

00:00:00 - 00:06:02 Introduction, Knorr's background

00:00 This is Milton Nesvig and we're in the home of Dr. Erich Knorr on Wednesday, December 21, 1977, and we're going to talk about some of the early days of the academic life at PLU of Dr. Knorr. So I'm going to be addressing some questions to him and he's going to be making comments. Dr. Knorr, you came to PLU in 1949. Is that correct?

00:40 That is correct, 1949. I had spent some 25 years in the parish ministry, thereabouts. First of all in eastern Washington. I had a parish at Colfax in Farmington and because the work there was rather limited dealing primarily with immigrant people. So that the work was rather restricted, limited, and so it gave me opportunity to do some work at the Washington State College, now University, at Pullman, Washington, only 17 miles away. And so I was able over a period of several years to earn a Bachelor's Degree in Education, and then also over a period of several more years a Master's Degree in Sociology.

I became interested in Sociology primarily because I was dealing with a group of immigrant people who are relatively new in this country, who had left Germany under Catherine the Great of Russia and established a new colony on the both banks of the Volga River, which became known as the German Volga. They had many rights and privileges. They had their own schools, their own churches, they had their own local autonomy and were exempt from military service. This exemption was taken away in the Russo-Japanese War of 1904 and a great host of them came to the United States, into the Central States, the Dakotas and then through Montana over into Washington and also of course many into Canada in the north. They had however retained the culture of a Germany of nearly two hundred years before in those years in Russia and come to this country now with a culture that they claimed as German but which was really the culture of a Germany of some time ago.

That gave me my interest in culture, the cultural residues, the behavior patterns, and I felt that this area would strengthen me. I had no intention of leaving the parish ministry and shortly after attending this Master's Degree I had a call to Seattle.

03:00 What year was that?

03:01 That was in fall of 1930, and I found when I came there that the congregation was relatively small, struggling. It was primarily under mission control and support and then of course the Depression came along with me about that same time. I found a heavy indebtedness both on the church, property of the church, and the parsonage, which, however, we were able to resolve and and of course over a period of years we attained self-support. The Queen Anne church today is a defined stable well-functioning congregation with an entirely new, much more adequate church plant.

I had some teaching experience at the university during the war, teaching several classes from time to

time to help out because of the shortage of teachers. Then I also worked part-time at Seattle University just at the foot of the hill from Queen Anne Church. During this period of time Dr. Eastvold of Pacific Lutheran University began to talk to me about the possibility of assuming a teaching position at Pacific Lutheran University and frankly to begin with I was not at all interested, and for six years in succession he offered me a contract every year. Finally he gave me an ultimatum in 1948, he said next year you'll get another contract and that's final.

I talked to him in 1948 and we had a conference there between Dr. Eastvold, Dr. Hauge, and myself. And Dr. Eastvold emphasized that if I intended to go into a new field of endeavor, that I ought to do that before fifty, and he turned to the Dean of the University, Dr. Hauge, asked him how he felt about that. He said, "Well," he said, "that's right, but some people attain that period of life quite early, much earlier than 50 years." But then I refused that because our son still had another year to finish his education at the University of Washington, and I felt that I out to remain until he was through to give him his room and board and other assistance. But in 1949, the contract came again with a note. Now this is final and so I finally decided to come join the faculty at Pacific Lutheran University rather interestingly as a professor of sociology, not finding it necessary to go through the other stages of instructor, associate, assistant.

00:06:02 - 00:09:27 Hired at PLU, sociology department

06:02 You're hired as a full professor?

06:03 I was hired as a full professor and also of course as the chairman of the Department of Sociology. I soon found when I came to PLU that there really was no department. There was one person, a woman who was teaching a limited load.

06:23 Who was that?

06:29 I can't think of her name. She'd been at PLU for several years. She was really not a professional sociologist, but after about a year or so then she decided to retire. I have her name on the tip of my tongue, but I just can't get it at the moment. I may think of it a little later. Of course I was there full time and when we say full time that meant a load of from 15 to generally 18 hours each semester.

07:04 And what kind of pay did you get then? Do you remember what you got?

07:08 Yes, I came to PLU with a grand salary of \$3,500.

07:15 And that includes teaching a summer session?

