

INTERVIEW WITH FRANK BOPE

MARCH 1, 2002

Q. This is Hazel Benson. The date is March 1, 2002. And we're recording in the home of Dr. Frank Bope, in Columbus, Ohio. Dr. Bope, let me ask you a few preliminary questions. You're a native of Ohio, that's right? You were born in Ohio.

A. Yes. Born in Thornville, Ohio in Perry County. It's about 40 miles east of here. And lived on a farm almost all of my early life, up through high school at least.

Q. And I understand that you were one of twins.

A. Yes. I have a twin brother, Charles. We went through high school together and the College of Pharmacy together. But later I went into graduate work in Pharmacy at the University of Minnesota and he started at the University of Wisconsin. I was going to come back to this maybe later. And we were interrupted by World War II. Then I returned out there and got my Ph.D. degree at the University of Minnesota. But I'll come over that again. And Charles went into medical school at O.S.U. after World War II.

Q. You were identical twins, is that right?

A. Yes.

Q. And did you employ the usual techniques of confusing everybody all the way through school.

A. We never tried to. I did have a little mole up on my forehead that he didn't have. And that identified us.

Q. So you didn't do that. Okay. Now when you were growing up, we got into the period of the depression. Did that affect your family?

A. Yes. They were very difficult days. Of course, on the farm you had food. But you didn't have much money. And when we were ready to go to college, in 1936, about in the middle of the depression, there wasn't money to finance medical school, which we had originally thought of. So we went into pharmacy because of the shorter program and the smaller cost. And we both went into the College of Pharmacy after talking to Dean Dye one day on a visit to the college. So we started in the fall of '37. We could have started in the fall of '36, but we didn't have the money. So we both stayed out of school for a year and tried to earn some money to be able to start. So that delayed us one year. We started at Ohio State. Dean Dye was the dean of the college at that time. There had only been one dean prior to him and that was Dean Kauffman, who was the first dean. I think I've got the dates. He was dean 1895 to 1915. George Beecher Kauffman. He was followed by Claire A. Dye, 1915-1939. So you see, we started in '37, and we had Dean Dye for two years. And then Bernard V. Christensen came in 1939. And we had him our last two years in the college. And he was Dean until 1955.

Q. Now had you worked in a pharmacy during your teen years?

A. No, neither one of us had. Of course we had a pharmacy in our home town. And that was close to medicine. We were interested in any field close to medicine at least. But we had not had any previous experience in pharmacy.

Q. And when you were going through school did you work in a pharmacy, a community pharmacy?

A. No.

Q. Was that part of the program at that time?

A. No, it wasn't. You didn't have to have an apprenticeship in those days. But we had to work to earn some money to stay in school. We both worked three hours a day every day as waiters in a restaurant. The Scarlet and Gray Restaurant on Highland Street between West Ninth and West Tenth Avenue. We worked three hours a day for three meals. We had no food expense. But you were there weekends, you were there holidays. It was a job you had to be there. And also, we worked summers. We would go back home summers and I worked in a grocery store as a grocery clerk a whole year before we started college, and Charles did too. And in the summers we repeated whatever work we could get, which was usually back in the grocery store.

Q. Did you stay in a dormitory on campus?

A. No, we had a room, I think it was 84 West Ninth Avenue. The house is gone now. We had just one room for the two of us. There were three other roomers in the house. It was a big three story brick house. So we had that job and we also had student laboratory assistant part-time jobs. I think through Dean Joseph A. Park, who was the Dean of Men at that time, he helped us to get some aid there. That was just a part-time job. We filled the chemical bottles in the laboratories and cleaned up after our lab. But that and our summer work and working for our meals paid our expenses. Otherwise we couldn't have gone to college.

Q. Now you've mentioned Dean Dye as being influential in guiding you towards a career in pharmacy. Were there other teachers at that time that influenced you?

