ACT III

Keeping the Vision Alive

1946-1999
An Era of Expansion: The Post-War Years and Miller Ritchie

_The promised land is always a far distance._ — _Miller Ritchie_

_The years_ immediately following World War II were kind to Pacific University, if granting a reprieve from pummeling can be considered an act of kindness. In 1948 the college still operated with a deficit of $83,000 dollars and still carried a debt of some $20,000; but enrollment, along with school spirit, was high. The college offered 21 majors, with journalism being the most popular, and physical education, business, and sociology leading the rest of the pack. Throughout the Eisenhower era, Pacific could pass muster with its rival small colleges in the Northwest on all fronts. All, that is, except the condition of its physical plant, which had not seen any significant improvement in many years. The motto of Pacific was still “For Christ and His Kingdom,” but it might well have been “What you don’t see is what you get.” The 1960s, and the leadership of President Miller Ritchie, would change all that.

**AN INJECTION OF WORLDLINESS**

The mood on college campuses in the post-war years reflected the mood of the country—optimistic, edging toward carefree. Alumni from the ’40s are almost universally positive about the influence of their years at Pacific, and several of them went on to distinguished careers—Dr. Roy Lieuallen as one of Oregon’s most effective and respected chancellors of higher education, Donald Bryant as director of Oregon’s Educational and Public Broadcasting Service, Clinton Gruber as director of the Oregon Museum of Science and Industry, and Marjorie Moon as Idaho State Treasurer.

The presence of ex-servicemen, some of them with families, tended to loosen things up on campus. For example, the non-smoking policy remained on the books, but getting the former GIs to observe it was another matter. It was during this period too that a Pi Delta Epsilon wag named Douglas Culbertson launched the Northwest’s “first all-college humor magazine,” called “The P.U. Stinker”—a less than respectful play on Pacific’s “time-honored _nomina duogrammata_”—which featured buxom “pin-ups” and off-color puns. The magazine ran from 1948 through 1954 before it petered out, as the “Stinker” might have put it.

Pacific’s success in athletics—especially football—also served to bolster school spirit. The “Badgers” became a force to be reckoned with in the Northwest Conference. Football coach Paul Stagg, son of Notre Dame’s famous Amos...
FRATERNITIES AND SORORITIES have long been a part of college life on American campuses, though their function, popularity, and public image have changed dramatically over the past 150 years.

Pacific University gained its first fraternity early in its history when the Gamma Sigma society was granted a charter in 1863. Eight years later, in 1871, the women on campus organized the Philomathean society. (This sorority changed its name in 1924 to Phi Lambda Omicron, but they are still commonly known as the "Philos.")

As elsewhere, the original Greek letter groups at Pacific were called "literary societies." The 1870 catalog described them as "an approved method of supplementing the instruction of Teachers," and "an important instrument of education." In those days, the faculty granted charters to the Greek societies, which were expected to "subserve the general purpose of the institution." Activities, all academic in nature, included debates, public speaking, and music.

As interest in literary societies grew at the turn-of-the-century, two new groups splintered off from the old established ones: Alpha Zeta in 1901 (from the Gamma Sigmas) and Kappa Delta in 1904 (from the Philomatheans). This trend continued gradually for the next several years. As fraternities and sororities multiplied, their primary purpose shifted away from strict academic pursuits toward social activities, especially between the fraternities and sororities. In 1925 the Phi Alpha Tau society was Pacific's first, and only, national honor fraternity.

In 1928 the Gamma Sigma society became the first to acquire its own house off campus. The Alpha Zetas followed suit in 1932. These houses, however, were relatively short-lived experiments. Off-campus housing was again attempted by both fraternities in the late 1940s. (Only one fraternity, the Phi Beta Tau, has ever obtained a house with historic ties to Pacific; in the 1960s, they bought the former residence of Alanson Hinman on Hawthorne Street.)
A Pajama Dance held by Theta Nu Alpha at the Forest Grove Country Club in February, 1955

Following a decline in interest during the Depression and WW II, the decades of the 1950s and 1960s saw a dramatic increase in the number of Greeks on campus, including several chapters of national societies. By 1958 Pacific boasted 12 different fraternities and sororities, though their activities by this time were a far cry from the early “literary societies.” The high point came in the early 1970s when the number soared to 16, a rather ambitious level for a small college. Social changes during the next 20 years—including negative attitudes about fraternities and sororities—had an adverse impact on recruitment. The number of active Greek letter societies dwindled, and over the past decade the total has hovered between four and six.

Perhaps not surprisingly, the four oldest and most established organizations have evolved and survived. In fact, the Gamma Sigma society is among the oldest local fraternities in the western United States. Fraternities and sororities at Pacific, besides being the source of much nostalgia and many colorful stories at class reunions, continue to give students some grounding in the tradition of community service and fellowship.

A “boxer toss,” such as this one in the late ’40s (Boxer is presumed to be under the cloud of dust left of the center of the photograph), was often a contest between Greek societies.
Alonzo Stagg, recruited a string of players from New Jersey that included halfback Frank Buckiewicz, who would become a Little All-American and later a long-time coach at Pacific. Students thronged to the games, and the Index weekly touted the gridiron prowess of the Crimson and Black—a far cry from the day in 1892 when only three or four students had any knowledge of Pacific's first football game.

Sororities and fraternities expanded during these years as well, adding to the general joie de vivre. In the early '50s, fraternity high jinks that would have appalled former President Dobbs became the order of the day, including the inevitable “panty-raids” and Gamma Sigma initiation rites such as “kidnapping” sorority members, and leaving them tied to chairs in various public locations. Testosterone, grease, and chrome were plentiful in the pre-Elvis years. In the freshman class of 1953 men outnumbered women two to one, while the sophomore ratio was nearly four to one, the juniors three to one, and the seniors slightly more than two to one. Of the 132 students enrolled in the College of Optometry, only one was female.

Despite the injection of worldliness, most students continued to profess some church affiliation. Interestingly, however, of the 553 students enrolled in 1953, Methodists heavily outnumbered the Congregationalists (95 to 55), with Catholics (48) coming in a close third. Also represented were Lutherans, Baptists, Presbyterians, Latter Day Saints, Jews, Christian Scientists, Seventh Day Adventists, Episcopalians, Evangelicals, Anglicans, Buddhists, Mennonites, and one Orthodox Syrian. Clearly, the once-heated question of whether Pacific was a Congregationalist college had become something of a moot point.

**IMPORTANT ADVANCES**

Throughout these years, President Giersbach was seldom on campus, though his wife, Marion, hosted innumerable teas and, in addition to her duties as the mother of three boys, also served as surrogate mother to the outnumbered female students, many of whom remember her with special fondness. Marion Giersbach also became the first curator of the Pacific University Museum in 1949, and would later write a history of Pacific University's founding, though it was never published.

As for the president, as early as 1944, the *Heart of Oak* notes that the “amiable, witty, clever” Giersbach “spent most of the school year traveling throughout the States” in his attempt to raise funds “to keep Pacific alive in a deadened world.” Giersbach’s absences became the butt of good-natured jokes in subsequent yearbooks, and his schedule became even more hectic when circumstances surrounding the untimely death of Republican Governor Douglas McKay in 1952 resulted in Giersbach being appointed to the Oregon State Senate in the following year. While Giersbach was moderately successful on the funding front, he was apparently not amiable, witty, or clever enough to appease the faculty, who, increasingly disgruntled at his absenteeism, finally sent a resolution to the Board of Trustees calling for his resignation. After holding hearings, the Trustees summarily sacked Giersbach in mid-year 1953.

Upon Giersbach’s departure, Pacific managed to muddle through for seven months...
When Pacific University hired Dr. Paul Stagg to be the new athletic director and head football coach in 1947, it connected the school with one of the game's legendary figures: Amos Alonzo Stagg (1862–1965). The elder Stagg, known as “Lonny” to his friends, shaped the game of football from its beginnings in the 1890s when it caught on as a popular sport. Known as the “Grand Old Man of Football,” Lonny Stagg earned the title as a result of his 41 years as coach for the University of Chicago. Not ready to retire in 1933 when he was 70, he took another coaching job at the College of the Pacific in California, and stayed there until 1946. At age 85 he took yet another job as football coach at Susquehanna University in Pennsylvania, finally retiring five years later. He was the oldest active coach in the United States and had the highest number of coaching seasons in history. Over the span of his 59-year coaching career, Amos Alonzo Stagg contributed more to football's development as a sport than any other individual. He is credited with such innovations as the forward pass, the T-formation, the Statue of Liberty play, the place kick, the lateral and hidden-ball plays, slip-proof jerseys, padded uniforms, and the tackling dummy.

This celebrity status did not go unnoticed when, on occasion, Lonny Stagg came to Forest Grove to help his son Paul with his coaching duties, usually during spring training. Paul Stagg had come to Pacific with solid academic credentials from New York University (Ph.D. in physical education), Columbia University (master's degree), and the University of Chicago (B.S.). He stayed at Pacific University for 13 years, building a strong athletic program and a respectable football record. Under his guidance, the Badgers enjoyed a record of 65 wins, 53 losses, and 7 ties. During the 1949–1952 period Pacific emerged as a powerhouse in the Northwest Conference. Stagg's teams won co-championships in 1949, 1951, and 1952. They even won the Pear Bowl in 1949.