07:21 Yes, we were also obligated for one session of the summer school. Before the end of that year President Eastvold found that he had to ante that a little bit. Several other men came to the faculty at the same time I did, among them Dr. Munson in Education and I believe Mr. Noonan over in the School of Music about that time. The salary minimum was boosted to \$3,800, but I never received that. The following year they got no raise and I was up to \$3,800 so that we were again on par. Salary of course was never an item - in fact I found that I technically took a considerable loss in salary by coming down here because I had been teaching part-time at Seattle Pacific College and then I had in

addition to a nominal, generally accepted salary at that time, I also had of course a free home and some utilities, though most of the utilities in those days were not being used. Well, to make a long story short, the department of course developed. We started by getting first of all one part-time person, then another two part-time people, then we began getting full-time people. The first person that really came full time was only with us for one year a Dr. Jamson, but then John Schiller joined the faculty and after that of course it developed so that by the time I left the department to go into the deanship we had three full-time persons along with several other part-time people. Shall I go on?

00:09:27 - 00:35:07 Academic organization, self-study, school of education resignations

09:27 Well, let's see. I think that's enough about sociology for the present. Let's get into the business of the university. In about 1958 Dr. Eastvold announced to us at faculty meeting that we were considering, looking into the idea of PLU becoming a university. It was Pacific Lutheran College. And so this was approached by the faculty and the committees were appointed and studies ensued in 1960. The faculty voted to recommend to the Board of Regents at the university that Pacific Lutheran become Pacific Lutheran University and that became official. And in this setup of the university there was a College of Arts and Sciences, a College of Professional Studies and Graduate Work, and then a School of Education, and the School of Business Administration, and School of Nursing. Right, those are the five units. All right now. First of all i'd like to talk about your role in this whole thing, some of your recollections about the discussions leading up to the formation of these colleges and schools by the faculty. Do you remember much about those?

10:48 Not a great deal. In fact it seemed that both the president and the faculty in general weren't particularly concerned as to the development, but the idea of a University met rather general acceptance. I know that I was sort of a black sheep for a while with the president because I was one of the few who raised some objections.

11:10 What were some of your objections?

11:13 My objections were that we were not ready library-wise, we were not ready with the course offerings that we had, and I felt that we ought to develop a larger and more overall library. We ought to develop certain areas in the academic field before we would take the name of University. And I remember the statement that I made on the floor of the faculty, that if we assume the name of University and do not live up to it, we'll become the laughingstock of the academic community, to which I was taken to task very definitely after the meeting by the president.

But I think events proved that we were not quite ready because subsequent changes had to be made in order that we might effectively live up to the name and of course I might say happily that we did. We did achieve these things that I desired, particularly academically. I like the divisions very much. Some people held out for the creation of another area in the Fine and Applied Arts, which included of course several areas. I think that there's probably enough about the foundation.

The studies began and the first committee was appointed. The president was of course in

favor of this idea because he felt frankly that it would only substantiate the finding that our university was pretty adequate, in pretty good shape at that time, and the committee that was appointed was members of the faculty that very happily substantiated that type of approach.

The faculty of course had suggested and did vote that we were to engage - and the Board went along with the idea - that we get professional assistance. And so Dean Perdue of the College of Arts and Sciences at Denver University was engaged to be our official consultant. He appeared on campus, he looked over the situation, and he felt that immediately, certain definite changes must be made, particularly in the steering committee, which consisted of nine members and he together. He talked to the Board and then my entrance in this came about.

I had been appointed dean in 1960 and it was to begin with, it was more or less a position in name only, because the Dean of the University was still Dr. Phillip E. Hauge, who'd been for many years, and of course by tradition and precedent, he tended to assume many of the offices that should have gone into these various colleges. I still carried a teaching load from nine to twelve hours when I began as Dean of the College of Arts and Sciences and of course I was able to do that because I really had very little to do as far as the official work of the college was concerned.

The formation of the college was on paper, but the functions were not too clearly outlined. The committee, Dr. Foss and Dr. Perdue came into my office and asked me (it was about 1960, I believe) whether I would assume the office as chairman of this self-study committee. I was well aware that this committee had been established and I said to them I don't believe that I would like to do that because I know who the chairman is and he's technically my boss under the structure we had at that time. He's the Dean of the University, who is overall in charge of the academic life of the entire institution. Well I can always remember that Dr. Foss said, "Well now what would you do if the Board orders you to do it?" So I had to smile and say, "Well if that's the case of course, I must obey the order of the Board because you are the Board." But I said I would ask for one thing. I would like to call the man who has been appointed as chairman of the committee and they've been working for quite some time now, and that was Dr. Hauge. So I called him from my office and he was very frank in saying that he felt, because of his position and his long years of experience, that he should have had that position and should have retained it. And I've always appreciated the fact that he said it, but however if they ask you to do that I won't have an objection in the world and I'll be very happy if I must be superseded. I'm very happy that it is you and I offer no objection.

