

PRESIDENTIAL LEADERSHIP IN THE CHURCH-RELATED UNIVERSITY, 1942-1973

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The period from 1945 to 1965 was a golden age for higher education in the United States. Based on the remarkable developments in curriculum and physical plant after World War I, boosted by the baby boom and marching prosperity after World War II, great advances occurred in enrollment, finances, facilities and scholarship. The protests of the 1960's and inflation of the 1970's stopped this process, leaving academe susceptible to demographic and dollar retreat in the 1980's. This pattern pertained to the Pacific Northwest as well as the nation, to the small college as well as the large university. A study of two church-related universities and their presidents, Willamette and G. Herbert Smith in Oregon, Puget Sound and R. Franklin Thompson in Washington, suggests that the fusion of a booming economy, social consensus and strong presidential leadership helps explain the quantitative and qualitative growth of those golden years.¹

There is no attempt here to tightly integrate these three factors; they simply coincided. A booming economy probably contributed to the consensus — Smith and Thompson would have been strong presidents in virtually any era, but they flourished in the period under consideration. Between 1940 and 1970, the population of the United States nearly doubled and national personal income increased eight times. During the same period, the populations of Oregon and Washington doubled and personal income multiplied tenfold, based mainly on manufacturing, forest products and grains. As Boeing aircraft contracts boosted employment in the Puget Sound region, so the advent of Beaverton's Tektronix Corporation helped diversify

¹See Nathan M. Pusey, *American Higher Education, 1945-1970* (Cambridge, 1978). Other treatments may be seen in Lewis Mayhew, *The Smaller Liberal Arts College* (Washington, D.C., 1962); A. Astin and C. Lee, *The Invisible College* (New York, 1972); Gerald Grant and David Riesman, *The Perpetual Dream* (Chicago, 1978); Frederick Rudolph, *The American College and University* (New York, 1961); M. M. Pattillo and D. M. MacKenzie, *Church Sponsored Higher Education in the United States* (Washington, D.C., 1968). This article is based partly on J. H. Hitchman, *Liberal Arts Colleges in Oregon and Washington, 1842-1980* (Bellingham; Western Washington University, Center for Pacific Northwest Studies, 1981).

Oregon's economy. This growth stimulated the expansion of higher education in the Pacific Northwest as well as the nation.²

The matter of consensus is questionable. Some authorities perceive the period as one of stalemate between conservatives and liberals. This may be accurate in regard to domestic politics, but it is inaccurate in the realm of foreign policy. The teamwork of victory in World War II and the belief in the necessity for the Cold War engendered a working agreement in America that endured until shattered in the late 1960's over Vietnam. The rising standard of living, *Brown v. Board of Education*, the Civil Rights Act of 1957 and the demise of McCarthyism suggested that the home front did not stand still. Truman peppered the opposition with his liberal broadsides; Ike held the line for moderation at home and peace abroad. Kennedy's New Frontier elicited mutual hope and idealism to mark the high point of the era. Whatever the disputes may have been on the national scene, Willamette, UPS and many other colleges enjoyed a remarkable campus consensus in this epoch. Rather than an array of economic statistics or a treatise on public and private values, this essay focuses on two extraordinary university presidents.³

Willamette and The University of Puget Sound (U.P.S.) originated with the Methodist Church in the nineteenth century, emphasized both faith and inquiry over the decades and prospered in the years, 1942-1973. They featured presidents with long terms of office: G. Herbert Smith of Willamette, twenty-seven years and R. Franklin Thompson, U.P.S., thirty-one years. As a sign of the times, long-term presidents could be seen elsewhere: E. Wilson Lyon, Pomona; Arthur Coons, Occidental; George Armacost, Redlands; Albert A. Lemieux, Seattle University; James P. Baxter, III, Williams; Terry Wickham, Heidelberg; Harold Lowry, Wooster; Paul Giddens, Hamline; Blair Knapp, Denison; Sharvy Umbeck, Knox; among many others. Durable presidents guided other church-related colleges similar to Willamette and U.P.S. in Oregon and Washington: Morgan Odell, Lewis and Clark (Presbyterian), 1940-1960; Frank

²*Historical Statistics of the U.S.* (Washington: GPO, 1975). Washington population 1940 and 1970 = 1.7 and 3.4 million; Oregon: 1 and 2 million; Washington personal income 1940 and 1970 = 1 billion and \$13 billion; Oregon = \$671 million and \$8 billion; U.S. population 1940 and 1970 = 132 and 205 million; U.S. personal income 1940 and 1970 = \$78 and \$808 billion.

