

MOORING MAST

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Wednesday, February 24, 1971

I looked up
& caught your familiar form
turning to walk away.

-lm



No Chuckles in the Audience

Having encountered a widespread misinterpretation about the listing of the name "Fingy" in last week's Mooring Mast staff box, I feel compelled to give a brief explanation of who "Fingy" is and how his name came to be listed in the staff box.

I have been informed that a certain person on campus, a person who had previously applied for a position on the Mooring Mast staff, and who did not gain the position which he sought, has taken the listing of Fingy as a personal insult; that he believes I have deliberately made some kind of association between him and Fingy. Though there was absolutely no intention, I can see how the reference could perhaps be misinterpreted.

To begin with, Fingy was a gift from my mother when I was nine years old. Fingy is about four and a half feet high, plump, wears traditional American tennis shoes, and resembles quite closely an Orangutan. He has remained in my room at home for over ten years until I brought him to school. I've continued to be fond of him through the years. I missed his smile.

I eventually brought Fingy to my office and decided to place Fingy at my desk when I was out, with my glasses on, my pen in his hand, and studying intently my logic book. Needless to say Fingy has been received quite well by the staff—being the jolly chap that he is. One night while the staff was laying out the weekly paper, Fingy became a subject of levity. The suggestion was brought forth that we include him in our staff box. With a chuckle around the table we decided to do it—never realizing what might happen. We also had planned to reveal his true identity in a coming issue, thinking the Mast audience would get a chuckle out of him. Unfortunately, Fingy has become a very bad joke; unintentionally, at any rate, by the Mooring Mast.

No associations were intended or thought of at the time. What was originally an ostensible "funny Ha-Ha" has become rather an unfortunate misinterpretation.

I think it regrettable that every action or object must be viewed as symbolic or indicative of ulterior motives.

—David Giles

Nixon Acts to End IV-D Exemption

By THOMAS R. HEAVEY

The President today also asked that special exemptions for divinity students be ended by Congressional and Executive Order action. Under the President's proposals, those would be terminated through January 27, 1971.

The above is from a press release mailed to the DIRM at the beginning of February. The full implications of President Nixon's proposals are not clear yet, but one thing we can ascertain is that he is trying to put an end to seminary deferments for all those who don't have one yet.

I talked with a Mr. Hoffman in the National Headquarters of the Selective Service System and asked him when they expected to have Congress act on President Nixon's request. Mr. Hoffman said they had no idea except that it would have to be before July 31st because that is when the Selective Service Act of 1964 runs out.

The non-knowledge of Selective Service officials as to Congressional actions also applies to President Nixon's request on April 23 of last year to put an end to all future undergraduate student deferments.

As we see it now, in regard to the phasing out of IV-D seminary students, if you have not applied for a IV-D or you haven't been officially enrolled as a pre-seminary student under the direction of a recognized church or religious organization you will be ineligible for a IV-D exemption.

However, if you have stated at any time, such as when filling out a questionnaire with the University on your last occupational

plans, that you planned on going to a seminary and entering the ministry, or if you have informed your District President or another high official in the church, this information could be deemed as preparing for the ministry under the direction of a recognized church or religious organization.

Whether or not this request of Mr. Nixon's will be carried out by Congress is highly speculative. There are many people in Congress and outside who feel divinity students should be exempt as they are preparing to serve the citizens of this country in a vocation that cannot be served by anyone else. But, surprisingly enough, the majority of the churches are behind this move by the President.

In the Lutheran Church as well as all the other large churches, officials are getting upset over all the young men who are stating that they want to dedicate their lives to the church when in actuality they are attending seminary for the express purpose of avoiding the draft. It is the opinion of many seminary officials that service to one's country should not be waived simply because a young man wishes to attend the seminary, and that if a young man feels he cannot participate in war he should not avoid applying for Conscientious Objector classification by hiding behind a IV-D deferment.

The Selective Service System explains its actions by saying this move will equalize military obligations among all students, and that divinity students will be eligible, just the same as everyone else, to apply for the remaining classifications.

Parallax

Production for What?

By GLEN ANDERSON

Amidst the lamentations about the destructive earthquake in Southern California, I can't help wondering whether there might be some crocodile tears shed by building contractors, architects, and construction workers. After all, a tragedy like the earthquake is just what we need to reduce unemployment, create jobs, and spur the economy, isn't it? We need occasional fires, tornadoes, earthquakes and floods; they keep the economy moving, just like planned obsolescence and shoddy quality keep Detroit busily producing more and more new cars.

Perhaps the construction industry conspires with Mother Nature occasionally to perpetuate some natural calamity every once in a while. They may have caught on to the reasoning of the automobile industry, which is so reluctant to produce more safe cars. Every car which is needlessly totaled out must be replaced, and the manufacturers make more money building new cars than repairing old ones.

Hundreds of millions of dollars are spent re-tooling the automobile factories for each year's new models. This is sheer waste from a practical viewpoint, but actually turns out to be a good investment from the viewpoint of the companies' owners and employees, since yearly model changes induce people to buy more cars more frequently, and thus provide profits and job security. Likewise, the loss of 48 lives, the injuries of 1000 people and the inconvenience to hundreds of thousands of others are a small price to pay for the profits which will accrue to those people in the construction industries as the destroyed facilities are rebuilt. (Just look at the way we willingly sacrifice Vietnamese lives and landscape for our nation's economic interests!) Eventually, then, we shall be back where we started; but in the meantime many people will have profited financially from this earthquake.

