

# A MOUNTAIN, A PICKAX, A COLLEGE



WALTER UTT'S HISTORY OF PACIFIC UNION COLLEGE

WITH AN AFTERWORD BY ERIC ANDERSON

## TITLE PAGE/COVER JACKET PHOTOGRAPH OF IRWIN HALL

In an interview on June 5, 1995, Herschel Wheeler (then one hundred years old) was asked about the making of the photograph nearly fifty years before. He said:

“In 1950 when I was in charge of the audiovisual department, President Percy Christian came to me, and said, ‘You know, I think I would like to have you get a good picture of Irwin Hall and we’ll send a copy out to every academy in the Pacific Union. When they see what a beautiful place we have up here, they will come running to P.U.C.’ Well, I didn’t know for sure what I could do. It was to be a large picture, and I don’t recall the camera I used. It might have been a 4 x 5 Speed Graphic. So, one afternoon when I thought the conditions looked pretty good, I got my camera and filters and film and I got up on the top of the overhang of Old West Hall, where the old post office and store were, and I made several exposures, using different filters. When I wanted to make the prints, I found I had a problem. I was to make

two dozen 20 x 24-inch pictures, and I didn’t know how I was going to develop them, but it was a real job. I didn’t have big enough trays and so I had to improvise using plastic over some boxes. And it was hard to find the room where I could spread out about five different trays and get the enlarger so that I could make a picture big enough. I processed them not only with developer and stopbath and fixer, but I also put on what we call gold toning, to make them permanent. Well, somehow I accomplished it; I can’t recall exactly how. Somebody else had to make the frames and send the pictures out to all the academies. A few years later, after I’d returned from working in the General Conference for four years, I inquired at one of the academies and they said, ‘No, I don’t recall having any picture like that.’ Back at the college I found four of them still stored away up in the Public Relations department and I got one out and they said I could have it, and I put it in the big frame that I have on our wall here at Yountville. So that is the story as well as I can tell.”

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### THIRD EDITION

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## EDITOR'S NOTE

First, a bit of the history of this history.

Doctor Walter Utt's earliest version of the college history was written for the *DIOGENES LANTERN* of 1957, which commemorated the founding, seventy-five years before, of Healdsburg Academy, the forerunner of Pacific Union College. A second version was printed in 1968. That edition also celebrated an anniversary: one hundred years earlier Elders J.N. Loughborough and D.T. Bourdeau had arrived in San Francisco to begin the Adventist work in California. With the title *A MOUNTAIN, A PICKAX, A COLLEGE*, the new version brought the history more or less up to date, adding a fourth chapter to the text that had appeared in the 1957 *DIOGENES LANTERN*. In that edition, the chapters from the earlier version were reproduced photographically, with the unfortunate consequence of perpetuating certain errors of fact and some typographic and editorial lapses. This present version was occasioned by an even more significant anniversary. Dr. Utt continued his history for the 1982 centennial celebrations of the founding of Healdsburg/P.U.C., completely rewriting the last chapter of the 1968 edition and extending its coverage to 1982.

Twenty-five years, then, had elapsed between the writing of the first three chapters and the completion of the fourth. When he wrote the earliest version Dr. Utt was a junior member of the faculty; when he wrote the fourth chapter he was one of the recognized sages on campus.

The 1957 version had to a large degree the glow of youthful days remembered. That is not surprising. He noted in his preface that alumni had returned to him hundreds of questionnaires and dozens of letters sharing reminiscences of earlier days. Besides that, P.U.C. was in his blood. Not only had he graduated from the college in 1942, then returned as a member of the faculty in 1951, but both his father and mother had been students in the very early, genuinely pioneering years of the college on the Angwin campus. Charles Utt was a graduate, probably of the academy, in 1913. Miriam Clark Utt was a graduate of 1916 and Charles Utt again in 1917. Growing up, Walter must often have heard from his parents stories of those pioneering days.

The fourth chapter is quite different in tone. Here the author is writing about what he has lived through. Having himself been one of the unidentified actors in his narrative, he can offer at the end some sober reflections on the state of the college and its prospects for the future. It is a guarded and wary view.

With the assurance of an honored senior professor, he exhibits an interesting blend of candor and prudence. In the preface to the second edition he had written:

The risks and perils of writing a history of recent events are fairly obvious. Just what items are truly memorable has not yet been agreed upon, and in the sempiternal give and take of institutional policy, wounds may not always have had time to heal. The charity so easily given to combatants in battles long past

is difficult to extend to opponents in recent disagreements when the smoke may still be drifting in the air. It would be most inappropriate, therefore, to label the summary found in Chapter Four of this volume as 'history.' As the scholarly reviews so often say, "the definitive account of this subject has yet to be written."

While the candor often displays itself in his sometimes caustic wit, his prudence comes into play in connection with the "risks and perils" of writing about recent events. For one thing, in the fourth chapter he rarely names any faculty members, though in the first three chapters he had written generously about prominent teachers. Those faculty members who were his colleagues melt into one general body; only administrators are named. More significantly, he often encapsulates situations or events in cryptic statements that might well have said a great deal to readers acquainted with the state of the college in 1982, but may be more than puzzling to readers coming to his material more than a dozen years later. Take, as one example, "the dreaded Australian disease" he mentions in his final chapter.

In his reflections at the end of chapter four Dr. Utt speaks of "a centennial year which has been perhaps the most difficult the school has had to face since the closure of Healdsburg." But he does not tell us plainly why that was so. To help readers bridge that gap, Dr. Eric Anderson, professor of history, has written an "Afterword" which describes the climate of the college during a few years leading up to 1982, and helps to explain the concerned tone of the fourth chapter.

Incidentally, at the time that chapter was written, despite the prudence and the cryptic references, the material was considered too sensitive to publish, and the manuscript was still in limbo at Dr. Utt's untimely death in 1985. But friends of Walter Utt, by their encouragement and financial support, have made possible the publication of this centennial edition of his history. —J.P.S.

## FROM THE PREFACE TO THE 1957 EDITION

In a Founders' Day address a few years ago, Professor Cady recalled that when he became president in 1899, a Healdsburg College rule required boys and girls to keep at least twenty feet apart as they walked from the school home to the college building. On one occasion, to insure complete cooperation with the college administration, they used a twenty-foot pole, with boys holding one end and girls the other. Professor Cady said that he abolished the rule and was criticized for "lowering the standards." Another faculty member of that period not only does not remember any such incident but is positive that no such rule ever existed.

Considering that the period covered by P.U.C. history is not great as the span of universal history goes, and that the people involved were almost without exception veracious in the extreme, it is indeed amazing how rapidly the details of some events have already been lost to memory, or, what is almost

more disconcerting, have been remembered in different ways by several eyewitnesses. It is to be hoped that the unverifiable traditions, which have blossomed from the earliest days of the school, will not become “fact” because this narrative gives them the prestige of the printed word. If there is sin in this respect, we can only ask the reader’s pardon and plead good intentions . . .

The history of our college certainly shows the Lord’s leading hand in the circumstances of its founding and its relocation; and in the work it has been able to do for God and man for three quarters of a century, we can assuredly find the basis for that legitimate pride all of us feel for our Alma Mater. A history of P.U.C., written with no attempt to distinguish between the strong and the weak points of the past, would be nothing more than an exercise in sentimentality. P.U.C.’s task is still to produce an elite group of men and women who are to help carry on and to finish the work entrusted to God’s people. While we should be encouraged by a great past, the school cannot perform its pioneering function if it simply dwells on former glories. Ways must be found to make more efficient use of the human and material resources with which we have to work, and mistakes must not be repeated.

In a work of this sort, it is impossible to give due credit to everyone who has helped. The many hundreds of questionnaires sent in by alumni, the dozens of letters of anecdotes and impressions have been indispensable for this book. The Student Association, the college administration, and the College Board have given whole-hearted support . . . . Special credit is due President John E. Weaver for initiating the project in the first place and to President R.W. Fowler for seeing it through as a combined volume. Like most histories, this one is built in part upon work done by predecessors. Long ago Dr. W.H. Teesdale began the collection of materials useful for a college history, and Walton Brown ’34 and Philip Hoffman ’38 have both written useful theses on P.U.C.’s past. The chapter on Healdsburg owes much to the labors of Richard Engel, M.A. ’57.

—Walter C. Utt ’42  
History Editor, *DIOGENES LANTERN*

## INTRODUCTION TO THE THIRD EDITION

Institutions, like people, are subject to those artificial, punctiliar pauses in unrolling the seamless web of time, that we call anniversaries. We sense the artificiality of such observances in the arbitrary way certain cultures select a particular time unit to make much of—a first, a twenty-fifth or a hundredth year of existence.



*Walter Utt, circa 1958*

While nothing very significant may happen to a person or an institution in an anniversary year, and the most important accomplishment either one might claim may have occurred in its eleventh, say, or perhaps its forty-first year, yet we are accustomed to make something of anniversaries, even if the individual or the institution has never done anything of note, and, for that matter, may never do so.

Unlike most people, institutions may have centennials. In a part of the country where the recorded history is still comparatively recent, our college now claims a respectable antiquity by joining its manifestations, Healdsburg (1882-1908) and Angwin (since 1909), and not worrying about the 1908-1909 school year’s getting lost. In terms of the work assigned the Church for which the college carries on its educational task, perhaps we should

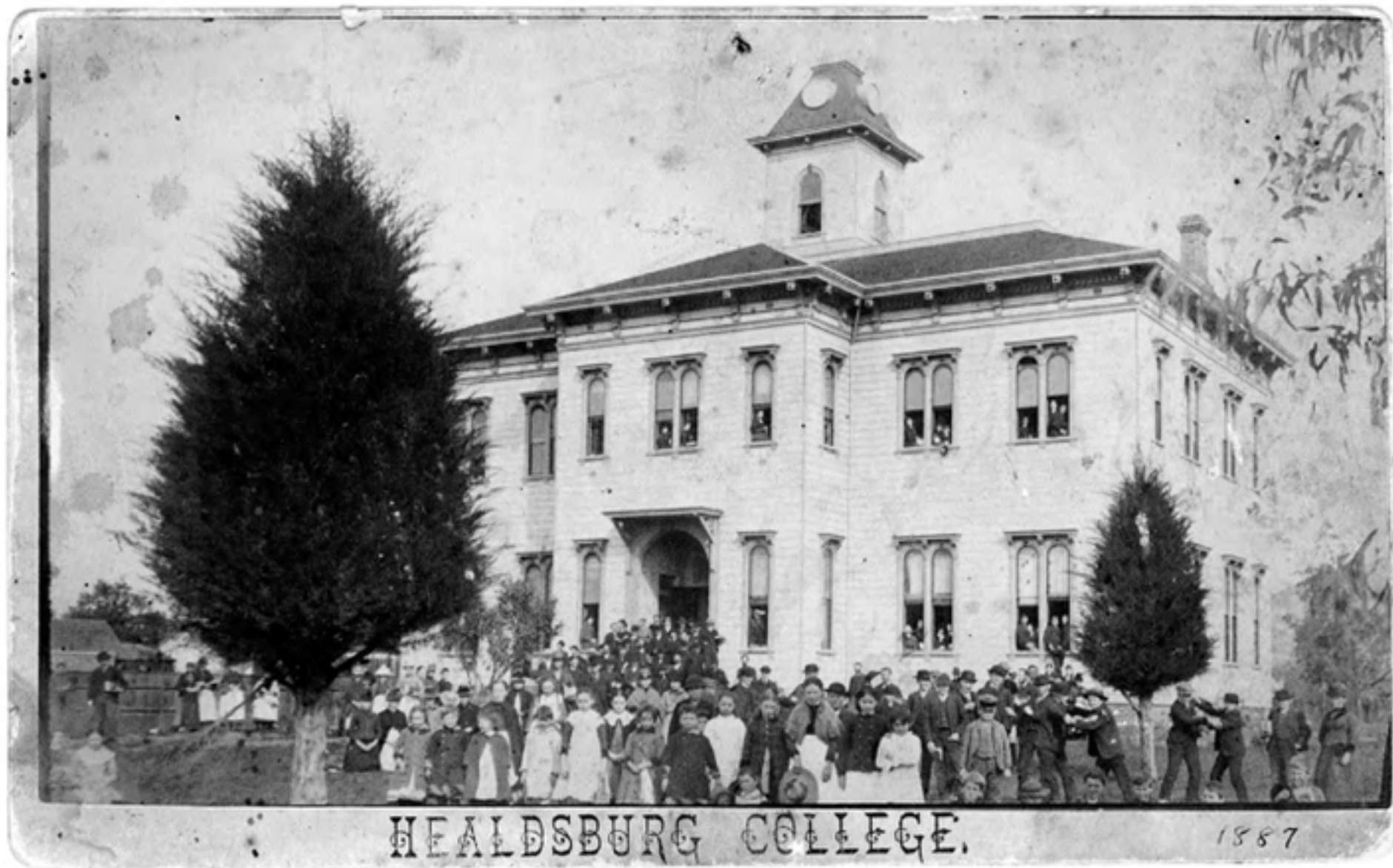
not be celebrating. Yet there is still a work to be done and Healdsburg and Pacific Union Colleges have been at it, “occupying” for these hundred years. The anniversary offers us an opportunity to look back at what has been done, and to note the way we have arrived at the state of the college in 1982. Some pride is doubtless appropriate, perhaps some contrition, and, of course, some sentiment.

To each of the publics of the college—the alumni, the students, the community—the institution represents something different. To some, the anniversary may be mostly a summoning up of nostalgia; to another an occasion for celebrations, an excuse for wearing period costumes. The historian, if he carries his professional instincts too far, may not be particularly welcome, except perhaps for keeping obvious anachronisms out of the pageants. It is all very well to review the origins, confirm the ideals, and point with pride to accomplishments, but after all, a birthday party is not the best time to wax analytical or evaluative. As historian A.J.P. Taylor observed, we learn from our old mistakes how to make new blunders, but he probably did not say that at a centennial celebration.

It can be profitable and also enjoyable to know more about what went before, to see how our predecessors performed, and to be reminded of what they thought they were about. This centennial gives us an opportunity to reexamine the roots of the Church and its educational system, and to note with a measure of justified pride the work of the school and its leaders.

Let us make the most of it. But let us hope there need not be another.

—Walter C. Utt ’42



HEALDSBURG COLLEGE.

1887

# THE BEGINNING AT HEALDSBURG

## LAUNCHING THE COLLEGE

The tenth annual session of the California Conference of Seventh-day Adventists met at the East Park Grove camp grounds on the American River near Sacramento, October 13 to 25, 1881, in what seems today to have been a different world.

California had been under the United States flag for only 33 years and connected with the East by rail for twelve. Chester A. Arthur had just succeeded Garfield to the presidency and Queen Victoria had already reigned over England 44 years. Veterans of the Civil War were getting on into their forties. The U.S. Army numbered only about 25,000 men and the federal government had not yet spent a billion dollars in a fiscal year. Edison's electric light had been functioning just two years and Joseph Stalin was a baby of two. In denominational terms, James White had been dead two months and G.I. Butler was president of the General Conference. The Pacific Press, then in Oakland, was seven years old, as was Battle Creek College. What was to become the St. Helena Sanitarium was only three.

The western membership of the Church was aware of an acute problem. Since the day in 1868 when D.T. Bourdeau and J.N. Loughborough had arrived in San Francisco to begin the organized work in the West, the membership had grown. To keep the young people from drifting away from the Message and to train the workers needed for further expansion in the enormous field, proper schooling would have to be provided. Though many of the members of that day were prosperous farmers who had struggled across the plains and made good amid the untapped resources of California, they felt it too great a journey to require their children to travel in the reverse direction over the Rockies to the new college at the Adventist "capital" at Battle Creek.



*Mrs. Ellen G. White*



*Elder S.N. Haskell*



*Elder & Mrs. William C. White*

Though then numbered only in the hundreds, the believers were determined to educate workers for the cause of God and that as quickly as possible. That the beginnings might have to be small did not discourage them, for they lived in a new and optimistic part of the country and they had a "cause" to inspire them.

Ellen G. White and her 27-year-old son, William, were in attendance at the camp meeting. It had been nine years since she and her late husband first visited California and she was convinced that the progress was sufficient to justify the immediate establishment of a western school. She personally and urgently approached some of the landowners present and appealed for their support. Elder J.N. Haskell, the newly elected president of the conference, urged caution. He wished to see the debt on the San Francisco and Oakland meeting houses retired first, and wanted to wait until the next year for any college project. The conference, however, decided to proceed at once and voted \$2000 for initial expenses although no public call for funds was made at that time.

On October 20, 1881, a school board was constituted with W.C. White as president, William Sanders as secretary, T.M. Chapman as treasurer, and William Butcher, John Morrison, J.H. Waggoner and M.J. Church as the remaining members. (The latter was the founder of Fresno and the man who had introduced irrigation to the Central Valley.) All ministers were asked to serve as recruiters for the school.

The sub-committee on finance set to work at once to locate a favorable site. Another committee began the search for a faculty and, since W.C. White was going east to the General Conference session, it was voted that he try to secure as principal Sidney Brownsberger, who for seven years had served as

president at Battle Creek. Though the California plans were mentioned in the General Conference session, little interest was shown and the project remained largely a western enterprise.

W.C. White discharged his commission successfully by a visit to Sheboygan, Michigan, where Brownsberger was teaching public school. As president of Battle Creek College, he had been caught in the middle of a struggle among conflicting interpretations regarding the objectives and methods of the school, and had emerged sadly battered. Bright and energetic as he was,



*Sidney Brownsberger  
President, 1882-1886*

Brownsberger had come from the traditional background of the University of Michigan and did not at first fully understand the new practical ideals for education being elaborated by Ellen White. He collided with those who, going even further, rejected his classical background entirely and even denounced collegiate degrees as being too worldly. He was possibly even more distressed by the problems created by farming the students out to private homes where school supervision was next to impossible. (At the time, most church members opposed dormitories as fostering evil influences.) To repair his health he had

resigned the year before the embattled college temporarily suspended operations, resolving then “never again to enter [denominational employment] except on the basis of the lines and reforms set forth in the Testimonies.” He was still only 36 years of age.

Thanks to a severe storm and a railway strike, the two days W.C. White expected to spend in Sheboygan became seven, and he convinced the Brownsbergers that California was far enough from Michigan to be worth a trial. Since the new principal would be needed at once, White persuaded the Battle Creek faculty to grant G.W. Caviness his graduation in mid-year so that he and his wife could replace the Brownsbergers in Sheboygan.

Finding a location for the new school proved more difficult. There must be enough ground for recreation “in connection with mental study.” This should be preferably the learning of a trade. Conference business and missionary techniques must also be taught, and a school paper printed to give practice in the preparation of manuscripts. That the school would be coeducational was agreed, and “healthful cooking” and “useful employment”

must be available for young ladies as well as theological and scientific studies for the young men.

The search was directed mostly to the valleys where California Adventism was first established, and visits were made to Napa, St. Helena, Santa Rosa, Petaluma, and Healdsburg. No thought was apparently given

to Central or Southern California, an empty and undeveloped part of the state at that time. Either rental or purchase would be satisfactory, if the price should be low enough. Hearing of a Methodist property available “for a small sum,” W.C. White hastened to Santa Rosa with \$2000 in hand but found the price to be \$30,000.

Late in January, 1882, the quarterly conference meeting was called to make a decision, gathering in Healdsburg where a church had been established in 1869. Mrs. White was again present and urged the necessity for a school. Local church members suggested their own town: “Property could be obtained cheaply, the climate was good, crops were certain, and the people were prosperous.” Elder Waggoner agreed that of the places he had seen, Healdsburg offered the most advantages.

The decision was clinched by the availability of the Healdsburg Institute. Built in 1877, it had failed financially, but the property was valued at \$10,000. It had been sold to Mrs. Mercy Maria Gray for a proposed Baptist college. But nothing was done, and on March 6, 1882, the lot, its two-story building, and 100 school chairs had been sold for \$21.81 in delinquent taxes. Mrs. Gray, however, redeemed the property within the time limit and a few days later, on April 5, 1882, sold it to W.C. White (acting for the board) for \$3750 “gold coin.”



*Healdsburg Seventh-day Adventist Church*



## THE SCHOOL GETS UNDER WAY

The Brownsbergers had arrived in Oakland early in March, 1882, to find that uncertainties about finances and enrollment might yet prevent the opening of the school. It was soon announced that the term would begin in April. The *RUSSIAN RIVER FLAG* commented that this would not be “a proselyting school but is to be conducted in such a manner as to attract all young gentlemen and ladies who desire a more advanced education.” The editor looked to the school to attract many “new and desirable” residents to the town.

April 11 was the great day. With two teachers—Prof. and Mrs. Brownsberger—and 26 homesick and apprehensive scholars, the Healdsburg Academy opened for a special eight-week term. (Some say that only 18 were actually there the first day.) The majority were grade school students, with the most advanced being at about the high school sophomore level. They were rather overwhelmed by the large empty building, with four classrooms, principal’s office, and bookstore on the first floor, and library, assembly room, and two more classrooms on the second.

Professor Brownsberger opened proceedings with the singing of “Home, Sweet Home.” When the tears were dry, the students stumbled through a spelling bee. “How we did murder those words!” recalled one who was there. The best score was about 75 out of 100 but most missed half or more. Brownsberger then had the privilege of first making the remark that his successors have been repeating ever since: “I see that we need drill on the fundamentals.”

From this beginning grew the second-oldest Seventh-day Adventist college. At this time California had eleven other

institutions of “higher learning,” the largest of which, the University of California, had 487 students.

Eight days later, S.N. Haskell, who divided his time between the two coasts, saw what was to become Atlantic Union College launched in the carriage shop at South Lancaster, Massachusetts. He had hoped to beat W.C. White out on the Pacific Coast but passed off his discomfiture gamely, remarking, “I had to build mine, but yours was already built.”

Brownsberger is described as being “of medium size, with sprightly step,

brown hair, sparkling eyes.” He was not one to delay putting his new program into operation. On Monday morning, the matron led the girls to the laundry and, for the first time for some of them, put them to work. W.C. White encountered the normally dignified Brownsberger in the yard that same morning busy with wheelbarrow and shovel. Being told of the initiation in the laundry, he cried, “We have made a beginning. We have won the victory. The labor by students is not despised, but will be a glory and an honor wherever they take part.”

The first full term began July 29, 1882. The arrival of Prof. and Mrs. W.C. Grainger doubled the faculty (though Mrs. Grainger eventually replaced Mrs. Brownsberger). By the end of the year, the addition of Edith Donaldson and the C.C. Ramseys brought the faculty to six with a total of 152 students. Average attendance was about 115. In the meantime, prestige-conscious citizens of Healdsburg pressed for the title of Healdsburg College and the name Academy was finally dropped, though not without some misgivings on the part of the faculty, who would have



*College Hall*



*The School Home*

preferred to have first a good academy before assuming the grander title.

In view of his experiences at Battle Creek, it is not surprising that the new principal (as he and his successors were often called for some years) pushed plans for a school home. Attempts to rent nearby houses failed and finances were already a problem. Mrs. White had taken up residence in Healdsburg to be of assistance to the school and agreed with Brownsberger heartily.

On a visit to her son in Oakland, Mrs. White said: "Will, it may be our plans are a failure because our faith is too small. Our plans are too narrow. Let us plan greater things and pray to God and see if He will open the way."



*A typical Healdsburg classroom*

White soon learned of a five-acre tract near the school that could be had for \$1300. On it were 13 trees each worth \$100. An option was secured and the board convened. The youthful chairman of the board anticipated no trouble in raising the sum from the well-to-do members. A member supposedly worth \$100,000 did not attend, but one worth \$50,000 did. He listened sympathetically to White's pleas and finally said: "Well, brethren, the proposition looks pretty good, and if Brother White can find the \$1300, I don't think we ought to offer any opposition to the purchase of the place."

Not long after this setback, an elderly lady, Mary Scott, called on White

in Oakland. She explained that through good advice from Ellen G. White at campmeeting she had saved thousands of dollars. She wished to show her gratitude by founding a home where girls might be educated. White saw his opportunity and suggested that she might assist the education for boys and girls and displayed the plans for the Healdsburg school home. The cost would be close to \$10,000. She could only give \$5000, but, Elder White later declared, he had been planning to ask for \$1000. She later donated a piano and the beginnings of the school museum, too.

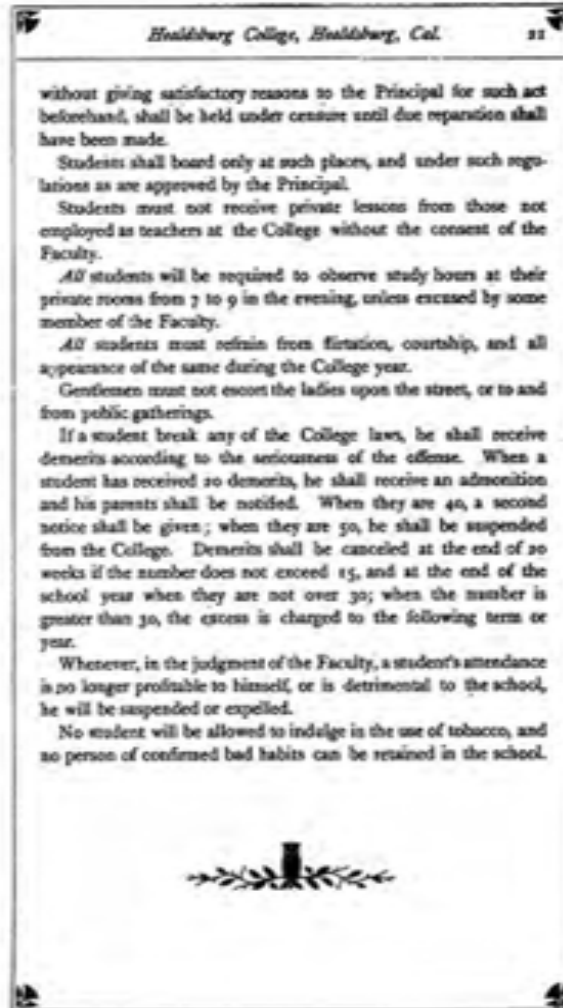
As construction proceeded, spirits were high. Mrs. White, writing in the *SIGNS OF THE TIMES*, urged the full support of all the western believers for the school, for "it is the purpose of managers and teachers, not so much to copy the plans and methods of other institutions of learning, as to make this school such as God can approve." In the strongest terms she emphasized the necessity of placing the young people in the school, even to selling part of one's land, if necessary.

Community reaction seemed favorable too. Praise was lavished on the plans for the new school home, with its facilities for cooking, laundry, dress-making, and other domestic skills, and the gardening and fruit-raising possibilities of the new tract. It was to be 38 x 100 feet and accommodate seventy persons in its four stories, and undoubtedly would be the grandest structure in town. Said the *FLAG*:

The foreman of the new building of the Adventist College, Mr. J.S. Whalen, kindly showed our reporter through the large structure a few days since, and afterwards took him to the dizzy top of the same. From this point the view is grand beyond description. Mr. Whalen gave him the following figures denoting the amount of material used in the construction of the building: 210,000 feet of lumber, 70,000 shingles, 80,000 lath, 60,000 bricks, 134 windows, about 100 doors, 6800 lbs. nails, 160 bbls. lime and plaster, 5 bbls. cement and 120 tons of sand.

A few weeks earlier the same paper had said:

The Healdsburg Academy in this city is in a most flourishing condition. President Brownsberger, and aides, Profs. Grainger and Ramsey and Mrs. Brownsberger, are making for themselves throughout the city enviable reputations for agreeableness, and their school has won a reputation for good discipline and thorough instruction. There are seventy-five students now in attendance and over one hundred are expected next term. The Academy management are pleased with our climate, our people, and the prospect, and our people are pleased with them.



From this time the success of the school seemed assured, though there was some distrust of the dormitory idea at first. In discussing the dedicatory services held in August, 1883, the SIGNS emphasized the point that the students would be under a type of parental care, “a steady, firm, and abiding influence for good around them at all times.” It was the first school home in an Adventist institution.

Parents, however, continued to move into Healdsburg in order to educate their children, in spite of warnings that they were thereby denuding the

smaller churches of talent. Eventually a fifth of the population was Adventist.

In the meantime the control of the college was formally vested in a corporation, set up October 2, 1882. The amount of capital stock was set at \$100,000. Stock was sold at \$10 per share, in reality a form of donation, since even if matters had gone well financially, there would have been no profits to share. Stockholders met in regular meetings and voted on matters of college operation. The early boards were composed of prominent laymen, as well as certain ministerial and educational figures, and the college had no customary means of obtaining denominational support, nor was it legally under denominational control. At the incorporation meeting, 754 shares were subscribed by 21 people. Five hundred of these represented Mary Scott's contribution. M.J. Church took 200. Stock sales continued for the next two decades.

There were a number of differences between school life of the 1880's and that of today. Comparison of tuition and board charges is interesting, but it should be remembered that a day's wage then was often but a dollar. Grade levels were not carefully distinguished and for some years the students were pretty freely scrambled together in classes. Higher education for girls was not yet a universally recognized need, there being, as a matter of fact, little that

a woman could do with such education in the denomination or out of it—grade school was sufficient preparation for nursing, and most secretaries were still men. Sending the boys away to Healdsburg was hard enough financially on most families, and, though many “village” students were girls, there were only 12 in the school home as late as 1890.

The age level was much higher than today, as a number of older men came in to prepare for the ministry. Husband and wives were also urged to attend to repair educational deficiencies and older people were told not to let

false pride keep them away. The process was not to take long. College at first was not “a creche for adolescents.” It was “where those about to enter the ministry can have a short course of study upon those subjects wherein they are most deficient.” (English was suggested as the most needful area of improvement.) “We are by no means certain that there is time left our youth who are just entering upon any one of these courses to complete it.”

However, the faculty was a bit discouraged at the lack of college level students. It was not until 1884 that the first aspirant in the “higher branches” appeared, and the first graduate was not through until Kate Bottomes finished the normal course in 1889.

According to the first bulletin, Healdsburg College wished to do more than inculcate the usual learning. Education was seen as “improvement of the powers of the entire human organism,” involving health, morals, and practical knowledge. Students must attain a “commendable self-sufficiency” and be a “more profitable class of citizens,” able to support themselves by some common means of livelihood. Therefore two and one-half hours of manual labor were required daily.

Brownsberger responded to fears that this labor would detract from conventional scholarship, saying that it had “rather accelerated it ... greatly reducing the number of cases of discipline,” as well as improving health. He was enthusiastic. “We believe,” he wrote, “it is the plan.”

Shop buildings sprang up in the orchard around the student home, a whole row of them eventually on College Street. By 1884, shoemaking, tentmaking, and blacksmithing were available and there were cows and horses and a garden to care for. Students were divided into seven companies



*A dressmaking class in an al fresco arrangement, possibly for the convenience of the photographer*

for labor, and except for shoemaking and farming, were under student captains. “Domestic” service was performed mostly by girls in the kitchen, laundry, and dining room. The boys cared for the buildings. “The college buildings made so beautiful by the efforts of these young men will stand as a pleasing memorial of their faithful and cheerful labors to the end of time,” said the SIGNS. Mary Clement of the Battle Creek kitchens led the girls. The college wished it understood, however, that it would not be

possible for a student to work his way through school. The required labor was without pay. Students might find “outside” work Sundays.

N.C. McClure and wife taught their own dressmaking methods, “The McClure Tailoring and Square Rule.” “The garment is cut by the carpenter’s measurement giving a perfect fit without alteration. It is not the design to instruct our pupils in fashionable dressmaking, but to teach these young ladies to do first-class work in fitting by measurement. Of course there is no extra charge for this instruction to those living in the student family.”

The president and a number of the faculty lived in the school home with the students. The school listed as its distinguishing features Bible study, thoroughness, discipline, and “practical employments.” “Ungovernable” children were to be returned to their parents. In the early days, Sabbath behavior was required of all, but those wishing also to honor Sunday could make such arrangements.

It was a virtual motto of the school, “Not how much but how well.” It should be remembered that the climate was similar in most schools of the day and that nothing exceptional was seen in the rules published for Healdsburg. Church, home and school all had the same standards and most of the students hardly felt cramped.

As for scholarship, early bulletins offered two preparatory courses: a four-year initial course, or “kindergarten,” and a four-year grammar course, involving grammar, reading, drawing, mathematics, geography and American history.

On the collegiate level, three curricula were at first available, though much the same in actual studies: a three-year Biblical course, a three-year scientific course, and the four-year classical course. The former was especially flexible, not necessarily requiring the student to stay the full year. This arrangement was stated to be advantageous to the student (who might, in fact, be a mature minister of the gospel already) and to the school. The Bible students took English, history, practical missionary labors, Greek, physiology, geology, and Bible lectures, though it does not seem that all

these courses were immediately available or patronized. Courses were born (or died) very casually. The first classes in Greek, bookkeeping, algebra and physiology seem to have been given in 1884.

The classical course was based on Latin, Greek, English, natural science, botany, physiology and mathematics. The scientific course was like unto it, but with no dead languages and more civil government and history. In later years the graduates of the scientific course had no trouble being admitted to the medical schools of the day. Later a three-year normal course was added, though Professor Ramsey back in 1882 had been “prepared to do a special work for those who are preparing themselves to teach.” Graduates of the classical course received the B.A. degree; the scientific, the B.S.; and suitable certificates were awarded the others.

The way students entered or left Healdsburg would whiten the hair of a modern registrar. Though repeatedly urged to be present when school began and warned that to leave just before the end of a term might be grounds for suspension, students must have come and gone much as they pleased. By the end of a term there might be twice as many students as when it began.

The student was also left considerable freedom in working out his program. On admittance an examination was given for classification purposes, but:

The choice of studies will be left to the student, provided that by his choice he does not hinder others classified with him, or waste time and means, and thus bring a reproach upon the reputation of the school.

The faculty was to counsel the student, however, and three or four “substantial” subjects were to constitute full work. At the start, the term was 20 weeks long and the school day from 9 to 4, but this was later shortened to 1 p.m. to allow more time for labor.

The school’s mission as a training ground for workers was emphasized. Said Brownsberger at the St. Helena campmeeting of 1883: “The college must



*A sign by the School Home advertises products of the school industries. Tent making activity took place in the attic.*

be a recruiting station for the mission field.” Elder Haskell, writing in the SIGNS at the same period, foresaw the role of Healdsburg College in the whole Pacific basin: “May God hasten the day when it can be truly said that the Pacific Coast school has sent laborers to the islands of the Pacific Ocean; that Australia and New Zealand have received the word of God from those institutions which are nourished and supported by the friends of the cause up and down this coast.”

The first foreign student of which there is a record was on campus in December, 1883. This Icelandic pioneer was soon followed by others from various countries so that over the years the student body has been a most cosmopolitan one.

Later evangelism “crusades” were foreshadowed by the activities of early Bible students and teachers. Under Dr. E. J. Waggoner, who was also assistant editor of the SIGNS OF THE TIMES, canvassers, tract secretaries, librarians, and pastors were given practical experience in conducting meetings, colporteur, and house-to-house calls in nearby towns to take subscriptions and to leave tracts. Regular reports were brought back to the instructor and the class.

Special ten-week courses were offered in Bible and church history. During tent services on the college lot, students were excused from Bible classes so they could attend meetings. The first college baptism was in 1883.

The very growth of the school (200 students by the third term) alarmed some constituents and they accused the conference leadership of lack of faith in the Lord’s return. The rejoinder was that “the majority of [ministerial] licenses given to young men have only been a disappointment. ... We would have been perplexed with some cases—whether or not to renew the license—but the school gave us the relief we needed. ... A mechanic does not think it a loss of time to sharpen his tools.”

By 1884, twenty were taking the special Biblical course and were expecting to enter the field. Thirty were in action in the California Conference by 1885,



fifteen of them new workers—all this before any student had officially “graduated” from the school.

Student journalism had its inception in 1884 with the appearance of the monthly STUDENT WORKSHOP, ancestor, in a broken line, of the present CAMPUS CHRONICLE. Printed by the new and busy college press, it was to be a missionary paper and to serve college public relations as well. Subscription price was fifty cents a year. Though the style frequently partook of the gingerbread of the period, the STUDENT WORKSHOP was compared to the HARVARD LAMPOON, to the latter’s disadvantage, by the PACIFIC HEALTH JOURNAL AND TEMPERANCE ADVOCATE, a publication of the “health retreat” at St. Helena, with whom the WORKSHOP exchanged advertising. The WORKSHOP was praised for its forthright estimate of the output of ladies’ seminaries in 1885:

[Women’s work was assumed to be] discussing literature, smattering French [sic], executing operettas, and attempting to copy paintings without a knowledge of drawing ... [It is assumed that her] family will be oblivious to bad bread and household confusion; and that a flowerless garden will fill her husband with bliss and a buttonless shirt with ecstasy, and above all, that

she will never, through any adversity, under any conceivable circumstances, be required to perform any kind of work. The work for which it prepares her is dreamland, where the poetic Clarence Mortimer awaits her arrival, that they may sail in a fairy ship over a placid ocean to his castle in Spain, and spend a perpetual youth in delicious wooing while the ceaseless moonlight sifts through the over-hanging leaves, and exotic flowers perfume the air. Clarence Mortimer is a fraud. His true name is Tom Jones. He lives in California, and earns every cent by hard labor. He tears his clothes, snores, and eats unlimited quantities of solid food, which Mrs. Tom Jones may have to cook, and at the same time preserve order among an assorted lot of little Joneses, energetic with mischief, and having capacious lungs and elastic stomachs.

All a girl can do with the customary education if disaster strikes is “washtub, needle, or piano.”

The college chapel proving inadequate for church services, it was decided in March, 1884, to launch a church building campaign. This same year, at a Sabbath School rally, the money was raised for the "Healdsburg Bell" which subsequently called the college community on Howell Mountain to worship for many years. In 1886, the president of the General Conference, G. I. Butler, made an extended visit to Healdsburg and pushed the church plan. The church was located adjacent to the college building and was completed in 1886. The main auditorium measured 64 x 96 feet and there was an additional rear section of 40 x 90. Five rooms were provided for college use (an art gallery and science rooms were suggested) but the church school finally got them. At its peak the Healdsburg church had over 500 members, but it withered away drastically when the college moved.

Several years before he joined the staff, Elder A. T. Jones reported his impressions of the college:

Being at Healdsburg, on business, October 6 and 7, I took occasion to visit the college and the Students' Home. At the College I found more than ninety pupils, ranging from childhood to middle age, earnestly engaged in their studies, guided by a corps of seven teachers, besides the principal, Professor Brownsberger. I visited every room and listened to the recitations, all of which were very interesting; but that which impressed me most was the deep interest taken by the teachers. It seemed to be their greatest care that every one in the class should thoroughly understand the lesson. If there was anything that anyone did not see clearly, he would state it frankly, then the teacher would take it up and go over it again, and even again, enlarging and illustrating until every part of the lesson was made perfectly plain to every one, and all done with the most cheerful kindness; no sign of impatience nor censure. It is inconceivable that any one should go to school there without learning well and thoroughly everything that he studies.

At night I had the pleasure of enjoying the hospitality of the Students' Home. I do not say "boarding-house" for that would be a misnomer applied here. It was indeed a pleasure. Everything so tidy and in such perfect order; everything done with such cheerful alacrity; all tends to give that peaceful, pleasant, home influence which is really soothing and restful. ... Nearly fifty of the students dwell at the "Home" and every one seemed to be entirely satisfied with the place and the surroundings. Indeed, I cannot see how it could be otherwise. Every dwelling room is nicely carpeted and nicely furnished, the table abundantly supplied with the very best food, and that well cooked. In truth nothing short of a first class hotel could equal the accommodations, and nothing short of a first-class home in every sense of the word could equal the influences of the Students' Home.

The building itself is a three-story frame, with a full basement and a spacious attic. It is 100 feet long by 38 feet wide, with a short "L," 20 feet square, projecting from the north side of the building near the east end. This part extends to an equal height with the main building, and in its attic supports three tanks, two for cold water of 1000 gallons each, and a smaller one for hot water with a capacity of 500 gallons.

The basement, 11 feet from ceiling to floor, is divided into ten rooms, which are devoted to the kitchens, bakery, laundry, drying room and general store-rooms.

The whole building contains 41 rooms furnished as sleeping-apartments. These rooms are ample to accommodate about 78 persons. The second floor above the basement is intended for ladies only, and the third floor for gentlemen. On each of these floors there is a commodious bath-room.

On the first floor above the basement are the double parlor and spacious dining room. The latter extends fully across the east end and has a seating capacity to accommodate 100 guests; the former occupy the west end, and, combined, are as large as the dining room. The business office is on this floor, also two dressing rooms, one sleeping apartment, and a classroom. In this room classes will meet to receive instruction in the art of plying the needle and shears, and other domestic labor.

The building is heated by a Columbia hot air furnace, and several rooms on each floor have also the necessary provisions to admit of heating by stoves.

Under the Brownsberger regime, Healdsburg was the only Adventist school on the entire west coast, though a preparatory school for Healdsburg was under consideration in Oregon by 1886. Figures for 1887-1888 show that of a total of 227 students, 184 were from California, nine from Kansas, and five from Washington Territory. Of the foreign students five were from Hawaii (not to be American for another ten years), three from New Zealand, and one from "Hayti."

The progress of the school during the Brownsberger years was considered satisfactory. There was talk of adding on to the school home, and the small deficits that had already occurred were not as yet very alarming. (\$1760 for the first three years, \$1264 for 1885-1886.) Already the restlessness of Adventist faculties began to show itself. C. C. Ramsey was called to South Lancaster Academy, the first loss. Coming in were A. T. Jones, G. W. Rine, and H. F. Courter.

In the summer of 1886, unfortunate complications in Brownsberger's personal affairs led to his withdrawal from the school, and his senior colleague, W. C. Grainger, reigned in his stead.



*Healdsburg faculty in 1889. Sitting: unidentified, President and Mrs. Grainger. Standing: Professor G.W. Rine, Elder R.S. Owen, unidentified, Dr. Joseph Caldwell, unidentified, Professor H.F. Courter.*



## DAYS OF GLORY

It seems a matter of general agreement that the heyday of old Healdsburg was the Grainger administration (1886-1894). Certainly it was the longest. It presents a pleasant and nostalgic picture of the small school of the late 19th century. There were close relations between students and teachers, warm constituency cooperation with the school, and, consequently, the high esprit de corps found in dedicated small groups with a common purpose. In their simpler faith, with scarcely a worry as to what the “outside” was doing, they learned well the limited range of subjects taught and became as firmly grounded in the Faith as in the fundamentals of subject matter. With the passing of time, the aura seemed increasingly golden.

William C. Grainger came west from his native Missouri when a grasshopper plague ruined the district where he was teaching. He taught first in Ukiah and then in Anderson Valley. While in the last settlement, his neighbor, Abram La Rue, the renowned ship missionary of the future, supplied the family with Adventist literature and soon had them in the church. At a Yountville campmeeting, Grainger responded to the plea of Mrs. White: “A school is soon to be opened in Healdsburg, and both you and your wife are needed there as teachers.”

The first Grainger year was auspicious. There were now 13 teachers and 223 students. The plant covered 11 acres, four in additional fruit, plus a busy woodyard, tool house, tank house, and blacksmith shop. An eight-room presidential dwelling was also constructed on the school home lot.

There was a profit of \$3590 for the year 1887-1888, which was most encouraging. The next year, however, saw a loss of \$120, and in 1889-1890 it grew to \$1945—a small enough figure by today’s standards but one which must be translated into the purchasing power of the dollar then. Healdsburg bragged of being the best and most inexpensive institution of higher learning on the Pacific Coast. Perhaps they overdid it. Certainly, the tuition was unrealistically low when no form of denominational subsidy was available. Collection of accounts was slow, too, and in 1893 the “bad” accounts exceeded the year’s operating deficit of \$850. (One girl who owed \$500 was working after graduation at a job paying \$30 a month!) When hard times reached the Pacific Coast during the later part of the period, many families had difficulty in meeting school charges. The combined board, laundry, and tuition charges were cut from \$20 to \$18 per month in 1891. In 1893 charges for room,

lights, plain washing, tuition, and board for nine and a half months were as follows:

To those who occupy sunny rooms .....	\$161.50
To those who occupy north rooms. ....	\$152.00
To those who room on attic floor .....	\$142.50
Extra charges included \$1.00 per term for chemistry breakage and chemicals and fifty cents per lesson for instrumental music.	

Appeals at campmeeting for the hard-pressed students brought \$1200, which must have helped many. The sale of shares in the corporation continued, reaching 2723 shares by May, 1892. In spite of all difficulties, the faculty was still 11 and the student body 193 at the end of the Grainger administration.

A fact occasionally lost sight of is that it is a faculty which makes a school. Healdsburg was blessed by a number of strong scholars—and strong personalities. At the head of any list would be the president himself.

President Grainger was a tall, dark, Lincolnesque man in appearance and in character. President Brownsberger had been shorter, more dignified, and perhaps more of a speaker. Both men were approachable, however. Grainger did not have a great deal to say, but what he did say was enlivened by a talent for putting things in an unexpected way, in a dry sort of wit. An old injury caused him to limp (“Step-and-a-Half Grainger” was a name some students used behind his back) but he still made one step for three of his busy, bustling little wife. Unruffled, unhurried, he always had time to give a visitor or student his full attention. His powers of concentration were legendary, and, if he wished, he could be completely oblivious to any kind of noise in the room, even if he was reading a Latin passage.

To his students, Grainger was nothing short of a walking encyclopedia, and they hardly noticed the inadequacies of their little library of a few hundred volumes. So great was his memory that he never marked his Bible, though his constant use of the Book through his life is beyond doubt. Not only could he help the students in many ways, but he did help them. Whether it was help during a study period or assisting a novice Sabbath School teacher to organize a lesson, he was always available with kindly criticism or suggestion. By his example and that of the other teachers, the students learned kindness, sympathy, and consideration for others. President, dean, business manager, teacher, dormitory dean, bookkeeper, secretary, and second father to the student body—Grainger was all of these, yet students

or townspeople could see him at any time without formalities. His was substance, not form, without airs or pretense.

Chapels were held daily in those days, usually with praise or admonition by a faculty member as the message for the day. The students marched into the chapel as a lively march was played on the piano. The full faculty sat on the platform. If Professor Grainger got up, cleared his throat, drew his glasses to the end of his nose, and got that certain look, “we all knew that he had collected another batch of ‘tender lines,’ as he called them, confiscated notes from boys and girls to each other, which may or may not have reached their destinations!” Having these epistles read aloud was sufficient punishment, and the president did not add more.

On other occasions the president adopted another type of indoctrination. Arraying himself in a napkin, with plate and silverware, he would give lessons in etiquette. That they were needed seems likely if it is true, as some former students recalled, that certain of their fellows still used the spoon as the all-purpose implement at the table.

In the Grainger era at Healdsburg, it was clearly understood that one did not say “No” to invitations to take part in the Sabbath School or to perform publicly at the recitations which were occasionally held by the Literary and Debating Society. The importance of the Sabbath School was stressed as a training ground, and as one increased in ability and experience, the responsibilities became heavier, too. Church and school worked very closely



*A Healdsburg group about 1898*

together and much of the church leadership was from the college faculty.

“Specialization” in friendship was considered selfish in old Healdsburg. All were to behave as members of one big family. This was not always easy, for school desks were shared and it was only natural to try to obtain a seatmate whose ideas on neatness and private property were similar to one’s own. When two young ladies wished to be roommates, the president granted the request but with a little advice which clearly illustrates his view of Christian association:

I have no objection to your rooming together, but I would offer this caution. I have observed that you two are very fond of each other. You are much to-

gether. I hope you will not be selfish in your friendship. There are other young ladies here who would enjoy your society, and it would be profitable to you to be friends with all the girls in the school. A Christian is not exclusive. So I trust that outside of your room, you will each seek the company of someone else, and be impartial in your attention to all.

Grainger felt strongly that there would be a place in the organized work of the denomination for trained women, and he regretted that more girls could not be in the college. Said he:

Our ministers and other workers need wives who have been trained as they have to put the cause of God before every other consideration. Statistics show that the happiest and most successful marriages are those between schoolmates, because they have been educated to have the same purposes and goals, have the same principles and philosophy of life. They have the same friends, contacts, and

associations, and like memories of the sweetest, brightest period of life—our school days.

Though the Healdsburg courting atmosphere might seem somewhat restrictive to young people now, the students of that day were not aware that they were suffering. They associated together in normal family fashion without sentimentality and got along quite well. As one student of the Grainger era remarked later: “You could work fast when school closed.”

The president was always considerate of the welfare of his faculty and staff. On one occasion, a load of peaches was delivered just after the cook had left for her vacation. They needed immediate attention. Grainger did not recall the cook, but put on a big apron and canned them himself.

The only case of discipline from this period that Mrs. Alma Baker McKibbin remembered also involved the cook, to whom a young man had written a saucy letter. President Grainger straightened him out with the following words:

You should respect Miss Fisher, first of all because she is a woman. I grieve that any student in this school should be discourteous to a woman. Second, because she serves you faithfully and well. When you disparage her work, you are finding fault with God who gave the principles she follows in her cooking, and third, because she is the most necessary, and therefore the most important member of this faculty. What could any of the rest of us do without the wholesome, nourishing food she prepares day by day.

Professor George Washington Rine was as much an intellectual giant as he was diminutive in stature. A teacher for many years at Healdsburg, he also was to teach at Pacific Union College in later times. Very popular with the students, he was a masterly teacher of English and speech. Fond of an occasional big word or unusual phrase to keep his audiences in place, he did it not to show off but more as a joke. It was said that he could teach the dullest student English grammar. Many of his students prized for years afterward

**HEALDSBURG COLLEGE,**  
*HEALDSBURG, CAL.*  
**A MODEL EDUCATIONAL INSTITUTION,**  
**ESTABLISHED IN 1882.**

**SEVEN YEARS OF GREAT PROSPERITY BECAUSE FOUNDED ON SOUND PRINCIPLES. LABOR COMBINED WITH STUDY.**

**FOUR courses of instruction, classical, scientific, biblical, and normal; also preparatory instruction given in a primary and a grammar course.**

**Instruction thorough and practical, not only in the collegiate courses but especially so in the preparatory courses.**

**Discipline rigid, yet parental, combined with strong moral and religious influences.**

**Expenses moderate. The whole cost to the student for tuition, board, lodging, lights, washing,—all expenses except for books and clothes, from \$18 to \$20 per month of four weeks.**

**The spring term began December 30, 1889. For descriptive catalogue and further information address the principal,**  
**W. C. GRAINGER, Healdsburg, Cal.**

*An advertisement placed in the Pacific Health Journal, 1890*

his book, *THE ESSENTIALS OF ENGLISH*. He valued his dignity and was displeased on one occasion when the boys discovered that it was his birthday and insisted on carrying him into the dormitory on their shoulders.

For years he taught the teachers' meeting for the Sabbath School. He also conducted summer tent meetings. His marriage to a student, Florence Butcher, was neither the first nor last time that a teacher-student romance occurred.

A most unconventional Bible teacher was the redoubtable Alonzo T. Jones. Later to be the conference president, president of the Healdsburg board and denominational leader, he was at this period a popular and unpredictable teacher. His dramatic gestures and complete outspokenness must have made him an outstanding participant, whether in the classroom or at faculty meeting. His pulpit behavior would be unusual even in the 20th century. To emphasize a point, he would swing

a leg clear over the desk (he was a big man), and on one occasion exclaimed, “This is too hot for me!” and forthwith stripped off his coat and vest and flung them on a chair before proceeding with his preaching.

That he went over well with students is easy to understand in the light of an incident at the breakfast table. In the family style of the day, Elder Jones, his wife, and their child were seated with a number of students at their regular table. Elder Jones served himself and his family. Suddenly he leaped to his feet, seized the bowl of porridge and carrying it high over his head, stalked the length of the dining room to the kitchen. There he deposited it before the startled cooks and declared in ringing tones, “I'd like something to eat. I want something besides sour mush.” (The cook had been adding the new mush to leftovers.)

Elder Waggoner, the editor of the *SIGNS OF THE TIMES*, for a time was also a part-time teacher, but when the double load became too heavy for him, he was replaced by Elder R.S. Owen, who earned a reputation as Healdsburg's

outstanding Bible teacher. Students remembered his expository skill. Like a number of the other teachers, he conducted tent meetings in the summertime and ministerial candidates learned “on the job.” His interest in teaching and in students was deep and sincere, and it was probably a source of sorrow to him that he was later promoted to be president of the school.

Also remembered, but possibly less fondly, was Professor Henry F. Courter. He was a brilliant teacher but he had little patience with slow students, and was inclined to be exacting in matters of regulatory minutiae, reporting promptly any suspected breach thereof. Like a number of the teachers, he lived in the school home (he was preceptor for a time) and was accused by the students of using the stovepipes to keep track of student activity. The boys delighted in annoying him, sometimes tossing things through his transom when they thought it safe. Professor Courter, however, also held revival meetings with student crews, and in 1892 his effort at Paso Robles resulted in the conversion of two young Japanese boys who were persuaded to come to Healdsburg.

Perhaps the best way to introduce the subject of school home life at Healdsburg would be to examine the daily schedule as printed in the college bulletin for 1888:

Bell for rising rings at .....	5:00 a.m.
Hour for study.....	5:30 to 6:45 a.m.
Morning worship .....	6:45 to 7:00 a.m.
Breakfast .....	7:00 to 7:30 a.m.
Hour for chores.....	7:30 to 8:00 a.m.
Hour for study.....	8:00 to 8:40 a.m.
Chapel exercises at South college .....	9:00 to 9:15 a.m.
Recitations.....	9:15 to 1:40 p.m.
Dinner .....	2:00 to 2:30 p.m.
Hour for work.....	2:30 to 4:30 p.m.
Hour for study.....	4:30 to 6:00 p.m.
At students' disposal.....	6:00 to 6:45 p.m.
Evening worship .....	6:45 to 7:00 p.m.
Hour for study.....	7:00 to 9:15 p.m.
Retire and lights out.....	9:30 p.m.

North Hall, the dormitory, housed the dining room on the first floor, the girls on second, the boys on third and in the attic. No serious trouble seems

to have resulted from this arrangement. (It should be remembered that faculty members were living in the building, too.) Water was not piped to the rooms but had to be brought in a pitcher from the end of each hall.

Until the Cady administration at the end of the century, two meals were served daily in family style, with a host and hostess at each table, and waiters from each table to bring the food from the kitchen. It was the waiter's duty to do as well as he could for his table, and on one occasion when the buns were especially good, the waiters from one table made two trips without the kitchen's noticing it. President Grainger noticed, however, and that table went roll-less next time.

If one felt an evening meal to be necessary, zwieback could be obtained from the kitchen and fresh fruit was permitted in the rooms. Meat was served once a day and fish on Friday, until 1895. Self-boarding had been permitted at the start of the school, though discouraged by the administration. It proved so hard on the health of those who tried it that it was prohibited by Grainger's time. In view of the low prices charged in the school home, it is hard to see how a student could have saved much and still eaten adequately outside.

During vacations those from afar had to stay in the school home, and frequently found themselves a bit bored. Anything that would let off steam was welcomed. When Mrs. Darling, the matron, had a day off, two of the girls volunteered to get dinner. Flora Fish and Kitty Wagner got the key to the storeroom from old Brother Haub and planned a dinner to end all dinners. Complications set in early. The roast beef did not seem to be doing very well, and Charlie Kim had to be called in for consultation. He kindly offered to finish that part of the job for them. The girls then turned to lemon pie. They used more butter on this occasion than Mrs. Darling would in a month, so much in fact, that the pie crust simply disintegrated and had to be fed to the chickens. (Two died.) Herbert Dexter, from Tahiti, made individual menus for everyone, and though for a time the feast threatened to be just “grits and gruel” it turned out to be a grand lark. Mrs. Darling didn't seem to be too much upset when she came back and discovered what had happened to the butter supply.

Every morning, the student body had to walk to school, for the college building was about a third of a mile away. Boys took one side of the street and the girls the other. There was some jostling for favored positions on the

sidewalk. When it rained, the streets were muddy and crossing over and then back again was a nuisance for the girls. On the boys' side of the street grew a beautiful lilac tree near the sidewalk and the boys frequently helped themselves to boutonnières, though it much embarrassed President Grainger to have to repeat his apologies to the lady who owned the tree. It seems that there were purple grapes in the neighborhood, too, which on occasion proved too much for the scruples of the scholars.

To the members of the Healdsburg church as well as to the students themselves, it was always "our" college, especially under the Grainger administration. When school was out, the good ladies of the church and their husbands came in to clean, wash, sew, repair, and generally set the school to rights. The orchard was cared for and the fruits and vegetables were canned by this volunteer labor.

The happy little community did not require entertainment from the outside. Recitations by members of the Literary and Debating Society, or sessions of the Students' Missionary Society (where papers were wrapped or missions and missionaries studied) occupied spare time usefully. Graduation programs usually required an original oration or musical number from each member of the class, the former heavily loaded with classical allusions and well-turned phrases. A number of times the boys from the Pacific Press in Oakland came up to play a Healdsburg College ball team and there would be a "reception" in the evening. Village students took part in these activities, too.

Typical of the smalltown delights enjoyed was listening to the village band on balmy evenings, the girls sitting in their windows, the roof of the porch under their feet. Above, the boys might be listening, too, or possibly trying to



*One of the Healdsburg College stock certificates*

throw water on the girls below. At one time at the north end of the building, there was a barrel of apples imprudently located. The boys would drop their pocket knives on strings into the barrel in hope of spearing one, and as the apples swung past on their way up, the girls would pull them off the blades—being careful to allow enough to get up to the third floor so the boys wouldn't quit trying. Passing notes or other objects between floors by string was also entertaining. Once some girls intercepted

a "tender line" from above and tied a pickle on the string for a reply. The addressee of the note wept, for she feared the boy upstairs would see some unpleasant symbolism in the pickle if he thought it came from her.

It was surprising how often some girls found errands to the attic necessary during work period, for that was where Zach Thorpe and some of the boys made tents. When caught in unauthorized association, public confession in chapel was the penance. One girl, forerunner of generations of students apprehended in similar scrapes, confessed, "I'm sorry I was caught. I won't be caught again."

Already firmly imbedded in school tradition was the tale of the young lady chided for allowing a young man to walk beside her from the dormitory to the school. "What could I do?" she said defensively. Replied the faculty member: "Stand still, walk backward, or run away from him!"

