INTERVIEW WITH RICHARD DALE SMITH

BY R. FRANKLIN THOMPSON

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T: When did you first become acquainted with the College of Puget Sound?
S: Really, Franklin, I kind of grew up with it. Many of the faculty and administration of the University, then College, were members of one or another of the Methodist Churches in town—several of them at Epworth Methodist where I grew up from a very small child, so I knew them and was closely related, living close by for all those years and then I went there as a student from 1932 through 1936.

T: Did you get your degree in '36?
S: Yes, I finished the degree in '36; came back and got a fifth year as then you needed five years before you could get a teaching certificate (secondary class); and then I taught school a year at Puyallup. Dr. Todd, your predecessor, asked me to come back as Field Secretary and Alumni Secretary.

T: Field Secretary—was that money raising as well as student...
S: Yes, it really was. It was actually a creature of the Board of Trustees. I was not a member of the faculty, in those days, but it was actually a fund-raising type of thing; and my feelings about it as a young person, only 23 years of age, it was not likely that I was going to be doing a lot of fund raising with those nice little old ladies and gentlemen who had some funds, but I could raise money for the University by "raising" students, so we began then in 1938 with what I think was the very first organized approach to
high schools throughout our drawing area, which at that time was pretty well limited to Pierce County and somewhat to the State.

T: Actually, we were pretty much a commuting college in those days, weren't we?

S: Very largely so. Actually, clear up until the early '50's, about 75% of our student body came from Tacoma and Pierce County and if you went out as far as the State, about 95% was from the state of Washington, with just this very, very small sprinkling of people who came from other areas. Few, if any of them, were actually promoted; they came because of second generation of alumni or an aunt or uncle or someone who knew about us. Really, Franklin, there were about three different eras, if we are talking about the makeup of the student body and the actual admissions and promotion of students, which of course is the lifeblood of the school. One is the prewar years, or you might say the first half century leading up to World War II; then the decade of '42-52 which was the World War and the strange things it did to American colleges; and then the exact opposite during the immediate postwar years during the G.I. bulge and the third era, at least as far as I'm concerned as I look at our school, began actually about 1953 and stretched on for the next quarter century till now, and what the future holds we don't know. Each of those three eras was separate and distinct. The first, of course, being a very slow buildup from the very beginnings of the college to the immediate prewar years where we hit the final all-time high enrollment of about 750 in about 1939; and then, of course, you came
shortly thereafter in 1942, and you were there during those interesting years when there were about 300 in school, wasn't it?

T: About 385--40 men and the rest women.

S: Of course, we had the Army Unit there.

T: ASTU--Army Specialized Training Unit.

S: I was going to say--in those early years, too, we were quite closely tied to the Methodist Church, though the College has always been quite ecumenical in its approach to its students and it didn't make any difference what your church membership was, nor your color, creed, nor anything else. But it was supported by the Church quite noticeably in the membership in its student body. That has gone on to this day, although it is less discernable at this point.

T: Do you remember what the campus was like when they moved up to 15th and Lawrence or before they moved up there?

S: Yes, I do, because, of course, I used to go up with my Father to the old campus up where Jason Lee Jr. High School is now, watching City League baseball games. I walked through the little, modest campus of those years. It was a very small area. Then in 1923, as you know, they started building the campus at its present location. It was just woods, huckleberries and nothing else at the time--very few houses around it. In fact, I remember, as a very small child, of getting thrown off a building by one of the watchmen for climbing around there after hours. So I watched it grow from the very beginning and then, when I was there as a student there was just Jones Hall, Howarth Hall and what they called the Music Building which was an old homestead.
It was a dormitory early on and then for many years served as a Music Building. Then they had what is now known as the Women's Gym (or was) for many years, and that was all there was.

T: They built Howarth basement and used it for awhile.

S: Yes, they did. That was used just as a basement without completing it for quite awhile—well, I guess it was a couple, three years before they built the rest of it.

T: You came then as a person to recruit students and to contact the Methodist Churches. Do you remember some of the Methodist fieldmen? Do you remember a Reverend Mr. Sprague?

S: Very well, Roy L. Sprague was not my immediate predecessor. John S. Bell served for a while after Roy and then Simpson handled the position for the year 1937-38—the year of the 50th Anniversary. Anyway, Roy Sprague preceded Simpson and this had been the typical pattern through the years that either a semi-retired or a retired minister did this particular work of trying to raise funds through church relationships, speaking in the churches, etc. After you came, it was worked out a little differently.

T: Tell me about Edward H. Todd?

S: Dr. Todd was a grand old gentleman, I'll tell you. I enjoyed being there for my first four years of the 38 I spent at the University, and those were the last four of the Todd regime. Dr. Todd was quite elderly at that time but amazingly bright and energetic, though he was past 70 at the time. In fact, he stayed there 29 years and I think he was something like 55 when he first
came there. He had a vision, I think... well, he did two things. He took an organization that was literally bankrupt and held it together and nursed it along and then he had this vision of building a school of significance and he knew it couldn't be done in the little, cramped quarters that they had at Sixth and Sprague, so I think the great thing he did was to have the daring to buy this new campus and embark upon a building program in those early years.

T: I have the greatest admiration for him, because he literally carved it out with you and some of the others; and they didn't have income tax deductions in those days and the money he got was just "hard dollars".

S: It really was, and of course the faculty were extremely dedicated people because their pay was dismally poor. There was no unhappiness at the time, that I am aware of, it was just a group of very dedicated people who were intent upon providing this opportunity for education.

After that decade of the war and postwar years, 1942-52, you will remember my coming to you in 1953 and we analyzed the future. We knew several things were taking place: (1) Tuitions were going up and we could see no end in sight--in fact, 25 years later there is still no end in sight. What did that mean? I meant that the likelihood of the Tacoma area being the marketplace for our school was inadequate because it was far too small, and so we were going to have to go farther afield. Furthermore, it was also the end of an era where we would be serving as a junior college.
We had done this for 25 or 30 years, literally served as a junior college in addition to the four year degrees. Local students came here and took pre-med and all this sort of thing and then went on over to the University of Washington or the Washington State, largely. We knew the tuitions were rising and they were going to keep on rising and this was going to make it more difficult to get our enrollment to balance the budget. We also knew that more junior colleges were coming. In the late fifties, it was quite clear that the law of 1939, which Dr. Todd, by the way, had a hand in passing and designing (he wasn't in the legislature but he was one of a group of citizens that drew up this piece of legislation); and what it said literally was that junior colleges could be established in any county in the state and receive state support if adequate means of higher education did not already exist within that county. That meant, of course, that with the existence of the College of Puget Sound and Pacific Lutheran College there would be no junior college in Pierce County. And there was none, until 1959, twenty years later, when the new law passed and we could see it coming. We could see it coming in those middle fifties and we knew we had to prepare for it. So we said to ourselves, all right, we are going to have to go farther afield so our marketplace will become much broader, our student body is going to have to come from the big centers in California--like the Bay area and Los Angeles--the mid-west and the Rocky Mountain states and far back even to the East Coast.
T: Do you recall that two or three times you and I had kind of a "think" session and right along with this we said that we not only had to get them from there but we also had to provide dormitories for them.

