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Interviewee: Richard Solberg

Interviewer: Annie Pontrelli

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Annie Pontrelli: This is Annie Pontrelli interviewing Dr. Richard Solberg on October 16, 1991. Dick, why don't you start out by just telling me the years you were at the University and what capacity and we'll just kind of lead on from there.

Richard Solberg: Well, let's see, I was a student in 1950. Nineteen fifty to fifty-four as a student and graduated in 1954. I came from a western Washington town named Aberdeen. The reason I came to the University of Montana was, well my father decided to get away from the wet weather of Aberdeen and took a tour around the Northwest and found a job delivering donuts in Missoula. There was a University here and that was convenient because I could live at home and go to the University; and it had and has a good program in forestry which I was interested in at the time. So I enrolled as a forestry major. In those days the only thing that foresters did was cut trees down and I was more interested in growing them, so I switched to botany. I went on to graduate school in Pullman Washington and for a master's degree and then went to UCLA for an additional five years for my PhD.

Finally I wedged my way back to Missoula as a faculty member. I came back in 1961, and was so anxious to get back, that every six months I would write to the chairman of the Botany Department saying that it was just a matter of time until I came back. It took me seven years to get back. When I did come back, I was on a three-month research grant position not knowing what was going to happen after the first three months were over. But, a professor was on leave in Pakistan, and developed hepatitis and died, and they asked me to fill in his position, so I did. Then somebody else went off to Massachusetts and they asked me to fill in his position, and then the former director of biological station moved to Arizona, so they asked me to direct the biological station which I did. Then the Dean of the College of Arts and Sciences needed help, so he asked me to be Associate Dean, which I did. Then they recruited me to be Dean of College of Arts and Sciences, which I did, when he left for a position in Idaho. Then, Main Hall decided that the Academic Vice-President needed some help, so they asked me if I would do that, which I did. I retired in 1987.

AP: But you're back on campus now?

RS: Yes, my retirement contract has me coming back for a maximum of four months a year until I'm 62. So I'm back three months in the fall and one month in the spring to help out in the Provost Office. Back when I was an undergraduate in 1950 and there were just over 2,500 students on campus everybody lived in dormitories. I lived at home. As a matter of fact, my wife lived in this very dormitory, which is called Brantley now, but it used to be called North Hall. During the final week of 1954, she and I were on a picnic...Jane Seeley was her name at the time. We were on a spring picnic with a bunch of skiers and we decided to get married, so we eloped out of Brantley Hall (North Hall). We drove in the middle of the night up to St. Regis and got married and came

back the next day. All hell broke loose on campus because a couple of unmarried faculty members came with us to stand up at our wedding. A P.E. instructor (female) and a male friend of mine was a junior member of the forestry school. When we got back the next day the word got out very quickly. My wife was called in to the Dean of Women, and was told that as a married woman, she could no longer live even one more day. This of course made my new wife laugh because she didn't intend to do that anyway. Many, many years later when we came back as faculty members, we being a fairly young couple at the time on campus, we were sought out as chaperons for all of the fraternity and dormitory functions. The Dean of Women used to always attend social events as a chaperon. We would sit next to this Dean Maureen Clow at these chaperon events that we went to, and never once was there mention made that she threw my wife out of the dormitory for running off and getting married.

Anyway, what else have we got here?

AP: What are some more observations you have about the University?

RS: Well, the campus was clustered around the Oval. The only outlying buildings at the time were the old Chemistry, Pharmacy building and the Business Administration buildings—brand-new at the time. Those were the only buildings that were any distance at all from the Oval. The Liberal Arts building hadn't been built yet, and the athletic field was immediately behind Main Hall. Where the UC [University Center] is now was what was called the Women's Gym. It was the original University Gymnasium, and it was kind of a clap-trap wooden building. They had women's physical education classes in there. Behind the present forestry building there were two or three...two I guess, World War II buildings; originally officer's quarters or something. They were two-story, wood frame buildings. In the early 1960s the president of the University at the time was Bob Johns, certainly the most foul-mouthed president we've ever had, and he wanted to get rid of all the wooden structures on campus. One weekend he torched—he didn't do it—but he had the physical plant employees burn those two buildings. It got so hot, it cracked all of the windows on the east side of the Forestry building, so we had the added expense of re-glazing the entire Forestry building. He was a character.