A. Not till after we started. He was the only one we knew when we went there to go to school. But Dean Christensen was very helpful. Imagine at the end of your sophomore year losing the dean of your college. The next year we lost the rest of the faculty. They either retired or left. So our senior year Dean Christensen had an entirely new faculty there. So we thought, "Hey, what's going on here?" But they were all good additions. Dr. Gisvold, Dr. Hiner, Dr. Guth all came as new faculty members under Dean Christensen. And he was influential in getting a recommendation into the College of Pharmacy at the University of Minnesota when I graduated, so I could have some financial help there. But also, Dr. Gisvold, who was here our senior year and taught our pharmaceutical chemistry courses, (analytical chemistry), helped me get accepted with some financial aid at Minnesota. Dr. Gisvold was originally from Minnesota. And he wanted to go back there. And he did go back the very next year as Head of the Department of Pharmaceutical Chemistry. But he helped, I'm pretty sure he helped me get in there. But I was surprised when I appeared at the College of Pharmacy there in 1941 and found out Dr. Gisvold was back there. Oh, I was happy about that! Because he was a good instructor, a good research man, just a very good, intelligent man. Dr. Darlington, I don't know if you know him or not, but he was a member of our class, mine and my brother's pharmacy class at Ohio State; he was a black student, and we didn't have many in those days, a great friend of mine. One of the best I would say. And he said one day, "Oh, I wish I could go to Minnesota and work under Dr. Gisvold. I would be willing to wash the glassware

and stuff in his sink when he's through working." That made me feel more happy about being out there with Dr. Gisvold.

Q. What was the year that you went to Minnesota?

A. In the fall of '41. I got my B.S. degree in the spring of '41. We took the state board exam and got that out of the way fortunately. Nobody knew the war was coming on. We got the approval for our assistantships. Charles went to Wisconsin and I went to Minnesota. And that was to start the autumn quarter as a graduate teaching assistant.

Q. And what was your experience as a graduate teaching assistant like?

A. Well, it only lasted a few weeks past one quarter. December 7 was Pearl Harbor. And we were drafted in February. We went into the Army February 23, 1942. And we were gone almost four years. We got out in January, 1946.

Q. And what was your military experience?

A. We went in as privates. I suppose maybe with the pharmacy background we were sent to the Medical Administrative Corps., Medical Replacement Training Center at Camp Barkeley, Texas. And went through basic training as a private. And at the end of that, we were selected to go to officer candidate school there. Of course, we had had ROTC at Ohio State and that helped too. And we graduated from the officer candidate school as second lieutenants. And at that time they were expanding the Army rapidly and needed officers for training. So we were kept there to train additional classes. The faculty of the officer training course. Charles taught in the chemical warfare department. I taught in logistics and I also taught as a platoon leader. And brought up platoons of people to be trained as

battalion aide station assistants. They were front line assistants in the medical area. And then, we went to Carlisle Barricks, Pennsylvania. They closed the school down in Abilene, Texas and shipped some of us to Carlisle Barricks, where they had another officer candidate school. And we took over there, same kind of work, although I was a company commander there instead of teaching in a logistics department. And then I thought it looked like we were getting ready for moving towards Japan, when the atomic bomb was dropped, and that was a quick end to it. It saved a lot of people. So we got discharged there. We were both discharged as captains. And we were both married then at that time. So we had to start figuring on where to go back to school. Charles decided not to go back to Wisconsin, so I won't bring him in anymore on this. He went back to Ohio State and got into medical school and became an M.D. and has been a family physician clear up to his retirement just a couple years ago. So I went back to Minnesota and there wasn't any graduate student assistantship available. They were all filled. But I got a position for some temporary aide by getting a graduate research assistant, to do research work for Dr. Gisvold. So I did several projects for him. And that gave a small amount of money. But then the G.I. Bill of Rights paid our tuition and paid for our books. Otherwise, I was able to make it with my wife working too.

Q. And then at what point did you come back to Ohio State?

A. Well, I got my Ph.D. at the end of the summer of 1948. And didn't have to go interview for a job. Dean Christensen needed somebody at Ohio State and he

knew from Dr. Gisvold what I had done out there. And just okayed me over the phone. And I was hired as an assistant professor, and started in the fall of 1948.