S: This was the other thing. If we were going to go farther afield, as you know all too well, there were no dormitories at the University in those middle years--from about 1930 until about 1950, although we did build the first one, Anderson Hall in 1938, the year of the fiftieth anniversary. But that was only for 36 girls. There still were no men's residence halls. The local fraternities were the only means of living anywhere near the campus...

T: Most of them lived in rented houses which were sub-standard, weren't they?

S: Yes, they surely were. In fact, one of those I was very closely associated with, called the Witan House. It was really a co-op. By that time, my parents had moved to Olympia during my senior year so a bunch of us got together. We hired a cook and there were about 12-15 living in the house; sometimes as many as 20. The last location of the Witan was up at 9th and Lawrence. We never took out a charter to become a fraternity because we could get away with more things without having a charter. But aside from that, there were no dorms, and it was obvious that if we were going to have a significant group of our student body coming from outside the city and outside the commuting range it was inevitable that we also had to face the problem of providing adequate living accommodations for them, and you will then remember that we built a dorm about every other year for a period of fifteen years.
T: That's right, of course. The first one was Todd Hall and I was so very, very pleased that we could have Dr. Todd there and dedicate it to him and have him put in the cornerstone. It was a gala day for him and fine recognition.

S: Remember, speaking of dorms—the very first men's dorm on the campus is now called South Hall—that was a hospital unit from Payne Field that was moved own, literally, on trucks and set up there as a dorm for the boys immediately following the war. Then part of it became the plant department and part of it was occupational therapy, and it still is. So what was the only temporary building on the campus has become one of the most permanent.

T: It is interesting because I went to a presidents' meeting and they were talking about the permanency of the temporary buildings and one white haired man got up and said, "Well, if it makes you feel better, last year I got rid of the first world war buildings, so you can look at them for twenty or thirty years." But it's been a good, servicable adjunct for us. I remember when that became available. I went from Canada to California looking at those facilities and this was the only one that was finished inside. All the rest of them were unfinished.

S: There were some other things that we considered, if you will remember. We thought that if we were going really across the country and out to Hawaii, which was by now our 50th state, we were going to have to be well known—people were going to have to know us. On a one-for-one basis, sending an admission officer around, that was a long, long way albeit it was an important way and we did that and still do to this day, of course. But
there had to be ways of spreading the name of the University, which had been quite provincial and just known in its little area of the Northwest, so we joined the College Entrance Examination Board, if you will remember, so we could relate ourselves to all the other College Board colleges and universities throughout the country and also to have some feeling for entering classes, so we would have some measurement of students. We knew the local high schools and their relationship to one another; but we didn't know a student from a high school in Pal Alto or Denver or from wherever. Consequently, the College Boards did give us an association with schools throughout America and an opportunity to relate our entering classes so we knew what we were getting in the way of academic abilities, etc. At the same time, we said to ourselves, lock we've got to get out of this nice neat little athletic association we had. It was a very fine, friendly relationship with the Evergreen Conference, but it was limited to the state teacher colleges in Washington plus Pacific Lutheran, Whitworth—and that was about the size of it, and we knew we had to go farther afield—so we went, as you know, NCAA independent with our athletic teams. This was in the early sixties, after we had begun this broadening of our student marketplace. As a result of it, as you know so well, we did become known coastwide with our athletic teams. We didn't go "hogwild", so to speak, or become (as some people have called it), "a jock school", but we did have excellent teams that were capable of meeting in football and basketball or any of the other sports with most of the schools on the coast and over in Hawaii—and we have gone on from there. I think a lot of folks
have felt in these latter years that what we were doing was trying to build an athletic dynasty but it was not so. It was to give young people a chance to compete and to be known and for the school to become known. I remember going down to Menlo Atherton High School, down by Palo Alto, when we were first going into the San Francisco Bay area. Sitting in a little room one day, waiting for the students to come in for the next college conference, I heard two boys talking outside my door that had a sign on it, "College of Puget Sound" and one of them said, "Where is that—is that some kind of a new stereo sound?" The other fellow said, "No, I think there is a body of water somewhere by that name." So, it was proof positive to me that we had a long way to go in order to be recognized so that when you said, "College of Puget Sound" or University of Puget Sound" as it was after 1960, that it would immediately conjure up an image of where we were and what we were doing. Within two or three years, we were playing Santa Clara, San Jose, UCal-Davis, Sacramento State, Pomona, Whittier and others, and I can tell you for sure that when we thereafter, went into these schools we were well known. Gradually large groups came to see us. Of course, in the meantime, we had brought about a one-to-one relationship with all the counselors, principals, and headmasters. We started calling on all the private schools throughout the western area of the United States. These are the reasons we see the present student body today, which in now around 45 to 50 percent within the state of Washington and the other 50 percent worldwide, including something like 22 or 23 foreign nations represented.
T: Do you remember when we first visited schools in Hawaii we used to get 40 applications, but after our team came and they lost by one point in the last 30 seconds there were some 200 applied the next time.

S: Athletics did a good job for us but I don't want anyone to think that the athletic program itself brought the University along—it was one of the factors or one of the facets and it was terribly important in a particular era of our history.

T: You remember that in some of "think" sessions that we said that athletics, music and art were some of the windows of the University—public relations' windows—and through those three things, particularly, we went out to get academic recognition. I think you handled for the University the development of the athletic program and during the war we had Leo Frank as coach.

S: Yes, he came before World War II as director of athletics and as football coach and he also coached track. Leo was a very gentle person and a very fine man and he went into the service about the same time I did—the army—and then stayed on afterwards for some length of time. He died fairly early on, a few years later, and Frank Patrick came, immediately after the war and at the same time John Heinrick came and spent some time with us, even though he was still director of athletics and coach at Stadium High School. Then he came full time, as you will remember because you were the person who chose him. A very fortunate choice—John was a dedicated person to the whole athletic program, but people were important to him and young people, particularly. He didn't use them but he knew how to work with
them. The G.I.'s that came were several years older than the normal college age and the youngsters who were freshmen out of high school all worked together with John. I think largely because of John and his patience and dedication through those lean years of the fifties and the early part of the sixties until he retired as director of athletics we were able to provide a sound but modest program. We couldn't have done it without him. The dramatic development in UPS sports took place after he had ceased coaching. It would not have been possible, had he not set that stage in those early years.

T: He was the right man at the right time and he made a bridge from the uncertainties of wartime until the certainties later. He was a dedicated, wonderful person, who knew his students and his coaching. He was fine in every way.