Ironically, when Paul Stagg resigned in 1961, he headed south to coach at the University of the Pacific (the name had by then been changed from "College" to "University"), assuming his father's former position there. Though he never attained the stature of his famous father, Paul Stagg became and remains a legend to Badger boosters who remember the glory days of football at Pacific.
without a president before appointing Charles Armstrong, a Harvard Ph.D. and, at the time, administrative dean at Whitman College. In his inaugural address, delivered on the 100th anniversary of Pacific's being granted its charter as a college, Armstrong came out strongly for higher academic standards, greater athletic spirit, a close-knit institutional community, and, as always, the importance of the liberal arts:

As [John Stewart] Mill said, “Men are men before they are lawyers or physicians or manufacturers; and if you make them capable and sensible men they will make themselves capable and sensible lawyers or physicians.” … We are confirmed in our belief that liberal education is the best preparation for meaningful adult activity, for leading a better life and making a better living.

As we shall see later, the role of the liberal arts would become increasingly thorny as Pacific's professional programs flourished, but on most of the matters that Armstrong raised in his address, he managed to deliver. By the end of his five-year tenure, academic standards had improved to a point where three-quarters of the incoming freshman were from the top half of their high school graduating classes. Faculty morale was up as well, thanks in great part to Armstrong's support of policies for tenure, promotion, leave, and retirement. Under the able chairmanship of George Rossman, associate justice of the Oregon Supreme Court, the Board of Trustees worked with Armstrong and the faculty to bolster enrollment, selectivity, and a sound athletic program.

Like graduates of the late '40s, students from the Armstrong years left with a strong sense of loyalty, manifested in sending many of their children to Pacific and continuing to support the university as alumni. Distinguished graduates from the period include Jason Boe, '55, who became president of the Oregon State Senate, and William Young, '58, who served as director of the Oregon Department of Environmental Quality.

Despite these important advances, however, the campus of 1959 (the year Armstrong departed to assume the presidency at the University of Nevada) did not look the part of a modern university. Operating on an annual budget of about $800,000, Armstrong had managed to get additional funds to finance the Judith Scott Walter dormitory in 1958 (named after the daughter of Pacific's first graduate, Harvey Scott) and to remodel Knight Hall—a dormitory at the time—for use by the Music Department. Other than this, the only structures added to the campus during the combined presidencies of Armstrong and Giersbach were U.S. Army surplus barracks. Most visitors to Pacific would likely have agreed with the visiting presidential candidate who characterized the condition of Pacific's facilities as “lamentable.” That visiting candidate was Miller A. F. Ritchie, who would become the primary agent for turning this situation around.

A MOMENT OF DECISION

The hiring of Miller Ritchie as president of Pacific University in 1959 (he did not officially assume office until 1960) has an element of déjà vu. As we saw earlier, when Pacific's first president, Sidney Harper Marsh, was offered the post in Forest Grove, he wrote to George Atkinson: "My lungs are proving themselves too sensitive for this climate, and for a few days especially I have been thinking that migration to Florida or some warmer climate would be better than remaining here." Like Marsh, Ritchie was living in New York when he got word of the opening at Pacific, had recently been considering a move to Florida, and was persuaded to come to Oregon largely because the climate might be beneficial to a respiratory condition—in this case, that of his eight-year-old daughter, Betsy. Marsh, however, had accepted the offer immediately and with no idea of what he was getting into. Ritchie was more cautious—and with good reason.

Before coming to Pacific, Ritchie had spent six years as president of Hartwick College in Oneonta, New York, a position he had accepted on "a funny religious feeling of obligation." As he notes in his book The College Presidency: Ini-
Knight Hall was renovated in 1958 for use by the music department.

Judith Scott Walter Hall was named after the daughter (above) of Pacific's first graduate, Harvey Scott.

Left: Jane Gould, '60, Gartha Ferranti, '59, and Ginny Cooper, '59 meet in one of Walter Hall's dormitory rooms in October 1958.

Pictured in the spring of 1958, after the dedication of Judith Scott Walter Hall, are (left to right) Justice George Rossman, trustee; Mrs. John Carruthers, daughter of Judith Scott Walter; Dr. Charles Armstrong, president; and Mr. Russell Walter and Mrs. John Anderson, son and second daughter of the philanthropist.
The inauguration of Pacific's 12th president, M. A. F. Ritchie (second from left). Guests included Governor William F. Quinn of Hawaii (left), Board of Trustees Chair Judge George Rossman (second from right), and Governor Mark Hatfield of Oregon (Quinn and Hatfield received honorary degrees).

Right: Ritchie at his desk in Marsh Hall, 1960

iation into the Order of the Turtle: "I should have asked for the annual reports of the past five years. If I had read them, I certainly would not have taken the job." When considering the Pacific offer, therefore, he did take a careful look both at the campus and at the annual reports, concluding that "Pacific's institutional illness was chronic, not acute" and that the financial state of the college was one of "lethargy and defeatism." He summarized:

The almost continuous deficits for many years past, the lamentable condition of the buildings, the obvious inadequacy of the faculty and administrative staff, numerically and otherwise, were eloquently persuasive in the negative direction.

Despite this assessment, Ritchie ultimately decided to take the job, but only after a second visit to the campus and considerable wavering. What finally swayed him, in addition to considerations of his daughter's health, was the solid Board of Trustees that President Armstrong had put together, which included (in addition to Oregon Supreme Court Justice George Rossman) Thomas Delzell, chairman of the board of the Portland General Electric Company, and Robert Hansberger, new president of Boise Cascade. Ritchie's acceptance of the post on the eve of the most tumultuous decade in the history of U.S. college campuses—the 1960s—would prove pivotal to the future of Pacific University.

LOOKING THE PART: THE RITCHIE DECADE

While Ritchie's contributions to Pacific would not be limited to expanding the physical facilities, before-and-after photos of the campus show a remarkable and dramatic difference. With a seed grant of $100,000 from the Congregational Board of Home Missions, Ritchie launched a $10 million development program that would transform the campus. "Launched" may be the wrong word, since the announced plan initially raised more eyebrows than money. As one of the alumni remembers it:
"Many students, and perhaps more secretly, many faculty members, regarded this ambitious plan skeptically as far too unrealistic to ever find realization."

But find realization it did. A mere listing of the additions and renovations between 1960 and 1970 encompasses many of the large, signature buildings that grace the campus today:

Washburne Hall *(aka the University Center)*, 1963;
Clark Hall *(a coed residence hall)*, 1966;
Jefferson Hall, Brombach Wing *(College of Optometry)*, 1967;
Harvey W. Scott Memorial Library, 1967;
Aquatic Center *(jointly with City of Forest Grove)*, 1968;
Adult Student Housing *(100 apartments)*, 1969;
Pacific Athletic Center, 1970.

To put all this in perspective, more construction occurred on campus during the 10 years of Ritchie's tenure than in the previous 100 years. In those same 10 years, the annual budget went from one to three million dollars, financial aid leapt from $100,000 to $950,000, faculty salaries increased almost 100%, tuition rose from $550 to $1,350, the endowment doubled to $4 million, and enrollment shot up from 707 to 1,209. In all, Ritchie raised $11 million in government loans and grants, foundation bequests, and private gifts.

He also built on President Armstrong's work by adding other prominent figures to the Board of Trustees: Senator Wayne Morse; Ronald McCreight, vice president of Jantzen, Inc., who chaired the board; and Ralph Shumm of the U.S. National Bank of Oregon, who served as board secretary throughout the decade. As a result of these combined efforts, Pacific University emerged from the '60s a modern university complex with a strong governing body and total assets of $10.8 million, almost three times those of a decade earlier.

But campus development is not what we generally associate with college life in the turbulent '60s, and Pacific had its share of political unrest. Here too, however, Ritchie's leadership style proved decisive. When the inevitable cries of a communication gap went up, Ritchie resisted the temptation to be confrontational and adopted a radical stance for university presidents of the time: he listened. Recognizing student unrest for what it was—a search for values—Ritchie at the end of his tenure in 1970 described the students of the Vietnam War era as "far more intellectual than my generation of the 1930s," noting: "They may not be as respectful of set rules of conduct, but they are more concerned about problems of social significance. They are committed to a search for a better world."

Such an attitude, as historian James Hitchman puts it, "had the effect of making Pacific an exciting but not an embattled place in the 1960s." The later Vietnam War years would witness a visit to campus by activist Dick Gregory and participation in the Vietnam Moratorium, but student protests were mild by comparison to those on other campuses. The pages of the *Index* crackled with student concerns, but no one, for example, attempted to occupy Marsh Hall, and anti-war demonstrations were considerably more orderly than the traditional "Boxer" tosses.

As for internal unrest, the students' demands, if not always met, were taken seriously. The '60s saw the initiation of course credit by
examination, a pass/fail grading system, and Black Studies (by the mid-'70s Pacific would have one of the highest percentages of non-White students of any college on the West Coast). When, in 1969, the students demanded open dormitories, the administration responded by allowing students over 21 to live off-campus and by establishing less restrictive hours for those living on campus. Even the rules for smoking were relaxed, though drinking on campus remained forbidden.

After ably seeing the college through the most active period in the university's history, Miller Ritchie left in 1970 to accept a position at the University of Miami, Florida, returning to Oregon in 1975. He and his wife, Josephine, have remained active in campus affairs and activities, serving on various committees and volunteering time and expertise to support such campus groups as Friends of the Library, Friends of Music, and Friends of Old College Hall. Their daughter Betsy, incidentally, whose respiratory condition played such an major part in bringing Ritchie to Pacific, thrived in the Oregon climate and, the mother of two, currently works as a nurse in a Catholic hospital in Washington County.

