The University of Puget Sound
1888-1988
On the Frontier of Leadership
On the

Frontier

of Leadership

by

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Imagine a timeline representing the history of the University of Puget Sound from its beginnings, stretching out into the unforeseeable future. If you could place yourself on that timeline at the spot representing the year 1913, the view would be quite revealing.

To one side, you would see the successes and defeats of a fledgling institution, the financial collapse of Puget Sound University in 1903, its rebirth as the University of Puget Sound that same year, the growth of the student body, and the eventual resurfacing of financial woes.

Yet, if you turned around and gazed in the direction of the future, you would see that you were indeed standing at a turning point for an institution destined for distinction.
Part I

The Story of

the Founders:

25 Years of

Perseverance
Praise in All The Land

On a summer's day in 1884, Bishop Charles H. Fowler dined on the veranda of the Tacoma Hotel and surveyed the much acclaimed view of Tacoma and Commencement Bay. On that day, Bishop Fowler no doubt entertained thoughts of his dream for a university in the Puget Sound area. A man of high scholarship, the former president of Northwestern University thrilled to the possibilities of a Methodist institution of higher learning in the Pacific Northwest.

Earlier in that same week, Fowler had discussed his dream with Reverend David G. LeSourd, presiding Methodist Episcopal elder of the Puget Sound district. The Bishop knew that LeSourd, already a strong supporter of a Methodist Episcopal institution called the Olympia Collegiate Institute, was a man dedicated to the Methodist tradition of education.

Both men, in the spirit of Methodism founder John Wesley, shared a high regard for the unbridled pursuit of knowledge.

As the two men discussed their ideas, it soon became clear to LeSourd that Bishop Fowler had not only a dream, but big plans as well. In a memoir written in 1898, the Reverend recalls the Bishop's visit to the LeSourd home:

After supper, in a conversation about the possible future of this "new northwest," the Bishop turned to me and, gathering himself in a way most peculiar to [Fowler] when he was about to put his great personality into one of his important deliverances, began to talk in a most earnest and emphatic manner of a plan of his for founding a great Methodist educational institution on the shores of Puget Sound. He spoke of the scenic beauties and commercial advantages of our "inland sea" and thought the general healthfulness of the country would draw students from all parts of the Union.

Bishop Fowler did more than share his dream with just one man. In fact, Fowler articulated his dream to members of the newly emerging Puget Sound Annual Conference. The Conference was part of the Methodist Episcopal Church, the forerunner of modern Methodism, and represented churches from the territory west of the Cascades and north of the Columbia River. In 1884 Bishop Fowler himself presided over the first meeting of the Puget Sound Annual Conference. From the outset, Fowler spoke of little else than the need to start a university in the Puget Sound area. Relates LeSourd: "Bishop Fowler is a big man with big ideas... He showed that he had in mind not an academy, but an institution corresponding in grade to the University of Boston or of Chicago... Privately and publicly, he talked University till all were committed to his plan."

The Annual Conference held its first meeting on August 21, and on August 25 presented the following report:
Tacoma, when Washington was still a territory, 1884.

As a conference, we commit ourselves at once and heartily to the policy and proposition of building up within the bounds of the conference, an institution of learning which shall by its ample facilities and able administration command the respect and patronage of the Methodist people of the territory.

That we will do all in our power to secure donations of money and land therefor, and that by preaching upon the general subject of education to parents and young people we will endeavor to stir up the educational feeling of our various churches, and so, by united and prayerful efforts advance to the establishment of a school of learning which shall be a praise in all the land.

The Annual Conference nominated a committee to secure a charter for a university "to be located in Washington Territory under the patronage of the Puget Sound Annual Conference." Reverend John F. DeVore was elected agent in charge of university finances.

**First Great Challenge**
The second session of the Puget Sound Annual Conference, chaired by Bishop John M. Walden in Tacoma in August of 1885, marked the beginning of a trying time for the educational committee. What had begun as a dream entered a painful transformation into reality. It was a transformation that led to personal struggles for many of the individuals involved.

The issue at hand was the choice of a location for the university. Although many cities had expressed interest in securing a location for the fledgling institution, the Board of Trade of Port Townsend made a proposition to give forty thousand dollars in land and ten thousand dollars in money and material as a bonus to found the university in that city. Board of Trade representatives painted a lofty picture of Port Townsend's potential as a thriving metropolis, making their offer that much more tempting. At the northern entry to Puget Sound, Port Townsend had visions of becoming the Northwest port to the Pacific. Port Townsend appeared to be the ideal site for the university.

When the third session of the Puget Sound Annual Conference convened in Port Townsend in 1886, the Board of Trade captured every opportunity to "show its wares." In fact, Port Townsend proponents provided enough positive information to convince the

Diploma from the Olympia Collegiate Institute, the forerunner of Puget Sound University.
committee on university site selection to vote unanimously in their favor.

Also at that session, appointments were made to the Annual Conference committee on the university. Two men who would figure prominently in the choice of location were Reverend D.G. LeSourd of Tacoma and J.N. Denison of Port Townsend. Historians note that the task of finding a location for a university became increasingly difficult as strong rivalries began to surface. As representatives of their communities, the members of the committee must have felt the pull of loyalty to their respective cities. In addition, rumors circulated that J.N. Denison, who favored the Port Townsend site, entertained visions of a university presidency.

When the fourth Annual Conference convened in September of 1887 in Olympia, the location issue was positioned firmly on "center stage." The committee on education had discovered that the "campus conveyed [by Port Townsend] to the trustees was materially different to that [originally] offered and that the cash bonus was in the form of time subscriptions and verbal promises extending over a period of five years." The discrepancies were large enough for the committee to claim that it was neither morally nor legally bound to honor the contract with Port Townsend.

The committee opened up bidding for a new location. Port Townsend resubmitted its first bid, claiming the campus was already theirs by the terms of the original agreement. Tacoma offered a subscription of $25,000 in cash and $75,000 in realty.

D.G. LeSourd, in his personal recollections, writes that the decision to stand firm against Port Townsend did not come without difficulty. "A serious conflict over the matter was inevitable. Excitement was in the air. The people of Seattle, with few exceptions [and] led by their chief paper, gave moral, legal, and financial support to Port Townsend. It was charged that a lot of preachers were in a dire conspiracy with the people of Tacoma, who had already stolen a mountain, to steal a University.... When [the] Conference adjourned.... some brethren claimed that Puget Sound Methodism would never recover from the blow it had received."

Downtown Tacoma, looking north on Pacific Avenue, 1887.
YEARS OF UNCERTAINTY

Fletcher B. Cherington, president from 1890 to 1892, c. 1890.

University for Tacoma

G. LeSourd noticed an indifferent tone in William D. Tyler's voice when Tyler informed the Reverend that time was running out on Tacoma's offer to provide a residence for the university. Tyler reminded LeSourd that all the subscribers of the Tacoma bonus needed to be gathered together and induced to reaffirm their subscriptions, and that this could not be done in one day. "Of course," he said, "it's too late to do anything now. But, if you want to do anything, you can do it."

Those were the only words LeSourd needed to hear. It was the morning of February 29, 1888, and if by day's end the ministers had not gathered together Tacoma's subscribers, the offer would expire and the university would be located elsewhere. LeSourd knew what he had to do. After enlisting the help of Joseph D. Caughran, who "stripped himself as for a race" when he heard the news, the search for subscribers began. By 9:30 p.m. of the same day, a little over two hours before the expiration of the bonus, the subscribers had been gathered and the necessary changes made.

Less than thirty days later, on March 17, 1888, the University was incorporated in Tacoma and the first Board of Trustees was selected.

Behavior similar to LeSourd's and Caughran's was to be repeated often in the rich history of what has now become the University of Puget Sound. The institution, particularly during its early years, underwent trying financial difficulties that tested the faith and courage of many individuals. Through it all, the loyalty of the Puget Sound Annual Conference remained steadfast. The child of the 1884 Conference was not forgotten.

After establishing Tacoma as its location, the University sought a suitable site for its campus. The search led to a piece of land situated between 21st and 23rd Streets and South I and J Streets. The trustees did not have the $4,000 to pay the owner for the property, so they gave a note for the amount at eight percent interest, payable in two years. By June 18, ground for the building had been cleared and excavations made. On October 1, 1889, the board opened bids for the completion of the building. To finance the project, the board negotiated a $50,000 loan to be secured by a mortgage on the land.

By April 8, 1890, the board readied to organize under the leadership of a president. After a summer-long search, the trustees selected Reverend Fletcher B. Cherington as the first to fill that position.

Dr. Cherington faced a challenging situation at best. The policy of "getting what you want and paying for it later," which was established before Cherington's presidency, was beginning to take on a crueler meaning than its makers had originally intended. Cherington was left with a budget that ran on a "funds available" basis, and, all too often, funds were not available. Furthermore, the campus, though it commanded a superb view, was in need of beautification and care. Armed with the support of the trustees and the Puget Sound Conference, Cherington committed himself to the task.

Within a year deficit spending took its toll and on June 18, 1891, the decision was made to lease the cam-
pus to the Tacoma School Board. The University would never again occupy this building. On the positive side, however, the University completed a year of classes at its original campus. Eighty-eight students had enrolled, with William C. Collander of Fern Hill the first to sign. Tuition was twenty dollars for the college department, fifteen dollars for the academy.