S: There have been others, of course. Bob Ryan and of course, Doug McArthur. I was so pleased when Doug came and I agreed that this was the way it should go, because for the first time really we were having a director of athletics who could devote himself to the development of the program. Remember, we were doing this not to just develop athletic teams but we were doing it for the University... it was a marketing problem and we were doing it so that the University would be known far and wide and Doug understood this and with him working with his coaches and with our backing we accomplished our purpose.

T: Actually, he worked under you and you reported to me what was happening
and it was a very good relationship. He was kidding me the other day and he said that you and I talked it over and decided he was the one. We sent Don Jaenicke and Jack Fabulich to talk to him about it. Do you remember that?

S: I don't really, at this point of time. It may have been. I know that, you remember, earlier on we had hired Doug to replace Bob Hunt who was leaving to go to another position, and he was the Alumni Secretary. So we asked Doug if he would leave his Parks and Recreation job down with the County and come with us as Alumni Director, but we also recongized that his life was wrapped up in athletics so we pulled a sneaky trick on him and asked him if he would direct the athletic publicity and public relations program, which he was very, very pleased to do. From there, he just gradually moved into the DA position.

T: You also directed the alumni relationships with the University in those years, didn't you?

S: Yes, I was Alumni Secretary back when I first came in 1938 for those years leading up to the War and I was very, very fortunate. The American Alumni Association, which is probably one of the finest professional associations in the world, because it shares all it has with its members. It doesn't jealously guard its so-called secrets, because what will help or what works at one school may work somewhere else and it doesn't work to the detriment of the original school. So it is a fine professional group. In those early years it didn't have a director in I think it was District 13 or 8, which was the northwestern states; and here I was a brand, new 23 year old alumni secretary and they asked me if I would be the director. As I
look back on it now, Curley Harris pulled a sneaky trick on me. You remember Curley who was director of alumni relations and the political lobbyist for the University of Washington. He didn't want to be bothered with this thing so he kind of unloaded it on me, but what it did for me was to give me a quick, broad understanding of alumni relations throughout America--some of the finest schools, both like us and far different from us, and I had the privilege of sitting on the board of directors and going to national meetings twice a year for a period of about four years. When I came back from the service, after the war, I still was alumni secretary along with, you remember you loaded me with, Registrar and then we called somebody director of admissions so I was that, too; and gradually manager of athletics and we had a lot of fun. Then later on we had Bob, the last name slips my mind right now, he served as Director of Publicity and Alumni Director, part time. We really weren't doing what we ought to do with alumni. Bob Hunt was our first full time alumni secretary, and after that came Doug McArthur. During all those years I had sort of a nominal administrative relationship with the Alumni Association--I guess you never get away from them.

Franklin, there is one thing I did want to say that may get lost in the mix here. We made one move in the late fifties and early sixties, and I'm sure you'll remember it. We sat in your office and I know Gerry Banks was there, and very probably the dean, too. We were trying to analyze what we could do to increase the net revenue at the University because we saw increasing expenses. We needed to raise faculty salaries and pay
for increased costs of operation; and we couldn't do it any way except by raising money either by tuition or gifts for operations and we always agreed that if we ever got to the position where we were raising money for operations, we were in a bad financial position. Also, we didn't want to raise tuition beyond what the market would bear, so we had a critical problem at that point. We decided that the one way we could raise money, or net revenue, was to do what we called "square up the classes". If you will remember, traditionally, the freshman class was the big class and in the years leading up to the War they were usually around 200 to 250, and then it dropped off and dropped off and the graduating class would be somewhere around 75 or 80 or 90. After the War and after the G.I. bulge, and we are now in 1953, we dropped back from 2000 to 900, and we started growing slowly then. With 900, we still had half freshmen and then the classes dropped off. It cost us, you will remember, just as much to mount all those classes for those junior and senior years, which were very, very small classes, in most all cases, as it did to have twice as many people in them. So we deliberately set about the business of acquiring transfer students at the junior level--or senior but mostly junior, or sophomores--getting these largely from the ever-growing group of junior colleges in the state of Washington and from California and Oregon, as well--but largely from the Washington community colleges. By the early sixties or mid-sixties, we had done just what we set out to do--maybe it was even a little bit later than that, but I think it was in the mid-sixties and we had classes that were
almost literally square—in other words, finally about the late sixties or early seventies we had as many people graduating as we did entering as freshmen, and that was one of the very important financial underpinings of the University to enable the University to stay financially in good operating position.

T: I never will forget our discussion on that and you pointed out that if we could get these people at the junior and senior level it would really mean balancing the budget, which it did. Of course, Gerry Banks always felt or was always predicting a deficit but you really saved it and kept the budget balanced.

S: We still, I guess, are running 85% of the operating costs of the University being borne by tuition. If you are doing all that with freshmen and sophomores, you're never going to make it, because the expensive senior classes and junior classes are going to eat you up.

T: The last time they reported to the Board of Trustees it was 82%. A moment ago we talked about having "windows" and athletics. Now let's talk about the Adelphians. Weren't you one of the original Adelphians?

S: Yes, actually, I guess it would be improper to say that I was in that first Adelphian group. It was in 1932 and I came to the University in the Spring of 1932, directly from Stadium High School, but I didn't go on that first trip. From then on, I was. I sang on five different trips because I did one year of graduate work and I served as president of Adelphians and then the four years before the war, from 1938 to 1942, I booked the
Adelphian tours and went with them—again, using the Adelphian trip as a student promotional approach, speaking in the high schools in the area at the time of the appearance and making a little pitch, so to speak, on the night of the concert—and singing with the group as well.

T: Who was the director then?

S: John Paul Bennett.

S: He founded the Adelphian Choral Society, as it was originally called. Now, it's the Adelphian Concert Choir. That was in 1932 and carried on until the War when he left the college and worked in the shipyards during the war and then he went down to Pacific University and later taught Latin at the high school there at Forest Grove for many years, before he retired.

T: What kind of a person was he?

S: A very unusual person. He was a very dear friend of mine and so was his wife, Doris. They were wonderful people. He had a heart of gold. He could get awfully angry, awfully fast and once in awhile we students in the choir would pull some "fasty" on him and I remember him stalking off the stage in a high dudgeon, only to return a few minutes later, having made his point in the meantime. He was quite a tyrant in the fact that if you were in the Adelphians, by george, you better not be doing anything else because that was it. I remember in my senior year I got invited to join the Orpheous Club, which was the men's singing group in town, as you know. It's still there. I thought this was nice because I knew I was going to graduate in a
year and I wouldn't be able to go on singing with the Adelphians—at least I didn't think I was. As it turned out, I sang for four more years. So I very happily took the opportunity to join them, and he kicked me out of the Adelphians because he said, "By golly, you can only sing in one," and about two weeks later he sent my very good friend, Wilton Vincent, around to see if I wouldn't come back and sing, which of course I did. He was a wonderful person. He kind of built the underpinnings of what, as you know, has become a very strong School of Music. He made it professional; he got top people there in the various teaching areas—particularly Leonard Jacobsen in piano who was simply outstanding. He had two or three strong men in strings, as well, and it was through him that it became something other than just a few music lessons.