When people are thinking of all kinds of crackpot schemes (including SST's) to rake money into economically depressed areas of the country, how can we logically bemoan a ready-made opportunity such as the current one? It is logical to appreciate natural disasters—given our present economic system. Perhaps, then, it is our nation's economic system which is illogical and absurd.

We are obsessed with production. Not that we produce very much that is worthwhile, mind you (unless you simply can't live without backyard barbecues, you really need all those clothes hanging in your closet, and you find that the American pattern of conspicuous consumption is utterly accor-

sary to your human existence), but just that we have this thing about economic productivity.

Maybe those extravagant tailfins of a decade ago were supposed to demonstrate our moral superiority over the Russians: "In 1960 you, Nikita! Look at our heavy tailfins!" I really doubt that Nikita could give a damn for all the decadent capitalist tailfins clogging our decadent American cities, but I think they made Americans feel self-righteously patriotic and truly American or something.

When the SST controversy was raging between the pro-SST forces and those of us who are regarded as unpatriotic to the State of Washington (spelled B-O-E-I-N-G), the argument most often advanced in favor of building that big turkey was that it would bring jobs to the area. Perhaps we do need to increase employment, but we must not accept this argument unquestioningly, for it contains a dangerous implication. While the paycheck is most important to the individual worker, the rest of society ought to be concerned about what that worker's job contributes to society. Otherwise the job issue can be used to justify any kind of activity that keeps people employed. For example, it could be argued that prostitution and drug peddling should be allowed on the grounds that they provide jobs for prostitutes and drug peddlers.

Perhaps America could solve not only its economic problems but also some of its more crucial social problems if we produced in order to meet human needs rather than in order to make excessive profits, or even in order to keep everyone employed. Quite a number of people—especially young people—do not thirst for the rewards of the middle class rat-race, and want only enough food and shelter and a minimum of material goods.

Nor does the overproductive nation actually need their labors. Instead of condemning these individuals as being lazy, the American people should thank them for voluntarily removing themselves from the bulging ranks of jobseekers. Our society should provide the option for people to be unemployed or only minimally employed and still retain their human dignity.

It is time not just to figure out how to do better what we are doing now, but to figure out whether we ought to be doing it at all, and what we ought to be doing instead. The problem is not simply how to crawl out of our economic recession, but rather how to build an economy and a society on healthier and more humanitarian foundations.

Environment

The Beauty of Big Mouths

By DAVE SUPERLUNO

A river wears many masks during the course of its travels, but the mouth of a river is surely the top candidate for the ugliest and most useless. At least, this is the usual impression.

Ever since man has emerged as the earth-raper his beady eye has been turned toward the mouth of the river as a potential "resource." Met with opposition when he moves mountains or applies the razor treatment to a forested hill, he feels safer at the river mouth, for who will speak for the inherent and eternal beauty of the mud flat and the salt marsh?

The biologist refers to the river mouth as an estuary. Although the appearance is deceiving, estuaries present a unique and important physical situation; an interface between salt and fresh water. Even that doesn't seem so important at first. Realize, however, that the battle against a change in salinity is one of the major functions of marine organisms, and that with a few notable exceptions organisms that are adapted for salt water cannot survive in fresh water, while those adapted for fresh water would dehydrate in a very short exposure to salt water.

In this light the estuary becomes a selective barrier and has been employed by various marine organisms as a nursery. Immature fish and invertebrates that can live in low salinity water are free to develop away from predation, protected by salt barrier. The cycle of the tides continually flushes the estuary and replaces the supply of oxygenated water nutrients, as well as playing the stork to eggs and larvae that are at the mercy of the currents and that need the safety of the river mouth to develop.

Once used to see another side of things when viewing the estuary, however. Rivers and inland waterways make great transportation with a minimum of investment. Industries that need water can locate near a river mouth, drink that, fill, and pass the product down the line. What better place, then, for a harbor? It's perfect, close to industries, close to shipping lanes and very often close to big cities that have risen as a result of the handiness of the natural cooperation both that is a river.

Oh yes, it is also true that the ocean is one of our greatest resources, one that we are unable to employ. The vast amount of water can displace anything you can give it and beg for more. Just throw it to the river and in time it will reach God's own shore, thanks, it's cheap. And when some beautiful coral reefs and coral islands about OBT this steering policies with extinction by crushing thin eggshells and reducing drastically the number of coral reefs about a new disease that can turn a healthy man into a vegetable, all because the human body does not know what to do with mercury.

The Nisqually River is in the middle of a battle of its nature now, while both Tacoma and Olympia gloat over the idea of a deep-sea port in the north Sound. The Tacoma Audubon Society and other citizens' groups are leading the opposition, but there are many groups, even at this late date, who will sweep over the idea of another mud flat. In the past 20 years the majority of America's major estuaries have succumbed to the ravages of man. Puget Sound and parts of San Francisco have remained alive, though not in the best of health, but last month there was a massive oil spill in San Francisco Bay, Tacoma and Olympia want more shipping facilities. The marine nursery keeps getting lost in the shuffle.

Arthur Hoppe

Our Man Hoppe

THE TRUE STORY OF MOSES

A good many Americans feel strongly that priests, ministers and rabbis should never engage in political issues—particularly when they're on the other side.