In 1891, the University set up what Dr. Cherington termed “temporary and commodious quarters” in the Ouimette Building at the corner of Yakima and South 10th Streets. Eventually, the University added neighboring facilities, such as a tabernacle, the Palmer House, and a building that eventually became the St. George Apartments, to its list of temporary quarters. At one point, the University even conducted classes in a skating rink.

Dr. Cherington resigned the presidency in 1892. Continuing his service to the Methodist Church, he accepted the pastorate at First Church in Tacoma.

Cherington’s replacement, Reverend Crawford R. Thoburn, was unanimously elected by the Board of Trustees that same year. Thoburn proved to be a man of fearless leadership and decisive action. His dedication to scholarship made it possible for the University to introduce courses into the curriculum that would lead to master’s and doctor’s degrees. It is doubtful, however, that Thoburn fully realized the potential hardships facing him as president of a university at the beginning of the 1890s. Even the most careful of men could not have sensed the impending Panic of 1893.

(Crawford R. Thoburn, president from 1892 to 1898, c. 1892.)

A Lean Era

“Crash followed crash. The commercial universe seemed to be but a house of cards. The country was in the throes of hysteria. ...” This description of the Panic of 1893, from Herbert Hunt’s History of Tacoma, sheds light on the financial difficulties of the University at that time. In a time when success was measured by survival, the University experienced perhaps its most uncertain era.

The University’s first building, which had been leased, was finally sold in order to alleviate indebtedness. Ever moving forward, the Board of Trustees
Puget Sound University students gather on the steps of the Palmer House, 1900.

eyed property in the Narrows district as a permanent site for its campus. The area was dubbed University Place. The University planned to sell plots of land surrounding the campus in order to finance the venture, and to manage this process, the University Land Company was founded.

The Puget Sound Annual Conference, which held its tenth meeting in 1893, offered sage advice to its often eager child. It suggested that “the most thorough academic work must be provided and that the University should not erect new buildings until the money necessary for such an outlay is in hand and all outstanding debts canceled.” Heeding this advice, the executive committee on building decided to postpone any construction at the site. The selling of lots was often aided by various incentives offered by the University. In one case, a gold watch was promised to the man who sold the most lots to Easterners. Consequently, the University made some financial progress up to the year of 1896.

But a closer look reveals a long series of financial ups and downs in the venture with the University Land Company. Some important responsibilities were often neglected. At times even faculty members went unpaid, yet their devotion to the cause of education remained strong.

At the close of the 1897 academic year, the financial outlook appeared bleak once again as poor management from within the Land Company drained the University’s finances. Soon, everyone connected with Puget Sound University was well aware of the forming catastrophe. Like townspeople securing their homes before a hurricane, the University community worked quickly to cut back. Salaries were lowered and laboratory fees were increased. The gravity of the situation perhaps is best illustrated by the University’s action toward one of its best-loved professors, Charles Darrow. The motion read “that Professor Darrow be informed in the kindest manner possible that his services will not be needed at the close of the year.”

As if the situation needed further complication, the Methodist Church’s Board of Education secretary, Dr. C.H. Payne, proposed a merger of Puget Sound and Portland Universities. His original concept, to consolidate Willamette and Portland Universities, had fallen through. Consequently, Puget Sound was brought into the plan. However, the question remained: if the University moved to Portland, who would pay the University’s outstanding debts?

Once again, the Board of Trustees rose to the occasion. Reaffirming their commitment to establishing an institution of higher learning in the Puget Sound area, they disregarded the final attempts at consolidation. On December 15, 1898, the following decision was made:

“Certain difficulties have arisen which make it impossible for Puget Sound University to go any further in this movement. These difficulties are as follows:

First—Portland has not been able to meet any of the conditions upon which the consolidated school was to be located in that city....

Second—Legal complications have arisen in Tacoma which make it impossible to proceed with the plan to consolidate....

Third—We are confident that we can still meet all financial claims against us....

Fourth—We have now determined to open school on March 7, 1899, the earliest date at
which we feel we are able to complete all the necessary arrangements.

During the settling of this matter, classes for the academic year of 1898 were held in Portland. Having secured its independence, the University turned toward the task of erasing its indebtedness and clarifying its stance with the University Land Company. Once again, a new president was elected, and once again, the challenges were many. As a result of the failed merger, the faculty had been scattered, the student body was disorganized, finances were in chaos, and tension had grown between the University and the Land Company. However, President Wilmot Whitfield did not stand alone. The Board of Trustees supported the presidency by attempting to meet challenges head on. By far the largest challenge was the need to recover from the effects of the University Land Company's mismanagement.

The Land Company, finding itself in debt and without public trust, could not make the majority of its payments. Land purchasers began to doubt the ability of the University to follow through on its promises. As usual, the University called upon the dedication of Reverend LeSourd, who at once set out to assist the school in the repaying of Land Company debts. In a later correspondence, written in 1944, LeSourd's son recalls “more than one occasion when process servers called at our home and served papers on father.” LeSourd's efforts paid off, however, and by 1901, the University found itself ready to close its relationship with the University Land Company.

From 1901 to 1903, Puget Sound University struggled to regain solid financial footing. However, A.W. Matthews, in his History of the College of Puget Sound, written in 1926, claims that the University “was kept open for [those] few years under the personal management of members of the faculty who conducted it on their own financial responsibility.” Finally, the year 1903 lowered the curtain on Puget Sound University's initial run. The institution prepared to put its past behind, regroup, and continue toward its original goals.

Campus Life Before the Turn of the Century

When Puget Sound University opened its doors in the fall of 1890, Washington, Montana, Wyoming, and Idaho had been states for less than a year. The school, therefore, stood not only on an uncharted educational frontier, but on a largely untamed Northwestern frontier as well. The determination of the early educators to establish a successful Northwest institution often resembled the spirit and dedication displayed by the earliest Northwestern pioneers. In fact, “pioneers” might be an accurate label for the first Puget Sound University faculty members; pioneers not of the physical wilderness, but of the educational and intellectual wilderness.

The administrators of the new institution did not let their dream of a praiseworthy university cloud their planning for the immediate educational needs of the surrounding community. In order to create a successful college program, Puget Sound University established a preparatory school called the Academy. Indeed, until the closing of Puget Sound University in 1903, most of the institution's work was presented at the sub-collegiate level. Nearly all of the Academy's teachers came from within the Tacoma community, and many of Tacoma's citizens received their high school educations from Puget Sound University Academy. To head the College department, however, the administration selected a small but committed group of educators with international credentials. The 1892 “Prospectus,” a guide to student and academic life at Puget Sound University, lists eight College faculty positions, two of which were filled by persons with degrees from abroad.

The College faculty, though small, commanded a great deal of respect both within and outside of the University community. Most of the professors had taken their master's degrees from well-known universities. Few had completed their doctorates. In the
1902 football team. Many of the same members returned the next year to go undefeated.

The academy class of 1891, the first class to graduate from Puget Sound University.
1896 “Prospectus,” only Joseph P. Marlatt, PhD, D.D., is listed as possessor of a doctorate degree. The most popular and respected professor was easily C.O. Boyer. Though this charismatic educator had served as acting president for one year at Puget Sound University, he considered teaching his specialty. Boyer often stated that “the purpose of a college course is to open doors to better and broader living.” Therefore, he did not lecture in the usual manner, but allowed his comments to flow naturally. Boyer developed a strong following at the University.

As more and more high quality instructors joined the College faculty, the University’s curriculum gradually expanded. The first curriculum, established in 1890, divided the required courses into two divisions: scientific and classical. In 1892, a category for Latin and modern languages was added. In addition, the School of Art began that year. In the 1893-94 academic year, the University organized into five schools and colleges: the College of Liberal Arts, the College of Music, the School of Expression and Oratory, the College of Post-Graduate Study, and the School of Art. Within the following two years, the University inaugurated the Business College and the Normal School (a four-year teacher’s training course, higher in grade than the Academy but less than the College course). Finally, Puget Sound University settled upon the following organizational divisions: the College of Liberal Arts, the Academy, the School of Music, and the School of Oratory. The Teachers’ and Normal courses were included in the College of Liberal Arts, though they were apparently still considered sub-collegiate in level of instruction. The Academy was still college preparatory.

Throughout the development of Puget Sound University, Bishop Fowler’s dream of a university of Christian education was not forgotten. As an institution established by the Methodist Episcopal Church, Puget Sound University adopted the educational standards set forth by that body in the 1850s. At that time, the Church stated that “while there is no sectarian inculcation, either by precept or otherwise [and] while the most entire catholicity is exhibited, [Methodist institutions] are at the same time conservative of morals, as well as promotive of academic development.” The 1890 “Prospectus” illustrates that the goal of the faculty was to provide a Christian Education in all respects. The student’s primary goal, as stated by the University, was to achieve the “Christ-life.” Still, free intellectual inquiry was allowed, and encouraged, for all students. A set of guidelines did
provide definite directions for the student's behavior. Though the guidelines appear stringent by modern standards, they were consistent with the standards of the day. Among the general guidelines, the following set of rules appeared:

Any student guilty of the following offenses, viz.: (a) drinking intoxicating liquors or having them in possession or allowing them to be drunk in his room; (b) visiting drinking, gambling or billiard saloons; (c) card playing or gambling of any kind; (d) the use of tobacco in any form; (e) the writing of obscene words or drawing improper pictures in any part of the college premises, shall be forthwith suspended or expelled at the discretion of the President and Faculty.

One wonders when a student in those years would have had the time to participate in any of the above restricted activities. After all, the student was required to attend chapel daily. In addition, the faculty assigned the students specific library and gymnasium hours. It is clear that the faculty and administration maintained a close watch on student activities.

