



# Knightletter

VOL 4 NO 15 Pacific Lutheran University January 5, 1967



## SEMINARY

Three seminary representatives will be on campus next Wednesday through Friday to discuss with interested students aspects of the ministry.

## SPEAKERS

The three men are Dr. Clarence B. Lund, Northwestern Seminary, Minneapolis; Dr. Arthur Arnold, president of the Lutheran School of Theology, Rock Island (Ill.) campus; and Dr. Charles M. Cooper, president of the Pacific Lutheran Theological Seminary, Berkeley.

Dr. Lund and Dr. Arnold will speak in chapel on Wednesday and Friday, and Dr. Cooper will address the Thursday convocation.

In addition, the three will have dinner meetings with students, visit classes, meet with the faculty at a luncheon, and talk with students in the residence halls.

Leighland E. Johnson will be the visitors' liaison.

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## ORATORICAL

The preliminary rounds of an all-school oratorical contest will be

held Monday with the finals scheduled for 8 p.m. Tuesday in CB-200.

About 16 students have entered the contest, and they will present their original speeches Monday before a panel of PLU judges. From this competition five or six students will be selected to compete Tuesday evening in the final round.

Winners will receive cash awards, with first place getting \$25, second \$15, and third \$10.

Off-campus judges will be used Tuesday. The event is open to the public.

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\* VINCENT Faculty and \*

\* staff members \*

\* PRICE are reminded \*

\* to exchange \*

\* their Artist Series tickets for re-

\* served tickets for the presentation \*

\* next Friday of Vincent Price's one-

\* man performance at 8:15 p.m. in East-

\* vold Chapel. \*

\* Tickets are available at the \*

\* information desk and must be exchanged\*

\* by Friday, January 6. \*

\* Price's program is entitled \*

\* "Three American Voices" and will \*

\* feature varied dramatic works from \*

\* the great artists--Walt Whitman, \*

\* James McNeill Whistler and Tennessee \*

\* Williams. \*

\* Price is a celebrated star of \*

\* stage and screen, and is well known \*

\* as an art connoisseur, critic and \*

\* collector. He graduated from Yale \*

\* University and has honorary doctor's \*

\* degrees from the California College \*

\* of Arts and Crafts and Ohio Wesleyan. \*

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THE ROUNDTABLE

Dr. Arnold Hagen (education) recently attended a regional meeting of the Phi Delta Kappa honorary men's education fraternity in Vancouver, B.C. Hagen is president of the Tacoma chapter....Dr. and Mrs. George Arbaugh have arrived in Denmark, and send their greetings. Their new address: Malmosevej 44, Holte (Copenhagen), Denmark ....Jan Hollimon, former secretary to A. Dean Buchanan will graduate this month from New York University. She will also be married this month to Carl Sandberg of New York....Five faculty members will be in Portland Wednesday to conduct a theological conference for pastors. The men are Dr. Emmet Eklund (religion), Dr. Stewart Govig (religion), Dr. Curtis Huber (philosophy), Dr. Joseph Anderson (religion), and Rev. Kenneth Christopherson (religion)...Rev. Harvey Neufeld (church relations) has been appointed area director for the Lutheran Ingathering for Education (LIFE) of the ALC. He will work full-time on the campaign starting next month and will be in Minneapolis next Wednesday for a briefing session. ...The son-in-law of Rev. and Mrs. S. M. Moe (Ivy Court houseparents), Dr. Harry Bangsberg, president of Bemidji State College (Minn.) is in Viet Nam with a seven-man survey team studying universities in Saigon, Hue and Contho....Prof. Theodore O. H. Karl (speech) spent last week in Chicago attending the national convention of the Speech Association of America which drew more than 3,000 people. Karl served on the legislative committee of the conclave. ...Eric Nordholm (speech) spent the Christmas holidays visiting family and friends in Illinois and Indiana.

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 \* JUST A                                   The business       \*  
 \*   manager has noted\*  
 \* REMINDER                               a frequent ten-   \*  
 \*   dency among staff\*  
 \* members to make photo copies of letters,\*  
 \* etc., when typing extra carbon copies \*  
 \* at the same time the original was made \*  
 \* would have been far less costly. He \*  
 \* adds, "Let all who write letters or \*  
 \* memos--especially secretaries--take \*  
 \* note."  
 \*   \*\*\*\*\*  
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\* THEOLOGY                               Paul LeRoy Holmer, a Yale University Divinity School professor  
 \* PROF SPEAKS                           and treasurer of the Board of Christian Education of the Lutheran Church of America, will speak in chapel on Monday and in student convocation Tuesday.