The attitude that men of God should mind their own business stems, of course, from the lessons of the Bible. One of the earliest is the story of Moses.

It was Moses' constant refusal to stick his nose into the worldly affairs of his congregation that set the pattern followed by all religious leaders in Biblical times.

One need only quote a few chapters from the all-too-familiar "Gospel According to St. Pontius" to convince interfering clerics they should stay out of public affairs and tend to their knitting. Excerpts follow.

And the Lord spoke unto Moses out of the burning bush, saying, I have surely seen the affliction of my people which are in Egypt and I would deliver them from the hand of the Pharaoh.

And Moses replied, saying, O, Lord, mayhap I should fall on my knees before the Pharaoh and say unto him, Let my people go!

And the Lord frowned, saying angrily unto Moses, Thou art a man of God, not a lobbyist. Hold thy tongue.

And Moses held his tongue. And a committee of laymen among the Israelites had come out of Egypt into the shores of the Red Sea. But the Egyptians closed them, all the horses and chariots of the Pharaoh, and overtook them.

And the children of Israel fell on their faces and cried out to Moses, saying, Forth the waters of the sea that we may cross on dry ground: then shall we escape to thee again and smite upon our enemies.

But Moses said unto them, I am a man of God, not a hydraulic engineer. How do I concern myself with military matters?

And, somehow the Israelites crossed the Red Sea and entered the Desert of Sinai where, being led by a committee, they wandered for forty years, most of the committee wishing to go this way and some that.

And the children of Israel cried out to Moses, saying, Guide us to the Promised Land of milk and honey. And Moses replied, saying, I will not enter controversies over laying down guidelines. Such is not the province of a man of God.

And, being of thirst, they begged him to smite a rock with his staff and bring forth water. But he said unto them, How then ask a man of God to develop a Sinai Water Plan?

And Moses went up unto Mount Sinai and the Lord spoke unto him, saying, I have writ Ten Commandments on seven sets of stone for my people. And Moses asked, O, Lord, shall I miss thy Ten Commandments down by thy people and read them unto them?

And the Lord frowned, saying angrily unto Moses, I have a little more of God. It is not for thee to go around introducing legislative programs. Mind thine own business.

And so the children of Israel reached The Promised Land. And there Moses taught them bingo and whist and organized for them socials and suppers and the ladies solidarity. And he grew old in years, rich in honors and in the respect of his flock.

And on his death bed, he spoke prophecy, saying unto his successor, Joshua: If thou wouldst be revered as a shepherd, avoid controversy, eschew strife, care not for the hunger, the thirst or the wants of thy flock. All who follow this creed shall be respected men of God.

And, lo, so it came to pass.
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The Prince

By The Jabberwocky

Most of us are not truly creative. Our scope of expression is limited to description, ritual, communication and restating the ideas of others. However, infrequently one encounters a person endowed with the capacity for genuine creative thought. Such a person is Margaret Mead, and such creativity is well documented in her recent book, *Culture and Commitment*.

The current world-wide youth rebellion is characterized by its vehemence and inarticulateness. It has remained for the professional student of cultural dynamics, the anthropologist, to interpret the significance of this rebellion.

Margaret Mead classifies cultures as existing in three distinct forms: post-figurative, co-figurative, and pre-figurative. In the first form, change is slow and imperceptible. Leadership and direction is provided by elders. The goal is the future of the next generation.

In the co-figurative culture, change is altering the society. The past no longer holds all answers to the future. People in future co-figurative culture model their behavior after their age peer-group.

In the light of events since

World War II which have accelerated change, the emergence of a new cultural form pre-figuration, is postulated. Under this form, the young emigrants in time who chart the course for others to follow. The basic difference in viewpoint between the generations is that most people brought up before World War II met the future as an extension of the past, whereas youth recognize that if they are to do a generation of reputation, world conditions will continue to change. There are no elders in the classical sense, for only the young have a vision of the future.

To many young people who have had to serve in Indochina or have been subject to the pressure of the draft, the feeling that they must do something to effect change has been intense, and was particularly evident on the nation's compulsory last year. Margaret Mead interprets this feeling as a correct assessment of youth's new role. She asserts that it now remained for the older generation to realize it can no longer dictate what youth must learn, nor to what they must be committed, but rather the older generation must learn how to learn and the rules of commitment.

Max Lerner

The Perils of Journalism

MONTEGO BAY, Jamaica—I have just read a disturbing article by a couple of psychiatric researchers, who should know better, which says I am either dead or ought to be. Not in those words but in effect. The article is a study of mortality rates among men found in "Who's Who," a publication which pervasively includes the present writer.

It says that these men as a whole—"correspondents, journalists, editors, editors and critics"—have a death rate twice as high as the total "Who's Who" sample. Since I come under any or all the above categories, you can see at the euphoric glance this tendered in me.

Happily, I write this, at my extreme age, from a prison hole in the sea called Jamaica, to which I have been repatriated for a brief stretch almost every winter since 1948, in a desperate effort to keep this decaying calcified bundle of bones together. I am at this moment sitting at an impressively lovely table on a terrace called Miranda Hill, once the residence of the Paris designer, Capt. Edward Molyneux.

As I sit in the sun, typing this, I think about people in more dangerous vocations—like the astro-nauts who will be taking a safe moon walk and whose placid live-preserving security I am certain to envy.