Back to the 1950s there was still, in those days, the road around the Oval, so if you got here real early in the morning you could park on the road around the Oval. They subsequently disallowed parking on the Oval, but the road was still there. There was a huge parking lot in front of the Journalism building, and the road—Maurice I think—cut right where the Grizzly Circle is now. Isn't that Maurice? Yes, Maurice used to go right straight through, so you could drive onto campus and turn at what is now the Center for Continuing Education, swing in, and park in a big dirt parking lot right in front of the Journalism building. The present Continuing Education Center was where the Art Department was. It was a two person Art Department. Aden Arnold and young James Dew, the only faculty members at the time in the Art Department.

In what is now called the Botany building, it was originally named the Natural Science building, were the departments of Microbiology, Zoology, Botany, and Home Economics. They were all crowded into that one building, and yet, there were so few faculty members, they were relatively comfortable in those quarters. I can recall as a botany major, having classes of about two, three, and four students in each class. By the time I was a junior, I had a private desk and study corner in

the upper reaches of the building, all to myself, with a key to the door. Professor Joe Kramer was there at the time. Leroy Hardy. Sherman Priest was a new faculty member in...not in 1950. He came later, in fact, he and I were in graduate school over in Washington State together.

Anyway, I think the best thing about the University in those days, the early 1950s, was that it was small. It seems like you knew everybody on campus, there weren't many strangers. The fraternities were very strong and then they went downhill later in the 1960s and '70s, and now the fraternities are back to about the same strength that they were in 1950. I don't know what the numbers were, but just in terms of general activities.

In Missoula at the time, my goodness, there were no houses. My parents lived down on South Avenue, fairly close to what is now Sentinel High School. At that time it was an airfield. There were no houses south of South Avenue—that was the end of the city. There was nothing up on Farviews. There was one or two houses, there was a radio station building up there, a transmissions building of some sort, and that was about all. There were no houses there at all. There were no houses up Miller Creek. We could walk out of our back door and walk right straight up to what is now Farviews, up to the top of Stone Mountain without bumping into one fence or one house. There was nothing up the Rattlesnake except a couple of homes. There were no schools up there, it was rather nice. It was a very small community, I think, I would guess that maybe there were, the town maybe had 20,000 people at the most. But it was very, very, very small. There was nothing like the strip on 93. There was nothing out toward the Airport. In that direction, there was nothing. There was nothing developed in Hellgate Canyon.

AP: (unintelligible)

RS: Yes. The Merc [Missoula Mercantile]—they called it the Merc. There was an old bank where the present First National...I get the names of banks mixed up because they all use the same words. They just stir them around in different directions. But, I think it is the First National, across from the Wilma Theatre. That was an old, old bank which obviously [has] been replaced with a new one. The river used to have one channel that was right up against, literally up against the Wilma building. They've obviously filled all of that in and that is now Caras Park. The river had absolutely nothing on it. Well, you can still see it on Front Street, the river was sort of out the back door of town. Nobody paid any attention to the river, and the river was a place to sort of dump stuff. Whereas now the town is turning around and trying to face the river, which is kind of an interesting concept. Nobody gave a hoot about the river except a few fishermen. But in terms of the city, it was literally the back door. Why that ever happened, I don't know, but I guess it has happened in many, many towns where you built on the river for a variety of reasons: power, and also waste disposal, you could dump stuff into the river and it was somebody else's problem.

The "M" has always been there. Rivalry between U of M and MSU frequently flared up into things being done to our "M". It used to be stone, big stones. The Bobcats would occasionally come over a couple days early and rearrange the stones into various and sundry obscene gestures. So then it was finally cemented. Students did most of the work on that. Even after it was cemented the Bobcats would occasionally come over and paint it blue and gold—their colors.

During the reign of Bob Pantzer, just about 1968 or 1969 I think it was, somewhere along in

there, the Bobcats painted it blue and gold, and the student body—student officers—they were in a big uproar. I think it was a Friday morning before the game. They went crazy. About 50 students descended on President Pantzer's office early in the morning, and were shouting and demanded that he do something. I happened to be around at the time. He said, "What's the problem?"

Well, the students were yelling, "The Bobcats have painted our "M". What are you going to do about it?" I guess they wanted him to shoot the president of MSU.

So he said, "I didn't even notice it."

So the students said "Well, come out in the middle of the Oval and take a look. We're going to do something."