T: Now, Dick, you had a good friend, E. T. Short, who was on the local newspaper. Tell me about him?

S: E. T., as I called him—and many people had called him "Farmer" Short for years and the "Farmer" came because he was the Editor of a little valley weekly paper out in the Sumner-Puyallup area and it was basically a paper around farming and agriculture—was the first city editor of the Tacoma Times. Later on, he worked on Seattle newspapers, as well. Eventually, he ended up back on the Times as a specialty editor. He wrote this "Thirty Years After" column for many years until he retired and died. He had a profound affect on our whole community. I got to know him early on—I don't remember now how it ever came about—but then I invited him to go on the Adelphian
trips and Bennett thought the world of him, as he did of Bennett; so we got him to go along with us and he wrote a story about each night's concert in each of the towns throughout Washington and Oregon (where we went in those days) and sometimes in Idaho and he'd send it back to the Tacoma Times. So for a period of two weeks and sometimes for three weeks, night after night, the College would get quite a blurb in the Times because he would be telling about the concerts and what went on in that community. He tied it into that particular community and what was going on there and some very interesting stories came out of it. An interesting impact he had on the community, which is still alive today, and this would go back now into the years before the War--he got a church page going. There had been nothing in either of the papers, the Times or the Tribune--and by just main strength and awkwardness he got a page devoted each week to what was going on in all the churches in Tacoma and they had an opportunity to put a little ad in, if they wanted to, and there were stories about each denomination and what was going on in different churches for special programs, etc. It finally even forced the Tacoma News Tribune into doing the same thing and as you know that is still being done to this very day.

T: The first time I ever heard your voice was on a long-distance call which you and E. T. Short had put into Salem, Oregon. Do you remember that call?
S: Only just vaguely, Franklin. Those were interesting days. We were interested in knowing what your attitudes were on some of the things that we held near and dear to our hearts and we knew you were coming to be our boss and we wanted to be forearmed and have things ready for you. I also knew you were coming and that I was going—by that, I mean, I was already accepted as an officer in the Navy and I would only be there for about a month after you came. We wanted to do whatever we could do for you during that one month, which was all too brief. You will remember we took some trips around the Methodist summer camps, which was kind of a recruiting trip and a chance to talk about the College. Of course, E.T. wanted to get some of the "hot skinny" so to speak from this new man coming to us from Willamette.

T: There had been a good many people who were candidates and who spoke at chapel. I really thought the fellow by the name of Niles of Iowa, who had raised $100,000 through some agency in New York, had the inside track. Lucille and I used to talk about it and Bishop Baxter would say, "Franklin, be surprised. Don't expect it. This Niles has a reputation of raising money and Dr. Todd likes that, and so does Blaine." We all had to submit a three-page letter on the philosophy of what we thought a school like the College of Puget Sound ought to do. When you people called, and I think you actually called before we knew, and asked me for a statement and I said, "You'd better see Paul Hanawalt and get the three-page statement."

S: Of course, that was not too hard for us to do because as you remember
I had one year of teaching between the time I left the College and then came back and it was at Puyallup High School, where Paul Hanawalt was Superintendent of Schools, so Paul knew me exceedingly well and we talked with him and he gave us the story of what was going to take place. There was another man, whose name escapes me again, who was at Washington State--Dean of Men, I think, at the time, or maybe Dean of Students. He later went on to the Aluminum Corporation of America back in Pennsylvania--but he was one of the frontrunners for the position.

T: As I recall, he was a very strong Methodist layman.

S: I believe so.

T: Yes, I remember that very well. Tell me, how did Dr. Todd arrive at the decision to retire? Was this something that he did himself or was it something from the Board of Trustees, or the faculty, or the students? Do you remember anything about it?

S: Not very much, Franklin. All I remember was that the gentleman was getting more and more elderly--he was slowing down. After all, he was at that time I think 75 plus; and we had come to the end of an era and it was time to make this change. I don't recall that he ever deliberately made the decision himself. I think the College was his life. He was so anxious for it and so anxious for it to succeed and to move on ahead, and yet I know that he felt that the time was coming when he should find someone to step into his shoes and carry on, and I think that he must've had quite a hand in the final decision because so many of the other people that were being considered...
were simply not the people that he would have had any feeling for at all. He just simply wouldn't have accepted them, in his mind. Now I don't think he had the decision to make. He had a strong will and he had a strong mind and after all, he'd done most of what the college had amounted to up to that time, literally almost by himself with no help--by that, I mean, administratively; he'd had to do the whole thing. I guess I was the first person ever to be at the College on the administration that didn't teach. You see, everybody there taught--Dr. Todd, eventually, didn't, but he did early on. Even Dr. Robbins, you know, who was the Bursar, taught Spanish; and the Dean, of course, always taught philosophy or education (there were several deans).

T: You mentioned Dr. Charles Robbins. Tell me about him?

S: Well, Charlie Robbins, I guess you and I have joked about this before... Dr. Todd raised the money in those days and Charlie Robbins kept it, and literally "kept it"--he didn't let go of it; he literally squeezed every one of those buffalo nickels but, of course, you had to in those days. He didn't want to have any campus and the only campus we had in grass was the Sutton Quadrangle, out in front of Jones Hall. The reason we didn't have it was because it cost money--you had to water it and you had to cut it--and he simply refused, point blank, to do anything about it; and he wouldn't pave any sidewalks--we had old board walks, you remember. Every year on Campus Day we had to get out--the students and the faculty--and hammer boards onto the walks and spruce things up. But Charles
Robbins was exactly what the organization needed. At the same time, I'd have to say that Charlie Robbins—and George Reagan could give you some "scripture and verse" on Charles because I got George the job as Assistant Bursar when Charlie Thomas left to go down to UCal-Berkeley. This was back before the War, in about 1939 or 1940. He worked for Charlie Robbins for several years. But Charlie was a tough-minded person and as honest as the day was long; but mean, oh boy. He was a tough-hearted old codger, and yet he ran a good ship and kept the show going through the Depression years when there simply wasn't any money—how, I don't know. He and Todd had an interesting relationship. It was almost like there were two presidents because both of them reported to the Trustees. I think that Dr. Todd eventually made it clear that he was the President, but really Dr. Robbins had access to the Board and if you remember, Dix Rowland was a member of the Board and he was also the Attorney for the College and he was very close to Charles Robbins. Eventually, Mr. Rowlands ended up in Mr. Robbins' office—his private office the last few years he was alive. Charlie Robbins was an anomaly—he was tough and ornery and mean on the one hand and very kind and gentlemanly and one of the strongest laymen in the Methodist Church. He was lay leader for Epworth Methodist Church for something like thirty years.

