four years and came back to Illinois-Wesleyan. Then after that I moved to Colorado. Well, that is enough at one fell swoop. Maybe you want to check or have something to ask?

DB: So you were at Colorado teaching as well?

WP: I went from Illinois-Wesleyan to Denver University and from Denver University then up here in 1955 after I finished a doctorate at the University of Colorado. I also taught there as a part-time instructor.

DB: And your doctorate was in German?

WP: In German with English as a second concentration. But it is interesting, I had never been to Montana before I came in '55. I got the job because I knew the chairman of the Foreign Language department, who at that time was Robert Burgess. He had also been in the counterintelligence corps so we had known each other through the training and we called it C.I.C. and we had known each other in training in C.I.C. We went to Europe together, we were both assigned to Headquarters, 1st Army, in Europe and then after we came back, we kept in touch with each other. But he came to Missoula and was made chairman of the Department of Foreign Languages and there was opening in German so he got in touch with me and asked if I were interested. I said, well as soon as I finish the doctorate I would be interested, but as I recall I didn't even apply for the job. As soon as I got the doctorate I told him and that was in the summer of 1955. Come September I got on a bus, came to Missoula never having been here before, never having been interviewed by anybody. So the department chairman apparently at that time had pretty much full say over who was hired and who was fired. There was no Equal Opportunity Law, or regulation to be followed. I suppose he had to have the approval then of the dean. The dean at that time was Harold Chaplain and the president was Carl McFarland but I don't know how much they had to do with choosing new faculty members.

DB: So you came and Burgess, your friend from the Army, was the chair at the time. Can you describe the University, particularly that department, and Burgess as the chair, what the curriculum, faculty, and students, things like that were like at the time?

WP: Well, as I can recall, there were a few more than 2,200 students here. That was about the size of the University. And the Foreign Language Department was offering the three major European Languages, which were Spanish, French, German and then the classical languages, Greek and Latin. As I remember there were three people in Spanish; they had all been here some time. Paul Bischoff had been here for a number of years. Thora Sorenson, Ted Shoemaker, and I think there were two or three in French besides Bob Burgess. He was in French and at the time the chairman taught nearly a full number of courses along with everybody else. I don't know how he got all of his work done. He had no secretary and there were probably two or people in French. I was the only one in German at the time and the Greek and Latin were all taught by Marguerite Ephron, whose name you must have heard. I think the Ephron Lounge in the Honors College is named for them. So, we were a fairly small department and the languages were almost all taught on the grammar-translation method.

But then, it must have 1956, I lived here close to the University and used to walk across what was called the Clover Bowl getting to class and we all had 8 o'clock classes. So much of the year we were walking to the University in the dark. I remember walking across the Clover Bowl one morning and seeing this bright light in the sky and that was Sputnik.

From that time on then languages really shifted into high gear. The federal government was giving out grants and awards and very soon after that Russian was introduced into the Foreign Language department. Then Italian and it wasn't until sometime later that Chinese was

introduced. But everybody in the University at that time had a requirement of five quarters of language and so we had everybody who came to the University of Montana in the languages classes at one time or another. But then by the time I took over as acting chairman, which was in the early '70s, just after the faculty had been unionized, for the first time then there were specific terms in the contracts. And the man who was chairman of the Language Department, Keith McDuffie, took a sabbatical after they unionized the faculty and he went off to, I think Pittsburgh, University of Pittsburgh for his sabbatical and while he was gone I was the acting chairman for one year and turned out that he didn't come back. He got a job back east, which I think was the point of going there in the first place. So I kept the job for three years. But at that time the Language Department then had expanded to 30 or 31 people in the department from approximately eight or nine when I came in '55.

DB: Was that expansion a part of the grant and the expansion of just languages in general in the Foreign Language department?

WP: I think it was also a result in a difference in teaching, from teaching the old grammar translation methods we were all shifting over to a more active use of the language. And it must have been in the late '50s then that we first got a language laboratory and all of the language texts then were accompanied by tapes and the students were asked to go into the lab and spend at least an hour a week in the lab listening to the tapes. The tapes were somehow coordinated with the rest of the textbook and for the first time, I don't recall ever teaching at the University of Denver and requiring spoken quizzes or tests from students. But the shift was to the active use rather than the passive use of the language. There was a great deal of interest. We had language clubs I think for every language, which meant fairly frequently the—I still remember Marguerite Ephron saying that— at that time, there were stables here at the University has anyone ever mentioned the stables before?

