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Interviewee: Phillip Wright

Interviewer: Annie Pontrelli

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Annie Pontrelli: This is Annie Pontrelli interviewing Dr. Phillip Wright on July 22nd, 1991. Phil, why don't you just tell me a little bit...let's go back to the beginning as far as the years you were here at the university, what you taught, some of those basic facts.

Phillip Wright: I came to the university in about the first of September 1939. I came as an instructor in zoology. I was the third member of a three man department. The other members were Gordon Castle, who was the chairman and Lud Browman, who was the other member. I was at the time a third year graduate student at the University of Wisconsin in Madison. I had a master's degree from the University of New Hampshire and a B.S. degree in 4-H before I went to Wisconsin. The position that I filled was an instructorship. The university filled beginning positions at the level of instructor in those days rather than as an assistant professor. I had been working on my Ph.D. in Madison for the three previous years, but had not finished. My young bride came with me and her name was Margaret Talbert. We had been married about six weeks when we came here.

The vacancy that I filled was one in which the courses to be taught were spelled out and there were quite a variety of courses. Although I came to teach, as the years went on I began to place my emphasis on two main courses: ornithology and mammalogy. Those were both courses which were required to be taught, but I also taught general zoology and I also participated very extensively in the biological sciences survey which was a three quarter sequence at that time, taken by all of the liberal arts students, unless they were science majors. Then I eventually taught comparative anatomy, I taught a course in parasitology for a time. I assisted in human physiology. The total number of courses that I taught at the university certainly were eight or ten courses. As time went on and the department expanded, then we got experts in some of these other areas, so I settle primarily into the teaching of ornithology and mammalogy. So those were the courses that I taught the most. I taught ornithology for 38 years every year, every spring quarter and I taught mammalogy for 46 years.

I went on a part time contract in 1978, but I continued to teach on a part time basis until the end of 1985. Even in 1985 I never felt that I retired and I still don't feel that I retired. I still have an office and I'm still up there! I still feel that I'm a cog in the wheels in what goes on at the university. In other words, I don't feel pushed out into the field and forgotten and never have. I'm in the office frequently. My advice is sought a great deal. I spent an hour or so just the other day with a woman scientist from the University of California at Riverside working on museum material that I had collected 30 years before. Can you turn this off?

[Break in audio]

PW: So over these years then I have had a pretty broad experience with students and faculty members. Perhaps the most satisfactory teaching that I get responses from students about is my teaching of ornithology and mammalogy. Strangely enough, after I retired from full time teaching in 1978, then when I was employed only one quarter per year, I was still there in the office much of the time. My evaluation from student questionnaires went up markedly after I had finished my full time career. My colleagues say, "Well that's because you can devote your entire attention to that one particular course."

Then of course I also taught at the biological station for quite a number of years. Right after World War Two, I taught mammalogy up there for nine years. Then I became chairman down here in 1956 and I served as chairman for 13 years. I applied for a sabbatical and went to South Africa in 1970 and then returned to find that the new chairman who had taken over the year before had resigned and left for Texas and I was recruited back to be an acting chairman for the year '70-'71 after I had been chairman for 13 years before that time. Later on, in 1973, 1974, and '76 I taught a one month course in ornithology up at Flathead Lake at the biological station. Those two short courses where I had about 20, 25 students were, in terms of student response, far superior to the kind of evaluations that I got from students that I got from students when I was chairman of the department and teaching a full load on top of it.

One of the things that we accomplished here was that they built the health sciences building. It was completed in 1962 and I was the chairman of the committee that built the building. That was built right after the McFarland administration. Carl McFarland actually planned much of the aspects of that building before he ever consulted the faculty at all. Then of course there was a request for money from the NIH—who helped build the building—and the NIH people were really turned off by Carl McFarland. Carl McFarland resigned before we got the final plans of the building completed and approved. I was in Washington, D.C. attending a convention and I was asked to go over and talk to an NIH official. When they found out that Carl McFarland had resigned and that we were going to have a new president, they immediately said, "Well you can go ahead and file an amended application." We got another 100,000 dollars out of NIH at that point. We added several more units to the building after it was originally planned. The health sciences building of 1960 was completed in 1962 and it was right after we had started a doctoral program in zoology. The doctoral program started with the help of NSF and we had various grants to finance graduate students and finance the graduate program. So we started out there and then I think the first doctoral candidate who got a degree was about 1963. The doctoral program in zoology has been a very successful program and there have been more doctoral degrees awarded in psychology by far. Then geology was another one that was quite successful in the early stages of the game. But I would say that without question that psychology, and geology, and zoology were the most successful doctoral programs. I don't know what the total number of doctoral degrees the department has awarded is, but I would guess that we had awarded probably at least 35 doctoral degrees in zoology; much more than most of the departments that have had relatively small programs.