T: He was State conference lay leader, too, you know.

S: Through all this, probably the most staunch, stalwart supporter of the very modest athletic program of those years was Charles Robbins. I can
remember that he was the official timer for every football game and no one dared get out there and hold that stop watch—that was Charles Robbins' job. He didn't tolerate any horseplay among the students. He was a very strong, tough, disciplinarian; and, yet, here this same man would be out with his stop watch timing the "Bag Rush." The Bag Rush was a little less than legitimate homicide. (Laughter) We wouldn't dream having a thing like that in these modern days! You could almost end up dead—some people did. In fact, numbers of times legs were broken; and, yet, this was supposedly those old, "conservative days". And here was old Charles Robbins, kindly, disciplinarian that he was, timing the Bag Rush.

T: I will never forget, shortly after I came, that I said to him that I would like to see the checks when they were written. His face flushed red and he said, "Mr. President, that's a waste of time. Your time is too valuable to do that." I said, "Well, if I'm going to be responsible for raising money I want to see where it goes." He stood up and said, "Mr. President, that is a waste of your time." I looked him right in the eye and said, "Mr. Robbins, time is on my side and I will read the checks." He went out of that office like I had put a firecracker under him.

S: He could get just furious.

T: In fifteen minutes he was back and said, "Mr. President, you are absolutely right and the checks will be channeled to your office from now on."

S: That's right. He had a flash temper. I know he and Charlie Battin were two full antagonists in those days and Charlie Battin was a kind of...
oh, great guy that he was... he deliberately baited people and he would come up to the window, where he had to talk to Mr. Robbins through the window, you know, in the Bursar's office; and he would give him some big long song and dance about what he wanted to do—like wanting to spend $30 on his debate team and of course $30 loomed like a harvest moon to Charlie Robbins and Charlie would say no he couldn't and Charlie Battin would say yes, I can and they would get into a pitch battle, right there in front of everybody and then go away and be very good friends. But those were interesting years when I think back on them now. I mentioned the Bag Rush. There were numbers of traditions in those years. The Green Beanies that were very much a part of the life of the college. Freshmen had to wear them until Homecoming unless in the meantime they could acquire the Hatchet. The Passing of the Hatchet* was supposed to pass from the seniors on to the juniors but if the freshmen could get the hatchet that was one way they could take off the beanies. The other way was to win the Bag Rush. The freshmen and sophomores were in that and if the freshmen won the Bag Rush then they could doff the green beanies. If I were to say about something that is missing perhaps not just in our college but at colleges in general today as over and against colleges the way they were in many of those quiet years leading up

* The old hatchet was found buried when they excavated for the new campus and it became a symbol of the school. Each senior class would hide it and it became a cause celebre for other classes to find it and rehide it.
to World War II, it's that there are very few traditions left, at least the traditions as we used to know them.

T: Like May Day, May Queen, Homecoming and that sort of thing.

S: And the Color Post at our school. That was another one of Dr. Todd's originations. You know, alumni organizations throughout the world are organized on what they call the Dix Plan named after a fellow Dix who decided that there should be reunioning every five years. It was a neat arithmetic arrangement but it had nothing to do with the college at all—nothing. It was just that after you were out five years you were supposed to come back for a special reunion.

Well, Dr. Todd developed a Color Post which was just that—a four sided post with four different colors; as I remember it, they were white, maroon, blue and yellow. Each of these stood for a certain facet—one was for science, one for religion, one for humanities, I think, and the social studies and on each side of the Color Post were listed the numbers of the names of the class, like Class of 1900 and the number of students who entered that year, as well as the number of students who graduated in the Class of 1900—so they had an entering Class of 1900 that took over that side of the Color Post from the Seniors who graduated. So literally our reunioning classes were on a four-year basis and the seniors passed on the baton of their side to maintain to the freshmen and in the indoctrination or what they call the matriculation ceremonies (which we don't even have anymore) the freshmen walked through the Color Post, paused a moment in front of their side of the Color Post, and
went on out and were greeted by the faculty and the President and other members of the administration in a double line as they came through. Conversely at graduation time, you will remember, the senior class walked back out through the Color Post (it was located in a little quadrangle place which was fenced in) and shook hands with the President and the other officers of the alumni association and were welcomed into the Alumni Association. So there was a very sincere and deliberate attempt to make a real relationship out of this, but along with a lot of other things, it got lost.

T: You will recall that we outgrew Jones Hall and we didn't have a place where we could assemble the freshmen or a place where we could assemble the seniors and then, too, we had problems with PLU. Remember, PLU sawed off the Color Post and it was always a problem of painting the figures on it.

S: If you will remember, too, the last time that you and I saw the Color Post up and we checked it, dry rot had completely taken over and it was just about, like the one-horse shay, to disappear. And I think with the sophistication of the students, perhaps it had outlived its usefulness. I don't know, but I do wish colleges throughout America would hang on or develop new traditions that are meaningful in the spirit and times of the present.

T: It appears that the psychologocial atmosphere of students coming back to some of these traditions is present. Some have asked me how to elect a May Queen or how to elect a Homecoming Queen.

S: I thought we might say one thing about enrollments. That first half
century gradually built up to the peak in 1939 in the fall of 750; then it gradually went down and then the bulge of the G.I 's. Then we got 750 in 1946 - freshmen - which was as many students as we had in the college before at one time. And the height of the bulge was about 1949-50 when we had just around 1900 or 2000 students. Then it dropped off in the Korean conflict and in 1953, after Korea was over, our enrollment dropped back to what was the base, 900, and it gradually grew from that but it was another 20 years before we got back to 2000. You will remember another thing that I talked to you about in those days. I kind of analyzed the private colleges throughout the United States and I noted that in every section of the country there was at least one, sometimes more than one but at least one, strong, private institution which was the bellwether for all private education in the area; and I noted that was true except for one place and that was the Northwest, where there was a whole series of small colleges that we could name so easily—Willamette, Whitman, Lewis and Clark, Pacific Lutheran, Whitworth, Pacific, Linfield, etc.—but none of them were very large, none of them spoke for the other or was recognized as the leader and I felt that there was room for and there should be a voice for private higher education in the Northwest, and it had to come not from a group of schools with dissimilar interests and ideas and religious beliefs, but it had to come from one. That was another reason why we deliberately set about to build ourselves in terms of size and to become a part of the committees, statewide, and
nationwide on the College Board, and other organizations and eventually we did become the largest; (and I'm not saying there is any virtue in pure size, but there was to the extent that we became recognized as a very important facet) and public colleges and universities took us into their counseling and asked us questions and listened to what we had to say. I really think, without blowing our horn too loudly, that we did become the private college of the Northwest in terms of its ability to stand up to a behemoth like the University of Washington and say no, we don't agree with this. Anyway, that was one of the things that was in the back of our minds in those years of the late forties, fifties and the sixties.