Of course then we appointed him as a member of the steering committee and he of course worked with the committee until well after the work was completed. The committee functioned relatively well, though of course we'd had this division in the faculty because of Dr. Eastvold's difficulties with the Board of Regents and which had brought about his resignation. I don't believe that we need to go into that particular, do we?

17:03 No, we can get into that later on, maybe as a part of things, but we'd like to stick to the university set up for a little while longer here.

17:10 We had committees that covered practically every aspect of the academic and the student social life of the institution. We had of course an academic committee basically concerned with curriculum. We had one that dealt with student life. We had another one that dealt with objectives. And there were a number of committees I just don't at the moment recall all of them.

17:40 These things evolved from the work of these committees. Like the statement of objectives for instance?

17:44 The statement of objectives is still accepted and used by the University.

17:48 That was a part of the self-study of '60-'61.

17:50 That committee did an excellent piece of work, in fact most of the committees did quite well. As far as other committees were concerned there were of course committees that covered the student life of the congregation, the spiritual life on campus, and then of course also student life and (though this was really not our area) we were concerned with the financial aspects of the University. This committee met regularly and of course, because of the unfortunate schism that had developed in the faculty due to the resignation of Dr. Eastvold, which had been presented to the Board and which some of us felt was a matter for the Board and not the faculty. But some faculty members were very supportive of Dr. Eastvold's intention to return or hope to return and so we had -

19:00 This all happened in November. We're going to get our dates in here. That happened, his resignation was given, in November 1961. And then it was in the spring of 62 that all this business occurred. So this and the self-study was going on concurrently.

19:14 Unfortunately you see the faculty split about 60/40. 60% felt they had no particular interest in it, except that they felt that this was a matter for the Board to decide, it was not a matter for the faculty to become involved. 40% of the faculty was quite definitely involved and it developed it felt some strain. It happened on our particular committee and this should be off the record perhaps, but we'll put it in, that on our steering committee of nine members, five were supportive of the attitude that this was a board matter and the faculty should not be concerned and four were very definitely in the other camp, who felt that Dr. Eastvold had been dealt with unjustly and that the faculty ought to use every means at disposal to have him return. And it seemed of course that so many of our issues were always decided on a five to four vote which got to be sort of a ridiculous situation, but because unfortunately our people tried to vote, at least they felt they were trying to be objective, that the others voted right down the line. They were just simply in opposition to anything that announced change. We were very fortunate that we did have a majority.

20:44 What type of things were able to pass that would have affected the future of the university, or that did affect the future?

20:50 The development of various aspects of the University. The drawing up of lines for instance - they were very insistent that the Dean of the University should contain overall control over all of the other areas...

- 21:10 There was a position of Dean then. When did the term academic vice president come into being?**
- 21:17 After Dr. Mortvedt became president. Until that time - and of course the title was retained but many of the the functions of the Dean of the University were given distinctly and definitely to various colleges and schools more specifically, and of course it was, for instance, on the area the objectives that I remember that was passed through the committee on a five to four vote. And things of that kind, things that dealt with the student life and with the religious activities on campus were always on that particular basis.
- 22:00 What phase of the religious life?**
- 22:02 Well there was the matter of chapel for instance.
- 22:06 Compulsory chapel versus regular?**
- 22:08 Well we did not ever advocate that. We felt that should be voluntary. And that was not changed of course until at a later date. But the matter of course of the religious life in the dormitories which had reached, in some instances, it reached almost too high, an evangelical pitch, fervor. There were various things. It's hard to remember all the details but also of course in some of the areas of the social life of the institution. That's where we definitely felt that there should be an easing in some areas. Of course in the approach to the social life of students and faculty.
- 22:57 Easing of what particular things?**
- 23:03 Well, in the matter of hours and dormitories. Dormitory activities and the matter of course of recognizing the fact that students after all were adults and that they shouldn't be hounded and guided on every aspect of life and living, but - and we did recommend certain changes which of course in some instances were then again not accepted by the faculty. But by and large the faculty, I must say this, usually about on a 60/40, basis would uphold the activities and recommendations of the steering committee.
- 23:52 Now let's get back a little bit to these various Colleges. You had the College of Arts and Sciences for which you were responsible. And then there was a College of Professional Studies and Graduate Studies. And the Graduate Work and that was Hauge.**
- 24:10 The Professional and Graduate Studies.
- 24:12 This was headed up by Dr. Hauge as well in addition to being Dean of the College.**
- 24:16 We'd had that division before, but of course it was outlined more specifically, more succinctly. The three divisions in the College of Arts and Sciences were established pretty well by the recommendations of the academic -
- 24:35 What did the Professional Studies entail?**
- 24:39 The Professional Studies entailed Education first of all.