One of the courses that surprised me historically was the general biological sciences survey which Warren Severy was in charge of. Severy was the chairman of botany for many years. The first course started out in botany and the second quarter was zoology, and then the third quarter was mostly about evolution and genetics. That course continued for, I would say, at least 25 years. My students commonly acquired their science credits that were required in the group requirement and had taken the whole sequence of 15 credits. There were three lectures a week and two quiz sections. I have been surprised in recent years to see the feedback from students that took that survey course, how valuable they felt it was at a time when we were becoming concerned we were throwing a great mass of facts about biology at students and asking them to regurgitate the facts. A number of students have come to me in recent years and said that was as close as they've ever come. Eventually it was cancelled out. Zoology and botany then began to require...More students took the general botany and general zoology even though they were non-science students.

AP: Now why were the survey courses cancelled?

PW: Well, it was a change in the attitude among educators about what beginning students ought to study. There was a feeling that the survey course, the students were never in the laboratory at all. They heard the lectures and they had textbooks and they discussed these things, but the students in the biological science survey had never used a microscope directly. They never pithed a frog in an experiment to record neuromuscular behavior with a smoked drum and so on. The feeling was that that sort of thing wasn't an adequate exposure to science for non-science students.

One of the things which I spent a great deal of time on in my university career was the development of a museum. The bird and mammal museum which now houses over 17,000 specimens was something that I worked on from the day that I arrived. We are now really confronted with the problem of maintaining this museum. We've never had a full time curator for it. The mammal museum has about 11,000 of our specimens of mammals. This collection has been approved by the Board of the American Society of Mammalogists and one of the approved collections in the country. In the same way the bird collection was approved by the American Ornithologist Union is an outstanding collection. A recent effort was made within the biological sciences division now to try to get the administration to give us a full time curator. So that's pending at the moment, but it's discouraging to me to have worked so long and so hard especially both in ornithology and mammalogy the specimens are used very intensively in teaching the courses. Yet these specimens are breakable and they wear out and we haven't got the manpower there now to replace them, to maintain them, to take care of them and so it's a discouraging prospect. Well, the university has the same problem. Part of it is because the younger generation of zoologists are not so much oriented toward the collection of specimens as we were when I was most active.

AP: I would just be interested to know from your viewpoint what the university was like as far as some of the changes that you noticed throughout the years among students, faculty, or just

attitudes.

PW: Of course, when I came the enrollment was less than 2,000 students. At that time the faculty wives were visited in the first quarter that they came here by the other faculty wives and they left calling cards. When I came here you had at least met and had a chance to know every member of the faculty. That, of course, is no longer true. The total number of faculty members at that time were, I wouldn't give you a figure for them, but you had faculty meetings in Main Hall. That room is still used, it's not much of a lecture room, but it's still there. The early faculty meetings were held in that room and they eventually met over in the old science building.

The faculty meetings were ones in which a lot of significant things were discussed. Eventually of course, we developed a faculty senate and the faculty senate runs the university. The thing that amazes me about the present setup at the university is that we were expected to a great many things beyond the simple teaching of our classes. For example, I worked very extensively in the wildlife curriculum and I taught wildlife students all the time since I came. I remember one time in Carl McFarland's administration, he called me up on the phone and he said, "Phil, I'm going to put you in charge of the wildlife curriculum," and Bill Severy who had done it all the time was being relieved of it. Well, did they pay me any more money to do this? No! Did they change my title in any way? No! You do these things. When I was at the biological station, Gordon Castle was the director of the biological station, yet he also became the dean down here. So part of the time he was the dean of the college of arts and sciences and at one time he was academic vice president. So, he would leave the biological station job in my hands and say, "Phil, you just hold down the fort." Did I ever get paid for taking care of the biological station five days a week when he wasn't there? The answer is no.

I think that when I came here the university was primarily an undergraduate campus and except for the fact that the law school was a graduate division; virtually I would guess nine out of ten students were undergraduate students, maybe a higher proportion than that. The graduate program throughout the university really didn't begin to develop until after World War Two. Our graduate program expanded markedly after that time.