DB: No, I've never heard that used before.

WP: Well Carl McFarland, who was president, had gone to the University here, he was from Great Falls originally and he thought that at a good western university, students should be able to fulfill their Phys-Ed requirement by taking horsemanship, so what is now the Adams Center was first used as a kind of arena for the horses. They were stabled over where the vehicle registration area is. But students could fulfill their phys-ed requirement by taking horsemanship. So there was an equestrian club on campus and one of the members, probably the president of the equestrian club, came to Marguerite Ephron and said they were looking for a motto for the equestrian club and they wanted the motto to be, "Let the horse love man." And they wondered if she would translate it into Greek and Latin. Then they would choose which one they wanted. She tried to persuade that it really ought to—I suppose there had to be a subjunctive in there someplace in "Let the horse love man." She tried to persuade them that it ought to be, "Let man love the horse." But no, they wanted it the other way. I don't recall or if I ever knew if she got a translation in both Greek and Latin and if so which one they preferred when they chose the motto for their horseman's club. But it seemed that every department

almost had clubs of one sort or another. There was a good deal of social activity along with the academic pursuits.

DB: Were those clubs in place when you first got here or was that part of the expansion of the department?

WP: No, I think they had been in place and about all we did was—Oh! In the German department we were very lucky because after World War II the German Consulate in Seattle was very active in trying to reestablish some sort of rapport with universities. So every year, at least, we received a shipment of books, sometimes as many as 15, 20 books that were being published in Germany. They were all gratis of course, no cost to the gift. And then the Consul-General came every year I think for the first five, six, seven years up through the late '50s. They were always asking what they could do to promote languages. The other languages didn't have quite the same attention. Both Spanish and French didn't have any defeated enemies that were trying to come back in to their good graces. So the clubs were mostly social clubs, but they learned folk songs and took hikes and that sort of thing.

DB: And you as faculty participated in those clubs with students?

WP: Well, yes. We had a couple of graduate students, I don't remember. There were no doctoral programs of course in the Foreign Language Department, there were master's programs in the major languages, French, Spanish, and German and I think maybe in Latin, but I'm not sure. But there were very few graduate students and they took part in, I think, maybe they were instrumental in organizing hikes and that sort of thing. And we had no TAs at that time. People teaching the languages were full-time tenured people. I remember I sat on the Rhodes Committee, the regional committee, in the late '60s and one time we went out to Seattle for the final regional competitions and I asked the man out there who was in charge of the regional Rhodes Committee and if there was any good explanation for the reason why Montana had a disproportionately high number of Rhodes Scholars, considering what the enrollment at the University was. And he said, well he thought one of the chief reasons was that at the University of Montana all the courses, including freshman courses, 101-2-3—we were on the quarter system at the time—all of the courses were taught by fulltime tenured people [and] that Washington and Oregon especially had already begun using TAs for most all of the introductory courses. And he said it was just a matter of course that a TA was interested in his own work, didn't have the time, didn't have quite the experience so he thought that maybe one of the reasons was that there were so many Rhodes Scholars from Montana was that from the very beginning, the tenured faculty was doing all the teaching. Whether it's true I have no idea.

DB: Was that something that was soon on the way out? I know the University was certainly growing quite a bit after World War II, student body and faculty was.

WP: Well by the time I left in '79 we did have TAs but at that time the TAs in German at least were usually exchange students from Austria or Germany. I really don't know whether they still have exchange students but not too many years ago I was talking to Gerald Fetz, who is now dean of Arts and Sciences, and was at the time also the chairman of the Foreign Language department, I was talking to him about the faculty, he told me that at that time and this has been maybe eight, ten years ago that 50 percent of the faculty in the foreign language department was adjunct faculty now. So there has been a great change from the original all tenured, full-time teachers toward TAs, adjuncts and it's all come with the expansion of the University and the decrease, I suppose, in appropriations, I don't know. Because when I came in the '50s the salaries that the instructor and the assistant level were comparable salaries anywhere, I suppose to get people to come they had to offer salaries that were comparable. But the salaries at the upper level, the associate and full professor level, never did keep up with the salaries at other schools, even in the area. I don't know how adjunct professors are. I think they're hired by the semester aren't they?

DB: They are, yes.

WP: Without certain advantages like health insurance, retirement?

DB: Right. So in your tenure as chair what of those changes were you seeing or what sort of things were you pursuing in the department as chair?