T: We actually did it one step at a time. We sought out the administrative principle and then made the principle practical. I mean, for instance, when we could see that we should change in nature from a "community college" to a dormitory college and that we would have to strengthen it academically and build the buildings and get the tools of the university, get a library second to none, etc.

S: We went on, as you know, even further in spreading our campuses far and wide. Right after the War and for many years until this day, we had the first and now one of several out at Madigan General Hospital, Fort Lewis, and McChord Air Force Base. Very significant campus work out there by military people and DOD dependents. Then you know we got started in Seattle in the Law Educational Enforcement Program when the city police came
from Seattle and asked if we would put on some courses for them because no one of the three schools in Seattle would do it at night. We did this and in the meantime we acquired a grant from the Federal Government through LEEP and built our Seattle campus to a position of some significance. So again, we became a weighty factor in educational circles throughout the Northwest.

T: You mentioned a moment ago that we had 750 people come all at once during the G.I. bulge. Do you remember the time I was in New York and my wife called me and said that the Registrar told her there would be 500 more students than we had anticipated. I flew back and looked around and said to myself, "I have to have help!" I knew that there had been such a wonderful relationship between you and me and also that you had grown up with the University and knew it from A to Z; you had been through the chairs of student promotion, alumni director and many other allied areas of responsibility. Do you remember my call to you at Oregon State?

S: I never will forget it. I was trying desperately to finish a master's degree in education and I was right at the moment working on my thesis and believe it or not, the thesis was to determine the most beneficial program for indoctrination of students coming into colleges in the Northwest. I had visited all the colleges in the Northwest and got their indoctrination program and what they did during Freshman Week, etc. I was about to write this up and you called and told me the story you just repeated; so I came and said I would try to get the thesis done some way--I never did but that was all right! I'll never forget going in there and talking with Christian Miller. He was
the Registrar and he was anxious to get off on an exchange professorship over in Gotenburg, Sweden. He just wasn't thinking about that fall—he was thinking about going over to Sweden, which was fine. Mrs. Cheney was there. I had known her. She had been the wife of a former German professor who had been killed in a very tragic automobile accident many years before. Mrs. Cheney was at retirement age and then there was one young lady, Jean Button, who had just finished her senior year and she is now married to Harry Mansfield, as you know. She was part-time student help and there were a couple of typewriters—but that was the Registrar's office. When I looked at what was taking place (and it turned out to be 750 freshmen and this was more students than the entire enrollment had ever been at the University), I marvel at how we got through that registration. There were so many interesting stories to tell. You remember that Martha Pearl Jones, Head of the Drama and Speech department, got up on the top of the tables in the hall at Howarth and screamed and shouted and told people where to go. Without her help, I never would have gotten it done! We had no one to do it; there were no tools with which to do it with, but you will remember the G.I.'s who came back were so happy to be back, it didn't really make any difference! They entered into the thing with a spirit and enthusiasm of being back home and we got the registration done and we went on from there and got things organized on something other than the very small basis on which we had been operating for so many years.

T: We also had the problem of securing adequate faculty and as I recall
Dean Regester had a major task and we had to help him get people from all over the place to come and teach.

S: Yes, because many other schools, of course, were facing the same situation and the reservoir of available manpower simply didn't exist. We actually got it done though and again, I think that the professors who were there and had been with us just pitched in and worked a little harder and a little longer. No one gave a second thought to teaching late or having a class late in the afternoon and early evening. Now, they feel very "put upon" if they have to be there after 12:00.

T: No one thought anything of having 40 or 50 in a class either.

S: Not at all. And there was some fine teaching--fine instruction. I think part of the reason was that there was an intenseness about the returning G.I.'s and they in turn passed that on to the normal college-age students--the 17, 18 year old variety. They saw this. They had to compete and they wanted so intensely to learn that they took advantage and tried to catch up on the four years they had lost.

T: A lot of the "rah-rah" stuff went out of college life in those days--raccoon coats and that sort of thing, because as you said they were intense and they wanted to catch up.

S: Remember the College Club? That was an interesting organization. It sprang up right after the War and if you will remember, they used to have these big cabaret style dances at the Ball Room of the Winthrop Hotel--
the Crystal Ballroom. You will remember your colleagues, whom I shall
leave unnamed, who came to me and thee and raised holy hell, so to speak
because there was drinking going on at those college balls! The important
ing and I remember telling you, (because you looked at me kind of like what
was I doing here), do you realize that any alumni secretary in the world would
give his eye teeth to have this being done spontaneously without any effort
from the college at all and the one important thing was that one member of each
couple had to have attended the University of Puget Sound (then College), so
those were great years. Those were the great years when the G.I.'s were
coming back and trying to catch up. That's gone by the wayside now but
there are other things that have taken its place.

T: After the G.I. bulge and the law was passed that anybody who was in
college would not be drafted, we often had a type of student who was really
"hiding" in college, don't you think?

S: Yes, I really believe that. I worried a lot about it at the time. I didn't
say an awful lot about it because it would do no good to agonize over it either
publicly or privately but one had to accept the fact that we were getting
some people who were there, not because they really wanted to be, but
because it was a way of staying out of the military service. There was
another thing to be said though that worked both ways. Some of them
wanted to get through college so that they could serve their military term
as an officer and so those people were excellent students and con-
cerned that they get through and that they make a good record. You will remember that we got an ROTC unit about that same time. Then there was the other situation, too, where while they might escape the draft at the same time a lot of people went into the service immediately following high school, deliberately, so they would have the advantage of the G.I. Bill. A lot of them came from families who found it very difficult to support them in college with ever-increasing tuitions. So there was the group of young people who enlisted deliberately to receive the G.I. Bill.

T: You mentioned the ROTC. Do you remember when it came and do you remember your contacts in Washington, D.C. that helped us get Unit 900?

S: I do, Franklin, although I'd have to say honestly that you are to be the one to be complimented for getting that particular group. You will remember that I had been working very hard for a navy group but the Navy ROTC was not expanding nearly as rapidly as of course the Air Force, which you know had just spun off from the Army and was now a separate military service. I had been working more with the Navy group and you remember I was away some, when I returned I was picked up again by the service during the Korean conflict. I was really more involved with the Air Force unit and served as the liaison for the University with them at your appointment, for all the years until I left the University; so I had a lot to do with the organization as the official liaison between the Colonel and his officers and you.

T: I remember I asked you to do this because I didn't know military protocol
and you did. Through the years you have been very closely associated with our congressional delegation in Washington and that has been most helpful to the University of Puget Sound.

