



1951

History of the College of the Pacific, 1851-1951: Written in Commemoration of the One Hundredth Anniversary of Its Founding

Rockwell D. Hunt

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Isaac Owen

HISTORY OF
THE COLLEGE OF THE PACIFIC

1851-1951

WRITTEN IN COMMEMORATION OF THE
ONE HUNDREDTH ANNIVERSARY
OF ITS FOUNDING

By
ROCKWELL D. HUNT

Published by
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To the
FOUNDING FATHERS
with
DEEPEST RESPECT AND HEARTFELT GRATITUDE

FOREWORD

The publication of the history of the first one hundred years of the College of the Pacific is a most significant part of its Centennial Celebrations. Beginning with the first years of the American period of California history, the annals of the first college chartered by the state form an important chapter in the chronicles of the commonwealth. Pioneering many educational movements, the life of the College parallels the growth and development of the state.

It is providential that the author of this work is Dr. Rockwell Dennis Hunt, Director of the California History Foundation at the College. Dr. Hunt is a graduate, in the class of 1890, of Napa College, which was amalgamated with Pacific in 1896. Later he taught in the Pacific Department of History, and in 1901 wrote a short history of the first fifty years of the institution. He also delivered an address at its Golden Jubilee, celebrated that year. To me it is a little short of the miraculous to have been able to invite the same man to return to our staff and now write the history of our first one hundred years. I doubt whether this fortunate circumstance has been or is likely to be duplicated.

The three principal founders of the College were men imbued with the service motive. Dr. Edward Bannister was sent to California during the gold rush days by the Baltimore Conference of the Methodist Church as an educational missionary, Rev. Isaac Owen from the Indiana Conference as a church administrator, and Rev. William Taylor from the Baltimore Conference to do general church work. All three of these men became giants in their own respective fields of endeavor.

The first formal act of these men in the founding of the College was to kneel in prayer and ask for the blessing of God Almighty. They founded a College not merely Christian in name, but one which has tried always to keep the faith. Our purpose has not been to compete with state education but to maintain a liberal arts college of the highest academic standing, which is aggressively church-related. It is our conviction that a strong college of this type must continue in Northern California.

Celebrating our Centennial quite naturally leads us to think about the next one hundred years. The experience of the past and the present should help us to guide our steps aright in the future. With the westward march of civilization California is getting its share of people. Many of these people are locating in the great central valleys within a reasonable radius of the College. This fact in itself assures the number of students

whom we desire to serve. In a broader sense, the pioneering which has been our characteristic feature in the past should continue during the next one hundred years, because our genius as a private institution has been the ready adjustment to the changing educational scene. Our next century of service looms larger because we have the past to build upon.

“Our Alma Mater calls,
We cannot fail,
Our voices blend in praise—
Pacific Hail! Pacific Hail!”

Robert E. Burns
President

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AUTHOR'S PREFACE

To be truthful and just, any history of an institution such as the College of the Pacific must be more than a mere chronicle of events. There must be a sensitive and adequate understanding of the setting, a sympathetic appreciation of needs and objectives, a balanced appraisal of difficulties involved, problems encountered, defeats suffered, and victories won.

The author must be on guard, however, lest he permit his sympathy to dull his sense of justice, or his own personal predilections to impair his critical judgment. In commending the heroic purposes and altruistic motives of Christian leaders he must not ignore—nor should he conceal—the serious mistakes they may have made—mere goodness of heart can never take the place of good sense and sound judgment.

Failure to take account of the mission spirit of the Christian founders would itself be rank injustice; the absence of criticism because of praise for nobility of motive and a pious wish for success would be intellectual stultification.

In the preparation of this History I have been keenly aware of the fact that my personal relationships to the College have been such as, in the eyes of some, might tend to disqualify me as an objective writer. I was a student in Napa Collegiate Institute, a graduate of Napa College in the Class of 1890, then a young teacher there for two years. Later, on completing my graduate studies at Johns Hopkins University, I was a regular member of the faculty of the University of the Pacific for seven years. But for a period of forty-five years, beginning in 1902, I had no official connection with the College which I could claim, by adoption, as my *Alma Mater*. Thirty-seven of these years were spent on the faculty of the University of Southern California, twenty-five of them as Dean of the Graduate School. In 1945 I became Dean Emeritus.

In 1947, on the invitation of President Robert E. Burns, I returned to my *Alma Mater* as Director of the California History Foundation. The preparation of the present volume was undertaken in a spirit of humility, with the modest hope that it might prove of some value as a contribution to the history of Christian education in California.

The institution whose story I have been entrusted to tell is one of those into whose history is interwoven much tender human sentiment. The vicissitudes of the College have been many; but the severer the travail in days of stress the deeper the affection engendered in the souls of her loyal children. My hand has not the cunning to capture and frame into words all the feeling, the romances and scandals, loves and hates,

youthful disappointments and stirring of noble ambition that burned in the hearts of succeeding generations of young men and maidens, nor yet the struggles and at times near-tragedies that befell the underpaid professors. These are "above all compassing of words." The understanding heart will, however, read between the lines, clothe the too-prosaic account with an active imagination and a hundred memories, whether it be of the early puritanical days of the Female Institute, the heyday of the Stratton administration, or the more recent era of that peer among presidents, Tully Knoles.

My arm is strengthened because of my own participation, as student at Napa, as professor in an early period, and now again as the sunset glow is beckoning. Still, it is as a friend has written: "A withered flower in an old annual, a brassy medal in a tin box, some battered tintypes in a dusty pill bottle can stir more history than your facile pen and vivid language can ever set down."

Who could adequately express the piercing memories of the yester-years, some delightful, some poignant, but all precious? Let the reader of these simple chapters supplement and enrich my lines by invoking his own inner life and creative imagination, with no other limitation than the bright stars of a summer night.

It is not possible here to make adequate acknowledgement to all who have assisted, in many different ways, in the preparation of this History. There is the spoken word of many, including presidents, trustees, colleagues on the faculties, alumni, and friends, through the years; personal correspondence has yielded invaluable aid; old catalogues, college papers, student annuals, society programs—these, and such as these, have vitalized many a scene with a spirit of lively reality.

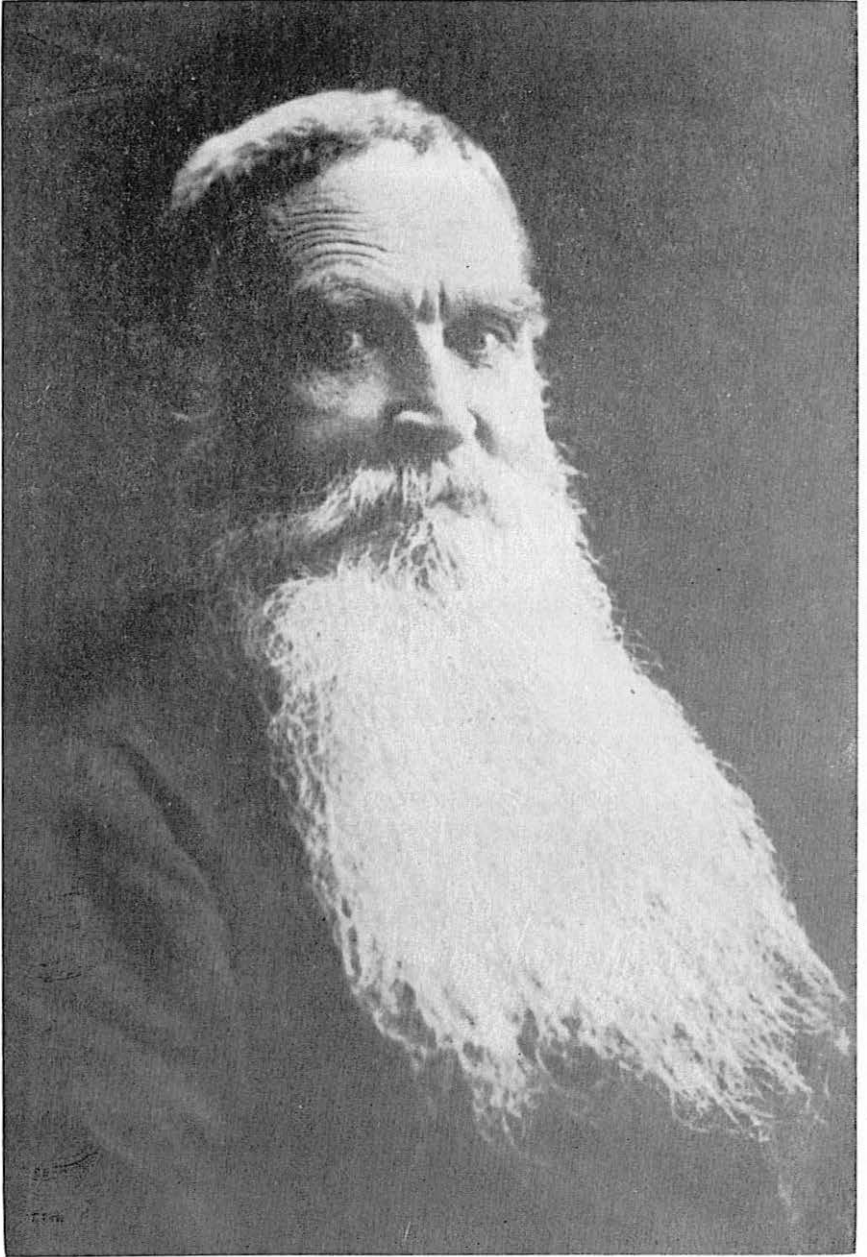
Special thanks are extended to Chancellor Tully C. Knoles for much helpful information and for reading portions of the manuscript; to President Robert E. Burns for the use of his thesis and very extensive notes, also for reviewing the manuscript; to Dr. G. A. Werner for special encouragement from the beginning of this undertaking; to Dr. J. William Harris for personal counsel and helpful criticism, also for careful reading of the galley proofs; to Dr. Malcolm R. Eiselen for reading the entire manuscript and offering valuable suggestions, and for his painstaking reading of the proofs; to Harry Tremain for assisting in collecting data on a variety of topics; to V. Covert Martin for his skillful work in photography; and to Dorothy Conaway for her skill and patience in typing and retyping my chapters. To these good friends and all the others who have helped in bringing this volume to completion in time for the Centennial Year of the College of the Pacific, my sincere gratitude.

INTRODUCTION

Methodism has a record in the field of education, as in the field of evangelism, that has won for it a conspicuous place in modern history. With the Methodist Church, from the date of its foundation by John Wesley, education has marched hand in hand with religion—true piety and sound education have traveled the same paths as comrades-in-arms. Its leaders have not been unmindful of the dictum of Bishop Matthew Simpson: "Thinkers will always dominate the affairs of the world, and if the Church is to exercise her proper influence, she must train men in order that they may become the leaders in thought." Regarding Methodism as a whole it has become almost a truism that the cross of Christ and the torch of learning have been the two sides of the same shield.

As early as 1780—four years before the actual organization of the Methodist Episcopal Church—John Dickens suggested to Francis Asbury a plan for a Methodist institution of learning. One of the measures approved by the organizing conference in Baltimore was a resolution favoring the establishment of a collegiate institution. Cokesbury College was the result.

The great Westward Movement in America bears indisputable evidence of this significant fact at every stage of its development from the time of Whitefield, Apostle of Methodism on the North American continent. And California is no exception: indeed, it would be difficult to find a more perfect exemplification of its truth than that in the Minerva-state. Even before California's admission into the Union the central authorities of the church had taken cognizance of the unique situation arising from the unprecedented gold rush, given earnest consideration to the moral and religious needs of the hordes of Argonauts, and taken measures looking definitely toward the establishment of facilities for higher education under positive religious auspices. Evangelism and education were inextricably bound up together: together they went forward, keeping step in their march toward spiritual conquest.



William Taylor

CHAPTER I

ANTECEDENTS AND BEGINNINGS

The early history of the Christian education and of the Methodist Church in California are so indissolubly bound together that the story of neither one can be completely told without frequent reference to the other. The Church was never complete without the College: the College was the child of the Church.

The first regularly authorized effort toward organizing Methodism in California came as a by-product. Rev. William Roberts, called by William Taylor "a capable, noble brother, and a faithful minister of the gospel, one of God's noblemen," had been sent out by way of Cape Horn to take charge of the Church's interests in the Oregon territory. On a Saturday in April, 1847, he reached San Francisco (Yerba Buena). On the Sabbath he preached in a hotel, where the dining room was placed at his disposal. Drinking and billiard playing were discontinued during the services: nevertheless his associate, Rev. James H. Wilbur, recorded in his diary that Mr. Roberts preached "where Satan had his seat."

After a short time in California, Roberts proceeded to Oregon; but it is to be remembered that his Mission included the territory of California, a fact which soon brought him into participation in the activities which resulted in the genesis of the state's first chartered institution of higher education. The only reason why his name is not more prominently mentioned in connection with California Methodism lies in the fact that his services were in constant demand in Oregon and that consequently his headquarters were more than 700 miles distant from San Francisco—a formidable distance at that time. His actual contact with California was limited to his semi-annual visit of a few weeks.

The American scene in the Far West was shifted with startling suddenness from Oregon to California by Marshall's gold discovery in January, 1848. San Francisco quickly became the focal point. Gold became the "cornerstone": it changed everything.

Methodism was quick to perceive the new situation and bold to meet the new challenge. By authority of the General Conference of 1848, acting in conjunction with the Board of Missions, Bishop Beverly Waugh selected, with the utmost care, two young men of unquestioned devotion and peculiar fitness for the exacting duties of missionaries in far-away California. The names of these select men stand high on the rolls of the Methodist Church and on the roster of useful citizens. They

were William Taylor, who came to be known as "California Taylor," and later became a world figure as the honored Bishop of Africa, and Isaac Owen, whose "judgment, prudence, integrity, piety, and zeal" had so deeply impressed Bishop Waugh, and who perhaps above any other individual, is to be credited with being founder of the College of the Pacific. There is little doubt that the founding of an institution of higher learning was in his mind from the time of his arrival in California—if not even before.¹

Owen came overland to California, reaching the vicinity of Grass Valley September 22, 1849. Here, under the welcome shade of a tree, he preached his first sermon in California. On the day preceding Owen's arrival Taylor arrived at San Francisco by ship "around the Horn." The reader may picture as best he can the hardships endured on these long journeys. The fifteen oxen with which the Owen party started were reduced to six. Taylor had found passage on the *Andalusia* after encountering apparently insurmountable difficulties: on the third day of June, just off Cape Horn, his little daughter Oceana was born. The coming of those two stalwart Christian leaders in the very midst of the early gold rush meant much for the cause of religion, for higher education, and for the future commonwealth.

In scanning the scroll on which are inscribed the names of those who were prominent in the antecedents and beginnings of the College of the Pacific, we cannot fail to note the name, in resplendent letters, of Rev. J. P. Durbin, Corresponding Secretary of the Missionary Society of the Methodist Episcopal Church. Dr. Durbin occupied a most strategic position. His interest in Christian education for California was deep, although it may be said his influence was by remote control. In his letter to Isaac Owen, dated May 21, 1850, he makes special mention of the appointment of Edward Bannister, a graduate of Wesleyan University, "to be a teacher in California in such capacity, and under such conditions as the Missionary Board may direct."

"The indefiniteness of this appointment," the letter continues, "arises from the fact that, as yet we have no seminary in California, and therefore could not designate either the place or the rank of the appointment. We will take measures to determine these as far as desirable or practicable; but we must rely chiefly, perhaps wholly [sic] on the judgment and prudence of Brother Roberts and yourself, in consultation with other friends and brethren. It is very important that the infant Seminary be in the right place, be as we judge, at first an academy; and that it may grow to be a college; that the buildings be of proper size and arrangements, and of good materials and substantially

¹ Cf. Ferrier, *Ninety Years of Education in California*, p. 188.

built; and that debt be avoided as much as may be. . . . It is not, I am sure, the desire of the Board to embarrass you in California, but to assist you to lay well the foundations of our Church in that new Empire. We have seen so many mistakes made in founding new institutions of learning; and such disastrous consequences have followed, that we are careful to make these suggestions."

Ten days later Durbin wrote again to Owen, stating:

Bannister has been appointed to your field to look after Education interests, to begin a College or University by founding if possible first an academy in such place as yourself with Roberts, Taylor and the rest of the friends shall think well of.¹

But it is necessary to pursue the course of events at the actual seat of operations, in California. On reaching the town of Benicia, Owen learned that Superintendent Roberts had appointed him to headquarters at Sacramento, while William Taylor had been assigned to San Francisco. In view of the rapid development of Methodism during the California gold rush days, Owen was soon relieved of pastoral duties at Sacramento by being appointed Presiding Elder of the entire California district, his place of residence to be San Jose, site of the old Spanish pueblo, or near-by Santa Clara, site of one of the Franciscan Missions.

An adjourned meeting of the Quarterly Conference was held at the First Methodist Church in San Francisco on the 8th day of October, 1850. In the light of subsequent events this meeting takes on historical importance, as may be seen from the official records. Under the formal question, "Is there any advisory business?" action was taken as follows:

In regard to a literary institution it was moved by Brother Taylor, seconded by J. B. Bond, that, Whereas, we cannot at present have the action of an annual Conference in regard to the establishment of an institution of higher learning in California, we, as a Quarterly Conference, do recommend the establishment of such institution and pledge ourselves to cooperate therewith, and we do also recommend that the Presiding Elder present the subject to other Quarterly Conferences in the District, and otherwise use his influence to the furtherance of such establishment by obtaining subscriptions sufficient to create a legal claim to a charter therefor. The resolution was adopted.

It is to be noted that at that date the Annual Conference of the Methodist Episcopal Church had not yet been established in California; hence there was no higher local body by which such action could legally be taken.

While California was almost completely isolated from the seat of national government and the eastern states on account of the backward-

¹ J. P. Durbin to Isaac Owen, May 31, 1850.

ness of communication and transportation, nevertheless matters of government and of commerce and industry were developing with lightning rapidity during the exciting gold rush days. Ten days after the bold action of the Quarterly Conference endorsing the idea of an institution of higher learning, the steamer *Oregon* brought the news of California's admission into the Union as a free state—glad tidings for all the people, which instantly created the utmost excitement at San Francisco, with feelings of felicitation and exultation that knew no bounds. The admission of the Golden State proved to be an event of capital importance for the entire nation.

Scarcely less significant for the future of Christian education in California is the fact that among the passengers on the *Oregon* was Rev. Edward Bannister, a graduate of Wesleyan University at Middletown, Connecticut, who had been designated to have charge of the Methodist institution of learning projected for California. At the time Bannister was serving as a professor in Cazinovia Seminary in New York State.

Almost immediately after his arrival, Bannister became Principal of a school known as San Jose Academy, said to be "a school of higher grade than any in existence in California at that time." This was located at the corner of Second and San Fernando Streets, in a building later known as "What Cheer House." In this work he was ably assisted by Mrs. Bannister. Not very much is known about the San Jose Academy: it was not under the official patronage of the Methodist Church, or of any religious denomination, though its atmosphere was quite Methodistic; and it was not directly connected with the University of the Pacific, though it may fairly be regarded as a forerunner. There was a distinctly religious tone to the school, and "a vigilant regard" was maintained toward the morals of the pupils—it was pronounced by Presiding Elder Owen "a good school." However, Professor Bannister's services were shortly to be needed in the College about to be established under the authority of the Methodist Episcopal Church. For that specific purpose he had come to California.

The first important educational conference, called a convention, held in California following the arrival of Professor Bannister was convened by Elder Owen in the Methodist Church at San Jose on the 6th and 7th of January, 1851. Owen presided and Bannister was appointed secretary. It was not a large gathering in point of numbers, but it was important for both the church and the young state. Besides chairman and secretary the following members were in attendance: James W. Brier, H. S. Loveland, William Morrow, C. P. Hester, James Corwin, Martin C. Briggs, and

W. Grove Deal. The laymen were greatly outnumbered by the ministers. As we learn from the secretary's record,

The convention met in compliance with the call of the Rev. Isaac Owen, Presiding Elder of California District of the Oregon and California Mission Conference, to consult and advise as to the founding of a Seminary of learning in this state under the patronage and control of the Methodist Episcopal Church.

After deliberation the conference recommended the "founding of an institution of the grade of a university." Committees were constituted to deal with the problem of obtaining a charter and the more specific character of the institution, the questions of location and of buildings, and finally the financial program. To Isaac Owen, as agent, was assigned the difficult task of obtaining subscriptions for needed funds.

In anticipation of actual founding, a comprehensive act providing for the incorporation of colleges had been passed by the legislature of the incipient state April 20, 1850, almost five months before California was admitted into the Union (September 9).

Another educational conference met at the home of Rev. William Taylor in San Francisco on the 14th of May, 1851. Four possible locations for the proposed institution were discussed: San Francisco, the busy metropolis of California; San Jose, site of the first Spanish pueblo; Santa Clara, where one of the early Franciscan Missions had been located; and Vallejo, on the north side of the bay. At the conclusion of the discussion the following resolutions were adopted:

1. *Resolved*, that we locate the University independently of present corporations on some mile square to be selected for that purpose, which shall be sold in small lots so as to secure an endowment and give such control as to prevent the sale of intoxicating liquors, the practice of gambling, or circuses, and other immoral amusement.
2. *Resolved*, that a board of commissioners be appointed to select, secure and plot suitable grounds for the University town on the plan above proposed.
3. *Resolved*, that the unity point near Vallejo, and the San Jose Valley near Mr. Angelo's be earnestly commended to the notice of the commissioners.

Pursuant to the above resolutions, W. Grove Deal, Daniel L. Ross, Isaac Owen, Edward Bannister, and Martin C. Briggs were duly appointed commissioners.

The third and final educational conference preceding the actual founding of the College was held in the home of Elder Owen in the town of Santa Clara, June 26, 1851. No time was to be wasted in bringing to fruition so important and pressing a Church project. The problem was to

reach a decision as to location and clear the way for obtaining the necessary charter from the state.

Owen, as agent, reported that in soliciting subscriptions the site adjacent to Santa Clara apparently presented the most favorable inducement, both as to land and forthcoming financial support. If the Santa Clara site was accepted, cash subscriptions amounting to \$27,500 and the desired land were available. Notwithstanding certain objections urged in letters by absentees, the conference finally adopted a resolution fixing the site of the institution at Santa Clara.

The time had now come to decide on a name. After considering a number of suggestions, the proposal that won greatest support was for California Wesleyan University. But at that time there was no statutory authorization for the establishment of a university, a fact which serves to explain why the first corporate name was "The President and Board of Trustees of the California Wesleyan College."

Regarding the name, it is interesting to note that Owen reported in a letter to Secretary Durbin, July 21, 1851:

Since our last we have succeeded in obtaining a charter for our Institution. We could not get a University charter, as we desired, for the reason the State of California has made no provision for University charters. But our College Charter has University powers and privileges. And we only failed in the name and not the thing.

The motion to apply for the charter was made by Annis Merrill, a prominent San Francisco attorney representing the Executive Committee of the trustees, who had himself prepared the draft for the document. Merrill continued to serve as a leading member of the Board of Trustees for many years.

A recent act of the State Legislature had provided that on satisfactory evidence of a sufficient endowment a college might be incorporated, under specific conditions, by the State Supreme Court, acting *ad interim* for the Legislature. Thus it was that the Court, and not the Legislature, acted upon the charter application.

The charter was duly granted on the tenth of July, 1851, thus giving the Methodist institution the distinction of being the first college to receive a charter in the State of California. It should be added, however, that the foundation of Santa Clara College (now University of Santa Clara), a Catholic institution, was laid in March, 1851—its charter is dated April 28, 1855. In a strict sense it is inaccurate to state without qualification that the University of the Pacific was the first college in California, or on the Pacific Slope. Disregarding the claim for Hartnell College ("Hartnell's *Colegio*"), founded in 1833, as not being

of actual collegiate rank, we are reminded that "The foundations of Willamette University, at Salem, a Methodist educational institution . . . were laid by the heroic Methodist missionary Jason Lee and his fellow workers many years before there were any educational foundations laid in California."¹ It was not until 1853, however, that Willamette received its university charter.

In his report to Secretary Durbin, dated March 30, 1852, Owen said:

We have the lead in the education department of this country and if aided a little just now, we will be able to hold our position. We ask nothing for our Academies. But our great central Institution should make a good appearance at its beginning.

Naturally the favorable action was highly gratifying to the founding fathers: it was reported in the *Daily Alta California* on the following day in these words:

CHARTER GRANTED. In the matter of the application by petition for the California Wesleyan College, the Court held that the subscription list, amounting to \$27,500 set forth in the petition, together with affidavits showing that the subscribers were severally worth the amounts annexed to their names was a sufficient compliance with the statute of April 20, 1850. An order was accordingly entered declaring the trustees named in the petition duly incorporated under the name and style of "The President and the Board of Trustees of California Wesleyan College," with all the powers, rights, and franchises conferred by the act of legislature referred to.²

It became quickly obvious, however, that the name with the word Wesleyan was a clear imitation of names of other schools already founded by Methodists in different parts of the country: it was never popular, and it proved to be extremely short-lived. At the very first meeting of the Board of Trustees it was decided to seek a change of name to "The University of the Pacific." The change from College to University was authorized by a new legislative enactment, in accordance with the petition of the Executive Committee, approved March 29, 1852. This name remained official until 1911, when, on the recommendation of President Guth, it was changed to "The College of the Pacific," as will be explained on subsequent pages.

The name "University of the Pacific," under conditions actually obtaining, and viewed in the light of the meager resources of the Meth-

¹ Perrier, *Pioneer Church Beginnings and Educational Movements in California*, p. 67.

² The apparent discrepancy in the name—"College" instead of "University"—is thus explained in Owen's communication to the Board of Trustees, dated August 2, 1851: "By the authority and under the seal of the State of California, to be known by the name of California Wesleyan College, and the trustees nominated as aforesaid were incorporated a Board of Trustees, to be called and known by President and Board of Trustees of the California Wesleyan College. College is hereby substituted for University for the reason, the Supreme Court has no power to grant University charters . . ."

odist constituency, was more than ambitious—it must have appeared decidedly fantastic to many an observer. One of the founders, in a reminiscent mood, many years later, reflected: “Why not plant the germ of a University and give it a big name to grow up to and into? Sure enough, why not? And give the name we did, half-laughing and half prophesying as we did it.” And Bishop William I. Kip of the Episcopal Church, writing in his fascinating *Early Days of My Episcopate*, made this apt observation, referring to Santa Clara, as it appeared in May, 1854:

At the edge of the town is a three-storied red brick building, without an attempt at ornament, or a tree or a shrub near it: looking very uncomfortable and very much out of place as if it had wandered away from some city. This, I was told, was a school belonging to the Methodists, which rejoiced in the magnificent title of—“The University of the Pacific.”

Who but the Methodists would have had the imagination, the audacity, the sky-limit faith to choose such a name, under such circumstances?

Of the utmost importance was the selection of the original Board of Trustees. The twenty-four men elected, as recorded in the secretary's book, are here listed:

Rev. Isaac Owen	Annis Merrill, Esq.
D. L. Ross, Esq.	Benjamin Pierson, M.D.
Rev. S. D. Simonds	Rev. M. C. Briggs
Hon. C. P. Hester	Rev. E. Bannister
W. Grove Deal, M.D.	J. B. Bond, Esq.
Rev. William Taylor	Rev. William Morrow
F. E. Kellogg, Esq.	Rev. James Rogers
Rev. J. W. Brier	Rev. Warren Oliver
Hon. D. O. Shattuck	Rev. James Corwin
Capt. Joseph Aram	Rev. Charles Maclay
T. J. McLean, M.D.	Rev. David A. Dryden
Rev. Elihu Anthony	Rev. A. L. S. Batemen

The first meeting of the trustees of the newly chartered institution occurred in the Powell Street Methodist Church, San Francisco, August 15, 1851. Sixteen members were present. Rev. S. D. Simonds was elected President; Edward Bannister, Secretary. Matters of moment to the College were considered. Among the important actions taken were the selections of the Executive Committee, consisting of Messrs. Owen, Maclay, Hester, Aram, and Bannister; the appointment of Owen as agent, for raising funds; also committees on buildings, by-laws, and professors needed, course of study, tuition, and text books. Professor Bannister was appointed to take charge of the Preparatory School of the

University, as Principal, at an annual salary of \$2,000. It was arranged to have two sessions a year of five months each.

To undertake the organization and establishment of a Christian institution of higher learning in California in the hectic days of the gold excitement was no mere pastime for a June day, no holiday entertainment in a sumptuously equipped summer resort. It meant earnest planning, based on a great central purpose; it meant strenuous labor, unremitting toil; it meant an all-conquering faith and utter devotion that was willing to face colossal difficulties with high courage and a serene spirit. It may now gratefully be told, men of the hour, possessing in abundance these very qualities, were fortunately on the scene of action.

On Isaac Owen's motion it was "*Resolved*, that the college shall be open to such females as may desire to pursue a college course." The female department was not officially organized as the "Female Collegiate Institute" until 1853. Mrs. Bannister was made Preceptress for the first session at a salary of \$400.

Thus, virtually from the outset, Pacific took an advanced stand on the subject of co-education: but it must be added that, at the October, 1853, meeting of the Board, "It was decided to divide the male and female departments, and that they be taught in their respective buildings, as soon as the new edifice shall be ready for use." The Female Collegiate Institute remained a relatively independent division, not without some changes, until the institution was moved to the new campus at College Park (San Jose), in 1871.

There was eagerness to witness the opening of the newly chartered College; but the task of having anything approaching adequate equipment was beset with practical difficulties. It was found that on account of loose descriptions of Mexican land grants, clear title to the Santa Clara site could not at the time be secured. There was some thought of accepting the offer of a site in San Francisco, though a majority of trustees opposed such a plan, chiefly because they disliked to subject the pupils to the temptations of that city. The problem of providing suitable buildings was difficult and perplexing. Action was taken on April 7, 1852, looking toward the accumulation of materials and erection of a main University building. Actual facilities for the anticipated opening fell far short of what would now be regarded as irreducible minimum requirements.

But there was no lack of activity on the part of Principal and trustees. The building occupied that first year of actual instruction (1852-53) was described as "a neat and well-finished frame, 26 by 40 feet, and two stories high." The trustees were energetically preparing

for the erection of the principal edifice, which was to be "a commodious and substantial brick building, 60 by 90 feet in size and three stories high."

The actual opening of the Preparatory Department of the University for the reception of students took place at Santa Clara on Monday, May 3, 1852, under the direction of Professor Bannister, aided by two assistants. Isaac Owen, who reported faithfully to Secretary Durbin, wrote on June 14 as follows:

University of the Pacific. Brother Bannister opened the primary department on the first Monday in May. The school has opened with more promise than was anticipated. A small class has been organized which will graduate. They have fifty-four students. Professor Bannister is Principal. Sister Bannister has charge of the female department, and Brother Robins of the primary. A music teacher has been engaged.

The first session of the California Annual Conference of the Methodist Episcopal Church was held in San Francisco in February, 1853. The report on education there presented reveals interesting details as to the beginnings of the College. From the report we glean the following:

The Board of Trustees have located the University at Santa Clara, and a suitable building having been erected for the purpose, the preparatory department was opened for the reception of pupils on the third day of May, 1852, under the direction of E. Bannister, aided by competent assistants. Since that period, the institution has greatly prospered, and the catalogue for the first year will number perhaps, over one hundred and twenty students, male and female.

Four teachers are constantly employed, and in addition to the ordinary branches of an English education, classes have been formed, and instruction is given in the Latin, Greek, French, and Spanish languages. Music, vocal and instrumental, also is taught, while classes have been formed in Algebra, Natural Philosophy, and Physiology.

The building at present occupied is a neat and well finished frame, 26 by 40 feet, and two stories high. The Board of Trustees are preparing, and intend, at an early date, to put under contract for erection, the principal edifice for the University.

It was a modest beginning. But through planning and hard work progress was made month by month, and there were grounds for encouragement in an enterprise that started with so little actual substance, though rich in faith and confident of its real mission.

As to the complete devotion of Professor Bannister to his task no slightest doubt was entertained. That the trustees fully recognized the value of his labors is attested by the action taken in October, 1853,

crediting him with a subscription of \$500, "acknowledging the value of his services beyond the remuneration received to that amount."

The separation of the Female Collegiate Institute from the Male Department was maintained, with slight interruption, almost from the outset. It had its own Principal and faculty, its own building, separate classes, and in most respects was indeed a separate school. It issued its own catalogues and held its own graduation exercises. During the comparatively short period of its existence there was a rapid succession of principals, including Edward Bannister (also as later President), D. A. Dryden, James Rogers, George S. Phillips, D. Tuthill, and Thomas H. Sinex (as President).

As an indication of the then troublesome financial situation, the trustees voted September 2, 1856, "that Brother Rogers be elected Principal of the Female Department and also that he take the profit of the Boarding Department and the other incidental income for his salary. He having no claim upon the trustees for salary."

In the report of the Conference Committee on Education for 1862 reference was made also to the Stockton Female Institute, Rev. H. W. Hunt, Principal, as having "earned and then enjoying a liberal measure of success."

The functions of the Preceptress of the Female Institute were naturally of real importance. Special features of the curriculum then included embroidery, painting, and "hair work," for example, such tasks as "weaving into intricate floral patterns locks of the hair of one's relatives and friends." Certain "lady-like accomplishments" were insisted upon.

"The Rule of Right" was set forth as the basis for government in the Institute. In the catalogue for 1859-60 this statement is found:

We cumber not the memory with a variety of regulations, but endeavor to cultivate the moral sense, as a universal, self-governing principle.

For the year 1867-68 we find this:

Our constant endeavor is to inculcate *right principles* of action, and to exercise and improve the conscience and properly cultivate that delicate regard to represent which is always a quality of a virtuous mind.

It was a memorable occasion when, in the spring of 1858, upon five young ladies of the Female Department were conferred regular

college degrees. The last surviving member of the pioneer class, Mrs. C. B. Brooks (Mary A. Miller) wrote reminiscently in 1924:

Our class of five girls graduated in the little adobe church in California. Each of us wore a white dress with full skirts and rows and rows of blue ribbon around the edge.

Co-education long continued to be a live subject. Thus, on the motion of M. C. Briggs, June 14, 1854, the trustees ordered that the male and female departments be united. Scarcely more than two years later (September 2, 1856) it was "moved that we reconsider the action by which the two departments were united, and consider the Male and Female schools separated." The motion prevailed. The trustees' request, in 1856, that President Sinex should assume charge of both departments was chiefly in the interest of economy and cannot be construed as a real union of departments.

Not yet was the question of co-education settled. It cannot be supposed there was any lack of interest on the part of students. One young man, writing for the *Archanian Clarion* (April 16, 1858) argued vigorously for "Union of Schools." He advanced the claim of the refining influence of association.

"This union of schools," he contended, "will tend to arouse and call into action the dormant powers of many who under other circumstances would make but little effort. It will excite a pride of meriting a favorable position as a student, which many are destitute of owing to the want of a proper stimulant to force them into action." He urged it would exert a wholesome influence on the morals, particularly of the young men, and would be an important force to polishing manners. "Males and females were created to enjoy each other's society," he concluded, "and why attempt to battle against nature and deprive them of this enjoyment at the very time that it is most valued by that system of education which entirely separates them?"

Such arguments apparently were not wasted. For at the trustees' meeting of September 18, of that year, it was "Moved that the Presidents of the Male Department and Female Department devise some plan for uniting the classes in recitation." The motion was carried. But it was not until 1869 that the departments were placed under the same management.

Plans for complete co-education, however, were not wholly effectuated until the University of the Pacific moved to its new campus at College Park in 1871—then all, without reference to sex, attended classes together; co-education thus became thoroughly established as a policy and in actual practice. The Female Department was finally consolidated with and incorporated in the University.

The building for the Female Institute was erected in 1853, located directly west of the City Park, on Main Street, Santa Clara. It extended almost from Lexington Street to Liberty Street. It was a two-story L-shaped structure, containing originally seventy rooms. Redwood lumber was used throughout; and since there was no planing mill in the vicinity, the lumber was hauled from the Santa Cruz Mountains. Window-frames, sash, doors, and mouldings were all made by hand.

For years the Female Institute stood as a landmark in Santa Clara. After the College moved to College Park it became known as the Kimberlinville Building. In 1907 the main part of the building was wrecked; but the north section was improved and occupied by several families until about 1931, when it too was razed to make room for a modern structure. Thus disappeared a landmark of more than three-quarters of a century.

At a meeting of the trustees held July 5, 1855, the following preamble and resolution relative to a new charter for the University was presented by Isaac Owen:

Whereas, the committee appointed at the session of the board in May last to enquire into the necessity of obtaining a new charter, and

Whereas, said committee found it necessary to obtain said new charter, and as the board at its last session ordered said charter to be obtained, and as said charter is now obtained and before the board, and a new board of trustees therein appointed;

Resolved, therefore, that it is hereby decreed that all property held by this board, both personal and real, and whatsoever of right belongs to said board, together with all subscriptions, notes, or any obligations to said board whatsoever be rested in the new board of trustees known by the name and style of the President and Board of Trustees of the University of the Pacific, and that said new board hold the same for the same uses and purposes as is now held by this. And that the said new board is hereby made liable for all debts in cash or tuition as per scholarships as fully as the present board is or can be made, and that said new Board carry out all pledges made to the public as fully as the present board could have done.

Carried.

Definite evidence of the seriousness of purpose of the founding fathers that an institution of university grade should be established is seen in the early steps taken to organize a School of Medicine—with at least equal force the same may be said with reference to a proposed School of Theology.

At a meeting of the trustees held September 16, 1858, only a few months after the first baccalaureate degrees were conferred, a proposition from Dr. R. Beverly Cole was presented "in reference to a medical depart-

ment of the University of the Pacific." The proposition was referred to a special committee; and in less than a week four professors were elected for the new department. These were: R. B. Cole (Dean), E. T. Cooper, I. Rowell, and J. Morrison. At the next following Commencement meeting Dean Cole presented a statement to the Board on the condition and prospects of the department. The trustees then adopted the following preamble and resolution:

Professor Cole, Dean of the Medical Faculty, reported that the Medical Department was formally inaugurated in the city of San Francisco on the 5th day of May, 1859, and that the first course of lectures is now in progress; whereupon it was resolved: First, that upon the recommendation from the Faculty of the Medical Department certifying the proper qualifications in character and acquirements this board will issue the mandamus for the graduation of candidates to the degree of Doctor of Medicine; and the same order shall be observed in conferring the honorary title of Doctor of Medicine.

The *Alta California* of May 6 gives an extended account of the "Formal Opening of the Medical Department of the University of the Pacific," the exercises being held in Musical Hall. The report contains the salutatory address by Hon. George Barstow, Professor of Medical Jurisprudence. The exercises were opened with prayer and concluded with a benediction. The final words of the report are:

Thus was duly inaugurated the first Medical College on the shores of the Pacific. May it go forth "with healing on its wings," and be the means not only of alleviating the distress of suffering humanity at home, but elevating and improving the character of our educational institutions abroad.

During the initial session thirteen students were enrolled in the course, the first systematic course of medical instruction given on the Pacific Coast. The matriculation fee was set at \$5.00. The fee to each professor was \$30.00; graduation fee, \$50.00.

On September 13, 1859, A. Atkinson and C. A. E. Hertel, having completed the requirements, were voted the degree of M.D. The bulletin of the Department announced a Medical Clinic under Dr. Morrison, a Surgical Clinic under Dr. Cooper, and an Obstetrical Clinic under Dr. Cole.

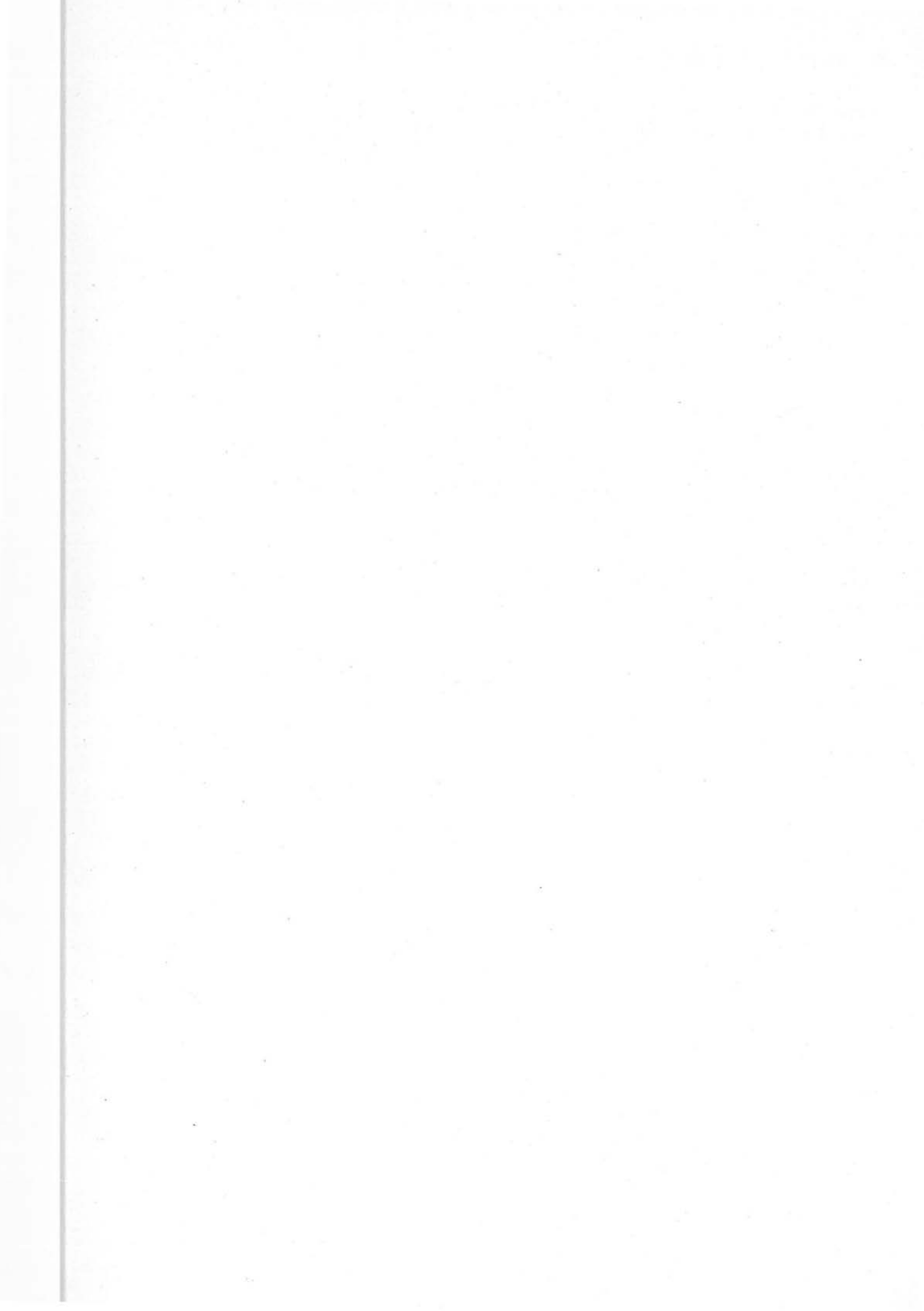
There was a single graduate in 1860. At the Annual Commencement of March 14, 1861, President Bannister conferred the medical degree upon six candidates. During the months immediately following the Department was expanded, though enrollment was never large.

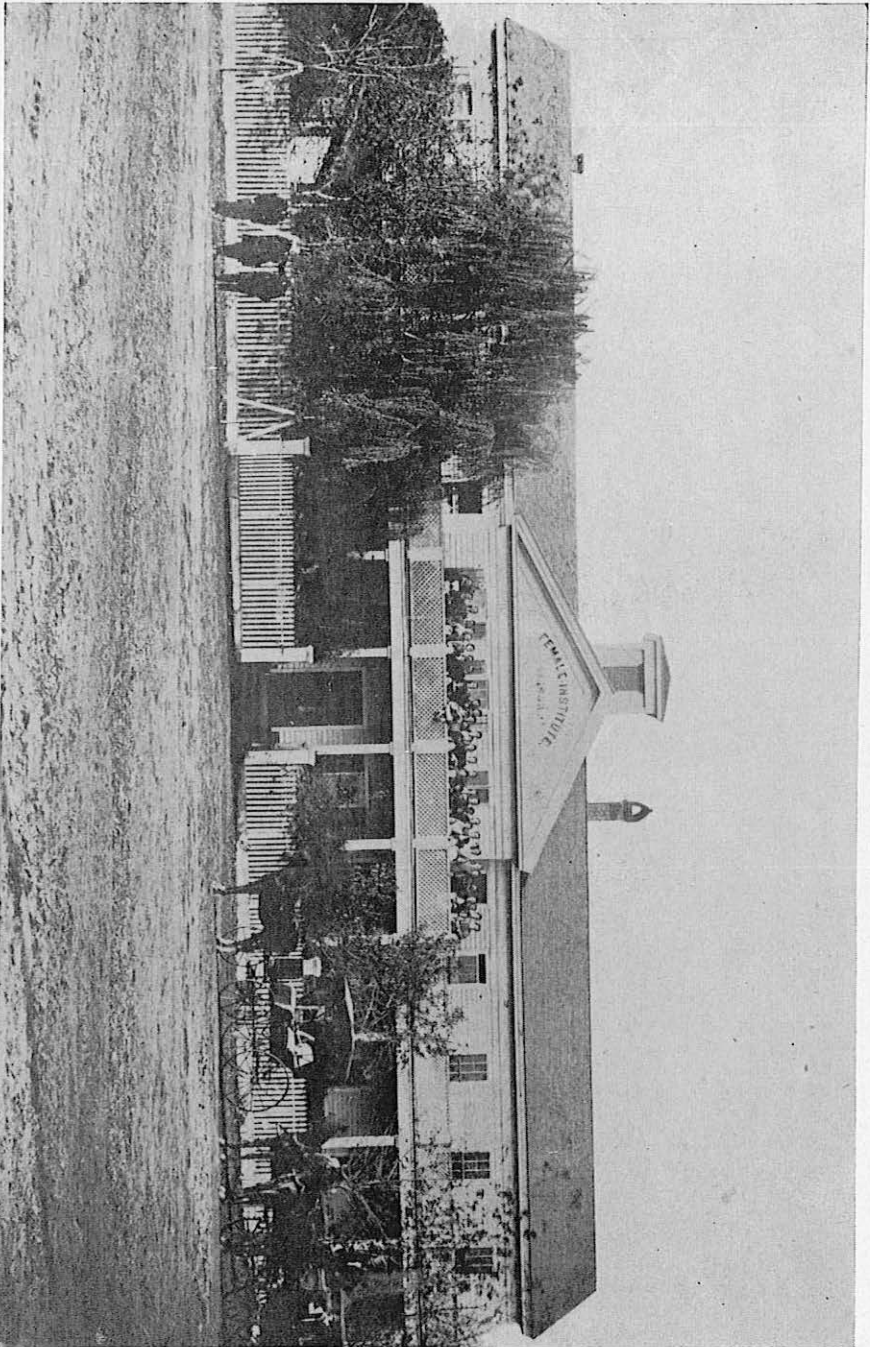
Then came the Civil War period. Plans were badly disrupted. After graduating seven students in 1864, the Department was suspended for

several years, and was not reorganized until 1870, the regular course being then introduced by a lecture by Dr. Henry Gibbons. Other professors were appointed to fill vacant chairs. Formal announcement of the new organization was made to the Board of Trustees in a communication by Dr. Henry Gibbons dated July 6, 1870.

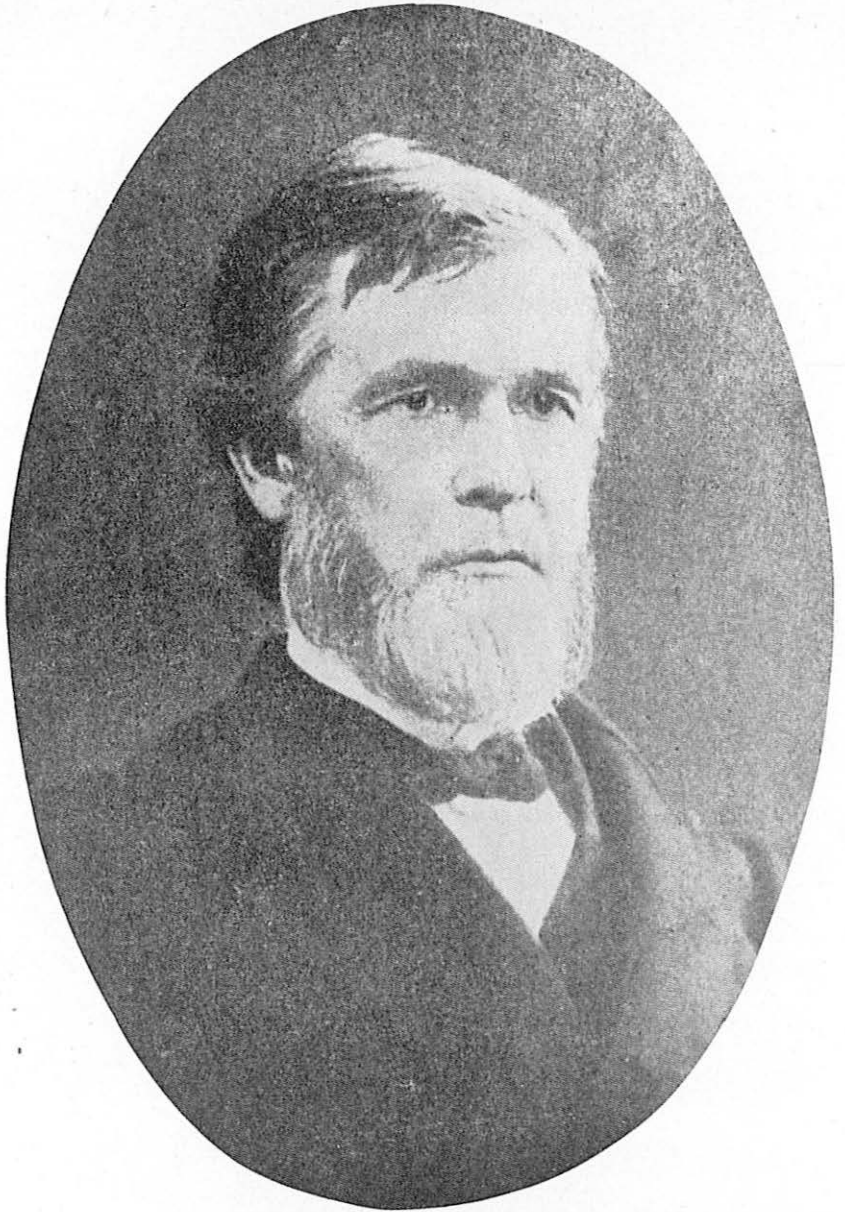
In the meantime the University of California, it will be remembered, had come into being in 1868; and quite naturally the State University proceeded to organize a School of Medicine. Then there was also the newly-founded Toland Medical College. For a short time there was the unhappy prospect, early in 1871, of three schools of medicine in California, all in close proximity to each other. At the time there was not sufficient demand, nor was there adequate support, even for two such schools. Doctors Cole and Smith went to the aid of Toland.

It was an uneven struggle. It need occasion no surprise that in 1872 the connection of the Medical College with the University of the Pacific was dissolved. This department was later incorporated as Cooper Medical School in San Francisco, which, in turn, became the Medical Department of Stanford University. When President A. S. Gibbons, during whose first administration the Medical Department was inaugurated, returned to Pacific for his second administration, he found that its Medical School—as he expressed it—was “defunct.”





Female Collegiate Institute, Santa Clara



President Edward Bannister

CHAPTER II

PIONEERING WORK AT SANTA CLARA

To a very large extent the character of an institution is revealed in the character of the individuals who frame its policies, guide its progress, and control its destiny. At this point it is fitting that, before continuing the narrative of the University of the Pacific, we should pause to comment briefly on some of the more conspicuous, more influential leaders during the pioneer days of that institution. Let us draw a little nearer to these leaders; for to know them intimately is to appreciate more adequately the spirit and character of the school over which they presided. Who were the leaders? What manner of men were they?

First of all must be mentioned Isaac Owen, who, more than any other individual, as trustee, agent, and Presiding Elder, may with good reason be called the founder of the University of the Pacific: and yet, strangely enough, Owen was never its President. Added weight is given to this claim by expressions of his distinguished fellow-laborer, William Taylor. Referring to a special visit with Owen in Sacramento in January, 1850, Taylor wrote, years later:

We walked and talked together for several days, and laid the basis of an intimate and solid mutual friendship, which has remained unbroken to the present time, and will, I have no doubt, last forever. We also matured plans for future operations. A book depository was to be established, and the country supplied with a pure religious literature; academies and a university were to be founded for the education of the rising generation.¹

In another of his books Taylor revealed still further evidence of Owen's early thought relative to a Methodist university in California.

"He had, before leaving his native state," wrote Taylor, "developed in his fertile mind broad plans for founding Methodism in California, which he explained to me in detail. . . ."

"Owen's plan for founding a university has to bide its time for want of pupils to put into it. . . . However, before many years, mainly through Isaac Owen's persistent faith and energy, the University of the Pacific, the first institution regularly chartered by the State of California, was built and manned and well filled with students."²

To Owen the founding of schools and colleges was almost a passion. Feel-

¹ *California Life Illustrated*, pp. 112-113.

² *My Life*, p. 117.

ing his own lack of early education all through his life, he was determined to do everything he could to provide better educational opportunities for the children of his day.

It is clearly to be seen that Bishop Waugh's appointments, Owen and William Taylor, were of great importance to the Church and of no little significance to the early history of the state of California. Isaac Owen was the first selection. In his appointing letter dated October 16, 1848, Bishop Waugh said:

You will be the honored instrument in laying the foundation of the Methodist system of preaching the Gospel in that distant field where, by grace, its achievements will be glorious in bringing many sons of God to glory.

With feelings of deep humility Owen, who was then laboring effectively for Indiana Asbury University, replied to the Bishop's letter, expressing his sincere thanks for the honor of the appointment and continuing, in part:

California is not only a land far from the place of my nativity, the place of my ministerial association, the place of my kindred and friends and all endearments of my youth and riper years, but is a land measurably uncivilized and unchristianized, where the missionary must necessarily lay the first principles of our holy religion, and of the church. . . . In a word everything in the way of religious, mental, and moral improvement is before us. . . . I have settled up my business with the Indiana Asbury University and am now making arrangements to leave early next spring in company with some Methodist friends, with which to join the main emigration at St. Joseph, Mo. bound for California. . . .

Isaac Owen was a native of Vermont, raised in the Indiana wilderness, received his first rudimentary education in a log school-house. It was in the woods that he was converted; on a log he was licensed to preach; his first circuit embraced five counties. An excellent word picture of him as he appeared in early California days is presented by his fellow missionary, William Taylor, in *California Life Illustrated*:

Brother Owen is a thick-set, rotund man, about five feet ten inches high, eyes and hair black, face round, with an easy, pleasant smile on his countenance. He is a good preacher, voice clear and strong, his preaching earnest and practical, characterized by clear Scripture expositions and familiar illustrations. . . . He is a man of energy and perseverance: . . . He is apt and expedient in every emergency.

As minister, Presiding Elder, trustee and financial agent of the University, promoter of good books, and brotherly co-laborer, he made a lasting impress upon his day. Of his money-raising ability, years later Bishop Taylor wrote: "Isaac Owen was considered in his day the greatest

beggar in America." Bishop Morris once remarked; "Owen never gives up; he always does what he undertakes; if he can't do it one way he will another."

His ardor for education was so great that it was hyperbolically said of him that if he could only have had his way there would be a "high school at every crossroad and a college in every county."

Another of his outstanding services is seen in the fact that it was he who laid the foundations of the Methodist Book Concern in San Francisco. His prescience was exhibited even before leaving New York in 1849, when he obtained sufficient backing to enable him to ship around the Horn some \$2,000 worth of books. The San Francisco establishment, a branch of the expanding Methodist publishing interests, with chief headquarters in New York City, is vigorous and highly influential today. Owen had himself become an avid reader: after his conversion, while he was an illiterate young blacksmith, he eagerly sought books, "as miners seek nuggets of gold." His unceasing labors, his personal drive, and his living faith conspired to make Isaac Owen a man of truly heroic stature. At the College of the Pacific his name and his deeds will never be forgotten.

The duty of assisting the Church in its educational undertakings may be regarded as the special assignment of Prof. Edward Bannister. The story is told that one day as Bishop Waugh was presiding over the Black River Conference he saw this young man before him. In the interview which followed the Bishop said; "I want you to go to California and look the field over carefully, and then set about the task of establishing an institution for the higher Christian learning."

Bishop Waugh's judgment was amply vindicated by the career of Edward Bannister, who came to California on the good steamship *Oregon*, arriving at San Francisco October 18, 1850; and among its passengers were also those great Methodist leaders, Martin C. Briggs and S. D. Simonds.

As Principal, Bannister was the first real head of the University of the Pacific, Mrs. Bannister being made Preceptress of the Female Collegiate Institute. Later he served the Church with great devotion as pastor and as Presiding Elder; then, in 1859, as we shall see, he was again placed in charge of the University, as President, his incumbency continuing through the Civil War period and until 1867. To the time of his death, in 1871, he gave himself unstintedly to his life work. Conspicuous among his traits were his constant thirst for knowledge, love of truth, and complete devotion to Christ and his ministry. After paying high

tribute to him as Presiding Elder, William S. Turner wrote; "to my mind, his chief religious characteristic was conscientiousness."

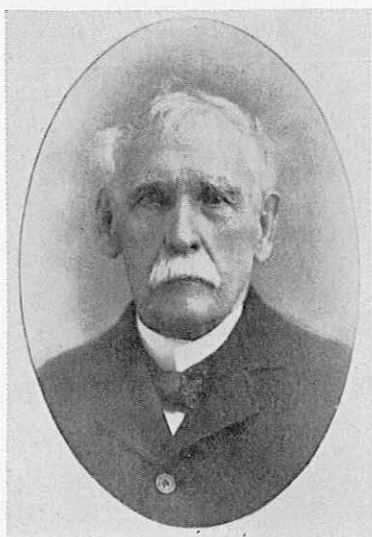
Another name that is closely associated with the early beginnings of the Methodist College is that of William Taylor, who among all the pioneer preachers in California, later attained to the highest eminence. His interest and activity, as counsellor, member of the first Board of Trustees, and prominent preacher of San Francisco, give him full title as one of the founding fathers. The fact that he left California at a comparatively early date for still wider fields of labor explains why his name was not longer intimately associated with the University of the Pacific.

One other pioneer preacher must be singled out as a leader whose "commanding personality," in the words of Dr. A. C. Hirst, not only "has been a leading factor in shaping Methodism of California," but whose active labors, during many years, made him a chief founder and developer of the University of the Pacific. That was Martin C. Briggs. Largely instrumental in launching *The California Christian Advocate* and establishing the Annual Conference of the Methodist Episcopal Church in California, he became a leading factor in the moral and religious forces of the entire commonwealth.

The University trustees with enthusiasm selected him, in 1854, to be the first President, although Dr. Bannister, as Principal, has often been given that distinction. And, while his abounding energies were largely spent in other and wider fields, he continued most actively as trustee and devoted friend through many years. The records of the Board reveal his faithful attendance and prominent place of leadership, year after year. No pioneer Methodist of California, through the years, holds a more conspicuous or honorable place of leadership than Martin C. Briggs.

Many have long been accustomed to thinking of the founders and builders of the College as ministers, or preachers of the gospel; and certainly the role of the Methodist clergymen should never be minimized: but devoted laymen also had a part, as trustees and otherwise, that proved wholly indispensable from the early beginnings. It is highly appropriate that full recognition and credit be accorded them—they are deserving of our sincere tribute.

Among all laymen who contributed helpfully toward the founding and early development of the University of the Pacific, none was more conspicuous or helpful than Annis Merrill, a successful San Francisco



Prominent Trustees

Annis Merrill, Rolla V. Watt, Thomas F. Baxter



President Martin C. Briggs

attorney who served on the Board of Trustees more than forty years and as its honored President thirty years. He was a member of Powell Street Methodist Church, and after the death of John Trubody was recognized as "the patriarch of that historic church."

Merrill graduated from Wesleyan University in 1835. After a term of teaching in McKendrie College and successful practice of law in Boston, he was attracted to California during the gold rush, arriving at San Francisco, August 18, 1849. During his first year of practice there he cleared \$20,000. Religion is said always to have been "the source of his enthusiasm in all his other works." For years he was teacher of a Bible class; he served as President of the California Bible Society for more than three decades. In 1876 he was a lay delegate to the General Conference of the Methodist Episcopal Church.

He it was who drew the petition for the original charter for the institution, first named California Wesleyan College. His many services and contributions to the University of the Pacific, not least of which was the use of his great fund of legal information, are inestimable. In the *Centennial History of McKendrie College*, which he had previously served with real devotion, we have this estimate:

He was a man of great vitality, which he preserved so well that he was able to spend ninety-five years in this world. He left not only a fair fortune but a good name as a legacy to his children.

A contemporary of Annis Merrill, prominent among founders of the Methodist College as well as in the early development of education and civic and social life of California, was Captain Joseph Aram, one of the overland American pioneers of 1846.