The first class to graduate from the University was the academy class of 1891. By 1893, the University decided that the time had come to graduate its first college class. To do this, however, members of the community who had already completed courses at other universities transferred to Puget Sound to complete their senior year and graduate. This first college graduating class consisted of Reverend E.J. Moore, pastor of Puyallup Methodist Church; C.M. Sherman, a teacher in Tacoma Public Schools; Reverend J. MacNamee; and Alfred Inwood.

Also in 1893, the faculty devised a system of demerits as penalty for breaking the following rules: lady boarders, who were under the care of a preceptress, were not allowed to have gentlemen escorts to and from the hall except at the discretion of the faculty; all gentlemen were strictly forbidden, under penalty of expulsion, to enter the rooms of the ladies' boarding hall without the permission of the preceptress; all lady residents outside Tacoma were required to live in the boarding hall unless excused by the faculty; gentlemen were allowed to remain after the evening meal at the ladies' hall until seven o'clock for a social hour or group singing.

Music appeared to be one of the more popular sources of entertainment among the first Puget Sound students. In fact, a surprisingly large number of students participated in the University's acclaimed College of Music. Professor Harlan J. Cozine chaired the school beginning in 1892. By the 1894-95 school year, over one hundred students were enrolled in the College of Music.

The University also promised the best of care for its boarders. The following is an excerpt from the catalogue for the 1895-96 school year:

For young ladies care has been taken to provide cheerful and homelike surroundings. ... Under [the preceptress'] careful guidance young women committed to our care will receive, as far as possible, the protection, training and environment of the best regulated home.

The young men will have a well-situated dormitory. ... and a member of the faculty will live there and have oversight of affairs, thus providing that young lads away from home for the first time shall not be thrown alone into the midst of a large city, but shall have the moral restraint and influence consequent upon the presence of a respected superior.

The academic year of 1895-1896 also became the year when the students found their voice. Ye Recorde, a monthly student publication, began its run that year. Articles discussing the relative merits of sports appeared in the earliest issues of Ye Recorde. One article, on the subject of "foot ball," noted that many of the ancient philosophers participated in sport. The article did warn against undesirable consequences of athletics: "We must eliminate that spirit of envious rivalry that stops at nothing in order to excel. ... In our college it is to be noticed and with regret that those who are most active in athletics are least active in Christian work. This should not be so." In the following issue, Ye Recorde reported the disbanding of the University football team: "The fact that this, the manliest of games has no place among the athletics of our University is almost a disgrace."

By 1900, the football team had reorganized, men's basketball had debuted, baseball was in the organizational phase, and there was even talk of a women's basketball team. Ye Recorde continued to provide reports on sports and campus happenings.
The conditions surrounding the 1903 reorganization were, understandably, emotional and somewhat controversial. Many accounts of the events of that time differ depending upon the witness’s relationship to the University. Dr. Edward H. Todd, in his history of the institution, suggests that the University had “apparently cleared itself legally and morally” from its relations with the Land Company. However, an account written by Dr. Edwin M. Randall, Jr., who was president for the 1903 academic year, suggests that the severity of the University’s financial standing left few options for the board. Randall’s is by far the darkest view of the situation, but one which deserves repeating.

The situation was exceedingly serious. . . . Not only did their [the University’s] financial situation make it exceedingly difficult either to lease or build a suitable building, but if they acquired one there was a very strong possibility of a lawsuit followed by criminal prosecution. The commission learned that purchasers of lots had already retained attor-

neys in Tacoma with instructions to attach any property acquired by the University that was of sufficient value, and to sue for damages. . . . We were also informed that further criminal liability had been incurred by organizing a subsidiary corporation through which business was done that was eventually owned by the University. The commission was unwilling to give publicity to these unhappy facts and refers to them in its report by merely saying, “The long and arduous struggle against adversity had created some conditions which might heavily handicap the Board in any effort to carry through the new enterprise.”

. . . Thus, suddenly, the close of the career of Puget Sound University was determined. It did reach the end of its rope. It did get into a position from which it could neither advance nor recede. It collapsed.

Randall points out that the members of the board were not “blameworthy,” but were victims of a desperate time. “With no profit or advantage to themselves, out of loyalty to the University and its patrons, they exposed themselves to the well-known penalties that might follow that they might save the University and their investors.”

On May 6, 1903, the institution was reincorporated as the University of Puget Sound. Dr. Randall later indicated that the University should recognize 1903, not 1888, as its founding date. However, the University has since recorded its decision to date the institution from 1888 in order to recognize the efforts of its founding fathers. In fact, on the very same day of the 1903 incorporation of the University of Puget Sound, the new Board of Trustees determined to accept graduates of Puget Sound University as alumni of the University of Puget Sound. The motion was made by Randall himself.

If At First You Don’t Succeed
Professor C.O. Boyer, who had been acting as president in the final year of Puget Sound University, was named vice-president to Dr. Randall. In this capacity, Boyer often was required to manage University affairs
while Dr. Randall worked toward establishing credit for the school. One of Randall’s prime tasks was the raising of $20,000 for the construction of a building. The Alumni Association had already provided the campus location by turning over to the University its property on the corner of Sixth Avenue and Sprague Street. Exhibiting the same determined spirit that Fowler and LeSourd had shown in their enterprise, Randall and the Board of Trustees set to work.

Indeed, the pioneers of the University of Puget Sound in 1903 faced many of the same difficulties as did their forerunners in 1888. The immensity of the task, as before, often called men to actions beyond even their own expectations. Such was the case for Professor L.L. Benbow, a member of the Board of Trustees. When faced with the option of either funding a building without incurring any indebtedness or moving the school to another location, Benbow took action. “Here is where I made a little speech that was momentous as far as the college was concerned,” Benbow later wrote to E. H. Todd. “What I said was said on the spur of the moment. If men are sometimes inspired, I think I must have been at that moment. God chooses sometimes very poor, weak mortals through whom to convey His messages. Here is my speech: You [the board] tell us that God wants us to have a Christian school built in the Northwest to train Christian workers. You [the ministers] have told us as we sat in the pews that the cattle on a thousand hills are His; that the timber is His; in short that we are His. You have told us many a time that under His leadership there is no such thing as failure. Now you say it can’t be done. If I were you, I would tear off my shoulder straps and let one who could step in and carry out His plan!”

“It was a little hard on Dr. Randall and the other ministers. Well, they called on me right then and there. They asked me what I would do. Now I had not planned to make a speech. In fact, I had no plan, but then and there I had to make a reply. This is the plan that came to me. I said, ‘Divide the number of dollars wanted by the number of Methodists in Tacoma, assign to each preacher the share of his church and urge them to raise it.’”

This was done, and the result was that three-fourths of the money needed for the construction of a building was raised by the Tacoma Methodist churches. As minister of Epworth Church, Reverend D.G. LeSourd carried forward his tradition of serving the University. LeSourd had developed a simple system for raising money: “If I failed with the men, I appealed to the women ‘til I succeeded.”

While the drive for funds continued, a group was organizing whose support, both financial and moral, would aid the school for years to come. At a dinner at the home of Mrs. Mary Whitney, the subject arose of who might take care of two University girls who had “taken ill” and were a long way from home. Upon consideration, the women prompted Bishop McDowell, who was a guest at the party, to authorize the organization of a Women’s League to serve the

Graduating class of 1911, on the steps of the Sixth and Sprague campus administration building.
ladies of the University. The following week, Mrs. Whitney presented the subject at a prayer meeting at First Methodist Church and that night secured sixteen members. In its earliest years, the Women's League provided enough financial support to pay the salary of an English teacher, to fund a Domestic Science Department, and to erect a women's dormitory at the Sixth and Sprague campus.

At the close of the 1903-1904 school year, Dr. Randall was nominated to a prestigious position as general secretary of the national Epworth League. Despite Randall's efforts to finish the year with a surplus, the extra expenditures for improving the campus left the University with a slight debt. However, the University had grown in many ways. Enrollment, which was at 162 students for the winter quarter, had reached 237 by the end of the year. Land adjacent to the campus had been acquired, and a building on the Hewitt property was rented for use as a girls' dormitory. Yet, again, the incoming president at the University inherited a few immediate problems, such as the need to establish credit. Reverend Joseph E. Williams was the man whom the board deemed best suited for the job. This time, however, the President would not be asked to tackle the problems on his own. Edward H. Todd, a man who would eventually figure prominently in the future of the University, was employed as a field man and general secretary to the president. Todd's task, in short, was to venture out into the communities and stir up support for Puget Sound.

**Todd and Our University**

The board held only three requirements for the general secretary: he had to be able to give his whole time to the solicitation of funds for the University; he had to be enthusiastic; and he had to be willing to work for little pay. Dr. Todd met all of these requirements and then some.

Fully aware that it would be difficult to support his wife and four children, Todd accepted the job at $1,700 per year in salary and donations. Yet his enthusiasm was unstoppable and highly contagious. He began right away by targeting the Epworth Leagues and Sunday schools for University support. Todd raised not only money for the school, but spirit as well. He taught a cheer to the Sunday school children which
went like this:

Rah, rah, rah! Methodist U! Three times three and a tiger too! Will we get there? Well, I guess! Our University, UPS!

In Tacoma, on the streets and in the houses, the cheer was heard. Soon, the board adopted “Our University” as the official school slogan.