We cannot close the Ritchie decade, however, without taking note of an event that looms large in the memories of many Pacific alumni. In the fall of 1969, "Boxer," the original Chinese incense-burner that had first made its memorable appearance on campus in 1898, disappeared, apparently for good. Only a year earlier, the student body had voted that this college curio should replace the "Badger" as the official school mascot, an honor it holds even to the present day. And while the statuette had previously disappeared for short periods and had by now lost several of its appendages, it would be sorely missed. Passionate appeals for the return of "The College Spirit," Boxer's original name, would periodically surface in the Index and elsewhere for many years to come, but to no avail. It may be fitting, however, that Boxer's arrival and departure on campus coincide with two of the most memorable decades in Pacific University's long history.
The Last “Boxer Rebellion”

In 1969, Pacific's original beloved "Boxer" disappeared from campus and has not been back since. The context out of which the disappearance evolved included a number of confrontations between members of the Black Student Union (BSU) and other segments of the student body. Some of the latter resented the idea that black students needed their own student union, while the black students felt alienated and invisible on campus. A former BSU member recalls that Ralph Ellison's *Invisible Man* was required reading at the time, and alluded to this by way of explaining the motivation for taking Boxer: "What we were saying to them is: You don't see us, but you sure see that dog, so we're going to take that dog and you won't see it any more." Boxer, in fact, was not a "dog," but the alumnus' point is forcefully made.

At approximately 9:00 on a Friday morning in the fall of 1969, a group of BSU members was on its way to class when, in front of Old College Hall, they passed a massive pile of white male students wrestling for possession of Boxer, which had been flashed by members of Alpha Zeta fraternity. As the black students walked by, they commented to one another how stupid it was to put so much value on "that dog," but proceeded to their classes.

When they returned by the same route around 2:00 in the afternoon, the struggle was still going on, but by now the white students looked considerably worse for wear. It was at this point that the black students decided to take Boxer as an act of protest about their status, or lack of same, on campus. Even then, they had time to go back to their rooms, some of which were off campus, and change into grubby clothes before returning to the scene of the melee.

One of them was instructed to wait on Pacific Avenue in a car. The others—there were approximately 15 of them—went back to the scene of the scuffle, managed to wrest Boxer from the weary participants, and made a dash for the get-away car. Pursued, they tossed Boxer back and forth until one of them finally pitched it through an open window of the car, which sped away. This was the last time that Boxer was seen on campus.

Boxer's fate after this is sketchy, and none of the participants in the heist seems to know of its present whereabouts. It left the country at one point, spent some time in Europe, and may have found its way to the Philippines. There have been rumors about it being melted down or thrown off the Golden Gate Bridge, but none of these rumors has been verified.

Placed in context, the disappearance of Boxer is a telling footnote to the often turbulent attempt in the late '60s to integrate African-Americans into the mainstream of university life. In 1965, there were only five black students at Pacific; in the following year there were 16 and, in 1970, more than 60. By the mid-'70s, Pacific had one of the highest percentages of non-white students of any college on the West Coast.
Aftermath of the '60s: Life on a Modern Campus

The light shines in the darkness. — Pacific University's motto, 1982-1983

When James Miller, former academic dean at Otterbein College in Ohio, succeeded Miller Ritchie as president of Pacific in 1970, he had a hard act to follow. Almost inevitably, Miller's impact on the campus would be less dramatic than that of his predecessor, but it would be no less important. While the country pondered the Watergate hearings that led to the downfall of the Nixon administration, the Miller administration pondered the twin realities of mounting inflation and dwindling Federal support. Fiscal responsibility, coupled with improved academic standing, would be the major objectives of the Miller years (1970-1983)—and the major achievements.

Friendly Bickering: Careers Through the Liberal Arts?

1970 was a watershed year for American college-age youth. It was a year that began with the U.S. invasion of Cambodia, which set off a powder keg of campus protests, culminating in the National Guard killing of four students at Kent State University. It ended with the court martial of Lt. William Calley for his leadership role in the slaughter of 102 civilians in My Lai, South Vietnam, and the Supreme Court ruling that, in effect, if 18-year-olds were old enough to kill and be killed as a result of U.S. policy, then they were old enough to vote and have a voice in that policy.

As the decade wore on, however, university administrators across the country began to re-examine the increased voice of students in school policy. Besides being cumbersome, student participation in academic matters put an increasing strain on what many faculty saw as the philosophical underpinnings of a university education.

This was especially true at small, private, liberal arts institutions like Pacific University. And while the addition, in 1975, of the School of Physical Therapy bolstered Pacific's status as a university, it simultaneously threatened those who were already concerned about the diminishing status of the liberal arts. Indeed, the very question of whether Pacific could reasonably call itself a "liberal arts college" began to elicit a passion reminiscent of earlier debates about the sectarian identity of the school.

For example, one of the innovations of James Miller's administration would be a new curriculum called a "7-7-3." Under this novel teaching structure, influenced by developments at Colorado College, the fall and spring terms consisted of two seven-week courses followed by a three-week course (Pacific's current "Winter III" is a vestige of this system). Faculty typically taught two courses a term, and students took two three-credit courses each term. Students also took one-credit experiential courses, of which science laboratories were a major fea-
ture. After three years of on-campus study, a student could take a fourth year of applied study off-campus in the form of an internship at such places as Tektronix, IBM, Veterans’ Hospital, and the Oregon Primate Center.

While this arrangement proved popular with students, its implications were not lost on those faculty who felt that the rug was being pulled out from under the liberal arts. The rise and fall of the 7-7-3 system tells us much about the terms of James Miller and Robert Duvall. Among the new curriculum’s more outspoken critics was Professor Ted Sizer, director of the theater department from 1964–76. Interviewed by the Index in his final year at Pacific, Sizer pulled no punches:

I don’t think the 7-7-3 is worth a damn. I think we have gone too far in designing courses to meet the individual interests of the student .... We’re looking more like a trade school, and we’re working with students, preparing them for a job and not life .... If we follow the lead of the community colleges, we shouldn’t charge Cadillac prices and turn out a Pinto.

For the record, a new Cadillac El Dorado in 1975 cost $10,875, while the tuition at Pacific for that year was $2,365—low even by community college standards. But Sizer’s point is clear enough. And while the language differs considerably, the sentiment hearkens back to one expressed by Pacific’s first president, Sidney Harper Marsh, in an address to the Gamma Sigma Society in April of 1868:

While most truly practical, [a college education] is not narrow and mercenary; it is not merely in order to enable the possessor to make money .... It is not to fit the youth for position or honor or wealth, but to fit him so that he may be the most in any position whatever.

This, of course, is the classic statement of the liberal arts ideal, which, according to Sizer and others at Pacific in the ‘70s, was being reduced to little more than lip service. Recognizing the potential for conflict, the administration tried to accommodate all parties by adopting the slogan “Careers Through the Liberal Arts.”

But money speaks louder than slogans, and the bottom line was that the professional programs, and especially the College of Optometry, bore the lion’s share of the burden for keeping the university solvent: the university endowment accounted for a mere three percent of the annual income; Federal support supplied another 18 percent; the balance came from tuition and the clinics, mainly from the College of Optometry. From this point of view, the recurrent demand from the optometry faculty for salaries more in line with those of comparable professional schools was reasonable enough, though it did not always seem so to their colleagues in the College of Arts and Sciences.

This is not to suggest that the respective faculties were in open warfare. For one thing, Harold Haynes of the College of Optometry, who was president of the faculty at this time, was a strong advocate for the arts and sciences, and did an admirable job of bridging the gap between the various factions. For another, universities are by nature civil places and—as Miller Ritchie once put it—folks at Pacific “are a pretty level-headed lot.” Also, as sociologist Pat Marchand has noted, “Friendly bickering is one of the signs of a healthy community.” Marchand might have added that it is also a sign of a democratic community. Part of what Pacific University was experiencing was a shift from the paradigm of the college president as charismatic leader and ultimate decision-maker to one in which power is more properly diffused throughout the community—at least in theory. To feel disenfranchised assumes an expectation that one’s voice and vote should matter.

President Miller, both by temperament and philosophy, encouraged this expectation among the faculty. As with any transition administrator, however, Miller is remembered with mixed feelings: some recall him as a rela-
tively ineffective “caretaker” president between two activists—Miller Ritchie and Robert Duvall; others feel his laid-back, participatory style of leadership reflected a higher degree of respect for the faculty. This discrepancy, which hinges in part on whether one places a greater value on process or on results, is not one that hindsight is likely to resolve.

FULFILLING THE DREAMS

As for results, James Hitchman, in his history of liberal arts colleges in Oregon and Washington, observes that “Between 1977 and 1980, Pacific began to fulfill its dreams.” The statistics bear this out. Between these years the grade point average of entering freshmen rose from 2.6 to 3.2 as enrollment hit the 1,200 mark. By the end of the decade 60 percent of the faculty in the College of Arts and Sciences held doctorates—compared to a mere 25 percent as late as 1950. The total faculty produced more than 145 books and articles between 1978 and 1980.

Several faculty distinguished themselves in other ways as well. Professor H. C. “Hap” Hingston, besides publishing two textbooks in the field of speech, was named Speaker of the Year by the Oregon Speech Association in 1972, and served as president of the Western Forensic Association. Another professor of speech, Dr. Fred Scheller, was appointed to the Board for World Ministry of the United Church of Christ, which the Oregon Congregationalists had joined in 1963. Optometry professor William Ludlam became a member of the Oregon State Commission for the Blind. The National Science Foundation funded several research projects carried on by Pacific faculty members. Despite the internal squabbles, faculty morale at Pacific University was probably higher during this period than it had been at any time since the McClelland decade.