Captain Aram, a native of Oneida County, New York, was a graduate of Lima College, who pioneered in Ohio and Illinois before coming to California. He settled in San Jose, participated in the American conquest, and became a state builder as an honored delegate at the Monterey Constitutional Convention of 1849, then as a member of California's first state legislature, meeting in San Jose.

In religion Captain Aram was a staunch Methodist. He was a member of the "class" organized at San Jose by Elihu Anthony, was for many years identified with First Methodist Church of that city, and "a business man of unquestioned integrity." He gave devoted service to the University of the Pacific, as a trustee and otherwise, over a period of more than forty years. He had broad civic interests, which included active membership on school boards at various times.

Another of the early founders was Craven P. Hester, pioneer lawyer

and judge of the District Court. He also was a layman in the church, living in San Jose in 1849, where he helped organize the Methodist Church. For several years he rendered valuable service as a trustee of the University of the Pacific, of which he was a prominent founder. The legal advice of such men of capacity and integrity as Judge Hester and Annis Merrill cannot be minimized.

Still another layman who served as a trustee for many years and made numerous contributions to the institution, David Jack, was known far and wide for his gruff manner, his eccentricities, and his uncompromising ways that seemed to many to be nothing less than impenetrable stubbornness.

A native of Scotland, Jack had come to California in very early days and had selected Monterey for his homesite. From time to time he purchased large acreages of land, including the site of the town of Pacific Grove. For many years he was affiliated with the Methodist Church, but later he became a Presbyterian. Struggling churches of Monterey County could always rely upon him for financial assistance; but few of his neighbors understood him, and some were his avowed enemies. They failed to discover that beneath his mask of isolation and his unsocial way of life there was really a kind heart.

He was a large-scale farmer. As one writer has said:

He lived on horseback, in a "buckboard," among threshing machines, harvesters, gang-plows, caravans loaded with grain, great warehouses filled to the ridgepole with sacks of grain. . . . Acres are added to acres, farm to farm, ranch to ranch, mountain to mountain, valley to valley, until nearly ten millions of dollars are heaped up by the personal efforts of one man.

David Jack must be counted among the benefactors of California Methodism and of the University of the Pacific. One of his specific gifts, made jointly with Captain Charles Goodall, another generous trustee, was the Observatory, which gave impetus to the study of astronomy. The telescope then acquired is still in excellent condition, on the Stockton campus.

Such were a few of the leading lay members of the larger group of trustees of the University of the Pacific during its difficult and often discouraging foundation days. With their counsel and material support they came forward time after time when the College was confronted by distressing conditions and imminent failure: their timely succor more than once must be given credit for averting collapse and final abandon-

ment. The names of many others no less devoted grace the pages of the entire history of the College.

We have now witnessed the antecedents, actual founding, and early beginnings of the University of the Pacific. The names of those most active and influential in bringing this enterprise to fruition constitute an honorable roll, worthy of grateful remembrance. Specially conspicuous on the list—if individuals must be singled out—are Bishop Beverly Waugh, Missionary Secretary J. P. Durbin, Superintendent William Roberts, Presiding Elder Isaac Owen, William Taylor, Edward Bannister, Martin C. Briggs, C. P. Hester, William Morrow, S. D. Simonds, Annis Merrill, and Joseph Aram.

But it was the Methodist Episcopal Church itself that in reality founded the institution, an act thoroughly in keeping with the fundamental policy of the Church from its beginning, illustrative of the true genius and spirit of Methodism. We would not detract in any degree from the credit due the individual founders—let their names be held in grateful remembrance: yet they themselves would be among the first to ascribe chief honor to the mother Church, whose servants they were and to whose call they were obedient. No pathway was too rough, no sacrifice too great, no obstacle insurmountable.

On the 16th of February, 1854, Professor Bannister presented his resignation as Principal of the Preparatory Department. His report showed 145 pupils enrolled for the year ending October 5, 1853. The resignation was accepted, and on the following day Martin C. Briggs was elected President of the University.

Alexander S. Gibbons was made Professor of Pure and Mixed Mathematics, and William J. Maclay, Professor of Latin and Greek Languages. Isaac Owen was elected financial agent at a salary of \$3,000 per year. As joint principals of both departments Gibbons and Maclay were given virtually complete control of the institution. Resolutions of appreciation were adopted for Dr. Bannister, retiring Principal.

Foreshadowing later activities leading to a department of theology and in preparing young men for the ministry, the President was "requested by the trustees to give instruction in Theology to such as may desire a theological training with reference to the ministry."

In undertaking a new non-profit enterprise, such as the building of a church edifice or the founding of a college, two opposing practices as to *modus operandi* have been much in evidence—each has had its earnest proponents. In accordance with the first, the promoters of the enterprise

must be able to pay as they go; no building is to be dedicated until it has been fully paid for. Such a practice, it is argued, saves a great deal of solicitude and worry and helps to maintain the project on a sound financial basis. It is thus free to devote itself to its chief objectives without serious distraction by reason of troublesome financial problems.

The other practice permits the founders, who perceive the urgency of the need, to accept the challenge boldly, on faith, and proceed at once with the work, even though the project be heavily encumbered with debt. Such practice enables the zealous founders to enter at once upon their labors without the initial loss of valuable time, and often to establish institutions that otherwise would never be launched at all.

There is doubtless much merit in both procedures; proponents of each could doubtless take a lesson from experience stemming from the other. But Methodism has grown and taken its place of leadership in pioneering by accepting challenges, walking by faith, in many instances where faith seemed almost preposterous in the face of appalling obstacles. Mistakes in judgment have been made, even among the most consecrated, and such mistakes have imposed heavy penalties and sometimes fruitless, cruel suffering. Spiritual emotionalism has sometimes prevailed against considered judgment. But by and large the record of Methodism, from the beginning of its pioneer adventuring, has been a proud one, it reveals the annals of commanding, conspicuous achievement. And much of what has been accomplished could not have come to realization had the devoted leaders not been willing to walk by faith where they could not actually see the way. Nowhere is this better exemplified than in Methodism's part in the westward expansion of the American nation, or in the early chronicles of the Golden State—this despite all the mistakes of judgment that were made, all the instances where pious emotionalism was permitted to prevail against sound reasoning.

In 1854 a much-needed new building for the young College was erected. This was a fairly substantial though severely plain-looking three-story brick structure. But to bring it to completion involved the institution in serious indebtedness. Some way must be found for coping with the debt.

To meet the situation Isaac Owen, College agent, recommended a plan for selling scholarships. He had devised and employed such a plan before in Indiana before coming to California, pronounced it most successful, and was now convinced it would be similarly successful here. Owen's plan was adopted by the trustees. It did afford some temporary relief.

Instead of proving the marked success anticipated, however, the operation and results of the plan through the years have been quite disillusioning and disappointing, a source of much annoyance and severe financial loss in the administration of the institution. Leading provisions of the Owen plan may be noted.

For the sum of \$100 was offered a certificate for tuition for six years in either the Male Department or the Female Department; for \$200 a certificate for twenty-five years was offered; and for \$300 a scholarship *in perpetuity* might be purchased! All scholarships were transferable on the books of the College. As expressed in the *Daily Alta California* of June 23, 1854:

The result will be to make tuition ultimately nearly free. This is a noble effort of the Trustees, and will enable almost any man to leave a perpetual legacy of intelligence to his posterity, or he can open a Fountain of Knowledge for the indigent for all coming ages. We understand that the success of the plan in the hands of the practical men is no longer doubtful.

In the first place, Owen and the trustees had failed to give full recognition to the sharp differences in economic conditions, touching the price structure, rates of interest, etc., obtaining in California at that time and in Indiana; again, there had not yet been any opportunity for judging of the end-results of the plan at Asbury University; and, still more important, the power of the "dead hand" and the duration of "perpetuity" seemed quite unapprehended. To illustrate, in a letter to his parents, dated April 3, 1858, President Gibbons stated:

The debt upon the institution in the form of Scholarships is so heavy that I am satisfied we cannot teach them out, and something must be done to relieve us or we must suspend and sell out.

In 1860 it was reported that while approximately one-half of the scholarship claims had been liquidated, the number of scholarship students was not diminished, that "fifty-six in the University proper receive tuition on account of scholarships." At the same time twenty-seven in the Female Institute held like certificates. The gravity of the resulting decrease in tuition payments is better understood when the desperate need for current revenue is remembered. A certain type of transaction that had been authorized by the trustees in 1854 may perhaps be understandable in the light of events of that period of California history and the urgent need for funds for the struggling young College: but in perspective it appears as remote from sound academic financing as was the every-day frenzied speculation in dubious mining stocks. Here is a sample: At a meeting of the trustees June 14, 1854, it was "resolved

that the treasurer have liberty to loan to the agents \$1284, at 3% a month, this sum being the proceeds of the sales of perpetual Scholarships now in hand."

Again, at a later date, the temptation to sell scholarships in time of financial crisis proved too great. In April, 1870, the trustees were confronted with the difficult problem of financing the move from Santa Clara to College Park (San Jose) and augmenting the feeble endowment. The agent (G. R. Baker) was "authorized to sell perpetual Scholarships available to the purchaser and his heirs for the sum of \$500 in aid of the Endowment Fund." From time to time these venerable "perpetual scholarships" have risen to new life to plague the business office of the College through a period of many years.

On the other hand, it is only fair to state, the early sale of scholarships proved to be an effective means of making the College, and particularly the Female Institute, so well known and recognized as one of the best schools in the state. Scholarships issued as early as 1853 were announced and sold by all the Methodist Episcopal ministers of the entire Conference. Many fine young people responded. "The shabby old Female Institute was the pride of the Valley." Girls came from Placerville, Stockton, San Luis Obispo, Visalia, Knight's Ferry, and many other places.

Dr. William J. Maclay, after an exceedingly brief and comparatively uneventful administration, was followed by Alexander Severus Gibbons in 1857. Gibbons had been serving as professor of mathematics. He was elected president by unanimous vote of the trustees.

In a letter that is still extant, written by Gibbons' father-in-law, M. Cloud, dated at Fort Royal, Virginia, December 1, 1857, the President-elect received these words of congratulation and counsel:

The trustees and the Conference have placed you in a very responsible as well as respectable situation. I hope you may be enabled to discharge the arduous duties of it with much profit to the students of the institutions, and consequently credit to yourself. I suppose you will preach also. We cannot perhaps scarcely conceive of two more important stations in life than preaching of the gospel and the care and instruction of the youth, in their religious, mental and moral culture.

Gibbons was a graduate of Dickinson College, in the class of 1846. After teaching three years he joined the Baltimore Conference of the Methodist Church. He came to California in 1852. A native of Virginia, he was recognized as a "fine specimen of a Southern Gentleman."

One of the numerous crises in the history of the College—and by

no means the least—was encountered at the time Gibbons was elected President. At the Annual Conference of the Church of that year, he found the institution virtually closed—it was then he was asked to be President. M. C. Briggs had been President more or less nominally from 1854 to 1856, although he was deeply interested in the welfare of the institution. He had been followed by Dr. Maclay, who served only a matter of months—hopes for survival were at low ebb. But the faith of the fathers must be reckoned with—the heroic devotion of the Christian pioneers acknowledged no such word as defeat.

Judged from the standpoint of actual functioning, it would scarcely be inaccurate to call Dr. Gibbons the first real President of the University of the Pacific. Bannister was Principal when the institution was essentially a preparatory school; Briggs never entered fully upon the duties of president; Maclay's short term as administrator gave scant opportunity for intimate touch and definite guidance. Gibbons, already well acquainted with the institution as a leading instructor and counsellor, served as President for two years, presided at the graduation of the first regular college class, and was later recalled to the presidency in 1872, his second term extending over a period of five years.

As just stated, the honor fell to President Gibbons to preside at the first regular graduation of the University of the Pacific, held on the 9th of June, 1858. Special note must be made of this highly significant event.

There was a ringing note of triumph at that Commencement time, in 1858, when the graduating class, numbering five young men and five young women, stepped proudly forth to receive the first baccalaureate degrees ever conferred in the state of California, with the exception of that of a single candidate in Santa Clara College, in 1857.

The account of the significant occasion given in the San Francisco *Alta California* of June 24 is of such particular interest that extracts are quoted here:

The occasion was one of universal interest. Classes were examined in English literature, natural science, ancient and modern languages, mathematics, and mental and moral science. The examination was critical and thorough, and alike creditable to teachers and students.

On Tuesday afternoon the graduating class of young ladies connected with the Female Department of the University held their exercises in the M.E. Church, which was crowded to overflowing. The exercises were opened with prayer by Rev. Mr. Briggs, after which the following essays were read, interspersed with excellent music upon the piano by the young ladies, under the direction of Professor Laurey:

Salutatory Address by Miss E. Brickell, of Illinoistown
 Desolation—by Miss Mary McDonald, of Petaluma
 Life Is a Theater—by Miss M. E. Brickell
 "Lovest Thou Me?"—by M. E. Smith of Santa Clara
 Onward—by Miss Mary J. Hughes, of San Francisco
 Reading from a Manuscript Paper by the editors,
 Miss E. Brickell and Miss M. J. Hughes.
 Conferring of Diplomas—by the Principal
 Building Anew, with Valedictory Address—by Miss M. A. Miller,
 of Petaluma.

These essays were written with great care, and were characterized by depth of thought, and correctness, and perspicuity of style that we have seldom seen equalled. The reading, too, without a single exception, was excellent. . . .

On Wednesday at 10 o'clock, the commencement exercises of the male department were held in the beautiful grove of Mr. J. Cook. At an early hour crowds of persons from different portions of the state might be seen passing down the spacious avenue, which extends from the street to the grove. All alike were anxious to witness the conferring of Baccalaureate honors upon the first class of graduates sent forth from the first chartered college in the Gold State.

The place selected for the occasion was thickly shaded with the maple, the locust, and the willow, which formed a natural arbor of surpassing beauty. The day was uncommonly pleasant; all nature wore an aspect of cheerfulness. The sun shone forth from a cloudless sky, while whispering breezes played gracefully amid the wavering boughs of the arbor, which some fair ones had tastefully decorated with Flora's richest gifts.

The exercises were opened with prayer by the President, then followed the addresses of the graduating class, in the following order:

Latin Salutatory—by J. W. Owen, of Santa Clara. The address was an able production, and though understood by but few, yet such was the grace and elegance with which it was delivered that it was admired by all.

Reciprocal Influences—by J. C. Hamer, of Santa Clara. . . .

Triumphs of Arts and Sciences—by E. H. Hook, of Martinez. . . .

March of Mind—by J. W. Owen

Next in order was the conferring of degrees, and the Baccalaureate Address, by the President. The Baccalaureate was worthy of the man and the occasion. The Valedictory Address was by Thomas H. Laine, of Santa Clara. Mr. Laine is a young gentleman of great mental power, and his address on this occasion was a masterly production. The school is in a highly prosperous condition.

(Signed) *A Friend of Learning*

It may be added that on Tuesday evening the Archanian Literary Society held its fourth anniversary, the church being much too small



President Alexander S. Gibbons



President Thomas H. Sinex

to accommodate the crowds. Original addresses were delivered by the young men.

The Commencement occasion as a whole brought much encouragement to the hard-working, self-sacrificing founders and patrons of the institution, with fresh hope for a brighter future. The carefully nourished College had successfully passed a most important milestone in its history.

In June, 1859, the trustees resolved that—

in conferring the degrees and delivering the diplomas, the Latin formula previously read to the Board should be used for the Baccalaureate, but an English formula for the degree of B. of Sc.

Candidates for graduation from the Female Department were admitted to the degree of Mistress of Science; and, on motion, "the graduating class of last June were admitted to the same degree."

In the catalogue for 1857-58 appears the following statement regarding rules and regulations governing the students:

GOVERNMENT

Male Department

Believing that the perfection of government consists in teaching others to govern themselves, the Trustees publish the following Rules, more to indicate the *principles* which students will be required to observe, than to constitute a code of statutes.

1. Students will be required to abstain from all obscene and profane language.
2. They will be expected to maintain a gentlemanly deportment toward the teachers and one another.
3. Habits of personal cleanliness will be required of all the members of the Institution.
4. Students will not be permitted to go on pleasure excursions on the Sabbath.
5. They will be required to attend some place of public worship every Sabbath morning, and such exercises as may be announced every Sabbath afternoon in the College Chapel, or in the Chapel of the Institute.
6. They will be restrained from gambling and drinking saloons, and from all vicious companions and demoralizing associations.
7. They will be required to practice punctuality and diligence, and to yield prompt and cheerful obedience to such additional regulations as the Faculty may from time to time find it expedient to adopt.

Rules in the Female Department were the same as in the Male, "with such modifications as the nature of the case renders necessary."

It need scarcely be said that the use of tobacco and alcoholic drink was strictly forbidden from the beginning. Such practices as card playing and attending theatres were frowned upon.

President Gibbons' decision to resign the presidency was arrived at largely because of two specific factors. First, he was not sympathetic with the way the Trustees were conducting the College finances. In a private letter to his parents dated April 3, 1858, he clearly stated:

I shall only remain so long as I can succeed to my satisfaction. We are in a critical period just now and I cannot tell how we shall come out. I have never had anything to do with the finances, and thus I feel some consolation in knowing I had no agency in bringing [the University] into its embarrassments. We are teaching this year on half pay, for the sake of trying to get through. We have had a *very pleasant* year thus far. We have a set of very fine young men. . . .

The second factor lay in Gibbons' desire for a leave of absence of from three to six months. His wife's father had just died and conditions were greatly disturbed in Virginia during the pre-Civil War years. The President felt called upon to take Mrs. Gibbons to her mother, who was ill, and he desired to prepare himself more fully for the duties of his office. The leave was not granted by the trustees.

President Gibbons was a quiet man, of few words but with deep convictions of moral principle, highly sensitive as to right and wrong. He resigned, took his wife back to Virginia, and did not return to California until 1872, when he accepted the urgent call of the University and came back for his second administration, concerning which more is said on subsequent pages. His resignation had been accepted with reluctance; resolutions were passed by the Board of Trustees expressing "high appreciation of his character and labors" and "best wishes for his future happiness and prosperity."

No man could work more devotedly for the welfare of his students than did President Gibbons. But he never allowed his kindness of heart to warp his best judgment. Unusually circumspect in his own private life, he strove by precept and example to have his students maintain the highest moral standards. His own consistent purity of life and nobility of purpose could not fail to impress his associates.

Literary and debating societies played a very significant part in the early life of the institution. More than four years before the first college class graduated with baccalaureate degrees, on the 25th of March, 1854 a group of earnest young men interested in debating and oratory met and

appointed a committee to draw up a Constitution and By-Laws for a college society. A week later the Archanian Literary Society, which claims to be the oldest organization of its kind west of the Mississippi River, was duly formed with J. C. Hamer president, Thomas H. Laine vice president, and John W. Owen secretary. All these men graduated as members of the first class, in 1858.

The purpose of the society, with its twenty-four charter members, is well expressed in the preamble to the first constitution:

We, the undersigned students of the University of the Pacific, being desirous of mutually aiding each other in the acquirement of an easy, graceful, and impressive manner of speaking, as well as skill in the use of language, and believing no other method so efficient for the accomplishment of these, our designs, as that used by Lyceums generally, have agreed to form ourselves into a body or Lyceum for the purpose herein mentioned, and to adopt the laws and rules following this preamble for the government of the same.

The name Archania was derived from the Greek and may be translated as the first, or oldest. The second motto, adopted in 1859, was "*Laureas Super Montem Scientiae Carpe*" ("Seize the laurels of knowledge which are on the heights").

A typical program for the weekly meeting consisted of quotations, short stories, music, current events, campus notes, essay, discussion, parliamentary law, drill, and debate. The question of slavery, then agitating the nation, was hotly debated. Since most of the members were of Southern extraction, their feelings were generally on the side of the South. It was largely as a result of the intense feeling that the minority Northern faction left the society, and in 1858 the rival Rhizomian Society was formed. The rivalry has continued down through the years.

In 1888 the society pin was adopted. A few years later, when on account of dissension on Pacific campus most of the college students transferred to Stanford University, opening in 1891, the membership of Archania was temporarily reduced to two young men.

During the earlier years the major purposes of the society were along oratorical and literary lines, with social activity playing a distinctly minor role. Since 1900, however, conditions have been reversed, and Archania has become more and more a social organization.

It was only natural that the young ladies of the Female Institute should follow the example set by their brothers in the Male Department and organize a literary society among themselves. Accordingly, in 1858 the Emendian Literary Society was founded for the purpose of mental and moral improvement—the first female literary society in the Far West. For its motto it adopted "*Nulla dies sine linea.*" The weekly programs

included reading from the Bible, musical numbers, reading of prose and poetry, and original essays, to which was given the greatest amount of attention. There were debates, but the debate was not stressed as it was in the men's societies.

Decorum of the day was strictly insisted upon, with appropriate dignity. Each member was expected at all times to maintain ladylike deportment toward all. Temporary suspension from the meetings was likely to result to any one disregarding these social requirements.

It would be premature to present at this point any account of the beginnings and development of still other societies and the fundamental changes that have taken place. Such an account will be found in a later chapter. The activities of the literary societies constituted a very important part of the campus life, beginning at a very early date. Men and women who had been active members had warm words of praise and gratitude in after years for the contributions they had made to their collegiate experience.

CHAPTER III

THROUGH PERILOUS SEAS

Following the resignation of President Gibbons in 1859, Professor Bannister was recalled to take the helm: to him fell the grievous burden of administration during the entire trying period of the Civil War. The faculty and the student body were small, and of those who were in attendance, preparatory students were a heavy majority.

The Female Institute continued to be relatively strong, although the numbers of graduates were very small. As to student government, we read in the Institute's separate catalogue for 1859-60 the following interesting statement:

The *One Rule* of the Institute will be the *Rule of Right*. We cumber not the memory with a variety of regulations, but endeavor to cultivate the moral sense, as a universal self-governing principle.

The Emendian Literary Society, we are informed, "meets weekly for Rhetorical Reading, Composition, and Recitations."

Rev. D. Tuthill was Principal and Professor of Intellectual and Moral Science; Mrs. Tuthill was Preceptress and teacher of History and Political Science. The total number of students in the Institute that year is given as eighty, including one graduate and one "post-graduate."

Expenses for tuition with room and board and such items as washing and fuel amounted to \$150.00 per session (semester) for preparatory students, \$170.00 for collegians. For day pupils tuition rates were: Primary, \$15.00; Preparatory, \$23.00; College, \$33.00. Drawing, music, and hairwork were extras. On delayed payments interest was charged at the rate of two percent per month.

On the 12th of June, 1861, President Bannister laconically reported to the trustees: "I have nothing to recommend in respect to buildings, faculty, etc., because we have no funds for improvements." Income from students was very small because of the large number receiving tuition on scholarship claims. Then this melancholy note was added: "The professors are in arrears to the amounts of nearly a half year's salary."

In June, 1862, the trustees found themselves face to face with the question, "Shall the University of the Pacific continue?" It was finally resolved, "That it is not expedient to suspend the regular College sessions, nor shall the vacant chairs be filled for the present." A communication addressed to the Board June 11, 1862 contains these dolorous lines:

We, the undersigned, connected with the University of the Pacific, respectfully represent to your honorable body that it is impossible for us to proceed without pecuniary means to enable us to liquidate our indebtedness that we have been compelled to incur in the past and to meet present demands, and we, therefore, hope that, in your wisdom, you will take measures that will afford us relief from present pecuniary embarrassment.

(Signed) J. M. Kimberlin
E. Bannister

Professor Kimberlin was probably the most influential member of the faculty.

In the new crisis Robert M. Widney offered to donate half his time to the University for two years—an offer which was gratefully accepted. William S. Turner was asked to devote all his time to his work as agent until the meeting of the Conference.

In September of that fateful year President Bannister was requested, as an economy measure, to continue also as Principal of the Female Institute to the close of the academic year. Month after month, from the financial standpoint, conditions continued hopelessly on. It was no novelty to record, in the minutes of the trustees' meeting of April 4, 1863, that "financial conditions were earnestly considered"; nor is it any surprise to read for July 21, 1864:

The object of the meeting was explained by Dr. Bannister to devise ways and means for relief of the Financial Condition of the University.

The entire country was convulsed by civil strife. What could the empty-handed President of an impecunious College in California do? It is little wonder that President Bannister presented his resignation—which, however, was promptly "laid on the table." He could not be spared.

The sacrificial spirit displayed by the active leaders is truly amazing. In June, 1865, Professor Tuthill proposed to continue in charge of the Female Institute for the next year with the express understanding that he would "assume all pecuniary responsibility for conducting the Institute," agreeing to give instruction in return for rent of buildings and furniture. On no account would he incur any debts against the Board: moreover he agreed that if revenues should exceed fair compensation to himself and colleagues, "said excess shall be faithfully applied to repairs and improvements."

President Bannister "proposed to be responsible for sustaining the instruction in the Male Department of the University without involving

the Board in any financial liability for the next Collegiate year." Is it any wonder the trustees voted their consent?

Intimate glimpses of the actual functioning of the struggling pioneer University as it was during the trying days of Bannister's presidency are afforded by "Reminiscences" of J. P. Widney, appearing in the *California Christian Advocate* of January 7, 1909:

. . . The college building then [1864-65] stood in the center of a portion of a block of land in the southerly section of the town of Santa Clara, with untilled fields and squirrel holes all about it. The one building was a rickety three-story brick somewhat the shape of a single brick stood upon end—so rickety that the hurried going up or down stairs of an incautious student gave suspicion at once of the swaying of an earthquake—Dr. Bannister was president [highly respected]. . . . His family was a strength to the school work morally, socially, and intellectually. . . . It was a day of meager appliances, but hard work, for the whole atmosphere was one of earnest striving after an education. Those were the pioneer days of California, but they were good, pure, healthful days, and they made men. The University of the Pacific may see days of greater wealth, larger faculties, and better appliances. Its old-time students hope that it may. But it will have to strive hard if it sees days of more earnest life, or more profitable returns for the capital invested.

Rev. William Turner, financial agent for the University, who later came into prominence as head of Napa Collegiate Institute, had referred to the "hard times" of 1862, in a letter to the trustees. The faithful annalist is much inclined to report that the expression "hard times" was virtually normal for all the time, when applied to the finances of the institution, making due allowance for the fact that some times were even harder than the usual hard times. In his letter Turner presents this gloomy picture of the situation, which reveals still another aspect of the University's troubles:

Not more than half of the members [preachers] give me a cordial welcome to their fields; so that I find it intolerably discouraging. But one or two ministers of all who subscribed last Conference have paid anything, and those were small sums. The cry is "hard times!" with ministers and people; and most I call on advise me to postpone it, till times get better. I fear I shall not get enough between this and Conference to meet anything like my salary and traveling expenses, to say nothing of the large deficiency from the first of the year up to this time. I would prefer to drop the agency at the close of my present trip . . . and devote my time to my own school, but this shall be just as you say.

The financial struggle continued without let-up. Four years later, in view of the serious pecuniary embarrassment, "such as to make it

impossible for the Trustees to continue the support of a faculty of instruction at present," in the dire extremity, it was resolved that "further instruction at the expense of the Board, in the Male Department, preparatory and collegiate, be suspended until the necessary relief can be obtained." And this drastic action was reluctantly approved by the Committee on Education of the Annual Methodist Conference. Such was the desperate state of affairs.

The trustees had felt compelled to make such arrangements with the faculty members "as not to be accountable for salaries." "If something is not done soon," "Father" Owen wrote in his diary, "our educational interests on this coast will not amount to much. We have never been very well united on this department of our work." And to make matters still more hopeless, there was at that very time a crushing debt on the almost defunct University.

It was obvious that something of a radical nature had to be done, and done speedily, if the University, fighting for its very life, was to be saved. But what could be done?

As if guided by the hand of the Almighty—indeed the consecrated leaders did profess to see in it the hand of Providence—a plan came into being to seek an entirely new and more ample campus and enter upon a new life and a new era, a plan that marked the birth of a fresh hope.

For conceiving the plan to move the University from Santa Clara to a more ample and promising campus chief credit must go to Greenberry R. Baker, a native of Pennsylvania. Likewise Mr. Baker is to be credited generously for the acquisition of the Stockton Ranch tract and the actual moving to the new College Park Campus, near the city of San Jose.

Mr. Baker was also instrumental, during the administration of President Bannister, in arranging a special series of lectures for the benefit of the students. Announced speakers included such well-known leaders as Horatio Stebbins, Frank M. Pixley, and Calvin B. McDonald. This feature won the hearty endorsement of the San Jose *Mercury*, which urged the universal patronage by the people of the college community.

Baker had come to California on account of his impaired health. For a time he was greatly benefited. He has been described as "a man of quick perceptions, active mind, rapid motion, pleasant face, and commanding appearance, . . ." The trustees of the University did not fail to note his unusual financial ability: in 1864 he yielded to the urgent invitation to become the institution's financial agent. He became a tower of strength at a time of great need.

In the meantime, before Baker's plans could be brought to fruition,

President Bannister again presented his resignation (November 28, 1866); but it was promptly voted to be "the sense of the Board that we cannot accept the resignation of Dr. Bannister." A month later Rev. Thomas H. Sinex was elected Vice-President. At the May meeting of the Board, in 1867, Bannister for the third time offered his resignation. Again it was laid on the table; but at the afternoon session it was reluctantly accepted, with the adoption of the following resolution:

Resolved, that the Board, in accepting the resignation of Rev. E. Bannister, President of the University of the Pacific, feel called upon to express their high appreciation of his character as a gentleman, a Christian minister, and a scholar, and of services as an educator, he having been connected prominently and specially responsible with our education work in California for the last seventeen years. And that he merits and is now tendered the cordial consideration of the Board for his valuable services in this connection.

Resolved, that the members of this Board in parting with Dr. Bannister assure him that they entertain for him personally the most profound fraternal regard and that [they] will not cease to cherish the remembrance of our long and pleasant association in connection with our institution, as among the most agreeable recollections of our life and labors on the Pacific Coast, and that we will not cease to pray and hope for his future prosperity.

Signed: E. Thomas
S. J. McLean
M. C. Briggs

Thus it was during the administration of President Edward Bannister that the plan to move the University to College Park originated; but Bannister did not continue in office to witness the consummation of the enterprise.

Following his resignation as President, he completed the term of four years as Presiding Elder of the San Francisco District of the Church. He was then stationed at Marysville, where he continued his labors until death claimed him on the 27th of September, 1871.

On every hand there were evidences of the high esteem and sincere affection in which he was held. Among the tributes may be quoted lines from the pen of his fellow laborer, Dr. Otis Gibson:

No man could have been taken from this Conference whose loss would be so deeply felt, as is the death of Dr. Bannister. . . .

Dr. Bannister was a man in life, of character so pure, so noble, so unselfish, so devoted to Christ, that to know him was to love him, and the better he was known the more truly he was beloved.

Dr. Bannister was a man of rare natural endowments. He delighted in study, and it is doubtful if his equal for sound learning and high culture can now be found on the Pacific Coast.

At the time of Bannister's resignation the institution was burdened with a crushing debt of almost \$20,000. This amount was raised in slightly more than a year. Even preceding Bannister's retirement Baker actively promoted the idea that the University should be moved to a more favorable location. He then discovered the possibility of purchasing a large tract of 435 acres, part of the Stockton Ranch, lying midway between Santa Clara and San Jose. Out of this possibility a definite plan of procedure quickly took shape. Of the land, a twenty-acre piece was to be reserved for a campus, the balance to be subdivided into lots and streets and put on the market for the benefit of the much-needed endowment fund.

The trustees approved the plan, which was also enthusiastically endorsed by the Methodist Conference, though not without strenuous objection on the part of a few members. When the matter was being considered, one incredulous preacher shouted; "Why, Brother Baker, we're in debt now—you're crazy!" The price asked for the tract was approximately \$72,000, but the die had been cast.

The tract was surveyed and subdivided into blocks and lots, and offered for sale at an advance of 100 percent on cost. The University Survey fronted on the Alameda (beautiful boulevard connecting San Jose and Santa Clara) and extended northward to the Guadalupe River. The streets, or roads, bounding the tract on north and south were given the names of Newhall and Polhemus, respectively, after the former owners. Between these, the newly laid-out streets were named after bishops of the Methodist Episcopal Church, including Emory, Asbury, and Hedding.

It was in August, 1866 that the first sale was made; others followed in rapid succession, as indicated in the report for 1868, to the effect that the trustees had the satisfaction of recording \$125,000 worth of assets in that year. The pronounced success of the enterprise was due almost wholly to Mr. Baker's clear vision.

Sound academic financing would have dictated that at least \$40,000 should be reserved for clear endowment. But the temptation to divert proved too powerful. Current debts were to be paid, new buildings were to be erected, and teachers must be paid their salaries. Yielding to the excessive pressure, it appears that the trustees permitted endowment funds to be diverted; and it was by no means the first time, nor was it the last, that departure from sound academic finance was witnessed. The opportunistic "pooling system" has been employed in varying degrees repeatedly—and therein undoubtedly lies a real reason why the College endowment fund has never been more nearly adequate to meet actual needs.

As we shall see, the years immediately following the move to the new College Park Campus, under the later years of President Stratton, were some of the best years in the history of the University. The trustees in 1869 clearly recognized the great service of Greenberry R. Baker. But he did not long survive: in that same year, in the month of October, he died. On subsequent pages the plotting of the new Campus and the actual moving of the University to College Park will be told. The move was indeed one of the main turning points in the history of Pacific.

Following the resignation of President Bannister in 1867, Rev. Thomas H. Sinex was unanimously elected to succeed him, at an annual salary of \$1,600. Sinex had but recently come to California, having already had valuable experience in educational administration, including a brief service as Vice-President at Pacific. A graduate of Asbury University, he had held the chair of Latin and Greek there, had served as principal of a female college and President of Albion College, in Michigan. He had been a licensed preacher since reaching the age of nineteen. He had arrived in California in 1864 and served for a brief period in the regular pastorate of the Methodist Church.

The faculty was very small, numbering only five persons in all, including one assistant in mathematics: conditions generally following the Civil War period were highly problematical. Student enrollment was at a low ebb. When Sinex took office the report showed:

The whole number of students attending the Male Department this session is thirty-eight. . . . The whole number in the Female Collegiate Institute is fifty-two. Total, 90.

Many months must pass before any buildings at the new College Park campus would be ready for occupancy; there was serious lack of facilities for boarding and other accommodations at the old site, in Santa Clara. There was constant and desperate need of funds.

Needed encouragement was seen, however, in the knowledge that the land for the College Park campus had been plotted, that the brisk sale of lots at a good profit promised to yield a handsome income for the institution, and that the erection of a commodious building was actually begun.

The laying of the cornerstone of that first college building at College Park was an event of much significance in the history of Pacific. It was on the 10th day of September, 1870. A large company of people had gathered to witness the ceremony, including the Odd Fellows of San Jose, who attended in a body, in full regalia. The procession filed in from the beautiful Alameda, as the Santa Clara Band discoursed music. The

first address was by J. H. Lane, Esq., of San Jose. President Sinex followed with a brief historical sketch of the institution, concluding his remarks with these hopeful words:

Gratified with the success of the past, hopeful as to the future, trusting to a kind Providence and the liberality of the friends of Christian Education, we have undertaken the erection of this edifice, believing that there is a high career of usefulness and honor awaiting this the first born of the colleges of California.

Other addresses followed. The cornerstone of what was to become West Hall was duly laid, containing numerous articles of historical interest and importance; and the impressive ceremony was concluded with the benediction.

Still there was the desperate state of current finances staring the devoted President and the trustees in the face. The move to College Park had not immediately greatly alleviated the critical situation. The condition at the close of the year 1870-71 is only too clearly reflected in the grave action of the Board, as follows:

Resolved, that we elect a president of the University to conduct the institution for the academic year next ensuing, to meet all of the expenses out of his own funds, paying the taxes on buildings and campus, and keeping the property insured to the present amount of the policies, and to conduct the institution without subjecting the Board of Trustees to any expenses whatsoever.

Two days later Dr. Sinex was re-elected on those heart-breaking conditions. Thus again had the cherished University been brought to the valley of the shadow of death. Again deliverance was at hand.

That President Sinex understood the ways of the typical college boy may be illustrated by the simple episode of the bell clapper. He had learned that on the first of April, and perhaps other days as well, some mischievous students were disposed to remove the clapper from the college bell surreptitiously, so that it would fail to summon the students to their classes. The good doctor quietly had two or three extra clappers made by an obliging blacksmith—these were held in the custody of the sexton. The next time the mischief makers removed the clapper they and their companions were amazed to hear the college bell ring out as usual, when they positively knew the clapper was carefully hidden in the dormitory! No disciplinary action is of record—none was needed.

Ringling the college bell was a responsible job that was usually held by one of the more mature and trustworthy young men students. It is said that many a prominent preacher was a bell-ringer during his college days.

During the years immediately preceding the move from Santa Clara to the new College Park campus there was a considerable discussion about the Female Institute: should it remain at Santa Clara and under certain financial arrangements be permitted to use the Male Department Building? or should it be provided with a new building? or should it be placed directly under the charge of the President and moved to College Park?

In June, 1869 Principal Tuthill and the preceptress, Mrs. Tuthill, resigned after five and a half years of faithful service, and the trustees passed complimentary resolutions in recognition of their "fidelity and skill." Then it was that the following resolution was adopted by the Board:

Resolved, that President Sinex be requested to use his best judgment in the management of the schools, Male and Female, and consolidate them or not, as he may find most convenient and practicable at the opening of the ensuing session.

At the same time the trustees expressed the earnest desire that the President conduct both departments, "if possible without charge to this Board for instruction and incidental expenses"—another indication of the low state of finances.

After several failures to effect an advantageous sale of the Santa Clara campus, agreement had been reached in November, 1869, to sell for the sum of \$7,375. Great urgency had been expressed in the matter of providing the first building for the College Park Campus. But because of special difficulties and repeated delays, it had not been until June, 1870 that the building committee was formally instructed to proceed.

The administration of President Sinex was characterized by distressing financial conditions and rigorous austerity throughout. So hard pressed were the trustees that in June, 1871 it was proposed to—

lease the College building and campus to a responsible teacher, who shall conduct the Institution in its Academical and Collegiate Departments for a period of two years receiving his compensation from tuition fees; and that the Board of Trustees shall in no case be liable for costs or expense arising from the conduct of the school; and the lessee shall pay all taxes on the Campus or College Building insured in the present amount. . . .

A recess was taken—the proposition was finally tabled!

Such was the tenuous life of the institution which the founders had had the audacity to name The University of the Pacific! But even so the flickering light was not entirely extinguished. There were better days ahead—the expanding resources of the new campus were soon to be

mobilized; the institution would yet be able to stand on its own feet. But President Sinex was never to enter fully into the promised land—he passed the feeble flame to another; his resignation in 1872 could not have been wholly unanticipated.

Thomas H. Sinex was a man of unusual kindness of heart and a vigorous scholar and thinker. He had come to the presidency following the close of the Civil War at a transitional period, when the question of changing the location was particularly urgent. The very life of the University was highly problematical. As President, professor, and trustee, respectively, he served the institution faithfully to the time of his death, in 1898.

Dr. Sinex had worked hard and faithfully for the struggling University. When he felt under the necessity of resigning, the trustees turned again to the former President, Dr. A. S. Gibbons, who was at that time in Ohio University. After at first declining to accept the presidency, he was persuaded to return to California, for which he had formed a warm attachment, and resume the position from which he had reluctantly resigned in 1859.

The need for ready money was so acute that each professor loyally donated one-half of his salary during Gibbons' first year. The President's position was far from an enviable one. All-conquering faith seemed a first prerequisite. Dr. Gibbons bravely accepted the challenge and wrought and persevered for five years, during which period the institution became well established on the new College Park campus. Foundations were laid for the era of "good feeling" to follow his administration. An event of special significance was the coming to the University, at the beginning of Gibbons' second term, of J. N. Martin, who for many years proved to be a tower of strength—he was far more than a professor of any single department; he became a central figure for the entire institution—it might be said, he himself was an institution.

Despite all limitations—or perhaps partly because of them!—the attempt was made to invest the University of the Pacific with a truly academic atmosphere, with distinct classical coloration. Take, for example, the conferring of degrees at Commencement. To add to the impressiveness of the occasion and give the ceremony an almost medieval touch, President Gibbons had worked out a series of Latin phrases and formulae that might appear strange to most American college audiences of today.

A few gems may be taken from his notes, which we still have in his own handwriting. Announcing a student literary oration: "*Nunc expectatur oratio literaria. Procedat proximus orator* [name]." In con-

ferring degrees he takes the platform and addresses the trustees, in formal Latin, beginning, "*Placetne vobis, . . .*" The President of the Board replies, "*Placet.*" Then the President resumes his seat, and the senior professor calls the names of the candidates, who are gravely addressed by the President: "*Auctoritate hujus collegio mihi commissa, admittite vos Baccalaureatus in Artibus (Scientia) gradum.*" Next, a professor hands a copy of the Bible to the President, who hands it to each candidate separately, with a solemn Latin phrase. Then receiving the diploma from the professor, the President hands it to the graduate, saying; "*Cujus hacce diploma sit testimonium.*" Similar formulae were devised for the master of arts degree. Finally, we read this last note of Dr. Gibbons: "I have a formula which I used in conferring the degree of M.D., but the Medical Department of our University being defunct, I need not copy it."

Despite the troubled waters of finance during lean years, the University always had a loyal student body, and the graduating classes, though small, included well-trained young men and women who became worthy and in some instances distinguished citizens of the commonwealth. In the class of 1867 were Alfred Bannister, son of President Edward Bannister, and James C. Zuck, who later served the University as trustee through many years. The only male member of the class of 1868 was Daniel K. Zumwalt, awarded the master of arts degree in 1872, who became widely known as a land agent for the Southern Pacific Railroad and for his leadership in temperance work: after his death his widow, Mrs. Emma F. Zumwalt, made a generous gift to the Library Endowment fund. Robert E. Wenk of '71 became an esteemed member of the California Conference of the Church. In the class of the following year was Nellie M. Starr, afterwards widely known and highly esteemed as the wife of Andrew J. Hanson (class of '73), whose efficient and devoted labors as pastor and trustee extended over a long period of years. One of Hanson's classmates was Joseph H. Wythe, Jr.—one of the best-known names in California Methodism. Caroline Clifford (Mrs. Robert E. Wenk) was a member of the class of 1874; in 1875 Lucy Gober (Mrs. J. W. Boyd) graduated from Napa Collegiate Institute, and her classmate Lillian Hinman (Mrs. L. H. S. Bailey) later won distinction as a leading California poet. Mention should also be made of Mary V. Gibbons, daughter of President Gibbons, class of '76 (A.M. 1882), who became a renowned musician and pleasing poet. The final class graduating under President Gibbons included Dow W. Chilson (A.M. 1882), later a professor both at the University and at Napa College, as well as an esteemed member of the Methodist Conference:

Harry L. Gunn (A.M. 1880), who successfully developed the Commercial Department of Napa College; and John E. Richards (A.M. 1914, LL.D. 1924), who became a judge of the Appellate Court. It is gratifying to note the character and accomplishments of the graduates of "Old U.P." The lists were not long, but they brought honor to their *Alma Mater* and credit to the state.

Dr. Gibbons continued in office for five years. The responsibilities of the presidency in relation to the social and moral life of the young men and women placed under his care weighed heavily upon him—his puritanical nature rebelled against some of the more "modern" ideas then coming into vogue. He greatly enjoyed his class teaching, but his desire to be relieved of the presidency, with its special responsibilities, became stronger. The financial problems were still severe, and they were ever-present. In the spring of 1877 he presented his resignation, declining re-election. However, he continued to serve as professor of mathematics for some time under his successor, for whom he had great admiration.

The character of this godly man was admirably summed up in the *California Christian Advocate* (January 7, 1909) in these words:

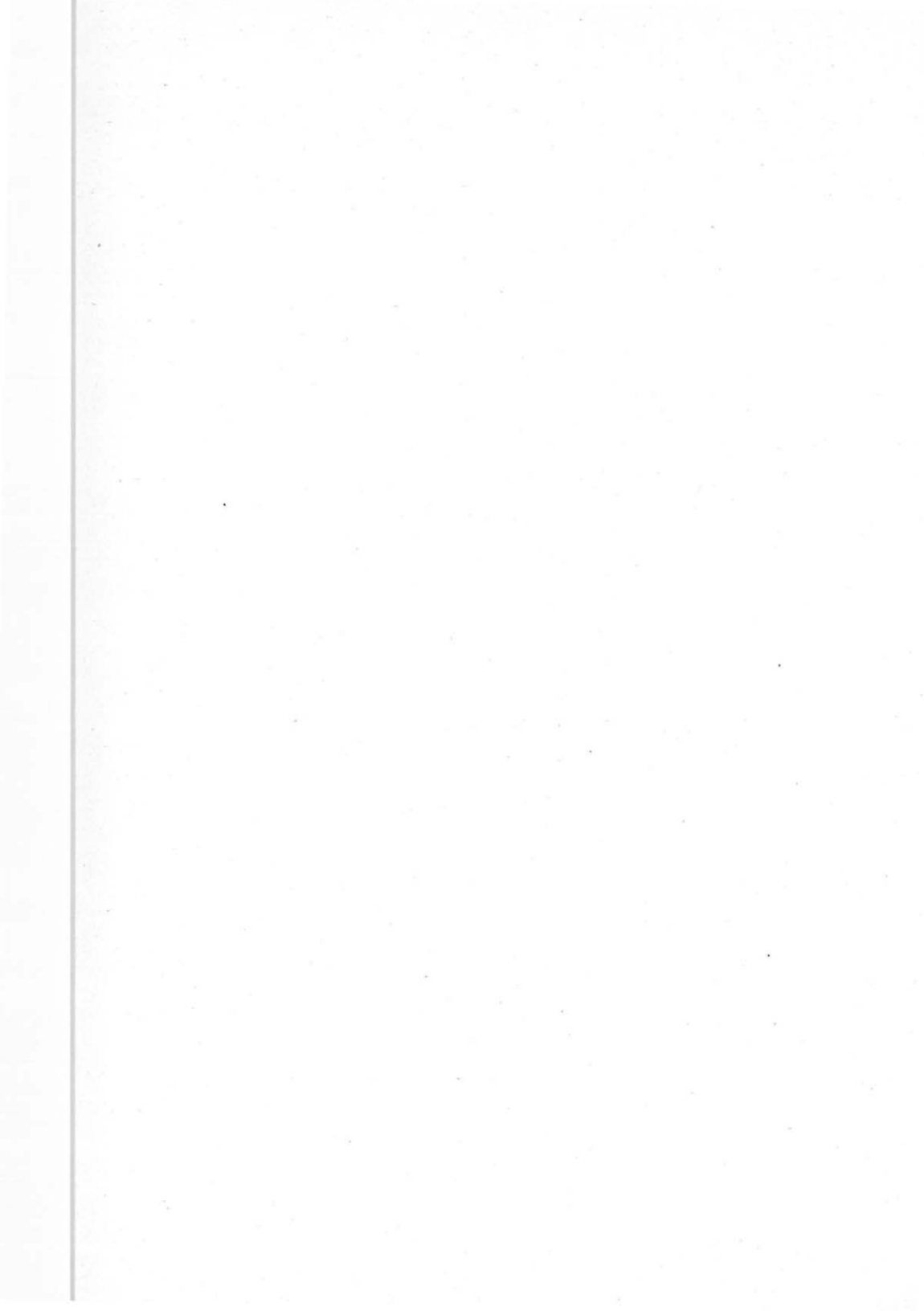
Dr. Gibbons is one of the most delightful Christian gentlemen we have ever known. He was scholarly, modest to the verge of extreme timidity. It is not too much to say that he was and is universally esteemed. The influence he has had in the California Conference cannot be easily estimated. We never heard him make a speech on the floor of the Conference except in Conference love feast, and yet Dr. Gibbons' silent presence is always a benediction upon the whole Conference.

Dr. J. H. N. Williams paid him this beautiful tribute:

His life was a sermon, preaching the power of gentleness, the majesty of calmness, the grace of winsomeness, of transparent goodness, the ennoblement of piety. . . . His Christian gentlemanliness, his concrete embodiment of our highest spiritual standards made him a pattern for us all.

At this point we turn aside briefly from the narrative of events at the University of the Pacific, now located on its new College Park campus, to consider the beginnings and early development of an institution located at the town of Napa, forty-five miles north of San Francisco. This was Napa Collegiate Institute, which came under the control of the Annual Conference of the Methodist Episcopal Church (not having suffered the fate of numerous private academies in California), which later became Napa College, and which finally, in 1896, was consolidated

with the University of the Pacific and was therefore discontinued as a separate organization. In certain important respects the history of the school at Napa parallels that of the institution whose beginnings were at Santa Clara. Its story is both interesting and significant in the development of higher education in California. An account of the consolidation is found on subsequent pages.



CHAPTER IV

NAPA COLLEGIATE INSTITUTE

In the year 1860 A. H. Hamm opened a private school on a favorably located five-acre campus at the head of Polk Street, in the north-western part of attractive Napa City, county seat of Napa County, with its 3,000 inhabitants.

Smiling Napa Valley, which General John Bidwell pronounced the nearest approach to an earthly paradise he had ever seen, had been sought out by an exceptionally large proportion of early immigrant pioneers, the first settler among them being George C. Yount, for whom Yountville was named, who arrived in 1831. Dr. Edward T. Bale obtained his large grant of land in 1839. And there were others, including E. Barnett (1840), William Pope (1843), William ("Billy") Baldrige, J. B. Chiles, and Bartlett Vines (1844), John York, John Grigsby, Henry Fowler (1845), Enoch Cyrus, William Nash, Col. M. D. Ritchie (1846)—all these and still others coming previous to the Capitulation of Cahuenga in January, 1847, marking the completion of the American conquest of California.

The tract selected as the school site was a portion of the *Rancho Entre Napa*, which had been originally granted by the Mexican government to Nicolas Higuera on the 9th of May, 1836. In January, 1851, Higuera deeded to Bernard Nollner and Archer C. Jesse a tract of land 500 yards square, which included the campus site later acquired for the school. About a year and a half later Jesse conveyed the land to Ruben M. Hill, and it became known as Hill's Addition. On the 19th of April, 1859, Hill conveyed five acres of the tract to four men—Angus L. Boggs, William H. James, John H. Seawell, and Riley Gregg—the reported consideration being \$1200. On the sixth of December, 1860 the tract was conveyed to Mr. Hamm for a consideration of \$1530 and the fact that the grantee (Hamm) had erected a building at a cost of \$8,000, "said building to be used as a seminary of learning for a period of ten years." The five-acre tract which comprised the campus was composed of the western portion of two city blocks. These were bounded on the north by Calistoga Avenue, on the east by Seminary Street, on the south by Clay Street, and on the west by Jefferson Street. Polk Street ran directly to the front entrance from the east: after the destruction of the Main Building (following the closing of Napa College in 1896), Polk

Street was extended straight through the old campus to Jefferson Street, thus removing all semblance to the time-honored home of the College.

The cornerstone of the "College Building," as it was called, was laid, with Masonic ceremony, on the 24th day of June, 1859. It presented an impressive appearance as a four-story brick structure, containing chapel, recitation rooms, dining hall, and parlor, besides private rooms for the boarding students, all supplied with the appliances for heating and ventilation.

This school was none other than the beginning of Napa Collegiate Institute, which a quarter of a century later was to become Napa College, and after a brief decade more, was to be merged into the University of the Pacific at San Jose, and cease to exist as a separate entity.

Title to the property quickly passed from the hands of Mr. Hamm, possibly in satisfaction of a debt. In May, 1861, "The land and house known as Napa Collegiate Institute" was quitclaimed to Angus L. Boggs, who acquired title. By Boggs the property was conveyed to Rev. William S. Turner on the 11th day of April, 1862, and Turner held title for the following eight years.

Before proceeding with the narrative it is well to recall to mind the backward condition of the public school system in California during the early years of statehood. So inadequate were the public schools to meet the needs of the rapidly growing population that the Superintendent of Public Instruction reported to the State Legislature, in 1856; "We have no free public school system. . . . In some densely settled counties no tax whatever has been levied for school purposes." The legislators had already been told that nearly three-fourths of the children of California were "growing up devoid of learning to read or write." The year before Hamm founded his school in Napa the superintendent reported that the public school system furnished instruction to 11,183 children out of a total of more than 40,500, and then for only five and a half months during the year.

Looking for a moment at the other side of the picture, we observe that virtually all the schools actually conducted during the gold rush period were those founded by pioneer Protestant ministers and Christian missionaries. It must be said of these devoted pioneers, they were firm in the belief that "the church and the school were the bulwarks of our civilization." The names and deeds of men like Samuel H. Willey, Sylvester Woodbridge, John C. Pelton, and others are remembered with gratitude.

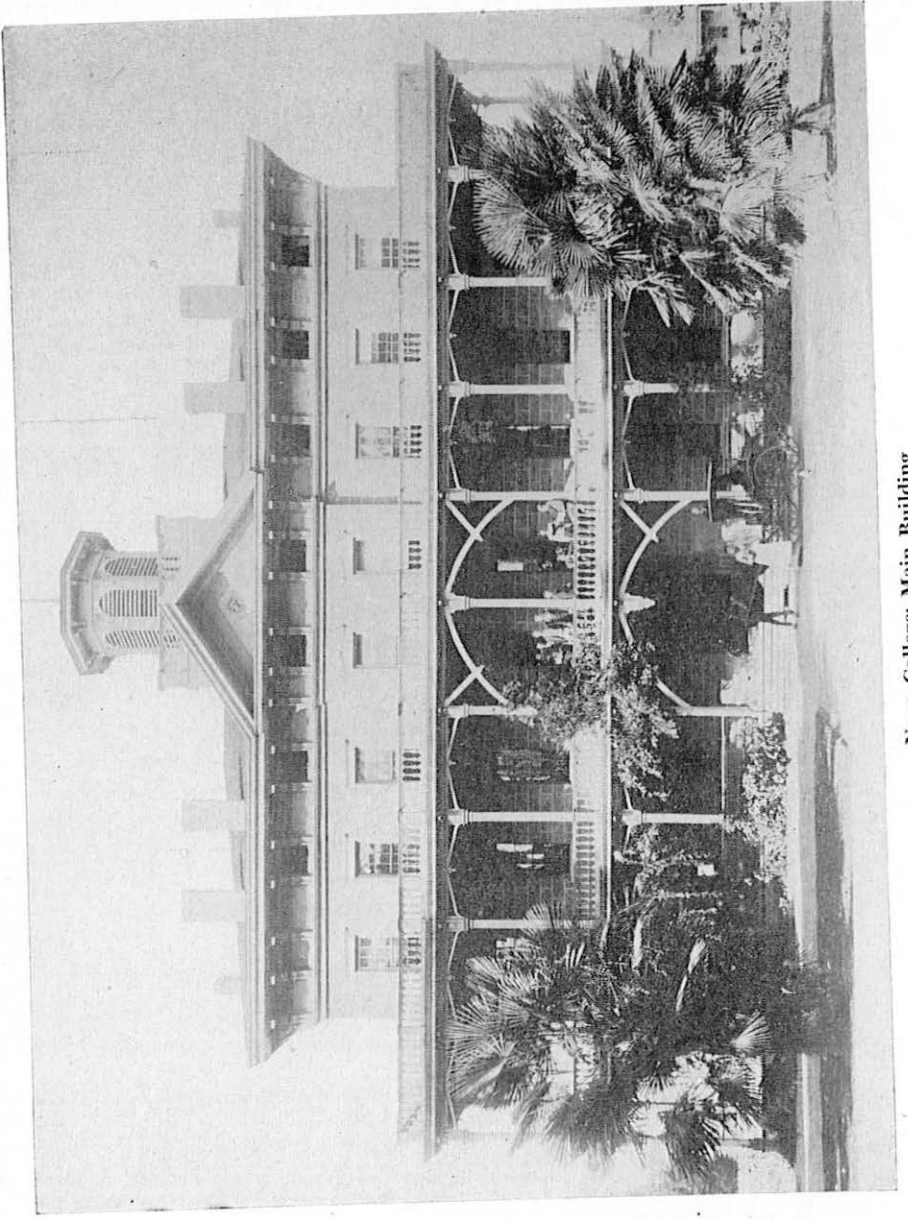
The inadequacy of the public school system offers at least a partial explanation of the numerous projects, by various religious denomina-



Principals of Napa Collegiate Institute

William S. Turner

Abner E. Lasher



Napa College: Main Building

tions, in early California for the founding of academies, seminaries, institutes, and other private schools. Conspicuous among these institutions appears the Napa Collegiate Institute, which is our special concern.

But the administration of John Swett as Superintendent of Public Instruction marked a decided change for the better in the public school system of California. To this day Swett is regarded as the state's foremost school superintendent. In 1866 he was able to secure the crowning legislation which, under his wise statesmanship, brought the greatest advance in the public schools of the state. And as the system became more efficient and adequate, the financial difficulties of maintaining private schools obviously increased. Indeed, a large majority of the academies and seminaries proved to be very short-lived—the struggle for support proved too much for them.

Napa Collegiate Institute had been founded scarcely a year when Rev. William S. Turner, A.M., a native of Pennsylvania and (after a period of study at Wesleyan University in Ohio) a graduate of Asbury (later De Pauw) University in 1852, purchased the school property. Turner had arrived at San Francisco in January, 1853 and was promptly received into the Conference of the Methodist Episcopal Church. His first preaching appointment was at Diamond Springs, a mining town near Placerville (then known as "Hangtown"). He has been described as "a man of commanding appearance, a good scholar, a close thinker, and a more than average forceful speaker."

For almost seven years Mr. Turner personally conducted his school, the Annual Conference of the Church consenting to consider his work as Principal as his church appointment, in lieu of a regular pastorate. The school was conducted on a strictly religious basis.

Illustrative of numerous trying experiences at the Institute was the near epidemic of typhoid in 1867. A personal letter written by Madge Oliver Dickson, one of the teachers, dated March 25, 1867, tells of that distressing situation, in these words:

We are having much sickness here. Mr. Turner and two of the students a gentleman and a lady have typhoid fever. Two or three others are off duty from severe colds. And the Institute seems more like a hospital than anything else. Both of the students have been dangerous quite so. The parents of both were telegraphed for and are here now. They seem in a fair way of recovery now. Mr. T. has not been dangerous. They hope yet to break up the fever. It makes the school very unpleasant and uproarious to have him out. . . .

At this point a few brief notes may be added regarding the man William Smith Turner, who fortunately left us his autobiography, *Story of My Life*. Referring to his four student years at Asbury he said:

"These were years of great self-denial and hard work. I lived on 75 cts. a week, and worked at my trade [tailoring] on Saturdays for two years of the four." Ten years of his life in California he spent in educational work of the Methodist Episcopal Church, part of which was as financial agent at the University of the Pacific. Because of his impaired health resulting from a bronchial ailment and the heavy responsibilities laid upon him by the Institute, Principal Turner felt compelled to relinquish his work at Napa, to which he had become deeply attached.

Recognizing the great value of such an institution (commonly referred to as "the College") to the community as a whole, six public-spirited men joined in acquiring title to the school. These men, whose names are remembered with gratitude, were: Chancellor Hartson, George Fellows, Nathan Coombs, Abram W. Norton, George Linn, and Henry Fowler. To them, according to the public record, Turner conveyed title to the property for a consideration of \$6,000. Then they proceeded, at considerable outlay, to improve the property by adding the long porches, covering the rather severe-looking brick walls of the main building with cement, and finishing the fourth story, thus making it one of the most imposing edifices in Napa.

Re-entering the active ministry, Turner suffered serious handicap because of his physical ailment, and later took a transfer to the Columbia River Conference, rendering effective service until 1896. He died at the advanced age of ninety-four.

Then followed the most important single act in the early history of the school, an act that marks the real beginning of Napa Collegiate Institute as known to later generations. This was the actual taking over, in August, 1870 of the entire enterprise by the California Annual Conference of the Methodist Episcopal Church. Regarding the transfer there appears to be a discrepancy between the public record and the statement of Dr. Turner himself in his *Story of My Life*, written many years afterwards (1904). In his interesting autobiography appear these words: "I founded the Napa Collegiate Institute, and I personally owned the property. When health failed me I presented the school to the California Conference, rather than take a good price for it from the Catholics, who were anxious to buy it of me." Then the Conference proceeded to elect a board of fifteen trustees, under articles of incorporation dated November 22, 1870. The first board of trustees consisted of the following: George Clifford, Nathan Coombs, George Fellows, Henry Fowler, George E. Goodman, William Hamilton, Chancellor Hartson, J. A. Hutton, George Linn, E. S. Lippitt, Abram W. Norton, Eleazer Thomas.

J. L. Trefren, A. D. Wood, and R. B. Woodward. Rev. Eleazer Thomas was first President of the Board, Nathan Coombs Vice-President, and Chancellor Hartson Secretary

A fair statement of its aims and purposes is here quoted:

The Napa Collegiate Institute originated in the conviction of the need of an institution of learning, under Christian influences, of high grade, north of the bay. Its rapid growth and great usefulness demonstrated the wisdom of the conviction.