\* Faculty members will have a chance to talk with Dr. Holmer in an informal luncheon at noon Monday in dining room 1 at the CUB. Area pastors will visit with Dr. Holmer Tuesday noon.

\* Professor Holmer is an advisor of the Danforth Foundation and has distinguished himself with numerous articles and books on Kierkegaard.

\* In addition, he has published "Philosophy and the Common Life" and "Theology and the Scientific Study of Religion."

\* Dr. Holmer received his BA and MA from the University of Minnesota, and his Ph.D. from Yale. He has received honorary degrees from the University of North Dakota, Norwich University and North Park College.

\* In addition to his other activities, he is treasurer of the Swenson-Kierkegaard Memorial Trust and serves on the editorial boards of the "Dialog" magazine and "Christian Scholar."

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CENTRAL SERVICES                           The central services facilities are swamped. According to the business office it is now necessary for all departments to reserve time for use of facilities.

Teachers must have their examinations into the mimeographing room soon. Departments expecting large mailings are asked to schedule them now for the coming semester. A calendar in the mailing room must be filled in to reserve time for handling any mailing. And all copy and envelopes to be mailed must be in the mailing room on or before the time scheduled.

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COMMENDABLE

THOUGHTS

The late Joseph R. Gerber, who guided Equitable Savings Company's advertising for nearly 40 years, composed these following thoughts that were brought to the attention of the KNIGHTLETTER by Dr. Mortvedt.

"Just for today--I will try to live through this day only, and not tackle my whole life problem at once. I can do something for 12 hours that would appall me if I felt that I had to keep it up for a lifetime.

"Just for today--I will be happy. This assumes to be true what Abraham Lincoln said: 'Most folks are about as happy as they make up their minds to be.'

"Just for today--I will try to strengthen my mind. I will learn something useful. I will read something that requires effort, thought and concentration.

"Just for today--I will adjust myself to what is; and I will not keep trying to adjust everything else to my own desires.

"Just for today--I will exercise my soul in three ways: I will do somebody a good turn, and not get found out. I will do at least two things I don't want to do--just for exercise. And today, if my feelings are hurt, I will not show it to anyone.

"Just for today--I will look as well as I can, dress becomingly, talk low, act courteously, criticize not one bit, and not try to improve or regulate anybody except myself.

"Just for today--I will have a program. I may not follow it exactly, but I will have it. I will save myself from two pests: hurry and indecision.

"Just for today--I will have a quiet half-hour all by myself for meditation and relaxation. During this half-hour I will try to get a better perspective of my life.

"Just for today--I will be unafraid. Especially I will not be afraid to enjoy what is beautiful, and to believe that, as I give to the world, so the world will give to me."

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\* BAND The PLU band,  
\* CONCERT under the direction of Gordon Gilbertson, will present a complimentary concert at 8:15 p.m. Wednesday in the Eastvold Chapel auditorium.

The program will include "Prelude and Fugue in E flat Major" by Bach and Conley, a medley of pieces from "The Suite from Bachianas Brasileiras No. 4" and "The March from 'A Little Suite'" by Arnold and Sumner.

Also on the program will be "Short Ballet for Awkward Dancers: by Herbert Hazelman, "An Ellington Portrait" by Floyd E. Werle, Manuel de Falla and John Morrissey's "Ritual Fire Dance from El Amor Brujo" and Polka and Fugue from the opera "Schwanda, the Bagpiper" by Jaromir Weinberger and Glenn Bainam.

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GOOD Helen Glaser, who writes a column called "Focus" in the KIRKLAND EAST SIDE JOURNAL from Kirkland, Wash., had these things to say about PLU art department chairman M. J. Kitzman: "...His paintings are what one imagines the old masters might have looked like before time dimmed their colors.

"They are large oils with a richness about them. They concern people--and they are people, not mere splotches; and when you see these people you share their emotions. They are real--by which we don't mean photographic, far from it. Here again an ecclesiastical feeling pervades, which may well have been the artist's intention in his marvelous background edifices.

"You will find much detail; but never does he allow all these interesting shapes and subtleties of color to confuse nor to obtrude.

"His are powerful presentations."

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KNIGHTS. The PLU basketball  
 TRIUMPH squad, showing the  
 same winning spirit  
 that won them the  
 Daffodil Classic, pushed Whitman College all  
 over the floor Tuesday night before ending  
 the rout with a score of 113-70.

Friday evening the cagers battle what  
 should be another weak opponent--Pacific  
 University. Although boasting a 5-3 record,  
 Pacific accounted for four of the victories  
 against the same team--Alaska Methodist.  
 And Alaska Methodist is not considered a  
 prime contender for anything but the cellar.

