

INAUGURAL ADDRESS

of

S. C. EASTVOLD, S. T. D.

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Inauguration Notes

The following address was delivered by the Rev. S. C. Eastvold, S. T. D. at the inaugural ceremonies attendant to his installation as president of Pacific Lutheran College, Sunday, November 28, 1943.

The program of installation was held at the College Church, Rev. N. B. Thorpe being the College Pastor. The entire program of two hours duration, 2:30 to 4:30 o'clock, was broadcast by remote control over radio stations KRSC in Seattle and KTBI in Tacoma.

Presiding at the ceremonies was the Rt. Rev. H. L. Foss, Chairman of the College Board of Trustees and President of the Pacific District of the Norwegian Lutheran of America.

The morning service, which was broadcast over radio station KTBI, was the annual homecoming service and Alumni reunion, at which time the Rt. Rev. J. A. Aasgaard, D. D., LL.D. delivered the message.

Installation addresses were delivered by the Rt. Rev. L. Ludwig, D. D., President of the Northwestern District of the American Lutheran Church, also officially representing the Rt. Rev. Em. Poppen, D. D., of Columbus, Ohio, President of the American Lutheran Church, and by the Rt. Rev. P. O. Bersell, D. D., President of the Evangelical Lutheran Augustana Synod of North America and President of the National Lutheran Council. The titles of their addresses were, respectively, "The Lutheran Church in the Pacific Northwest" and "Nurseries of the Kingdom."

The official act of installation was performed by the Rt. Rev. J. A. Aasgaard, D. D., President of the Board of Education of the Norwegian Lutheran Church of America as well as the President of the Synod.

Music was furnished by the College a cappella choir and the College orchestra under the direction of Prof. G. J. Malmin.

Dr. S. C. Eastvold is the seventh president of Pacific Lutheran College and the second president since the institution was established on a four year basis as a college of education as well as a college of liberal arts.

Dr. Eastvold is an alumnus of St. Claf College, Northfield, Minnesota and Luther Theological Seminary, St. Paul, Minnesota, having earned the degrees of Bachelor of Divinity, Master of Sacred Theology, and Doctor of Sacred Theology. He has served pastorates in North Dakota, South Dakota, Minnesota, and Wisconsin. He is the author of several books and pamphlets and has served on major boards and committees in the Church and Christian Higher Education.

INAUGURAL ADDRESS



The Imperatives of Democracy

A small stream of fresh water angled through the primeval forest to attract Rev. Bjug Harstad to choose this spot for his "Lutheran University," as it was known in 1894. Many regarded this as "the last frontier." We now know there is no such "last frontier" anywhere. Man is always pushing back his known horizons, and education furnishes the tools.

Humanity's education began at the dawn of time, and its last lesson will not be learned until time is ended. Each succeeding installment of posterity will marvel at the pioneering of every previous generation. Education will never be out of date. Man will always delve into mysteries and struggle to fulfill his dreams. The Creator has not bounded man's progress. Eye hath not seen, nor ear heard, nor hath it entered into any man's mind what secrets there are hidden in this ever new world.

We pause today to look back over our shoulders to see the slow moving immigrants of 1894. Their loyalties were unquestioned, their eyes were keen, their steps were firm, their hands were experienced, and they allowed not their hearts to doubt the call of God to build a Christian school. Blessed be their memories; we covet that their mantles fall on us today.

The pioneers of 1894 lived in a world far different from ours in 1943. Imagine a youth bouncing into President Bjug Harstad's office on November 28, 1894, to inform him that ethyl gas had reached \$2.75 per gallon at Watson Lake, Alaska, and that the supply on hand would last the airplanes but a few days. The president couldn't have understood such language. Imagine that venerable president witnessing a parade of army trucks,

jeeps, command cars, sedans, bombers, transports, and ten million armed American youth.

Vast changes have taken place since 1894, and even since 1940. We are in a military world set up for military use. This is the soldier's world. His is the train, the factory, the field, the sea, the air, and the college! Our existence depends upon his bravery, and our future upon his present. But his future depends upon our present.