In January, 1871, the newly reorganized Institute opened its doors to students, with Prof. Thomas C. George, A.M., as Principal, and the following corps of assistants was announced:

Mrs. R. R. Thomas, A.M., Preceptress
 Rev. Wesley Dennett, A.M., Professor of Ancient Languages
 Miss M. W. Wells, A.M., English Literature
 Mrs. E. C. Smith, Teacher of Music, Painting and Drawing
 Miss Mary E. Griffin, Teacher of the Primary Department
 Lorenzo Fellers, Teacher of Book-keeping and Penmanship

Rev. Noah Burton was elected agent for the Institute, soon to be followed by Rev. George Clifford, and Miss Griffin was made superintendent of the boarding department.

Professor George, a native of Ohio, had entered the Iowa Wesleyan University in 1861, but had left to enter service as lieutenant in the Civil War, thus delaying his graduation until 1867. Before coming to California he had served for brief periods as instructor in his *Alma Mater* and in Upper Iowa University. As Principal of Napa Collegiate Institute and during subsequent years as a leading professor in the University of the Pacific and as pastor and preacher, he was widely known as a scholarly man, capable minister, and Christian gentleman.

For the year 1873 the faculty of the Institute is given as follows:

T. C. George, A.M., Principal; Mental and Moral Science
 W. C. Damon, A.M., Latin and Greek Languages
 Mrs. R. R. Thomas, A.M., Preceptress; Natural Science and Modern Languages
 Mrs. M. W. Wells, A.M., English Literature
 Mrs. E. E. Smith, Music, Drawing and Painting
 Miss Maggie McDowell, Assistant in Music
 Rev. George Clifford, Agent

After serving as Principal for three years, Professor George relinquished the position, in 1874, to Lowell L. Rogers, A.M., a brother of Earl Rogers, later famous as a criminal lawyer in southern California. It was in 1874 that the first regular graduate, Caroline Charlotte Clifford

(Mrs. Robert E. Wenk), received her diploma. The following year there were three graduates: Charles Y. Brown, Lucy L. Gober (Mrs. J. W. Boyd), and Lillian Hinman (Mrs. Shuey, then Mrs. Bailey). During Professor Rogers' brief administration two new buildings—the Principal's Cottage and the Ladies' Hall—were erected, adding greatly to the facilities of the Institute. After leaving Napa Professor Rogers went to Ashland, Oregon, to build up Ashland College. Some four years later he returned to California, where he conducted a private school known as St. Helena Academy. His next move was to southern California. Still later, with impaired health he moved to Tempe, Arizona. He died in Los Angeles, in 1901.

Prof. Abner E. Lasher, A.M., of New York State, came to the principalship in 1877. He continued as head of Napa Collegiate Institute throughout the remaining years of its history, and until the expanded work of newly-established Napa College was begun, when, in 1887, he was succeeded by Rev. James N. Beard, D.D., as President of the College.

Under Lasher's principalship the Institute reached its highest state. Its reputation was such as to attract many students from northern California and Nevada and to place Napa among the chief cultural centers of the state. Its faculty was composed of a select group of Christian men and women whose influence proved to be most salutary.

Professor Lasher was loyal and devoted to the highest purposes of the school, an aggressive worker, and good administrator. In a personal letter to the author, dated July 20, 1948, Walter J. Harris, a graduate of the Commercial Department of Napa Collegiate Institute in 1881, wrote:

Was well acquainted with Prof. Lasher. He resided on my street in Reno for many years prior to his death. He was President of the N.C.I. when I attended as a student. Prof. Lasher was a dignified and affable gentleman, a man of high ideals and a devout Christian.

In the perspective of subsequent years the rules and regulations under which students were placed in Napa Collegiate Institute seem almost unreasonably strict, savoring strongly of early Puritanism. While there was no avowed purpose of making Methodists of the boys and girls, the faculty members were all members of the Methodist Church, the institution was organically connected with the California Annual Conference of that denomination, and inevitably the Methodist environment and influence proved to be powerful. Boarding students were required to attend some church service on Sundays; and while this might be of any denomination, the great majority quite obviously would go to the Methodist Church.

From the beginning the Institute was co-educational, to which policy the authorities were strongly committed. But, as a writer in the student paper, *Napa Classic*,¹ observed:

That old principle, which made the Puritans divide the sexes when they went to meetings, held here. In the Methodist Church the young lady boarding students were always ushered to the front rows of pews on the left, the young men on the right, with the neutral pews of the middle section in between! One flight of stairs to the upper stories of the Main Building was for the ladies, the other—alongside—for the gentlemen. Young men were forbidden to speak to young women during school session without permission—a regulation that was seldom heeded.

Study hours for boarding students were strictly enforced—seven to nine in the evening (except Friday and Sunday), and Saturday forenoons, nine to twelve; and all lights were to be out by ten at night.

The “socials” both on the campus and at the Church, a half-mile distant, were purely “Methodist affairs.” Of course dancing was not to be thought of; but in the old chapel the students did have, during the evening, a series of “marches,” for which young couples walked together, in proper manner, in endless circles around the aisles, to the accompaniment of the piano, and sometimes a cornet. But no boy was to enjoy more than one march with the same girl for the evening!

If a boy wished to date a girl for a down-town social, or other form of entertainment, he must first obtain the Principal's permission—which caused many an embarrassing moment for the more bashful boys—then the permission of the Preceptress at the Ladies' Hall: there again was imposed the limit of one date with a given girl for the entire session (semester). In the *Annual* for 1882-83 we find this rule: “No young lady will receive calls from gentlemen, unless introduced by the Principal, parents, or guardians.” But let it not be imagined that the young men of those days were so dull as to be unable to invent some method or device for evading overstrict regulations of that sort! Many a successful maneuver by the young gallant was revealed with an air of triumph, *years afterward*, at the Alumni Reunion, or some academic celebration.

The student's clothing was to be “Plain and neat; extravagance in dress and jewelry is deprecated.” The reading of dime novels or like publications was prohibited. Forfeit of the Saturday holiday, or the privileges of the city might be anticipated as the penalty for neglect of study or any requirement.

¹ The *Napa Classic* first appeared in August, 1874. It came out irregularly until 1889, when it was established as a student monthly publication of Napa College.

The Primary Department of Napa Collegiate Institute was opened in 1870 to provide superior instruction for children of parents living in Napa, chiefly trustee's children and those of others of Methodist persuasion. Two estimable young women who served as principals, respectively, were Miss Ida Norton (later Mrs. J. D. Jamison) and Miss Laura Walden (later Mrs. Edward Frisbie). Many of the pupils in this department subsequently continued their studies in the Institute and, still later, in Napa College.

The Primary Department was discontinued in 1887, as the full program of Napa College gained headway; although a limited amount of sub-preparatory work was still maintained for a time. The Primary School building was fitted up as the College science department, of which Prof. D. W. Chilson became the new head, under President Beard.

On a September afternoon in 1874 a group of male students of Napa Collegiate Institute, feeling the need of the benefits to be derived from a literary and debating society, organized themselves into the Phoenix Debating Club. There were fifteen charter members; Charles Y. Brown was elected first President.

Acting under the advice of Prof. T. C. George, the Principal, the club was reorganized in August, 1875, as the Orophilean Lyceum, the name Orophilean being freely translated as "a lover of eloquence." Charles E. Banvard was chosen first President.

The Lyceum maintained a continuous existence throughout the remaining years of Napa Collegiate Institute and of Napa College. Among the chief features of its weekly meetings were valuable experience in parliamentary practice, in debating, and in oratory. The report of the critic was sometimes the high point of the meeting. The *Orophilean Journal* was presented once a month, each issue having its own editor, appointed for the purpose. The society adopted as its prized badge a gold Philosopher's Lamp and Book of Knowledge encircled by a belt. Its motto was "*Ad Astra per Aspera.*" Many students who later rose to places of eminence in law and other professions attributed their success in large measure to their experience in the Orophilean Lyceum.

The Philomathean Literary Society for young ladies was organized in 1872. For some time its regular meetings were bi-weekly; later, every Saturday evening during the school year. After December, 1892, only young women in the College department were eligible to membership.

The serious aim was mutual improvement in literary endeavor and in parliamentary usage. For its motto the society adopted the Latin "*Non Palma Sine Pulvere.*" Exercises included readings, recitations, essays,

musical numbers, with an occasional tableau or other special feature. Each month the student-edited *Mirror* was presented. Two or three times during the year unusual preparation went into "Philomathean Specials," or open meetings of the Society.

"Joint Meetings" of Orophileans and Philomatheans were occasions of special interest. The programs were prepared with particular care. Not least attractive was the social aspect of the meeting, centering especially in the recess period—often prolonged far beyond the constitutional limit!—which followed the rendition of the formal program. After the inevitable "call to order," there was the "Critic's Report," then the "Unfinished Business" (if any), closing exercises, and adjournment.

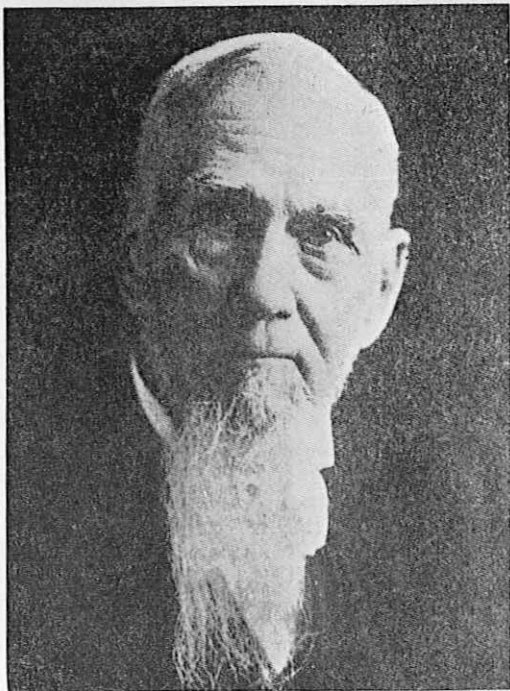
After Napa Collegiate Institute became Napa College the Orophilean Lyceum gradually took on the nature of a society of collegiate grade. To meet the special needs of the preparatory and commercial students some twenty young men of these departments in 1890 organized the Colomensian Literary Society, modelled largely on the plan of the Lyceum. Its weekly programs proved highly beneficial to the members, most of whom had not previously enjoyed any experience in literary work. Practice in impromptu speaking came to be regarded as one of the most valuable features. The new society became very active at once, and continued to flourish up to the time of the merger of Napa College with the University of the Pacific, which was completed in 1896. Its motto was "*Lux Sit.*"

Other private schools in Napa included the Napa Ladies' Seminary, which was established by Miss Harris as early as 1860, and continued under her principalship for about four years. A short time after her resignation, Miss Marie S. McDonald was elected Principal. She became widely known for her superior scholarship and Christian culture; but death cut short her career after five years, when the school was placed under the care of her sister, Miss Sarah F. McDonald. At the conclusion of her ten-year principalship she was succeeded by F. A. McDonald, who in turn resigned in 1881, to be followed by D. W. Hanna. The Seminary was finally discontinued. The building was subsequently acquired by Napa College and moved to its campus.

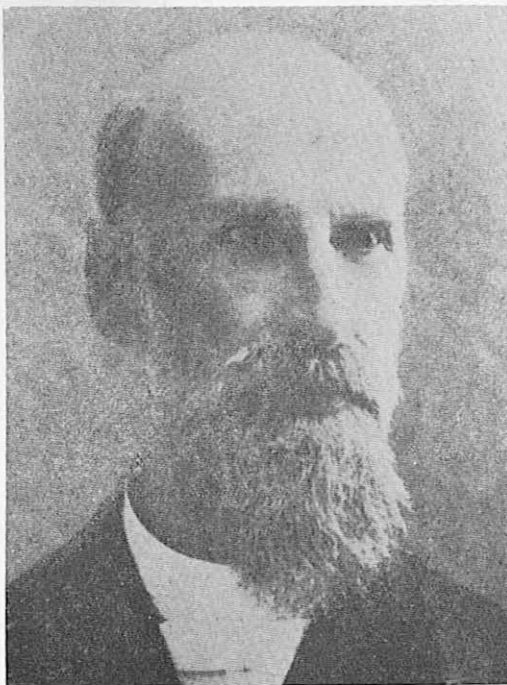
The Oak Mound School for boys was founded by a group of public-spirited men of Napa in 1872, the avowed purpose being "increased educational advantages for boys, to prepare them for admission to the State University," or for active life. After a brief period with Rev. Charles M. Blake in charge, C. M. Walker was made Principal in 1873. Following a long incumbency he was succeeded by F. O. Mower, who remained Principal until the school was discontinued when the free

public high school opened its doors. Many citizens who gained prominence in Napa owed their education to the Oak Mound School, which, for a number of years was an active rival of Napa Collegiate Institute, especially on the baseball field.

The account of Napa College, and of its consolidation with the University of the Pacific must be left for a subsequent chapter.

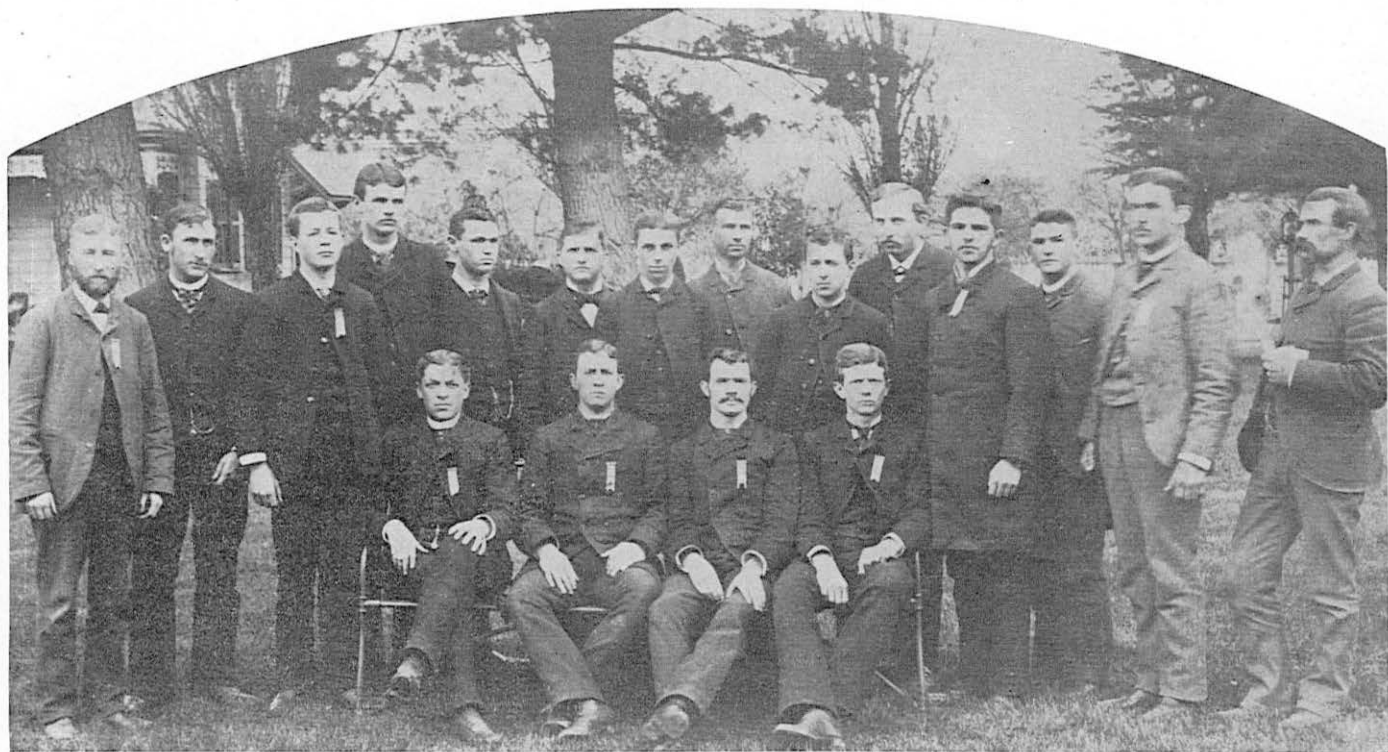


George Clifford



Henry B. Heacock

Two Financial Agents



Orophilean Lyceum (Napa, 1886)

Standing: (left to right) Everett S. Hammond, Thomas Orr, Fred Wood, Mark T. Hunt, Nelson Buckland, Henry Tillman, Lyman M. King, Homer G. Brown, Harry Shaver, Lewis J. Norton, George R. Hubbell, Henry Frisbie, Lorenzo B. Scranton., William Goodburn. *Seated:* (officers) Fred A. Hanson, Frank B. Dickson, Art E. Harris, Rockwell D. Hunt.



Faculty, N. C. I., 1884-85

(Principal A. E. Lasher missing) *Standing* (left to right): Laura Walden, Etta E. Booth, Bertha A. Reynolds, John D. Jamison, May V. Gibbons, William C. Damon. *Seated*: Charles B. Ridgeway, Mary E. Gates, Lizzie L. White, Harry L. Gunn.



President C. C. Stratton

CHAPTER V

"ERA OF GOOD FEELING" UNDER C. C. STRATTON

It was on the nomination of President Gibbons, who declined his own nomination to continue as President, that Dr. C. C. Stratton was named for the presidency of the College, at the June meeting of the trustees, in 1877.

Dr. Stratton was unanimously elected. His ten-year administration proved to be one of the most successful and harmonious in the entire history of the University of the Pacific. It has been called the "era of good feeling."

At President Stratton's formal inauguration, June 5, 1878, the graceful address of welcome was delivered by Prof. J. N. Martin, in the course of which he said:

Trustees of the University of the Pacific, we welcome you, from the checkered scene of the *old*, to the more enchanting picture of the *new*. We welcome you to an unhesitating faith in the mission of the University. We welcome you to a greater confidence in the sure working out of her possibilities. We earnestly welcome you to the cultivation and exercise of a more self-sacrificing and practical sympathy that may tide her over all difficulties, and send her speedily onward as a rich argosy, freighted with blessings for generations to come.

The "charge" was delivered by Annis Merrill, President of the Board of Trustees, from whose very thoughtful address a brief extract may appropriately be quoted:

"It will be conceded by every thoughtful person present," declared Judge Merrill, "that the genius of our republican form of government, the nature of our religious organizations, the characteristics and claims of the age in which we live, demand that our literary institutions—the common school, the academy, the college, and the university—should be especially cherished, as essential to our social, industrial, and national welfare, and the influence of our principles upon the destinies of mankind; and that these institutions should be liberally furnished with all the appliances requisite for the diffusion of an elementary and finished education, among all classes of society; as well as by the paternal patronage of the States, as the contributions of private munificence. . . . If our republic is to be permanent and prosperous and accomplish its mission among the nations, it is indispensable that our literary institutions should keep pace with the progress of the age."

That this eminent layman entertained high ideals and envisioned an exalted place for the University was unmistakably shown as he concluded his address with these eloquent words:

In our sphere as Trustees, we shall cherish this institution, and labor, as we may be able, for its welfare, and shall not cease to pray that it may continue to advance until it shall attain the highest eminence among the literary seminaries of the world, and stand forth an ever-flowing fountain of light, a watch-tower of freedom, an ornament to the country, and a blessing to mankind.

By direction of the Board of Trustees, and as emblematical of your position and authority, I now have the honor and the pleasure to deliver to you, as its President, the keys of the University of the Pacific.

In the course of his long, carefully-prepared Inaugural Address, President Stratton pointed to the first want of a "more controlling religious influence in the University." One of the cogent reasons for its existence, he continued, "is that we may promote Christian culture." Stressing the need for endowment funds, he declared: "Whatever else dies, the Christian University must live and flourish. It is ours to see that it *Shall*." He paid a glowing tribute to Christian teachers, in these words:

They are inspired by a noble enthusiasm. When they look to the earth, they behold the "footprints of the Creator." If they lift their eyes to the sky, "the heavens declare the glory of God, and the firmament showeth his handiwork." And so, through the full round year, "one day uttereth speech unto another, and one night unto another showeth knowledge," until "their line is gone out through all the earth and their words to the end of the world," and the students of nature learn in that heavenly "speech" to "think God's thoughts after himself." Whose soul does not kindle as he connects the beautiful forms of nature with the divine skill which fashioned them, or the order of nature with the matchless wisdom which arranged it?

In his address he dwelt at some length on the subject of co-education, taking an unequivocal stand in its favor.

"It would hardly seem necessary, at this day," he declared, "either to defend or advocate the co-education of the sexes. The experiment has proved so uniformly satisfactory that it has ceased to be an experiment. The standing of the institutions which have opened their doors to both sexes is so high that the policy has all the sanction of the best authorities, and the tendency that way is so strong that the final prevalence of the system is only a question of time."

Prof. A. J. Nelson preached the Baccalaureate Sermon of that memorable Commencement season, choosing for his theme "The Excellency of Knowledge."

One of Stratton's first problems—and this was true of each succeeding president from the beginning—was that of tackling the financial situation; for the University was then in debt to the extent of \$15,000. But he faced conditions with courage and ability; and his enthusiasm paid good dividends.

Nearly every Sunday found the eloquent President in some Methodist pulpit, and a fit representative of the University he always was. "Because of a pleasing presence, a graceful manner, and a fine delivery," in the words of Robert E. Burns, "he was welcomed everywhere, and the demands upon his time were enormous." There was gratifying response, almost immediately, in a marked increase in the number of students. Enrollment of college students increased steadily from year to year. The graduation class of 1886 numbered twenty-seven persons, the largest group ever to graduate, to that date, from which peak there was to be a lamentable drop beginning with the next succeeding administration.

At the Annual Conference of the Church in 1881 the Committee on Education reported that the University was "never in a more prosperous condition." The spirit of optimism continued through the years immediately following. It is vividly reflected in the pages of *The Epoch* of September, 1885 where we read:

The University, after many years of struggle, has emerged from the cloud of adversity which has been hovering over her, and at last found a firm footing for future work, and we firmly believe that this change is permanent. Much of this improvement has been made during the past year . . . highly complimentary to our President, Faculty, and Trustees, who have so long labored that this might be so. . . . It is, indeed, a great epoch in the history of the College, and there is little doubt but that it will be so regarded for years to come.

The same spirit is reflected in the Conference Report of that year, in which appears the statement; "This institution of learning, which has been sustained in the past, by so much of sacrifice of time and money and men, appears to have entered at last upon a course of genuine prosperity."

As early as June, 1883 David Jacks of Monterey pledged the first \$500 toward the purchase of a telescope for the campus. This was the beginning of a development that resulted in the erection of the Astronomical Observatory, erected and equipped through the liberality of Mr. Jacks and Captain Charles Goodall. The Equatorial Telescope, with accessory equipment, provided students with superior facilities in the department of astronomy.

Two new structures were added to the campus, under direction of the building committee of the trustees. Then it was that the "old build-

ing" was given the name of West Hall, the large new four-story brick building near the railroad became East Hall, and the new Ladies' Building was named South Hall. Midway between East Hall and South Hall the new Dining Hall, a less pretentious structure, was erected, to accommodate upwards of 150 boarders, at a cost of approximately \$5,000.

Conservatory Building. Previously entertainments were held in the old chapel, in West Hall—music rooms were on the same floor, occasioning a climb in going to practice. On the morning of Commencement Day in 1885 Mrs. Helen Kingsbury, "while standing in the Emendian Society room, which opened into the old chapel, and looking at the crowded audience," had a feeling that if an alarm should be given, serious injuries would result before all could escape. Turning to Miss Kate Leffler she said, "If the gentlemen cannot build a chapel the ladies can."

That afternoon President Stratton was approached. It seemed to him a large undertaking; and since he was still raising money for East Hall, he asked the ladies to wait a year, then if of the same mind they should call again and he "would see what could be done."

The following year, when the suggestion was revived, Dr. Stratton said, "Anything that you have so much on your heart I believe there is something in." A meeting of women of the Conference was held at Pacific Grove October 4, 1886. Details of what followed are told in the *Conservatory Number* of the student paper, the *Work-a-day World*, December, 1900, from which we quote:

At this meeting it was decided to invite the women of the Pacific Coast to unite their efforts, and erect a building and present it to the University as a testimony of their appreciation of advantages accruing to women and also an acknowledgement of their indebtedness to the institution which led the van in opening its doors to women to all the privileges of higher culture. To accomplish this purpose this chapel and conservatory association was formed.

Thus came into being the Ladies Chapel Association of the University of the Pacific, with Mrs. Helen Kingsbury President, assisted by a full quota of officers. The campaign for funds was pressed with vigor and dispatch. Auxiliaries were formed in San Francisco, Stockton, Sacramento, Santa Cruz, and other centers. Money was raised by such means as music festivals, floral fairs, hard times parties, and the "box plan."

A ground-breaking ceremony was held on the first of June, 1887. Earnest words were spoken by Mrs. Kingsbury:

We possess a liberal, enterprising population, who have so far comprehended the wants of the people as to rear institutions of learning in every part of this golden land of the West, and it would seem that

nought has been forgotten were it not that nowhere in all this broad expanse has there been established a conservatory of music. Realizing this pressing want, the ladies of the Pacific Coast have undertaken to supply so great a need. Today we meet to emphasize before the public our determination to carry on this enterprise to completion, and in concluding will ask Dr. Stratton to break this ground, thus dedicating it to this lofty purpose.

On the 23rd of May, 1890, when Dr. A.C. Hirst was president, the building having been completed, a dedicatory concert was given, participated in by artists from San Francisco, a chorus of one hundred and fifty voices, supported by an orchestra of forty pieces. The words of the Cantata, an ode to music, were written by Miss Lulu Mayne; the music was composed by Prof. F. Loui King.

In commemoration of the loving, efficient service of their leader, the last sad tribute was paid to Mrs. Helen Kingsbury, when, following her death, the members of the Association, the faculty, and many students gathered in the Conservatory "to do fitting honor to the devoted soul who had done so much toward rearing the edifice."

During the year 1885-1886 the rudiments of a Law Department were announced, instruction being given by John E. Richards, LL.B., a prominent alumnus, of the Class of 1877, assisted by other instructors. The law class of that year included students who later became prominent attorneys of California. Although it was intended at the time to perfect the organization of this department, it can scarcely be claimed that anything approaching a completely equipped law school was ever attempted.

In addition to their prescribed college studies, special theological instruction, under President Stratton, was given to a class of earnest young men preparing for the ministry. This was regarded at the time as a first step toward a regularly organized Theological Department—which was never fully consummated. There were, however, significant developments, as we shall see from a brief review of the subject.

From its inception one of the major objectives of the University of the Pacific has been the training and preparation of Christian leaders. Frequent reference is found in the records of trustees, as in the annual catalogues, to a department, or school of theology, either real or potential. The need for such a division of the institution was being stressed almost constantly.

Several attempts to organize a school of theology during the earlier years had been at best only partially successful. A resolution to establish a Theological Department was adopted by the Trustees as early as December 7, 1858, during the first year of President Gibbons' administration. Formal announcement appears in the 1858-59 catalogue:

The Trustees have established a Theological School in the University, and a class is now receiving instruction in this Department, from the Professors of the other chairs. This school has been established to meet an obvious want of the Church, which cannot be so conveniently met in any other way.

The purpose was not to teach dogmatic theology, "but to train the mind and the heart in the *great principles of virtue and piety*, which underlie all duty and constitute the only true basis of a symmetrical Christian life." The class was a small one, and the facilities offered were quite inadequate to the need. The movement, while doubtless helpful to a few individuals, proved on the whole to be premature. More immediate demands upon the institution's meager resources were overpowering.

During the administration of President Sinex the question of a school for the special instruction of preachers was actively revived. Application for funds in behalf of such a school was to be made to "our friends in the older states," and from other sources funds were to be sought for "a Biblical or Theological school on this coast." At the Annual Conference of 1871 the Bishop was requested to appoint a committee of three "to enquire into what can be done toward the early establishment of a Theological School in connection with the University of the Pacific, and report at our next Conference."

At the 1872 Conference, Otis Gibson was appointed "to secure such financial help for the endowment of the Theological Department as may be available from the estate of the late John Dempster, D.D."

The extreme difficulty of financing the earnestly desired School is reflected in the *California Christian Advocate* of December 18, 1873:

We cannot now establish such an institution as greatly needed. We are, alas! without the means to build up a Biblical Institute. But is it not possible for us to establish at an early day a Theological Department in our University? Can we not provide for a single chair?

Despite all rebuffs and disappointments, the idea was not permitted to die. The feeble plant was kept alive—at times it would languish, but it never succumbed. In April, 1876 the Trustees resolved to "undertake the endowment of a chair of Theology" by soliciting contributions on the basis of \$25 shares. Again, in 1883, after hearing a glowing report of prospects, the Conference expressed the hope that President Stratton might be able "to secure ample funds to carry out the project of erecting the new building made so necessary by the University's present success." In the meantime the lectures on theology delivered during the year were pronounced "highly satisfactory and deeply interesting."

In 1886 the Annual Conference recommended the establishment of

a Summer School of Theology, of ten days to two weeks duration, since most of the preachers were unable to attend institutions in the east. The recommendation bore fruit. More than a score of ministers met in East Hall, Dr. Stratton was elected President, and the introductory lecture was read by Dr. Robert Bentley. Announcement was made of the Maclay School of Theology in connection with the new University of Southern California, an institution which some thought rendered such a school in the north less necessary.

Under President Hirst special theological instruction was given by certain professors in addition to their regular courses. Dr. Hirst lectured regularly and was assisted by such leaders as C. C. Stratton, F. F. Jewell, M. C. Briggs, and J. H. Wythe. Announcement of this class was made in the catalogue, with sixteen students listed; similar statements were made for 1888-89 and 1889-90, although during the latter year President Hirst was the only lecturer. Then followed the defection of 1890-91 and the resignation of Dr. Hirst.

Still the vitality of the idea showed remarkable persistence. Announcement was made at the Conference of 1891 of the "San Francisco College of Theology," with its Board of Trustees headed by Bishop Charles H. Fowler. Actual opening of the school was contemplated "as soon as a reasonable support can be obtained, and they also have in view the creation of a suitable endowment." More delay, with failure to provide adequate support.

Once more, in 1895 the Conference recommended the effort "to establish a San Francisco College of Theology at the earliest possible opportunity." At that very time the consolidation of the University and Napa College was approaching culmination and Dr. J. N. Beard, President of the combined institution, had advanced his comprehensive plan, which would make San Francisco the general headquarters and the center for all graduate and professional study. But President Beard's plan failed to gain adequate support, he resigned, and at the close of the spring semester of 1896 Napa College finally closed its doors. The University was still without its long-dreamed-of well-established School of Theology.

While the College of the Pacific has never had a well-organized, adequately-equipped School of Theology, it has been able, in more recent years, through its strong Bible and Religious Education Department and by other means, to make splendid contributions in training leaders, both men and women—in Christian service. This will be made apparent on subsequent pages, dealing with more recent developments.

As to rules of student conduct during the administration of Presi-

dent Stratton, the catalogues for several years contain this general statement, or its equivalent:

Believing that the ends of the College government can be best secured by teaching students to govern themselves, no attempt is made to render transgressions impossible by mere physical restraint. The constant endeavor is to inculcate right principles and to cultivate the moral feelings, and that delicate regard for a good reputation which is always the quality of a virtuous mind.

Nevertheless, every student on entering was required to subscribe to this agreement: "I solemnly promise, on my truth and honor, to observe and obey all the laws and regulations of the University." And under "Prohibitions" there was a rather formidable array. Here are a few examples:

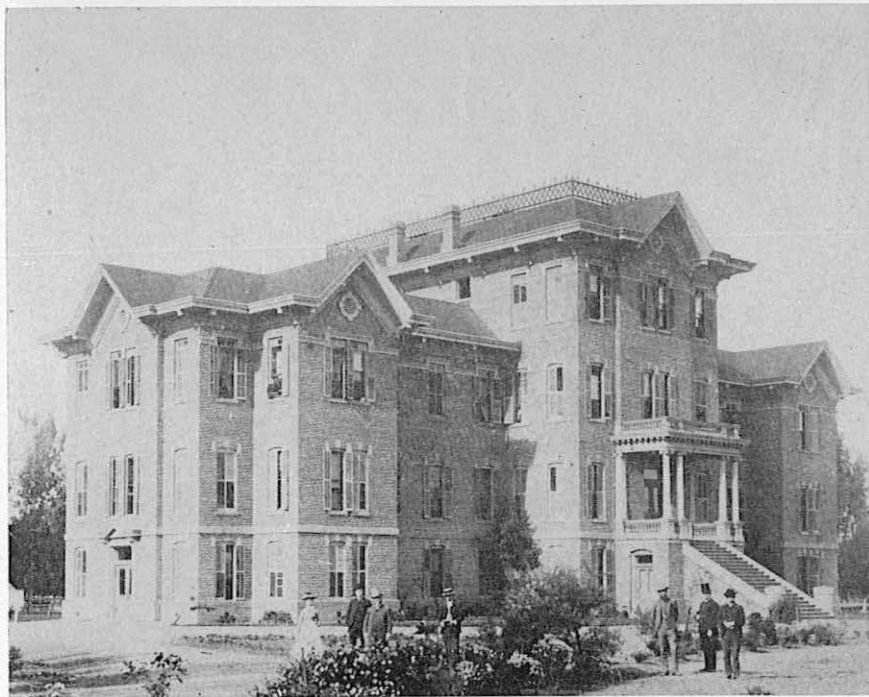
Profane language, use of ardent spirits, gambling or card playing, frequenting drinking saloons or billiard rooms, disrespect to the Faculty, or other officers of the College, refusing to give testimony in any case where required by the Faculty, or falsifying therein. "Gentlemen and ladies are prohibited from frequenting the grounds or parts of buildings exclusively appropriated to the other sex, and from visiting each other without permission." Dancing was not to be thought of.

Any student whose department fell to 90 was informed of that fact by the President; if it dropped to 80 his name was read out in chapel; if it fell to 70 his parents were informed; and the unfortunate one whose department descended to 60 thereby suspended himself from the institution.

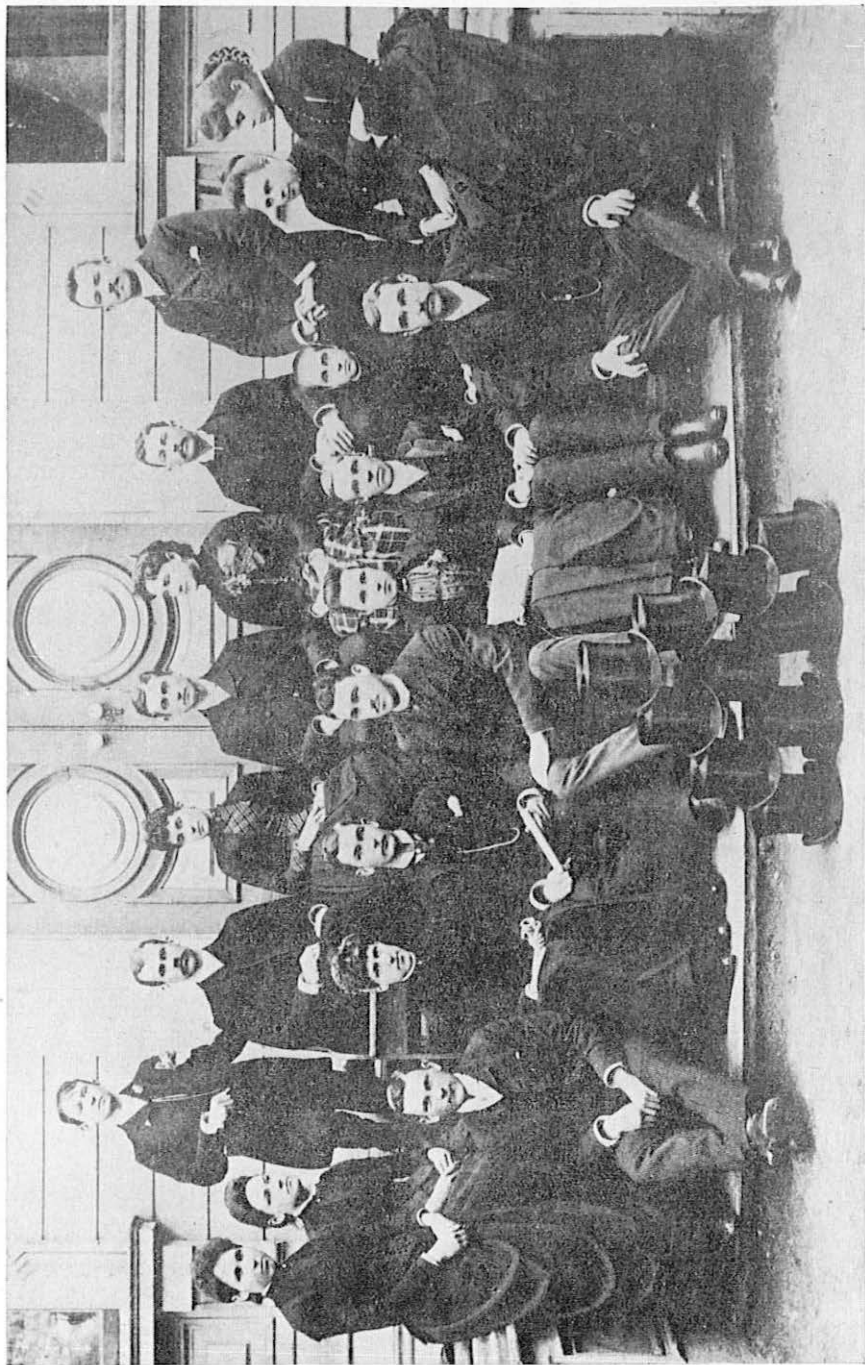
It was during the Stratton administration that the student annual publication, *Naranjado* (Spanish for Orange Color), had its origin. The first volume appeared in 1886, published by the senior class. In the Preface of the first Annual, after deploring the lack of student activity hitherto, the editors say:

This year we come boldly to the front to still further increase the students' interest by the publication of a College "Annual," a time-honored custom in all leading colleges. Our intention is to give as nearly as possible a correct account of the present condition of the College, as regards Classes, Faculty, Alumni, Societies, etc., and the various happenings of interest that occur in every College when the gay and festive student goeth on his semi-occasional lark, perchance leaving a portion of his coat tail behind on some neighboring fence in his terrible hurry.

It appeared annually, published by the junior class after 1890, until the year 1891. In '88 the editor, chosen by the Student Body, introduced a limp leather cover, which was considered a great novelty as well as



College Park Buildings
West Hall, East Hall



Class of '88

unusual luxury at the time. When the class of '92 attempted to publish the Annual it was suppressed by faculty action because of material included that was deemed objectionable. Further reference is made to the *Naranjado* in a later chapter.

A slight incident recorded in the minutes of the faculty meetings adds a touch of pleasant realism to the lighter side of college life among the boarding students. It was in the year 1885. While the professors were solemnly engaged in debating some of their perennial—if not always ponderous—problems—so the record runs—

Young ladies of Emendian Society knocked at the door, and upon opening, they were seen hastening up the stairs, but had left at the door ice cream, cake, nuts, and candy, etc., festooned in Iniclox.

One of the professors was duly appointed to convey the thanks of the faculty, and the incident was ordered to be entered upon the minutes of the meeting. Several years before this incident occurred the faculty had voted to permit Emendia "to have Cakes, Ice Cream, and Candies on their Anniversary, but not to solicit."

Numerous college customs were initiated under the Stratton regime. The class of '86 was the first to organize in the sophomore year; the "white plugs" for juniors and black silk "stove-pipe" hats for the noble seniors came to adorn the upperclass men; mortarboards and gowns were introduced. Never before had the student life at Pacific presented so colorful and animated a scene as was witnessed on the College Park campus.

Then, like a bombshell, President Stratton's letter of December 8, 1886, was placed before a special meeting of the Board of Trustees. In this he said; "I desire to resign the position of president of this institution, the resignation to take effect January 1, 1887."

His long letter of nearly seven full pages sets forth the causes leading to his desired resignation. He and Mrs. Stratton had given ten of the best years of their lives to the University. He could not meet all his financial obligations—provide his own house and furniture, keep a horse and carriage, entertain guests, etc.—on a salary of \$1800. The burden of innumerable calls, lack of privacy, and the care of the home proved an intolerable burden to Mrs. Stratton. The letter continues:

As long as I continued strong and buoyant I felt that the University could be carried and everybody along with it. I had been corresponding secretary, book-keeper, financial agent, overseer of grounds and buildings, building committee, and general canvasser in the field for students, besides attending to the general duties of my office and my chair in the University. Of course some interests suffered. . . .

After the completion of East Hall and after it had been furnished and occupied by the preparatory department, I became conscious of a want of my usual vigor and spring. . . . If we are to build and equip a great University, and we have the field, we must devise liberal things and so stand a credit to the state and the Church.

The letter then tells of Dr. Stratton's visit to Mills College, refers to the trouble there between President Sprague and the trustees, and finally of Mrs. Mills' invitation to him to accept the presidency. He concludes in these words: "I felt that the conditions on which I had suspended my decision had been met and determined to present my resignation and accept the proffered situation."

The trustees promptly refused to accept Dr. Stratton's resignation, but instead named a committee to confer with him. The committee reported back that the President had agreed to remain if the following conditions were met:

1. The trustees pay off the debt of \$15,000.
2. The President's salary be increased to \$2750.
3. The salaries of Professors Martin and George be raised to \$1500 and that of Professor King to \$1250.

These conditions were promptly met, the trustees raising \$10,000 among themselves and pledging the balance of \$5,000. The salary increases were agreed to. And as good measure the President was voted a three-months vacation, to be taken at such time as he might elect. The resignation was then withdrawn and the disturbing question was settled—but only for a brief period, as the sequel shows.

The offer of the presidency of Mills College still dangled alluringly before Dr. Stratton's eyes. He felt the burden of that position would not be too great for him. While remaining loyal to Pacific, his mind had become focused on Mills; the urge for a change seemed irresistible. Three months from the time of his first resignation, in March 1887, his second resignation was placed before the trustees, requesting release at the end of that spring semester.

The trustees now had no alternative—Stratton's resignation was reluctantly accepted.

On resigning his position at College Park, Dr. Stratton presented a long communication—dignified, sympathetic, constructive—pleading for the necessity of a salary of \$2500 for the president and \$1800 for the regular professors. He expressed the desire to remain a trustee and his willingness to visit the institution as often as once a month, to aid his successor "in getting hold of the manifold interests of the University."

Many and sincere were the words of appreciation for Dr. Stratton.

But the necessity of finding a successor was thrust upon the trustees: to this extremely difficult task months of earnest effort were devoted. Many names were presented for consideration.

Dr. Stratton remained at Mills College as President for three years. He did much to build up the College—provision was made for a more satisfactory library and more adequate laboratory facilities. Registration of students increased to such an extent that the need for a second residence hall became imperative.

He left Mills College under pressure in 1890, to become president of Willamette College, Oregon, his *Alma Mater*. With his alleged indiscretions and the unfortunate reflections upon his usefulness as President at Mills we cannot here be concerned. Warm expressions of appreciation of his successful labors in behalf of the University of the Pacific came from the Education Committee of the California Annual Conference. And the Pacific Alumni Association, at its meeting of May 29, 1890 adopted the following:

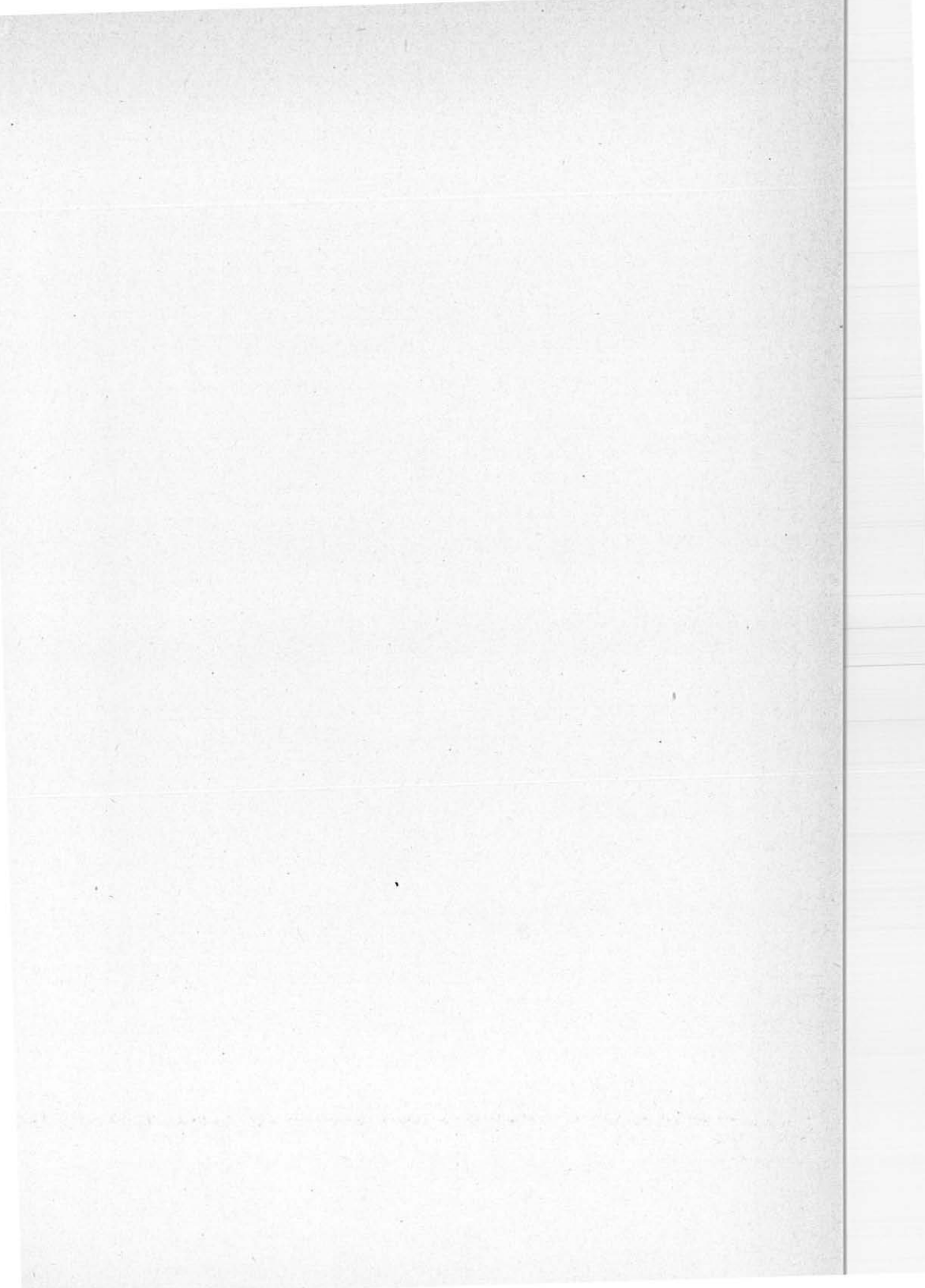
Resolved: that we the Alumni of the University of the Pacific, remembering gratefully the faithful labor and the fellowship of our beloved ex-President, Dr. C. C. Stratton, indicate our fullest confidence in him as a pure, able earnest Christian educator, esteeming that the ten years of unblemished reputation sustained by him, during his connection with our *Alma Mater*, during which there was no breath of suspicion against his name or fame, justified us in this confidence; and

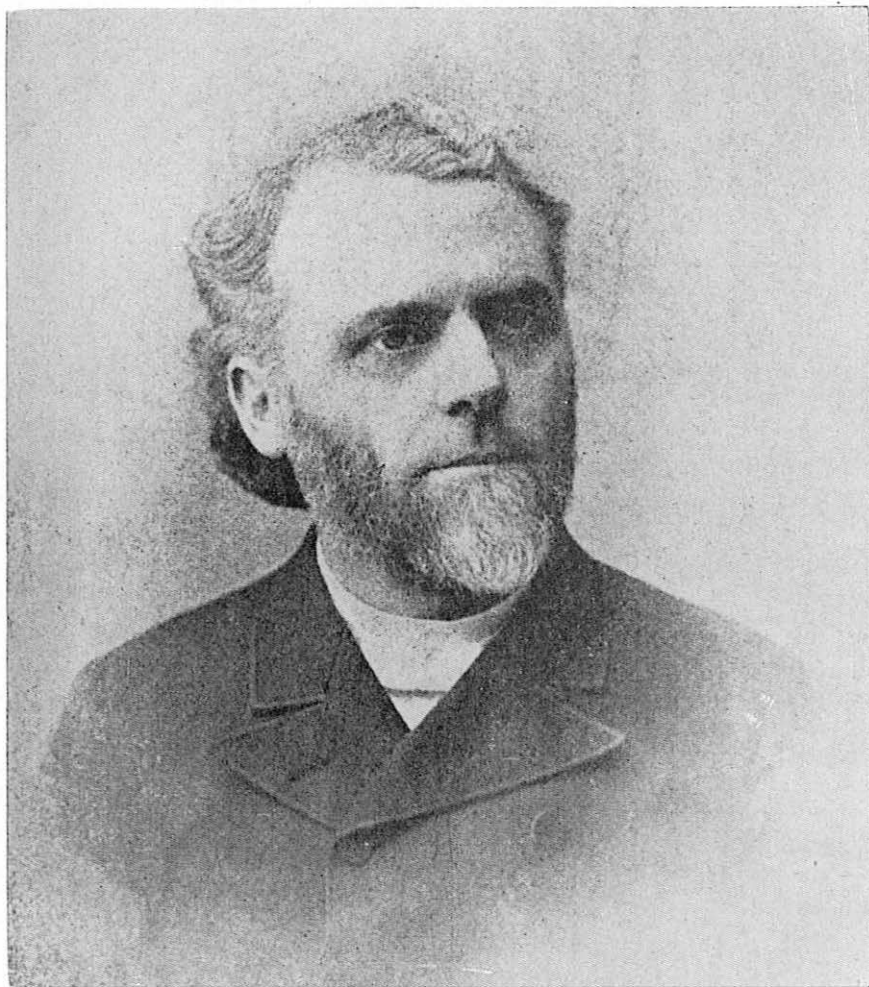
Resolved: that we assure Doctor Stratton of our fullest sympathy with and confidence in him in his present trial.

Among the graduates during the period of President Stratton's administration are found Chauncey H. Dunn, prominent citizen of Sacramento, and the poet and musician Clarence T. Urmy (Napa Collegiate Institute), of 1878; Charles A. Shurtleff (LL.D. 1925), who became Associate Justice of the State Supreme Court, and William B. Turner, son of William S. Turner, both of Napa Collegiate Institute, class of 1879; two members of the class of 1880 who rose to distinction were Thomas Filben, in the Methodist ministry, and Perley F. Gosbey, Judge of the Superior Court of Santa Clara County; for the year 1881 we find Adam C. Bane, specially referred to on subsequent pages, and Frank W. Blackmar, who after serving as a member of Pacific's faculty, became an eminent teacher and author in the fields of history and sociology; the class of 1882 included Edward P. Dennett, later successful editor of the *California Christian Advocate*, and Robert E. P. Gober, eminent physician and surgeon; Annie C. Turner, daughter of William S. Turner, was of '83 (Napa Collegiate Institute); John J. Martin, clergyman and

teacher, of '84, Percival S. King, Superior Court Judge, of '85 (Napa Collegiate Institute); Louis L. Dennett, attorney, and Marshal Hale, business executive, of '86; Henry Meade Bland, later Poet Laureate of California, graduated in 1887, as did Charles N. Kirkbride, attorney and long-time trustee of the College.

These references—others might readily be cited—will suffice to illustrate the character and caliber of the graduates of the old University of the Pacific, notwithstanding its meager endowment, inadequate equipment, and financial difficulties. That it was rendering valuable public service no thoughtful person will be disposed to question.





President A. C. Hirst

CHAPTER VI

A. C. HIRST AND THE "HIRST TROUBLE"

During the administration of President Stratton the University had entered upon a period of progress amounting to real prosperity. The largest graduating class to that date, as already reported, was sent forth in the year 1886. "This institution of learning," says the Annual Conference Committee report, "which has been sustained in the past by so much of sacrifice of time and money and men, appears to have entered at last upon a course of genuine prosperity."

When, in the early spring of 1887, Dr. Stratton presented his resignation, to take effect at the close of that session, there followed a diligent search for a successor. On the first of June it was reported that President H. A. Gobin of Baker University, Kansas, had been elected. Dr. Gobin, however, did not accept the call to California. On the last day of June the position was unanimously tendered to Dr. A. C. Hirst of Cincinnati; on the last day of July, after meeting the trustees and expressing his views regarding college work, Dr. Hirst accepted the presidency, at an annual salary of \$3,000. He had already won a reputation as an exceptionally polished classical scholar, with superior oratorical ability. His pulpit and platform qualifications proved to be a real sensation before many California audiences.

Addressing the students in September, President Hirst said: "We do not desire to be known through costly buildings and a large endowment, but through our scholarship. The University is not to give men mere reputation, but character." The prospect was most pleasing. "The University at present stands with the brightest of prospects before it," declared the *San Jose Mercury*; "the future looks bright and serene." Similar sentiments were expressed in student publications.

The college curriculum was promptly strengthened. Those college courses that had required three years to complete were put upon a four-year basis, which meant the addition of a number of extra offerings, with a marked tendency toward further specialization. Students came into the college department in increasing numbers, not only from the preparatory department but from outside high schools and academies. The prestige of the University of the Pacific was undoubtedly being enhanced.

Never was the University "as prosperous as today,"—so we read in the Annual Conference report of 1888. The attendance for the academic year 1888-89 totalled 553 students, of whom 92 were in the college

proper, 100 in the commercial department, and 110 in the Conservatory of Music. In his second annual report, dated May 23, 1889, President Hirst stated:

The year has been one of harmony, prosperity, and general healthfulness. No discord has disturbed the fraternal relations existing among the Faculty and general corps of teachers. The work done by the professors and teachers has been earnest and continuous, and will maintain the high standards of scholarship we have established for the University.

The high tide of prosperity, with glowing prospects, continued into the following year. In August, 1889 the *Pacific Pharos* reported a freshman class of over thirty-five members as something "almost unprecedented in the history of our University"—and almost all of them new blood. Further enthusiasm was expressed later in the semester:

The class was quickly organized, and it is said immediately appointed a committee on class insignia, colors, brands, etc. Now if the class of '93 can manage to graduate from the institution with a fair percentage of its members, it will be the first class since '86 that will send forth more than twenty members.

"Taking all things into consideration," the *Pacific Pharos* of December 18, 1889 proudly declared "there never was a time in the history of the University when she stood in as favorable light as she does now."

The University sky had indeed taken on a roseate hue. President Hirst, faced with the serious difficulty of succeeding so popular an administrator as Dr. Stratton, had been able to maintain the upsurge of loyalty and success for his first two years. Who could then have dreamed, in the midst of the mounting enthusiasm and marked development, that within another two-year period trouble and misfortune would befall which threatened the very existence of the institution? By what irony of history was the "general healthfulness" referred to by President Hirst to be suddenly undermined by grave dissension, and the "harmony" which had bulked so large thrown into disrupting discord, precipitating the "supreme crisis"?

The disturbance that in the end resulted so disastrously stemmed from an appeal by the President for a greater display of college and class spirit on the part of the students. The spirit that was actually evoked proved to be of such a vigorous brand that the methodology of control sought to be applied by the President and faculty proved totally inadequate and ineffective in meeting the situation. As one of the student participants recalls it, after more than half a century; "So the classes paired off and developed so much spirit that it became a riot." He confesses

having been in the mob that broke into Phi Kappa Psi house and "took the president of the Sophs. and ducked him in a horse-trough. Stealing caps and canes was sometimes done by stealth and other times by force."

Following the stealing of sophomore canes by the bold freshmen, the faculty called a halt. But instead of resolving the difficulty, the trouble was doubled and then compounded. When the faculty voted that "full cash restitution for all personal property destroyed be made by Friday noon on the penalty of suspension. . .," the freshmen came back stating that they had "destroyed no property whatever: therefore they took no action upon the communication of the faculty." By swift stages the plot deepened. The canes were not returned. Faculty action was taken—all too hastily, as it now appears—suspending the freshman class for thirty days, except such members "as personally indicate to the President before 4:00 P.M. Monday next, a willingness to obey the requirements of the faculty."

Then the upper classmen took a hand. The junior class, formally declaring "the offense of the classes of '93 and '92 greater than the offense of '94," resolved that "we do sustain the actions as regards the return of the canes." Accordingly, "we pledge ourselves to stand by the resolution." The class of '92 went further, formally declaring it to be the sentiment of the class "that unless the class of '94 be reinstated by Monday, at 4:00 o'clock P.M., we sever our connection with the institution." The vote taken of those willing to go out with '94 proved to be unanimous. The freshmen were then emboldened to take the offensive and to declare, that "unless the faculty reinstate said class in their former position in the University of the Pacific by Monday, Sept. 29th, 1890 at 4 o'clock P.M., the Freshman Class will leave the University forever."

The tension, as one participant recalls, was "pretty fierce." There was oratory; there were tears. At the last the faculty practiced appeasement: the lower classes were given the same terms as the upper classes. Hard feelings between the "Frosh" and the "Sophs" were wiped out—there was no more riot.

But grave and lasting damage had been done. President Hirst suffered an irreparable loss of prestige not only with the college students but likewise with a strong and influential group of faculty members. He was adjudged to be—rightly or wrongly—"very arbitrary in his treatment of the Freshmen, and several professors took the side of the Freshmen."

Unfortunately for the institution, announcement had been made, at the very time of the trouble at College Park, of the opening of Leland Stanford, Jr., University, with its millions of endowment and generous,

expansive plans, less than twenty miles distant. The attractions at Stanford would have been great at any time; but just then—of all times—the allurements proved to be overpowering: virtually all the regular college students of "Old U.P." planned to enter Stanford! Whereas the number of students in the college department for the year 1889-90 was 102, the following year showed 86 college students, of a total of 559. For 1891-92 the college enrollment is given at 32, of a total of 479. For many years the student enrollment fell far short of that for 1890-91. It was indeed a crisis.

In the meantime, and in partial explanation of the serious defection—often referred to as "the secession"—the University of the Pacific lost by resignations in May, 1891, a group of four of its progressive and loved professors: Charles E. Cox (mathematics), T. C. George (physics and chemistry), D. A. Hayes (Greek), and W. W. Thoburn (Biology and Geology).

The College was in no condition to afford such a loss. Referring to them, *Pacific Pharos*, a student paper, said (June 3, 1891):

In losing Professors George, Cox, Thoburn, and Hayes, the University is losing four of the noblest Christian men and ablest instructors it is often the fortune of one institution to possess at one time. During their stay with us they have endeared themselves to the students not only by contact in the recitation room, but by their exemplary lives. They have always been ready to lend a helping hand to those who were in need of advice or encouragement.¹

It may be added that Rev. Arthur H. Briggs (son of Martin C. Briggs, former President), dynamic pastor of College Park Methodist Episcopal Church as well as former member of the faculty, was in active sympathy with the resigning professors.

The revolutionary change of student attitude toward President Hirst is strikingly revealed by a comparison of certain expressions found in *Naranjado*, Volume V, with others appearing in Volume VI. In the 1890 edition we are proudly informed of the spirit of unity between "a Faculty whose heart and soul is in the work" and "a body of students energetic and loyal"—"together a happy and profitable combination has been formed."

¹ Reference may be made to the subsequent career of Willis W. Thoburn, since he, after brief service as a Methodist minister, joined the Stanford faculty, where he quickly became President Jordan's trusted helper in spiritual counseling. Perhaps no one was better qualified to speak of his influence and the loss Stanford University sustained in his death (in 1899) than Registrar O. L. Elliott, who in his history of the University (p. 117) said:

From the first he was intimately in touch with the University as a graduate student and as adviser and counselor of the many students who were attracted by his robust quality, his modest spirit, his understanding, and his positive faith. . . . With his definite science background he was particularly fitted to be the helpful guide in meeting the spiritual and religious problems which the college period of readjustment brings to the youth. (Reprinted with permission of the publishers, Stanford University Press.)

Referring to President Hirst we read; "Almost endless are the variety and extent of the duties of a college president; and few are adapted to them all as well as President Hirst."

Contrast with these glowing words the jingle, in Volume VI, on "The Faculty's Paradise" (sung to the tune "John Brown Had a Little Injun"), whose first dreadful stanza opens:

Where, O where has Dr. Hirst gone?
 Where, O where has Dr. Hirst gone?
 Where, O where has Dr. Hirst gone?
 Way down below.
 He's gone down to settle up the difficulties—

Stanzas of the same pattern are devoted to three of the professors (George, Cox, Hayes) who had resigned. Here is the final one:

Where, O where has Professor Hayes gone?
 Where, O where has Professor Hayes gone?
 Where, O where has Professor Hayes gone?
 Way down below.
 He's gone down on a "pony" of Plautus.

We refrain from quoting the "Chorus."

Other allusions and caricatures are not lacking in the book.

Reflecting further the "State of the Disunion," the 1891 *Naranjado*, published by the Class of '92, prints a "University Constitution," whose disordered Preamble is as follows:

Populi sumus of the Pacific University, and in order to form a more perfect disunion, establish injustice, insure domestic hostility, provide for the common offense, promote the general warfare, and secure the curses of liberty to ourselves and our ancestry, do ordain and establish this constitution of the Pacific University.