S: One of the things I did after I came back from the service the second time, because I thought everyone should play a part in the community, was to become a precinct committeeman, and through that I began serving on various committees. I got to know both Senator Magnuson and Senator Jackson and of course the representatives, but particularly the two senators. Also many of the county and state officials in the state legislature, and as you know, with the junior colleges coming into the picture more and more our relationship with the state became more intricate and more complex.

There were increasing needs of the University, particularly in the sixties and the seventies, for the future, with our legislature because more and more we were impacted by what happened at the legislative level, not the least of which was the Work-Study Program, the college grant system handled through the states by the Federal Government and the states were involved in it themselves; the junior college system, of course, was a major impact and we had to have our hand in that. So I think just like a lot of other things, it fell my lot to do this. I had had this personal interest in the political scene and it became kind of an avocation, you might say, so I represented you at the state level and the national level and I became personally acquainted with all of these people. I think it served the University in good stead, not because I did it but because someone was doing
it, and I think it is terribly important that someone in a school such as ours be very close to the state political scene and the national scene.

T: You knew how to do it and had the personality to do it. You made the connections that were really wonderful. It is still true that the senators and congressmen call you quite often.

S: Oh, yes, and of course in my work now with the Port of Tacoma I am much more closely associated with them because what we are involved in deals with not only the commerce of the entire nation but to an extent the national security in the development of the Port and its deep water facilities and its industries, so we are in touch with the senators' offices weekly and of course we are a creature of the state as a Port and so we are very close to it. But, back on the university relationships, it's most important that colleges maintain this liaison and it can't be done on a piece-meal, ad hoc basis. It has to be done on the first-hand basis, where you know them and work with them and know their idiosyncrasies and their strengths and their weaknesses; and then be thoroughly knowledgeable of the legislation that is going through the halls down there because so many bills have either positive or negative effects upon private schools.

T: You remember in one of our "think" sessions we talked about the Independent Colleges of Washington. It was a money-raising situation and you and I decided that since it was money-raising it couldn't have any political factors so we hatched the Washington Friends of Higher Education which was to be the political arm...
S: The lobby group and that is an important facet but keeping in mind that the Washington Friends of Higher Education represents a bunch of gingham dogs and calico cats, so to speak--schools stemming from different religious backgrounds, different reasons for existing, different locations within the state and they have common ground on some things but quite uncommon on others. So Washington Friends does not relieve a university from the responsibility of relating itself.

T: It was the first time we ever spoke as a group.

S: You know, I die laughing when you mentioned ICW--the Independent Colleges of Washington. You remember that you and I sat in on the very first days of the forming of that and it was expected that we were going to be a part of it. Then we took a look at our whole situation and decided that you were already raising more money from the very same people that they would be going to and we would really be raising money (and I don't want to seem selfish) but we would really be raising money for the other schools of the state. Now, we had nothing against our good brethren but we didn't see any reason why we should be raising the money. So we didn't join and remember Whitman didn't either, for somewhat similar reasons, and also because they were pretty well heeled financially in terms of their wheatland by that time. But the interesting part was that quite a number of years went by and I remember that you were beginning to get some pressure from other people to join ICW--pressure from the organization itself because the standing of the College of Puget Sound would make their organi-
zation look better. I had some misgivings and I thought rather than just argue with you about this, if somebody was telling you you should join (and the pressure was coming from your Board somewhat, too) I'd better have first-hand data. So I got Ella Algeo, you will remember--great gal that she is and still is there at the University--I said, "Ella, here is the list of all the people who gave money to ICW last year. I want to know how much those same organizations and individuals gave to the University of Puget Sound," and you will remember it came out significantly more than what we would have gotten had we been a member of ICW. To this day, we don't belong, do we?

T: No, we don't. I think the President is taking a look at it but I don't think it is going to go.

S: Of course, it is interesting to note that one of our graduates and one of our own colleagues, formerly, Dale Bailey, is the Executive Vice President of that now.

T: We trained him how to raise money!

S: We certainly did. And I guess he is doing quite well, too.

T: To switch topics a minute, do you remember the coming of the School of Occupational Therapy?

S: Oh, how well I do! Edna Ellen Bell--Ding, Dong Bell--do you remember--that was her dog that we called Ding Dong Bell. But Edna Ellen was an occupational therapist and served during the service and happened to land there in Tacoma. I don't know exactly how, and she came and talked to us about setting up a School of O.T. there. Of course, that was an
anathema to the liberal arts professors—we should never have something like that—that was a training school of some kind. But as you know, it takes, of course, a very significant background in science, particularly in biology, physiology, anatomy as well as numbers of other courses in the arts and sciences to get to the point where you can go into the professional side of it. So that was one of our first real embarking on the adjunct schools that went along with our liberal arts college, which have been real lifesavers for our school. The School of O.T. has grown through the years. I think it holds at a particular level now, but it is uniquely one of the few at the University that, I should say, uniquely attracts students to the school. The College of Arts and Sciences, as such, doesn't attract students because that is at every college but there are only, I think, 25 or 30 at the maximum, colleges and universities throughout America where O.T. exists. We worked so hard on it and finally in the latter days, in recent years, we got the P.T. School to go along with it. This was terribly important. You will remember that numbers of your colleagues, and mine, through those years were very much of a mind to closing the School of O.T.

T: You remember Dean Bock made that one of his great principles. About the time we got the School of O.T. you came in one day for one of our "think" sessions and said, "Now, we ought to have a College of Physical Therapy to go with it," but it took us about 15 years to get it, didn't it?
S: It really did, and I think one of the reasons why I said that was because in the minds of many people the two were synonymous. Now, they are quite different in the actual practice. The early-on years—the training years—in the liberal arts and sciences they are identical but the professional training is quite dissimilar—don't need to go into that description—but they support each other; they are very closely related at the professional level and they are all accepted by the American Medical Association. One thing we ought to speak just briefly about was the law school, because way back...

T: I was going to bring that up next, because, again, I remember you saying to me twenty-five years ago, "We ought to have a law school."

S: You will remember that you said to me first, "Dick, what can we do about graduate work? We need to have our hand in graduate training."

You know also that a lot of the professors were adamantly against that. They saw this draining off of funds available to them in their undergraduate work; they also saw, quite aptly, that it took a lot of money and it took a lot of faculty to teach a relatively few students. I remember your saying, though, "But we do need to offer a doctor's degree, somehow or other. How can we do this?" We were thinking in long terms, not just some quickie.