Coach Gene Lundgaard had time Tuesday  
 to watch his reserves in action after he  
 benched the starting five. Knight captain  
 Doug Leeland connected on 5-6 from the field  
 and 2-3 from the gift line while another  
 reserve, Gary Peterson hit 3-3 field goals  
 and 4-4 free throws.

Tim Sherry was top scorer for the  
 Knights, racking up 16 points while hitting  
 7-17 from the field and 2-2 from the line.

Following the Pacific game this Friday  
 the Knights face Linfield, which shouldn't  
 be too tough after losing seven key players  
 through suspension, and then top-rated  
 Lewis and Clark.

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 \* SOLOIST A high school so- \*  
 \* loist Invitational \*  
 \* RECITAL Recital will be \*  
 \* held at 12:50 p.m. \*  
 \* Friday in Eastvold Chapel auditorium, \*  
 \* featuring talented individuals from area \*  
 \* schools. \*  
 \* Included in the program will be \*  
 \* Bloch's "Poems of the Sea," Fiocco's \*  
 \* "Allegro," Mozart's "Concerto #3 in G \*  
 \* Major," Dvorak's "Biblical Song #5," \*  
 \* Liszt's "Hungarian Rhapsody #6," Cima- \*  
 \* rosa's "Concerto for Oboe," and Handel's \*  
 \* "Concerto in C Minor for English Horn." \*  
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GET MAIL Because the volume  
 of mail arriving on  
 AT HOME campus is increas-  
 ing, the business  
 office is asking all faculty members to re-  
 ceive their personal correspondence at home.

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 \* PUBLIC As a public ser-  
 \* vice, the Knight-  
 \* SERVICE letter will at-  
 \* tempt to answer  
 \* at this time a question that has been  
 \* bothering many of our constituents:  
 \* Why are the library lights left burning  
 \* all night? Answer: It is cheaper.  
 \*

\* Yes, it is cheaper to leave some  
 \* of the lights burning than it is to  
 \* turn them off. The reason is simple.  
 \* The library is partially heated by the  
 \* lights. The heat from the overhead  
 \* lights drawn into a chute, is funneled  
 \* through the building.  
 \*

\* If the lights were left off all  
 \* night, heat would have to be provided  
 \* from the auxiliary heating plant, which  
 \* would be more expensive.

\* Actually, three-fourths of the  
 \* light fixtures are shut off during the  
 \* night, leaving only one-fourth to heat  
 \* the entire building.  
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PHONE Extra copies of  
 BOOKS the latest editio  
 of the Tacoma  
 phone book may  
 be claimed at room A-106. Remaining  
 copies will be destroyed.

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\* BIRTHDAYS  
 \* Daniel Leasure January 7  
 \* Lorene Voracek January 8  
 \* Larry Egan January 10  
 \* Sherman Nornes January 10  
 \* Klaudia Barnes January 11

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WE CAN PROFIT FROM A FEELING OF DISCONTENT

by  
 Jerrold K. Footlick

The New Thoughts, New Challenges at a Session on Education Innovation  
 East Lansing, Mich.

"I have in my office," the vice president of a great state university told me last week, "a 4½-page list of faculty members my school could do without. They all have tenure, which they got when we were not a very good school. Next to each name, I have the retirement date listed, and we will pick them off one by one. But it's a long struggle."

Eliminating faculty members who are not attuned to changing times and improved standards is just one of the many problems that face colleges and universities these days. Rising enrollments, limited funds, confusion about the proper role of the college, advances in knowledge, added research, the proper place of teaching have led to unprecedented challenges. The colleges know they must change, sometimes drastically, but higher education is essentially conservative and change does not come easily.

To help speed the process, to exchange information on new ways to do things, representatives of 42 of the nation's largest colleges and universities met here on the Michigan State University campus last week for a conference on educational innovation.

They swapped all kinds of ideas, ranging from the simply mechanical, like closed-circuit television for the classroom, to the far-reaching, like self-contained academic units in which men and women live in adjoining dorms with their own dining facilities, classrooms, and library.

These ideas themselves, while they show ferment, stop far short of solving the real problems of universities. Two far more basic considerations were threaded through the conference, and they made people nervous.

One is the relationship of the universities to their students. It is not, presently, a happy one. The situation was illustrated

here during a lively panel session at which the showpieces were seven angry, articulate students invited to the conference from such institutions as Smith College, the University of California, Ohio University, and the University of Missouri.