The faculty knew that restraints were necessary, but preferably those that were self-imposed. Young people needed guidance until able to discipline themselves. The greater the number of people involved, the more necessary controls would be. The need for discipline, for regulation, was always carefully explained by the president in his fatherly way, and rarely did they

feel unjustly treated. Said one student who was there in those days, "I have never known a kinder place than was that simple, early school."

Sixty-five years later Kathy Wagner Greenwood remembered the smell of the beautiful roses on the study table in North Hall the evening she first arrived from a distant part of the country and out of another religion, and the friendly welcome of the little group of girls on the lawn the next morning. Among them were Alma Baker (McKibbin), Lilian Yarnell (Lacey), Anna Hammond (Fries), and Laura Morrison. Out back some boys were kicking a tin can about for exercise—Jack Martin, Frank Burg, Herbert Lacey, Lee Good. It was a genuinely friendly group.

When Alma Baker (McKibbin) was near death from a serious illness, the students prayed all night in the dormitory for her recovery. And in the days that followed they put towels over doorknobs to reduce the noise; the boys went about the dormitory in stocking feet, When she could be moved, President Grainger, himself, carried her to his home where she convalesced for four months. In one year, three students found such care in the Grainger home, and one died there.

It could easily be seen, Mrs. McKibbin said, why Healdsburg College in those days was a sort of mutual admiration society, and why those who lived under the influence of President Grainger and his faculty remained so loyal to them and their ideals.

In 1888, under President Grainger, a normal department got under way with decorous fanfare (although there were several beginnings for this department in the next couple of decades). Prospective students were assured the courses would be worth many years of classroom experience. "There will be



*The college dining room, prepared for a festive occasion*

given daily instruction in the methods of teaching, school management, and other special subjects."

The first "institute" held at the college was in 1892 when 100 ministers and 25 Bible workers from the whole Pacific coast joined with 25 Healdsburg students in conference employ for four weeks on the campus.

The visit of Professor W.W. Prescott, Educational Secretary of the General Conference, about 1891, proved momentous. Professor Prescott, an outstanding educator from the east, was undeniably a New England gentleman. Western informality shocked him. California society seemed

crude. The way anybody and everybody invaded the privacy of the presidential sanctum at will he considered undignified—not just students, but church members, too, for Grainger was an elder of the Healdsburg church. Professor Prescott hardly approved of the dormitory arrangements either. The boys went in and out of the dormitory in their boots. Grainger he sized up as a good man but without "culture." One just didn't find "form" out west. It was true that the students were happy, and most of them were consecrated and destined for the "work," but how could a school be run properly in such an atmosphere?

It was a long time before Grainger realized that his resignation would be acceptable and before Healdsburg realized that it would have to let him go. He was replaced in 1894. Even then it is doubtful if very many in either staff or student body could see why. If he felt badly used, the president did not complain, only saying gently, "It's a sort of relief, you know. It's quite a responsibility."

He had previously been interested in the work for the Japanese, and since 1893 the opening of the work in that part of the Orient had evidently been

on his mind. It was this interest that probably made the departure from his beloved Healdsburg a little easier after a total of twelve years of service. With Elder T. H. Okahira, whom Grainger had brought into the Message, the ex-president sailed in 1896 as the denomination's pioneer missionary to Japan. After working hard and well to establish the work there, he was carried off by sudden illness in 1899 at the age of 54.

## UPS AND DOWNS

At the instance of the educational experts in Battle Creek, three young men were sent to Healdsburg to straighten out the situation, and to bring dignity to the halls of learning. They were called, unkindly, the "Three Wise Men of the East" or simply, the "eastern faculty."

The new president (1894-1897) was Frank Howe, a handsome young graduate of the University of Michigan. Accompanying him were Dr. Frank Moran and Professor W.E. Howell. Not overburdened with experience, at least in running schools, they found themselves in a discouraging situation.

Even their detractors would later admit that what happened was not really their fault. They were doing as they had been told. A bell was installed to be used by those wishing to see the president. Appointments were also necessary. Receptions were dress-up affairs. A certain amount of what might be regarded as necessary formality was insisted upon, but to the people of Healdsburg it was all very discouraging. If it was necessary to make appointments and ring bells to see the president, then very few found that they needed to see him after all. The more one had admired the Graingers, the

harder it was to adjust to the new Age of Manners. Community support for the school declined and the break was hard to repair.

When school began, there were only about 65 in the school home. President Howe blamed this situation on the current bicycle craze. Young people were spending so much on bikes and their upkeep that they had nothing left for college. (In view of then prevailing prices and wages this was not as unreasonable an assumption as it might first appear.)

Further problems continued to worry the new administration. An epidemic of the grippe laid low many students and faculty alike. Then the continuing effect of the Panic of '93 made finances a major worry. It was not

until January, 1896, that some pickup was noted. Special courses were introduced to interest part-time students. In the fall of 1896, board and tuition were cut to \$14 monthly if half was paid in advance, but the opening of the term had to be delayed twenty days until enough students had arrived. From 80 at the start, enrollment built up to 172 by the close of March, 1897.

In the uncertain situation, it took some courage to introduce a vegetarian diet in 1895, a subject that aroused much discussion and some misgivings. Reported President Howe:

The propriety of the adoption of a strictly vegetarian diet for the Home was thoroughly discussed locally, and it was the opinion of the Board and Faculty that the time had come to put our school upon the right basis in this respect. The plans followed previously here have been for several years working in that direction, as in some of our other schools. The general results of the adoption of the present plan are very satisfactory. After the first week or two there were no indications of



*Healdsburg faculty in 1894. Front row: George W. Rine, E.E. Andross, President Frank Howe, W.E. Howell, Frank Moran. Back row: Lena Howell, Adelaide Adams, Mrs. A.O. James, Fanny Ireland*

dissatisfaction with the bill of fare provided. The general health of our students has uniformly improved since the beginning of the year, and the good results of our diet system are specially noticeable. Patrons of the school who have visited us at different times have uniformly spoken of the change with satisfaction.

Before his term of office ended, Howe became popular with the students, for he was a good speaker, a big man of fine appearance with blue eyes and wavy brown hair. Though of a somewhat imperious manner, he was beginning to make progress in his relations with the constituents, showing some talent in raising funds at campmeetings, which was in those days one of the presidential chores.

In the spring of 1896, G.B. Douglass, a former Baptist minister but recently Seventh-day Adventist, visited the college and left us a picture of the school in the mid-nineties. In all his visits to schools of various denominations, he declared, he had never found a college which had such consecrated, humble and earnest Christians as the faculty and students of Healdsburg



*The school group of the mid-nineties in front of the College building. On this occasion, a recess was called to permit an itinerant photographer to take this picture.*

College. After complimenting the administration on its handling of the school, he goes on to describe the daily routine:

After the working hour is over, each student can use the time until evening worship as he likes, never visiting the town, however, without permission of the president. At 6:15 the bell rings for evening worship, when all are expected to be in attendance. Then follows the "silent hour," after which all retire to their respective rooms for study. No talking above a whisper is then allowed in any part of the building, the study hour being continued until 9:30, when all lights must be put out, and the students retire to rest.

Social activities were described in the following terms:

Besides the holidays, when all the pupils are permitted to take an outing and enjoy the day together, the students of the Home are permitted, three or four times a year, to give a reception to other college students and their friends. I had the pleasure of attending one on Monday night, beginning at seven and closing at ten o'clock. After the guests had been received by the president and his wife and the preceptress and other managers of the Home, and some time had been spent in social converse, a short musical and literary program was rendered, interspersed with about five minutes of social conversation between the selections, which made the evening pass off very pleasantly.

A thousand people attended the graduation of 1896, and E. A. Sutherland, president of Walla Walla College, addressed the graduating class of four.

By 1897, the faculty began to scatter. W.E. Howell had gone to Hawaii to raise an interest but stayed to begin schools there. William Ings, the business manager, died. Dr. Moran joined the staff at the Rural Health Retreat, and the president himself quit. He had worked hard in difficult circumstances. During his three years, however, the morale of school and church had suffered to some degree. Howe felt unjustly treated and left the West in some bitterness.





*Roderick S. Owen  
President, 1897-1899*

In later years he founded and was dean of the School of Agriculture at the University of Syracuse.

The board found no presidential candidates forthcoming after the departure of Howe. It has been asserted that a sort of inferiority complex settled upon the faculty, which was largely now “western,” and no one was willing to assume the not inconsiderable burden of running the college. Finally, after a long and fruitless session, the chairman of the board crossed the room to Elder R.S. Owen, the highly respected Bible teacher, and laid the keys of the college before him. “We must go,” he said. “It is train time. Brother Owen, we leave the school in your care.”

Though a fine teacher, President Owen was not an administrator, and he knew it. “I am a homemade affair,” he said. He was a humble man and grieved much. Finances were continually troublesome, but the faculty was built back up again. A broom factory was begun in 1898, but the tent factory continued to be the school’s best money maker. It produced tents in various sizes from 7 x 9 to 80 x 125 feet. (The original resort at Guerneville on the Russian River began in a Healdsburg College tent.)

The president taught special night classes for ministerial students and they preached in neighboring towns and in the district high school on Sunday nights. The girls met Wednesday nights for classes in giving Bible studies.

The Owen administration ended in 1899. Elder Owen later spent many years as a Bible teacher at Loma Linda.

## THE CADY REVIVAL

With the arrival of Marion E. Cady on the campus in 1899, Healdsburg experienced a revival and may be said to have enjoyed its second “great” period. Some of the spirit of the Grainger days came back and the school reached its highest enrollment during the next four years.

Professor Cady, though coming from the “East,” did not have the kind of veneration that western ways would damage. Likeable, eloquent, aggressive, full of ideas, willing to meet and talk to people—and quite indifferent to clocks—he set to work as soon as he reached the campus in May to launch a summer school. His life-long enthusiasm was the educational work, particularly on the church school level, and he was already known for his interest in

teacher preparation and for writing textbooks. He, with his capable associate, Professor E. S. Ballenger, did their best to convince the Adventists of the west coast that all their children belonged in denominational schools, not just those of college age. At the time there were only two church schools in the Pacific Union, taught by Mrs. McKibbin and Mrs. Lottie Wallar Alsberge.

For Cady’s first summer school, he planned a ten-week session with eleven courses. Prospective students were assured that one summer at Healdsburg would fit a mature person for church school teaching. The normal department had faded somewhat in the previous years, but it was now reactivated as one of the main lines of endeavor in the college. Considering all the enthusiasm Professor Cady carried with him and the zealous field work which he carried on in the interest of his program, it was slightly disconcerting when only fifteen students showed up for that first summer session. One of these was Mrs. McKibbin. Since she was the only one who had had teaching experience, the president assigned her to teach the other students their methods courses while he took off into the field again! This was not quite what she had in mind when she came back to Healdsburg for additional training, but she did the best she could.

Eventually a strong normal department developed, and graduates and teachers at Healdsburg who later went on to teach at Pacific Union College were Katherine Hale, Mrs. H.E. Osborne, and Mrs. McKibbin. By 1903, the college was operating a demonstration school under another graduate, G.E. Johnson. While still in office as president of the college, Professor Cady spent much time as educational secretary for the area. He had a special interest in the preparation of textbooks. Mrs. McKibbin’s Bible text was printed by the college press in sections, punched for shoelaces, and supplied monthly

to the schoolteachers of the Union. Cady’s own Nature Study notebooks were printed there, too. Another Cady project was the journal TRUE EDUCATION, also printed locally (price fifty cents per year).

Under the new administration the average age of the student body, which had been dropping for some years, was about twenty years. Enrollment reached 250 by 1900 and 298 in 1902 (185 were college students). This was Healdsburg’s record figure. The graduating class of 1900 was fifteen strong.



*Marion E. Cady  
President, 1899-1903*

A look at the scholarly pattern in the latter part of the Cady administration indicates that the earlier heavy emphasis on the classics had been relaxed. This was, of course, in keeping with the general trend in education of the day and the writings of Ellen G. White.

Before he left, Cady instituted the quarter system, which took effect for the year 1903-1904. The old chaotic tendencies apparently still existed, for though it was urged that students be present at the beginning of a quarter “if possible,” yet “students will be received at any time.” If one can take the college bulletin at face value, a student might enter in any quarter, and would be able to complete his studies in one, two, three, or four quarters! If for example, he had three subjects, he might complete them in nine months. Should one wish to be done with a couple of subjects in six months, he could take a lighter load. It was designed to be flexible, the constituency was assured, and flexible it does sound indeed. Three studies were considered full work, plus industrial studies. This possibility of “concentration of effort” was hailed as both a time and money saver.



*College Bus, 1903, built by students in college carriage shop*

The winter quarter was especially set apart for denominational workers—ministers, canvassers and Bible workers. They were urged to come and take several studies or to devote all their time to one. They were assured that “the teacher will spare no effort to accomplish the most possible in the time allotted to study.” It was planned to have “the best talent” of the ministry, publishing houses, sanitariums, and canvassing work at the school that quarter to give special classes. In a year or two it was decided the flexible quarter was impractical and it was dropped.

The courses of instruction were organized into departments and the courses numbered—1, 2, 3, 4, and so on, reaching No. 17 in the language department. Departments represented were English Bible, history, natural science, English language, ancient and modern languages, mathematics, commerce, shorthand, philosophy, music, art, and medicine. There were thirteen courses in natural science: Bible nature study, physiology (two courses), geography, physics, astronomy, zoology, systematic botany and agriculture, physiological psychology, natural philosophy, chemistry, geology, and science

teaching. The philosophy department had four courses: mental, moral, and political science, pedagogy, history of education, and political economy. Most departments listed five or six courses. Shorthand was apparently not part of the course structure. Music lessons, of course, were subject to extra charges, from five cents per session in the notation and sightreading course, to fifty cents (in groups of four to six) in voice culture, and a dollar an hour for orchestral instrument lessons and pipe organ.

The medical department offered hygiene and hydrotherapy, but anyone who had finished nine grades of school, and was twenty years old or older, was advised to proceed at once to the St. Helena Sanitarium to enter the nursing course. Those deficient in credits or age might take the two subjects at Healdsburg and apply them later to their nursing course at St. Helena.

General courses or curricula included the intermediate course (8th and 9th grades), a college preparatory course of twenty-four “quarters,” and the collegiate courses. The scientific and the literary courses each required thirty-two



*The extended school family included many younger members.*

“quarters.” Since three subjects were considered a full load, one could, by also attending in the summers, complete twelve “quarters” in a school year.

Special courses were offered for those who had less time to spend or who had special interests—the ministerial course of twenty-seven “quarters,” medical preparatory course of thirty-four, the teachers’ course of sixteen(!), and a commercial course of ten “quarters.”

Course write-ups in the bulletin always carefully justified the giving of such instruction in the light of denominational and missionary needs. “Many wandering boys who have drifted away from home, and mother, and God, have been reclaimed by some sweet song ... We often wonder why young people do not devote more time to the study of music, instead of wasting so much of it in useless games and plays.” In case there was still doubt of the value of musical studies, it was said: “The boy who studies music successfully gets a harmonious education and becomes a peace-maker.”

In the days of President Grainger less than \$1000 had been invested in “scientific and philosophical apparatus,” but by 1904 the college had a chemical-physical laboratory. It is true that the equipment may have still

been meager, for the four great needs of the college as listed in the 1904 bulletin were (1) money for the library, (2) specimens for the museum, (3) “apparatus of any kind for the physical and chemical laboratory,” and (4) funds for a “worthy student” fund.

No curves were used in grading, but a straight percentage system. For promotion or graduation an average of 85 was required each quarter. Seventy-five was failing. A daily average of 95 excused the student from final exams in that class.

The faculty reached its high point in number during the Cady administration. The 1903-1904 bulletin lists a “collegiate” faculty of 16 plus twelve in the industries and J.S. Osborne in the normal department. Two future presidents of the college (Sharpe and Howell) were on the faculty, as well as those who would be teaching later at Lodi Academy and Pacific Union College—Elder E.J. Hibbard, George B. Miller, and J.A.L. Derby, for example. Among future Pacific Union Conference educational leaders were President Cady himself and H.G. Lucas of the commercial department.

The industries, as part of the divine pattern for education, were very dear to the heart of Professor Cady. He endeavored to place industrial training on the same basis as regular classes, with textbooks and class periods. Home students working six hours weekly were considered to have paid the tuition on these courses; villagers, if they wished industrial training, had to pay tuition. The home students had, as a minimum, two and a half hours per day to perform. When a student became “so proficient in any trade that his labor proves profitable to the College,” he was to be compensated accordingly. Pay ran between five cents and fifteen cents per hour. Nine hours per week were guaranteed in the trade the student selected, but the college reserved the right to require the remainder of his work to be done wherever it might be needed.

Since the faculty of this period believed so fervently in the training for mind and hand, it was not unnatural that industries saw their greatest proliferation during this period. A list from 1902 includes broommaking, tent-making, printing, carpentry, upholstery, cooking, laundry, bakery, cannery, hydrotherapy, plumbing, blacksmithing, painting, freehand and mechanical drawing. In 1902 the college had a store which, though operated partly as an

outlet for the college bakery, carried on a considerable trade in the valley. It also operated the largest woodlot in town. Besides these, plans were afoot for adding harnessmaking, shoemaking, agriculture, floriculture, and horticulture. Advertisements were put out to obtain instructors in these or other skills, preferably for teachers who themselves wished to go to school. It is difficult to determine whether some of those listed ever functioned, and if so for how long, for problems of staffing and equipment were great—sometimes greater even than the president's enthusiasm. In 1902, the board went along with the list of industries, but required that no new debts be incurred.

During the summer, the students canned commercially 7000 gallons of fruit and 2000 jars of jams and jellies. The farm had seven acres in tomatoes, one and a half acres in beans, and the same acreage in corn. Crop failures and trademark troubles hurt the canning industry in later years.

Each teacher was expected to do industrial duty, though there are no references to the president himself taking actual part in the proceedings. His faith and enthusiasm, however, were contagious and supporters of the college were encouraged to believe that the progress would be permanent. Elder Lacey supervised the grounds; Professor Osborne worked under George Wallace in the carpenter shop; Miss Barber (later Mrs. H.E. Osborne) worked on the lawns, flower-beds and in the green-house. Years later she remarked that the campus looked very attractive through the Howell administration.

By now it was possible, indeed recommended, that students work their way through school. Several plans were available. For \$50 in cash and five hours work each day, the student would receive his board, room, tuition and plain laundry for nine months. For \$75 cash, the student could get by with four hours labor daily. Twenty or thirty able-bodied young men could work their entire way at 36 hours weekly on the Timberland Industrial School farm. Finally, sales of subscription books to the amount of \$200 would bring a nine-month scholarship, though this still called for the regulation two-and-a-half hours work each day.



*School group about 1900*

Four miles northwest of town, the Timberland Industrial School—about 160 acres of woodland purchased by the college for \$1000—supported wood-cutting crews who worked part-time and studied the rest of the time. They attended church with the rest of the school family in Healdsburg. The only real building on the property housed the classes and Mr. and Mrs. U.T. Cady, who taught them. Looking back on this auxiliary of Healdsburg, Professor M.E. Cady wrote that he considered this Timberland school to be the real forerunner of Pacific Union College. At least they had the axe in common.

During the school year 1902-1903, about twenty students paid all or part of their way by working part-time in college industries. This group, known as "industrials," had their classes from five to nine p.m. to enable the shops to function during the day.

Tuition varied according to the subject, from \$1.70 to \$2.00 per month, with drills often at fifty cents extra. There were many extra fees. With three subjects being considered a full load, the cost of tuition was \$5.00 to \$6.00 monthly. Board was on the European plan at three cents a dish, and was estimated to run between \$1.75 and \$3.00 per week.

Those who had been at Battle Creek College found the atmosphere of Healdsburg more relaxed and intimate and the country location in its favor. Some of the faculty felt, however, that the regulations were a bit strict. Certainly there was no dating on any occasion. Association with the opposite sex came naturally at the dinner table, in committee meetings, and through membership in such groups as the Sabbath School or the missionary societies. Outings came about three times a year. Couples that were too devoted might attract unfavorable attention from the administration. Mrs. H. E. Osborne recalled an incident that illustrates her idea of "correctness" as a single lady faculty member:

It was the faculty meeting before Christmas and I was the only unmarried woman on the faculty that year. There were two or three young unmarried men and there was one who was in charge of the college press who was rather a nice, pleasant-looking young man. I remember he was at the faculty meeting that night.

Professor Cady said, "Well, we must plan for our Christmas picnic. I think we shall climb Fitch Mountain on Christmas day." Mrs. Cady immediately said, "Oh, Mr. Cady. Let's not go up Fitch Mountain. We always go up Fitch Mountain. It's such a climb, and really it's very trying to us women; it's hard for the girls, and it's hard to get the food up there. Why can't we have a change and go out to Mill Creek or Lytton Springs or somewhere else? Let's not climb the mountain."

Professor Cady made no reply. Then I did a very foolish thing. I didn't know then that one should never give advice when a husband and wife are discussing something. I said, "No, Professor Cady, let's not go up Fitch Mountain!" I really didn't care a bit. I just did it to help Mrs. Cady. He turned to me and looked at me calmly, with a decided grin. (He always had a grin that reached from ear to ear.) Then he turned to this young man, whom we may call Mr. Smith, and he said, "Mr. Smith, will you assist Miss Barber to climb the mountain on Christmas day?" Then he said to Mrs. Cady, "I will help you climb the mountain, Mrs. Cady."

I knew it would never do for me to have a young man help me climb that mountain when the girls were not allowed to walk beside a young man up the mountain. So I saw to it that I started very early Christmas morning. I fairly ran.

I joined the group of girls and we were halfway up the mountain when Mr. Smith appeared at my elbow and asked if he might help me. I said, "Oh, no, thank you. I'm getting along very well." So that was the last I saw of Mr. Smith.

Professor Cady enjoyed one advantage most college presidents would find most helpful. In 1900, Mrs. White returned to the United States from Australia and settled at Elmshaven, near the St. Helena Sanitarium. Not only could Cady talk over his general problems with her, either on her visits to Healdsburg or on his own frequent visits to St. Helena, but her assistance with particular disciplinary problems was often helpful. On her visits she



*The girls in the school home, about 1900*

always gave the Sabbath sermon and usually addressed the students and faculty. Once she was present at the annual board meeting when it was considering eliminating some of the industries that were not paying their own way. She urged them to keep the industries going because their activity was a gain for the school and for the students, though the ledger account might show some loss.

On another occasion, Mrs. White assisted the president about a dietary problem. Some of the students whose background was "worldly" were quite

dissatisfied with the Healdsburg dinner table and told Cady that the food tasted like sawdust. They wanted the privilege of going into town to eat “a good square meal.” Asking Mrs. White what should be done with these boys, most of whom were not Adventists and were used to food not served by the college, he says he was surprised by the reply. “You should be very sympathetic and kind to them. It is a hard situation and a very trying one to the boys. They are to be pitied. We should love them and, if possible, lead them into the truth. This their parents are praying for and we should do all we can to help their prayers to be answered. Of course, we could not allow them to



*Young men on an outing pause for refreshment and a photograph*

go down to the restaurants to eat, but the food in the dining-room should be very palatable, and they should have all the good food that we can supply them; plenty of butter, milk, eggs, and vegetables, so that there will be no lack of good food.”

Cady replied that no butter was served at all, and eggs not very liberally, by a board action of two or three years earlier, because of statements in Mrs. White’s own writings indicating that the time would come when such products could not be safely used. To this she replied, “The board has run away ahead of the Lord. I have stated in my writings that the time would come

when animals would be so diseased that it would not be safe to use their products as food, but that time has not yet come. Butter, cream, milk, and eggs are still to be served, and we are to serve them until we find substitutes to take their place.”

It required a further affirmation of this position by Mrs. White before the board would yield, and with the change of diet “a much better spirit came into the school and much more cooperation on the part of these young men that were dissatisfied.”

On one occasion, a letter from Mrs. White cleared the president from various charges circulating about his handling of money; on another her letters were of utmost importance in a disciplinary case. Described by Professor Cady as the most painful incident of his administration, the affair involved the exposure and expulsion of the son of a board member—who had publicly declared that “they can’t turn me out of the college.” Seeking advice, Cady found Mrs. White had already written letters on the subject. “The whole situation was opened before me last night, and I have here written out what the Lord has shown me regarding the situation in that house.” They were duly sent to the family involved. The appalled father, who had been supporting his son in his controversy with the school, refused to believe the charges in Mrs. White’s letter, but the boy interrupted him and said: “Hold on father. It is all so. Sister White knows what she is talking about. She is no ordinary woman.” Eventually the boy came around, was rebaptized and readmitted to the college and gave no further trouble.

In a Founder’s Day address given at Pacific Union College in 1947, Professor Cady testified of the encouragement which Mrs. White brought to him during those difficult years. He concluded as follows:

On one of my visits to her home I was greatly encouraged when she told me that I had the right vision of our educational work, and said, “If you remain humble, the Lord will use you to build up the educational work in the Pacific Union Conference.” Then she added, “You will have lots of opposition. Don’t mind it; forge right ahead.” She would repeat this whenever I visited her home.

The weakness in the whole program, as Healdsburg College entered the new century, was in financing. Back in 1897, when Mrs. White was warning the administrators at Avondale, she had used Battle Creek and Healdsburg as warnings: “Healdsburg College need not now have been loaded with

debt if the expenses had been carefully considered, and the outlay made proportionate to the income ... It is an easy thing to place the expenses of the students very low, but it is not so easy to make the outgo meet the income.”

As reported in August, 1899, the debt stood at \$35,000. \$12,000 was pledged by the constituency and it was hoped that the remainder would be liquidated the next year. But by then it had reached \$40,000. Pledges of \$22,000 were obtained at camp meetings and by an expedient in which most denominational workers, from board members to teachers, pledged a month's salary for three years. Mrs. White, just back from Australia, announced that the proceeds from CHRIST'S OBJECT LESSONS would go to support the schools. For some years students sold this book during vacations. If the school could live within its means, this added income, it was hoped, could retire the indebtedness.

Every problem faced in a college industrial program seems to have been present in Healdsburg. The market for many of their products was limited. Supervisory talent was thin. Student labor was frequently untrained. It was difficult to find year round work and keep up steady production. A new business manager who tried to put in a system of cost accounting got into difficulty with certain board members and, when his suggested reforms were turned down, resigned. Before he did so, he stopped dining room losses by changing from the family style of serving to a price-per-dish system (with smaller servings).

In the too rapid expansion of industrial activities, considerable losses had been added to the already considerable debt inherited from previous



*School group of the nineties, including Mrs. Grainger's pupils.*

administrations. Professor Cady was undoubtedly concerned by the financial situation but this was not his strong point, and he was inclined to think in large terms about his program and hope for the best. After his persuasive person was removed from the scene, many of the industries were abandoned. The farm, hit by crop failure, was rented out. The manager of the broom factory was put on his own, with any losses to come out of his own salary. The Timberland Academy was closed as a money loser in 1904, after one year of operation.

That the situation had been unhealthy for some time is seen in that losses for the first nineteen years of the operation of the school totaled \$30,531. In 1901-1902, there was a gain of \$147, but then, feeling presumably the full effect of the ambitious industrial program, the following year ended with a loss of \$15,615.

At the 1903 General Conference, the Healdsburg debt was reported at close to \$23,000, showing that about half of the 1900 figure had been paid. About \$10,000 had come from CHRIST'S OBJECT LESSONS, the rest from cancellations.

To the continuing battle with debt was added another problem that had been growing over a period of time. That the campus was divided had not been too serious a matter, but as the town grew, the college premises were hemmed in by private homes. Discipline was more difficult now that the town had grown up about the campus. As Mrs. White said, "While men slept, the devil sowed houses." In 1901, she further said: "If in the past, those in charge of the Healdsburg school had had spiritual foresight they



*The tank house and a shop building*

would have secured the land near the school home, which is now occupied by houses. The failure to furnish the students with outdoor employment in the cultivation of the soil, is making their advancement in spirituality very slow and imperfect.” As early as 1903 it was suggested that the school should be moved to a more rural location where the program could be carried on more according to plan.

In July, 1903, the Pacific Educational Association was formed to hold the assets and liabilities of the college and to provide more direct denominational control than was possible under the joint stock corporation of 1882. The certificates were now turned over to the Association, and all former stockholders became members of the Association. In addition, ex officio members were added from denominational leadership of the conferences and educational work.

The final commencement of the Cady regime was reported by Mrs. White in the REVIEW AND HERALD of July 14, 1903:

By invitation I attended the meeting held at Healdsburg in connection with the closing of the school, May 29, 1903. I was glad to learn that teachers and students had united in dispensing with the wearisome and profitless exercises that usually attend the closing of a school, and that the energies of all, to the very close, were devoted to profitable study.

On Friday morning, the certificates were quietly handed to those who were entitled to them (16 in the graduating class), and then students and teachers united in an experience meeting, in which many recounted the blessings that they had freely received from God during the year.

On Sabbath morning I spoke to a large audience in the commodious meeting house of the Healdsburg church. The students and teachers were seated in front, and I was blessed in presenting to them their responsibility as laborers together with God. The Saviour calls upon our teachers and students to render efficient service as fishers of men.

In the evening a large audience assembled in the church to listen to a sacred concert rendered by Brother Beardslee and his pupils. Good singing is an important part of the worship of God. I am glad that Brother Beardslee is training the students, so that they can be singing evangelists.

I was much pleased with what I saw of the school. During the past year it has made marked progress. Both teachers and students are reaching higher and still higher spiritual life. During the past year there have been remarkable conversions. Lost sheep have been found and brought back to the fold.

Cady had been re-elected president with Professor E.D. Sharpe as vice-president. In July, 1903, a call came from the General Conference asking for Cady’s release. The board did not like to have him taken in this fashion and insisted that since the president’s work was to build up, not tear down schools, they would not let him go until the school had been well launched into the year.

The counsel of Mrs. White was that the school needed a president “to attend to the school and not do field work and be away from the school.” As educational secretary in the Pacific Union, the president had been away much of the time and Sharpe had been acting in his absence. Eventually the departure was arranged and Cady went on to service in educational work elsewhere, including the presidency at Walla Walla College. Professor Sharpe succeeded him. Faculty, students, industries, and debts had all increased during Cady’s eventful four-year term.



*Elton D. Sharpe  
President, 1903-1904*



## THE LAST DAYS AT HEALDSBURG

President Sharpe served but one year, from 1903 to 1904. He was a good man but overtaxed by an increasingly impossible financial situation.

The industrial program was badly mangled when a number of these enterprises were closed by the board. Aggregate losses had passed \$1500 for those departments alone. The conference added to the havoc by diverting part of the proceeds from CHRIST'S OBJECT LESSONS to the church schools—whose need was undoubtedly very great too.

In 1903 may be found the first indication of a school annual—the ALETHIAN. It carried pictures of the faculty, student body, and the industries, but was largely literary and carried essays and poems produced in the students' Literary Improvement Society.

Professor W.E. Howell became the president for two years, 1904 to 1906. A very tall, slender man, he was a remarkable combination of scholarship and dignity. More of an intellectual than an administrator, he tried ineffectively to halt the financial decline.

In a very frank report published in the PACIFIC UNION RECORDER in 1905, Howell blamed the situation largely on unwise borrowing for expanding industries, some "not essential" to the work of the college. While he defended the natural growth of economic industries, under proper management, he asserted that the Healdsburg plant was too cramped to support a profitable industrial and agricultural program. There were too many working students compared to those who paid cash, and too many teachers for the enrollment.

One of his proposals was to cut the class periods from 55 minutes to 45, or even 35 minutes. He claimed that as much could be accomplished in the shorter period as the longer, and the teachers would be freed for more classes. In 1905 the pay scale provided that men with full teaching loads would carry five subjects plus drill and ten hours industrial labor each week at \$14, or \$2 per subject on part-time. Women were paid \$12 or \$1.75 per subject for part-time. Retrenchment in salaries was tried. The president assumed the business manager's duties and saved \$56 each month, and teachers (and their salaries) were cut until an additional \$100 had been shaved from the payroll. Music, blacksmithing, and dressmaking were put on a self-supporting basis. But the number of students declined steadily, and these heroic measures came too late to do permanent good.

No one could accuse President Howell of neglecting his students. He and his wife worked, studied, and played with their charges. Once more, the president was also the dean of men. He personally supervised the boys' study hour in the parlor, and Mrs. Howell did the same for the girls. He was much concerned with providing something special that the whole group could do on Sunday afternoons. There were hikes to Mill Creek and Lytton Springs, and ascents of Fitch Mountain. He also supervised a period of general reading, advising in the choice of secular literature. He would work himself to exhaustion at the side of the student workers, and was known to race the boys to the showers to see who could be first to get changed for worship.



*Warren E. Howell  
President, 1904-1906*

The president reported student religious activities of the period as including work on the SIGNS campaign, selling CHRIST'S OBJECT LESSONS, obtaining signatures to a religious liberty petition, raising funds for worthy students and for a tent for Elder Armstrong in Ceylon, distributing self-denial boxes for the work in the South, and in "preparing substantial programs in the Young People's Society."

In March, 1906, at the meeting of the California Educational Association, there was sentiment for closing the school at once, but by cutting staff and other economies, it was figured that the term could be completed for only another \$160 additional indebtedness. President Howell protested that so much emphasis on finances was bad public relations and imperiled the school's chances for survival.

When the earthquake of 1906 struck, it found President Howell in a San Francisco hotel bed. The night before he had just suffered what he later was to call his private "educational earthquake"—the board had fired him and he was on his way back to Healdsburg to finish out the year. Climbing out from under the debris, he forced open a jammed door and escaped to the street. He finally got to the ferry and the next day arrived in Healdsburg to find classes reciting quietly out on the lawn. Only about \$1000 damage was done to the school. Even chimneys stayed put. But somehow the students felt better outside. For the rest of the term, as numerous aftershocks followed, the girls slept on the front lawn and the boys in the back. It was not quite the novelty it might appear, for on good days classes, faculty meetings, or even board

meetings had been held under the splendid campus trees. The tent factory kept right on going in the attic, however.

At a solemn meeting of the teachers with the board in June, the chairman, Elder W.T. Knox, explained that the faculty was too numerous and announced that both of the Bible teachers, Elder D. D. Lake and Mrs. McKibbin, were to be transferred, since jobs could be found for them. The other teachers protested at this. Mrs. Osborne volunteered to give up her salary and to try to live on her husband's. Elder Knox accepted this offer graciously. (Mrs. Osborne was rewarded by having to add two of Mrs. McKibbin's classes to her own teaching load.) The school was saved for the moment, but



*Lucas A. Reed  
President, 1906-1908*

thought was given to closing it for a year to catch up on its debts, or, if a good price could be realized, to economize by selling the plant and renting quarters. This would have the financial advantage of completely eliminating all industries.

Several of the teachers were willing to attempt to run the school on their own responsibility, so an additional reprieve was granted. President Howell departed to new duties at Loma Linda and was succeeded by Dr. L.A. Reed, the last president at the old location (1906-1908). A midwestern dentist with some teaching experience, Dr. Reed was somewhat like his predecessor in that he was a genuinely intellectual man with a surprising fund of knowledge about many things, but not particularly successful as an administrator. There had been another \$20,000 in additional losses since Cady's day, so it would have taken rather extraordinary gifts to save the situation at that late stage. Reed had been dean of men, was well liked by the students, many of whom were deeply attached to him. But his relaxation of social restrictions met disapproval on the part of some of the more conservative faculty members. With that body reduced in size, President Reed himself taught eight classes, the last in his home in the evenings. He covered history, Bible, science and art!

The most lasting work of this foredoomed administration (1906) was the renaming of the school Pacific Union College—a name it could carry with it when relocation might take place.

In 1906-1907, operating losses were more than offset by donations and it was decided to extend the experiment another year. However, 1907-1908

ended with a loss of \$4510 and a total indebtedness of more than \$11,000.

In 1907, the college building was sold. Classes were held in the school home and even in some of the empty industrial buildings, dark and dingy as they were. The industries were gone, the grounds were not kept up, and the end was obviously not far off—a heartbreaking situation to those who remembered the good old days of Grainger and Cady when things were humming and prospects good.

The city of Healdsburg was interested in acquiring the property that remained. The earthquake had badly damaged the city's schools and some college facilities had been rented to the city right after the earthquake.

In the final year, church members were asked to keep an eye out for likely sites in the country to which the school might be moved for a fresh start. Dr. Reed, himself, ranged the countryside, looking particularly in Napa county.

In June, 1908, at the Oakland campmeeting, the California Educational Association confirmed an earlier decision that the college be relocated "in the country" for a worker's training school, to have two teachers and to give only "advanced" work. In the meantime, the California Conference would make use of the new school Dr. Sharpe was launching at Lodi.



*An anatomy class moves outdoors with charts and models to be photographed*

That same month saw the release of the last journalistic production of Healdsburg, the second number of the COLLEGIAN, another mostly literary annual. It carried a few pictures and reported the activities of the various student organizations, the most distinguished of which was apparently the Pacific Union Christian Workers Association.

The last college activity was a teachers' institute held June 16 to July 14, 1908. Then P.U.C.-at-Healdsburg closed its doors forever.

The property was already up for sale at \$13,000. The site of the school home was afterwards occupied by the Healdsburg Junior High School and its playing fields. Private homes were built where the old college building and the church had stood. No trace of the college was left to remind the passerby of the vanished glories of "our" college.

Was Healdsburg a failure? In 26 years of operation it lost \$92,248.29, half of it after 1903. Sale of the stock, donations, and sales of CHRIST'S OBJECT LESSONS together brought only \$86,379.14. The assets, buildings, land, and equipment were valued at \$25,089.24 but had to be drastically cut to reach a reasonable sale price. The California Conference Association assumed the debts of Healdsburg in 1911.

As President Howell protested, all cannot be measured in terms of dollars and cents. On the credit side are the lives of some 2,000 students who passed through classes in the old college. Some 400 of them became denominational workers. Not very many earned formal degrees—but such things were not particularly important in those days. In Grainger's day alone, fifty became foreign missionaries, including the president himself.

If a school is known by its alumni and students, then Healdsburg has no reason to fear comparison. Out of its small student body went Abram La Rue to Honolulu and Hong Kong, Frank Hutchins to Central America, J.E. Fulton to Fiji, J.L. McElhany to the Philippines and to the presidency of the General Conference, Fred Bishop and Thomas Davis to South America, David McClelland to Ireland and England, the Paap brothers and Robert Hare to New Zealand, Herbert Dexter to France, Switzerland, and the West Indies, the Bond brothers to Spain, Dr. Keem Law to China, Herbert Lacey to England, Delos Lake to Samoa, George Teasdale to Java, Nicholas Hanson to be captain of the PITCAIRN, Guy Dail to Germany, Dr. Elmer Otis to Jamaica, and in the homeland such as Laura Morrison, Alma McKibbin, Dr. Frank Thorp, Alvin Kellogg, Frank Burg, and many others. Along with



*A graduating class*

many of the faculty, the spirit of the old school was transplanted to Howell Mountain and even greater work has resulted.

Speaking for his fellow alumni, J. E. Fulton '90, said:

The college did not have the elaborate and up-to-the-minute equipment that our more modern institutions do. While we speak of humble beginnings in that old college, yet there were some very remarkable compensations, for the school profited frequently by the presence of some very exceptional individuals, the pioneers of the Advent movement. Often in chapel, in the Home parlor, and at church service, such leaders as S.N. Haskell, J.H. Waggoner, J.N. Loughborough, O.A. Olsen and others exhorted us to lives of usefulness and devotion. Students look back with reverence to the privilege of having had Mrs. White with us. ... We students, as we listened to her, felt that we were indeed in a school of the prophets.

Thus the rare privileges of those early days in the presence and instruction of God's special servant, the teaching and example of the pioneers, the holy life and leadership of the early faculty members, the widespread influence of the students who went out as ministers, teachers, and missionaries, gives Healdsburg College a distinction among our denominational schools.



# THE IRWIN EPOCH

## THE SEARCH FOR A SITE

The year that elapsed after the closing of Pacific Union College at Healdsburg was a discouraging one to those hoping for a quick revival of their old school. For years the constituency had been battling the problem of school debt—each campmeeting fund drive was to be the last. To talk of a new location and possibly the construction of a new plant seemed a large order indeed, with the old onus still weighing heavily.

In the meantime, Professor Sharpe had persuaded a number of people in the Central Valley to finance a school at Lodi. For the interim, this Western Normal Institute was available to Adventist young people. It was not under denominational control at first, but after quickly running into debt it was taken over by the California Conference. The Lodi school offered a few advanced courses in 1908-1909, but the proposal that it become the college was not received with general favor. Economizers fell back on another idea: Why not further improve the burgeoning church school system, put up some academies and so thoroughly indoctrinate students in the faith that they could safely go to the state schools for any higher education that some of them might feel they needed? That would be simply inverting the situation as it had existed during most of the Healdsburg period, when there were no feeder establishments of any kind.

Chief among those who refused to give up were Mrs. White, in very active retirement at Elmshaven, and Elder S.N. Haskell, once again the president of the California Conference as he had been years before when Healdsburg was being planned.



As mentioned earlier, Mrs. White had been disappointed in the judgment of the Healdsburg administrators, who had failed to secure adjacent land and had consequently been hemmed in by the growing town. As early as February, 1904, she had evidently been interested in the relocation of the school. The former president, M.E. Cady, had discovered a likely looking piece of 150 acres six or seven miles from Sebastopol. Writing to her son Edson, Mrs. White said: “There is some thought of moving the Healdsburg school to a rural district, where the students will have more opportunity to engage in agriculture, carpentering, and other lines of manual work.”

In 1908, four years and many thousands of additional school debt later, Mrs. White left Lodi camp-meeting early to look at land near Sebastopol, though it is not certain it was the same plot. “Professor Reed,” she wrote, “is very anxious that Willie and I shall see the place and give advice as to whether we should settle the school there.” By July, 1908, the old college had closed its doors and the hunt was on in earnest.

Representatives of the Conference Committee ranged through the Napa Valley and looked in such places as Santa Rosa, Modesto, Cordelia, Turlock, Oakville, and Vallejo, without finding anything suitable. Much of the load was carried by H.W. Cottrell, the Union Conference president, and by Elder Haskell. The search committee was straitly charged to “negotiate ... in harmony with the counsel given by the Spirit of Prophecy in regard to the question.” There was to be no second slip-up, no locating in the proximity of a settled area. In the meantime, pledges were still being taken to apply on the old debts; creditors of the

defunct school were assured that their interests would not be forgotten.

Various offers of land were made—and declined with thanks. Of one possibility near Modesto, Mrs. White commented: “I could not see anything to invite us in the level roads and broad lands almost destitute of trees.”

In 1930 Elder White recalled that other lands in the valley had been considered:

In the San Joaquin Valley they found large tracts of land in newly organized irrigation districts that were low priced, and they were assured by wealthy farmers that, wisely managed, the school could be supported by the raising of table grapes. In recent years table grapes have been left on the vine by the ton, in that neighborhood. ... Sister White strongly advised not to settle in an irrigation district because of the perplexities that would arise about the use of the water on the Sabbath. We also desired a cooler climate.

Said Mrs. White: “Excellent farming lands in the vicinity of Lodi and elsewhere were offered, but it did not seem best to accept any of these. We believed that the school should be located in some place more retired than any we had thus far seen.” In view of her repeated remarks that schools could be profitably established near sanitariums, search was made around St. Helena without success.

Finally, in August, 1908, the 3000-acre Buena Vista estate was discovered two miles from Sonoma. On September 2 Mrs. White made a personal inspection, noting with approval the fine “castle,” the orchards, and cultivable lands. There was a hot spring feeding an artificial pool. And there were some



*Postcards of Angwin's resort*

outbuildings, including a large stone winery then used for a cow stable. The main building was roomy and well-furnished. “As I descended to the first story again, I had little to say. I believed that here was a property that corresponded with representations given me.”

In view of later events, it is important to note the precise wording of the preceding sentence. Arthur White, of the White Estate, explained:

Contrary to the opinion of many, Ellen G. White was rarely shown a particular property which should be secured for denominational work. Loma Linda was an exception. In vision she was shown the “kind of properties” we should have and the general features of their surroundings. It then became the task of the brethren, guided by the principles set before them, and sometimes with Mrs. White’s help, to find such properties and secure them for the cause of God. It must be kept in mind that the Spirit of Prophecy as manifest in our day was never to take the place of study, initiative, faith or hard work. Because the Buena Vista property met most of the points set before Ellen White as desirable for a college, she favored its purchase but was free and able to turn quickly from this property, even though she had purchased a few acres near by, when it was discovered that the title could not be cleared and property of more inviting qualities was found at Angwin.

Commenting in 1909 on the Buena Vista property, she said: “I will say that it corresponds to representations made to me as an ideal location for our school more perfectly than anything else I have seen.”

In her concern for acquiring this land, Mrs. White was most urgent that the deal be put



his efforts to remove certain tenants from the land, he declared that he didn't care whether he sold the land or not. Technical errors were found in the documents and there was also the strong suggestion that the owner might be holding out for a better price.

Anxious as she was for a speedy settlement, Mrs. White urged that the time be put to good use in raising the money so that payment could be made as soon as the title cleared. "Make your gifts as large as possible, for borrowing large sums of money may lead to future embarrassment to the one who is using the money." In February, 1909, the price of \$53,000 was published, and the PACIFIC UNION RECORDER expressed the hope that a school would be functioning at Sonoma in September.

In the meantime a church member bought 17 adjoining acres which had once been part of the property. He

through. Where the money was to come from was uncertain. She considered selling off the stone winery as a means of helping to pay for the rest of the land, but received instruction that the property was to be purchased as a whole so as to avoid having outsiders working adjacent land on Sabbath. Another possibility was to pay part cash and trade the old college building at Healdsburg for the remainder. The school must also have "the best teaching ability, the best preceptor we can secure. ... I have carried a heavy burden on my mind, fearing lest we should not come into possession of just the place we need."

Elder Cottrell found the owner of the property exceedingly difficult to deal with. Among other complications, the owner's sensitive nature was outraged by the parties of "rubbernecking" church members, giving the impression that it already belonged to the Adventists. Claiming that this jeopardized

intended to start an invalids' home on it but was unable to raise the needed \$2000. He turned his option over to the California Conference, which was also unable to undertake the expenditure but asked Mrs. White to purchase the land that it might not pass into the hands of unbelievers. Mrs. White had to borrow \$1500 at eight per cent interest to make the purchase, but she consoled herself that it would make an excellent church site. A little later the conference found the money to take the property off her hands.

Some forward-looking brethren, from conference rank on down, were also buying lands adjoining the Buena Vista property. Elder Cottrell was exceedingly distressed. When he found tendencies among certain board members to wink at or to defend what he considered to be "graft," he threatened to resign from the association board and the college board. He saw it as an attempt to



CLOCKWISE FROM TOP LEFT: *Exterior of the swimming pool; interior of the swimming “tank”; view from the hotel porch; one of the barns*



inflate land values and later on, as the school developed, to unload smaller tracts to the “brethren” at higher prices. The RECORDER carried the action this protest gave rise to: “Therefore, moved, that we hereby disapprove of the entire speculative course of all such of our brethren as are involved in such transactions, and that we recommend that all profits accruing from any such deals heretofore made be turned over to the college treasury.” (The records do not tell if any of the promoters went quite as far as that last suggestion.) The affair left scars which were slow to heal.

By April, 1909, it was obvious that troubles with the deed were serious. About 22 errors had been discovered, some important, and it was claimed that it would take at least six months to mend them. No visible progress was made, and the owner continued his “take it or leave it attitude.” The conference lawyers finally advised the Adventists to ask for their deposit and to withdraw from the deal, since it would be very risky to buy with such an imperfect title. From the General Conference session in the East came the telegraphed response: “Call off deal and demand deposit money. Signed: Cottrell, Haskell, Ellen G. White.” With the return of the deposit, the conference found itself out only \$150 in expenses.

Intense search for another site was renewed. It was only about four months from the time school should start, if it was to start that year. One hilly locale in Contra Costa County was too completely inaccessible. Another, and very attractive property, turned out to be 6000 acres instead of 600 and priced at \$450,000 instead of \$45,000. The Hyde ranch of 600 acres near Sonoma, without buildings and priced at \$65,000 was also out of reach. In desperation, Elder Cottrell suggested that the school at Healdsburg be temporarily reactivated. A feeble hope remained that the owner of Buena Vista might see his error and reopen negotiations.

Mrs. White advised the committee that “if the deal were closed up, the Lord had something better

for us,” and urged them to keep looking. Her faith was strong enough to call Professor C.W. Irwin to come from the General Conference session to the Pacific Coast rather than to let him go back to Australia, even if there was as yet no school for him.

Suddenly, in its issue for September 2, 1909, the RECORDER announced that as of the previous day, the conference had in its possession a property at Angwin far superior to that of Buena Vista. That there had been no advance publicity was probably due to unfavorable reactions from the other transaction. The Angwin purchase was as good as a new discovery. The following week, former President L.A. Reed explained in the RECORDER:

Nearly two years ago, while visiting Sister E.G. White, I heard that some years previous, when affairs at the St. Helena Sanitarium seemed somewhat discouraging, Sister White had encouraged our brethren to hold on to the work there, stating that the Lord would yet do great things in that place. She said that she had seen our young people traveling over the hills with text-books in their hands, and that it was to be a missionary and educational center.

Many had supposed that this meant the future of the sanitarium merely, but it appealed to me as meaning more, and I gave most serious consideration to the matter of finding a location for the college in the neighborhood of the sanitarium. Among other places, the Angwin property was mentioned, but the lack of funds placed it outside of our consideration entirely at that time. ... And now, the words of Sister White are to be most fully brought into reality. God showed her years ago what He saw, and although neither she nor others fully understood its significance, what God saw was a fact, a fact to be realized in our day.

Said the RECORDER further: “We trust that the name given to the institution, Pacific College, may have its meaning fulfilled in the quietness and peace betokened by the tranquil surroundings as well as in the broad influence which the school shall exert.”



*The old Angwin hotel*

## STARTING THE COLLEGE ON THE MOUNTAIN

When George Yount entered Napa valley in 1831 he declared it the paradise in which he wished to live and die. Among other grants, he obtained La Jota Rancho from the Mexican government in 1843. It contained 4453 acres and was located on what is now known as Howell Mountain, named about 1856 for the blacksmith John Howell of St. Helena. Signs of Indian activity have been found, mostly in the form of arrowheads, but before Angwin's time, the Callajormanas, a Wappo tribelet, had been practically wiped out by epidemics and white aggressions, and the mountain was almost uninhabited for some years.

Early in the sixties, Edwin Angwin bought "the best 200 acres" of the La Jota grant—it had forty-eight corners by the time he had staked it out—and had begun farming. Howell Mountain had a local reputation as the healthiest place on earth, and when an asthma sufferer who was visiting Angwin discovered what the climate had done for him, he encouraged his host to develop his farm into a resort. He even lent him some money to get under way. According to tradition, the money was used to build Alhambra cottage. For over thirty years, "Angwin's" was known as a popular refuge for city dwellers at vacation time. The Angwin post office was opened in November, 1883, and discontinued in January, 1910.

Other resorts, such as the White Cottages, were also operated on the hill, but aside from settlers like John Moore on Las Posadas Creek and temporary squatters who did some of the work around Angwin's, there was little permanent population. Especially in the summertime, however, the stages labored up the eight-mile ascent from St. Helena and down the other side to Pope Valley, which was in those days a more considerable settlement than Angwin. It took a real man to get team and stage down the unpaved grade to the eastern side of the mountain. A couple of saloons flourished on the route, for it was a dusty trip. One of them was located a few hundred yards down the hill from the Toland House, another old landmark. A vineyard boom brought temporary prosperity to the hill for a number of years and mule-drawn wine wagons added to the traffic hazards of the primitive thoroughfare.

Unspoiled Howell Mountain must have been a most attractive place back when "the world was young." Though the altitude is only about 1600 feet, it is the meeting place of three life zones—represented by the yellow pine of the Sierras, the redwoods of the coastal area and the oaks of the lowlands. Rainfall is between 35 and 45 inches annually with an extreme of 65 inches.



TOP: Dedicatory service, September 29, 1909, in the chapel, formerly the dance hall of the resort.

ABOVE: The group attending the exercises on the opening day, taken outside the chapel.



*View of campus about 1912*

Wildlife, of course, was more common then. The hill had fourteen types of fish (eight native), eleven amphibians (ten native), thirteen reptiles, forty-six mammals, about 175 varieties of birds and about 500 plant species. On the top was the “Crater,” the central valley ringed by wooded hills. Though the whole area shows signs of former volcanic activity, there is no evidence that it actually was a crater.

By 1909, Mr. Angwin had become increasingly disenchanted with certain of his resort clientele; and, as he was getting on in years and wished to give city advantages to his family, he wanted to sell. He spread abroad his desire and told Artemus Atwood of the Sanitarium, who ran a small sawmill on Angwin’s property, that he would give him a commission if he helped with a sale. Mr. Atwood knew of the Healdsburg predicament and was soon in touch with the searchers. He drove Elders Haskell and Cottrell up the hill for their first inspection of the property and on a second trip brought W.C. White.

On returning home from the General Conference of 1909, Mrs. White was asked to inspect the new property. With her son and grandsons, she made the trip to “inaccessible” Angwin’s. She wrote Edson:

We left home early on the morning of September 10, driving in my easiest carriage. It was a five-mile climb to the top of the hill; then when about one mile from the property the country became more level.

Elder Irwin met us at the place and showed us something of the grounds and buildings. As we drove along I marked the advantages over the Buena Vista property. True there was not here the fine costly buildings we found on the Sonoma Property, but there were a number of buildings in good repair, and such as could be easily adapted to the needs of the school. The largest of the dwellings was a house of

thirty-two rooms, and in addition to this there were four cottages. All the rooms were well planned, and substantially but not extravagantly furnished. Everything about the houses and grounds looked clean and wholesome.

There are 1600 acres of land in the property, 105 acres of which is good arable land. Twenty acres of this is in orchard. We were much pleased with the fruit that we saw. At the time of our visit there were many workers on the ground taking care of the prunes, some gathering the fruit, others preparing it for drying.

The large corn barn was filled to the roof with the best lucerne hay harvested from the land. In the carriage house we saw eight buggies and wagons. There were twenty milch cows, thirteen horses, and six colts included in the trade.

The place has many sanitarium advantages. Here is a large bath house with a good swimming tank and many dressing rooms. There were four bathrooms supplied with good porcelain bathtubs. The water for this swimming tank is supplied from springs on the place, and is constantly flowing in and out through pipes in the sides of the enclosures.

Now I have tried to describe this place to you, though I have not seen it as fully as some others. I was a very sick woman on the day that I visited the property, and was not able to climb more than one flight of stairs in the main building. I did not dare to excite my heart by overexertion. But it was thought best that I should visit the place as soon as possible and pass my judgment on it as a site for our school. I am very pleased with the place; it has many advantages as a school location. We are thankful for the abundant supply of pure water flowing from numerous springs, and thrown into large tanks by three hydraulic rams, also for the good buildings, for the good farm land, and for the hundreds of acres of woodland, on which there are many thousands of feet of saw timber. We are also thankful for the machinery which is all in such good order; for the furniture, which, though it is not fine, is good and substantial; for the fruit that is canned and dried, and which will be much appreciated by teachers and students this first year of school.

When we learned we were not going to be able to secure the Sonoma property, an assurance was given me that a better place was provided for us, where we could have many advantages over our first selection. As I have looked over this property, I pronounce it to be superior in many respects. The school could not be located in a better spot. It is eight miles from St. Helena, and is free from city temptations. The entire cost is sixty thousand (\$60,000). \$40,000 of this money has been raised, and we hope the balance will soon be forthcoming. Our people see that this property is much better than we hoped to be favored with. It is situated only six miles from the Sanitarium where Dr. Rand is head physician. The leading workers of these two institutions can cooperate in their work to carry forward the work of sanitarium and school solidly. ...

In time, more cottages will have to be built for the students, and these the students themselves can erect under the instruction of capable teachers. Timber can be prepared right on the ground for this work, and the students can be taught how to build in a creditable manner.

We need have no fear of drinking impure water, for here it is supplied freely to us from the Lord's treasure house. I do not know how to be grateful enough for these advantages.

Speaking at the Fruitvale campmeeting, two days after her visit, Mrs. White emphasized the following points:

I was very happily surprised to find here a place where we need not wait to make great preparations before our school can be opened. Here we may call the students to come, and we can begin the school work just as soon as they are on the ground. ...

This place is more appropriate for our school than was the property we were previously considering. At Sonoma other buildings would have had to be erected very soon, but at Angwin's there are sufficient buildings for present needs, and



TOP: *Rear view of the hotel*  
ABOVE: *The Normal building, formerly the dance hall and bowling alley*

our school work can begin at once. ... The school can help the sanitarium by supplying it with fruit and vegetables, and the sanitarium can help the school by purchasing these things. ...

The buildings are substantial and in good repair. The whole bears the appearance of good care and neatness. The large supply of good bedding, and the mattresses, remind me of what we found in Loma Linda when that property was purchased. ... It is true that there is a long hill to climb in order to reach the place, but that is not altogether a disadvantage. Many of us would be greatly benefited in muscle and in sinew if we did more climbing of hills.

The REVIEW AND HERALD, calling it “this immense ranch,” marveled at the hundred springs, and thought there might easily be a hundred more. A hundred acres was under cultivation. Some of the rich valley soil was ten to twenty feet deep. Pears, peaches, prunes, quinces, apples, berries, and grapes were in abundance. There was a horse barn, a cow barn, and a storage barn, with ten or twelve buildings in all. The hotel had originally cost \$20,000. Also included was an enclosed swimming pool 40 x 100 feet. The water was wonderfully soft, with the exception of one mineral spring. Daily flow was nearly 300,000 gallons.

Angwin’s price was \$75,000. Charmed with this ideal setting, the committee offered \$60,000, the price Mr. Angwin finally accepted for his 1636 acres—\$40,000 in cash and the rest in six months, without interest. Explaining that the Adventists had bargained so hard that he had had to sell at too low a price, Angwin did not pay Mr. Atwood his commission.