24:40 In addition to the School of Education? We had a school -

24:44 Oh, I'm sorry. I have to back up. It did not include it. It included Arts, both of course -

24:50 Music. Music and drama and art and speech.

24:57 Communication Arts is the title that was generally accepted there and that would be about all. It really never had a field that really justified the creation of a separate, even a separate school. So all of these areas originally were pretty well - they were departments in the College of Arts and Sciences and frankly they continued to be very closely allied with the aims and objectives of the College of Arts and Science, with the exception of course of certain practical aspects.

25:35 So this really was the Music, Communication Arts, and Art Department which were a part of this?

25:40 That's correct.

25:41 Another part of this - what's called the College of Applied Arts. And we have a Director that, Dean, Dr. Moe, under the present set up. But it's been kind of a different type of organization than the others. The others are more, what should we say ... Music and Art and Communication Arts are also part of Arts and Sciences because they get bachelor's degrees under their division.

26:10 That is correct.

26:11 And they give a Bachelor of Arts in Music, but then they give a Bachelor of Music degree which is a part of the Professional Study school.

26:20 That's correct. Some of them of course, but you see, this could have been handled pretty well because we also give a degree in the Bachelor of Science. In the College of Arts and Sciences which is also really applied and could be in the area of...

26:36 What was the reasoning in setting up this College of Professional and Graduate Studies?

26:42 Well, I think that some people felt that in order to keep the Arts pure and undefiled, that none of this applied stuff ought to be in the academic arts program.

26:55 In the academic liberal arts program?

27:00 It was headed for instance by some of the greats in the faculty. Dr. Pflueger for instance, was a very vehement proponent of the establishment of this particular school. Now the College of Arts...

27:19 Pflueger died in 1960 didn't he?

27:20 That's correct.

27:21 Just when we were getting ready to get started, well we had started. It was in the fall of 1960, but he was retired then.

27:32 Yes, but I think his reasoning was- and of course I might say that the people for instance, the English department, were very happy when the applied areas were taken out of the College of Arts and Sciences. Because they wanted to keep the arts, liberal arts, pure and undefiled. Now in the liberal arts of course, we had developed the three areas, but it became much more definitely established. Each one of these then did get a director in the in the area of the humanities, the social sciences, and of course then the physical sciences. And they were headed of course by a dean who because of the work of the self-study did become in actuality a dean, whereas before that he'd only been of course a dean in name.

28:27 They call them directors now.

28:28 Yeah, they're directors.

28:32 But we have no Dean of the College of Arts and Sciences. What is your thinking relative to this? Let's talk a little bit about background first. After you retired in 1969, then you were succeeded by Dr. Charles Anderson. Dr. Charles Anderson became the dean and Charles maintained that position for about two years I believe it was. And then he dropped the position, dropped out and then no one was appointed in his place by faculty decision. They decided to go for the three, and let the three people who were head of the divisions be the ones who would handle the whole arts and sciences program.

29:22 And of course to tie the things together, the work of the which normally should have been in the deanship was given to the Office of the Provost, which was unfortunate because the Provost by job description and otherwise, is in charge of the entire academic endeavors of the whole university, which of course, in my estimation, hurt the College of Arts.

29:50 This is a continuation on the other side now of our interview with Dr. Knorr.

29:57 We had regular meetings in the College of Arts and Sciences and I think it was a very healthy thing because after all the College of Arts and Sciences had been established some years previously, but we want to remember that Pacific Lutheran College at one time was really in effect an educational institution with an emphasis on training to teach. And the liberal arts really came in gradually through the back door. Now the state demanded for instance two years for teachers, a two-year liberal arts program was established, but the state demanded three years, then four years. We went along and of course it gave us the opportunity to eventually give a degree actually in the areas of the liberal arts, in those three divisions, and then of course in various departments in the divisions.

Unfortunately, of course we had a tremendous struggle to define the lines of demarcation between education, which had of course been so specifically the dominant element and a number of adjustments had to take place.

Our committee also dealt with some of these aspects but actually these differences were not resolved until after the coming of the new president, when the College of Arts and Sciences was actually able to assert itself and bring the program of the School of Education down to a reasonable amount. We had to deal with representatives from the state Department of Education who came and in the

presence of the the basic members of the School of Education told the department that they were asking about roughly 50% more courses than they had any right or reason to ask.

And so of course we were able to reduce the program of the Department of Education to a basic number of courses. That didn't mean the students couldn't take more, but this was all that they were required by the state and also would be all that we would require that they must take in the Department of Education. This was of course after Dr. Mortvedt came.

