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Interviewee: Patricia Freeman Dunkum

Interviewer: Annie Pontrelli

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Annie Pontrelli: This is Annie Pontrelli interviewing Patricia Dunkum on July 31, 1991. Patricia Dunkum is Edmund Freeman's daughter. Patricia, you're probably the best resource to really talk about your father and give some background information. We'll just kind of go along and I'm sure things will come to mind as we're talking.

Patricia Dunkum: Okay. I love to talk about him. I've always been very proud of both of my parents.

AP: What years was he here?

PD: He came in September 1919. He was interviewed by President Sisson in Chicago at the Palmer house that summer. Without any further letters of recommendation or anything, he was just offered the job and out he came.

AP: From where does he come?

PD: He was a Missourian. He and my mother were both Missourians. At the time he talked to President Sisson, he had been doing some graduate work at Northwestern University. He was always very aware of the fact that he was born the same year the university was. They're the exact same age. (Laughs) He came in 1919 and taught through 1961, retiring in January 1962. He continued to be incredibly active on campus, right up to the day of his death. I don't think a day went by that he didn't bicycle over there and go to some lecture or serve on some committee. He was chairman of the Goals Committee for a while and did recordings for KU FM of readings; all sorts of things. It was his life.

AP: I know he held some offices, just in reading biography that you put together.

PD: Yes, he—

AP: President of the UM Association, didn't I read?

PD: Let's see here. I hardly know these things by heart. He was on perhaps too many committees because it kind of wore him out. He was the first president of the UM Chapter of the AAUP, which is the American Association of University Professors. He was also the first president of the University Teachers Union and was president for many consecutive terms. He was the chairman of the Budget and Policy Committee, which was sort of the forerunner of today's Faculty Senate. He was the chairman of the Public Exercises committee for 10 years.

That was a committee that brought outside speakers into student convocations almost every Friday morning. He was a member of the Rhodes Scholar Committee. He was on the President's Advisory Council on University Goals. He also served on a lot of committees in town, too—UM committees and things like that. He was just very, very active, in addition to his teaching.

AP: He had interviewed with Sisson. Did he know anything about Missoula before he came, or the university?

PD: Not really, no. As I say, he had been a middle-westerner all the time. He had done some graduate work in London. He'd been overseas in France in World War I. But he really knew nothing about Missoula. He wrote one time that he knew nothing about the West or the university except what President Sisson had told him, but he felt that Sisson was a superb human being and they liked each other at once. My father said he never regretted his response to his words, I mean that he said that he'd come out.

He remembered that Higgins Avenue downtown was filled with Indians in native garb that day that he got off the train and for several days after. That was just unbelievable to him and the thought of the Indian reservations just north of Missoula. It was a small campus then. He remembers that there were maybe 900 students at that time and 50 faculty. I have some notes here that he made about how things used to be.

AP: Please.

PD: I don't know whether you'd want me to read them.

AP: I'd love that, yes.

PD: I'm not that well organized. Let's see what I got here.

AP: Do you need a couple minutes? We can shut the tape off if you want to peruse some of those things.

PD: He had been doing graduate work at Northwestern University when he accepted this job, but he said that nothing that he had done up to then, graduate work included...I think I'll just quote this: "Nothing had, all this, the graduate work included," my father wrote, "had done nothing to prepare me to do the teaching I was assigned when I came to Missoula in 1919. I had debated, and orated, and learned to write with care in school and college, but had never had a course in debate and argumentation, or public speaking, or composition. These were the courses I was asked to teach, in addition to coaching the university debate team and directing the state high school debate league. This gave me an opportunity to learn a great deal about Montana and Montana students." He eventually worked in more what his specialty was, which was 17th and 19th century British literature, but he continued to teach composition and so on.