Frank to the point of being rude at times, the students subjected the assembled administrators and professors to a withering assault that said, in effect: You aren't paying enough attention to us --and you'd better.

One observer, George G. Stern, a Syracuse University psychologist, later summarized the students' views: "It seems to be like Animal Farm, with us as the farmers and the students as the chickens and cows. Nobody ever asked the cows what they thought before, and now we're asking, and what they're saying is, 'Your hands are cold'."

The students argued that the universities are too structured, too inflexible, to suit them. They haven't time for anything except assignments. They don't get time for creative independent work and they don't get time for outside reading to raise their intellectual sights.

Sadly, while the students spouted general disenchantment, they did not make relevant suggestions on changes within the framework of university structure. What they wanted, it seemed, was to tear the whole thing down and start over, which is difficult, not to say, impossible.

Later, as some of us gathered socially Robert H. David, director of Michigan State's Learning Service, said: "These kids are sincerely looking for a handle by which to grasp the educational process. But they are finding out what some of us have known for years--there is no easy handle."

It is a sign, perhaps, of something lacking that these students needed to be present. For at any university in the country can be found seven and more students who would say the same thing. The  
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educators who are listening seem to be a minority.

At any rate, it was clear from the comments of the educators here--and the conference attracted men who lean toward change--that they were interested in but not much impressed with the cogency of the student arguments. The gap between generations is almost as large as ever.

The main reason they weren't impressed is a feeling among educators that students don't understand the realities of running a complex institution like a university with its many constituencies--students, faculty, administrators, alumni, boards of trustees, state legislatures, parents, citizens. Indeed, they are probably right about that.

This brings up the second major theme, which is that the strategy and tactics needed to bring about change are not easily mastered. The problem, as outlined by John A. Hannah, president of Michigan State, is: "We must deal with human beings and human beings are loath to change for any but the most compelling and urgent reasons. We must work within the framework of universities, which are conservative and not structured to decide quickly and act promptly."

Mr. Hannah laid out some guidelines: "First, there must be an administrative commitment, and this includes commitment by the governing board of the university. Administrators must make a conscientious effort to interrupt their accustomed patterns of thought; they must be willing to look at new proposals; they must be determined to put the likely ones to the test of practice, and they must be courageous enough to risk occasional failure.

"Second, there must be a commitment to innovation on the part of the faculty. The faculty must be persuaded of the need for innovation and the necessity for action.

"Third, there must be an interest in, if not an open commitment to, innovation on the part of the students. If one theme is to be identified amid the chorus of student complaint and criticism, it is one of dissatisfaction with the way universities operate. Perhaps we can profit from a feeling of discontent by challenging students to come forward with specifics--to state their

objections plainly, and to offer their concrete suggestions for effecting the reform they profess to desire so ardently.

"Fourth, there must be financial support for innovation from the universities' own resources, and, hopefully, from governmental and private foundation sources. Experimentation costs money.

"Fifth, what we might term catalytic agencies should be established to stimulate the development and evaluation of innovation. Here at Michigan State (to cite one example), we founded a special faculty committee charged to study the future of a university of great value."

Probably the greatest difficulty facing innovators, besides the apathy of many persons who blithely assume that universities never had it so good and shouldn't rock the boat, is the task of convincing sometimes-recalcitrant faculties.

Faculties have always been influential in the conduct of a university, of course, but that influence is increasing. Faculty prerogatives are guarded closely, protected by academic tenure, and when need be, by resort to the bastion of "academic freedom."

Professors guard their department and discipline (that is, subject matter) rights jealously. When inter-disciplinary courses, a growing trend, are instituted, they are often opposed by those who see them as a weakening force on departmental positions.

To overcome this, administrators resort to various stratagems. Howard Neville, the current provost (chief academic officer) at Michigan State, recounted for me last week the importance of timing and tactics in a major academic struggle on this campus.

A few years ago, one of his predecessors, Paul Miller, now an assistant Secretary of Health, Education, and Welfare, announced that MSU would establish a semiautonomous college, for about 1,000 undergraduates, emphasizing the humanities, international affairs, and foreign languages. The announcement inflamed

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certain faculty members and it happened to come when the state was facing a politically inspired financial crisis.

The idea was rebuffed but not forgotten. When he became provost, Mr. Neville picked up the torch but carried it around to the back door. He first appointed a committee of distinguished faculty members to study the feasibility of such a college. They concluded, not surprisingly for such was their predisposition, that it was feasible. They backed their conclusion with fact and logic and then set out to convince members of their departments.