The team of Williams and Todd led the University to rapid scholastic and financial improvement. The Puget Sound Annual Conference of 1906 reported that 322 students had matriculated that year, and that the campus had practically doubled in size. In addition, professors of high scholarship had pledged to join the faculty, and requirements for admission had been strengthened.

When on February 19, 1907, Williams offered his resignation, he did so knowing that the University was showing more promise than it had in years. During his administration, the student body had demonstrated its strength and loyalty by raising money for and participating in the building of a gymnasium. In addition, preparations had been made toward establishing Normal and Commercial schools at the University. Most notable, however, was the sharp increase in income. The overall comeback was so noticeable, in fact, as to prompt this statement from the Puget Sound Annual Conference of 1907:

Another year of splendid service has placed “our University” farther removed from the problematical place in the sisterhood of our Methodist Universities. We feel that room for doubt no longer remains regarding the providential location and permanency of this promising institution of higher learning.

Unwilling to make a quick replacement of Williams, the board appointed L.L. Benbow as vice-president and acting president for the academic year beginning in 1907. Benbow became president of the University in his second and final year as head of the institution. In those two years, Benbow and Todd finished the projects begun in the previous administration. The gymnasium and the chapel were completed, and a boy’s dormitory was erected. In addition, Benbow left his own legacy at Puget Sound, for it was Benbow’s dedication that brought key faculty members to the campus.

*The Puget Sound gridiron squad of 1910.*
Zeller’s Presidency—
Hope and Despair
After raising $75,000 in four years, Dr. Todd resigned from his position as general secretary. This, coupled with Benbow’s resignation, left a wide gap for the next president to fill. The board decided that Reverend Dr. Julius C. Zeller was the man who could do just that. Zeller quickly proved he was a man of action by instituting sweeping academic and organizational changes. Immediately, he recommended that the Music Department be moved to a more accommodating location. He then appointed a committee to revise the Articles of Incorporation. In an attempt to raise the quality of the faculty, he hired more and higher paid instructors, thereby increasing dangerously the need for additional funds. Finally, he instituted a School of Commerce and a Department of Home Economics. These actions resulted in mixed blessings. Although the University consequently had a faculty labeled “second to none in the Northwest” by the Puget Sound Annual Conference, indebtedness increased dramatically.

It had become clear that new ways to meet the financial challenges would have to be devised. Trustee Everill S. Collins did his part by offering the University its first challenge. He pledged an amount equal to ten percent of all money collected from month to month during the year 1911. This was followed by an even greater challenge from James J. Hill, president of the Great Northern Railroad. His offer was to give $50,000 to the University if they could raise $200,000. Yet, at the time of the offer, with an indebtedness at the University of over $34,000, the challenges seemed impossible to meet.

At the June 17, 1913, meeting of the board, a familiar antagonist of the University surfaced again. The possibility of moving the school, this time to Aberdeen, was raised. Once again, a move was discouraged by the school’s supporters. Instead, the board insisted that Zeller do his best to meet Mr. Hill’s challenge. Apparently, this, when added to other pressures, was just too much for the beleaguered president. Dr. Zeller offered his resigna-
tion. Though the board did not act upon the resignation immediately, Dr. Zeller took a year's leave of absence from the University.

Zeller left the University knowing that he had strengthened its faculty and student body. Under his leadership, the students had organized and taken an active part in the governing of student affairs. In addition, the public view of the University had improved. For Zeller, as it was for the majority of his predecessors, matters of finance had caused the hardships of his administration.

Once again, it had come down to a matter of survival for the University. It is quite conceivable that the University of Puget Sound could have gone the way of its forerunner, Puget Sound University. This time, however, the dedication of three men and the willingness of the Conference to listen to these men saved the University. Without this support, the University surely would have failed.

The discussions at the 1913 Conference, held in Olympia from September 17 to September 22, 1913, were often heated and many times were followed by sessions of intense prayer. The Board of Trustees laid itself bare before the educational committee, admitting freely to its financial needs. The final total of indebtedness to that date, as reported to the committee, was over $45,000.

Finally, the time arrived to decide the fate of the University. The University's opponents, though strong and numerous, prepared to listen to the pleas of the supporters. John Geoghegan, class of '21, later wrote the following account of the event:

A resolution had been presented to [the Conference] which called for the University's dissolution. . . . The institution was in bad financial straits and there appeared to be no way out . . . .

There were friends, however, and valiant ones. They fought a good fight, but no chaplet has ever been dedicated to their memory. Among these were Ed Randall, a former president of the University, and two alumni, F.A. LaViolette [founder of the Alumni Association] and Jim Milligan. In his argument for the retention of the University, Randall was coldly logical but he did not seem to impress the Conference. LaViolette was emotional but the conference brushed that off . . . . Then came Milligan to close the debate. He was practically an unknown. He had a small pastorate with little or no status. He had never before taken part in Conference debates. He was no Conference politician. His speech was passionate. Tears ran down his cheeks as he pleaded for his beloved Alma Mater. Where Randall and LaViolette had failed, he succeeded in reaching the conscience of the Conference. It wasn't his oratory, for he was far from being an accomplished speaker. But there flowed out from him that morning a stream of passionate devotion for the institution that had provided him with an education and made it possible for him to enter the ministry. Exhausted and almost broken, he resumed his seat. The Bishop called for the vote and the resolution was soundly defeated.

When the Conference had ended, the University had been guaranteed more support than it had ever received. Still, one thing remained undecided. As the Pacific Christian Advocate stated in an editorial,
Early Puget Sound cagers, 1909.

Amphictyon and Philomathean were two popular societies on campus in the early 1900s. Pictured—Amphictyon, 1910.
"Now, where is our leader who will direct and conserve this energy and enthusiasm?" The board answered this question by unanimously electing Dr. Edward H. Todd to the presidency.

**Campus Life in the Early 1900s**

Beginning with the reorganization of Puget Sound University into the University of Puget Sound in 1903, educational objectives at the institution moved gradually away from sub-collegiate instruction and toward college level instruction. Thus, the enrollment gap between the Academy (college preparatory school) and the College of Liberal Arts decreased gradually over the years between 1903 and 1913 until nearly the same number of students was enrolled in each department. The number of faculty members, however, did not rise significantly until 1909, when President Julius C. Zeller set out to attract new and quality educators to the Northwest. Still, in 1907, two particularly outstanding professors did come to the University of Puget Sound.

The first, Walter Scott Davis, is perhaps the faculty member most frequently mentioned by alumni of the early 1900s. Both a history professor and state senator, Davis was known for developing close personal relationships with his students. It was not unusual to see Senator Davis walking through downtown Tacoma with a group of students surrounding him.

The University of Puget Sound administration building and chapel, 1912.

Students even accompanied the senator to Olympia, where they would observe the senate gatherings.

The second outstanding faculty member to arrive in 1907 was Francis Hanawalt, professor of mathematics. One alumnus recalls Hanawalt’s unusual, but effective, teaching method: "Hanawalt was a quick little guy, who wore his glasses low on the nose and had a lot of little idiosyncrasies. Everybody in the class would have so many problems to do on the board, and everybody would stand around the board and work them. If you didn’t get a problem done, you’d put up in the corner of the board that problem and your initials. You know by the end of the semester, that list was pretty long, but you’d have to go in and work them off. You might only have a little corner space of the board left to work with, but that’s just how he did it."

At first, the curriculum at the University of Puget Sound remained as it had been at Puget Sound University. As before, the College of Liberal Arts was divided into three divisions: Classical, Philosophical, and Scientific. In 1910, the divisions were changed to read Classical, Latin-Scientific, Scientific, and Modern Languages. Finally, in 1911, two-year professional courses in agriculture, engineering, forestry, journalism and pharmacy debuted. By the 1911-12 school year, the University had organized into eight schools and colleges: the College of Liberal Arts, the School of Education, the College of Commerce, the School of Home Economics, the School of Public Speaking, the School of Music, the School of Art, and the Academy.

Students at the University of Puget Sound in 1903, like their predecessors at Puget Sound University, saw higher education as the opportunity to pursue knowledge in an atmosphere of Christian principles. To foster Christian growth, students joined the college YMCA and YWCA groups and organized into theological discussion groups. Continuing the Methodist educational tradition, the faculty and student body of the University encouraged an atmosphere of open expression of religious views. One student, when reflecting upon his years at the University of Puget Sound in the early 1900s, wrote, "John Wesley’s good motto ‘Think and let think’ we practiced with, so far as I’m concerned, wholly beneficial results in the establishment of our religious premises."

Another advantage offered by the University of Puget Sound was the beauty of its namesake. Students often rented boats for "launch parties" on the Sound. On land, the favorite rental vehicle was the "tallyho" car. University social organizations would rent these pennant decorated vehicles for jaunts to Tacoma area sites.

Amazingly, a ragtag group of eleven men, under the able leadership of coach Paul Rader, organized a football team that was to go undefeated in the 1903 season. Among the players on that dedicated team...
were Joe Craig, an Indian who was nominally enrolled in the University, Coach Rader himself, who played fullback, and G. Elmore McMasters, the lone substitute. The team beat such opponents as the Idaho Vandals, Whitman, and Nevada. Washington, after questioning the eligibility of player-coach Rader, refused to play the University of Puget Sound. Football, then, was establishing itself as an important part of University life.