The ‘70s also witnessed the fulfillment of Pacific’s dreams on the baseball field. Coach Chuck Bafaro led the Boxer nine to a league championship in ’72 and repeated the feat with back-to-back championships in ’78 and ’79. Bafaro, who coached from 1963–1994 and remains something of a legend on campus, was inducted to the National Association of Intercollegiate Athletics Hall of Fame in 1979. The wrestling team, under the leadership of mathematics professor and coach Mike Clock, also rose to prominence during the ’70s. In fact, after losing every dual wrestling event in 1967, Clock’s first year as coach, Pacific’s wrestling squad went on to win every conference title from 1968 through 1984, the year the Northwest Conference in wrestling disbanded. The 1976 and 1977 teams were among the top 10 at the national level, and in 1978 Rick Franklin, ’78, became the first Pacific wrestler to win an individual national championship. Wrestling at Pacific would reach its zenith in 1982 when the school hosted the national tournament, an event that drew a crowd of some 3,000 people.

Financially, too, the university began to prosper. The Murdock Charitable Trust gave $750,000 in response to Pacific’s managing to raise $3 million in three years, half of which went to erecting a new chemistry building. Alumni support increased to 25 percent, or about $80,000 annually. Assistance from the trustees grew as well, and by 1980 the endowment had risen to $5 million. Throughout his

Act III - Keeping the Vision Alive
Above: Nobel Laureate Linus Pauling was the speaker at the dedication of the chemistry building. Right: Charles and Edith Hansen McGill (both class of 1930) for whom McGill auditorium is named, were honored by President Miller at the dedication in 1982.

tenure, President Miller had to race to keep up with inflation, but he had plenty of support, and the effort was paying off.

**IMPORTANT SYMBOLS**

One of James Miller’s last acts as president turned out to be one of the most controversial as well. In 1982, he changed the motto of Pacific University from *Pro Christo et Regno Ejus* to *Lux in Tenebris Lucet*—"The Light Shines in the Darkness." The former motto, it will be recalled, had been chosen in 1886 by Rev. Jacob Ellis, one of Pacific’s less illustrious presidents and one who had unsuccessfully lobbied for strong sectarian control. The Congregationalist—indeed, even the Christian—nature of the university had long since ceased to be a volatile issue, and Miller had reasonable grounds for assuming that the explicit reference to “Christ and His Kingdom” would not be missed.

He was wrong. Ironically, the Biblical text (John 1.1) from which Miller’s motto was taken is, “The light shines in the darkness, and the darkness does not comprehend it.” Whether out of Christian fervor or mere respect for tradition, the Pacific community did not comprehend the need for the change.

When Robert Duvall assumed the presidency in 1983, one of his first acts would be to restore the old motto, demonstrating once again that while Pacific University might waver on other points, it has never lacked for pride in its history.

Finally, the ’70s also provided Pacific the opportunity to demonstrate yet another of its most salient character traits—resiliency. In April 1975, a fire broke out in Marsh Memorial Hall when the wooden casings around the hot water pipes overheated and burst into flames. By the time the fire had run its course, the entire building had been gutted.

Byron Steiger, a newly hired faculty member at the time, recalls that the only copies of his uncompleted doctoral dissertation were in a metal file cabinet in his office when the fire broke out. In the conflagration, the file cabinet fell three floors to the basement, where it was found the next day by firemen digging through the rubble. Amazingly, the flames had gone around the file cabinet, and Steiger’s manuscript survived unscathed.

Others were not so lucky. The highly combustible microfiche on which many records were stored had fed the fire, leaving the Admissions Office without any application ma-
terials from incoming freshmen. Again amazingly, the admissions personnel managed to reconstruct the system, a feat that entailed tracking down all the applicants and having them resubmit their application materials.

Those who remember old Marsh Hall at this time confirm that it was not an easy place to work. One faculty member describes it as “Dickensian,” with bare light bulbs, small teaching rooms, and few amenities. Still, the loss of the campus’ most cherished landmark was significant, both symbolically and financially. Undaunted, however, the trustees hired the firm of Martin, Soderstrom, and Matteson to remodel the structure over a two-year period. While retaining the design and feel of the original building, present-day Marsh Hall, with its tasteful combination of brick, glass, and tongue-in-groove wood paneling, stands as a modern monument to its namesake, and to all those whose “acts of splendid audacity” have kept his vision alive.

Act III - Keeping the Vision Alive
The Professional Schools

Given Sidney Harper Marsh’s preoccupation with vision, it seems fitting that the first major add-on to “the house that Marsh built” should be a college of optometry. Fitting too, in light of Pacific’s origins, was the serendipitous nature of the circumstances that led to such a choice, which in turn greatly influenced the development of future professional programs at Pacific. All of the present professional schools at Pacific—even, one could argue, the School of Education—focus on various aspects of physical or psychological health, reinforcing the Congregationalist subscription to the ancient credo of “a sound mind in a sound body.”

The current structure of the professional schools reflects a long and varied process of innovation and reorganization. In 1983, a division of the Health Sciences was created, consisting of the Departments of Physical Therapy, Occupational Therapy, Therapeutic Recreation, and Communication Disorders. By 1989 the departments of Therapeutic Recreation and Communication Disorders had been closed and the School of Professional Psychology had joined the university. The continued growth of the physical and occupational therapy programs led to them being constituted as free-standing schools. Thus, in May 1989 the schools of optometry, physical therapy, occupational therapy, and professional psychology were organized into the Faculty of the Health Professions. In 1995 with the addition of the School of Education, the group was renamed—Faculty of Professional Schools. The most recent addition to Pacific’s professional programs is the School of Physician Assistant Studies, which came on board in 1997.

Physical Therapy

Prior to the initiation of Pacific University’s Physical Therapy Program in 1975, Oregon did not have a program for educating professional physical therapists. Even now, almost a quarter-of-a-century later, Pacific has the only such program in the state.

In the early 1970s, Varina French, a professor in the physical education department, and David Malcolm, dean of the College of Arts and Sciences, began to plan for a program in physical therapy with the cooperation of the Oregon Physical Therapy Association. Jean Baldwin was hired as the first academic administrator of the new department, which was located in the Natural Sciences Division and housed in the Pacific University athletic complex.

The first class, consisting of 16 students, matriculated in September 1975 and graduated in May 1977. In that same year, the program received accreditation from the American Physical Therapy Association and the department was moved to the basement of McCormick Hall. In August 1987 it moved to its present location, the Physical Therapy Building.
The program originally consisted of three years of undergraduate work followed by an intensive 21-month professional course of study leading to a bachelor of science degree. In 1985, the program was redesigned as an entry-level master’s program leading to the degree of Master of Science in Physical Therapy. The current format is three years undergraduate work followed by three academic years of professional work. The class of 1988 was the first to graduate with this new degree.

In keeping with the university’s longstanding spirit of community service, the master’s degree integrates clinical and didactic study. Instead of leaving clinical education to follow the academic portion of the program, full-time clinicals are initiated in the second semester of the first year and progress to longer affiliations every semester thereafter. Contracts with 145 clinical sites are maintained for internships and clinical experience. Over the years, a clinic was opened to serve the faculty, students, and staff of Pacific as well as the local community.

Currently, the School of Physical Therapy boasts nine full-time faculty members, six part-time instructors, and many guest lecturers. By now, Pacific has more than 600 physical therapy alumni, in addition to the enrolled 108 students.

**Occupational Therapy**

The occupational therapy (OT) program at Pacific University was established in the fall of 1984, though the process of developing such a program in the state of Oregon dates back to 1948, when members of the Occupational Therapy Association of Oregon (OTAO) presented data from a needs assessment to several state institutions of higher education. At that time, none of the schools was interested in beginning procedures for developing an occupational therapy program. Jean Vann, Virginia Hatch, and Shirley Bowing were just a few of the therapists who invested time and energy over the years toward developing a professional program in Oregon.

In 1976, Pacific University contacted the American Occupational Therapy Association to explore the possibility of establishing a baccalaureate entry-level program. Sue Nelson, president of the OTAO, met with Dean Malcomb of Pacific’s College of Arts and Sciences. An advisory committee was appointed by the state association to assist the college in exploring the possibility of developing a program. After some consideration, however, the issue was once again tabled as unfeasible.

In 1979, Lilian Crawford and Kay Rhoney approached Pacific University in hope of reactivating the issue. A task force, chaired by Dr. Tom Griffith of Pacific’s Science Division, enthusiastically worked with the OTAO on a proposal to begin a professional occupational therapy program. This proposal was finally presented to, and approved by, the Faculty Senate in January 1983, with subsequent approval granted by the Curriculum Committee and the Board of Trustees.

In the fall of 1984, all of this planning came to fruition. The first class of 18 students was admitted to the baccalaureate entry-level program, housed in the basement of Walter Hall. The initial accreditation process was successfully completed in the spring of 1986, and the first class of students graduated in May of that year.

Over the years, the School of OT has continued to grow and develop. In May 1991, the school completed its second accreditation process, being cited for a “cutting edge curriculum” in occupational therapy. During the 1994–95 academic year, the School of OT was directed to develop a proposal for implementing a master’s entry-level program, ultimately phasing out the existing baccalaureate entry-level program. The proposed plan was approved in May 1996. The last baccalaureate entry-level class of students entered in fall 1996; the first master’s entry-level students began in fall 1997 and will graduate in 2000.
**PROFESSIONAL PSYCHOLOGY**

The School of Professional Psychology was developed over a five-year period beginning in 1975, when a group of Oregon psychologists joined to explore the prospects of a doctoral training program for professional psychologists. Spurred by the lack of training opportunities for professional psychologists in the Northwest, the founding committee incorporated in the State of Oregon as a non-profit educational institution on December 31, 1975. The School began operations and admitted the first class in September 1979.