Included with the property were twelve to fourteen vehicles and a gas plant which could supply 150 lights. There were 19 horses, 20 cows, and a herd of pigs that, before they were sold, disturbed Sabbath services a few weeks later, running in a grunting line alongside the chapel. Timber was optimistically estimated at between three and ten million board feet. A vast amount of other wood was available besides the standing timber, which was mostly pine, fir, and redwood. In a ten-minute walk, one could find pine trees four and five feet in diameter, a white oak 16 feet 3 inches in circumference, and a walnut tree in front of the hotel which was six feet in circumference though less than twenty years old. The main building, it was declared, would be adequate for the young ladies, and the cottages for the young men. One hundred students might be accommodated.

Elder Haskell estimated that it would have taken five years and \$50,000 to put Buena Vista in the state of readiness of Angwin’s. He saw the mountains



*West Hall and the President’s cottage as seen from the garden*

about the valley “as the mountains are about Jerusalem” and added to the fruit list figs, blackberries, black and English walnuts. The hotel dining room could seat 150 and the kitchen was capable of feeding 300. Five hundred two-quart jars of fruit came with the place and 45 tons of prunes were gathered in the first harvest of the season. A cellar hewn from the rock served as a cooler in the summertime. It put Haskell in mind of Deuteronomy 6:11.

The new president had about two weeks to convert a summer resort into a school—no easy task even with a good larder and fine scenery. Elder A.O. Tait took a few young men from the campmeeting in Oakland and hurried up to Howell Mountain. Elbert Ashbaugh is said to have been the first student on campus. There was no time for a school calendar or even a printed announcement. Announcements in the RECORDER served instead.

It was during this time that President Irwin was approached on the ferry by a gentleman who had been at the recent campmeeting. Irwin was turning over in his mind what he might do for the culinary department of the new college with the \$25 he had available at the moment. (Students had to eat first of all.) Introducing himself, the man was impressed by the president’s enthusiasm and asked if \$25 would be of any assistance in the new work he was undertaking. Professor Irwin later recalled this timely doubling of his liquid capital as one of the most encouraging incidents of his career.

The purchase of the Angwin property had been completed on September 1, 1909. The dedication of Pacific College, for so it was called in its first year, took place on September 29. Three four-horse teams, six two-horse teams, and many single vehicles brought an interested crowd to a place most of them had never heard of a month before.

President Irwin presided over the service in the former dance hall. Opening with “Wake the Song of Joy and Gladness,” Elder Haskell read Joshua 24:13-14 and Psalms 121 and 122. Professor Irwin then described the type of education for which Pacific College was founded, “the education of the whole man.” Training of but part of the man is defective. God had been patient with the slowness of His people to comprehend, and their greater slowness to act, but now the school was going to “get back onto the platform that God gave us.” The young people would be trained “to meet the battles of life, and not try to escape them.”

Mrs. White’s text was from Zechariah 3. She observed:

Here we had what we had hoped to have at Buena Vista. We realize that the Lord knew what we needed, and that it is His providence that brought us here. Our disappointment in regard to the Buena Vista estate was great; and it was hard to know that all our expectations concerning it must be given up; but we thank the Lord that the matter has worked out to the glory of God. ... God wanted us here, and He has placed us here. I was sure of this as I came on these grounds. ... I believe that as you walk through these grounds, you will come to the same decision—that the Lord designed this place for us.



*First stage of "Shed Hall" 1910*



*TOP: The farm; MIDDLE AND BOTTOM: Two methods of transporting logs to the sawmill*

Up to a few weeks earlier, Elder Haskell confided, he could not imagine what to do with the thousand young people of the conference with no school available. He was much encouraged by the prospects. When he had been told “you cannot get Californians to work,” he had replied that given the opportunity “to cultivate the physical with the intellectual” you would find the cream of California in the effort.

W.C. White reviewed the errors of Battle Creek, Healdsburg, College View and College Place in allowing towns to creep close. (Indeed, it did look hopeful for the new school, with the nearest settlement five miles away.) Other speakers were Elders Knox, Corliss, Tait and Cottrell, and Professor Rine. Elder Haskell offered the dedicatory prayer.

Dedication day had been pleasant enough, but the next two, Thursday and Friday, were cold and stormy. It was discovered that there was not enough stovepipe to go around, so to keep warm the community had to gather in the hotel parlor. Sabbath was pleasant again. Professor Irwin was Sabbath School superintendent and in the afternoon everyone walked about the grounds enjoying the new surroundings.

No two accounts are the same, but 42 seems to have been the number of students present on opening day, most of them at the academy level. By February there were six teachers and 71 students.

Though the school was off to a courageous start, some legal details had to wait several months. In February, 1910, the Pacific Union Conference took over the responsibility

for the college from the California-Nevada Conference and the name Pacific College was expanded to Pacific Union College.

Strenuous fundraising efforts were undertaken to provide for operations and for the building program. Most famous of these was the “\$150,000 Fund” which raised money for the conference schools. At the same time, a unified management for Pacific Union College and the Lodi and San Fernando academies was set up. For a number of years they shared the same board and bulletin. It was agreed that P.U.C. could take all students in the Lodi district above the tenth grade and in the San Fernando region above the twelfth grade.

In February, Elder G.W. Irwin, father of the president, visited the campus and found the program well under way. A heavier sawmill had been purchased but was not yet in operation. Work in the woods was going strong. Other visitors reported both work and studies doing well. The point was driven home that every dollar these students earned was a dollar their parents and fellow church members would not have to pay. The education was advertised as practical, with less “impractical higher mathematics” being taught but more surveying and navigation for future missionaries. Though the battle to finance and sustain the school had just begun, it *was* in existence and the creation of a college from a hillside was under way.



*Charles Walter Irwin, President, 1909~1921  
(Portrait made while principal of the school at Avondale, Australia)*



*Memorial plaque designed by Richard B. Lewis, '27 and bearing the famous tribute of Francis D. Nichol, '20. Installed in the front entrance of Irwin Hall in 1936.*

## THE GIANTS IN THE LAND

It would have been impossible for the school to get started, much less to survive the first decade, but for the magnificent body of men and women who made up the early faculty. Their character and example made Pacific Union College. Physical facilities, with all due respect to the conference brethren, were hardly suitable for running a conventional school. While there may have been advantages in starting an institution from scratch, still it was a soul-testing experience. With every reason to quail at the prospects facing them, lacking every sort of equipment, these teachers “carried their laboratories in their heads.” They believed in what they were there to do. In the words of a former student, “there were strong and true hearts in the faculty and the Spirit of God was there to help.” Another characterized them as “Christian ladies and gentlemen all, perhaps lacking some of the academic sophistication of a later day, but with a charming simplicity and impressive integrity which have left a lasting mark.”

Another member of that early group said that “on that long ride up the hill we seemed to leave the world behind. Somewhere on the way we dropped useless and unnecessary conventions, and artificial values, until only the essentials, the real values of life remained. We seemed to understand the principles of Christian education more clearly here, and to have greater courage to put them into practice.”

The original board of P.U.C. met for the first time on November 1, 1909, and those present were Professor Irwin, H.W. Cottrell, W.T. Knox, and A.O. Tait. Haskell was absent from the first meeting, but at the first full meeting (February 9, 1910) he was present, as were G.A. Irwin, W.C. White, H.F. Rand, and C.H. Jones. The board confirmed the faculty that Irwin had chosen. Asked to “stand at the head of” departments were H.A. Washburn (history), G.W. Rine (English), A.O. Tait (Bible), Miss Hattie Andre (preceptor), M.W. Newton (science and mathematics), Mrs. Alma McKibbin (Bible History), Frank Field (science), Mrs. C.W. Irwin (bookkeeping), Dr. Maria Edwards (medical lectures), Dr. H.F. Rand (preparatory medical), and Miss Lois Randall (common branches). Not all of these were on duty the first year.

One wonders when there was time to teach classes—or build buildings—or sit in faculty meetings—and do so much of each. Said Elder Tait:

The teachers in that school wear collars and cuff four hours a day, and then they wear overalls and jumpers for about 12, 16, 18 or 20 hours, and the teacher who works in that school does double work.



HOW TO BUILD A COLLEGE AND DENUDE A HILLTOP—TOP LEFT: *Woodcutters pose beside a fallen giant: George B. Taylor, Roscoe Owens, Almon Owens, Harry Smith, Alonzo Baker.* TOP RIGHT: *Sawmill workers: Walter Peterson, Ignacio Thieleg, Harry Parker, George Wilkinson, and Shun Chin.* BOTTOM LEFT: *“Maud” with Carl Winterberg driving, Almon Owens and A.E. Owens on the ground.* BOTTOM RIGHT: *Woodcutting scene*



There is a decidedly business air about “Angwin’s”. ... The president is also business manager and general superintendent; his wife is the bookkeeper, storekeeper, and commercial teacher; the Bible teacher the past two years has been chief sawyer and woodman; the history teacher has six classes and takes charge of all repairing; the teacher of mathematics and physical science is one of the builders; the teacher of English is supervisor of the farm.

To review several outstanding personalities of this remarkable group, there is little doubt as to where to begin. Said Keld Reynolds:

They say an institution is the lengthening shadow of a man; therefore, perhaps the president of the college is as good a starting point as any. Professor Irwin, a solidly built man with a thick mane of iron grey hair and a piercing eye was a commanding figure when he walked across the campus. Upon closer acquaintance he proved to be a warm and friendly personality, who, in giving advice to the student, preferred to speak softly, yet somehow managed to leave the impression that somewhere in his office closet was a big stick, purely moral, of course. ... President Irwin was the uncompromising Seventh-day Adventist, masterful, whimsically human on occasion, but always the tower of strength.

Another of those early students agreed, “The strongest point at P.U.C. was President Irwin.”

A graduate of the classical course at Battle Creek College in 1891, Charles Walter Irwin was a teacher at Union College, a principal at Graysville Academy and the president at Avondale College in Australia. In those days his “mane” was reddish but after twelve years of P.U.C., white was beginning to predominate. In spite of indifference and some outright hostility, a scattered potential student body, and the primitive situation he found at Angwin, President Irwin made the college pay (as he had in Australia) and, with the faculty he had asked the privilege of choosing, made it a training ground for leaders too. Iron-willed, with set ideals, sometimes seemingly severe, he was always fair. Aside from character, he valued experience in his faculty even before scholarship. He brought in teachers he could rely on, many of whom he had worked with before. He had sung quartets at Battle Creek with Newton, Washburn and Guy Dail, and later he and Newton had sung duets at Union College. Hattie Andre, the Robbinses and the Paaps he brought from Australia. The faculty supported him and he supported them. He said in 1912, “The experience and efficiency of the faculty of Pacific Union College are recognized as second to none in the denomination.

Agnes Lewis Caviness, the first college graduate of the Irwin period, observed:

The thing that impressed us all was the tremendous faith and almost stubborn purpose of President Irwin. He knew exactly what he wanted to do. He knew there was continued opposition and plenty of discouragement. Years afterward he said to me, “I suppose many people thought that I was unconscious of the criticism that was going on,” but he said that he had a tremendous work to do and he knew that he could not afford to hamper himself by building on the criticism or praise of onlookers. He could do that because he was sure he was doing the right thing. If he had thought he was following his emotions, he would have been afraid to do so.

This made him seem austere and unsocial to those who could not understand his feeling of responsibility. As he was naturally reserved and quiet, he gained an undeserved reputation for aloofness. In later years, as he saw his program succeeding, he permitted himself to become more approachable. “Those who had the discernment to appreciate his qualities saw in Professor Irwin a scholarly educator of great vision and a Christian gentleman.” Seeing him in his later days, again through Keld Reynolds:

Once a day he descended to the level of ordinary mortals. That was when he sat in the barber chair under the ministrations of “Professor” Kuehnle, one-time hairdresser in Paris, then teacher of German and French-with-a-German-accent to the P.U.C. students. Occasionally he came even nearer our level. That was when apple-polishing students or program chairmen persuaded him and Professor Newton to sing duets, a la their Union College days, to the accompaniment of the Newton guitar. It was always a question which was off key, the singers or the instrument. But in a fine spirit of loyalty to all things Angwinite, the trio always received a strong approving hand.

Mrs. Irwin assisted her husband in many ways, and was especially remembered as storekeeper and postmistress of the community, with her headquarters in the basement of Mr. Angwin’s ancient Alhambra cottage. Oilcloth kept the water coming through the ceiling from reaching the merchandise, while the customers lined up outside under their umbrellas.

For a time the senior Irwins were also on the campus and, though a former president of the General Conference, G.A. Irwin spent an Angwin winter in a tent. His wife served as matron for a time, without pay, and was lavish with her time and money in helping the infant school.

Though he was not a rich man, the president frequently advanced money from his own funds to keep the recurring financial crises from pinching too



*College group, 1911-1912: At extreme left: Mrs. Delpha Miller; Front center: President Irwin, Professor C.C. Lewis, Mrs. Irwin, Mrs. Alma McKibbin. Behind Mrs. McKibbin from left to right: Mrs. John Paap, Miss Hattie Andre, Mrs. W.E. Robbins, Professor W.E. Robbins, Professor John Paap; behind Professor Paap: Professor Field, Mrs. Field; In the right foreground: the H.A. Washburn family, Mrs. Hennig, Elder Hennig*

badly. Since the college treasury could not stand it, Irwin leased ground in 1915 and built seven cottages at a cost of \$4500 for housing married students. The board permitted him to donate the profits from the rentals of these cottages to the empty treasury and later took over the property when it was felt the college could afford it.

The president taught classes too, algebra and New Testament Greek for example. One of his students in the latter class observed that “it was as if you were looking at some object through a perfect piece of glass. He was that sort of teacher.” He de-emphasized himself and made the subject stand out, “a man who in no way made any effort to impress with his talent or his gifts.”

Somehow, he and his wife found time to play in the school orchestra, and he personally came out of his office at the end of each period to ring the bell.

The Irwins slept on a side porch of Alhambra at first. The college offices were in their living room. Eventually (1913) he financed the building of the presidential mansion across the road from Irwin Hall. (It continued to house presidential families through the Weaver administration.)

Perhaps Professor Myron Wallace Newton stands out next to the founder. For many years he was the Grand Old Man of Howell Mountain. From his long association with the school in so many roles, and the distinguished bearing which was the marvel of those a fraction of his age, he was for several decades probably the best known and most widely respected of P.U.C.’s teachers.



TOP: *Class of '12: Front row: Attie Howe, Cecil Corkham, Agnes Lewis (Caviness), the only collegiate graduate, and the first on the Angwin campus. Back row: Harry Parker, Maud O'Neil, Harold Lewis, Lura Atwood, Jay K. Battin, Frederick Bulpitt*  
 ABOVE: *Girls of South Hall, 1915-16, Miss Hattie Andre, preceptress*

Newton, like Irwin, was an 1891 Battle Creek graduate but from the scientific course. After pioneering through seven administrations at Union College the Newtons came to California in 1909, expecting to teach in the Sonoma school. However, the General Conference called him to the school at Keene, Texas, instead. After a short visit there, he decided to return to California, and in 1910 brought his wife’s piano up the hill on a horse-drawn wagon. He lived in the same house, originally located where the college chapel later stood, for 46 years. The house was soon moved on rollers to the spot near present-day Newton Hall, where it underwent numerous alterations. (It finally burned in 1956.) There was so much furniture in the house that the professor and his older boys slept in a tent the first two winters.

No science was taught during the first year of Pacific College. In 1910, Newton taught physics, astronomy, and physical geography. Angwin’s bar served as his demonstration table. At first his only equipment was an airpump, but as one of the most ingenious men who ever drew breath, he was not stopped for long. His large collection of photographs, mostly taken on his European and Near Eastern travels, frequently served in place of professional lyceum programs.

Newton was an ideal choice for a faculty that had to improvise its school as it went along. He was part of almost everything that was made or improved on the hill for forty years. The following is a tribute to him from the thirties:

What's the matter with this telephone? Ask Professor Newton. Where are the boundaries of the college land? Ask Professor Newton. Where does this water main run? Ask Professor Newton. What's the matter with this camera? Ask Newton. What shall we do about this brush fire? Ask Newton. How can I safeguard my property? Ask Newton. Who'll witness my signature? Newton will. Who owns that house over there? Newton can tell you. When does the sun set next Christmas? Professor Newton knows. What is that bright star up there? Professor Newton will tell you. You don't understand signs and cosines? Don't worry, Professor Newton will explain them. Who can you get to lead the music? Why, Professor Newton of course, or sing a bass solo, or tell you about any one of fourteen world affairs. There's only one answer to that or any one of a thousand similar questions.

Among the other early arrivals was Elder A.O. Tait, on leave from the *SIGNS OF THE TIMES*, who set up the sawmill and directed the early logging operations, and was on occasion stage driver, muleskinner, and vigorous defender of the college against the pessimists who were afraid it might cost money. He was also known as an understanding friend of the boys who worked under him. In 1911 he returned to his regular position.

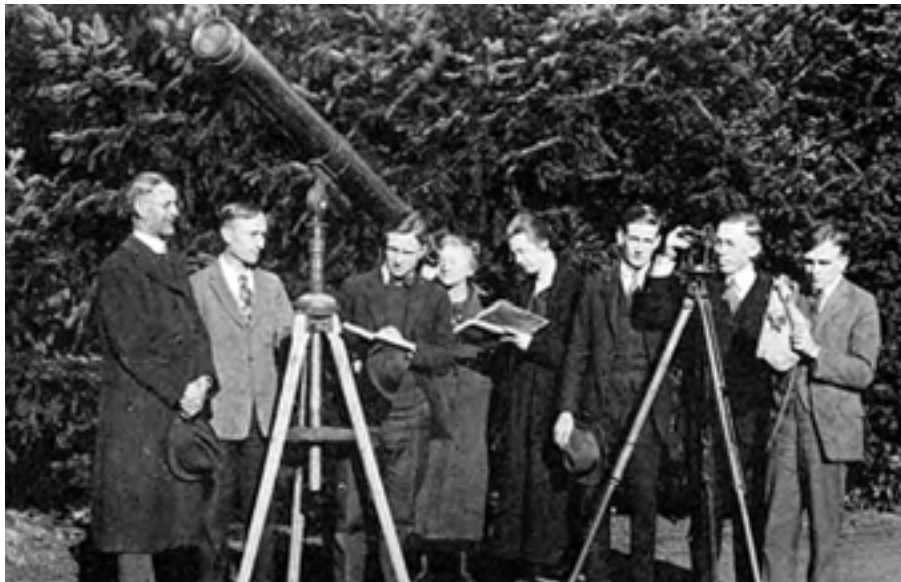
Professor Harry A. Washburn, intense and devoted scholar in history, astronomy, and the Bible, had his trademark in the history charts of many yards in length which his students in "History of Iniquity" had to make. It was said that notes in his classes were measured not in pages, but in feet and yards. He once suggested to certain students that they should use the term "Richard-sonary," since they were hardly on familiar enough terms to address it as "Dick-shunary."

There was also Professor George Washington Rine, much the same as he had been in Healdsburg days, brilliant, a bit eccentric, and at times absent-minded. (Two students read the same essay in succession in one of his classes without his noticing it). There was still the rapid flow of big words and arresting phrases to strike the imagination of his students. Some of whom, such as Alonzo Baker, Francis Nichol, and Llewellyn Wilcox, also became talented users of words. A Rine graduation address was an event to remember, and certain of his choice phrases, like "the consummate out-flowering of insanity," had a way of remaining with his awed listeners.

Professor C. C. Lewis, long a teacher and president in denominational academies and colleges, was also called to assist the new institution and gave, it was declared by those present, a perfect example of loyalty and deference



TOP: Warren Dayton's basketry class; ABOVE: Professor Field's chemistry class



TOP: Boys of North Hall, 1914-15, Milton P. Robinson, preceptor  
 ABOVE: Professor Newton's astronomy class: Professor Newton, J.G. Jacques, Arthur Nelson, Mrs. Jessie Osborne (?), Gladys Robinson (Stearns), Francis Nichol, Lloyd Landis (?), Howard Halladay

to President Irwin. His presence helped in many ways to make the P.U.C. experiment a success. His special field was literature and he was a respected friend of all the students.

Miss Hattie Andre was the first of a durable line of deans of women, the “wardeness, whose Pitcairn-trained eye missed little that went on in ‘Dear’ Park.” She also taught a memorable class in Testimonies.

Others arrived in the next few years. One distinguished addition was Professor Noah Paulin, who came from his studio in Santa Barbara in 1914 to be the head of the music department for the next thirty years. The cottage assigned the Paulins had previously been used as a pesthouse during a small-pox outbreak, but shortly after the arrival of the new teacher it was towed to its location in what one day became the Alumni Park. The house was the last of the original Angwin cottages to survive. Of Professor Paulin, it was said “be sure that no word or look will betray any restlessness of spirit, any harshness, any unkindness.”

Then there was Elder E.J. Hibbard, also with a Healdsburg background, who was in the mind of a student who observed, “men lost half their dignity when beards were sacrificed.” When some of the boys who had been logging on the Thousand Acres went to sleep in class one day, Elder Hibbard put down his notes and began to sing at top voice, “Awake ye saints and raise your eyes.”

Another early Bible teacher was E.W. Farnsworth, a powerful speaker.

Mrs. Alma McKibbin came over from Healdsburg after a year or two, and is remembered for her “grace, dignity, and wonderful ability.” A favorite teacher, she was one of the most loyal supporters of the new school, which had revived the standards and mission of her beloved Healdsburg. Very conscientious, she once had four students commit the Book of Job to memory and rehearsed them for a presentation, but then feeling scruples about dramatics, canceled the whole affair.

Imported by President Irwin from Australia were Professor and Mrs. William E. Robbins. He served as the president’s secretary, was registrar, and taught commercial subjects; she was the matron. Some students credited him with keeping the president informed of campus doings, but that was probably exaggerated, for Irwin was almost omnipresent. The Robbinses slept in an unusual back porch on the girls’ home. The porch was suspended by wires about a foot off the ground, and was just big enough to get a bed into.

Needless to say, this hanging porch was a Newton idea.

One young lady reported of the matron:

I shall never forget seeing Mrs. Robbins, with her firm, brisk steps striding through the dining room to the pantry donning her long white overall, placing her cap securely over every strand of hair, then going to the long cooking range, peeping into the great pots, and issuing quick, crisp commands of two words—"more wood," "some salt," "some butter," etc.—the girls flying around to execute the orders as if life and death depended on them. To me it was a ritual with a high priestess before the altar. Afterwards I learned that for carelessly allowing a batch of cookies to burn, one was immediately demoted from the most desired of the arts—domestic science.

The food was good and always ready, and Mrs. Robbins did many little kindnesses for the students. Clever, practical, and hard working, she expected her crews to do their duty. One girl recalls a canning season when, in spite of warning nudges from her co-workers, she could not resist popping an occasional extra-special cherry into her mouth as she worked. As she put in one more she realized Mrs. Robbins had fixed her with a cold, stern look. Observed the girl brightly, "Thou shalt not muzzle the ox that treadeth out the corn." There was a palpable silence for a long moment, and the girl suddenly found herself elsewhere washing kettles. When she returned to her room later, she found on her study table a nice bowl of cherries from the matron.

Also from Australia came the Paaps, both former Healdsburg students. Professor J.H. Paap taught English, was farm manager, and was later principal at Lodi. After his death, Mrs. Paap was for many years the art teacher at P.U.C. In the early days, they shared Alhambra with the Irwins.



TOP: *Surveyers (unidentified), Miles Cadwallader, (?) Schmitt, Raymond Mortensen, Professor Newton, F.O. Rathbun*  
ABOVE: *Mrs. Robinson and a normal department cookery class*

Raymond Mortensen, and Peter Kuehnle.

The entire program of the pioneer days probably bore most heavily on the faculty. Some of them would not have admitted it, for they were there by choice and knew that they were making a contribution. Uncomfortable details were but part of the program. Before the construction of new cottages, housing was a major problem. Mrs. McKibbin tells of her house where five lived:

It consisted of three rooms and a porch on two sides. We partitioned this porch into three bedrooms. One of the enclosed rooms was Professor Miller's

The first time the G.F. Wolfkills came to P.U.C. was in 1914. The first to teach college-level science, he became the real founder of the premedical program at the college. Earl Gardner and Roy Falconer were his first two medical students. Professor Wolfkill built his own laboratory facilities in the classroom building, only laying down his tools as his students straggled into class. Soon after the job was done, a landslide ruined virtually all his work and he had to do it over again. Generations of P.U.C. students remembered his sharp, pointed, and provocative remarks, both in classroom and from the pulpit, aimed at getting students to think. "Don't make your note-books and pencils substitutes for your brains!" Mrs. Wolfkill was the founder of home economics at P.U.C., nicely complementing her husband.

There were also numbers of student teachers, some of them very good, and not a few becoming full faculty members in time. Their presence, however, was another indication of the financial pinch the school found itself in most of the time. In this list would be found among others the names of Charles Weniger, Alonzo Baker, Lambert Moffitt, Charles Utt,

studio where he gave his music lessons. However to reach it one had to go through the middle room which was the kitchen, the pantry, and the bathroom. The only place we could find for the bathtub was behind the stove! At times it was very inconvenient for pupils to go through this kitchen to the studio so Professor Miller bethought himself of a bright idea. On the backside of his studio was a window and beneath it the stump of a tree. He posted a notice on the front of the house: "Music students please enter by rear window." I can still in my mind's eye see dainty brown-eyed Ethel Osborne (Colvin) picking her way round the house and Professor Miller raising the window and inviting her to mount the stump and enter the window burglarwise, followed a little later by Agnes Lewis (Caviness), who hopped in without assistance, remarking, "Unique entrance, Professor Miller."



*Standing: Mrs. Jessie Osborne, Anne Caton, Marie Christensen, Arthur Bierkle, Ruth Carr (Wheeler), Minola Rouse (Robinson), Victor Wolfkill, Ella Morrison (Coffey), Ione McPherson, Llewelyn Wilcox, Clarice Butcher, Dorothy Brockman (DeFehr), Hazel Brown (Rathbun), Gladys Robinson (Stearns). Sitting: Alice Hiscox (Dail), Letha Roberts (Stroops), Gladys Hartwick (Baldwin), Emma Pearson (Fentzling), Silver Abbott, Clara Brown (Smith), Lola Preston (Willard), Hazel McElhany (Greer)*

Aside from makeshift housing, there were other burdens. Perhaps the specialization in administrative and legislative chores of the mature college would not have been suitable for the scale on which the Irwin administration operated; faculty meetings were held not monthly or quarterly, but weekly, and at times thrice a week. Routine matters later handled by committees or by administrative officers were thrashed out at length by the faculty in full majesty assembled. Professor Robbins recalled that disciplinary problems took much time, as did consideration of graduation requirements for individual students.

The male faculty members sat on the chapel platform, a custom which lasted until 1943 when the proportions of faculty and available platform became inharmonious. The women were allowed to join the men in 1920 (a result of the passage of the 19th Amendment?). The arrangement of the

faculty on the platform in 1919 was described as aesthetically very pleasing, for Weniger and Mortensen at one end nicely balanced Robbins and Whitney at the other.

Attendance at all religious services was required of the faculty. And all except married women living outside the school homes had to put in their free labor as well. From the number of times this latter question was mentioned in faculty meetings, with appropriate remarks by the president, it appears that some found the requirement onerous. Single faculty members were expected to live in school homes.

Financially the teachers were not treated with excessive generosity. Married women taught full time for half salary or less.

In 1910, the wage scale ran from \$10 to \$18 weekly, and rents were from \$7 to \$10 a month. These were, it bears mention, relatively "hard" dollars. By 1912, the rates had inflated to \$12 and \$20, with the average department head earning about \$18 weekly. The rise in living costs induced by World War I brought increases, but the P.U.C. faculty did not always get the full percentage increases recommended by the General Conference. By 1920, the rates were from \$12.50 to \$23 plus a 15 per cent cost-of-living bonus. During the summer, teachers not on salary might work about the plant, one department head earning 20 cents per hour at such labor. There was some complaint, but the teachers were admonished to cheer each other and do the best they could. They knew, after all, that the other fellow's roof leaked, too, "and helped every one his neighbor, and every one said to his brother, be of good courage."



TOP ROW: 1916 picnic; MIDDLE ROW, LEFT: Professor Irwin and group at the Robert Louis Stevensen memorial on Mt. St. Helena; MIDDLE ROW, CENTER: The Window Tree; MIDDLE ROW, RIGHT: Dinner on the lawn, Alhambra in the background; BOTTOM ROW, LEFT: Evangelistic group setting out about 1921, standing: Corinne Moffitt (Stickle), Wileta Maxson (Rickabaugh), Lindsay Semmens, Miriam Munson, Christopher Marcus, Mrs. John Paap. Seated on the outside: Chester Holt, Harriet Maxson (Holt), Mrs. Viola Miller, Ralph Munson; BOTTOM ROW, CENTER: The dormitory girls in a special dinner honoring Miss Andre; BOTTOM ROW, RIGHT: Normal students having fun in the snow



In 1919, full load for a college teacher was figured at 54 hours weekly:

Manual labor .....	15 hours
Preparing for same .....	3 hours
Teaching regular classes .....	12 1/2 hours
Preparing for same .....	12 1/2 hours
Committees and chapels .....	5 hours
Personal work for students .....	6 hours

Most thrive on this regime, and perhaps few faculties were ever as agreed and agreeable.

The beginning of support for faculty graduate study came in 1915. Teachers requested by the board or faculty to obtain further training at a university, observatory, or an agricultural or polytechnic college were to be allowed a maximum of \$50 toward those expenses. In 1917, Professor Newton took summer school studies while his regular pay continued, apparently another “first.”

The isolation which made P.U.C.’s situation desirable on a number of counts made faculty living on Howell Mountain rather more expensive than was sometimes appreciated elsewhere, particularly before the universal availability of automobiles. In 1919 the situation was met by the provision that twice a month at stated intervals and by prior arrangement faculty members and members of their families might ride to St. Helena and back for 50 cents per head.

Like the faculty, the early college board concerned itself with much routine detail, such as inspection of delinquent student accounts, or granting permission to live outside the dormitory. Ad hoc subcommittees were frequently charged with such duties as procuring a school bell, selling off college land (in spite of all intentions not to let history repeat itself, sales began almost at once), or to touch a wealthy brother for P.U.C. and “needy sister



*Linda (or Linden) Falls*

institutions.” Expenses were watched closely. It was decided in 1913 that President Irwin would not go to Fall Council for reasons of economy—possibly the last time that happened. The same care appeared in approving requests for equipment. Professor Newton was authorized to keep a lookout for a secondhand telescope in 1917, and the next year the price of the new stereopticon delinescope was to be recouped from fees of the departments using it. For the first five years, the president was able to show a \$7000 gain in operation. The faculty was allowed discretion in matters of course offerings and in publishing the bulletin, working with “appropriate” board members. In 1916, a local board was created to carry on the normal operations of the school but was not to increase the obligations of the college. The full board then assumed much of its later role—making general policy, exercising financial control, hiring, and appointing the local board.

## BUILDING A CAMPUS

Those who think of P.U.C. in terms of its present buildings, landscaping, and roadways, can have little conception of the campus of the days of Irwin. Construction programs were under way for years. All was bare earth and activity. Dust or mud was omnipresent. Everybody, everybody, worked. The long grade up the hill was a “good way to

keep people at home and attending to their business.”

The plant as purchased performed its function, but the school outgrew the facilities almost at once. Besides, it had been a summer resort and the school operated at just the wrong time of year for the flimsy, unheated buildings which had housed Mr. Angwin’s guests.

The hotel sheltered the girls, naturally. The faculty got the cottages, and



*Construction of the Administration Building, as seen by Professor Newton's camera.  
President Irwin is the white-suited and derbied individual in the top left photograph.  
The Newton boys are shown with their mine cars.*

the boys wound up in tents, barn-lofts, and the dark, damp cellar of the dance hall. It was not too bad, as a matter of fact. The barns housing the boys were warm, if aromatic, and the tents had stoves with which to burn the wet green wood, while the girls had to put up with sooty oil stoves of dubious efficiency. One should not entertain too exalted an idea of the tents. They were “not nice new ones, but for the most part conference castoffs. I can see them yet with their dingy worn doors and sides flapping in the chill winds.” On a really cold day, the only warm place on campus was the big wood heater in the hotel dining room. Firewood was a problem, for lumber had priority. With temperamental stoves and pillow-fighting, water-fighting boys, there was genuine fire danger. One faculty member told of walking by the hotel just as a flaming stove came flying through the window. Until electricity was installed several years later, President Irwin asserted that he had prayed daily that God would watch out for the lamps and stoves.

Angwin’s dance hall, across the road from the hotel, served as chapel and church. It had no interior finish, so slats were nailed across studding and rafters, and paper was tacked over them. The bowling alley adjoining was partitioned into five rooms, four of them classrooms. To get to the last one, it was necessary to go through all four. The first physics and chemistry laboratory was in the bar, which was afterwards cut up and used for store counters. The heavy maple flooring of the bowling alley became library table tops. President Irwin took charge of the bowling balls, and it is said that many years later one of them mysteriously re-appeared in North Hall (now Grainger) knocking down milk bottles in the night. The preceptor confiscated it, and it later adorned the top of the college flag pole.



*Irwin Hall porch under construction*

The first building project was a girls’ dormitory, variously known as Hokona Hall, South Hall, and finally Graf Hall. First a larger sawmill had to be set up and an engine brought over from Healdsburg to run it. Wood crews brought in local lumber, and, green as it was, it was put into the building at once. Only flooring was purchased elsewhere, and all the work was by college talent except for the plastering. The original building was 150 x 40 feet with the usual room size 12 x 16. When finished, it could accommodate 120 girls, though that capacity was later increased. The kitchen was located in a protuberance at the rear. The attic was an afterthought.

While the hall was still under construction, Mrs. White was driven by in her carriage and Professor Newton asked her if it was too big. “No indeed, you must build large,” was her reply; “a great work is going to be done here.” Mrs. White stayed in the dormitory on a number of occasions, and her favorite room was the then south front corner on second floor.

Professor Newton did much of the work, blasting stumps or dragging them out with Tom and Hercules, the oxen. (A madrone 12 feet in circumference stood where the porch was to be.) With a horse on a ramp, he got gravel from the creek and, with a boy to help

him, mixed the concrete. Not surprisingly, it took all summer for the foundation and the next summer for the frame. In 1912, the first college graduation was held there, but with no doors or windows and the rain pelting down, the audience nearly froze. Newton wired the hall, too. Total cost came to about \$18,700, which was probably about half of what it would have cost with regular labor and materials. With the girls cared for, the boys moved into the Angwin Hotel.



*Student body and faculty, 1912-13*



*Campus, circa 1919, with Irwin Hall under construction*

The second project was a classroom building. The need for both classrooms and offices was desperate. The normal department, for instance, was operating in two tiny rooms in Mr. Angwin's own house, Nevada cottage, supposedly built by John Howell himself. One of Mrs. Newton's classes was so full that she had to have her desk in the doorway while she stood behind it in the kitchen. The ceiling was a claustrophobic seven feet high. Almost all classes were in poorly-lighted unfinished rooms. The library was in a corner of the provisional chapel. There was no electric light.

With some financial misgivings, an administration, classroom, and chapel building was started in 1912, much later named Irwin Hall. Nearby cottages were moved away. Then over 8000 yards of fill had to be scraped from the hillside and dumped to make the promontory on which Irwin Hall stands. At times, the boys worked in four shifts. Besides the plentiful stumps and boulders, some of the dirt was volcanic ash and had to be dynamited. Newton's sons, Eldred and Lloyd, bought two mine cars from an Aetna Springs mercury mine and laid rails out to the edge of the mound. They received 10

cents per ton for the debris they hauled to the edge and dumped. With the frequent adjustment of the rails and the shoveling of dirt into the cars, each holding a cubic yard, or about a ton, they did not make much money.

The new administration building went up as fast as money became available. The rear section containing 16 classrooms, in a four by four configuration, went up first. Partitions for the six center rooms were removed so that chapel could be held there until the front half of the structure could be made ready. The organ fixtures took up a good

deal of room, too, and were mostly under the chapel's rear balcony.

Mrs. McKibbin recalled those heroic days:

O the sweaty, dusty, tired boys I have seen working away in what seemed for a long time only a shapeless hole in the ground. Then when the College Building was to be erected, excavations on a larger scale had to be done, and the work must be hurried. It was begun during school and continued during the summer. Work was continuous, i.e. there were night shifts as well as day shifts. I lived in [a cottage that] stood just beneath the hill where that beautiful lawn is now as you come down from the College Building on the way to the Boy's Dormitory. ... All during that long summer my sleep was much broken. ... The boys worked away all night as well as day, filling a hand-car which ran out regularly every fifteen minutes and dumped its load which rolled down the sides of the slowly growing hill on which now stands the College Building. Our house was in a cloud of dust for months. On warm summer nights the boys stripped to the waist for work, and as they toiled away covered with dust and sweat their forms were magnified in the dim light until they looked like the giant forms from a page of old mythology. In the day they looked lean but strong and tanned. They were working their way through school while building

up a school for those who should come after who can never know what the conveniences and privileges of the present have cost. Away in the woods other boys toiled cutting down trees, hauling them with a huge tractor while other boys made them ready for their place in the building. ... I have always thought that the early students of P.U.C. deserved to be classed with the great of the earth. I never knew young people anywhere to work so hard and so faithfully as did they.

The first part of the new structure was operative April 14, 1913. The church school and the normal department took over the old resort building. When the front was added (after a delay of several years for the ground to settle—and for the school to accumulate some funds) it contained the chapel, offices, library, and several classrooms. The second part was completed in 1919. It stood on two-foot red-wood pilings sunk into the fill. The old benches from Healdsburg were installed in the gallery and 300 new seats were put in downstairs. To obviate the need of plastering, walls of pressed steel with a fleur-de-lys pattern were used. The ceiling was designed by George Carlsen, the college carpenter and manual arts teacher, and was painted thoroughly and beautifully by the local boys.

The plans for the building had been drawn up by George Carlsen after a general idea of Professor Newton, inspired by the president. The front was designed for a Grecian effect. Mrs. G.A. Irwin donated the oak paneling in the front of the chapel, “that the house of the Lord might have something beautiful.” The class of 1916 gave the two Doric pillars that marked the outside front entrance. The new building was a considerable achievement, and some of the oldtimers were not particularly happy with the decision in the thirties to remodel the exterior.

The classroom section had some unique features, as the diagram on the opposing page shows. The rear of the building was fan-shaped with rooms of gradually increasing size. There were no rear entrances and from the center



*Chapel with the Healdsburg benches in the balconies*

of the chapel platform the president could see all the way down all five halls. With all entrances at the front, it would have been very difficult to come in late inconspicuously. Each room was arranged so as to have a men’s and a women’s entrance. With this system the rooms could be emptied expeditiously, and in less than a minute the student body could be in their chapel seats. It was originally planned to put railing down the center of the hallways for further segregation, but that was never done.

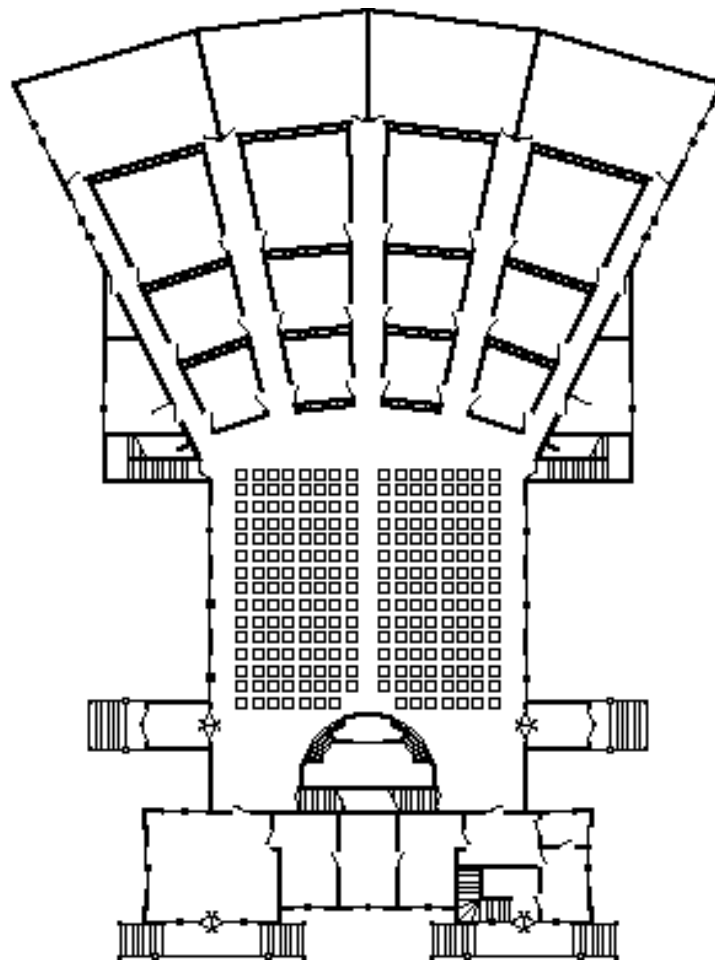
There were no windows in the classrooms; all were skylighted. This made possible glareless blackboards around each entire room. Newton wanted met-

al frames for the skylights but was overruled, and the pine frames warped and cracked so that years of drip, buckets, and umbrellas had to be endured. Critics maintained that the original Newton scheme would give the roof the appearance of a factory so a hip roof was used instead.

In the chapel, hot air in winter and cool air in summer was forced into the room from below each seat by an ingenious arrangement of pulleys, fans, and trapdoors down in the basement. Later a new floor was laid down and the Newtonian system covered up. “No one ever pays any attention to fresh air today,” said Professor Newton.

Though the normal and home economics departments inherited the dance hall, they found it no palace. Mrs. Wolfkill tried novel means to get the necessary improvements in the dingy and dilapidated surroundings. Addressing a dinner invitation to “Ahasuerus and his lords”—the board—she and her grade school “home-ec” students served a fine dinner in their hovel and then presented their requests. The chairman was a good sport and promised all they asked, up to “half of his kingdom!”

The third project was a dormitory for the overflow boys, boys always outnumbering the girls in those days. This was West Hall, built on a site later occupied by the college store and post office and still later, before the building of Chan Shun Hall, by the physics department. Begun in 1914, it just kept growing until it had four stories by 1916. As soon as the first flooring was laid down, some of the boys moved their tents over and camped on the floor. S.J. Whitney was the first preceptor. The youngest boys were moved into Alhambra in the later days of the Irwin administration, with



*Plan of the Administration building as conceived by President Irwin and worked out by Professor M.W. Newton and George Carlson. Notice the ease with which an observer on the platform could survey all halls, making impossible any unseen tardiness.*

Mr. and Mrs. Shuler Fagan to look after them. A distinguishing feature of West Hall, never a very lovely structure, was the undulation of the floors, a wave-like effect due to springs underneath parts of the building and solid rock under others. It was called Old Camelback or the Dromedary, and though perhaps not the prestigious place that North Hall was to become, it was, by reason of its distance from headquarters, a lively place at times. In a high wind, the building swayed in an alarming manner. There was talk of suspending the beds by ropes from the ceiling to help queasy stomachs.

In 1911 a heating plant was built between South Hall and the new administration building. There had been a debate in board meetings whether to supply heat to each room or just to common study parlors. It was recalled that the same battle had been fought at Healdsburg and the former decision eventually arrived at, with much extra expense for the alterations. Heat, therefore, was made available to each room, and in 1919 hot water was voted the girls for everyday use “if this was required.” The heating plant also contained the college laundry, which, not surprisingly, ran mostly by steam power.

Also in 1911, in a 17 x 17-foot room in the back of the hotel, the college press began—with a job press, a few fonts of type, and a cutter. Later the White twins, Henry and Herbert, became the college printers and worked their way through college in this fashion. The first big regular job was the PACIFIC UNION RECORDER which continued to be printed at the college press until the 1980s.

The fine pool left by Angwin was used for a time, though it took a rugged constitution to dive into the icy spring water. After a year or two an inexpensive



TOP ROW: *Scenes from old North Hall (Angwin's Hotel)*; BOTTOM LEFT: *The chapel*; BOTTOM RIGHT: *A dormitory room*



way of heating was discovered: the exhaust from the sawmill was simply piped into the pool and the boys' Friday afternoon baths became more enjoyable. The roof was removed from the building in 1917, and after a period of deterioration the pool was declared unsuitable for swimming.

The boardwalks were always good for a barked shin but were even more deceptive when frosted over in winter time. Still, they were an improvement in getting up and down the college slopes. Blue serge and yellow mud were a common combination for many years at P.U.C.

Meeting problems with roads, water, lights, and other facilities taxed the genius of the builders, always hardpressed financially, but in a few years the Angwin plant had been almost entirely rebuilt. An important modern touch was provided in 1914 when Professor Newton surveyed the route for an electric line to Calistoga and supervised the college crews that put up the poles. He also installed the college telephone system (though Angwin had had some phone service).

Before the community could consider itself fully developed, however, there was the problem of a post office. Mr. Angwin had been his own postmaster and had turned in his equipment to the Post Office department when he sold his property. All through the Irwin period, mail for the college was handled through the St. Helena post office. Negotiations with the Post Office department were protracted and not immediately successful. In 1911 Elder Tait moved that the name of the future post office be Raamah, and the board so voted. (There is undoubtedly a misprint in the minutes here, for Ramah "high place" would appear to be a more appropriate name.) In 1913, it was voted that the name be College Heights; that was vetoed by the authorities. In a further try, Elder Hibbard suggested Wittenberg, but that, too, came to nothing. It was not until the Nelson regime that the question was at last settled.

Two aspects of the college scene have undergone tremendous changes in the years since 1909—trees and transportation. When the college was first established and hopeful estimates were made of available timber, it was declared by one good brother that the timber supply would last until the Lord came, and would grow faster than it could be cut. Without those trees, the college could not have been built, nor would it have had any fuel. The number, size, and distribution of trees on the campus cannot easily be visualized by the present generation. In a few years the effect of the logging operations in the Thousand Acres was quite visible.



*Summer school for teachers, 1915*

Though trees on the hills give P.U.C. its distinctive setting, the attitude toward the arboreal beauty surrounding the college has been strictly in keeping with the traditional American indifference to irreplaceable resources which an occasional ceremonial planting has done little to correct. In those days the trees were obstacles or represented quick income.

Tree lovers lost their first battle (as they have lost most of them since) in 1910 when this board action was noted in the minutes: "There are still two large pine trees standing on the hillside above the Newton and Tait cottages. In view of the fact that there has been a sentiment against cutting these trees, the board was asked to decide the matter. It was moved ... that these trees be taken down. Carried."

At first it was hoped that the logging could be done by contract, but this method did not work out well, and it was left to student axemen to carry on over many years, mostly for the needs of the college boilers. By the end of 1918, about 400,000 board feet were still accessible on the Thousand Acre tract. In 1921, the board recommended the planting of quick-growing timber

for reforestation. Fires and other types of devastation usually managed to keep ahead of any such schemes.

Transportation was a major problem of the early days. The old college surrey, with four seats and four horses, capacity about 21, toiled up the hill sometimes up to the hubs in mud or dust. Two hours was about average for the ascent, though four-hour hauls were not unheard of. If notified, the college would meet the electric or steam train at St. Helena. It was noted by those who took that memorable trip that each horse came equipped with four feet, enabling him to stir up the dust more efficiently. But those whose cheerful natures rose above the tedium of the long haul, and the grit in their teeth, no doubt enjoyed the sights and sounds of nature more than the high speed travelers of later times.

The early autos, though hardly perfect, did at least enable the rider to keep ahead of the dust. The road, of course, was the “old” Howell Mountain Road to St. Helena. The present highway between the college and the hospital was Angwin’s ancient wood road and it kept the characteristics of such a thoroughfare for a long time. Unofficial sources estimate that there were 175 curves in the Angwin-St. Helena road. Compared to that collection of hairpin turns, the present road is practically straight. The unsung heroes of the first years were the horses, for they plodded up those grades pulling every person and every pound of baggage and supplies that reached the college.

Automobiles began with Professor Newton’s “Ark,” a 1907 Buick, which arrived, towed by a team of horses, in 1910. It had right-hand drive, two cylinders, motor under the seat, and gas tank in front. Though unable to leave the garage in the wintertime, it was the terror of the neighborhood the rest of the year. Farmers in Pope Valley petitioned the county supervisors to compel



*Irwin Hall chapel in 1919*

Newton to keep it off the roads, and they would go to St. Helena by way of Chiles Valley rather than chance meeting it on the mountain. There were frightened horses, but no one seems to have been injured by runaways.

Another famous automotive pioneer was Newton’s 1910 Mitchell, whose rear axle afterwards helped support the telescope in the Newton observatory. This car cost \$1650, went 150,000 miles and was finally retired because of the difficulty of getting the obsolete 34 x 4 high-pressure tires it required. It hauled the first phone poles and the pillars for the front of the college building, and performed many other noble chores.

By 1916, the college owned a 22-horsepower Ford, which may have been

its earliest auto. Some of those early college carriers had their seats placed longitudinally so that they could be used for passengers or freight. The first Chevrolet (and the first self-starter) was owned by the Wolfkills. Not wishing to break his arm while hand-cranking, Professor Wolfkill acquired the improved model about 1918.

The rough roads with savage bumps, loose gravel, and mudholes were hard on cars. It is asserted that after six months one could turn the steering wheel of one of the college trucks halfway around before the wheels were affected. It is claimed that Miles Cadwallader held the record for the Ford he drove—17 broken springs in one year. Yet to those who had spent their lives going at the pace of a horse, the new contraptions must have seemed a wonderful improvement. A charming link between old and new is provided in the picture of the venerable Elder Loughborough, thoroughly enjoying a trip to the college as Professor Newton's car whizzed around those abrupt turns.

The big accident of the Irwin period, however, was not an auto accident. The *ST. HELENA STAR* of December 26, 1913 tells the story:

Early Wednesday morning the stage from Pacific Union College met with what came near being a serious accident on the Howell Mountain grade. The stage left the college at 5 o'clock Wednesday morning with thirteen passengers, teachers and pupils of the school who were coming to St. Helena to take the early electric car to go to their homes to spend the holidays.

The stage was being driven by Mr. Bullock, who was carrying a lantern. It was raining very hard and the light confused Mr. Bullock [he mistook the outer rut for the inner one] and he drove off the grade. The rig fell forty feet, turned over twice and landed right side up against a tree. Fortunately none of the occupants were seriously injured, although some were badly bruised.

Another wagon from the college which was coming behind the stage, picked up some of the passengers and brought them to St. Helena. The others started to walk to town but were met by a rig which was sent out from Murray's stable.



*A boardwalk going around the south side of Irwin Hall*

All passengers went to the home of James Creamer, on McCorkle avenue, to clean up. Some were a bit hysterical and required a bed and hot drinks. Miss Armstrong and Mr. Corkham, a member of the faculty, were the most badly bruised and received medical attention from Dr. D.E. Osborne. All were ready to take the 10:40 electric car for their homes. The four horses were taken back to the college but the rig was badly broken. Professor Paap's care in fastening the storm curtains before the journey began is given credit for keeping the passengers from spilling out and perhaps suffering serious injury from the upset.

## WORK AND STUDY

As at Healdsburg, the school on the mountain did not have many college students at first and was unable to have a graduation immediately. The first class was that of 1911, all preparatory students. In 1912, the class of nine included one college graduate, Agnes Lewis (Caviness), daughter of Professor C.C. Lewis. Mrs. McKibbin described that memorable night:

As Agnes has said, there was a drizzling rain. She dressed at our cottage which stood where Clark Hall now stands. When Ben Grant saw her in her pretty white dress, he said to Lonnie [Alonzo Baker], "Agnes can never get over to the dining room without spoiling her dress. We must help her." They proposed to

make a chair for her with their hands and carry her over. She very graciously thanked them but thought best to walk over. She said she would be glad of their help on that treacherous board walk, where a board was likely to fly up any time and flip one into the mud.

George Miller went ahead with a lantern, and Delpha and I brought up the rear as chaperons. And so in this decorous manner we escorted our first graduate to the commencement exercises.

The course structure had not altered a great deal from Healdsburg. There was still the literary course leading to the B.A. degree, and the scientific course to the B.S. Four studies were considered to be a full load. The B.A. required rhetoric, chemistry, three years of history, two years of Bible, and two years of

language. Enough electives were chosen in addition from speech, literature, advanced physiology, advanced astronomy, geology, education, or biology to make four full years. Since about half of the work was “elective,” this permitted a sort of specialization and foreshadowed the “major” of the future. To meet requirements for graduation, a freewheeling system of substitutions was employed. It would seem, on examining these transactions, that almost any course could be substituted for any other, if necessary to get the student graduated.

The students of this period should not be sold short however. The first I.Q. test to be given the student body was in 1919 and results were reported to be above the national average. A number of the early teachers assert that they never knew students to respond so well without urging or artificial prompting. (In 1919, however, the men’s chorus was refused permission to sing at Mountain View because of the poor scholarship of some of the members.)

Non-degree courses were available in business, shorthand, two-year ministerial, elementary normal, advanced normal, preparatory medical, and music (three-year organ, five-year piano, and three-year voice). For entrance most of these required only ten grades of schooling.

Industrial courses listed were farm and gardening, logging and building,

blacksmithing, steam engineering, cooking, domestic economy, laundering, hydrotherapy, sewing, and carpentry. “Practical instruction” was available in plumbing, electrical engineering, surveying, wickerwork, poultry, and painting. It was all “on-the-job” training. What these students saw done daily in the creation of the new campus would have been well worth the tuition. The college justified its industrial program by the help it provided for the physical plant, the work it gave to needy students, and the value of industrial skills in real-life situations. As a convinced classicist, Professor Irwin steadfastly refused to allow college credit for such courses.

In the first 21 months of the college, students earned \$14,000 at their labors, and in 30 months, \$25,000. In 1917, a typical summer, 17 women and 28 men were kept busy at fulltime work. The pay scale was 10 to 20 cents hourly though with better rates for the fulltime summer help. War and manpower shortages forced the student rates as high as 40 cents an hour by 1921.

In the search for profitable industries a proposal to manufacture parts for Ford gears was considered (1917) but turned down as impractical. As at Healdsburg, it was difficult to discover an industry that would pay in regular commercial competition.



*Premedical group in 1919, Dr. Wolfkill, sponsor*



*Miss Andre’s Spirit of Prophecy class*

Apparently anxious to encourage practical arts, the board voted in 1917 that agriculture would be required in the curriculum in place of chemistry, except for premeds and nursing students. Home economics was approved for the young women. Professor Wolfkill was then manager of the garden, and cash receipts from the sale of produce, mostly fruits and vegetables for canning, was \$200 monthly. The same year the farm raised all the hay it required, some 173 tons.

The labor requirement remained a thorny problem. At first, students who lived outside the school homes were required to put in their time but were not given any recognition for it. Students in the dormitories had their labor credited against board and room. Eventually the work requirement for outside students was cut to six hours per week. When in 1919 it was proposed to commute the required time to a cash payment, President Irwin

firmly rejected it as an attack on the principle involved. Board, room and tuition ran about \$18 per month. Tuition went from \$1 monthly for the first grade to \$6 for the eleventh and higher grades.

About 1914, the president opened negotiations with the University of California to obtain junior college recognition for P.U.C., for the sake of the students seeking entrance to the College of Medical Evangelists in Loma Linda, but for some years admission was indirect. In 1918, the college began the practice, since discontinued, of granting a B.S. degree to those students who had finished their premedical work at P.U.C. and had then completed two years of medical study at Loma Linda. For those who had not entirely completed their premedical study at P.U.C., the B.S. was awarded after three years at Loma Linda.

In 1917, the college granted its first honorary degrees. Master of Arts



*Faculty of 1915: First row: E.J. Hibbard, Hattie Andre, C.W. Irwin, Mrs. Irwin, M.W. Newton, Mrs. Newton. Second row: Alma McKibbin, N.E. Paulin, Mrs. Wolfkill, G.F. Wolfkill, Grace O'Neil Robinson, W.E. Robbins, Mrs. Robbins. Top row: Viola Miller, G.W. Rine, Ada Hartley, H.A. Washburn, Anna Ray Simpson, L.B. Ragsdale*



*College orchestra, 1914-15: Front row: C.W. Irwin, Mrs. Irwin, Martha Sanderson, Pearl Cooper, Anna Ray Simpson, Wm. Robbins, Russell Starr, Wm. Holbrook; Back row: Alonzo Baker, Homer Rickabaugh, Gordon Reynolds, Schuler Fagan, Noah Paulin*

degrees were awarded for general competence and for distinguished labors to four of the teachers at the college—G.F. Wolfkill, H.A. Washburn, Earl Hall and George McCready Price.

The first summer school on the Angwin campus was held in 1914 with about 50 students, the majority being past, present or future teachers. By 1921, the summer enrollment reached 100, the 100th to register being Elder J.N. Loughborough, then in retirement in St. Helena.

Library facilities were never ideal. At first, the books were kept in an open corner of the first chapel. In 1913 the library was a one-room affair with a peephole in the door so that it was not necessary for a student to enter the place to obtain a book. When the old Healdsburg library was disposed of, Lodi insisted on parity, so a division was made, “one for me and one for you,” even to splitting sets of Bible commentaries. Later on, reason prevailed and sets were reunited.

In 1919, the library moved to new rooms over the front offices in Irwin Hall. The books and the library office were placed in the center of the 26 x 100-foot area, with reading rooms at each end. There was a wonderful view of the valley out the front windows. After a buying trip in the east by Professor Wirth and President Irwin, the book count was 5200 and the periodical count 60.

## THE GOOD OLD DAYS

As the years passed and the pioneer days at P.U.C. fell further back in time, memories of life in the school tended to take on a golden haze. The bucolic form of Angwin in a simpler day is what the students of that day affectionately recalled some fifty years later. The inconveniences no longer mattered and were only remembered with something like pride. Mrs. Agnes Lewis Caviness painted scenes dear

to the memories of those who shared the pioneering experience and gave to a spoiled and comfortable postwar generation a glimpse of what they had missed:

When I first came to Angwin Hill that summer in 1910, the dust lay deep and white on the long-winding climb up from St. Helena, past the Toland House at Four Corners. You must understand that there was never a thought of paving the road at that time.

I have been upbraided by an old-timer for that name. ... “Four Corners, did you say? Not in my time, it wasn’t. It was Windy Gap!” Well, Windy Gap or Four Corners. Toland House was the last waymark one noted on this road from St. Helena. Warner Powers was driving the four-horse team hitched to the stage. Sometime after that, we noted the Hairpin Bend, then the watering trough in

the last shady curve of the road. Then we suddenly pulled up by the stone wall, a part of which still buttresses the hill now crowned by Irwin Hall.