WP: Well I think there was far less emphasis on the non-teaching aspects: on publishing, on attending conferences, that sort of thing. As far as I know, I can't remember having to evaluate faculty every year. But soon after I left the chairmanship I remember hearing from those who took over later that that had become one of the most burdensome jobs they had every year, evaluate faculty, and then rank them somehow, recommend for a raise, recommend for a promotion. And I think all of this came probably after the faculty unionized in the early '70s and contracts were drawn up.

Another example of the difference between then and later, when they unionized there were a specific number of sick leave days in every contract and for those of us who had been here quite a time we were to be recompensed, get some payment for the sick leave we had not used during our teaching tenure. Marguerite Ephron, who was certainly one of the most dedicated people on the faculty, came in, we had to fill out little slips of paper certifying how many days of sick leave we had taken and how many then we could have taken but didn't take for which we should be compensated. And she came in and said that she had been teaching for over 20 years and she knew that she had taken only one day of sick-leave in 20 years but she didn't feel she could possibly put that down on her report. She wondered if maybe 10 or 15 would be a likely number and I recall telling that I was going to insist that she put down one day of sick leave and I said I would probably go to bat and doubt that she even missed that one day. So by the time people were being reviewed every year by the department chairman I'm sure there was also some accounting of how many days of sick leave they had taken or what not. When I came

there was no sabbatical program. That came with the unionization or joining of the union. I don't remember which of the two unions the school even opted for, it was the AAUP and the NEA. Do you know which one?

DB: I'm not sure at the time which one they joined right away. Were you part of, I mean were you pro-unionization at the time, did you take part in that decision?

WP: No, the push for unionization came mainly from young Ph.D.s who arrived in the '60s and we had several of the in the department who were very active in pushing for all these specified allowances. Because then I can see there was some room for trying to standardized things because the senior member of the Spanish department, Paul Bischoff, who retired about 1960, I think, said once he was very upset because when the raises for given out one year he didn't receive a raise. So he went to the chairman or the dean, I don't know which it was, and asked why he hadn't had a raise the way somebody else had had a raise. They told him, well, he didn't have any children so he didn't need a raise. But this paternalistic attitude was the going method of deciding things up until the unionization and fixed contracts and terms of agreement, I suppose job descriptions for all I know.

DB: So you're putting the unionization push largely on younger Ph.D.s in the '60s, why would that be? What about those people, or where they were coming from or just the time themselves?

WP: I didn't know any except those that came in to the Foreign Language department and I think most of them had come from schools where that was the standard way of doing things. I remember we had one person who came from the University of Texas. Two came from the University of Pittsburgh, in Russian and French, one who came from UCLA. So I think it was the shift from being a fairly small, more or less provincial university, to joining the mainstream and that was probably the way things were done at those universities that they knew best. That would be my guess anyway.

DB: So you've talked about how much the department changed post World War II in terms of influx of students and faculty and then Sputnik and the government funding for languages. What about the Vietnam era, did that have any effect on foreign language in any similar or different ways?

WP: Well, I don't remember. By the time I left, Chinese was the only Asiatic language being taught. But that was not so much a question of interest in Chinese as it was the fact that there was a person who could teach Chinese and wanted to move from Spanish to Chinese.

DB: And who was that?

WP: Well, I would just as soon not name names, but as far as the Vietnam veterans I don't remember. I do remember during the late '50s and early '60s we had one president after

another, you've probably heard that before. This was sometimes called the graveyard of presidents and it was just before, it was sometime in the mid-'60s I think that Robert Pantzer took over as President and I think anybody who was on campus at the time remembers that he did a marvelous job of taking care of whatever protest there was, meeting with students and I don't think we had any incidents of vandalism. There were protests against ROTC, as I recall, especially after Kent State, but I don't remember the effect on foreign languages, any particular, that there was any particular difference. There may have been but soon, well by the mid-'70s I would think it was, enrollment in foreign languages began to decline. One of the reasons I retired, I retired early, I think I was just 62 when I retired. One of the reasons I retired was that at that time I had already been teaching for a number of years and there were quite a few of the people who had come in the '60s when there was a fairly noticeable expansion in the number of faculty. Some of those people that were the young doctorates were being let go. The policy was the last-in-first-out. By '79 then I had been teaching here for 24 years and as I say I was 62 years old. I think there was some talk of cutting back in the Foreign Language department and I was ready to quit anyway. There were other things I wanted to do, like travel and what not. So there was a decrease in the population somewhere along the mid-'70s I would think. Then there must have been this shift as the University expanded. I have no idea what the student population was in '79; I suppose one could check. But I would we probably weren't more than 6,500 to 7,000, certainly not up to 10,000. What is it now, 13.5 or something like that? But there was a sort of lag in student population in Foreign Languages in the '70, so that was when I retired. Then whether, well for one thing we had no foreign students from Asia until after the Vietnam War, I think. Now when I check with people that I see now and then, it seems that most of the foreign students are from Asia, rather than from Europe. So this whole shift to the Pacific has affected the school just as much as anything else.