³J. H. Hitchman, "Chameleon on Plaid: Interpreting American History Since 1941," *Indian Journal of American Studies*, July, 1980, 3-15. For development of the theme see Alonzo Hamby, *Beyond the New Deal* (New York, 1973); E. F. Goldman, *The Crucial Decade and After* (New York, 1961); C. C. Alexander, *Holding the Line: The Eisenhower Era, 1952-1961* (Bloomington, 1975); A. M. Schlesinger, Jr., *A Thousand Days* (Boston, 1965); G. Perrett, *Days of Sadness, Years of Triumph: The American People, 1939-1945* (New York, 1973).

Warren, Whitworth (Presbyterian), 1940-1963; Seth Eastvold, Pacific Lutheran University, 1943-1962; Harry Dillin, Linfield (Baptist), 1943-1968.⁴

Colleges began in the Pacific Northwest with Willamette's establishment in 1842. The University of Puget Sound opened in 1888, following a score of other institutions in the region. The late nineteenth century was a difficult time for them as they struggled for funds, facilities and freshmen, endured depressions, survived factional disputes and graduated classically educated men and women who often became leaders in regional society. As the region grew after 1900, so these schools attracted gifts from the Carnegie and Rockefeller Foundations and utilized professional fund raisers from the Methodist Church. Willamette and UPS standardized their admission and graduation requirements, receiving accreditation from church, state and regional associations before World War I. After the war, they enhanced their financial holdings and fashioned the curricular structure that endured until the mid-1960's. While salaries and budgets declined in the depression of the 1930's, enrollment actually increased. The two schools survived the two world wars with military and naval units and reduced attendance. The return of the veterans in 1945 sparked an unprecedented expansion for these institutions.

Willamette and Puget Sound had capable presidents with long terms in other eras. Carl Gregg Doney of Willamette (1915-1934) was an educational statesman in the mold of Hyde of Bowdoin and Aydelotte of Swarthmore. Edward Todd of U.P.S. (1913-1942) saved his school from closing and built a lasting foundation. Thomas Milton Gatch presided over Oregon, Oregon State and the University of Washington, as well as Willamette, between 1860 and 1890. However, no other era contained such a combination of physical growth and long-term presidents as the period from 1942 to 1973 at these institutions.

Willamette and G. Herbert Smith

Willamette began in 1842 at Salem, Oregon, under Methodist auspices traceable to an Indian Mission School established in 1834 by Jason Lee and other missionaries. The first college west of the Missouri

⁴Fourteen other private colleges and universities are omitted here as being schools with private origins, Fundamentalist or Catholic controlled, or lacking similar resources: Reed, Whitman, George Fox, Portland U., Marylhurst, Mt. Angel, Northwest Christian College, Seattle Pacific, Gonzaga, Walla Walla, Seattle U., St. Martin's, Ft. Wright. Pacific, with Congregational ties, had three presidents in the period studied. Private colleges enrolled about thirty percent of the two-state student population in the 1950's, about eighteen percent in the 1960's. Private higher education enrolled about two of the nation's six million students at 1,000 of 2,200 institutions in the 1960's.

River, established to provide "intellectual and moral training" to prepare graduates for "respectability and usefulness," produced many teachers, editors, judges and politicians for late nineteenth century Oregon. From 1900 to 1940, Willamette grew in size and assets, increased standards and inaugurated campus traditions. By 1940, the capitol campus embraced 883 students, nourished an endowment of \$1.7 million, admitted students on the basis of college preparatory courses, test scores and recommendations, required oral and written comprehensive examinations of its seniors, maintained eight substantial buildings, and featured colleges of liberal arts, law and music.⁵



In 1942, G. Herbert Smith came to Willamette with administrative experience at DePauw and the University of Illinois. He quickly developed contact with alumni, pledged cooperation with The Methodist Church and secured a Navy V-12 program which ensured a stable student body during the war. In the spring of 1944, the Board of Trustees adopted Smith's proposals for meeting the postwar years. The liberal arts would be emphasized, enrollment limited to 800, buildings erected, endowment increased, salaries raised. In the next two decades, plans altered as Willamette grew from eleven buildings on