Of course there was no Irwin Hall in 1910. Instead there was a cluster of gray-green cottages about three large buildings—Angwin Hall, which had been the summer resort hotel; Recreation Hall, which had been the dance hall and bowling alley; and across the road, “Alhambra,” the reason for whose name is shrouded in Moorish mystery. All we knew in 1910 was that it stood where now stands the breeze-way that connects Grainger Hall and Newton Hall; and that it generously housed both administration offices and president’s living quarters. Here little Corkham drove a sharp pencil assisting Mr. Robbins with the bookkeeping; and Lonnie Baker took his president’s notes with far more fidelity in dictation than does many a professional secretary.

In the lower reaches of Alhambra, Mrs. Irwin kept store at certain hours [3-5 p.m.], ably seconded by Charles Utt. Here she sold rice and beans and prunes and paper and pencils. It was said there was room only for the storekeeper and one customer.

The newcomer was likely to find Angwin a busy place on Friday afternoon. He picked his steps down a narrow board walk where one end of a plank might fly up to trip him. It was sunset—vesper hour. He reached the chapel—



*Staff of PHANOS, PUC's first publication on the Angwin campus—  
Front row: Veda Dayton, A.E. Hall, Effie James.  
Standing: Cecil Corkham, Maud O'Neil, Alonzo Baker*



TOP: North Hall boys about 1919, Charles E. Weniger, preceptor  
 ABOVE: President and Mrs. Irwin entertain at their home, left to right, Mrs. Joseph Gomes, Mrs. Irwin, President Irwin, Viola Hartman, Harlan Olsen, unidentified

erstwhile dance hall of a worldlier era. He entered the long, bare building, treading the damp, freshly scrubbed floor. The place was redolent of a fragrance I could never analyze. It was made up of strong soap suds and fresh shoe polish, shot through with whiffs of wild flowers from the pails that flanked the speaker's desk.

Everybody was there from the chief executive officer down to the boys that milked the cows. How they sang! Were the men of that staff chosen by chance for their rich sonorous voices? Professor Newton was likely to intone the hymn—"Safely Through Another Week," or "Another Six Days' Work is Done," or "Day Is Dying In The West." Our souls were borne heavenward on Elder Tait's prayer. My father may have read the Scripture, "Bless the Lord, oh my soul, and all that is within me. Bless His Holy Name!"

The worship completed, we probably listened to our president. I can see him yet make a neat rectangle of the Bible, his hymnal and the small leather volume he usually carried. "It has always been my experience that ..." How it all comes back! Charles Walter Irwin was as free from pretense and affectation as a man could well be, I suppose. We trusted him as much for the character that showed through the loopholes of his small mannerisms as for the eternal principles which he set before us as the reasons for his course of action.

The sun did not always shine at Angwin. There are those who maintain that it never rains nowadays as it did then. And if you have done ordinary physical labor you can testify that it grows warm through the middle of the day. But in between the hot sun and the pelting rain, there are days so perfect that the Angwin-bred will be lonely for them wherever he goes.

On such a day one heard the woodcutters high on the hill back of where Irwin Hall now stands. They were felling a great pine. I listened to the sharp impact of the axe as it met the wood. Presently there came the cry of "Timber!" Then the giant came crashing down through the underbrush. In a few minutes people came by twos and threes all over the estate to see the fallen monarch. They stood about while the boys lopped off the branches. Then Walter Petersen hitched the oxen, Buck and Hercules, to the log and dragged it down to our sawmill.

They had no sooner left the place than Professor Harry Washburn was on his knees examining the stump, counting its rings, calculating its life history—Washburn the apostle of history, creator of the famous long history charts that all history students of the old days had to produce, surveyor, astronomer, lover of every worthy poor boy of those days.

Sometimes on a Friday afternoon there was unusual activity about certain rooms of Graf Hall and then we knew that the Lady from Elmshaven was to be our guest over the weekend. She came with her companion, the intrepid Sarah McEnterfer, who drove her pony and looked after "Mother" in all ways. She seldom spoke on Friday evening. We just knew she was there. But Sabbath mornings she occupied the 11:00 o'clock hour. There was no loud-speaker in those days, but Mrs. E.G. White didn't need one. If you could have heard the carrying quality of her voice! I count the privilege of knowing that voice as one of the greatest blessings of those early days.



*The college glee club ready for a tour in 1919, Clarence Dortch, director*



Viewing the daily program of 1910, it appears to be designed for working people—early to bed and early to rise:

Rising bell .....	5:30
Morning worship .....	6:00
Study period (in chapel) [it was warm there] .....	6:15-6:55
Breakfast .....	7:00
Work period (Industrial Students) .....	8:00-9:00
Recitation and study period .....	8:00-10:00
Industrial classes .....	9:00-10:00
Chapel exercises .....	10:00
Chapel talks (Monday and Friday) .....	10:15-10:45
Singing (Tuesday and Thursday) .....	10:15-10:45
Spelling (Monday, Thursday, Friday) .....	10:45-11:00
Missionary meeting (Wednesday) .....	10:00-11:00
Recitation and study period .....	11:00-1:00
Dinner .....	1:15
Work period .....	2:00-5:30
Evening worship .....	6:30
Silent period .....	6:45-7:15
Evening study period [supervised] .....	7:15-9:15
Retiring signal .....	9:15
Lights out .....	9:30

By 1914 the chapel procedure had changed somewhat, and talks were given more frequently by various members of the faculty. At times, the nature of these addresses was previously agreed upon in faculty meeting. One week, picked at random, went like this: Washburn, “Confirmation of Old Testament History”; Paulin, “What constitutes good Music”; Hughes, current events; Newton, some phase of astronomy or physics; Irwin, some places of interest visited.

Even in those days, however, there were occasional idle hands to provide for, in spite of all a devoted faculty could do to keep them busy. Work might serve as a substitute for play most of the time, but there were every so often some students who desired the ways of the outside world—such as baseball games. Activities were therefore provided and were carefully supervised.

President Irwin’s motto was “everything for everybody.” Indeed, the



*President and Mrs. Irwin at home*

alternative to the college fare was a round-trip off the hill which would consume at least four hours in travel time alone. P.U.C. was a family affair in truth, but it must not be thought that the students of that day resented their “limited” opportunities. Life was simpler and boredom was not as easily achieved by young people living an essentially more wholesome life.

Our recreations were simple and very democratic. We did not wait for a special and individual invitation. If the word got around that at sundown Bro. O’Neil would light a bonfire in his pasture, we took our suppers in paper sacks and went—all of us from grandma Newton to Baby Bertha Washburn. If there was one who could not walk so far, there seemed always to be room in Professor Newton’s car, the only one on the hill in those first years.

Saturday night was the most difficult time of the week. The first one of the year, to be sure, was usually the “handshake.” Each student or guest entered the hall and was introduced to the faculty lined up along the wall, and then took his place to be “handhooken” in turn by those coming after.

Self-help in finding amusement was deemed detrimental, so various expedients were resorted to. Professor Newton and Miss Andre sometimes ran the student body—boys and girls separately—through an hour of gymnastics on a Saturday night. Or there might be a march in the dining room—together.

Professor Newton's innumerable travel pictures saved many a day (or evening). Using a castoff mounting donated by the sanitarium, Professor Newton wired his own generator and was able to produce enough current to make use of his stereopticon in the evening. Before that he had been restricted to daylight. By placing a piece of mirror against a fence, he projected a beam of sunlight through a hole in the wall and so illuminated the pictures on the screen. The result, we are told, was a superior image, devoid of eyestrain. When the sun passed behind the clouds, Newton lectured until it came back.

The problem long remained however. Could the boys entertain the girls in the girls' parlor? Should there be a musical program in the chapel? At one faculty meeting, a solution was reached very neatly and expeditiously: "The president stated that no plans had been made for any meeting next Saturday evening, and asked for suggestions. M.W. Newton moved that Professor Rine be asked to speak in the chapel next Saturday evening. E. J. Hibbard seconded the motion. Carried." (It was probably just about as good and certainly much more inexpensive than today's system.)

There were times when an outside speaker or performer was secured. One memorable concert was given by Clarence Eddy, a renowned organist of the day. Both President Irwin and Professor Newton had known him in the East and, on encountering him at the 1915 World's Fair in San Francisco, invited him to play at the college. All went well until the guest tried to play keys that were not there (it had but five sets of pipes and two manuals). "You must appreciate," he said to the audience, "that this is a very small organ." He received a rousing ovation anyway.

A typical Christmas party was given in the chapel by the faculty in 1917. Professor Paulin played the violin; Mrs. W. B. Taylor sang; there were recitations and talks on the significance of Christmas. On the trees were bags containing candy, popcorn, and slips with appropriate quotations. Parties were permitted in the faculty homes also, but refreshments were limited to a drink.

Outings were much more common in the days before students' legs atrophied. A typical jaunt was the senior picnic of 1918, with Professor Wirth as chaperon. After recitation of poetry at Linda Falls, the group hiked on to Seven Springs, Overhanging Rock, and Pinecrest. Eating dinner, they then inspected the Thousand Acres and went on to Eagle Rock and the Woodworth summer resort. In the evening marshmallows were charred about a fire and each member of the class still had enough wind left to contribute a recitation or song.



*Faculty of 1920-21: First row: B.L. House, Claude Conard, Mrs. Jessie Paap, Mrs. Irwin, President Irwin, G.F. Wolfkill, Mrs. Lydia Wolfkill, Charles Weniger, Harry Washburn. Second row: Mary Bridgewater, Gladys Robinson (Stearns), George McCready Price, M.W. Newton, W.E. Robbins, R.A. Mortensen, Alma J. Graf, Mrs. Reynolds, Mrs. Elsie Taylor, W.B. Taylor, Christian Kuehnl. Third row: Lysle Spear, Mrs. Jessie Osborne, C.H. Castle, H.O. McCumber, Clarence Dortch, Charles D. Utt, Mrs. Miriam Utt, Lambert Moffitt, N.E. Paulin, Mrs. Fred Landis, Fedalma Ragon.*



*Class of 1915: 1. Hazel Carmichael Johnson, 2. Warren Dayton, 3. Mabel Swanson Livingston, 4. George Wilkinson (class president), 5. Harriet Maxson Holt, 6. Floyd Gardner, 7. Letha Atwood, 8. John Knox, 9. Lena Mead, 10. Oleta Butcher, 11. Arthur Robbins, 12. Myrtle Alley Rice, 13. Cecil Corkham, 14. John Livingston, 15. Ola Finch, 16. (?) Glasscock, 17. Lottie R. Knox, 18. L.B. Ragsdale, 19. Mrs. Berta Backus, 20. Ernest Backus, 21. Lura Atwood, 22. Bronson Saxild, 23. Mae Stafford, 24. Harry Parker, 25. Bessie Loper, 26. A.E. Hall, 27. George Enoch, 28. Earl Gardner, 29. Celian Andross, 30. Alpha Loper, 31. Ewald Hermann*



TOP: *Chemistry lab, 1919*; ABOVE: *World War I veterans help celebrate the first anniversary of Armistice Day, 1919*

During vacations in particular, and after the college had acquired a truck, mass pilgrimages were paid to such places as the Stevenson cabin on Mount St. Helena. Hikes to the top were part of the program.

Special events included snowstorms—always good for dismissed classes—senior receptions for the faculty (use of the library was permitted in 1920, but no refreshments), and in 1919 a big outing celebrated the anniversary of Armistice Day with a grand dinner, decorated cakes, and patriotic singing. Professor Newton, acting for the absent president, decorated each ex-serviceman present with a green and gold ribbon, and they were photographed in uniform. Eating of ice cream in classrooms possibly denoted special occasions, too, and must have occurred, for legislation against it was passed with the comment that too much of the stuff had been coming up the hill lately.

Approved areas of activity included class organizations, carefully supervised to be sure. Juniors did not at first achieve that recognition, but presumably someone had to escort the seniors at graduation and they eventually won their point. By 1919 juniors and seniors were guilty of disorders, and a “tradition” of class rivalry was under way.

A premedical club was organized in 1918 and gave a remarkable dramatic production, “One Hundred Years Ago,” on the history of medicine (in costume!). By popular demand, it was repeated twice and they cleared the remarkable sum of \$500. To be entirely accurate, it should be noted that this last type of activity did not meet with universal approbation.

Musical activities were perhaps even more pronounced than today, probably an offset to the heavy labor program. Notable groups and quartets flourished and there was an orchestra from the earliest times. A pipe organ was in operation after much improvisation by Professor Newton and help from the music department.

A college church was organized in 1909 with 42 charter members. A.O. Tait was the first elder. By 1921 there were 289 members. Student efforts were held in valley towns and in Monticello, a town later covered by Lake Berryessa. Funds were raised in chapel to buy a “missionary Ford” to make these labors possible. Harvest Ingathering ranged as far as San Francisco by foot, buggy, and car. In 1912, the Young People’s Society was divided into sections for personal work (this was carried on by older students) and into foreign missionary, canvassers, religious liberty and temperance, and reading bands. These bands took turns providing the Wednesday chapel programs.

Weeks of Prayer were functioning as early as 1916 and doubtless earlier.

A long felt need was for a school paper. The first step in this direction was the 1915 annual, PHANOS. Graduating classes usually rated a special number of the PACIFIC UNION RECORDER with their pictures in it, but a better outlet was needed for the literary talent sparked by such teachers as Professor Rine. A 1916 request to the powers for a journal was turned down partly on the grounds of a paper shortage. In 1918 three eminent students, Shuler Fagan, Raymond Mortensen, and E. Miles Cadwallader, went for a walk and before their return decided to see what could be done. Armed with estimates from Herbert White, college printer and fellow student, they approached President Irwin and were encouraged by him to petition the faculty. In July, 1918, the first issue of the MOUNTAIN ECHO appeared, with Charles Weniger as editor and Douglas Semmens as manager. At first it was a quarterly, but grew to a monthly (nine times a year) serving primarily as a literary vehicle but with a news section. San Fernando Academy affiliated with the ECHO for several years (1920-1922), supplying a regular section to the magazine. The subscription list ran about 600 to 800, and the price was 75 cents a year.

Publications campaigns were a vexing problem for many years, the difficulty being to generate enough steam to bring in sufficient numbers of subscriptions yet to keep the proceedings from getting out of hand. The ECHO campaign of 1920 was the first attempt. Five model trucks were strung on wires, presumably in chapel, and pushed across to the finish line as the subscriptions came in. The five represented North, South, and West Halls, Alhambra, and the village students. Everyone wore a tag indicating the number of subscriptions he was responsible for. All the trucks eventually reached



*Senior class picnic, April 19, 1921*

their goals—South Hall won with 623. It is cheering to note that that year the paper finished 57 cents in the black. (At times in the past there had been handouts by the college when the student budgeters miscalculated.)

To meet the still crying need for more frequent and intimate reportage, a number of sub rosa sheets circulated. One was THE RISING BELL AND EVENING GARGLE, which lasted for two editions. There was to be a wait of some years for the appearance of the CAMPUS CHRONICLE.

In any discussion of life in the Good Old Days, the standards of the day must be considered. To today's students, the restrictions on association between the sexes and the limitation of athletics are hard to understand. It must be remembered that such standards were not new in Adventist colleges, and had until recently been customary in many other schools. During this period some aspects of the program were being liberalized, though

the liberalization did not necessarily improve the situation. P.U.C., thanks to circumstances, possibly did maintain a stricter attitude longer than some other institutions. Students who went to P.U.C. in those days later looked back on their extracurricular lives with fondness in most cases, sometimes with a bit of amused irritation at some particular aspect of the program, or in some instances, with wrath that was still warm after 35 years. Many of those former students felt that while the reins were too tight in some ways in their day, the relaxation had been carried so far in others that students were left without some of the guidance they actually needed.

It is reassuring, however, to know that young people have not changed a great deal in some matters. Looking behind the Spartan routine of student life in that first decade, one notes that attempts were made then as now to



*Girls and Miss Andre, 1914-15*

match wits with the faculty and administration over courting, amusement, and dress. We are told that the youth of that day were a more decorous, more modestly attired, and sounder lot, but the faculty was even then contending with “specializing,” unexcused absences, reading in chapel, noise and shoving in the boys’ cafeteria line, illegal electric appliances in dormitory rooms, straggling among the manzanita bushes, unauthorized trips off the hill. It is even more reassuring to see how many of yesterday’s rascals turned out well in terms of denominational careers, in spite of their talent for trouble in the Good Old Days. It is also saddening at times to recall the wastage of human capital when severe disciplinary action was taken for misdeeds which in light of later reevaluation would not be considered very serious.

Idle games were forbidden in the first years of the college. Balls and bats appearing on campus disappeared as rapidly. One student recalls that after the day’s work, he and two others strolled out off campus and started playing catch. President Irwin materialized from nowhere and ended the proceedings.

In 1913, thirty students petitioned for permission “to play ball once in two weeks.” Dr. Thomason of the Sanitarium gave a cautious medical

approval “to games of baseball and tennis conducted properly under suitable restrictions.” The board was consulted on the matter.

The subject of the students’ petition was introduced and long and earnest consideration was given to it. While all agreed that students need times of recreation, and while all were in sympathy with plans to provide for suitable recreation, yet it was unanimously agreed at the close of the discussion that while in times past other schools have endeavored to regulate the national games ... such as football, cricket, tennis, baseball, etc., yet the Lord would have this school take an advanced position as an object lesson to the entire denomination, by refusing to allow these or similar games to be introduced at all into our school work.

This was followed by a joint meeting of the faculty and board and by a recess for chapel where board members explained the decision “at length” to the students. In lieu of baseball, Mrs. Robbins and Professor Newton were appointed directors of physical culture and instructed to provide something for the students.

Later on, baseball was allowed at picnics. In 1914 games were allowed but no “match” games, such as football or baseball. Picnics were successful then anyway. Big dinners were served and attendance was close to 100 per cent of the enrollment. One never knew when the president might declare a picnic and close classes for the day. Boys and girls, naturally, used separate routes to the grounds.

May 9, 1913, appears to be the date for the creation of special committees to handle disciplinary problems, one of three men for the boys, one of three women for the girls. Shortly afterward, it was noticed that a mixed group formed at a Saturday night function and stayed together all evening to the scandal and detriment of the rest of the student body. One of the first tasks of the new committees was to reason with the offenders. Reading magazines in chapel was discussed, but if the solution to that problem was discovered, it was lost again in the mists of the past. Since boys used the chapel and the library as meeting places with girls, the library was closed in the afternoons and books were to be taken out during the morning recitation periods only. When the Young Men’s Literary Society requested permission to use the chapel during a vacant period for a debate on women’s suffrage with ladies present, the permission was denied (1) as improper in the chapel, (2) as improper.

The cap and gown controversy smoldered for years, the requests being denied frequently with the suggestion that something simple, something that could be used again, should be worn for graduation. The issue was finally settled in favor of regalia, but not until 1931.

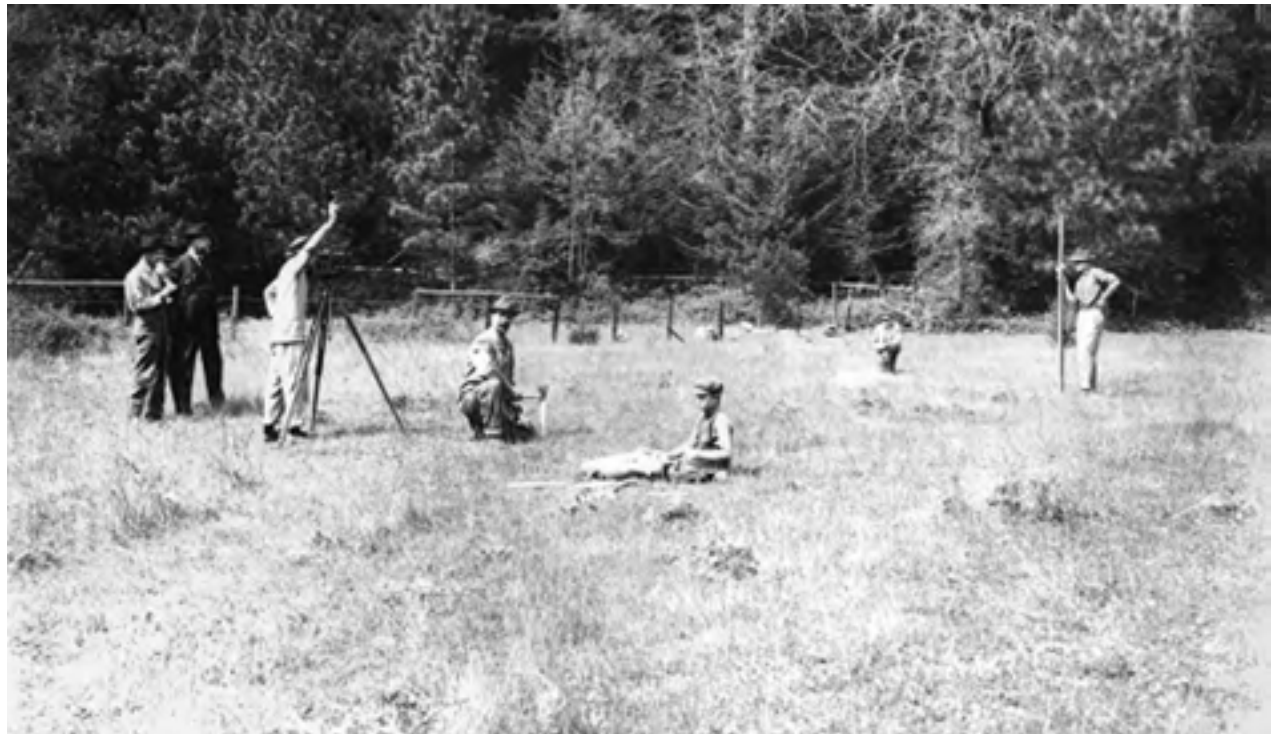
After the first year or two, the number of nonresident students grew. Most of the day students were from the sanitarium. For several years, the administration was not too happy about these scholars who were only partially conformable to the pattern. As late as 1916 the president referred to sanitarium girls, saying that “those in charge of the dormitories were agreed that the influence exerted by many of these pupils was such that it tended to unsettle and make much more difficult the discipline of a certain class of young ladies in the homes.” In that year, only 70 per cent of the enrollment lived in the dormitories.

In time, sanitarium students became even more numerous. Some walked the five miles daily, rhapsodizing about the undeniable beauties of nature as they climbed, others probably thinking of their feet. Traffic went both ways, for as Keld Reynolds recalled, “others had vested or rather skirted interests there.” Various paths were available and the walking time was about 40 minutes.

In 1914, attendance at sanitarium missionary meetings was forbidden to college students. In 1917 a student might visit a parent at the “San” every four weeks, or once in eight weeks if other relatives were involved.

Restrictions on off campus movement were severe, and it is hard to see how they could have been enforced successfully for long. There is an unverified story that a wad of chewing gum was once used to convict a senior of breaking restrictions by an unauthorized trip to St. Helena. It is said that he was sent where gum was more plentiful than it was then at P.U.C.

On campus, Sabbath dinner invitations to other than faculty homes were not in order, and young men might not sit with their sisters in church or walk them home after meetings. Visiting sisters on Sabbath afternoons was proper. Later in the era, parlor dates were permissible in select cases. Three young men in 1921, including a later missionary of prominence in the Inter-American Division, sat on the girls’ side at a Saturday night program. They



*Surveying class running grade of new road*

were accused of taking advantage of the absence of the president and had an interview with the discipline committee.

Talk about a required uniform for the girls went on for some time but without definite results. A regulation was passed by the faculty that “wearing of any corset or injurious waist” was prohibited. After that, when the preceptress put her arm lovingly about one of her charges, it did not always indicate affection. At least one “good” girl, otherwise cooperative, was given the choice of turning in the offending garment or going home.

Surprisingly enough, in this strict atmosphere punishments were not always stiff. For example, in 1918 three students, one subsequently a renowned missionary doctor, forced the lock on the college garage and took the vehicle for a spin down the road. They were fined \$2.00 each (!) and a better lock was voted for the door. Another lively lad got a mere week’s suspension for pouring water through a skylight on a stereopticon audience. In his day this prankster was probably considered to be just about as funny as the 1953

antic who sang out “Call for Philip Morris!” when the band was playing the Grand Canyon Suite. One hesitates to claim that there is proof of either progress or regression.

On another occasion two students returning from woodcutting paused and caught ten or a dozen trout. Frying them over the oil stove in West Hall brought a capacity crowd to their room. As the feast proceeded, there was a knock, and the preceptor, tall and grave, entered. He refused to be seduced by a fish sandwich and retired without comment. On the morrow the president suspended the culprits for two days.

There was actually a sense of humor beneath the grave exterior of the president. One source of error for male students was Deer Park, which once existed in verdant luxuriance to the south of Graf Hall with its barrel stave chairs and rustic hammocks. Naturally, it was out of bounds for the boys. One Sabbath afternoon a couple of them were hanging over or sitting on the fence chatting with a half dozen girls when President and Mrs. Irwin appeared. One boy was in such a hurry to unwrap his feet from the fence that he ripped his only pair of “good” trousers. While one of the girls helped with emergency repairs, the president admonished the culprit but was obviously having considerable trouble keeping his merriment hidden behind his mustache.

It is noteworthy that most students of that day did not feel it their duty to criticize the food. In fact they seem to have liked it, though some of the items served have an exotic sound today. In Mother Irwin’s time, the favorite dishes were brown betty and baked pears, and pansies on the table. In later years people ate such things as pressed bread pudding, cream of wheat mold, cranberry beans, granola, and “nut-fido.” The evening meal was a sack



TOP: *President Irwin in his office*  
ABOVE: *Living room, President’s cottage*

lunch. If one was not on time at breakfast to order his sackful, his evening fare was likely to be onion sandwiches or zwieback. Menus were provided from which to select future meals. Separate decks were provided for boys and girls and there were a number of faculty tables. Seating in the cafeteria was changed every six weeks or so, oftener if the seating committee scented an incipient romance. Minimum charges for board have irritated students from time to time. It is interesting therefore to note that the college board voted in 1918 to set a maximum expenditure for a certain student, for reasons unknown. He was to spend no more than 15 cents for breakfast, 21 cents for dinner, and 12 cents for the evening lunch.

Items of interest late in the Irwin administration included P.U.C.’s reaction to World War I. Boys were drafted or volunteered and efforts were made to keep track of them at the various camps. When the war was over President Irwin called at several to encourage former students to return to P.U.C. He also made explanations to the local draft board to obtain deferments for the ministerial students. The college community subscribed \$1660 for the Third Liberty Loan.

The flu epidemic of 1918 made a great impression at the time. Around 70 students were laid low and doubtless others expected to be. The fourth floor of South Hall was used as a flu ward and a number of the braver girls served as nurses. Mr. and Mrs. Whitney, with their hydrotherapy treatments, also performed notable service. The college quarantined everyone for six weeks in line with general practice of the time. Use of flu masks was recommended but not enforced, and Professor Wolfkill was authorized to mix a large quantity of Dobelle’s solution to spray mouths and



TOP: P.U.C. group, June, 1920. Third from left in second row is Mrs. G.A. Irwin, the president's mother. To her left are Mrs. C.W. Irwin, President Irwin, Elder W.C. White, Prof. G.W. Rine. Behind Mrs. G.A. Irwin are Lois Randall, Hattie Andre, Kate Sierke, Elder A.O. Tait.  
 ABOVE: The faculty in 1911: Front row: C.C. Lewis, C.W. Irwin, Mrs. C.W. Irwin, Mrs. Alma McKibbin. Second row: F. Field, Mrs. Field, Miss Hattie Andre, Miss Kate Sierke, Mrs. George Miller, Mrs. M.W. Newton. Last row: Elder Hennig, H.A. Washburn, Mrs. Hennig, Mrs. John Paap, John Paap, Wm. Robbins, Mrs. Wm. Robbins, M.W. Newton

TOP: Men's Glee Club, Back row: Bill Tonge, Gerald Morris, Archie Tonge, George Greer, Lowell Butler, Fred Jensen; Front: C.O. Patterson, Norman Howe, Ralph Albright, Owen Troy, Paul Harris, Bill Kendall  
 ABOVE: College orchestra under direction of Professor Miller about 1914



throats. “No one succumbed, and no one felt serious after-effects, which we regarded as a vindication of hydrotherapy, strict vegetarianism, and the extremely quiet life at college under the strict regulations of those days.” The epidemic abated about Armistice time and so an impromptu picnic was held to celebrate the two victories.

Green and gold were selected as the school colors by a special committee in 1917. School spirit ran high. Each graduating class contained a poet and/or songwriter who produced appropriate compositions. Around

1920, students engaged in a recruiting campaign for new students, and the following year had the highest enrollment ever. It was a matter of pride that each departing senior secured a new student to take his place.

President Irwin mellowed somewhat in his later years, as he saw his work being successfully carried out. He would not compromise principle or lower standards. As he admitted later, he might have been less rigorous on some points if he had it to do over. His sturdy support of the Australia-influenced interpretation of the standards on educational policy prescribed by the Spirit of Prophecy provided the foundations for succeeding administrations and their efforts to maintain what came to be regarded as P.U.C. standards. Certainly no sudden relaxation followed the departure of Irwin.

The most serious accusation against the Irwin regime was “too little sympathetic understanding of students’ problems.” While there was undoubtedly some truth in that, it should be recalled that his standards were those of the home churches in 1909. When those standards changed as, hastened by the impact of the war, they began to do, criticism of the school program rose not so much from the



*South Hall in its original state*

would be unrecognizable to the “pioneers” of 1909. It was, however, this common memory of achievement against great obstacles that gave the P.U.C. students and faculty of 1909-21 their feeling that this was not just another school. It was in a very special way their school, for they had built it with their own hands and had tried to do it according to the “blueprint.” This feeling of pride in a great past has been a motivating force in the further development of the program of P.U.C.

In spite of some irritations about rules and regulations, the students did manage, as they always have, to get married in large numbers, and, a significant point, they sent their children back to their school in large numbers. Said one graduate of the Irwin period, afterwards high in the denominational work: “I have seen all of them in America and most of our colleges around the world. There may be a better college somewhere, but if so, I’d like to see it.”

Certainly it would be difficult to surpass the sentence spoken by Francis Nichol of Charles Walter Irwin, his college president: “With faith in his heart and a pickax in his hand, he carved a college out of a hillside.”

students at the school as from some of the constituency and from a hostile board. Other factors were also involved, but the removal of President Irwin (or his promotion to the General Conference Department of Education, if one prefers to put it that way) was certainly not desired or requested by the student body or faculty; it came as a surprise to them. Time has largely vindicated the president’s faith and courage.

By the end of President Irwin’s twelve years on Howell Mountain, it was already being said that the era of pioneering had passed and that the campus



# TWO DECADES OF PROGRESS

For two long terms, succeeding presidents built on the foundation laid by President Irwin. The administration of William E. Nelson lasted from 1921 to 1934 and that of Walter I. Smith from 1934 to 1943. The strong Christian atmosphere of the Irwin era was maintained, and both presidents were successful in improving and modernizing the plant. Both the prestige of the school and school spirit were maintained at a high level through academic strength as well as physical changes on the campus.

Professor Nelson endeavored to maintain the pattern of his predecessor in its main outlines. Already an experienced and successful administrator, he had graduated from Union College with a B.S. degree, had done some graduate work at the University of Nebraska, and had served at both Walla Walla and Keene for many years. At the former, he was at one time or another dean, head of the science department, teacher of languages and Bible, and photographer—photography was an interest he never lost. At Keene, he was so successful as president that the Pacific Union College board invited him to accept the same responsibility on Howell Mountain. Though the General Conference was reluctant to release him from his post in Texas, the P.U.C. board insisted, and Nelson was willing.

It was said of him that his success as a school leader was the outgrowth of his ability to select a capable faculty, to persuade students to reach high standards, and to win the support of church and conference leaders. Though characteristically a quiet man, there was never any doubt that he was in charge. He was both president and business manager, and he kept a careful eye on every activity of the school. “Nothing, absolutely nothing, I do swear, ever got past that man,” said one of his faculty. Whether it was a student trying to get into the classroom wearing a sweater instead of a coat, or a staff member sneaking off for a little deer hunting, he seemed to know all



William E. Nelson  
President, 1921-1934

about it, though in his magnanimity he often overlooked certain frailties.

Nelson was highly regarded for his skill in managing institutional finance. The standing of the college was enhanced by his ability to save money for future needs, but he was not afraid to spend when spending was desirable. At times when the board demurred at suggested outlays, he would assure them that the cash was already in hand. The material growth of the campus testified to his tireless effort to get the most for the school's money. The faculty was on a short financial leash and certainly never succeeded in getting him to spend beyond currently available funds.

Though the president had a tendency to be somewhat dictatorial, he knew how to surround himself with an able faculty—and certainly they were not yes men. While he did not share his basic authority, he had “an uncanny ability to select outstanding teachers and then keep his hands off their departmental activities, at the same time encouraging the development of the department.” His wife recalled that he tried hard not to seem to dominate his faculty, and he would at times adjust his position quickly and gracefully if he found the consensus against him, endeavoring to make the faculty feel that he had really wanted what they wanted all the time. While possibly more concerned with the physical plant than with more abstract problems of scholarship, he was responsible for the first accreditation of the school and for much academic progress.

Mrs. Nelson was a gracious hostess and a great help to her husband. She filled in as dean of women in emergencies, and was always a welcome speaker at the Girls' Hour. Both were highly respected by the students.

“Uncle Willy,” as he was called behind his back, frequently took Sabbath “drives” that always seemed to pass near the young men who were walking too close to the confines of Deer Park. He was not the only P.U.C. president

who was kin to Jehu. W.I. Smith, on a visit in 1924, was impressed by his friend's automotive prowess:

After a delicious Sabbath dinner, the president and his wife took us in an early model Cadillac to see the scenic points of the mountain. As he scooted hither and thither on mountain woodpaths that were the width of one vehicle, at a speed that might have been questioned by a highway patrolman, my heart was in my throat and my right hand on the door ready for exit lest he might unexpectedly meet another traveler whose eyes were set on the opposite direction. We came to the end of the tour without harm, for which I was profoundly grateful.

President Nelson was certainly one of the outstanding personalities to be connected with P.U.C. From the presidency he went on to become treasurer of the General Conference. Of him it could be truly said: "He built confidence in men, in institutions, in a great cause."

The third president on the Angwin campus was W.I. Smith. Like his predecessor a graduate of Union College, President Smith had also given many years of service to Walla Walla College, first as dean of men and professor of mathematics, then as the youngest president of that college. After an exceptional stay of thirteen years in the presidency, he served as secretary of the General Conference Department of Education from 1930 to 1934. On the day he passed the examinations for his Doctor of Education degree, he was asked to assume the presidency of Pacific Union College. This was not an unpleasant prospect to him, for he had been a frequent visitor to the campus and on one occasion had remarked that he felt P.U.C. approached the model of a school of the prophets more nearly than any other he had seen. Smith was the first "doctor" to be president of the college. On the Angwin campus, he was also the first to have children in the presidential household, he and Mrs. Smith bringing their three young sons to live in the president's residence at the foot of the Irwin Hall steps.

The new president was a brilliant and highly regarded scholar, a considerate and pleasant man, whose great desire was to see P.U.C. continue in quiet progress. His dignity, which was to serve him well later in the presidency of



*Walter I. Smith  
President, 1934~1943*

Newbold College in England, led him to deplore disharmony and the open airing of controversial views. It pained him to find contention or criticism in others. In his remarks on the school year of 1937, one finds a key to his program at P.U.C., "A good spirit pervades the college and an attitude of quiet industry prevails." Though his public vocabulary was ornate, he too had his homely sayings. One of these, recalled by a close associate, was "every pancake has two sides." His chapel talks frequently dealt with "sundry moral virtues and their contrary vices." Likewise, "our apples" became a good-natured byword:

The president, on a certain chapel occasion, had discoursed quite at length on school spirit, on the desirable virtue of establishing belongingness, and of taking a positive interest in the various activities and projects that had for their objective the wellbeing and improvement of both the college and the students. Finally, in a spirit of punning, he called attention to the apple orchard and to the tendency that had been in evidence of late for certain students to go beyond picking a few for eating purposes and to lug them away in containers. The president then remarked that perhaps this was carrying school spirit a little bit too far in making "our apples" truly possessive and possessed.

Every year in chapel, he and the students had their little joke over the "surprise" birthday cake presented to him by Mrs. Wolfkill's foods and cookery class. In an appropriate shape, perhaps representing a current building project, the cake was shared with the faculty in the evening at a reception in the president's home.

President Smith's job was a difficult one. Following a strong executive, he presided over a period of transition. Definite changes in attitude toward the role of students were in evidence and were, in fact, discreetly encouraged by the president himself. The faculty was an unusually strong one with long tenure and definite conceptions. They had not always agreed even with President Nelson. Now, at this time of change, they feared that liberalism would go too far and might endanger the standards which they identified with the college.

## THE FACULTY

Throughout the twenties and thirties, the faculty was distinguished by its long terms of service, its devotion to the school, and its unity in maintaining school standards. It took a solid and sober view of its responsibilities, and many students rated the quality and dedication of the faculty as the strongest aspect of the college. If example and precept could keep a student body on



*Faculty 1924~25 gathered around the Healdsburg fountain: Left to right, front row: Elder House, President and Mrs. Nelson, Professor and Mrs. Newton, Elder Dail; Others pictured are: Miss Spear, Miss O'Neil, Mrs. Osborne, Mrs. Paap, Dr. McReynolds, Miss Graf, Mrs. Barnes, Mrs. Rathbun, Professor Barnes, Professor Rathbun, Professor Paulin, Professor Clark, Mrs. McConnell, Mrs. Reynolds, Mrs. Robinson, Mrs. Whitney, Mrs. Halvorsen, Miss Olson, Mrs. Taylor, Elder Emmerson, Professor Taylor, Professor Dortch, Professor Lane, Professor Anderson, Professor Dail*

the “strait and narrow,” certainly that faculty should have come close to success. In the eyes of one student, they represented “sheer integrity, honesty, spirit and vigor.” Mary Hayton wrote in the 1928 *DIOPHANTOS LANTERN*:

These are they who, with prayer and patience toiled unceasingly for young men and women; who, while loving them, chastened them; who in wisdom led them on to higher walks of life ... These, yes, these are the ministering teachers of the “School of the Prophets”!

As student enrollment grew, the faculty also increased in size, so that comment, even on all the more notable ones, is not practical. In the lower ranks and among the student teachers, turnover was always rapid, but in department-

tal leadership, there were some who served through the entire period and others who remained long and made notable contributions to the era.

Professor Newton remained the universal expert and handyman. The roar of his voice and his erect bearing did not change. He enjoyed the golden age of astronomy at P.U.C. that came with the realization of his dream of an observatory. Until motion pictures took over as entertainment, his illustrated lectures and his readings were frequent fare on Saturday nights. Another of his jobs was the lighting of the great Christmas tree on the presidential lawn. Mrs. Newton retired from teaching in the mid-twenties but still occupied an honored place in the college community. The whole county helped celebrate the Newton golden wedding anniversary in 1941.

One student remembered three outstanding features of Professor Newton, circa 1930:

His solos: “The Ninety and Nine.” Once I accompanied him on the organ but had missed the announcement to the effect that it was to be a solo. Pictures flashed on the screen. I turned the organ on full volume as for congregational singing. As I looked at Professor Newton I wondered why his veins were bulging out and why his face was so red. Then Bill Mintner, the organ instructor, came down and said “Hey, you fool, he’s singing a solo,” and helped adjust the stops for that purpose immediately. Professor Newton was unappreciative of my accompaniment.

His method of finding out whether there was any electricity in the line: Wetting thumb and index finger, and then pinching the light socket, nodding his head and saying, “Yep, it has electricity all right.”

His astronomy classes, with pictures on the wall taken at the time of his expedition to the classical lands and our method of getting out of a class lecture: Gazing at one of the pictures until he caught the direction of our looks, then closing our books while he took the rest of the period to tell us about the expedition. It was interesting, too.

Professor Paulin went his gentle, gracious way, achieving the signal honor of having a building named for him while he was still active on the staff. His violin and, in later days, his leading the band in the theme song he contributed to P.U.C.’s musical store continued to be part of the memories of generations of students.



TOP LEFT: *College Avenue looking south*; TOP RIGHT: *North Hall (the former hotel) with porches removed*;  
ABOVE LEFT: *Administration Building (later Irwin Hall), president's house in foreground*; ABOVE RIGHT: *View from the porch of the Administration Building*

Charles Weniger, present during most of the period, was the builder of the speech department, a believer in friendly contact with “outside” organizations and leading citizens, favorite master of ceremonies, personal friend of innumerable students. Many remembered him for his vigor, his enthusiasm, his hearty laugh, and his courtly courtesy. Because of his long teaching service and his close identification with the Alumni Association, he probably knew more P.U.C graduates than any other man on earth.

Two remarkable women’s deans presided over South Hall, Alma J. Graf from 1920 to 1932 and Minnie E. Dauphinee until the close of the Smith administration. Both were strong characters, had much influence on the girls in their charge, and were especially concerned for their spiritual welfare. Both presented memorable worship studies and maintained contact with former students in all parts of the earth.

In the sciences, Dr. Mary McReynolds was a notable figure on the campus for more than two decades. When she arrived in 1922 she found unpasteurized milk the rule and not a block of ice on the hill. Battling for student health over the years, she treated the axe wounds the woodsmen suffered (“Never had a secondary infection!”), warned annually of poison oak, accompanied each surgery case down to the “San,” taught a Spirit of Prophecy class without rival, worked with Professor Clark to launch the prenursing program and with Captain Hyatt and Andrew Thompson to begin the Medical Cadet Corps at P.U.C. Her first office was in old West Hall next to the music rooms where, she said, she “couldn’t tell a lung squeak from a violin squeak.” Outspoken, erect in bearing, loyal to the school and to her students, Dr. Mary was credited by the students with being a power behind the throne.

In chemistry and physics at various times were at least three men few students ever “put one over on.” Raymond Mortensen, R.E. Hoen, and Donovan Courville were men of demanding standards, the awe of the premeds. H.W. Clark, in biology, was a graduate who stayed for the rest of his career to teach at his alma mater, a nature lover and promoter of natural beauties,



*President Smith addresses a faculty meeting, 1942-43; Registrar Anna J. Olson takes minutes. First row: Gladys Walin, Sarah Kramer, Charles Utt, R.M. Cossentine, J.M. Peterson, David Lin, Dean Minnie Dauphinee; Second row: Mark Hamilton, Donovan Courville, G.B. Taylor, Dean Walter Clark, L.L. Caviness, Mrs. Caviness, unidentified, Blooma Woodard; Third row: Paul Stauffer, Charles Weniger, R.E. Hoen, Orville Baldwin, Fred Jensen, Ivalyn Biloff, Glenice Fuller, Myrtle Maxwell; Fourth row: James Oss, Alex Monteith, Chauncy Emmerson, Joe Fallon, Mrs. Fallon, unidentified, W.B. Hyde, Raymond Cottrell, Mrs. Lydia Wolfkill; Back row: Frank Swearingen, A.W. Johnson, Mrs. Johnson, unidentified, Harry Hein, Harold Ackerman, Harvey Lashier, Jack Craver*

defender of rare wildflowers, and sponsor of off-campus field study. With Dr. Hoen and Dr. Wolfkill, he was much interested in the areas where science meets religion, and was a writer of note on creationism. The Wolfkills returned to P.U.C. shortly before the end of the Nelson term. To meet the need for well-prepared teachers in the rapidly expanding academy system, Dr. Wolfkill led out in secondary education; but he still kept his hand in the sciences, and was renowned for rapid-fire polysyllabic definitions, controversial Sabbath School lessons, and “9,200,000,000 neurons.”

Dr. J.M. Peterson was P.U.C.’s first “real, live” Ph.D., brought in by Nelson in 1928 to strengthen the faculty for accreditation. Some of the Angwin folk wondered whether such an exalted personage would even speak to ordinary faculty members, and were most pleasantly disabused by the soft-spoken Christian gentleman who was to teach English literature and languages for nearly 20 years.

In the Bible department were such earnest Bible students as Elder B.P. Hoffman; the energetic E.H. Emerson, who was also men's dean when emergency called; B.L. House; and W.R. French, the Bible-quoting teacher of phenomenal memory and homespun wit.

Among the ladies was the unruffled Lysle Spear, matron, creator of famous picnic menus, provider of the "best food in the world." Anna J. Olson was registrar, kindly, of gentle humor, good friend to many and provider of innumerable waffle feeds. In the education department were Katherine Hale, Mrs. Jessie Osborne, Gladys Stearns, and Minola Rouse. Mrs. Lucy Taylor Whitney was librarian for a number of years into the thirties.

Later arrivals included Dr. and Mrs. L.L. Caviness—again with a view to accreditation. Mrs. Caviness, the Agnes Lewis of the famous class of 1912, was back to teach languages for a number of years; Dr. Caviness taught biblical languages and had a true scholar's passion for research. He loved students and was loved by them, but he had special concern for P.U.C.'s large foreign contingent. (One student recalls how, while the professor looked over his mail and tried to listen to students recite, they would get off outrageous translations and create consternation by running beyond where others in the class had studied.)

Many others might be mentioned: Professor G.W. Rine, back for his third term (1927-1928); W. B. Taylor, builder of homes and industrial buildings, and Mrs. Taylor, voice teacher; Dean of Men C.R. Baldwin; Orville Baldwin, long the farm manager; Gilmour and Marjorie McDonald in piano; George Greer, creator and director of the A Cappella Choir; and Ivalyn Law Biloff, his successor; M.E. Ellis and G.H. Jeys, for many years printers and teachers of printing; W.H. Teesdale, "droll, quiet, sensible," who reassured

his history classes when the chapel speaker the day after Roosevelt's first election predicted the end of the world within the year; W.B. Clark, one of the greatest of northside men's deans.

In the business staff for many years, L.W. Cobb (also an English teacher) assisted Presidents Nelson and Smith and supervised much construction work. Dr. A.W. Johnson arrived in 1936 to be dean of the college and business manager and head of the history department. (In those days, it was considered wasteful for a man to spend his full time as dean.) Mrs. Johnson was in charge of secretarial science.

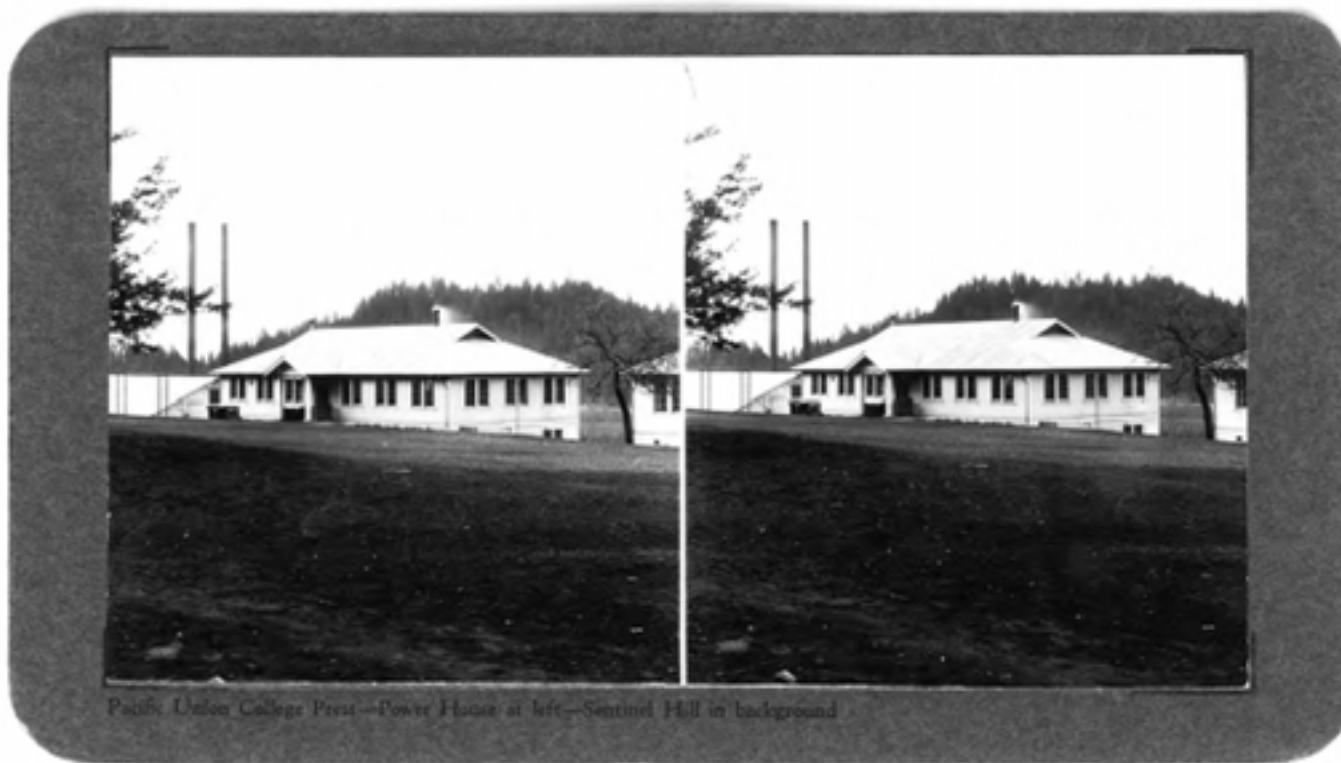
This list gives but an incomplete idea of the numbers and quality of the P.U.C. faculty through twenty crowded years.

Faculty procedures altered and in time various standing committees began to lighten the routine burdens. Up to 1921, the denominational standard teaching load had been set at twenty 60-minute periods per week plus



*Panorama of campus, mid-1920s*





Pacific Union College Press—Power House at left—Sentinel Hill in background

*College Press, power house at left, Sentinel Hill in background, mid-1920s*

the other activities. That was modified to five 45-minute periods, five days a week, with labs figured at half rate, plus committee and religious commitments. Faculty participation in student labor quietly died, the last recorded appeal being made in 1936 for faculty to join the students in eight hours weekly. A loosening of the “family” ties was also evident with the coming of motor vehicles—students and faculty sometimes yielding to the temptation to go to town on picnic day. In 1934, President Nelson told the faculty he would rather they dismissed a class to make a trip to town than miss a picnic.

Faculty meetings were not as frequent as in the early days of the Irwin administration, and who could object to attending these meetings when the discussion reached the level it did in 1926 when portions of three sessions were devoted to the Dog Problem? Anna J. Olson, secretary of the faculty, reported that a “Dog Committee” was formed to report on “nocturnal concerts and disturbances occasioned both by local and non-resident dogs.”

After “a more or less profitable discussion,” the president was asked to take up the matter with the owners and to call a citizens’ rally for further exploration of the problem.

Less amusing was the financial situation, with the faculty again caught in the squeeze. The cost-of-living bonuses of World War I were speedily dropped, but slowly and inevitably salaries climbed, until by 1926 they had soared as high as \$40 weekly, with \$35 as the usual level for department heads. The depression brought three pay cuts and reduction of staff, the ideal being to make do with one-teacher departments where possible. By 1934, the top salary was only \$30. The recovery was slow and it was not until 1941 that the 1929 level was again reached. The faculty privately protested that pay adjustments should work

both ways and that with improved financial conditions for the college and additional enrollment, there should be raises in their wages. The college store enjoyed a monopoly on the hill, and the faculty submitted figures showing that groceries and utilities were from 25 to 40% higher in Angwin than in the Bay region. In those days working wives (unless teaching at P.U.C.) were regarded as something irregular, but the pressure was on, putting most of them to work, many off the hill.

In 1924 it was decided that veteran teachers might be rehired on a four-year basis, annual arrangements still prevailing for recruits, though in any case dismissal was at the pleasure of the board. The next year, two-week vacations, noncumulative, were voted for fulltime workers.

In days of old, the faculty met with the board, and each department head presented his own requests. There were probably certain disadvantages to this practice and it had disappeared by about 1930. At the same time, the

custom of a fellowship dinner with board and faculty was introduced, and eventually became part of the school tradition.

There was discussion from time to time about better faculty representation on the board, but as long as the local board existed, this did not seem a pressing problem. Local board members included such teachers as Newton, Weniger, Wolfkill, and French. A high point in faculty influence was probably reached toward the end of the Smith period when a select group of senior teachers was formally charged with assisting the president in appointments and in recommendations to the board. The first time a detailed financial statement was presented to the faculty seems to have been in 1939. The appreciative faculty voted their thanks to President Smith and Dr. Johnson.

### EDUCATIONAL PIONEERING

An obstacle to the accreditation of the college was the lack of teachers with advanced degrees. This situation was not peculiar to P.U.C., for the old conflict fought at Battle Creek was still going on, and strong sentiment existed in the

General Conference against Adventist teachers taking work in universities.

In 1925, Professor Howell, once of Healdsburg and now of the General Conference Department of Education, visited the college and rebuked the sentiment he detected which favored accrediting with "outside" agencies. He feared such ambitions denoted a loss of spirituality and a receptiveness to worldly ideas. He urged strict adherence to the traditional plan, and stressed missionary work and manual labor.

The General Conference Education Department suggested in 1926 that the presidents of the larger colleges should study and observe mission fields in lieu of postgraduate work and that teachers also should have tours of duty in a mission field in place of advanced study. As far as can be determined, President and Mrs. Nelson were the only P.U.C. staff members to take part in this plan, their visit to the Orient taking place in 1927. In the meantime, teachers like the Wolfkills who went ahead and earned advanced degrees virtually by stealth, and at their own expense, were subjected to shocked expostulations when they were found out.



*Student body and faculty of the Advanced Bible School, 1936*

The climate changed after 1928 with the realization that the future of denominational schools depended upon accreditation. The new denominational Board of Regents informed P.U.C. that it must have (1) eight college departments, each headed by a professor with at least two years beyond the B.A., including the M.A., and preferably the Ph. D.; (2) separation of the academy from the college; (3) better classroom facilities.

A beginning on the first point was made in 1931 when \$3000 was appropriated to send teachers out for further training. (Part of the loss that year was blamed on the expense of that graduate study.) Eleven faculty members were taking part in the program by the following year and there was reason to think success was nigh. The board was assured that once accreditation was attained, such expense could be cut.

By 1934, however, the five-year amortization plan for teachers on graduate study had gone into operation, apparently for the first time at P.U.C. Two years later a plan was approved to give to a department head, after three years of service, two weeks and \$50 annually on a cumulative basis for graduate work or professional advancement. This provision carried an obligation to serve at least two years thereafter. Though large scale promotion of advanced study for faculty members had to wait several years longer, the ice had been broken.

P.U.C. was the first school to meet the denominational Board of Regents' standards for college accreditation. That having been accomplished in 1932, President Nelson worked toward the next step. Faculty and students were not aware of the reason for subsequent visits to the campus by a number of educators. It was a pleasant surprise to the college community when in the spring of 1933 the president announced in chapel that P.U.C. had been accredited by the Northwest Association of Secondary and Higher Schools—again the first Adventist college to achieve this distinction.



*The original faculty of the Advanced Bible School, 1934; Seated from left to right: Professor Price, Elder Andreason, Elder Kern, President Smith, Elder Evans, Dr. Caviness. Standing from left to right: Elder Schilling, Elder Rudy, Professor Weniger, Dr. Wolfkill*

Steps in the scholastic progress of the school included the introduction of majors, minors, and letter grades in 1921, the requirement of an entrance examination in English in 1922, with the consequent establishment of “bonehead” sections in the subject. The faculty voted in 1923 to require demonstrated proficiency in penmanship for graduation—certainly a provision that fell into complete desuetude.

Full departmental status for home economics came in 1924 and in the same year the first course in auto mechanics was instituted. The first education major in an Adventist college appeared in 1926 and by this time senior “theses” were required for graduation. This was also the year which saw the introduction of a distinction between upper and lower

division. In the late twenties P.U.C. was the only Adventist college offering enough physics and chemistry to be able to give majors in those fields. As a result of the strong premedical program, between a quarter and a third of the students admitted to the College of Medical Evangelists each year were P.U.C. students.

In the summer of 1929 Professor H.W. Clark launched the field school in natural history as a successful experiment. It offered lectures, field study, and travel to significant areas on the Pacific Coast. College credit could be earned, and the field school flourished until wartime gas rationing forced its discontinuance and began a “seven-year famine” for the biology department. From this experience the idea of the Albion field station developed.

Other travel-education tours included several summers in Mexico, beginning in 1939, initiated by the Monteiths and continued by the G.B. Taylors, and in 1952, a European tour led by G.W. Meldrum. In each case the participants earned college credit.

A separate secondary education department was created in 1930, the one-year prenursing program in 1932. In 1934 the academy was finally separated



*Field Nature School, June 1934: TOP LEFT: Group in the crater of Mt. Lassen; TOP CENTER: Professor H.W. Clark lecturing; TOP RIGHT: Professor Clark: ABOVE: Group ready to leave campus*

from the college with Lloyd Downs as the first principal. Physical education courses were required of college and academy students after 1935. The B.S. in nursing got its start in the summer of 1936, and the first major in speech in an Adventist college became available in that year.

In the early days, those finishing any course were considered as graduates and alumni of the college, and, of course, took part in the graduation exercises. After 1918, academy seniors were no longer counted as alumni, but it was not until 1942 that professional seniors (two- and three-year curriculum students) ceased to have their own organization. There were enough protests so that the following year professional seniors marched with the four-year seniors but were not given their certificates in public.

One of the greatest contributions by Pacific Union College to Seventh-day Adventist education was the introduction of graduate work in the denomination. Up to 1930 the idea met with much opposition, but it became increasingly apparent that credential programs would require work beyond the baccalaureate degree and that it would be desirable for Adventist teachers to be able to meet state certification requirements. The tendency of younger teachers to take advanced work in universities without prior consultation with school boards and church leaders was deplored by the General Conference. In 1933 the P.U.C. faculty urged that a summer graduate school be established to meet the need.