Known then as the Oregon Graduate School of Professional Psychology (OGSPP), the school was initially authorized by the Oregon Educational Coordinating Commission to grant the doctor of psychology (Psy.D.) degree. When the school joined Pacific University in 1985, it became accredited by the Northwest Association of Schools and Colleges. (Don Rushmer was president of OGSPP and became a Pacific University trustee at the time of the merger, and was later named provost and vice president for academic affairs at Pacific.) In 1989 the school changed its name to the School of Professional Psychology and, a year later, was accredited by the American Psychological Association.

Like all of Pacific's professional schools, the School of Professional Psychology is committed to serving the community as it trains its students. At the school's Psychological Service Center in Portland, which serves as the primary training center, students provide an array of quality psychological services to the greater Portland area under the supervision of licensed, experienced psychologists. As has been true since the school's inception, students also receive training at various approved community sites.

In 1991, the School of Professional Psychology started offering a Master of Science degree in Clinical Psychology, as well as the Psy.D. degree. This master's degree is designed to prepare students for eventual doctoral training in clinical psychology. In 1999 the school added a third degree, a Master of Arts in Counseling Psychology, which is designed to prepare students to practice in the community.

The school's history has been one of continuing efforts to become established, and to develop into a mature organization, offering excellent training and valuable service to the community.

**SCHOOL OF EDUCATION**

Tabitha Brown's vision established a rich tradition and foundation for Pacific University's leadership in teacher education. In order to care for the "poor children"—those orphaned by the Oregon Trail or left behind for the California gold rush—she used her teaching experiences and began to teach other teachers. A century and a half later, Pacific University continues this tradition, maintaining a strong reputation for its teacher education programs.

In 1911, the Oregon Legislature authorized the State Superintendent of Public Instruction to issue teaching certificates to qualified college graduates, authorizing them to teach in high schools; the law further required that high school teachers be certified college graduates. Following an inspection by the United States Bureau of Education, Pacific University was one of only three institutions in Oregon to be granted the privilege of teacher accreditation at that time. Throughout most of the century, the certificate program consisted of a
Bachelor of Arts degree with a major in Education. In 1989, however, Pacific was the first university in Oregon to receive approval from the state licensing agency to offer a fifth-year master's degree program.

Pacific established a second site for teacher preparation in Eugene, Oregon in 1992. This Lane County campus currently licenses approximately the same number of teachers each year as the Forest Grove campus. Between the two sites, Pacific University has become one of the leading teacher preparation institutions in the state.

Until recently, the teacher education programs were organized within a Division of Education of the College of Arts and Sciences. In 1994, however, the governance structure was re-organized and the School of Education was established as an academic unit with the autonomy to meet the specific needs of preparing professional teachers. Today's programs, recently redesigned as a result of extensive research and a study of school reform in Oregon and the nation, have been structured around the faculty's vision of the competencies to be attained by the graduates of the School of Education.

**Physician Assistant Studies**

In 1994, the Board of Trustees of Pacific University created an ad hoc committee on the health professions. This committee, which has since become a standing committee of the board, was charged with three functions, one of which was to consider the initiation of new programs in the health professions at Pacific.

In the fall of that same year, the Career Development Office of Pacific University held a health career seminar. This seminar included a presentation about the physician assistant profession, including the possibility of starting such a program at Pacific University. At that time, there was not a single Physician Assistant (PA) program in the state of Oregon. In March 1995, after careful evaluation of the various options, the Board Committee on the Health Professions gave the go-ahead to develop a physician assistant program.

In early 1995, Dr. Donald Rushmer, the university provost and vice president for academic affairs, hired a consultant and began the process of meeting with physician assistants in the community. In October of that year, having determined that the demand for PAs justified the development of a program, the university enlisted Rod Hooker, a PA researcher at the Kaiser Permanente Center for Health Research, to conduct a feasibility study that further assessed the distribution and need for PAs in Oregon. The study demonstrated that Oregon was understaffed by physician assistants when compared to other states, and estimated the capacity for additional PAs in Oregon over the next decade to be in the 300–500 range.

In fall 1995, a national search began for a program director, resulting in the selection of Christine Legler, who joined the faculty in July 1996. In the interim, Dr. Rushmer and the PA consultant continued to identify potential clinical training sites, developed a curriculum and list of prerequisites, and held meetings with the PA Curriculum and Advisory committees to further develop the program.

Establishment of the School of Physician Assistant Studies was authorized by the Board of Trustees on December 14, 1995. The school's first class of students was admitted in June of 1997 and graduated in August of 1999.
Increased Visibility: Courting the Larger Community

President Duvall told the Pacific story better than anyone—better than Miller, better than Ritchie. But that didn't give him the right to cut football.

— A PACIFIC UNIVERSITY ALUMNUS

AS THE ABOVE OBSERVATION about Pacific University's 14th president suggests, Robert Duvall's tenure at Pacific (1983–1995) played to mixed reviews. Duvall's overriding goal as president was to broaden the university's horizons beyond the Forest Grove community. In this, he was extending the seminal work of Miller Ritchie, who, in recalling his time at Pacific, had complained: "The thought that Pacific University's community really is the greater Portland metropolitan area seemed never to have entered anyone's head." It entered Duvall's head soon enough and would become what most consider the signature theme of his presidency.

PROMISING START

Robert Duvall came to Pacific University from Rollins College in Florida, an institution that, like Pacific, had been founded by transplanted New England Congregationalists. Like Sidney Harper Marsh, one of Duvall's heroes, the new president was deeply rooted in academia: his father was a college professor (Whitworth), as were two of his brothers. Like Marsh, too, he would be an aggressive promoter of Pacific, whose administrative style was considered by some to be a tad high-handed compared to that of his predecessor, James Miller. While Duvall was not philosophically opposed to the democratization of power, he was impatient with the process that this implied and, when push came to shove, tended to prefer efficiency of action over consensus of opinion.

One of Duvall's first changes was to hire Seth Singleton as dean of the Arts and Sciences. A current faculty member sympathetic to the Duvall regime recalls: "Seth was confident, bright, had a 'can-do' attitude, and was very charismatic. When he came on the stage, things took off." Duvall and Singleton shared a conviction that the way ahead lay with increased enrollments and energetic new faculty. The central strategy was that Pacific should not seek to emulate the state universities, but should try to compete head-to-head with Lewis and Clark, Reed, and other private colleges in the Northwest.

The year Duvall arrived on campus, 1983, coincided with the enactment of the Solomon Amendment, under which all students who applied for Federal financial assistance were required to sign a compliance form stating that they had either registered with the Selective Service, or were not required by law to do so. Though the amendment turned out to be something of a tempest in a teapot, it did

Robert Duvall came to Pacific as president in 1983 and served 12 years.
The End of a Long Tradition

Events Leading Up to the demise of football as a sport at Pacific included both the comic and the tragic. In the former category, the Boxer football team made the national news when, in a game against Linfield College, one of the Pacific players ran off the bench to tackle a Linfield linebacker who had broken loose and was streaking downfield on the way to a touchdown. While this lapse of sportsmanship pleased the fans, it failed to amuse those who were already beginning to feel that Pacific's football recruitment efforts were compromising academic standards.

On the tragic side, a Pacific player named Eric Ross '92 was seriously injured during a football game and, after two years in a coma, died as a result of head injuries. A plaque on "Eric's Way" in Trombley Square commemorates the loss of this popular student.

All of this, combined with what some considered the exorbitant cost of running the football program, led to the inevitable decision. On February 27, 1992, the trustees voted 17-5 to drop football as a sport at Pacific University. The timing was both ironic and fitting. It had been exactly 100 years since the original crimson-and-black rugby-football team, with only three weeks' practice, had played and won its first game on a muddy field on the north side of the campus.

Not seem so at the time. Of the $3.5 million that Pacific students received in aid in 1983, $2.5 million was from Federal sources.

If the university failed to comply with the guidelines of the Solomon Amendment, it faced the loss of all Federal support, a prospect it could ill afford. And while the college was not required to verify information reported on the compliance form, it was required to report to the Selective Service any information it had on file that contradicted what students entered on the forms.

It was to Pacific's and Duvall's credit that the university resisted the Solomon Amendment, which in effect discriminated against those who could not afford to attend college without financial assistance. The Financial Aid Office wrote several letters to Washington vigorously objecting to the new act, and Pacific University established a policy of continuing to provide non-Federal assistance to students who refused to sign the compliance form. These gestures did not go unnoticed by the students, and Duvall seemed to be off to a promising start.

Wins ...

The '80s also witnessed the start of an unprecedented string of victories for Pacific on the athletic field.

Judy Sherman, coach of women's softball, remembers the early '80s as the most exciting time of her long career at Pacific (1967 to the present). Between 1980 and 1986 her teams stacked up an incredible six straight conference titles. In each of these years, the women Boxers advanced to the national play-offs, placing as high as third, and never lower than ninth, among the 16 top teams in the nation.

During these same years, under coach Tom Reynolds, the women's soccer team rounded out an impressive record of wins with two NAIA District II championships. The present-day soccer field on the Pacific campus is named after Reynolds.

In basketball, coach Bob Bonn led the men's team to NCIC conference titles in both 1986-87 and 1990-91, along the way racking up
the best career winning percentage of any coach in Pacific men's basketball history (NAIA Hall-of-Fame Coach Dan French, '56, holds the record for most wins). Under Coach Dave Olmstead, the women basketballers compiled an impressive 87 to 26 win-loss record, including a 40-game winning streak and four consecutive NCIC conference crowns between 1988 and 1992. For the 1990-91 season both Olmstead and Bonn were named Coaches of the Year in the Northwest Conference of Independent Colleges.