I found a copy of some notes he'd made for a speech to a university leadership camp up at Glacier Park way back in 1957. It's about the history of the university. That was what they asked him to speak about. It's too long to read in entirety, but I'll read just a few sentences here and there: "I suppose my first impression of MSU was"—it was called Montana State University in those days—"through the charming meeting of Professor Sisson, whom I met in the summer of 1919 in Chicago. I came out and saw for myself a few weeks later"—this is the 'Wonderful West'—"the whole campus, dormitories for girls"—there were dormitories for girls, but no dormitories for men—"the whole campus was all on the Oval except the new natural science building. The present law school building was the library building then." Of course, when he's talking about the present law school building, he's talking about the old—

AP: Psychology?

PD: Yes, psychology. "In the basement was the Law School; on the main floor, the library; on the second floor, all the offices and classrooms were English, history, and economics. The other departments, besides science, were in Main Hall. The present math-physics building was then a girls' dormitory with a cafeteria, at least in after years (?) for the general campus. I have always been glad that I came. I had seen Chicago and London and, in some way, knew that I liked smaller places. I found persons and ways that I liked here enough that I never wished for better offers than I had to go elsewhere. I still love it after or because of these 38 years." Did I say this was written in 1957? Would you like me to keep on reading?

AP: Please.

PD: Or would you rather just ask me something?

AP: No, please, go ahead and read. We certainly got the time.

PD: Speaking of President Sisson, who he thought was one of the finest persons that he had ever met, "I'm not sure," my father wrote in his speech, "I'm not sure that President Sisson was a remarkable administrator. He surely was a very fine intellectual and smiling friend to everyone on the campus, student, and faculty. He may have given the faculty even too much hand in the operating of the university. At least every faculty member was soon on several committees. I remember being on the Social Committee with Miss Leyda, later Mrs. Jesse, and laboring on the problem of stopping cheek to cheek dancing. That was well before we had a problem with girls smoking cigarettes. There was also the question, I remember, of how to get the chaperones to invite an inebriate male to leave the dance floor. I don't know that the problem has ever been solved, has it? Dr. Sisson soon preferred to go back to teaching philosophy at the college." This is a fairly long speech and he talks about the different...some of the more outstanding people that he remembers.

AP: Actually that's one of my questions, too, Patricia. If you can—

PD: Sure.

AP: —share some of those significant folks in his—

PD: I could just reel off the names. Dr. Clapp, has a section, Dean Leaphart, J.B. Speer, the registrar, Dr. William Aber—

AP: Daddy Aber?

PD: Would you like me to read about that?

AP: Sure.

PD: “He was a classmate, Mr. Aber,” I’m still quoting my father’s speech. “Dr. William Aber, classmate of William Howard Taft at Yale and Professor of Latin and Greek at MSU, but better known as a friend of the football team. A man who could not go on a playing trip...” Sorry, I read this wrong. “Better known as a friend of a football man who could not go on a playing trip unless someone would do his janitor work (think of such a day), and only Daddy Aber was found.

“As the professor, who cared for the beauty of the campus to the point of getting out and sprucing up the shrubs and flower beds with his own hand, had retired from the campus, I believe, in 1917, and died in the east in 1919, Aber Day was for many years a very genuine tradition honoring his memory. Students and faculty, almost without exception, worked all morning, lunched, worked again until four o’clock, and then enjoyed high court—always a little risqué—cleaned up, and danced in the evening. It was a good day, for work, for blow-off, for fraternization. No is one to blame for its passing.”

I can remember Aber Days because they always just seemed like such fun. Once in a while, I could convince my parents to skip school and just go over there and watch. Everybody, I mean everybody, had a wonderful time all that day. There were tug of wars and the high court with all the law students wearing the derby hats.

AP: That’s what high court was? At the law school?

PD: Yes. Varsity Vaudeville, just lots of fun. The president—I remember President Clapp being dragged down University Avenue in chains as he was going to be tried by the high court.
(Laughs)

AP: Oh my goodness!

PD: It was all just a lot of fun. I think that was all. Perhaps that’s enough of quoting from here. As I say, it’s a very long speech. The establishment of the Budget and Policy Committee—he

always thought that the students and faculty ought to have a big role in the university. He talked about the town and gown. He felt that there was a good family spirit and a fine unity between the town and the campus.