DB: Do you suppose the Vietnam War was a key to having that happen?

WP: Oh, I'm quite sure that there were so many GIs and other military people in Asia that they became aware of, and of course Mike Mansfield had an effect and other people who had come that were interested in Asia.

DB: And of course, Mike Mansfield was the ambassador to Southeast Asia [Japan], after being senator.

WP: And he was still on the faculty role here when I retired. He was carried as faculty on leave I think.

DB: So speaking of exchange, you know you mentioned that some of your first TAs were exchange students, how early did exchange programs start in the Foreign Language department and was it in both directions? Were you sending students abroad as well as taking foreign students into the program?

WP: Well, I was using the term exchange to indicate those students who were given tuition and were not required to pay for their training here. And our Foreign Studies programs were started well before I retired so they must have been started about 1975, I would guess. I'm not sure which of the Foreign Studies programs, and we had the three major languages to begin with: German, French and Spanish. My guess would be that probably French was the first and then Spanish and then German. You were asking about the foreign students. We quite a few students who came from Germany, France, Sweden, Denmark, who came on their own simply to get English degrees. I think many of them were going on to teach English in their home countries and for some reason or other the appeal of the "wild west" was greater than the appeal of merry-old England to most of them, at the least it was farther away from home. So we very often had five or six people from Austria or Germany, and they, of course, did not major in the foreign languages but they very often took one or two courses. I think those were their coasting courses.

DB: How about in the opposite direction, were you sending students abroad to study from the Foreign Language department or from the clubs?

WP: Not very many, not until the organized quarter abroad. I do remember one of the first times that I was involved in trying to help a student go abroad. It was very early, it was in the late '50s. We had a student, I think he was from Lame Deer, he was a Native American student and his name was Courshen (?), and he was a very bright student, had taken some German but actually majored in French. Robert Burgess, the head of the department, that I had mentioned before, had done a lot to get him a full scholarship to go to France, an exchange scholarship. I don't know who was paying for it, I suppose the French government, or maybe they had foundations, but there was no French student coming in return. But anyway, he seemed, this young Native American student seemed quite enthusiastic about going, he made all the preparations. Before he left Missoula he began to get a little bit tentative about going and about leaving and going away for a full year. He got back to New York and it came time to go aboard the ship that was taking him to Europe, he decided he was not going and he turned around and came back. The idea of leaving for that long and going that far was just too much for him. But he was the only one I remember that we were interested in sending over on his own and it didn't work out at all. I don't remember any of the students in German who went on their own. There may have been some but I don't recall any.

DB: How about now Missoula and the University have a number of sister-cities abroad. Was that at all in place when you were at the University?

WP: No.

DB: It's been more recent?

WP: Right. No, that's a new wrinkle. Well, Missoula was an interesting place when I first came. I don't know if anybody has ever mentioned to you, but we actually had three local regents in

Missoula. I don't know how much influence they had in University policy but I'm sure they were always asked to give their opinions about things. The three local regents were Ted Jacobs, who was president of the First National Bank at the time. You know Jacobs Island, I'm sure. And now the new golf course, Canyon Village [Canyon River], on Jacob's land. But Ted Jacobs and Alex Stepanzoff, who used to be the band leader for Missoula's city band concerts, and Olive McLeod, who came from an old Missoula family. When I arrived in Missoula I went down to the First National Bank to open a bank account and I was not given to some teller or some other person to discuss it. I was taken in to Ted Jacob's office and we chatted for a while and he welcomed me to Missoula. I told him I wanted to open a bank account and he said, "Well, I have a connection with the University." This must have been the first part of September, usually the quarter started about the 15th of September. He said, "I have a connection with the University and I know you won't be getting a check until October. So when we open the account we'll be glad to put \$200 in it and it's interest free and you can repay it any time you feel you are able to." I thought, having come from Colorado and Nebraska, I thought I knew about the friendly West, but I certainly didn't know of any other place where they put \$200 in your bank account without interest and you just to repay it when they didn't know you from Adam's off ox. That was pretty much the attitude and I was walking around campus one of the first days I was here and one of the older gentlemen of the Physics department, a man [G.D.] Shallenberger, he's long since gone, but he was one of the figureheads of the University. I was walking around the Oval— at that time there were drives around the Oval and down past the Adams Center and where-not. I was walking around and he said hello and asked if I were coming to the University and I told him yes. Well, I don't know what his business was at the time, but he simply said, "Well let me show you what we have here," and he must have taken an hour or more and simply gave me a guided tour of the campus. So I had the feeling that this was probably one of friendliest places that one could imagine even though I was accustomed to a certain kind of informality.