Referring to the integrating cooperation of juniors and freshmen, this literary gem is found:

The Juniors and Freshmen did unite
 To help each other in every fight.
 The Sophies played a wretched joke,
 So we in the trough their heads did soak.

It would seem to be almost superfluous to add that *Naranjado* of '92 was suppressed by faculty action, because of the character of its contents.

The gravity of the situation precipitated is further indicated by the action taken by the Alumni Association. By a majority vote sincere regret was expressed at the acceptance of the resignations of Professors Hayes, Thoburn, George, and Cox; and it was "Resolved, that we believe the

interests of the University would be better conserved by retaining these professors and dismissing Dr. A. C. Hirst." The majority action, however, was strongly protested by a minority report, which declared "the foregoing resolution as unwarranted by facts and unsustained by justice and unworthy of its place and dignity in this institution." The resolution was pronounced "an outrage against the character of Dr. A. C. Hirst and an injury to the institution of which we are alumni."

The class trouble, followed by the open schism between the president and a group of prominent and popular faculty members, then the resignation of the professors, served to bring into the open expressions of hostility toward the administration and feelings of dissatisfaction that had hitherto been latent and kept from public view. President Hirst was now openly charged with certain practices not strictly honest and with demanding a loyalty almost amounting to servility on the part of needy students who were given appointments as janitors or campus assistants. Alleged indiscretions in a kind of paternalism and in double dealing in certain small affairs—matters that perhaps would scarcely have been mentioned in any normal course of events—were magnified and heatedly discussed under the pathological conditions then obtaining. It became clear that the University had become the unfortunate victim of a grave malady.

The impossible situation in which Dr. Hirst found himself suggested the unhappy thought that his usefulness as head of the institution had ended, or at least had become seriously impaired. He was brought face to face with a condition, not a theory. Therefore he took the one course open to him, heart-breaking though it was, and presented his resignation as President of the University. In accepting the resignation the trustees referred to "the difficulties and embarrassments in the administration of the affairs" as "trying in the extreme and menacing the success of the University, for the cause of which we do not consider him [Hirst] responsible." Best wishes for him in his future labors were expressed.

What was the underlying *raison d'être* of the resulting debacle? It is quite true that the task of succeeding so popular an administrator as President Stratton was far from easy; but the difficulties were not insuperable; and the first glowing reports of splendid progress and a spirit of harmony had showed promise of distinguished success. If Dr. Hirst could have matched his brilliant platform eloquence with a genius for college administration, if his splendid pulpit prowess could have been accompanied with a genuine ability to win and hold a feeling of *en rapport* with his students, the history of the following decade of the University he served might well have been vastly different and truly inspiring. In the

light of perspective it is clear that the actual social distance between the President on the one hand and the faculty and student body on the other was great and forbidding. The chasm became deep—the gulf fixed.

Admittedly the opening of Stanford University in the fall of 1891 proved to be a powerful factor. A number of students were quick to see better opportunities there, and they naturally availed themselves of the incident at College Park as the pivot point in making the change. What actually happened was a veritable exodus from College Park to Palo Alto, so near at hand. A majority of Stanford's first graduating class consisted of transfers from Pacific; and, it may be added, the seceding freshmen were given high rating at Stanford University and in turn gave a good account of themselves later as worthy alumni.

But under the circumstances their going was indeed grievous for the institution at College Park. During the summer of 1891 the University was found to be without its most popular professors, two of whom accepted positions at Stanford, the President himself had resigned, the students were seceding. The trustees strove earnestly, if not always wisely, to stem the tide and save the situation. At their meeting in late July an unprecedented resolution was introduced, that—

Students that have taken hostile parts in the late unpleasantness which resulted in the resignation of five professors and the President, shall not be granted a certificate of honorable dismissal unless by order of the Board of Trustees.

This resolution was finally laid on the table for the time being; but the Vice-President was informed that "no dismissals were to be granted until further action." Instructions were issued to the faculty, meeting in early September, that it "inquire carefully into the case of every student [making application for dismissal] and ascertain whether such student has been so involved in the recent disturbances as to seriously impair his right. . ." and refer all such cases to the trustees. Such activity on the part of the trustees is *prima facie* evidence of the desperate conditions that had befallen.

In seeking to arrive at a just appraisal of the Hirst administration it is not necessary to set forth a painstaking recital of all the *minutiae* of day-to-day facts and incidents. To adopt such a procedure would involve impairment of the true perspective, which is indispensable to the proper display of the high lights of the picture, the faithful reflection of the activating spirit, and the correct interpretation of the fundamental data.

The evidence would seem to indicate that Dr. Hirst, with all his ability and brilliant accomplishment, as an administrator never fully understood the typical college boy, who thought him very "heady" and

"arbitrary." One who as a committeeman called on the faculty at the height of disturbance reported long afterward that the President "sat down on us very hard." What the trustees called "the late unpleasantness" served to bring into the open a number of whispered criticisms directed at the administration, and whose results were severely felt for many years. The task of reconstruction was truly a formidable one; but the hard-working trustees, the underpaid faculty, and devoted friends of the University rallied to its support, and phoenix-like, it has at length risen in renewed form and substance to heights never before attained.

Dr. Hirst left California in 1895 to become pastor of Centenary Methodist Church in Chicago, which he served with great fidelity until his transfer to First Methodist Church of Omaha, which proved to be his last charge. His death, July 11, 1902, brought expressions of appreciation for his distinguished services and high tributes to his culture and personality. The *California Christian Advocate* thus summarizes:

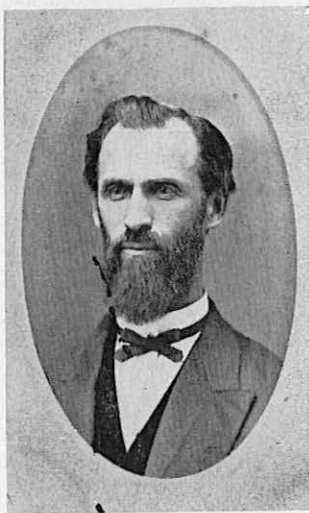
He was a man of highly sensitive nature, and suffered deeply, stingingly the failure of his plans, and worried himself under the rub and grind of college life. . . . Personally he was genial, companionable, and in his home most hospitable . . . leaves a host of friends who cherish his memory.

Following the resignation of President Hirst the trustees were confronted with the problem of selecting a successor in what they referred to as "the most critical period in all our history as an institution of learning."

It was at the time of this supreme crisis that Bishop Charles H. Fowler sent out this ringing message, which was widely circulated, in a form letter dated July 2, 1891:

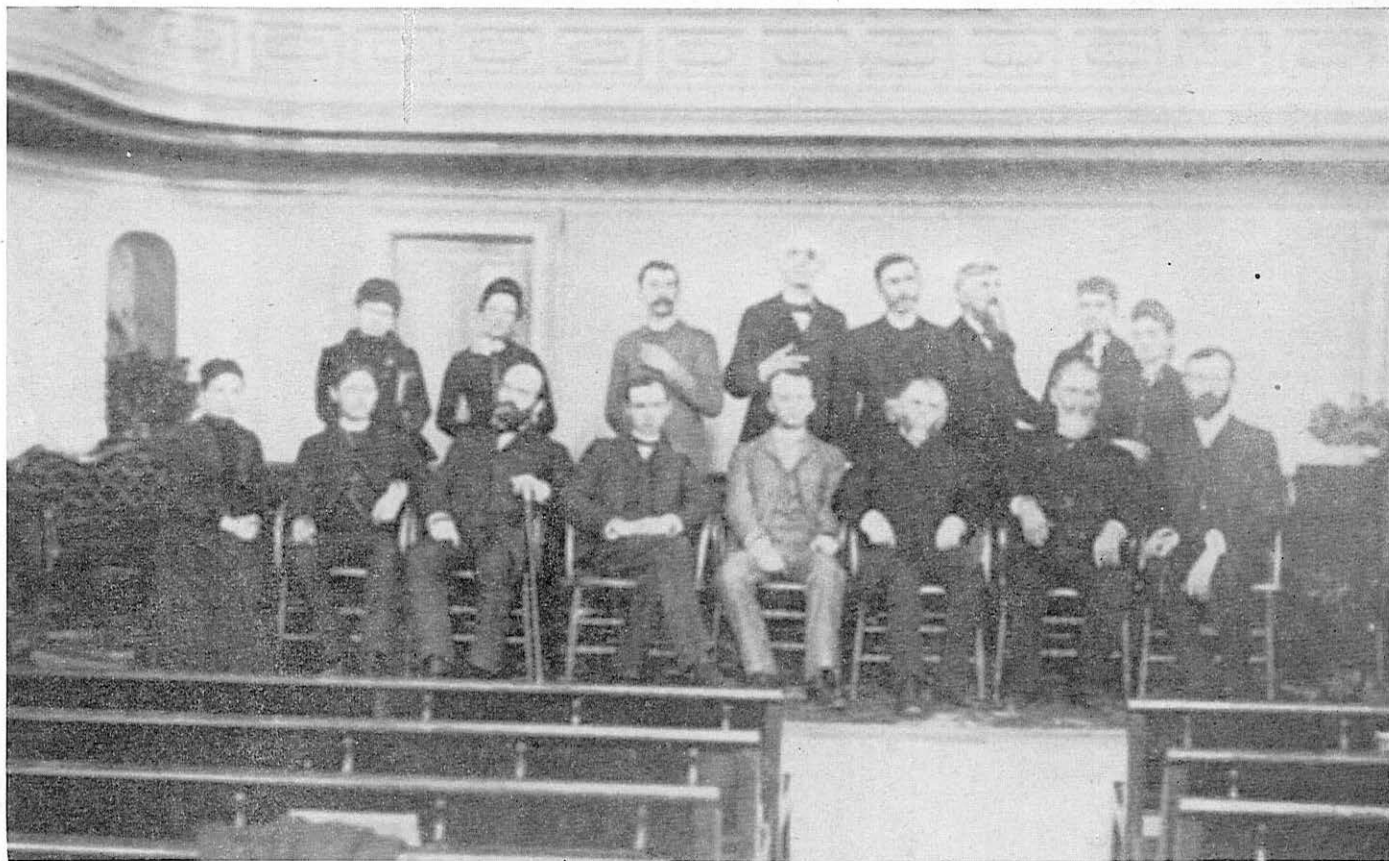
Dear Brothers: Methodism never lets go. The University of the Pacific must succeed. Give us your prayers, send us your students, and expect from us the best year's work in the history of the University.

James N. Martin. Of no professor in the entire history of the University of the Pacific could it be said with more complete sincerity that he was universally esteemed than of Prof. James N. Martin, who was called to the chair of ancient languages and literature in 1872. He served under three administrations—those of Presidents Gibbons, Stratton, and Hirst, and was made Professor Emeritus in 1890. During his eighteen year incumbency he was recognized as a leader in the faculty and helpful counselor to each succeeding president; but even more important than that, he was always a true friend and wise consultant and confidant to the students, who trusted him fully and held him in affectionate regard. He understood the students with a sympathetic understanding—they felt



Group of Leading Professors

J. N. Martin
William C. Damon Harry L. Gunn
Etta E. Booth



Faculty, University of the Pacific, 1890

(Music missing) *Standing:* Madge A. Kennedy, Bessie Mayne, I. W. Brille, Alfred Hiobie, E. B. Lease, A. I. Surface, Mabel Urmv, Annie Mayne. *Seated:* Lucy

free to call upon him for fatherly advice. He was a Christian teacher and minister in whom there was no guile. His influence on the student body was most salutary and of a character that abides throughout life.

Dr. Martin was born in Ontario in 1823, but with his parents he went to Illinois in 1838. After graduation from Wesleyan University, he taught in Galena Seminary, and entered Rock River Conference of the Methodist Episcopal Church in 1858. He was a devoted minister, but is best remembered as a Christian educator.

As an indication of the unusually high esteem in which Professor Martin was held the resolution of the Annual Conference of 1890, passed in connection with his retirement, is here presented:

Whereas, Professor J. N. Martin has just retired from the chair of Ancient Languages in the University of the Pacific, a position he has filled with eminent success for the past eighteen years; therefore,

Resolved, that we recognize in his devotion to the cause of Christian Education, in his spirit of self-sacrifice in the interest of the University, in his pure and manly character an example worthy of our emulation, honorable alike to himself, the institution he has served, and this Conference with which he has been identified so long.

For years Dr. Martin was recognized as the senior professor of the University. On learning that he had presented his resignation the students expressed their sentiment by petitioning the President for his retention. The trustees felt that his "absence would create a vacancy which no other could entirely fill." His active services to the University had continued longer than those of any other faculty member to that time.

He died in January, 1909. The faculty, headed by Dr. William W. Guth, who was then President, adopted resolutions referring to him "as educator and Christian minister. . . characterized by noble living, deep spirituality, and self-sacrificing devotion to the interests of those for whom he labored and to the great cause of Christian culture. . . ."

CHAPTER VII

ISAAC CROOK AND WESLEY C. SAWYER IN THE BREACH

Dr. Isaac Crook, of Louisville, Kentucky, came to the presidency at a time which the trustees characterized as "the most critical period in all our history as an institution of learning." The defection following the catastrophic final year of President Hirst's administration, with the resignation of the most popular and progressive professors, then the resignation of Hirst himself, with the most serious reaction upon the students and inevitable publicity in the newspapers, all at the very time when that new educational giant Stanford University opened its doors less than twenty miles away, was in reality a condition of disintegration which the Board of Trustees was helpless to overcome. It brought the institution to the very brink of collapse.

The trustees, with one voice, had elected Dr. Eli McClish President; but, having only recently arrived in California, he declined the call. Then, in August, 1891, the trustees turned to Dr. Crook, a graduate of Ohio Wesleyan University in 1859, with his masterate there in 1862, who was unanimously elected to the unenviable position.

President Crook was described as "a tall, wiry, lean man, and a person who will get hold of the hearts of the students"; but that last expression proved to be largely a pious wish as regards College Park—the good doctor was unable to reverse the reaction. Little indeed was there at that critical moment to build upon, though the new President was a man of sterling Christian character and an earnest worker. Had he remained at the head he might perhaps have turned the tide in the course of time. But he was sought as Chancellor of Nebraska Wesleyan College, which position he felt obliged to accept, and which he held for several years. Later he was President of Ohio Wesleyan University for a brief period. As preacher, presiding elder, lecturer, and author, he made a worthy contribution to American Methodism.

Dr. Crook's resignation at Pacific came when his difficult administration, under most discouraging conditions, was yet only in its beginnings. He had won the love and esteem of the remnant of the University, but black clouds still overhung. In accepting his resignation—they could do nothing else—the trustees

Resolved, that we have ever found in him a consecrated, devoted,

and consistent Christian brother, whose spirit and bearing have ever been such as to render it a pleasure to be associated with him in council and work, and we shall ever rejoice in his prosperity and success.

Thus ended the far-from-happy administration of President Isaac Crook.

Following the exceedingly brief and comparatively uneventful administration of Dr. Crook, Vice-President Wesley C. Sawyer was given charge, by a divided vote, as Acting-President, February 1, 1893 on a salary of \$1,500 per year.

By that time the delicate problem of consolidation of the University of the Pacific and Napa College had become very active and was fast becoming acute. Dr. Sawyer almost at once found himself at the storm center. During the animated discussions about consolidation, when President James N. Beard of Napa was put forward as prospective President of the combined University, there was a spirit of great unrest among the already uneasy students at College Park, and likewise among those at Napa. Cruel suspicions and numerous rumors arose; as, for example, Chancellor F. F. Jewell, chief financial agent for effectuating consolidation, was charged by some Napa-ites with favoring the San Jose College; on the other hand, Dr. Beard was accused by some of holding a bias in favor of Napa: then the prospect of losing Dr. Sawyer altogether brought a high pitch of excitement among the students at College Park. For a good many months the atmosphere was far from conducive to anything like the best scholastic results. A news dispatch from San Jose to San Francisco, dated April 4, 1895 begins with these alarmist words:

The affairs of the University of the Pacific are again in a state of chaos. The scenes that were enacted four years ago, when Dr. A. C. Hirst left the school when the institution was nearly wrecked, are about to be repeated. The students are making open threats to leave.

And here are the closing words of the article:

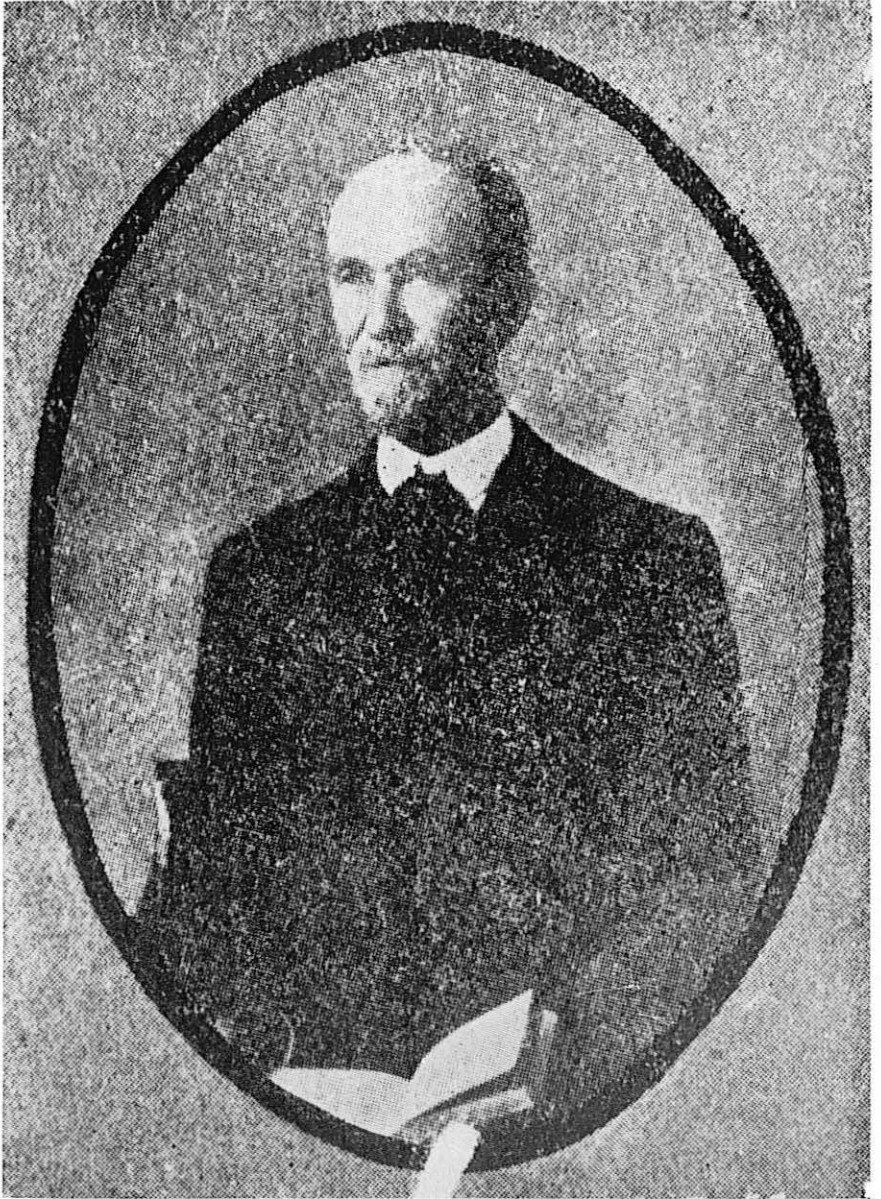
As soon as the news got around that Professor Sawyer [Dr. Beard was then President] was to leave the school the students became very indignant, and started to circulate a petition asking that he be retained, as all hold him in very high esteem. When told that this would do no good, they stated that if Professor Sawyer was forced out they would leave the school in a body.

No doubt serious misunderstandings had arisen, and damaging rumors were afloat, especially following a report to the effect that President Beard, coming into an admittedly delicate and difficult situation, had announced to the Pacific faculty that "every one, from high to low," must work in harmony with his views or stand the consequences. All such suspicions and rumors are subject to discount when deliberately ex-



Acting-Presidents

Wesley C. Sawyer, Moses S. Cross, Bert J. Morris



President Isaac Crook

amined in dispassionate manner: nevertheless they did not fail to have considerable influence when circulated in an atmosphere surcharged with emotion, with little chance of mature deliberation by the uninformed. The main facts regarding the actual consolidation are set forth on other pages. In the meantime it is clear that conditions were rather badly unsettled both at College Park and at Napa.

Dr. Sawyer was connected with the University of the Pacific, in different relationships, almost continuously from 1889 till the time of his final retirement in 1908, when he was made Professor Emeritus of Modern Languages. High tributes were paid him, particularly as the beloved head of the German department. After several years of invalidism, he died in San Jose January 24, 1921.

Professor Sawyer is remembered with gratitude by his many students and friends. His long career was of unusual interest. His early education had come in a "little red school house" of New England; he graduated from Harvard College in 1861; enlisting in the Union Army he rose to the rank of captain in the Civil War, but suffered the loss of one leg. Continuing his education, he received the master of arts degree in 1865, and later the Ph.D. degree was conferred upon him by Goettingen University, Germany. In addition to limited experience as a Methodist preacher, he had taught in Lasell Seminary, the University of Minnesota, Lawrence College, and Oshkosh Normal School. He consistently adhered to principles of strict integrity, his conviction of moral integrity was deep and abiding. His was a personality unique in the annals of Pacific.

The Presidency. At this point it may be appropriate to make one or two observations regarding the presidency at Pacific in general, which will throw some light on the institution's devious course of history. As one glances over the succession of presidents it is impossible not to be impressed by what the business man calls the rapid turnover. Of all the administrations preceding that of President Tully C. Knoles none lasted more than a single decade, while the average term was less than five years. In two or three instances, as in the case of Dr. Crook, it must be said the President had scarcely made more than a start. On each of three different occasions there was an important interval of time when an acting-president was temporarily in charge; but in no instance did this officer become president—a fact which certainly could not be expected to make for continuity of policy.

Such a succession of administrations cannot be regarded as a healthy indication—it tends to make for insecurity and militates strongly against

continuity of development. In explanation several considerations may be mentioned as having possible relevancy at Pacific.

In some instances the position was accepted in the face of emergency conditions as a Christian duty, without any real expectation of permanency. The urgent appeal of the trustees was necessary to obtain acceptance of the serious obligation, unsought by the reluctant appointee.

It is not unlikely that in a small number of instances the presidency of the College served as a stepping-stone to another and more desirable post, or position of larger opportunity. This is not necessarily to be construed as reflecting adversely on any individual President, whatever hardship or problems his leaving may have entailed upon the College.

Undoubtedly another factor may be seen in the gnawing feeling that in the face of practical difficulties and serious limitations imposed, at the very time when the public schools, the tax-supported State Normal Schools, the powerful State University, and near-by richly endowed Stanford University were developing so rapidly, the opportunity to achieve satisfying results in the struggling Christian college was felt to be too restricted. To the credit of some of the heroic presidents it may be said that they remained at their post when the human odds were strongly against them.

Probably greatest of all among the reasons for the shortness of incumbency is to be found in the practical—sometimes heart-breaking—difficulties of the position itself. Chief among these was the perpetual financial problem, for which there seemed to be no satisfactory solution. To be sure, the College was a small one, but to be its President was truly a hard job. No one has better expressed this than Bishop Edwin H. Hughes, who on the occasion of President William W. Guth's inauguration spoke these words:

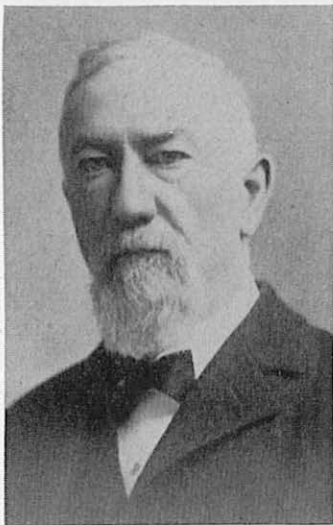
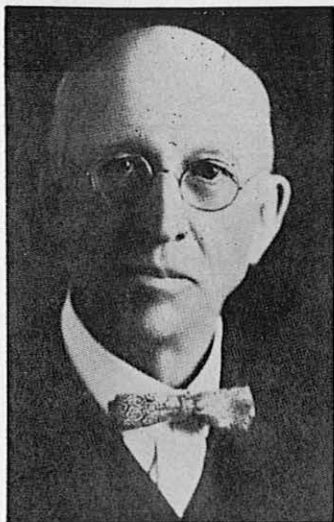
I think there is no harder work in the world. The duties are so many; the circles of constituency are so numerous and so varied; the standards lifted for him are so high, and sometimes so unreasonable; the critics are with us evermore, and in an institution yet undeveloped, it is always so easy to suggest things that "ought to be done"; all these factors make the position of a college president a difficult one to fill. . . . He must have courage, courage, courage, and patience, patience, patience.

Every president of the College of the Pacific from the beginning to, but not including the present incumbent, Robert E. Burns, has been an ordained minister. While under prevailing conditions, especially during pioneer days, this is understandable, the fact that the college head is a minister is not an infallible guarantee of administrative competence.

In 1891 Bishop Charles H. Fowler moved that "we elect no man President who is not a college graduate." But unfortunately academic degrees in themselves give no assurance that their holder can successfully wrestle with the distressing financial problems, endowment drives, and the like, in addition to those of educational administration, while at the same time responding weekly to calls to sundry pulpits, lecture platforms, and all manner of civic interests. Presidents of this College have not wholly escaped the danger of finding themselves everything but educators. The ideal president must have been a Briareus, with his hundred hands, a Solomon for wisdom, and a Job for his patience withal.

For the presidency of any institution of higher learning it must be obviously desirable to secure men of highest qualifications of character and in the realm of education men who anticipate careers of devoted service through the years, not merely short-time stay. The supply of such men has always been sharply limited.





Trustees of Napa

Lewis J. Norton, Samuel E. Holden, Chancellor Hartson



President James N. Beard

CHAPTER VIII

NAPA COLLEGE; JAMES N. BEARD, AND CONSOLIDATION

At the annual meeting of the Board of Trustees of Napa Collegiate Institute held May 26, 1885 a unanimous vote announced the far-reaching decision "to meet the demands of the patrons and friends of the Institute by incorporating as a College, and extending the course of study." A committee consisting of Hon. Chancellor Hartson, S. E. Holden, and Principal A. E. Lasher was authorized to prepare the necessary papers and complete the articles of incorporation. On the 10th day of June, the trustees held a special meeting, and "the transfer to Napa College of all the property, rights, and franchises of the Institute, was completed according to the law of the State."

Complete announcement of this important change was made in the *Napa Classic* of July, 1885. The stated object of the new incorporation was "to provide an institution of higher learning, where both young men and young women may receive a complete Scientific, Literary, and Classical education." The larger plans for the institution contemplated eight courses of study: 1) Primary and Intermediate; 2) College Preparatory, three years; 3) the Classical Course, four years; 4) the Belles Lettres Course, four years; 5) the Scientific Course, three years; 6) the Conservatory of Music Course; 7) the Course in Art; 8) the Commercial Course, one year. On the successful completion of the full college courses, appropriate degrees were to be conferred. The first academic degree actually conferred was that of bachelor of painting, received by Corinne Damon (later Mrs. W. F. Adams), daughter of Prof. W. C. Damon. Three young men (Lorenzo B. Scranton, Rockwell D. Hunt, and Henry Tillman), constituted the first regular graduating class of 1890, receiving the degrees A.B., Ph. B., and B.S., respectively.

Napa College seemed to be well launched. The students of the regular classes, while not numerous, were earnest and capable; Dr. J. N. Beard, first and only real President of Napa College, was held in high esteem for his ability and Christian character; the cordial relationship between the College and the town was gratifying; and the Annual Methodist Conference saluted the new College with gracious words.

The report of the Committee on Education to the Conference reflects enthusiasm and a spirit of high hope. From this glowing report on the young College we quote:

Young, vigorous, she has almost attained her majority. . . . She has no apologies to make because she has outgrown her babyhood, but she takes her place by natural right amongst the young and thrifty colleges of the land. . . . The last Commencement marked an epoch in the history of the institution, for she sent forth her first graduates in the regular college course—three young men of genuine scholarship and sterling Christian character. . . . The present session opens with a larger enrollment than any previous year.

Alas! the young College, "strong of limb, fleet of foot, clear of vision, full of boundless hope," was destined never to reach full maturity. The vital problem of maintaining separate existence as a Methodist College became urgent—looming large on the horizon was the related question of some workable plan of articulation or consolidation with the University of the Pacific at San Jose, also a Methodist College, and less than one hundred miles distant from Napa. Here was a condition that, it was agreed, must be faced. How it was met we shall see presently.

There was but slight relaxation in the rigid rules of conduct when Napa Collegiate Institute was advanced in status to become Napa College—a large majority in the student body were still in the Academy or some special department, such as Commerce or Music.

Under President Beard, however, it was clearly announced that Napa College was not to be a reform school. "As far as possible," stated the new Year Book, "students are thrown on their own responsibility for good behavior." "Students are received into the institution as ladies and gentlemen, and are expected to conduct themselves as such."

Nevertheless, Dr. Beard was generally regarded as being rigorous in his requirements as to student conduct, as may be inferred from the more specific regulations embraced under the head of "Requirements and Prohibitions." These included "Things Required," twelve in number, and "Things Prohibited," thirteen in number. The final prohibitions on the list were:

12. Games of chance, playing cards or billiards, or visiting saloons, taverns, or billiard rooms.
13. THE USE OF TOBACCO IN ALL FORMS, AND OF ALL INTOXICATING LIQUORS.

Referring to the strict rule against smoking and drinking, the Year Book stated: "In this we are in advance of all the colleges on this coast." The student paper, *Napa Classic*, as early as November, 1888, said editorially:

This institution feels a degree of pardonable pride, as being the pioneer college of the Pacific Coast to make total abstinence from liquor and tobacco a condition of admission. . . . The regulation is

enforced with complete success, and meets with universal approval of the students.

President Beard introduced the feature of special lectures for the benefit of the student body, presented at frequent intervals, usually by eminent speakers from San Francisco. These lectures proved to be a valuable extra-curricular opportunity for the students. Most of the lectures were given by such leading clergymen as Elbert R. Dille, W. W. Case, and Charles Edward Locke (later Bishop).

On the afternoon of November 20, 1891 occurred an event of special interest to the College as well as to the city of Napa; viz., the formal dedication of the College Observatory, with its telescope, an eight-inch equatorial of the first class. This important feature was made possible by the special gifts of S. E. Holden and A. W. Norton, devoted members of the Board of Trustees, supplemented by a large number of smaller gifts by friends of the College, which could then boast astronomical equipment on its campus second to no educational institution on the coast.

The grand culmination of the year's work came at Commencement time. Commencement Week was always a gala time for the College—and for the community, too. Each day of a full week, or even longer, had its own distinctive activity, each evening saw its own special entertainment.

A sample program lists this rather complete and varied bill of fare: Examinations, open to the public; Joint Anniversary of Orophilean Lyceum and Philomathean Society; Baccalaureate Service and annual Love Feast; Prize Contest in Declamation; Exhibition of Conservatory of Music; Alumni Reunion and Annual Banquet; Annual Meeting of Board of Trustees; Exhibition of Art Department; Graduation Exercises of Academic and Commercial Departments: Senior Class Day Program; Commencement Day (Day of Days), with conferring of degrees; President's Reception.

It was a week packed full of interesting events, ranging from athletics to the sage counsel solemnly imparted by the Commencement orator to the hopeful young graduate just leaving college halls. It was the year's most impressive exhibit—long-to-be-remembered Commencement Week.

Physical education at Napa College never received major attention from the administration; there was no organized athletic department. It may be observed that these features were not emphasized in colleges then

as they came to be emphasized later; and besides, it may be contended that the need was not so great at Napa, since most of the students came from farm homes where there was ample physical exercise in the form of real labor.

It must not be assumed, however, that there was any lack of sports and games—the healthy boys and girls of Napa were very much like other youth in that respect. In earlier years of N.C.I. young men enjoyed on occasional “glassball shoot” with their muzzle-loading shotguns: a little later came the “clay pigeons.” While the College never enjoyed the luxury of a trained or professional coach, there was football, of a sort, though on the whole baseball proved the more popular and successful. The tennis courts on the campus saw extensive use by students of both sexes, and were open also to faculty members.

The annual Field Day for track and field events attracted only mild interest on the part of the student body and almost none on the part of the faculty or the town; and because of total lack of specialized coaching—not the lack of promising material—no intercollegiate records were endangered. Perhaps Orvis W. R. Treadway, holder of four local records, was the best all-around athlete in the brief College history. There was the student Athletic Club, but organized athletics, as widely developed in more recent years, cannot be said to have acquired any great importance in Napa College, a situation explained in part by the prominence then given to drilling in military tactics.

One of the most pleasant diversions of the year was the College Picnic, usually on some Saturday in early springtime. A favorite place was Holly Oak Grove, located on the rolling hills to the south, not far from Napa Junction. Sometimes the picnic, in combination with the Methodist Sunday School, took the form of an excursion to the Mare Island Navy Yard, just across from the town of Vallejo. Such a trip, taken on Board the *Zinfandel*, or other small steamer, down the winding Napa River, always proved instructive as well as enjoyable.

For smaller parties, or specially privileged couples, there were many delightful spots to visit in and about beautiful Napa Valley. These included Browns Valley, Oak Knoll, Miller’s Canyon, the Napa Redwoods, White Sulphur Springs, and—most popular of all—Jackson’s Napa Soda Springs. Livery stables did a good business in those horse-and-buggy days. Day students who had the use of a good trotter, or span of fine horses, with suitable conveyances, were considered particularly fortunate.

The religious life on the campus was quite pervasive as a positive force. In addition to the daily chapel exercises, uniformly required of

all students, there were frequent voluntary devotional meetings—usually on a week-day afternoon—and what may be called the Sunday vesper services in the Ladies' Hall, which showed great depth and spiritual vitality. Numbers of the students were active in the Christian Endeavor Society, then the Epworth League, of the Napa Methodist Church.

In the Spring of 1886 John R. Mott, at that time a young man himself, afterward well-known world leader in Christian work for young people, came to the campus and organized the College Young Men's Christian Association, with ten student charter members. It was later in the same year that the Young Women's Christian Association was organized by L. D. Wishard. The "Y" was thenceforth a prominent factor in the religious and moral life of the College.

The College Temperance Society had been organized, on a purely voluntary basis, in 1884: for a number of years it was a positive influence toward prohibition among the students. Monthly meetings, with appropriate programs, including temperance lectures, were held. The sweeping membership pledge was as follows:

I solemnly and unreservedly promise upon my honor, that during my life I will abstain from the use of spirituous and malt liquors as a beverage, and will discountenance their use by all honorable means, God helping me.

In a very short time fifty-four students and faculty members had signed, ten of them, however, limiting the time to their studenthood at the Institute.

The College authorities fully realized that many of the students were from homes of modest financial circumstances, where parents were willing to make sacrifices in order to afford superior opportunities for their sons and daughters. Likewise it is clear that the trustees of the College repeatedly made personal sacrifices in order that the institution might be maintained on a high level of efficiency. This pervasive sacrificial spirit was well expressed by Principal A. E. Lasher at the close of his relatively long period of service, as he relinquished his position in favor of President Beard. In his farewell toast to the alumni he said:

When the friends of the College are no longer willing to make sacrifices, its growth and prosperity will end. Its decline will date from that time.

It is a matter of satisfaction to record that not a few deserving young men were enabled to complete their schooling by "working their way through." Worthy students were indeed grateful for the opportunity to render any kind of useful service as a means of remaining in college. This

might take the form of sawing stove wood, or doing campus work, or (for a specially dependable youth) ringing the college bell, or serving as library assistant. Rates of compensation were low, but nevertheless proved sufficient to attract worthy students.

Graduates at Napa in early Institute days formed themselves into an Alumni Association, which became quite active as an organization. Year after year the Alumni Banquet was recognized as one of the most significant events of the annual Commencement Week. The small size of the graduating classes made the relationships of the alumni all the more intimate and highly prized.

The enduring quality of the friendly ties thus formed, the wealth of tradition developed, are strikingly illustrated by the reunions that have been held even long after Napa College had ceased to exist. For example, the two surviving members of the pioneer class of '90 celebrated their Golden Jubilee in 1940 at the Stockton campus of the College of the Pacific by sponsoring a reunion that was well attended and marked by unusual expressions of appreciation and affection for the dear College. Even since that date reunions have been held and enjoyed year after year.

The regular activities of Napa College came to an end more than half a century ago; but the sacred sentiment engendered there has never died—its hallowed influence lives on and on. Here and there may still be found an alumnus or a friend, who will invoke the spirit of the lines written by one of the most gifted of Napa's early graduates, Lillian Hinman Shuey, as she confesses:

Not all the gold from Tarshish brought,
And from the New World riven,
Could buy from me the heavenly wealth
The yesterdays have given.

Consolidation with the University of the Pacific

With the blossoming out of Napa Collegiate Institute into Napa College, there was observed a striking similarity between the institution and the University of the Pacific, at San Jose, which was in actual fact a college and not a university, except in name.

Not unnaturally an anomalous situation arose, which inevitably provoked discussion and raised serious questioning. Neither college was being amply financed; both were under the patronage of the California Conference of the Methodist Episcopal Church; the two colleges were less than 100 miles apart, and transportation facilities were constantly

improving; actual competition for students and financial aid was developing between the two schools—a rather unbecoming practice under the banner of Christian education. Was there really definite need for both colleges? Was it good business sense for both of them to continue, as competing institutions? Even before the change from Napa Collegiate Institute to Napa College had been consummated, President C. C. Stratton and Prof. J. N. Martin of the University of the Pacific were appointed a committee to confer with a like committee from Napa College “to harmonize the course of study—said committee having been authorized by the last session of the California Annual Conference.”

By the year 1892 cognizance was definitely taken of the situation, a representative committee to investigate was created; and at the Methodist Annual Conference of that year the committee submitted a carefully considered report relating to a proposed merger of the colleges. This report is of sufficient importance to warrant inclusion of its chief features:

1. There was a prevailing desire among the friends of both institutions that all friction growing out of their relation as competitors for students and financial support should cease forever, and that they should work in harmony to promote the interest of Christian Education in this part of the state.
2. . . . a motion was unanimously carried that a committee consisting of three men from each board and two members from the Committee on Education, be appointed to devise some plan for harmonious work.

Those appointed from the Napa board were President J. N. Beard, E. R. Dille, and S. E. Holden. Recommendations of this committee were presented to the Conference and were finally enthusiastically adopted by a rising vote. They contemplated a unification of the University of the Pacific and Napa College, provided that the interests of each could be conserved; that the name of the consolidated institution should be the University of the Pacific, with official headquarters in San Francisco; that the San Jose College and Napa College should be maintained without lowering their grade; that all monies raised for endowment or other purposes should be “administered by the board as common resources, provided whenever money or other property is devised or donated for specific purposes, it [should] be devoted to the purpose specified.” The proposed unification was heartily approved by a meeting of alumni of the University, who recorded their “conviction that it will unquestionably advance the cause of Christian education within the bounds of the California Conference.” The principle of unification was endorsed by “two of the highest authorities on educational matters in the Methodist Episcopal Church, J. L. Hurlburt and Bishop J. H. Vincent.” President

Isaac Crook of the University of the Pacific later stated that one of the first remarks he remembered from President Beard of Napa was, "We are both trying to do the impossible." The presiding bishop was requested to appoint Rev. George Clifford as financial agent.

At the request of the student editors of *The Napa Classic*, President J. N. Beard of Napa College presented a comprehensive statement regarding the proposed union of the College at San Jose and Napa College, under the caption "The New University Movement." Dr. Beard's statement appears in the October, 1892 issue of the *Classic*. He stated clearly that "the alumni and friends of Napa College are entitled to the fullest information on every subject affecting the interests of the institution." The *raison d'etre* for consolidation is well set forth in the following quotation from his statement:

The University of the Pacific (as it has heretofore been known) and Napa College were both institutions under the patronage of the California Conference; [that is, the Conference exercised the right to confirm the members of their Boards of Trustees, and shared in the responsibility for their success. The University of the Pacific was a university in name only, but a college in fact, as little or no university work proper had ever been done there]. After Napa Collegiate Institute was advanced to the grade of a college, the two institutions did essentially the same kind of work, and drew their patronage, in the main, from the same territory. Under these circumstances, it was but natural that they should engage in the sharpest competition, in which, too often, one found its success in the failures of the other. Many felt that this competition, under the circumstances, was at once unseemly and very detrimental to the general interests represented by both institutions. Several times a possible basis of union, or at least of cooperation between the two has been discussed: but until recently without any practical outcome.

The statement then proceeds to indicate the main features of the plan agreed upon. San Francisco had been chosen as the center of the new system, as the most eligible location for graduate and professional work. The name University of the Pacific was to be retained for the consolidated institution, leaving the two Colleges of Liberal Arts, at San Jose (College Park) and Napa, "as coordinated branches, to continue their work with the same appliances and under essentially the same conditions as hitherto." But it was deemed possible for each of them, "to some extent at least, to make use of the appliances of both." Continuing, Dr. Beard stated: "A Theological School has already been projected, and will probably be opened within a year, and a University Press and other agencies of the system will follow as rapidly as circumstances may warrant."



Chancellor Frank F. Jewell



Faculty Group, Napa College, Closing Semester, 1896

Left to right: M. L. Peterson, H. A. Surface, Etta E. Booth, Heber D. Curtis, Dean Charles B. Ridgaway, Professor Brosius, Rockwell D. Hunt, Ella S. Nicholson, A. R. Kip. (President J. N. Beard missing.)

That the principle of consolidation, authorized by the State Legislature, received the approval of the Methodist Conference is shown by resolutions recommended by the committee on education and duly adopted, in part as follows:

Whereas, an act of the Legislature has been passed which authorized the consolidation of the institutions of higher education now under the patronage of our Conference by placing them under the management of one corporation, therefore

Resolved, 1; That this Conference approves and authorizes such consolidation and the incorporation of a board of management as provided for in the act named above.

Resolved, 2; In accordance with the provisions of the act aforesaid the following persons are designated by the Conference to be the incorporators provided for in the act; namely, the seventeen trustees of the University of the Pacific, the fifteen trustees of Napa College, the seven trustees of the San Francisco College of Theology, and eight additional persons to be designated by the Conference at this session.

Resolved, 3; That when such corporation shall have been duly formed . . . , that the trustees of the several institutions . . . be requested . . . to transfer all the property now held by them to said corporation as promptly as may be practicable.

Resolved, 4; That the name of the new corporation shall be determined by itself and its principal place of business shall be San Francisco.

At a meeting of the combined Board of Trustees, held September 24, 1894, a committee of five members was empowered to "take into account all matters pertaining to the incorporation of the Board," and "to complete the incorporation." From the official minutes of the meeting we quote:

1. The principal place of business shall be San Francisco.
2. The question of name for the consolidated institution was considered at length, and the following motion of E. R. Dille was adopted: "Resolved, that the consolidated educational institutions of the California Conference of the Methodist Episcopal Church be known as the San Francisco University; that Napa College shall henceforth be known as the Napa College of the University of San Francisco, and the University of the Pacific shall be designated as the San Jose College of the University of San Francisco; and these institutions shall be retained in their present locations as colleges of said University; and that as soon as a site and endowments can be secured a College of Theology and a College of Liberal Arts be founded in San Francisco, or the immediate vicinity."
3. The statement of the object of the incorporation was left to the committee, with power.

4. The matter of by-laws was referred in the same way.

Dr. F. F. Jewell was unanimously elected Chancellor of the University.

The name "University of San Francisco" for the Methodist institution was destined to be extremely short-lived. Within a single month there was a complete overturning! At the trustees' meeting of October 18, 1894, held at College Park, following a committee report on incorporation, the Board, on motion, "considered the advisability of modifying the action of the last meeting relating to the change of name to San Francisco University." Things had been happening! Continuing the record of the trustees:

. . . A public meeting had been held in San Jose on the evening of the 17th inst. by alumni of the University of the Pacific and interested citizens and report was made of this meeting. Communications upon the question were received and read from Emendia, Archania, Rhizomia, and Sopholecthia societies and the Freshman class protesting against the change of name to San Francisco University. An extended discussion on the matter followed.

Then a recess was taken, which was extended to include the lunch hour. Continuing the record of the afternoon session:

On reassembling it was moved that the Committee on incorporation be instructed to substitute the name University of the Pacific for the name San Francisco University, . . . it being understood that the Napa College should be the Napa College of the University of the Pacific, and the University of the Pacific shall become the San Jose College of the University of the Pacific, and that in all respects the spirit of the former action shall be maintained except in the corporate name.

This important motion was carried by a divided vote of eight to four—and thus the name "University of the Pacific" was saved.

To bring about actual consolidation proved far from an easy task. But the need was urgent, and the critical state of finances was a constant goad. The nation-wide hard times of 1893-94 visited California with great severity, and proved a spur to the demand for immediate unification.

During that difficult time Dr. F. F. Jewell, who had succeeded Rev. George Clifford as field agent, wielded a rather powerful influence. He was given the euphonious but perhaps misleading title of Chancellor for the whole University system, which was then united only on paper. His position was declared of equal dignity with that of President Beard. More specifically, as defined in the By-Laws, the Chancellor

. . . shall be a general officer of the University and of the Board of Trustees and who shall have charge of the general financial affairs of the University, subject to the Board of Trustees, and who shall be

intrusted with presenting the interest of the University to the public; he shall be ex-officio member of the general Executive Committee and of each local committee . . . exercise a general supervision over all its business concerns. . . .

The plan to leave the colleges essentially as they were and to establish a graduate center and professional schools in San Francisco, while splendid in conception, seemed quite formidable. It would involve large outlays of new capital: was such a plan really practicable? Was the Methodist constituency equal to the task? The situation was further complicated by the resignation of President Isaac Crook, at San Jose, almost before his term of office got well under way.

Many now came to look upon the consolidation plan as impracticable. The joint Conference commissioned to carry it out had reported thus, December 14, 1893:

After extended discussion of points involved in uniting our educational institutions, the following resolution was offered by L. J. Norton and its adoption moved by him and seconded by Dr. Coyle, and carried:

Resolved, that we take no further present action, but report our above opinion to the California Annual Conference.

By the spring of 1895, however, the demand for unification persisting, hope had been revived, as may be illustrated by a personal letter to the author by L. J. Norton, a highly respected trustee and valued friend of Napa College, always willing to be convinced by sufficient evidence. This letter dated April 12, 1895 states:

There seems to be a drawing together of all the forces in educational matters and I feel hopeful that success will come to crown our efforts. . . . I think I can still see possible failure but we have strength enough in California Methodism to move out grandly if all hands "stand in." At the last meeting it was reported that the laws had been so amended as to admit of our consolidating as we desired, and a new corporation was ordered formed to be called "University of the Pacific". . . . Dr. Jewell is getting on very well with the collection. The last report I had was that he had some \$37,000 or \$38,000 of the \$50,000 asked for. President Beard is very busy. We only see him one or two days each week. . . .

When it became increasingly apparent that the church demanded unification and that the logic of facts pointed inexorably to the closing of either Napa College or the College at San Jose, local sentiment began to express itself in unmistakable terms: neither College, quite naturally, was willing finally to close its doors; neither community was reconciled to the imminent loss of one of its leading cultural institutions. What was to be done?

Because of Pacific's longer history, more numerous alumni, with correspondingly higher prestige, its superior physical plant and stronger financial position, and perhaps also because of the more effective pressure by interested groups, it became clearer with the passing months that on the whole the authorities were arriving at the conclusion that Napa College would be called upon to surrender identity and be actually merged into the University of the Pacific, to be located at College Park, San Jose.

This conclusion was highly repugnant to many Napa-ites and friends of Napa College. After contributing, in some cases at considerable personal sacrifice, to the College campaign, only to discover that the institution was shortly to close its doors, there was among some of the donors a feeling of resentment toward Chancellor Jewell, who had so earnestly solicited their gifts. This feeling was specially intense among the Napa students: on every hand they were openly declaring that they would never go to San Jose to continue their studies. Some complained they had been "sold down the river." Dean Moses S. Cross of San Jose, earnestly desired their attendance there: Napa students scornfully alleged their presence was sought for what they could do to bolster up the University of the Pacific, after a serious disturbance which had caused many of its students to enter Stanford University in 1891. Yet there appears to be no tangible evidence to indicate that Dr. Jewell was improperly motivated or definitely prejudiced. In a personal letter to the author, dated at College Park, January 27, 1896, he made this concise statement:

The whole policy which discontinues work at Napa was outlined by the local trustees at Napa and adopted in a meeting held by them at Napa, and reported to the Committee chosen by the trustees. We have simply followed the lead of the Napa members of the board—and no one here is in any sense responsible for the action taken. The Napa trustees are ready to sign a statement to that effect and will do so when the opportunity is given.

As field agent Dr. Jewell was undoubtedly placed in a very delicate position: the feeling that developed against him is understandable.

At this unhappy juncture Dr. Eli McClish, genial, large-hearted pastor of the Napa Methodist Church, was elected President to succeed Dr. Beard, whose resignation was finally accepted, early in 1896. This selection undoubtedly did much to alleviate the situation and to mollify the feeling of resentment, particularly of the Napa students.

Actual consolidation was consummated during the year 1895-96, the second semester of that year being the finale for Napa College, under the deanship of Prof. C. B. Ridgaway. Thus the exalted ideals of Dr. J. N. Beard who had been elected President of the unified institution in

1894, with headquarters in San Francisco, were never fully realized. The San Francisco office was abandoned; all forces were centered at the San Jose campus, including three members of the Napa faculty, viz., Etta E. Booth (after an interim), Heber D. Curtis, and Rockwell D. Hunt.

The closing of Napa College proved to be a grievous cultural blow to the beautiful little city of Napa and the larger community roundabout. The townspeople missed the College, which had come to be looked upon as a natural fixture even more than had been anticipated—there seemed to be nothing to take the place of the superior musical programs, the stimulus to literary and artistic production, and the vigorous religious life, particularly of the Methodist Church.

Nevertheless Napa College had left its imperishable impress not only upon the lives of individual students but also upon the entire community; its influence continued to be felt long after the closing of its doors. Even after more than half a century there were those who claimed the uplift of the College was still an appreciable force in the city of Napa.

Among the factors that contributed generously to the beneficent influence of the College in the community, special mention should be made of the presence of the student body, a select group of young men and women from many parts of California and Nevada, as well as the "day students" residing in Napa; the faculty of trained, devoted teachers, selected for their sterling character and high moral standards as well as their intellectual preparation; Dr. James N. Beard, highly respected President of the College; and the capable pastors of the Methodist Church, including M. C. Briggs, John Coyle, and D. A. Hayes, always so intimately related to the College.

Prof. William C. Damon, teacher of history and the ancient languages, who lived in near-by Browns Valley and served the College many years, was probably held in affectionate regard by more students than any other faculty member, not so much for profound scholarship as because of unique human quality, never-failing interest in the student's well-being, and democratic approachableness.

Harry L. Gunn, as head of the Commercial Department for many years, had a wide following as he gave individual instruction in theoretical and practical book-keeping and other commercial branches. He later served in the combined offices of County Auditor and County Recorder of Napa County. Among the instructors in the music department the name of Prof. Fred A. Bacon merits particular mention, not only as instructor in voice but also as director of the Methodist Church Choir,

the Napa Male Choir of the Y.M.C.A., and other organizations. After leaving the College, Mr. Bacon went to the University of Southern California, then to Pomona College, where he again rendered a high type of service. Mary Gibbons Cooper, who was voice teacher in Napa Collegiate Institute, is a daughter of President A. S. Gibbons of the University of the Pacific. After leaving Napa she taught in several conservatories in the east. She lives in Monterey as these lines are written, the only surviving member of the family.

Prof. Charles B. Ridgaway, who became Dean during the final years of the College, was an excellent teacher of mathematics and science, who won the universal respect and regard of his students for his high and consistent qualities of manhood and Christian character. Following the closing of Napa College he went to the University of Wyoming, where for twenty-five years he was one of the most successful and popular members of the faculty.

But the Napa teacher who enjoyed the longest tenure and proved second to none in the esteem of her pupils was Etta E. Booth, head of the fine arts department. Long before there was a Napa College she was art teacher in Napa Collegiate Institute; the first degree in course, Bachelor of Painting, was conferred upon her pupil, Corinne Damon, in 1889; for many years after Napa College had closed its doors Miss Booth remained a prominent member of the faculty of the College of the Pacific at College Park and at Stockton.

Of President James N. Beard it may truthfully be said he was a man of commanding personality. His physical appearance—tall, dignified, with keen blue eyes and blond hair, clearly-chiseled features—was such as to attract instant notice in any company. As a teacher he was always prepared, alert, exacting, and discriminating—but he was more than a teacher: he was himself always an intense student, an intellectual guide, ever abreast of the latest and best in his broad fields of interest. In matters of discipline he was adamant for justice, treating serious infractions of college rules with a gravity and firmness that seemed at times almost relentless. As a preacher he dealt with the deeper problems of human life, seldom indulging even the slightest sense of humor, at times expressing his earnestness to the point of seriously impairing his voice. He was an excellent administrator, though by natural temperament perhaps not as democratic or tolerant as some might have desired. Among preachers he was called the “St. John of the Conference.” He died quite suddenly at St. Louis, January 4, 1904. His influence was wholesome and abiding. On the announcement of his death the University trustees placed on record the following high tribute to President Beard:

It is altogether fitting that this Board should place on record its high appreciation of the character and services of the Rev. J. N. Beard, D.D., former President of the University, whose death at St. Louis, Missouri, January 4, 1904, came as a heavy shock to the entire Church on the Pacific Coast. In Dr. Beard were clearly discernible all the elements of the heroic and manly Christian. His pure, white soul shone out in the luster of a spotless life; his genial nature won friends in every direction; his rare intellectual gifts claimed the admiration of all who knew him; while his executive abilities especially fitted him for the successful management of difficult enterprises. As an instructor and an administrator of affairs, first as President of Napa College, and later as head of the consolidated University, he displayed preeminent qualities for those lines of the institution and the lives of those under his charge. Although greatly absorbed in pastoral and special "detached" service in later years, he remained to the end of his career the steadfast friend of the University. We regard his passing as an inestimable loss to the Church. We share in the universal sorrow over his death, and to the bereft wife and children of Dr. Beard extend our deepest sympathy.

E. R. DILLE

A. J. HANSON Committee

The position of the Napa trustees was far from comfortable. But none of them were men of great wealth: for years they had carried the heavy financial burden of the College, showing a self-sacrificing spirit of unquestioned loyalty and devotion to the cause of Christian education. To them must be accorded praise and gratitude for the way in which they supported an enterprise which was so largely a venture of faith. Their action, however, in voting the degree of Bachelor of Science upon all the graduates of Napa Collegiate Institute, thus making them alumni of the University of the Pacific, along with the graduates of Napa College, while certainly an act of great generosity, could hardly escape the criticism of those who were sensitive to the best academic standards and requirements for the baccalaureate degree.

Conspicuous among the Napa Trustees were Chancellor Hartson, one of the chief founders, who died in 1889, regarded as the first citizen of Napa; Abram W. Norton, also a founder and long-time trustee; his nephew Lewis J. Norton, who came later to the board and served with great fidelity to the end; S. E. Holden, prominent as President of the Board and an active supporter of the Methodist Church; Joseph F. Lamdin, a leading church worker and widely known citizen; and Henry Fowler, early California pioneer and founding member. Other laymen whose names should be included are Dr. W. W. Stillwagon, Nathan Coombs, George E. Goodman, John R. Coe, B. F. Sawyer, and T. B. Hutchinson.





Faculty Group, 1895-96

Standing (left to right): Thomas Campbell, William J. Miller, Rockwell D. Hunt, J. W. Riedeman, Wilbur McColl. *Seated*: Louis Kroeck, Henry Tillman.



President Eli McClish

CHAPTER IX

ADMINISTRATION OF ELI McCLISH

Following the resignation of President A. C. Hirst in 1891, Dr. Eli McClish, as already noted, was elected to the presidency by unanimous vote; an honor, however, which he promptly declined. For several years before coming to California Dr. McClish, a Methodist preacher of considerable note, had been President of Grand Prairie Seminary. In 1891 he was appointed to the pastorate of Grace Church, one of the leading Methodist churches of San Francisco. There he remained until 1895.

The academic year 1895-96 was a difficult, indeed a critical year for the University of the Pacific. Recovery from the defection during the final year of the Hirst administration, greatly augmented and abetted by the opening of Stanford University in 1891, had by no means been complete when consolidation of Napa College and the University became the all-absorbing topic. After long discussion and earnest consideration from every viewpoint, the actual merger was consummated in 1895-96.

But when it was finally announced that Napa College was to close its doors, its students protested vigorously, and smarting from a sense of alleged injustice that led to the closing of their college, they declared they would never attend the University at San Jose. At San Jose *bona fide* college enrollments were few and, it must be confessed, real collegiate life was at a low ebb. The institution was largely supported by certain other divisions, particularly the Conservatory of Music.

What was to be done? In the meantime Dr. McClish had been appointed pastor of the Methodist Church at Napa; and large-hearted, gracious, democratic leader that he was, he had greatly endeared himself to the students of the College. Such was the posture of events when the combined Board of Trustees, meeting in San Francisco on the 4th of August, 1896, elected the Napa pastor as the President of the University of the Pacific. President Beard's resignation had reluctantly been accepted. Considering the exigencies of the time, this was a master stroke. Dr. McClish accepted the call under protest; the Napa students were disarmed—a number of them did proceed to San Jose to complete their courses. Dr. Moses S. Cross was Dean of the Faculty.

At that difficult time the position of president was beset with conditions that seemed formidable almost to the point of desperation. The institution was harassed and haunted by a heavy debt. The salaries of the professors were distressingly low; but, even worse for those with growing

families, actual payment of salary was often months in arrears. T. C. MacChesney resigned as Treasurer of the Board and was succeeded by Jere Leiter.

In addition to other heavy duties President McClish undertook to teach a partial schedule of classes. But late in 1900 he gave up his classes to devote his time exclusively to the paying of the debt, which then totalled approximately \$60,000. He travelled extensively, speaking in numerous pulpits, sacrificially laboring for the good of the University.

Every effort was made to reduce the current running expenses of the University. Professors were asked to accept, if possible, even lower salaries; the trustees tried to discover which one, or two might be dispensed with altogether as a matter of economy. In 1899 an earnest attempt was made to have the Methodist Board of Bishops give "special consideration to the needs of the institution and to select the same as an object of paramount importance" in connection with the crusade for the Twentieth Century Fund of the general Church, with its appeal for \$20,000,000. The University of the Pacific was advanced as the "main bulwark of Christian education on the Pacific Coast."

But local conditions were far from reassuring. In spite of the heroic economies practiced, each year brought a new deficit. Student attendance, particularly in the College department, failed to show the greatly desired increase. The President could report an "excellent spirit" on the campus; "though the limited attendance and financial embarrassments were matters for grave concern." After expressing much gratification over conditions on the campus he had observed, one trustee "felt constrained to call attention to an apparent lack of interest on the part of some quite prominent ministers in our Church towards this University, amounting in some cases to open hostility, and this he greatly deprecated."

A perusal of the official records of the trustees for the years immediately following the consolidation of Napa College with the University cannot fail to impress one with the thought that the financial problem was critical and was ever-present. What to do about the all-devouring debt, long resolutions about the proposed \$60,000 bond issue, scanning the horizon in search of new income, liquidating the debts and disposing of the properties of Napa College—such were the absorbing issues, meeting after meeting. The feeling comes to one that it must have been a moment of welcome relief when, each year at the Commencement meeting, the trustees were afforded the pleasing opportunity of voting degrees for the duly recommended candidates!

The more observing students, and at least some of the alumni, were

keenly aware of the gravity of the situation at Pacific. This was reflected, for example, in the student paper, *Work-a-day World*, in a thoughtful article by Hugh Baker, '98, a former editor, issue of April, 1900, where he stated:

The present is perhaps more critical with the University of the Pacific than any former period. The two large Universities of our state are enlarging after modern methods and in so doing have a tendency to absorb the maximum attention of both people and prospective students. Our High School system trains scholars for those institutions, and the name of the University of the Pacific is seldom mentioned by High School teachers as a possible place for college work. . . .

The reference to training high school students for the two powerful universities suggests what was a very real condition, obtaining for many years. Few were the high school principals who were willing to recommend their best graduates to any other California college.

The possibility of some kind of closer relationship with Stanford University and the University of California, even involving a suggested change of rank as an institution, was adverted to and explored; and the future policy was "discussed at considerable length." Many views were expressed; but the upshot was the unanimous adoption, on the 11th of April, 1900, of the following heartening resolution, introduced by Trustee A. J. Hanson:

Resolved, that we hereby express our purpose to maintain the University of the Pacific as a first-class institution of college grade in such courses of study as we may be able to sustain in accordance with the requirements of the University Senate of the Methodist Episcopal Church.