32:19 Dr. Mortvedt came and that's when we had the big hassle in 1964 when John Amend and Laverne...

32:24 Yes, and of course as a result, practically the entire faculty in the School of Education...

32:25 Anna Marn Nielsen and June Broeckel, there were three of them. They resigned just before Commencement of '64. because they wanted these courses and the faculty wouldn't grant them and they wanted Mortvedt to override the faculty. Wasn't that it? They wanted him to override the faculty and he refused to do that and so they said okay we resign.

32:54 In fact the recommendations for this came came from from the president and we had a senate at that time, a senate which recommended this to the faculty the faculty - but Dr. Mortvedt had insisted the fact that this had to be done after we had the information from the state Board of Education so that got that down to a reasonable program. The demands for instance that the School of Education made of the senate at that time were really outrageous. They demanded that the Department of Education have the same number of members on the university senate as the rest of the university because of their back history and their importance to the approach. That was just one of the many — they made some very definite outrageous demands. That the Department of Education would have the right, without any interference, to set their program and develop their program without any approval by the rest of the University.

And so of course we had to and of course by that time the College of Arts and Sciences which included roughly about better than two-thirds of the faculty, so well-organized that they they could get through a program (which I believe was the only program) that would would lead to development and the continuance of a strong liberal arts program. And I think this of course is probably the major achievement of the School of Education, that they brought things in proper balance and proper perspective and insisted that every department and every school of the university were subject to the faculty to the entire faculty.

34:36 You said this was a product of the School of Education. You meant the College of Arts and Sciences.

34:41 Did I say School of?

34:42 Yeah, you meant College of Arts and Sciences.

34:47 Yes, I did. I'm glad you corrected that.

34:51 So then we had the three other schools: the School of Nursing, which was started way back as a department back in 1953 or so...

35:04 About that time, yes.

00:35:07 - 00:45:05 Dr. Pflueger, retirement

35:07 With Elaine Kraabel, at that time it became later Mrs. George Morken, and then we had the School of Education and the School of Business Administration. So those were the other three units, so we had five units in the beginning of this University set up.

Well now I think that that's about enough on the university. I want to talk a little bit about a few other things that you're connected with. With personalities and so forth we can have just some reminiscences first you mentioned Dr. Pflueger a little while ago. You were quite close to Dr. Pflueger in many respects. Can you talk a little bit about his contributions to PLU and to the ...

35:50 Dr. Pflueger was my predecessor at Queen Anne Lutheran Church in Seattle, and of course it created a little bit of a problem when I started talking about the possibility of going to Pacific Lutheran. And they said, "We've given one very fine man" - he founded Queen Anne Lutheran Church incidentally, was there some eighteen years. And they said, "Now this can't go on." And then the interesting thing was that when my successor, the Reverend Pat Grevenow came, he was elected as a member of the Board, and they said no.

And of course I had been on the Board for many years. I was on the board from 1932 to about 1946, a long period of years, about fourteen years in actuality. The first few years, it was sort of as an unofficial representative of the Old American, or the old joint Synod of Ohio and other states at that time. So that I had a long association, I might say, I wasn't on the Board, I had finally decided I'd been there long enough and so I was off the board from 1946 to 1949, so that the Board called me without any undue pressure on my part. Incidentally this might be of interest: I operated all the years I was at PLU not only under a yearly contract, but also under an official call from the American Lutheran Church. So that this was of course to help retain my status and that continued.

There was one time when the Church tried to take that away from people who worked in Universities, but there was such an uproar that Dr. Henry Shou, who was president of the American Lutheran Church, had to back down on that particular thing. They wanted to give us some sort of Ecclesiastical appointment, they called it. We said we wouldn't accept that. In fact we didn't, and so they issued the calls again, which I've always appreciated because I felt when I left the parish ministry that I was not leaving my ordained position or the work of the church, but that I actually moved from the parish ministry to the teaching ministry. And I've always considered my position just that.

38:24 Let's get back to Pflueger, a little assessment.

38:26 Pflueger was one of the greats of the faculty. He was a powerful personality. We always chuckled about it. He would never use a microphone in chapel and elsewhere, because with that booming voice, he said he didn't need it. But we always felt that he had mic fright. He was always afraid of the mic, but that we never were able to prove it. We would josh him a great deal about it.

He was a dedicated man, of course, a man of very definite opinions and then when he disagreed with it with you, you knew it. But also if he agreed with you, you also knew it because he would stand one hundred percent behind you and he gave status to the Department of Religion. Also of course at that time it was the Department, to begin with, a Religion and Philosophy which was later on divided when faculty in that particular department grew and so eventually a separate Department of Philosophy was created.