DB: So talk a little bit more about the University physically at that time and how it changed during your time here. Now you mentioned the Clover Bowl, which I'm not familiar with, and of course you talked a little bit about the stables, which are paved over by now and have buildings on top of them and nary a horse in sight.

WP: The Clover Bowl is where the Gallagher Business building is, that was an empty, full city block, and it was all grassed in and it was usually just a kind of playing field for intramural football games, touch football, that sort of thing. But since almost everybody lived on campus—I don't remember any students, and we got to know our students fairly well—who lived in apartments, let alone clear out on the outskirts of town and I don't know of anybody who had a car at the time. Almost everyone lived within walking distance of the campus and across the Clover Bowl there were two footpaths crossing from north-west on the campus and from south-west going over toward what is now the law school. But people always used to cut across the Clover Bowl so it was a nice grassy place except for these two well-worn tracks across the Clover Bowl. As I say most of the intramural sports used it as a playing field. Otherwise, they had just built the first part of the Arts and Sciences building when I came. It was built in two

sections. This was the east section, the part closest to Old Main, and I think we are all, all of English and all of Foreign Language, that's pretty well the way of it, now, were in that half. It was just the one strip of building and then they added the "L", the west half and the south half later on.

There was a drive all the way around the Oval, of course, and as I say there was a road going out from in front of Main Hall, down past the herbarium and Adams Center and it had just been taken up before I came. I recall going over one day, after, or one Sunday I guess, I was on campus after a football game and somebody who remembered the old road—you could still drive the Oval—had been driving the Oval and then took off where there used to be a road in front of the, the Botany building, they'd taken off there. It was new lawn that had just been watered and here was a car sitting down in the mud up to the axle after a football celebration.

And as far as the accommodations there were dormitories of course, but they were strictly men's dormitories or women's dormitories and then for the faculty, a lot of the faculty who came in the late '50s and early '60s lived in buildings that were called Hungry Horse houses. They were over in that part of campus where the new science complexes are and these were little portable buildings that had been put up for the workers on Hungry Horse dam. After the dam was finished and housing was very short, they were moved down here and put on campus. Then we had another temporary building, and where it came from I'm not sure, I think maybe Fort Missoula, over where the Pantzer dormitory is—what's the other men's dormitory over there called, do you know? [Miller Hall]

DB: There's an Elrod building over there.

WP: That could be. Anyway they had a big temporary building over there and there were—

DB: On the south end of campus?

WP: Right.

DB: And on the west end?

WP: Right. In behind the Emma Lommasson Building now, which used to be the University Center. But much of the building that had been started, Carl McFarland was responsible for a lot of the building on campus: the Field House, and the connection between the two dormitories in North Hall and Corbin Hall and that was under way. The Lommasson building was brand new when I came so there was a lot of change on the physical campus too. But it all had to do with going from 2,000-plus, gradually up to 6-, 7-, 8,000.

DB: You mentioned that early on that you knew students well and saw them a lot and participated with them. Can you expand on that a little and how that changed, say, going from say 2,000 to 6,000-plus students?

WP: Well, I don't know what to say about it, but I suppose one of the reasons we got to know students well was that if they were taking courses we had them in a number of consecutive courses, especially if they were majoring and we had majors in the languages. And by the time you had a student—and almost all of them in German at least, came without any high school preparation—so they started from the very beginning in 101, 102, 103, 201, and then the upper-division courses. So we taught both upper and lower division and if you got along well with students and they liked your courses and they stayed in your courses pretty much because there weren't too many options really. Then I recall just some incidents that we had. We had one girl I think she was from...well over east somewhere. I won't try to remember.

DB: But from eastern Montana?