So, he said "Okay, okay." We walked out into the middle of the Oval and stood and looked and looked and didn't say a word. The students got quieter and quieter, and he kept looking. Finally he said "Well, I think it looks kind of nice." He so disarmed the students that they started laughing and giggling, discovering how ridiculous they were because he wasn't going to go up and repaint it. So they simply went and got a bunch of whitewash and walked up to the "M" and dumped a bunch of whitewash all over it, and everything was fine. Those were good days. As a matter of fact, Bob Pantzer is back in town. He moved back here. My wife and I drove him and his wife Anne in the homecoming parade. So we had a long chat and went over to his house afterwards and reminisced a lot. He was president during the days of the student protests against our involvements in Southeast Asia.

He was the perfect person for that because he never got excited or upset, he just kind of rolled with the punches. He allowed the students to protest. He was sympathetic with their viewpoints. He was not necessarily sympathetic with how they acted, but he was sympathetic with their viewpoints and he let them know that. He also let them know that the way that they were acting frequently was inappropriate. I can recall a bunch of students had a rally out on the Oval, a peace rally, and after the rally was over, a group of students weren't satisfied with the rally. They decided they were going to occupy the ROTC offices over in Schreiber Gymnasium. We had at that time what was called the Administrative Council, which was a whole bunch of administrators and deans. President Pantzer had a few, what he called "point people", to be able to jump and run if there were any problems. I happened to be one of them. He caught me by the sleeve—I was Dean of Arts and Sciences at the time—and he said "Dick, go over to the ROTC building and keep an eye on things and let me know, if things get out of hand, what I should do."

I went over, and the students were lying around and sitting and occupying the offices, while the ROTC personnel just left. They didn't want any part of it so they left. I went in to talk to them. Then, not because I was in there, but what they wanted to do was really occupy the building, so they locked all of the windows and all of the doors with me inside. So I said "I really think I ought to be going home now. I have a wife and children."

They said "No, you'll stay here. We're not going to let people in and out and in and out. So I stayed. I think I got home around four or five o'clock the next morning. They were fine, they were

fine. I just lost a lot of sleep. I don't know, it all came to naught.

AP: Why don't you tell me more about the administration?

RS: I was a student under Carl McFarland and he was not a very well-liked president. He was rather humorless. He was a superb lawyer, attorney, but he didn't have much in the way of a sense of humor. The student body was very much separate from the administrators in those days. I mean, they hardly knew who the administrators were. For instance, I couldn't to this day, unless I went to the records, I couldn't tell you who the vice-presidents and deans were in the early 1950s. That changed quite a bit in the Newburn days, which is when I was back on campus as a faculty member, because the faculty finally decided that if we were going to have a great university, the faculty needed to become more involved in the governments of the University. Certainly, the faculty from day one in the early 1900s on were involved and there were some very vocal people, but in terms of acting as a body, I think it really started in the 1960s. At least, that's my viewpoint.

Probably the most fun that I had as a faculty member was in the days of Bob Pantzer. It was because of Pantzer's personality. He would have faculty members and administrators over to his house for a good old time, and we'd all go out to dinner afterwards after having cocktails or something. He did this with some regularity. He invited many, many students into his house. He was a real member of the Missoula community too because he was a native Montanan. He had lived in other places in Montana, so he had a great deal of respect statewide. In those days, the presidents of universities went directly to the legislature. They personally appeared. There was no such thing as a Commissioner of Higher Education or a Board of Regents. It was sort of "mooshed" together with the high schools. It was kind of every man for himself. We were fortunate to have Bob Pantzer in those days because he could always...he always made a very good case for the legislature in terms of funding. In those days, if you got a little bit bigger, you got more money from the legislature. So as we were growing throughout the years, his pitch was always that we needed more dormitories, we needed more classrooms—any number of things—because we were in a growth mode. Now, we are growing again, more students than we've ever had, but because of "formula funding." What the legislature does to the formula, why, it doesn't necessarily mean we are keeping up with the cost of living index, or inflation, or anything else. Well, that's another story.