The pioneer trail is now a modern highway. The Muskego swamps are conquered. They are interesting relics. We slow down to thirty-five, a speed known to the pioneers only in fairy tales. We cross the rushing, opaque, blue Alaskan waters at streamlined speed, scarcely conscious of Miles Canyon and Whitehorse Rapids, where many died in the '98 Klondike gold rush. Caterpillars and bulldozers have pushed aside insurmountable obstacles as easily as if they were nursery toys. Oil pipe lines span three mountain ranges to the Mackenzie river to move construction trucks and army convoys. The lone Indian trapper hunches lower in his saddle, the huntsman's prey is scared beyond the visible brush, and the trout rise in the stream to see an amazing sight. The fur-and-farm trading post on the Peace River and at Dawson Creek has been invaded by a bustling railhead which has been pushed through 1,000 hard-fought miles. The howling wildernesses in earth and sky and sea lie prostrate before the fortitude and skill of the educated mind.

But, alas, we have been called to a halt. There is a dreadful collision. The tools which built our civilization are now employed to destroy its material advantages. In enemy lands, man's genius has been at the feet of bad teachers. They have had "education for death."

Our best trained men are on the rich bottom lands north of Naples, crawling under peach trees and through vineyards heavy with unharvested grapes. They are in pursuit of the Nazis, who stagger across the marshes

toward the Volturno River, where they are finding a temporary breathing spell in foxholes under the shadow of Mt. Massico.

A single explosion destroys centuries of cultural progress. Many decades will not witness the healing of the wounds inflicted upon the body of humanity. Children wander through devastated cities without medicines or hospitals, while enemy demolition squads turn civilization into shambles. Looted shops, ruined universities, fallen cathedrals, deserted palaces, and dead men's bones all testify to a paganized intellectualism which has left Christian education out of the plan. The story of the fall of man into sin is now surely so plain that there need scarcely be any further argument in favor of the existence of the Christian College as the handmaiden of the Church of Jesus Christ.

Nazi education has cost us well nigh all of our freedoms. Pagan civilization has no answer except in guns, tanks, and ships. However important these implements of war are today, we need never expect them to win the peace. The downtrodden will never dare to crawl out of their ruined dwellings to pump the hands of the conquerors, unless the Prince of Peace is called in to teach and control the minds of the peace-makers. Axis education demands ten eyes from their enemies for one of their own. Defenseless women are driven away with rifles while their bread is seized for Nazi warriors. A dechristianized education has well nigh scuttled our civilization, and but for the mercy of God we would now have been careening in our splintered berth. The lampposts of civilization have been darkened and famed fashion houses are only ghosts of their glittering past. The steel of our enemies has helped clean up some gutters of iniquity created for the passions of pagan saboteurs within the borders of our allies. Exploded mines have left large craters on European highways which are symbols of human depravity. The culture centers of the ages are re-

placed by relics of a routed enemy. The venerable past is dimpled with the scars of battle.

Our own P. L. C. boys are among those who approach Vesuvius's lazily smoking cone, through vineyards and lemon groves, under the fire of enemy snipers and machine gun nests. One of the boys said about a captured farm house, "It is a shame to hafta do things like this to peoples' houses." Yes, and then to carry the wounded into the church where their blood flows vicariously beneath the altar, while arms are limp and faces are still.

My friends, cannot we see at last that this global calamity is the result of a fundamental false philosophy of existence which in common language is only another name for bad education? Our universe is well nigh prostrate because the minds of men have been trained so that out of them proceed evil thoughts in action, adulteries, fornication, murder on a global scale, gangsterism of universal dimensions, theft of entire nations, with blasphemies, pride, and lasciviousness. All of these things come from within men's hearts and minds before they pass through cannon barrels or out of the watery deep from submerged fortresses of death.