WP: Yes, eastern Montana, most of the students were Montanans and she had gone to high school with a fellow who had gone back east. I think he was at Princeton and he apparently didn't have a date or a girlfriend back at Princeton so he'd invited her to come back for their weekend, their college weekend in the spring and she went. I remember it was close to finals time, I believe, and she wondered if there was any possibility of getting off long enough to go back to Princeton and spend this weekend with this high school friend. They were not any closer than just good high school acquaintances but he had asked her to come and she wanted to see Princeton. So I said well she could take her final exam later when she got back if she'd tell me all about her trip back to Princeton. So—Priscilla was her name I can't remember her last name. Anyway, when she got back she came in and we had a long, long chat, we may have even gone to lunch or something when she told me about it. But when she got back to Princeton and they had several opportunities to mix with larger crowds most of the people there were all Easterners, many from the Ivy League colleges. People asked her where she was from and when she told them she was from Missoula, Montana, they could hardly believe it. It was like being from another planet. So she decided she might make the best of it. She started building up this story so that by the time this story was complete, she was telling people who asked where she was from and what it was like that she almost didn't get back there for this college affair because her dad had hitched up a buckboard and driven here in to the little local airport. When they got there the plane had just landed and the horses broke and ran away. She had to jump off the buckboard and her dad threw her suitcase to her. She just barely made it over to the plane, got on, and then came back to Princeton and joined them all for their celebration. So there was a chance to get to know people I guess; we just had more opportunity. But I had several basketball players in class, got to know them well. Paul Miller was one of them, I don't know if you know him but he still, maybe he's retired by now I suppose. Do you know if he is?

DB: I only know him by name.

WP: Oh, well, he was one of the basketball players, a good one. But if they went off on a basketball trip then we'd arrange for make-up tests. It seems to me we were very often giving

make-up quizzes or going over lessons; they'd take lessons with them. So there was a good deal of personal interchange with students. When I read now in the *Kaimin*, I get copies once in a while, things like the police blotter I simply cannot imagine what life on campus must be like now. The number of DUIs, drug cases, vandalism, thefts in the dormitories that it seems to me would have been impossible. I don't remember anything of the kind.

DB: Do you suspect that some of that is just numbers of students?

WP: It's a societal change too. Oh, it's not just on campus; it's everywhere. When I think to the time of when I came here, it's 50-some years ago now, most of the people who taught on campus lived in the University area. Many of them didn't even lock their doors in the daytime. I suppose they would lock them at night but if they had children going to school, doors were always open, nobody had to carry a key in and out so it's just different. I hear other stories now about what happens on campus that I can't believe it. I met a woman in the law school not too long ago and she was reminiscing or talking about what was going on campus. Maybe I was priming her and she said you have to be ready for anything. She said it's not too uncommon that students get up in the middle of a lecture and simply walk out of class. But I talked to another woman who teaches in math and she said she's even had cell phones go on during class so there's a different attitude about what is called for and what isn't called for I guess.

DB: How about during your time there? Did you see a change in both academic performance on the students' part as well as quality of teaching, did that change at all in you mind?

WP: I'd be hard put to recall. I do remember that when I first came, grading was fairly tough. By the time I left I remember one teacher in education telling me that she thought a long time before she gave anybody a C. I thought, well there really is grade inflation, if now B is average and you think a long time before giving anybody a C. Part of that had to do, I'm sure, with what happened during Vietnam because students had deferments as long as their grade were kept up above average, they were automatically deferred. So at that time giving students a D or an F was in a way sending him off to Vietnam. Somehow or other that carried over and then I think another reason for it was this business of body count. I don't recall in the beginning ever having to justify anything on the basis of body count. In Latin and Greek, Marguerite Ephron sometimes had classes with three students, I don't know if she ever had a class with one but she took as many as 20 hours a quarter to teach anybody who was interested. So there was certainly a difference, but again there was not the push to publish, not the push to attend academic meetings so teaching in the classroom was certainly first priority and everybody seemed to be dedicated to that.

DB: How about student priorities? Did you notice a change in student priorities?

WP: I don't know what to say there. I have the feeling that the good students were always good students and motivated. But probably less motivation among the—as long as there was the

language requirement, and there were a lot of people having to take languages because of the requirement, not because they wanted to, that the motivation would tend to flag some times.

DB: And did the requirements change during your time there? You mentioned there were five quarters required of foreign language when you started.

WP: I think they were still required, but one of the big changes in general when I first came here, we didn't have the survey courses. And then sometime, I would think in the '60s, they introduced the survey of Humanities, the Science survey and what was the other? There were three of them—Humanities survey, I guess Natural Sciences and Social Sciences. They were introduced in the '60s sometime and I think all students had to meet those requirements. Is there anything like that now?