Another president who was particularly fun for me to work with, and that was fairly recently was Neil Bucklew. Somehow he got on the bad side of some parts of the faculty, and I think probably it was associated with his commitment to build the football stadium because many people thought that that was a fairly low priority item. He went ahead and did it, and it's a beautiful stadium, and everybody likes it. Not everybody. People in general, I think, like it. There was a large debt to be paid, but I think that's always the case when somebody goes ahead and does something and commits the debt to future generations of administrators [and] students. But, he was very, very enjoyable to work with. For instance, every morning at eight or eight-thirty...I forget which, everybody, every morning, all of his primary administrators would go into his office. I happened to be one of those. There would be about six or seven of us. He'd go around the table very quickly, and if we had something to say we might say it. It was usually in terms of what was the "hot" item for that day, or what problem did we see coming around the corner, or what

grand piece of news did we just get yesterday and hadn't reported to him yet. So that everybody knew what everybody else was doing, literally from day to day. We saved a lot of time, because we didn't have to do a sort of "catch up session" when we accidentally discovered that they were having problems or whatever. I thought that was very good. He had a wonderful sense of humor. It was an absolute joy to come to work in the morning, both with Pantzer and Bucklew. I'm not a particularly early riser, but there was never a day that I wasn't in my office later than seven-thirty in the morning. I looked forward to working with these people. It was very enjoyable.

AP: What were some of the rules, regulations, and social standards (unintelligible)?

RS: Oh, they were kind of amusing. Looking back, they were amusing. The girls had to be in their dormitories, I think, it was like ten o'clock on week-nights and maybe like 12 o'clock on week-ends or one o'clock if there was some special event, I don't remember exactly the exact hours. But I can remember bringing girls to the dormitories, including my wife—my girlfriend at the time...Anyway, bringing girls to the dormitories, and the front porches or porticoes or steps of the dormitories would be packed—

[End of Tape 1, Side A]

[Tape 1, Side B]

—hugging and kissing, saying goodnight. Those were the people who didn't have automobiles. If you had an automobile then there was a parking lot, another dirt parking lot, right in front of the main door of, say, Brantley Hall so the cars would be filled with couples kissing goodnight. Then they had house mothers, live-in house mothers, and the house mother would blink the front porch light on and off—click, click, click, click, click. That meant that she was about to open the door and let the crowd of girls go in, and she would then close the door and lock it. If your date didn't make it through the door, then she had to knock on the door, and she might be what they called "campused." If you were campused that meant that the house mother could determine that you were campused for three week nights or two week-ends. Depend how egregious your activity was, or how late you were. When my wife and I eloped, she had to check in before ten o'clock so that she didn't get in trouble. Then—I don't know how she did it, I don't think she ever explained it to me—she was able to fake her way by the house mother and sneak out after the locked-door situation. That's when we ran off and got married.

There's another funny part of that story. She was called in to the house mother's office—actually it was the house mother's two-room apartment—and was read the riot act the morning after we came back to campus. Then, when I retired, as I said earlier, my retirement contract has me coming back here for like three months in the fall. I couldn't find a place to stay. There weren't any apartments available, and I didn't want to pay too much money. I had heard that Brantley Hall was being changed from a dormitory into offices, but it was going to be empty for about four or five months. So I went to the director of student housing and asked if I could rent a room in Brantley Hall while it was empty. Well, he allowed as how that might be possible, all they'd have to do is give me a key. So, they said, "Well, there's one apartment in Brantley Hall, a two-room apartment."

I said "Well, gee, that sounds great!"

He said "It's on the first floor."

So, he showed it to me, and I said "Why is there...?" I had forgotten, you see, after all those years had passed. I said, "Why is there a two-room apartment on this floor?"

He said, "Well that's where the house mother used to live when this was a dormitory." So, lo and behold, here I am in Brantley Hall, in the house mother's apartment, all by myself. There's no one else in the building, which was pretty spooky in the middle of the night, with all of the creaks and groans that go on in the middle of the night. It was the very room in which my new wife was read the riot act for eloping and getting married, and this is 33 years later I'm sleeping in the room—mighty strange.

