SOME PHASES OF THE DEVELOPMENT OF THE EDUCATIONAL ASPECT OF
THE UNIVERSITY OF PUGET SOUND

In the development of the academic aspect of the College of Puget Sound, I came in 1942 at the height of the time when most of the students had gone to war. Dr. Todd, whom I hold in highest regard and affection, had set a special meeting of the faculty some months prior and said that because of the fact that many students were enlisting in the war and they were disappearing day by day, he strongly suggested that any faculty members who had any desire to be of unusual types of service, inquire into the possibility because it would not be possible to keep the same faculty, inasmuch as the students were not on the campus.

Because of this, many of the faculty did enlist and the Board of Trustees guaranteed that there would be a place for them when the students returned. This also caused great problems in the curriculum and the educational program of the University. More and more the offerings were reduced simply because we had gone from approximately seven hundred students down to approximately four hundred. There was great emphasis on education and general liberal arts.

One of the first factors that I became aware of was that we were basically a "street car college." Most of our students came from Pierce County and the commuting area. We had dormitories for thirty six girls in Anderson
Hall and we had some substandard housing for the local fraternities in homes which they rented along 15th Street going down toward the city. It became painfully aware to me before I had been here many months that somehow or other we must have more dormitories. I was also aware that after the war we would have to academically strengthen ourselves considerably and also become a resident university. This was partly due to the fact that the junior college movement had become so strong in California and I was aware of the fact that it would become strong in the State of Washington.

Another factor which entered into my thinking concerning the academic side of the University was the fact that the State law was such that the larger universities - Washington and Washington State - trained for high school teaching and higher education while the normal schools - Western Washington Normal School, Central Washington Normal School, and Eastern Washington Normal School - all trained for elementary and primary teaching. Therefore, if you chose to be a primary or elementary teacher it was a foregone conclusion that you would attend one of the normal schools. This seemed to be an artificial division to me and I used whatever influence I had to bring the State into a uniform certification law - meaning that both the normal schools and the universities including the College of Puget Sound could train both for high school and elementary teachers. This helped somewhat in developing the educational program at the University.
I constantly studied the educational development and curricula of many universities. I attended outstanding National meetings to discover what was happening in the leading universities and I was a resource person in one of the Harvard workshops on the development of education and the creation of new curriculum.

We had had very outstanding leadership in the person of Dr. John D. Regester who was the academic dean of the University. Dean Regester was a very fine educator. He was a person who was willing to experiment and adventure and I liked the flexibility and the leadership which he gave. It was a joy to talk with him about education. We researched constantly to discover what was happening in other places and to be innovative. I recall saying to the faculty on many occasions, "Many of you are in touch with your own Alma Mater, find out what is happening there that is adventurous, that is new, that which is developmental, and let us see if it is something which might advance the educational program of the University."

I was also very much interested in talking to the accreditation teams which examine each university every so often. We always received the highest accreditation and we always received strong recommendations concerning the kind of work which we offer. Also, I kept in constant contact with the alumni - particularly those that went to graduate schools and as I would take them to lunch in New York, Boston, or
Washington, D. C. or Los Angeles, I was so pleased when they would say, "We do not have to take a back seat to anyone and are probably better prepared than most of the people who come to the graduate schools where we are now." We were trying to discover where we could better our academic program in an innovative and developmental way.

We had a very great leader in Richard Dale Smith and we talked about the business of recruiting students. As we developed the University and built dormitories we could reach out and get students from beyond our geographic commuting area. We were very pleased when we opened a whole new market in California and then Hawaii, Oregon, Chicago, New York, New England, and the Midwest. We talked about the fact that we would recruit better students all the time. Our recruiting officers brought some of the high school counselors from some of these areas to the campus, kept them for a week, telling them of the University and it's program. This helped a great deal to get us known in far-off geographic areas. At the same time, it also brought us very outstanding students. As a result of this kind of recruitment for students, their test scores were constantly better each year. This was how we recruited the first Rhodes Scholar that the University produced.

We were very much interested in developing an adventurous curriculum. I recall that in about 1945 I went to the Ford Foundation and said that one of the greatest needs in
contemporary education was for more medical schools. I asked that they develop a satellite medical school on the campus of the University of Puget Sound so that we could have the first two years and then transfer our students to the University of Washington. I made preliminary contact with the president of the University of Washington and he said he thought it would be a very fine thing. However, when we tried to structure it in detail, the Ford Foundation said it would take twenty million dollars to start it and for that reason they did not feel they could go into medical education at that time. I have always thought it would have been an ideal situation had it been possible for us to make it a reality. We did develop, as time went on, into various schools, including a School of Occupational Therapy and one of Physical Therapy. Of course, the center curriculum was the school of Arts and Sciences or Liberal Arts and out of that developed the School of Education. We had very excellent leadership in Dr. Weir and then Dr. Raymond Powell, who was a very eminent educator for many years. The School of Education has proven to be one of the outstanding and strong schools although in these latter years, with the decline of people going into education, all schools of education have had less enrollment.