“For many years,” my father wrote, “the great majority of students lived in town homes and that made for good acquaintances, perhaps for a variety of experience not easily available in regimented or even unregimented dormitory. In the early years there were a set of dowagers who called on all the faculty wives and who, in turn, were invited to a reception by the faculty women’s club to meet the new wives.

“In the earlier years, the faculty was invited to an annual dancing party in the Greenough Home down by the Rattlesnake Creek. The old pavilion in Greenough Park used to house many of the spring dances of my students. On the campus, what held the university together as a society: each fall, the faculty entertained all of the students at a party or reception. Aber Day got faculty and students together in the spring. Hello Walk was a reminder that the spirit of the campus was to greet your fellows, whether you knew them personally or not.

“Perhaps more than any of these institutions, making for intellectual fellowship, was the sitting together of faculty and students in convocations, often occurring six to ten times a quarter through the year. This tradition was intermittent through the years, but, for years at a time, it certainly was a binding force in the university society. In some way, I feel sure these value must be achieved (?).” He was always talking about campus problems, conflicts, intellectual fellowship—

AP: Go ahead and read some of that.

PD: “There used to be much more mingling of faculty members from the science side and humanities side of the campus than there is now. In the old colloquium, in the office club (?), in Sunday Evening and Saturday Evening Clubs, at the old, old Chimney Corner, and in private homes. President Clapp took his place at most of these meetings. I think there used to also be much more intellectual fraternization between the students of different departments than there is now. I remember the old Seven Arts Club, for instance, and several other less formal organizations that brought very different disciplines together.

“I make no apologies for thinking that discussion is the very heart of education. We know it when we occasionally achieve it in classes. Discussions, occasionally somewhat formalized, somewhat publicized, and subject to criticism, are the best when we’re defining our minds. Here, age differences no longer count as they do on every other kind of occasion.” I think that’s enough. I’d rather you just ask me questions. (Laughs)

AP: There may be some other excerpts that you think of.

PD: Sure, if you’d like to look at this later.

AP: How would you describe your father?

PD: He was a marvelous teacher. I guess he was kind. He was fair-minded. I could quote from some other people and things they said about him. He was called the “Conscience of the university.” Sam Reynolds, who used to be on the *Missoulian* staff, said he was “one of the most loved persons ever to walk on the UM campus.” President Bowers said that “a university has a man like him only once in 100 years.” His colleague Sidney Cox, with whom he collaborated on two volumes of an anthology, spoke of him as “a powerful and artistic teacher with a remarkable capacity for fairness and intellectual precision, a breadth of sympathy, and an activity of imagination.” John Moore, another colleague, wrote that, “Edmund Freeman pledged his life to the student.”

That was a very outstanding thing about him. He was so interested in the students, which not every teacher is. Leslie Fiedler, another colleague and good friend, wrote that “Edmund Freeman has never betrayed either the living books on his desk or the living students before him as if the former were already dead or the latter not yet alive.” He said that at an academic festival that Edmund Freeman’s colleagues organized for him to celebrate in honor of him to celebrate his 40 years of teaching. He actually taught longer than that but at 40 years they did that for him. He was given an honorary degree in June 1975 with lots of nice things said about him. Just with one sentence I’ll quote: “The good teacher in the world, as well as in the university.” That was another thing. As interested and absorbed as he was in the university, he was also concerned about the community and the whole world, and always trying to solve the problems of all three. (Laughs) I thought he was wonderful to answer your question.

AP: You have one brother?

PD: I have one younger brother, yes.

AP: One younger brother. So it was just the two of you.

PD: That’s right.

AP: I don’t know how old you are now or how old you were during the university years, but maybe share some of your memories of—from your perspective—your observations and insights about the university, what it was like, and the people. That’s kind of a general question, but you might have some specific memories, or recall certain incidents.

PD: Let’s see. I guess, I already mentioned Aber Day and that was fun. I should preface this by saying that I left home when I was 18 years old to go away to college myself, and basically didn’t return for 30 years. My impressions of the university would be those of somebody under 18 years old, so for whatever they’re worth, sure.