The College Teacher

Good education can come only from excellent teachers. The faculty is the heart and center of the college. Teaching is the oldest calling in the world, but it is the newest profession. There are more persons in the teaching profession than in all other professions combined. All freedoms are dependent upon the kind and quality of our educators. Good teachers are the benefactors of humanity. Scientists are the worthy assistants of the older and basic disciplines, such as the classics, moral philosophy, and theology. The Christian college nourishes and cherishes true science, while it despises the philosophical illiterates who are in league with the Hitler

gang. Back of every kind of movement there are teachers, and they shape the minds of those who command and obey. There is no lack of education, but there is a great deal of bad education in the world. The Christian college is an antidote to error, as well as a positive proclamation of truth, and it is only truth that can make men free. The fundamental structure of teaching has varied very little through the ages. The teachers are the custodians and conservators of great spiritual values.

Educational leadership is always hazardous. "We live in a generation when events lie whitehot upon the anvil of destiny. Our task is no delicate and sophisticated bit of academic fancywork." We face the agonizing truth that the noble fruits produced by the most brilliant and painstaking scholars have been perverted to despicable ends. Deterioration of character has produced a breakdown in our world of social machinery. Only an educated leadership with a Christ-centered emphasis can cause the moral disease to subside. International anarchy is the name of the disease raging at random the world over. We have had an overdose of pagan psychology. Moral bankruptcy has sent the world into a tailspin. No league of nations can ever succeed unless there be a league of faith in Almighty God. The old patterns of peace are shattered and the Prince of Peace is on a cross of hate. Our Christian colleges, throughout America, need not apologize for their teaching, but might sincerely mourn because they have not been Christian enough.

Our university and college faculties are the preceptors of the world of tomorrow. At this very hour we have the future leaders of America within our schools. We are challenged by a world in which traditions are collapsing amid whirlwinds and violences, in which men are distraught and perplexed. Educators must survey the facts, arrive at conclusions, then assume stupendous risks in action. Our educators must produce an intelligent citizenship for democracy or do without it. If we fail we will be given economic slavery and political dictatorship.

Our eye lenses must be given longer focus. Self-government can work only where the people are well informed.

We do not debate the need of navies, armies, and all the implements that a betrayed and perverted humanitarian science can devise. "But when the ships sweep the seas, and the armies stand poised for instant action, and the ugly guns are ready to spit iron indignation at the invader, we still have not made America secure against the rising tide of despotism. We cannot be safe until we have made democracy secure in the minds and hearts of all our people. Great armies and great works of defense are not enough, although they are essential. Men live not by bread alone. Wars are not won with only shot and shell." (William G. Carr, in Cubberly Lecture.)

Statement of Aims

Educational leadership is always hazardous. There is just now a terrific public pressure upon our schools. Reductions in educational budgets are mistaken by many for patriotism. "Shall we build up our national defense, sacrifice butter for guns, pour out the national treasure on battle fields, yes, even offer life itself in the cause of liberty, and then bequeath this hard-won gift to a generation unfitted by education to appreciate our sacrifice? We cannot defend democracy with mechanized men or mechanized minds." (William G. Carr, in Cubberly Lecture.) "In order to achieve a democratic discipline, our people must be helped to understand the nature and imperatives of democracy — to realize how precarious are the foundations of free institutions in an age of industrial civilization; to create concern for the general welfare, to measure individual success in terms of service to society; to regard graft and corruption, whether in government, in business or in labor organizations, as the worst type of subversive influence; to develop resistance to propaganda; and to rise above all divisive differences of race and class," — this is the task of edu-

educational leadership which must succeed if democracy shall be handed intact to our posterity. Any other kind of education is only "a process of grubby fact-collecting, or a little showy strutting at the head of a procession, or the wearing of empty symbols of rank, or the exercise of petty authority over youthful ignorance."