Oh, rules and regulations. Well, you certainly could not go to class barefoot, as some students now do when the weather is warm. The thought of girls wearing shorts on campus, except for physical education, was absolutely unthinkable. All men were required to take at least two years of ROTC, and I believe it was every Monday afternoon, the ROTC corps would march on the Oval. Gather and line up and take role and what-have-you and be reviewed. They used to have things

called, I think it was, "sponsor-corps." Women, girls, young women, girls—they had uniforms with skirts and the whole things, and they would get all dressed up and march with us cadets. We had an Air Force ROTC on campus at the time; that's what I was in. If you wanted to, you could sign up for an additional two years and complete four years of ROTC. Then you could be commissioned a second lieutenant in whatever Army or Air Force program you completed. ROTC had its own building and offices sort of behind Chemistry-Pharmacy, where it is now. Every Monday we had to dress in uniform, wear the uniform all day long and march in the afternoon besides taking classes. I can remember my assignment was to study Missoula and to design an anti-aircraft gun placement program in case Missoula was, theoretically, going to be bombed. I had to decide where the anti-aircraft guns were going to be placed at critical points in Missoula valley. I got an "A" for the effort.

AP: What are some of the things that you remember best about (unintelligible)?

RS: My high school biology teacher for sure is one of the very few high school teachers I even remember. At the university, people like Reuben Diettert, who just turned 90 recently, and Joe Kramer—everyone used to call him "Smokey Joe". I believe he came from Lithuania or Estonia, I'm not really sure. He was a small, balding, kind of what I call a "wized up" character—great big, bushy, black mustache, and an accent—thick accent. Nobody knows where the nickname "Smokey Joe" ever came from. The forestry students just loved him; they just adopted "Smokey Joe". Anyway, he was in the Botany department, and he made a real impression on me because he was by far the best read person I had ever met. I'm a terrible reader, and he read everything. He knew more about national affairs than anybody in Washington D.C.

I was impressed by Gordon Castle. Gordon Castle was a zoology professor and former director of the biological station; he directed the station just before I did. He was a magnificent lecturer and I can always remember that he used colored chalk almost like an artist. He was one of the few people that I've ever seen who could draw a huge circle on the blackboard. If you would go up and measure the circle, it might be three feet across, there wouldn't be more than a quarter inch of error in the diameter of the circle. It was just fantastic! He could also draw on the blackboard with two hands at the same time. He was such a clear lecturer that there was no mistaking what you were supposed to learn.

Lud Browman was a very, very hard-nosed zoology professor. I took genetics from him. He was very tough but very fair. When I came back to the faculty he kind of smiled, especially when he was on the selection committee when I was a candidate to become the dean of the college; I would then become, you see, his boss. I had been a student, and he reminded me that I had only received a "B" grade in his genetics course, and he wasn't quite sure that I was qualified to be Dean of Arts and Sciences. He also allowed as how I didn't appear to be old enough to occupy the chair of dean position, the position of Dean. My retort was, "All right Professor Browman, I accept that. What I want you to do, I'll go back to my office, and I will sit there. When the time comes where I have reached the appropriate age, you be sure and let me know, because then I will re-apply for the position, because apparently, age is your only concern. You haven't brought up anything else that might disqualify me for being dean." He smiled. Yes, he just smiled.

AP: —your philosophy and approach (unintelligible)

RS: I think my primary concern as soon as I became administrator...It's interesting. If you are a very, very good teacher, people automatically think that you are a good administrator. Nobody gets trained as an administrator. You're sort of trained as a teacher and researcher. I turned out to be, by accident, not by design, a very, very good classroom teacher. I can remember being voted one of the top dozen on campus way back when. But when I became an administrator, because I was a good teacher, my primary concern was always figuring out to have the best faculty members possible and how to provide them with whatever they needed to do the best job they could whether it was research or classroom teaching, or whatever their specialty was. By doing that, I always felt that I was, in turn, then doing the best job possible for students.

The worth of the university rests not in its buildings and certainly not in its administrators themselves, but rather, in the quality of the faculty. The quality of the faculty determines what happens to the students. And, good faculty members will be—or excellent faculty members will be—excellent teachers. They will also be excellent researchers, if they are given the resources to do a good job of both. I think that the record shows that this has always been primarily a teaching institution. There are other institutions that are actually primarily research, Cal-Tech, MIT, all those other places. But we've built our reputation primarily on teaching. For instance, our record of our production of Rhodes Scholars is primarily a teaching function. Now, in this day and age we are also becoming a research institution, not to the detriment of teaching. It is very, very difficult to maintain research efforts because research is relatively expensive; not only because of equipment but because you need to give teachers a reasonable load in order to accomplish the research. This is difficult for the public to understand.