But Dr. Pflueger adequately handled both of the departments and he's made a tremendous contribution to the university and there are just hundreds and hundreds of graduates throughout the entire church and throughout the world whose lives were benefited educationally and spiritually because of the contacts they had with Dr. Pflueger. I think that that's about all I want to say at the present time. Personally of course, he was a friend and you always knew exactly where he stood. If you were right you were right if you were wrong you also knew it.

40:15 Yeah, Pflueger was at Pacific Lutheran – he came in 1930 and retired – I think it was in 1959 when he reached the age of 70 and just hated to retire. He just fought that and so did Dr. Magnus Nodvedt and retired about the same time. They both reached seventy and neither of them wanted to retire. They both felt they should be able to teach on.

Pflueger didn't know what to do with himself after he retired, although he had a lot of hobbies. He was a good artist and sculptor and so forth, but he didn't want to. Teaching was his life. Of course his wife had died and he was living alone over in that house on the corner of Park and 120th. That house burned down a couple of years ago by the way. A new house has been built there.

41:00 The place just never looked right there you know. That house was really a part of it.

41:03 But anyway Pflueger was here until he died in 1960

41:09 I remember that at that faculty meeting when the faculty accepted the program... normal retirement as tenure would cease at 65 for teachers. At that time we had decided that normally a teacher could continue on a yearly basis until 68 without tenure, and then of course it would become arbitrary and of course he was beyond that already. And after the meeting I walked home with him and he said, "Well, are you happy now? You just signed my death warrant." So you see, he thought I was wrong and the faculty was wrong. I don't think he would ever admit he was wrong on that deal. Dr. Nodvedt was the same.

41:54 Well there are some people who grow old when they reach 65 and some grow old when they reach 50.

42:00 As I mentioned, Dr. Hauge felt some were done before 50.

42:05 But of course the university set up this pension plan based on age 70 through the Lutheran Brotherhood and that was changed in 1964, I think it was, shortly after Mortvedt came here. It went to TIAA and it made the retirement age 65 so that it would be easier for people to retire and have living –

42:24 Of course I was fortunate. I had continued under the pension plan of the American Lutheran Church and I was happy I did that because when the faculty changed, went over to TIAA, I was too old to get in under that because they wouldn't accept anybody after 65 and I was beyond 65, so I would have lost everything at that time. The university paid me for all those year, so that in effect, that was in addition to the salary, of course, that was four percent. Eventually the university assumed, we went up as high as 12%, 6 and 6. The university paid up the whole 12% for me.

The university's been kind but I might say that I told you some time ago on this that I really accepted the financial loss when I came to PLU, but it forced me to build a home. And of course when I retired I had a home all paid for. It also forced me of course to save the money to build the home. Many pastors go through their professional life and when they're through the money goes. They either have to use it for their families or they give it for charitable causes and there are always plenty of appeals for that – I know you get them as I do – and then they have no home and of course this must be quite a burden today with the tremendous price that homes bring at present time. So I think the university was good to me. The salary was never large. It was only about, oh the years when I was an administrator – I started out as Dean – my salary was \$7,500. It gradually crept up to – I think the highest salary I ever received at Pacific Lutheran was \$13,000 a year.

44:19 Was that about 1968?

44:26 When I became Dean... Yeah it was about 1968.

44:32 Because you retired in 69?

44:34 No, wait a minute it was from when I became – it was about two years before I, you see I retired in 1966. 64-65, a couple of years. You see when I went back to teaching, my salary dropped to \$12,000 and then my last year of teaching it went back up to \$13,000 even.

One thing of course I lived very close to the University. When I objected to early classes Dr. Hauge said, "But you live so close," and I said, "Well then I think I'll move a little further away." But I always had eight o'clock classes it seemed. Well as long as he had the program he had control of the program because he felt that those nearby could get there much easier, which of course, it was an argument for which something could be said, but you know I also saved thousands of dollars because I didn't need an automobile. Some of these people, you know, they spend a lot of money on that.

00:45:05 - 00:48:41 Bill Strunk

45:05 Now, talking about there are other personalities around school that maybe you'd like to comment a little bit about. One of them was Bill Strunk. I know you were close to Bill as a

personal friend but you knew him real well and worked with him. He came in 1948, I believe it was the year before you did, as a chairman of the Department of Biology.

46:07 Yes. And also of course he was in charge of Health Services and there's another one of the outstanding personalities on the campus. Without any question a powerful man. He had his own physical problems of which I don't care to speak, but see Dr. Eastvold had chosen – actually appointed him as the first Dean of the College of Arts and Sciences. I don't know whether you were aware of that.