In spite of severe limitations, such as inadequate laboratory equipment and weak library facilities, it is only just to state that good work was being done. The college classes were small, composed of earnest young men and women, thus enabling the teachers to give much attention to the individual; and the professors, though overloaded with excessive teaching hours, were devoted to their tasks. It would not be accurate, however—nor would it be complimentary to them—to infer that they were all satisfied with their lot and condition. There was undoubtedly some restlessness of spirit—the financial situation and certain internal conditions were sure to be disturbing.

President McClish, a man of sterling character, was primarily a preacher, secondarily an educator and college administrator. Stepping into the breach as he did, he made a genuine and considerable contribution to the welfare of the University. Unlike President Beard, he left

most of the educational work to Dean Cross and the faculty. Still more unlike President Hirst, he had the happy facility of meeting his students on their own level, as was splendidly illustrated on a certain Halloween, when he entered a band of college boys incognito, and suggested what fun it would be to "take Dr. McClish's carriage apart": agreed! but just as the front wheels of the carriage were being removed there sat the President of the University himself in the driver's seat, flashlight in hand, revealing the personnel of the mischief-bent boys!

The campaign launched in 1899, for a \$100,000 endowment fund in connection with the Centennial Forward Movement of the Methodist Episcopal Church, was a serious attempt to place the University on a more secure financial foundation. But at that very time the institution still had a burdensome debt of some \$60,000.

Many obstacles were encountered, and irksome delays were occasioned by matters of detail and method of procedure. Nevertheless, under the devoted leadership and strenuous efforts of financial agent H. B. Heacock and his associates, the \$60,000 debt was provided for and ultimately paid in full. The Alumni Association joined in the campaign by establishing the "Alumni and Ex-Students' Endowment Fund of the University of the Pacific," in June, 1899.

Still the campaign languished. Reports show that actual collections were difficult and slow. There was serious misgiving on the part of not a few as to the real future of the University. Inevitably there were questionings here and there regarding the leadership of President McClish, who made no pretension of being a financial genius. But there had been "hard times" before—never did the trustees give up in despair.

The "Golden Jubilee" of the University of the Pacific was celebrated at Commencement time, in the month of May, 1901. Never before had such attention been attracted to the institution—the gathering of alumni and friends was the largest on record, to that date. It was indeed a jubilee occasion made memorable by the presence and participation of prominent educators and distinguished divines from all over the state, and more distant places.

The combined Jubilee-Commencement event of May 23 was foreshadowed, the preceding afternoon, by special Semi-Centennial Exercises, consisting of a musical program under the direction of Dean Pierre Douillet of the Conservatory and an address on "The Harvest of the Past" by Prof. Rockwell D. Hunt. Dr. Hunt had also prepared an historical article on "Golden Jubilee of the University of the Pacific," which was published in the *Overland Monthly* for May, 1901: reprints of this were widely distributed.

Beautifully decorated Conservatory Hall was filled with an eager, appreciative audience on the morning of Commencement Day. A duo for piano and violin by Dean Douillet and Henri Bettman opened the exercises. After an earnest invocation by Rev. John Coyle, D.D., Prof. Nella Rogers rendered a vocal solo. The Anniversary Address was delivered by Bishop John W. Hamilton of the Methodist Episcopal Church, who took for his subject, "The Scholar and the Smatterer." Of Commencement time, the Bishop said:

This is a time when boys graduate to men and when girls graduate to womanhood. We used to speak of it as a time when we finished our education and entered into the responsibilities of life. But now we think of it only as the Commencement.

Emphasis was placed upon the thought that education should fit a person to adjust himself to the various and diverse avenues of life, to afford the basis of a just appreciation of everything in nature. Then followed the conferring of degrees by President McClish, and the benediction.

After an informal lunch served by the Ladies' Conservatory Association in Maple Grove, the Jubilee Program was concluded in an afternoon meeting whose central event was the address by the Honorable C. W. Baker, LL.D., of Cincinnati, a distinguished alumnus of 1880. His subject was "The Influence of Law upon Civilization." President David Starr Jordan, representing Stanford University, and Prof. F. B. Dresslar, representing the University of California in the absence of President Benjamin Ide Wheeler, spoke briefly, bringing greetings and expressing felicitations on the auspicious occasion.

In the evening, in addition to the customary reception tendered to the graduating class by President and Mrs. McClish, there was a Jubilee Alumni Reunion and Banquet, attended by hundreds of "old grads" and their friends. At the midnight hour the spirited celebration came to an end—but the Jubilee spirit was not soon forgotten.

On occasion Dr. McClish could deliver a platform address that was a masterpiece; he was particularly gifted as a Chautauqua lecturer. Warm-hearted and sympathetic, few were the students who could entertain a dislike for him. Devoted to his own family, he was a sort of *pater familias* to all his students.

At the Commencement meeting of 1905, he tendered his resignation as President; but the Trustees refused to entertain it; the faculty likewise passed resolutions requesting him to withdraw it. In his letter of September 15, 1905, addressed to J. H. Brush, President of the Board,

President McClish clarifies the situation and explains his own motives quite candidly. Here is the letter:

Mr. J. H. Brush, President of the Board of Trustees of the University of the Pacific

My Dear Sir:

On the eleventh day of June, I sent to you my resignation as President of the University of the Pacific to take effect at the Conference meeting of the Board of Trustees, or as soon thereafter as it could be accomplished without detriment to the interests of the School, which I stated must be regarded as of first importance in the considerations of the Board. Since then your Board has held a special meeting to consider the resignation and have refused to accept it, and respectfully requested me to withdraw it. This action of yours has been approved by every member of my Faculty who have passed resolutions urgently requesting me to accede to the request of your honorable body. Since reaching the seat of this Conference, the Lay Association has united in a similar request; Therefore, in deference to the judgments of men and women whose loyalty to the interests of the school is beyond question and deserving of the gravest consideration, I put aside my inclination to enter the pastorate, and yield to what seems to be my bounden duty in the interest of our University, and withdraw my resignation with the full purpose of prosecuting our work with such courage and zeal as God may give me.

Very respectfully,
E. McCLISH.

At the September meeting of the trustees Judge J. R. Lewis presented a statement, in part as follows:

. . . The endowment fund is now fully \$100,000, and with the present subscriptions . . . will reach fully \$125,000 by January. . . . But the equipment of the school in several departments is very scant and not sufficient to do the work required.

He added that there was urgent need for \$2,800 to meet immediate minimum requirements.

At the May meeting of the trustees J. O. Hestwood reported on damages inflicted by the great earthquake of April 18, 1906. The University had not escaped. The four-story building known as East Hall was badly shattered. So great was the damage that the final restoration of the structure left East Hall a three-story building. Naturally many immediate readjustments were imperative. Extensive alterations were made during the summer vacation period. All of which added to the already heavy burdens of administration.

President McClish's final year at the University was thus far from an easy one. He again presented his resignation, September 14, 1906: this time it was accepted, though with deep regret. He had given ten of

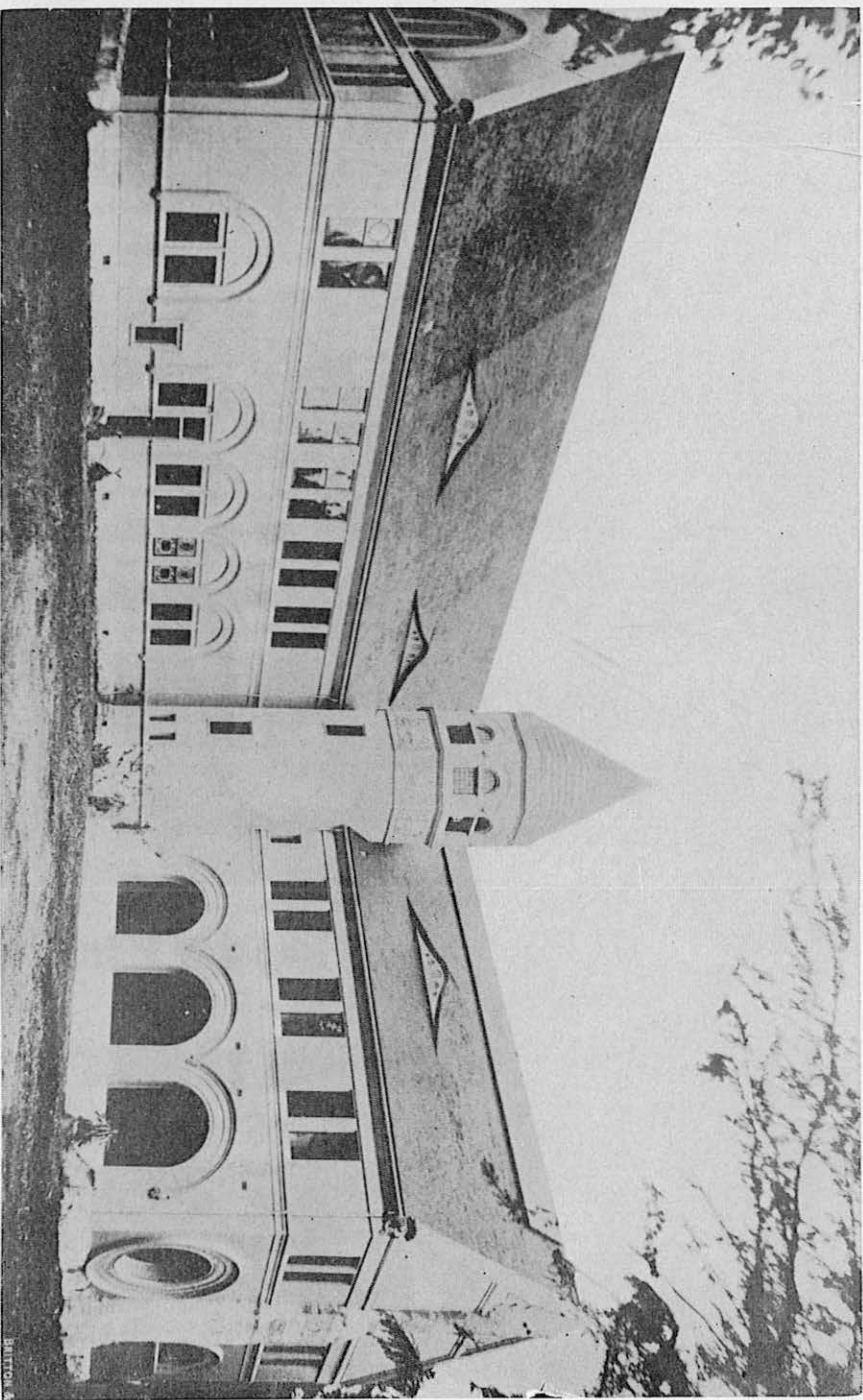
the best years of his life in devoted service to the struggling University. The Conference Committee on Education thus expressed itself:

The Rev. Eli McClish, who for ten years past has been President, resigns, his resignation being accepted by the Board of Trustees. Dr. McClish has not only made himself felt at the University itself; but he has touched the whole Church throughout the Conference, being known in every city, town, and village in our wide territory as an eloquent pleader for the University in particular and for Christian education in general. No man is better known in all our charges; and no man has commanded a larger hearing than President McClish. Leaving the field of technical education to re-enter the pastorate he does it bearing the love and esteem of the faculty, the Board of Trustees, and the Conference. Leaving us by transfer, we assure him of our prayers for his continued welfare; and with all our hearts we now say; "Dr. McClish, we respect you and we love you."

His subsequent pastoral appointments included West Adams Methodist Church, Los Angeles; First Methodist Church, San Bernardino; and Central Methodist Church of San Diego. Following his active service in the pastorate, he became Chaplain of the Pacific Branch National Home for Disabled Soldiers, at Sawtelle, California. There he served, greatly loved by the old soldier "boys," until death took him February 7, 1918.

It remains only to record that while President McClish was not specially distinguished for his scholarly quality nor his academic type of intellectuality, he was capable, genial, intrinsically democratic—in a word, human. His family life was wholesome: his home was a synonym for hospitality. With a family of three sons and two daughters, he understood young people and always himself remained young-hearted. In all this he was ably seconded by his wife, Mrs. Louisa McClish, who by her matronly friendship endeared herself to a wide circle of acquaintances, which embraced particularly the girl students of the College.

Pending the election of a successor to President McClish, Dean Moses S. Cross was given the post of Acting-President.



Conservatory Building, College Park (San Jose)

BRITTON 3



President William W. Guth

CHAPTER X

WILLIAM W. GUTH AT THE HELM

Following the final resignation of President McClish in 1906, Dean Moses S. Cross assumed the duties of administration as Acting-President. The interim proved to be rather long—it was two years before the successor to Dr. McClish was finally found.

Dr. Cross, who had been at the University as head of the classical department since 1891, had later served as Dean under Presidents Beard and McClish, was thus in practical charge of the educational work of the institution for the two-year period. He set about earnestly to introduce certain improvements and particularly to bring about more complete co-operation with the cultural forces of San Jose by means of musical entertainments and series of popular lectures. He had enjoyed exceptional educational advantages both in this country and in Europe, having studied in the universities of Berlin and Leipzig, and he was well trained in the fields of sacred music and art appreciation. It was understood that he was in California largely because the rigors of winter climate might prove too severe for his not-too-robust health. His devoted efforts in behalf of the University had a good measure of success and were sincerely appreciated by the students and the community.

Glimpses into Dr. Cross' educational philosophy may be devised from a perusal of his published address, "Higher Education." He affirmed that any education is incomplete which ignores so powerful a means of culture as art.

"The artistic genius which pervades the Greek poets, historians, and philosophers," he declared, "is one chief source of their immortality; but there is a special language which belongs to art, and that language is universal. Homer, Dante, Goethe, Byron, Shakespeare, must be read in their own language in order to be fully understood; but the great artists and musicians, Praxiteles, Phidias, Durer, Raphael, Angelo, Beethoven—these men are not foreigners, they all speak to us in our native tongues, . . . it is none other than the language of the heart.

"Education must give us something to live for." Complete living is its function. Materialism, which has been called the "dirt-philosophy," he unequivocally disavowed; for

it begins and ends in dirt; it persists in wallowing in the mire, and never once lifts its head towards the stars; but materialism is no true

philosophy of dirt, for there is a divineness about the very dust of earth; all is His handiwork, God's footsteps are imprinted on every sand of the seashore. God is the only true philosophy of dust, or star, or soul.

The trustees had found the task of selecting a successor to President McClish far from easy: the delay undoubtedly brought its disadvantages. On the part of many of the students there grew up a strong desire that Dr. Cross be made President. This sentiment found expression, among many others, in a long editorial in the student publication, *Pacific Pharos* (September, 1908), entitled "Dr. Cross and the Presidency," in the course of which the editor said:

. . . Moreover, there is an undercurrent of restlessness caused by the fact that he does not hold the position for which he is so thoroughly qualified. So strong is the feeling of the students on the subject that we are fearful of the result upon the student body should the Doctor fail to be chosen for the position after his successful efforts. We hope that the students may receive satisfaction; for what is a school with a dissatisfied student body? Furthermore, we believe . . . that it would be a personal injustice to him on the part of any man to think of superseding him by any candidate who is an entire stranger to the situation.

As this sentiment became more articulate the task of the trustees became increasingly more difficult, for there is no evidence that at any time did a majority of them expect to make Dr. Cross President: but on the other hand, the Board had made it clear at the outset that he was to serve as Acting-President until a successor to President McClish should be selected.

When at length overtures were made to Dr. William Westley Guth, another real crisis for the institution was precipitated. Student advocates of Acting-President Cross, led by members of the Archanian Literary Society, became very aggressive in his behalf. The whole campus was put under severe nervous strain. Some students are said to have written Dr. Guth, with bad grace, advising him that he could not expect a cordial welcome at College Park—though this act was later recanted, with expressions of regret.

When the matter came to a head before the trustees at the meeting of the Methodist Annual Conference in Pacific Grove, a large delegation of students went in a body to plead the cause of Dr. Cross. To at least some of the trustees it took on the aspect of a real demand. The students in their zeal had overshot the mark. One trustee thus expressed it. "The matter assumed a state of wild, rampant anarchy in the student body, and came near convulsing the entire community. Letters were sent out

to every preacher in the Conference and also to each Trustee of the University." This same trustee expressed the resentfulness of the Board in a reply he made to the student letter. In the reply he said:

. . . We have a Board of Trustees consisting of thirty-six men, all Christian gentlemen of mature age and of undoubted intelligence and integrity. I submit that it is neither honest, sensible or fair, to even intimate that, in the least particular, they have sought to "hamper" Dr. Cross in his work for the University. The mind that could conceive such a thing must be devoid of all true sentiments of justice or gratitude.

And further; for two years it has been well known throughout our Conference, that our leading men in the Conference—including Bishop Hamilton—have been looking for a suitable man to fill the office of President of our Institution, and that as soon as the proper man could be found the change would take place. To this plan Dr. Cross stood pledged.

When the issue came to final vote Dr. Guth, who was not then in California, was duly elected President by a vote of twenty-five to three, following which Dr. Cross was elected Vice-President and Professor of Ancient Languages, at an increased salary, his duties to be "such as may be delegated by the President of the University from time to time, except that in case of death or removal of the President, the Vice-President shall assume the duties of the President until the next meeting of the Board." The Conference Secretary was "instructed to send to the Rev. William W. Guth the high endorsement of the Conference on his election to the Presidency of the University of the Pacific," recognizing his exceptionally high qualifications and expressing gratification in his coming.

Before his election Dr. Guth had been offered a "free hand in the administration of the affairs of the University." This he regarded as an essential point. "I am naturally conservative, I believe," he wrote, "yet I should want to be in the position to act freely according to my own judgment and on my own initiative, after deliberating with due caution and with such advice that would be proper and reasonable in the premises."

William Guth as a youth had attended the Academy of the University, then had continued his studies at Stanford University, graduating in its first regular class, in 1895. It was while he was at Stanford that he came under the spiritual influence of Dr. W. W. Thoburn, himself formerly a professor at the University of the Pacific. For a time he had contemplated the career of an artist. In the year of his graduation he was admitted to the bar after studying at Hastings College of Law, then he practiced law in San Francisco until 1898, though at the time he confessed to an inner conviction that he should enter the Christian ministry.

After an extended period of study in theology and philosophy at Boston University, and at Halle and Berlin, in Germany, receiving his Ph.D. at Halle, he was ordained as a Methodist minister in 1900, and was appointed to the pastorate of Epworth Church in Cambridge, which he served until his call to California, in 1908.

He came to the University at College Park with the strong endorsement of Bishop Edwin H. Hughes, who said of him in the student publication, *Pacific Pharos*:

He is worthy of your utter confidence; of your patient judgment; of your friendship; of your constant support. Give him a student atmosphere in which he can work. Let every one of you be an agent and an advertisement for the University. Smite the knockers hip and thigh.

As a Stanford alumnus he was also warmly commended by President David Starr Jordan.

The elaborate exercises in connection with the inauguration of President Guth (January 10th, 11th, and 12th, 1909) included the Inaugural Sermon, an eloquent discourse of more than an hour's length, preached by Dr. Matt. S. Hughes, brother of the Bishop, an important and comprehensive Education Conference, presided over by Dean Ezra A. Healy, of the School of Theology of the University of Southern California, an invitational reception held at the new home of President and Mrs. Guth, a unique reunion of alumni and former students, with Prof. Louis S. Kroeck presiding over the interesting program, and as a grand climax, the Inauguration Ceremonies proper, with J. H. Brush, President of the Board of Trustees, presiding. The President-elect was formally presented by Rev. E. R. Dille of Oakland, the charge to the President was delivered by Bishop E. H. Hughes, and the Inaugural Address on "The Purpose of a College Education" was presented by the newly-installed President. The closing words of his address were these: "The University of the Pacific has been born again, and with the faithful support of its friends it will work out a large future."

Greetings and felicitous expressions were presented by many prominent educators, including President Benjamin Ide Wheeler of the University of California, David Starr Jordan of Stanford University, Joseph E. Stubbs of the University of Nevada, Morris E. Dailey of San Jose State Normal School, Ezra A. Healey of the University of Southern California, and others.

That President Guth's task was both difficult and delicate, in view of the campus commotion and nervous tension that by no means quickly subsided, cannot for a moment be doubted. How could he win the full cooperation of students who had openly and strongly opposed his coming?

Under existing conditions could he be sure of the complete loyalty of the Vice-President and his special faculty friends? Did he have the qualities of mind and heart, the super-human wisdom, to cope successfully with the grave problems confronting him? The situation was indeed serious, made doubly critical by the doubtful tact of students who dedicated a special number of *Pacific Pharos* to Dr. Cross and presented him with a gold-headed cane.

Notwithstanding the supercharged campus atmosphere into which the new President came, he succeeded in making a very favorable impression upon the students on the occasion of his first appearance before them. The student *Tiger* of November 1, 1908 (whose frontispiece is a fine drawing of Dr. M. S. Cross) commented editorially:

Tige welcomes the new President—likes his style, his quiet, masterful way and his square jaw. The talk that he gave in chapel the day of his arrival made Tige smile a joyous, reverent smile and one that was heartfelt. Every note of his speech rang true and all of the students were pleased with his words and attitude. The task that he has come across the continent to perform is a mighty one. Every student should put his shoulder to the wheel and not only pull the cart out of the mud but make the wheel hum when it hits the level road.

Wisely or unwisely he invoked the "free hand" that had been granted him, and took drastic actions, including, after long consideration, that of parting company with his Vice-President. Here it may be recorded that Dr. Cross, never very robust in health, crushed by recent experiences, died in the spring of 1911, several years before the administration of President Guth ended. Following his death the trustees paid final tribute in these words:

Resolved, that we place on record our appreciation of his faithful and able service to this institution in the several posts he filled as Professor of Greek and Latin; as Dean of the Faculty; as Vice-President and Acting President.

Doctor Cross was a man of the finest scholarship and the broadest culture; he had an artist's soul, a poet's refinement, a prophet's vision. In his private life he was a devout Christian. He rests from his labors and his works do follow him.

Leading developments may now be briefly reviewed. Probably no previous administration had surpassed that of President Guth in dynamic quality. It was, on the whole, also a stormy period. Much was nevertheless accomplished.

One of Guth's first important acts, calculated to strengthen the faculty and elevate scholastic standards, was to bring in a group of well-recommended young men of Ph.D. training: B. J. Morris in Philosophy, to become Dean, and still later Acting-President; Allen W. Kline in

History and Economics; Roland Neal in Chemistry; and the following year J. William Harris, to head the new Department (later School) of Education.

Scholarship standards were being constantly stressed. For example, in his opening address to students in August, 1911, President Guth said:

It is not so much a question of adding large numbers of students to the enrollment if they are not accredited students, as a low standard will always work against the efficiency and the reputation of the institution. When once it is thoroughly understood that the highest standard and the best business policy prevails in the College of the Pacific, the difficulty will be not a fewness of students but the excessive numbers.

It is doubtful if any specific act of Dr. Guth's administration did more to elevate standards and give needed prestige to the College than his selection of specialized teachers for the faculty. It was a matter of personal as well as professional pride with him to know that Stanford University, his *Alma Mater*, received credits from the University of the Pacific at par value.

Being himself the product of some of the best universities, he had serious misgivings regarding the name of his institution. After giving the subject much thought, he came to the conclusion that the name should be changed from "University" to "College." Accordingly he so recommended to the Board of Trustees. Said Dr. Guth:

When the school was founded in 1851, it was hoped that it might eventually expand to the status of a university. The hope was never realized, and the institution has never undertaken university work. . . . Its endowment is entirely inadequate, and it would be exceedingly futile to undertake such work in the face of Stanford University and the University of California, whose magnificent incomes enable them to do university work. The University of the Pacific, or rather, the College of the Pacific, aims to be a college of high rank, and has a splendid equipment for first-class college work.

The trustees requested the President to poll the members of the California Conference of the Methodist Church on the question of changing the name. This action was taken in line with a strong recommendation of the University Senate of the Church and of the College Presidents' Association. The *California Christian Advocate* also advised the change.

The subject created widespread interest. The *San Francisco Chronicle* said editorially (April 9, 1911):

. . . The only trouble with this institution is its name. It is not a university and never will become one, and does not, in fact, pretend to be one. It takes pride in doing the work of a "college," and should

make its name correspond with its ideals. . . . Many parents are coming to see that these small colleges are far better equipped for genuine training than the bigger institutions. . . .

At a meeting of the Board held May 17, 1911 the trustees signed the legal papers formally changing the name to "College of the Pacific."

In order to strengthen the collegiate work the preparatory department, called the Academy, was more completely detached from the College: its name was changed from "Academy of the College of the Pacific" to "College Park Academy." It issued its own separate catalogue, but it still remained under the control of the trustees, though it was not to be regarded as a necessary part of the collegiate work. A third major division of the institution, which was given more complete autonomy, was formed into the Conservatory of Music, School of Art, and School of Elocution.

Much was done during Dr. Guth's administration in the matter of providing new buildings and campus expansion. Early in 1910 the trustees acquired by purchase a tract of land, bounded by the famous Alameda, University Avenue, Morse, and Emory Streets. This meant needed expansion for the campus. The commodious new women's dormitory (Helen Guth Hall) was erected, also the new gymnasium and the President's House. Old buildings were renovated, lawns were planted, and constant efforts were put forth to improve the appearance of the campus.

But severe financial problems were met at every step of the way—financial resources were never wholly adequate. President and trustees alike were haunted by the shortage of ready funds, the ever-recurring deficits, and the mounting debt. Did the restless spirit of the dynamic President, and the ambitious character of his accomplished wife Helen Guth, for whom Helen Guth Hall was named, set a pace that could be fully sustained by the trustees and friends of the institution? Some were inclined to wonder.

The fear expressed that the failure to elect Dr. Cross as President would be calamitous as to the student enrollment proved to be without good foundation. At the close of the academic year 1909-1910 the trustees expressed the feeling that the year was an exceptionally good one and that the outlook was the brightest in two decades. Even more optimistic was the Annual Conference Committee on Education when it reported:

We confidently believe that its darkest days have passed forever and that the future holds for it a place of greater esteem and honor and usefulness than it has ever occupied. . . . And we have every reason to believe that in the near future we shall see from 300 to 500 college students.

In September, 1911 the President reported:

There are enrolled today eleven more college students than were ever enrolled in the institution. The College enrollment for the first four weeks of this year is eighteen more than the total College enrollment of last year. The young men outnumber the young women by two-fifths.

The demand for financial support, however, was incessant. There was earnest desire for a larger student body, particularly of regular college students: but the more numerous the students, and the higher their classification, the greater the demand for more teachers, more buildings, and more expensive equipment—there was the paradox of poverty in prosperity. What was the answer?

Endowment, *endowment*, was the constant plea. Every president of the College has clearly seen the imperative need. President Guth certainly put on the loud pedal for endowment. In September, 1911 a campaign for \$200,000 was launched. A year later he declared:

Nothing less than \$300,000 will put the institution in a condition where its continued existence cannot be questioned. This sum . . . as a beginning. . . . For no college can do its work today as it ought to be done without at least one million dollars of productive endowment.

That Dr. Guth worked long and hard for the College while he was its President no one can gainsay; that he was satisfied with the results is not so certain. It is said that when he had been offered the presidency, Bishop Leonard had advised him, "Be President!" But Dr. Guth was hardly the man to need that type of advice.

In 1911, in the midst of his labors, he was invited to accept the professorship of historical theology in Garrett Biblical Institute in Illinois. For this position he seemed peculiarly fitted by training and scholarly temperament; but on mature reflection, he declined the tempting offer. "This decision," said the *Advocate*, "will give the highest satisfaction to the friends of the College of the Pacific. . . . We assure President Guth that his decision is received with enthusiastic joy and sincere congratulation."

The role of the Christian College was described by President Guth in an article on "What Methodism Has Done for Education in California," which appeared in the *California Christian Advocate* February 22, 1912. An epitome of his views appears in these lines:

. . . Education in its broadest sense involves the religious element. No system of education can be complete unless stress is laid upon religion as a dominant factor in the training of human-kind. . . . Today the emphasis in denominational schools generally and emphatically is on the moral influence of such schools and not on

sectarian tenets. . . . the Methodist Church has played a most important part in the educational development of California. . . .

When in 1913 Goucher College for women, in Baltimore, asked Dr. Guth to become its President, a still more difficult question was posed. President Rolla V. Watt of the Trustee Board reported that there was no request from the President to be released—the pressure came from the East. After full discussion the attitude of the Board was expressed in resolutions offered by Bishop Hughes, assuring President Guth of their eagerness to have him continue at Pacific, but also assuring him of their affectionate regard and warm wishes for success if “his conviction leads him to accept the presidency of Goucher College.” The invitation from Baltimore was finally accepted, in 1913.

Regret has been expressed that after leaving California Dr. Guth failed to retain the optimistic spirit with reference to the College, over which he had presided for five years, that had pervaded his Inaugural Address. He had toiled early and late, he had made important contributions to the institution; but he was not fully *en rapport* with the student life of the campus. He had served during a difficult period, and his sensitive spirit, under the stress of overwork, had suffered under the buffetings with which his administration had been beset.

That his services were deeply appreciated, however, is clearly evidenced by the high tribute paid him by the trustees following his resignation. The Board “places upon enduring record its high appreciation of Dr. Guth as a Christian educator, and of the distinguished service he has rendered this institution during the five years’ incumbency in the Presidency.” Continuing, the committee report says:

He brought to his arduous duties stalwart manliness, profound scholarship, high educational ideals, a straightforward administrative policy and rare executive ability. . . .

We assure Dr. and Mrs. Guth that they shall ever hold a large place in the interests, the affections, and the prayers of those who have been their co-laborers in the field of Christian education in California.

Dr. Guth continued as President of Goucher College until the time of his death, after a long illness, in 1929. He had suffered from overwork and overstrain even before his final illness. Years before he had remarked to a professor that “he could do more work than most men because he could work for half of the night and yet feel no bad effects the next day.” The year before his death he said to the same professor, “Overwork has been the greatest mistake of my life.”

Following the resignation of President Guth to accept the presidency

of Woman's College in Baltimore, there occurred the third hiatus in the history of the College between presidents. The trustees requested Dean Bert J. Morris to serve as Acting-President, pending the election of a President. Dr. Guth also retained an active interest in the affairs of the College, even after taking up his residence in Baltimore.

Immediately on assuming his new duties, Acting-President Morris formed an advisory committee composed of the major professors, and, as he stated, he "consulted this committee whenever any problem came up." A Christian gentleman and scholar of real ability, modest, democratic, tactful yet sincere, deeply loyal without affectation, Dr. Morris labored devotedly for the welfare of the College, with marked success. At the close of his brief administration, with no spirit of boasting—which was foreign to his nature—he thus reported to the trustees:

I feel satisfied to be able to hand back the school to you at the end of eight months, knowing that decided progress has been made along the lines of raising the standards of scholarship, closer correlation of departments, a newly awakened interest in social and religious problems, and a spirit of harmony and loyalty throughout the school and the community.

As an indication of the high esteem in which Dr. Morris was held by the students it may be noted that the 1914 *Naranjado* was affectionately dedicated to him. In this student annual he discussed "The Prize of Personality."

"Of all the prizes which life offers," he declared, "the prize of personality is the hardest to win and the easiest to lose. A pearl may be lost in a field and found again. Personality, if once lost; must be achieved all over again. But on the other hand, of all the alluring prizes which life offers the one which bears the most permanent joy and the most genuine pride is the prize of personality."

One of the highest tributes that students could pay to an administrator is found in the annual's chief editorial, which concludes in these laudatory words: "Such men as Dr. B. J. Morris teach more than dull philosophy or cold logic; they teach the fine art of living and make the real college."

Many thought that Dr. Morris should have been elevated to the presidency—some believed he could actually have become President if he had put forth any effort in his own behalf to that end. He had won the respect and friendship of the students, and had been instrumental in bringing about better and more satisfactory relations between the College and the Methodist Church than had obtained in the period preceding his administration. Along several lines there were evidences of significant advancement.

In recognition of his service, and as a tribute to his character, the trustees voted:

Resolved, that we the Board of Trustees of the College of the Pacific most fully appreciate the work of Dr. B. J. Morris as Acting-President of the College during the past year. We also wish to commend the kindly spirit which he has manifested in all of his work since coming to the College of the Pacific, and feel that the successful year which the College has just ended is largely due to the conscientious and careful work of Dr. Morris.

With the election of Dr. John L. Seaton to the presidency, in the spring of 1914, Acting-President Morris quietly and loyally resumed his inferior status as Dean and Professor of Philosophy, serving his new chief with unselfish devotion. When he resigned from the faculty early in 1918, greatly disturbed by the President's reversal of his decision in a disciplinary case, it may here be noted, the student paper, *Pacific Weekly*, expressed the deep regret that was felt at the loss. To the students who had earnestly hoped to continue under his instruction, it reported: "his resignation comes as a shock and a great disappointment, for in him the College has lost a man who was vitally interested in the welfare of the students of Pacific." The College undoubtedly sustained a severe loss when Dr. Morris left its faculty—a fact that received further emphasis by the consistently unresentful attitude and sweet spirit exhibited in his subsequent career.

Advantages of the Small Christian College

At this point it may not be inappropriate to introduce a special subject that has always been of vital interest to the institution. Throughout the greater part of its century-long history the College of the Pacific has made valiant use of the argument for a small college, and likewise that for the moral and spiritual value of the Church-controlled school. During dark and sinister days when the struggle to attract students was hardest there was something paradoxical about the small-college claim. The advantages of the small college were vigorously pressed at the very times when administrators were striving by might and main to make the College larger! Representatives of large universities extolled the virtues of small institutions while themselves taking pride in the size of their own! Nevertheless the argument remains cogent at all times, even in recent years when a rapidly increasing student body has threatened to remove Pacific from the list of "small colleges"!

Obviously in a small group of students and teachers working democratically together every one knows all the others. The shy individual is not lost in the crowd—there is no crowd. On the campus, in the class-

room, and in the college community every student feels himself an integer, the timid student is not submerged in the mass. The professor is easily accessible to the students—there is no inner office, no ivory tower. In small classes each member has his daily opportunity—and responsibility; he is not a mere atom or number, to be reached only through the use of a microphone. Nor is he relegated to the tender mercies of an immature graduate assistant, whose chief interest is in his own candidacy for a higher degree.

Assuming the professors have been wisely selected because of high qualifications of character as well as scholarship, the relationship between teacher and student in the small college is sure to be personal, with excellent prospect of becoming lasting. If the student sees that his teacher is vitally interested in him and his future, there is created a wholesome atmosphere that may be more telling than any particular course of study. Such an atmosphere is hospitable to the true spirit of Christianity—it is good soil for the growth of sterling character.

A single evidence of the recognition of the advantage of the small college is seen in an editorial in a San Francisco newspaper written on the occasion of the celebration of the Golden Jubilee of the University of the Pacific, in May, 1901. The editorial is worth quoting here:

It is becoming more and more evident that the great universities of the country will never suffice all the needs of higher education in America, and, despite their wealth and their increasing prestige, there are still many advantages to be counted on the side of the smaller colleges and universities. These advantages have been frankly recognized and pointed out by professors and presidents of the larger universities, and it is not likely they will ever be over-looked by the earnest and studious youth of the country. Consequently, as California grows the University of the Pacific will grow also.

President Benjamin Ide Wheeler of the University of California held that for the small, old-fashioned American college a definite field existed and would always continue to exist. "The small college," he said, "stands to represent individuality and differentiation in educational methods. It can furnish also shelter and home in the sense that the larger institutions cannot." According to David Starr Jordan, of Stanford University,

The small college has a most important place in the educational system so long as it confines its work to those subjects and to that degree of advancement which it has the means to handle. . . . It has one great advantage, that of close personal relationship between teacher and student in the formative period of the student's life.

The bulletin of the University of the Pacific for February, 1909 is

devoted to "The Benefits of the Smaller College Education" and a symposium on "What the College Did for Me." After a brief general statement to the effect that "the largest number of successful men came from the small colleges," and that "the percentage of success is very much higher among the students of the small colleges than it is among those of larger universities," President William Guth presents a group of interesting personal letters from prominent Pacific alumni to fortify his claims for the small college.

Extracts from two letters will serve for illustrative purposes. Samuel G. Tompkins, '86, prominent San Jose attorney, wrote:

I am acquainted with many institutions of learning and have observed the general character of their graduates, and I sincerely believe that the percentage of high-minded men who have carried through subsequent life the ideals of honor and integrity received in college, is higher among the students of the University of the Pacific than of any school with which I am acquainted.

The world needs, today, not only schools in which an education in books may be received, but one that creates in young men and women sound moral characters. The University of the Pacific is designed to accomplish this splendid purpose in the fullest measure.

Chauncy J. Hawkins, '96, a leading Congregational minister, wrote:

. . . Since graduating in Napa College, . . . I have studied in some of the greatest universities of the East. After this wide experience in universities such as Yale and Harvard, and universities in England and Europe, if I had my life to live over again and Napa College existed, I would enter there for my collegiate training. No library has ever done for me what was done by the strong, high-minded, and inspiring life of President J. N. Beard and some of the men of the faculty of that small college.

Perhaps there has been no finer brief statement of the advantages of the small college than that of President William DeWitt Hyde of Bowdoin College, quoted by President Guth in his report to the Board of Trustees in May, 1913:

For combining sound scholarship with solid character, for making both intellectually and spiritually free; for uniting the pursuit of truth with reverence for duty, the small college, open to the worthy graduates of every good high school, presenting a course sufficiently rigid to give symmetrical development and sufficiently elastic to encourage individuality along congenial lines, taught by professors who are men first and scholars afterwards, governed by kindly personal influence and secluded from too frequent contact with social distractions, has a mission which no change of educational conditions can take away, and a policy which no sentiment of vanity or jealousy should be permitted to turn aside.



CHAPTER XI

ADMINISTRATION OF JOHN L. SEATON

John Lawrence Seaton, a native of Iowa, was Professor of Greek and field agent at Dakota Wesleyan University. He had graduated from Upper Iowa University and had won his doctorate at Boston University, as a student of Borden P. Bowne, distinguished leader in personalistic philosophy. He had successfully held several pastorates in the Methodist Episcopal Church, and had gained valuable experiences as a traveler and lecturer. He was known as a patient, efficient, devoted worker, with a general attitude perhaps somewhat tinged with Middle-Western point of view. He was elected to the presidency of Pacific May 18, 1914, after the interim administration of Acting-President B. J. Morris.

In delivering to President Seaton the keys of the College, Rolla V. Watt, President of the Board of Trustees, said—perhaps with more prophetic truth than was then apparent; “Doctor Seaton, we welcome you to the hardest task you ever had in your life.” He had accepted the position with some trepidation: a large factor in his selection was his money-raising qualification—of the need of that there could be no doubt, a statement fully confirmed by the history of his administration.

The charge to the President-elect was given by Bishop Edwin H. Hughes. In his Inaugural Address Doctor Seaton discussed at length the place of the College of the Pacific. Said he:

It can serve surpassingly well as a school of general culture. . . . A large proportion of the young people who do not become wage earners as soon as they leave high school will desire and seek the education that enlarges life and gives vital connection with more than one world. . . . We have excelled as a school of general culture and we shall hope to make the future more worthy of the past.

In his address, emphasis was laid also upon such subjects as domestic science, business administration, the social sciences, education as a profession, and particularly religion. Religious education, he declared, “may be our distinctive contribution to education.”

During the administration of President Seaton several unforeseeable events posed serious problems. He had not yet fairly entered upon his labors as college head when one of the campus buildings, Central Hall, was destroyed by fire, starting from an overheated stove, in September, 1914. Dean Morris and the young men students rendered conspicuous service in preventing the spread of the fire to the Conservatory and South

Hall. "Swarming over every building with wet sacks, carpets, and blankets," *Pacific Weekly* reports, "the student volunteer firemen proved their valor and at the same time undoubtedly saved the school."

A telegram from Dean Morris notified President Seaton, who at the time was attending the Annual Conference of the Church in San Francisco, of the campus fire. Announcement to the Conference of the loss came as a dramatic act, bringing instant and deep sympathy for the cause represented by Dr. Seaton.

Following the burning of Central Hall, the trustees launched a local campaign for funds for a new dining hall. A remarkable spirit of cooperation was shown. Every literary society entered the campaign, the prize for first place in the friendly competition going to Hypatia, newest of the societies for young women.

A foundation, laid several years earlier, proved to be adaptable, with a few changes, for the new building, which was speedily erected. The central portion became the dining hall; kitchen and storage room were provided, also a large social hall, with fireplace, and two society rooms for student organizations.

The date of Dr. Seaton's arrival, in July, proved to be only a week previous to the opening of World War I; and what repercussions that struggle ultimately had on the struggling College will become apparent as the story unfolds.

Immediately upon taking up his difficult task, President Seaton proceeded to analyze the actual situation as clearly as possible, making a careful survey of all buildings and equipment in minute detail, thus revealing pressing needs. For example, the Conservatory of Music had been presenting urgent requests for additional equipment and more liberal treatment, claiming that income from music students was really supporting the College. This claim Dr. Seaton now refuted by charging a reasonable overhead to the Conservatory—an item previously overlooked. The President's closely-knit financial plans—who will deny they were sorely needed?—led some to think he was penurious. But he quickly won the respect and confidence of his faculty—within two days after his arrival at the campus in July he had asked faculty men to help with the interior painting of West Hall!

Less than a year after Central Hall had been destroyed, West Hall, oldest building on the campus, was likewise totally destroyed by fire, the cause unknown, in the summer of 1915. This was the second serious fire during President Seaton's first ten months. The loss of the library books proved to be a real handicap—Mr. W. R. Shafer, however, was able

to save the card index and the Encyclopedia Britannica! Fortunately the building was fairly well insured.

Immediately there was need for numerous class rooms and library space. Plans were made for remodeling East Hall—which of necessity resulted in severely limiting the dormitory accommodations. But the new arrangements were quickly completed, and facilities were in readiness for the opening of the fall semester.

After the destruction of West Hall Dr. Seaton did a highly strategic thing. The fire occurred in vacation time: knowing the College to be hard pressed financially, many patrons would naturally raise the question about its continuance. Immediately the President sent out to parents and patrons, and every student, an optimistic letter, in mimeographed form, giving assurance of the regular opening in the fall and announcing the slogan, "One Hundred New Students Next Year." His prompt action and timely correspondence under distressing circumstances were well rewarded—doubts were dispelled, and more than 150 new students enrolled the following year.

President Seaton took occasion frequently to state his ideas regarding the place and function of a college or university. For example, in an address given in Harmon Gymnasium on the Berkeley campus of the University of California he described the function to be to train young men and young women "to apply their energy at the right point and use all their reserve force"—the reference clearly being to Prof. William James' concept of untapped reservoirs of energy. Particular ways by which this result is attained include, "First, by giving practical skill, by training men and women definitely for chosen vocations; second, by the giving of a high idealism and loyalty to that ideal; . . . and third, by the development of the individual to his maximum." He was deeply devoted to the cause of Christian education and to its modern task. In his address on "Service to the World-Wide Kingdom,"¹ he declared:

Hoary systems of education, venerated because they are old, but wholly inadequate to a mission born in a new day and rising to its task in the modern world, must be replaced by a new and scientific education permeated through and through by the spirit and ideals of the Christian religion. In these fields we cannot afford to be "trying with uncertain keys door by door of mystery." We must have leadership that knows. Without an honored place for Christ in the educational system, I see very little hope of redeeming the homes, the social order, or the national life of any people. . . .

In the early days of his administration President Seaton spent many

¹ Delivered at the Celebration of the Semi-Centennial Anniversary of the Pacific School of Religion. *Religious Progress on the Pacific Slope* (Berkeley, 1917), pp. 305-306.

hours in his office, pondering every detail of the College account books. This careful study of cost accounting, with the analysis and allocation of overhead to the different divisions of the institution illustrates Doctor Seaton's approach to the ever-present financial problems and was extremely valuable during those crucial years.

It seemed absolutely necessary for Dr. Seaton—and he did not stand alone among Pacific's presidents in this regard—to devote an inordinate portion of his time and energy to the ever-troublesome question of finance. This situation is unmistakably revealed by a perusal of his numerous and rather voluminous reports to the Board of Trustees. At the same time he recognized that the President's contacts over the wide Conference area would have a more salutary effect "if he could go as a teacher and preacher rather than a financial agent and bill collector." Unquestionably the requirements for entrance to college and the standards of scholarship were adversely affected by the seeming necessity of obtaining students and larger monetary income. Notwithstanding the fact that he had one or more financial agents always at work in this difficult field (particular reference is made to Horace E. Beeks), he himself did not escape the heavy burden imposed. He was painfully aware of the inadequacy of the professors' salaries. "I marvel," he reported in the spring of 1915, "that we can hold some of the men whom we have for the salary they are receiving." Likewise the budget for such items as building repairs, campus improvements, library books, and laboratory equipment was pitifully small. This none knew better than the President.

Dr. Seaton was no man to push the entire burden onto other shoulders. At all times he was willing to carry more than his fair share of the load. No one would question his complete dedication to the work, or his sincerity when he stated in his report in January, 1915; "I am here to serve. If it should be apparent soon that a change in administration would be good for the College, I should be ready to step out into a pastorate or into any other place where I can best serve." In May of the following year, he thus expressed himself:

I am planning to stay right here and live and die here. It takes a long look into the future and the dedication of a life to the realization of the visions, to attain those things a college should attain.

Through it all he maintained a spirit of optimism and a fundamental faith that were little short of remarkable. Here is a characteristic expression: "We shall have a hard pull, but if we work all together and continuously, we shall succeed; and after this year [1915] cometh the new and better order. . . . I am convinced that God wants the College of the Pacific to live and grow."

What was to be the practical answer? "Increased endowment, of course, is the only final solution of difficulties." It was apparent, he said, "that we cannot long continue the hand-and-mouth existence indicated by the figures. . . ." The prime essentials for the College were seen to be a superior faculty, a sufficient enrollment to give prestige, and—chief of all—an adequate endowment.

After several skirmishes, a full-orbed campaign for a \$300,000 endowment was launched in 1916. The organization work was placed in the hands of Dr. John W. Hancher, expert of large experience from the Methodist Board of Education. The campaign received the endorsement of the Board of Methodist Bishops, the active support of resident Bishop Adna C. Leonard, also the backing of the *San Jose Mercury-Herald*, leading newspaper of Santa Clara Valley. Various methods of giving were suggested: cash, pledges for cash, real estate or securities, annuities, estate notes—almost any kind of pledge, up to five years. A special bulletin, "Investment Number," was issued November, 1916. Then followed a *bulletin a week*, largely the work of Prof. J. William Harris, energetic head of the department of Education.

It was a campaign of great intensity. Many forces were mobilized. Even the students pledged over \$12,000, which, it was hoped, would "give just the right impetus to the campaign throughout the state. . . ." The effort was endorsed by President Ray Lyman Wilbur, of Stanford University, who said in a letter to President Seaton:

There is a pressing need for institutions of the college type with comparatively small classes. Your students have uniformly proved themselves to have been satisfactorily trained when they have come to us.

Great was the rejoicing when it was announced that success had crowned the strenuous efforts just before the deadline, and three days before glad Christmas time, 1916. The trustees expressed their pleasure in a letter to President Seaton, requesting him to take a trip to Hawaii (or other), "and give us a rest. He not only has worn himself out by his arduous services but also he has greatly wearied us by his claims and demands, . . ."(!) After all returns were in, the total amount subscribed was reported as \$316,246.93.

Before the successful conclusion of the endowment campaign an event took place, largely through the influence of President Seaton, that gave considerable encouragement to California Methodism. In the fall of 1916, at a meeting of the Pacific Conference (Methodist Episcopal Church, South), it was "voted to adopt the College of the Pacific as its

official institution and to work for its support in the same way that the Methodist Episcopal Church is now doing."

The Southern Methodists had decided to close their own institution at Santa Rosa, Pacific Methodist College, after its checkered career. Following the liquidation of its assets, there remained a fund of approximately \$10,000, which Dr. Seaton was instrumental in obtaining for the College of the Pacific, also in bringing to his faculty Dr. Arthur Bonner, a Southern Methodist minister, as Professor of English. Thus a closer bond of cooperation was established between the two Methodist bodies in the field of higher education.

Enter World War I. In the spring of 1916, after strenuous days of organization and preparation, a drill company of between fifty and sixty students had commenced operations at Pacific, with prospects of doubling the numbers before the end of the week. Classes in physical training were turned over to the drill master. With the actual entry of the United States into the War, the numbers of male students in the College inevitably dropped. Enlistments were such that there was imminent danger that the College should become a female seminary, an unwelcome distinction that, it was feared by some, might continue as a permanency. The situation was aggravated by wounds and taunts received from the more war-worthy campuses of Stanford and Berkeley.

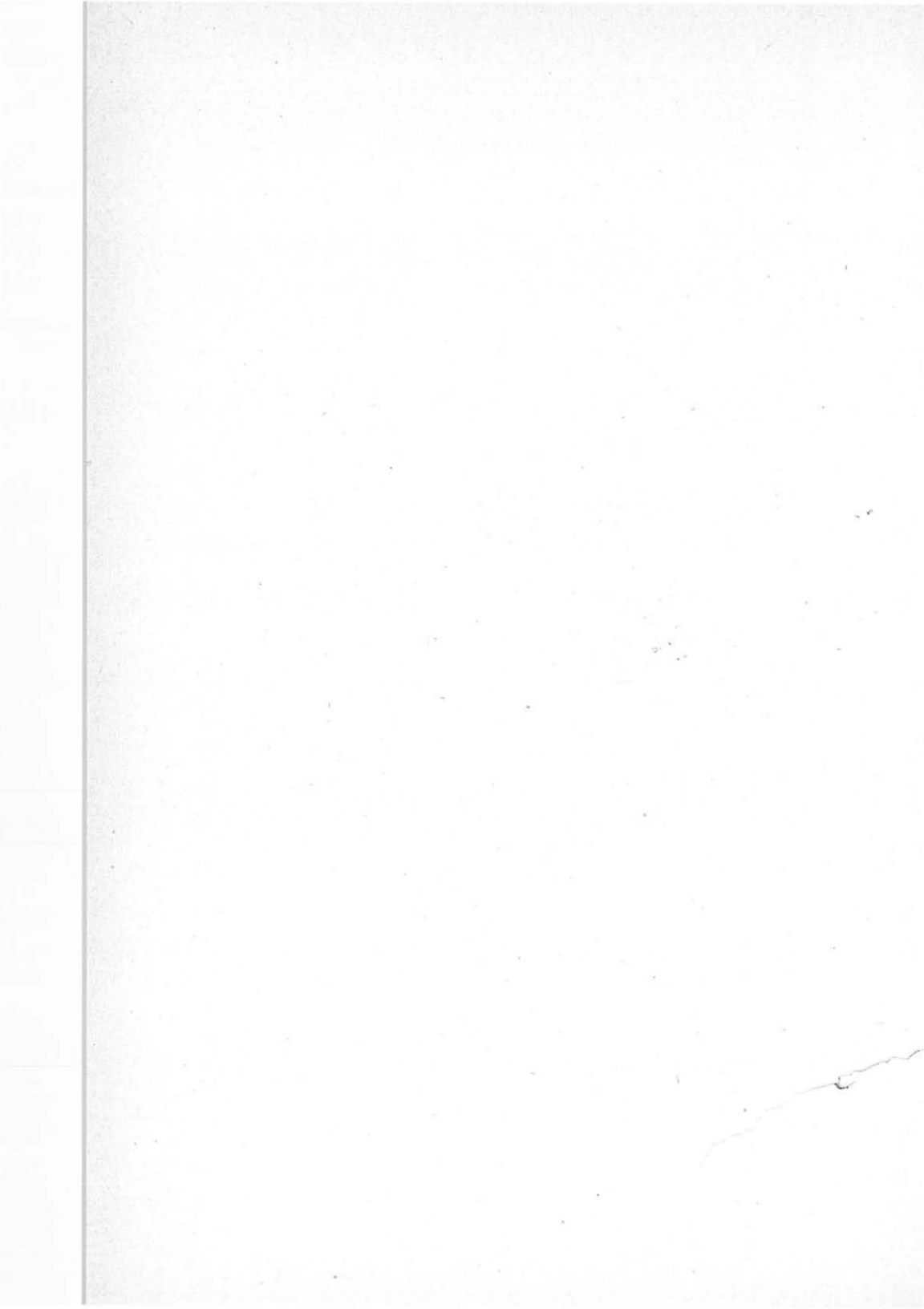
However, President Seaton was able, after some trying experience, to secure the necessary government recognition and the assignment of a Student Army Training Corps to Pacific, thus placing the students on precisely the same basis, in the matter of training, equipment, privileges, and pay as in Stanford or the University of California. Under the circumstances this was accounted a real distinction. College life was now to undergo a change without real precedent in Pacific's history. The President looked forward to it "with a thrill but also with anxiety."

Formal opening, with ceremonious flag-raising, the oath of allegiance, and addresses, took place October 1, 1918. Similar activities were held in 400 other institutions throughout the nation. College life everywhere was undergoing a complete transformation because of the war effort.

There was soon real occasion for anxiety. The "flu" epidemic brought sickness and discomfort, requiring the enrollees to wear masks for several weeks. Conditions in East Hall were not good—there was hazing and "rough-housing," with unsatisfactory control. No little confusion resulted from introducing the college quarter instead of the accustomed semester plan. Worst of all, the President reported that the commanding officer was an unfortunate selection, a martinet, without



President John L. Seaton



fair understanding of Western college life. Under such a state of affairs it is easy to appreciate that regular scholastic work sank temporarily to a low ebb.

On the brighter side, the women students responded nobly to the nation's call. Through the Y.W.C.A. and other organizations much was done to ameliorate conditions. Dean Warren D. Allen of the Conservatory of Music displayed qualities of fine leadership in promulgating joy-bringing "smileage" and in establishing a "Liberty" theater and providing entertainment in the forms of concert, musical comedy, and vaudeville.

As President Seaton had anticipated, there was thrill, but with it no lack of anxiety. In his report to the trustees dated September 21, 1918, he had said:

The prospects in our own institution were so discouraging that I considered it necessary to stay on the job all summer without a day of real vacation. . . . During much of the year Mrs. Seaton has been in ill health. There have been other depressing facts. . . . But now there is a new motive, and . . . a new thrill in my task. . . . After all, life is just our chance of fighting a good fight. . . .

Three months earlier his brave spirit had been reflected in these words:

I now have good health and good courage. I am ready to endure hardship to keep this college operating with full efficiency for humanity and Christ.

Still another campus question that gave the administration some temporary concern was that of dancing and so-called "queening." All are aware of the changing attitude of the Methodist Church with reference to social recreation. Some parents, however, and not a few of the preachers, were disposed to criticize the College for any show of freedom in this regard.

President Seaton took occasion to clarify the policies of the College of the Pacific, in a tactful little address, which apparently won the cooperation of the students. As reported in *Pacific Weekly* (January 3, 1917) the salient points were as follows:

No queening during class hours.

No dancing on the campus except that which involves the girls alone, in the privacy of their dormitory, or the men alone in the privacy of theirs.

Non-attendance upon any dances except when given in a private home, and then only with the consent of parents.

The President expressed the desire for the next year for "a richer social life at the College, and thus lessen the disposition to go elsewhere."

Believing that tradition has a valuable role in the history of a college, President Seaton, at his first graduation time at College Park conferred with the Commencement Committee and it was decided that the hymns "Faith of our Fathers" and "The Son of God Goes Forth to War" should be sung at every Baccalaureate Service, also that a women's chorus should sing "Lift Thine Eyes," from the Oratorio "Elijah."

The tradition established under President Guth of an annual Halloween Party for both students and faculty, usually in the form of a masquerade, was carried on by President Seaton. Still another campus tradition was that of a student-faculty party on Washington's Birthday. With the smaller student body such occasions contributed greatly to the spirit of friendliness of students and faculty and were an important factor in maintaining campus morale.

It was during President Seaton's administration that Evelyn Miller, daughter of Dr. (later Bishop) George A. Miller, who was a natural student leader in several different capacities, organized the "PK's" (Preachers' Kids), now a numerous body composed of sons and daughters of ministers.

During the Seaton administration a number of outstanding personalities were brought to the College faculty and campus. Following the resignation of Dean Warren Allen to accept a position at Stanford University, the Conservatory of Music secured Howard Hanson and Charles M. Dennis, each later, in turn, being advanced to the deanship. Both are well known musicians, Dennis now being in the San Francisco school department and Hanson, a composer of note, being Dean of the Eastman School of Music in Rochester, New York. Dr. Arthur Bonner's appointment as Professor of English was a symbol of the new affiliation of the Southern Methodist Church with the College of the Pacific. Dr. Fred L. Farley came as Professor of Latin and Greek: under the succeeding administration he became Dean of the College, and still later Dean of Graduate Studies. Miss Grace Carter, whom President Seaton had known at Dakota Wesleyan University, was made his secretary. She continued also as secretary to President Knoles for some years. Following her resignation as secretary, as Mrs. Leslie Richardson, she was elected a trustee of the College where she was quickly elected secretary of the Board. C. N. Bertels was employed as Business Manager.

When the invitation came to Dr. Seaton to accept the position of Assistant Secretary of the Methodist Board of Education, with headquarters in New York, earnest consideration was given to the matter by leading church officials as well as by the President himself. When he finally presented his resignation, feeling that he should obey the call

of the Church, the trustees could do no other than accept it, which they did with sincere regret.

In his last annual report to the trustees, President Seaton explained, quite frankly, his own reaction to the invitation to accept a position with the Board of Education. He had had personal conferences with such high officials in Methodism as Dr. A. W. Harris, Bishop Thomas Nicholson, and Bishop W. F. Anderson. With characteristic candor he wrote:

I became convinced that this was a providential call to a kind of work for which I had been specially trained but from which the Presidency of the College of the Pacific had diverted me. I, therefore, beg leave to commit the unfinished task, the larger task of the future at the College of the Pacific, to the man who, by your judgment and by the good pleasure of God, shall be called to the Presidency.

Highly complimentary resolutions were passed. In the *California Christian Advocate* (January 30, 1919) appears this high tribute with reference to matters of finance:

Dr. Seaton, in the judgment of the board, had abundantly proved himself to be the providential leader for this great forward movement in our college. Wise and courageous in the planning, indefatigable and undaunted in prosecuting the big campaign; tactful and resourceful in all his personal appeals, which have secured the larger part of the money subscribed, he has been a host in himself. When others, even on the board, were doubtful of success, he always had a smile of assurance and heart of faith. Under his inspiring leadership the College, with fully \$400,000 endowment now in sight; with a rapidly increasing and enthusiastic student body, can but go on to a splendid future.

Since leaving Pacific, Dr. Seaton has done important work for the Church at large, especially in "directing and standardizing the departments of Religious Education in all the schools of the denomination." A special committee consisting of Bishop Leonard, George W. White, and Rolla V. Watt was appointed to search for a new president of the College.

It is pleasant to record that in his important work with the Methodist Board of Education, following his resignation as President, Dr. Seaton was able to render valuable service to the College of the Pacific, especially in connection with the Crusade for endowment and buildings as the College planned to move to Stockton. This loyal service the trustees were not slow to recognize—their deep appreciation is expressed in the resolutions adopted by the Board, September 30, 1922, as follows:

Whereas, the College of the Pacific has passed successfully through a very important period of its history in the securing of subscriptions

amounting to \$1,518,331 and has thereby been able to enter upon a new period of prosperity, and

Whereas, a large part of the success of this project was due to the generous subscription of its former President, Doctor John L. Seaton, *Be it Therefore Resolved*, that the Board of Trustees hereby records its high appreciation of the continued service in its behalf by Doctor John L. Seaton, now Assistant Secretary of the Board of Education of the Methodist Episcopal Church, and *Be it Further Resolved*, that a copy of this resolution be spread upon the Minutes and a copy sent to Doctor John L. Seaton.

In 1924 Dr. Seaton accepted the presidency of Albion College, Michigan, which he has served with success. As President of the University Senate of the Methodist Church and responsible member of other important organizations, he has rendered conspicuous service to the cause of Christian education in the United States.

CHAPTER XII

TULLY CLEON KNOLES COMES TO PACIFIC

At the time of President Seaton's resignation, Bishop Adna W. Leonard was a leading member of the Board of Trustees, in which capacity, with characteristic vigor, he wielded powerful influence. He telegraphed Prof. Tully C. Knoles, head of the History Department of the University of Southern California, at Los Angeles, to meet him in San Francisco.

At a luncheon meeting which included the Bishop, Rolla Watt, George White, and a few others of the Trustee Board, an invitation to accept the presidency was tendered Knoles, who then stated he was not primarily interested in the financial aspects of the position, disclaiming any special competency in the practical problem of money raising. He was given assurance, however, that Vice-President Philo Stanley was a good financial agent and was already actively at work. The announcement of Knoles' election as President was made in the middle of February, 1919.

Shortly thereafter he paid his first visit to the College Park campus, where he was given a favorable introduction by President Seaton. Since it was highly desirable to avoid a recurrence of a long interregnum, President-elect Knoles assumed the duties of administration on the 2nd of April, 1919. His salary was fixed at \$2,750 per year, and house, with traveling and moving expenses.