A single untaught, or badly taught, generation could squander the cultural savings of a millenium. Education is a continuous battle against the ravages of ignorance. Such ignorance is now costing our democracy more than good education could possibly cost until the end of time. President Roosevelt's committee on education reported on October 27, 1943, that for every soldier in the armed forces expected to attend some institution of learning after the war, "the total cost of the program would be - - - only four-tenths of one per cent of the total cash appropriations and contract authorizations for the army and navy establishments alone for the years 1942, 1943, and 1944." (See the report, p. 11, Document No. 344 from House of Representatives, 78th Congress, 1st session.)

The Christian college stands guard against a secularized outlook. Our great universities cannot afford to be without us however humble we appear to be. "We allege that we are fighting for Four Freedoms. But one of the surest ways to throttle democracy and to destroy freedom is to put education entirely in the hands of the state. When the Governor of Georgia recently throttled the entire university system of the state, the shining hope of educational freedom lay in the private colleges which carried on in spite of him. It is not putting the case too strongly to say that the end of the private college means the end of educational freedom in America. The strength of American higher education lies in its dual system of public and private schools, each supplementing and strengthening the other, and each, by virtue of its existence, guaranteeing the academic freedom of the other. If the private college becomes dominated by narrow

sectarian bias, the students and parents turn to the liberality of the state school; and if the state institution is dominated by political pressures and expediencies, the strongest weapon with which to fight for freedom is the little college at Podunk Corners which may not have the largest stadium and the finest bell tower, but can call its soul its own, and can teach its students the truth without let or hindrance from legislatures and politicians. To close the private liberal colleges would be as the New York Times put it editorially a few weeks ago, 'Hitler's greatest victory.' " (Dr. Buell G. Gallagher, President of the Talladaga College, Alabama)

Spiritual neutrality has paved the way for present-day pagan totalitarianism. The unsettled minds of our youth cannot be directed to messianic peace and fervor with such philosophies. Pagan culture and knowledge of temporal facts are no panacea for the desperate needs of mankind.

The enlightened mind is the most significant single weapon on earth. Education takes such minds out of their solitudes and places them in life's test tubes. Education by itself is worthless. Christian education takes account of man in his relation to his fellowman and to God. The calamities which have befallen man today have come because of lack of faith in God as well as in man. "As fire needs air and space for its greatest warmth, so the faith which we seek must have the whole of life for its domain. God sent us no philosopher to bring us a way of thinking; nor a dreamer who would take us into the realms of ecstasy; nor a teacher who could keenly divide between religious and secular truth. He sent a living man, a personality to associate with men on their level of life, showing by life the Light which could and would light the world." (Henry Eyster Horn, President of Marion College.)

The primary aim of this college is sound, Biblical, Christian character. We aim at Christian culture rather than commercial or vocational skills. We do not aim to

increase monetary earning power, or to furnish social enjoyment, or to provide competition in sports just for the fun of it. We aim, rather, to help our students find a key to the world's libraries, with the Bible in the middle of all books. We aim to help our students acquire a new appreciation of beauty, a richer character, a stronger faith, a deeper knowledge, a broader vision of time and eternity, a higher culture, and above all else to know Jesus Christ as the Son of God the Father and the Savior of the individual man.

In addition to these objectives, we aim to give the students an acquaintance with the traditional intellectual disciplines, to acquire a command of written and spoken English, a knowledge of the great cultures of the past, a scientific method of study, and a more exact knowledge of some branch of learning.

This will require and produce an awakening of intellectual curiosity, the fostering of mental initiative, the formation of habits of accurate observation, the logical use of material, and critical reflections upon factual knowledge.

Pacific Lutheran College aims at high excellence of scholarship. We aim to produce Christian-minded citizens who will be willing to assume full responsibilities in our republic and the world. The number of special courses is limited since the chief purpose of the college is to provide foundations for a broad culture. We aim to offer basic information with training in the use of the tools of knowledge.

New points of view develop in response to shifting social needs. We shall make necessary practical revisions from time to time within the framework of our charter. While we aim to be the handmaiden of the Lutheran Church, we offer all of our advantages to all comers without restrictions as to race, color, or creed. Our courses in religion are offered upon a high academic plane, and with a sympathetic regard for the problems of youth. The instructors are selected for their scholar-

ship and faithfulness to the faith of our founders. The religion of Jesus Christ is no less important than English, biology, or art. We do not always know how to measure the success of our teaching of the arts and sciences as they develop the character of our students, but we go on teaching, none-the-less. So also in our classes in the fine arts of religion. But we plant a living seed which may grow a long time after the sowing is over.