Then the matter went to a faculty committee on academic affairs, which also approved it. By the time it went to the faculty as a whole, the opposition was all but powerless to reject the recommendation. So the college, Justin Morrill College (named after the father of the 1862 Land Grant Act), was founded.

For dean of the college, Mr. Neville by-passed several likely choices and selected an obscure associate professor of English, Gordon Rohman--a man President Hannah had not, until then, even heard of. "He is a young man with exciting ideas," says the provost. "We told him to try the things he thought were good and we'd back him up."

Justin Morrill has not been a perfect success. Some of the first crop of freshmen last year, attracted by novelty, quickly found it was not what they wanted and transferred to other colleges of the university. The language requirement, so concentrated that students receive three years of ordinary college training in a single year, overwhelmed many of them. The college tried a new method of teaching science for "humanities-oriented" students, and it was a disaster.

But that is what President Hannah meant by the "courage to fail" in some things. For Justin Morrill has made Michigan State proud. It has already added to the reputation of this one-time agricultural school as a mecca for international studies. Many of its students spent last summer studying in Moscow, Lausanne, and Madrid. There, and in the dining halls at East Lansing, they speak only the foreign language in which they are concentrating. Students and teachers alike have developed an esprit

de corps for their experimental college within a university.

An indication of its success is the fact that Michigan State plans to start a similar college concentrating on the sciences next fall, then another a year later, and perhaps more after that.

Innovations of many kinds are a way of life at Michigan State. Perhaps the tradition goes all the way back to 1855, when the school became the precursor of what are known as the land-grant colleges (antedating the Morrill Act by seven years), but certainly it is concentrated in the tenure of Mr. Hannah, who celebrates his silver anniversary as president this week.

John Hannah should have been an unlikely bet to become one of the most notable of college presidents. An expert in poultry husbandry, his steppingstone to the presidency was as secretary to MSU's board of trustees, and the man he succeeded in the top job was his father-in-law. But under his stewardship, Michigan State has risen so fast that it now threatens its proud and prestigious neighbor, the University of Michigan, which once derided State as a "cow college" and now cocks a wary eye on East Lansing for new ideas.

Michigan State is clearly a school on the make. It tries things, and sometimes its plans are revolutionary. State, for example, uses its own funds for dozens of National Merit Scholarships each year, and thus gets more of these students than any other school. Certain other universities consider this sort of "cheating."

Michigan State actively recruits bright high-school seniors from all over the country, as hard, in fact, as it recruits football players--and its football team may be the best in the country. "If anyone accuses us of trying to recruit scholars," says Mr. Neville, "I plead guilty."

Within the academic world, a capstone of State's achievement came three years ago with its election to the Association of American Universities. This is a select lodge of 40 outstanding universities,  
(continued on the next page)

mostly the famous old schools, which is, to say the least, exceedingly cautious about who joins the club.

Another reason for this success, possibly, is that Michigan State pays more attention to its students than most schools. One night last week, I attended a session of the Spartan Roundtable, which was founded after World War II because students said nobody listened to their complaints.

About 50 student leaders and a dozen top administrators gathered for dinner in the recreation room of President Hannah's home. After dinner, the students poured out a long list of tough questions for the administrators, ranging from a current furor over the firing of three young professors to better bus facilities on campus to whether the door had to be open when a student was entertaining another student (presumably of the opposite sex) in his room.

The answers were as candid as the questions. Mr. Hannah answered one request simply, "Not much chance of that." And the university police chief, queried about an apparently hyperactive policewoman who gives parking tickets, replied, "She writes them as she sees them."

As for the educators' conference on the campus here, it was a moderately productive program. Dozens of ideas were reported. The University of Texas holds a twice-monthly colloquium on teaching effectiveness; Purdue University has set up a Higher Education Experiment Station; Stony Brooke, part of the State University of New York, is developing a new physics program in collaboration with 15 two-year community colleges; the University of Hawaii holds senior-freshman seminars to discuss educational experiences. The number of experiments in technological methods--computers, telephonic instruction, television, and the like--are all but uncountable but run into the hundreds at these 42 schools alone.

The principal value of the conference, perhaps, is that the administrators and teachers who were present will return to their campuses with a feeling for the pace of change. That in itself will be an accomplishment.

The universities will respond to change. They must. Knowledge demands it. And the students demand it. One afternoon last week a couple of professors and I were chatting with some students, just listening really, as they expounded iconoclastic ideas.

One professor, tapping his pipe, looked at me (and I don't consider myself all that old). "The wave of the future," he said. "You and I, we've had it."

From: THE NATIONAL OBSERVER, November 14, 1966, pages 1 and 12.

T. H. Langevin