Action taken by the trustees of the University of Southern California expressed the esteem in which Professor Knoles was held at the time of his election as President of Pacific. The statement adopted February 25, 1919 says, in part:

The high scholarship of Professor Knoles, his vigorous and attractive personality, his genuine gift for teaching, his insight into the problems of young life, the sound judgment with which he has dealt with the issues of the day, and his inspiring interpretation and exemplification of the ideals of the Christian faith have made him a tower of strength of the faculty of the University of Southern California; and have given him a large place in the life not only of the city of Los Angeles but of all Southern California.

The liberal arts faculty of the University passed a resolution of congratulation, with expressions of the spirit of appreciation and cooperation.

The inauguration of Tully Cleon Knoles as President of the College of the Pacific was a central feature of Commencement Week, in June, 1919. President Rolla V. Watt of the Board of Trustees presided and formally inducted Knoles into office. The formal charge was delivered by Bishop Leonard. The President's Inauguration Address proved to be a "revelation of his wide acquaintance with educational history and problems." Greetings were presented by the University of California, University of Southern California, Stanford University, and other institutions.

Thus the new President, having already entered energetically upon his duties, was formally installed in office, in his forty-second year, the father of seven growing children—soon to be eight—with his capable and devoted wife, Emily, who was a true helpmate.

A completely new era in the history of the College opened when Tully Knoles took up the burdens of administration as President. No disparagement is meant to his predecessors when it is noted that for both Dr. Guth and Dr. Seaton the office of President at Pacific proved to be a stepping stone to a higher position. After experiences that seemed always difficult and sometimes almost tragic, both Dr. Guth and Dr. Seaton had at times entertained grave doubts as to the future of the College. And who indeed can question that it was problematical?

The administration of no earlier president had continued for more than a single decade—some terms had been far shorter. But from the time of his acceptance of the presidency, Dr. Knoles built his life into the active development of the College—indeed his incumbency became his great, absorbing life work, occupying twenty-seven intensely busy years. And therein lies a fact of profound significance.

When President Knoles took over the administration at San Jose, the College was really faced with another crisis—a comment, however, that might be made with the incoming of every new president to that time: from crisis to crisis had come to be almost normal procedure!

In particular, two major problems thrust themselves upon the attention of the new President. According to his analysis the admission requirements and academic standards demanded immediate strengthening; and perhaps even more important, the whole question of location of the College must be examined in the light of pertinent facts and imminent prospects.

In spite of the energetic field work for students and financial support of President Knoles' predecessor, it had been extremely difficult to attract any considerable number of *bona fide* college students having adequate academic preparation, and even more difficult to hold them

through to graduation at Pacific. President Knoles pointed out in September of his first year that for a period of nine years the ratio of enrollees to degrees conferred was almost seventeen to one, then added significantly: "These facts and figures . . . show conclusively that the College much more nearly approaches a junior college in student body than a college." Through many years it was a haunting question—should the Methodist Conference decide once and for all to abandon the full college plan and be content with maintaining a good junior college? More than once some of those in authority, including certain former administrators, seriously believed such a step would be wise and desirable. The actual surrender, however, was never made.

The President, deeming it essential to raise scholastic standards without delay, insisted that no further transfers be received for students who could not freely return to their own colleges in regular status. The step was both bold and drastic, since many of Pacific's best students had been transferring to Stanford University, and numerous Stanford students, disqualified there because of deficient records, had been accepted at Pacific with the full knowledge and even at the request of Stanford. It was reported that Stanford authorities had urged Pacific to accept such students on the ground that the change would redound beneficially toward their rehabilitation. This plea, coupled with the feeling of need for more college students at Pacific, and the constant struggle for funds, renders it understandable why rigid standards of scholarship had not in every instance been strictly adhered to.

But Knoles would have none of this. To be sure, not a few interested leaders were fearful of the results of his decree, at a time when more regular college students were greatly desired. But there was in fact no falling off, and in the end the bold step proved to be wise, adding immeasurably to the prestige of the institution.

It may be noted here that for a number of years President Jordan of Stanford University, for whom Knoles had the highest respect, had earnestly advocated the elimination of freshman and sophomore work at Stanford in order to concentrate on developing upper division and graduate studies. Representatives of Stanford called upon President Knoles to recommend that the College of the Pacific be made into a junior college, especially to prepare students for junior standing at Stanford. Pacific would thus be assured of Stanford's moral support; and even financial aid, under certain conditions. Jordan's proposal for Stanford University had been earnestly discussed—not without considerable warmth—by faculty, students, and alumni; and finally the proposal to eliminate the lower division had been defeated because of heavy pressure

from alumni and the athletic department—the elaborate educational arguments of Jordan proved of no avail.

The location of the College at College Park, San Jose, which had been regarded a marked improvement over the Santa Clara site, had in the course of years lost important advantages. President Knoles was impelled by the force of actual conditions to bring forward the crucial issue of a possible change of location. Within eighteen miles of the campus was Stanford University, young educational giant, with endowment and equipment which Pacific could not hope to match, a powerful magnet to the best students at College Park as well as the recommended high school graduates in the wide area roundabout. At Berkeley there was the rapidly growing, tax-supported University of California; while less than two miles distant was the pioneer Catholic Santa Clara College, and in San Jose was the old, well-established State Normal School, which farseeing eyes perceived would some day become a teachers' college, then a full-fledged four-year college of liberal arts.

Could the College of the Pacific, a privately supported, inadequately endowed college, hope successfully to meet this sharp, increasing competition? In such a situation was there really room for the College in San Jose? President Knoles did not fail to perceive the crucial situation—as matter of fact, the problem of location remained the absorbing question for more than a year and a half. Just how the matter presented itself to the new President is revealed in his report of September 20, 1919:

Brethren, several crucial hours in the history of the College have been safely passed, but in my humble opinion the crisis of opportunity is now before us. We can choose our path. At least three ways are before us. First, we can continue as we are, practically a junior college, taking students in great numbers who lack full college entrance and training them until they are qualified for university life; second, we can enlarge our building equipment on the present campus until it will accommodate 500 students, or thereabouts, and do the work of a small college; third, we can secure an adequate site for a full-sized college and enter upon a program commensurate with the possibilities of the educational life of the state, and with the genius of Methodism. I trust that at our January meeting in 1920 we shall go into this matter exhaustively. What we need now is a definite program.

At an even earlier date he had noted that the successful prosecution of a campaign for equipment and building was conditioned upon a decision as to location: in June a trustees' committee had been appointed to consider the matter of a future campus, consisting of Rolla Watt (chairman), J. L. Batchelder, and George D. Gilman, with President Knoles and Bishop Leonard. Definite action, however, had been deferred until the January meeting.

After further study and much reflection, still another alternative suggestion presented itself: the facilities of the College might be used for the Wesley Foundation at Stanford and the University of California, its resources to be divided between them. President Knoles saw no successful future for the institution as a senior college at the San Jose campus.

To the Board of Trustees the thought of presiding at the obsequies of the institution that had been nurtured for the better part of a century was truly abhorrent; and the sponsoring Methodist Conference deeply shared that feeling—the *College must be preserved; it was a child of Providence*. But there can be no doubt of the difficulty in actually reaching the decision to pull up the institution root and branch and find for it a new and more favorable location.

President Knoles sought the counsel of the General (Rockefeller) Education Board in New York, with the hope of obtaining a grant toward endowment. Dr. E. C. Sage stated bluntly that he had no idea the College had a future at San Jose. Then turning to a large map on the wall, and placing his pointer on a site near the city of Stockton, he declared: "*There is the center of the largest area in the United States having the largest high school population not served by any college in the vicinity.*" At that interview Dr. Sage made no commitment regarding financial support; but to President Knoles he significantly remarked, "If and when you move to Stockton, come and see us."

The actual change of location is a long and intricate story, beset with many an irksome delay, many a discouraging incident. Having become convinced of the necessity of the change, the next question, of supreme importance, was, where shall we go? Chief among cities that made overtures were Sacramento, Stockton, and Modesto. A more desirable site in the San Jose area, removed from the distractions of the railroad and encroaching industry at College Park, was also actively proposed. It was of course essential to give careful consideration to each invitation and especially to the financial bids presented.

On the whole it was felt that the enterprise was probably too great for Modesto, county seat of Stanislaus County, which renewed a still earlier invitation. To remain anywhere in the San Jose area, unless under exceptionally favorable financial conditions, would not satisfactorily meet the fundamental objections to the locality. The advantages of Sacramento, capital of the state, were numerous and quite obvious; but at the time that city failed to show sufficient interest in the way of definite financial inducement. Other centers mentioned, though not very seriously considered, included Oakland, Lodi, and Turlock. In

active interest, evidenced by substantial financial backing, Stockton took an early lead and finally won the prize, though there were many delay-occasioning incidents and serious obstacles to be overcome.

After making a thorough study of the climate, history, and social institutions, President Knoles became convinced that Stockton should be the future site of the College, although he was careful not to discount invitations from other cities. In this he was backed by the faculty. His reasons for favoring Stockton appealed to the trustees; and it may be said that by early February, 1920 a majority of them had come to agree.

Through the J. C. Smith Company, Stockton offered any one of three plots of land (of thirty, forty, and fifty acres, respectively), with \$600,000 in money for new buildings. Even after full endorsement by the Board of Trustees, it was essential to win the approval of the Methodist Annual Conference. As the result of an all-day discussion of the vital subject, the Conference, meeting for the first time in many years on the campus of the University, voted unanimous approval.

Even after the die had been cast there were many obstacles to be overcome and stipulated conditions to be met. A full account of the details cannot be presented here. It was a long, hard, and at times disheartening struggle. For a time the Stockton location was apparently lost because of serious delays in meeting financial requirements. The discouraging situation is reflected by a declaration of the trustees on January 25, 1921 that it be the "sense of the Board that on the basis of Dr. Bane's report the College should consider Stockton no further in regard to re-location." The trustees even proceeded with plans to place the College proper on Alameda Avenue, San Jose—with this saving clause, however:

. . . but if prior to our next meeting we have definite word from the people of Stockton, we will then consider the proposition that comes from them, if it coincides with the decision of the Annual Conference September, 1920.

Active negotiations were entered into looking to the actual removal to the nearby site; but, as the event proved, such a dubious transaction was never to be consummated.

Too much cannot be said in praise of the services of two men of Stockton—G. E. L. Wilhoit and Rev. A. C. Bane. Trustee Wilhoit, representing the banking interests of Stockton, proved to be an anchor to the local financial campaign—steady, loyal, resourceful. Bane, an alumnus of Pacific and pastor of Central Methodist Church, labored in season and out, in church and community—patient, tireless, inde-

fatigable: one would be disposed to declare his assistance to the cause proved to be an indispensable factor in finally bringing the College to Stockton. He it was who was credited, in Stockton, with having initiated the movement to win the institution for his city. Among the many who helped generously, in one way or another, two other men must be singled out for special mention. These are Thomas F. Baxter, devoted President of the Board of Trustees, and John L. Burcham, capable and resourceful Vice-President of the College. Many persons and organizations contributed generously to the final consummation. Prominent among the latter was the Stockton Chamber of Commerce.

The leading newspaper of the area, *Stockton Record*, published by Irving Martin, took a friendly, co-operative attitude, which proved especially helpful. It had pointed out (October 16, 1919): "Stockton is ideally situated as it is the center of the interior valley of the state and would offer a location which would draw on students both from the San Joaquin and Sacramento Valleys."

Stockton finally did meet the required conditions. The forty-acre tract offered by the J. C. Smith Company, with pledges amounting to \$600,000 at last brought final acceptance, resulting in the acquisition of the Harriet M. Smith Memorial Campus, augmented at the time by an additional ten-acre tract and subsequently by another tract, of twenty-one acres, made possible chiefly by a gift from Mr. and Mrs. Alonzo Stagg.

There was great rejoicing—the shout of victory was heard in the land. Dr. Bane proclaimed, "I think Stockton has won the greatest prize of her existence." A brilliant future as a great educational center was prophesied.

An unanticipated difficulty arose, however, which momentarily threatened the entire new campus project. According to the surveys made, it was revealed that the campus was to be intersected by the entering Western Pacific Railroad. The corporation was promptly requested to modify its proposed route: happily for the College, a re-survey was ordered, and re-routing was announced which involved the construction of more than 1,000 additional feet of track—a worthy recognition of the value of the College of the Pacific in Stockton.

The actual transfer of the College to a new site of bare ground was a herculean task. There was need of ability, wisdom, persistence, and the "sinews of war." The Stockton campus must be planned, a task involving countless details, and made ready for use: meanwhile the College must be operated on the old campus at College Park. Com-

petent assistance must be invoked. The services of Dr. Burcham, highly recommended for his sterling qualities, were desired for the important work of field agent. On September 24, 1921, Burcham had been duly elected Vice-President of the College. In this position his long, devoted, and fruitful labors constituted a contribution of incalculable worth.

The future development was faced with renewed hope but with full recognition of the fact that the next two or three years were to be of the utmost importance. New friends were to be made in a new environment, but care was to be exercised to the end that old friends must not be lost. The feeling entertained regarding the move to Stockton was well summed up in the *California Christian Advocate* of September 29, 1921:

The Conference remembers with gratitude the years of loyalty and support that this region [San Jose and Santa Clara Valley] has given the College. But it is so well supplied with Stanford, the Normal School (now a Teachers' College) and the Junior College of the University of California; while the General Education Board reports that the largest group of high school students without an adjacent college is in the San Joaquin Valley.

The site of the new campus was visited in December of that year by members of the faculty, with their wives, who took their basket lunches, and enjoyed the opportunity of looking over the broad acres which were to be the scene of their future labors.

April 18, 1922 was "Pacific's Day at Stockton." Stockton was given a good taste of real college life. After group conferences by leaders of the Methodist educational world in the forenoon and an enjoyable lunch with an enthusiastic Chamber of Commerce group, the real party began at four-thirty in the afternoon. In the bulletin we read:

With horns blowing, crowds cheering, banners flying, faculty and students one hundred eighty strong, made a triumphal entry by automobile into the city. Round and round the Court House Square we circled, then took possession of the Court House steps, and for fifteen minutes showed Stockton what pep, enthusiasm, and college "atmosphere" means.

Following dinner the students "let loose" in the Hippodrome—"college songs, ringing cheers, a regular jubilee." There was music by Conservatory students, speech making by leaders of the College and in Stockton: then an automobile procession was formed, and San Jose was reached at an early morning hour by a crowd of happy students, rejoicing that Stockton was to be the new, permanent home of the College.

Among the aspects of the complex problem of moving the College to an entirely new location, where everything must be started "from

the ground up," the human equation of the faculty families must not be overlooked. Having been established for years, in most instances, in their homes in College Park, they could not lightheartedly contemplate the task of establishing new homes on the bare acreage in a strange environment. Such a move was the result of no carefree fancy, no mid-summer night's dream. The attitude of loyalty on the part of faculty members, however, was most gratifying, furnishing a good test of the wisdom of moving. The entire faculty, with the exception of two members, moved with the College to Stockton, following their trusted leader to the promised land across the river.

And after a quarter of a century in Stockton a full dozen members, besides the President (now Chancellor) who had moved from San Jose could still respond to roll call, on active duty. Here is the list: Fred L. Farley, J. William Harris, George H. Colliver, G. A. Werner, De Marcus Brown, J. H. Jonte, J. Russell Bodley, Lorraine Knoles, G. Warren White, Allan Bacon, and Monreo Potts.

A thirty-acre tract of land across Pacific Avenue from the new campus site was purchased from the J. C. Smith Company by a pooling of faculty interests. This was subdivided, largely through the activity of C. N. Bertels (comptroller) and N. M. Parsons (agent) into building lots, which were offered to faculty members on equitable terms. On the tract, known as The Manor, pleasant homes were built; and today many of the professors and other officials are resident there, in one of the most desirable sections of residential Stockton. Incidentally, the subdivision and sales of the Manor tract netted the College a profit of approximately \$10,000.

During the first five years of the Knoles administration, at College Park, there had been but little increase in attendance in the college classes. With the new President it had become almost a passion to improve scholastic standards; to that end there was systematic "weeding out" of the unqualified. But the College survived the severe test and was enabled to point to a brighter future.

At Stockton the attendance increased almost immediately. Old records were shattered. Even before the actual move was made, a regular freshman class was conducted in the upper story of the *Record* Building, in Stockton, by Dean G. A. Werner and two assistants, during the year 1923-24. At the conclusion of courses in 1928, these students were the first to complete the four-year curriculum in the city of Stockton. It was not until April 14, 1924 that the first brick was laid on the new

campus. Then followed a real carnival of building activities. The change of campus was an accomplished fact.

The week beginning March 30, 1925 witnessed the solemn dedication of the new buildings on the Stockton campus. Each day was devoted to a special phase of life. Many invitations had been issued. The entire day of Wednesday, April 1 was devoted to a conference on religious education, laying special emphasis on that important subject. On the following Friday evening the program was especially arranged for the young people, who naturally remained over for the athletic sports of Saturday, and for Saturday evening, when "The Servant in the House" was presented. Among the numerous participants on the general program were Chester Rowell, Bishop Edward L. Parsons, State Superintendent of Public Instruction Will C. Wood, President Ray Lyman Wilbur of Stanford University, Bishop Charles Wesley Burns, G. Bromley Oxnam (later Bishop), President Tully C. Knoles, Trustee Rolla V. Watt, and others. Chief entertainment feature was the grand Conservatory Concert. The exercises of the week presented a convincing demonstration of the wisdom of moving the College to Stockton.

One of the most elaborate celebrations in the history of the College of the Pacific was held June 13 to 16, 1926, in recognition of its seventy-fifth anniversary. It was indeed a gala occasion. Among the distinguished guests participating were Judges Charles A. Shurtleff, John E. Richards, William H. Waste, and H. C. Gesford, Gen. Nathan W. MacChesney, and Mayor Samuel A. Evans of Riverside. "The Pageant of Pacific" proved to be a main feature. The script was written by Aline Kistler, a former student, portraying the history of the institution from its chartering in 1851 to 1926. The pageant, filled with interesting historical episodes, treasured traditions, and colorful phases of student life, was directed by DeMarcus Brown.

More than
 Seven decades have come and gone
 And from Pacific's doors
 Have gone many men and women
 To various walks of life.
 An incessant stream of youth
 Ever reaching, ever striving,
 Ever seeking the intangible. . . .

The time has come
 To look upon the fruits of our work,
 Throughout these years.
 We've striven hard

To mold the lives of youth
And help them dig the gold
Found only by the skilled miner
Of God's mysteries.
The West has developed
From a vague new land
Into a fruitful empire
Of accomplishment. . . .

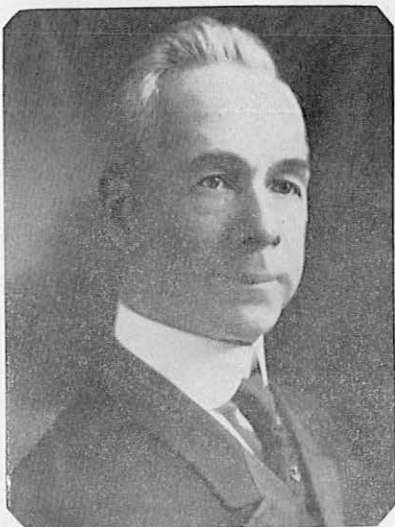
It was a happy day for the College of the Pacific when word was received that it had been placed on the list of approved colleges by the Association of American Universities. This is reported at length in the *Pacific Weekly* of December 1, 1927, from which we quote:

The chief standardizing agency among educational institutions in the United States is the Association of American Universities. . . . In 1925 the University of California carried a list of recognized institutions supplemental to that of the Association. The College of the Pacific has always been on this supplemental list. . . .

In 1925 the College made application for similar recognition by the Association of American Universities. After mature examination, and particularly after looking over the list of graduates since 1910 who have done one or more years of graduate work successfully in one of the graduate schools now members of the Association, recognition was granted on November 12, 1927, placing the College of the Pacific on the much coveted list of the Association.

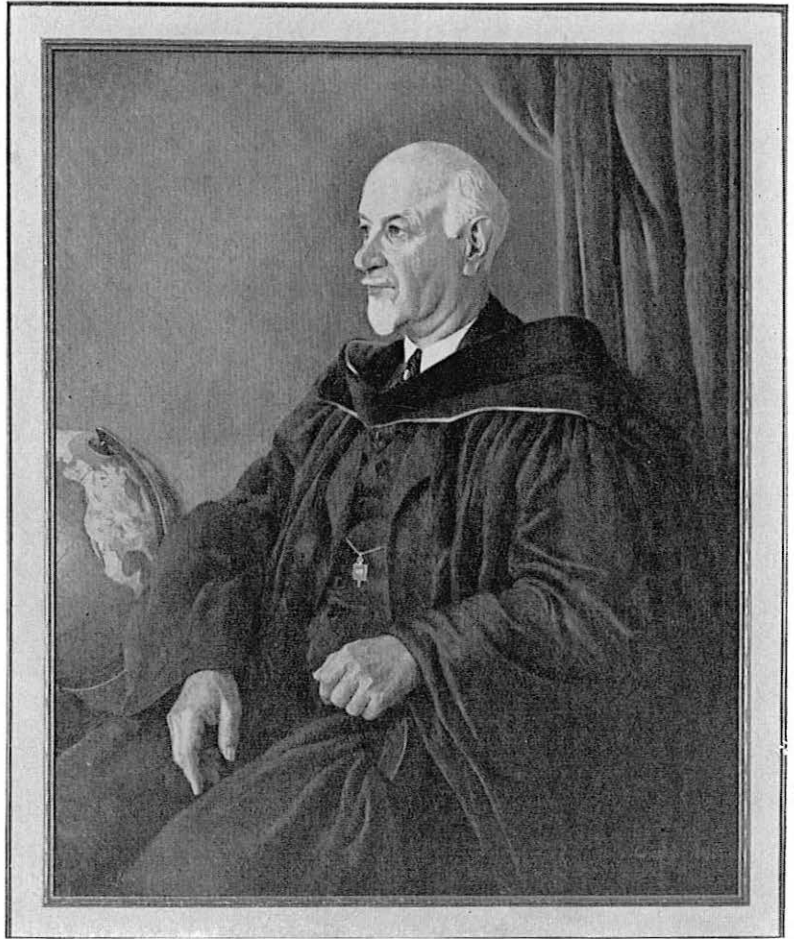
It was noted at the time that of the College of the Pacific graduates since 1910 forty-one percent had completed at least one year of graduate work.

Another note of scholastic progress was sounded in the spring of 1929, when President Knoles announced that the College had been given full recognition by the American Association of University Women, thus entitling all women graduates and alumnae to national membership in that organization, without loss of standing in any college or university in the nation.



Vice-Presidents

John L. Burcham, Adam C. Bane, Ovid H. Ritter



Chancellor Tully Cleon Knoles

CHAPTER XIII

THE NEW HOME FOR THE COLLEGE IN STOCKTON

The question of a new location for the College, difficult and perplexing as it was, was by no means the only problem with which President Knoles had to cope. There was the pressure of the never-ending financial situation. Instead of permitting a respite or some kind of moratorium while the question of a new site was imminent and imperative, it seemed to hurl itself all the more relentlessly upon the administration.

And academic standards were inextricably bound up with finances. In September, 1922, the President reported on the then recently announced principles and standards for accredited colleges, as defined by the American Council on Education. These included admission requirements for freshman standing, requirements for college graduation, the relationship of the size of the faculty to the numbers of students and courses offered, academic training of the professors, the library, material equipment and upkeep of buildings, laboratories, and grounds; and, the report thundered forth on minimum operating income for an accredited college, declaring:

Increase of faculty, student body, and scope of instruction should be accompanied by increase in income from endowment. The financial status of each college should be judged in relation to its educational program.

In the matter of annual income, Knoles clearly pointed out, there was much to be desired at Pacific. Said he; "I am glad to report that the College of the Pacific has made rapid strides in the last few years; but the task ahead is great." In a spirit of optimism he was able to report to the Board of Trustees at the June, 1923 meeting:

At no time previous was the educational situation in California so propitious for making of a great forward movement on the part of the College. The favor of the General Education Board, of other educational institutions, of the State Board of Education and the State Superintendent of Public Instruction, and of business interests centered upon us were indications that the psychological moment has arrived. It is a remarkable tribute to the trustees that with such unanimity the Board saw the opportunity and has made provision for the expansion.

He also made this very impressive statement: "We have had the most

excellent student body intellectually and morally during the past year that I have known at Pacific."

To meet the conditions laid down by the General Education Board for financial aid, it was pointed out that all buildings must be paid for by June 30, 1929; and there must be an endowment of \$500,000 in invested funds by the same date. A large order, indeed!

In September, 1925 Dr. Burcham reported that the actual program of collecting endowment subscriptions was far behind schedule. The following year the administration of the business affairs of the College underwent thorough reorganization. The office of Business Manager was abolished and the office of Comptroller was created, to include also purchasing agent, accountant, and bursar.

The financial problem persisted. In spite of valued assistance by the Chamber of Commerce, Stockton collections on subscriptions proved to be very slow. Now that the College was actually functioning in Stockton, there was much apathy in redeeming pledges, which had been made, no doubt, in good faith. In this time of need, also, the aid given by the California Annual Methodist Conference and its constituency seemed disappointingly small. In January, 1927 President Knoles expressed the opinion: "Pacific suffers perhaps more than other denominational schools by virtue of the relative financial weakness of its supporting Conference."

Despite all handicaps, however, great progress along many lines was being made. The new campus was becoming more attractive every year, higher scholastic standards were winning deserved recognition, the fine student body was responding in increasing numbers and excellent quality, the faculty was working wholeheartedly. Nevertheless financial obstacles continued to obtrude themselves athwart the pathway of progress; no easy detour was possible—they must be boldly met, and they must be overcome. That there were irksome delays, not a few failures, and many disappointments—some of them heart-breaking—none will be disposed to deny: but there were also resolute purpose, firm determination, and the faith of the fathers—a combination that can remove mountains of difficulty.

In the spring of 1927 a million-dollar finance plan for the College was announced by Vice-President Burcham. The comprehensive plan was to pay off the burdensome debt, construct a new library building, erect an addition to the fine Conservatory building, and place \$500,000 in the endowment fund. More planning and reshaping of details. The decision had been reached to launch this new campaign "only after the most exhaustive study of the situation."

The alumni were asked to assist; student aid was solicited. All were greatly heartened by the munificent gift of Mrs. Clara B. Congdon, whose check for \$100,000 was the largest individual check that had ever been received by the College. The inspiration for this gift arose "out of a desire on Mrs. Congdon's part to honor her father and mother, the Rev. and Mrs. Edward Bannister."

The General Education Board offered \$250,000, conditional on the College securing \$500,000 and freeing itself of debt. Dr. Burcham was gratified to report the institution in "the best financial condition it has ever enjoyed." But still the actual progress of the campaign was not satisfactory. W. F. Bigler of Kansas was employed for a "whirlwind drive"; A. C. Bane was appointed by Bishop Burns to devote full time to the campaign in the churches. By early spring of 1929 the huge debt, including unpaid pledges, had amounted to \$570,000—a staggering amount. Said President Knoles in his report of March 26:

Frankly, brethren, I do not see how we can go on unless the debt campaign is a success. We are hampered on every turn, and are sailing on such thin ice! And the goal in comparison with other institutions seems so easily obtainable!

The campaign was on in dead earnest. Burcham was made Executive Vice-President, and Bane a Vice-President, associated with Burcham in financial matters.

The shout of "Victory" arose in the summer of 1929. The crusade was ended. Here is part of President Knoles' letter to the *California Christian Advocate* (July 11):

The campaign is over, and enough cash and bankable notes have come in to enable us to eliminate the debt. . . . Mr. Baxter sat at his desk, a sick man, and signed checks with which to purchase notes, answered phone calls, sent telegrams, and interviewed people until 5:30 at which time he saw the way clear. During the afternoon a check for \$200,000 was mailed to the Pacific Mutual Insurance Company of Los Angeles, extinguishing the mortgage debt, so there is not a dollar of indebtedness of any kind resting against C.O.P. . . . I do not know how we could be more jubilant. . . . Now we have but two tasks, one to continue the up-building of the academic life of the school as a Christian institution, and the other to enlarge the endowment and equipment to take care of the increasing number of students thronging into the school.

In the fall of 1930 Ovid H. Ritter, a man of considerable business and banking experience, was made Comptroller of the College.

College of the Pacific and Junior College. As early as 1930 the increase in the number of lower division students (freshmen and sopho-

mores) had begun to be burdensome by overtaxing the laboratory and other facilities of the College. Endowment funds were inadequate to meet the situation. In a report to the trustees dated October 28, 1930, President Knoles stated:

In my opinion, Pacific cannot have a much larger increase in Lower Division students. Our laboratories and rooms for preliminary college work are full now. All laboratory facilities in Biology and Chemistry are taxed.

At the same time the public junior college movement was rapidly gaining headway in California; indeed, the phenomenal development of this institution in California has no parallel in the United States.

As early as October, 1933 a faculty committee headed by J. William Harris was constituted to "investigate the possibility of setting up a junior college section at Pacific." In the following January the suggestion was made looking to a reorganization of lower division requirements while "working out courses for the junior college students." The whole absorbing question of a junior college for Pacific was discussed at length by the Coordinating Committee of the College faculty.

It was in February, 1934 that the important and far-reaching decision was reached to establish a junior college at Pacific, "if we could secure the proper advice from the East." This Dr. Knoles had been able to do. He reported that Dr. John L. Seaton, then representing the University Senate, had endorsed the plan, as had Dr. Davison of the General Education Board, and that others had made helpful suggestions. "But most important of all to me," his report continues, "was the favorable advice of Dr. Robert Lester of the Carnegie Foundation for the Advancement of Teaching."

Dwayne Orton, Director of Forensics and an aggressive advocate of the plan, was unanimously elected Director of the Junior College, his appointment to become effective as of April 15, 1934. Establishment of this division enabled any high school graduate who presented a satisfactory character recommendation signed by his principal to enter, with no lowering of standards for regular freshman standing, and thus make fuller use of the facilities and teachers of the College. Director Orton presented a detailed report on the proposed curriculum, instructors for new courses, etc. Plans were outlined for an "adjustment to the college schedule as soon as possible." The new venture proved to be highly important and of great significance for the College of the Pacific.

The total initial enrollment in the Junior College in September, 1934 was seventy-three, of whom nearly two-thirds were male students. As stated, "The curriculum is terminal at the end of two years and aims

to give orientational and cultural base for specialization." Results proved gratifying to President Knoles, marking "a definite step into line with the trend in American liberal education."

Junior College classes were taught by regular members of the faculty, and the students were regarded as regular members of the freshmen and sophomore classes, "with the privilege of participating in all college and class activities in accordance with the general regulations of the college." The student had the "advantage of a specially developed program of guidance in his academic problems." He was to be treated individually—"no one is strait-jacketed into a predetermined scheme of regulations, but each one will have an opportunity to fit the courses to his needs."

Earnest consideration was given to the question of separating the junior and senior colleges. On October 16, 1935 the Coordinating Committee of the faculty adopted the following:

Be it resolved, First, that the Coordinating Committee adopt the policy of promoting the upper division and graduate work through public relations; and second, that all steps in the development of the Junior College classes of the Stockton Board of Education be carefully checked to determine their influence upon the integrity of the upper division of the College; and third, that the lower division of the College of the Pacific be made an administrative unit of the College independent of but integrated with the upper division of the College.

The establishment of the Junior College as a division of the College of the Pacific proved to be but a forerunner to the founding of the Stockton Junior College, as a part of the state system on the Pacific campus—something unique in California and in the United States. For several years educational leaders had "commented upon the possibility of the organization of public Junior College classes on the part of the Stockton School Board in connection with the College of the Pacific." Various detailed plans were discussed. Some sort of cooperative activity was desired: otherwise the public school authorities might be forced by public sentiment "to inaugurate Junior College classes, either in the Stockton High School, or through the setting up of a Public Junior College."

In the meantime an intermediate step was taken in the development—that is the organization and announcement of the "General College" at Pacific, in the autumn of 1935. A special bulletin was issued in December, thus defining this new unit:

The General College of the College of the Pacific is organized to administer the work of the freshman and sophomore years. The

term General College as used at the College of the Pacific denotes the unit which is usually referred to as the junior college in most places in California. All students who have not achieved junior standing register in the General College.

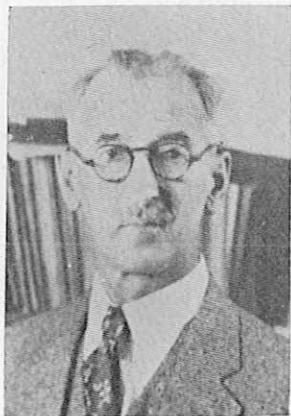
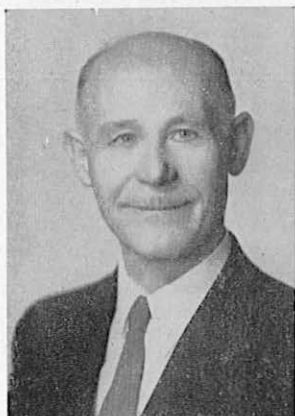
Dwayne Orton was made Dean; Marion Barr was appointed Dean of Women. Requirements for graduation with certificate of completion were fixed at "64 units with passing grades, to include the general requirements and a minimum of 12 units in a specified field and the Dean's recommendation." For graduation with the title of associate in arts the requirements included an average of at least "C" grade. Two years of satisfactory work (64 units) in the General College constituted the minimum requirement for admission to junior standing in the Senior College. In all this planning the authorities were fully cognizant of the larger educational movements of the country, and particularly of the trends with reference to the junior college in California. But the life of the General College, as a unit in the College of the Pacific, was exceedingly brief, as events proved.

An outline of subsequent rapid developments at the College of the Pacific is seen in President Knoles' report of October, 1935, from which we quote:

The officers of administration of the College, because they were on the ground, held preliminary discussions with county, city, and state superintendents of public instruction. After various meetings and consultations, the Stockton School Board petitioned the State Board of Education for the right to maintain Junior College classes, using the facilities of the College of the Pacific. This authorization came a few days before the opening of school, and in spite of the lateness of the authorization, 780 students have come in under this plan. In order to keep faith with other Junior Colleges whose budgets were set up last spring, Stockton and the College of the Pacific offered Junior College classes only for freshmen this year.

Constitutionality of detailed and technical conditions incident to this contractual arrangement was carefully safeguarded. The College authorities were keenly aware that objections to the new departure would be raised and that its constitutionality would be challenged. But every effort was made to keep within the law and to provide a much appreciated service to the community. Great satisfaction was expressed when, in the spring of 1936, the formal opinion of the Attorney-General of California was received, declaring the arrangement to be "entirely legal" in that "no sectarian or denominational doctrines" are taught in the classrooms of the College of the Pacific.

Under the approved plan, the school district pays the tuition of freshmen and sophomore students registering at the Junior College from



Senior Faculty Group

Top row: George H. Colliver, Chairman Bible and Religious Education Department; Amos Alonzo Stagg, Football Coach Emeritus; Gustave A. Werner, Professor of History and Political Science Emeritus; *Bottom Row:* Fred L. Farley, Dean of Graduate Studies, Professor of Ancient Languages; J. William Harris, Dean of School of Education Emeritus, Professor of Education and Psychology; Charles E. Corbin, Professor of Mathematics Emeritus.

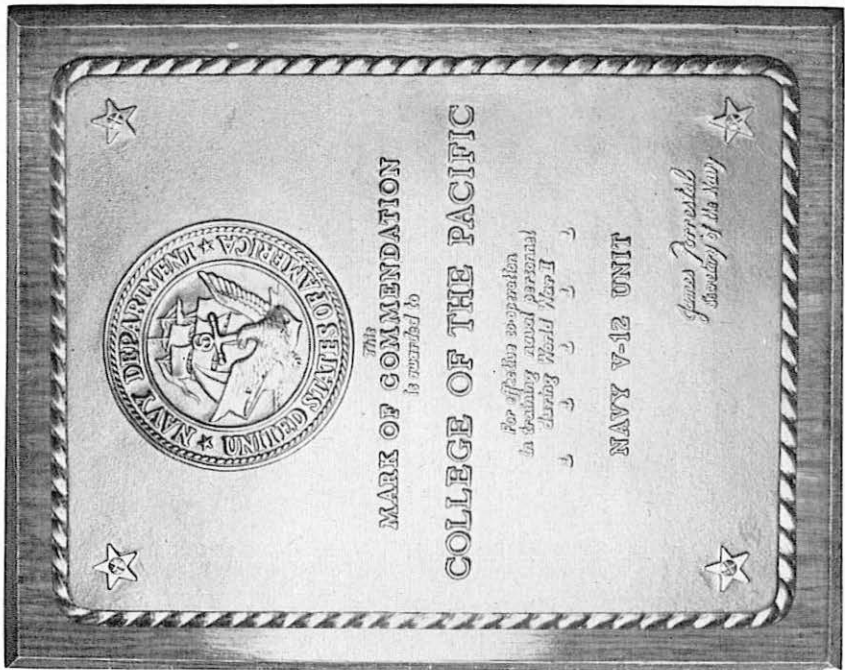


IN MEMORY

OF THOSE OF WORLD WAR II WHO LOST THEIR LIVES IN THE SERVICE OF THEIR COUNTRY.

- ANDERSON, CHAS.
- ALPHONSE, G.
- BADGLEY, R.
- BAER, P. B.
- BAYSINGER, A. S.
- BIGELOW, WM.
- BELL, F. S., JR.
- BIRD, R.
- BLACKMON, A.
- BRUMBLE, E.
- BURSON, P. D.
- CALETTI, G.
- CARLSON, R.
- COOPER, E.
- COOK, R. A.
- DAVIDSON, R.
- DIXON, J.
- EMMETT, D. J.
- EVANS, E.
- FABER, J. F.
- FAWCETT, R. D.
- FELSENTHAL, CHAS.
- FERNANDEZ, B.
- FISHER, J. C.
- FUGAZI, L. J.
- GARCIA, A.
- GARDNER, T.
- GEHRIG, J. C.
- GROHMAN, T.
- HANCOCK, T.
- HANSON, V.
- HAPPE, G.
- HARRIS, C.
- HARRIS, WM.
- HARTLEY, C.
- HEROLD, A.
- HILL, CHAS.
- HOUSTON, WM.
- HUNTER, S.
- JACKSON, D.
- JOHNSON, WM.
- KEYSTON, A.
- KINGHAM, L. G.
- LE QUELLEC, A.
- LINDEEN, D. O.
- LUTZ, CHAS.
- MARING, WM.
- MEARS, D.
- ORVIS, WM.
- PEASE, B.
- PHILIPS, C.
- RING, G.
- ROBBINS, E. L.
- SIBBETT, F. T.
- SKADDEN, W.
- SMALLWOOD, W. C.
- SMITH, E.
- SMITH, R.
- STEWART, G. E.
- STEWART, T. A.
- SILVA, B.
- TABER, M.
- TODD, R.
- TULLY, E. L.
- VEIRA, D. S.
- WELLS, R. H.
- WENDALL, H.
- WHERRY, CHAS.
- WICKHAM, J.
- WRIGHT, J.
- ZITTLEMAN, T. R.

PRESENTED BY
COLLEGE OF THE PACIFIC
VETERAN'S CLUB
1947



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in training naval personnel
during World War II
J J J J J J J

NAVY V-12 UNIT

James Forrestal
Secretary of the Navy

San Joaquin County, with further funds supplied by the State Board of Education. Students from other counties (not served by junior colleges) may also enroll—costs being borne partly by their counties and partly by the state. For each fiscal year a definite contract is entered into, covering all relevant details, between the public school authorities and the College of the Pacific. The Junior College teachers' salaries are fixed by the Board of Education; those of the College of the Pacific by the trustees of the College. When an instructor teaches in both institutions he receives two checks, accurately computed, instead of one. The President of the College of the Pacific has no part in the administration of the Stockton Junior College.

In October, 1936 President Knoles submitted a comprehensive report to the trustees, setting forth in detail the situation from the standpoints of the Stockton School system, the College of the Pacific, and the State of California. He paid tribute to Director Orton, who continued in charge of Stockton Junior College for several years, for his aggressive, enthusiastic spirit and efficient services, which had contributed generously toward resolving perplexing details and establishing a workable arrangement.

From the standpoint of the College of the Pacific the achievement of the present arrangement, while open to some objections, was at the time undoubtedly a financial boon, in the absence of an adequate endowment. On the other hand, it proved to be of great benefit to the Junior College, particularly during the difficult period of the Second World War. President Knoles pointed out the possible calamity if junior college classes were to be set up on a separate campus; he was keenly aware of the importance of obtaining and maintaining an amicable, cooperative relationship between the College administration, his Board of Trustees, and the Stockton Board of Education. Happily the spirit of mutuality prevailed on all sides.

When special problems arose—and they frequently did arise, some of them of decidedly perplexing nature—they were met in a give-and-take manner, as well illustrated by a paragraph from the Knoles presidential report of April, 1937:

We feel that our project, for indeed such it is, unique in American education, will be successful so long and only so long as each side acts in good faith. Mr. Orton and I often say to each other, "This is my onion, I'll peel it," or "This is your onion, you peel it," or again, "That is our onion, we must peel it."

The unique educational arrangement has worked out harmoniously, in spite of questionings now and again, until the present. Beginning in

1947-48, however, the Stockton Junior College, which has come to be officially known as Stockton College, has occupied its own campus, adjacent to Pacific campus, and the segregation of faculties is more nearly complete. What changes the future may hold, if any, the future itself can alone reveal.

After Twenty-five Years in Stockton. The town of Stockton, founded in 1847 by pioneer Captain Charles M. Weber, and first known as Tuleburg, quickly became a supply center to the southern gold mines of the "Mother Lode" country. In turn it became a hub of transportation, of agriculture, of industry, and finally, in 1924, it began its career as a college town. It was in that year that the College of the Pacific moved from San Jose to Stockton, as the result of one of the most far-reaching and consequential decisions in its entire history of a hundred years.

It was nothing short of a new life when the old College emerged, almost Phoenix-like, from the ashes of the past and occupied the far-flung Harriet M. Smith Memorial Campus in the outskirts of the city of Stockton, county seat of San Joaquin County.

Reasons for the decisive change, and the actual transactions involved, have already been told. The great move was an act of sublime faith: but it was a faith buttressed by sound reason and hard work, a faith that has been magnificently vindicated by the facts of more than a quarter of a century.

As an illustration of the phenomenal growth that followed the great move, it was noted that within a decade thereafter President Knoles had conferred more degrees than the entire list of presidents who had preceded him, in more than three-quarters of a century. And before his retirement as President in 1947 he had conferred 2,260 bachelor of arts degrees, as against less than 1,000 during all pre-Knoles history. Also, he had conferred 240 masters' degrees. The number of major departments of study in 1924 had been more than doubled.

But with the marked expansion into new fields, including International Relations, Business Administration, Food Processing Administration, Civil Engineering, Radio Broadcasting, and others, it is important to note that the fundamentals of liberal arts culture have been sedulously preserved as the core of the curriculum. Likewise the guiding principles of Christian education and of co-education have been faithfully maintained.

The physical plant at Stockton has grown from the original six principal buildings on a forty-two acre campus to twenty-four major

structures and almost as many minor ones on an expanded area of seventy-two acres. The attractive landscaping, with flowering trees and bright flower gardens, have richly contributed to make Pacific Campus one of the most beautiful in the entire West. Best of all, the abounding life of the hundreds of youth, pressing alertly from building to building along the shaded avenues, presents a pleasing prospect that would—could they but witness it—bring unspeakable joy to the hearts of the faithful founders of a century ago.

In June, 1944 fitting recognition was given of the quarter-century of the Knoles administration as President. It was pointed out that since 1919 the College had had four vice-presidents, three College deans, two registrars, two comptrollers, four Conservatory deans, and still other administrative officers, but only one President—Knoles. It was under his leadership that the School of Education was established, with the privilege of granting recommendations for a wide variety of teaching certificates, the department of speech arts was expanded, and a comprehensive program of competitive collegiate athletics developed. In the entire history of the College there was no other quarter-century that could be compared with the fruitful twenty-five years under President Tully C. Knoles.

For their consecrated service and special contributions during the difficult years of adjustment and becoming established on the Stockton campus further mention must be made of two active leaders of commanding stature—these are Burcham and Watt.

John L. Burcham was made Vice-President of the College in 1921. He continued in that position throughout the difficult period of the move to Stockton and until the coming of the lean years of the 1930's. In forming and executing large financial plans, as in handling a multitude of details, he was a factor of incalculable strength to the College. His splendid cooperation with President Knoles, whom he so perfectly supplemented in many ways, his loyalty to the institution he served so devotedly, his efficiency in the daily task—these qualities were equalled only by his brotherly, Christian spirit. Dr. Knoles found it "a joy to be associated with him"; his benign influence will long be felt in the College of the Pacific.

Rolla V. Watt was a prince among men. As President of the Board of Trustees for fifteen years it may be said of him that he was as nearly indispensable as a man could be. But he was a trustee for thirty-six years! A whole succession of presidents, from 1894 to 1930, found in him a firm supporting pillar. As manager of the Pacific Coast Department of the

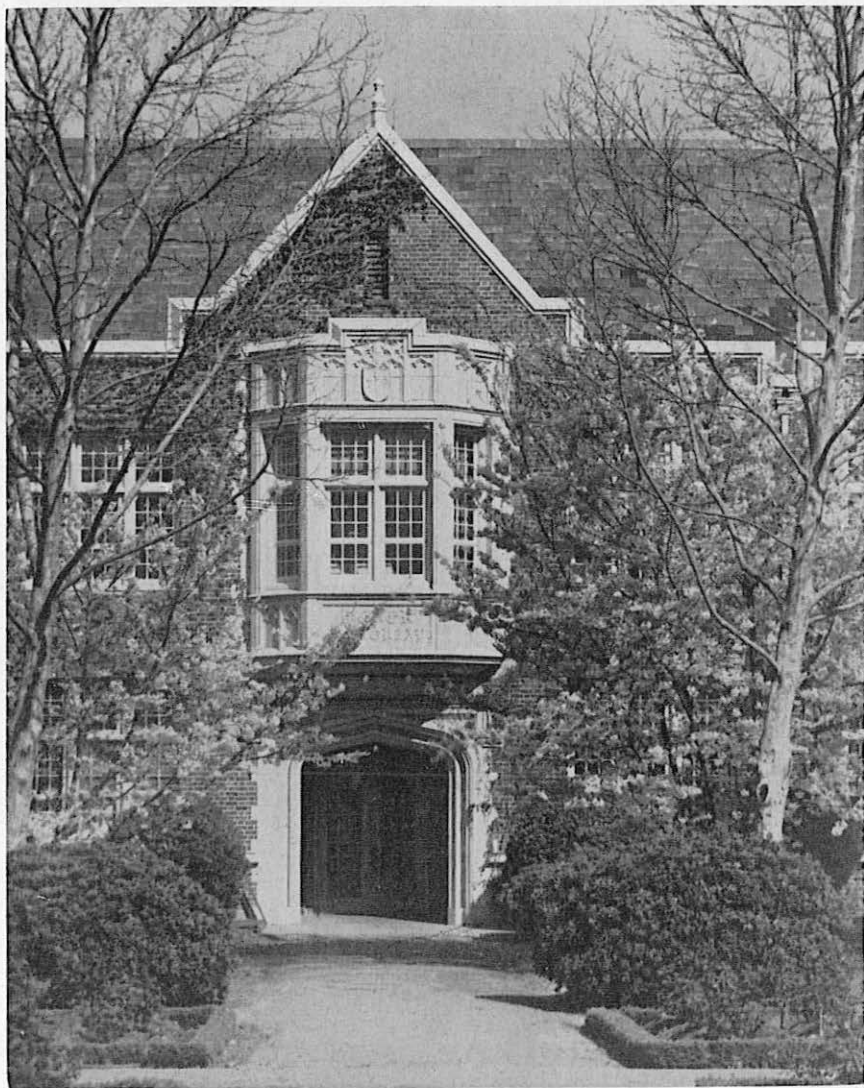
Royal Insurance Company and in other important posts, he became one of San Francisco's leading business men: as an organizer and committeeman in the Lincoln-Roosevelt League, President of the Y.M.C.A. Board of Trustees, and leading layman in the Methodist Church, he had few peers in the civic and religious life of the city.

After Mr. Watt became convinced that the College should be moved from San Jose to Stockton he was one of the most loyal supporters of the plan, and he became deeply interested in the development of the new campus—on his last visit he took pictures of all campus buildings for his private collection. Dr. Knoles called him "a strange combination of a hard-headed business man and one who possessed the soul of an artist." His hobbies were architecture and music. The excellent Watt Memorial Organ is a noble gift from Mr. and Mrs. Rolla V. Watt.

Dancing. For many years the College regulations regarding dancing, card playing, and attending theatre were strict and in harmony with the Discipline of the Methodist Episcopal Church. Likewise the rule against using tobacco and alcoholic drink continued to be rigorous and inflexible. For example, in a meeting of the faculty held December 3, 1888, "It was moved and seconded that the University faculty request the Board of Trustees to adopt the rule that no student shall be admitted or retained in any department of the University who uses tobacco in any form whatever. The motion carried unanimously."

For years the question of the attitude toward amusements was earnestly discussed throughout the church and all its institutions. With the changing attitude as reflected in the General Rules of the church, it was but natural that the time-honored regulations, particularly against dancing, should be modified, or completely abolished, in favor of the general principle admonishing against "the taking of such diversions as cannot be used in the name of the Lord Jesus."

In the College the question of dancing had become acute at the time when Tully Knoles assumed the presidency. He was subjected to considerable pressure from opposing sides: students were insistent in desiring official recognition of the dance—otherwise they would attend off-campus dances without college sponsorship: on the other hand, numerous parents of students were vigorously protesting against any laxity in the old regulation, though in numerous instances their own daughters had learned to dance before coming to college. President Knoles, a minister-member of the California Conference and himself the father of a large family of sons and daughters, found himself face to face with a dilemma. He vigorously protested that ministers from



Weber Memorial Hall



Air View of College Campus, Stockton

whose churches many students come, "have no right to send us dancing students and expect us to enforce prohibition which they have not even attempted to enforce . . . most of the leaders in the movement to establish dancing on the campus come from our very best recognized Methodist homes."

Much time and patience, with understanding and tact, brought nearer a real solution. In his presidential report of June 17, 1924 Dr. Knoles thus stated:

Youth is becoming impatient in many regards. It is inclined since the war to rebel against authority of every kind. Just now our Methodist young people, whether rightly or wrongly, are happy over what they call the "lifting of the ban on dancing." We should face certain facts rather seriously. Practically all our young people come to us accustomed to dancing. I am not in any sense advocating a change in the attitude and rules of the College, but I think it is only fair for the Trustees today to take some definite action not merely outlining a policy, but defining limits of conduct. This is imperative in view of our relocation this year.

In the early spring of 1926 the Associated Students of the College adopted, with a long series of "whereases," a resolution earnestly requesting the Board of Trustees "to take such action as will remove the present ban on dancing." More discussions from various quarters followed.

After serious consideration by the ministers in the Annual Conference of 1926, the following resolution was adopted, though not by unanimous vote:

In order to conserve all interests of the Church in the College of the Pacific, the California Conference requests the trustees of the College of the Pacific to maintain the traditional attitude of the College, which permits no mixed dancing on the College Campus, and which gives no official recognition to dancing off the Campus.

The resolution was promptly adopted by the trustees, its interpretation being left, however, to the Executive Committee, of Stockton. The whole question was further debated by the faculty, also with the net result that it was "laid on the table."

The campus situation was far from satisfactory. Various measures were proposed by students and faculty members. A questionnaire revealed that a substantial majority of students favored supervised dancing both on and off the campus.

In December, 1927 the Executive Committee of the trustees voted, as an experiment for one year, to permit dancing, which, however, was to be confined to the campus. Thus came the culmination of many years' discussion, after careful consideration was given to practices and methods

in other Methodist colleges and universities. The report of the Executive Committee concludes in these words:

It is clearly recognized that many students attending Pacific do not dance, and no attempt should be made to change their convictions or their habits. It is also recognized that many students do dance, with the full approval of their parents and advisors, and it is the conviction of the Executive Committee of the Board of Trustees that dancing properly supervised on the campus and not permitted by any organization of the College off the campus, under the regulations set forth above, is more satisfactory than any other method suggested. The leaders of the student body have pledged their aid in giving this method a fair trial.

Not even yet had a complete or permanent solution been reached. College organizations that had been giving off-campus dances in the name of individuals now petitioned for the privilege of holding dances off the campus in their own names. To some students the first organized off-campus dance was something of a crisis: those immediately responsible for the event are said to have had their satchels packed, ready to leave, if found necessary! Present-day students are not even aware of the long struggle over the dance problem at Pacific.

The relationships of President Knoles to the trustees and to the faculty have been of the best. In his report of January, 1926, he said: "No college president could have a more sympathetic or helpful board of trustees than I have found here." And he was not altogether facetious when he boasted, "The greatest thing I have done as President has been to get along without a single serious quarrel with my faculty!"

That Knoles had invitations to accept other positions scarcely needs to be stated. In 1927 he was sought as President of the University of Denver on most flattering financial terms. The executive committee, however, was a unit in requesting him to remain at Pacific: Knoles therefore refused Denver's tempting offer and accepted the action of the Executive Committee as an indication that his work at Pacific was not yet completed. The length of his tenure has added immeasurably to the strength of his administration. Few college presidents have ever been able to build themselves into their institutions as Tully Knoles through the years has built himself into the College of the Pacific.

Horses have been something more than a hobby with Tully Knoles. In early life breaking young horses on the Bixby Ranch near Long Beach, as well as student preaching, brought financial returns much needed to help him through college. He became proficient with the *reata* and

mastered the arts of the *vaquero*. As College President his principal physical exercise daily for years has been riding a favorite saddle horse—the two-fold objective being down-right pleasure and good health. Often he has led the parades at the San Joaquin horse show, and on other occasions, perfectly mounted on his beautiful palomino “Ole,” half-brother to Emperor Hirohito’s famous horse.

Knoles has always been sincerely interested in college sports. Having himself been a prominent football player at Southern California as an undergraduate, he has a sympathetic understanding of the student’s point of view. He has never underrated the value of the discipline and good sportsmanship derived from competitive amateur athletics.

His ability as a “mixer” is quite unusual—a quality that has contributed toward making him one of the most sought-after and popular speakers in all California. His schedule of talks, addresses, and lectures, before a great variety of organizations and at school commencements seems almost incredible. Numerous clubs and societies solicited his membership. As a Rotarian he became a leading figure both locally and internationally: he is also a prominent Optimist, and a thirty-second degree Mason. As a single illustration of his popularity as a speaker, he has addressed the large San Francisco Commonwealth Club no fewer than fourteen times.

In addressing an audience he has a direct manner, simple but definite plan, and he uniformly speaks without notes or manuscript—never failing in the saving grace of humor. He possesses a good speaking voice, has clear articulation, expresses his thoughts with clarity and force, but is free from affectation of any kind.

Throughout the entire period of President Knoles’ administration he has been nobly sustained by the unfailing cooperation and support of his gracious wife and companion for more than fifty years, Emily Isabel Knoles. As the mother of a family of five sons and three daughters, she is worthy of an honored place among California’s noble mothers. She was indeed listed as a close runner-up in the balloting for the American Mother of 1940, by the American Mothers Committee. But this is not all: as hostess in the President’s home, as President of the Philomathean Club of Stockton, and leader in numerous other cultural organizations, as President of the Woman’s Society for Christian Service in Stockton’s Central Methodist Church, and as patient, prudent companion, Mrs. Knoles has stood always loyally at her husband’s side.

Only less remarkable than the extraordinary parents is their family of children. All eight of them are worthy graduates of the College of the

Pacific, four of them having won masters' degrees; and with the exception of one daughter they have followed their father into the field of education, and she married a teacher! "A Knoles family reunion," Dick Chase once remarked, "looks like a teachers' institute. The father and eight sons and daughters are teachers." Some kind of record in degree conferring was set one June Commencement Day when *Pater familias*, at the very same ceremony, conferred degrees upon three of his own sons and two prospective daughters-in-law.

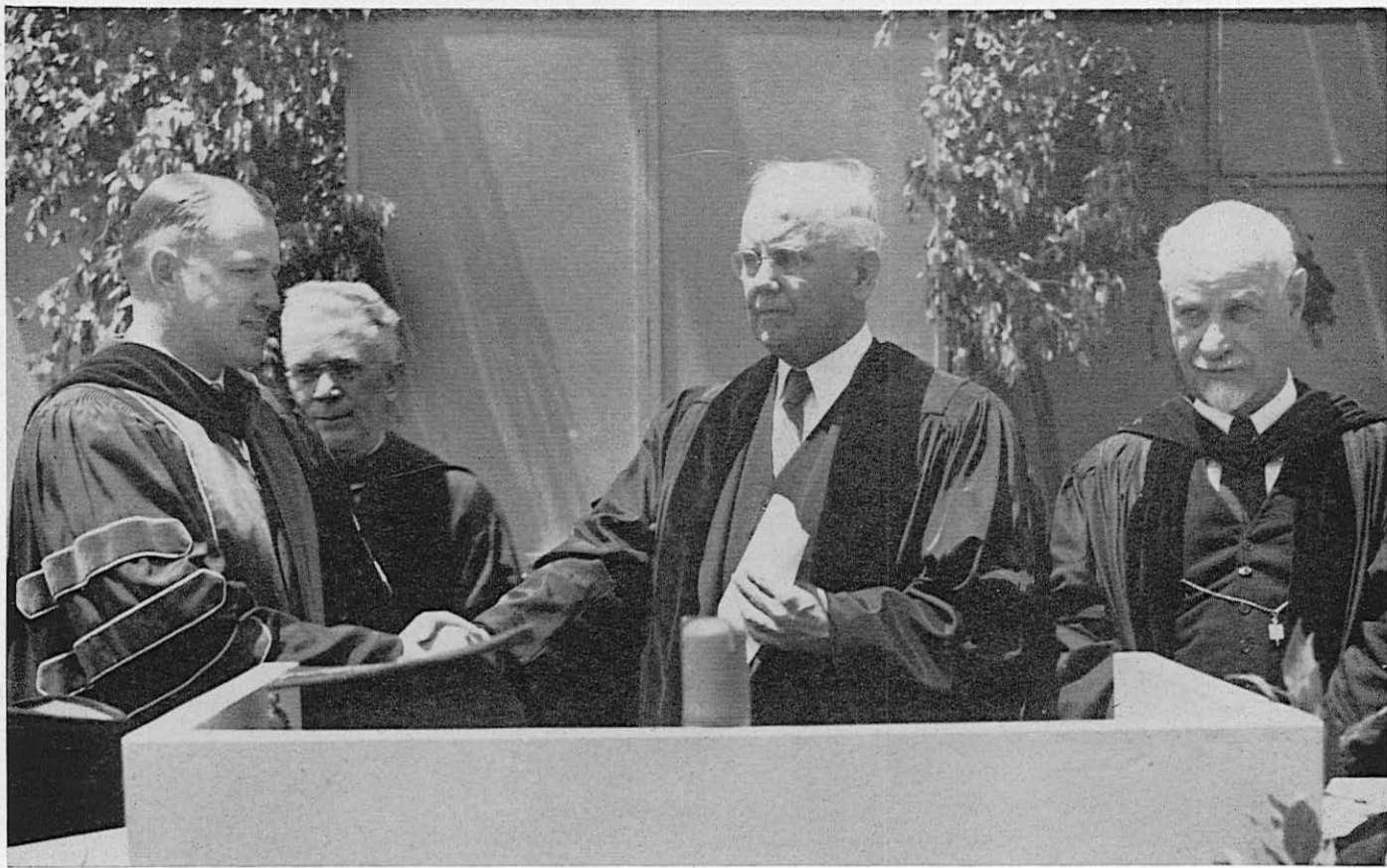
Tully Cleon Knoles. It will be agreed that every administrator has some limitations. That is simply the statement of a truism. In this, President Knoles would be the last person to claim he was an exception. Perhaps his chief limitation, of which he was fully conscious and of which he apprised the trustees before accepting their invitation to be President, was his lack of aptitude or relish for raising money—and money raising has been a continuous and major function of the administration at Pacific. But it is likely that he placed too low an estimate on his own ability in this regard; and he did have the splendid services of brilliant money-raisers—men like vice-presidents Stanley, Burcham, and Bane.

Another limitation, of which Dr. Knoles is also conscious, is seen in the fact that he has had little taste for writing. His ability in the pulpit and on the lecture platform has been quite exceptional; but one looks in vain for volumes of his published works. His direct manner of speaking, without manuscript or notes, has greatly enhanced his manner of address; but he has shown a dislike for putting into writing for publication the products of his wide reading and study.

Another characteristic, which may point to a limitation—quite understandable in itself—has been a tendency toward foreboding and pessimism at times when confronted with a gloomy outlook or scenes of temporary distress. On rare occasions, perhaps unknown to all but a few intimates, his spirit seemed to descend to the depths of despair when severely buffeted by forbidding circumstances. But at other—and more frequent—times, his spirit of optimism would rise as on wings of an eagle. If there were moments when he entertained doubts even about the continued existence of the College, there were hours of exaltation when he praised "the most excellent student body," paid "remarkable tribute to the trustees," and delighted himself in the wholehearted loyalty of his faculty. By his resourceful mind, never-failing sense of humor, and superior administrative ability, he was able to maintain throughout his long incumbency a fine *esprit de corps* in the faculty; but one task,

which on occasion, every administrator is called upon to perform, he had a profound distaste for—that is to advise a teacher no longer wanted that his tenure would end the following June!