Even the Pacific football team, coming off a record-breaking string of 15 losing seasons, looked like a winner in 1988 when the Boxers set new team season records for passing yardage, passes attempted, and pass completions, and head coach Bill Griffin earned Coach of the Year honors from the league.

The fans who jammed McCready Field during that promising season could hardly have seen what lay just ahead for the football program at Pacific.

... AND LOSSES

Though Pacific athletics rode into the 1990s on the crest of victories, what many alumni remember most was the loss of football as a college sport. As might be expected at a school steeped in long traditions, this major break with the past did not go down easily.

Both the decision, and the process by which it had been arrived at, left hard feelings that, for some, continue to this day. The 1992 *Heart of Oak* pointedly chose "Changing Traditions" as its theme, and uncharacteristically ran what amounted to an editorial. In an article entitled "Football Doesn't Score With The Board," the editor of the yearbook observed:

> Many questions arose concerning the handling of the review process by the administration. A majority of those involved and affected by the cut, felt that the administration and key individuals involved, were not "playing fair," and that the decision to cut the program was already a "done deal" before it was released to the players, and the university community. President Duvall admitted to "false starts" made in informing the community and repeatedly apologized for the speed and manner in which the issue was handled ...

This was neither the first nor last time that President Duvall's administrative manner would come into question.

**A HOME FOR THE ARTS,**
**A HOME FOR THE SCIENCES**

While some may have questioned Duvall's style, few could deny that his contributions to life at Pacific were varied and significant—not least of all in the area of campus expansion. In this arena, at least, Duvall exhibited a good deal of diplomacy, simultaneously completing major additions to the facilities for both the arts and the sciences.

1993 saw the dedication of the Douglas C. Strain Science Center and the Taylor-Meade Performing Arts Center.
Students stroll through Vandervelden Court, a 1995 addition to campus housing.

Strain Science Center, which is currently the home of the biology, computer science, math, and physics departments. The impressive, modern complex was named after Douglas Strain, founder of Electro Scientific Industries, and member of Pacific's Board of Trustees. The Strain family has had a long history with Pacific: Douglas Strain later served as chair of the board (1984–86) and his daughter Barbara, '70, has long been active in campus life generally, serving as president of Friends of Old College Hall and Friends of the Library, among others.

Also completed in the same year was the Taylor-Meade Performing Arts Center—named for Lucia Taylor, her daughter Gail Taylor-Meade, '70, and son-in-law Leon S.

Open to Debate: The Tom McCall Forum

Named in honor of popular Governor Tom McCall, the first Tom McCall Forum was held in the Pacific University gymnasium in 1984 and featured William F. Buckley, Jr. and Senator Dick Clark. It and subsequent debates proved so successful that in 1992 the event was moved off-campus to the Portland Convention Center and then, in 1993, to its present sites, the Hilton Hotel for the banquet and the Arlene Schnitzer Concert Hall for the debate.

Over the years, the Tom McCall Forum has grown to become the premier public affairs event in Pacific's year, attracting more than 700 guests to the banquet alone from various corporate groups, and building funds for scholarships. Prominent pairings in the lively debates over the years have included Pat Schroeder and Jeane Kirkpatrick (1988), Judge Robert Bork and Arthur Schlesinger (1989), Jesse Jackson and Peter Ueberroth (1992), James Carville and William Safire (1995), and Dan Quayle and Robert F. Kennedy Jr. (1997).

Faculty members Seth Singleton (center) and Russ Dondero (right) listen to former vice president Dan Quayle at a question-and-answer session on campus before the 1997 Tom McCall Forum.

Faculty members Seth Singleton (center) and Russ Dondero (right) listen to former vice president Dan Quayle at a question-and-answer session on campus before the 1997 Tom McCall Forum.
Meade, '70, long-time supporters of the arts on campus. The arts center contains the 400-seat McCready Auditorium and the Burlingham Recital Room. It also houses nine classrooms, six faculty offices, and enough room for two choral ensembles, three bands, and a full orchestra—a monumental improvement over the facilities available at Knight Hall, where the Music Department had been housed for many years.

Taylor-Meade Performing Arts Center provided long-overdue recognition of the importance of the music and theater programs at Pacific, both of which trace their origins back to the very beginning of the college. Two near-legendary figures in that long history include Frances Clapp, '08, who both studied and taught music at Pacific, and Charles Trombley, '52, who, besides being one of the most popular deans in the school's history, was famous on campus both as a vocalist and producer of musicals.

Finally, Duvall initiated the construction of Vandervelden Court, the new student apartments that were completed in the fall of 1995, shortly after Duvall left Pacific. The four complexes were named after Joe Vandervelden, '37, long-time Forest Grove businessman and resident, in gratitude for a future scholarship trust fund. Each apartment boasted four bedrooms, two bathrooms, a common kitchen, and a furnished living room, as well as such modern conveniences as a connection to the Internet and cable television. In all, the complex provided 142 tenants the student equivalent of luxury.

**EXPANDING HORIZONS**

Closer to Duvall's heart than expanding facilities, however, was expanding the horizons of Pacific beyond the confines of Forest Grove. The Tom McCall Forum is a good example. When Duvall arrived on campus in 1983, the debate series—then called the "Politics and Law Forum"—was a small-scale operation that had been initiated by Professor Russ Dondero and his students in the Political Science department. Beginning in 1981, the first two debates had been held in the University Center and attended mainly by other students. Approached by Dondero with the prospect of bringing Robert Kennedy, Jr. to campus, Duvall immediately saw the potential for turning the Forum into a major fund-raising event that would, at the same time, increase Pacific's visibility in the broader community. The plan was to combine the debate with a banquet and sell tables to corporate executives from the Portland metropolitan area. With this in mind, Dondero approached Audrey McCall to get permission to name the series after her late husband, Oregon's popular Governor Tom McCall.

Also significant in expanding Pacific's horizons was the founding, in 1988, of the Pacific Intercultural Institute and, to oversee and support it, the Pacific Intercultural Foundation. Initiated by Duvall and funded by a generous gift from the Matsushita Electric Companies of America and Japan, the institute built on and extended the historic ties between Pacific University and the Asia-Pacific region, particularly Japan. Its goal was to be a high-quality educational resource center not only for Pacific University students but for the state of Oregon and the entire Pacific Northwest.

*Japan Day continues as an annual event at Pacific.*
Besides sponsoring various conferences, lectures, and teacher-exchange programs, the Pacific Intercultural Institute included an annual "Japan Day," during which high school students from throughout Oregon came to Pacific for the day and, communicating in Japanese, competed in sports, performed in skits, and learned more about the Japanese culture.

While Japan Day continues as an annual event at Pacific, the institute itself ultimately proved financially unfeasible and, in 1992, was phased out in favor of the current Asian Studies program. Though short-lived, the Pacific Intercultural Institute played a significant role in raising local awareness about Asian relations.

Today, thanks in part to teachers from Pacific University, Oregon leads the nation in the number of high schools that offer courses in the Japanese language.

These and other efforts went far toward putting Pacific on the Portland metropolitan map. When Duvall left Pacific in 1995, the school enjoyed a higher profile than at any time in its history. With only four years to its sesquicentennial anniversary and five to the millennium, Pacific University looked around for a leader who would take it into the 21st century.
The Pacific Century Campaign

IN 1987, FOUR YEARS AFTER Bob Duvall came to the Pacific campus, the Board of Trustees decided to proceed with a capital campaign that would meet the physical needs of the campus, build endowment, and provide a stronger foundation for the university. With some trepidation, the Board agreed to the initial goal of $12 million over five years. When, after a fuller assessment of needs, the goal was raised to $18 million, everyone agreed this was going to be a real stretch. By 1989, when the campaign went public, the bar had been raised to $23 million.

The $23 million goal, if it could be met, would provide $3.9 million in added endowment, primarily for professorships and scholarships, $4.4 million for a new science facility, $4.6 million for an intercultural arts and music facility, $750,000 for the Harvey Scott Library, $1 million for scholarships and equipment for Optometry, $2.85 million for an intercultural institute, and $5.5 million for the Pacific Annual Fund and current academic programs.

Early response to the campaign came mainly from long-time friends of Pacific. Prominent among the supporters were A. E. “Gene” Brim, who was appointed as head of the Campaign Steering Committee, and Ben Whiteley, who chaired the Board through part of this period. In 1988, trustee Jim Reynolds donated property to establish the Pacific Intercultural Institute, toward which Matsushita donated $1.5 million. Tom and Joyce Holce established an endowed chair in Science, later donating further money to an endowed Science scholarship; Eloise Bishop donated a major gift to the Music Building; and Lucia Taylor contributed substantially to the annual fund and to the Music Building. In 1989, Kathrin Cawein provided a gift of property to the campaign, and in 1990 Viola McCready Lasselle gave further trust funds to help with the Music Building campaign. Doug Strain, always one of Pacific’s staunchest supporters, concentrated his efforts on the new science building (see page 119).

As the campaign progressed, the foundation world stepped forward in a significant way, with the Meyer Memorial Trust providing $750,000 for the Optometry campaign and the Collins Foundation contributing $300,000 for the Music Building Fund and $400,000 for the Science Building. At the same time, Sequent Computer Systems provided a $1 million mainframe academic computer for the campus. The final year of the campaign was capped by the gift of $1 million from the M. J. Murdock Charitable Trust, monies from the Hall Templeton estate for the general endowment, and $261,000 from Willamette Industries.