46:34 I'm very well aware of that. I know that. The only time I ever told Eastvold not to do anything and got away with it. I told him that he couldn't hire him.

46:42 Dr. Eastvold told me later on – see I knew of these appointments. I knew of it months before.

In the spring, in January of 1960 I think that the Deans went into action and about two days before the first of January here comes Dr. Eastvold said, "I have decided that you" [TAPE CUTS] I'm sorry he's a good friend but before I came over so I wouldn't change my mind I put a letter in the mailbox. So that it's on the way." It was because of certain physical problems that Dr. Strunk had that he just felt that he couldn't function.

Of course I think it was good as far as the College of Arts and Sciences and the University was concerned. Dr. Strunk did not function in that area because he was a kind of a personality that wouldn't have wouldn't have been able to get along collectively with these various areas that are in the College of Arts and Sciences. But he was a strong personality

Incidentally he was one of the leaders in this movement to try to bring Dr. Eastvold back after his resignation, and I know he came into my office and wanted my signature and I refused it. We lost contact considerably after that. Those were hectic days because some of us felt we could have disagreements without being personally involved but many just didn't feel that way. The disagreements just weren't there – just had be there as far as they were concerned and they became personal. That was true. But Dr. Strunk made a great contribution to the university and it was one of the leading figures. We were sorry to see him go.

00:48:41 - 0059:20 Eastvold years

48:41 Yes, he was with us from 1948 to 1962. He left here when Eastvold left. He resigned and he went down to California Lutheran and Eastvold went down to California Lutheran in 1962.

OK Now we'll talk about – you lived right next door to Dr. Eastvold and he was in and out of your place a lot. Maybe you would care to discuss some of the things that he did come and talk to you about. I know that you didn't see eye to eye on a lot of things, but he respected you and your opinions so what were some of the things that he'd talk to you about?

49:18 Well, invariably when he had suspended someone he'd come over and ask me what I would have done. As a sociologist, how would you have acted? And I said, "Is it the first offense or is it

something that's continued?" I'm getting some coaching here. Then he would say, "That doesn't make any difference." "Well," I said, "as far as I'm concerned that's that makes a great deal of difference." "Ah," he'd say, "you sociologists make me tired." Then he'd come back on the next case again, but I think I was able to influence him in some respect.

When, for instance, when he had the bug that he was going to run for governor of the state he came over to me and he had a whole sheet of letters – you know, President Lemieux Seattle University and all these people were asking him to run. He said, "What do you think of that?" I said, "Well that's a personal problem. If you feel that you must run for governor, the first thing you'll have to do is you'll have to resign as president of this institution because we couldn't stand a campaign of that kind. And then possibly a losing candidate – the university couldn't take that." Oh, he was furious! He said, "I wouldn't have to do that." I suppose he hoped to resign after, if he were elected, but he was going to hold on to what he had. But there were many things of that kind.

50:35 That was in 1960, wasn't it?

50:36 I think it was roughly around that time. I know that we had to sort of nurse him through the agony of his defeat. He had hoped to become president of the newly formed American Lutheran Church and he was just grief-stricken about that. We told him of course that we felt very happy that he was not going to leave us, that he would continue with us; and bolstered him up and helped him over that.

51:02 I remember we gave a dinner party when he came back and that sort of stuff.

51:08 That's right. Those were the blows. He had successive blows.

One thing, for instance when Dr. Foss finally – Dr. Foss found it difficult to face up to the specific issue of doing something about Eastvold. See they were trying to get the Office of the Business Manager and President separated and of course Dr. Eastvold didn't want that. He wanted to retain both. Now when some of these matters happened that that the Board was questioning which led eventually led to his resignation, Dr. Foss finally became convinced that Dr. Eastvold – who incidentally did a remarkable job at Pacific Lutheran University; he pulled the university out of the weeds and he made it possible for the university to continue at a time when so critical that many of us who were on the Board – I was on the board when we called him – that would have made it very difficult for the university to continue. We had just about had it and he did, he was a remarkable man for getting money and this and that. But Dr. Foss came down and told him, "Seth, you ought to resign," and he was hurt. He immediately called the meeting.