All in all, the long and brilliant administration of President Tully Cleon Knoles stands out like a lofty mountain peak—it has no close parallel in the history of Pacific. Those who were privileged to attend the Golden Wedding celebration of Dr. and Mrs. Knoles August 21, 1949 (and the hosts of friends both far and near who could not attend), require no further evidence of the high respect and the deep love and affection in which both are universally held.



Inauguration of President Robert E. Burns
President Burns, N. A. Christensen, O. D. Jacoby, Chancellor Knoles



President Robert E. Burns

CHAPTER XIV

INAUGURATION OF PRESIDENT ROBERT EDWARD BURNS

When, in October, 1946, President Knoles expressed his earnest desire of being relieved of the arduous duties of active administration, after his distinguished administration of twenty-seven years, the trustees were reluctant to accept his resignation, but they did not fail to recognize the virtual necessity. Who could follow him? Where could they look for a worthy successor?

After giving the matter earnest consideration, the trustees directed their thought to the young man who for several years had served very acceptably as Assistant to the President—a loyal Pacific alumnus of the class of 1931, who had been intimately associated with the campus life, in various capacities ever since his freshman days. He had done excellent work as field secretary from the year of his graduation; for a time he had been the efficient secretary of the Alumni Association and College Placement Secretary—but that was not all. In 1942 his official title was Registrar and Assistant to the President. A year later he had been offered the presidency of an eastern junior college. This young man was Robert Edward Burns, with his abounding energies; and he was completely devoted to his chief, President Knoles.

Finally the solution was found by the trustees. Burns was elected President; at the same time Knoles was made Chancellor; and it was fully understood that there would be wholehearted cooperation between the two during the early stages of the new administration. Thus a policy that might have proved undesirable and impracticable under other conditions was instituted, as Robert E. Burns assumed the duties of active administration.

Robert Burns was born in Missouri, in 1909. While he was yet a child the family moved to California. After his graduation from Richmond High School, he entered the College of the Pacific, in 1927. As an undergraduate he was very active in student affairs; during his senior year he was student body president. For his master's thesis, completed in 1946, he made a careful study of the history of the first half-century of the College. This yielded him an intimate knowledge and a sympathetic appreciation of the foundation, early struggles, and development of his *Alma Mater*.

The formal inauguration of President-elect Burns, then thirty-seven

years of age, took place in Baxter Stadium, on the College campus, Monday, June 16, 1947. The same occasion witnessed also the induction of retiring President Tully C. Knoles as Chancellor.

The prayer of dedication was delivered by the Reverend N. A. Christensen, District Superintendent of the Fresno District of the Methodist Church. California's Governor Earl Warren, upon whom the College had recently conferred the honorary degree, Doctor of Laws, said in his Salutation:

This is a very happy, a very colorful, and a very important event not only in the life of the College of the Pacific but also in the life of the State of California. I am very happy to bring to all of you on this occasion greetings of the people of your state. I'm very happy to talk to you as one of the youngest alumni of your College.

For his Inaugural Address President Burns chose the topic "Pioneer or Perish." He dwelt upon the pioneering spirit of the founding fathers and the special contributions made by the College during its first century, about to be completed. Then he proceeded to a discussion of new frontiers, where the pioneering spirit meets fresh challenges to new conquests. Facing the grim possibility of World War III, he declared:

Every living human has become a world citizen. He can no longer think of other nations' problems as "foreign affairs." This means all of us must learn by studying. It means we must institute adult education with a new passion. It means that peace cannot be purchased at the bargain counter—it must be pursued and waged as aggressively as we waged the war to a successful conclusion. The United States must make the greatest unconditional surrender since the dawn of history—an unconditional surrender of the rise of our daily mounting power as a means of dominating other men.

He pledged allegiance to the ideals of the founders of this Christian College and the weight of his administration to strengthening the ties that bind it to its Christian constituency. He pleaded not for a "small" college but a "great" college; not for a "bigger" college but for a "better" college.

At the ninety-third Commencement, June 11, 1950, the College of the Pacific had the largest graduating class in its ninety-nine years of history. The degree of bachelor of arts was conferred by President Robert E. Burns upon 385 candidates. Twenty-nine received bachelor of music degrees, and thirty-six, master of arts. Recommendations for teaching credentials were granted to a total of more than 200, including general elementary, general secondary, special secondary, and miscellaneous. The baccalaureate sermon, as in recent years, was delivered by Chancellor Tully C. Knoles. In keeping with College tradition the hymns "Lead

On, O King Eternal" and "Faith of Our Fathers" were sung by the choir and audience. The Commencement address was delivered by Dr. John D. Hicks of the history department, University of California.

Under the vigorous leadership of President Burns the College of the Pacific now enters upon its second century with high courage and sincere enthusiasm.

CHAPTER XV

SOME FOUNDATION STONES OF THE PRESENT STRUCTURE

The present chapter is an attempt to bring together, with something of historical background, a number of the prominent factors and divisions of the College of the Pacific, together with certain factual material, very briefly presented, which will aid in visualizing the institution as a whole in its present state of development, at the close of its first century of history.

The picture will be rendered more complete, however, by attention to the following chapter, also, for which has been reserved the presentation of certain more special features, some of them quite unique in character. There is no need to dwell at length upon characteristics and movements that are common to all accredited colleges. It is now well understood that the established courses in letters, arts, and sciences constitute the core of any real college or university.

As the present sends its roots deep into the past, many of the features here described are not to be thought of as belonging to a single administration; though most of them, to be sure, have shown special development in the more recent years.

Enrollment. An analysis of the Pacific student body reveals an interesting picture. The total enrollment for the academic year 1947-48 was 1437, including 590 GI Veterans. Of the total 779 were men, 658 were women. In geographic distribution, more than half of the states of the Union were represented, Washington leading (barring California) with nineteen registrations. The following countries were represented by one or more students: Arabia, Austria, Canada, China, England, France, Germany, Hungary, Iran, Italy, Japan, Korea, Mexico, Norway, Philippine Republic, Scotland, Syria.

In the matter of religious preference the student body presented an illuminating situation. Methodists were in a strong numerical preponderance, with Catholics ranking second. Other denominations and groups included: Presbyterian, Baptist, Christian, Lutheran, Congregational, Episcopalian, Christian Science, Jewish, United Brethren, Greek Orthodox, Unitarian, Chinese Christian, Mormon, Buddhist, Mohammedan, Confucian, Japanese Methodist, Korean Methodist.

The grand total enrollment for 1948-49 was 1811, of whom 1033

were men, 778 women. In spite of a dropping off of veterans, the grand total for 1949-50 was 1675, including 1082 men, 593 women.

Bible Study and Religious Education. A chief objective of the College of the Pacific has always been emphasis on "personal character based on Christian principles." In harmony with this objective the College curriculum has included a strong department of Bible and Religious Education, of which the present chairman is Dr. George H. Colliver, a member of Pacific faculty since 1920.

All students qualifying for the liberal arts degree are required to present four semester units in Bible study—two in the Old Testament and two in the New Testament. For students in training for different types of professional religious educational work four majors are offered: religious education in the local church, group work agencies, released time religious instruction, and pre-ministerial courses. At present (1950) a total of forty-six courses are offered in the department, all of which are open to any qualified student in the College. For the year 1949-1950 there were thirty major students.

The administration of the over-all religious life on the campus is the special responsibility of a strong committee, of which, for years, Dr. Colliver has been chairman. For planning and directing special phases of work there are three sub-committees: Tuesday Chapel, Sunday Student Church, and Annual Religious Emphasis Week.

Chapel exercises are held in beautiful Morris Chapel each Tuesday, at eleven o'clock. Attendance by faculty and students is voluntary. The worship service, always conducted with becoming dignity, with student participation, includes musical selections, reading and prayer, and a brief address. The Sunday Student Church is a joint responsibility of faculty and students. The large committee in charge includes upwards of a dozen student representatives of respective campus groups. Regular services are conducted in Morris Chapel on Sunday mornings at eleven. Special programs are arranged for Religious Emphasis Week of each year, a leading feature of which consists of appropriate addresses by eminent leaders, including those of Protestant, Catholic, and Jewish faiths. For 1949-50 the special leaders brought to the campus for this week were Dr. David D. Eitzen, Rabbi Joseph Gitin, and Father Mark J. Hurley.

"Christian Community Administration" is the expression of a new concept of service training at Pacific since 1945, under the direction of Prof. Frank A. Lindhorst. The two-fold training pattern includes "a fully rounded college course in the liberal arts—and *continuous living-laboratory experience in actual community projects.*" It is designed particularly for young people preparing for vocations in social service with Christian

emphasis. In this field of religious endeavor the College of the Pacific is a path-finder. From the campus of the church-related college, it claims, must come "the trained, dedicated leadership to serve such rising generations as these—and to secure them for the service of Christian democracy." During its first year Christian Community Administration attracted fourteen students (exclusive of pre-ministerial); in the third year the number of major students had increased to thirty-four, including seven graduates working for the master of arts degree with major in religious education.

Richly contributing to the resources of the department of religious education are a wide range of offerings of the departments of music, philosophy, education, sociology, radio, and speech, also of the well-equipped audio-visual service.

It would be highly interesting as well as instructive, if space were available, to present a list of outstanding graduates of the department of religious education since 1922, together with a summary of their professional records and present positions held. A partial résumé would include at least one elected as a bishop in the Methodist Church (Gerald Kennedy), and one or more of each of the following: district superintendent, pastor of prominent church (Methodist and other denominations, including Chinese and Japanese), college president, member of college faculty, Y.M.C.A. secretary in this and other lands, director of week-day religious instruction, of public relations, of education in industrial concerns, and still others.

At least twenty-eight ministers of the California-Nevada Conference of the Methodist Church are graduates of Pacific. In the spring of 1948 a group of fifty young college graduates of the country were selected by the National Mission Board of the Church for special three-year service in Japan and Korea: of these, four were from the department of Bible and Religious Education of the College of the Pacific.

As in many other colleges and universities the student Y.M.C.A. and Y.W.C.A. were organized at Pacific many years ago. Down to the time of the construction of Anderson Hall, in 1939, the Associations functioned as separate organizations. With the expanded facilities provided by Anderson Hall the work was unified into a Student Christian Association, and a full-time secretary was employed.

In the extensive work and varied activities of the Pacific "Y" steady improvement has been noted. It has furnished leadership in cabinets over a wide area, and its large delegations at the annual student conferences at Asilomar on Monterey Peninsula have been of outstanding numbers and quality. As at present organized the "Y" program is being

maintained on a three-fold division: Men's "Y," Women's "Y," and a Churchmanship Council. Each group has its chairman and cabinet. The total program is administered by an overall central executive committee, together with the advisory board. Walt A. Raitt has for several years been director of the Anderson "Y" Center. In 1950 he resigned, to take up work in a larger sphere. Campus life at C.O.P. is scarcely to be thought of in the absence of the "Y."

Conservatory of Music. For many years—indeed, almost from the beginning—music has been one of the largest and most successful departments at Pacific—at times it was in reality the mainstay of the institution. Wherever College of the Pacific was mentioned its Conservatory of Music was likely to be brought to mind. The Conservatory has maintained its high reputation through the changing vicissitudes of the College.

It was in 1878 that the department was organized into the School of Music by Prof. F. Loui King, an outstanding teacher. The term "Conservatory" first appeared in the catalogue of 1879. It was then the announcement was made in the *California Christian Advocate* that "Professor King, a prince of musicians, will establish, with the full sanction of the trustees, a conservatory of music, with full courses of study and a sufficient corps of teachers." In 1882 the degree Bachelor of Music was first conferred upon a candidate. In 1887 the Principal of the School of Music became the Dean of the Conservatory.

Professor King remained in charge of music from 1878 until 1893. It was during this period that the commodious Conservatory Building at College Park was planned and constructed. The grand opening, May 23, 1890, was a gala event, when the cantata "An Ode to Music," by Miss Lulu Mayne and Dean King, was presented before a capacity audience. Sixteen new pianos and forty harmony rooms were made available.

Following the resignation of Dean King came the briefer administrations of Maurice Leon Driver (1893-95), William Piutti (1895-97), and H. J. Stewart (1897-98). Then came Pierre Douillet, who continued as Dean until 1913.

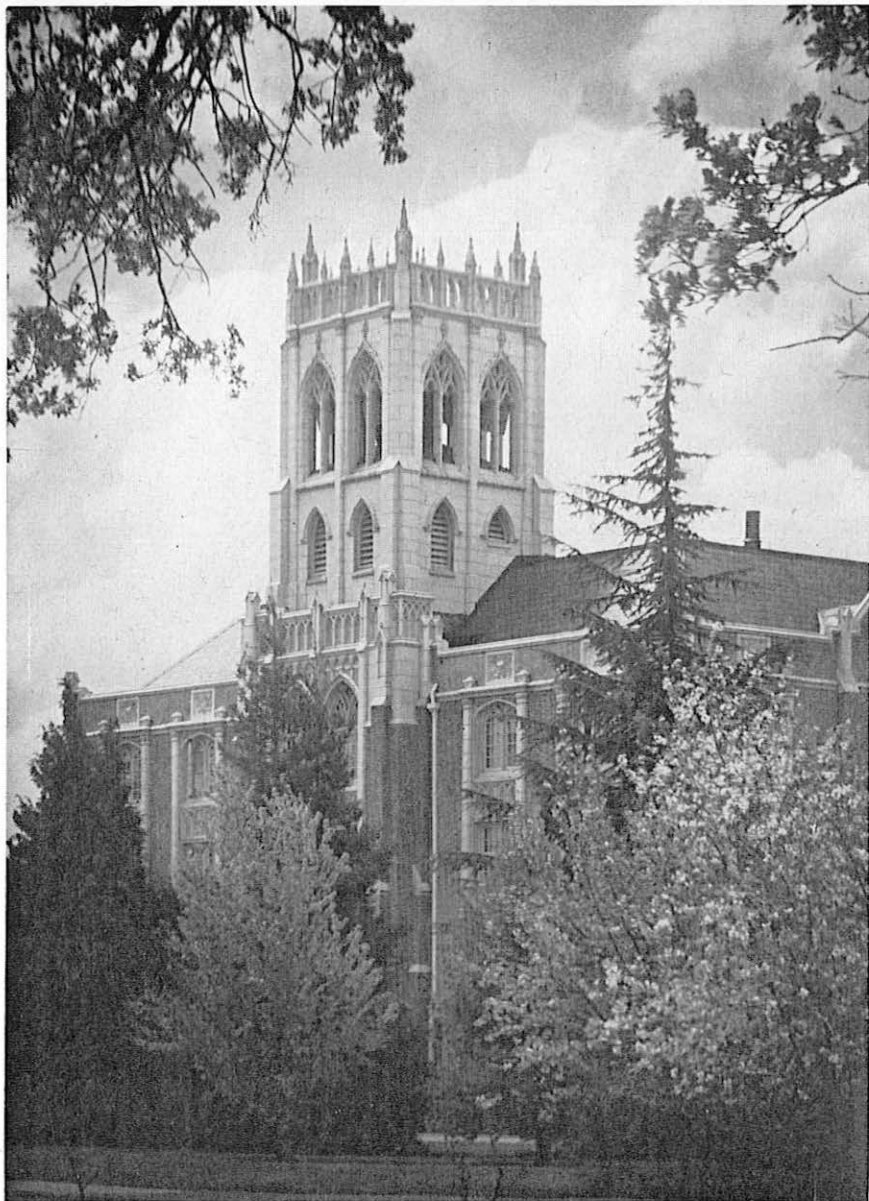
During the presidency of Dr. William W. Guth the academic standards for the baccalaureate degree in music were distinctly raised by the requirement of a high school diploma and sixty-four semester units of regular college work. The Conservatory claimed to be the best equipped and maintained west of Chicago, with degree requirements comparable to those of the best conservatories of the country.

Excellent progress was made under the deanship of Warren D. Allen (1913-19), an organist and musicologist of note, who finally

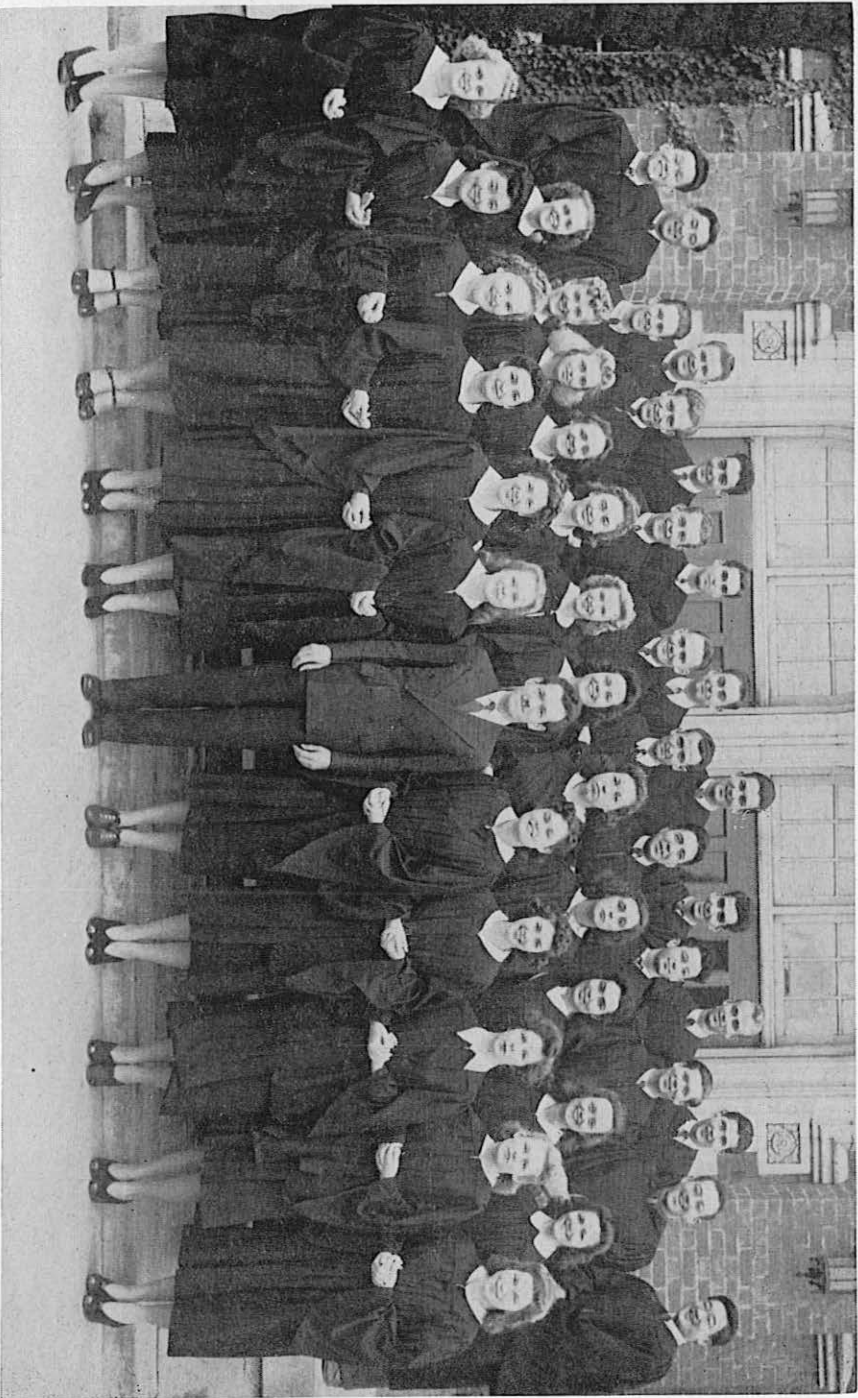


Deans of Conservatory of Music

Top: F. Loui King, Maurice L. Driver, Pierre Douillet, Warren D. Allen; *Middle:* C. M. Dennis;
Bottom: Howard Hansen, John G. Elliott.



Conservatory Building, Stockton Campus



A Cappella Choir, in front of Conservatory Building
J. Russell Bodley, Director

resigned to become head of the Music Department at Stanford University. He was succeeded by Howard H. Hanson, under whom the Conservatory obtained a chapter of Phi Kappa Lambda, national honor music society. Dean Hanson was winner of the *Prix de Rome* offered by the American Academy in Rome. After leaving Pacific he gained wide distinction as director of the Eastman School of Music and Allied Arts, which included schools of high standing throughout the nation. Hanson was succeeded by C. M. Dennis, a young man of high qualification, especially in the field of public school music. After a successful incumbency of a decade (1924-34), Dean Dennis resigned, to take charge of the music program of the San Francisco public schools, and John G. Elliott was made Acting-Dean. Two years later Elliott became Dean, and he continues in that position in 1950.

As organized at present the Conservatory offers an unusually wide range of instruction, including musical therapy practicum. Curricula lead to professional baccalaureate and masters' degrees in music; also music is now offered as a regular major for the bachelor and master of arts degrees in the College. One of the most popular features is the A Cappella Choir, which was developed to a point of distinction years ago and whose excellent reputation has been maintained under the direction of J. Russell Bodley. Each year, at the approach of Christmas the Oratorio, "The Messiah," is rendered by a specially trained chorus reinforced by selected soloists.

Pacific Music Camp was instituted by David T. Lawson in July, 1946 and it has gained recognition as a unique feature of the Conservatory program as well as a major contribution to the cultural life of Stockton. Each summer some two hundred talented young people, of minimum age thirteen, possessing special musical aptitude, are attracted to Pacific campus for five weeks of intensive training in band, orchestra, and choral work. Activities include solo, ensemble, radio script writing, radio performance, conducting, harmony, appreciation, dramatic music presentation, cathedral services, and still other forms. Public performances augment and enrich the cultural contributions to the entire community.

Perhaps most ambitious of all, and claimed unique to that time among academic offerings on the Pacific Coast, was the preparation and presentation of the opera. In the summer of 1949 Gounod's "Faust" was rendered twice in Stockton and once in Sacramento, with full list of characters and complete orchestra, before delighted audiences, the conductor being Vladimir Bakaleinikoff. An outstanding feature of the Music Camp is the presence of distinguished conductors from the East.

These have included Constantin Bakaleinikoff, Peter Dykema, Patte Edward Everson, Percy Grainger, Ferde Grofe, John Daggette Howell, and Leo Kopp.

In recognition of the two hundredth anniversary of the death of Johann Sebastian Bach, the Bach Festival of January 13 and 14, 1950 proved to be a major music event for the College and for the greater Stockton community. This was Pacific's contribution to the world-wide recognition of the Bach Anniversary. The three fields in which the great master excelled—organ, choral, orchestral—were well presented. The opening concert was given by Carl Weinrich, organist at Princeton University. In the final concert the A Cappella Choir, a special Bach choir, and the Conservatory Orchestra, augmented by special talent, participated in an elaborate program. The Bach Festival was directed by Wesley K. Morgan of the Conservatory faculty.

School of Education. The department of Education was organized in 1910, when President Guth called Dr. J. William Harris to the College faculty. Previous to that date many students desiring teaching credentials quite naturally transferred to the University of California and Stanford University, since Pacific was not then legally authorized to grant recommendations for such credentials.

In 1915, however, the College of the Pacific, under authorization of the State Board of Education, began issuing special elementary and high school credentials in Art, Music, and Physical Education. Then followed a strengthening of studies of the upper division at Pacific; and a few years later President Tully Knoles complied with a request from the State Superintendent of Public Instruction to organize in the College a School of Education, with fifth year (graduate) courses, and apply for the privilege of issuing recommendations for regular secondary teaching credentials.

Accordingly the School was organized January 10, 1924 and the College of the Pacific was officially placed on the list of colleges and universities of California duly authorized to issue the general high school teacher's recommendation as well as those for several special credentials. Still other recommendations have been subsequently authorized, until today, under the leadership of Dr. Marc Jantzen, the present Dean, the expanded curriculum opens the way to a large number of teaching certificates—a generous, well-merited recognition, bringing considerable prestige to Pacific.

The School of Education has embraced the opportunity offered in teachers-in-service training by providing groups of suitable courses for Saturdays, late afternoons and evenings, and supervised practice teach-

ing. The Summer School, instituted largely for teachers and prospective teachers, was established in 1926. The School of Education, with its full quota of specialized faculty members and wide range of course offerings, has become one of the largest and strongest divisions of the College, with its staff of specially qualified teachers.

Announcement is made, as these lines are written, that beginning in 1951 duly qualified candidates for the advanced degree of Doctor of Education will be accepted, provided, however, that this degree will not be actually conferred before the year 1953.

To assist worthy and qualified candidates in locating suitable positions the Placement Bureau was established. For years it has been functioning helpfully. While its chief service lies in the field of education, including college appointments and positions in the various grades of the public school system, it has been expanded in scope to be helpful also in securing non-academic jobs. Elliott Taylor, Director of Admissions, now heads the Bureau: he reports that each year the total number of placements runs well into the hundreds.

Summer Session. For the past quarter-century the College of the Pacific has offered distinctive programs in its well-established Summer Session, with gratifying success. Year by year the number of visiting faculty members has been increasing, while many of the regular Pacific faculty participate. While many of the students attending are teachers desiring to improve their educational preparation or fulfill requirements for various teaching credentials, courses are offered in various departments leading to the baccalaureate and master of arts degrees.

As at present arranged, two sessions of five weeks each are planned, class periods being lengthened to meet the time requirement. Six semester units of credit (or six and one-half with physical education activity) constitute the maximum allowance, during one session, toward a degree or any teaching credential. After modest beginnings, the Summer Session has become a significant feature of the total College program: it affords facilities and welcome opportunity for many who might otherwise be deprived of important educational advantages.

Engineering. Courses in Engineering were introduced into the curriculum in 1924, though in a modest way, without full equipment for a regular school. Excellent professional records have been made by engineering graduates, who as students had held part-time jobs.

Under the exigencies of the opening of World War II the department was temporarily closed. Work was resumed in the field of civil engineering, however, in the fall of 1948, under the chairmanship of

Felix A. Wallace; and at the June Commencement of 1949 three major students received the bachelor of science degree, all with jobs awaiting them on graduation.

In order to receive full accreditation in engineering there is need for a complete hydraulics laboratory. Additional materials for practical use are also demanded. President Robert Burns has expressed confidence that when these requirements are met, full accreditation will be forthcoming. Ample floor space has been provided for classrooms, offices, and laboratories for the use of the five staff members. There is constant and increasing demand for trained young engineers, particularly in the populous and rapidly developing area served by the College, which has set up the goal of a well-equipped, fully-accredited School of Engineering in Stockton, with special emphasis on the fields of civil and construction engineering.

Speech and Drama. The wide scope of the department of Speech, with its diversity and ramifications, gives it a status that might well merit the term "school" or entire "division" of the curriculum, instead of department. Its special features and totality of offerings have won for it a strong position among Western colleges. Under the chairmanship of Dr. Howard L. Runion the department now offers four distinct majors in Speech: General Speech, Radio, Drama, and Speech Correction.

The development of Radio at Pacific is considered elsewhere as a special feature. In the field of Speech Correction, the stutterer is made the subject of a graduate course, as is speech pathology, and in 1949 the Laura Ann Sisk Memorial Reading Clinic was announced by virtue of the gift of Mr. and Mrs. Lawrence Sisk. In conjunction with the remedial reading project, related also to the School of Education, the regular clinical laboratory is maintained, with diagnosis and practical treatment of various types of speech defects.

An unusually wide range of courses is presented in Drama, such as Advanced Stagecraft, Applied Drama, Acting and Directing. De-Marcus Brown, Director of Pacific Little Theatre, has been actively in charge of this work since 1924. One feature of the regular Summer Session is the Pacific Summer Repertory Theatre, under his direction. Here for ten weeks are joined teachers of drama and speech, advanced amateur players, and qualified students. A number of "good theatre" plays are produced and alternated almost continuously in Pacific Auditorium and Pacific Studio Theatre. It is this alternation and revival of plays that affords a varied experience and keeps the theatre vital and fresh.

Reference may be made to a single noteworthy event at the ghost town Columbia, located in Tuolumne County, in the "Mother Lode" country. The old historic Fallon Theatre, sadly in need of restoration, had been purchased by the College of the Pacific: then after Columbia, by legislative enactment, became a State Park, the College presented the Theatre to the state. It has since been restored to usable condition. As a special feature of the Centennial Celebration (July, 1949), Pacific talent presented there the old melodrama "Under the Gaslight," to capacity audiences, three times a day during the three-day Celebration. The Fallon House is a conspicuous landmark of gold mining days. Much use of it is anticipated as a valuable adjunct of Pacific Little Theatre. An excellent beginning was made in the summer of 1950.

Marine Station (Dillon Beach). The College of the Pacific maintains a strategically located marine station at Dillon Beach, California, about forty-five miles north of San Francisco, which is devoted to active research and instruction in the field of the biological sciences. Summer activities have been conducted at the Beach since 1933. There is unusual richness, and a certain uniqueness of the fauna and flora of the area, with great diversity of habitats and consequent variety and abundance of living things.

By 1946 the expanding program of work at the Station made it obvious that the operation of a permanent year-round program was imperatively needed. On the 21st of August, 1948 the inauguration of year-round activities was formally celebrated at the Beach. On behalf of the trustees O. D. Jacoby, President of the Board, accepted the Pacific Marine Station for the College of the Pacific. The Station, consisting of two large laboratories with appropriate equipment, is under the direction of Dr. Alden E. Noble. Research studies and publications have attracted wide interest. It is claimed that "The science of life could hardly be studied under more favorable circumstances than those afforded by this marine station."

Graduate Study. The early catalogues, beginning with 1856-57, made only very brief reference to the degrees of B.A. and B.S. The first complete statement regarding degrees appears in the catalogue of 1860-61: this includes the two baccalaureate degrees and the Master of Arts degree, which was offered to bachelors of arts of at least three years and in good standing, on the basis of an application made at least a week before Commencement. The first masterate was conferred in 1861. The degree Mistress of Science, announced in the catalogue of 1862-63,

was for young women completing the required courses in the Female Department, and was not a graduate degree.

The highest number of M.A. degrees conferred in any one year down to 1929 was seven, in 1883: for most years the numbers were extremely small, one or two in a majority of instances, and for more than twenty scattering years none at all. There was of course no organized graduate department; requirements for the master's degree were usually stated in the annual catalogues, but were not standardized on anything approaching the present-day basis, and they varied widely during different administrations. In a small number of instances, at Napa College, the master's degree was conferred on the basis of private, directed reading and study and the master's oration delivered as a part of the commencement program. No definite curriculum was set up at Napa.

After the College became well established on the Stockton campus there was a marked increase in the demand for the masterate, an early peak being reached in 1931, when twenty-four M.A. degrees were conferred. For each subsequent year there has been a group of candidates.

To some it will come as a surprise to learn that the old University of the Pacific ever offered the Ph.D. degree. In the catalogue of 1885-86, this degree—now universally recognized as the highest earned academic degree—was announced, to be conferred upon "Masters only who have obtained this degree by a satisfactory examination on the Post Graduate course of study." In the meantime the first honorary Ph.D. had been listed in 1883, conferred upon Christopher C. Brooks. Quite obviously the institution was not then, nor has it ever been, adequately equipped in respect to curriculum, faculty, or library and laboratory facilities to offer the Ph.D., as requirements for that degree are now well understood in accredited American institutions. In June, 1886, the doctorate was conferred upon Prof. J. N. Martin.

Recognition of the College by the State Board of Education for qualifying candidates for the high school teacher's credential gave great impetus to plans for one year of systematic graduate work on a defensible basis. It has been said that "The teaching requirements of the State of California have forced upon the College of the Pacific an extensive program of graduate work." Despite the rapid progress during the past two decades, the College has limited itself to the master's degree—very properly, it is believed, the Ph.D. is not offered. Whether it will ever again be included in the curriculum, like the question whether the College will sometime seek to claim the status of a real university and re-apply for its old name, University of the Pacific, only the future can reveal.

Present requirements for the Master of Arts degree are rather exacting. The applicant must have received the baccalaureate degree from the College of the Pacific or another accredited college, having maintained an average of at least "B" in all upper division work, although a sufficiently high score in the Graduate Record Examination may, in an individual case, be allowed to compensate for a somewhat lower average. To win the masterate the candidate must satisfactorily complete thirty semester units of course work, of which at least twelve, in addition to the required thesis, must be in the major department. Not more than eight units taken elsewhere may be accepted by transfer, and such courses will not reduce the minimum residence requirement of one academic year, or equivalent. Each candidate must pass a final comprehensive examination in the field of the major department.

There is no established Graduate Department as such at the College of the Pacific. Until recently, the Registrar was in charge of graduate students. In 1946, however, the Registrar was relieved of this function, and Dr. Fred Farley, Dean of the College, was made Dean of Graduate Studies. The Graduate Council was also constituted. Graduate students work through their department chairmen and Dean Farley. In addition to the degree of Master of Arts, the College offers the degree of Master of Music, since 1929.

Honorary degrees have been conferred, although somewhat sparingly, for many years. The honorary Doctor of Divinity was first listed in the catalogues of 1877-78, having been conferred upon Rev. Otis Gibson in June, 1877. At different times—not in the more recent years—the degrees of Master of Science, Doctor of Literature, Doctor of Science, and Doctor of Music have been conferred, but never in any considerable numbers. The honorary degree most frequently awarded, next to the D.D., is the LL.D. During the early years of the present century the faculty favored limiting honorary degrees to one for each year; but no rigid rule was long maintained.

Athletics and Physical Education. For many years college athletics received very slight attention at the University of the Pacific. As late as September, 1885 the editor of the *Epoch* bewails this backwardness and at the beginning of the school year tries to drum up interest among his fellow students.

"The University has always been behind in athletic sports," he complains. ". . . it is evident that there is a lack of that energetic, athletic spirit which gives such prominence to healthy sports in other colleges. There is no reason why we should not have a 'field day' this year as well as our neighbors. . . . Let the boys who are much

interested in these matters consider the proposition, and see if it does not deserve action."

The lack of a good gymnasium and athletic equipment was keenly felt. The *Pacific Pharos* in April, 1886 urged the formation of a baseball league which should include the University of California, at Berkeley, Santa Clara College, and perhaps other institutions. "A good-natured intercollegiate rivalry," it urged, "would do much to enliven our school life, and the league would supply this. . . ." The clamor for better athletic conditions was rapidly gaining momentum.

The agitation bore fruit. The new life and spirit of progress during the Stratton administration unmistakably reached the realm of athletics, as is clearly evidenced in the 1887 *Naranjado*.

At the opening of the year, the upper classmen, becoming disgusted at the record of unpardonable defeats of the so-called "University of the Pacific," resolved to raise the standards of athletics by giving financial support, and requiring a proper amount of preparation in return. The result has been highly satisfactory. The University of California has been successfully met, and no game played under the auspices of the Athletic Association has been lost. The last Field Day was a surprise to even the Association itself. The American College and five Berkeley records were broken, while all were highly creditable and far above the average. There is no need . . . more pressing than the equipment of athletic grounds and a gymnasium.

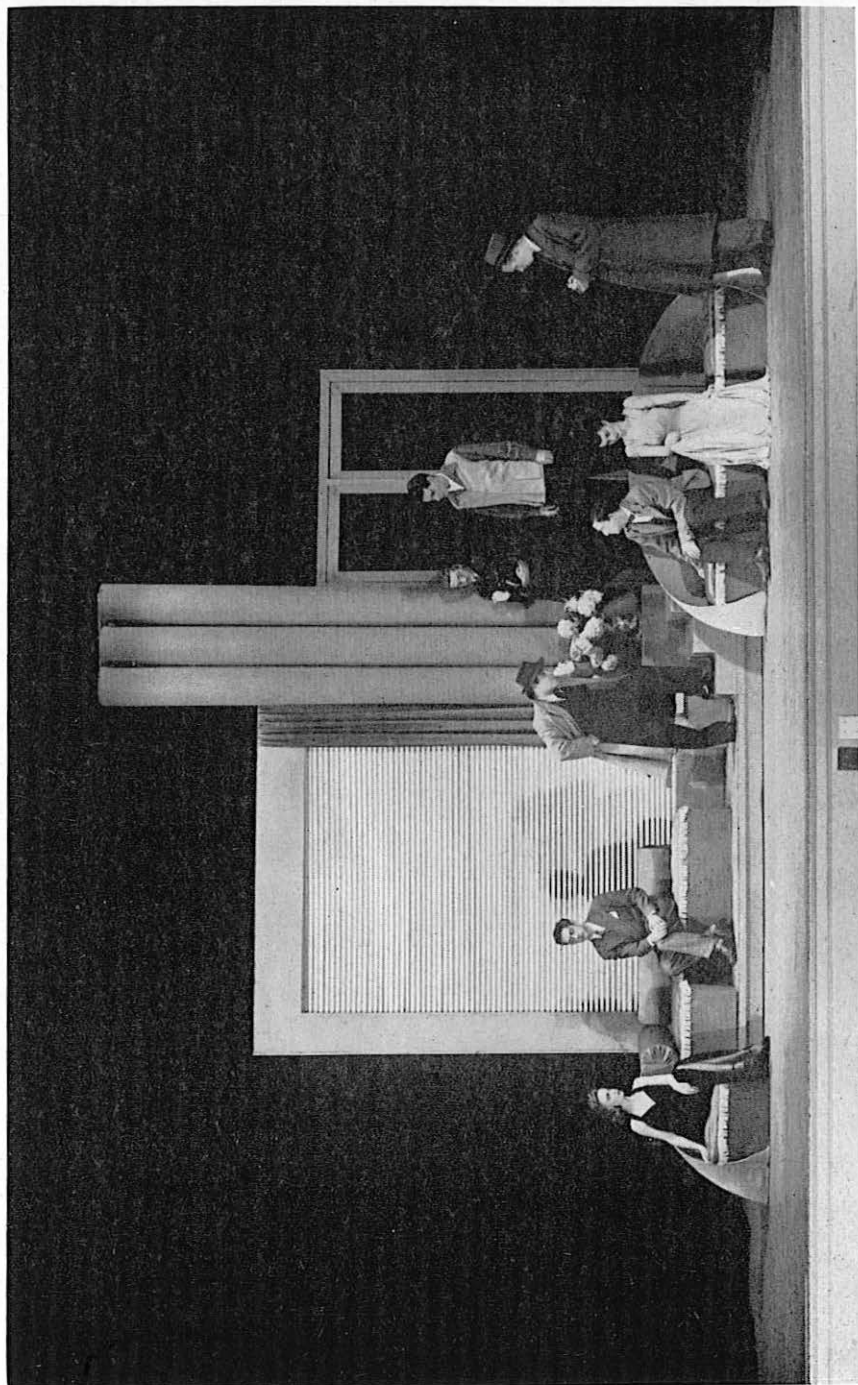
The grave crisis precipitated by the "Hirst trouble" of 1891 could not fail to have disastrous effects in the realm of athletics. The student body of college grade was sadly depleted. "Old U.P." had to be content with a low place in the scale of athletic achievement; but to the credit of the few, be it said, the torch was never extinguished. Santa Clara College was a formidable opponent on the football field.

In the spring of 1902 there was discussion of the question of accrediting gymnasium work as physical education; but the need for a gymnasium building was clearly apparent. In December of that year, at a student mass meeting, active steps were taken—the students themselves expressed the intention of erecting such a building. Much enthusiasm was manifest over the proposition: it was felt that with the help of the trustees and the alumni the undertaking would be crowned with success.

However, it may be conceded that physical education, as a department in the curriculum, made slow headway. Another major decline in athletics was suffered in 1907-08, "due to no fault of the team," as stated in *Pacific Pharos* (October, 1908), "but rather to the lack of proper training hours and facilities, and the reaction resulting from the nervous strain during our contest for Dr. Cross [for President]."



College of the Pacific Tigers, 1949-50



A Pacific Theatre Production
De Marcus Brown, Director

In the meantime the schedule of football games after November 14, 1905 had been cancelled as a result of the widespread feeling against inter-collegiate football following the death of a young player of the Santa Clara High School team as a result of the annual game with San Jose High School. The entire community had been shocked. Yielding to the resultant pressure, the University of the Pacific, along with other educational institutions, switched to Rugby football. But it was not easy to work up the enthusiasm that had seemed so spontaneous in the "Old Game."

At long last, it was reported that the new gymnasium was nearing completion in August, 1910. It was a frame cement structure 64 by 114 feet, two stories high, the main hall being 60 by 75 feet, with gallery on three sides, total cost to be approximately \$10,000. This building was to be used for instruction in physical education and indoor athletic sports, as well as for student rallies.

In November, 1916 Pacific enjoyed the distinction of having a member of her team picked to represent America in the All-American -All-British Rugby game. R. S. Wright was selected as the best Rugby full-back in America.

With the removal of the College to Stockton far greater opportunities and far more ample facilities were afforded for amateur athletics than had ever been found possible before. President Knoles had himself been an enthusiastic football player at the University of Southern California and was an ardent advocate of college athletics. There was a marked revival of inter-collegiate football almost immediately after he became President, in 1919. Construction of the campus Stadium, 680 by 427 feet, was pushed. It contained a playing field, baseball diamond, and quarter-mile track.

Work in physical education likewise received academic recognition. In January, 1924 the faculty voted to raise the requirement for graduation from 120 to 124 units, including a minimum of four units in physical education. Erwin Righter, regularly appointed coach, entered into all branches of athletics. The gymnasium was dedicated January 17, 1925.

The formal dedication of Baxter Stadium in 1929 occurred on the birthday of Thomas Baxter, the donor. It was a gala occasion, announced on Homecoming Day, with large attendance of enthusiastic alumni, students, and friends.

Like numerous other American colleges, Pacific at times experienced serious questionings as to the value of football. Dr. Paul Schilpp, militant professor of philosophy, raised the question, why not sever

our intercollegiate connections with football once and forever and

set out in the direction of becoming an institution which shall be known through. . . . America as a place where intellectual and cultural pursuits hold first place and are unhindered by stadia and similar distractions from the main interests of the College?

Schilpp's attitude did not prevail. A big boost came to athletics when "Jim" Corson was given the post of Director of Physical Activities. Still the future of football at Pacific was problematical—keen interest in the subject was displayed by faculty, alumni, and students. When the pathway ahead seemed far from clear the name Alonzo Stagg loomed large upon the Western horizon—the effect was electric. Stagg was retiring from the University of Chicago. President Knoles conceived the idea of inviting him to come to little College of the Pacific.

Amos Alonzo Stagg symbolized far more than football—more than the whole of athletics. He had become the embodiment of "the amateur spirit in American life," to whom football has been a specific medium for inculcating Christian character. By his life-long practice and consistent example the profession of coaching in the American college has been given place, worth, and dignity.

Stagg had coached two years at Springfield College and forty-one years at the University of Chicago. The retirement system was no respecter of persons—Stagg had reached the age of seventy; but he was vigorous, capable, ambitious. President Tully Knoles, himself an ardent footballist, saw his chance. He invited Stagg to come to Pacific, knowing well the prestige he would bring. Stagg accepted eagerly, rather than to give himself a life of hedonic ease with a generous retirement stipend. For fourteen years he was a leading figure about Pacific Campus, and a familiar name wherever American football was played—in fact, the College of the Pacific became known to thousands of youth through the country as "the place where Alonzo Stagg is."

The local football scene came immediately alive. Games were arranged with major university teams. Amazement was complete when the "little" Stagg-men handed the great Golden Bears from Berkeley a defeat of 6-0! Another dramatic episode was enacted when he roundly defeated the team of the University of Chicago, where he had spent so many years. But a notable climax of his career was reached during the recent World War, when his Pacific team of U.S. Navy V-12 trainees swept triumphantly through a series of great games, and Stagg emerged as America's "Coach of the Year."

There came a parting of the ways in 1947, when Stagg, then in his eighty-fifth year, declined an offer to remain as consultant and accepted the invitation from Susquehanna University, Pennsylvania, for

an active coaching position. Thus after fourteen fruitful years following his retirement at Chicago, he became coach-emeritus with the rank of professor, at Pacific. His sterling Christian character stands as a beacon to American youth; his spirit of loyalty will always be associated with Knoles Field on the Pacific campus, made possible by his generosity, and will be reflected in the lives of unnumbered young men. As Chancellor Knoles has so well said: "He is a very great teacher of character. This is his real contribution."

Nineteen hundred and forty-nine was the banner year for inter-collegiate football at Pacific. Under the expert coaching of Laurence Siemering and his assistant the team went through the entire season of twelve games unbeaten and untied, amassing the amazing total of 575 points, to 66 for opposing teams. In the Associated Press poll of the nation's top teams Pacific was given tenth place. Among the many distinctions that came to Eddie Le Baron, brilliant quarterback, was his selection for the Glenn Warner Award for the most valuable player for the season on the Pacific Coast.

A complete athletic plant is maintained on the campus, including gymnasium, with its many special facilities, Baxter Stadium, and beginning in 1950 Pacific Memorial Stadium, Knoles Field, eight asphalt tennis courts, modern swimming pool, baseball diamonds, archery range, and numerous other items.

The present curriculum contains, under the "Health, Physical Education, and Recreation Department," a wide range of courses, offering major work in health education, physical education, recreation, and the Master of Arts degree.

It became evident that Baxter Stadium on College of the Pacific campus was by no means adequate to accommodate the crowds wishing to see the principal football games. With a seating capacity of only 10,000, it was clearly too small. Indeed, this proved to be a real stumbling block in the way of scheduling games with major teams. Several games during recent years were played in the Lodi Stadium, with its capacity of 20,000; but such arrangement for off-campus games was not entirely satisfactory, and even the Lodi Stadium was inadequate for some desired by Pacific.

The impressive 1949 football record brought with it keen disappointment because at its close the "no-bowl" story told of a widespread desire for a culminating "big game," but there was no satisfactory stadium available.

With unprecedented swiftness sentiment on the campus and in the city of Stockton crystallized for building a new and larger stadium. With

the active cooperation of the Chamber of Commerce and business interests a definite plan was launched—selling scrip in \$100 units, good for choice seats at football games over a ten-year period. The "Greater Stadium Fund" grew rapidly until it reached the \$150,000 mark before the end of March, 1950, which—with the balance underwritten by the trustees of the College—insured the building of the entirely new coliseum to be known as "Pacific Memorial Stadium," ultimately to accommodate upwards of 35,000 persons, ready for actual use in the fall of the same year. For this accomplishment generous credit must be given Trustee Lowell W. Berry, business man of Oakland, whose loyalty, enthusiasm, and business acumen were most important factors. The Stockton Chamber of Commerce was active and cooperative throughout the whirlwind campaign, the student body took an active part, and there was very general citizen interest in the city of Stockton and wider community.

College Buildings and Campus. The more important buildings on the Stockton campus now include: the Conservatory of Music, largest building, with main auditorium, studio theatre, Watt Memorial Organ, and numerous music studios, practice rooms, and special facilities; Administration Building; Morris Chapel and Christian Education Units, made possible chiefly by the gift of Percy F. and Lillie B. Morris; West Memorial Infirmary, gift of Mrs. Charles M. Jackson in memory of her parents, George and Ellen West, and brother, Frank Allen West; Anderson Hall, including dining room, social hall, and "Y" Center, gift of Mr. and Mrs. W. C. Anderson; West Hall and South Hall (dormitories for women) and North Hall (dormitory for men); Weber Memorial Hall, given by citizens of Stockton in honor of Captain Charles M. Weber, founder of the city of Stockton; Engineering building with its testing laboratory; Manor Hall, a dormitory apartment house, adjacent to the campus, for married veterans; the President's house; and the Student Union.

In addition there are numerous units which complete the physical plant of the College, including the Gymnasium, outdoor swimming pool, Baxter Stadium, Pacific Memorial Stadium, Knoles Field of twenty-one acres made possible by the gift of Mr. and Mrs. Amos Alonzo Stagg, Smith Memorial Gate, given by the J. C. Smith Company, Owen Hall, Bannister Hall, Music Halls I and II, Food Processors Building, Observatory Building, Radio Building for stations KCVN and KAEO, seven houses maintained by fraternities and sororities, and other special and minor buildings and units. A number of these are war surplus units moved to the campus in 1947 and reconstructed for college use. There



Mr. and Mrs. Percy F. Morris



Smith Memorial Gate Showing Spire of Morris Memorial Chapel

are two well-equipped laboratories at the Pacific Marine Station located at Dillon Beach, California.

Early in 1950 the north wing of Morris Chapel, known as Sears Hall (from principal donor) was completed. This \$60,000 addition provides special facilities for the program of expanding Christian service, placing the College of the Pacific among the best equipped institutions of the country for this important work.

It would be clearly impossible even to list the names of all the devoted friends who have in some way contributed their services or given their support. To all of them the College of the Pacific owes a debt that can never be wholly paid.

Financial Status. As the College of the Pacific rounds out a full century of history it is still true—as it has been true throughout the years—that there is need for more ample support, especially in the form of clear and unrestricted endowment. And there is even now conspicuously on the agenda of the institution a new crusade for greatly increased endowment. But, in comparison to any earlier period of its history, the financial status of the College is strong and more encouraging today than ever before.

It must never be forgotten that no standard college or university is a profit-making institution—educational features are not expected to be self-sustaining. Tuition charges are never sufficient to meet total educational costs. It is not wholly to the credit of a college when, as has been the case at Pacific, the students pay as much as three-fourths of the total educational costs. It is traditional in America that a higher percentage of costs is met from income from permanent endowment, which also guarantees more satisfactory equipment, as in libraries and laboratories.

The athletic program of the College, in which football is by far the largest item, has for several years been supported at a considerable financial loss, but still it has been deemed of sufficient importance as a part of the general program to maintain it on a fairly generous scale. It is hoped that, with the new and greatly enlarged stadium and the added enthusiasm for college sports, the day is dawning when athletics at Pacific will present a far more favorable balance sheet.

The value of the College plant, including land, buildings and equipment, is now placed at well in excess of two million dollars, and there is no visible reason why it should not continue to increase from year to year. Since the College came to Stockton, almost the entire northwest portion of the city has been built up, partly because of the presence of the institution. Pacific Avenue has become one of the main thorough-

fares of San Joaquin County. The "Miracle Mile" of modern stores and shops, still constantly developing, has become the worthy rival of the down-town trading center.

While considering the College of the Pacific as a cultural asset to the city of Stockton and the broader community, it is fitting to glance also at the economic phase, the financial impact of the College upon the city. It will be clear, on slight reflection, that from a purely business standpoint the College has earned a place among the major industries of the city of Stockton.

It is estimated that of the total College receipts approximately one million dollars a year originates from out of town. Large sums are spent annually for tuition, board and rooms, clothing, entertainment, and miscellaneous. While the private institution is technically a senior college (without freshmen or sophomores), consisting of juniors, seniors, and graduate students, it must be remembered that students of the thirteenth and fourteenth grades, in the public Stockton College, enjoying close interrelation with Pacific, must also be taken into account in any discussion of financial aspects—not a few of these, coming from a distance, have their board and rooms on the campus. Because of the unique relationship they represent a sizable amount in the total budget. And certainly the same is to be said of the expanding Summer Session and numerous special features that are active on the campus.

Faculty members, each with a definite economic status, are virtually one hundred percent from out of town; and what is true of faculty applies also to other employees, the two groups together now numbering well into the hundreds. Scores of faculty members and employees own their pleasant homes and other property in Stockton and thus constitute a significant segment of the community population.

No complete analysis has been attempted of the exact magnitude of the economic factor of the College; but none is needed for present purposes—it is safe to state that the College of the Pacific, at the end of the first century of history, is worth at least two million dollars a year to the city and community of Stockton. As it continues to expand, the amount increases *pari passu*. As a real factor in the business life of the community the College deserves full recognition.

There has never been a time in the history of the College of the Pacific when it has not felt the need of more income than it has received—a remark which still holds good at the end of the century and which is by no means unique among institutions of higher learning.

The plea for more endowment has been perennial. Of the present actual endowment, amounting to less than one million dollars, a sig-

nificant portion has been invested in income-producing campus buildings; another portion is in stocks and bonds; and still another in notes and other securities. While income from clear endowment is comparatively low, current revenue, from a variety of sources, has been relatively among the highest in the country for Pacific's type of college. According to a recent appraisal the total overall net worth of the College in 1950 was set at approximately \$2,200,000, an increase of upwards of \$200,000 over the previous year. With the normal expected growth of the city of Stockton, the value of the Campus plant should increase almost steadily for years to come. While there is no gainsaying there are still serious financial problems to be solved, the College, with its augmenting resources undoubtedly holds a strong place in the business community and with the Methodist Church.

In the fall of 1950 an intensive financial campaign has been planned by agents Jesse Rudkin and F. Carl Schmidt, and is being vigorously prosecuted. The goal is set at \$1,350,000.



CHAPTER XVI

SPECIAL FEATURES OF THE COLLEGE

A very brief account of a number of special features of the College and of campus life has been reserved for a separate chapter. Some of these are perhaps typical of most American colleges; others are not so frequently found in collegiate institutions; while still others, illustrative of the pioneering spirit of Pacific, possess a certain uniqueness of character and quality that gives them added significance.

Literary Societies, Fraternities, and Sororities

Archania (Alpha Kappa Phi). Reference has been made on earlier pages to the beginnings of the debating and literary societies of the University of the Pacific. So significant has been this phase of campus life, however, that further space must be given to its interesting growth and development.

Archania, oldest of all societies (organized, 1854), continues to function as an active group. By the year 1900 its social features, till then of minor significance, had received such emphasis as to give it the aspect of a social as well as literary organization. Not long after the College moved to its Stockton campus Archania adopted the name (in 1925) Alpha Lambda Sigma, which, however, was changed the following year to Alpha Kappa Phi. Meantime the project of building a suitable home for the society, now metamorphosed into a fraternity, had taken definite form: in 1926 the \$30,000 brick house was opened in fraternity circle, thereby gladdening the hearts of "Archites."

The Mothers' and Patronesses' Club of Archania came into being in 1935. World War II brought temporary suspension of fraternity activities; but in March, 1946 the oldest Pacific society was reopened, and it is functioning actively at present.

Rhizomia (Rho Lambda Phi). It is recorded that at the June Commencement of 1861, while the academic procession was marching to Cook's Grove, a Rhizomian stood in the vanguard waving the Stars and Stripes. Some rebellious spirits were disturbed—some even left the procession, requesting that the Union flag be removed. The flag remained, however; the rebellious spirits were required to make their graduation speeches beneath its folds.

For the better part of a half-century the traditions of Rhizomia

centered about a certain room in old West Hall, on the College Park campus. The influence of the society extended to every phase of college life.

All the records of Rhizomia were destroyed with the building when West Hall was burned, in 1915. On the new Stockton campus plans were quickly formulated looking to early realization of a long-cherished dream. In September, 1925, the beautiful new home was entered by the happy "Rhizites," now officially changed to Rho Lambda Phi.

As in other cases, the house was temporarily closed during the recent World War. But later the rebuilding process was begun, the Mothers' Club came to the rescue, and in time restoration was complete. Under the patriotic colors, red, white, and blue—and the symbol of the American eagle, Rhizomia continues to stand for Americanism as well as the spirit of fraternalism.

The keen rivalry between Archania and Rhizomia often took the form of literary contests, in which the debate was certain to be the central feature. In January, 1876 the question for debate was, "Resolved, that the right of suffrage should not be restricted by an educational qualification." In January of the following year the somber question was, "Resolved, that the signs of the times do not denote a downfall of the Republic."

An interesting reminder of the Civil War was brought to light by the *Pacific Weekly* of March 8, 1916. A number of old Springfield rifles, purchased from the government shortly after the close of the Civil War, and used for drilling during several years, were placed in the custody of Rhizomia when the cadet company was dissolved. They were stored in a small room off Rhizomia Hall, with other relics of the society. It was generally believed that they were destroyed in the fire of 1915; but in 1916 they were discovered, buried under a heap of trash in the gymnasium. How they had found their way to the gymnasium remains a mystery. The old muskets are highly cherished by the fraternity.

As evidence of an early interest in fraternal organizations, it is reported that on September 1, 1876 during the administration of President Gibbons, "Alpha Phi Sigma Association" petitioned for recognition. We quote from the Preamble:

Recognizing the necessity of a thorough training in Elocution, Essay, and Debate in connection with our College education, . . . we . . . unite . . . for literary purposes, and also for the further promoting and more firmly cementing the Friendship and Brotherly love.

The petition, signed by eighteen young men, was approved, "subject to the general statutes of the University governing Literary Societies and the special conditions of the Board under which the Society was permitted to organize."

California Alpha Chapter of Phi Kappa Psi, a national fraternity, was established in 1881, under President Stratton. In 1890-91 the chapter had a large membership, including men of considerable prominence. Shortly thereafter it was transferred to newly-opened Stanford University, where many Pacific students had enrolled.

Emendia (Epsilon Lambda Sigma). The pioneer literary society for women, as previously noted, was organized in the Female Collegiate Institute, in 1858. Its outstanding annual event during early years was the public musical and literary entertainment.

In 1910 a rule was adopted limiting membership to young women of collegiate standing. The crest of the owl sitting within a wreath was adopted (in 1921) for use on society stationery, place cards, and programs.

Most important among changes brought about in connection with the move to Stockton was that to the use of the Greek letter name (*Epsilon Lambda Sigma*). After much careful planning and strenuous labor the new sorority house was built, and was officially opened October 15, 1925. The controlling authority is vested in a board of seven members—four alumnae and three students.

Sopholechia (Alpha Theta Tau). This society, dating from the year 1881, was intended originally not so much as a rival to *Emendia* as an organization employing a different yet supplementary plan of activity. It aimed for social as well as intellectual and literary advancement. For a time the same persons might be members of both societies; but it was not long until independence was desired—the two became separate and distinct in 1883. The newer society placed much emphasis upon literature, etiquette, and music. It adopted the Latin motto, "*Ad Summum per Sapientiam*." In 1912 *Sopholechia* assumed the name *Sigma Lambda Sigma*; in 1923 the present name *Alpha Theta Tau* was acquired, and the older name was dropped from common usage, as was the name *Emendia* of the sister sorority.

Athenaea (Tau Kappa Kappa). *Athenaea* was the first of the sororities on the San Jose campus to acquire a Greek-letter name. It had been organized under the sponsorship of President Seaton on the 8th

of October, 1917 with fourteen charter members. It was already known as Tau Kappa Kappa when the College moved to Stockton. The name, recommended by Prof. Fred Farley, is suggestive of the sorority's motto, "*Tokalon Kalechele*" (Hold fast to the good). In the selection of the Greek letters and of the Greek motto, Dr. Farley acted as adviser.

In 1927 the sorority was incorporated, and it purchased the colonial home of Mrs. Adelaide Coburn of the English department faculty. But with its enlarged membership it outgrew this building, and in 1947 moved into its present quarters in sorority circle.

Philomusia Conservatory Musical and Literary Society (Mu Zeta Rho). This society was organized March 5, 1913 under the leadership of Miss Zilla Cook, with seventeen charter members. In October of that year the new society made its bow to the community at a reception in Conservatory parlors, to which various societies, faculty members and special friends were invited. It was a recognition of the well-known fact that the Conservatory of Music had become a strong factor in the life of the College as a whole. Because of a serious decline and financial difficulties Mu Zeta Rho disbanded in 1941. However, active plans for reorganization were made in 1948-49—once again it has taken its place among the recognized societies of the campus.

Omega Phi Alpha. The youngest of Pacific's three active men's fraternities, all of them local, is Omega Phi Alpha. First steps towards organization were taken in June, 1921. The first recorded meeting was held in October of that year, at the home of President Knoles. Official recognition was granted in December. The name is held to signify the last of the men's organizations founded on the College Park campus, the first proposed fraternity to be established on the contemplated Stockton campus. To this group goes chief credit for instituting Fraternity Circle. The doors of its new home were thrown open on the 10th of June, 1925. The membership of Omega Phi Alpha included several men who won considerable distinction; and it is interesting to note that the sons of President and Mrs. Knoles were initiated, in this order: Walline ("Pete"), George, Gordon, Tully, Jr., and Leslie.

Zeta Phi Sorority. This new women's organization was founded December 13, 1935 as the Zetagathean Club, a social group of unaffiliated women students. Miss Lorraine Knoles, oldest daughter of the President, was a faculty sponsor. Its basic purpose is to help its members prepare for life by developing their social and intellectual skills and stimulating in them the qualities of leadership. During the second World War the

club ceased to function; but in 1945 it revived under the name of Zeta Phi. Two years later the sorority moved into the Tau Kappa House on Pacific Avenue. Its motto is "*Unam Amicitiam Petimus*"; its colors, gold and white.

Academy Literary Societies

Cartesia Literary Society for Academy young men students was established in October, 1889. Membership was limited to students of the Academy—no student classified as a freshman could be retained. The very active society adopted as its motto "Forward, not Backward," and selected a bear as its emblem.

Adelphia, as the second literary society for male students of the Academy, was established in September, 1890. Immediately it became a friendly rival of *Cartesia*. *Adelphians* selected the Latin motto "*Consequere ad Summum*." The figure of the lion became its emblem. During the year 1918-19 these two Academy societies were merged into one called *Cartesia-Adelphia*.