⁵R. M. Gatke, *Chronicles of Willamette* (Portland, 1942), *passim*; F. L. Stetson, *The History of the Northwest Association of Secondary and Higher Schools* (n.d., n.p.), 7-16.

an eighteen-acre campus to thirty-four buildings on a fifty-two-acre campus. The student body rose from 582 to 1,600, faculty and staff increased from 50 to 117, average salary moved from \$2,500 to \$10,000, endowment from \$1.7 million to \$10 million, budget from \$500,000 to \$4 million, value of the plant from \$1 to \$12 million, annual gifts from \$50,000 to \$4.7 million, student aid from \$14,500 to \$439,579.⁶

Smith thrived on planning and building. He relied on a generous and capable board of trustees led by Truman Collins and George Atkinson, who had extensive lumber and construction interests. Because of Willamette's historical leadership, many men and women attracted to the board were key figures in the Portland-Willamette valley economy. Of the three major campaigns for facilities and endowment in 1947, 1954 and 1964, only the second necessitated any borrowing from the Federal Government, for self-amortizing resident halls. Another striking feature of Smith's program was the expansion of the campus through urban renewal efforts with the city of Salem and the United States government. Willamette policy was to rely on private resources and indebt itself to the Federal Government as little as possible. Smith also increased contact with more corporations and foundations than had his predecessors. When asked about his philosophy of fund raising, Smith simply said with a smile, "You just have to stay with it all the time."

Smith was not known for his philosophical ideas and some alumni claimed the campus lacked intellectual life. However, Smith knew the trends in education and respected academic freedom. Professors Chester Luther in mathematics, Robert Purbrick in physics, Martha Springer in biology, Helen Pearce in English, Marion Morange in French and Ivan Lovell in history, among others, sustained intellectual inquiry, while Deans Melvin Geist, Seward Reese and Robert Gregg of music, law and liberal arts led their colleges to increased recognition. Willamette maintained a traditional liberal arts offering of breadth and depth requirements until the mid-1960's, when an elective program of fewer, deeper courses for more credits was adopted. Smith's major program addition at the end of the term was the Atkinson School of Administration, which offered a master's degree in public and private management.

In the Smith Era, Willamette broadened its contacts in the nation

⁶R. D. Gregg, *Chronicles of Willamette*, II (Portland, 1970), 1-5, 29-48. Willamette Business Office, Trustee Minutes (hereafter TM), Feb. 5, 1944; President's Report (hereafter PR), Dec. 18, 1942, June 14, 1947, May 29, 1954. Willamette *Catalog*, 1955-1957. Smith was born in Marion, IN in 1904, died in Laguna Hills, CA, in 1980. He held a Phi Beta Kappa key, was not an ordained minister.

and overseas. Beginning in the 1950's, WU arranged to send students on the Washington Semester Plan in politics to American University and on the 3-2, 4-2 Engineering Plans to Columbia and Stanford. The Law School devised 3-1 liberal arts and law programs with private colleges on the Pacific Coast. The "Willamette Series of Legal Handbooks," legal aid clinics and Willamette Law Institute served members of the bar and persons without funds to seek redress in the courts. Study abroad began for WU students in Great Britain, France, Germany, Mexico, Spain and Costa Rica, while interchange of students and faculty commenced with the International College of Commerce and Economics in Japan. In 1966 and 1967, the Society of Composers, Artists and Publishers presented the Award of Merit to the College of Music for its "distinguished service and achievement," with Duke the only other university to receive the award twice.⁷

Smith gained a national reputation for himself as well as for Willamette. He served on the governor's advisory council on Federal Assistance to Higher Education, the advisory committee for the U.S. House of Representatives Committee on Education and the Board of the American Association of Colleges and Universities. He also acted as a hard-driving national president of his social fraternity, Beta Theta Pi. Upon retirement in 1968, the faculty commended Smith for his "fair-mindedness, dignity, gentleness, insight, loyalty, courage and decisiveness." Smith reiterated his six enduring principles for Willamette: a balance between tradition and experimentation; financial stability; intellectual development; educational quality; student centered university; Christian guided education. If not Willamette's greatest president, he certainly ranked in the top two or three. With him passed an era, marked by the retirement of a corps of professors and deans that had served Willamette well, and a change on the national scene with civil unrest, the Vietnam War and the conservative election of Richard Nixon to the Presidency in 1968.⁸

UPS and R. Franklin Thompson

R. Franklin Thompson went to the College of Puget Sound from Willamette, where he had been a classics professor and dean. When Thompson arrived in Tacoma in 1942, he found a campus with five buildings, no landscaping and only 50 men among the 400 students. The college assets were \$1 million, the loan fund held \$1,300 and the

⁷R. D. Gregg to the author, March 10, 1982.