When the capital campaign ended on September 15, 1993, President Duvall was able to announce that almost $25 million had been raised, an achievement that exceeded all expectations.
The New Millennium: A New Beginning

We sustain ourselves in context, and the context is changing. This is the paradox of a learning organization. — Faith Gabelnick, Inaugural Address, 1995

A LL G A I N involves an element of loss. As the 1995–96 school year approached, Pacific had gained considerable ground as a player in the broader community, but it had done so partly at the expense of morale on campus. A small but significant indicator of this shift was that the Heart of Oak had failed to appear for the past three years, the longest hiatus since the 1920s. It was no accident, therefore, that the new president, Faith Gabelnick, chose "community" and "connectedness" as two of the main themes of her new presidency, or that the internal issue to which she gave highest priority was "communication."

After Gabelnick's first year, Heart of Oak returned.

A GOOD NOTE TO BEGIN ON

Nineteen-ninety-five was a year of divisiveness in America. It witnessed the tail end of the longest strike in baseball history, the bombing of a Federal building in Oklahoma City, the dismantling of affirmative action programs in California, the indictment of President Clinton's Whitewater business partners for fraud, the controversial acquittal of O.J. Simpson by a largely black jury, and the resignation of Oregon Senator Bob Packwood over charges of sexual harassment. With national trauma becoming somewhat routine, the mood of the country was more jaded than apprehensive.

At Pacific University, the mood was wait-and-see. President Duvall, never particularly visible on campus in recent years, had departed the scene altogether, and no one could predict what his successor might bring to a campus that was feeling out of touch with its leadership.

But if the Pacific community was apprehen-
sive about the arrival of its new leader in the person of Faith Gabelnick, its fears were soon allayed. For one thing, Gabelnick made a point of meeting with every campus constituency in the first few months, only after which did she deliver her first "state of the university" address to faculty, staff, and students. This approach reflected her background and training, which had been in the fields of community learning, organizational leadership, and systems thinking. With a reputation for educational change, she was eager to make it clear that change had to come from within, not be imposed from without. As she put it in an interview in the September 1995 Index: "I don't think an administrator or a president should be an isolated leader. I like the idea of servant leadership." The Index reporter noted of Gabelnick, "She believes it is important for the campus community to understand the decisions the president makes," adding that Gabelnick planned to hold open office hours for students every Thursday afternoon. "I'm going to be a presence on campus," Gabelnick asserted. Whether Gabelnick could make good on her promises was another matter, but the right note had been sounded, and people at Pacific were ready to give the new president a chance to deliver.

Fittingly, Gabelnick began her renovation by reviving an old Pacific tradition, Campus Beautification Day. In the spring of 1996, over 100 faculty, staff, and students rolled up their sleeves to plant flowers, trees, and bushes by way of appreciating and caring for their environment. The following summer saw the return of the outdoor concerts "Under the Oaks," a project long espoused by Performing Arts Director Paula Thatcher and finally funded during Gabelnick's term. Autumn witnessed the arrival on campus of the annual corn roast, which, in partnership with the Chamber of Commerce, continues to attract several thousand people each year. Also in the fall, Gabelnick extended Founders' Day to Founders' Week, bringing in speakers and special programs to celebrate Pacific's heritage. As well, she set up monthly meetings with the mayor and city manager of Forest Grove to re-invigorate that historical connection. Both on campus and in the broader community, Pacific's first woman president was making her "presence" felt.

**WOMEN AT PACIFIC: A RETROSPECT**

While Faith Gabelnick is Pacific's first woman president, women have from the beginning played critical and often prominent roles in the school's history. Tualatin Academy and Pacific University, founded as they were by progressive Congregationalists, saw the education of women as an integral part of their mission. The original 1849 charter specifies "a Seminary of learning for the instruction of both sexes in science and literature." In 1881, Pacific's second president, Rev. John Herrick, had written: "Not to make ample provision for the education of women is to be behind the spirit of the age in which we live," adding that "the proper education of women has been recognized as an important, perhaps the chief factor of social progress." Such an attitude reflected, among other things, the Calvinist roots of the Congregationalist Church, by which women were considered a refining and feminine in women, lies at the basis of our social purity and welfare."

But "social purity," whatever that might mean, had long since vanished as an ideal, and President Herrick's remarks are likely to strike modern ears as paternalistic at best. The fact remains, however, that Pacific University has always been ahead of the "spirit of the age" in its efforts to provide women with equal educational opportunities—this despite the predominance of male students during most of the college's history (1989–90 was the first year that women students outnumbered the men, a trend that has continued to the present).

Starting with Harriet Hoover Killin, Pacific's...
first female graduate (1869), those efforts have provided the region and the nation with some of its finest elementary and high school teachers, as well as college professors such as Elda Walker '02, who became a noted botanist and long-time faculty member at the University of Nebraska. In the service professions generally, and especially in the foreign missions, female graduates of Pacific such as Frances Clapp '08, Nellie Walker '23, and Mary Ingle '33, contributed many decades of service in Japan, Hawaii, and elsewhere. And, closer to home, countless alumnae have always been the backbone of such organizations as the Friends of Old College Hall, the Friends of Music, and the Friends of the Library.

As for women among the faculty, we have singled out the beloved Mary Frances Farnham, but alumni from the '30s and '40s speak with equal respect of Gertrude Boyd Crane, who taught religion and philosophy, and whose blonde Pekinese, "Ah Sin," threatened to overthrow Boxer as a school mascot. In the College of Optometry, Dr. Anna Berliner, who taught at Pacific from 1949 to 1965, was a pioneer in establishing the close relationship between the behavioral sciences and the psychology of vision; in 1971 she received the American Optometric Association's prestigious Apollo Award for a lifetime of work that "deeply influenced the curriculum of every college of optometry." Women have served as the founding directors for the programs of physical therapy, occupational therapy and physician assistant studies. Outstanding women athletes such as Judy Sherman, athletic director, have brought honors to Pacific in regional and national arenas. During Gabelnick's term of office the number of tenured women faculty has increased significantly.

The Board of Trustees, too, though it has yet to appoint a woman as chairperson, has benefited over the years from the membership of senior board members such as Viola McCreary, '31; Jean Tate, '52; Elizabeth Johnson; and Doris Burlingham.

The hiring of Faith Gabelnick, then, was not so much a breaking with one tradition as the formal acknowledgment of another. The possibility of establishing a feminist studies program at Pacific had been in the air for some time, but no action had been taken. Then, in November 1995, 38 students signed a petition to the dean of Arts and Sciences requesting the development of such a program. The petition, which argued that feminist studies would offer a valuable alternative voice to the existing curriculum, coincided with the arrival of Faith Gabelnick, then, was not so much a breaking with one tradition as the formal acknowledgment of another. The possibility of establishing a feminist studies program at Pacific had been in the air for some time, but no action had been taken. Then, in November 1995, 38 students signed a petition to the dean of Arts and Sciences requesting the development of such a program. The petition, which argued that feminist studies would offer a valuable alternative voice to the existing curriculum, coincided with the arrival of Faith Gabelnick, then, was not so much a breaking with one tradition as the formal acknowledgment of another. The possibility of establishing a feminist studies program at Pacific had been in the air for some time, but no action had been taken. Then, in November 1995, 38 students signed a petition to the dean of Arts and Sciences requesting the development of such a program. The petition, which argued that feminist studies would offer a valuable alternative voice to the existing curriculum, coincided with the arrival...
Alumni Represent Oregon's First Congressional District

Two Pacific University graduates have been elected in Oregon to seats in the United States Congress, both serving as representatives from Oregon's First District. Republican Thomas Tongue (1844–1903) completed his studies in 1868 and first went to Washington, D.C. in 1897. Graduating a century later, in 1969, Les AuCoin (1942–) became the first Democrat ever elected from the First District.

Thomas Tongue, a native of England, practiced law in Hillsboro for many years. He served in the State Senate from 1888 to 1892 before successfully running for Congress. Tongue was elected to national office in 1896 and reelected three times. Unfortunately, his public service was cut short in 1903 when he died at the start of his fourth term. Rep. Tongue was personally responsible for Pacific's designation as Government Documents Repository #0504, only the third such designation in Oregon and a major boost for the library's collection.

Les AuCoin studied journalism, political science, and Biblical literature at Pacific. While finishing his bachelor's degree, he also worked as Pacific's director of public information. AuCoin began his political career in 1970 when he won a seat in the Oregon House of Representatives. Four years later, in 1974, he began an 18-year stint in Congress. AuCoin, a popular figure in the district, was reelected eight times. His service ended voluntarily when he gave up his seat to run unsuccessfully for the U.S. Senate against Bob Packwood. Pacific granted AuCoin an honorary doctor of letters degree in 1977, recognizing his contribution to the welfare of Oregonians statewide. Rep. AuCoin served on the Pacific University Board of Trustees from 1985 until 1998.

In choosing "connectedness" as the theme of her presidency, Gabelnick had her work cut out for her. In 1995, the year she arrived on campus, the university already had five graduate programs and was about to add a sixth. Most of these programs—optometry (1945), physical therapy (1975), occupational therapy (1984), and professional psychology (1985)—represented the only offerings in their respective fields in the state of Oregon—or, in the case of the O.D. degree in optometry and the Psy.D. degree in psychology, in the Pacific Northwest. The teacher education program that had been part of the College of Arts and Sciences at Pacific had been remodeled in 1994 to become the School of Education, which established one location on the Forest Grove campus and one in Eugene, adding yet other rooms to "the house that Marsh built."