Hypatia Literary Society for Academy girls was established in October, 1896. It chose for its colors green and white, and adopted the statue of Minerva as its emblem. This society disbanded in 1900, as suggested by President McClish; but it was reorganized in October, 1911.

All the preparatory literary societies automatically ceased to exist, as the Academy itself was to be officially discontinued on the eve of the move to the Stockton campus. That they served a highly useful purpose in their day there can be no doubt.

For years a feature of Commencement Week programs was the Anniversary programs of the literary societies. These exercises came to exhibit intense rivalries. Commencement Anniversaries were abolished in 1910, when a general Class Day program was introduced. This had the effect of shortening the undue length of Commencement Week and at the same time of dignifying the occasion.

Student Publications

College journalism was rather slow in making its appearance on the Pacific campus. Its history has been marked by many variations. Not until 1884, under the administration of President Stratton, was there what may be called a serious attempt at a college journal. It was in that year that the first number of the *University Review* was issued, by members of the classes of '85 and '86, with Francis W. Reid, '87, as editor in chief. After four numbers had been issued Reid resigned, and, aided by J. W. Milnes, '86, he started the weekly publication called

The Hatchet. But the *Review* continued as a monthly under new editorship until August, 1885, when it became a private enterprise under L. L. Dennett, '86, and Harry W. Wilcox, '87, under the title *The Epoch*, announced to appear every third week.

In January, 1886, *Hatchet* and *Epoch* were united to form *The Pacific Pharos*, a monthly student publication, with Dennett and Milnes as co-editors, the initial number bearing the date of February 10, 1886. At the opening of the fall session Wilcox and Reid became sole proprietors, but only for a brief period. Then it changed from a bi-weekly to a monthly, and so continued, with some irregularity, until 1909, when it ceased publication. During its best days it presented more of the appearance of a real literary magazine than most of the other journalistic attempts.

In the meantime the monthly *Work-a-Day World* made its appearance in 1897, under the editorship of Hugh Baker, '98. This was presented in slender pamphlet form—a rather curious format for an academic journal. It had few illustrations and was deficient in college humor; but it contained a number of serious contributions, some of them by faculty members. The *Work-a-Day World*, like most of the other early publications was short-lived—its demise came in 1899.

In November, 1908 *The Tiger* made its bow. It was a monthly student publication, with the figure of a rather fierce-looking tiger on the cover, but Tige's motto was "Keep on the Sunny Side"—and in those days of turmoil smiles were in good demand on the campus.

In the year 1910 there was presented a Commencement issue of the *Pacific Weekly*, which had made its first appearance some months earlier; and in 1911 the *Weekly's* staff brought out the *Campus*, a book which sought to combine the characters of a literary magazine and a yearbook. Its main purpose seems to have been to engender more and better "Pacific spirit" among the students. The book contained 108 pages; but it failed to qualify for the place of the old yearbook *Naranjado*, of which more presently.

Among ephemeral publications of special interest were the *Clarion*, published by the Archanian Literary Society, appearing first prior to 1868; more recently Archania issued a semi-annual book of humor, the *One-a-Zippa*; Rhizomia for a time published *The Casket*; the short-lived *Commercial Courier* was issued in 1901 by the Commercial Department. More recently the Scroll and Stylus Club got out a yearly publication called *The Hieroglyph*. The currently published campus paper, *Pacific Weekly*, has now run to forty-six volumes: it possesses more of the qualities of contemporaneous college journalism than any of its prede-

cessors, and finds a real welcome on the campus. It is published by the Pacific Student Association, under the direction of an editor with complete staff of assistants.

Naranjado (meaning orange color), the Pacific Annual, has had an interesting but far from continuous career. The first volume, published by the senior class, appeared in 1886. It was issued each year till 1891, when it was suppressed by faculty action because it contained objectionable material—not difficult to understand in view of the anti-Hirst sentiment at the time. Publication was not resumed until 1912. With one or two omissions, *Naranjado* has appeared since 1912 annually. Much industry and literary and artistic effort are each year devoted to the production of the book, which has come to be a beautiful and elaborate souvenir, in which genuine pride is taken.

Activity Organizations

All-College Honor Society. With the worthy purpose in mind "to recognize in a fitting manner a high grade of scholarship, to develop a spirit of loyalty and service to our *Alma Mater*, and to foster a spirit of liberal culture in the College of the Pacific," an organization known as the All-College Honor Society was formed November 23, 1926, with President Tully C. Knoles as Honorary Chancellor, Neil Warren, Chancellor, and Grace Nichols, Scribe.

For membership in this Society students are selected from the upper three per cent of the high junior and the senior classes. Individual members of the faculty may also be elected. Formal initiation takes place once each semester. There are, in 1950, approximately 53 members, of whom about 30 are of the faculty.

The Society holds monthly meetings, usually at the home of a member or in a fraternity house. A leading feature is the presentation by a faculty member of a timely paper or discussion, participated in by those present. Following the formal program refreshments are served and a social hour enjoyed. In addition to the monthly meetings, the Society sponsors annually a convocation in Morris Chapel, at which all campus honor societies present their respective memberships.

The presence of the All-College Honor Society on the Campus is an influence that gives encouragement and stimulation to serious study and advances the cause of true scholarship. In general, the objectives and activities are similar to those of a chapter of the Phi Beta Kappa fraternity.

Numerous departmental honor societies and student organizations are maintained, a partial list being here presented.

A chapter of Pi Gamma Mu, national society in the field of the social sciences, was organized at Pacific in 1924. It is open to students and faculty members who have attained honors or high grades of scholarship in their designated fields. The national biological honor society is a chapter of Beta Beta Beta; in music there is the Mu Phi Epsilon (for women) and the national honor society Phi Mu Alpha; Pi Kappa Delta represents the national honor society in forensics; Sigma Delta Psi (for men) in athletics; Alpha Delta in journalism; Delta Mu Eta in home economics; and Orchesis (dance). Among the numerous local organizations are Alpha Epsilon Omicron (radio), Theta Alpha Phi (theatre), Ortha Meta Para (chemistry), Philosophy Club, Psychology Club, Newman Club (Catholic), Chinese Student Association, and others.

The national honor fraternity, Blue Key, primarily a service organization, early in 1950 recognized the College of the Pacific for a chapter on the Stockton campus. Sigma Lambda Theta, local honor fraternity, received notice that it had been accepted by the national group. Installation took place in March, 1950.

As the College plans to celebrate the completion of its first fruitful century of history in a manner befitting the important occasion, it is gratifying to state that assurance has been received of official recognition of a chapter on the campus of Phi Kappa Phi, national all-college honor fraternity, also of a chapter of Phi Delta Kappa, national education honor fraternity. This announcement adds a significant note touching the wider recognition of Pacific in relation to high academic standing.

Pacific Philosophy Institute and Tully Cleon Knoles Lectureship

In 1948, under the leadership of Dr. William D. Nietmann, chairman of the department, there was initiated the Pacific Philosophy Institute, with its Annual Meetings at beautiful Lake Tahoe, in the high Sierra, during the week in June falling between Commencement and the regular Summer Session of the College.

Those attending the Institute, approximately one hundred men and women, are privileged to join several selected leaders of thought in a sincere effort to clarify their ideas on absorbing topics of the day. The general topic for the summer of 1948 was "The Relationship between Moral and Technological Development": the theme for 1949 was "Philosophy, Politics, and Peace." Discussions at the 1950 session dealt with the timely "Controversy between Capitalism and Communism."

Among the leaders who have participated in the programs of the Institute may be mentioned such philosophers as Daniel S. Robinson, Sidney Hook, Radislov Tsanoff, Swami Akhilananda, and Yves Simon.

Students and laymen who attend are afforded easy opportunity for casual and rewarding contact with these eminent thinkers on the deeper issues of life.

Closely related to the Institute is the Tully Cleon Knoles Lecture-ship in Philosophy, whose inauguration was made possible by the financial success of the Institute. The initial series, given during the second week in May, 1949 was presented by Ralph Tyler Flewelling, Director Emeritus of the School of Philosophy at the University of Southern California. W. H. Werkmeister of the University of Nebraska was Knoles Lecturer for the second series.

California History Foundation

One of the several unique features of the College of the Pacific is the California History Foundation, which owes its origin, in 1946, to the enthusiasm of President Robert Burns for the early American period of California history. Perceiving that he could not develop and carry on all the activities of the Foundation because of the arduous duties of College administration, in the fall of 1947 he invited Dr. Rockwell D. Hunt to be its Director.

The activities of the Foundation are under the control of the Director and an executive board of seven members selected by the President. There is also a group of sponsors, at present numbering about forty, composed of specially interested friends of the Foundation, whose fundamental objective is "the promotion and development of the study of the vital, significant history of California, with particular reference to the Gold Rush Days and the establishment of the Commonwealth."

An Annual Institute of California History is held on the College campus each spring, with interesting and instructive programs. Among the other objectives of the Foundation are the publication in permanent form of worthy products of research, the directing of a seminar in early California history, conducting historical pilgrimages and tours from time to time, and the development of the California Department of the College Library.

Publications of the Foundation include the volumes *California Ghost Towns Live Again* and *California's Stately Hall of Fame*, both by the director.

Chief support for the Foundation is from the special endowment fund, with a goal fixed at \$100,000, supplemented by special gifts. Gifts in the form of books, pamphlets, diaries, and other articles of historical value are specially welcomed. The College is admirably located for the purposes of the California History Foundation. Stockton was the chief

trade and transportation center for the Southern Mines and the Mother Lode, and is well located to become a leading center for the study and development of California history.

College of the Pacific Tours

A unique feature of college activity at Pacific is seen in the highly developed system of conducted tours and caravans, yielding not only much pleasure to those who participate but also high educational values. College tours are not restricted to students nor to any particular age limit: many who go are friends of the College, glad to avail themselves of the advantages yielded by interesting tours under the best of auspices. Students may, under prescribed conditions, earn a limited amount of academic credit by approved reading, presentation of reports, and informal examination.

The system, now so highly developed, began in the summer of 1927 with a tour to Europe. This consisted in a main tour and two short tours, under the direction of Arthur Bonner, assisted by DeMarcus Brown and J. W. Harris. Later Dr. G. A. Werner, professor of history and political science, was appointed Director of Tours, a position he filled with distinction to the time of his retirement in 1949. In 1948 Elliott Taylor, Director of Admissions, was appointed Assistant Director; and in the fall of 1949 he became Director.

Each summer, beginning in 1927, with the exception of the depression and war years, an extensive tour has been conducted, under experienced and competent management. Many of these summer tours were to Europe, visiting from four to ten different countries; several were to Mexico; one to Alaska; one an industrial tour of the United States; in 1948, by airplane across the Atlantic to ten European countries, conducted by President and Mrs. Robert E. Burns.

Educational and industrial tours to Death Valley and other points of special interest, have been conducted, usually during Easter vacation week, by Prof. J. H. Jonte and Dr. Arthur Bawden. Easter vacation has also been utilized for interesting tours of the twenty-one Franciscan Mission sites in California, from San Diego to Sonoma.

Numerous single-day caravan tours, usually on Saturdays, have taken students and friends to the old Mother Lode towns and other historic spots. These and the Mission Tour, with appropriate programs, have been conducted by Dr. Werner, and Director Taylor. There have been several excursions by boat, down the channel of the San Joaquin River into the reclaimed and now highly productive Delta lands.

Details of all tours are carefully arranged in advance. It is believed

that no other college or university in California, if indeed in the United States, has developed a system of educational tours to a degree equal to that attained by the College of the Pacific. It will be readily conceded that California, with its almost infinite richness and variety of natural resources and refinements of industry, lends itself admirably to this phase of cultural activity. Supervised tours have become a regular and attractive feature of the expanded program of the College.

Radio Department

The rapid development and expansion of the radio department at Pacific have been such as to call for more than casual mention. In this field the College stands in the front ranks among American institutions of learning.

The beginnings date from 1925, when President Knoles first broadcast "The World Today," a discussion of contemporary world politics, economics, and social conditions. A broadcast of college news was inaugurated in 1927; two years later Dr. Bawden began a series on "Food Facts." The next important step was taken in 1932, when arrangements were completed to install lines direct to the campus. Various programs were arranged in the fields of music and drama.

In the fall of 1937 the present director, John C. Crabbe, was engaged to develop the Campus Studio, to be adequately equipped, and to present a curriculum, which would be under the Speech department. Another milestone was reached early in 1939, marking the first regular campus broadcast by remote control from KWG, affiliated with the National Broadcasting Company. In the following year a radio major group of courses was approved in the Speech department, claimed to be the first of its kind in the West, the second in the nation. In November of 1940, a coast-to-coast chain of National Broadcasting Company stations carried a program of the Pacific A Cappella Choir, directed by J. Russell Bodley.

In recognition of special achievement in the field of radio a local honorary radio fraternity, Alpha Epsilon Omicron, was founded, with Mr. Crabbe as faculty adviser. By this time the cramped studio space in the Conservatory Building had proved to be totally inadequate; but before suitable rooms could be provided the entire program met with serious interference because of World War II.

Following Mr. Crabbe's release from active Navy duty, at the end of the war, plans were formulated and presented for a Frequency Modulation broadcasting station. After much effort and several revisions of plans, the construction permit was issued by the Federal Communications Commission in October, 1946 and construction was promptly begun.

The new quarters were completed in the summer of 1947—these include two studios, two control rooms, master control, transmitter room, KAEO studio, newsroom, and offices. The call letters assigned to the College were KCVN, and broadcast was authorized with 3400 watts.

Several special developments have followed in rapid succession, and the work of radio at Pacific is constantly moving forward, giving leadership in serving as professional training for students and various programs for an appreciative listening public. KCVN became a charter member of the University Association for Professional Radio Education. By virtue of its exceptional facilities, actual achievement, and nationwide recognition the College of the Pacific has won an enviable place in the field of radio and radio education. At the annual meeting in Columbus, Ohio in May, 1950, Mr. Crabbe was elected National President of the Association for Education by Radio.

Audio-Visual Service

In the year 1946 President Burns appointed a faculty committee, headed by Prof. Frank Lindhorst, director of Christian Community Administration, whose function is to study the value of audio-visual methods in college classroom instruction and report on the desirability of establishing an audio-visual service for campus-wide use. After careful study the committee made a comprehensive report looking to the establishment of audio-visual service on a wide scale. In July, 1947 steps were taken to put into concrete form some of the committee recommendations. Mr. John Barlett was employed as assistant in audio-visual education and acting coordinator for the new service; in the summer of 1948 he became coordinator, his chief function being, in cooperation with the faculty committee, "to meet the needs of the various departments and of the College as a whole in the use of audio-visual materials." It was decided, however, to discontinue this special office at the end of the academic year 1949-50, its functions being taken over by the School of Education.

Aviation

In the spring of 1929 Thomas F. Baxter, President of the Board of Trustees, presented to the College an Eagle Rock bi-plane, with an adequate hangar. The plane was christened "The Flying Bengal" (featuring the initials of Mr. Baxter's name), and the hangar dubbed "Uncle Tom's Cabin." A limited program of instruction in aviation was undertaken, and for a time there was considerable enthusiasm.

However, we learn from the President's report of October, 1930, that—

After a year and a half of trial, it seemed best to all concerned to discontinue the giving of instruction in flying with the close of the last academic year. The deficit for the year 1929-30 in the course was \$300, to say nothing of the depreciation in the value of the plane. During the summer the plane was sold for \$900.

Food Processors Foundation

One of the youngest academic divisions of the College, the Food Processors Foundation, dates its origin in 1944, when the suggestion arose that much benefit might accrue from the cooperation of the College and industrial institutions in training students in the practical application of the food processing business. On May 3rd of that year a meeting was held on the campus, with President Knoles presiding, whose purpose it was to examine facilities for developing a plan of cooperation and to institute a practical program. A six-point program was proposed and described by Dr. Roy W. Kelly.

Barthol W. Pearce, a former student at Pacific, was employed as coordinator. Twenty-one students were sent to the National Cannery Association Laboratories for training, and subsequently they were placed in various food processing laboratories. In May, 1946 three companies agreed to sponsor a laboratory for quality control and analysis of tomato products: a program was instituted to train students as laboratory technicians. Some six hundred samples were analyzed; as an indication of the rapid development, in 1949 approximately four thousand samples were processed.

An interdepartmental group major was established in 1948, with two main emphases—business administration and science—for the training of accountants, supervisors, and junior executives on the one hand, and laboratory technicians, assistants, and research directors, on the other. The expanded program of work of the Foundation as at present organized includes soil testing, tests for vitamins in fruits and vegetables, research in sugar concentration of fruits, and improved methods of quality control in tomato products, tomatoes being a major crop of San Joaquin County. Increased facilities have kept pace with the greater demand. The expanded laboratory now occupies a group of twelve rooms. Future developments will be watched with much interest.

Arbor Day

As an illustration of the fact that the Annual Arbor Day was usually turned to good account in cleaning up the campus, the student reports of the 1897 Arbor Day, appearing in the publication *Work-a-Day World*, may be quoted:

April 22nd was supposed to be "Arbor Day," but it turned out to be "Labor Day," as far as the campus was concerned. Now if the truth be really known, our campus needed a real good cleaning. It got it. The Faculty, having been requested by the student body, granted the day as one in which the students should turn out in force to hoe and rake and sweep to the beautifying and cleansing of the University Campus. The boys came out at 8 o'clock, 100 strong (in four squads). . . . The boys labored diligently until 12:00. There was very little shirking . . . after such a vigorous assault the general appearance of the Campus has assumed a beauty not seen for many a day. [At noon a Banquet was served by the girls in Maple Grove]. . . . jolly good time with speeches and laughter and song until 2, when every one returned to labor again [until 5].

Special significance was attached to the observance of Arbor Day in 1917, representing the twentieth anniversary of the Festival at Pacific. Each hour of the day was "jammed with student interest." The actual schedule was set forth in *Pacific Weekly* for April 25:

At 12 sharp, after a serpentine about the grounds, all students—co-eds and collegians—will assemble at the Elm Street steps of the Dormitory for the annual Arbor Day picture. . . . The Y.M.C.A. and Y.W.C.A. are to conduct the evening [informal party] and proceeds will go to those organizations.

The program included the noon lunch, the distribution of *Naranjado* at 2 o'clock, and the annual Archania-Rhizomia Debate at 3:30.

Regular Arbor Day for students was discontinued soon after the College became well established on the new Stockton campus.

Summer Activities on the Campus

In addition to the firmly established Summer Session of the College the attractive Stockton campus, with its spacious lawns and avenues of lovely trees, affording welcome shade, is utilized by numerous other organizations and groups for summer meetings and conferences. This wider use of the campus is regarded as thoroughly in harmony with the larger purposes of the College and has become a noteworthy feature in the cultural and religious life of the Stockton community.

In June of each year, following the regular Commencement, the California-Nevada Annual Conference of the Methodist Church meets at the College of the Pacific, a meeting that brings together for almost a week the several hundred ministers of the Conference area, with an equal number of representative laymen, and members of their families. The sessions are presided over by the Bishop, who appoints the ministers to their respective assignments for the following year.

The College being Church-related from the beginning, it is

eminently fitting that the Annual Conference should meet on its delightful campus. James Corson, a former student and faculty member (now Superintendent of Schools in Modesto), referring to the cordial relationships existing between the College of the Pacific and the Conference, said:

It is difficult for a layman of the church, a former student of the College, to think of the California Conference of the Methodist Church apart from the College of the Pacific or the College of the Pacific apart from the Conference. The two are inseparable and should be, throughout the years, mutually advantageous to each other.

Other Methodist meetings held on the campus during the summer include the regular Pastors' Summer School, the largely attended conference of the Woman's Society of Christian Service, and the conference of the Wesleyan Service Guild. Pacific has come to be recognized as one of the nation's chief centers of Methodist activities.

But the College is far more than Methodist. It serves general educational interests by being host to groups like the school principals, directors of admissions, and others. It is conspicuous as a summer music center, especially through its Annual Music Camp, as described elsewhere. Perhaps no happier or more enthusiastic group of people come to the Pacific campus for their summer meeting than the representatives of the Folk Dance Federation of California.

While these and still other summer activities are not to be regarded as an integral part of the educational program of the College, they do greatly enhance its community relations not only with the city of Stockton but with the State of California and even in the national scene. The College program, widened and enriched by numerous collateral activities, now offers broader, more carefully integrated cultural opportunities than at any previous time in its history.

"G.I." Students

Under the so-called "G.I. Bill" (Government Issue), for the benefit of veterans of World War II who desired to continue their education, the College of the Pacific has had a considerable number of enrollees, beginning in 1945. The peak of attendance was reached in 1948-49, with a total of 632 veterans registered. Each succeeding year has witnessed some diminution; the present plan, sustained by the federal government, is expected to terminate in July, 1956.

The G.I. Bill, with appropriate state enactments, constituted a vital, important feature of the post-war program. Veterans were not slow to take advantage of the opportunities afforded; and, contrary to the

expectation of many critics, they have in general benefited from and shown genuine appreciation of the government aid. While in some cases there has quite naturally developed a sense of dependence, as a group the veterans have been industrious and equal if not superior to non-veteran groups in scholarship records. Their additional maturity has proved a stimulus in the classroom. Such problems of social and moral nature as appeared during the earlier period of veterans' enrollment, though never very numerous, have disappeared for most part, as a majority of the enrollees were found eager to comply with regulations and were open to counseling on a mature level.

Retirement Plan

The College of the Pacific officially adopted a comprehensive retirement plan for faculty members and other personnel as of July, 1946, under the general plan of the Teachers' Insurance and Annuity Association. Previous to that date retirement allowances had been on an individual basis, which had become increasingly unsatisfactory with the development of the institution. All faculty members aged thirty years or over and teaching more than half time in the College of the Pacific, are included in the present plan. Five per cent of the individual's salary is deducted, and a like amount is provided by the College. Upon reaching the age of seventy, retirement is compulsory, unless a special waiver is issued by the board of trustees—it is optional with the individual to retire before reaching the age of seventy, with a corresponding reduction of the amount of his pension. Appropriate recognition of long service was also included in the plan when it went into effect.

The pension received is to continue for the duration of the individual's life—the amount received being in accordance with his total deposits and earnings (dividends).

Trees and Shrubbery

Approximately fifty species of trees have been grown on the College campus, though not all of these are to be found today. It could not be expected that so many species would find the soil, immediate environment, and methods of handling most advantageous in every instance. Nevertheless the appearance of the campus as a whole through the years since the time of the alfalfa lawns has been such as to command the admiration of visitors.

The arrangement of trees and shrubs is the result of cooperation between several individuals. The original plan is said to have been suggested by Mr. John McLaren, of Golden Gate Park (San Francisco)

fame, a friend of Trustee Rolla V. Watt. President Knoles was deeply interested from the beginning; and Ovid H. Ritter, now Executive Vice-President, gave much fruitful thought and attention to the subject of landscaping, as well as to all matters of College finance.

The only trees on the tract when the College moved to Stockton were the group of five Valley Oaks, standing near the Harriet Smith Memorial Gate, and several fig trees. The unsightly fig trees were removed; but the oaks remain, an imposing group that should continue to thrive for many years.

Only a partial list of the plantings can be mentioned here. There are numerous specimens of the Coast Redwood (*Sequoia sempervirens*), including the small grove near the College Infirmary; and a smaller number of the Sierra Big Trees (*Sequoia gigantea*), some of which have not thrived so well. Other conifers include the Lawson Cypress, Italian Cypress, Incense Cedar, Deodar Cedar, Spanish and Nordman Fir, several Spruces, and a few Junipers. The Lawson Cypress is among the most beautiful of western conifers—the campus has several excellent specimens.

Among deciduous trees the most numerous are the London Planes, commonly called Sycamores, which line most of the drives and walks and have come to dominate the campus, in summertime, as viewed from the air. They have shown remarkable growth, being well adapted to climate and soil conditions. A row of Arizona Ash trees lines Pacific Avenue and Stadium Drive. Other species include the Silver Maple, the Box Elder, Lombardy Poplars and White Poplars, and the Weeping Willow.

There are numbers of two species of Eucalyptus, several attractive specimens of Cork Oak, and two beautiful Grecian Laurels. Among the others are the Black Locust, the Silk Tassel trees, and a fine Redbud or Judas Tree. Also there are several memorial trees, including two large Hybrid Walnut trees, a group of Lawson Cypresses, and a *Sequoia gigantea*.

Conspicuous for their beauty in blossom time are several species of *Prunus*, most of them Oriental Cherries. A delightful harbinger of spring, each in its season, they are a joy to the beholder, from February to April.

The shrubs and planted flowers on the campus under the direction of head gardener Santino Bava, add much to the general attractiveness. There are excellent displays of roses; Crepe Myrtle and the Rose of Sharon are in profusion; and the beautiful Camellias of numerous varieties are outstanding. Rows of giant pansies and other flowering plants are set out and carefully tended each year. Most of the well-kept

lawns are irrigated by a system of flooding instead of sprinkling. Altogether the home of the College has been made into a lovely park, pleasing to student and professor, an increasing source of pride to the city of Stockton.

It is on this beautiful and spacious campus, in the heart of California, that the College of the Pacific now proposes, in the year of grace 1951, to celebrate the completion of its first full century of colorful history as a chartered institution of higher learning. Each month of the Centennial Year is to witness some special event of historic significance. The grand culmination is set for the June Commencement of a full week of programs of a magnitude and splendor never before undertaken by Pacific. Distinguished delegates from many colleges and universities will grace the occasion by their presence and participation; eminent men from public life and academic circles will bring their inspiring messages; the Centennial Banquet will be unforgettable; great music will delight the auditors; alumni and old students will rally for the memorable Homecoming, thronging the shaded avenues of the campus, as they renew old acquaintances, make rendezvous with the past, and daydream of things yet ahead. In the book of remembrance of all those privileged to attend the Celebration there will be no episode to match the luminous page which tells of the Centennial of Pacific. Let all the people rejoice!

EPILOGUE

The College of the Pacific has completed its first century—a brief moment in human history, but a respectable period in the story of American civilization, virtually paralleling the development of the commonwealth of California, whose Admission Day was in the mid-century year, 1850.

In the far-flung, colorful gallery of the American epic of expansion to the West there stands in triumph one heroic group, whose memorable story, interwoven with toil and devotion, with catastrophes and besetments of every kind, shines resplendent through the sordid aspects of early California days, in an age unique in the annals of man. In that worthy group we behold the zealous missionaries of Christianity—young men of rugged physiques, trained minds, and consecrated hearts. A century later we, their humble successors and unworthy beneficiaries, turn aside in life's surging current, for a silent moment of reverent pause in their presence, to imbibe something of their exalted spirit, while rendering thanks to Almighty God for such men in such a time.

Today a golden century looks down upon Pacific. The past is parent of the future—may the offspring prove worthy of the sire! If the sons and daughters are to prove worthy of the heroic fathers they will take a lesson of unquenchable zeal and unwavering fidelity from the record of their deeds and their lives. As the fathers were moved by a deep sense of sacred mission in life, so their children will recognize this same sense of mission as a fundamental human urge and will heed the voice of the same spirit.

At the close of a fruitful century we stand at the dawn of a new day. Every task performed has brought a fresh one; each enterprise completed has led to a larger. Future inevitably means growth. When an institution stops growing it begins to die. The College of the Pacific must never be permitted to surrender its pioneering spirit—there will always be a "westward movement," trails must ever be blazed to new frontiers. The vision of the founders was fairly superhuman: progressive realization is in the hands of the argonauts of a new century whose guerdon is a still more glittering land of El Dorado.

As at present constituted, the College of the Pacific is governed by a board of thirty-six trustees, of whom thirty are selected by the California-Nevada Conference of the Methodist Church, the remaining six by the Southern California-Arizona Conference. O. D. Jacoby has served as

President of the Board since 1941. The general character and chief objectives of the institution are well stated in the current catalogue:

The College of the Pacific seeks to be a good, liberal arts, co-educational, church-related college on the upper-division and graduate levels. It emphasizes self-criticism and self-discipline, freedom of thought and expression, high scholarship, broad culture, and personal character based on Christian principles.

Having much of the pioneer spirit, the College looks with favor on experimental educational projects which promise to be of service to its students and constituency. At the same time it seeks to require of its students a broad acquaintance with world culture and its backgrounds. For this reason the College chooses faculty members with broad interests and training as well as specialized competence.

The College of the Pacific is related to the Methodist Church, but does not enforce sectarian limitations on either its faculty or student body. So far as its facilities allow, it accepts students of any creed or race who are prepared for upper-division or graduate work and who seem to have high qualities of character and personality.

There has never been a time in the entire history of the institution when its financial support was fully adequate or its endowment sufficient for the enterprise undertaken. Each succeeding president has felt a heavy hand upon his shoulder; each has striven earnestly to bring about more satisfactory conditions. To be sure, there have been many gifts, and there have been scores of friends and benefactors whose devotion has been unstinted. Without this the College could not have continued to exist and to function.

But there has been a marked scarcity, amounting almost to a total absence, of gifts of first magnitude—no single benefaction has been counted in the millions. President Knoles expressed the thought of more than one of his predecessors when, in his report of October 18, 1927, he said: "I cannot understand why men and women of great wealth do not see here the opportunity for investment that we see."

With the greatly increased prominence of our tax-supported institutions and the widening scope of governmental functions in recent years, it becomes more and more clear that privately endowed colleges and universities are facing a future that is highly problematical from the financial point of view.

A college or university is always judged largely by the number and caliber of its teaching staff. In this important regard the College of the Pacific has made commendable progress. New members for the teaching staff are selected with great care. Recognizing that nobility of character and unimpeachable integrity are indispensable qualifications, the College insists on the added qualifications of highly specialized training and

breadth of scholarship. Gratified at the progress made, the administration still does not fail to see the need of more high-ranking scholars in its fundamental departments of study, men who command more than local recognition in their respective fields.

More marked than this, perhaps, as viewed in the realm of higher education, is the need for more productive scholarship among the professors, as evidenced by published writings. Probably nothing would provide a greater stimulus to high endeavor, or make the College of the Pacific more widely and more favorably known in the academic world than a generous production of scholarly publications by its faculty members. Added force is given to this statement by the presence on the campus of a large group of graduate students. It would be unreasonable to expect all teachers also to write for publication; but, other things being equal, the most inspiring teacher of advanced students is the trained specialist who combines with his pedagogical ability the power of active research. Such a teacher by his very example can lead his best students into the field of creative scholarship.

From this it follows that the Library must be a living, constantly growing division of the College. Fresh stimulation will be given by the new, thoroughly modern, adequate facilities of the splendid new library plant now assured by virtue of the present financial campaign, with the munificent gift of Mr. Irving Martin of Stockton, from whom the Library takes its name. Collections of books and source materials in at least a limited number of departments should be aggressively built up in harmony with the need and opportunity.

But the zeal for new and larger things must be according to knowledge. Mistakes of the past may be avoided in the future by the practice of restraint when the temptation is strong to undertake the unreasonable or the impossible. It is the part of wisdom to do exceptionally well the essential tasks rather than to be satisfied with mediocrity in excessive undertakings.

Readjustments following the cataclysm of two world wars must inevitably be costly and far-reaching. Social demands upon the scholar are greater and more exacting than ever before. The horizons of man's thinking must be broadened *pari passu* with the horizons of a new world. The college of liberal arts must meet the challenge of the present age—to prepare young men and young women in fundamentals that are broad and secure, with a firm center of specialized training in a wide circumference of universal enlightenment.

With the exception of one or two Catholic institutions, the Methodist-controlled College of the Pacific is the only church college of first

rank in California that has survived from early pioneer days. Despite incredible difficulties and at times a general apathy with reference to this type of school, by heroic faith and never-ceasing effort it has been able to stem the tide of indifference, surmount every obstacle, and stand forth stronger, better equipped, with more substantial support than at any time in the past, as it confidently faces a new century of service.

Two guiding principles this institution will continue steadfastly to uphold, great beacons to light the way—insistence that the true liberal arts course of the College shall be kept strong and progressive, never suffering itself to be overshadowed by special features, however attractive in themselves; and that at the center of it all there shall ever be the holy sovereignty of the regnant Christian spirit.

“1851—A GOLDEN CENTURY CROWNS PACIFIC—1951”

We salute the Past: the larger Future beckons.



Seal of the College of the Pacific

BIBLIOGRAPHICAL NOTE

No attempt has been made to list and classify all the sources of information used in the preparation of this volume: such a listing would inevitably be incomplete, and, besides, quite superfluous. It is fitting, however, that mention be made of certain leading sources, reliance upon which has been very considerable.

Since the author's personal experience, as student, alumnus, and faculty member, has extended over much of the time involved, and his observation may be said to have been specially privileged, he has naturally tried to take advantage of his own first-hand knowledge and impressions, his personal acquaintance with a good many of the leading participants, and of his private correspondence relevant to particular questions and personalities.

The records of the trustees' meetings constitute a primary source of information. The minutes of faculty meetings for limited periods are also available. Official catalogues and bulletins of the institution are of course of much importance. In addition to these, the numerous student publications (mentioned in the context), particularly the annual *Naranjado*, are of significance in reflecting campus activities and points of view.

Two student products deserve special mention. For his master's thesis Robert E. Burns (now President) wrote on "The First Half-Century of the College of the Pacific" (1946). Considerable use has been made of this comprehensive study and of the very extensive notes assembled in its preparation. The other study is the carefully prepared master's thesis of Hero Eugene Rensch, at Stanford University, on "Educational Activities of Protestant Churches in California, 1849-1860." Reference may also be made to the present author's article, "Golden Jubilee of the University of the Pacific," which appeared in *Overland Monthly* (May, 1901) and was reprinted in pamphlet form.

The *California Christian Advocate*, official publication of the Methodist Episcopal Church, has been most helpful; and valuable information has been found in certain newspapers, particularly the *Alta California* (San Francisco), *San Jose Mercury*, and *Stockton Record*.

Among the books that have proved helpful only a few need be mentioned here. William Taylor's *California Life Illustrated* and his *Autobiography*, C. V. Anthony's *Fifty Years of Methodism in California*, and William Warren Ferrier's *Ninety Years of Education in California, 1846-1936*, have been of considerable value. Published histories of numerous American colleges and universities have been consulted.

On special points, or with reference to definite periods of time, there have been a good many personal interviews; but it is deemed unnecessary to try to list them. The author desires to express his appreciation for the cordial spirit of cooperation he has found on all sides in placing at his disposal a wide variety of materials, thus making possible the preparation of this volume.

APPENDIX

I

Extracts from Contemporary Letters

I. J. P. DURBIN, CORRESPONDING SECRETARY OF THE MISSIONARY SOCIETY OF THE METHODIST EPISCOPAL CHURCH, TO ISAAC OWEN, DATED AT NEW YORK MAY 21, 1850.

My Dear Brother,

You will be pleased to learn, that the joint meeting of the General Missionary Committee and Board of Managers authorized the appointment of six additional Missionaries for your Mission Conference. One of these is designed for New Mexico, and two of them for Teachers. I am happy to inform you, Bishop Morris has already made three appointments. Brother Simonds of Michigan for the general work—Brother F. S. Hoyt of New Jersey to be Principal of the Oregon Institute, and Brother Edward Bannister of Oneida Conference to be a teacher in California in such capacity, and under such conditions as the Missionary Board may direct. The indefiniteness in this appointment arises from the fact that, as yet, we have no Seminary in California, and therefore could not designate either the place or the rank of the appointment. We will take measures to determine these as far as desirable or practicable; but must rely chiefly, perhaps wholly, on the judgment and prudence of Brother Roberts and yourself, in consultation with other friends and brethren. It is very important that the infant Seminary be in the right place; be, as we judge, at first an academy; and that it may grow to be a college: that the buildings be of proper size and arrangements, and of good materials and substantially built, and that debt be avoided as much as may be. We pray you, Dear Brother, in all devices and consultations give due attention to these matters. It is not, I am sure, the desire of the Board to embarrass you in California, but to assist you to lay well the foundations of our Church in that new Empire. We have seen so many mistakes made in founding new institutions of learning; and such disastrous consequences have followed that we are careful to make these suggestions.

Perhaps under the impulses imparted to the inhabitants by the proposition to found a Seminary of Learning, a large subscription might be obtained in California.

We have written to Brother Roberts, in substance what we have written to you concerning the Seminary in California. We hope nothing will be done hastily, or without due consultation and agreement.

May the grace and peace of God be with you and prosper you in your work.

I am yours in Christ Love

J. P. Durbin

P.S. I ought to have said that Brother Bannister is a graduate of the Wesleyan University, and is now engaged as Teacher or Professor in the Cazinovia Seminary.

Ib

2. WILLIAM ROBERTS TO ISAAC OWEN AND WILLIAM TAYLOR,
DATED AT OREGON CITY, OCTOBER 5, 1850

On Brother Bannister's arrival, the Location, organization, etc. of the proposed Literary Institution will come up, to which we are "to give countenance and cooperation." Dr. Durbin suggests that the conference appoint a committee of the preachers stationed in California of at least three and if practicable three intelligent laymen who love the church and the cause of learning to make the proper enquiries respecting the location, the buildings, the charter and especially to consider the question of subscriptions, etc. . . . It is also suggested that of this committee, Brother Bannister should be Secretary and that in all matters concerning books, organization, etc. his views should have great weight. And moreover it is suggested that I should be chairman, etc. In all these items except this last, let us do as bidden. Let the committee consist of so many of the preachers as you may find practicable, *too large a committee is unwieldy*. Beginning with Brothers Owen and Taylor, let Brother Bannister be Secretary. Secure the services of some laymen as above indicated, and then go to work promptly but very prudently. If at any moment I can render any service to this particular department or to the work in general, please let me know and I will soon be on hand.

I am, Dear Brethren,
Yours Most Affectionately
William Roberts

II

Petition for the Incorporation of the California Wesleyan College

To the Honorable the Judges of the Supreme Court of the State of California.

The petition of Isaac Owen, Edward Bannister, and C. P. Hester of the State of California, respectfully represents unto your Honors, that on the 6th day of January A.D. 1851, at the city of San Jose in said State, at a meeting of a committee appointed by the Rev. Isaac Owen Presiding Elder of the Methodist Episcopal Church in California, by instruction of the Rev. Wm. Roberts, Superintendent of the California and Oregon Mission Conference of said church, assembled for the purpose of consuming [?] the propriety of founding a college under the patronage of said church, selecting a site for its location, and nominating trustees therefor,—it was resolved, that it was expedient for said Church to found and establish a College in California, with such rights, privileges, immunities, and powers, as might be secured to it under and by virtue of an act of the Legislature of the State, entitled "an act to provide for the incorporation of Colleges" approved April 20, 1850; and afterwards as the 16th day of May 1851, at a meeting of said committees, appointed by said Owen, the following persons were by them nominated, and appointed Trustees of said college, to wit; Rev. Isaac Owen, D. L. Ross, Rev. S. D. Simonds, Hon. C. P. Hester, Rev. W. Grove Deal, Rev. William Taylor,—Kellogg, Rev. J. W. Brier, D. O. Shattuck, Joseph Aram, J. T. McLean, Rev. Elihu Anthony, Annis Merrill, Benj. Pierson, Rev.

M. C. Briggs, Rev. E. Bannister, J. B. Bond, Rev. Wm. Morrow, Rev. James Rogers, Rev. Warren Oliver, Rev. James Corwin, Rev. Charles Maclay, Rev. David A. Dryden, and A. L. S. Bateman — and afterwards on the 26th day of June A. D. 1851, at a meeting of said committee, held at the residence of the said Owen in the County of Santa Clara, it was by them determined to locate said college on a site then selected in the vicinity of the town of Santa Clara—and that the name of the said College should be the "*California Wesleyan College*," and your petitioners were then appointed a committee to present an application to this honorable Court, on behalf of said Church, for a declaration of incorporation of said College, and by virtue of the provisions of the act aforesaid.

And your petitioners further represent, that the sum of \$27,500 has been secured as an endowment fund for said College, by subscription, a copy whereof is hereunto attached.

Wherefore your petitioners on behalf of said Church, the founders of said College, pray your Honors to declare the said College, with the Trustees aforesaid, to be incorporated, under the name and style of the "President and Board of Trustees of California Wesleyan College," under and by virtue of the provisions of said act; and as in duty bound, your petitioners will ever pray.

By Annis Merrill

Atty, for Plaintiff.

Isaac Owen
Edw. Bannister
C. P. Hester

List of Subscribers to the California Wesleyan College, with amounts set opposite their names, "payable in four equal semi-annual payments, the first payment payable on the first day of January, 1852."

Isaac Owen	\$1,000	Michael Sanor, Sr.	\$500
Jacob Grewell	1,000	James H. Thompson	500
Edward Bannister	1,000	David Campbell	500
Hiram Shartzer	1,000	Joseph Woodham	500
J. P. Davis	1,000	William M. Mendenhall	500
John W. Whisman	1,000	Thos. Graham	500
R. W. Murphy	1,000	Isaac N. Senter	500
Joel Clayton	1,000	E. E. Brock	500
Wm. Campbell	1,000	Michael Sanor, Jr.	500
F. Land	1,000	Jacob Green	500
Caleb Ran	1,000	Andrew G. Sanor	500
Fletcher Cooper	1,000	John Whisman	500
Edwin Gates	1,000	Lemuel Robinson	500
H. H. Warburton	1,000	James Hepburn	500
Zeri Hamilton	1,000	Morgan Fine	500
Joseph Aram	1,000	H. Fairchild	500
George Bellomy	1,000	Wm. McCutchen	500
C. P. Hester	500	Solomon Doan	500
Johnson and Sorle	500	Albert Dexter	500

\$27,500

For building purposes, etc.

G. Davis	\$100	John N. Appleton	100
E. M. Squires	100	W. G. Bowden	100
Goodheart	100	Charles Parce	100
H. M. Wallace	120	Nealy	100
Caswell Davis	250	Vestal	100
			\$1,170

Subscriptions in Lands:

One half of one hundred [foot] lot by W. G. Bowden	\$400
Ten Acres by Wm. Haun	50
Ten Acres by Judge Divine	500
\$950	

June 24th, 1851 Isaac Owen, Agent

III

"Declaration of Incorporation of the President and Board of Trustees of the California Wesleyan College"

STATE OF CALIFORNIA

In the Supreme Court of California, July Term, A.D. 1851 (to-wit July 10th, 1851)
In the matter of
the incorporation
of the President
and Board of Trustees
of the California
Wesleyan College.

Declaration of Incorporation of the President and Board of Trustees of the California Wesleyan College.

Whereas, Isaac Owen, Edward Bannister, and C. P. Hester, have presented their application in writing, under their hands, requesting on account of the Methodist Episcopal Church, in California, that an Institution of Learning, located at Santa Clara, and the trustees hereof may be declared by this Court to be incorporated under the name and style of "The President and Board of Trustees of the California Wesleyan College," under and by virtue of an act of the Legislature of the State of California entitled an "Act to provide for the incorporation of Colleges" approved, April 20, 1850. And the following persons have been proposed and appointed as Trustees of Said College, to wit:—Isaac Owen, D. L. Ross, S. D. Simonds, C. P. Hester, W. Grove Deal, William Taylor,—Kellogg, J. W. Brier, D. O. Shattuck, Joseph Aram, J. T. McLean, Elihu Anthony, Annis Merrill, Benj. Pierson, M. C. Briggs, E. Bannister, J. B. Bond, Wm. Morrow, James Rogers, Warren Oliver, James Corwin, Charles Maclay, David A. Dryden, and A. L. S. Bateman

And, *Whereas*, it has been made to appear that an Endowment Fund of Twenty thousand dollars has been secured to said College, and that the said Trustees are capable men;

Now therefore it is *ordered* and declared by the Court here, that the said Isaac Owen, D. L. Ross, S. D. Simonds, C. P. Hester, W. Grove Deal, William Taylor,—Kellogg, J. W. Brier, D. O. Shattuck, Joseph Aram, J. T. McLean, Elihu Anthony, Annis Merrill, Benjamin Pierson, M. C. Briggs, Edward Bannister, J. B. Bond, William Morrow, James Rogers, Warren Oliver, James Corwin, Charles Maclay, D. A. Dryden, and A. L. S. Bateman, and their successors, duly appointed and elected be and the same hereby are made and constituted a corporation and body politic in law and in fact, under the name and style of "The President and Board of Trustees of the California Wesleyan College," and entitled to all the rights, franchises, privileges and immunities and clothed with all the powers by said act made and secured. (L.S.) Witness, the Hon. S. Clinton Hastings, Chief Justice, and the Seal of Said Court, at San Francisco, the 10th day of July A.D. 1851. (Signed) E. H. Thorp, Clerk.

IV

Reports on Incorporation in *Alta California* (San Francisco)

(July 10, 1851) *A Methodist College*. An application was made yesterday in the Supreme Court by Annis Merrill, Esq., for an incorporating act for a Methodist College to be located near the city of San Jose, which application was granted by the court. The college is to be called the California Wesleyan College, and already \$37,000 have been subscribed towards its erection.

(July 11, 1851) *Law Courts*. Supreme Court—Present Chief Justice Hastings and Associate Justice Bennett. In the matter of the application by petition for the incorporation of the California Wesleyan College, the court held that the subscription list, amounting to \$27,500, set forth in the petition, together with affidavits showing that the subscribers were severally worth the amount annexed to their names, was a sufficient compliance with the statute of April 20, 1850. An order was accordingly entered declaring the trustees named in the petition duly incorporated under the name and style of the "President and Board of Trustees of the California Wesleyan College" with all the powers, rights and franchises conferred by the act of the legislature referred to.

V

Isaac Owen's Letter

TO THE BOARD OF TRUSTEES OF THE CALIFORNIA WESLEYAN COLLEGE (August 2, 1851)

Dear Sirs:

Soon after the session of the Oregon and California Mission Conference of the Methodist Episcopal Church held at Salem in Oregon, on the 1st Wed. in Sept. 1850, I received a communication from William Roberts, Superintendent of said Conference, informing me of the action of the Missionary Board at New York in reference to an Institution of Learning, to be established in California, under patronage of the Methodist Episcopal Church, and of the appointment of Rev. E. Bannister Principal of said Institution. He also requested me to appoint a committee, which was afterwards called a Convention, consisting of a suitable number of traveling preachers of the California District and an equal number of laymen, for the purpose of taking into consideration the propriety of establishing

an Institution of Learning of a high grade. Pursuant to which Rev. E. Bannister, Rev. William Morrow, and Hon. C. P. Hester of San Jose, and Rev. William Taylor, and Mr. D. L. Ross of San Francisco, and Rev. James W. Brier, and H. S. Loveland of Santa Cruz, and Rev. James Corwin, and G. D. Dickinson of Stockton, and Rev. M. C. Briggs, and Rev. W. Grove Deal, M.D. of Sacramento City, were appointed members of said Convention and were convened on the 6th of Jan., 1851, in the city of San Jose, at which time, and place, said Convention resolved:

- 1st To establish an institution of University grade.
- 2nd That Hon. C. P. Hester, Samuel Johnston, Jacob Crewell, Isaac Owen, and E. Bannister be a committee to make inquiries for a suitable location for said Institution, in the neighborhood of San Jose, to negotiate for grounds, etc., subject to the action of the convention at a subsequent meeting.
- 3rd To raise twenty-five thousand dollars, the coming year, for the purpose of obtaining a charter for said Institution.
- 4th That Rev. Isaac Owen be appointed agent for, and in behalf of, said Institution.
- 5th That W. Grove Deal, William Taylor, James W. Brier, James Corwin, and A. Huestis be appointed a committee to inquire into the advantages of other localities for the contemplated Institution.

The Convention then adjourned to meet at the call of the chairman.

Convention met pursuant to the call of the chairman at the residence of Rev. William Taylor in the city of San Francisco, May 14th, 1851. Members present: Isaac Owen, M. C. Briggs, J. W. Brier, William Taylor, E. Bannister, Dr. J. T. McLean (appointed to fill the vacancy occasioned by H. S. Loveland), W. Grove Deal, W. Morrow, D. L. Ross, and S. D. Simonds, who was also appointed a member of the Convention. The Convention then received and considered the following propositions:

- 1st From San Francisco, by F. P. Tracy, offering twenty acres of land within the city limits, on condition the Institution be located in San Francisco on said lands.
- 2nd From San Jose, by James F. Reed, offering Washington square and the use of the State house until the trustees might be able to erect one or more buildings to commence with, or if preferred, in stead of the Washington square, twenty acres of land anywhere on the tract on which said Reed now lives, on condition the Institution be located at San Jose.
- 3rd From Santa Clara, by Wm. Morrow, offering twenty or more acres of ground and cash subscriptions for nine thousand and five hundred dollars on condition the Institution be located at Santa Clara.

And after due consideration, were not accepted.

The convention then resolved:

- 1st To procure one mile square of land outside of present incorporations, on which to lay out a university town, in connection with said institution,

and so dispose of lots so as to prevent the sale of ardent spirits, etc., the proceeds of the sales of lots to go toward the erection of buildings, and the endowment of the Institution.

2nd That W. Grove Deal, M. C. Briggs, D. L. Ross, E. Bannister, and Isaac Owen be appointed a Board of Commissioners to secure said land and plot the same, with a request to locate near Vallejo or Angelo between San Francisco and Santa Clara.

3rd That Rev. Isaac Owen, D. L. Ross, Rev. S. D. Simonds, Hon. C. P. Hester, Rev. W. Grove Deal, M.D., Rev. Wm. Taylor, Mr. Kellogg, Rev. James Brier, Hon. D. O. Shattuck, Capt. Joseph L. Aram, J. T. McLean, M.D., Rev. Elihu Anhony, Annis Merrill, Esq., Benjamin Pierson, M.D., Rev. M. C. Briggs, Rev. E. Bannister, Mr. J. B. Bond, Rev. Wm. Morrow, Rev. James Rogers, Rev. Warner Oliver, Rev. James Corwin, Rev. Charles Maclay, Rev. D. A. Dryden, and Rev. A. L. S. Bateman be nominated trustees of said Institution.

The Convention then adjourned to meet at the call of the chairman.

The Convention again met pursuant to the call of the chairman at the residence of Rev. Isaac Owen, in the county of Santa Clara, on the 24th of June, 1851. Members present: Isaac Owen, Wm. Taylor, James Corwin, Wm. Morrow, James W. Brier, E. Bannister, and Dr. J. T. McLean.

The commissioners who were appointed to procure one mile square of land, having failed to obtain the object for which they were appointed and from verbal statements made by the commissioners present, it was believed to be impracticable at present to obtain said grounds. After which the agent made his report, from which it appeared that \$27,500 had been subscribed on endowment, and \$1,200 for building purposes—and the necessary lands for university site, on condition the university or college be located adjacent to Santa Clara in the County of Santa Clara and State of California, and after due deliberation, the convention unanimously resolved to locate the institution at Santa Clara; and after several ballotings for the name of the said institution, it was agreed to be called by the name of California Wesleyan University.

The convention then appointed the agent in conjunction with a committee of two to draft a suitable petition for charter and to present the same to the Judges of the Supreme Court to take such action as may be necessary to secure the same. E. Bannister and Hon. C. P. Hester were appointed said committee. The necessary steps having been taken, the petition for charter was presented on the 10th day of July, 1851. And the institution on said day and year was declared to be chartered by the authority and under the seal of the State of California, to be known by the name of California Wesleyan College, and the trustees nominated as aforesaid, were incorporated a Board of Trustees to be called and known by President and Board of Trustees of the California Wesleyan College. College is hereby substituted for university for the reason the Supreme Court has no power to grant university powers. The report of the agent, together with a copy of the petition, declaration of charter, and certificate of record by the Secretary of State are herewith submitted. And now I have the honor of presenting to you this report, together with all other papers belonging to said college, as the lawful Trustees of the Same.

Signed in behalf of the convention, August 2nd, 1851. Isaac Owen, Ch.

VI

Board of Trustees of the College, 1950

TERM EXPIRING 1951

JESS BERGER	Oakland
LOWELL W. BERRY	Oakland
WILLIAM ORVIS	Farmington
MRS. PAUL DAVIES	San Jose
K. L. HAMMAN	Oakland
REV. GERALD HARVEY	Los Angeles
MRS. BENJAMIN HOLT	Carmel
W. M. HOTLE	Sebastopol
MRS. PERCY F. MORRIS	Berkeley
BISHOP DONALD H. TIPPETT, D.D., LL.D.	San Francisco
GEORGE WILSON	Clarksburg
CLYDE WOOD	Hollywood

TERM EXPIRING 1952

BISHOP JAMES C. BAKER, D.D., LL.D.	Los Angeles
FORD CHATTERS	Lindsay
JOHN D. CRUMMEY	San Jose
REV. H. K. HAMILTON, D.D.	Visalia
IRVING KESTERSON	Atherton
WILLIAM E. MORRIS	Stockton
ALSTYNE PRUNER	Carpinteria
MRS. L. V. RICHARDSON	Stockton
REV. FRANK TOOTHAKER	Phoenix, Arizona
B. C. WALLACE	Stockton
E. L. WILHOIT	Stockton
JOHN W. YATES	Los Angeles

TERM EXPIRING 1953

MRS. MARIAN ARMACOST	Fresno
REV. RUSSELL E. CLAY	Whittier
A. W. GEARHART	Fresno
O. D. JACOBY	Oakland
STANLEY JAMES	San Jose
H. V. JESPERSEN	Placerville
REV. JOHN R. KENNEY, D.D.	San Jose
HARRY W. LANGE, M.D.	Bakersfield
REV. E. A. LOWTHER, D.D.	Petaluma
FRED D. PARR	San Francisco
REV. C. B. SYLVESTER, D.D.	Stockton

OFFICERS OF THE BOARD

O. D. JACOBY	President
JOHN W. YATES	Vice-President, Secretary
WILLIAM E. MORRIS	Assistant Secretary
B. C. WALLACE	Treasurer

Faculty of the College 1950-51

(as of June 15, 1950)

ADMINISTRATIVE OFFICERS

(Alphabetic Order)

Bertholf, Lloyd M.	Dean of the College
Betz, Edward S.	Dean of Men
Burns, Robert E.	President
Deering, Ellen	Registrar
Elliott, John G.	Dean of the Conservatory
Farey, Arthur	Director of Public Relations
Farley, Fred L.	Dean of Graduate Studies
Jantzen, J. Marc	Dean of the School of Education and of the Summer School
Knoles, Tully C.	Chancellor
Monroe, Harriett	Dean of Women
Ritter, O. H.	Executive Vice-President and Comptroller
Rudkin, Jesse	Assistant to the President
Schmidt, Carl	Field Representative
Taylor, Elliott J.	Director of Admissions, Placement, and Tours

TEACHING STAFF

(Asst. Professors and Above)

Name	Department	Rank
Alexander, Ada	Home Ec.	Asst. Prof.
Antilla, Wm.	Phys. Ed.	Asst. Prof.
Arnold, John R.	Zool.	Assoc. Prof.
Bacon, Allan	Mus.	Prof.
Baker, Alonzo	Pol. Sci.	Prof.
Basye, Granville	Speech	Asst. Prof.
Bawden, Arthur	Chem.	Prof.
Beighley, Kenneth	Speech	Asst. Prof.
Bertholf, Lloyd M.	Zool.	Prof.
Betz, Edward S.	Speech	Prof.
Bodley, J. Russell	Mus.	Prof.
Bowling, Mary	Mus.	Asst. Prof.
Brown, Alix	Mus.	Asst. Prof.
Brown, DeMarcus	Speech	Prof.
Brown, Horace	Mus.	Prof.
Bruner, David	Sociol.	Assoc. Prof.
Cobb, Emerson	Chem.	Prof.
Colliver, George	Bible & Rel. Ed.	Prof.
Crabbe, John	Speech	Assoc. Prof.
Darden, Wm. J.	Educ.	Assoc. Prof.
DeVault, Don	Chem. & Phys.	Asst. Prof.
Ding, Edwin	Econ.	Prof.
Dooley, Helen	Art	Assoc. Prof.
Eiselen, Malcolm	Hist.	Prof.

Elliott, John G.	Mus.	Prof.
Farley, Fred	Anc. Lang.	Prof.
Fick, Ruel	Educ.	Asst. Prof.
Gehlken, Edna	Home Ec.	Assoc. Prof.
Goleman, Irving	Bible & Rel. Ed.	Prof.
Gordon, Robt. B.	Mus.	Assoc. Prof.
Gore, Walter R.	Educ.	Prof.
Gregory, W. Edgar	Psych.	Assoc. Prof.
Gulick, Chas.	Civil Engr.	Prof.
Hamilton, Chas.	Educ.	Assoc. Prof.
Harbert, W.	Mus.	Assoc. Prof.
Harris, Irene	Phys. Ed.	Asst. Prof.
Harris, J. W.	Ed. & Psych.	Prof.
Harris, Lawton	Rel. Ed. & Phys. Ed.	Assoc. Prof.
Harrison, Gordon	Civil Engr.	Assoc. Prof.
Harrison, Selina	Librarv	Ref. Lib.
Hazelwood, Lola	Rel. Ed.	Asst. Prof.
Heisinger, Harold	Mus.	Dir. of Band
Hendry, David	Bus. Adm.	Assoc. Prof.
Holton, Arthur	Mus.	Asst. Prof.
Humbargar, Elizabeth	Engl.	Asst. Prof.
Hunt, Rockwell D.	Hist.	Dir. Calif. Hist. Found.
Jackson, Earl	Phys. Ed.	Prof.
Jacoby, Harold	Sociol.	Prof.
Jantzen, J. Marc	Educ. & Psych.	Prof.
Jonte, J. H.	Chem.	Prof.
Jorge, Ernest	Phys. Ed.	Asst. Prof.
Kjeldsen, Chris.	Phys. Ed.	Assoc. Prof.
Knoles, Lorraine	Hist.	Prof.
Knox, Lena	Psych.	Asst. Prof.
Knox, Walter	Phys. Ed.	Prof.
LaMond, Chas.	Mus.	Asst. Prof.
Laursen, Allen	Library	Librarian
Lawson, David	Mus.	Dir. P.M.C.
Lindhorst, Frank	Rel. Ed.	Prof.
McWilliams, Hugh	Phys. Ed.	Asst. Prof.
Matson, Elizabeth	Phys. Ed.	Assoc. Prof.
Mitchell, Wilfred	Psych.	Prof.
Morgan, Wesley	Mus.	Assoc. Prof.
Morrison, Jas. R.	Jour.	Asst. Prof.
Moule, Malcolm	Pol. Sci.	Asst. Prof.
Myers, Richard	Rel. Ed.	Assoc. Prof.
Monogan, Robt.	Athletics	Grad. Manager
Nietmann, Wm. D.	Philos.	Prof.
Niven, Wm.	Bus. Adm.	Asst. Prof.
Noble, Alden	Zool.	Prof.
Norman, Chas.	Econ.	Prof.

O'Bryon, Leonard	Mod. Lang.	Assoc. Prof.
Oliver, Earl	Mus.	Asst. Prof.
Olson, Clair	Engl.	Prof.
Pearce, Barthol	Food Pr.	Coordinator
Pease, Marion	Educ.	Assoc. Prof.
Pierce, Martha	Engl.	Assoc. Prof.
Potter, Willis	Educ. & Psych.	Prof.
Potts, Monreo	Library	Assoc. Libr.
Ramsey, Wm.	Speech	Asst. Prof.
Reid, Anthony	Speech	Asst. Prof.
Reynolds, C. E.	Rel. Ed.	Asst. Prof.
Reynolds, Richard	Art	Prof.
Richardson, D.	Phys. Ed.	Asst. Prof.
Ritter, O. H.	Bus. Adm.	Prof.
Runion, Howard	Speech	Prof.
Russell, Ned	Educ.	Prof.
Shadbolt, Edw.	Mus.	Prof.
Sheldon, Harriett	Phys. Ed.	Asst. Prof.
Sheridan, Marjorie	Phys. Ed.	Asst. Prof.
Short, Virginia	Mus.	Prof.
Siemering, Lawrence	Phys. Ed.	Asst. Prof.
Smith, Euclid	Home Ec.	Assoc. Prof.
Smith, Ruth	Mod. Lang.	Prof.
Spears, John	Anc. Lang.	Asst. Prof.
Spelts, Eliz.	Mus.	Asst. Prof.
Stanford, E. E.	Botany	Prof.
Steinhauser, Fred	Mod. Lang.	Prof.
Sticht, John	Geol.	Assoc. Prof.
Stocking, Ken	Botany	Assoc. Prof.
Turner, Lawrence	Educ.	Prof.
Underwood, Lucas	Mus.	Assoc. Prof.
Voltmer, Karl	Phys. Ed.	Prof.
Wallace, Felix	Civil Engr.	Prof.
Washburn, Earl	Art	Asst. Prof.
Welton, Henry	Mus.	Prof.
Wenger, Norman	Bus. Adm.	Assoc. Prof.
White, Warren	Math.	Prof.
Woodall, Allen	Engl.	Assoc. Prof.

EMERITUS FACULTY

Barr-Smitten, C. Marian	Dean of Women (1937)
Bertels, C. Nelson	Comptroller (1931)
Boss, Harriett E.	Recording Librarian (1936)
Corbin, Charles E.	Professor of Mathematics (1945)
Stagg, Amos Alonzo	Professor of Physical Education and Football Coach (1947)
Werner, G. A.	Professor of History and Political Science (1949)

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