Of the ordinary men of the article says—live longer lives than we word-men do: at least the soldiers who survive long enough to get into "Who's Who." And I am a soldier—by I forget in my perilous territory calling when I could be practicing my life upon about the firehops, helicopter pads and booty trucks in Vietnam.

Let's do some excavating to depth. What are the perils of lives of journalists, editors, editors? Why do my competitors die off so fast, almost as soon as they get into "Who's Who," before they have had a chance to entrench themselves as Doddering Immortals. How do the staff members of the French Academy?

One reason is dangerous travels. Correspondents and other journalists roam around in places and cars to get from one history-making conference center and war and hot to another. I have been driving a rented car along these Jamaican roads, and the adventure is almost as hair-raising as climbing

down in my driving past in India, France, Italy and Mexico. If I stayed put inside the safe walls of Manhattan, my probability of survival would be much greater than it is.

The second reason is dangerous words and ideas. I don't know what the assassination threats are for writers and journalists, but my columnist will tell you that if a letter could kill, the daily mail he gets would prove to be the heart and very life of a hundred times over.

Some of the words, of course, is ego-boosting, and these are the letters we carry around and show out to show people, as Lyndon Johnson used to do with his copy of the Bay of Tonkin resolution. But some others are so life-insulting that we don't even dare throw them into a wastebasket lest they spoil the whole room up in smoke.

A third reason is dangerous tensions. I don't think it has anything to do with deep thoughts or deep feelings. I have done some impressionistic researches of my own on great English and American poets, in the anthologies, and I am full of envy at how many of them lived into their 50s and 60s, like Driftless, Hardy, Frost, and many others.

I am not sure that this applies to novelists, some of whom lead even stormier lives than journalists. There's that—despite Beethoven's impetuous life and pathetic death—and music to apply to musicians, composers, and conductors. Music has a soothing effect on the ears who live their lives in stabs with its melodies.

The main disease of word-men is likely to be deadlineitis. I don't include the technicians that come from wondering whether you have made an eternal fool of yourself by some loose analysis of a comic event like the Cambodian invasion or the Chinese Cultural Revolution or some other d'etat in an African or Latin-American state.

In those you learn to take those risks in your stride, with the consoling reflection that maybe one day edited. But what you never quite get over is the mania of driving your copy on the phone, on the plane or on the messenger.

The killing business in the end is the nightmare of a blank space where your do-ers from should have been.

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Thinking Right

By FRUCILLA BASTEN

The state of California has broadly charged Angela Davis for participating in a crime that led to the death of four persons including a judge. She will be tried under the rules of a legal system which, though it is a good system, is more concerned with the rights of a defendant than any other system in history. Angela Davis is a member of the Communist Party and of word of her indictment, the Communist world leveled a barrage of slander against the U.S. judicial system. The Soviet press and radio, Soviet scientists, artists, and intellectuals, and members of the Communist party throughout the world denounced the U.S. and proclaimed Angela Davis a "courageous fighter for freedom."

Not too long ago, the Mooring Mast devoted a large part of our space to a discussion of human rights which became a topic of interest after some student activists were "harmed" while in the process of heading out literature.

Finally, a Russian sailor on a Soviet fishing trawler managed to jump over to a U.S. Coast Guard Cutter when the two ships were close to each other. The sailor asked for political asylum. The officials of the Soviet ship demanded his return and captured him, among other things, of spending money from the ship's officers as evidence. Soviet sailors were permitted to come aboard the cutter whereupon they beat the sailor mercilessly and hauled him back to the Soviet ship. Internationally and nationally, the event was given very little attention, at least that

wasn't given of freedom, the event went by unnoticed.

If all three of these incidents pertain to the rights of the individual, then there is some discrepancy between the first two and the last. But this discrepancy involves more than an academic discussion on what rights humans should enjoy. There is also a question of who is going to defend which rights for what people. A totalitarian government strongly criticizes a libertarian government

when it commits a purported injustice against one of its citizens. But when that same totalitarian government leads itself to criticism by the treatment of one of its own citizens, the libertarian government need not be surprised or do nothing. And through it all, one cannot help but think about the Russian sailor who, if he is still alive, is probably enjoying America's concern for the rights and dignity of all men in his fellow Siberian prisoners.

MOORING MAST

The Voice of the Students at Pacific Lutheran University

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Opinions expressed in the Mooring Mast are not necessarily those of Pacific Lutheran University, its administration, faculty, or the Mooring Mast staff. The MM reserves the right to edit all copy for length, propriety and libel.

Materials submitted should be typewritten, double-spaced, with 40 spaces to the line. The deadline for each issue is 3 p.m. on the Sunday prior to publication.

Prominent Theology Prof to Give Lectures

Dr. Carl Henry, names of Christianity Today and prominent theologian at Eastern Baptist Seminary in Washington, D.C., will deliver a series of lectures at PLU next Tuesday and Wednesday.

A leading figure in the field of evangelical theology, Dr. Henry will discuss "The Case for Divine Revelation" Tuesday at 8:30 a.m. A 2:30 lecture will feature the topic, "Tensions Between Personal Evangelism and Social Justice." Both will be held in Chris Smead Hall in the UC. He will also deliver a devotional talk at Trinity Lutheran Church Wednesday at 8:30 a.m.

A 60-hour course for working clergy, students, and public will be held in the UC during and at 8 p.m. Tuesday with Dr. Henry as featured guest.