As a result of that initiative, the General Conference approved the idea of an Advanced Bible School for the summer of 1934, to be held on the P.U.C. campus. The use of this location was probably determined by the fact that P.U.C. was accredited and the location was in harmony with the counsel of Mrs. White. M.E. Kern served as dean, and his faculty and student body were drawn from various places. Fifty-nine students came from six unions and three divisions, with their expenses paid by the denomination. The teachers were W.M. Landeen, church history; M.E. Andreason, Bible; George Mc-



*H.C. White oversees a machine shop lab, 1943*

Credy Price, science and religion; plus local teachers—Hoffman, Weniger, Wolfkill, and Caviness. Twelve hours of credit could be earned in the twelve weeks.

Twice the advanced school was repeated very successfully. After the 1936 session, however, it was transferred to Washington, D.C., to become the Seventh-day Adventist Theological Seminary.

In 1935 the P.U.C. faculty had considered the possibility of offering an M.A. in religion with a minor in Greek through the Advanced Bible School. (In those days Bible teachers faced especially difficult problems in earning advanced degrees at most univer-

sities.) The graduation committee studied the matter, but with the removal of the advanced school to Washington, P.U.C. was forbidden to offer any work in areas which might compete with the new seminary. It was not until 1940 that P.U.C. again ventured to launch a graduate program.

## BUILDING UP THE CAMPUS

It has been said that an administrator tends to see his monument in the buildings he is able to construct during his term of office. If so, Presidents Nelson and Smith will be long remembered in a concrete way. The brilliant improvisations which circumstances had forced upon Irwin now gave way to a more leisurely program of careful financing and building an adequate modern plant. The following list will give an idea of the scope of their contribution.

Back in 1916 the need for a gymnasium led to some preliminary construction on the ground which has been occupied by the Nelson library since 1957. The finances of the time would not stand the strain of what some on the board considered an unessential expense, and the work was stopped. For several years the foundation and part of the framework was a campus eyesore. The roof of the old swimming pool had been removed for use on the new building, and it was there too. In December, 1921, enough student enthusiasm was generated to end the “gym famine.” The board agreed to put up a dollar for every two raised by the faculty and students, the goal being

set at \$5000 or \$15.83 for each student. Professor Weniger led the campaign, and the student body was divided by conferences of origin. The glee club toured (for a price), the students wrote letters, and in four months' time, on March 20, 1922, the campaign came to a triumphant conclusion with \$5178.85 in hand.

The next need to be met was a new men's dormitory. At the time, the boys were scattered in three locations—North Hall (called Adelpian Hall until 1917), Alhambra, and West Hall. As the Angwin Hotel, North Hall had been a respectable building but it had not been improved by ten years as a men's dormitory. It was not very attractive either. The porches had been removed in 1917, presumably for safety's sake. The cost of replacement was

estimated at \$50,000, and the students and faculty this time were asked to be responsible for \$10,000. They raised \$12,000—\$4448 in one hour! The day after school closed in 1923, a crew of fifteen began to wreck the old hotel. Demolition was completed in nine days, and in just three months a new three-story, 196 x 40-foot building was up. The foundations were in part those of the old hotel. At the time the new building was the largest dormitory in the denomination. There have been several alterations since. On December 10, 1930, the name was changed to Grainger Hall in honor of Healdsburg's second president.

The year 1923 also saw the erection of a manual training building, a rectangle 40 x 80 feet, built by Professor W.B. Taylor and his carpentry class.



*Campus view, circa 1939*

Later, they completed an exact duplicate of this building for the college press—somewhat to the discomfiture of Mr. Ellis, who had drawn up a nice set of plans for a real print shop. Nor was Mr. Jeys much happier when he arrived a short time later. The press prospered in spite of its new quarters, and added the equipment from the press at Sutherlin Academy in Oregon. By 1927 it was publishing nine periodicals regularly, and printing classes reached astonishing sizes. Later Professor Taylor's identical buildings were joined until taken down in the sixties and the space occupied by the Dining Commons.

In 1924 a new roof was built for the Big Spring, as was an unsightly annex back of South Hall to house eight practice rooms. The dining room was enlarged and a better boys' entrance provided. The woodworking class built a laundry building in 1925.

In 1927 it was the turn of the old dance-hall to go. At that time it housed the normal (elementary education) department. It was replaced in that year by what was later named West Hall to accommodate the elementary school as well as the normal department. Like its predecessor, the new normal building also had a row of small shops in its basement and contained the post office (until 1939) and the barber shop (until 1956).

The steam tunnels, once the campus marvel, were also first constructed in 1927. They formed a "Y" from the old boiler house to the administration building and girls' dormitory, measuring 600 feet long, six feet high and three feet wide. Previously, steam heat had been run in pipes along the ground with an estimated loss of about 40% of the heat.

The home economics building came in 1929, two stories and a basement located between the girls' dormitory and the administration and classroom



TOP: Professor Newton surveys the frame of the dome for Newton Observatory; ABOVE: the finished structure in the prune orchard

building, providing living quarters and provision for the home management class to carry on its operations.

For years the science departments had shared the administration building with nearly everyone else. Professor Wolfkill had several of the rear rooms and part of a hallway back in Irwin's day. Laboratories were hard on tender nonscientific olfactory nerves and crowding grew progressively worse. The science hall, afterwards renamed Clark Hall, was built in 1930. Students raised \$5000 for equipment in another campaign. The original distribution of space put physics on the ground floor, chemistry on second, and biology on the third floor. Through the efforts of Ernest Booth and Donald Hemphill a biology museum was formed.

The music department shifted studios from the private dwellings of Professors Miller and Paulin, to Nevada cottage, and then to old West Hall. The first Paulin Hall was built in 1932, adequate for the time with practice rooms and a small auditorium.

The first and smaller observatory, containing portions of the original Healdsburg 6-inch telescope, was built in 1930 after much hard work and persuasion by Professor Newton. The second and larger observatory was finished in 1932 with a 14-inch reflector telescope. Donald Perry ground the lenses in 1931. The plans and the mounting were done by George Carlsen, lent for the job by the Sunmaid Raisin Company. It was named for Professor Newton in 1935.

By 1932 the end of the college supply of firewood was in sight. The great fire of 1931 had speeded the inevitable, and the quantity and quality of what remained to cut was not encouraging. Therefore an oil burner with a reserve tank of 14,000 gallons capacity was installed.

The major problem facing President Smith on his arrival was what to do about the administration building. Not only did the roof leak copiously (Dr. Smith vividly remembered Mrs. Osborne and Miss Babcock hurrying to class with their pans and buckets), but he felt the concept of “authoritarian supervision” represented in the curious construction of the fan-shaped classroom section was becoming obsolete. It was suggested that the roof be repaired, but this was declared impossible, and the construction of a two-story classroom unit was proposed instead. Said the president:

There are those who at this juncture would have been easily persuaded to leave the hill and build a college elsewhere. The Southland [the junior college in Riverside] was aspiring. The division of opinion caused delays, but sentiment for the old college finally prevailed and the construction of the new classroom building was authorized and completed in 1935.

Richard Lewis, then academy principal, designed the modernized façade, and the remaining front half of the old building was thus brought into harmony with the new rear unit. Separate rooms were now available for the academy students. The library was moved to the south end of the second story, doubling its available space. In Room 307 was a complete speech unit with auditorium, office and radio rooms, permitting campus broadcasting for the first time. The renovated structure was named Irwin Hall.

The parlous state of the old swimming pool, once the pride of Napa County, led over the years to sporadic agitation for a decent



*The reconstruction of Irwin Hall, 1935*

pool. After 1925 the old pool was used for irrigation, with “swim at your own risk” in the summer time. A pool campaign was proposed in 1935 but was discouraged by the board. Finally, recognizing the need for a pool for both health and recreation, the board reversed itself, and on November 17, 1937, the students were allowed to begin a swimming pool campaign. Led by Jerry Pettis, the campaign was successful, and by its end, January 17, 1938, \$5000 had been raised. An outdoor pool was installed back of the gymnasium that year and gave good service until it was scrapped to make way for the new library building.

Old West Hall, with its undulating floors and amazing systems of unauthorized wiring, disappeared in 1939. It was replaced by a modern store building with the post office once again sharing the main floor. This structure was altered in 1956 for the use of the physics department, the store and post office moving to new quarters on the county road.

The year 1940 saw the end of the old barn, long the college garage and service station, and before that quarters for man and beast and photography lab as well. Many years later Chan Shun Hall occupied that location.

Plans for the academy building were drawn up by Dr. Wolfkill and Principal Monteith, and it was erected in 1941. It was named in honor of Mrs. Alma McKibbin, pioneer teacher on both campuses. McKibbin Hall was the last major construction for a time, for the war made procurement of materials difficult and costs high.





*Aerial view of the campus, circa 1937*

For some years the approaches to the campus were dignified by this attractive building and, on either side of the roadway, handsome stone gate posts with their bronze lettering. These posts were destroyed when the old gym was moved to its location near the elementary school.

About 1926, it was reported that many of the recently built cottages were already too far gone to save. A construction program of a home or two each year was undertaken to house the faculty and married students. This construction was good practice for the student carpenters, and a source of

wonder to the occupants when they considered some of the peculiar features to be found nowhere but in a college-built house.

Campus beautification came with the years. Cement walks were put in, and during the depression NYA students working under Professor Paulin made notable progress in landscaping. Paving the streets reduced the dust and in 1940, after the closing of the exposition on Treasure Island, some of the street lights used there were obtained and for the first time the campus was systematically lighted.

There was one dramatic setback. In 1941 heavy rains soaked the bank behind Irwin Hall until one night it gave way, crashing through the corner of the building, filling Room 207 with mud and debris and making Room 307 temporarily unsafe. The flow went between Irwin and the Science Hall to the sidewalk leading to Grainger. After allowing the mud to dry out for several weeks, the mess was cleaned up and the bank cut back much farther, to minimize the danger of a repetition.

Underlying all the building activity was a strong financial base. In spite of \$75,000 spent for construction by President Nelson in his first three years (\$15,000 of that raised by faculty and students), he did not add a dollar

to the indebtedness of the school. The only obligations still on the books were old annuities he inherited from the previous administration.

Disclaiming any special financial skill, Nelson would say quite modestly, "I just watch for the leaks." This was not the whole story obviously, for only sound basic policies, in addition to leak-watching, could have added up to that kind of success.

During the depression the going was harder, with a resultant loss of \$10,000 in 1931. This was explained by the expense of faculty members'



*Looking north on College Avenue, circa 1935. On the left, West Hall, housing the college store; beyond, the elementary school*

graduate study and damage to the corn crop from the great fire. Economies helped see the school through this period successfully, and on President Smith's arrival in 1934 there was an available reserve of well over \$100,000.

President Smith followed with great success the policy of fiscal soundness laid down by his predecessor, and the reserves stood near \$140,000 by the end of his administration.

In the twenties it was sometimes charged that P.U.C. was a "rich man's school" and that only the boys who worked in the woods had a chance of earning most of their way. Increasing amounts of student labor became available, but it is probable that the extreme care in finances did penalize some poor but worthy students who would have made good P.U.C. alumni.

The policy of maintaining large reserves, while reflecting credit on the managerial ability of the leaders of the school, did tend to make it more difficult later for P.U.C. to get some of the appropriations it needed. It was assumed that P.U.C. was a prosperous school for, unlike some government bureaus, it did not spend all available funds each year in order to avoid reduced appropriations next time.

## STUDENT DAYS

It was a good time to enjoy being a student. The really uncomfortable part of pioneering was past. On the other hand, the glorious natural setting was still practically unchanged, and appreciation for the lovely environment was keen in much of the student body. There was still time and inclination for some of the simpler pleasures.

Hiking was the most popular outdoor sport and the Sabbath afternoon walk was almost universally practiced. During some Christmas vacations some students enjoyed a climb up Mt. St. Helena on an overnight hike to see the sunrise and to eat flapjacks. Less extensive expeditions were frequently made in the



TOP: Entrance to the college store  
ABOVE: The big slide of 1941

vicinity of the college. Trails in the remaining college woodland were laid out for the enjoyment of nature lovers. Overhanging Rock, Linda Falls, Lake Orville, the Window Tree, the Stone Bridge, and Old Nebuchadnezzar were all popular goals for walkers.

Though student editorial writers occasionally fretted about a lack of school spirit, it would seem they were too pessimistic. There were many outlets for student energy. Class activities were patronized enthusiastically; there was much writing for the various publications; there were numerous successful campaigns both to raise money for worthy projects and also to beautify the campus—as, for instance, the creation between Irwin Hall and the Science Hall (about 1931) of a rock garden and pool decorated with shrubs foreign and domestic. And as many as 500 would turn out for a school picnic.

Junior-senior class rivalry became pretty intense during the late twenties. Swiping each other's food on picnic occasions was normal enough. In 1925 the seniors tore down the sun-blazoned banner of the juniors, so in revenge the juniors tried ripping senior chevrons off senior jackets, and many non-juniors joined the fray. The seniors wound up with most of the junior flag and most of the chevrons too, and the faculty decreed that there would be neither flags nor chevrons the next year. In 1929, during an absence of the president, juniors ambushed seniors with the fire hose as they returned from a picnic and also flung certain types of foodstuffs.

Besides the bull sessions and dormitory feeds, there was enough energy left for a great array of plain and fancy mischief: snipe hunts, wiring dorm door handles for electricity, bowling in corridors with milk bottles and baseballs, waterbagging passersby, lifting Model T's onto the front porch of Grainger, hanging dummies about to terrify the night watchman, competing with Model A's up in the old prune orchard in pushing down trees in the rainsoaked soil. It is calculated that there had been 15 deans of men by 1936.



TOP ROW, LEFT: *Ruler of North Hall rides in state, 1927*; TOP ROW, MIDDLE: *Some members of the Class of '22 and their banner*; TOP ROW, RIGHT: *Faculty picnic in Pope Valley, 1929*;  
MIDDLE ROW, LEFT: *Los Angeles or bust! 1926*; MIDDLE ROW, CENTER: *President Smith takes a cut in a picnic ball game*; MIDDLE ROW, RIGHT: *Senior picnic, 1922*;  
BOTTOM ROW, LEFT: *Class of '33 picnic at Aetna Springs*; BOTTOM ROW, CENTER: *Fashion clowns(?)*; BOTTOM ROW, RIGHT: *Picnic day foot race*

Stories about deans, largely apocryphal no doubt, had it that one went down the hall in stocking feet, listening at doors after lights were out, that one door opened and he fell into the room; that one padded about the dorm smelling for “feeds”; that one went from floor to floor via the fire escapes and the students locked the windows and left him out in the cold.

The students of that day excelled in elaborate “take-offs” on serious ceremonies—such as the famous “rabbit funeral”—which occasionally drew faculty disapproval.

A certain amount of exuberance was tacitly tolerated and sometimes the punishments meted out were disconcertingly light. Walton Brown recalled the New Year’s bells of 1932:

On New Year’s Eve word filtered through to me that some anonymous students were planning on ringing and blowing everything on the campus. I felt responsible for that which had to do with the Ad building [Brown was the janitor], and mentioned the problem to President Nelson. He, half-serious, half-joking, said “Well, I would like to know that the job is being done by someone who won’t touch the siren,” and then walked off. So at midnight my roommate, Bill Conrad, and I rang the large Healdsburg bell and the electric bells to our heart’s content. Next morning Uncle Willy said, “Good job, boys!”

There was also the morning when the boys hooked a rope and vine to the bell and took their positions on the hillside in back of the Ad building. When the bell rang, Dean Baldwin and monitors and others ran there and found no one ringing the bell. They looked above and below—nobody! Then the bell rang again. Ghosts? Only later did they discover the vine and the rope, but by then the guilty ones were “sleeping” innocently in bed.

Another case, which did not turn out as well, was a decade later, when a group of public-spirited denizens of Grainger decided to attempt the socialization of a fellow student. A perfectly planned and coordinated operation, involving 14 students from all floors, was carried out, the victim and his roommate immobilized by the conspirators, and portions of the former’s epidermis painted with laundry ink. It was discovered later that the ink was irritating and the group shared a hospital bill and public confession.

More acceptable forms of diversion were the departmental or interest clubs. There were many of these, appearing and fading according to the driving force of the leaders, some directly tied to scholastic pursuits, and others thinly disguised social activity.

Furthermore the faculty did its best to relieve student *ennui*. For a

program in 1930 President Nelson was emcee, Professor Teesdale the toastmaster, and toasts were planned to (1) our future teachers, (2) our future doctors, (3) our future musicians, (4) our future office workers, (5) our future gospel workers, (6) the academic graduates, (7) our future leaders, (8) the president, (9) the school, (10) the faculty, (11) the alumni. Speeches from Professors Newton, Nelson, and McReynolds were scheduled to follow. Also planned were violin and vocal solos, piano solos (two), and a male quartet. (It was later decided that the program should be shortened.)

In 1927, the college purchased a moving picture machine and Professor Clark was named custodian. A typical evening’s entertainment of the epoch consisted of the following films: *Niagara Falls*, *Grand Canyon*, *Ducks in Their Wild Life*, *Native Indians*, and *The Making of Mazda Lamps*.

The food was generally said to be good. Sack lunches were served for evening meals Friday and Sabbath; one ordered from cards on the dining room tables Thursday noon. Specialties of the day were “no-soda” crackers, Tom and May sandwiches, date-cream sandwiches, Miss Spear’s cinnamon breakfast cake, and the local gluten products which were certainly superior to the canned variety. Seating was at assigned tables for six-week stretches, and care was supposedly used to keep known lovers apart. Suspected malefactors had the privilege of sitting at the table of the dean of women.



TOP: Charles Anderson and James Baker enliven a picnic; CENTER: Mark Fowler tries his motorcycle on Grainger stairs; ABOVE: *The Angwin Zephyr*

One year in the late thirties, the boys got into the habit of bolting their food and then moving to some other table to visit with “friends.” They were not always careful about entering and leaving by the approved entrances either. An effort to crack down led to a student strike. At a signal (banging a fork on water glasses) every male in the cafeteria left his table for another. And they exited by the door of their choice, too. The year after this grand gesture the fixed seating was changed, and dining room hostesses assigned seats as the students came in, still, it was charged, doing their best to keep couples at different tables.

Another collegiate table fad was loading a knife blade with mashed potatoes, lowering it below table level, and surreptitiously flipping the bladeful to the ceiling. One brazen individual decided to show his savoir-faire by doing this right under the eye of President Smith himself, who was sitting at the next table. He loaded up, held his knife below table level, and as he and the president stared into each other’s eyes, flipped. He miscalculated slightly and the president and other fascinated onlookers were enchanted to see the underside of the young man’s chin and nose suddenly and inexplicably festooned with mashed potatoes.

In its classic simplicity, few exploits can surpass this one perpetrated in the thirties: one student, later a member of the P.U.C. faculty, discovered that his skate key would open the old clock which used to adorn the south balcony of Irwin Hall. One night, with confederates posted to warn of the watchman, he opened the clock and placed scotch tape over the holes in the time tape which would ring the bells and set off the whistle for 7:30 a.m. When that hour came, nothing happened. School got off to a late start that



TOP: *Milford Nelson operates P.U.C.'s first radio transmitter, West Hall, 1927;*

ABOVE: *Jerry Pettis makes a recording in Radio Speaking lab.*

morning. Of course the clock was examined, but it appeared to be working and, scotch tape being in its infancy, no one noticed the inconspicuous piece on the time tape. When the clock worked perfectly all day long but again failed at 7:30 a.m. perplexity deepened. The third day college administrators and maintenance men were in the balcony at 7:30 watching closely. They were baffled as the tape in the time clock moved to 7:30 but though the points appeared to make contact, nothing happened. An indignant call was placed to San Francisco, and a representative of the manufacturer was on hand the next morning. However, through their spies the culprits learned of the call and that night visited the time clock again, this time removing the scotch tape. The feelings of the watching college officials and repair men may be easily imagined when the tape reached 7:30 and the bells rang and whistles blew in perfectly normal fashion. Such stories could fill volumes.

The faculty certainly had its cares but, with the perspective supplied by time, it appears the worries were exaggerated, most of those rascals turning out well enough. However, the teachers were concerned over the poor spelling, the chapel behavior, the tendencies of couples to go on missionary trips in the same cars. They feared that the social calendar was too crowded and had doubts about the seriousness of purpose of the student body. A visiting speaker of the early Nelson period, after several nights in North Hall, complained of the noise and recommended hard manual labor.

As soon as student cars reached the campus they became (and remained) problems. For some years (beginning in 1924) no cars were allowed at all, a policy not peculiar to P.U.C.

The viewpoint of teachers and administrators was authoritarian, particularly at the start of the period. As may be seen, such an approach did not eliminate student jollity, but at times the heavy hand fell on pre-med and ministerial students alike, and some made a trip to the president’s office—or farther.

Even in such a matter as class night, in 1922 two teachers supervised decorations, one was to edit the literary production of the class members, three were to entertain the visitors, another was in charge of the music, and a committee of faculty ladies was to check the graduation gowns of the senior girls. (The services of faculty ladies in checking dresses and shoes were still being used as late as 1941.)

The faculty occasionally took adamantine stands which they had difficulty in maintaining. One example was the furor over bobbed hair. In the



TOP: *Dr. Raymond Mortensen supervises a physics laboratory;*  
ABOVE: *P.U.C.'s foreign students in 1927*

twenties, a long and painful rearguard action was fought against the practice. At the time, such tampering with nature was regarded as an indication of a worldly tendency, a certain sign of the “Jazz Age.”

In 1922 it was moved “that those girls who have bobbed hair shall be required to wear a net and that any who bob their hair in the future shall be subject to discipline.” Further action in 1925 explained that bobbed hair was not a test for admission to the school, but that bobbing or trimming the hair or shaving the neck was forbidden during the school year. If one arrived in such condition, the hair must be worn “up” when outside the dormitory room. Violators during the year might be sent home until the hair grew out again.

Numerous students, while very fond of individual teachers, felt that as a whole the faculty assumed too distant an attitude toward the students, their problems, and their play. They wished for more informal social activities, and more areas for student initiative.

If there was one area on which the criticism of former students concentrated, it was in social relationships. Some of the best students, who felt the school was well-nigh perfect, believed the attitude on association was too severe and that entirely too much energy was spent in petty ways attempting to keep the sexes apart. Again it should be noted, in spite of all efforts to prevent specialization, it occurred somehow; and every summer there was a long column of marriages to be listed in the *CAMPUS CHRONICLE*.

During two decades, little by little the system was chipped away, to the alarm of some, to the satisfaction of others of equal sincerity. Marches in the gym or Graf oval were permitted, but no escorting was allowed at first. Parlor dates could be arranged, two hours fortnightly or an hour weekly. (It was noticed by succeeding generations how frequent were the trips through the parlor and how disgraceful the overfeeding of the parlor canary by monitors and deans.) Mixed Sabbath walking was not permitted. Lingering after vespers was popular, but illegal.

In 1936 sitting together at monthly club meetings was allowable but no escorting to Graf Hall afterward. In 1938 the program was extended to permit family style meals in the dinette under faculty supervision, with the understanding that part of the time would be used for the inculcation of principles of etiquette. This type of dissipation was limited to seniors and postgraduate students. “Special privileges” could be used only twice in nine

weeks, and a list of participants was kept in the president's office for the convenience of the faculty.

By 1940 escort privileges were allowed three times yearly, and special tables weekly by arrangement with the matron. Parlor calls were now open to sophomores fortnightly, and older students once a week. The "early morning breakfast" was a popular feature too. Many students of those days recall the annual reading of the social program for the year by some unfortunate chairman of the social committee. Some heavy battles went on behind the scenes in committees and faculty meetings, and when President Smith left office social occasions had been raised to weekly for students under nineteen, six times monthly for those above.

Looking back on brushes with authority, one sees that the passage of years puts a gilding of humor on what may have been trying experiences at the time. Elder L.H. Hartin, preceptor in 1922-1924, told of catching several young men one night as they were leaving North Hall, suspiciously dressed up. Having steered them back to their quarters, he kept their appointment with the girls, who unsuspectingly allowed him to assist them in the dark out of the back of South Hall. Then he took his astonished victims around to the front of the building and sneaked them in again, to their great relief.



*A Cappella Choir, 1929-30; George Greer is in the center of the top row.*

Walton Brown recalled trying to teach the faculty in his day (ca. 1930):

Group of students figures that faculty isn't quite up to modern etiquette such as escorting a young lady home after programs. (Who would think of leaving the girlfriend at the corner of Market and Sixth to find her way home as best she could?) So group decides they will endeavor to escort girl partners home to Graf Hall following next march. Do so, only to find Miss Joyce Silas (assistant dean) waiting at the door of the dormitory taking names down. Pass the warning on to the rest who break up. Next evening Dean Baldwin: "All stay who escorted young ladies home whether they arrived at the dormitory or not. We have names, so if someone doesn't come, will suffer double penalty." So all 20-25 stay. Penalty: One day of hard labor on the farm. Next day happens to snow, so Orville Baldwin says he can't work. Had already lost first class, so all lockstep to President Nelson's office. Stand in circle and gently shake a ring of snow on his green carpet. Uncle Willy unhappy about the situation but says nothing. Phones Orville Baldwin to give us work. Does so: Chop snow-covered mesquite and bushes behind Newton Observatory. Cold, cold, COLD! Poor Mr. Baldwin has hard job keeping strung out group at work. At noon enter dining room late, and as heroes receive a big hand. Girls in P.M. busy making fudge, sandwiches and other things (some of which were unconstitutional) for the martyrs. Got punished but had a good time doing it.



*The College Band under the direction of Professor Paulin*



## RELIGIOUS AND MUSICAL ACTIVITY

Pacific Union College has always had a strong religious emphasis. Much missionary activity went on and still goes on. Regular work continued among the valley towns for the perfecting of student ministerial techniques. Annual Harvest Ingathering campaigns took the students to even greater distances. On the campus were the correspondence bands and regular Missionary Volunteer activities. A ministerial association among the theology majors also functioned throughout most of the time.

As early as 1922 there were Self Denial Weeks in the dormitories, and the girls especially turned in good reports. This was a long-continued tradition on the south side of the campus. In one two-week period in 1924, \$3600 was raised for Week of Sacrifice, mostly in South Hall.

P.U.C.'s missionary tradition was stronger than ever, and a constant stream of recruits went to every field. By 1943 the lights on the new alumni map represented over 300 past and present missionaries who had gone from Howell Mountain. It was hardly possible to go to a mission field the world around without precipitating a P.U.C. alumni reunion.

Particularly significant was the Friday evening vesper service. In the early part of the era vespers were held at sundown, regardless of when that came. The quiet talks, the testimony meetings, and the ringing of the bells made an impression most students carried with them. The whole school, faculty and students alike, attended together. There were also the opportunities for private worship and meditation that the surrounding woods offered many a student.

Strongly seconding the influence of the spoken Word was the music of P.U.C. Always a strong part of the college program, vocal and instrumental music flourished during the period under discussion. Many special groups were formed, and disappeared when their personnel graduated; but the regular organizations continued. The orchestra had its beginning in the days of



*First baptism in the college baptistry*

Professor Miller and continued through the Nelson and Smith administrations, usually led by Professor Paulin. A band existed from time to time, sometimes an ad hoc aggregation to perform at picnics, but in 1937 George Jeys and Myron Lysinger took the initiative for a permanent and uniformed band. At first, membership brought no college credit, but it quickly became a standard part of the musical landscape. Like the choir, it performed off the hill on occasion and eventually made tours of the state, too.

Choral groups were always part of the college activity. Professor Dortch led 125 voices in a performance of "Esther" in 1926. Professor Greer formed the A Capella Choir the following year and led this group until it became one of the college's most famous advertisements in the years that followed. The first choir tour was in 1929; and in a variety of quaint busses and private cars the group made tours

throughout California, tours which to former members were long series of happy experiences and crises. The choir gained renown by radio broadcasts and many special appearances up and down the state. In 1927 the group first sang "Messiah," and the annual performance at Christmastime became, for many years, a firmly-embedded P.U.C. tradition.

The procurement and maintenance of organs was a major problem, for the chapel organ contributed much to many activities of the school and received hard usage. A repair fund of \$2200 was raised in 1928, half of it by students and faculty. A number of distinguished student organists were prominent during the period, among them Bill Mintner, Art Herbolzheimer, Lois Mae Johnson, Harold Vickers, and Newton Curtis.

The college paper declared in 1927 that the school needed a "cheerful, peppy" song, and a contest was proclaimed the following year. The \$10 prize for the words was won by George Jeys who wrote them up in an hour, and Margaret Vollmer won the \$15 for the music of "Our College on the Mountain."

## LIFE AND LABOR

In the early twenties, the woodcutters were the aristocracy of student labor. At times their number was small. The college would use six cords of wood on a cold day. The rate was \$2.75 a cord, except that a tree not wanted by anyone else could bring \$3.75 to the one willing to tackle it. Other student workers might receive 25 cents an hour (1926) if prompt, efficient, faithful, and helpful, but there was no pay over 30 cents except by special action. This rate dropped during the depression, but there was little difference in the hourly rate for students between 1926 and 1943.

The argument was early advanced that fulltime workers should be hired by the college, for they could train the student help. Though there was some of this, as late as 1943 student labor was very much in evidence in the upkeep of the plant.

The farm bulked large in the labor program. For instance, 1500 boxes of apples were sold in 1927 with enough left for cider and sauce for the next school year. In 1928, the dairy was county champion. One of Orville Baldwin's inspirations was the raising of goats to eat the poison oak—"Baldwin's Kids" they were called—though naturalists might cavil at the effect on the shrubbery. In those days, before strict limits were put on "child labor," grade school and academy youngsters worked in the garden or herded college sheep around the mountain for a few cents an hour to the mutual profit of school and youngsters.

In 1935 a bindery was established with Reuben Wangerin as first superintendent; and for a time the mill under Professor W.B. Taylor produced "rockerless rockers" for the market.

Dormitory students still put in required time at many types of labor, though it became allowable eventually to pay cash in place of labor. The work program, however, was in trouble. In 1941, explanations were reported to the faculty under seven headings: the teachers had stopped working; the dinner

hour had been changed from one to twelve; the evening snack had given way to dinner in the cafeteria; fifteen hours required had shrunk to eleven and then to nine; cash payment had been permitted; afternoons had been partly taken over by labs; and study loads had increased. All that could be recommended was some physical activity in each student's program and more outdoor activity for the student body.

The students who had to work found plenty to do, and enough student labor was still used in the various industries to enable a considerable number to pay a good part of their way. Without exception work was remembered as a most valuable part of a P.U.C. experience. A quarter of a century later a former student nightwatchman relived those moments:

I remember pushing my way into the cold darkness after leaving the warmth of Grainger Hall parlor, of going through the still buildings and of crunching my way down the walks. I can remember the scares I had when suddenly the steam valve would pop off while I was going through the boiler room. I recall racing the fog as, around one or two in the morning, it would start rolling over the hills, Nebuchadnezzar way. How good the milk and granola tasted after the final round at 4 A.M.—cold, but good!

## STUDENT ORGANIZATIONS

At some point in the dim past the residents of the old hotel formed themselves into the Knights of North Hall. The boys in other housing also organized, and for a time there were three boys' clubs in operation. The West Hall men, not unnaturally, called themselves the Western Union, and the younger ones in Alhambra were known as the Order of Regular Fellows (1922).

The organizations provided something to do, a convenient place in which to practice parliamentary procedure, a center around which to plan programs and entertainments, a source of pins to plant on the other side of the campus, and, if the truth must be told, the excuse for a certain amount of foolishness.



*The College Press; TOP: Professor George Jeys in conference with Lorrel Wohlfeil and Verlyn Bond; to the right, Ed Black and Irvin Lehman; ABOVE: The press room*



TOP: *The Medical Cadet Corps ready for inspection on the Elementary School playground;*  
 ABOVE: *Women's Glee Club, late 1920s*

In its heyday, the Knights of North Hall were controlled by the Council of the Round Table, and the presiding officers of that sentimental day were King, Crown Prince, Scribe, Knight of the Exchequer, and the Chief Executor. Of these glamorous titles, only the scribe survived in the Men of Grainger when soon after 1930 the name of the club was changed to correspond to the new name of the residence. Some felt that Men of Grainger Hall would have been more appropriate.

The organization had its moments. In 1933, a mock trial held in the gymnasium was so successful that the M.O.G. was almost disbanded, but instead it was censured by the faculty and admonished that its future existence depended on its future "helpfulness."

A corresponding organization known as the Girls' Hour seems to have existed all through the twenties. The girls heard weekly talks of an informational or inspirational nature, or put on programs of their own. Needless to say, these were more sedate than those on the north side. The ladies also undertook various good works and exchanged programs with the gentlemen. In 1932 the group renamed itself Women of Graf and this title continued in use until the building of Andre Hall.

Once in 1924 the editors of the MOUNTAIN ECHO prepared an article proposing the formation of a student association. Before it could see print there were serious talks between staff members and faculty representatives, and no further mention of the idea appeared in the publications for some time.

The coming of President W.I. Smith changed the picture, and debates on the advisability of a student association were held, with the general consensus among the students being that an opportunity to operate some machinery of their own would be a good thing. President Smith felt that these hopes among alumni and students were one factor in his coming to the campus:

At the reception planned in honor of the "first family" early the first year, a speaker representing the student voice, a progressive and forward looking young man, George Caviness, made it quite clear that the students were expecting important things from the new president. ...

Upon student petition, the question of a student association was taken up for discussion by the faculty. It was thoroughly argued. It is difficult for students of progressive education today, who believe in student participation in all of the learning processes and activities, to realize how conservative the authoritarian professor of a generation ago was toward any student-faculty organization that suggested a sharing of responsibilities, or an easing of the reins that had



TOP: *Women of Graf, 1936, Minnie E. Daubinee, dean*; ABOVE: *Men of Grainger, 1939~40, E.H. Emmerson, dean*

previously been held firmly in the hands of faculty members. There were students, too, who shared the misgivings, also members of the board. With this state of affairs, one would expect that, when faculty authorization was given and the new organization was set up, it would be some time before it could function smoothly and successfully.

The board indeed felt more faculty supervision was needed and wanted a more specific description of proposed activities to be set forth in the Associated Students' constitution. It was also suggested that membership not be required nor should the dues be handled through the business office.

The great experiment of the Associated Students of Pacific Union College was launched in January, 1935, with Marshall Rockwell as president. The fight to stay alive was hard. Appeal after appeal appeared in the *CHRONICLE* (an ASPUC organ then) begging for student support. There really was not a great deal that the ASPUC could do. It could underwrite an occasional social or help in Ingathering or in other activities that would have occurred anyway.

Though President Smith continued to speak hopefully of the ASPUC, by February, 1936, the student leaders were badly discouraged. In a memorial to the faculty, they reported that membership had dropped from 425 to 175 since the previous semester and that it was the wrong time of the year to try to collect dues.

Planned projects were handicapped by lack of funds, said funds being difficult to collect since the ASPUC was not allowed to put such charges on student bills. What was the purpose of the ASPUC anyway? "It seems that the association is just a body to give socials and we find our hands tied to do more. If we cannot function in more lines, our existence does not seem to be justified." The suggestion was strong that the faculty and board dominated the organization. What did they want? An annual had been permitted the previous year, but in 1936 it was being forbidden. They needed more chapel periods and Saturday nights in which to create interest, and projects such as clean-up days. It was emphatically denied that they were trying to set up "student government."

Their friends on the faculty pointed out that the students lacked attractive objectives and felt hurt because their request for a swimming pool campaign had been denied by the board.

The faculty rejoinder was to suggest that all funds so far collected be refunded or donated to a swimming pool campaign. Perhaps the school might

help with expenses of the socials. The idea of campus days for planting such things as bulbs seemed good. The faculty was willing to quit the chapel platform during ASPUC discussions and votes.

After further haggling, the faculty voted in April, 1936, to leave the disposition of the ASPUC to the president. In the circumstances, he soon told the students, it was thought wiser to put the organization to sleep. It was not being killed, but might be revived at a later time. The cause of death was certainly enforced inaction. So matters rested for a nearly a decade.

## THE LITERARY GOLDEN AGE

No period in the long history of the college has been as productive literarily as the era now under discussion. It was the day of the poem, of the essay, and of descriptive and sentimental writing. Publications were more literary than journalistic; and even though the *CHRONICLE* was established to provide news, it was more of a haven for serious writers than in later years.

The twenties, under the Rine and Weniger influence, produced such gifted penmen as Arna Bontemps, Madge Haines Morrill, Merlin Neff, Ruth Carr Wheeler, and Barbara Osborne

Westphal, to name a few. Printing classes published their own original efforts and writing classes mimeographed their productions.

The *MOUNTAIN ECHO* had been appearing for three years when President Nelson arrived in 1921. Devoting each number to a theme, carrying much writing, some news and personals, it flourished in its customary format until 1926. Its highest subscription list was 1600 in 1923-1924. Annual campaigns



*Campus Chronicle staff, 1934: front row: Walter Bolinger, Charles Anderson, Bessie Crane, Professor Weniger, Oscar Tandy; Second row: Clifford Skinner, Kingsley Minifie, Harold Towsley; Third row: Paul Whipperman, Blanche Dealy, Thelma McCulloch, Lois Ferren, Virgil Sanders, Carl Anderson, Lorna Bailey; Back row: Florence Casacca, Vernon Flory, Woodrow Krieger, Mark Fowler, William Robinson, Sydney Hamilton, Alban Millard*

were held, the side leaders having much trouble finding appropriate side designations. (In 1925, for example, there were the Howlers vs. the Wiki-Wikis.)

As times changed there was sentiment that the college needed news as well as literature. One proposal in 1924 had been for a four-page 12 x 19 newsheet to be put out twice a month by the ECHO staff. In 1925 it was voted by the students to try the new CAMPUS CHRONICLE for two months. It was to present “high class” material under supervision of the English and printing departments. A vote was taken in April, 1926, as follows: to continue both the ECHO and the CHRONICLE, 50; combine the two, 119; drop the CHRONICLE, 9; drop the ECHO, 77. The ECHO then became a quarterly and the CHRONICLE continued a weekly, at 75 cents and \$1 respectively. There was to be no campaign and all subscriptions were to be in by the end of the second week of school.

The new quarterly, large-size ECHO was an attractive magazine with radically changed make-up. With this new approach, and embellished with the art of Warren Maxwell, the magazine should have done well. It was decided, however, in 1927 to discontinue it, leaving the field to the newspaper. The suggestion was made that a monthly literary edition of the CHRONICLE be put out to pacify the literati. (The latter presumably felt that Gresham’s law prevailed in journalism too.)

The background of the CHRONICLE goes back to AZ-IZ-N-AYNT of November 20, 1924, apparently the only issue of this journal to be printed. It promised “constructive criticism” (always dear to student editors), news, and humor.



TOP: Woodworking shop, circa 1924; ABOVE: Library, circa 1924

Sample of the humor: “Have you read Freckles?” “No, mine are brown.”

Perhaps one issue was sufficient.

A month later, the MOUNTAIN HOWELL ... THE BABY ECHO arrived and went through several numbers between December 5, 1924 and February 24, 1925.

Another lapse, and on November 3, 1925, “WHAT SHALL WE NAME IT?” came along. “Vol. 0, no. 0.” This single issue carried a contest for a name. CAMPUS CHRONICLE was the name chosen, and the first issue was dated November 17, 1925. If 200 subscriptions could be secured, it was felt the future of the journal was secure.

Growth was satisfactory, 1000 subscriptions soon being reached. It expanded to full page size by November, 1926, and at first carried many feature articles, jokes, and occasional cartoons. For a while \$1 was offered for feature articles and later a limerick contest was conducted. Thelma Kilgore was the winner:

This superabundance of rain  
Is giving me one royal pain.  
I’m tired of half swimming  
In mudholes a’brimming  
For we’ll soon have water on the brain.

By 1928 the tone of the paper had changed. Jokes and cuts were gone and for a number of years unrelieved type met the eye. Pictures reappeared in the late thirties. The editors at times were seized with an urge to reform the world, or at least their corner of it, but it seemed that the president read the paper before the ink was dry. In fact, for a time it was customary for the editor to meet with the president weekly that there



might be mutual understanding on the policies of the paper. Besides giving rather comprehensive coverage to campus news, the CHRONICLE of that day found it possible to carry much more in the nature of personals than is done today.

Beginning in 1926 Professor H.W. Clark published the LIVE OAK, a periodical dealing with natural history. It lasted for three or four years and provided the inspiration for the San Jose State College series of nature publications.

For a number of years, the MOUNTAIN ECHO devoted its final issue of the

year to the graduating class, on several occasions publishing the number in special size and format. For three years, however, the money that would have gone for an annual was donated to missions. It was not until 1927 that the first *DIOGENES LANTERN* was published. That was a lively year in P.U.C. publishing circles, for the *ECHO*, *CHRONICLE*, *LIVE OAK*, and *LANTERN* were all there together, plus a folk history of the region, *THE ROMANCE OF P.U.C.*

A regular subscription campaign was carried on, it being understood that 500 must be secured by February if the book was to be published. Though the *DIOGENES LANTERN* had many individual and group pictures, there was still a great quantity of prose and poetry. A second volume appeared in 1928.

For a number of years conference officials were hostile to the idea of annuals, and it was not until 1935 that the *GREEN AND GOLD* was released, a "memory book" it was called, not an annual—though it was indistinguishable from one. This had to do for three more years.

In 1938, when the students came around again with their idea of a "memory book," the faculty smiled slightly at the attempted subterfuge, and doubtless at the estimate of \$212 profit which the promoters planned to donate to the school, and gave their consent, providing the conference officials did likewise. So the present series of the *DIOGENES LANTERN* began.



TOP: *Departure for an A Cappella choir tour*; ABOVE: *Summer school of 1935*

In the field of literary appreciation were the George Washington Rine lectures, presented monthly during a number of school years, beginning about 1939. The most literate of a highly literate faculty presented studies in the prose and poetry of all ages and peoples. The lectures for each year followed a single theme such as epic or lyric poetry. Attendance was virtually required of majors and minors in languages and literature. These occasions were remembered as a genuine treat, however, not only for the intellectual fare, but for the delicious suppers served, keyed to the subject or country of the lecture and accompanied with appropriate music. Besides, escorting occasions were scarce in those days. After a lapse of several years, the lectures were revived in the fifties and continued for a time.

### END OF AN ERA

After years of delay, the college community was finally granted a post office with the name of the original land grant, La Jota. It opened for business on April 3, 1923. Jay K. Battin, college storekeeper, was named postmaster, and later devoted full time to the growing postal business. He remained as postmaster until 1955. Some fifty P.U.C. men worked in the post office through the years. Needless to say, the office has been one of the few without Saturday mail.





TOP: Cafeteria, 1923~24, left to right: Josephine Jones, Miss Lysle Spear, Harriet Bulpitt (Campbell), Lois Wheeler (Berry), Hulda Hoehn (Crooks); ABOVE: College store, before 1938, Manager H.W. Emmerson at right

On April 1, 1925, as a result of confusion with La Jolla and with another similar name on an express route, the post office name was changed to Angwin, its original designation. Angwin village, scattered and unorganized as it was, continued to grow and by 1925 was causing momentary qualms in board meeting. It was voted that since the continued growth of the community might eventually embarrass the school, the college would sell no further land without board action. Sales, however, remained frequent. In 1930, the community had 70 homes and two dormitories. According to the census takers, Angwin then had an official population of 625.

The Sanitarium community continued to supply its contingent to the student body. The San students sometimes felt a little like second-class citizens, being “out” of things and feeling that the school did not really approve of their independence of the campus economy. In the early days, those seeking after knowledge trudged uphill to the college, but with the coming of the automobile, car pools were formed to provide all the Sanitarium group with transportation. In their Model A’s and other vintage makes, a half dozen cars would tear up the narrow unpaved road between the Sanitarium and Four Corners. There were only a few spots where cars could pass on the one lane road. At those points if the passer could get his front wheels beyond the pass, the latter was honor bound to slacken and allow the other to complete his pass. Those who disdained the code of those whirlwind drivers were crowded on curves and otherwise brought into conformity.

On special occasions the Sanitarium group would leave early, well provided with the makings of a super breakfast, and have this special meal at some point along the way. Thus fortified, they would reach school just about time for first class and drive around the campus blowing their horns and flaunting streamers in derision of the campus-bound types who watched, one presumes, enviously.

Fire was a special menace to the college community in the early days. A long series of conflagrations, from Washburns’ to Hamiltons’, bears this out. In 1921 Professor Newton was charged with the responsibility of organizing a fire department, but protection was extremely slight. In 1930 an 11-room former resort building on the hill north of the campus was ignited by a faulty water heater and was gone in minutes. Boys from the dorm arrived with hand extinguishers but found they were empty. Among those who lost most of their possessions were the J.M. Petersons, who were just on the point

of moving to a new home across the valley. The Greer house next door was saved by the use of wet sacking.

August of 1931 saw a bad brush fire near the Sanitarium. On the 23rd, another forest and brush fire broke out near Three Peaks and, during the week that followed, worked its way like a giant horseshoe around the school. Nine hundred cords of stacked firewood burned. The fire jumped the road at White Cottages and threatened Old Faculty Hill. The area was evacuated and furniture filled the playground of the elementary school by West Hall. It was thought for a while the college itself was doomed. Help came from state and county firefighters, and volunteers came up from St. Helena, the Sanitarium, and many other places in Northern California, including the Pacific Press at Mountain View. On the sixth day the fire was finally controlled, after having ravaged much beauty on the hilltop and caused the death of one man in Pope Valley. There were many people in various parts of the state who persisted for a long time in believing that the school had been destroyed.

Malcolm Downs, who was working off his winter bill that summer, described those exciting days:

Sleep for us amounted to only fifteen hours total that week and I'll wager there are a number like me who can still hear Professor Newton booming down the corridor of old North Hall with "Everybody out" on those few delicious occasions when we weren't already out.

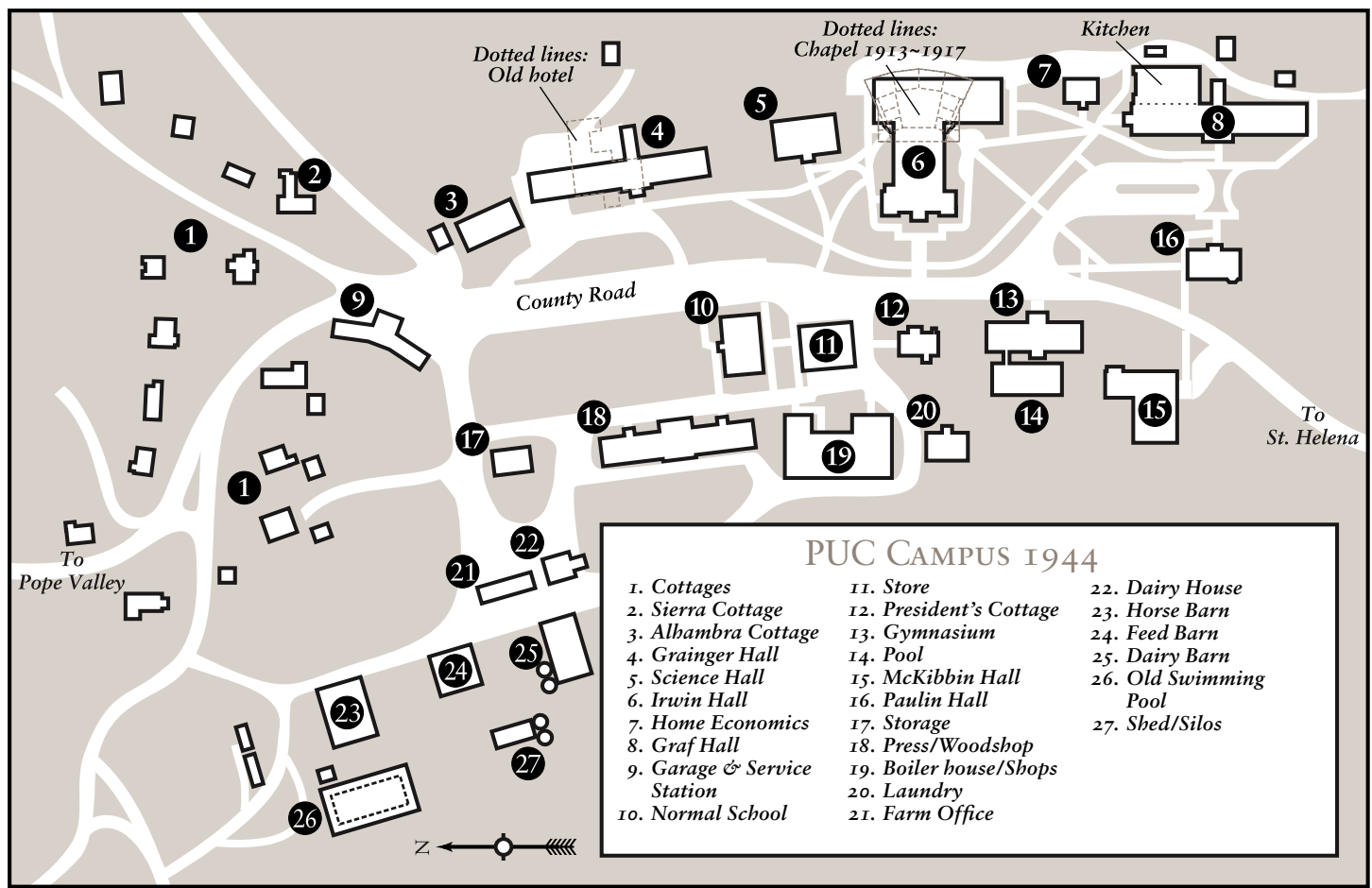


TOP: College garage and gas station; ABOVE: College sign

My particular job was to deliver food day and night to the men on the fire lines with my trusty '21 Dodge. Gasoline and oil were free for the taking at the garage where also a group of volunteers from St. Helena had set up a supply station for the recruits from the valley. That was probably the first and only time ham sandwiches and coffee were ever served wholesale on the P.U.C. campus. Milk, however, was my most sought after cargo. It was carried in ten gallon cans and packed in ice so that it froze around the edges. After days with little or no sleep, appetites waned but thirsts were unquenchable. Many will recall the roar of the old Dodge motor, sans muffler, and the bleat of my ultramodern hand operated air horn, and the delectable chunks of iced milk chipped off the periphery of the milk cans. It was a popular car that fire-filled week. Its only real competitor, as I remember, was Professor George Greer's big Lincoln sedan, of slightly later vintage, which ran regular schedules to and from the fire lines. Road or no road, and usually the latter, it plowed along almost completely eclipsed with humanity and dust. I've seen that thing grind out of Martin Springs with eighteen passengers in and on it.

President Nelson was out on the lines too. With a week's growth of red beard and his shirttails flapping as he raced ahead of the flames, he was a memorable sight.

The outbreak of World War II was felt on the campus of P.U.C. in many ways, but primarily in the drafting of the male students as the war progressed. By September, 1942, there were 75 stars on the service



flag in chapel, and a year later it had grown to 225. Eventually the number of P.U.C. alumni and students in the service passed 400. The development of the Medical Cadet Corps under former Navy Captain Hyatt, with the help of Dr. McReynolds and Andrew Thompson, had prepared many of the boys in some measure for active service.

Of the students who remained, many obtained defense jobs, and off campus employment became, for the first time, one of the problems of going to school at P.U.C. Still, dorms were full and the college continued a full program throughout the war. During harvest time, students volunteered to help the farmers of Napa Valley who were short of hands.

into that country with a minimum of delay.

It was during these times that President Smith's term came to a close, and he and Dr. Johnson moved to Emmanuel Missionary College, where their positions were reversed.

An era had ended. To those who were fortunate enough to spend their student days at P.U.C. and who learned to love it, their school was not just another college. To those unfortunates who had never shared this experience, P.U.C.-ites might have seemed a bit conceited. The students of the twenties and the thirties, however, would endorse President Smith's famous slogan, "It's a privilege to be at P.U.C."

A regrettable feature of the early wartime hysteria was the removal of Japanese citizens to the Midwest. The order for departure required several unoffending members of the class of '42 to leave California the day before graduation.

Civil defense precautions were taken in the community, with Professor H.W. Clark as the civil defense chief. At first, right after Pearl Harbor, there was some tendency to assume that the most likely target for the Axis airpower was Angwin, but in time people adjusted to the war situation with its shortages and rationing and went on with the school routine as normally as possible.

In 1942-1944, with a view to the reopening of missions in China after the war, P.U.C. offered Chinese language classes to prepare workers to move



# THE MATURE PUC: UPS AND DOWNS

In the four decades between 1943 and 1982, P.U.C. grew in enrollment and in the size and complexity of its operations. The school had to meet expectations based on its past reputation nurtured by earlier presidents, expectations of perfection in Adventist standards and of financial solvency. Both proved far harder to achieve than before the war.

The geographical isolation of the college, with its implicit (and sometimes explicit) assumptions of superiority, were harder to maintain amidst rapid expansion, given changes in the Church itself and in the world outside.

Demands shifted. A small training school which once expected to place most of its graduates in denominational employment now had to provide an Adventist milieu in which the youth of the Church might mature but could not all expect to find placement in the customary four fields—ministry, medicine, teaching, and nursing. The administration and faculty might have accepted as appropriate the comment of an Adventist educator in 1960 who said that there were only three campuses, P.U.C. being one of them, where he “felt at home.” Eventually, however, the college had to pay for this hubris.

Even in the realm of its well-managed finances, P.U.C. found itself with problems. Wrote President Klooster (Dec. 16, 1943): “... the policy of building a large bank reserve has been accomplished successfully, but as a result there persists throughout the field the thought that the college has been profiteering at the expense of students.” P.U.C. had the smallest operating subsidy in the denomination, and the board had been trained to see P.U.C. as



*Entrance to campus, circa 1952*

curricula expected by the school’s constituents. Changed lifestyles in the churches themselves could not be kept from affecting Adventist colleges. Upgrading of the faculty to meet the expectation of constituents provided critics among the latter with the most visible point on which they could deplore the changes that worried or offended them. The explosion of community colleges also put pressure on the Adventist system to provide the varieties of training available free so conveniently near students’ homes.

President W. I. Smith’s welcome to the students in 1940 had invoked a simpler era:

You are now within the gates of your beloved college. At every turn and wherever you go, your eyes rest pleasingly upon natural, cultivated, and created beauty. ... As you contemplate the physical charm and serenity of the college environment, may you also reflect on the fineness of culture and the height of spiritual objectives for which your college was founded. Even as you

having “no needs.” Every year there were surpluses “of generous proportions” in the bank, but at the expense of the educational program and the library. Klooster felt the money would be better invested in faculty training.

In four decades, the college grew from an enrollment of 550 in 1940 to more than quadruple that number in 1975. Inescapably, the problems of the world intruded on the bucolic campus. The war brought off-campus employment, then the G.I.’s and the first major involvement of government aid to P.U.C. students. Sheer increase in size also was tied to a proliferation of services and

would carefully nourish and foster the delicate garden pansies, and tenderly touch the lacy fronds of the ferns, so may you treasure in the garden of your heart the precious spiritual ideals and their supporting standards of conduct that have been established and maintained as the result of the toil and sacrifice and the earnest prayers of a multitude of faithful workers through many years. The omens of the current school year are auspicious, but, for the world at large, dark in their foreboding. May you treasure the privileges and opportunities that are now yours that you may be better prepared against a day that is less propitious.

P.U.C.'s monopoly position as the senior college of the Pacific Union eroded and then disappeared in the 40's and 50's. As early as the early 30's P.U.C. had begun to be concerned about competition from a second senior institution in the union. For years percipient presidents complained of the threat to P.U.C.'s prosperity, but the growth from Southern California Junior College to La Sierra College to the College of Arts and Sciences in Loma Linda University was nevertheless relentless.

In 1931, W. E. Nelson had warned of the effects of the build-up of S.C.J.C. He had claimed that P.U.C. must have 500 students to remain solvent and to maintain standards. The ambition to offer premedical training in what was then called "the southland" was the tip of the iceberg. M. E. Kern rebuked S.C.J.C. for its often-repeated disclaimers of intent to grow while at the same time asking \$35,000 for building expansion and claiming in an



*Faculty Reception, September, 1943, President Klooster seated at right*

inaccurate justification that the Board of Regents required it. When La Sierra Academy had been advanced to junior college, he reminded the president of the General Conference, it had been clearly understood that to avoid duplication with P.U.C., offerings would be limited. (The Depression was on then.) Specifically, there would be no premedical program.

In 1939, conference presidents tried to reassure President Smith that the rapid growth of La Sierra College (the new name) posed no threat to P.U.C. It was said that L.S.C.'s President Cossentine had no "immediate" plans for a senior college. The president of the Southeastern California Conference affirmed that he had never even heard of such an idea, that it would be many years yet. Anyway, P.U.C.'s finances were in good shape but poverty-stricken L.S.C. needed the three-year premed program. In April, President Cossentine insisted S.C.J.C. must have the premedical program but would not become a senior college.

In 1940, President Smith told the board chairman that he suspected L.S.C. had designs on Hawaii, a P.U.C. preserve. Nor could he remain tranquil over Cossentine's effort to have the summer school at Arlington. The



*La Sierra and P.U.C. recruitment booths at Prescott, Arizona Campmeeting, August 1961*

food factory had been placed in the south, said Smith, to help L.S.C., but the summer school was and should remain at P.U.C. After all, 67 of the 72 teachers expected to attend would be needing upper division work and La Sierra was a junior college. P.U.C. had given La Sierra “a generous gift” of \$5000 for its building program. The building, Angwin Hall, was not yet even completed. Was this the comeback P.U.C. was to have? In July, Smith wrote “This arouses me.” It had been but a few weeks since Cossentine had assured him that “no upper division work was contemplated at La Sierra.” Smith went on: “Though I am not greatly disturbed over this suggestion, yet I realize that strange things are happening in the world and such a thing as this ‘can happen here.’... It is not for us here at Pacific Union College to be continuously fighting against that situation. It is not professional, it is not Christian, and it is not in keeping with the dignity of our group. If the union administration cannot handle the situation, then who can?”

The same month, writing to L. W. Cobb, his business manager, Smith expressed his nervousness at having to make gifts, even to worthy schools in Latin America. P.U.C. would be “besieged by other organizations which might think it convenient and easy to get money by begging.” Paradise Valley Sanitarium next would be asking P.U.C. to cancel its \$10,000 note. P.U.C. had an academy to build and Grainger Hall to remodel. Such were the “dangers which confront us if it becomes known that our institution is prospering financially. La Sierra wants the next summer school on the basis evidently that ‘one good turn deserves another.’ ... So let us not be too generously minded and let us go quietly along promoting our own business and sitting tight, so to speak.”