I was very proud of the fact that my father taught at university. My mother was very proud of him, her husband. We worried about his working too hard. He spread himself pretty thin. He was sort of a perfectionist as a teacher. He was very generous in giving lots of time to his students. He was on innumerable committees. He was trying to finish his doctoral dissertation and he had two or three other writing projects. It was sort of a killing pace.

Faculty salaries, I don't remember what they were, but relatively speaking, they were much, much lower in those days. Nowadays, I have the feeling that the faculty's pretty comfortably off, but in those days it was a struggle. My mother had to sew all of my clothes. She was very clever about economizing, but I knew that was necessary. We were poor, especially during the Depression.

A lot of students used to come over here. They were really friends with my father. I can still remember a lot of them. I don't know whether or not students still do that as much now. I suspect not. They would come over and sit right where we're sitting now and talk about all sorts of things, and they might stay for supper. It was great. As alumni, they would come back. Every summer, there would be lots of them coming here, just to come up in the afternoon and chat some more with him. What specific things were you thinking about that I might remember? You might jog my memory.

AP: Do you recall certain personalities that stand out in your mind for whatever reason, whether it was maybe one of the presidents or whether it was some of your dad's colleagues? Were there any people or incidents that struck you sticking out in your mind for any reason?

PD: I'm sorry to say that...I guess the thing that comes to mind first is the turmoil, during the years of the Simmons Administration, and to perhaps a somewhat lesser extent in the McFarland years. This is really subjective on my part. This is all secondhand, as far as I'm concerned. I just remember the distress in this household—all the meetings, all the phone calls, and all the trying to figure out what to do to defend his colleagues, who he felt were being treated unjustly and all this taking time from his teaching. In later years, he wondered what kind of teacher he could have possibly been during those years. He was so distracted and so bedeviled by all this. My mother felt indignant about it and unhappy. It kind of obsessed us. It wasn't just Edmund Freeman. I think everybody on campus was all stirred up.

AP: I know a little bit about the Simmons controversy. I know that there were several faculty members who ended up being fired. Is that correct?

PD: (affirms)

AP: Then Simmons eventually was fired.

PD: Yes.

AP: Eventually those faculty members were reinstated.

PD: Hired. Right.

AP: Do you remember what spurred Simmons feeling like he needed to get rid of the faculty?

PD: How can I say at this stage? I suppose different presidents at the university have different conceptions of how they think things should be done. I think we're talking about two presidents that just felt they could do it the way they wanted and they didn't have to ask the faculty or the students at all. This was diametrically opposite of my father's idea that really it was the faculty and the students that were the soul of the university and administrators should take advantage of them, and consult with them, and try to...it was just bound to be a conflict, I guess. My father was a very strong labor man. He worked hard for the union. In addition to lots of these men being his good personal friends, he also felt that here was a chance for the union to maybe rescue them and do it that way.

AP: Was your father ever concerned about his getting fired? Do you recall that? Or was there ever any—

PD: I don't think so.

AP: —discussion?

PD: I think there were times when my mother would have thought it would have been nice if he would just resign, just quit, go somewhere else more peaceful. But no, I don't think he ever worried about his own job, as I recall. My father was not a troublemaker. He didn't seek out controversy. He had his principles and he stoutly defended them.

AP: Your father was under the Clapp administration, the Sisson—

PD: Yes. I haven't really counted up, but he was under...he taught under maybe seven or eight different presidents. Dr. Newburn was the president when he actually retired. Then, as I say, he went ahead and was active on campus under another three presidents. So he knew a lot of them. He's written things about them in articles and just in his journals. I don't think I told you about his journals.

AP: No.

PD: Under those cupboards there along with all the boxes of things are, I think, 43 journals, that he...they're just spiral-backed notebooks that he kept from October 1922 up until a few weeks—November 1976—just a few weeks before he died. I don't mean that he wrote something every day. It wasn't a "Dear Diary" sort of thing; just fascinating observations about

everything under the sun, but I guess mostly about the university because that was the main thing in his life—about people, and ideas, and so on.