⁸Gregg, *Chronicles*, 173-181, 190-224. PR, June 4, 1955, May 21, 1966, Oct. 18, 1968. Northwest Association of Schools and Colleges (NASC), Seattle, "Five Year Report on Willamette U.," Oct. 1965. In 1980, Willamette had about 1,800 students and an endowment of \$27 million.

endowment amounted to \$600,000. When he retired in 1973, he left a beautifully landscaped, seventy-five acre campus, thirty-seven buildings, a loan fund of \$3.5 million, an endowment of \$8 million and assets of \$32 million. Thompson and his board wanted UPS to grow and chose not to restrict enrollment the way Willamette did. Thompson argued that the school needed physical plant, academic excellence and sustaining endowment.⁹



In 1960, the Board of Trustees changed the name back to University of Puget Sound to reflect the growing diversity of offerings. The college of liberal arts was augmented by schools of occupational therapy, education, music, business, nursing, medical technology, several master's and a host of preprofessional programs. The student body held 2,200 from 45 states and 22 countries in 1967-1968, and would top 5,000 in the next decade with the addition of off-campus teaching centers in Seattle and nearby military bases, making UPS the largest private university of the Pacific Northwest. The major curricular development at the end of the Thompson era was the addition of a law school in 1972, which quickly grew in enrollment to

⁹*Puget Sound Trail*, Oct. 30, 1942, Feb. 5, 1945. Interview, R. Franklin Thompson, Nov. 18, 1977.

around 900 students in an accredited program.¹⁰

All this was remarkable for an institution started by David LeSourd and other Methodist ministers in order to bring their brand of education to the shores of Puget Sound. UPS had eight presidents from 1890 to 1913, reflecting its financial and physical instability, moving to five different sites before settling on its present location in 1921. From 1913 to 1973, only two presidents guided the UPS fortunes. The Reverend Edward Todd preceded Thompson and wrenched UPS from the status of a virtual preparatory school to that of a developing college with massive fund drives before and after World War I, supported by the Methodist Church, the city of Tacoma, and the Rockefeller Foundation. Although UPS enrolled around 650 students a term, practiced certain campus traditions and was accredited in the 1930's, it had the reputation of being mainly a commuter's school.¹¹

Five persons typified the administrators and professors who gave continuity and distinction to UPS in the Thompson years. John D. Register served as professor of philosophy, dean of men, dean of the college and dean of the graduate school, from 1924 to 1965. Charles T. Battin etched a remarkable career from 1926 to 1960 as head of economics and business, forensics coach, author of articles and textbooks and Tacoma city councilman. Jeffrey Bland received national coverage for his work on the effect of vitamin C on the aging process. Esther Wagner, internationally known scholar in Irish literature, also published novels. John B. Magee wrote several books on philosophy and was considered perhaps the outstanding teacher at UPS from the 1950's to the 1970's.

The Thompson formula for fund-raising was threefold: youth as a great cause, absolute dedication to that cause, "never give up." He retained UPS ties with The Methodist Church in spiritual and fraternal ways, rather than fiscal or paternal contacts. The Weyerhaeuser Timber and Brown and Haley Candy Corporations gave generously to UPS, Norton Clapp, chairman of the board of Weyerhaeuser, served on the UPS Board of Trustees for forty years. The Thompson plan regarding building funds was to borrow one-third, raise one-third, begin a building and find the final one-third later. In practice, he borrowed so much that a long-term debt of over \$6 million was carried over into the late 1970's. Furthermore, some campus critics and regional evaluators contended that UPS overemphasized athletics,

¹⁰Thompson Interview; PR, 1947-1948; *Trail*, Oct. 3, 1947, Sept. 20, 1968; *UPS Catalog*, 1949-1950, 1959-1961, 1967-1969.