There were about 20-21 of us in this meeting in the conference room and he said, "You know, Dr. Foss is down here and I want your advice now. He said that I should resign. What do you think?" I was horror-stricken, you know. None of these people would face up to it. Went down the whole, Dr. Eastvold no no no – honey and sweetness all the way down. Nobody in any way intimated that this might be a necessary thing and I was at the end of the line. He said, "Well Knorr, what do you say?" And of course, I said "Well let's face it, Dr. Eastvold you are kind of a dictator – see Foss had called him a dictator – you are a dictator." And of course his face just fell. The crowd just looked. What kind of a traitor is this? So even I backed up a little bit. I said, "You know, of course, you see, Dr.

Eastvold, the difference between a dictator and – what's the other term? I forget the term. An innovator, let's say or –oh the difference between a dictator and a leader is difficult to catalog and you're kind of close. You're a great leader but you know, you go over the hump a little bit. So let's face it. Let's say you're a benevolent dictator. And he liked that. He went home, told his wife, she told Irene. He says, "That Knorr, you know, he's something, he called me a benevolent dictator." He liked that.

54:08 And he used that later on.

54:10 He used that to come over time and again and he'd say, "You know the Board's going to meet again. They're going to meet. They want to meet for two days. One time they wanted to meet for three. I don't know why," he says, "I've got it all laid out for them. They could take care of that in an hour and go back home."

And then he did say time and again, "If the time ever comes when the Board crosses me on an important issue, I resign. You see when they elected or decided to elect a Business Manager, you see that was too much for him. [TAPE CUTS]

Personally we used to call him you know, off the record, we used to call him the Great White Father because he really had a heart for – oh how he loved to bring those turkeys around at Christmastime. He brought them personally until the faculty got so large that he had to get help.

55:00 He passed them out. Then we passed them out down at the College Union.

55:07 But to begin with, when I came there he'd bring around the house personally. And there were many many things he did. And of course many faculty members benefited quite definitely by his generosity and his help. I know one faculty member that was off for a year of study – I won't mention names – but he actually took in more money while he was gone than he was getting as a salary as a teacher.

But it was in the interest of the school. I think Dr. Eastvold until of course he got involved with some of the business dealings of his son. Really what he did was very definitely for the university. I'll stop there. Anything else you might have in mind?

55:50 I think that pretty well, we could be talking on and on and on, but this this gives us an idea and I think we ought to cont – now when you go on your trip down south, if you're gonna be doing a little thinking about some of these things if you and Irene jot down some notes about things that come up to you in the course of your conversation. Notes about the era when you were at PLU, about anything and then we can put them on tape.

56:20 I might say that you see when he had resigned and I was going down south, I was to attend a family conference with Dr. Papanoe and others down in Los Angeles. Irene saw him come to the offices and said, "You ought to go and say goodbye to him." We were always on good terms until I had to definitely take an issue with him at the Committee on Higher Christian Education previous to the synodical meeting and he wanted the Committee to recommend that the self-study be fired.

56:54 He just hated that self-study.

57:57 Oh he hated that because he felt you see that they would not be able to find anything wrong and we found so many things that we felt needed correction. So I went over, he closed the door for two hours. He berated me. He said, "All that I've done for you," and so on and so forth. I said, "I thought you did it for the university and I was merely acting as a representative of the university," and I said, "Dr. Eastvold, all comes down to this: you keep harping on friendship and I was acting on principle." "Agh!" he said, "Bah! Friendship must always come before principle."

I said to him, "Dr. Eastvold, I'm glad you said that because I felt that you would believe that way." And I said, "Now I'm glad I know because it makes me feel a little better because I took issue with you not because of friendship for or against, but I took issue on what I thought was the difference of principle."

57:51 But he always respected you.

57:56 Well, he did. He did then. When he left I said, "Well Dr. Eastvold, I've got to get going." We were heading for the south. We were all packed ready to go of course he said, "You know your wife has told people that you had to act the way you did [TAPE CUTS] jump him again I said oh forget it, but she never said that but somebody had told him that, you know. So I said, "Will you shake hands?" "Of course" so we shook hands. I wished him well. He didn't really wish me anything but he shook hands so we parted.

58:56 Did you see him after that?

58:34 No, never again.

58:35 I never – I saw him once I guess.

58:38 I might say, just if I have a note yet. When he resigned, the night he resigned, Irene took Dr. Eastvold and his wife out for dinner and he came back, but before the evening was over, he said he was going to get some of these guys that brought about that. "I'll get them yet," he said, "I'm still going to be in control." There the seed was already sown for the supposed revival.

59:00 Well, there were nine of us that didn't get contracts –

59:05 Well, you see that's what happened.

59:07 – that year, but then the board ordered them to give these nine people i can't i don't remember the names of all nine now.

59:12 No, the interesting thing is I expected that when I heard

59:15 I thought you'd be one of the nine, but you weren't.

59:18 He was afraid