But, back to my sort of philosophy, or way that I operated. I was primarily concerned with having the absolute best faculty that we could afford. And, fortunately, because of where the University of Montana is, even with our low budgets we've been able to attract superb, in general, superb faculty members. I think (unintelligible) chose that, and I think the students who have graduated will attest to that...not 100 percent of the time, but that's like any population of people. You're going to have very, very good ones and an occasional bad one. Just like students are very, very good as well as very, very bad.

I keep likening a university campus to a community. We've got 10,500 students, and another 2,000 employees; well, that in itself is a relatively large community, and in any community, you're going to have extremes in all directions. I think that, regardless of what you read in the newspapers, the students in the university today, on average are better than the students that were in the university when I was, back in 1950. Well, I think students are much more goal oriented now. They have a multitude of reasons for being at the university. In the 1950s it seemed more like the elite students went to the university. The kind of upper-crust, the top-notch students, the rich families, that sort of thing would go to universities. That certainly didn't apply to specifically to Montana, but in those days, because there was open admissions anyone who wanted to could go to the university.

These days, I think students are a little more mentally mature. They are more aware of what's going on in the world and society. They are, when I say goal-oriented, I don't mean that they know what job they want to be involved with to make a living but rather, they may be goal

oriented from the standpoint of simply wanting to gain a solid liberal arts education in order to be an educated member of the citizenry. That kind of, sort of non-specific goal orientation. That's what I mean by the students being better. I don't know if they are intellectually superior to students in 1950, I just think that they are mentally better oriented.

AP: (unintelligible)

RS: Well, I received the last...The National Science Foundation used to have a program in the 1960s and earlier where they would build buildings for science purposes. I thought that the Biological Station needed a new building, and so I applied for a construction grant, and received the last construction grant from the National Science Foundation. Built what is now called the Elrod Laboratory at Yellow Bay. In those days the biological station consisted of a whole bunch of small cabins, which are still there for students; an old brick two-story building that Martin J. Elrod had built back in the early 1900s and was just about ready to fall down; and some old WWII surplus barracks buildings. Well, if you've been up there now, you'd recognize that it's a full-blown research laboratory with resident faculty members and researchers and state-of-the-art equipment.

I really feel that the construction of the Elrod Laboratory, well, it was the first building that was winterized. From the turn of the century it was primarily a summer activity up there, and the Elrod Laboratory allowed people to be there during the winter. It was kind of the thing that started what has now culminated in our excellent biological station, which is now the oldest fresh-water biological station in the United States. That's kind of interesting because when I became director, Morton J. Elrod's daughter was still alive. She lived over on the corner of 6th and Gerald, I believe it was. Fifth or Sixth, I forget which one. Anyway, she became interested in me because I was the new director, so she kind of adopted me and my family. Our oldest daughter, older daughter, oldest child was starting to play the piano at a very early age. In fact, as it turns out, she was the piano student who studied the longest with George Hummel, Professor Hummel from the music department. Anyway, this was when she was five or six years old.

Professor Elrod was the first biologist on campus when there were four faculty members and the entire university was then in Main Hall. He brought out from Ohio, when he came with his family, a piano, an 1864 Steinway piano. It was one of these where the strings run back and forth, left to right in front of you. A magnificent thing. He died in 1954. His daughter, having adopted us, insisted that we have the piano when she had to move of the family home and into a smaller apartment where she didn't have any room for furniture. So, she said she would sell it to us. Well, we didn't have any money at the time, so she kept lowering the price week by week by week until it was almost embarrassing to even talk about it. We finally bought the piano from her for 500 dollars—an 1864 Steinway. We traced it back to the Steinway Company and they said, "Sure we know that piano"—it had a serial number on it. "We have the records on it." It was made in 1864 and it was marketed in Canton, Ohio and that's where Morton J. Elrod came from. So we became the second owner.

The piano, we kept it for years and years and our daughter played on it, and we donated it to the university. It is now housed over in Butte, in the Art Chateau, which has a lot of museum pieces and University of Montana owned furniture. It sits there with a brass plaque that says, "Given to

the University by Dick and Jane Solberg." I think that we had it evaluated for insurance purposes at one time, and they said that it was priceless and if we wanted to sell it we could ask any price. The problem is that we wouldn't be able to find a buyer, because there would only be certain people that would want that piano. If we found them they'd pay anything for it. I think it was an insurance company that valued it at 5,000 dollars, for what that's worth, you know.