Another thing which happened in the early history of the university was when World War Two broke out, the university officials all over the country were pressed into handling large numbers of cadets: army, navy, and Air Force cadets. The university had an Air Force cadet program here. That was in early 1943. So we had hundreds of Air Force cadets here for a year and a half. At that time they had to be taught mathematics and chemistry and physics and that sort of thing. Our physics department was down to two physics profs at that time, so a number of us were recruited to teach physics to Air Force cadets and I was one of them. I spent time in '43, '44, and '45 teaching Air Force cadets elementary physics. That was a totally different experience, but quite a number of us were involved in that kind of program.

Missoula acquired quite a number of men who were in the Air Force to return (unintelligible). Some of those men are over 70 years old now. Better turn it off.

[Break in audio]

PW: In the fall of 1939 the president of the university was George Finlay Simmons and George Finlay Simmons was a zoologist who was appointed president a couple years earlier. His administration here was a very stormy one. He was eventually discharged by what we now call the Board of Regents. It was called the Board of Education at the time. Unfortunately the faculty was split into two camps. Those who supported Simmons and those who were out to get him. I remember the first quarter that I was here, he wanted to schedule a meeting of new faculty members in his office. He simply wanted to tell us about his side of the controversy and obviously was anxious to have our support if he could get it. I think that without exception the only other faculty member who joined the faculty in 1939 the same time I did who is still alive is John Weston in music. John Weston came at the same time that I did. John was much older than I was. I had just turned 25 when I appeared. The Finlay Simmons case affected me rather directly because when Simmons was fired by the Board of Regents, then we were given a year's leave of absence because he was a professor of zoology with the assumption that he was going to seek another position. Well, he had permanent tenure as a professor of zoology and when his year was up he appeared in the zoology department and said, "I'm now appearing for duty and what are you going to assign to me?" Gordon Castle was the chairman at the time. Well, the Board of Regents, in order to handle that situation—I was under pressure because we still had a three man zoology department and if Simmons was going to return to the zoology department, I was going to be left without a job—eventually negotiated with Simmons to give him a second years leave of absence with pay provided he would give up his tenure. He did that and disappeared. But that was quite a stressful situation in terms of the zoology program.

AP: It sounds like it. Are there any characters or personalities that stand out in your mind whether it's a faculty member or a student, or one of the presidents? Could you talk about some of the personalities that made an impact on you for some reason?

PW: In those days of course, the presidents of the university were much closer to the faculty than they are today so that any academic appointment had to be approved by the president. We had a dean of the faculty, Jesse, who was really quite a strong character and attempted to dictate to faculty about academic standards and that sort of thing. The university of course has had a history of defective presidents; many have not stayed very long, in part because some of them were not very satisfactory and others went on to better jobs elsewhere.

In the zoology program Gordon Castle was the chairman and Lud Browman and they were both eight to ten years older than I was, so I was the youngest member of the faculty when I came here in 1939 and was for two or three years. They were the zoology department head at that time and I think we continue to have very strong reputation of the faculty being a solid department with excellent academic standards. We also had, particularly in the case of Browman and myself, actively doing research when the amount of research that was being done on the faculty was at a minimum. Eventually it came in a department like zoology that one's research program was as

important in his career as was teaching. In my time, the research program was a voluntary one and some faculty members really never did any research at all. Of course in many of the other departments that was also true. So Castle and Browman were my superiors and they in a sense led the way for the times. Browman eventually became chairman and Castle had become a dean at that point. Lud Browman was a very strong chairman, feelings were very strongly worded and he held very strong opinions. He didn't get along well with Carl McFarland and McFarland relieved him of the chairmanship and wanted me to become the chairman. Eventually of course, Gordon Castle left the university to go to Arizona State where he was the academic vice-president for quite a number of years.

I think there is no question but what various faculty members in my generation, some of them were thought very highly of by their colleagues and some of them were not thought highly of. I don't know that I could pinpoint a person who was very successful and one that was not very successful. It wouldn't be appropriate for me to do that. I do remember however, that when we had the first evaluation of the faculty by the students and they first published the first *Book [The Book]* in which they spelled out what they thought about the faculty members, it was a rude awakening to me because quite a number of senior faculty members who were generally held in high respect by their colleagues...we learned very quickly the students didn't evaluate the faculty the way the faculty evaluated each other. Some of these old mature faculty members were really panned by students. It was very clear that the students had very strong feelings about faculty members, and some young assistant professor who had only been around here for around three or four years might have gotten a much stronger rating than some mature person who had been on the faculty for 35 years. That was a rude awakening.