Over the years mutual suspicion between the institutions touched on many subjects. In 1931, for example, for the sake of economy Elder Fulton, the conference president, forbade school annuals at P.U.C. President Nelson pointed out that S.C.J.C. had just had one, a notably expensive one. Mutual complaints were made about recruiting or testing academy students in the other’s territory or favoritism in appropriations. In May, 1952, the union conference treasurer rebuked the P.U.C. business manager, H. L. Shull, saying that while P.U.C. needed to be maintained at its present level and L.S.C. ought to be brought up, “We are not picking on Pacific Union College. We have been singing the same tune [at La Sierra].” He suggests P.U.C. quit worrying about “the other place” and that L.S.C. do less of it about P.U.C. We who sit in the middle try to “deal fairly” with both schools.

## DECADES OF RAPID EXPANSION, 1943~1982: ADMINISTRATION

In the Adventist system of governance, the impact of the college president is central; it is the key to the campus situation. Inescapably, aspects of the very personal style of each man—his methods of operation, his willingness or ability to delegate and to plan and to project a concern for academic quality and a perceived adherence to “standards,” even perhaps a touch of “charisma”—these create the aura through which the school is viewed both at the time and later.

The terms of the first three presidents on the Angwin campus had averaged eleven years, but with the departure of President Smith in 1943 an era of shorter presidential terms began. With the best will in the world, a succession of short terms makes pursuit of a consistent policy difficult, and even when there was continuity, it was harder for the constituency to perceive it.

There were four presidents in the next twelve years, during which time postwar adjustments in America had their impact on the P.U.C. campus. The



*Henry J. Klooster  
President, 1943~1945*

postwar bulge as veterans returned to finish their education boosted enrollments from 550 in 1944 to over a thousand in 1948. A contraction of the student pool between 1951 and 1957 was followed by steadily rising enrollments accompanied by increasing government influence on the ability of young people to go to college—aid programs and, indirectly, the peacetime draft.

A promising start was made by the dynamic Henry J. Klooster, who came to Angwin from the presidency of Emmanuel Missionary College in 1943. Few administrators in the denomination had such ability. A man of imperious personality, with definite ideas for strengthening and vitalizing the work at P.U.C., he left an imprint on the college which long survived his two short years on campus.

While Klooster faced the problems of the war years he also prepared master plans for postwar expansion, both physical and educational. He vigorously promoted advanced study leave for teachers in order to build up a corps of faculty with doctoral degrees. He also planned the accreditation of the college with the State of California as a means of strengthening the teacher education

program. Because wartime interruptions of travel made it difficult for students from Hawaii to come to the college, Klooster developed an arrangement in which P.U.C. faculty offered freshman year courses on the campus of Hawaiian Mission Academy. As first steps to general reconstruction of a campus which had been in status quo for eight years, he initiated plans for a library building and a new elementary school. To streamline the system and to recover some of the initiative which had slipped from presidential hands before his arrival, he was instrumental in abolishing the local board. And he was renowned for the excellence and impact of his chapel talks, normally scheduled for every Monday morning.

President Klooster's activities were cut tragically short by his sudden resignation in October, 1945, as a result of "personal problems," and, as the faculty was told, a need for rest and recuperation. Though not every one on or off campus was equally pleased by his aggressive and capable advocacy of his own and P.U.C.'s programs, the initiatives created by the brief Klooster administration were a source of increasing strength in the college for several years.

Percy W. Christian, who had been brought by Klooster from Walla Walla as dean of the college and head of the history department, succeeded to the presidency. His administration, beginning just a few weeks after V-J Day, had to contend with P.U.C.'s most sudden enrollment growth and the consequent expansion of the faculty and the building program.

A friendly man of genuine sociability and much persuasive ability coupled with a nice sense of academic balance, Christian continued the changes already begun, though not without some lively contests with faculty, some of whom felt shifts in interpreta-



*Percy W. Christian  
President, 1945-1950*



*John E. Weaver  
President, 1950-1954*



*Henry L. Sonnenberg  
President, 1954-1955*



*Ray W. Fowler  
President, 1955-1963*



*Floyd O. Rittenhouse  
President, 1963-1972*



*John W. Cassell, Jr.  
President, 1972-1983*

tion were desirable and overdue—especially in social matters—and those who saw change as betrayal of school standards. His hand was in time strengthened by the influx of new faculty and the retirement of a number of leading figures of former administrations, but he was on occasion accused of being a latter-day Rehoboam, spurning the counsel of the "old men." Dr. Christian recalled that more than once, when matters had not gone in committee or faculty meeting to the taste of these advisors, one of them would come to his office, and insist on informing the Lord in prayer of Dr. Christian's mistakes, explaining how these might be remedied. He would depart apparently reassured that Dr. Christian would then capitulate.

Charles E. Weniger, dean of the college, departed in 1948 to become dean of the Theological Seminary and was succeeded by Cecil L. Woods. Dr. Christian himself left in 1950 to assume the presidency of Emmanuel Missionary College. After 14 years, he returned to P.U.C., via Walla Walla once again, and completed his service in Angwin as a member of the history faculty.

John E. Weaver, also a former president of Walla Walla College and more lately an associate secretary in the General Conference Department of Education, was the next chief executive. A pleasant Christian gentleman, Dr. Weaver presided over the affairs of the college during four difficult years of contraction, between the falling off of the "G.I." enrollment and the arrival of the "war babies." The enrollment dipped for a few years below the thousand mark. Elements of the younger and increasingly articulate faculty who had been trained under the programs of Klooster and Christian began to be heard from, but these portents did not develop until after Weaver's day.



When, in 1954, President Weaver left P.U.C. to head the education department of Washington Missionary College, he was succeeded by Henry L. Sonnenberg, a distinguished teacher and administrator of Walla Walla College, P.U.C.'s fifth president to have had Walla Walla connections. Six feet five inches tall, youthful and masterful, President Sonnenberg was not given a chance to see his plans mature, for he died suddenly in the summer of 1955 after just a year in his new position. He was responsible for the formation of the "operating board," a subcommittee, in effect, with power to act on matters not considered to require the attention of the full group. Indications suggest that his administration would have been a strong one.

Ray W. Fowler, who had come to the campus with Sonnenberg as dean of the college, succeeded to the presidency in 1955. He was a graduate of Union College (the fourth president on the Angwin campus to have a Union College degree). After ten years as head of the business administration department at Union and more recently as principal of Auburn Academy, he brought to his new responsibility an approachable personality, good humor, and a willingness to give a hearing to both faculty and student viewpoints. He chose as his dean Maurice E. Mathisen, head of the P.U.C. chemistry department. Though enrollment again grew, so did the problems. The administration found itself almost continually in a defensive posture, especially vis-à-vis a group of aggressive new Ph.D.'s who urged bolder and more innovative plans for the school.

There had been fear among some union conference officers in Glendale that faculty wished to exert undue influence over the direction of the institution, if only to fill what was considered a "vacuum" in decision making.



TOP: *President and Mrs. Christian greeting new students*  
 ABOVE: *Graduation in Irwin Chapel, late 1940s, President Christian officiating*

Taking literally the public invitation of the chairman of the board to communicate with him directly, some of the faculty were seen as going beyond permissible limits, and two prominent professors were dismissed, the apparent purpose being to "thin out" a cohesive and seemingly threatening group of strong personalities. Early in the Rittenhouse administration several others left of their own volition.

When Dr. Fowler left in 1963 to become business manager and later president of Union College, he was succeeded by Floyd O. Rittenhouse, an administrator and history teacher whose distinguished career included service at Washington Missionary College, Southern Missionary College, and Emmanuel Missionary College. During his term at the Michigan institution, he had been instrumental in having the Seventh-day Adventist Theological Seminary moved there, and he had been the first president of the resulting ensemble, Andrews University.

Taking charge with vigor, Dr. Rittenhouse applied himself to the advancement of the interests of the college on and off campus in his own articulate and very personal style. He was his own most tireless promoter of the college in the field, endlessly concerned with "image."

He actively built up the number of faculty and staff. He energetically pursued the renovation of the campus, thanks to the board's commitment on his arrival of \$5,000,000 in building funds. These funds were put to more visible use than had been possible in any previous administration. The campus was physically "turned around." He changed the site and style of the proposed church to what he considered a more favorable, central location, this over strong but futile opposition by the church members.

“F.O.” was never known to lack the mot juste or the appropriate anecdote, delivered as an inimitable “stream of consciousness” monologue in an instantly identifiable voice and inflection, and in his own baroque vocabulary. Besides his speaking style, Dr. Rittenhouse also evoked the 18th century in that he ran his own benevolent despotism. There was no further question of shared authority with the faculty. In fact, “delegation” may have been the only word lacking in Dr. Rittenhouse’s incredible lexicon.

For constituents, he wished to embody a hallowed past, defending the college against a somewhat frightening present, calling for a return to virtues he identified as being on the wane. He held the line on such symbolic excrescences as beards. Every major and most minor decisions had the imprint of his hand. As a *CAMPUS CHRONICLE* writer reminisced in 1973, he could affect a disarming simplicity and charm, appealing to young and old alike with his stories of rectitude and sound character. He knew what he wanted and usually got it. Whether one was trembling in The Presence, laughing with him over his droll confidences, or amazed by breathtaking unsolicited observations to visitors in his office, there was never any doubt who was in charge.

From 1963 to 1967 Wilbert M. Schneider was academic dean. Leaving P.U.C. to return to Southern Missionary College as president, he was succeeded by John W. Cassell, Jr., who had been Schneider’s successor as dean at Southern. As various other subordinates of the redoubtable president discovered in time, being Rittenhouse’s protégé did not guarantee his permanent favor. After sundry painful alarms and excursions, as the authoritarian regime began to unravel, Dr. Cassell eventually replaced Dr. Rittenhouse, though it was a near thing.

While democracy is neither wholly desirable nor really possible in the governance of Adventist institutions, Dr. Cassell’s administrative style proved very different from that of his predecessor. He was willing to delegate and so



*Administration, 1979: Don Coles, Robert Strickland, Jim Aldred, President Cassell, Gordon Madgwick, Claude Sterling, Tom Smith, Howard Hardcastle, Tom Hopmann*

was criticized for not being as visible nor as convincing as his formidable predecessor in responding to the concerns of anxious conservatives.

With workaholic academic deans, first John Christian and later Gordon Madgwick, and dean of students David Iglar, much of the routine of the college no longer needed to flow through the presidential office. His model was “the team,” not the autocrat, suspicious of strong subordinates. With his encouragement of contributions from the faculty, who spoke through the new senate and its committees more than would have been permitted before, he gave the school peaceful years with an excellent balance between the intellectual, social,

and distinctively Adventist factors at P.U.C.

But as the decade progressed, the college-age population shrank, and the college enrollment leveled off and then sharply declined. Cassell and his administrative colleagues had to preside over the consequent retrenchment with its attendant anxieties and strain on faculty and staff morale. It is never easy to downscale, especially after fat years which had long seemed to have no end.

Tensions arising at the end of the decade reflected tensions existing in the Church and in society, but partisans of the Old Regime used them to resume their warfare for the particularities they missed or thought P.U.C. should have. It was the attempt to deal with modern young people by persuasion rather than fiat which brought criticism in the student life area from those who allowed themselves to be persuaded that P.U.C. represented unrelieved corruption of Adventist tradition.

Equally intense criticism focused on the religion department. In an effort to help in the larger Church picture, the Cassell administration had agreed to give Desmond Ford, a prominent preacher and scholar from Australia, an appointment on the religion faculty. Ford’s theological position had been the target of much controversy, and when, in a notorious Adventist Forum meeting



TOP: Grainger Hall modernization; ABOVE: 1953 Graf Hall modernization complete

in Irwin Hall in 1979, he treated the doctrine of the investigative judgment as a “historical necessity,” not an essential doctrine, repercussions were worldwide and led to Ford’s departure from the faculty, and subsequently to the council at Glacier View where Ford’s detailed defense of his position was rejected.

On and off campus, spokesmen for the anti-intellectual strain never far beneath the surface created and widened divisions in the college community, some in honest indignation, others with personal scores to settle. Looking back, one can see the mid-70’s as indeed the Good Old Days, when a strong faculty, committed to its traditions, met successfully the needs of modern young Adventists who would have to survive in an increasingly complex world.

### THE DEVELOPED CAMPUS, 1943~1982

Through the years providing adequate physical facilities was a continual battle. A campus is never “finished.”

A revealing glimpse of the scale on which the college operated a half century earlier appears in President Nelson’s report as he sought accreditation of the college with the Northwest Association. He reported the combined General and Union Conference subsidies at \$10,000 and estimated the lower pay scale of P.U.C. teachers as equivalent to income from an “endowment” to an aggregate of \$5000, the difference between wages in the “world” and what P.U.C. paid.

His successor, W. I. Smith, greeting homecoming alumni in 1940, summarized campus changes during his first quadrennium. “I am sure,” he said, “that your hearts have been made glad as you have followed through on the tour to note the improvements in the way of new buildings and in the campus landscaping.” In 1936, \$80,000 had built the new classroom unit [the classrooms in the back of Irwin Hall] and the boiler house. In 1937, \$40,000 covered an annex to the press, a dairy house, and an addition to Graf Hall that would accommodate 48 more young women. In 1938, \$25,000 provided an addition to Grainger Hall and a swimming pool. In 1939 \$25,000 built the new College Mercantile on the site of old West Hall, and an irrigation pipeline. The total for these and minor improvements came to \$174,000 over the four-year period. Except for \$2000 raised by a student campaign for the swimming pool, Smith reported, the college provided the rest of the funds so “you will appreciate more fully the financial strength that has been developed within the institution.”



Modest as those expenditures now seem, actual costs often significantly exceeded estimates. In 1935 when the Irwin Hall classroom unit was being planned, Smith had written to his board chairman to report on the question of relocating the library. "We do not seem to see much light in placing it in the midst of our very small campus; neither do we wish to fill up the space between the present classrooms and the home economics building because of the fire hazard." No one wanted to see it "down on the road level" if the classrooms remained in Irwin Hall. The best idea seemed to be to place it on the second floor of the south side of the new wing. "The classrooms that are lost for library stacks will be gained by the rooms to be provided under the new part for the library. It seems to us, Elder Calkins, that we can provide both classrooms and an adequate library at a cost of perhaps not much more than \$20,000." (*Italics supplied.*)

In the same report to homecoming alumni, Smith had noted that enrollment for the four-year period had grown from 491 college and 101 academy students in 1936-37, to 633 in the college and 98 in the academy in 1939-40. The 1939 summer school added another 201 to the head count. He compared these totals with earlier years. In 1912-13 the college enrollment had been 38 with 83 in the academy; ten years later 209 in the college and 151 in the academy; and after another decade 313 in the college and 79 in the academy.

Understandably there was little campus development during the war years, though a president like Klooster had future development in mind. In fact, he advocated moving the college to the higher table land and leaving the old



TOP: Entrance to Veteran Heights; ABOVE: Veteran Heights from the air

buildings to a boarding academy. The estimated cost of \$2,000,000 for an entire new campus terrified his contemporaries and the proposal came to naught.

President Christian's administration, with the end of the war and the subsequent swelling of enrollment, saw the beginning of rapid and expensive physical growth.

Around Christmas time, 1945, the first veterans and their families arrived and had to spend the first night in the dormitory because their cars could not make it up the miry trail that then led to "Vet Heights," the quonsets erected on the north plateau to meet the needs of married veterans. But it was not only married veterans who required housing. Graf Hall, intended to accommodate 185 young women, tried to function with 225. So the bank behind Graf Hall was cut back, the ravine filled in, and Andre Hall begun in 1947. It was ready for occupancy in 1949. Then Newton Hall for men was built north of Grainger and first occupied in 1951.

Like most colleges of the postwar era, P.U.C. benefited from the disposal of surplus government property. Ten buildings acquired from Camp Beale and assembled in 1948-49 included such "temporary" structures as

those that in 1982 still served the chemistry department and the business office, though much enlarged afterwards. Both were erected on the former playground of the elementary school. A new boiler was obtained from Hammer Field, near Fresno, for the new heating plant.

The "makings" of the gymnasium came from Camp Parks. This indispensable multipurpose structure was almost lost to P.U.C., but after several touch-and-go-sessions President Christian finally wrung consent from the board to accept the government offer. Its first official use was in November,



*Campus view, 1947, with Andre Hall under construction*

1950. With increasing enrollments, large social and recreational activities of the school long had to be held in that hall, involving endless setting up and taking down of seating by the custodial crews.

Certainly, postwar physical growth of the school was rapid and expensive. Reserves were dissipated and financial problems became endemic. While the college managers usually kept the school in the black, the old days of rather smug affluence were gone forever. With higher labor costs and materials, hard usage, and the incessant work of termites, renovation of older structures usu-

ally cost more than the original cost of building them. The proportion of the college operating expenses received from the Union Conference actually declined relatively, a matter of complaint by president after president.

Administrators quite naturally tend to see their monuments in the buildings they leave behind rather than in intangibles, and frequently faculty had the feeling that buildings did come first. In 1951, President Weaver underscored that view when he replied to the Union Conference treasurer's complaint about P.U.C.'s deficit: "The deficiency you point out is not one to my



*Campus view, circa 1955. For a few years after the construction of the county road west of the campus, the college presented its least attractive face to passersby.*

liking and it almost drives a man to drink and keeps him from sleeping at night. There is a little tendency on Mr. Shull's part to go ahead with some of our building projects here when they go beyond the budget, but he is very tight when it comes to providing things which cost a few dollars in connection with the scholastic and teaching programs. If we would follow our building budget as closely as we are asked to, it would be possible to supply most of the teaching needs, and we would not be in such financial straits at the present time."

At the old approach to the campus, in the meadow across from what had been the prestigious faculty row of the 1930's, a new elementary school was begun in 1952 and later enlarged several times. The old gym was moved by halves up Cold Springs Road and located behind the elementary school for the use of the youngsters. In the process, the handsome stone pillars on College Avenue, denoting the entrance to the campus, had to come down and by one of those frequent, unassignable errors, or by intention, this class gift disappeared from mortal ken. The old elementary school was inherited by the

education department which then had the use of the whole building except for the medical office and laser lab on the ground floor.

Removal of the old gym meant the destruction of the 1938 swimming pool. There was then a five-year hiatus during which Calistoga had the nearest pool open to students. As a result there was much futile argument about trying to enforce separate male and female swimming schedules for P.U.C. students at gentile pools 15 miles away. Finally, a splendid new pool was opened in 1961.

In President Fowler's administration, the major campus improvement was the building of the new library. Though planned as early as 1944, it was repeatedly delayed for other projects which seemed to have higher priority. The William E. Nelson Memorial Library was dedicated in April, 1958.

The growing enrollment created a continuing need for more dormitory space. Both Graf and Grainger halls were extensively and repeatedly modernized, facelifted, and re-ramped over the years. Graf Hall dining room was redecorated and modernized in 1953. The concrete approaches no longer groaned and squeaked like their wooden predecessors when impatient boys jumped up and down in unison to hasten the opening of the doors. At times, only by permitting large numbers of students to live in the village and at Veteran Heights did the college meet the demand for housing. Dauphinee Hall, the third residence for women, was occupied in 1963. Its chapel was added in 1965 and named for Miss Dauphinee. The main building was then renamed for Evabelle



TOP: C.L. Bauer cementing Andre Hall cornerstone, 1947;  
CENTER: Andre Hall, early 50s; ABOVE: Andre Hall, with Dauphinee  
Hall (later Winning Hall) under construction, 1963

Winning on her retirement after a quarter of a century as Dean of Women.

In 1950 the county road, which from the earliest days had run through the center of the campus, was shifted to the middle of the lower pasture. Though the farm was then moved from the "crater" to new quarters on the north plateau across from the then site of the observatory and Vet Heights, the other service and utility buildings remained exposed to view from the new county road; and the first impression that visitors received was of a junk yard, a matter of embarrassment for some years. Thus the most striking change in the postwar years was the reorienting of the campus, removing industrial and farm buildings from the foreground as seen from the county road, and pulling together the diverse elements in an effort to make a coherent picture.

Some of the development on the main road was accomplished before the major reorientation of the campus in the 60's. The service station had been moved to the county road, west of the boiler house, in 1952. Though the garage remained for a time in its traditional spot west of Newton Hall, it was eventually merged again with the service station. In 1956 a new shopping center was opened on the main road, at the southeast corner of the intersection with College Avenue. It contained the general store, bakery, soda fountain, bookstore, hardware and building supply, barber and beauty shops, and the post office. The physics department then inherited the former store, leaving the Science Hall, renamed Clark Hall, to biology and nursing.



The playing fields were moved or redone several times and then relocated south of the gym, with a quarter-mile track. West of the highway further expansion included the immensely popular tennis courts and yet other playing fields farther south near the creek.

The Rittenhouse administration encompassed the most extensive campus building activity in the history of the college. The \$5,000,000 in capital funds committed by the board for a ten-year program was vital to his development of the campus master plan, which was completely revised in 1964 and, with supporting models and charts, became the source of authority or rationalization for campus development. There were, however, constant changes and shifts; and at times departments which counted on a particular building project's occurring in a certain order of priority were unhappily surprised to learn that yet another adjustment had taken place, as the president and his confidants reworked the master plan.

In the 60's the utilitarian but unlovely wooden structures which used to house the laundry, fire department, engineering, press, bindery, and mill had been removed. Scattered service and maintenance activities were then largely concentrated in one center up near the farm, and the nursery was located near Mobile Manor (formerly Veteran Heights). A new industrial arts building was erected. With its modern lab facilities and its 28,000 square feet, the building was, at the time of its inauguration in 1965, perhaps the finest industrial arts facility in the denomination. The art department shared the building, having moved from a single room in the basement of West Hall to the entire upper floor



TOP: Construction of Newton Hall, 1951, Grainger Hall in the background;  
ABOVE: Newton Hall main entrance

of the north wing of the new building. In 1971, after the death of Dr. Richard Fisher, longtime chairman of the industrial arts department, the building was renamed in his honor. The bindery had its own structure across from Fisher Hall until administrative lightning struck in 1981. The laundry, an increasingly profitable operation with off-the-hill patronage, shared the power house.

The removal of the old service buildings made way for the reorientation of the campus. A striking feature of its new look was the handsome mall, running in ascending stages from a decorative pool with fountain between the church and Paulin Hall up to the front steps of Irwin Hall. Sweeping up to the Irwin facade, the mall and the excellent landscaping ameliorated the barnlike silhouettes of some larger buildings such as the church and music building. The result was a much more attractive campus.

Sumptuous new Paulin Hall on the south side of the mall was in operation by 1967. Its features included a concert hall seating 500, individual and multiple listening rooms, and studios with new pianos and tape recorders for all the music faculty. Its facilities were regularly used for an alternative, student-oriented Sabbath School division.

The construction of the College Church, at about the same time as Paulin Hall, made a notable change in the campus profile. From the services held first in the Angwin dance hall, through decades of using Irwin Hall chapel, the P.U.C. church had lacked its own sanctuary. In an institutional community the normal financial resources were hard to come by; yet the congregation was huge, being larger at times than the membership of some of the Union's

constituent conferences. Irwin Hall and the gym were of necessity multipurpose structures, and the resulting mixing of sacred and secular was perpetually distressing.

As early as 1946, Dr. Paul Quimby, then the college church pastor, had formed a building commission. His successor, Paul Campbell, proceeded with plans to construct a gothic sanctuary to seat 2000 at a cost of \$200,000, including separate buildings for the Dorcas society, health education, and domestic science. Disheartening delays, frequent changes in the proposed location of the church, and perennial argument over the merits of separate college and community churches all diminished enthusiasm, and the projects faded one by one. A new campaign got under way in 1952 and raised some thousands of dollars but not enough to start. A 1954 proposal called for a \$450,000 edifice, but the conference urged the P.U.C. congregation to wait while Rio Lindo Academy was constructed.

The pattern of defeatism and discouragement, however, was completely reversed by the leadership of Lawrence Scales, pastor and college chaplain in 1962-63. Though his service at P.U.C. was cut tragically to less than a year, he galvanized the church into a successful campaign to finance the sanctuary, and the choice of a location was made, near present-day McReynolds Hall. Despite his death, a change in college administration, and a battle over the change of location, the momentum lasted. By the end of 1967, local members had raised a third of a million dollars. Construction began in February, 1966, and was carried



TOP: *College Market, Post Office, about 1956;*  
ABOVE: *Science Hall, built 1930, renamed Clark Hall in 1956*

to completion under the direction of Pastor Arthur Escobar. Some members of the building committee, such as H. W. Clark and Fred Landis, had served on all building commissions of the previous twenty years!

The new sanctuary provided seating for 1847. Two services each Sabbath were needed to accommodate the membership of 2272 plus students and visitors. The modern design successfully brought the entire congregation within an effective distance of the pulpit. The “Escobarn,” as the stark structure was called, gradually gained an improved silhouette with growing trees and landscaping. Considerable change in the appearance of the front interior took place in 1981 with the installation of the splendid new 4000-pipe Rieger tracker organ, built in Austria. That was a \$250,000 project, the funds being raised by Friends of the Organ, whose efforts were not to compete with the customary college fundraising efforts.

As funds became available, there were other additions to the church—a Sabbath School/classroom block and an independent church office building, with additional facilities such as the Fireside Room (a church social hall), the youth chapel (originally voted to be named for Pastor Scales), and the bell tower in which the Healdsburg bell sat mute, while a ghastly recording was used for Homecoming vespers. The total cost approached two million dollars.

On January 6, 1968, a little over 58 years after the Pacific Union College Church had first organized, the congregation moved in procession to the new sanctuary from Irwin



*Campus master plan, 1951*

Hall at the early service and from the gymnasium, where services were held after Irwin Hall had become too cramped, at the second.

Besides Paulin Hall and the church complex, the third major structure in the westward development of the campus was the Dining Commons, placed where the old engineering and press buildings had been. As enrollment approached 2000, feeding the student body had seriously overtaxed the cafeteria in Graf Hall that had served the student body for nearly six decades. By the late sixties the doors had to be open much of the time and service ran nearly continuously. Student programs had to be staggered sufficiently to avoid the whole dormitory population's presenting itself at one time for nour-

ishment. "Short Order" was introduced, and for a time the cafeteria remained open for social activity during or after Saturday night programs. For smaller functions and receptions, the L-shaped Cypress Room, named for the large photo mural of the Monterey scene, was much in demand.

What Miss Spear and the other early presiding geniuses of the food service would have thought, one knows not; but after the Dining Commons opened in 1972, the old cafeteria area fell into strange uses, including overflow sleeping space, ephemeral industrial operations, campus security and radio station headquarters, and, in 1981-82, "temporary" offices for administrators and religion teachers

evicted from doomed Irwin Hall. The old Cypress Room, once the grandest of the social centers, became the lair of the president and the dean. Besides food service, the new Dining Commons included meeting or classrooms, the Student Center, the Student Association offices, and other facilities.

Completing the buildings along the mall was Rasmussen Art Gallery, opposite the Dining Commons, between the library and Paulin Hall, a gift from Bernard Rasmussen, retired arts and crafts teacher.

Besides the structures along the mall there was also further development on the county road. Within a decade after the opening of the shopping center on Howell Mountain Road, the College Market had become a million-dollar



*TOP: Nelson Memorial Library, completed in 1958; ABOVE: Elementary School, 1952*

*TOP: College service station, east side of Howell Mountain Road; ABOVE: Pacific Auditorium*

operation and had outgrown its quarters. A new center was opened in 1970, provided by the noted Dr. Davenport. The principal tenant of the old building became the College Press, and the old post office was then occupied by the Angwin Credit Union. At the same time, the service station and the garage were moved to their location opposite the press, on the southwest corner of the intersection of College Avenue and Howell Mountain Road.

The new Angwin Plaza included not only the mercantile building, which housed the bookstore, the Garden Pantry (Angwin's answer to the oldtime fountain), the bakery, the hardware, the Adventist Book Center, the cleaners, and the laundromat, but also independent structures for the post office, the Bank of America, a dentist, and a doctor.

Completion of the peripheral road around the rear of the main campus, an important feature of the master plan, involved moving the bank so far back that any repetition of the Great Landslide would be unlikely. It also enabled auto traffic to be rerouted. After 1970, it was not possible to drive though the campus via old College Avenue. Efforts to manage movement and parking led at one time to the use of a manned gatehouse on Angwin Avenue (explained as a protective device but seen by students as an irritating attempt to control their activities, and widely circumvented). Gates were installed to prevent crosscampus driving and to protect parking in the central campus on school days. Opened only by sensitized cards, the gates also became a symbol and were frequently damaged by



*Church Sanctuary under construction, 1967-68*

vandals not bright enough to realize they were paying, along with their fellows, for the replacements.

The enrollment bulge of the early years of the Cassell administration called for still more classroom space and augmented student housing, but satisfying those needs did not so significantly change the campus appearance as the building in the previous decade had done. On the high ground above Irwin Hall and the women's dormitories, out of sight from the lower campus, two new residence halls and separate houses for the deans were built, Nichol Hall for the men (1976) and McReynolds for the women (1977). By 1982 P.U.C. could accommodate 574 men and 736 women in the dormitories.

To solve the classroom problem Science Complex I (Davidian Hall) was constructed at the north end of the campus and occupied in 1975. Besides providing two lecture rooms for large classes, it added eighteen smaller classrooms and provided offices for the faculty of the behavioral sciences, mathematics, and nursing. The culminating project to solve the classroom problem, particularly the facilities needed by the overcrowded physical sciences, was Science Complex II (afterwards named Chan Shun Hall) begun in 1980. Due, however, to economic conditions it was hard to keep the funds coming for this effort and building was suspended. Completion was not then envisaged before 1984. Other building projects, such as the administrative center projected for the former bindery and a possible religion building on the site of the Irwin Hall façade,

had to wait. The loss of two thirds of Irwin Hall, victim of demolition in the summer of 1982, added to these perplexities.

A continuing need was additional library space. Back in 1941 the library had contained 25,140 volumes and was receiving 262 periodicals, and the reading room seated 120. Salaries were \$2044.36 for the year. \$1654.58 was spent on new books, \$651.14 for binding, \$534.14 for periodicals. When the new library was first occupied in 1958, it had seemed spacious, but within a decade, and despite very modest book budgets and rising book prices, the collection had crept up to 70,000 books and periodicals, and more room was needed. By 1981, the collection was at 105,000 volumes and 8300 microforms; and 205 places were available for study or any other activities students carry on in libraries. Internal rearrangement took place several times. Extensive rearrangement and rehabilitation of the library in the summer of 1981 was a significant amelioration that obviated the necessity of new construction for the time. By 1982 the operation of the library cost a half million dollars annually, of which \$73,500 was budgeted for books. The library was on the computerized OCLC system for the cataloging of books and interlibrary search on a nationwide hookup.

Surely many of those who labored in the early years to replace the Angwin resort's flimsy structures with buildings more appropriate for a college did not foresee that within a half century every 1909 structure would have to go and many of their own constructions would have become too small or quaintly obsolescent. Generally speaking, P.U.C.'s architectural style was eclectic, witnessing to the "bits and pieces" approach to campus development normally dictated by its economics. No overarching visual unity of style or design ever



*Installation of the bell tower; Dining Commons at left*

emerged. Even after master planning came in, P.U.C.'s new buildings seemed to have been put up by the organization Todt rather than Frank Lloyd Wright, the pseudo-Californiac stuccos of the thirties standing cheek by jowl with the nearly windowless "Fuhrebunker" grimness of the 70's, erected just in time for the escalating energy cost for buildings which had to have artificial light and ventilation 24 hours a day.

Up through the 40's, most faculty still lived in school housing on or very near the campus proper. Beginning in 1949 a street of new homes (Hillcrest Drive) was built in what had been the prune orchard, near the present airport. Originally, every home but one was occupied by a department chairman (hence the nickname "Brain Alley"). After the president's residence had been moved away from its location across the road from Irwin Hall, two presidents honored this sub-community with their presence.

To enable faculty members to build and occupy their own homes, the college, at irregular intervals, sold teachers some of its land. A few thus benefited in the 50's. A policy change in 1965 recognized the importance of home ownership in attracting and retaining faculty. Eleven homes on Clark Way were the

first fruits of this shift. The president, dean, and business manager also built there. As always happened, departing teachers found that in a rising real estate market, non-college buyers seemed to be the only ones who could afford the houses. A major effort to solve this vexatious housing problem made available a lease arrangement in the 70's, the Woodside development, off upper Clark Way. The high cost of housing, however, remained the most detrimental factor the college faced in attracting teachers, especially younger teachers, to Howell Mountain.



*View of the Mall from Irwin Hall steps, December, 1971, with new Paulin Hall at left*

Buildings that were once faculty homes on campus either burned or were torn down or adapted for other purposes. Of the row of houses on College Avenue, at the north end of the campus, only two survived. One of these, originally a duplex across from Professor Newton's home (the site of Newton Hall), was adapted to house the college relations and alumni offices. The other became the home of campus security, which progressed from a single night watchman in the early years, to a patrolman in evening hours who was to report what he "observed" (1959), and to its later grandeur with a group of uniformed officers, a genuine police car, a dog, and a separate building. It

"the other place," P.U.C. never felt it could fall behind in any good thing or in anything someone might perceive as good.

The college budget reached \$9.5 million in 1980-81. (Tuition brought in \$7,982,000 of that; all forms of gifts and grants, \$912,000). The utilities bill rose from \$394,000 in 1975-76 to \$903,000 in 1979-80, jumping 41% in a single year. Heating alone in the same period went from \$231,000 to \$602,000. Cash flow and interest were everpresent problems. Auxiliary enterprises did not make much for the college or even provide the student labor they used to. Businesses not directly related to the college, entered into with

reached its apotheosis with retitling as the Department of Public Safety! In 1979 the campus alarm monitoring system moved there from Newton Hall and operated 24 hours a day.

A college living primarily on its income from students has a continual battle. P.U.C., though no longer in the situation of which it boasted a half century ago, has done remarkably well. The elaborateness of the facilities required for teaching, for student comfort, and, if the truth must be told, for prestige, have added on costs earlier regimes could not have imagined. History, after all, is inflation. A former business manager, inspecting the then new rooms of a women's dormitory, was scandalized to find that, in his opinion, they were more luxurious than a highpriced hotel. Yet, in an affluent society, with the everpresent rivalry with



TOP: *New Paulin Hall, built 1967*; ABOVE: *Agriculture building, 1975*

TOP: *Nichol Hall, built 1976*; ABOVE: *Science Complex, Phase II, 1979*



hopes of providing badly needed jobs and income, were without exception the occasion of losses, sometimes hideous, leaving only memories and indebtedness.

Perhaps partly due to its location, P.U.C. never managed to develop industrial operations which could employ significant numbers of students. Increasingly, thanks to higher costs and state regulations (such as minimum wages applied to student labor), the college industries and auxiliaries found it difficult to employ more than token numbers of students. At times, the academic operations, principally financed by tuition, had to carry heavy deficits of the non-academic enterprises.

An ominous shadow in the financial picture was the retrenchment on all levels of American government, with its consequent cutbacks or loss of state and federal aid to students. By the early eighties two-thirds of the students had some form of aid. Direct public aid to the college was ever minuscule or non-existent, but over two million dollars in California grants, guaranteed loans, and Federal work-study assistance for student wages affected the ability of many students to afford college. In 1970, President Rittenhouse had lamented "the curiously inconsistent" denominational stand on government aid, which he saw as policy, not principle, and to which he predicted we would swing too late to get much benefit. In 1960, 16% of P.U.C.'s operating budget was from the Church; in 1970 it was 9%. Yet the president noted that the offerings and tithe of the P.U.C. church equaled all the operating subsidies the school received. (Underpaying the faculty represented about the same amount in additional subsidy). In 1980-81, the college itself provided \$1.6 million in student labor for 1516 students, \$225,000 in grants-in aid, and \$40,000 in merit scholarships. Prospects appeared cloudy as the college administrators tried to



*The bell tower in the church complex*

plan for the future. It undoubtedly sharpened some of the criticisms of constituents who were encouraged by rising costs to seize a more respectable pretext not to patronize Christian education.

The Alumni Association became a partner of the public relations and development efforts of the school. Eleven per cent of the alumni in 1981 were involved in financial support of their alma mater and their gifts of all kinds that year totaled \$332,000. The Committee of 100 raised \$194,000 of that amount and was largely responsible for the financing of Science Complex I. Its 305 members then became involved in doing the same for Science Complex II. After years of effort it at last appeared in 1981 that the college might be permitted also to participate in the kind of solicitation of trust income hitherto a prerogative of the conferences and the universities.

## EDUCATIONAL DEVELOPMENTS

P.U.C. was accredited by the Northwest Association of Secondary and Higher Schools in 1933 during the administration of President Nelson, the first Adventist college to attain four-year accreditation. It was achieved in spite of warnings that the school did not have enough teachers with recognized graduate degrees and was not as yet recognized as a full senior college by the University of California. It was no wonder Nelson's success was seen as quite remarkable.

During the same period the General Conference Department of Education had begun requiring denominational certification of secondary teachers. Since the college faculty were also involved in teaching academy classes, some problems arose for teachers who for years had gotten along very nicely without certification. Professor Newton, for example, expected to be granted "full standing," but the department now informed him that to continue teaching he must have 15 hours of education credits.

President Nelson protested to W. I. Smith, then in the General Conference Education Office (July 26, 1932):

... if we are to continue to use him we should have known last year, for I had him all lined up to take summer school work and get the required fifteen hours in education. Professor Newton has done considerable work in the early days in psychology and education, but it was not organized as it is now. He told me that he took what was known as mental science and history of education and a special class under Professor C. C. Lewis given to all the members of the faculty at Union College, constituting regular class work but receiving no

recorded grade. I judged from what the department said that he would be able to pass without deduction. If not, we ought to let him know so he can take some work with us next school year. The poor man is nearly sixty-five years old and it hardly seems consistent for him to find out after forty-five years of successful teaching that in order to continue as a member of the faculty of the Pacific Union College academy he must qualify in some special subjects. I believe, Professor Smith, that our whole attitude in the past in regard to advanced study has been altogether too negative; if we had maintained a positive attitude regarding our teachers' keeping abreast with the new developments in theory and practice of teaching and developments in their own lines of work we should have a much stronger faculty and much less need or desire on the part of our younger teachers to rush to the universities. The medical people have maintained a much more helpful attitude on post-graduate work than the educators. As a result they have kept quite well informed and up-to-date. I suppose it is easy to criticize the past, and much more difficult to know what to do at present.

When President Klooster came to P.U.C from the presidency of Emmanuel Missionary College, he had recently led the faculty there through a successful effort to gain accreditation by the North Central Association, then regarded as the most rigorous of the accrediting agencies. With that experience behind him he exercised vigorous leadership at P.U.C. in reorganizing the faculty committee structure, regularizing and codifying academic policies, and building faculty strength.

Back in 1932, when President Nelson was seeking college accreditation, one of the issues had been faculty degrees. Adventist colleges



TOP: *The Healdsburg bell on the roof of Irwin Hall. The 1005-pound bell was purchased July 26, 1884, and moved to Angwin in 1909.*  
 ABOVE: *Ervil Clark made and installed the Diogenes Lantern "shades" on the lamp posts for Homecoming season.*

had few and those who had gotten them earlier had done so under heavy disapproval. Nelson thought the degrees which the faculty did have should be published in the college BULLETIN and the P.U.C. board so voted, but the Fall Council voted against the procedure. The General Conference Department of Education suggested a mimeographed sheet might be prepared listing the information and handed out to any who inquired!

Klooster initiated the practice of supporting graduate study for young faculty members who were working toward a doctorate, a practice that came to full fruition in President Christian's administration when as many as 12 faculty members were off studying at a time. A high point for results from that policy was reached when in 1952 eight teachers were awarded doctorates by four universities. In time P.U.C. had the highest proportion of doctorates among the North American Adventist colleges. In return for support from the college, the teachers were obligated to work a stated time to amortize the amount invested in their training.

Since teachers who brought their own advanced degrees saved the college tremendous sums, those coming more recently to the college with doctorates in hand were given \$6000 (later \$7500) as reward and encouragement, to be amortized over five years. It was voted in 1981 to suspend the graduate study support policy for the time being, the aim having been essentially achieved.

Accreditation by the Western Association of Schools and Colleges came in 1951.



TOP: *Elder Fred Jensen conducting an Evangelism class, 1943;*  
 ABOVE: *Girls' Sabbath School class, in Irwin Hall balcony, 1945-46*

As a part of the wartime speedup, P.U.C. shifted over to the quarter system in 1943 and retained it for its flexibility, though reversion to the semester plan was proposed at intervals. When the California state system moved from semesters to quarters, the debate ended for a time.

The old senior “thesis” was discontinued by a vote in 1943 to take effect in the spring of 1945. Senior comprehensives, concocted by the major department, were given instead. In 1954, these were replaced by the Graduate Record Examination (G.R.E.) for seniors in areas where these tests were available. For a time, all seniors were required to take the Graduate Aptitude Test as well. Later most P.U.C. seniors took the U.R.E. (Undergraduate Record Examination) if available in their majors, and all seniors took the area tests in any case. Departmental examinations were still employed in some departments, notably theology.

In the early 50’s the P.U.C. faculty began intensive and extended study in an effort to improve the quality of the education available to young Adventists, and particularly to correct the fortuitous and disorderly evolution of graduation requirements. Endless committee sessions studying and comparing programs elsewhere went on for several years. Definition of the aims of Christian education and the most effective course structure to implement them led to a “three-school” proposal—the liberal arts school, the professional school, and the technical school. The program was voted for 1954 and interdisciplinary courses were created to represent a balance in the requirements among the major areas of learning. To some constituents and board members the differentiation among the “schools” appeared disturbingly sharp and, undoubtedly, in the excitement and enthusiasm of innovation too much was claimed for the new approach. An elitist label stuck to the program because it attempted to set a minimum grade average of “B” for admission to the liberal arts and the professional schools. Segments of the field received the prospective program with apprehension, and competitors used those fears against the college.

A union conference officer, alarmed by the reaction, expressed his concern to the faculty who led in the general education program and urged the newly arrived President Sonnenberg in his efforts to correct the situation: “You have a fine group of young fellows, who in the interim of weak leadership, stepped into the breach and during last summer worked up certain education courses and other materials more or less on their own without board or leadership approval, that included some arbitrary standards that I think should be modified.”

An effort to get the general education committee to back off failed, and the Union officer urged the president to reopen the question. “I regret very much that members of the committee didn’t have the good sense to follow your leadership and counsel.” If the impact of the new program could not be improved, he feared for the future of the college in view of the constituency it must serve. (February, 1955)

The new interdisciplinary courses had varied reception, whether or not problems with the “field” were real or merely perceived. Teachers, and often good teachers, lacking special preparation, could not always make the synthesis with another discipline which had been hoped for, though trying in all good will. For these and other reasons, the vision somewhat tarnished, little was done to create the projected upper division follow up for the lower-division courses.

Biblical Philosophy, Communication Skills, Introduction to Scientific Thought, and Problems of Man and His Society did not survive very long. The most needed, because the gap in student background was greatest, was Introduction to Western Arts. It lasted longest, and, all in all, probably made the largest permanent contribution. During the last year of the Fowler administration and the first Rittenhouse years, several of the faculty who had been most active in promoting and developing the interdisciplinary courses took appointments in other Adventist institutions, and various modifications began to take place.

Through two later major overhauls of P.U.C.’s general requirements the basic concept of a core essential to an educated Christian college graduate sur-



TOP: Harry Clark teaches a speech class in Irwin Hall, 1953;  
 ABOVE: Professor Harvey Lashier teaching a physics class

vived. A general education committee continued to oversee and guide the process. Over the years few projects provided the opportunity for as much argument and such long committee sessions for the faculty or faculty senate as did tinkering with general requirements.

Through it all, there continued to be a sustained concern on the part of the faculty for improvement of the curriculum to meet with imagination the continuing problem of the Adventist school system—how to provide a place for relatively unselected Adventist young people to mature in a Christian environment, yet not permit the lowering of educational standards. The dimensions and colorations of sacred cows may have varied from generation to generation, but the threefold ideal of heart, head, and hand remained the goal for the P.U.C. faculty.

During the decades of rapid growth, many departments not only expanded in offerings and faculty to teach them, but often acquired their own buildings on campus. While the programs offered by the various departments over the years are too numerous (and often too ephemeral) to list, perhaps an idea of departmental activity as carried on in the centennial year can be obtained from random selections.

Though agriculture saw itself as a “red book” department, and promoted its contribution strongly in connection with healthful living and as training to help meet the huge problems of the third world missions fields, it did not have many majors. Yet it got a \$200,000 building, completed in 1977, with the labs, classrooms, and offices needed. It no longer had direct connection with the farm, of which all that was left by 1982 was the dairy. In that year



*Library, Irwin Hall, mid-forties; note the segregated seating.*

the bachelor's degree was dropped, though a few general courses in agriculture continued to be offered.

The art department exhibited regularly and arranged visiting shows in the Rasmussen Art Gallery.

One of the largest departments was behavioral science, which combined psychology, sociology, anthropology and a new social welfare degree program. The department was central to counseling activities, polling, and surveying on campus, and after 1977 used a major portion of Science Complex I.

The glory of the biology department was the field station at Albion on the Mendocino coast. Once nearly closed down, it was rescued by strong alumni response, evoked by Ervil Clark. It was in such heavy use by all kinds of groups that weekend bookings had to be made two years in advance. Clark also set up a mobile creation museum. The department used all of Clark Hall. The insect collection included 40,000 specimens, with two new species identified, and the plant collection 20,000 specimens.

The department exhibiting the most phenomenal growth was business, with about 240 majors, the number multiplying two and a half times between

1977 and 1982. The students had a first-time pass rate on all sections of the CPA examination of 44% compared to the usual 10%.

Communications made its contribution through the speech pathology program and strong emphasis in journalism and public relations.

In view of the job prospects, teacher training hopefuls diminished in the previous few years. The education department supervised student teacher and certification and graduate programs. The degree granted was an education degree, essentially the M.A.T.

Besides its persistent efforts to teach proper use of the written English language to masses of freshmen, the English department developed the English as a Second Language program, designed to help the increasing numbers of foreign students reaching the campus.

The history department administered most of the educational tours, whether around the United States or to Europe and the Far East. The main shift among the majors in the

previous five years was away from teaching and toward prelaw.

Located in one of the oldest campus buildings, the home economics department had to spread about the campus, into Graf Hall, and to a corner residence on Cold Springs Road. The department was licensed to grant certificates in early childhood education and was strong in nutritional studies.

Industrial arts found no drop in the need for training industrial arts teachers. The department had ever more sophisticated technology with a strong shift toward electronics and computer technology.

Modern languages was the conduit by which P.U.C. students participated in The Year Abroad on Adventist campuses in Europe. After a rapid build-up in the 60's the department saw a considerable decline.

Music had its own building and was very visible through its many religious and cultural contributions in vocal, instrumental and choral performances. It too declined in number of majors. For a time a master's degree was offered.

Nursing, with its 2-year associate degree program, was the largest department. An expensive department with a large staff, operating on a split campus

with Glendale Adventist Hospital, it benefited from almost automatic job placement for its graduates. It anticipated adding a program to allow the A.S. degree holders to upgrade their status to the B.S. degree, utilizing the White Memorial Hospital facilities. (P.U.C. had had a bachelor's in nursing education from 1936 but dropped it in the 50's.) P.U.C. nursing graduates had a good record with 79-95% of the candidates passing the boards on first try.

Physical education facilities were expanding constantly. This department offered the health course required for general education.

The physics department provided the instruction in computer science, cared for the astronomical observatory, and had research going on with the new laser optics laboratory, funded by the Wolfkill Foundation. The new Young Observatory was given to the college in 1970. With a 20-inch reflecting and an 8-inch refracting telescope, it was valued at \$150,000.

Religion remained the department with a "special connection with the field." It moved in 1981 from Irwin Hall to Graf Hall. The department ran the Greek Manuscript Research Center and had the largest collection in North America of microfilmed manuscripts of certain New Testament epistles. As with dental and medical students, the "calls" for ministerial interns usually came in installments in the last part of the school year and were an occasion for suspense or drama for significant numbers of seniors and their friends.

Certainly one of P.U.C.'s most significant contributions to denominational education was its initiation of graduate study through the Advanced Bible School in 1934 and the reactivation of postgraduate work in 1940. The Bible School had 39 students in the first year, 59 in 1935 and 93 in 1936. P.U.C. argued against transferring the school to Washington,



*Nursing class capping ceremony, Irwin Hall chapel*

citing Angwin's superior climate, cheaper housing, and the fact that over half of the students had been from the west coast union conferences or from abroad (40 and 26 in the latest year). It was urged that the Bible School should be expanded to include church and secular history, English, modern languages and Bible. The M.A. level was then seen as adequate for the needs of the denominational system for the foreseeable future. P.U.C. felt it could best provide this training, having a school already operating with classrooms, library, and excellent finances and prospects. It was to no avail.

The P.U.C. graduate program was started in 1940 and the first three earned M.A. degrees were granted in 1942. In 1945 the General Conference Committee approved P.U.C.'s offering of a fifth year for teachers, but no Bible study or anything related to it could be given at the postgraduate level.

At P.U.C. the graduate degree program was usually combined with teacher certification. State accreditation for the general secondary credential was achieved in 1951, and by the 60's patronage was good. For a time, the education major was discontinued, except for diversified degrees in several areas for elementary teacher trainees. The graduate program had its fluctuations, suffering for a time between 1958 and 1961 from confusion, first in the effort for tri-school cooperation in graduate work with Loma Linda University and La Sierra College, and, when this did not prove feasible, from a Solomonic effort to divide fields of study between the colleges.

By the mid-70's, patronage for the M.A. program had peaked. After many very busy summer sessions and with most undergraduates staying on for the fifth year, presumably most denominational secondary or elementary teachers in the union had been cared for. The program had justified additional appropriations from the Union to assist the departments concerned for teacher time and library acquisitions.

Some students with P.U.C. master's degrees went on to doctoral programs at reputable universities, but the degrees were primarily justifiable for credential purposes and after 1972 frankly shifted toward the M.A.T., directed after 1978 by the education department. With the change in State requirements from the Fisher to the Ryan bills, content graduate programs were



TOP: *Chemistry class throws a birthday party for Dr. Vernon Winn;*  
 ABOVE: *Jana Ford, first woman president of a P.U.C. June graduating class, receives her diploma from President Cassell, 1976.*

no longer required, though still desirable.

Pacific Union College also pioneered in developing affiliation with overseas schools. About 1939, this idea was broached for Helderberg (South Africa) without result. In 1953 an affiliation with Australasian Missionary College was begun. The tie-in enabled Australian students to receive P.U.C. degrees in education and theology in a country where at that time only government universities had the privilege of granting degrees. Such remote control operations were normal throughout the British Commonwealth. At first, P.U.C. supplied teachers to guide the program, but after the first two P.U.C. representatives had completed their terms, it proved increasingly difficult to find P.U.C. teachers willing to be uprooted for such faraway service. Then one American was sent instead of two, and still later the Australians named their own local liaison to more or less keep the contact with the degree-granting school in California. The credibility of this kind of affiliation was eventually called in question by the accreditors and the ties had to be tightened again. A teacher exchange between the two schools was authorized in 1974.

Beginning in 1945, a different P.U.C. instructor went each quarter to Hawaiian Mission Academy to teach college courses in his discipline, an arrangement which was at once profitable to the Hawaiians and enjoyable for the teachers. Several La Sierra teachers were also invited to take part. The program was discontinued in 1952, but it was revived again in 1979 by the P.U.C. extension division, with an emphasis in adult education and teacher updating.

The degree of faculty participation in college governance has varied under

different administrations. In earlier days the whole faculty and staff participated actively in decision making on academic, social, and disciplinary matters. The first FACULTY HANDBOOK, specifically delineating the responsibilities and interrelationships of administration, faculty committees, and individual faculty members, was developed during the Weaver administration. As the college grew increasingly complex, many matters formerly considered by the whole faculty were of necessity handled by committees, or, as faculty participation in governance declined in the Rittenhouse years, by the college administration. Faculty meetings became mostly forums for announcements and reports by the administrators, and gestures toward faculty upgrading. Little or no business was done there except the most routine voting endorsement of work already done in committees. President Rittenhouse at times gave the faculty items when he foresaw sharing the blame would be useful; consequently, the body might grapple unhappily and lengthily with such questions as beards or sleeveless dresses. In any practical sense, faculty committees and the general bodies came to have an even less significant role.

In 1972, at the end of the Rittenhouse regime and the beginning of the Cassell administration, a far-reaching and complex restructuring of the faculty committee system was begun. It shifted the governance of the school toward more faculty participation. Nothing changed basically in control, for the entire innovation was essentially advisory, but in many ways the faculty were more directly consulted and their committee recommendations had to be granted more of a hearing, if only because the working relationship was affected adversely when at times reversion to the old procedures occurred.

The administration was thus more committed to considering the teachers, even if at times the modern, less docile, more assertive faculty were a nuisance. The basic assumption, subscribed to by Cassell and the academic dean, was that the faculty should not only be informed but should also participate. By their own action, the administrators thus limited their options, unless they wished to pay a price in lowered morale and confidence. It was a change

from the autocratic and capricious semisecrecy typical of some earlier regimes. Perhaps some faculty were led to believe that actual power was being shared, and there was surely misunderstanding and apprehension on the part of some lower level administrators who feared possible faculty interest in or advice about their bailiwicks.

As it went through periodic revisions, the FACULTY HANDBOOK spelled out in increasing detail the relationships on campus in a way unheard of in more despotic times. Implementing the interrelationships, the Academic Senate became the umbrella organization. Senate meetings and those of its subcommittees rather naturally superseded

the faculty meeting as the place where “things happened.” Perhaps feeling left out, some faculty appeared to resent this further decline in the significance of faculty meetings, questionable at best. The original faculty senate totaled about forty, with ex-officio members based on the size of a department’s faculty, ex-officio administrators, and some elected faculty and students. Originally it had ten subcommittees.

Later, in a considerable reorganization, the faculty component of the senate was lessened to about 20 and these became elective by the entire faculty. Its real size, however, did not shrink much, since, as in all the subcommittees, staff and administration members were added. This diluted



*Professor Lloyd Eighme teaches an agriculture class in an overcrowded room at the college farm.*



the impact of the teachers, perhaps, but did put teachers on committees on which they had rarely, if ever, served. Again there was unhappiness on the part of some administrators at this intrusion. The number and coverage of these committees grew and the new system was criticized for the increased man hours spent in these various bodies. As always, some committees rarely met; others met frequently and dealt with important concerns.

Most significant, probably, was the Curriculum and Efficiency Committee, riding herd on the departments each year before "BULLETIN time," as its members inspected closely the effectiveness of each department, considering teaching loads, course offerings, and justification for present or proposed courses. Board of Higher Education guidelines were used where appropriate. The committee put fear, or at least caution, into the hearts of the chairmen when they came annually before that tribunal of their peers. In hard times the committee was the vehicle by which retrenchment was mandated for the departments. Membership on the committee was an onerous chore and not a route to popularity. It did the hard work for the administration to a significant degree, rationalizing and regularizing what had at times been an ad hoc and suspect procedure, frequently with no basis for decision but the whim of the Big Chief and the relationship department chairman X or Y was presumed to have with him.

The regularizing of promotion and dismissal was the significant and sensitive task of the Rank and Tenure Committee, the only faculty committee



TOP: *Chemistry laboratory, 1950s;*  
 ABOVE: *Newer chemistry laboratory with Dr. Bill Hemmerlin*

without student members. While here again the committee could only recommend, it did provide procedures designed to minimize the adversary relationship that may develop in such very personal matters, and thus offered reassurance to the faculty that there were standards which could be appealed to.

The Research and Honors Committee encouraged scholarly activity on the part of faculty members. Adventist colleges, by and large, had not emphasized faculty research. The primary duty of the Adventist teacher was to teach (though common misconception had it that the teacher was filled up once and for all, perhaps at the time his degree was awarded, and thereafter dispensed from that inexhaustible resource). The college funded a modest research kitty, which was drawn on by the committee to assist the research which teachers managed to do on top of their other responsibilities. Every year the committee recognized, with small cash awards, the few publications P.U.C. teachers had time to produce. The committee also oversaw honors projects of students. Special research projects such as laser research were funded by other sources such as the independent Wolfkill Institute, inaugurated in 1980.

In 40 years during which enrollment more than tripled, the size of the faculty increased only a little less. In 1940-41 the faculty of P.U.C. comprised the following (additional part-time instructors in parentheses): Bible 2 (2); languages 2 (3); biology 2; physics 2; chemistry 2; physiology and health 1 (1); elementary education 1; nursing education 1; music 4; English, speech and journalism 2 (2); business 1 (1); secretarial science 1; astronomy (1);

mathematics (3). Industrial superintendents taught classes in agriculture, auto mechanics, printing, and machine shop.

(Totals: 24 full-time, 20 part-time.)

Degrees held in 1941 included 4 Ph.D.'s, 2 Ed.D.'s, 1 M.D., 14 M.A.'s, 1 M.S., and 18 B.A.'s. There were 16 full professors or department chairmen, 4 associate professors, 6 assistants, and 14 instructors. Officers of the college and department heads were elected for 4-year terms; other "tried" instructors also were elected for four years; younger members were reviewed annually.

By 1968, there were 118 classroom teachers. The number peaked in 1979 but was then cut back to keep pace with the decline of college applicants. By autumn, 1982, it stood at about 100. Students may have lost their awe of the austere faculty member of olden times, but, if less imposing individually, in general training and competence the later faculty needed to make no apologies. The teacher's main contribution continued to be, it should go without saying, his influence and example.

The disparity between P.U.C. faculty salaries and those in most colleges has always been a matter of concern to accreditation bodies. After three successive 10% pay cuts during the depression, the wage scale at P.U.C. recovered slowly. The scale voted by the Union Conference in 1943 was from \$27.50 to \$42.40 weekly for men and \$21 to \$31 for women, the top rate being reserved for those with "years of experience" who were "chairmen with heavy responsibilities." Though there were some additional allowances, before the 60's the faculty felt that there was a significant difference between allowances granted to teachers and those enjoyed by ministers. At times there were adjustments for working in an area with a high cost of living. For example, in 1960, half of



*Mendocino Biological Field Station at Albion*

utilities costs above \$150 per year (\$100 for a single workers) was reimbursed. Also, in 1960, a book allowance for the faculty was granted, but it faded after the "Family Group" of denominational periodicals was permitted and some wished to include BETTER HOMES & GARDENS and READER'S DIGEST as scholarly periodicals.