This is not an answer to your question. There's one whole box of speeches and letters. Because he spoke and he was a wonderful speaker, in addition to all his lectures on campus, he also got out and spoke all over the state on just everything. Especially in early years, he went around the state and did a lot of commencement speeches for high schools, mainly just to earn a little money because he was so poor, but he also enjoyed doing it. He did radio addresses, and he spoke to authors' clubs, women's clubs, philosophical circles, Kiwanis, Rotary, school PTAs, Labor Day in Anaconda, Farmers' Union picnics, the American Legion, Wesley Foundation, the Writers' Conference, and Butte Education Week. He spoke at an anti-war—talked about the Vietnam War—an anti-war student strike that they had here in May 1970. Here's a copy of his speech that he gave on Memorial Day 1954 from the balcony of the courthouse downtown.

AP: How wonderful!

PD: Sometimes people would ask him to speak on a certain topic. I guess that's the way it usually was. He spoke on pacifism, which was one of his burning interests, on teaching English, women and war, reading and fighting, the interdependence of life and literature, psychology and literature, British bureaucracy, on grades, on civil rights, on the roots of (unintelligible) socialism. All sorts of things.

AP: Do you remember going to those speeches?

PD: Not very many. He remarks in his journal one time that my mother didn't go to very many either. I'm not quite sure just why.

[End of Side A]

[Side B]

PD: I was just trying to figure out if this is alphabetical or in any order. I was going to get that picture of—

AP: So this is an index of pictures?

PD: No, I was just going to look up that picture of him on the bicycle. These are some of the books that he never finished. (Laughs)

AP: That he had started?

PD: Yes. Then you already asked me...these are just alphabetical. You asked me about committees here so—

AP: Getting back to some of these books that he had started. It looks like he had started an autobiography

PD: That's about Mother. Then just this thing called *The Book*, just all of his ideas about...do you understand what I mean? (Laughs)

AP: Just kind of a collection of—

PD: It was just called *The Book*. He was going to talk about whatever came into his mind.

AP: Then an anthology on war.

PD: Yeah, he had always been very interested in war—war and peace. Actually, his PhD dissertation was on the Renaissance idea of war. He has lots of World War I books in there. He was against war! (Laughs) Yes, this might be....I was just going to mention about how he was preparing that program, socialism being one of the things he was interested in. That's when he died.

AP: November 23, 1976.

PD: The program was to be that evening at KUFM. He had been working, working, working. He was going to be the moderator, but he'd also organized it. He went over to the university and was climbing up there to the KUFM studios, which were on top of the journalism building and just dropped dead.

AP: Heart attack?

PD: Yeah. He was 83. They went ahead and gave the program in the spring.

AP: In his honor?

PD: Yeah, later that spring. The Memorial Lecture Fund that—

AP: The memorial lecture given at his funeral?

PD: No, it's a fund—

AP: Memorial fund. Excuse me.

PD: —that's been set up. They give lectures more or less every year. You asked me about memories (?) of the university, but I don't know if you asked me on the...Did I mention the journals?

AP: Worked on a committee with H.G. Merriam, wrote drafts of many chapters, yes. That wasn't on tape. That was before we had started the tape. You were telling about how your father had begun the history.

PD: And I told you about the journals.

AP: Mike Mansfield was a friend and colleague? Had Ann as a student?

PD: Ann Mansfield was...before she married Mike, she had been a student of my father.

AP: Okay.

PD: He never had Mike. Mike came to teach, not to...he didn't know him as a student. I was going to talk about, if you want me to, he wrote to the newspapers all the time—letters and columns (unintelligible). Just to give you an idea. (Laughs)

AP: One hundred thirty-three.

PD: I think my mother, actually, sometimes used to think, why doesn't he just relax a little bit? If he wasn't so busy writing letters, he wouldn't have to stay up to midnight doing his lecture preparation. (Laughs)

AP: According to this, just for the tape record, let me read this, Patricia, just that he had written 133 columns and letters in the—

PD: I don't know why, after I finally got them all sorted and into their folders and into that box, I just thought, my gosh, I'm going to count those! There may have been more for all I know, but that's how many found their way into my box. (Laughs)

AP: One hundred fifty in the *Missoulian*, and then 210 in the *People's Voice*. What is that?