Dr. Henry founded Christianity Today magazine in 1956 and served as editor until 1968, when he became editor-at-large. He is the author of 20 religious books and has edited numerous additional religious volumes.

He has served as professor of religion at seminaries in Chicago, Philadelphia, Pasadena, California, and Karuzawa, Japan, and has lectured at colleges and seminaries throughout the country.

Dr. Henry participated in the Mid-Century Race Bowl Rally in 1959.

From 1952 until 1966, he was the largest Christian rally in the history of the West. In 1966 he served as Chairman of the World Congress on Evangelism in Berlin, Germany, and was the key speaker at the Eastern European Congress on Evangelism in Yugoslavia in 1969.

His radio and television appearances have included a daily radio program on Los Angeles and a series of panel discussions, entitled "God and Man in the 20th Century," aired throughout the country in 1968 over public service television.

His speaking tours have taken him throughout the world, including a summer tour with evangelist Billy Graham in 1968.

Dr. Henry is the first lecturer sponsored by the Thomas F. Shady Foundation's new Christian Scholar Lecture Program at PLU.



PIANIST LORIN HOLLANDER will be presented in concert by the PLU Artist Series in Olson Auditorium February 28.

Famed Pianist to Appear Friday

Russian Lorin Hollander, a veteran of over 300 performances at the age of 28, will be presented in concert by PLU Artist Series in Olson Auditorium February 28, at 8:15 p.m.

Mr. Hollander has just returned to the United States after a long and successful European concert tour where he performed with the London Philharmonic Orchestra.

The son of Max Hollander, first violinist with Toscanini and NBC Symphony, Mr. Hollander began playing the piano at age four and started his professional career at eleven. From the age of eight until he was twenty, his only teacher was the late Edward Steuerman. Recently he has worked with Leo Fechter, Miss Rudolph, and Olga Strumillo.

According to the New York Times, "Mr. Hollander is an extraordinarily accomplished pianist." He has all sorts of virtuoso equipment to spare, but his special territory is color. His palette is unusually wide and his tone ranges from brush and thundering to the smallest crystalline whisper.

The young musician seeks an informal concert atmosphere to attract a wider audience, especially the young. He also gives much time and effort to education, based on his belief that re-opening lines of communication with young people is crucial to the future of the arts.

Reserve tickets for next week's performance are on sale at the Information Desk in the UC for \$2.50 or \$1.50 for PLU students.

NSF to Sponsor Summer Institute

An eight-week institute in Environmental Science with ten semester hours of credit will be offered to junior and senior high school science teachers this summer at PLU, June 21-August 21.

The institute, supported by the National Science Foundation, is composed of three upper division courses: Biological Oceanography, Geology of the Pacific Northwest, and Environmental Mathematics.

A prime objective of the institute is to suggest an approach to teaching general science that stresses the use of naturally occurring environmental resources. Learning by doing will be emphasized.

The short field trips and four three-day excursions will include visits to Cape Flattery, Whidbey, June Island, the North Cascade Mountains, Mount Rainier, and the Columbia Miocene Basalt Flows.

Twenty-five teachers who (1) are presently responsible for the general science training of students, (2) have been teaching at least three years, (3) have not participated in an NSF-sponsored summer institute (4) are in good health and who (5) have need for additional training in the environmental sciences, will be selected to take part.

A basic stipend of up to \$75 a week and an allowance of up to \$45 per week for each dependent will be available to participants. No tuition or University fees, outside of textbooks, will be charged. Arrangements have been made to house individuals, couples, and families with children.

Instructors for the institute are Director, Dr. John Herzog, Dr. Richard McGinnis, Dr. Burton Deussen, and Dr. Brian Lopez.

Applications, available from Dr. Herzog, head of the mathematics department at PLU, must be post-marked by March 1 to guarantee consideration. Appointments to the Institute will be announced by March 22 and recipients will have until April 5 to accept or reject any offer.



CONNIE KOSHMAN, Stewart Hanson, and Karen Wraahstad prepare for "Dido and Aeneas," the University's Opera Workshop, with director William Sare.

Debate Tourney Set for Weekend

PLU's Chapter of Phi Kappa Phi, a national debate and forensics fraternity, will host its annual high school debate tournament here on Friday and Saturday. Approximately 800 students from 60 schools over Washington are expected to participate.

The tournament, beginning Friday morning, will feature both Oxford and cross-examination debate on the proposition "Resolved: That the federal government should establish, finance, and administer programs to control air and water pollution in the United States." Individual competition will include senior and junior divisions of extemporaneous speaking, oral theory, and interpretive reading.

A schedule of events and times will be posted in the University Center during the tournament and interested students and faculty are welcome to attend any of the rounds listed. Anyone wishing to serve as the tournament headquarters or to be the judging boards should contact either the Communication Arts department (ext. 305) or the tournament director, Pattie Cowell (ext. 411).

'Star-Spangled' Tryouts Staged

Tryouts for the Alpha Psi Omega spring production of "Star-Spangled Girl" will be held next Monday (7:30 p.m. in UC) and Tuesday (9 p.m. EC-127).

"Star-Spangled Girl" will be directed by Scott Orvick, a drama education major. PLU's drama department is one of the few in the country which allows undergraduates to direct full-length major productions.

Performance dates for the show are April 2-3.