Traditionally, before the development of faculty handbooks, the salaries, sustentation provisions, and much else relating to finances and personnel policy were deep secrets; and it was not unknown at some times and places for workers to have different pay simply because they had not known to what they might have been entitled had they asked, and the thrifty manager was certainly not going to volunteer anything.

An exception was W. E. Anderson. In 1960, in a most unusual move by a business manager, he pled strongly for using \$100,000 as a special fund to meet equipment needs for the *instructional* departments. (The budgeted amount was \$37,000.) He saw such an expenditure as a wonderful boost for morale of students and teachers. The equipment budget had been raided in previous years to cover various losses, but he said he had

the debts paid and an operating gain and would take the balance from the depreciation reserve.

In 1945, the P.U.C. president's salary was \$50 weekly, that of male faculty between \$36.50 and \$47.50. By 1964, the president received \$91.75, and chairmen who were full professors \$88.25. The top pay for a woman in the same position was \$68.00. In 1973 salaries ranged from that of the beginning instructor at \$8900 annually to the highest category of full professor (there were steps within each rank) of \$11,500. Top administrators

got \$13,100 before allowances. In 1981, the top for a teacher was \$22,360 with all allowances having long since merged in a “package” and sex discrimination ended. By national standards, P.U.C. then paid lower ranks of faculty comparable wages; but the higher the rank, the lower were P.U.C. salaries as compared with national averages. Generous denominational retirement and medical policies, however, went far to even up some of the pay inequities.

A policy introduced in 1975 gave teachers a contract for 95% of the annual wage, and paid by the class for teaching in the summer. It may not have saved as much money as its proponents predicted, but it regularized summer duties and was a considerable assist to faculty morale. Because teachers did not have to put in “make work” or be paid for doing nothing, but could have the summer free for study, research or other work, the school had an easier time arranging the summer program. Summer sabbaticals for approved scholarly activity were available for every fourth summer.

As the decades passed, Adventist teachers and the way they were treated became more professional. Though proportionately they did not always share the progress in levels of remuneration of other denominational workers, there was marked improvement. On the debit side, size and professionalism weakened the intimacy and the personal recognition possible in the isolated, tiny corps of teachers years before.

With growth in size, traditional ways suffered or disappeared. Special farewell ceremonies for departing faculty and staff ended in the 60’s. The faculty colloquium was modified in 1959 by adjourning to Hoberg’s resort in Lake County at the beginning of the school year for a pleasant three days of consultation, relaxation, socialization, and excellent eating provided



TOP: *Seniors march in Pacific Auditorium*  
 ABOVE: *Auto Mechanics class, late seventies*

by Esther Ambs and her crew. Families attended also. Eventually, when the old resort was sold, the venue shifted to Konocti Harbor resort on the shores of Clear Lake; but as by that time the entire staff and their families were also participating, the time was cut to two nights, and no business was transacted (a colloquium had to be held on campus anyway). Enlarged thus to a mob scene and with the rising expense, the charm of the Hoberg’s outing was lost.

For a good part of its history P.U.C. enjoyed a reputation for conservatism and so did its faculty. Klooster, writing in March, 1944, reassured a correspondent: “Fears which have been expressed concerning the ultra-conservative character of this faculty, are, in my opinion, largely without foundation. This faculty has given me cooperation beyond my fondest expectations. ...” But other presidents did not fare so well. Or maybe the faculty was changing. The president (1952) expressed concern about the “younger” faculty reported to be meeting together. (Unauthorized conventicles are a definite and scary notion to uneasy administrators and even to some “seasoned” ones.) Elder Bauer, chairman of the board, promised the president he would come and talk to them.

Even in the Good Old Days, P.U.C. teachers had come under fire. Behind the scenes, comparatively speaking, George McCready Price took it very badly that H. W. Clark seemed to feel the noted geological pioneer was out of date. The P.U.C. administration agreed with Price that Clark had made a mistake when he attempted to change from the Price textbook (1940-41). Dr. Wolfkill was the object of vigorous attack in 1951 for observations on DANIEL AND REVELATION in an off-campus sermon; and it appeared he would not be allowed, in consequence, to teach in summer school that year. Elder Hartin was reported not to believe in the



*Chapel in Irwin Hall; President Klooster at the podium, circa 1944*

Sabbath, and other Bible teachers were criticized in a rash of attacks in 1957.

Of widespread concern was the Bible Research Fellowship which had its headquarters on the campus before 1952. It was a learned society of Bible scholars and not a secret society. Interested parties around the world could join, share papers and share criticisms. It was hoped that serious study could be done which could be helpful, but there was fear in some quarters that the studies circulated might be mistakenly considered “official,” and the Seminary and the Ministerial Association refused to touch it.

A defender of the Fellowship pointed out that all the studies circulated were marked “... it represents no pronouncement of the Fellowship,” and that the college president was always welcome at the chapter meetings. The idea for the study group did not originate at P.U.C.; it was not an official P.U.C. operation. Laymen were not allowed to join unless recommended. The spokesman concluded with the suggestion that Elder Bauer, the board chairman, himself could join if he cared to send \$3. President Weaver defended the Fellowship and denied both its heterodoxy and its official connection to the college.

Though Elder Bauer had expressed a fear that some of the papers might cause disturbance and suggested that personal opinion should be restrained, by April, 1952, he had been convinced by Raymond Cottrell and L. L. Caviness that if done by the right people and under the right auspices, the Fellowship would be a good thing for the General Conference to head up. While eventually it played a part in the formation of the Biblical Research Committee, the furor over the Fellowship caused unhappiness in many quarters and P.U.C., of course, was blamed. It would appear that the Church was not yet ready for renewing the kind of debate that Uriah Smith and James White carried on in the *REVIEW* a century earlier.



*Evening worship with Deans Evabelle Winning and Ruth Burgeson, 1952*

## STUDENT LIFE, 1932~1982

Methods of handling students were no longer those in practice when their parents and grandparents were confided to the college by their parents (who possibly even back then expected that any shortcomings uncorrected by home or local church would be corrected by the college). Faculty and administration were expected to show their charges the same Tender Loving Care as before, but, with the fading of the concept of in loco parentis on campuses in general, the Adventist college was expected still to maintain it in essence. It could not be as visible as in the twenties when a young man coming to class with a sweater instead of a coat would have had a quick, painful

visit with President Nelson. By the eighties students were in greater danger of being counseled to extinction than expelled. Generally speaking, they were not as grateful for the paternalism of the elders, however well meant, as their parents thought they were at that age.

Just as no two students were precisely alike, neither could their needs be met in precisely the same way. No two faculty members were alike either. That young people should leave the college better and more useful members of their Church was indeed the aim of faculty and staff. Yet the college had to live with a dichotomy in its constituency between those who saw the school as a place where minds might open and characters develop to Christian maturity and those who saw schools as places for custodial care, while providing requisite entrance grades for professional school.

In 1952, an editor of the *CAMPUS CHRONICLE* chided the school's off-campus critics who, on twisted reports and without really checking, alleged that the school let students run wild, no longer emphasized religion, allowed the C.C. to print anything it pleased—in short, that P.U.C. had gone to the dogs.

Few subjects have generated more heat and less useful light than the



TOP ROW, LEFT: *Patriotic Pageant, 1945~46*; TOP ROW, MIDDLE: *Snow humor*; TOP ROW, RIGHT: *Caroling 'round the clock, Christmas, 1954*;  
MIDDLE ROW, LEFT: *Picnic, late 1940s*; MIDDLE ROW, CENTER: *Overhanging Rock*; MIDDLE ROW, RIGHT: *Ariel Fayard holds a firecracker for a friend in a chemistry club demonstration*;  
BOTTOM ROW, LEFT: *Student Association officers review plans for a new Student Association center in old Paulin Hall, 1961~62*; BOTTOM ROW, CENTER: *CAMPUS CHRONICLE campaign of 1948*; BOTTOM ROW, RIGHT: *Students adding color to a Rine lecture, 1945*

matter of “standards.” Dress, “association,” social, religious and recreational activities, these involved numberless hours of committee, teacher, counselor, and student time, frequently in a less than happy atmosphere, striving to meet difficulties of interpretation and enforcement in a no-win situation, attempting to deal with students, parents and “constituents,” most of whom had only the most imperfect idea of the complexities involved. Between the student’s “I have a right to ...” and the critic’s “The college must ...” the college was doing its best to rationalize expectations which often masqueraded as “principles” but were perceived as absolutes by those who did not share the responsibility for maintaining them. Any long view of the years between 1930 and 1980 suggests a sense of finger-in-the-dike futility, the result of the growing gap between behavior in homes and churches and what critics felt the college could or should insist upon. Yesterday’s condign punishments came to seem ridiculous or harsh. The basic existential issue was probably one of authority. In any case, one inescapably perceived a rear guard action, backing up a foot at a time, not from an evil intent on the part of the college to “let things down,” but from changed expectations of the real constituents, the students and their parents, over the space of a half century.

During the Smith administration, the limits of association between the sexes were carefully legislated, and P.D.A. (Public Demonstration of Affection) was unknown, or so it is now said. A many-page social activities committee report of 1938 (revised 1940) reveals in detail how the matter was then approached. Provisions were buttressed by extensive quotations, doubtless lest the committee be blamed for undue laxity. Social gatherings at faculty homes were permitted Tuesday, Saturday or Sunday evenings, with a limit of 18 dormitory students. Affairs had to be concluded by 7:15 p.m. (except Saturday nights when they might run till eight). Early morning breakfasts were limited to twelve students and could last two and a half hours. Two or more upper division or mature students might visit faculty homes Tuesday



*Christmas banquet in old Paulin Hall*

or Sunday evenings, and were to be back in their dormitories by 9:30. With approved student chaperons, ten students might eat together in the Graf Hall dinette. Seniors, summer seniors, and postgraduate students would be allowed to eat in groups in the dinette because: “There is need of training in good form with regard to the responsibilities of the meal hour which will soon rest upon the shoulders of our senior students in actual home life .”

Lists of participants, including chaperonage for any village women, had to be submitted by Thursday noon preceding, and no invitations were to be extended until the project was approved by the committee charged with handling these weighty matters. Other clauses: social visiting, walking or auto riding on the Sabbath were discouraged; no refreshments were to be served except at mealtime, unless “a healthful drink or a fruit ice;” no “special privileges” (tête-a-têtes for courting couples) were permitted oftener than three times in nine weeks.

A record of those qualified for such privileges and their use of them would be in the president’s office and could be inspected by all faculty. A forty-page listing of all students with each class they were taking and their

period grades was indeed in the president's office along with names of those who enjoyed social privileges and of those disqualified by their latest grades from so participating.

It was further declared "that members of the faculty should not discuss this report of the social committee with students until details are prepared to be placed in their hands." Further, "that the principles underlying Christian association in college be given in chapel before the plans of the social committee are presented to the students."

In the light of that document it is not hard to understand why there was such keen interest in literature in those days, bringing overflow crowds to the supper lectures of the Rine series put on by the faculty of the division of language and literature where, while pursuing culture and the enriching of one's literary appreciation, one might sit without administrative prearrangement with the object of one's interest.

Even W. I. Smith could not escape some suspicion of liberalizing, it would appear. Glenn Calkins, chairman of the board, warned Smith in December, 1940, of a situation which could become serious. Reports (from outside the college, of course) had reached the chairman that valued workers might quit, "discouraged and disheartened" over the college standards. "It has been stated to me that a few members of your faculty have advocated and approved of the plan of escorting by the young men students at stated intervals." The deans feel their hands are being weakened, "their efforts to maintain standards being vitiated." It would be a calamity if either dean felt he or she must step aside as I am told may happen unless "you take a firm lead."

I am told, Brother Smith, that you have told students, when approached by them regarding certain rules and regulations, that you doubted whether you could get that by the deans, inferring that you were willing that they have their request, but that the deans stood in the way. I know, Brother Smith, only too well how rumors can get started, and how oftentimes they are exaggerated, but I cannot but help give some ear to these things that have just come to me because of the source through which they have come. I do not know that you have had a social gathering where escorting was permitted. I can hardly conceive of it because that has been against the principles and ideals of Pacific Union College all through the years, and I cannot imagine your permitting such a drastic change to take place without seeking counsel from the board first.

Smith was urged to "firmly refuse" any such requests until the board could discuss such a "radical change."



*Nelson Memorial Library lobby, early sixties*

In 1944 a questionnaire given to dormitory girls offers a clear indication of what behavior was expected of them, and reveals heavy stress on ladylike decorum. Here are some sample questions with responses, yes and no: Do you always wear hose? (129-53); Never use slang? (90-71); Have a definite study plan? (88-96); Do you respect the wishes and suggestions of your monitor? (113-71); Do you believe it necessary for the general good to have it quiet after 9:45? (172-11); Do you run or talk loudly in the halls? (43-134); Do you attend prayer band regularly? (170-15); Is your association with young men by college standards? (165-9); Do you still promise to live up to all college and dormitory regulations? (161-13); Are you doing this as much as you did the in first month of school? (131-49); Do you avail yourself of the Saturday night programs? (164-18); When getting permission, is it "May I do ... ?" rather than simply at departure "I am going to ... ?" (148-35); Can you honestly say you do not "slip out" on dates without





*Registration in the gymnasium, late sixties*

permission? (155-20, 10 no answer); Is your appearance “this minute” what people have a right to expect of a Seventh-day Adventist girl? (180-4).

In the Good Old Days of President Irwin, the entire faculty sat in on discipline cases. It was asserted that the faculty was responsible for the vigilant execution of the regulations, even though, as time passed, they would tend to be less and less involved and committees would assume the work. In the 50’s a successful effort by the faculty ensured that the major advisor would be involved in disciplinary cases, but that provision was negated in the next administration. Though the obligation to “notice” and give counsel on dress and personal associations was specifically stated as part of the duty

of agents of the college, with the increase in the size and specialization of administration, the faculty became less likely personally to challenge evildoers or even to be able to report them. The great number of married students and employees left one uncertain, when observing violations, to whom one ought to complain. When, however, it pleased the president for whatever reason to spread the responsibility instead of concentrating it, there might be thrust on the faculty a participation few had wanted. In the 60’s, for example, there was a long and acrimonious session of the faculty on whether to allow sleeveless dresses for females. Two further special sessions were required, but votes were so close the president never announced them.

With the establishment of the office of dean of students, the faculty were removed ever farther from knowledge of or involvement in matters regarding student behavior. By and large, they were led to feel that it was someone else’s business, but students and parents still referred to “the faculty” when they were talking of the actions of an administrative committee.

The introduction of the dean of students was surely inevitable, given the increasing professionalism and impersonality of a growing school. As a buffer for the president, he handled complaints traveling both directions. He presided over the Student Affairs Committee, made up mostly of his



TOP ROW, LEFT: *Senior-Junior picnic, 1945*; TOP ROW, MIDDLE: *Grainger Hall mail call*; TOP ROW, RIGHT: *Graf parlor, 1945~46*; MIDDLE ROW, LEFT: *Irwin footsteps prank, courtesy class of '54*; MIDDLE ROW, CENTER: *College Dairy with Joe Ehrler, manager, and Roy Johnson, 1945*; MIDDLE ROW, RIGHT: *Grainger Hall corridor in 1944, while the dean was getting forty winks*; BOTTOM ROW, LEFT: *Soda fountain*; BOTTOM ROW, CENTER: *Cookout at the amphitheatre*; BOTTOM ROW, RIGHT: *CAMPUS CHRONICLE staff, 1949~50: Bob Bolander, Mr. Stauffer (advisor), Charles Gillet, Masao Nakamoto, Barbara Babcock, Eric Tarr*

administrative staff with some ex-officio and elected teachers and students.

Considering the fact that the role did not even exist at P.U.C. before 1960, the accumulation of functions in this new empire was staggering. The vice president for student affairs, as his role was now grandiloquently designated, dealt with the whole area of "student life." Reporting to him, as of 1981, were those involved with food service, health service, dormitories, housing outside the dormitories, security, testing, counseling, freshman orientation and advising, foreign student affairs, recruitment, admissions, learning center, placement services, discipline, student grievances, religious and cultural and social programming, chaplaincy, entertainment and fine arts series, intramural sports, and censorship of the press as required.

Though critics made the accusation that it had become a permissive regime, the dean of students seemed to operate a 25-hour-a-day coverage, almost smothering in its pervasiveness. In the broadest terms, anything relating to spiritual, intellectual, social or physical growth was his concern. With that many balls in the air, it would have been a difficult act to follow an outgoing dean of students (or vice-president), particularly considering the fact that he was expected to carry out his role by negotiation rather than the naked fist, and without upsetting either students or constituents.

Dean David Iglar expressed two growing tensions in his 1981 report to the board. He noted the marked divergence among Adventist laity and clergy on questions of lifestyle and doctrine, and the sharp conflict between the in loco parentis views of some constituents and those of most students, who maintained that they had their lives to live and



TOP: *Herschel D. Wheeler, for many years the college photographer*; MIDDLE: *Hawaiian Club, 1961-62*;  
BOTTOM: *Freshman registration, 1961-62*

ought to direct their own actions. The extent to which the second point of view had to be accommodated suggested the extreme importance of holding the line on symbols, whether men might wear beards or where the female of the species might be permitted to wear her jeans.

Year by year, student handbooks, carrying titles like *RESIDENCE HANDBOOK* or *CUSTOMS IN THE CRATER*, were published by the dean of students or by the Student Association, trying to set, in greater or lesser detail, a standard to which the wise and the well-intentioned might repair. The hope was that students' signed commitments to accept conditions of behavior at P.U.C. would lead not to "expulsion" in the good, old-fashioned way, but to voluntary withdrawal of those who were not willing to comply. Yet as late as 1964-65 the handbook listed eleven ways to get dismissed.

Through the years standards of dress and other matters of appearance demanded a surprising, and in retrospect, doubtless a disproportionate amount of attention.

In 1938 the president showed extreme care in delineating to the board chairman and local conference president the detachment of the college from H. W. Clark's Field Nature School. First proposed in 1929, the administration "did not see the light in it" but permitted Clark to proceed on his own responsibility. It did help the summer salary situation to have him thus engaged, and he had sixty students in 1936. The sensitive aspect of the program was that the ladies wore slacks on the field trips. (Smith had discussed this with Clark and was certain Clark grasped the issue but still preferred that the women wear slacks!) A picture from the field school appeared in the

REVIEW & HERALD showing a young lady so attired, and while the president realized denominational policy might permit such attire on occasion, obviously he had been put in a dreadful fright. Perhaps, he wrote, it had been a mistake to leave the field school to Clark, and the college ought now to take charge of it. Smith would ask Clark to write and explain “his side of the question.” He is “very reasonable” and “desirous of living up to the Seventh-day Adventist standards,” Smith repeated.

For many years the most powerful influence on campus life had been considered to be that of the dean of women. In the early 50’s the then vexed question was whether or not girls might wear pedal pushers at school picnics. In faculty meeting the majority voted in favor, with only five negative votes, but one of those five was that of the dean of women. The president did not give the vote but declared the proposition lost!

Charges of sex discrimination often surfaced as the young women protested a double standard, requiring them to dress more conventionally than their male counterparts, and to submit to more stringent check-in or check-out policies in the dormitories as well. One year, in a mass protest against the compulsory



TOP: PUC band, led by Professor N.E. Paulin in the traditional college theme song;  
 ABOVE: Pro Musica in Paulin Hall, 1971

wearing of hosiery on all occasions (a policy held to even in the grimmest days of wartime shortages) the young women hung their stockings on campus bushes, thus declaring for the oxfords and the bobby sox usual on other campuses in the 50’s. The victory was short-lived. The saddle oxford and bobby sox shortly went out of fashion.

For a decade, the beard was regarded as a symbol. As the clearest evidence of P.U.C. rectitude compared to worldly schools and certain other S.D.A. institutions, it was steadfastly proscribed on the P.U.C. campus. Both those wishing to wear beards and those determined to prevent them read huge clusters of meaning into facial hair. A decade later, it was hard to remember the intense emotions of those days.

On one occasion, claiming it was the wish of the board to hold the line on beards, President Rittenhouse summoned a special faculty meeting in Irwin Hall chapel to meet with the board chairman. After introducing Elder Blacker, the president disappeared into his office and left the board chairman to lead the discussion, mostly by answering questions. All concerned seemed a little embarrassed or bemused withal.

In 1970, the faculty voted forty percent for allowing trimmed

beards, sixty per cent against. Ninety per cent wanted men's hair to be above the collar; about seventy-five per cent felt girls should wear skirts to class. In 1971 matching, complete pantsuits were permitted except on Sabbath. The Student Senate recommended neat beards (as not a moral issue) and were supported by the Student-Faculty council. In 1972, holes in boys' jeans were forbidden, and if they could not maintain "the desired conservative appearance" they should not come to P.U.C. Girls were not to wear men's overalls, shirts, or jeans on campus or in their dorm lobbies. In 1973, hair length for men was above the collar and at the mid ear. The ideal was realized in this genteel statement in a student handbook: "The clean-shaven, clean-cut look bespeaks the earnest student."

Interestingly, while the question of beards could generate intense feelings on campus, P.U.C. had no war protests. Its P.R. men issued a long release proclaiming P.U.C.'s intention of remaining open even though Governor Reagan had suggested colleges might better close to avoid problems on the Cambodia protest day. At P.U.C. rebellion was only sartorial.



*Symphonic Band, 1975~76, Carlyle Manous, director*

In 1970, Dr. Rittenhouse reported to the Board that he had the victory over the beard but that he had failed with the miniskirt and P.D.A. Ms. Fashion solved the skirt problem for him in her own time but then presented college administrators with the jeans phenomenon as well as the pantsuit.

By the 80's the war had been lost but the rearguard (if one may so describe it) hung in, forbidding women in trousers in the religious areas of the campus, and latterly, forbidding them only on Sabbaths in the sanctuary. The girls rightly complained that scruffy looking boys were not subjected to equal harassment. The dean of students' office struggled to maintain a concept of the conservative middle class mode, avoiding extremes, and the "non-negotiable" symbol was forbidding the wearing of pantsuits to church. In the opinion of the conservatives, other taboos on activity or entertainment had already been pretty much let go.

While it was not so troublesome as questions of dress, politics, whether in the Student Association or in the world outside, was another sensitive area. The 1955 Father-Son Banquet featured Caspar Weinberger, then a



*Pro Musica, 1974~75*

rising young California politician, speaking on “The Honorable Profession of Politics.” The Union Conference president was disturbed and told President Fowler to be more careful. “The subject of politics is hardly a thing that should be discussed in one of our denominational colleges.” Public service was “all right” and a “sacred duty” but to discuss it was likely to be misunderstood by parents. He cited the horrible example of Alonzo Baker, a defeated candidate for Congress back in 1936, and he hoped in the future there would be “a more positive direction” in choosing speakers, for this one “does not have the best flavor” with some church members.

As late as 1959 a union conference official deplored contested elections in the Student Association. The practice might be all right, but he feared that as future denominational workers accepted such practices they would be wanting to use them in church work. In 1962, the education secretary had a similar concern, not so much for such offices as president or vice-president, but he did not think it wise to permit the religious vice president to have a “platform.” Would they later be campaigning for conference president? Then, apparently as he warmed to the subject, he felt that no political campaigning had any place in denominational schools. For religious leaders to campaign as “liberal,” “conservative,” or “practical,” was “diabolical.”

In 1945, after the topic had been debated on campus, sentiment built up for another attempt at a student association. Encouraged by President Klooster and Dean Christian, the student body set up an organization committee which reported out a constitution after a month of hard labor. This



TOP: *The FERNANDO STAHL being christened at the Angwin Airport before being flown to South America for service in the Amazon lowlands; ABOVE: Helen Mathisen and Jack Craver light the missionary map at the traditional Homecoming vesper service, late sixties*

time, the climate was more auspicious and this Student Association fared better than its predecessor had done. Dues were compulsory, thus avoiding one major problem of the first ASPUC, and financed by assignment of 1.7% of student tuition.

Over the years the frequency of general sessions of the association varied. The general assembly was used at times to transact or improvise business, but most detail work was ordinarily carried on by an ex officio executive committee of the officers elected by the student body. Eventually a Student Senate was created as the legislative and watchdog body, its members chosen by constituents in electoral districts in the dormitories and the village. The work of the association was then handled in Thursday evening sessions of its senate. Through the association, student members of the various faculty committees were selected annually. Each spring came the intense election campaigning and all the posts were contested except, at times, those for the publications.

General assemblies were thus made mostly redundant and only occasionally held. The old general assemblies had been of questionable value in a practical sense and were an invitation to parliamentary nitpicking and games or downright silliness at times, but some students complained that even their own student administration was also removed from direct

contact with them. This in spite of continual efforts to get them to vote, to serve on committees, and generally to participate.

Beginning in 1952 with the Tri-School Workshop for student leaders of the three western schools, student officers usually met annually with their peers,

and in later years, at national conventions of Adventist student leadership.

When the music department moved to its new setting, old Paulin Hall became the S.A. headquarters, and an amphitheater was built back of the building, below Andre Hall. The opening of the Dining Commons in 1972, however, enabled the student government to transfer to the lower floor of that structure and to centralize all the S.A. functions there.

The Student Association was responsible for publishing the *CAMPUS CHRONICLE*, the *DIOGENES LANTERN* and the *FUNNYBOOK*. (The administration claimed in the 60's that this latter title lacked dignity so there was almost an annual improvisation of a new name—*QUI VA LA?*, *GREETINGS, DEARIE!* and *STUDENT DIRECTORY*, for example. Under the Cassell administration it reverted to the original name.)

A conflict of viewpoints sputtered year after year between assertive student *CAMPUS CHRONICLE* editors, who took too seriously the old subtitle, "A Journal of Student Opinion," and college public relations staff. In time Public Relations withdrew financial support, and the paper was no longer designed to be sent off campus. S.A. dues included the subscription price for the *CHRONICLE* for all students, and the paper was distributed on campus without additional charge. That eliminated the oldtime *CHRONICLE* campaign which worried administrators for a good thirty years with its silliness, wasted energy, and distraction from serious business.

A publication board worked with a faculty sponsor to supervise the paper. In bygone times the president simply told the editor each week what should or should not appear. The argument over journalistic freedom encouraged occasional underground journalistic attempts, most of such ephemera



THE TWELVE, 1972, Lauren Smith, Bonnie Letcher (Casey) and Steve Wallace of TAKE THREE at left

good for about one issue, and some so poorly produced or so irresponsible as to have quickly achieved a deserved oblivion. The S.A. literary journal *ICON* had a similar fate, though the English department's *QUICKSILVER* surfaced from time to time.

The Student Association was also actively involved in student religious activities, the religious vice-president working with the college chaplain and campus ministries council in a variety of areas. After about 1948, the winter quarter equivalent of the Week of Prayer was the Student Week of Devotion, with student speakers holding forth. Over the

years students ran branch Sabbath Schools, shared in personal evangelism, particularly in visitation to Berkeley and San Francisco, visited valley rest homes, conducted prison ministries, sent cookies to overseas servicemen, gave blood, and raised funds to send student missionaries to teaching assignments in a large number of overseas posts. By any reckoning, the Student Missionary movement was a huge success on the P.U.C. campus and continued to be as vital as when it started. A spin-off, also well used, was the Task Force concept for budget-scrimping schools in the homeland, though some questions arose about adequate preparation of some students sent out to be, for all intents and purposes, faculty for academies.

At times the Student Association also arranged a series of lectures. Some years these were called the Irwin lectures, with local or off-campus speakers. On the "practical" side, there were book exchanges, and refrigerator and roller skate rentals.

Student leaders learned that with a student body three times as large and much more heterogeneous than a half century earlier, general participation was hard to obtain. To the blasé and overentertained student of the early



*PUC signs: circa 1950; 1958; 1960, 1990*



eighties, picnics and class activities no longer represented the surefire diversion and excitement they once had. There were always many things going on at once—and, in truth, there was no place on campus where the entire student body could be accommodated at one time, even if so minded. Too many students brought their own cars and their own hi-fi's, and could think of other things to do or other places to go, not least, the ski slopes. It would not be fair to say there was no school spirit, but it was no longer a matter of colors, school songs or oratory.

For a time all four college classes organized, but with the decline of traditional school spirit, old-fashioned class activities came to seem increasingly pointless and juvenile. By the mid-70's only seniors organized, with little response; but later there was a revival of interest and the upper division classes again formed each year.

Neither did the venerable dormitory clubs fare well. It became hard to find cohesion in dormitory clubs when there were seven dormitories. There were the “good years” when the Women of Alpha Gamma and the Men of Grainger sponsored supper clubs, put on benefits, had open houses to show how the other half lived. They were responsible for the most durable of the traditions, Mother-Daughter and Father-Son banquets, held in alternate years, occasionally altered to become, Parent-Child or some other combination. The girls' club had the more sedate reputation. Critics did not always feel MOG was uplifting, and it had to be briefly discontinued for its folly. Each club put freshmen through some kind of visible initiation rites, such as wearing something green, a different item each year—green socks, a dink, suspenders, or the like—with penalties for forgetting. But such “collegiate” activity lost acceptance in the serious 70's.

A tremendous variety of departmental and special purpose clubs came and went, formed around a hobby or sport. Some active and durable ones like the Afro-American Club took on such tasks as putting on the Black History Week.

Even in the best of times students found something to complain about. Cafeteria complaints may have been most vehement and continuous in the early 50's, but grouching about cafeteria food or prices has always been an outlet for students on any campus regardless of whether the complaint had substance or not. As prices continued to rise the idea of the flat rate was posed and rejected, and instead minimum charges were re-introduced. In 1976, the monthly minimum was \$50, by 1980, \$75. A variation on the

usual theme came in the mid-70's when a P.E. teacher led his diet “blueprinters” on the warpath against the dean of students and the cafeteria management in a crusade to forcibly purify everyone's diet by demanding removal of certain foods.

Dormitory workshops were a pretext for griping nearly as serviceable as the food service. Students for years made compulsory attendance a debating point, however specious, and ways of meeting the requirement varied a great deal over the years. In view of complaints, particularly from the north side of the campus, about the quality of dormitory workshops, the aim became to have fewer but better ones, and

more options. Computerization was probably inevitable, considering the size of the student body and the high symbolic value of attending service. When students were given a batch of computer cards to turn in as they attended the workshop options of their choice, the question became whether to use them up as fast as possible and be assembly-free for a season or to wait till the last minute to use them, running a risk that some might not get used in time. Considering the eternal battle to plug loopholes and lessen exceptions in the face of the efforts of talented young legalists, it was debatable whether spiritual growth occurred in spite of it all or because of it.

While most teachers may have felt that not too much studying had gone on, certainly some curricula encouraged competition for grades more than others. For many years that competition was most evident among aspirants for admission to C.M.E., afterwards L.L.U.



*The college band, led by J.J. Hafner, marches in a local parade, followed by a temperance society float, early fifties*



TOP ROW, LEFT: *Students baked and shipped cookies to U.S. military men serving in Viet Nam, 1965*; TOP ROW, MIDDLE: *Newton Hall lobby*; TOP ROW, RIGHT: *A Cappella tour, J. Wesley Rhodes, conductor*; MIDDLE ROW, LEFT: *Meeting of the Student Senate, early seventies*; MIDDLE ROW, CENTER: *Skateboarding, late seventies*; MIDDLE ROW, RIGHT: *Dean Grams visits with a student in Nichol Hall*; BOTTOM ROW, LEFT: *Ted Wick, Campus Chaplain, moderates College Bowl, late seventies*; BOTTOM ROW, CENTER: *Student Association officers, 1978~79*; BOTTOM ROW, RIGHT: *Campus radio station KANG reporting election returns, 1978*

Over the years, the vexed problem of recommendations to medicine haunted many teachers and terrified innumerable students whose antics had been less than judicious and who were wondering whether some of their stuffier deans or teachers would make revelations. As Percy T. Magan wrote to President Nelson in April, 1933, questionnaires were of doubtful value, and how much more did the schools know when they had them back all filled out? "I am greatly afraid if the old faculty of Battle Creek College had been obliged to fill out this kind of questionnaire about me and if the Union College faculty had been obliged to fill out a similar one about you, that both of us might have had a rough time even to have gotten to first base. ... We are certainly living in a most highly organized age, if it isn't too much organized."

From time immemorial, the mighty have expressed their displeasure when their children have unexpectedly failed of acceptance to medical school (at least on first try), and a bright young career has been held up for some venial indiscretions. In earlier decades the intimates of some applicants were perhaps the most cynically aware of the "conversions" that took place at the start of the senior year (or in extreme cases, even the previous spring quarter) when well-known rascals testified at Weeks of Prayer. The process of recommendations, the eventual arrival of "the letter," were matters of keenest interest and speculation for the science-related students and their friends, particularly in the winter quarter.

Work was traditionally an important part of the P.U.C. student's experience. Up through the early 40's most students were employed on campus, but with the war years off-the-hill employment became a permanent part of campus life. During the war the most usual place to find jobs was at Mare



*P.U.C.'s widely publicized anti-smoking parade heading to St. Helena, mid-sixties*

Island, and for some years thereafter a significant number of students worked at the Veterans' Home in Yountville or Napa State Hospital at Imola. To meet the demands of more complicated times, the lengthy and individualized procedures for handling a request to work off campus (often at triple the campus wage scale) had to be more or less gracefully adjusted.

An unfortunate by-product of the inflation of American living standards was the virtual impossibility for even the most ambitious student to work his entire way through college in the normal number of years. This in spite of \$1.75 million in student labor furnished

by the college in 1981-82. Though many students still worked regularly, the variety of jobs open to student labor had actually shrunk and had necessitated the hiring of more full-time employees. Rising costs and the interpretations of the state labor code also complicated the situation. No practical method of reviving the old work-study ideal had yet been devised. Tuition rose from \$68 per quarter in 1943 to \$385 in 1967 to \$1575 in 1981. State scholarships, federal aid through work-study assistance, loans to nursing students and teacher candidates, and college financial aid were all helpful; yet the difficulty of obtaining a Christian education was acute for many students and their families.

The student body at P.U.C. has typically been cosmopolitan and ethnically varied. The college never excluded racial minorities, but blacks were not numerous. Probably the first to attend Healdsburg was C.M. Kinney, converted by J.N. Loughborough in Reno in 1878. He attended Healdsburg from 1883 to 1885 and became the first black ordained to the Seventh-day Adventist ministry. Sixteen black students were enrolled in 1935-36 when a special inquiry was made. When Associate Dean Tom Smith made a detailed

analysis of P.U.C. enrollment trends in 1980, he noted increasing numbers of non-Caucasians in attendance: 10% of Asian origin, 5% Hispanic, but only 3% African-American. Eight percent of those enrolled came from outside the United States.

The war, the G.I. Bill in its aftermath, and the peacetime draft all served the college well, keeping young men in school who, except for their distaste for the armed services, might not either have cared to go to college or bothered to get good grades when they did. Certainly the school prospered for years directly or indirectly on these forms of government assistance.

In the World War II years President Klooster had been furious at what he interpreted as draft dodging by P.U.C. students. In 1945 he wrote Carlyle B. Haynes, head of the War Service Commission of the General Conference, about two flagrant cases where young men claimed 4-D (ministerial deferment) but were taking premed courses. He saw it as “a first class case of fraud.”

Explaining to an angry father the background to his hardhearted stance, Klooster wrote of checking in with the Napa draft board to get acquainted on his arrival as president: “You may imagine my complete surprise when the draft board processed me severely for the irregularities which allegedly had been occurring here on the hill. I was dumbfounded when I was told that there was more of draft evasion and subterfuge than in any other place in Napa County. I found that the board had the opinion that they could not trust the administration of the college to be truthful in its representations to them and numerous cases were cited as evidence in support of the board’s position.” He assured them he would be “straightforward, impartial and honest” with them.

Dean Christian recalled that the president was even offered bribes on occasion to help fool draft boards. Klooster urged to the War Service Commission that no one with a ministerial (4-D) deferment be allowed to heed a postwar



*One of the Hawaiian Club’s annual presentations*

call to the healing arts until at least five years had passed, just to give some assurance that the revised vocation had been or now was genuine. Needless to say, the Brethren would not grasp that particular nettle. In at least a few cases, however, the shift from cure of souls to cure of bodies was not permitted, and Klooster received some rather warm letters.

Few targets offered more opportunity to critics of college standards than the whole area of entertainment. In 1932 when George Greer’s group on a choir tour sang at Easter sunrise services in Riverside, President Nelson had to defend or at least palliate the indelicacy. He assured conference president J. E. Fulton that Greer “had no thought of giving reverence to this service. It was entered into merely as a musical experience with no thought of the religious aspect.” (Having delivered himself of that whopper, the president assured the board chairman that it would not happen again, that Greer had been encouraged to do it in the first place by a former conference president living in the area.)

To provide cultural and educational recreation, P.U.C. provided the

Adventure Series (Saturday night lyceum programs) and the Artist Series throughout the period. The former were mostly motion picture travel lectures. Visiting performers on the Artist Series were occasionally nonplussed by Angwin's "special requirements." In 1940, lyceum performers were warned about dress, jokes referring to the age of the earth, "setting up" before sun-down, using tobacco or alcohol on campus, performing "cheap music." Women were not to wear jewelry, lipstick, low-necked dresses, brilliant nail polish, or "prominent" makeup. Musical numbers were to be approved by the head of the Music department. The series brought performers of the very highest quality and renown to P.U.C. over the years—vocalists, choral groups, instrumentalists, and the famous service bands. Skyrocketing costs ended the series in 1982.

Yet, with all the care, Saturday night Artist Series could bring rebukes, if only for an unfortunate word in the announcement. In 1957 President Fowler replied to a complaint from the field that the Don Cossacks had dancers. He patiently explained this was not to be considered dancing in the usual sense of the word, and further assured the good lady that P.U.C. did not teach dancing. Certain noted faculty members were known to walk out on programs which incurred their displeasure, whether by local or imported talent.

By 1980 the day had passed when any auditorium could be filled with students simply because there would be pictures moving upon a screen. Though the Adventure Series programs were the best of their kind, student interest was tepid and they might prefer another of the simultaneous activities usually available. The community and the neighboring churches responded,



*Irwin hall in snow*

however, with enthusiasm, and when the all-time favorite, Stan Midgley, made his annual appearance, Pacific Auditorium used to be easily packed twice in the evening.

Films were a perpetual problem and decisions were of predictable inconsistency. In olden times a faculty committee might preview a film and laugh heartily, but turn the film down anyway. Lists of approved and disapproved films came from the Union Conference. Making it on one such list in 1960 were such fare as *Bambi*, *Good Morning Miss Dove*, *Kon Tiki*, *Living Desert* and *My Friend Flicka*, as well as the Heidi movies. Failing the test but seen at one time or another were *Cheaper by the Dozen*, *The Diary of Anne Frank*, *Goodbye Mr. Chips*, *The Great Locomotive Chase*, *Nightmare in Red* (a documentary on the Russian Revolution) and *Abe Lincoln in Illinois*. Two Lassie films were on, one was not. Distinction was made in later years between community entertainment films and the more serious discussion series, intended for the college students and teachers only.

Drama at P.U.C. was set back for years by the uproar over the presentation of *The Diary of Anne Frank*, though it had already been presented at "the other place" without comment. One veteran faculty member surmised that if plays, or skits, were done badly enough, there was no problem. The difficulties came when a good performance suggested too much professional talent or time had been involved.

At various times, films about P.U.C. were made for historical or promotional purposes, and in 1960 an ambitious three-part film was produced by P.U.C. and La Sierra jointly. The hopes of its creators were but partially realized. Part two was criticized for a table scene with glasses suggesting

wine glasses. There were some informal shots which had low-backed dresses and faculty members wearing shorts. Though these were outdoor recreational shots, neither college would use the offending segment.

There was always a lighter side to student life, the product of the overflow of youthful energy and creativeness. Each student has his own memories of unscheduled but memorable occurrences, ranging from the occasion when a score of young gentlemen raced through Andre Hall in stocking masks or when someone released scores of marbles on the floor in the library or let loose various barnyard friends in that same temple of learning, to the caroling and counter-caroling just before Christmas vacations, ten o'clock yells, and the organized door slams in which the young ladies sometimes indulged in more innocent days long ago.

In the early 50's, when the atmosphere in the men's dorms became too electric, the deans would conduct their charges to the gym for a general rough-house. The late 50's were an aqueous age, with waterfights between the dorms, which were sometimes countenanced, and individual water throwing, which was not. For several years, the fastest-moving item at the College Mercantile must have been the penny balloon. Water balloon marksmanship became such a mania that to pass Grainger or Newton was an invitation for a soaking, regardless of age, sex, or altitude on the administrative totem pole. Visiting academy principals wrote indignantly of drenchings. (Could it have been at the hands of their own alumni?) A new system of window screens ended that era.



Later, the elaborate system of intramural sports probably served the purpose of an extra physical outlet. It was probably an exaggeration to say the men's deans did not visit upper floors of the dorms except in pairs.

One-of-a-kind reminiscences might include the time when the power for the organ was cut off during the processional for senior presentation, and the organist, robes and all, established a record as yet unbroken on any P.U.C. track to get to the basement and turn the power back on. Then there was the mysterious appearance one year in the *STUDENT DIRECTORY* of the beautiful "Lorelei Martini." When interested young gentlemen called her number, they found they had the college P.R. director on the phone.

One prank, nipped in the bud, was conceived by two enterprising electrical mechanics who set up and equipped with photo flash bulbs a duplicate string of lights for the annual Christmas tree lighting ceremony. Certainly, if the president had pressed the button to illuminate the tree, the assembled dignitaries, parents, grade school songsters, and passing students would have had an experience to remember well after the purple spots had faded from their vision.

The exercise mania did not spare P.U.C. Jogging, and running alone in spite of all warnings and threats, became a regular feature of college life. It is amusing to speculate on what would have been the reaction of a dean of women of a half century ago to the sight of scantily clad nymphs bouncing along on the public roads, at all hours and in any weather.

College life changed in many ways. A dormitory dean of an earlier generation confided that he thought 90% of the disciplinary problems related to student autos. Student parking became a major problem undreamed of by administrators in the early ages. In 1943 the college would garage a student car at \$1.50 a month with a 25-cent-per-day penalty for each day a car was not back in place at the end of a leave. With the war on, more students had an excuse for a car. Those requiring cars for work had to store them in a designated area in back of Grainger Hall and leave the key with the dean.

It may be true that some students could not spell (and when could they ever?), and many were simply delighted when a class for which they paid per period in tuition had to be dismissed early (and when haven't they been?),



TOP: Volunteer fire department practice;  
 ABOVE: Inspection of the two civil defense hospitals stored in the basement of Pacific Auditorium by Sheriff John Claussen, District Supervisor Julius Caiocca, W.E. Anderson, P.U.C. business manager, Dr. M.E. Mathisen, Academic Dean, and Vincent Ferriole, Deputy Director of Napa County Civil Defense. Each hospital unit contained 200 beds with complete surgical and medical supplies.

and they showed such skill in avoiding classes they considered difficult, and they grumbled about rules and regulations (and when was this not the case?). Compared to many of their contemporaries, P.U.C. abounded in students who were bright, clean and well motivated, and there were many who studied voluntarily and would achieve brilliantly. In many ways they faced the troubled times into which they were born with less docility, perhaps, but with more understanding and awareness than many of their critics, whose somewhat selective memory processes, and especially their selective forgetting, idealized a dubious golden age. With all their faults, they mostly grew up and still felt a commitment to finish the work given to the Church to do. P.U.C. had reason to be proud of her sons and daughters. In and out of church employ, they were pursuing an ever broader variety of careers. And there were always new lights on the missionary map at each Homecoming vespers.

## THE ANGWIN COMMUNITY

On October 24, 1976, representatives of the college and the Napa County historical societies met with the descendants of Edwin Angwin on College Avenue by the Grainger Hall stone wall to dedicate a plaque, a registered historical marker, on the site of Angwin's 1889 resort hotel. These grand-children of the man who gave his name to the commu-

nity had never seen the place which bore their name, nor would their ancestor have recognized his little spread if he had been able to visit the hilltop with them. It would still have been a woody setting, but there would be easily 40 or 50 times as many people, a growing proportion of them no

longer residents of a “company town” as it had been 60 or 70 years before. The only man-made object the founder would have recognized would have been the stone wall.

The three Angwin brothers, Edwin, William, and Alfred, left St. Agnes, Cornwall, in 1866 to seek their fortunes in America. William became the Methodist pastor in St. Helena; the other two worked for the Central Pacific railroad in Sacramento. Edwin married Elvira Mendenhall in 1873 and the next year purchased a portion of the old Yount grant on Howell Mountain. To supplement his income from general farming and logging, he opened his resort and operated it from 1889 to 1909.

A second plaque was later placed near the College Market to note the probable site of a scouting party from Hudson’s Bay Company, checking out possibilities in the buffer zone between the Russian and Mexican interests over a century and a half earlier.

Growing from a scattered collection of cottages to the second or third largest aggregation in the county, Angwin was still helter-skelter and as yet unincorporated. There was no true “downtown.” Though needs for police and public services were felt, sometimes keenly, the topography of the area kept the cost of providing municipal government and amenities so astronomically high that the residents had not wished to take such a step. True, there were pockets of bourgeois elegance in contrast to what used to be called “Old Faculty Hill,” but economics made Angwin development like something out of the Book of Judges where “every man did that which was right in his own eyes.”

In spurts over the years, the roads to St. Helena were straightened and widened, though perhaps no one calculated how many thousands of the taxpayers’ money it cost for each second shaved off the time needed to get to St. Helena! The old landmark stone bridge finally fell victim to the needs of progress, dubiously so called, and the cut made through the adjacent hill was now called Caiocca Pass after one of the county supervisors. There is no doubt that Angwin roads improved immeasurably between 1965 and 1980; it may be only a coincidence that for the last eight of those years a county supervisor resided in Angwin.





The growth of the Napa Valley itself added to the pressure on real estate prices and on the water supply (which had seemed inexhaustible in earlier generations). Jealously guarded by most of those who enjoyed its unrivaled setting, but also an increasingly pleasant place for settlement of people from many parts of the world, Angwin attracted its share of new arrivals, many not Adventists. Three of 1980's view lots, without a structure on them, would have equaled the price of the entire college plant in 1909. The Angwin post office still closed on Sabbath and there was no babylonish Jell-O or Sanka in the College Market, but the college was no longer the sole *raison d'être* for the community. It was not just on the valley floor that "slow growth" and "no growth" were debated. In Angwin, too, the Great American Dream of making a killing in real estate collided with the determination of environmentalists to preserve the beauties of Napa Valley and resist the creeping slurbs.

A further complexity was the presence of a retirement community, continually expanding, not only on the Hill but down to St. Helena and from Yountville in the south to Calistoga in the north. To be charitable, the presence of the St. Helena Health Center (once St. Helena Sanitarium) might have been a justification for some, and so might have been a natural tendency to seek out covens of like-minded retirees. But if these senior Adventists did not feel that they could accept the counsel of Ellen G. White to spread out to the "dark" areas but must cluster about an institution, it might have been wished that they would watch more TV or cultivate more petunias instead of feeling called upon to second guess the administration of the college.

The character of the more depressed areas of the Angwin community was affected also in a perceptibly negative, anti-institutional way by the



*Science Complex Phase II groundbreaking, 1979, President Cassell speaking*

growth of a floating marginal population of casual students and one-parent families, who were able to survive in Angwin through the welfare programs of the Great Society.

These sometimes censorious populations had in common an excess of unoccupied time, gainful employment not being a primary characteristic of either. To put it another way, did not the traditional aggregating of Adventist populations in the purlieus of its institutions increase with the availability of Social Security, Medicare, welfare and food stamps?

The major economic problem of the community remained the lack of successful local industry or business. As students and noncollege residents of working age or their spouses usually worked off the hill, the excellent roads up Howell Mountain came to be among the most heavily traveled in the county.

The Chamber of Commerce, originally founded in the 30's as a speech class project, was by 1948 an "unofficial" permanent community organization, working for local

improvements and representing the area in dealings with government bodies. At that time, Professor H. W. Clark led in mapping, numbering, and naming the streets of Angwin and long served as head of the Chamber. In 1953 natural gas lines reached central Angwin, and dial telephone service in 1956. The Chamber was heard from when questions of Napa County zoning and subdivision regulations were fought out in Angwin.

In December, 1941, an elaborate civil defense organization was set up, again with Professor Clark as head. Plans were sketched out for handling medical problems, refugee and relief work, and air protection. The community was divided into 16 zones manned by 26 wardens; and with armbands, whistles and flashlights, they enforced the blackout. The Medical Cadet

Corps personnel and facilities were also made available in case of need, and the student body was warned to take to the woods and scatter at a one-minute fluctuating blast on the college siren. Fortunately these preparations were never used except for an occasional drill, and one could imagine other problems which might have come to the minds of dormitory deans if the entire student body had been dispersed through the underbrush.

At intervals there have been serious fires, inevitable given the wooded and brushy nature of the hilly landscape. After the great three-day fire of May, 1931, the college and community (including the Sanitarium) agreed to contribute \$1000 toward stationing a California state fire truck in the area. The Angwin community subsequently developed a first-rate volunteer fire department to serve reciprocally with state forest service and county fire services. In 1982 it had 33 firemen and trainees, most with training as emergency medical technicians (EMT's). There were two 1000-gallon engines, a rescue vehicle, an initial attack vehicle, and a 1500-gallon tanker. Two ambulances were quartered in the modern fire station and manned by a volunteer community ambulance service. A part of the Napa County system, and receiving funds from them, the fire department was professional in all but name.

Vet Heights developed as a community in itself. For some years, during the height of the G.I. period, this subcommunity had a high degree of solidarity, electing its own mayors, running a commissary and building its own chapel. Nearly eighty families lived in over 30 trailers and quonsets. With the quonsets gone the area became Mobile Manor, providing housing for students and employees in their own mobile homes.

The Angwin airport, though it had many vicissitudes in management and financing and in relation to the instructional program of the college, developed into an excellent small airport with creditable facilities—a long and expensive growth from the strip created in 1960 and formally opened in April, 1961.

## CENTENNIAL REFLECTIONS

Prophecy is always risky. But to look backward too fixedly can be fatal in a real and inexorably changing world. While we reminisce, the future is already upon us. Familiar vistas are being altered beyond ready recognition. At P.U.C., we hope that not everything will change—certainly not the tree-lined hills, the clear mountain air, the fog of a summer morning. May there always be someone who will find a Diogenes Lantern growing in the Howell Mountain backlands.

Physical changes are very visible on the campus itself with the renovation and replacement of familiar structures and the addition of other build-

ings as the flow of funds permits. As in all private colleges, the flood of applicants has slacked off. Nationally, there is disenchantment with higher education; it is no longer a kind of magic ladder up to the good life. The pressures of inflationary costs, balanced against the quality of education available to Adventist young people, will be the pressing problem of the next decade. A first-rate faculty has been built up. Can it be maintained and be seen as emulating in its long tenure and strong character the “giants of old,” at the same time developing an academic program that will meet the needs and be within the means of Adventist young people in the last years of the twentieth century? Can P.U.C. still stand, not as a



*General Conference President Neal C. Wilson, '42,  
Congressman Don Clausen, President Cassell*

target, but as a symbol? Will its thousands of alumni be so concerned about the terrible “Australian disease,” which has allegedly destroyed P.U.C.’s ability to educate Seventh-day Adventists, that they forget what the college has done and is still doing for the vast majority of the young people who come to the campus?

Have today’s Adventists, lay and clergy, a strong commitment to Christian education? Some of the leaders begin to doubt it. Are some Church members in a never-never land of the imagination that reflects their own nostalgic yearnings, fears, and insecurities, so that they imagine that pluralism in the



*Campus view, 1976*

Church can be exorcised by some executive fiat, and the college restored to what they think it was before such leaders as P. T. Magan and W. E. Nelson began the fateful moves toward accreditation?

As President Cassell told the board in November, 1981: "Ninety-eight percent of the students enrolled at P.U.C. are baptized members of the Church who come largely from Adventist homes and thus represent a microcosm of the Adventist Church today." A gap between what the college is expected to enforce and what many students see at home and in their home churches means that these students are caught in complex pressures pulling at them from every side. The college attempts to maintain conservative

Christian ideals on Christian living while the students are maturing in a relationship with Jesus Christ. "Our schools provide the major internal evangelistic outreach of the Church, and as such we must not forget that sanctification is indeed the work of a lifetime and that perfection, whether individual or corporate, is never attainable except by the grace of Christ." The college and the faculty "have been judged and condemned from afar by individuals who have little knowledge of the facts and most often less knowledge of Christian ethics."

It has made for a centennial year which has been perhaps the most difficult the school has had to face since the closure of Healdsburg. The inquisitors fail to realize that both at Healdsburg and in Angwin under President Irwin, the curriculum had a

strong classical tone and aimed to provide a balanced, liberal arts education appropriate to Seventh-day Adventists. They were by no means the narrow Tartuffes current critics appear to be. The college must serve the whole spectrum of California Adventism—not just one narrow constituency of whatever extreme.

Said Mrs. White (CHRIST'S OBJECT LESSONS, p. 333):

God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is displeased with those who are too careless or too indolent to become efficient, well-informed workers. The Lord bids us love Him with

all the heart, and with all the soul, and with all the strength, and with all the mind. This lays upon us the obligation of developing the intellect to its fullest capacity, that with all the mind we may know and love our Creator . . . We should not let slip even one opportunity of qualifying ourselves intellectually to work for God.

The Greek word for mind means “process or faculty of rational thought.” The commandment calls on us to love God with every power we possess. We have, therefore, an obligation to think, “to love the Lord with all your mind.” Where can this be done better than in a Christian college and with a group of committed Christian scholars to stimulate students to Christian maturity and the practice of discernment? It is not just information but a process of arriving at valid, authoritative answers.

That is the ideal, and we frequently fall short. Teaching people to read was the beginning of sorrows. The chained Bible was safer—or the burning of suspected knaves, fools, and intellectuals. In a pervasively evil world, safety is not found in an ever more rigid orthodoxy or in hiding young persons from the need to work out their own faith and to have a reason and a basis for it. The faculty does not invent the questions. The students bring them from the world “out there” to which they will have to return. To pose legitimate questions and to discuss them with dedicated Adventist scholars is an important reason for the existence of a place like Pacific Union College. “Faith that is afraid to think is unbelief in the mask of piety.”

It is self-defeating to be paying glowing tributes in lofty rhetoric to our college on the mountain and its ideals of Christian education and yet to refuse to face the difficult facts involved in supporting a college program in these times. “Downscaling” while preserving quality is the difficult task



*P.U.C.'s Window Tree as it appeared in the late seventies*

imposed on the college by the economics of the eighties. Can we summon sufficient breadth of vision to realize that changes in procedures—educational, managerial, financial—are not necessarily violations of principle, that new times demand new ideas if a small denominational college is to survive in an age where techniques become ever more sophisticated and costs more inflated.

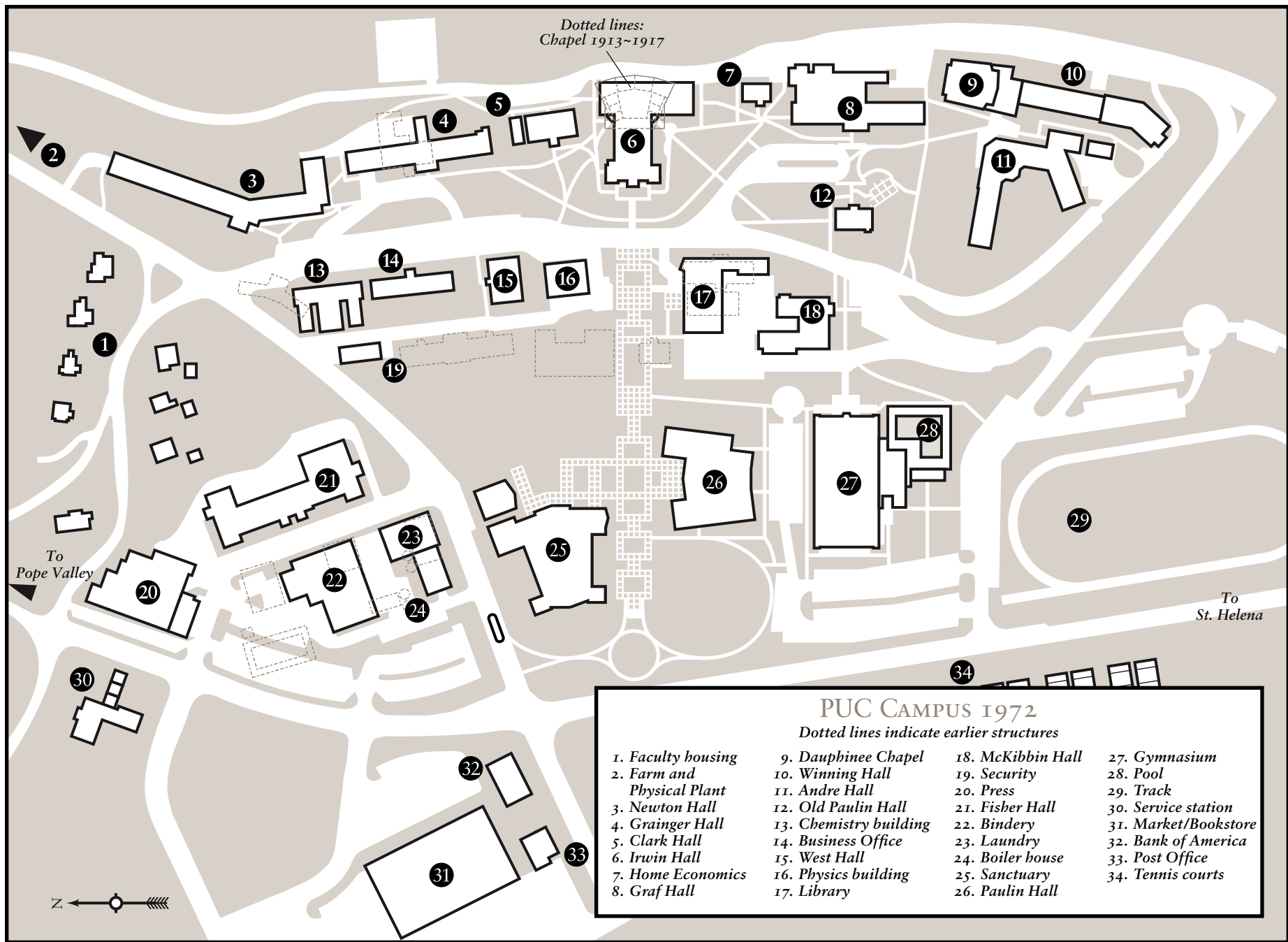
Again, President Cassell speaks as the centennial year begins:

I submit that Pacific Union College is a better place educationally, spiritually, and physically today than it was 100 years ago and that with God's grace, it will continue to provide

young men and women with a unique Christian alternative to public higher education . . . P.U.C.'s educational program is specifically designed to acquaint students with God-given answers to those most basic questions of life. That is why I believe our educational institutions provide the best evangelistic resource of the Church. As we celebrate this centennial year together, let us determine to preserve those educational and spiritual standards that have distinguished this college over the years and dedicate ourselves and every means at our command to making P.U.C. an even better place in the years to come.