PD: That no longer exists. I don't know if you'd call it a radical newspaper, but a liberal newspaper, run by a former student named Harry Billings and his wife. Where was it? It was out in some little town. Anyway, it was sympathetic to his ideas.

AP: Those were projects that he had worked on?

PD: I don't know. I don't know what to call it.

AP: Or that you had found?

PD: I didn't know what to call it. It was just a general topic that these were some of the things that were taking his time. This was after he retired. He and Lucile Speer and Ed Marvin started to write a history on the labor union, on the teachers' union. They're all three dead now.

AP: I know there is an interview on file with Lucile Speer. I bet that transcript—

PD: That was kind of like the university history thing. They were each responsible for writing chapters. They would get together and have meetings and...I told you about the speeches.

AP: This is the speech to striking UM students in May 1970: "Anybody," this is a quote, "Anybody who isn't getting an education this week, doesn't quite understand what education is." This was a speech to the Montana Forum in March of '66. He cited religion, sex, and politics as the cause of most campus problems. Here's a quote, "The thing needed most is a great deal of criticism, very little censor, and no censorship."

PD: It doesn't matter. I was going to go through this later. I was just trying to organize my thoughts. I told you about his study, and told about the teaching and the early years.

AP: The offices and classrooms of the English Department were on the top floors of the library, which is now the Social Science Building. Then the English Department moved to the new quarters in the Liberal Arts Building in January 1954.

PD: I don't know...this is from some kind of paper he wrote about traditions. It's too long to go into and I don't even know where it is now. I'll have to get it out. He was being kind of philosophical about the whole idea about traditions. It was a nice piece. Traditions of thought and traditions of teaching, but also specific concrete traditions, and then actually making lists of the ones that had disappeared, such as "Varsity Vaudeville," and May Fete. I can remember that. That was the one I loved. To go over there—

AP: Would you expand upon these because this is something for the centennial that I would really like to find out more about? I know in particular the May Fete is something we're wanting to re-bring about for the centennial year.

PD: There were some little temporary buildings that are no longer there they put up after World War I to take care of all the students. That's where the Theatre Department held court and that's where these Varsity Vaudeville were.

AP: What was Varsity Vaudeville?

PD: It was a little vaudeville show that the students wrote themselves and put on. All very funny. My parents would let me go, but I was really too young to understand what it was all about. For instance, I remember, I was really excited because my mother said, "Now, the next number is 'Three Nights in a Bar Room,'" and I thought, being the age I was, it was K-n-i-g-h-t-s. It was like King Arthur's knights. (Laughs) Of course, you can imagine, it was more like Frankie and Johnny. Anyway, it was just a bunch of fun nonsense.

AP: Just the theater—

PD: Yeah. The May Fete was in May, and they gave it up finally because it was just the weather was often too dismal and cold in May. I can still remember going over there and seeing these beautiful girls in their long pastel gowns around the big May Pole with the colored ribbons coming down. Each princess would hold on to one of these ribbons. They'd go circle around and one was crowned queen. I was enchanted. (Laughs)

AP: I bet. Did they have that in the Oval?

PD: In the Oval; right on the Oval was the May Pole.

AP: I've seen pictures of the ceremony.

PD: Another thing that I loved to go to was the Singing on the Steps. I knew all the words, all the songs. (Laughs)

AP: What kind of songs did they sing?

PD: Things like "Montana, My Montana," for instance, which they're still singing. The Lantern Parade, do they still have that?

AP: I don't know. I'm not sure what that is. I know I've read references.

PD: They had paper lanterns and the seniors, in their caps and gowns, would slowly walk around the Oval, which was...you could drive around it in those days, but I mean they would walk around with these lanterns, singing the school song. It was terrific. (Laughs)

AP: I bet. Then the tug of war: that was between the freshman and sophomores?

PD: He made a note of that, the tug of war, and I can't remember whether I remember it or not. I think I can, but I don't remember now whether it was between...There was always this terrific rivalry, as there still is, between the foresters and the barristers. Maybe it was they. Maybe it was between the classes. I just don't know.