Business Policies

Careful business management is essential to our very existence. Every dollar of current income must do full duty. A college is one of the largest business enterprises in any community, as indicated by its assets, operating budget, and employed personnel. We cannot at this moment even barely review our business policies and budgetary procedures. We practice the unit type of management rather than the multiple type. Only 10 per cent of the colleges surveyed depart from this type of government. The result is efficiency if the person responsible is competent. The business affairs of the college are thus viewed as an integrated whole rather than as a series of unrelated problems. The college is not run for business purposes, but to educate students. The major function of the business office is to make it easier for the faculty to give the best possible education within the limits of the resources at the command of the institution. Accumulating indebtedness is the surest way to the closing of any college. Any departure from the pay-as-you-go policy is a serious matter: any new indebtedness incurred should be accompanied with a sure plan for liquidation.

The Future of the American College

President Nicholas Murray Butler, President of Columbia University, already in 1902 prophesied the failure of the four year college. In 1903, President David Starr

Jordan of Stanford University, asserted that the colleges would eventually disappear in effect.

After a generation the American college is still here, vigorous and vital, in our American system of higher education. Prophecies are hazardous and should be indulged in with caution. A number of factors will determine the future of any college, such as location, competition, developments in science and technology, increase in leisure time in post-war days, the spread of wealth or poverty, the demands of the students, philanthropic support, rise or fall in the size and earning power of endowments, a long war, and above all in our own colleges, the support of the Christian Church with money and students.

There is a bright side to the calamity of today, and that is the purging through sore trial. The process is unpleasant, but the ultimate improvement in the total program will be worth the purifying pains. We should be clarifying our understanding of God's will in higher education. We are not fighting for material things, but for the spiritual. Those values are priceless.

A war is not won in the last battle. Defeat of the enemy is only a step, though very essential, toward our ultimate goal. We have not won this world war II until our full objectives have been attained. We do not wish to return to the pre-war world with its selfishness, greed, and godlessness. Christian higher education stands for a program which will produce a world best suited to the needs of a poor, lost and bleeding humanity.

If the war continues into 1945 we will have 71,000,000 men and women in war work, directly or indirectly, or 68 per cent of the population above 14 years of age. There are today 17,000,000 children under 14 years of age receiving no Christian education. It is terrible to envision the condition of America when the war graves of the dead are counted, when the wounded and workless

soldiers come back, and when 17,000,000 little pagans grow to maturity.

We must hurry, my friends. There is no time to lose, and no money to waste. Trained minds are needed as well as trained hands. Trained man power is at a premium. The troublesome days ahead will need college-bred leaders. Our national leaders cannot jeopardize the future of our country by permitting general education at the college level to be fully superseded by specialized vocational training.

Some colleges have already closed, and others will follow, never to reopen.

Democracy will need an "all out" effort to defend itself after the war is over. A better world can never come by closing our colleges. We will need all of our higher educational institutions for the emergency which will come when 2,000,000 soldiers go back to school in addition to the 2,000,000 which come out of high schools each year. The colleges must be ready to make a wholesome contribution to the reconstruction period in the post-war world. The kind and quality of education offered will determine the kind and quality of the peace that will follow.

We must forever keep in mind the causes of war, the objectives for which our nation is fighting, the actions that should be taken, as well as the policies that must be followed to prevent another war.

The responsibilities of our educators are not small. I pledge you my utmost toward the achievement of the goals of the college whose leadership I have this day humbly and earnestly assumed. With the help and guidance of the Holy Spirit of Almighty God the Father, and by faith in Jesus Christ, I dare to go forward with you, my colleagues, into a future which God will let us make good by His sovereign grace.