Let us produce the kind of leadership, supported by the kind of alumni and constituency, who can answer with courage and confidence the challenge offered by Agnes Lewis Caviness '12 in her Founders' Day address in 1956:

How dare we do less than be loyal to this college, which was 'conceived in opposition, brought forth in penury, nourished in adversity, but reared in the sunlight of God's providence!' When the music festival met on this campus a few weeks ago, Dr. Camajani said that the A Cappella Choir had real tone quality—'a tone so solid you could stand on it.' Beloved, I have a passion that the men and women of this college should develop a loyalty to their college—to the eternal principles on which it was founded, and to each other—so strong that we could stand on it.





## PUC SINCE 1982

Walter Utt's history of Pacific Union College ends on a somewhat melancholy note. Writing in the summer of 1982, he anticipated, apparently, a period of painful decline in the college's future. The mid-1970s looked more and more like "the Good Old days," he thought, as the college faced economic retrenchment and deepening divisions created by spokesmen for an "anti-intellectual strain." The centennial year, he wrote, had been "perhaps the most difficult the school has had to face since the closure of Healdsburg." The college was beset by "critics" and "inquisitors" and people living "in a never-never land of the imagination" that reflected "their own nostalgic yearnings, fears, and insecurities." Was the church still committed to Christian education, he wondered. "Can P.U.C. still stand, not as a target, but as a symbol?"

He was not surprised when publication of the third edition of the college history was postponed, and his manuscript rested quietly in the files of the public relations office.

Dr. Utt frequently reminded his students that historians, even as they aimed at objectivity, were shaped by their environment. About the time he was updating the college history, he wrote an examination question for students who had just finished reading Thucydides, Gibbon, Parkman, and other great historians in his course on historiography: "To what extent can or should a historian free himself from the cultural or other limitations of his times? How did our authors reflect the values of their age, class, or locality?" The question applied, he would have been the first to admit, not only to the authors of historical classics, but also to Walter C. Utt. His own "historical context," as he rewrote the college history in 1981-82, deserves careful analysis.



*Walter Utt, 1964*

A future historian, writing the fourth edition of the college history, will need to explain that Pacific Union College endured a crisis of confidence between 1979 and 1983—and, equally important, that Walter Utt and some of his closest friends were near the center of the controversy. Like most church colleges during that period, P.U.C. faced an economic crisis based on higher costs and a declining pool of college-age youth. At the same time, many Adventists adopted new attitudes toward public education, seeing community colleges or state universities as reasonable alternatives to expensive denominational schools. P.U.C.'s enrollment began declining after 1975, with a particularly sharp drop between 1979 and 1984, as intense theological controversy and a national recession exacerbated the already-serious problems of the college. By the autumn quarter of 1984, P.U.C.'s student body had shrunk by almost 40 percent.

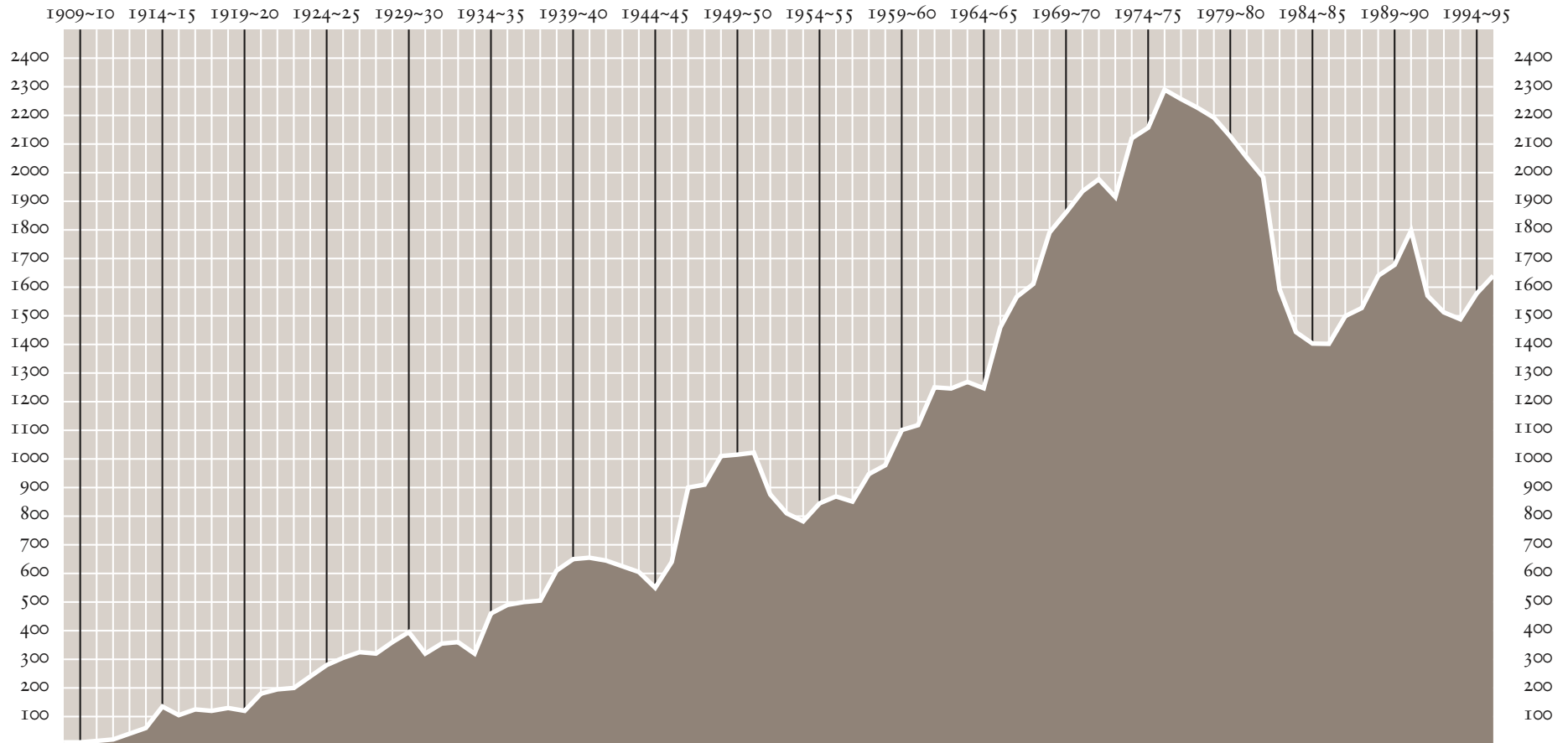
Walter Utt obviously expected readers of his last revision of the college history to be familiar with the disputes of this period, so that his brief reference to Desmond Ford and the "intense criticism focused on the religion department"—as well as a final cryptic joke about the "terrible 'Australian disease'"—would not require further explanation. A generation later, however, memories of the controversy are fading and many readers, no doubt, require more details.

Angwin's equivalent of "the shot heard round the world" was fired in a Sabbath afternoon lecture, presented on October 27, 1979, in Irwin Hall Chapel by a visiting professor from Avondale College, Desmond Ford. In a lecture with the provocative title "The Investigative Judgment: Theological Milestone or Historical Necessity?" Ford challenged traditional Seventh-day Adventist interpretations of the heavenly sanctuary, especially the view

## ENROLLMENT FIGURES, ANGIN CAMPUS, 1909~1996

*Figures reflect headcounts for the third week of Autumn Quarter. Figures through 1950 are estimated averages and may include academy students*

<b>Year</b>	1918~19.....130	1928~29.....360	1938~39.....610	1948~49.....1010	1958~59.....978	1968~69....1791	1978~79....2192	1988~89....1640
1909~10.....10	1919~20.....120	1929~30.....395	1939~40.....650	1949~50....1015	1959~60....1101	1969~70....1861	1979~80....2127	1989~90....1678
1910~11.....15	1920~21.....180	1930~31.....320	1940~41.....655	1950~51....1022	1960~61....1118	1970~71....1934	1980~81....2053	1990~91....1795
1911~12.....20	1921~22.....195	1931~32.....355	1941~42.....645	1951~52.....876	1961~62....1250	1971~72....1977	1981~82....1984	1991~92....1577
1912~13.....40	1922~23.....200	1932~33.....360	1942~43.....625	1952~53.....809	1962~63....1246	1972~73....1915	1982~83....1592	1992~93....1512
1913~14.....60	1923~24.....240	1933~34.....320	1943~44.....605	1953~54.....782	1963~64....1269	1973~74....2110	1983~84....1443	1993~94....1488
1914~15.....135	1924~25.....285	1934~35.....460	1944~45.....550	1954~55.....845	1964~65....1247	1974~75....2157	1984~85....1403	1994~95....1578
1915~16.....105	1925~26.....305	1935~36.....490	1945~46.....640	1955~56.....869	1965~66....1460	1975~76....2290	1985~86....1402	1995~96....1640
1916~17.....125	1926~27.....325	1936~37.....500	1946~47.....900	1956~57.....851	1966~67....1566	1976~77....2259	1986~87....1499	
1917~18.....120	1927~28.....320	1937~38.....505	1947~48.....910	1957~58.....947	1967~68....1611	1977~78....2227	1987~88....1527	





that the book of Hebrews teaches the unique Adventist doctrine of an “investigative judgment” beginning in 1844.

P.U.C. administrators responded to the heated, worldwide debate that ensued by arranging with denominational leaders a study leave for Professor Ford at church headquarters in Takoma Park, Maryland. He was given six months to prepare a defense of his controversial views, with the promise that a widely representative group of church leaders and scholars would review his work. In a December faculty meeting, President Cassell explained the arrangement to Ford’s uneasy colleagues.

Never a theological crusader, Utt was not an advocate for either side in the debate, though he was appalled by the personal attacks employed by some of Ford’s critics. Ford’s sin, he said with wry humor, was that he had chosen to “talk in front of the children”—that is, share the complexity of a doctrinal problem with the laity. The removal of Ford from campus, he wrote in a March 1980 SPECTRUM essay, “appeared to threaten the atmosphere of free but responsible discussion which the present administration has fostered on the P.U.C. campus.”

When Elder Ford was defrocked after the Glacier View conference in the summer of 1980, controversy at P.U.C. took a new form. One influential group of faculty members believed that Ford had been mistreated and questioned the support of church leaders for intellectual inquiry. Another group believed that Ford’s ideas were just the tip of an heretical iceberg, and advocated a thorough housecleaning of “Fordite” and “new theology” professors. When their demands were ignored, they began to call for the ouster of the administrators who were “protecting” these teachers. (The divisions at P.U.C. were hardly unique, of course. A similar conflict broke out on several other Adventist campuses, with Southern College suffering an especially destructive theological donnybrook.)



Front page, CAMPUS CHRONICLE, September 25, 1980

By reason of his age, his eminence as a writer and scholar, and even his physical infirmity (hemophilia-damaged joints forced him to rely on two canes by the 1980s), Utt was essentially “untouchable.” He was never in danger of losing his job. He lacked a zealot’s temperament, in any case, since (as he explained in a letter to a former student) “I am inclined to weigh, balance, analyze, consider causations, etc., and this probably prevents me from the fiery commitment I should have.” To some crusading reformers, he was a mere “gradualist.” Yet he was the friend and counselor to younger teachers who were in real danger, people who were the target of steady, specific attack both on campus and far afield. He courageously defended these colleagues, even as he urged them to be prudent and cautious. “It will never be known how many of our letters were not sent, how many resolutions were not acted upon, because we had the stumbling good sense to ask Walter first,” commented Larry Mitchel, a member of the religion department during the crisis years.

Like President Cassell, Utt eventually came to the conclusion that most critics of the college were ill-informed or malicious. When he was invited to present a worship talk at the May 1982 board session, he cleverly rewrote a passage from Edmund Burke’s REFLECTIONS ON THE REVOLUTION IN FRANCE to make his point, substituting “Angwin” and “P.U.C.” in the place of “England” and “British.” He warned board members not to form a judgment of the college “from certain publications which do, very erroneously, if they do at all, represent the opinions and dispositions generally prevalent in Angwin.” Warming to his role, he declared: “Because half a dozen grasshoppers under a fern make the field ring with their importunate chink, whilst thousands of great cattle, reposed beneath the shadow of the P.U.C. oak, chew the cud and are silent, pray do not imagine that those who make the noise are the only inhabitants of the field; that of course, they

are many in number; or that, after all, they are other than the little, shriveled, meagre, hopping, though loud and troublesome insects of the hour.”

In retrospect, it is clear that P.U.C.’s crisis involved more than hot emotion and misinformation. The two sides in the debate over P.U.C.’s future had different principles and assumptions, not just different manners and varying degrees of “tolerance.” P.U.C.’s administration was probably unwise, for example, to arrange group counseling as a remedy for the theological quarrels in the religion department. As Erwin Gane, the department’s leading defender of “historic Adventism” explained: “The ‘intolerance’ of the so-called ‘conservative’ stems from his strict loyalty to a line of truth which does not allow for co-existence with contradictory emphases. It is not that the ‘conservative’ cannot tolerate views contradictory to his own in matters other than those fundamental to the faith of Adventists.” The basic question for P.U.C.—and the church as a whole—was “What is really fundamental to the faith of Adventists?” and no amount of smooth talk, political finesse, or courtesy could have completely smothered the question.

Yet if the college’s critics could not fairly be dismissed as merely ignorant or unstable, Utt was right nonetheless to see them as revolutionaries, for they often displayed a radical temperament, an itch for sweeping change, that belied their claim to be defending tradition. As the crisis of confidence reached its most intense, Gane issued a statement claiming that the college’s teachers and administrators were divided into



TOP: *College Dairy* ceased operations in 1986;  
CENTER: *Summer Graduation* in the Amphitheatre;  
ABOVE: *The Rieger organ* in the church sanctuary

two distinct camps—those who believed “that the purpose of Christian education” was “to engender a relationship with Christ and dedication to a set of revealed truths” and the “President and his supporters” who no longer supported these goals. He invited the board of trustees to choose between the two sets of ideas. Four senior teachers, elected as spokesmen by the chairmen of the academic departments and standing committees, responded with vigor. “It is the grossest corruption of language for a small group of willful critics who seek revolutionary changes and faculty purges in this and all Seventh-day Adventist schools to call themselves ‘conservatives,’” they declared (in a statement ghost-written by a young history professor). They insisted that P.U.C.’s administration and faculty still believed “in the historic values of our educational philosophy.”

At the beginning of the 1982-83 school year, (shortly after Utt completed his new version of the college history) President Cassell decided to resign. At the same special board meeting in which Cassell made the announcement that he would be leaving office at the end of the academic year, the trustees decided to fire Professor Gane. Much like a sports franchise, the college dealt with its troubles by seeking a new coach and dispensing with stars who were allegedly “not team players.” At some point, an institutional instinct for self-preservation—and something akin to war weariness among the college’s constituents—became more important than resolving a doctrinal dispute with complete clarity.

For many people, the best symbol of the crisis of confidence between 1979 and 1983 was not

a person or a bumper-sticker condensation of a doctrine (such as “progressive revelation” or “historic Adventism”) but the unpopular decision to tear down a campus landmark, the front section of Irwin Hall, including the president’s and dean’s offices, the religion department offices, and historic Irwin Hall Chapel. Barely mentioned by Walter Utt, who was putting the finishing touches on his revision of the college history even as the wreckers were doing their work of destruction, the Irwin Hall decision quickly took on nearly mythical importance to many P.U.C. graduates. Long the symbol of the college, this building had adorned college stationery for many years and was the focal point of the campus mall established by President Rittenhouse in the 1960s. The theological critics were always a minority, but a larger group, unaffiliated with these crusaders, saw the razing of Irwin Hall (especially in retrospect)



as a fitting symbol of an administration in disarray, increasingly isolated from its natural supporters and oblivious to the mobilizing power of sentiment and tradition.

Such symbolism may be a little too pat. For one thing, President Cassell had been planning to destroy Irwin Hall long before anyone was criticizing him for “tearing down the landmarks”—metaphorical or literal. “Irwin Hall has not only become obsolete and inefficient in use, but is structurally unsound based on current building codes,” he stated

in 1975, advocating that a new library be built on the site in anticipation of a 1985 enrollment of 2,800 students. A year later, Cassell introduced a new college logo, eliminating the photo of Irwin Hall that had graced official stationery for nearly thirty years. Though no serious consideration had been given to historical preservation of the building, Cassell asserted that keeping



TOP: Signs posted on Irwin Hall; ABOVE: The destruction of the front section and chapel of Irwin Hall in 1982

Irwin Hall would be “impractical,” “difficult,” and “expensive.” Besides, he said, the college needed a bigger administration building so that all the administrative offices could be located efficiently under one roof.

Strong protest to these plans did not emerge until 1981, when the idea of truncating Irwin Hall shifted from remote possibility to immediate probability. The college board voted on May 7, 1981 that the older section of Irwin Hall should “be vacated as quickly as possible” and demolition bids sought. At the same time, Cassell announced a plan for a unified administration building located in the old bindery building. Renovating the bindery for this purpose would cost almost \$1,500,000, reported the college architect.

P.U.C.’s faculty was nearly unanimous in opposing the president’s plan. As the result of a special faculty meeting a week later, the administration agreed to seek another expert opinion and establish a committee with faculty and student representation to consider all the options for the beloved old building. When the committee consulted with Kenneth Marr, a structural engineer with extensive historical preservation experience, they were told: “This building is a cut above most old buildings.” According to the engineer, Irwin Hall was a basically sound building, safe for continued use. If the college administration secured recognition of the building as a state historical building, he noted, Irwin Hall could be restored without bringing it up to current building codes.

Those opposed to refurbishing Irwin Hall got an unexpected boost a few days later. Alerted to the problem of Irwin Hall by a faculty member who hoped to save the building, county building inspectors arrived on campus and, after a cursory inspection, condemned the structure as



TOP: Image of Irwin Hall on the college stationery; MIDDLE: Logo adopted in 1976; ABOVE: The classroom portion of Irwin Hall remains.

a “dangerous building.” Unaware, apparently, that a structural engineer had reached the opposite conclusion four days earlier, the inspectors took the prudent course of action for liability-averse public officials.

The “Irwin Hall Plans Critique Committee” met several times over the course of the summer and concluded in the end that the building should be torn down. Like the spies sent into Canaan, the three sets of experts consulted gave wildly divergent reports. Though one architectural firm had offered to reconstruct Irwin Hall and make it “habitable again” for approximately \$300,000, the committee decided that it was not “cost-effective” to restore the building, nor was the Chapel likely to have more than “limited” use. They also endorsed the centralization of administration offices in the bindery building, an idea that quickly perished the following year as enrollment dropped sharply.

The final demolition of the condemned section of the building came in the summer of 1982, a little more than a year after the board’s first death warrant. The bill for tearing it down, including landscaping and creating a presentable facade for the

remnant now called “Irwin Hall,” came to \$100,000. Today the religion department is located in the basement of Graf Hall and the president and academic dean work in windowless quarters at the back of that same old dormitory. The pleasant, empty lawn in the center of the campus is an odd reminder of bitter controversy.

P.U.C.’s crisis of confidence did not end the day D. Malcolm Maxwell took office, but within three or four years the new president had confounded the expectations of decline so evident in the last chapter of Walter Utt’s final edition of *A MOUNTAIN, A PICKAX, A COLLEGE*. A graduate of P.U.C.—indeed, the

first alumnus to serve as the college president—Maxwell was, within the Adventist environment, as much a “great communicator” as FDR or Ronald Reagan on the national level. Like them, he recognized the vital importance of timing and images and had the knack, somehow, of inspiring action. Unlike them, he did not provoke a minority of die-hard critics, implacably irritated by his leadership.



*D. Malcolm Maxwell  
President, 1983~*

If it is too soon for a balanced historical judgment of President Maxwell, an historian may still venture to offer a few preliminary suggestions about the causes of P.U.C.’s recovery after 1983—all the while deferring, of course, to the magisterial conclusions of the author of the hypothetical fourth edition.

Trained as a theologian at Drew University, Maxwell had no interest in eliminating theological “pluralism” at P.U.C., as some critics demanded. Though he had high expectations of his teachers, he was no more likely to purge controversial teachers for narrowly defined ideological impurity than Cassell. Yet by one means and another, he quickly recast the religion department, so that by the beginning of the 1986 school year a majority of the teachers were new men, with no role in earlier controversies. He secured the dismissal of only one teacher, and he was not a “liberal.” In other departments, as well, significant personnel changes occurred in the early Maxwell years, as several influential teachers chose for a variety of reasons to pursue new ambitions.

Eager to demonstrate the revitalization of P.U.C., Maxwell took decisive action to eliminate an embarrassing symbol he had inherited from the previous administration: the rusting skeleton of a stalled building project, phase two of the science complex. Placing characteristic emphasis on fundraising, promotion, and development, the new president and his “administrative team” of five vice presidents were able to push this building project through to rapid conclusion. A large gift from Hong Kong philanthropist Chan Shun, and an even larger gift from the Archie Tonge Educational Fund (at \$750,000 one of the largest ever to P.U.C.) made it possible to open the chemistry section of the building in 1985.

Maxwell’s P.U.C. connection no doubt shaped the other major construction decision of his administration. Instead of leveling Clark Hall and sending

the biology department into exile in the basement of Chan Shun Hall, as unsentimental, short-term calculations might suggest, the president chose to save the striking, but increasingly shabby building. In a creative experiment, the college development office employed biology professor Terry Trivett as one of the key fundraisers in the \$4,600,000 campaign to refurbish and expand the building (and complete the lower level of Chan Shun Hall). Trivett quickly discovered that many of the hundreds of physicians and scientists trained in Clark Hall were happy to contribute to its preservation. Many other gifts and grants helped complete the campaign, including the largest donation in P.U.C.’s history—a million-dollar gift from Dr. Stanton May, one-time student janitor in Clark Hall.

Throughout his long tenure, second only to W. E. Nelson’s thirteen years at this writing, Maxwell has been forced to focus his energy on the college’s perennial financial problems. The basic trends were enough to give an accountant a migraine: shrinking church subsidies, declining enrollments in “feeder” schools, diminishing federal and state aid to students. A school dependent on tuition for most of its income, P.U.C. has, like most other private schools, repeatedly raised the price of its service. Tuition and fees have steadily outstripped inflation, with the cost of educating a dorm student jumping from \$7635 in 1983 to approximately \$17,000 for the 1996 school



*TOP: Restart of construction of Science Complex Phase II; ABOVE: Chan Shun (seated) and President Maxwell at the dedication ceremony of Chan Shun Hall in 1985*

year. At the same time, the college has dramatically increased the amount of money spent on scholarships—tuition discounts, in effect.

Under Maxwell's leadership, the college has persistently sought new markets. With at best mixed success, P.U.C. has both recruited students in Asia and experimented with extension programs and visiting teachers in sites ranging from Singapore to Hong Kong and China. A small English language program seeks to prepare some of the new international students for college-level work in an unfamiliar language. In addition, an energetic (and ever-increasing) corps of extension, enrollment, and "retention" specialists make P.U.C.'s case to non-Adventist evangelical students, to older students seeking "degree completion" off campus, and even to high school seniors in the Napa Valley. With no one quite sure which markets offer the most possibilities for the future, enrollment has increased six out of the last nine years—a reassuring sign after the years of decline between 1976 and 1985. The college retains a de facto policy of open admissions, though in recent years the vice president for academic administration and some board members have tentatively suggested the wisdom of higher admission standards.

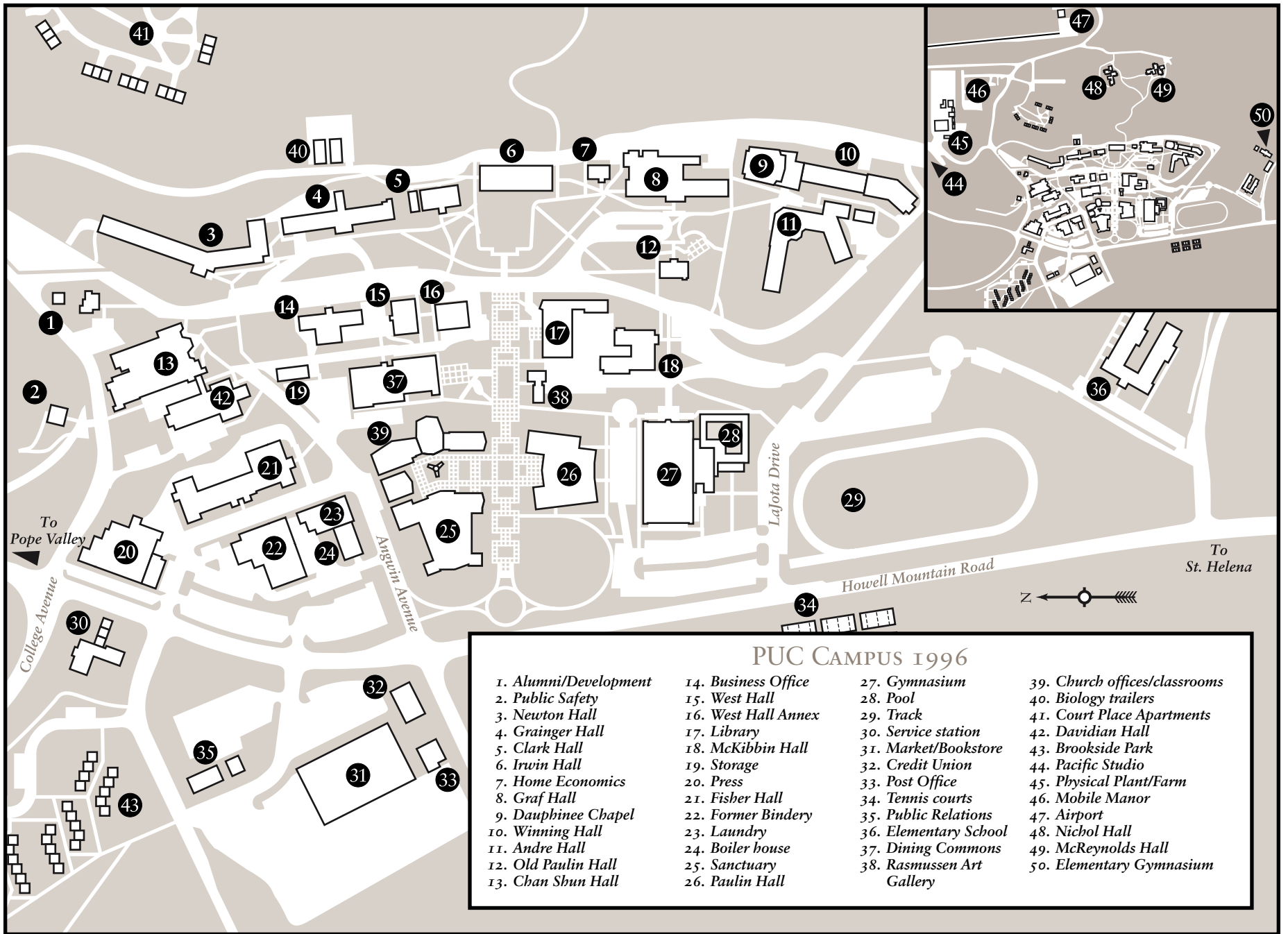
As a small denominational school, P.U.C. seems fated to live with recurring crises. Or as an earlier generation would have put it, we have no choice but to "walk by faith." Professor Ken Millard left a 1993 board of trustees meeting with a strong sense of unsolved problems. "I once knew a large family that lived in the declining remains of an old hotel," he told his colleagues. "As they lived only in one end of the building, they engaged in consuming the remainder for firewood. ... Our situation at P.U.C. seems a bit similar," said Millard, noting such problems as postponed repairs and woefully inadequate budgets for academic equipment and library books.

President Maxwell would no doubt wish to point to areas of improvement, including a small but growing endowment and a steadily decreasing debt. The most important part of the college's mission—that mysterious transaction between student and teacher in the classroom—remains vital. In fact, in recent years the academic quality of Pacific Union College has gained wider recognition than ever before.

In spite of Walter Utt's cheerless expectations in 1982, P.U.C. has endured and thrived. Though the college faces serious problems in 1996, no one expects it to decline and fall. It is even possible to imagine a future historian who will look back at the 1990s as "the Good Old Days."



TOP: *Chan Shun Hall, late eighties*; ABOVE: *Students on the mall, 1994*



# FOOTNOTES TO THE HISTORY OF PUC

- 1920 - College precinct returns: Harding, 85; Cox, 3; Socialist candidate, 1.
- 1921 - The college owns two trucks and two touring cars.
- 1922 - Signs proclaiming a 15-mile-an-hour speed limit erected at each entrance of the campus.  
- Nature Club formed.
- 1923 - Aaron Larson proposes a 400-foot “thriller” cable back of North Hall, with a drop of 15 feet to provide “innocent amusement” for the boys.
- 1924 - College store renamed “College Mercantile Company.”  
- Library budget set at \$400. By special action 60% of this is to be spent for devotional books.  
- Diogenes Lantern chosen as the school flower.  
- A visiting violinist charges \$175 for his performance. Remaining programs to be supplied by music faculty and recitals.  
- College precinct returns: Coolidge, 80; Davis, 3; LaFollette, 29; Prohibition, 3.  
- Mah jongg forbidden; sets to be confiscated.
- 1925 - Four-tube radio installed in each dorm at a total cost of \$200.  
- Hot water denied the residents of Alhambra.  
- Students list greatest material needs of the school as: swimming pool, drapes for South Hall, elevator, new bakery, pictures for classroom walls, fireplace in the gym for winter socials.  
- President promises a pool.  
- Seventy students to Mount Tamalpais by truck for vacation outing.  
- Debating club decides that France shall pay her war debts.
- 1926 - Hopes expressed that an amphitheater may be built where the home economics building now stands.  
- A 50-watt amateur transmitter approved for West Hall. Professor Newton to supervise Milford Nelson, Leland Fuller, Richard Pogue and Lester Cushman in its use.  
- Defective wiring results in fire which nearly burns Alhambra.  
- Twenty-two-inch balloon trousers are high fashion for male students.
- Eight students sit at each of 30 cafeteria tables. It is estimated that Miss Spear has 235,900,000,000, possible seating combinations to make, which, at a change each meal, will take her 214,000,000 years to accomplish.  
- Class gift is the S.S.P.U.C. for mission work on Brazilian rivers. Mrs. H.H. Votaw makes up the difference in cost.  
- Healdsburg bell in service. Smaller bell previously used is now the dinner bell.  
- Hawaiian orchestra flourishes, led by A.E. Cochran of the Mandolin, Banjo, and Guitar Club.  
- English Club formed.  
- Miss Chapman holds special class in hatmaking to accommodate girls with bobbed hair that needs covering.  
- Typical remarks of faculty members:  
Prof. Mortenson, “We are not counting this. We are trying to find out what he knows about it.”  
Miss Olson, “Oh my!”  
Prof. Anderson, “Let’s sit up and take notice.”  
Prof. Newton, “You can’t think while chewing gum. Spit it out.”  
Prof. Weniger, “That’s magnificent!”  
Elder Emmerson, “Just one more thing, and that is ... .”  
Dr. McReynolds, “The curse causeless shall not come.”  
- A wave of spinach-eating follows a series of health talks.  
- President Nelson’s car is run into the ditch near Toland House by reckless driver.  
- Average girl’s board bill is \$12.57 monthly; boy’s average, \$16.75.  
- The cafeteria consumes annually: 16,773 lbs. potatoes, 450 gals. cottonseed oil, 4057 lbs. bananas, 21,600 lbs. flour, 1430 doz. eggs, 20 gals. honey, 54 crates oranges, 27 crates lemons, 9 sacks onions, 1800 cans home-canned tomatoes, and 480 two-lb. cans Nut Cero.
- 1927 - The Nelsons visit the Orient; L.W. Cobb is acting president.  
- Picture of “Christ and the Rich Young Ruler” presented to the school by the Nelsons before their departure.



- Professor Newton's radio is placed in chapel so that the school may hear President Coolidge.
- Commercial Club formed.
- Charles Lindbergh flies over the campus.
- At nine cords a month, Philip Wright is acknowledged champion of the woods.
- Parties unknown paint dormitory roof in junior class colors.
- Estimated cost of the senior year at P.U.C. placed at \$500.
- 1928 - College precinct returns: Hoover, 142; Smith, 17; Prohibitionist candidate, 9; Socialist candidate, 1.
- 1929 - College contributes \$5000 to help Southern California Junior College with its indebtedness.
- 1930 - Professor Newton leads entire student body on outing to Atlas Peak to see eclipse.
- College Avenue is paved from the gym to Professor Paulin's house.
- Choir bus used to transport students to Los Angeles during Christmas vacation.
- 1931 - The first Father-Son banquet: Caleb Davidian, founder. Mother-Daughter affairs begin shortly afterward.
- Benefit program given for CAMPUS CHRONICLE. Admission: 25¢ and 15¢.
- 1932 - Fiftieth anniversary celebration. Addresses by W.C. White and J.E. Fulton.
- Twenty inches of snow fall in one day. Electric blower out of commission, chapels canceled. Sabbath School and church held in each dormitory. Press, dairy, garage, and kitchen in confusion.
- Present-day Brookside Drive is named Hoover Road.
- South Hall is renamed Graf Hall.
- Room, tuition and laundry charge cut \$1, to \$29 per month; school year cut from 37 to 36 weeks; 10% discount for cash in advance for school year, 5% for month.
- (October 23-29) P.U.C. is first S.D.A. college to be accredited by the denomination's Board of Regents.
- College precinct returns: Hoover, 138; Roosevelt, 29.
- 1933 - As an economy move, Dr. Wolfkill recommends "do-it-yourself" in procurement of laboratory cats. Farm subsequently reports boom in rats.
- Road is straightened. Choir bus had previously found it necessary to back twice to make certain curves.
- (April 13) P.U.C. is first S.D.A. college to achieve nondenominational accreditation.
- 1934 - P.U.C. and S.C.J.C. have same board.
- College purchases a used Greyhound bus for \$700.
- Road from Four Corners to the college is surfaced.
- 1935 - Authorized clubs functioning are: General Culture, Language, Physical Science, Commercial, Speech, Elementary Education, Pre-medical, Biology, Stamp, and California Native Sons.
- Warning that there will be no more marshmallow roasts unless a minority cease abusing their privileges.
- Miss Spear produces "coconut crinkles" from a recipe of Mrs. W.E. Robbins, with assistance of Parshall Howe.
- Check of old ad building shows Room 3 to be the coldest, Room 13 to have most holes in the roof. Seating in the remodeled chapel features married couples down the middle of the center section.
- Allorie Babienco wires lights in Irwin Hall so that the bells ring when light switches are thrown.
- "Old Maud," the steam engine, sold to Japan for scrap.
- Inauguration of a new St. Helena-Pope Valley stage route makes it possible to leave hill and get back same day, using public transportation.
- Seniors vote to discontinue the "class night" because it is "not collegiate."
- 1936 - Road between Four Corners and the Sanitarium is paved.
- The prominent Douglas fir, Nebuchadnezzar, is shortened by 18 feet to preserve the tree. Great excitement and demands that the president stop the mutilation.
- Reading of the CHRISTIAN CENTURY in the library restricted to faculty members.
- W.C. Baldwin and Lee Mote create the "Angwin Zephyr," ten feet long, five feet high, carrying six passengers and crew of three on 100 feet of mine rails at 10 m.p.h. Cost \$25. Located on elementary school playground. Scrapped in 1938.
- W.C. White resigns from the board after connection with the college over much of the previous 55 years. C.L. Bauer elected to the board.
- Alumni Association presents a memorial plaque honoring President Irwin. R.B. Lewis is designer of plaque. Professor Weniger and Elder Fulton speak.
- 1937 - Snowfall of over 20 inches, the heaviest in fifty years. Exams postponed in favor of winter sports. Mail to Pope Valley by sled. Hikers unable to reach Three Peaks. Frozen pipes leave thirty homes without water.
- Clubs down to four: International (Dr. Johnson); National Forum (Prof. Weniger); Science (Dr. Hoen); Liberal Arts (Prof. McDonald). Meetings are held one evening each month.
- First separate organization of prep school seniors. Don Lee, president.

- Bus purchased to provide transportation for Sanitarium students.
- Business Manager Cobb urges P.U.C. to withdraw from National Youth Administration student aid, seeing it as an indirect form of aid to churches and a violation of separation of church and state.
- 1938 - P.U.C. has highest enrollment in the denomination.
- Library is open in the evenings but pass is required.
- The college provides \$83,473.14 in student labor for the 1937-38 school year.
- 1939 - Minimum board for girls set at \$11; average is \$13.66; top, \$20.93. Minimum board for boys, \$13; average, \$15.50; top, \$23.20. Seventeen girls and 49 boys stay within their minimum.
- College steam roller goes too fast for a turn on the way to Sanitarium and goes off the bank.
- First Faculty-Missionary reception is held.
- Record Week of Sacrifice offering of \$1500.
- CHRONICLE campaign winners go to World's Fair at Treasure Island.
- 1940 - Kitchen cans 2000 quarts of youngberries.
- CAMPUS CHRONICLE publishes the draft numbers of the male students.
- P.U.C. gives \$5000 to assist building women's dorm at La Sierra.
- College precinct returns: Willkie, 194; Roosevelt, 15; Babson (Prohibition), 9.
- (September 1) Construction of McKibbin Hall begins, giving the academy separate facilities for the first time.
- 1941 - H.W. Clark heads civil defense in the community; Orville Baldwin is fire chief.
- 1942 - First air raid drill.
- For only time, senior class is asked to elect officers in the fall and have second election for second semester.
- 1943 - Five-day suspension from use of the library is tried as a means of curbing whispering and social activity in the reading room.
- Largest enrollment of ministerial students in P.U.C. history.
- Of 60 doctors in the 47th General Hospital, U.S. Army Medical Corps, 17 are former P.U.C. students. Also from P.U.C. four nurses and at least two administrators. President Smith opposes this "colonization" of Adventist medical personnel and urges that they be "scattered here and there so they can let their light shine."
- Quarter system is introduced.
- Because social, recreational, and program committees overlap, President Klooster merges them.
- 1944 - College purchases Martin Springs for \$500.
- Faculty briefly enjoys \$15 book allowance.
- Fire burns over 6000 acres, comes within a mile of college.
- Total of P.U.C. students and alumni in military service passes 400.
- (October) George Juler said to be the first World War II serviceman to return to P.U.C.
- Prune crop reaches a record value of \$1625.
- Angwin election returns: Dewey, 187; Roosevelt, 12; Watson (Prohibition), 9.
- 1945 - Publication of first graduate bulletin.
- Honors Convocation with 38 participants (two semesters with B average or better).
- First minor in physical education in an Adventist school.
- Literary elite form Silverado Club, publish QUICKSILVER.
- DIOGENES LANTERN program features life of Beethoven, "No Other Choice."
- Student Association resuscitated; Harvey Retzer first president; first S.A. activity is all-day picnic.
- Plans for V.E. Day include blowing of sirens and ringing of bells, special convocation with patriotic singing, band, and address by Elder F. B. Jensen; no recreational activities.
- Registrar's office moves downstairs to north front of Irwin Hall.
- Big fire burns over 25 square miles, comes within two miles of college. P.U.C. boys put in 3500 hours of firefighting.
- Hawaiian Club formed.
- 1946 - Veteran's Club organized.
- (February) Nylons line forms at 5:30 to 8:00 outside college store. Girls' worship let out early, classes and breakfast skipped. Fedalma Taylor and Helen Kannenberg get the first of 54 pairs available.
- First P.U.C.-L.S.C. exchange program.
- 1947 - Trailer city renamed Veteran Heights.
- First classes at Albion; glass-bottomed boat for field station built in college woodwork shop; christened CORYNACTIS with a bottle of Atlantic Ocean water.
- Mrs. Edwin Angwin dies at 98. (Mr. Angwin passed away in 1918.)
- Record-breaking investiture of Master Comrades; 105 candidates with 3000 honors.
- Ground training classes for pilots under Professor Nutter; flying done at Sonoma County airport. Eight licenses granted first year.
- Polls find students favor building a new gym 5 to 1; over half favor two hours of compulsory labor daily.

- 1948 - Mass investiture of 138 Master Comrades.
- New band uniforms introduced.
- Tennis courts constructed behind Grainger Hall.
- S.A. helps on senior class gift of electric sign erected in St. Helena at Pratt Avenue turnoff.
- New fire truck built in engineering and machine shop from used Navy crashwagon.
- Angwin election returns: Dewey, 434; Truman, 59; Watson (Prohibition), 22; Wallace, 10; Thomas (Socialist), 1.
- 1949 - (February 24) First broadcast by KANG on carrier current.
- Evangelistic effort in Oakland. P.U.C. religion and music students on constant duty throughout entire period.
- Elder E. W. Dunbar's Week of Prayer services lead to four-hour testimony meeting.
- Snowfall of 36.5 inches.
- Hattie Andre is present on Alumni Homecoming Day for the dedication of Andre Hall.
- Great Arson Scare: (1) Drive-in at the Circle burns in mysterious circumstances on a Friday night, just before it was to be completed; (2) Fire in Grainger Hall on following Friday night causes \$4000 to \$6000 damage, counting typewriters thrown from windows, etc.; (3) Dairy barn burns on succeeding Friday night. Calves and one-third of building saved. Damage \$6000. Community frenzy. Vigilantes fail to find culprit(s). No more fires.
- Japanese war crimes trial transcripts given to library by E. J. Kraft, interpreter at the trials.
- Chamber of Commerce census finds Angwin population 2000 (1250 persons in 400 homes, 210 in 70 trailers, 540 in college dormitories). College employees: 150. Village students: 100 elementary, 70 academy, 170 college.
- 1950 - Forerunner of S.A. Senate formed in parliamentary procedure class.
- U.S. Census shows 1943 permanent residents in Angwin, 527 buildings, 54 carpenters, 40 fulltime nurses.
- Supervisor Tamagni opens the new county road across the valley. Professor Mathisen's Buick is the first car to make the trip.
- Classes begin at 8:00 instead of 7:30 for benefit of off-the-hill workers.
- Storm reaches 60 m.p.h. and cuts all power for 24 hours.
- (November 7) First official use of the new gym.
- Bolander Cup awarded in speech classes for the largest number of "uh's" in a five-minute speech.
- 1951 - American Temperance Society gives original program, "Let's Face It," in many presentations off campus. Written by Richard Lewis and Robert Hampel.
- CHRONICLE campaign brings in 5900 subs.
- "Mitey MOG" is bulldog of Men of Grainger.
- U.S. weather station opens on campus.
- The P.U.C. plant has a capitalized value of \$14.5 million.
- 1952 - First homecoming "Hour of Memories." Alonzo Baker is emcee.
- "Alumnus of Year" award established, presented at commencement to Dr. Charles E. Weniger.
- Lampshade industry begins its brief career on campus.
- Price of CHRONICLE doubles to \$2.
- Great S.A. "umbrella" meeting.
- Angwin election returns: Eisenhower, 489; Stevenson, 52; Hamblin (Prohibition), 12.
- 1953 - Radio Research Forum prepares "Here I Stand" on tape for use by M.V. Societies.
- First P.U.C. graduates finish at Avondale (Australia) affiliated campus.
- 1954 - The General Education program begins.
- Public relations scheme of paying P.U.C. and Sanitarium workers with \$2 bills to impress valley merchants with community purchasing power.
- Ken Kimura's Japanese banquet fills gym. Rickshaw service provided.
- April Fool story in CHRONICLE about discovery of gold behind Newton Hall is repeated by a Southern California newspaper.
- All-night serenade of Andre Hall. Every hour a different floor of a boys' dorm takes over. Water keeps musicians at respectful distance.
- 1955 - Tragic summer with deaths of Dr. H.L. Sonnenberg, Dr. Mary McReynolds, and Dr. L.L. Caviness
- Science Hall renamed Clark Hall.
- 1956 - Year of 60-inch rainfall. College gives free tuition to flood victims. Student volunteers help clean up Yuba City.
- Fitfully-functioning chimes substituted for bells throughout the class day. (In later years, after several revivals of the chimes, class periods end without special signal.)
- Daily devotional in chapel at 7:30 a.m. for entire student body replaces dorm morning worships. Different faculty members speak each week. Classes begin at 8:00.
- Chapel seating changed. Two boys, then two girls, and so on throughout the Irwin auditorium. Spirit of "south balcony" broken.

- Series of “bumps” to slow speeders on College Avenue creates furor. Removed in 1967.
- Night lights permitted in dormitory rooms.
- Angwin election returns: Eisenhower, 497; Stevenson, 38; Holtwick (Prohibition), 4.
- 1957 - College and S.A. offer scholarship for Hungarian refugees. No takers.
- College celebrates 75th anniversary with DIOGENES LANTERN combining a college history and alumni directory. Post office uses special cancellation.
- (November 26, 11:01 p.m.) Community dial telephone service begins.
- 1958 - Recommendations of the Seventh Tri-School Workshop include: \$6000 to be raised for a joint mission project; P.U.C. and W.W.C. to permit mixed seating at religious services (as L.S.C. already did); S.A.’s of the three schools to provide joint financing for a new publication.
- Student communion service replaces the traditional testimony services at the end of weeks of prayer.
- A new campaign for a swimming pool voted.
- Former presidential residence at the foot of Irwin Hall steps is removed to Bay Street after purchase by a private party.
- Data processing lab begun.
- 1959 - First faculty retreat held at Hoberg’s resort in Lake County. Becomes a “tradition.”
- New S.A. constitution; Student Senate created.
- 1960 - Creation of position of Dean of Students.
- Pool campaign plans to raise \$40,000 in four weeks.
- Angwin election returns: Nixon, 681; Kennedy, 14.
- 1961 - Swimming pool completed.
- Alexandre Kerensky, former premier of Russia, visits campus, returns in 1966.
- Local campaign to repeal the 19th amendment.
- Herschel Hughes creates statue of “The Thinker” on Newton lawn. Normal color is white but has been subject to occasional nocturnal change.
- Lively emotions over establishment of guard house at campus central entrance. Discussion whether it is intended to keep deleterious elements out or effervescent ones in.
- Community Service Center opened in St. Helena as an evangelistic project of the religion department. Fifty-eight enroll in Bible class.
- 1962 - Final church building campaign gets under way.
- Irwin Lectures revived under S.A. sponsorship.
- New data processing operation provides survey of church members of the Pacific Union, showing a direct relationship between years of S.D.A. education and staying in the Church.
- 1963 - Airplane FERNANDO STAHL christened at Angwin airport for South American mission service.
- Ervil Clark begins campaign to save the Window Tree.
- Hilarious series of faculty cartoons by Herschel Hughes in the CAMPUS CHRONICLE cut short by unappreciative administrators (the targets) and protests of academy principals.
- 1964 - M.O.G. abolishes itself, aged 41. Though later reconstituted in somewhat more sober vein, fades out again.
- Successful student missionary campaign sends first P.U.C. student teacher, David Martin, to Pakistan.
- Northern Napa county ravaged by extensive fires. Opening of classes delayed while students and faculty join firelines.
- Angwin election returns: Goldwater, 433; Johnson, 155.
- 1965 - Dauphinee chapel inaugurated.
- Gym named Pacific Auditorium; chapels begin to be held there.
- 1966 - Final church groundbreaking ceremony. Construction actually begins.
- First P.U.C. alumnus elected to U.S. Congress: Jerry Pettis ’38, from California’s 33rd District.
- Dorm room deposit raised from \$25 to \$100; hourly tuition charge goes from \$19.50 to \$25.
- 1967 - First S.A. College Bowl contest.
- Paulin Hall opens. Old Paulin Hall becomes student center, and later is given to the counseling center and the English department.
- Faculty meetings move from the physics building to the new Paulin Hall.
- Chancel furniture and lighting fixtures in new church designed and made by Elder Leslie Hardinge and Professors Pontynen, Craver, and Hust of the industrial arts department.
- 1968 - (January 6) First services in the new church.
- Dorm phones installed at a rate of about 20 students per phone.
- Angwin election returns: Nixon, 515; Humphrey, 38; Wallace, 17.
- 1969 - WASC accreditation granted for 4-year term.
- The year of three CHRONICLE editors.
- “Zodiac” kills a P.U.C. student at Lake Berryssa, wounds another.
- 1970 - Phones installed in each dorm room.
- “Willie the Woodcutter” kills a P.U.C. student.
- Women may wear pantsuits to class.

- 1971 - Death of Dr. Richard Fisher in class; his name given to Industrial Arts building.  
- Fire at Angwin Credit Union. Manager and \$80,000 disappear.
- 1972 - Erection of church bell tower. The 1005-pound Healdsburg bell is hung there after decades of marking the beginning and end of the Sabbath from the roof of Irwin Hall. Later becomes mute.  
- (February) Board permits Student Association and faculty observers, except for executive sessions.  
- (April 6) Chairman of the Board upholds the ban on beards. In the fall beards are permitted.  
- Academic Senate begun. Department chairmen to serve four-year terms.  
- Science Complex I (later Davidian Hall) begun.  
- Angwin Election returns: Nixon, 1199; McGovern, 168; Schmitz (American Independent), 39; Spock (Peace and Freedom), 11.
- 1973 - Academic Senate abolishes the "F" grade (reinstated in 1977).  
- (October) Enrollment reaches 2000.  
- (November) Gas shortage reaches Angwin. Long lines form, sometimes beginning the previous evening.  
- WASC renews accreditation, this time for 10 years.
- 1974 - Dr. Dowell Martz elected county supervisor in heated contest. Issue is county growth rate; re-elected peacefully in 1978.
- 1975 - Garden Pantry opens (earlier known as The Apple), starting as a somewhat health-oriented bypass of the cafeteria.
- 1976 - State water crisis does not reach serious proportions in Angwin.  
- Business office in \$75,000 expansion.  
- (October 24) Historical marker on stone wall in front of Grainger honors Angwin hotel. Angwin descendants attend ceremony.  
- Angwin election returns: Ford, 1252; Carter, 142; Maddox (American Independent), 24; Wright (Peace and Freedom), 22.  
- P.U.C. enrollment peaks at 2299.
- 1977 - Angwin population estimated at 4081.
- 1978 - Tuition goes from \$200 to \$220 per quarter hour of credit.  
- Angwin returns for election to House of Representatives: Don Clausen, 826; Norma Bork, 268.
- 1979 - First P.U.C. alumnus, Neal Wilson '42, to become president of the General Conference.  
- Oil spill in Angwin Creek.  
- (October 27) Most noted meeting of Adventist Forum. Desmond Ford speaks.
- 1980 - Desmond Ford leaves the P.U.C. campus.
- Denomination-wide title inflation reaches P.U.C. Vice Presidents proliferate in campus offices.  
- Though voting procedure is questioned, the P.U.C. church verdict is "no" on women elders.  
- Alexandre Ginzburg, Russian dissident, speaks at P.U.C., praises Russian Adventists.  
- P.U.C. chickens given another chance; \$40,000 spent on new machinery, including an egg cleaner.  
- Angwin election returns: President: Reagan, 976; Carter, 214; Anderson (Independent), 102; Clark (Libertarian), 47; Radick (American Independent), 3; Smith (Peace and Freedom), 3. Congress: Clausen, 952; Bork, 354.
- 1981 - Four-year nursing degree, in affiliation with White Memorial Hospital, approved.  
- (April through June) Controversy over the fate of Irwin Hall. Chapel sealed shut.  
- (April) New church organ arrives and is installed.  
- Poultry and bindery closed.  
- Administrative offices move from Irwin Hall to Graf Hall.  
- Penny Aaen becomes first woman elder of P.U.C. Church.
- 1982 - (January 18) Senator S. I. Hayakawa of California speaks at P.U.C. as part of the Centennial lecture series.  
- (February 14) Prize winning CAMPUS CHRONICLE Valentine contest, won by Richard Magnuson:  
Your stately curves, your wrinkled skin,  
The wrecker's ball will do you in.  
I'm sorry, Irwin, there's no other way.  
So have a happy last Valentine's Day!
- 1983 - An alumnus becomes president of P.U.C.  
- The college church is dedicated, free of debt.
- 1984 - Phase II of the Science Complex officially restarted in May.  
- "Politics makes strange bedfellows," writes Walter Utt in a CAMPUS CHRONICLE article. "It lines single-issue Adventists up with the Marin and Hollywood hedonists who fear the Moral Majority may tinker with their life style."  
- Reagan impersonator makes surprise visit to campus, November 5.
- 1985 - Control gates on La Jota Avenue removed.  
- Faculty member James Chase appears on "The Price is Right."
- 1986 - Angwin hit by 7.4 inches of rain in one day, Feb. 17.  
- Faculty votes to approve "modest shorts."

- “20,000 Baptized in Napa flash floods” announces April Fool’s  
CAMPUS CHRONICLE.
- William Miller (Wayne Judd) presents vespers program.
- College dairy closes after 77 years of operation.
- 1987 - Pastor suggests worship credit as antidote to declining student church  
attendance.
- Graf Hall reopened as a dormitory.
- 1988 - Board recommends tuition hike of 6.3%.
- “Tithe diversion problem” discovered at P.U.C. church.
- Herbert Blomstedt, San Francisco Symphony Conductor, visits  
campus, discusses religion and music.
- P.U.C wins two of the three national Zapara Awards for teaching  
excellence.
- 1989 - H. Roger Bothwell resigns as senior pastor, P.U.C. church.
- Intercollegiate sports competition allowed through Fellowship of  
Christian Athletes.
- Televisions in dorms approved (on “a trial basis”).
- On-line catalogue starts at the library.
- College church gets second Pastor Venden within a decade.
- “Great Quake of ‘89” causes minor damage at P.U.C.
- 1990 - New jewelry policy seeks “to educate and inspire, rather than require.”
- 1991 - “How Long Will It Last?” asks CAMPUS CHRONICLE issue featuring  
the Gulf War. “Gulf War Toll” (black boxed) totals losses.
- Infamous purple Cadillac becomes symbol of Grainger Hall.
- Dramatic Arts Society presents Murder in the Cathedral.
- Marit Balk joins the pastoral staff, the first woman pastor at the  
P.U.C. church.
- 1992 - Campus shaken by the death of student Josué Rosado in pool accident.
- Annual Parents’ Weekend established.
- The Amphitheater undergoes extensive renovation.
- 1993 - CAMPUS CHRONICLE publishes great debate on homosexuality.
- “Crossways” service in the sanctuary replaces more unconventional  
“Connections” (Dauphinee Chapel).
- 1994 - Faculty votes to remodel general education program.
- Martin Luther King Day voted in as official P.U.C. holiday.
- US NEWS & WORLD REPORT identifies P.U.C. as one of the ten best  
“regional liberal arts” colleges in the West.
- 1995 - The Window Tree is cut down.

## VARIATIONS OF THE COLLEGE SEAL AND LOGO



1996 version



1996 version

## BIOGRAPHY

### WALTER CHARLES UTT

Walter Charles Utt was born August 27, 1921, at the end of the Irwin epoch in P.U.C.'s history. His parents, Charles and Miriam Utt had both attended the college--indeed, his father was present on the day school opened on the Angwin campus in 1909. In 1921 Charles Utt was a member of the faculty.

Walter Utt grew up in South Lancaster, Massachusetts, where his father served for a decade on the faculty of Atlantic Union College as, at various times, teacher of mathematics, Greek, Latin, and English, as well as stints as registrar and librarian.

A hemophiliac, Walter was unable to attend school regularly after the second grade. At the age of 10 he was sent to Chicago for extended treatment in a special hemophilia research ward.

In 1932 Walter moved with his family back to California. When his father accepted a position in P.U.C.'s English department in 1938, Walter's medical condition improved enough for him to be able to attend P.U.C. He graduated from college in 1942, with a major in history. After graduation, he married Martha Rooks (1943) and went to work as a clerk in the Kaiser Shipyard in Richmond. In the postwar years he pursued graduate work in history at the University of California, Berkeley, earning his doctorate in 1952.



Walter Utt taught history at P.U.C. from 1951 to 1985, chairing the history department for 31 of those years. His students describe him as an exemplary teacher, evincing "effortless brilliance." They remember, as one of them said in 1986, how he arrived in class, armed with "scraps of paper, or backs of envelopes ... which were covered with his tiny scrawl. From these few notes would proceed marvelous, intensely interesting conversational lectures." One not-easily-impressed student from the 1960s declared: "I would pay cash at the door for an Utt lecture."

In addition to his excellent teaching, Utt was an influential member of the faculty, respected and sometimes feared by his colleagues and "masters" (as he described administrators) for his deflating wit and impatience with pretense. He also continued to pursue his research interests in the history of Huguenot resistance to Louis XIV. Though he never quite finished his book on this topic, he authored two lively historical novels on related subjects--in addition to writing three editions of the college history.

He died in 1985, a few days before his sixty-fourth birthday. In the minds of the thousands of students touched by his life, Walter Utt's career had been tragically cut short.

## A NOTE ABOUT THE PHOTOGRAPHS:

While many of the photographs from the earlier editions are included in this edition, others could not be found. Many have been damaged or have deteriorated since their use in previous editions.

Except, however, for a few instances where restoration and retouching have significantly improved an image or covered an unacceptable defect, they have not been restored, though they have been adjusted for the printing process.

J. Paul Stauffer, editor

Cliff Rusch, designer, P.U.C. Public Relation Office

Herbert Ford, project coordinator

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A limited edition photographic print of Irwin Hall from the original negative made by Herschel Wheeler in 1950 accompanied special edition copies.