CALL Gives Aid to Sunday School

Each Sunday morning a group of dedicated PLU students meet in Fletcher Hall to go out to Fort Lewis where they conduct Sunday School classes for 1000 kids from kindergarten age through high school, plus an adult class.

"For all of us," says Maxine Wallender, member of 25 adult leaders, "it is a happy experience which comes a lot in the development of a child's Christian life as the enrichment of our own."

Maxine is one of 20 volunteers enlisted in the CALL (College Affiliated Laymen's League) program at Fort Lewis. The students meet for monthly teacher-training sessions at the room just chapel with Chaplain Clyde Norrup III and Specialist 5th Class Dennis Clark.

"It is important for us as teachers to make the Sunday School experience as joyful and exciting as possible," Max feels.

"What a child imbibes about the beauty and love in a personal relationship with Christ," she says.

"will be carried with him throughout his life. As teachers we do our best to make this an interesting time in which the children are actively participating and concerned."

The only thing the program lacks, Max indicates, is manpower. She invites volunteer teachers to join "in this privilege of spreading God's love."

Interested students may contact Maxine at ext. 186 or Dennis Clark at 88-201.

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Rev. Nesvig Relates Sabbatical Tour

By GREG YOCK

Rev. Milton Nesvig returned last month from an eight-month sabbatical tour which took him to 30 countries around the world. The purpose of the tour, granted to him by the University Board of Regents was twofold. He studied Lutheran church-mission activities in diverse areas of the world and visited PLU alumni whose efforts have been instrumental in the conduction of those activities in such fields as education, government, science, and the arts.

Rev. Nesvig, whose current assistantship to President Wiegman includes responsibility for all official University publications and church relations, left with his wife early last summer for Koppom, Sweden where the tour commenced. In the early stages of the journey he was with PLU's Choir of the West.

In his visit to Norway, Rev. Nesvig studied the unique socio-spiritual ministry of the Lutheran Church, where television, radio, and newspaper are employed on a phenomenal scale.

Other European nations visited by PLU's representative included Denmark, Belgium, Germany, Spain, Switzerland, Holland, Austria, and France.

In Evian, France Rev. Nesvig attended the Lutheran World Federation Convention and was the only reporter there representing an American daily newspaper. He commented that he applied for press passes from the Tacoma News Tribune and Seattle Times in order to be admitted to the convention.

Among those who hosted the Nesvigs in Europe were U.S. Navy Chaplain Steve Brandt (PLU '57) in Rota, Spain; Mr. Hans Mollerup (PLU '57) in Copenhagen, Denmark; and Mrs. Marilyn Pflueger Schmitter (daughter of J. P. Pflueger, after whom Pflueger Hall is named) in Bonheim, Germany.

Rev. Nesvig traveled through Yugoslavia to Athens, Greece, and from there he and his wife flew to Kenya, Africa where they were welcomed by Barak Mbajab (PLU '67), now a district officer in charge of the welfare of nine tribes. Rev. Nesvig observed the work of Christian missionaries and attended a number of native African ceremonies and suppers.

"In every village we visited," he said, "the chief and sub-chiefs and all the people were lined up to receive us." They presented him with many gifts, including a bow and arrow, two chickens, and a walking stick.

In Tanzania, Africa, as the guest of Rev. and Mrs. Robert Ward, the Nesvigs spent several days in the bush, and had the opportunity

to live and hunt with the natives. From Africa they voyaged via a British passenger liner to India, where Rev. Nesvig observed "Everything on the roads goes, docks, cattle, goats, and millions of people."

At summation of his tour, Rev. Nesvig remarked that one of the greatest Christian challenges today lies in Africa and Asia. "The major ideas," he observed, "are socialism and superstitious."

"The goal of the Christian missionary is not one of Americanization but rather we want to bring people the Christian Gospel to their cultural structure," Rev. Nesvig noted. "Another concern," he continued, "is teaching people the basics of living. Mothers need to know how to cook, sew, and care for their children; men must be trained to farm, build, and provide for their families."

Rev. Nesvig stated that there are many opportunities for youth of America to share their skills and technical abilities with the millions of people in the world who live in poverty, ignorance, and fear.

"What these people need is not charity but a chance to improve their lot," Rev. Nesvig believes. "With sympathetic leadership, care, and concerted effort," he said, "these needs can be accomplished."



THE CONVENTION'S VERBAL VOLLEYBALL continues as the MAST'S answer to Rowan and



Maetin (Hasselblad and Giles) provide extemporaneous levity and abscondion.

The Circus: Under the Big Top

By CHUCK NORDQUIST

Every year about this time, just after the circus has come and gone, those who were able to attend it backward look fondly upon their camp, plastic covered, yellow entrance tickets. "Now that was some circus," they mutter. And by year, for a day, that statement stands true.

You see, this circus is somewhat

different than the type you might have been accustomed to when you were young. This one is entirely composed of clowns. There are happy clowns, sad clowns, funny clowns, and serious clowns who are really funny because they try to be serious, and fail.

It is a sick way failure is funny. As long as it can even be hilarious. Last year the whole idea of a nominating party was a failure, and everyone walked away laughing. This year everyone walked away with a small feeling of accomplishment, and laughing, but this time for a different reason.