AP: I think, with what I've read, that there was a rivalry between a freshman and sophomore classes.

PD: Could be. I just don't know. Anyway, he made this list and the tug of war was on it—

AP: The chaperones? What would that be?

PD: I just remember all the faculty for all the student parties and dances and so on had to have faculty chaperones. I can remember my parents groaning and having to go to these things. They hated it. I just don't think they do that anymore. (Laughs)

AP: I don't think so either. Those are great. You said he had written an article on this?

PD: Somewhere.

AP: On traditions?

PD: Yeah, there's an article.

AP: If you ever come across that, I'd be interested in seeing that because some of those things I'd love to do for the centennial year as part of the events.

PD: I also looked for a folder that I thought I remembered called "Ideas for the Bicentennial." I thought that might have...but I couldn't find the folder at all. So I don't know whether I...You understand that I already gave the university piles and piles of things, so maybe it was in there.

AP: Maybe I can check that out sometime.

PD: This was just a note of how he was having been a faculty advisor for this magazine, which didn't last for very long. He probably—

AP: (unintelligible)

PD: The *Frontier and Midland* that H.G. Merriam was the editor of, but this was another thing.

AP: That was a student literary magazine from October [19]28 to March 1930.

PD: (unintelligible)

AP: Let me look at my list of questions. We already discussed the Simmons presidency. One of the general questions that I put down was any of the controversies that you recall.

[Break in audio]

AP: —you made that comment.

PD: I can remember one personal unhappiness about the Simmons controversy. As a family, we had liked their family very much when they first came to town. They had two boys about the age of my brother and they became such close friends. Mrs. Simmons was a charming lady, who didn't deserve for this to happen to her. Then we became estranged. Some people weren't speaking to other people and it was just too bad. That's all.

AP: Okay. I know later on, McFarland—

[Break in audio]

AP: —certainly you can gauge what you want to say about that.

PD: I was even farther removed from that because I'm not sure if I was even living here at the time, but my parents would come to visit me and write about it. I just knew they were profoundly unhappy about the whole situation. There again, they liked Mrs. McFarland so much. She was so nice. They lived right down here at the end of the block. That was the president's house then—a little house at the other end of the block.

It was just heartbreaking to see friendships that had lasted for years on campus, and suddenly just...I'm not saying this right. Friendships were ended because of this. People felt so strongly one way or the other on this McFarland issue. Some people who had been good friends and colleagues for 40 years. That was the end.

AP: Pretty much the issue was the fact that there was a faction between...There were some people that were supportive of McFarland's style and his administration, and there were some that were not. The faculty was split. At least that's what I've come to understand.

PD: The faculty was split and the students were split. One of the students that my father had been most fond of—they're still fond of each other—Bill Smurr, who was one of the—my father

always felt—was one of the most outstanding *Kaimin* editors. By the way, he's married to President Clapp's youngest daughter, and they live in California now. Anyway, Bill Smurr came out on the opposite side from my father, so it wasn't a question of black and white. It just did split everybody, students and faculty alike.

The townspeople had been quite involved, even more so in the Simmons thing. In those days, there were powerful interests downtown, who felt they should run the university, too. I'm not in position to make judgments about all this. I just remember it was unhappy.

AP: Rocky times.

Certainly, Patricia, you've already made mention of some of his contributions and his many accomplishments during his time here. [clock chimes]

PD: Oh! (Laughs)

AP: Beautiful clock, beautiful tone.

PD: (Laughs) Thank you.

AP: There might be some other accomplishments and contributions that come to mind that maybe you haven't made mention of that I'd like to give you the opportunity to expand upon a little more. Certainly his writings and his contributions to the *Missoulian* and the *Kaimin*, and the speeches—

PD: He loved to...can you turn this off?

AP: Sure, certainly.

[Break in audio]

PD: Way back in April 1960, Don Weston interviewed my father for KGB0. It was at the time that my father was being honored for his 40 years of teaching at the university. Mr. Weston asked him to talk a little about...to reminisce a bit about what stands out at this time. My father said that it was sort of surprising to realize that here it had been 40 years that had passed.