[End of Side A]

[Side B]

PW: —was long overdue and I think that if you were at that time, and still today, I mean a faculty member in any university today has got to be responsive to what these students think about. If they have specific criticisms, things which they felt he was doing unfairly or that he was inadequately prepared or incompetent to teach this course and that sort of thing, that all comes out in the wash today; whereas when we first came here a student really had no opportunity to express an opinion about a faculty member unless they really got involved in some really serious case and went to a dean and made a complaint in that direction. I think that the evaluation of the faculty by the students was a very helpful situation. There was no question but what in the early years we were bigger and better and had a better reputation in academia than Montana State College had in Bozeman. I think the eventually the situation has changed so that they gained a great deal of strength at a time when the university perhaps was standing still.

AP: What was it like to work under the different administrations that you had during your years and describe that particular president's attitude and approach? You've mentioned McFarland and Simmons.

PW: Gordon Castle was the acting president, a zoologist, for one year. Then he was replaced by Melby. In those early days of the university there was no question of what McCain who came right after World War Two, he was released from the navy. He had been a navy officer and came right after he was released. He went on to Kansas State University and was there for the rest of his academic life. James McCain. He was perhaps the most successful one of those early presidents.

AP: Why was he a success?

PW: I think he had better judgment about where to go and what to emphasize and perhaps better judgment about the quality of faculty members and so on. In the early days, before we had a faculty senate, we had what was called a budget and policy committee. This budget and policy committee had I think seven members on it. This committee was one that was supposed to give advice to the president about all sorts of university affairs. Different presidents used this committee in various ways. I happened to have been elected chairman of that committee during the McFarland administration. He had very little use for this committee, didn't want to use it all. He was forced to perhaps, by the nature of the regulations. Eventually when we got into the Faculty Senate, then the main academic affairs were handled by the senate rather than by the entire faculty. I don't know how to respond further to that.

AP: What was your philosophy or vision or attitude in your approach to teaching?

PW: I always was a tough task master. I required a lot of work: laboratories in ornithology and mammalogy. Those laboratories were open 24 hours a day when the courses were in session. In the evaluation of me, I was often evaluated by students as expecting too much of them. Yet, many times as the years have gone by students have come to me and said, "Thank you for making me

work so hard. I didn't know how to work before." I've had hundreds of students and I continue to get feedback from them from time to time. Reunions.

I think generally these students, in terms of my own activities, the reports that came to me were virtually always favorable about what they felt about what I taught them, and what I expected them to do and so on. I was, of course, also criticized by students for not giving high enough grades. In the days when Dick Jesse was the chairman or the dean of the faculty, the faculty grade sheets had on the back of the sheets a suggested range of grades. The proportion of grades recommended for A in freshman courses is was less than ten percent. For upper class students it was much higher than that. Dick Jesse was always in faculty meetings picking on departments that he felt gave too high grades and making fun of them in faculty meetings. I think there had been an inflation in the grade system throughout academia all over the country. I saw it where we started our wildlife graduate program in 1950 when we brought the cooperative wildlife research unit in here, we were selecting our first graduate students' fellowships in the wildlife research unit. As I recall, not one of the beginning graduate students that we started with had had a total grade index of above a B. They had less than 2.0 averages. Eventually as the size of the student body increased and we had more specialists in these areas, my own feeling was that the quality of education was improving markedly and we had many more A students in the classes than we did earlier. Although I think that we were probably pretty stingy with high grades in those early days. Certainly in zoology in the department for particular. I'm sure there are other departments that are the same way. Physics is notoriously tight on high grades.

AP: Did that change in later years?

PW: Well, to some degree. I still think that if you look at typical grades in an upper division course in zoology today for example with maybe 40 students in it, there still might be five or six As. Not half the class by any means, the way we may seem in some departments.

AP: What was your greatest accomplishment during your years here? Certainly it doesn't have to be just one accomplishment, but some of your greatest accomplishments.