AP: Could you talk about some of your accomplishments; you actually started out but—

RS: Oh, well, the accomplishments. Well, besides the Biological Station, I guess that would be my favorite. Another kind of fun thing I did which was, I guess, an accomplishment, was the Ford Foundation used to have a grant program called the Venture Fund. I had applied when I was Dean of Arts and Sciences, and didn't get it. The present president of Boston University, John Silber, who has made a name for himself nationally now, used to be a dean at Texas. He got fired. When he was fired, he had just received a Venture Fund Grant. So, he sent the check back to the Ford Foundation. I heard about this through the grapevine. So, I picked up the phone and called the Ford Foundation and said, "Hey, I know that you got money back from Dean Silber, and why don't you just take my proposal out again and see if it's worth anything?"

Two days later they called and said, "Yep, the money is yours." So they sent me 100,000 dollars, which, in the 1960s, was quite a piece of change. The money was to be used innovatively by the dean, and solely by the dean, with complete discretion to spend it any way I wanted to. The old geology building was being vacated, it doesn't even exist anymore. It was right next to Main Hall. It was called Science Hall originally. I got my hands on that building and had the name changed to the Venture Center. We did everything from soup to nuts in there, in the way of experimenting with educational programs—student research. Kind of a "cluster college" concept where a bunch of professors would take some students and teach them all year long, and student offices, and all sorts of experiments. That was a nice accomplishment.

I also did some things like go to India, down in the southern tip of India, and teach for a summer. I got a travel grant to go to Warsaw, Poland for a scientific meeting. Then, in the days of Neil Bucklew, he decided the university should become internationalized, and he gave me the responsibility of becoming the first Director of International Programs. So, I went off to Japan and New Zealand and Malaysia, and a number of different places, establishing these exchange programs, which are now very, very active. I can recall doing some long-range planning years back when I was director. I picked a number out of the air and said, "We're going to have 400 international students on campus. That's our goal."

Bucklew said, "Why did you pick the number 400?"

I said, "Well, I don't know, I had to pick a number, so I picked 400."

He said, "Okay, 400." This fall we have 417 international students.

[Tape 2, Side A]

AP: If you had the chance to go back in time, what would you do?

RS: That's a hard one. I guess I would want to relive the biological station experience. I'd want to do it differently. Well, I would want to push harder. I wish that I would have pushed harder on the making it year-round operation. That would have taken resources that simply were not available in those days. Nevertheless, I would want to relive that experience. I would certainly want to relive being a student again. I would not want to relive going to UCLA. We had a good time, we were young, but come commencement day I was simply a number. I mean I just literally just stood up and received a blessing over my head, like from somebody way the hell up on the stage. He didn't know me and he just waved his wand, sort of like the Pope. But, anyway, I think probably the biological station.

Another chunk of time that I would really like to relive is the protest days of the early '70s. Those were very exciting times. There were debates, arguments, rallies, protest marches. Everybody had an opinion on everything, and it was a very, kind of, every day the air was just kind of electric. From one hour to the next, you knew that something was going to go off like a firecracker. I'd really relive that, immediately.

AP: (unintelligible)

RS: Yeah, I guess the general advice I would give is that students especially should work harder in any course they take than instead of doing what is necessary to get a respectable or excellent grade in the course. They should spend more time studying things that aren't required. I think that would be my advice to students. State that question again, can you?

AP: What advice would you give to teachers? (unintelligible)

RS: This is setting research aside—my advice to university professors is to spend more time, or at least some time, sitting in courses that other professors are giving. Not in order to necessarily broaden their own education, but which is admirable, but to pick up hints on what good teaching is. You can do this almost accidentally by simply attending other professors' lectures, and all of a sudden you will realize that what one does on the blackboard is critical. Or, how loud one speaks is important. How one dresses as a professor, to a certain degree, is important. Those kinds of things. You see, graduate students, when they receive their Ph.D. and when we hire them, that doesn't necessarily mean that they have had any training whatsoever in classroom teaching. Chances are that, at best, they have been a laboratory assistant or a discussion section leader or something like this. We throw them in the classroom assuming, for some reason, that because they have a doctorate, that makes them a good teacher. Well, that ain't so. I think there should be more attention paid by colleagues and by the teachers themselves in terms of improving their own classroom teaching. I'm not saying that we should have courses on how to teach. All I'm saying is that you can gain a great deal of teaching expertise by dealing with your colleagues in the classroom situation.

[End of Interview]