"I think," he said on this interview, "I still meet the same students that I met here when I came 40 years ago. There are a good many more of them now. There are moments when I feel like remarking or remembering how students were different perhaps or more eager or something, but I think, in my better moments, I realize there isn't much good judgment in that kind of a feeling. They seem to me to be the same young people that I've known through the years. I think I see no essential differences in them.

"Perhaps they're a little busier outside of college than they used to be. They get away home in their cars more easily and a little earlier on the weekends. I think they may read as much, but they read off in other directions. There are a good many more disciplines for study now on campus, of course, than there were in years past. So far as their genuine ability, their interest in life, their attitudes toward us and toward themselves, I think I see no difference. That may be that I became set in my outlook a good many years ago, but it's been the same happy up and down experience: sometimes seeming impossible to perform; other times, full of great new light and as much fun now and as difficult, I think, as it's ever been." That's just one quotation from the interview.

AP: He's very articulate.

PD: Yes, he was. He really was. He could speak and write.

AP: He just seemed to be able to capsule the essence of what he was trying to communicate.

PD: I have a clipping of another interview that he did years later. This one was April '74. This one was with somebody named Charles Johnson. In that one, I don't know, it's so long I hardly feel I can summarize it, but just to give you an idea, they covered a lot. It was a lengthy interview and they discussed the university and the community and it was tape recorded.

One of the things, for instance, they talked about was the changing university and its problems. My father raised the point, which I think I raised before—I'll just quote him, "I guess the thing I'm mainly mindful of is the fortunes of the faculty, which naturally seems to me to be the heart of the university, at least the heart that keeps on beating and struggling. Students come and that's a kind of a stream, but the faculty is here. To some people, it's a kind of a radical notion because really you don't have a full-fledged university until you get the parts all consolidated, drawn together. I would say that is the major problem at our university now: we've got the faculty, we've got the administration, we've got the students, and all of them are centers of authority and they're not working very happily together." This was in 1974.

"You've got to have a lot of friction inevitably," he went on, "but I think the very friction that is showing in all these areas is a very promising thing. It shows that everybody's mind is really working on what they think is the important thing for the university."

He also talked about relations between UM and Missoula. He talked about the faculty speaking out on issues. He felt that they are beginning to speak out more. He talked about faculty salaries. He felt that we shouldn't worry so much if people, if faculty say, "I'm going to go someplace else and make more money. I just can't live on what I get here." But he felt, or he said, that they, "People won't all flock away if they like the institution. If they don't like the institution, let them go. Affection will keep a fine core of people if the other people want to leave." He certainly did. (Laughs) He taught 42 years here.

He talked about the students and their opinions. He felt there was apathy on the campus at the time he spoke. He talked about athletics at UM, which has always been one of the things that brought people together, but there's also been a lot of argument about how much emphasis to put on it and how much to spend on it. At the end of that he said, "Now that's the problem." I'm just trying to see, what was he talking about? People worrying that the community will shrivel up and students will stop coming here if there isn't a good team. "Now that's the biggest problem," he said, "to get back to my favorite idea. That is, problems of that magnitude are not going to be solved unless it's...until it's not the president's job to be wise and lonely trying to do things. He needs to be a man who can gather the strength of the institution; that is, the mind and the spirit of the faculty."

AP: Very insightful. What are some of the other pieces that you have there? Just articles?

PD: No, I really...these were just things I just quoted from before. I guess I don't have anything else. Well, I have boxes and boxes of things, but these were some of his notes from the history of the university and some of the wonderful things that were said about him at the memorial service for him when he died—after he died—by his friends and colleagues.

AP: What do you feel he taught you or passed on to you?

PD: That's funny. I never thought about that. (Laughs) I just admire him so much. I don't know what he passed on to me. You have to give me time to think about that. Just someone to emulate. Just by being the person he was, I just felt such love and admiration for him. I was fortunate to have such a father.

[End of Interview]