One of the interesting situations which we developed was the School of Business Administration. We had a man by the name of Dr. Charles Battin, who was very much interested in developing the School of Business Administration. Dr. Battin had been a man who had had 1500 people working under
him in the South American Express in South America. He told me that he used to watch the ships unload beautiful fruit - apples, pears, peaches, apricots, grapes, and strawberries. He went home one day and said to his wife, "It must be paradise where that comes from. I am going to quit my job, get a degree, and go and teach." He did quit his job. He had his doctor's degree and he came to us to teach in Business. He was a lionine man - he had hair like a lion's mane, he had a twinkle in his eye, he was tremendously interested in Business but he was also very much interested in Debate. He was one of the founders of Phi Kappa Phi and the National Debate Honorary. He used to get a new car almost every year or every other year, take his debate team all over the United States and win unusual honors. He did not ask for special subsidy and I never knew how it was done until the day of his funeral when I walked from his grave with his brother to his brother's car. His brother was a very fine wheat farmer from Kansas. I said that we could never replace Charles because he had done so much for students particularly in Business and Debate. I said that he took his car and drove all over the United States with his debate squad and brought home first place after first place. His brother John looked at me with a twinkle in his eye and said, "You know, I have been making Charles and his Debate squad one of my outstanding philanthropies for many years."

Evidently John Battin from Kansas gave Charles Battin, our Business professor and Debate coach subsidy for his most
unusual program and unusual dedication for those many years.

Again, we were hoping to be very innovative and unusual in our School of Business and we worked out the Junior Intern Program. This was a program where we secured in the neighborhood of one hundred businesses, industries, banks, and stores. They would take one of our juniors and put him in a business experience for one semester and then at the end of the semester he would come back into the academic part of the Business School and one of his colleagues would go into the Business Intern Program. This was a very outstanding development and has been copied by many universities and is still a very fine program. Many of the stores and the industries have hired those young people when they have graduated because they liked them so much in the Intern Program. Companies like Weyerhaeuser, Boeing, and Georgia-Pacific and many other have been very helpful with this program.

While I was a student at Oxford, I was very much interested in their Honor's Program. If you just want to graduate, you go for the blue ribbon. If you want to graduate with honors you go for third, second, or first honors. It was a challenge to the very best minds. I said to a very special group of faculty members, "I hope we can have an Honor's Program at the University and the Honor's Program was developed for the best minds we have.

In the housing shortage we also rented the
former Weyerhaeuser Estate in the north end of Tacoma which we called the CBC (Commencement Bay Campus). We had eighty young people stay there. It was a special kind of program geared somewhat the way Oxford was - you met with a tutor every so often and were given a very special kind of specialized education. It helped us too, when we were short of beds on the campus before some of the fine dormitories were finished and helped with the housing program. We had a lease with the Catholic organization which owned it and we rented it for $1,000 per month. We also had a clause in the lease which stated that we were to keep it up. Because of the unusual maintenance problem, it was costing approximately $5,000 a month to maintain it. For that reason, we did not continue it after our dormitories were finished and we could move the Program back to the campus. I am deeply indebted to Dr. Robert Albertson, who was head of this Honor's Program on the CBC campus and to Dr. John Magee and to several other of the outstanding professors who were very instrumental in making it a success.

While a student at Oxford, I used to eat in the "Hall" each evening. One night you would sit by a man from Japan and the next night, a man from Germany, the next night a man from India, and the next maybe a man from China. This was one of the most outstanding educational experiences one could imagine. I did not know I was ever going to be involved in the American educational system when I came back but I had no sooner arrived at the campus of the University of Puget Sound than I kept wondering if there were someway by which this unusual experience could be brought to our
students. For that reason I went to the International Institute of Education in New York and strongly suggested that we work out a liaison relationship with them to bring students to the campus. Although this was rather long in developing, I started to bring students through personal contact and through friends to the campus. Most often, we were underwriting most of their educational cost but they were a very fine influence in the student body. This lead to countries sending their own students to us because we were friendly, we took a personalized interest in them and saw to it that it was structured so they could get their degrees. Our association with the International Institute had an interesting by-play because I had asked them to send me a visiting professor from one of the universities. They called me in December one year and said they would like to have a professor come to us from Egypt who was at the University of North Dakota. They said he had had experience in the state school and they hoped he might come to the College of Puget Sound. I said his coming was so close to the end of the semester that it would be very difficult to get him a proper hearing. However, they said they would like to have him come anyhow. I met him and his wife and two children at the depot and brought them to the house which the University had - which was furnished and in which they lived as long as they were here. I went home that evening and said to Lucille, "I have a haunting feeling that I have seen that man. I just can't get it out of my mind that I have seen that
man." Weeks later as I kept thinking about it, suddenly it dawned on me that perhaps he had been at Oxford when I was there. I asked him and he said he had been. I said, "Did you ever take a course on Neo-Thomism from Father D'Arcy in Campian Hall in 1936?" He said that yes, he had and it dawned on me that we had been in the same class in Oxford together. The International flavor that we tried to give to the University of Puget Sound was one of the best educational factors through the years. It lead to the development of sending our young people first to England and then some to France, some to Germany, and some to Italy. Then the year abroad which Dr. and Mrs. Albertson took some thirty students for a year on the Pacific rim. We have sent young people to the Far East and it is now a very accepted part of the University of Puget Sound's dynamic educational program.