The delegates were laughing with some amount of giddiness of knowing that they had finally been given a choice and what's more, they had exercised their long-awaited option to choose something they wanted. With nearly 12 percent of the student body involved in the process of voting, the convention stood as a representative body—representative of the maturation process that is taking place on this campus.

No one will shy that PLU has fully matured, but it is displayed that the long-awaited goal is in the process of being fulfilled.

Letters to Our Editor

To the Editor:

The fight to outlaw non-recyclable bottles and cans for beer and pop is on again. The Beverage Container Control Act (HB 699 and SB 512), signed by Initiative 256, has been introduced in the Senate and House and sent to committee. The BCCA is much more specific about what it covers than was I 256. Studies done for Citizens for Better Solid Waste Management predict that a net increase of 1000 jobs will be created, that consumer prices will decrease 15 to 25 per cent, that garbage collection expenditures per deer and pop bottle an can will be reduced to the state by at least \$3 million, and that the amount of litter and the cost of litter clean-up will be reduced. These conclusions are well-substantiated. For copies of these studies, you may call us at LE 3-7625.

Most important, the BCCA needs a flood of letters to the legislature supporting the bill, since the opposition is rich, powerful, and well-known in Olympia. For the 29th R. Ted Bottiger, Representative P. J. Gallagher, and Senator John T. McCutcheon. The hearing before the House Business and Professions Committee was held last week. Rep. Gallagher is District member from the 29th district. It is likely that the bill will be introduced by that committee next for one job. (No chairman means a representative.) In your letter, you might ask that your legislator help get the bill out of this committee. In view of the situation in the House, it is

doubly important that we load our energies toward the Senate. The hearing before the Senate Manufacturing and Industrial Development Committee was held on Wed. night, Feb. 24. Be sure that you write to your senator and perhaps to both Gardner (28th district), chairman of that committee.

Once again we need the activism and enthusiasm that typified the 256 petition campaign. If you are interested in this project, try to get your letters in as soon as possible, but surely within the next week. If you want copies of the bill, more information, or petitions, see us at 2110 S. 7th St., LE 6703.

The people who are backing the BCCA need \$800 to pay off their debts. If you wish, send a check made out to "Initiatives for Better Solid Waste Management" to 521 East Allison, Seattle 98102.

Bill and Anne Sore

Summer Theatre

The Coeur d'Alene Summer Theatre, located in the lake resort area of Northern Idaho, is accepting applications for the 1971 season. Serious full-time company members who receive room, board and a small salary will be contracted, while unattached apprentices are also signed.

Company members will participate in four musicals—Fiddler on the Roof, Sound of Music, Camelot, and Sweet Charity—and will perform technical direction, costuming, promotion, domestic, and theatre management duties.

Anyone interested should write to general manager Robert E. Mac at 320 West Fitzgerald, No. 1, Sandpoint, California 96772. Deadline for applications is April 1.

Record Review

'Vibe Jibes'

(EDITOR'S NOTE: Brian Oehl will be writing an occasional review on the most current popular albums.)

By BRIAN BERG

Blows Against The Empire, Paul Roemer/Jefferson Starship (RCA LSP-446).

Blows Against The Empire, featuring four of the six members of Jefferson Airplane, half of Grateful Dead, and many other well known talents, displays the musical stylings and themes of a typical Airplane album. The "blows" are anti-establishment, anti-war, and anti-capitalism that has led us through endless wars to a questionable future in outer space.

The first side of the album contains some typical Airplane material. "Man On A Mission" and "Let's Go Together" sound a lot like their Volunteers album. They take on the typical Airplane sound, including bold guitar work and well-blended harmonies. Their themes are also quite typical, displaying a disgust at the war and its ramifications. Jerry Garcia plays banjo on one traditional cut, "The Baby Tree," and another cut is about Gracie Black's new baby, God.

Side Two takes on quite a different vein. It contains a warning against what might become of outer space if we venture out and commit the same careless atrocities as those we have committed against our own planet. Part of this side is written as if about a starship, adding to a total mysterious atmosphere.

The record jacket is artfully designed, and includes a complete book of lyrics and drawings at no premium. The whole album is a good collection of styles, and shows that Jefferson Airplane is still a talented and appealing group.

Down Home, Seals and Crofts (F. A. Records FA 5004).

Down Home Seals and Crofts' second album, contains the type of music that allows you to sit back and absorb the feelings of these two guys. Dash Crofts leads vocals and plays the mandolin, on four numbers which adds a lot of spice to the whole album. Jimmy Seals, on guitar and violin, completes the duo. Additional personnel back up the songs, and the sound is much more together than their first effort.

There is one bad cut on the album, but the two best songs are "Ridin' Thumb" and "Gabriel Go On Home." Each has an excellent beat and melody, and pleasant harmonies are abundant throughout. The mandolin is what makes it all work, but the picky guitar carries it through. "Purple Hand" sounds a lot like "See My Life" on the first album, and each song contains a bit of philosophy from the band's writings.

"Hold Me Down Slow" has a hometown melody and "Cotton Mouth" makes interesting use of instruments, especially the organ. Every tone is beautifully done and though it is generally a folk-styled album, the songs have an unbelievably wide appeal.

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"That there are no Absolutes
is of no importance; but he
who refuses to strive after
them is a liar, a coward and
a caitiff."

freedom: beyond homeostasis

By BURTON L. NESSET

Freedom - I sit and look at that word, and consider how it has related to the interim; how it related in the concepts held by the Interim Committee - perhaps more safely, to me as I worked with the men of those committees over the last two years; and now the sharp alteration in the relationship of freedom and the interim due to the recent action of the Board of Regents concerning the interim.