¹¹E. H. Todd, "College of Puget Sound," 1950, 639 page typescript, UPS Library, *passim*. *PSU Catalog*, 1907; *CPS Catalog*, 1926, 1938. UPS Archives, Report of the President, Feb. 21, 1922, June 5, 1923.

social life, and vocational courses. Student activists of the 1960's raised the issues of draft resistance, representation on university committees and minority rights. Thompson rode out these squalls, confident of the support of his board and the majority of the students. His wider service included a number of state and city commissions as well as the World Methodist Council. Based on the record, Thompson would rank as UPS's greatest president.¹²

Thompson concluded that his era was a time of transition from the old familial college with its emphasis on Christian values to the new, relativistic and pluralistic university. His era also had its own distinguished traits and meaning. The Thompson years symbolized not merely physical growth, but a social consensus that identified with institutional values of teamwork, discipline, moderation, decency, diligence and gradual improvement, rather than nihilism, utopianism or the status quo. Scholars have emphasized the middle way in American politics during the Truman and Eisenhower presidencies, symbolizing at the national level what Thompson exemplified at the local level.¹³

Smith and Thompson Compared

In comparing and contrasting these presidents, their tours began when the nation entered World War II and ended during the Vietnam conflict. They represented a generation that contributed to and benefited from a tremendous economic and population surge in the United States. Smith and Thompson believed that they had to build the facilities of their colleges as bases for future academic excellence. It was the task of their allotted time. While these institutions had several capable, durable presidents before 1942 and after 1973, they experienced the declining homogeneity and rising heterogeneity in society after 1965. Smith was followed by a short-term troubled president; UPS experienced fits of student unrest.

Thompson and Smith had several characteristics in common. They were energetic, persuasive builders. They instigated the plans that

¹²NASC *Evaluation Report*, March 1969; *Trail*, Nov. 8, 1968, Sept. 25, 1970, March 16, 1973. UPS students also began to study abroad in the 1950's, on Prof. L. S. Shelmedine's tours and in commercial studies at Nijenrode, Netherlands, as arranged by Prof. Burton Andrus, former governor of the Nuremberg war crimes tribunal.

¹³Thompson interview; UPS, *Annual Report*, 1975. Thompson was born in Primrose, NE, in 1908, earned his B.A. at Nebraska Wesleyan, his divinity and Ph.D. degrees from Drew, did postgraduate study at Oxford, lives in Tacoma. See F. I. Greenstein, "Eisenhower as an Activist President: A Look at New Evidence," *Political Science Quarterly*, Winter, 1979-1980; W. B. Ewald, *Eisenhower the President* (New York, 1981); E. Richardson, *The Presidency of Dwight David Eisenhower* (Lawrence, KA, 1979); Samuel Lubell, *The Revolt of the Moderates* (New York, 1956).

boards and administrators followed. They both "had presence," possessed prodigious memories and made decisions quickly. They dominated meetings through mastery of detail, faith, buoyancy, determination, and foresight. Each man contributed to The Methodist Church and believed in the church-related, liberal arts college. They made the cause of their schools the cause of their lives. Smith and Thompson gained respect as men completely dedicated to the universities they led. They knew each other, met at conferences and consulted on many issues. Neither man came from the Pacific Northwest, both sought career opportunities in moving to the region, part of the westward thrust during and after World War II. Both Smith and Thompson deeply believed in teaching the liberal arts to students from a society gripped by materialism and worried about the ideological conflict with communism.

The two differed in regard to finances. Smith inherited a larger endowment and more buildings than Thompson did. Smith rarely borrowed, found the money from large donors and friends of Willamette, and balanced his budgets. Thompson put up more buildings than Smith but borrowed more, leaving a larger debt. A Navy V-12 unit operated at Willamette during the Second World War; UPS offered Army basic engineering. After World War II, Willamette and UPS began their physical rise with surplus buildings obtained under the Mead Act. The GI Bill spurred veterans to compose about half of the UPS and WU student bodies, 1945-1950. Thompson and Smith obtained AFROTC units in the Korean War as a means of retaining enrollment. In seeking dollars, Thompson and Smith reminded Tacoma and Salem businessmen of how much money UPS and Willamette spent in those cities each year (WU \$1.3 million in the 1950's, UPS \$13 million in the early 1970's). Each man insisted upon a high quality of architecture and construction in campus facilities. After the projects of the period, neither UPS nor Willamette needed major building programs; increased endowment became the critical factor in the inflationary 1970's when enrollments could not easily be augmented.