Other facets of life at Puget Sound changed as well. University rules had eased since the early days of the institution. Mixed social functions were allowed if a faculty chaperone could be present. Literary societies sprang up to fill both a social and an academic role. These societies fostered loyalties rivaling those of modern day fraternities and developed a sense of pride and accomplishment in their members. Separate organizations arose for the men and women. The boys’ society adopted the name H.C.S., the full meaning of which was kept a secret, and the girls’ society was named Kappa Sigma Theta. Writes Arthur L. Marsh, class of ’08 and later academic dean of the University, the main difference between the two, aside from the obvious, was that “the girls were much more musically inclined than the boys.”

One might wonder if students back then ever tried to “get around” the often stringent rules. In fact, they did, and one such incident resulted in the initiation of what became a longstanding University tradition. Legend has it that students held a social function at a local minister’s house without the permission of the faculty. This action resulted in the suspension of all social functions for the year. As a peace offering, the faculty decided to present the disgruntled students a gift. Around that same time, in the year 1908, a hatchet was discovered in the basement of the University building. This, then, became the gift of peace. The senior class, in turn, began the tradition of offering the hatchet, upon commencement, to the junior class. As often occurs with student traditions, the rules changed rapidly, and the junior class resorted to abducting the hatchet at the earliest possible moment. In this way, a peace offering was turned into the often competitive tradition of “passing the hatchet.”

The student publication Ye Recorde was replaced in 1903 by The Maroon. The new publication derived its name from the official University colors, maroon and white. In 1910, the student paper adopted the name The Trail. The renaming of the paper coincided with the naming of Puget Sound athletic teams. Formerly the “Grizzlies,” the teams adopted the nickname “Loggers.” Just as the trail was necessary to lead a logger through the forest, The Trail existed to guide the students through university life. Hence, the origin of the name.
Part II

A Pictorial Review of
Modern Times:
75 Years of Achievement
FORMATIVE YEARS

A Strong Leader, A New Campus

By 1913, the groundwork for a great university had been laid, yet still more needed to be done. The Sixth and Sprague campus would not accommodate a growing institution, and the school lacked a strong leader. Both of these tasks were left to a quiet and determined man named Edward H. Todd. Dr. Todd—minister, scholar, a man of uncompromising faith and unstoppable dedication—arrived at Puget Sound in September of 1913.

After changing the institution’s name to the College of Puget Sound, a title which more accurately reflected the school’s organization, Todd’s first major action was to call upon the church and the community to support the College in an unprecedented effort to raise one-million dollars. The College succeeded. Support ranged from a fifty-cent piece, given by a woman who told Dr. Todd it was half of her daily wage, to a check from Mrs. C.H. Jones for $180,000 for the construction of Jones Hall.

In addition to raising funds for the institution, Dr. Todd dedicated himself to finding a permanent home for the College of Puget Sound. In 1920, the eventual campus site at North 15th and Warner consisted of huckleberry covered hills and marshy ravines. But Todd saw only what the campus could be in 50 or 100 years, and he liked the vision.

Todd paved the way for the construction of five buildings on the campus. Each building, in its own way, symbolizes the various accomplishments of Todd’s presidency. Jones Hall, the first building on the new campus, and Howarth Science Hall stand as monuments to Todd’s tireless campaigning as well as his dedication to the new campus and to academic excellence. The gymnasium reminds us of his dedication to the improvement of the body and spirit through athletics. The women’s dormitory and the Student Union Building symbolize what was Todd’s uppermost concern—the welfare and edification of the students of the College of Puget Sound.

As the institution went from wood to brick and mortar, so too, the academic standing of the College became stable and secure. Todd’s administration successfully enabled the College of Puget Sound to establish itself as a respected institution of higher learning. In a world that increasingly demanded vocational education, the College of Puget Sound maintained a delicate balance between the liberal arts and pre-professional training. In fact, in the later years of Todd’s administration, the College was more dedicated to the liberal arts than it ever had been.

In so many ways, President Todd was indeed the right man for the right time at Puget Sound. He purchased a versatile new campus and hired a dedicated and quality faculty, putting the College of Puget Sound on both the geographical and educational maps. By 1942, the year in which Dr. Edward H. Todd’s twenty-nine year presidency concluded, the College of Puget Sound had become an established and respected institution. Todd brought strength and courage to the College in an era of uncertainty. His administration had successfully faced the challenge of the First World War, the financial pinch of the Great Depression and the increasing tension of the
approaching Second World War. His efforts resulted in a college with a growing endowment, a new campus, and good academic standing.

**Campus Life from the First World War Through 1940**

The 1913-14 school year was the first year in which the College of Liberal Arts enrollment exceeded the Academy (Preparatory School) enrollment. The College of Puget Sound finally closed the Academy in 1916, reemphasizing its commitment to college-level education. Todd also initiated a thorough change in the curriculum. Required subjects, including courses on the Bible, were placed chiefly in the freshman year. At the beginning of the sophomore year, the student was required to choose a major from one of the following departments: English and Public Speaking, Foreign Languages, Mathematics and Astronomy, Physical Sciences, Biological Sciences, Household Sciences, and History and Social Sciences. By 1934, the number of major offerings had increased to twenty-three.

In 1937, the required courses of the curriculum were grouped into categories by objective. The 1937 yearbook lists five objectives which a student was expected to pursue:

1. Correct and effective use of the English language.
2. An acquaintance with the methods, concepts, and principles of the Natural Sciences.
3. A working knowledge of one foreign language.
5. Physical Education.

Of course, the broadening of the curriculum called for an increased number of qualified teachers. Indeed, the size of the faculty more than tripled during Todd’s presidency. In 1913, ten faculty members had earned their master’s degrees, five held only bachelor’s degrees, four held Doctor of Divinity degrees, one held a Doctor of Music degree, and only one had obtained a Ph.D. By 1942, however, of the sixty-four faculty members, nineteen had obtained Ph.D.s (a significantly higher percentage than in earlier years).

Many outstanding faculty members came to the college during Todd’s twenty-nine year presidency. Among these were James R. Slater, (professor of biology from 1919 to 1951), Raymond Seward (professor of physics from 1923 to 1955), John D. Regester (served the college from 1924 to 1963, first as a philosophy professor, later as dean of the University), and Julius P. Jaeger (professor of English from 1929 to 1959).

Under Todd’s leadership, the College of Puget Sound established itself as a school where religious and mental culture could be developed equally. The catalogue for the 1914-1915 school year contained the following statement:

**OUR STANDARD:**

The College of Puget Sound stands for Christian education. It is organized for the purpose of providing the young men and women of the Northwest with symmetrical development. Sane physical training and wholesome and moral religious guidance are to have equal recognition with mental culture. The College knows no forbidden fields of knowledge, but in all departments seeks to know and reverence the truth. The aim of the school is to develop Christian character and fit men and women for the everyday demands
of life. While the College is under the auspices of the Methodist Episcopal Church, young people of good moral character will receive a welcome irrespective of creed. The broadest sympathy obtains towards all who seek the truth and are striving for the uplifting of humanity and the advancement of civilization.

One can see in this statement a reiteration of the institution's intention to provide an atmosphere "pro­motive of mental development" and "without sectarian inculcation." However, rather than urging students to imitate the "Christ-life," as did the 1890 goal statement, the new standard asks the students to "develop Christian character" and to "seek the truth." Indeed, the Todd era at the College of Puget Sound is characterized by an emphasis on freedom of thought and the importance of a liberal education. In an attempt to attract a broad range of students from within the Tacoma community, the College of Puget Sound reemphasized its nonsectarian approach to education.

Another indication of the College's willingness to change with the times was the debut of the women's basketball team. A 1913 edition of The Puget Sound Trail records the first game of the inaugural season:

Hurrah for our girls!
Can the U.P.S. girls play basketball? Well, rather! They have so much speed that they keep their opponents dazzled while they are playing rings around them. Ye first victims of our fair champions were the girls of the Christian Church. Well, 10 to 4, with U.P.S. on the long end of the score, tells the story. ... But while our girls won, they are generous to their defeated foe and say that they played in a very genteel manner, not indulging in hugging, tripping or other unlady-like tactics.

Also in 1913, the first annual was printed, under the name Klahowya. This publication indicates that social clubs and organizations formed the basis of student life outside of academics. The Glee Club initiated its organization that year by singing the following club song before both houses of the state legislature:

The campus at North 15th and Warner, as it appeared in 1920.
D.G. LeSourd and H.D. Brown at the Jones Hall cornerstone-laying ceremony, 1924.

Logger basketball, 1921.
Mrs. C.H. Jones, presenting the $180,000 check that funded the construction of Jones Hall, May 22, 1923.

A collection of Todd artifacts—the coin is the 50-cent piece given to Todd by a woman who said it was half her daily wage.
We belong, the bunch of us, To Puget's jolly boys; And when we give our college yell We make an awful noise. But we're an awful jolly set, you bet, We're hearty, hale and free; We never smoke a cigarette, Or go off on a spree.

Two societies, Amphictyon and Philomathean, had become quite popular by 1913. Amphictyon, organized in 1909, was founded on the "principles of Democracy," and was open to all who "seek fellowship and to increase their opportunities." Philomathean, founded in 1905, was a popular literary society dedicated to "lovers of learning." The H.C.S. Society, which by 1913 had developed into a fraternity, consisted of "a select and limited number of the leading college spirits along the lines of athletic and scholastic endeavors."

In 1917, an addition to the Sixth and Sprague campus initiated a new tradition at the College of Puget Sound. The color post, a symbol of unity for the College student body and the alumni, was erected. The original post was a four-sided section of a large fir tree. It measured about eight-feet long, sixteen-inches wide at the base and twelve-inches wide at the top. Each side was enameled with a color signifying some field of knowledge. Also on each side was a record of the graduating classes—the year, the number of freshmen admitted, and the number graduated four years later. Each succeeding graduating class was thus added to a quadrant of the color post. In this way, each year of alumni always had one currently enrolled class listed in its quadrant. Thus, the color post completed the marriage of alumni and student body symbolically.