PW: Well the health sciences building. There was a lot of criticism of it at the early stages of the game but it was a far better building than the science complex that was built later. That was an accomplishment which, oh I got a commendation from the governor about that at one time, but I think from aside from the museum that we developed, the fact that we taught a sizable number of very responsible students. Also the fact that the research program which I worked on was regarded as successful. I became director of the American Society of Mammalogists. I served four terms as the director of that society. I served as an editor on the Journal of Mammalogy for a time. The fact that this program which I worked on was one which I got a great deal of satisfaction out of. I had various opportunities to leave the university and go to other schools. I never regretted spending all of my years here—never regretted it for a minute, even though salaries are low. Just this last week now I went over to the Boone and Crockett Ranch over here out at Dupuyer working on a committee, a state wide committee to revise a checklist of Montana birds. I got a lot of work

laid out for me to do that, the revision of the state bird committee.

The wildlife program, of course, was highly successful. The number of our graduates out in significant wildlife positions is high, comparable to that of many other graduate programs in the country I'm sure. More recently of course, the signing of the agreement with the Boone and Crockett Club to hire an endowed professor of wildlife biology was, again, something I was involved in right from the start. We expect to appoint that professor in a meeting in August in which the Boone and Crockett Club are essentially putting up a million dollar endowment to fund this professorship. That of course, is something which I won't take credit for, for getting the program started, but I was a pretty active member and officer of the Boone and Crockett Club in this branch at the Theodore Roosevelt Ranch which the Boone and Crockett Club bought over here in Montana in 1985. It was established and I was well known to Boone and Crockett members and the decision to house the professorship on this campus rather than some other university was (unintelligible) debated in the mammal society.

AP: What were some of your greatest challenges during your years here?

PW: Well, this is difficult to answer. The courses that I taught devoted most of my attention, the ones that I taught for the longest period of time, ornithology and mammalogy. At the time that I came here in 1939 I had never had a course in either subject myself. There were only limited numbers of these courses in the country. Yet, because of my interest and hobby—I was interested in birds from the time that I was a little ten year old kid—so when the idea of teaching a course in ornithology, even though I had three years as a graduate assistant at the University of Wisconsin, so I had a good deal of teaching experience at the junior level. The responsibility in teaching a course in ornithology and mammalogy was quite a challenging accomplishment because most of these courses came to be recognized all over the country; they were well taught courses. The establishment of a satisfactory doctoral program in zoology or the graduate program in wildlife at the master's level were all things that I was involved in right from the start. The biological station, I won't take much credit for that, but the biological station certainly developed in part from a lot of the support that we gave from our campus.

I think that in terms of my own satisfaction, the factors that I explained to you from the start, that I'm still in contact with my colleagues, still in contact with students, and the fact that it goes on and will continue to go on as long as I have my wits with me. I have my own Macintosh in here, I write all my letters myself—the secretaries don't have to be involved with them. I think that says something like 70 or 80 letters on the disk—professional letters that I've written in 1991. There's one in the machine right now that I'm still on that I have written to a former student, a girl over in Washington wanting to know about...In other words the fact that I became part of a program that encompassed my entire life. I felt looking back at it that I was reasonably successful at it. My advice is still solicited by professional people in this country and others.

For example, a symposium in Helsinki in 1982 that was...my research work in the early days was done on the reproductive cycles in members of the weasel family and not a particularly popular

subject to talk to Montanans about, but one in which we worked intensively on three species of weasel: the martin, the fisher, and the wolverine, the badger. Some of those papers that I published in that sequence are being republished in symposiums. In other words, the fact that the things that I was doing was significant to me and significant to the profession in general. What more can I tell you about that one? Turn it off.

[Break in audio]

PW: As the biological sciences, particularly my aspect of the biological sciences became more statistical and mathematical, I came to regret the fact that when I was a younger faculty member I wasn't able to devote more attention to keeping up in the mathematical aspects of biology. Today much of the research that is being published in biology I have an understanding of what they are doing, but like many biologists, I don't understand the mathematics of it. In terms of my own experience, I would have been better off had I been able to stay with the mathematical aspects of it so that I could understand it better. Now of course, when they hire a young faculty member, they hire him on the basis of his expertise in that general area, which was not true when I was hired. See, when you were hiring a faculty member in my time, we were hired, as virtually all of us were in 1939, on the basis of our ability to teach undergraduate students. The idea that we were going to get involved in a doctoral program and supervise doctoral students was...We thought about it in those days, but it wasn't reality at all until almost 1960. So that in a sense, the men of my generation have been teaching mostly undergraduate students. Fortunately I was doing enough research and keeping abreast of what was going on in the field of ornithology and mammalogy so that I was able to take on doctoral candidates. Yet it was not true of a number of colleagues who were my age or older. When the doctoral programs came in [they] were not able to attract doctoral students because they had been out of the stream of research that was being done in those areas long enough so that they couldn't sell the kind of program that they had envisioned for the students. The fact that I was able to do that...I never had large numbers of them, I had three doctoral candidates. I had more master's degrees—about 25 of them.