DB: No, the requirements seem pretty diverse now, it seems to me, depending on what your major is and you start in on it very early.

WP: I don't think we had any requirement in creative writing, or it's not called that, what is it called now?

DB: There is creative writing requirements, or at least English composition requirements. [And both lower and upper division writing requirements as well.]

WP: It was assumed that people coming out of high school already had that I think.

DB: So talk a little bit about your fellow, or peer faculty members or administrators that for one reason or another stand out in your mind while you were there, who and for what.

WP: Oh my, well as I mentioned Marguerite Ephron was certainly one of the pillars of the University. And many of the old timers retired about the end of the '50s and then when these new people started, people who got their Ph.D.s in the '60s started coming in. Well I certainly had all kinds of respect for Robert Pantzer and I'm sure that is obvious from the fact that there are places on campus named for him. And Emma Lommasson was always an amazingly helpful person. She had to set up the whole curriculum and if you had problems with classrooms or times for classes, that sort of thing, she was always very helpful. In the department otherwise, we had characters, lots of characters. I have a feeling foreign language departments and English departments have a tendency to collect characters. The man who taught Russian, he was not the first, he was the second person to teach Russian, the first person was a woman from UCLA, Heidi Lindstrom, but then Peter Lapiken, and he was actually from Riga, Latvia, which had been Russian until he left. He never seemed to take it very seriously because every morning, and we all had 8 o'clock classes, every morning people would start shuffling into the department, half awake, half asleep and Peter Lapiken would always greet everybody in the morning with a Russian phrase, "pora domoy," and it took us a long time before we all figured out that "pora domoy" meant, let's all go home. Otherwise, I don't know. I think one thing that was interesting

to me about the faculty here, one of the early Thanksgivings, 10 or 12 of us were invited out to the [journalism dean Nathaniel] Blumberg's house for Thanksgiving dinner and we were all fairly new faculty. And as we sat around the table talking about where we came from and such things, it turned out that there wasn't a single person there that was a Montanan by birth, or a native Montanan. So we had quite a few people from the East Coast, especially in the English department. I think it had to do with the fact that if a chairman knew others that he wanted in his department he could hire them, so there tended to be clusters of people from the same school or the same interest and the like. But in the Foreign Language department some of the old timers were native Montanans, Thora Sorenson, who had taught Spanish for years, Paul Bischoff, who had taught Spanish, Ted Schoemaker, who had taught Spanish, Madame Arnoldson, who taught French but some of them were native Montanans. Part of the reason I think for the influx of these new people when the old timers were retiring, was the requirement, the University made almost a strict requirement that newcomers, new faculty, have a Ph.D. and a lot of the faculty up till that time had been teaching without Ph.D.s. But as far as individuals, we knew practically everybody on the faculty because we had a faculty house, I don't know if anybody's told you about the faculty house.

DB: I have not heard faculty house stories.

WP: Well the faculty house was once the Tremper house; it's on the walk or University Mall, I guess it is, and I think since it was the faculty house, it was the School of Religion, which is gone, it's now I think Native American Studies. It's a brick kind of bungalow. But we had a faculty house and every Friday evening the house was open for faculty get-togethers and a great many faculty would spend their Friday evenings there. The whole house was open for card playing, darts, poker, I think there was a ping pong table in one of the rooms and then there were light refreshments and the various departments took turns then preparing the refreshments and taking care of all that. Then actually at noon, they hired a woman who came in and usually prepared a soup of some sort and had soup and sandwiches for the faculty lunchroom. So we came to know a lot of people outside the department. My guess is that the University is far more compartmentalized now, you get to know the people in your own department and not too many from across campus. But we came to know these other people not academically so much as socially in all the sciences or math or wherever they were. So that was the faculty house.

DB: When did the faculty house end, or close its doors.

WP: I think was about the time that I retired because there were faculty committees for everything. There was the faculty committee for the faculty house, faculty committee for commencement, faculty committee for retirement and I think I was on the faculty committee for the faculty house when I retired. But I am sure it disappeared soon after that. No, that can't be right, because the School of Religion came about that time with [Ray] Hart, [1969] and I forget the name of the other man who was here [Robert Funk]. So I'm sure there wouldn't be much call for a faculty house now.

DB: So you mentioned President Pantzer being well-respected and a sign of that is having things named for him on the University. You as well have a scholarship named for you in the Foreign Language department, do you not? Knowing that, what is it that you think were your personal contributions or perhaps legacy to the department and the University?