The location of each school provided a contrast that influenced Smith and Thompson. Willamette was situated between the state capitol and the millstream, adjacent to downtown Salem, a city of 30,000 to 50,000 in Smith's era. The campus featured Georgian style architecture of red and cream coloration, amidst pleasantly arranged shrubs, trees and lawns. UPS occupied a residential section of Tacoma, which had a population of 100,000 to 150,000. The campus followed a Tudor Gothic plan of architecture in red brick and gray stone, set among tall firs and broad lawns. Willamette Valley en-

terprise made Salem into a commercial and agricultural center; marine commerce and the North Pacific Railroad made Tacoma into an industrial center and port. Neither Salem nor Tacoma had a state university to compete directly with Willamette or UPS. Because of this, Thompson placed no limit on UPS growth, whereas Smith retained Willamette below 2,000 students because he and the board concluded that was an effective size, given the location, endowment, facilities, tuition and faculty-student ratio.

Smith maintained certain social rules on campus. Required chapel endured at Willamette until the 1960's. Up until then many students agreed with administrators that chapel was valuable for spiritual worship, informative lectures and communicating with members of the campus family. Smith prohibited smoking and drinking on campus until the late 1960's. Many students also agreed that smoking and drinking were not necessary for having a good time and that they interfered with an individual's development. Thompson quietly let these rules lapse because he presided over a larger, non-residential student body, believing that such rules were not enforceable. Smith's efforts were more in consonance with Methodist beliefs than Thompson's were.

School spirit was quite high in the 1940's and 1950's as evidenced by the many traditional activities and the way students gave money to their alma mater before and after they graduated. UPS and Willamette generated a brisk rivalry in football and basketball, sent their choirs and bands on tour, met in debate tourneys. Willamette replaced its old literary societies with local, social fraternities and sororities in the 1920's, "went national" in 1947. UPS followed the same pattern, attracting national fraternities and sororities in 1958. The quality and quantity of campus social events declined in the late 1960's due to more interest in off-campus issues and reaction against institutional values.

In the era of campus consensus, Smith and Thompson knew most of the students personally, were popular with them and preached the gospel of service to society that seniors carried out into the world. Both presidents helped students in personal ways. Smith repeatedly found funds for deserving individuals who could not afford to return to school. For forty years students confided in "Dr. T" and listened to his counsel. Neither president had any sympathy with the student activism of the late 1960's. Regardless of Vietnam or civil rights, Smith and Thompson believed the campus dissenters to be nihilistic hedonists who wanted to destroy rather than create. Thompson's term outlasted the period of dissent, Smith's did not; age rather than the politics of narcissism caused them to resign.

Thompson and Smith desired and achieved close relations with the United Methodist Church. The Methodists did not own UPS or Willamette, which were essentially local units operating under private charters from the states, controlled by self-perpetuating boards of trustees. The Oregon Conference and the Pacific Northwest Conference appointed ministers to the two boards of trustees, held meetings on the campuses, contributed small sums of money to Willamette and UPS. Smith and Thompson cultivated the resources of the Board of Education and the University Senate of The Methodist Church. Students from each university filled local pulpits, many went on to seminaries at Boston University, Garrett in Evanston, or Pacific School of Religion in Berkeley. Many returned to pastorates in the Pacific Northwest and urged members of youth groups to attend Willamette or UPS. Smith and Thompson also found funds to maintain chaplains on campus and support departments of religion. UPS and Willamette always enrolled students of all denominations, and many with no religious preference. Thompson and Smith generated attention to value-centered inquiry and social responsibility, two of the main tenets of Methodism. Despite their efforts, the changing nature of faculty and student body caused a weakening of church ties toward the end of the 1960's.¹⁴

In relations with faculty, these men dominated. Tenure existed de facto at both colleges from the 1920's onward, but Smith and Thompson did not accept written policies until the 1960's. Each president raised faculty salaries and benefits over the years, but subordinated them to facilities and endowment, a policy agreeable to many in a day of identifying with the institution instead of the union or an academic discipline. These executives had curricular ideas, respected good teaching, spoke about the liberal arts and supported the