The ceremony surrounding the color post was treated with great importance. Incoming freshmen would march in through the gate enclosing the post and pause at the monument in a moment of contemplation. The president of the College would then officially welcome the students to the associated student body. Four years later, this same class of students, upon graduation, would march past the color post in the opposite direction, thus symbolically representing their admittance to the alumni association. The post became an important symbol for the work of the Todd administration and carried into future generations. In fact, the students and faculty literally carried the post to the new campus in 1924. A harness was devised to make the pilgrimage possible.

In 1920, the students revived the yearbook and called it Tamanawas. The name, which is an Indian term referring to the life-symbol received by an Indian youth upon becoming a man, became the traditional name for the yearbook and is used to this day. The first Tamanawas mentions another highly regarded College of Puget Sound tradition. Reports
the 1920 yearbook, “Some time in the early spring... the administration dismisses school for a day and a general cleanup around campus is given.... More college spirit and enthusiasm prevails on this day than on most any other occasion.... Girls wear their hair down their backs, men wear their overalls and work shirts. No collars and ties are allowed. Offenders suffer the wrath of the loyal students.”

In the mid-1920s students began structuring their social lives around campus functions and organizations. The Greek system, which is still an active part of campus life, took root then.

In 1930, another dramatic battle for the coveted hatchet was added to the history of the artifact. 1930 Student Body President Gordon Alcorn (who later figured prominently in the growth of the College as professor of biology) remembers with mischievous glee the hatchet incident of 1930. “There was a student assembly in the springtime,” says Alcorn, “and sometime during that assembly, the seniors who had kept the ax for a solid year, were supposed to give the ax to the juniors. Well, the seniors put somebody up in the loft of the stage (now the Inside Theatre in Jones Hall) and in the wings we had a junior. The senior was to let the ax down in a basket, the junior was to take it and run right over and drop it out the window to a junior down below. Now this went fine until some of the sophomores made a rush to the platform, and the junior who was supposed to throw the ax out the window decided to jump out the window instead, and he broke his leg. So President Todd said, ‘No more of this rough stuff.’ But we all took up a collection to help the student, and then went to apologize to Dr. Todd. He finally just said to take it easy, and he reached into his pocket and pulled out ten dollars to put in the bucket to help.”
Dr. Todd prepares to ring Puget Sound's fog bell, which was cast in 1855 and has been used at many of Puget Sound's points and waterways, 1927.
Professor Henry conducts chemistry class in Howarth Hall, 1930.

The Science Hall basement complex, later finished and named Howarth Hall, 1924.
Women's archery, 1931.

Commencement in Jones Hall, 1940.

Campus Day, 1930.

Dr. and Mrs. Todd look after a faculty member's children, 1938.
Dr. Todd oversees the color post matriculation ceremony, 1920.

Campus day at the Sixth and Sprague campus, with the hatchet raised high in the back row, 1925.

A gavel, made from the wood of the demolished Sixth and Sprague campus buildings.

The library and study hall in the basement of Jones Hall, 1934.
Women's gymnastics, 1931.

The procession of students, faculty, and administration in the groundbreaking ceremonies for Jones Hall, May 1925.

C.H. Jones Hall and Albert Sutton Quadrangle, 1925.
The Three Decade Presidency

In 1942, by recommendation of Dr. Todd, Dr. R. Franklin Thompson was unanimously elected the new president of the College. He would remain in this capacity for thirty-one years.

The new president of the College of Puget Sound was to find himself facing a dynamic and unpredictable society through which to guide the growth of an academic institution. World War II, the Atomic Age, the Korean Conflict, the Vietnam War, the equal rights movement—all of these would bring new challenges to America’s institutions of higher learning.

Upon assuming the presidency, Dr. Thompson found that World War II had depleted the male population, so that student get-togethers lacked the presence of men. But the teaching went on. In fact, faculty quality continued to improve and professors persisted in providing academic challenges for those students left stateside. Though depleted, the student body at that time was among the most active of any in the school’s history. Aside from the rigors of studying, students found time to support various war drives and to participate in music, drama and other activities.

As the war drew to a close, Dr. Thompson began his long-range growth plan which aimed to build both the College’s physical plant and endowment. Under Thompson, the College began to transform from a small commuter college to a substantial resident college. Thompson and the Board of Trustees recognized that the potential growth of the student body was without precedent, and they prepared to move quickly to provide for this growth. The administration planned with the provision that, in a rapidly changing society, the needs of the college might change quickly. However, with the assurance that enrollment would indeed increase over the years to come, the College was able to enter with confidence into its most rapid period of growth ever.

Under Thompson’s leadership, the College’s growth spurt added over thirty buildings to those built by Todd. New dormitory, academic, and recreational facilities were constructed at an unprecedented rate. Buildings for every need sprang up—the Memorial Fieldhouse, Kilworth Memorial Chapel, the Music Building, the Student Union Building, Collins Memorial Library—but by far the culmination of Thompson’s building plan was the construction of the hall that bears his name, the R. Franklin Thompson Science Complex.

From the late 1940s through the mid-1960s, Dr. Thompson dedicated himself to building a campus that would accommodate returning veterans and the baby-boom generation. At the same time, faculty and students were busy with other important business of the institution: teaching, learning, and student life outside the classroom.

It was a time of traditional college life at Puget Sound. Faculty members dedicated themselves to expanding and diversifying the institution’s curriculum. Many students approached their studies with a new sense of seriousness and all students, it seemed,
dedicated themselves to enthusiastic participation in campus social life. The post-war years also saw a dramatic increase in athletic participation and student government on campus as extra-curricular activities became an established part of student life.

Eventually, the increasing student population, the new academic offerings, and the maturation of other long-standing academic programs warranted a name change for the institution. In 1960 Puget Sound became the University of Puget Sound and by the mid-1960s the institution seemed poised for years of unlimited growth and development.

Instead, the late sixties and early seventies became a time of rebellion and conflict at Puget Sound and on campuses across the nation. Vietnam War protests spilled over into academic life, causing an extensive critical reexamination of campus policies and traditions. Every aspect of university administration, from the curriculum to university governance, was subjected to this reexamination. Under the guidance of the Puget Sound faculty, the calls for change evolved into a search for a new institutional direction. Dr. Thompson had brought the institution through its most rapid period of growth and advancement ever, but times were changing. On June 3, 1973, after 31 years of service, Dr. R. Franklin Thompson stepped down from the presidency.

**Campus Life from 1942 to 1972, The Boom Years**

During and after the war years, a great demand arose for vocational education. Returning veterans were characteristically serious and practical about their educational approaches. For war vets, the first step toward resuming life at home was often pre-professional training. It is not surprising, then, that the following statement appears in the 1947 College of Puget Sound catalog:

The modern tendency for the liberal arts college to pay attention to the vocational guidance of its students is recognized at the College of Puget Sound. The College desires to fit its students for useful pursuits and to qualify its graduates for personal success and direct usefulness in life.

To this end, the College introduced a separate "pre-professional" curriculum apart from its liberal arts curriculum. However, even the liberal arts cur-
R. Franklin Thompson, president from 1942 to 1973, oversaw the construction of over thirty buildings on campus, 1966.

curriculum at that time reflects a changing emphasis for the College. In 1949, the administration dropped the "objectives" approach to curriculum in favor of a divisional approach. Under the new curriculum, students were required to complete coursework in English Composition (one year), the Natural Sciences (one year in Biological Science, one year in the Physical Sciences), and Social Studies (not less than nine semester hours). Finally, in 1952, the introduction into the curriculum of mandatory participation in Air Force ROTC indicated a further emphasis on pragmatic, rather than philosophical, education.

At the beginning of Dr. Thompson’s presidency, the character of student life at the College of Puget Sound was in a most unusual state. As war escalated, the male population at the College dwindled. Social functions conspicuously lacked the presence of men until the Army Specialized Training Unit was established on campus. Still, the presence of the Student Union (Kittredge Hall) increased the interaction among students and boosted the wartime morale of those left stateside. In a 1942 report, the Dean of Women Lyle Ford Druschel addressed the effects of the new Student Union:

A noteworthy change in the social life of the College took place during the year as a result of the opening of the Student Union Building. Where most of our social functions formerly took place off-campus and were small parties sponsored by one of the fraternities, sororities, or one group, after Kittredge Hall was opened, ten all-college social affairs were held there from January to June. Most of these were called “dime parties” and brought together for wholesome good times an average of 250 students—inde-
Going for that intimidating football build, 1948.

Raymond S. Seward, professor of physics, 1945.
The first commencement in the Fieldhouse, 1951.

The College of Puget Sound band, 1947.

The Memorial Fieldhouse, 1956.
pendents and fraternity and sorority members. From these frequent and informal all-college affairs we have already been aware of a lessening of fraternity-sorority divisions (always too prominent on campus). We may reasonably expect a real strengthening of the right kind of college spirit from these associations in Kittredge Hall.

In the end, however, the war took its toll on the College, particularly in the taking of the lives of its students. In 1946, President Thompson reported that of the many College of Puget Sound students who served in the armed forces, 138 had died in service.