Q. And what courses were you teaching? What were your responsibilities?

A. My first course was in the biochemistry area. But it was in pharmacy. We had a course in biochemistry with a laboratory. So I took over that and I taught that all of my career there. Long time on that course. I really enjoyed that course. Also, I had some graduate students working under me. Several got masters degrees and I helped finish up some Ph.D. candidates, who had started under Dr. Harris. And Dr. Harris got called into service in the Korean War and was taken to Texas. He never got across to Korea, but somebody had to replace him. So that was essentially what I was doing there.

Q. How large was the faculty at that time?

A. Pretty small. Let's see. Dr. Guth, Dr. Nelson, Dr. Brown, Mr. Williams, and myself. And Dean Christensen. There were a couple of others. I can't recall their names. There were a couple of graduate assistants also and Dr. Tye. Do you remember him?

Q. No, he was a little bit before my time. I heard a lot about him.

A. And Dr. Beal started in graduate work there. And they were kept on the faculty then. And then Dr. Lapidus and Dr. Wittack. We had a lot of other people there. All younger faculty. Dr. Wolf. All pretty good instructors and people.

Q. Now World War II was a period when there was very rapid development in antibiotics, penicillin and all that kind of thing. Did you find that you had

catching up to do when you came out of service or had you kept pace with new developments?

A. No, there was quite a different array of pharmaceuticals at that time. So it's just a matter of you had to get brushed up on it yourself, at the library and wherever else, from visiting agents of the companies that produced products and publications.

Q. You've described the faculty. What were the physical facilities like?

A. That's kind of interesting, yes. Most people don't know that pharmacy started out with three lectures a week in the Department of Chemistry. There wasn't any College of Pharmacy in the real early days under Dean Kauffman. So just under the Department of Chemistry. And it grew in interest and had people applying for admission to that sort of study. It grew enough to expand into a one year, then a two year program. And I don't know just when it began to be called as a College of Pharmacy. But I think we were the first College of Pharmacy in the United States to require a minimum three year program. And not long after that, we went to a four year program. And again, I'm pretty sure history would report, if you could find this, (you'd have to go through college bulletins to find it I suppose); we were the first in the United States to require a four year program for the B.S. degree in pharmacy.

Q. When would that have been that it went to the four year program?

A. When I was still a student there it was a four year program. Now in 1948, the first year I was there as a teacher, that class that we took in that fall as beginning students in pharmacy were required to complete the five year program. But still,

for a bachelor of science degree in pharmacy, not the Pharm D. And so our enrollment then began to decrease because the other colleges of pharmacy could let you through in four years. So people went there, even whose parents had been students at our college, they sent them to another one that would get them through a year sooner. There was Cincinnati and Ohio Northern and Toledo. And for a while there was Case Western Reserve. And they dropped out because they didn't want to try to meet the new requirements. Too expensive. The others are all still accredited pharmacy colleges. But the American Association of Colleges of Pharmacy set the requirement that beginning in 1954, I think they set this in 1954, and said no class could start after 1960 without getting the five year degree. Well that was twelve years after we had offered the first five year program. We offered it starting in 1948. Then, when they all had to get on that program, our enrollment came back up. So, we gradually got into a building at 17th and Neil Avenue when we were a three year and a four year college. Incidentally, I think the old chemistry building that we started in with three lectures, burned down. I think the chemistry burned down twice, I'm not sure. That's in the university history. So we were in the 17th and Neil, which was a pretty nice new building really that we shared with the Department of Microbiology. But too small. Classrooms were small, laboratories were small. Do you remember where the library was?

Q. Yes.

A. It was in the basement. Our graduate program increased so greatly under Dean Parks that the little lab we had in the basement for them was not adequate and we

had an overflow into the old College of Veterinary Medicine right across the street from us on Neil Avenue. And we filled all those spaces and still needed more room. And that's when we got our new building down in the medical center. I think we moved down there, I'm not sure about this, but I think 1968. August, 1968 I think. And Dean Parks deserves the credit for getting that pushed through. Dr. Nelson worked as our representative on the building committee. He was our go-between. And we thought now this is all we're ever going to need. Not so. That new building and you know about it because you were librarian there for a while, has been renovated and enlarged at least three times since it was built. Maybe more than that, I don't know. And the library has moved over into a joint facility with microbiology. But we had a good library there, I think.