One of the outstanding phases of this International education was the fact that we had a very unusual relationship with Holland. Dr. John Prins secured a relationship with the Nijenrode School in Holland. We sent many outstanding young people over there and they all received very fine training and they have sent some of their most outstanding young people in Holland to us. We have had a very excellent relationship with the Nijenrode School of Business in Holland.

The accreditation association has been very interesting through the years to the University of Puget Sound and we have
the highest accreditation of the Northwest Accrediting Association. I soon learned in administration that there are 146 special associations in the academic world. There are those that accredit schools of music, those that accredit schools of occupational therapy, those associations that accredit schools of physical therapy, and etc. If you joined all of these associations it would cost thousands and thousands of dollars and at the same time, you could have three associations teams visiting you every week of the year both in the academic year and in the summertime. Early in my administration, I decided that we would take the highest accreditation association and adhere to it and not necessarily apply for accreditation through the other associations. Each association has its own high standards, its own stipulation concerning teaching loads and its own system of salary scales and other aspects of University administration. I have had some criticism at this point because I did not have such things as the School of Business Association, the School of Music Association and etc., although we did have the National Association of the School of Music come on the campus.

We sought always to secure the highest type of faculty member. We wanted them to have excellent academic training although I was not constantly seeking a Ph.D. although in most cases I did. I sought people who were outstanding teachers, who had the ability to perform and to bring out the very best potentially in their students. Most often too, particularly in the School of Business, I sought people who had practical training in the process of personnel work,
management, association with unions, and the business of meeting a budget and paying a payroll. Thus we could give the student a very good theoretical training as well as a practical training in their career possibilities. In faculty selection, we asked the head of the department what the needs were in special training and preparation of the individual; then we sought out the kind of people and sat down and talked with the department heads and some of the other colleagues concerning the additions. There was a time after the second world war when it was very difficult to secure proper faculty. I will recall Lucille calling me when I was in New York visiting a foundation and saying, "Dick Smith tells me that you have five hundred GI's coming next week that you have never heard of because they are returning from the War." We came back and were able to secure teachers because of the fact that there was a good backlog of Ph.D.'s and Master's degrees in the Tacoma area. However, we also secured people who did not have their Doctor's degrees although they expected to and planned to but family responsibilities kept them from doing it. These people were locked in as tenured people and this has often times caused great frustration. In faculty matters, it has also caused other faculty members to be somewhat jealous of these people because they, by virtue of years of service, have sometimes outranked the new people who theoretically have more academic training and who think that some of the positions of eminence should be theirs.

In the situation of educational facilities, it has been interesting to build some forty buildings on the campus.
during the time from 1942 to 1973. As earlier mentioned, there was a grave need for dormitory space. Particularly as it related to men. For that reason, the first building built after the war was Todd Hall. This was built because there was no housing for men anywhere on the campus. This building was designed to answer that need.

Shortly thereafter, it was proven that we had a very great need for class room space, particularly as it related to music. The old farm house had been used for a dormitory for women, it had been used as a teaching facility for art, and it had been used for the teaching of music. I recall going over one day to talk to one of the faculty members and inadvertently, I leaned against the fireplace mantel and it fell over with a great crash and there was much soot and dirt that fell out of the fireplace. I found out that this was somewhat of a common occurrence and the place had deteriorated so much it simply had to come down. We therefore designed the School of Music building so it could be used for music but it could also be used for other classes and for office space for faculty. We designed a special room for practice of the symphony orchestra because the University had been most outstanding in providing a symphony orchestra for the City and it had an outstanding reputation for its music. The same thing was true with the Adelphian Concert choir which traveled up and down the West Coast singing and bringing outstanding public relations to the University. The educational facilities were such that we asked the faculty to help design the building, to
tell us the needs, to suggest the kind of equipment which should be purchased and the potential use of the building. The music building has proven itself to be a very great addition to the University and was the start of a long range plan of adding buildings.