WP: Oh my. Well I don't know that it was anything exceptional. I didn't do a lot of publishing. I don't think many of us at that time did. I served on—oh, and another thing that I was going to mention was that the Faculty Senate is a new organization since I was there. When I was there everything was done in faculty meetings and it included the entire faculty. I suppose that would be impossible now to get how many are there on the faculty, 200 and some? I suppose at that time there were 50 or 60 people. But I served on faculty committees; I was on the athletic committee, I was on the Rhodes Scholarship committee, but one of the reasons that I set up the scholarship, the German Scholarship, was that I myself had been an exchange student, as I mentioned to Germany, and it had always meant a lot to me. That was a full scholarship. Well, I didn't put enough in the scholarship to really take the expenses of a full year in Germany. I think now it's usually divided up among two or three people each year and they are almost always, those that are going, on the Study Abroad program. But it had been a very important phase of my career to go abroad and study abroad. You've had the same experience, so that was my purpose in establishing it, but I think that all the money that's in the scholarship came from me. I don't know if it's grown a whole lot. I think there are several thousand dollars a year to be divided among and now it's not just given to one person. I think there are two or three stipends of \$1,000 to \$1,200, probably enough to take care of airfare.

DB: So that has been something you've left to the University. Why is it that you think that's an important experience for one or a few students to have each year—as a student, as a person?

WP: Well I think there's always a tendency toward being ethnocentric, you see things in a certain way because you were born in a certain place. That's certainly one of the ways of breaking out of it. But I'm not sure it is nearly as important now as it once was because almost nobody traveled and now I'm amazed of course at high school students who go abroad for a summer and come back and go to some other part of the world in another summer. So whether it is the same kind of broadening experience it used to be, I'm not sure. I think, too, learning another language is very important for anybody. I think we get trapped in our own linguistic box, and that's about the only way you can develop proficiency unless you are dedicated to the point of spending your time learning a language on the radio.

I've also been interested in the Native American program here and this condo is going to the Native American Studies programs when I'm through with it. But, there again, I feel there's been a lot of neglect, if not injustice, that maybe some of us can help to correct or undo.

DB: So before we started talking you said you have been retired for nearly 30 years and we are sitting here talking and you can virtually see the University from your window. You have a

scholarship there and you have certainly stayed in many ways fairly connected to Missoula and the University. What have you been doing in that time that still you keeps you alive in the University or in academics?

WP: Oh, I feel completely foreign when I go to the University now. I know very few people on campus. I have a little difficulty walking with Parkinson's disease. I used to go over quite often and just walk over and have lunch and go to the library and that sort of thing. But I spend very little time, almost no time on the University campus now. So it really is in the past in a way. I think there are other people who are far more connected to the University after retirement. I don't know about Gordon Browder, but I think of Emma Lommasson. Did you go out to the Village to interview him?

DB: I did go out to the Village to interview Gordon Browder.

WP: Well she lives out there too and it's amazing, I see her quite often. She's one of the few people I keep in touch with and it's amazing how involved she is with the University. Of course when they dedicated the building to her and named the Emma B. Lommasson building what it is, instead of Student Center there was a—were you for that?

DB: I wasn't, no.

WP: Well that was a big celebration and she still, somebody over there invites her back for lunch, oh I think, once a month. And until recently, until they redid the fieldhouse, I think she used to attend all the basketball games. She's always been a great supporter of the athletic teams. So there are other people who are much more involved and she is still instrumental in arranging for faculty retirees lunch every three months. We are no longer on quarters but they established the faculty luncheon for the quarter system. I think they have a faculty luncheon next week and she always makes out the name tags and takes the money and pays the bills and with that she is to be 95, I think in December. So there are others who are far more connected than I am. But she's also in fairly good health. Well—

DB: So are there any other stories or memories you would like to share to finish us off here?

WP: Oh, I don't really think of any. I wouldn't know quite where to begin. I think one of the reasons I stayed in Missoula: Missoula has always been a stepping stone for a lot people. But one of the reasons I've stayed here and one of the reason I'm here now is that I've always enjoyed the locale so much: the chance to get out, the skiing and hunting and what not. Probably I spent more time skiing and hunting than I should have and less time in the library and writing articles and what not. But I have always enjoyed being in Missoula, especially now that the winters aren't as bad as they used to be. Are you a native Montanan?

DB: I'm not. I have been here for six years and mostly for the same reasons, although school is one.

[End of Interview]