Q. I think so too. Now, at this time, did the college have the same divisions we're familiar with today?

A. Not quite the same. But you would recognize the titles if you went through. Pharmaceutics and Pharmacy Administration, Pharmacology, Pharmacognosy, Pharmaceutical Chemistry. But now they've added apprenticeships and counseling and a computer course, Anatomy and Physiology, Microbiology. Of course, some of those we took too when we were students. There is a very wide professional and clinical addition to the faculty. If you look through the college bulletin now if you could get ahold of one, there's a large adjunct faculty listed there. And they're all serving in some capacity for the practical training, either in pharmacies or clinics or hospitals, where a pharmacy is needed.

Q. Now as I understand it, there was the pharmaceutical survey back in the early 40's or late 40's.

A. I think it would have been the early 40's.

Q. Early 40's. And what was that exactly?

A. Oh, they were trying to improve the curriculum in every college of pharmacy. And you can only do that by establishing requirements.

Q. Through the American Pharmaceutical Association?

A. No, the survey was probably members of that. But Dr. Webster was on that from Illinois. I don't know who else was on that survey committee. But anyway, they were the ones that finally agreed on the five year program too. And then it was required by the American Association of College of Pharmacy and then the American Pharmaceutical Association later.

Q. So that was the impetus really behind the move to the five year?

A. And made the requirements stick, yes. A lot has been added since that. A lot of the clinical work, and consulting with patients on medications.

Q. Now you've said that when the shift was made to the five year program, there was a smaller number of students enrolled. Are there any other problems that the students encountered with the shift to five years?

A. Of course, it was more expensive for them. But more financial aid became available too. And there were more jobs as apprentice pharmacists because somebody had to provide those positions. But of course the programs expanded. They had to take more math. They had to have more chemistry and physics and professional courses, and the program was tougher.

- Q. Now when you were teaching, were you also engaged in research at the time?
- A. When we had time. I had so many other duties. I never really got started on a research project of my own there, other than I had some graduate students working on for their masters degree.
- Q. Now you were engaged in direct student assistance right from the very beginning, were you not?
- A. Yes. Mostly when I took the job as secretary of the college. Then I had to look about admissions and all those things associated with problems with students coming, starting students. I had to work out a system of advising. There was no way I could advise all of those students myself. Line up their programs and everything. So I got a list of the faculty with approval of the dean. He said, "Use the whole faculty. That's part of their duties here." I assigned a certain number of students to each faculty member and the difficult ones to myself, and I gave them a list of the students that would be under their direction. And I also took pictures of all of them and put them on a removable cardboard holder with their name underneath, so they could get to know these people. They could call on somebody in class and see his picture and see him in class. And then if somebody got dismissed, I could take the picture out of there and just leave an open space. When they graduated you could see how many had lost out in the class just by the vacancies or how many remained there. That's just one of the duties, assigning them and making sure each had a good advisor. Then I would not accept their schedule for the next quarter until they'd been in to see their advisor and he signed it.

Q. And how popular was this with the rest of the faculty?

A. Not too popular to begin with. But with the help of those pictures and so forth, I think they began to see the benefit of it. And I'm sure it benefited the students, if they bothered to go see them. And they had to go because I wouldn't take their schedules without it.

Q. Now how do you think students differ from the students we see today?

A. There was a difference right after the war. Everybody coming back was a little older, a little more determined to succeed, and sat right down to business, got to work. They were a devoted class, devoted to their school work. And I think that continued for years after that, because if you're going to go five years, that's pretty important. So they were a sincere group. We did have larger groups then too. We had quite a few women in the later classes, but there were several women in my class when I was a student. We had a good representation of minorities. So I don't think a great deal of difference existed in the students except they were better prepared. They came from better high school preparation too. More math and science oriented.

Q. What was the career path that they expected to follow?

A. Most of them at that time, say 1948, were considering having their own retail pharmacy at some time. And a lot of them did. And a lot of them had them for 30 years after that. Some of them are still working in those. But there was also an increase and demand for hospital pharmacists. And now, the insurance companies have handled these mail order prescriptions, there are a lot of retired pharmacists that have gone into that, at least for part-time work, because they've needed more

help. I think employment opportunities are still very good for pharmacy. It's a lot more clinical work and hospital work that requires pharmacy assistants.