All of these programs drew on the latest research in their particular disciplines and were practice-oriented, both in philosophy of approach and in the "hands-on" preparation of students. Importantly, the programs honored and extended the strong emphasis that the Congregationalist founders of Pacific University had placed on preparing professionals for service to the community. In many respects, however, the university acted as if it were simply a college of arts and sciences connected to an assortment of professional programs. The challenge would be to bridge the widening gap between the graduate professional programs and the liberal arts curricula that were supposed to constitute the core of Pacific University's identity.

In response to this challenge, Gabelnick established the Liberal Learning Task Force,
made up of faculty from the College of Arts and Sciences and from the professional programs, to explore ways to link what, up to this point, had been separate and sometimes conflicting entities. As is often the case in family feuds, the various parties, when they sat down together and aired their respective agendas and grievances, found that they were not nearly as much at odds as they had for many years assumed. In particular, the task force found that a solid foundation in the liberal arts was as important to the professional programs as it was to the undergraduate programs, and that their respective curricula held many values and interests in common.

Out of the task force’s discussions grew a proposal to the Hewlett Foundation of Menlo Park, California, for a three-year project to “explicitly connect and integrate our liberal arts and professional identities.” In July of 1998, the Hewlett Foundation awarded Pacific University $375,000 to enable the faculty to rethink their curricula in partnership with their colleagues, and to develop collaborative teaching practices, particularly those that would bring the graduate and the undergraduate colleges together.

With the Hewlett Program entering its third year, the outcome of that effort remains to be seen, but the attempt itself is evidence that Pacific has not lost its flair for “acts of splendid audacity.” Nor has it lost the dynamic tension between Sidney Harper Marsh’s ideal that “The true aim of the scholar is truth and knowledge for its own sake” and the opposing view that preparation for professional careers is the more proper end of a university education. Rather than resolving these opposing views, Pacific University, as it enters the 21st century, seems almost comfortable in accepting them as complementary and integral parts of its unique identity.

Above: Quilters demonstrate their craft on Founders' Day, which started in 1993 as a Friends of Old College Hall event. Today Founders' Week culminates in the annual Founders' Day/Corn Roast, held on the campus in conjunction with the Forest Grove Chamber of Commerce. Right: President Gabelnick presides over the Hometown Hero Awards presented as part of Corn Roast.
In 1993 Pacific established an Athletic Hall of Fame to honor graduates who have distinguished themselves on the athletic fields, or have played a “behind the scenes” role in supporting the athletic program.

Nely Agbulos, Athlete, Softball, Volleyball, 1982
Susi Chaffee Armstrong, Athlete, Track & Field, Volleyball, 1979-83
Charles Bafaro, Coach, Baseball, 1963-94
Sally Baierski, Athlete, Softball, Soccer, 1985
Peaches Bode, Athlete, W-Basketball, Softball, 1982
Art Brachman, Athlete, Football, 1929-32
Frank Buckiewicz, Athlete, Football, Basketball, Track, Golf, 1953, Coach, Football, Golf, 1965-80
Kris Chatari-Sanchez, Athlete, Volleyball, W-Basketball, 1977
Dr. Lund Chin, Athlete, M-Tennis, 1964
Jim Corrigan, Athlete, Football, Basketball, Track, 1936
Dick Daniels, Athlete, Football, Track & Field, 1968
Nancy Vanderwerf Edwards, Athlete, Softball, Volleyball, 1986
Deann Fitzgerald, Athlete, Softball, 1981
Roger Folgate, Coach, Football, 1936-42
Leo Frank, Coach, Football, 1921-29
Rick Franklin, Athlete, Wrestling, 1978
Dan French, Athlete, Football, Basketball, Track, 1956, Coach Basketball 1960-72
Varina French, Meritorious Service - PE Faculty, 1960-78
Lee Garboden, Athlete, Wrestling, 1971-75
Len Gilman, Athlete, Football, 1941
George Horner, Meritorious Service, 1944
Jean Horner, Meritorious Service, 1950s - 60s
Norm Hubert, Athlete, M-Basketball, 1955
Nancy Jewett, Athlete, Volleyball, Softball, 1972
Leon Johnson, Athlete, M-Basketball, 1964
Jack Killitis, Athlete, M-Tennis, 1935
Bob Light, Athlete, Football, 1962
Lloyd Little, Athlete, Football, Baseball, 1975
Ruth Loomis, Meritorious Service, 1929-41
Gerald Mills, Athlete, Football, 1955
Dr. Cal Mosley, Athlete, Baseball, 1966
Doug Okabayashi, Athlete, Football, 1970, Meritorious Service
Vince Powell, Athlete, Baseball, 1968
Jana Ransom, Athlete, Softball, W-Basketball, Field Hockey, Track, 1975
Kelly Reed, Athlete, Softball, Volleyball, W-Basketball, 1982
Ed Ritt, Athlete, Wrestling, 1983
Harvey Roloff, Coach, M-Basketball, Football, 1946-56, 1941 Grad
Ed Rooney, Athlete, M-Basketball, Football, 1951
Stan Russell, Athlete, Football, 1950
Cindy Schuppert, Athlete, W-Basketball, Softball, 1983
Steve Sherrill, Athlete, Baseball, 1973
Brett Smith, Athlete, Football, 1985-87
Dan Spiering, Athlete, Football, Baseball, Booster Organizer, 1948
Paul Stagg, Coach, Football, 1947-60
Chris Tarabochnia-Van Wagner, Athlete, W-Basketball, 1986
Arnold "Tug" Thorgenson, Athlete, Baseball, M-Basketball, Football, 1949
Kathy Thurman, Meritorious Service, 1976, 1980
Johanna Vaandering, Athlete, Softball, 1987
John Voorhies, Athlete, Baseball, 1968-72
Brenda Wall-Manser, Athlete, Softball, W-Basketball, 1980
As this story of Pacific University is being written, President Faith Gabelnick has been at Pacific for only four years, but there has been progress on several fronts. The university has initiated two new master’s programs, one in physician assistant studies and one in counseling, and is developing its third doctorate—this one in physical therapy. At the undergraduate level, thanks to a grant from the Murdock Trust, the university has launched a program of undergraduate research in the natural sciences. As for physical improvements, the College of Optometry has completed its “phase one” renovation of $3.5 million, and raised additional funds for classrooms equipped with the latest technology. Also, the university has hired a campus architect to embark on expanding the Pacific Athletic Center, renovate the University Center and the Library, and build special homes for School of Occupational Therapy, the School of Education, and the School of Professional Psychology.

These advancements have not gone unnoticed. The 1998 U.S. News and World Report’s “Best-Value” edition ranked Pacific number one in Oregon for academic value, and third overall for value among comprehensive universities west of the Mississippi. What this translated to was national recognition that Pacific provided parents and students outstanding value for their education dollar. To the countless alumni who over the years had benefited from Pacific’s abiding mission to provide quality education to students of limited means, this was hardly news.

Pacific has also witnessed major successes on the athletic field in the past four years. 1996 was especially good to the Boxers; for only the second time in the school’s history, Pacific won three NCIC titles—in women’s basketball, men’s soccer, and golf. The women’s basketball victory was especially exciting as the Boxers came from behind to upset the top-seeded Willamette University Bearcats, losers of only one game in the regular season, by a score of 66 to 55. In the following year Coach Ken Schumann took the men’s basketball team to the national play-offs for the first time in 63 years, and in 1998 Judy Sherman’s softball squad won the NCIC championship for the first time since the remarkable six consecutive titles in the early 1980s.

Fittingly, 1998 also marked the 150th year since George Atkinson had ridden out on horseback from Oregon City to the West Tualatin Plains to see “what is called an orphan school” and had returned to record in his diary: “It is a good site and it may grow to some importance.” Poised on the brink of the 21st century, the school built on that site could look back at Atkinson’s words with satisfaction. Moreover, with an enrollment of 2,000 students, the highest in its history, taught by 160 Top: Freshmen sign the enrollment book in Old College Hall. Above: The Index Staff in the 1990s
A GOOD NOTE TO END ON

Mark Twain once observed that as a teenager he considered his parents to be incurably dense, and that when he reached his twenties he was amazed by how much they had matured in so short a time. Children's perceptions of their parents are necessarily colored by a blissful ignorance of the challenges, financial and otherwise, that come with raising a family. Were this not the case, the only happy children would be those of wealthy parents.

This phenomenon applies as well to students' attitudes about their alma maters. There has hardly been a time in Pacific University's history when it has not been challenged by financial worries, and there has been more than one time when the university teetered on the brink of closure. And yet, with few exceptions, this is not what the alumni remember about their years at Pacific, if indeed they were even aware of it at the time.

Quite the contrary. What they remember, by and large, is the pervasive sense of security that the close-knit community of a small college provides. They remember the friendships, many of which are still strong, and the one-on-one interactions with a faculty member who was as concerned about their personal growth as their academic progress.

In her report to the Pacific community in 1997, Faith Gabelnick declared: "As we change, we must provide space for joy, play, and celebration. When we lose sight of the joy of learning, we undercut our mission and our core values." This is an appropriate note to end on, insofar as an ending is appropriate at all in the context of a school that has seemed, throughout its long history, to be forever on the verge of beginning anew.

The fact is, most institutions of Pacific University's age have become venerable, not to say stodgy. Pacific University has managed to remain young, with all the strengths and weaknesses attendant on that condition—a certain awkwardness about identity, perhaps, but coupled with an exhilarating sense that the best years still lie ahead. The challenges that face Pacific University's first woman president are hardly less daunting than those that faced its first male president 150 years ago. Some might find this grounds for discouragement; it is a mark of Pacific University's essential character to see it as a cause for celebration.