Following the war, men returned to campus at a nearly overwhelming rate. The typical returning male was primarily concerned with finishing his education, and the seriousness of the student body at that time reflected this determination. Eventually, this seriousness carried over into the athletic program as well. While during wartime the College had to search to find two players to pose for the team photograph, the period following the war saw a gradual increase in the football and other athletic programs. Coach John Heinrick was instrumental to this boom.

On December 5, 1946, Dr. Thompson informed the Board of Trustees of a request by Sigma Zeta Epsilon to nationalize their fraternity. On March 13, 1947, the following resolution was passed: "Resolved, that the local fraternities and sororities of the College of Puget Sound be authorized to pledge National in accordance with the rules and regulations to be prescribed by Board of Trustees action." In 1948, the "Zetes" became Kappa Sigma. Two more nationals, the Sigma Nu fraternity and Pi Beta Phi sorority, followed quickly. By 1954, the national sororities Alpha Phi, Chi Omega, and Delta Delta Delta had arrived, as well as the national fraternities Phi Delta Theta, Sigma Alpha Epsilon, Sigma Chi, and Theta Chi.

In short, the campus, itself on the verge of a large building boom, entered into a rebuilding period for the student body. During this rebuilding, some traditions would remain and some would fade away into memory. Following World War II, the color post ceremony gradually died away. With the rapid growth of the student body, the elaborate ceremony became impractical. In addition, a growing rivalry between the College of Puget Sound and Pacific Lutheran College left the color post vulnerable to crosstown pranks. The College of Puget Sound, however, did not let attacks from the rivals go unanswered. Says Dr. Thompson, "I remember one time opening my door [at the president's house] to get the morning paper, and the Pacific Lutheran kissing post fell into the hallway. The rivalry between the schools was exceedingly keen. Pacific Lutheran students stole the color post and we replaced it on three different occasions. This finally meant that it was necessary for the administration at both Pacific Lutheran and Puget Sound to call together student leaders and say that this rivalry had gone far enough."

Eventually, the men of Todd Hall constructed a concrete color post in the center of the campus green. "This proved to be a very great challenge," says Dr. Thompson, "and finally, someone pulled in a full truck jeep, hitched a chain to the color post, pulled it over and hauled it away. We never did know exactly where it went."

On the social level, campus life changed drastically during the late fifties and early sixties. The fifties saw an increased emphasis on traditional social group activities for students at the College of Puget Sound.
Participation in fraternities and sororities increased, as well as participation in such events as Homecoming and the local Daffodil Parade. At the Homecoming celebration, the royalty was crowned, and within this ceremony lay another cherished tradition: each year's Homecoming King was the man who could grow the fullest beard.

While most traditions flourished in the late fifties, the tradition of the hatchet appeared to be losing its hold over the student body. With the addition of new activities to campus life, an activity such as the passing of the hatchet required too much time and energy to be practical. The February 7, 1956, issue of The Trail provided the first hint that the hatchet tradition was in trouble.

Have we lost a tradition?
It seems as though the College of Puget Sound is losing what used to be one of its most spirited traditions—the hatchet. Why?
To keep a tradition alive, it is necessary for the group claiming the custom, belief, or folkway to pass it down from generation to generation. So should it be with the hatchet, which is to be shown periodically to the students by the class possessing it. Such is not the case with this old carpenter's tool which has borne the brunt of many fights and scraps between the classes since the early 1900s.

Who has the hatchet now? Why, those mighty seniors, the class of '56. Think they'll let the student body get a look at the hatchet? This page doubts it.

What are you going to do, Seniors? Are you going to wipe out a tradition at the College of Puget Sound? Or are you going to let us—all of us—have a try at the hatchet?
It's up to you, Seniors.

The hatchet woes continued, as indicated by a December 11, 1956, Trail report:

This fall, the class of '60 managed to acquire the tradition-bound tool. In acquiring the hatchet, the freshmen displayed commendable enterprise, but in showing it they have displayed condemnable lethargy. Since the freshmen evidently plan to hide the hatchet for the next four years, they might as well give it back to the carpenters. They will have more use for it than any CPS student.

Finally, in 1961, the associated students declared "hatchet running" a hazardous tradition. The students retired the carpenter's tool and placed it on display in Jones Hall. The story does not end there, however. A few years later, during the remodeling of Jones Hall, the hatchet mysteriously disappeared. Since that time, occasional rumors have circulated concerning the return of the artifact and only a few sightings of the coveted prize have been reported.

In a period beginning in the shadows of the Korean War and ending in the aftermath of the Vietnam War, college and university communities experienced rapid changes of attitudes and values. These changes extended into the scholastic, athletic, and social aspects of campus life as colleges and universities adapted to new challenges. Puget Sound campus life was no exception.

The emphasis on technology and pragmatism which had developed following World War II continued to influence education in the late fifties and early sixties. The curriculum at the College of Puget Sound, which sought to balance the liberal arts with practical training, did not change appreciably until 1969. At that time, student demands for more flexibility and broader academic freedoms brought about a revision in curricular structure. The University employed a 4-1-4 system, which allowed students to enroll in two four-unit semesters divided by a one-unit winterim course. The winterim course was designed as a chance for students to delve into educational opportunities not normally available during the semesters.

For better or for worse, the traditional frivolities of campus life gave way in the late sixties and early seventies to a serious pursuit of social change and justice. Students found themselves asking frequently and loudly, "Why?" During the Vietnam War era the most characteristic feature of student life on all college campuses, including Puget Sound, was the sudden burst of open student rebellion.

In all, the period of student activism at Puget Sound was characterized by a concern for the rights of all people to have a voice. It is a legacy that continues to influence students in the seventies and eighties.
The infamous hatchet, photo c. 1983.

The hatchet finds a temporary resting place with the juniors before continuing its travels, 1965.

The campus cornerstone, with Anderson Hall in the background, 1947.

Debate competition, 1945.

A post-war classroom, 1947.

Geology lab in Howarth Hall, 1948.
The Student Union Building under construction, 1959.

Coeds welcome members of the Army Specialized Training Unit, 1943.
Puget Sound's answer to Li'l Abner and Daisy Mae, Sadie Hawkins Day, 1947.

A cheer for the home team, 1949.

Taking a breather on Campus Day, 1947.
Students caroling, 1971.

The 1964 Homecoming king and queen.

The seventies brought new and important programs to campus, 1971.

Jeff Smith '62, now the Frugal Gourmet, and students, 1971.
The era of peace and love, Pugel Sound style, 1971.

R. Franklin Thompson passes the gavel to Philip M. Phibbs, 1973.

The School of Law, now a leader in law education, shown here at its temporary location on South Tacoma Way, 1971.


In 1973, the University of Puget Sound found itself on the verge of a new era. Whether it would be an era of triumph or struggle for Puget Sound depended largely on the wisdom and strength of the University's leadership. The faculty, trustees, and the new president, Dr. Philip M. Phibbs, had plans.

In essence, Dr. Phibbs challenged his colleagues to recognize that the key to success in the seventies and eighties would be an uncompromising dedication to quality in education. Working with the faculty, President Phibbs created a core curriculum that became a model for others to follow. The University also introduced strict new guidelines for faculty hiring and promotion. These guidelines, combined with new faculty enrichment programs, led to quality teaching across the curriculum. Faculty scholarship and academic advising for students also improved. In addition, Puget Sound limited its enrollment to under 2,800 so that a personalized education could remain a top priority. Thus, Puget Sound made a transition from financial stability and success based on growth to financial stability based on a quality educational program.

Through this extensive process of evaluating, setting and meeting goals, Puget Sound discovered a sense of mission—a sense of what it could be and how to achieve it.

Particularly, recent events indicate that the University has indeed reached the goals it set for itself in the early seventies. First and foremost is the fact that, in 1985, the University of Puget Sound was awarded a chapter of Phi Beta Kappa. There are over 3,000 colleges and universities in the United States and only 237 of them have chapters of Phi Beta Kappa. Puget Sound has indeed joined a select group of institutions, and the chapter of Phi Beta Kappa indicates that Puget Sound has achieved the level of excellence it sought in the seventies and eighties.

In the same month that the Phi Beta Kappa chapter was awarded, Puget Sound was also included for the first time in the Selective Guide to Colleges and Universities, which describes the nation's top 291 colleges and universities for the serious student to examine. This was a second kind of reaffirmation of the level the University had reached.

In addition, the University will soon meet and exceed its $45 million dollar centennial campaign fund-raising goal. The willingness of donors to support Puget Sound is a clear indication that people are taking great pride in the academic standing of the institution. Typical of the support the University has received is the anonymous $3 million gift that made possible the implementation of an endowed distinguished professorship and faculty enrichment programs in honor of three outstanding professors, John Lantz, John Magee, and Martin Nelson. Fund-raising success and the long-term stability of the institution could not have been realized without the support and dedication of the University’s Board of Trustees. In particular, Norton Clapp, a trustee for over 55 years and chairman for over 25 years, successfully guided the board into a more active role in University affairs. In honor of Clapp's leadership, both at Puget Sound and in the law and business fields, the downtown campus for the Puget Sound School of Law.
was named the Norton Clapp Law Center. Chief Justice Warren Burger, guest of honor at the law center dedication, termed the Puget Sound law program "a remarkable experiment in legal education."

There are other indications that point to the success of the institution. Faculty awards and grants for research, the number of books published by the faculty, and finally the simple fact that people all over the United States have heard of the University of Puget Sound are examples of the less tangible signs of Puget Sound's success.