Q. You served under three different deans. How would you say their administrative styles differed?

A. Dean Christensen would be the only one that I served under and was also a student under. And he was a very strict person. He had a set way of handling things. But not any difficulties. I never had any difficulty with him. Dean Parks gave greater emphasis on research and getting a research faculty. And he got those and good students too. So I would say he was responsible mostly for increasing the graduate program. When I was there in my senior year as a student, for example, there were only three graduate students in the pharmacy program. Schwarting and Ridolpho and Joe, I'll think of his name later (Joe Zapotocky). But there were just three. And then it began to increase after Dean Parks came here. We had to get a bigger building. Dean Soloway, I only worked for him about three or four years. But he was easy to work for. He was not quite as strict in his faculty meetings as Dean Parks was. It was all business when Dean Parks was in there. As secretary of the college, I was writing like mad trying to take notes because I had to write up all the minutes. And when Dean Soloway came, I was so swamped with work at that time, that I asked him, "Couldn't we get somebody that can do shorthand to come in and take the notes?" And he did. He had one of the secretaries in Mrs. Williams' office come in at the faculty meetings and take the notes. And then she'd type up the minutes for me and I would check those. And I had those all in bound sets too. And indexed. Now one of them is

in Ken Hales' office. He took my job eventually as secretary and assistant dean. I saw it in his office one day and I expect he was using it for examples. Because I'd have my letters in there that I sent to students, copies of those. And any executive committee action. Then I had a separate set of books on faculty meetings. And all those had separate minutes. And I had all those indexed and they were bound. I don't know where they are. I mentioned this to Dean Cassady. On two different occasions I mentioned it to him and he was not interested. He said, "What good are they?" So I decided I'm not going to mention it anymore. They don't want them.

Q. Under Dean Parks you mentioned that there was an increase in emphasis on research. Did that continue under Dean Soloway?

A. I think so. And even Dean Soloway himself was involved in research work.

Q. Has the organization of the college changed over the years? You've mentioned the difference in the divisions. Administratively has it changed?

A. Yes, it probably has. But I don't know that I can speak on that. Whether Bob Buerki could tell you about that or not, I don't know. But there is a change there. For example, Ken Hale could not do all the things I was doing. Did you know Mary Alice Schmidt, Mary Alice Bennett?

Q. Yes.

A. She was one of my advisees. And I understand she went to one of the conventions in California and mentioned me in her talk there as being influential as an advisor and faculty member to her. She told me, I saw her one day when I was down there at a committee meeting, I was on the Alumni Awards Committee,

and I saw her office there when we were right next door. And I stuck my head in the door and said hello to her and she's the one that says, "Dr. Bope, when you left, they had to replace you with three faculty members and five computers." It might have been the other way around, I'm not sure.

Q. That's a great compliment.

A. Anyway, Mary Alice can tell you. But she is exaggerating. But it had gotten to be that, I would bring home a briefcase full of work every night. And I would work upstairs at home til midnight. My wife would already be in bed. My first wife died in 1987 from cancer. So Mary and I were married in 1992. (She was my high school sweetheart.) Mary doesn't know about those long days of work I had.

Q. And this was work that you were to deal with your administration.

A. Yes, administrative work. Sometimes writing up the minutes and getting them ready for typing. Or writing letters to go to students about dismissal or putting them on probation or working out the next quarter's series of classes. Schedules and everything. If I didn't get that done here by midnight, then I'd have to do some of it at school. And I needed all my time there to take care of students as they came in.

Q. You mentioned Mary Alice. Are there other students whose names you can recall that can be memorable?

A. Oh yes. Nancy Bartlett. She lives I think in Denver, Colorado, and she has done a lot in Pharmacy. There was an article about her in one of the Script magazines, I think. Anyway, she was in this 1950 reunion class, 50 year reunion I mean. She was one of the 1948 students, which was the first year I came here. And I had

some of those in laboratory class. And I was impressed at that time. They were a good class. Her dad was a judge here in Ohio. Nancy Bartlett and Bob Hock and there's a whole group of them. Pharmacy store owners, etc. It's just hard to recall names. If I had time to think about it, I could name some others.