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

PW: Well, just the mechanics of the situation. In 1939—you probably get this from others, but you may not—the bus system drove city busses around the Oval, so that there was a bus that left the Oval right from the steps of Main Hall that left shortly after 12 o'clock so that the secretaries that worked in the president's office came out and would go down to the bus and go down University Avenue some place on the bus. The trolley cars were gone when I came, there weren't any trolley cars in Missoula. The bus system did go around the Oval, then of course, that was all blocked off in time. We were a much smaller group at that point. I don't know what more could be said about it. Yes, I will say it: in those early days there was a club called the Author's Club and the patron of it was a mathematician by the name of Lennes—Nels [J.] Lennes. [He] was a successful writer of text books, elementary and high school books. Emma Lommasson worked with Lennes at length at that time. Lennes had this so called Author's Club and we met on Saturday evenings with a dinner over in the building that is now the old university theater. That was an effort on the part of Lennes to

encourage scholarly activity, so many of us gave talks to that Author's Club for quite a number of years. It gradually died out.

I will tell one other story. I could tell lots of them, but I'll just tell this one. During those early years I was working with live weasels. The thing that attracted me to them as objects of study back in 1937 before I came here, was the fact that they turn white in winter and shed all of their brown coat and acquire a white coat. In the spring they shed off the white coat and grow new brown coat. The young are born in the spring and the relationship between the reproductive cycle and the change of coat color was something that I had been working on very intensively in those early days. I remember for a long time I was feeding the weasels that were kept in an outdoor shack, right about where the university tennis courts are now. I was out there one time feeding the weasels as I did in those early days—I had to take care of them myself, we didn't have any animal care takers. A teenage boy, maybe 12 or 13 years old came out and was watching me feed the weasels and he was asking me what I was doing. I told him a little bit about the change of coat in the weasels and I was trying to understand how this was controlled in the internal workings of the animal. The boy said to me, "Don't scientists know?" The point of it simply being that I was the scientist that knew more about this than anybody else, and he didn't seem to sense that. Here was original research work being done on the ground floor and the boy sensed that maybe somebody off the farm at the University of Berkeley or something of that kind would know about this. Well I was the authority on the subject. The fact that I never actually in my research career adequately answered the questions. Some of those questions which were posed back then have been answered, some of them by my own former graduate students. That impressed me.

During World War Two, the university had convocations in which there was a shortened period, on Wednesday when all university convocation was held. It was decided that the departments would make presentations to the entire student body about what their programs were. The zoology department was the first one on the program, so Castle, Browman, and I had to talk to the university students in a convocation. I told that story in the convocation. That particular story is happened over and over with Dick Jesse who is dean of faculty at the point. He understood perfectly the reason I was telling the story. It just happened that no other departments as far as I remember appeared on the series of convocations. We were the only ones who put on an entire university convocation in which we discussed the nature of our program.

AP: Why was that? Was it up to you to put the program together, or you were just the only contributors?

PW: Oh, I don't know.

AP: Anything else, Phil, that you want to share?

PW: One other thing I can comment on and that is, I think that every two years in all of these years that I've been at the university when the legislature went into session, there was always great apprehension on the faculty whether or not the legislature was going to give us an adequate

budget. I think that over those years it was almost universal, when the legislature adjourned, the faculty felt they hadn't been left with an adequate budget. There were perhaps two or three exceptions to that period. One of them was early in the McFarland administration. I remember I was involved in setting salaries for faculty members at that time, and the faculty committee worked on setting salaries and I remember we went in with an entire list of the faculty members, exactly how much money each faculty member was going to get. We reviewed these with McFarland and he said, "Oh, but I've got more money to spend on faculty salaries than that." We said, "Great." He went on and added additional salary money, but he didn't add it in the way that we envisioned that he was going to and he made a lot of enemies on the faculty. Arbitrarily assigning substantial raises to man X and man Y in the same department getting nothing. That was a really traumatic year.

[End of Interview]