And, finally, in 1976, a student at the University, Brad Severtson, was selected for a Rhodes Scholarship—the first Rhodes Scholar in the history of the University. This singular mark of the University's new status as an academic institution was reaffirmed in 1986 when a second undergraduate, Elizabeth Cousins, was also chosen as a Rhodes Scholar, making Puget Sound the only independent institution in the Pacific Northwest to win two Rhodes Scholarships in a decade.

As these scholars take their dreams for a better tomorrow to the world, the University of Puget Sound goes with them. As it has since the beginning, the future of the University remains in the hands of its students. Perhaps it is this understanding that has kept Puget Sound so strong through the years. Certainly, it is this understanding that can keep it strong in the future.

**Campus Life in the '70s and '80s**

Emerging from a decade of turmoil, students of the seventies drifted away from social activism toward personal development and fulfillment. New technologies, an increased emphasis on leisure-time activities, and the emergence of pragmatism did much to mold changing student attitudes. The student of today often exhibits the same seriousness toward his co-curricular activities as he does toward academics. The University of Puget Sound, in response to the changing needs of the students, has increasingly provided an atmosphere where all facets of an education, academic and otherwise, combine to form "an education for a lifetime."

Furthermore, the introduction of a new and more demanding core curriculum also reshaped campus
Students make a food run, 1986.

Greek Rush, 1986.

Student studying on the Jones Hall mezzanine landing, 1982.
Guest speaker Elliott Richardson kicks off the $45 million fund-raising campaign, 1977.

Members of Hui-O-Hawai'i prepare for the annual Hawaiian Luau, 1974.

Women's basketball, 1983.
Members of the class of '36 and the class of '86 in front of the color post, 1986.

A student bagpiper leads the commencement parade, 1981.

Frances Cousens, professor of English, offers up a challenging lecture, 1984.

The school of music maintains a tradition of excellence, 1974.
life. The new curriculum, which became a model for other schools to follow, divided education into three elements—skills, perspectives, and general subject matter. The skills category was further divided into written and oral communication and quantification units. The perspectives element consisted of historical and humanistic perspectives and comparative values units. Finally, the subject matter element was divided into natural world, society, and fine arts units. This core of courses spans the entire four years of a student's schedule and has become an essential element in a Puget Sound student's education.

Academic challenges also increased at the University of Puget Sound as top-quality professors were added to the faculty. The establishment of endowed chairs and professorships has brought many respected scholars to Puget Sound. Harmon Zeigler, current holder of the Philip M. Phibbs Distinguished Professorship in American Politics, has brought his nationally recognized knowledge of American and state politics to campus. Mott T. Greene, the John B. Magee Distinguished Professor in the Honors Program, offers his expertise on the cultural influences of science. Finally, Richard D. Robinson, a nationally known expert on international business management and business development, currently holds the...
George Frederick Jewett Distinguished Professorship in Business.

The role of athletics also experienced a transformation through the late seventies and early eighties. In 1973, the athletic program was on a path of ever-increasing size and scope. By affiliating itself with the NCAA, the University of Puget Sound had broadened its range of competition to include schools all over the West Coast. Naturally, the costs of running such a program were high. The Phibbs administration worked immediately toward balancing the athletic program with the programs of the rest of the school. The school gradually decreased scholarship aid to male athletes. Finally, in 1981, scholarships for all men’s sports except swimming and basketball were reserved for those who could show financial need. As a result, the University was able to provide opportunities for more men and women to participate in a greater variety of activities and on the basis of equality. Finally, the administration developed an extensive intramurals program open to all students. These actions resulted in what many consider a balanced athletic program which encourages participation of the whole student body.

One way to measure the success of an athletic program is by looking at the number of championships earned, and, yes, Puget Sound has its champions, both team and individual. In 1976, the men’s basketball team won the NCAA II championships. On the individual level, Jim Cairns recently captured two NAIA marathon championships and Sarah Rudolph became a four-time multi-event All-America swimmer. Both Cairns and Rudolph also maintained rigorous academic schedules and high academic standards.

In fact, student participation, in all facets of University life, became a trademark of the seventies and eighties. President Phibbs worked hard to establish an open door tradition. Both Phil and Gwen Phibbs extend open invitations to students for fireside meals and roundtable discussions.

In an effort to allow students a wide variety of choices, the administration has developed co-curricular programs designed to promote campus activity. An innovative freshman orientation program called “Prelude and Passages” offers incoming freshmen a common experience both in the classroom and on a three-day camping trip. Other recently implemented programs aim to bring students together, regardless of independent or Greek affiliation.

In essence, student life has renewed itself once again during this new era for the University. The reappearance of established traditions such as the color post and the crowning of a homecoming king and queen exemplify this renewal. In addition, annual events which are destined to become traditions have flourished. Parents weekend, with its annual Hawaiian Luau, has become a popular event. The yearly Christmas celebration, “Mistletoast,” brings campus and community together for a festive evening. “Foolish Pleasures,” a contemporary tradition in the making, is a yearly festival of student-made films. The list goes on.

Student life of the late seventies and early eighties, then, reflects the “work hard, play hard” attitude spawned by the increased pace of living in modern society. But more than that, the campus has shown an ability to diversify. The various lifestyles, traditions, and interests of University of Puget Sound students illustrate this trend. Students may exercise their freedom of expression through groups calling for social justice, yet at the same time participate in traditional University activities. It is this diversity which adds to the richness of life at the University of Puget Sound.
Freshmen begin life at Puget Sound with a camping trip during Prelude and Passages orientation, 1985.

The cheer squad, 1982.

North meets South in Tacoma’s annual civil war in the Tacoma Dome, the Logger-Lute football game, 1983.
Chief Justice Warren Burger and President Phibbs at the Law Center dedication, 1980.

A law student studies in the law library, 1980.

The Norton Clapp Law Center, home of the School of Law, 1980.

The wind ensemble performs in an outdoor pops concert, 1976.
Post-games celebration, Spring Weekend, 1986.

Student body officers, 1979.


Cramming for that exam, 1981.
The framework for the tennis pavilion, 1978.

J. Stewart Lischer, professor of geology, and a student work together on the teaching microscope, 1975.

Puget Sound stresses the importance of a personalized education, 1980.

Students studying, 1982.

The cast of Angel City, 1984.
Puddle-jumping, 1980.
Students in the Collins Memorial Library, 1982.
Puddle-jumping, 1980.
Strolling through campus, 1980.
A rainy day, 1975.

The computer terminal room, 1982.

Intramurals, 1980.
Norton Clapp, 1981.

Bill Colby, professor of art, 1979.

Rhodes Scholars
Bradley Severtson '76 and Elizabeth Cousens '87, '87.
Esther Wagner, professor of English, shares a laugh with students, 1983.

Winter on campus, 1980.

Commencement, 1984.

John Magee, professor emeritus of philosophy, and the Phi Beta Kappa charter, 1986.
TOWARD 1988 AND THE NEXT CENTURY

The strength of the University of Puget Sound as it enters its centennial year stands as a testimony to the greatness of the ideals set forth by the University’s founding fathers. Bishop Fowler’s original cry for a University which would be a “praise in all the land,” as ambitious as it may have seemed at the time, was heard across the century of Puget Sound leadership. Although the University is today wholly independent of the church, it prides itself on its continuing association with the church and its ideals. It has seen the tireless dedication to the founders’ ideals which has brought the gradual realization of Fowler’s dream. The Phi Beta Kappa chapter and the University’s inclusion in the Selective Guide are only the two most obvious examples of “praise in all the land.” The amount of money raised by the University also testifies to the new heights reached by the institution. Says President Philip Phibbs, “People invest in quality.”

It would be erroneous, however, to suggest that the University has achieved an “end” or reached its peak. The history of the University, if nothing else, illustrates the shared vision of all its leaders. Without exception, this vision is one which plans for both the present and the future. President Todd sought to build not only a respected faculty for his time, but also a campus that could provide for the needs of the future. In the same way, President Thompson raised the money and built the buildings that would serve the needs of students “now and in the future.” The tradition continues in Philip Phibbs, whose demand for quality has given the University its brightest prospects yet.

In one hundred years, the University of Puget Sound has cleared a pathway through local, regional and, finally, national recognition. In essence, the University finds itself, once again, a pioneer on the still untamed frontier. The times have changed since Bishop Fowler stood on the veranda of the Tacoma Hotel looking over the site for the University of Puget Sound, but the frontier is essentially the same. Now, as it did over one hundred years ago, the University of Puget Sound stands on the Frontier of Leadership.
PRIMARY SOURCES
Following is a list of the primary sources used in the writing of On the Frontier of Leadership:

Collected documents, Puget Sound archives
The College of Puget Sound: A Dream Realized, Edward H. Todd.
History of the College of Puget Sound, A.W. Matthews.
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Ye Recorde, bound volumes
The Maroon, bound volumes
The Trail, bound volumes
Klahowya
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The Secularization of the University of Puget Sound, George H. Mills, 1983
Collected oral and written history, R. Franklin Thompson
A Practical Mystic, the Memoirs of Edward H. Todd
An Itinerant’s Career, David G. LeSourd
Puget Sound Catalogues
Report to Phi Beta Kappa, 1983
Progress Toward the Institutional Goals, 1981
Further information was derived from personal interviews with individuals associated with the institution.

ABOUT THE AUTHOR
James Earley, University of Puget Sound ’86, is enjoying life as a freelance writer while testing the waters in writing-related fields. On the Frontier of Leadership is Mr. Earley’s first published work. The writer resides in Tacoma, where he also dabbles in fiction writing and the percussive arts.

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