Q. Now you served on several college and several university committees. The one that caught my eye was the Committee to Study the Advisability of Separation of Laboratory from Lecture Courses. Do you remember that committee? What was that?

A. Was that a pharmacy committee?

Q. I think that was a pharmacy committee.

A. I don't think I was on that committee. But I remember that one of the questions was, should the lab course be tied right in with the lecture course. And I think their decision was to separate them. So there would be a course number for the lecture and a different course number for the lab. And different people could be handling those.

Q. Do you think that was a good idea?

A. They tried that on some of the courses too without labs. They wanted to mix pharmacology and medicinal chemistry in together. Pharmacology might teach first and then chemistry professor would come in the next week. While I was kind of opposed to that. But it got approved by the faculty curriculum committee. I wasn't on that. And unfortunately or maybe fortunately, a number of years later, they decided that wasn't working. In the first place, you can't have that many people responsible for a course. Someone person's got to be directly responsible.

So they didn't know who was going to make up the grade and how much. And finally I understand they just gave it up and gave separate courses back to the divisions. Now I may be wrong on some of those. Maybe they are still combined. And I don't believe I served on that committee.

Q. And there was also a committee to seek approval for the BSE in pharmacy by the American Association of University Women. Do you remember that one?

A. No, I don't.

Q. Well that sounded interesting.

A. Yes, but there was never any problem with that. We were offering that even back in the 30's.

Q. You were on the promotion and tenure committee for the College of Pharmacy, I believe, were you not?

A. No, I don't think so.

Q. How did the standards for promotion and tenure change over the years?

A. Well, that was pretty much up to the dean. I don't know. Of course, a lot of emphasis I think went on research too. But if it had all been on that, I would have never been promoted either probably.

Q. What about other committees, college committees that you served on?

A. Well, I was on one that was the executive committee of the graduate school. I enjoyed that. I represented or college on that. I think it was a three year term. I spent one summer quarter as an assistant to the dean of the graduate school. I had a summer off on the nine month program. We were on nine month contracts for a while. And I went over there to help him. And when he went on vacation,

actually I was the acting dean of the graduate school for two weeks. Fortunately nothing happened. There was one important committee there where we voted on whether the College of Optometry could offer the doctors degree.

Q. Which committee was that?

A. Vice President Heimberger. And medical school was represented there as opposed. Because they thought there should just be one captain of the team. And that should be the medical school. But after the interviews when people wanted to say something, we voted on it and we voted to approve it for the College of Optometry. So I felt good about that. I thought they deserved it. And there were other things important that Vice President Heimberger handled pretty well I thought. And he was a nice person to work for. And one I was on with Dean Mount or Vice President Mount as Chairman. That was before he was Dean of University College. It had something to do with either curriculum or admissions. I don't know what. But it was interesting service. It was a three year term too.

Q. What was the relationship between the college and the university at that time?

A. You mean whether it was good or poor?

Q. Yes.

A. Well, I thought it was very good. And Vice President Corbally was one of the vice presidents, maybe the number one vice president. I think there was a good group of assistants to the president. Dick Armitage was in charge of one of the committees. And I enjoyed working on those things.

Q. Now while you were at OSU I think there were four presidents of the University. Bevis, was he the first one. And Fawcett.

A. Actually when I was a student, Rightmeier. And then Bevis. And who did you say next?

Q. Fawcett would have been next.

A. Yes.

Q. And then Enarson. And then Jennings. I think Jennings was still there when you retired. What were their strengths as presidents, do you think? They were probably quite different.

A. I think so.

Q. What about Bevis? Do you remember much about him?

A. Yes. He was a pretty good president I thought. It's hard to compare some of them that you had no dealings with you know. But Bevis did a good job. I think the one just before, who was it? Fawcett was alright too. Yes. Enarson had his problems with medical school. But that came out alright, I think. And then Jennings. Of course, Jennings didn't stay too long. I think Jennings is more of a business man. Of course he's in the business college now somewhere, isn't he? I found no fault with the presidents.