I remember again coming back to my good friend, Curley Harris whom I mentioned earlier on one of these tapes. I talked with him about it and said, "Curley, what can we do, with a school like ours, to get into the graduate work and perhaps offer a doctor's degree and have it be real,
meaningful and academically sound." He said, "The only thing you can
do, Dick, is a law school. Medical School, as you know, we are starting
at the University of Washington (in those days they were), and it costs
tremendous dollars--you'll never make it. And the other kinds of schools
are tremendously costly in their operations and the law school will do it
for you, because you can teach quite a few students with relatively few
professors and the actual facilities needed (outside of a significant library)
are really nothing. You have to have some classrooms." You will remember
that it took us literally 20 years to get a team of administrators, all of whom
would see eye to eye. I never pushed you very hard on it because I felt
that unless your dean and your bursar, now your financial vice president,
were all along with me on this and we could go to you and say, "We are
100% behind it,'' that it would put you in a very awkward position--one you
shouldn't be in as president. But with the arrival of Max Reeves as Dean
and Lloyd Stuckey as Vice President for Finance, respectively, they saw the
same as I and the three of us then put together a program that you could accept
and then we all four said now we go, and we got Judge Boldt, remember, to
be the chairman of a feasibility committee. Judge Boldt is a very dear friend
of mine, and I remember I hoped he would do this, and he said, "All right,
now, Dick, I want to tell you that our friendship ceases when this committee
starts to function. The evidence that you present to me has got to be the
same kind of evidence that I would review and accept in my court and if
it isn't, I won't accept it, and you won't have your law school." So we worked
hard and long. Lloyd Stuckey did an outstanding job of drawing this material together, and Max Reeves and I, of course, worked with him on it. We put together a document, with your review, that went to Judge Boldt and his committee. He pushed it through the committee and said it was an outstanding piece of work. I think we did do a good job. None of the people thought we could do it. I remember Jim Paulson, one of our trustees, told me one day, "I knew you couldn't do it. It was literally impossible and now I look back on it I still say it was impossible. The Bumble Bee can't fly." (Laughter) But we did it, and people like Joe Sinclitico came, as Dean of the Law School, just out of nowhere, and Gordon Schaber, down at the University of the Pacific, friend of Lloyd's, mentioned this man to us and we got him here. You know the huge gentleman that he is, tremendously find person. . .

T: Oh, yes.

S: What he did was unbelievable.

T: It seems incredible that we could put all the fundamental facts together and get it organized and get it going as we did. I knew if it were not done before I retired it would never be done.

S: It can be said, I think, although I guess I best not quote the individual, but some high members of our administration said, "If we had been here earlier--by two years--there wouldn't have been a law school." That's a tragedy, because the law school can go on being a fine, fine adjunct for this University and for our entire community. In fact, right now, it may be one of the saving graces of the whole downtown Tacoma.
T: That's right.

S: But the nice part about it was -- it wasn't just a method of going out for a butterfly with a net and catching a bunch of students and getting some tuition out of them. It was establishing the University of Puget Sound in another very important sphere of educational influence in America.

T: And it's success proved it fulfilled a very great need.

S: It achieved its accreditation in the most remarkable time of any law school in the history of America. Not only the accreditation by the Bar Association but you got in less than the normal period of three years, but the AALS which is kind of the acolade that comes after the Bar Association came earlier if you remember. Never had it been done before in so short a time--largely because of Joe Sinclitico and the people he was able to gather around him, it happened. Of course, he had our complete support.

T: We advanced, was it, $750,000 to get it started. The way you and I had it worked out, in the long run financing, we would have paid back the advance in three years and we would have raised a million dollars for the building and then borrowed enough to build a building, probably on the campus. But it is one of those things we did not anticipate charging $200,000 a year in administrative costs to the law school, until it was standing on its own feet.

S: No, and of course, that was one of the things you had to be very careful about with a school like that. You can't bleed it, use it as a "cow in the
pasture", so to speak, and milk it. The tuitions belong there except for that portion of the administration that can be legitimately charged. Another thing that I think about the future -- it takes some daring to be a private school. You don't have to dare anything if you are a public college because sooner or later the pressure produces the tax revenues. A private college or university must be sound financially; it must make wise and careful decisions, but it also has to be daring. If we hadn't been daring and have done what we did we would never have had the law school. If we hadn't been daring and set out with an athletic program that none of the other schools around here were having in terms of size and breadth and depth, we would never have had it. Sure it was successful. I see it in our building program. This is one place where, you will remember, you sort of had this abiding philosophy that if there was a felt need for a facility and we had sort of proven it to ourselves (and we were looking ahead aways and trying to provide for "down the road"), we did it. We didn't wait until we had all the money in hand. Because, literally, if we had waited until we had all the money in hand, many of things we probably never would have needed because the growth would not have been there, the strength wouldn't have been there, etc. Actually, to my way of thinking, an example of where we made a mistake here in recent years--you will remember we were all ready to revise and remodel the fieldhouse--not because we wanted to build another building or remodel one but because it was desperately needed. It was 20-
25 years old and the need of the students today is to participate individually in athletic programs, and we could see this coming. Now, I guess, five years later, we are going to get a remodeled fieldhouse but it won't be accomplished in the way in which we had proposed to do and in five years . . . I'm very familiar with this through the Port. . . as to what five years can do to you in construction, as construction costs are going up 8 to 10% every year. So what has happened in the five years while we waited to get the money the cost factor has risen so we have saved nothing and five years of students have not had the advantage. I think that the University of Puget Sound can be proud of itself for the very fact that it did provide, in advance, and do things for students because we knew what was going to take place. But we had to be daring to do it and we had to stick our neck out, and in the process of doing it, we acquired the facilities and the sinew and the strength to build a university.

T: Dick, I certainly appreciate your making these tapes. I want to say this that you will never know what you meant to me as an administrator. I used to try out ideas on you and then you'd react, and I'd react, and you would come in with ideas to try out on me, and I'd react. And out of it came progress. I'd go home and talk to Lucille, my wife, about it and she would say, "Be sure to talk to Dick about it."

S: Right at that point, I'd say that I understood that you got a bachelor of arts degree from Nebraska Wesleyan but right now I think it was a B.S. degree! (Laughter)
T: Well, I never could have carried the load without and when the history is written you are certainly going to be writ large in it.

S: We were a team, and what I learned at the University I have tried to bring into the facets down at the Port—a team approach—and it's the only way that will work. A one-man gang for the whole gamut of things there at the University it can't work.

T: I remember when we had our tensions. Of course, we were fortunate because we didn't have it nearly as bad as some of the other 2600 universities, but you used to go over and listen to people and calm them down, and I appreciated that so much. I also appreciated the fact that you never hesitated to say what you wanted to say and I always liked to have you do it, and I always said I didn't want "yes" men around me and believe me, you people weren't yes men—you came in and said what you thought.

S: Sometime, Franklin, because I was there so long and feel for the University so much, it might be good if we could get together again and talk some more about the individuals who were cornerstones and who were keys to the life and success of the school.

T: Some of the things I had wanted to talk about were professors and individuals. Let's do that on another tape another time.

S: Very good.

T: Thank you, Sir.

11/5/79