¹⁴The following statistics indicate that neither UPS nor Willamette received much money from the two Methodist conferences and that UPS obtained more than Willamette U. Figures for 1920, 1950, and 1970, UPS and Willamette U., respectively, are \$5,000 and \$3,821; \$9,825 and \$2,931; \$56,630 and \$15,210. R. W. Stevens, Treasurer, Pacific Northwest Conference, United Methodist Church, to the author, Feb. 19, 1981; Ruth Peterson, Bishop's Secretary, Oregon Conference, United Methodist Church, to the author, March 12, 1981. C. D. McConnell, Bishop, Oregon Conference, to the author, April 14, 1982. Smith's acquisition of an AFROTC unit in the Korean War apparently caused a drop in conference support of WU. It is not known if a similar furor occurred over the UPS unit, because neither Thompson nor Pacific Northwest Conference officials replied to the author's query. A more important reason for low conference support of WU is the strained relationship between Smith and Bishop A. Raymond Grant, who was a controversial figure in the conference. Thompson cultivated conference leaders more than Smith did, but the plain fact is both men had to find most of their funds outside of the church. Personally, Smith was more reserved than Thompson, who had the reputation of being a real preacher in his speeches.

academic developments carried out by deans and faculties. While UPS maintained a larger student body and more ancillary programs than Willamette, the core of each institution was the college of liberal arts. The agreed goal was to prepare the thoughtful, well-rounded, ethical graduate.

The quality of the two universities improved during the era of expansion. More selective admissions attracted a growing number of Danforth, Fulbright, Wilson and National Merit awards to each campus. Corporations like Union Carbide, Crown-Zellerbach and Ford began to make large grants. As each faculty emphasized teaching small classes, the percentage of doctorates rose to about sixty and some twenty percent carried on research projects. While Willamette had practiced more selective admissions historically than UPS, a student could gain admission to either school in the late 1940's with a C plus average in college preparatory courses and strong recommendations. Each school emphasized giving a chance to students, with great individual development often the result. However, the entering class average was around B because each school welcomed students who could have gone to Stanford or Pomona; quite often they were loyal Methodists. By the 1960's, UPS and Willamette utilized the C.E.E.B. test scores and entering class averages increased to about 3.2, with UPS beginning to close the gap on Willamette. Both sent seniors on to graduate school and Willamette stood second in the Pacific Northwest behind Reed College in the percentage who earned Ph.D.'s, 1920-1966, while UPS ranked fifth. Regional evaluators remarked at the high faculty morale in each of these schools, despite the heavy loads, average libraries and low salaries. Graduates affirmed the nourishment they received, crediting alma mater for most of their successes.¹⁵

Conclusion

Church-related colleges began higher education in the Pacific Northwest and developed with the region. During the presidencies of G. Herbert Smith and R. Franklin Thompson, Willamette and the University of Puget Sound grew at a rate unequalled in any other

¹⁵Carolyn Patton, President's Office, UPS, to the author, March 31, 1977; G. B. Martin, *Your Career Through the Liberal Arts* (Salem, 1956). The author was a student at Willamette, 1950-1954, a member of the Board of Trustees, 1977-1979. National Academy of Sciences, *Doctorate Recipients from U.S. Universities* (Washington, D.C., 1967). Thompson and Smith received several honorary degrees. The student retention rate increased to nearly fifty percent at Willamette, higher than UPS and state universities at forty percent.

period before or after the years from 1942 to 1973. As the nation prospered, so strong presidential leadership endured in a time of social consensus, the golden years of American higher education.¹⁶

¹⁶Each college derived annual income from several sources: tuition, 40-80%; gifts, 30-40%; endowment, 10-20%; Federal, 10%; church, 5%. McCarthyism was not a factor at these colleges; most students ignored or mocked it. Vietnam was a factor; students generally supported U.S. containment policy until 1968, opposed it after. The UPS student body with a higher percentage of blacks, demonstrated more for civil rights than did Willamette's.

**Points of Correction That Need To Be Made
In "Festivity and Celebration in a Black Methodist
Tradition" *Methodist History* (July, 1982)**

Page 187, paragraph 2, lines 6-9 should read: "Thirty of the thirty-one congregations broke away under Saunders and Isaac Barney and formed the Union American Methodist Episcopal Church, leaving only the parent congregation in Wilmington. In 1866, this congregation was united with the First Colored Methodist Protestant Church."

Page 190, paragraph 4, lines 3-6 should read: "Early in 1980 this writer completed the first extensive work on the history and cultural significance of the Big August Quarterly, and this contributed to an effort to return the festival to French Street.³⁶ The 1980 and 1981 celebrations were held on French Street, where a combined total of about 3,000 celebrants gathered in what has recently become known as the Peter Spencer Plaza."