Q. How about the provosts? You probably had more interaction with the provosts than with the presidents maybe. Was Diether Hainicke the one when you were there?

A. No.

Q. Miles Brand?

A. He was later.

Q. What about the provosts?

- A. I don't know if I can recall the names of the provosts.
- Q. Did you have interaction with them?
- A. Some. Not a great amount. The college secretaries always usually met for meetings. And I think they reported in some way to the provosts.
- Q. And you would have been serving in that role?
- A. Yes. I'd forgotten about the post of provost.
- Q. Do you have other items that you recall?
- A. Not too much. You asked about awards. Phi Delta Ki award was a plaque that was given to the Pharmacy freshmen at the end of the second quarter, whoever had the highest grade. And I got that my freshman year. And when we graduated as seniors, there were a number of award. One was the Merck award. You got the Merck index and the Merck manual (two books) as gifts from Merck & Co. I got one of those. And the Miriam R. Balshone Memorial Award for Distinguished Teaching. That was voted on by students. And I got that one year. And the College of Pharmacy Distinguished Alumni Award was granted to me in 1984, the year I retired. I can't think of any others.
- Q. You mentioned working with the Alumni Committee?
- A. Yes, the Alumni Relations Committee.
- Q. What sort of things have you done?
- A. Well we decided on honors awards there, primarily for graduate students. It was not the undergraduate that we voted on. And members of our committee and the chairman. I was just one member of the committee. Dr. Patil was chairman of that committee one year. And Dr. Visconti. Well I think they may have had a

new chairman each year. But that was about a three year term too. It dealt mostly with graduate students and their award things. I think I've got a copy here of one of those. They have the Legends of Pharmacy Scholarship Funds. And the Alumni listed as Legends of Pharmacy. Dr. Harris, Dr. Nelson, Dr. Tye, Dr. Darlington, and myself. Five people for the Legends of Pharmacy. And they have golf outings to raise money every year to go to these scholarship funds. Now when the fund gets up to \$25,000, then they will start using the interest from that for a scholarship each year. So they have Dr. Harris going and Dr. Nelson and Dr. Tye. That was a joint one, I think. And mine just got started last year. To reach the \$25,000 I guess. Who else is left? Dr. Darlington. His is finished also. And so they've gotten clear around to all of them. It's interesting to me but maybe not to anyone else. Almost that whole group are deceased. Dr. Nelson and I are the only two still living. Dr. Darlington was the black student in our class that I liked so well. And he was a great person really. I was glad to see him get that recognition.

Q. Looking back over your years, what are you most pleased to have done?

A. I think the most pleasing thing to me is to see the students who have graduated again. Many of them successful in their pharmacies. Many of them still in hospital pharmacy work. And just to know what good work they are doing. It's worth it just to run into one. I was sitting down in a restaurant with my wife the other day and some lady came in and sat down beside me and I looked at her and knew who it was. It was one of our students from the class of 1948 that I first

talked about. Jean Windesheim. So that makes you feel good, when a student comes back and remembers you.

Q. Are there any things that you would have done differently over the years?

A. If I had had more time, yes. You can only do so much a day. And as far as I was concerned, students came first. It would have been nice to be able to have some free time to just do research. Of course that's not free time either. You have to work at that. And the companies that support that, that was one of the questions you asked, I think. Many sources of research funds are available now. But you have to be committed to some sort of arrangement. And when you see the amounts of money they're getting for some of these things, you can't believe that that's possible. Hundreds of thousands of dollars.

Q. Do you think that's a good way to go for research, reliance on pharmaceutical companies?

A. It's good because they will keep providing funds for that. If you don't who is going to finance it? It would be nice if the universities could do it independently, but of course some of the industries, some of the companies have good ideas too, but they need someone to do it for them.

Q. Are there any other areas that you wanted to bring up?

A. Not really. I don't think. Have I answered enough of yours?

Q. I think you have. Perhaps if there's more things that come up, we can have a second visit.