The explicit intention of the faculty has been, and continues to be, that the interim is an integral part of the school year. The initial suggestion by the Core Curricular Committee for two 14-week semesters to entail the school year was never received favorably. The faculty insisted that a school year was essentially a block of time from September to May. How this block of time was cut up was, and is, dependent on how the faculty thought it could do the best job of education. The first interim committee was therefore established with the charge "to create an interim for ALL faculty and ALL students." Please note that word "all," for the faculty felt so strongly that this new form of education not be construed as an invitation for a vacation that initially everyone was to be required to be present. Further, the faculty said in passing the 4 course - 1 course - 4 course concept that material then being taught should be re-structured so that through innovative and imaginative efforts material could be pulled out of a normal semester context and utilized in the interim to provide a different exposure to learning and to teaching.

The first interim committee embraced the basic thrust of the faculty's wishes with great glee: all the members were thankfully quite compatible in their basic approach to higher education. Therefore, we quickly agreed that 1) the interim in no way shall be considered to be less essential than a regular semester, and 2) freedom with responsibility would be the primary touchstone.

Students don't "learn" unless they are motivated, even with grades present. Therefore change the grading system so that teachers, and students would have to rely on motivation and interest rather than the threat of a grade. "H" (honors) or "P" were thus born. Students get up-tight over venturing into strange waters, and teachers are reluctant to fail students as a rule: so drop the F—in fact forget the student ever took the class if he didn't pass it—after all it was his time and loss which is his to account for eventually anyway.

The interim committees (and faculty) have felt that a course given in the interim is as legitimate as any course in other semesters. Thus each department of school has had the option to designate any course as having the additional responsibility of fulfilling either General University or Arts and Sciences requirements. Further, the first committee considered the rule that the P/F option could not be exercised for core courses to be incongruent with freedom and the motivation challenge. This rule also implied that there is an inherent difference between courses taken for these requirements and other similar courses taken by a student, which did not appear at all valid. Therefore all courses with No. 300 - 320 would utilize the (H) and (P) system with no exceptions.

Require all students to take the first interim? "Not on your life," said the committee. At least that was the idea expressed. A student needs only two semesters to be a graduate of PLU (the last two), and no one can force a student to take any given semester, except perhaps his parents. Further, some freshman might do better to use that month to reevaluate the previous semester and to get a start on the next semester, than to take an interim course. So, we obtained the approval for the situation as it now stands: Two interims required for continuing students, one for transfers. Even this rule and the rationale for it should be reevaluated at this point.

The plan of action format was developed to broaden the concept of freedom to learn as far as possible; but because it was a non-objective, non-judgmental program,

we could not justify grading it at all. Several students have thankfully made use of this option in the last two years.

The first interim experience was received with general feelings of satisfaction and, indeed, pleasure by the faculty and students. The second interim again was utilized by the majority of students. There have been problems in several areas of the interim: Registration procedures are being revised to rectify the severe problems that have occurred (both faculty and students have been hurt), class sizes have been a continuous source of confusion, too wide a range of responsibilities required of a student of confusion, too wide a range of responsibilities required of a student from course to course, off-campus courses have been very difficult to keep in the fabric of the interim. But, no program of any worth is born easily - too many habits, patterns, and biases have to be adjusted for that. That doesn't mean it isn't worth the effort - even when we lose.

One of the greatest sources of the developing imbalance between man's technological and natural environments, is the incongruence between man's rapidly changing technology and his relatively static institutions. We are quick to change our ways of life as technology permits, but we really don't like new forms in our institutions. There has been constant pressure to revert to previous ways, and both interim committees have had various difficulties in keeping both original concepts as true as possible.

Some students and faculty would rather go back to grades: students because they don't like working harder than the next guy and getting the same grade, or having a proficiency in an area and wishing to exploit it; faculty because it solves (or may solve) some pressure problems, and it "solves" motivation problems.

The pressure to take courses that fulfill requirements has not diminished. The core is so marginal in the overall curriculum that such pressure should be decreasing. The interim committees have constantly solicited suggestions for improving the interim so that courses could stand for their inherent worth and interest. Some suggestions have been received to not permit courses to fulfill any requirements, at least in part because of the disappointment in the lack of an exploratory interest on the part of many students. To take a course primarily because it fulfills a requirement if you don't really have to (as a senior may) is not a very good rationale for a supposedly intellectually alive and curious individual.

Finally, the recent action by the Board of Regents - the faculty philosophy has been that the interim is an integral part of the year, and that it is the students' loss if he chooses not to participate. The recent action in effect reverses this so that now a student apparently saves by not attending. This university, as well as most others, has had the policy of socializing the cost of expensive programs over the entire academic community if such programs have been accepted as beneficial to the community. Thus several departments and programs on this campus which do run high overheads are in effect subsidized by lower overhead departments or schools. The interim has been claimed to be expensive - it may prove to cause an increase in costs; however some expenses have decreased, i.e. class operation in most Natural Science courses. I instinctively reject unproven opinions and "feelings" as a basis on which to make decisions which over-ride existing policy. It is unfortunate that such hasty action was taken, because of the tremendous ripple effect that action has and will cause. A bit of caution, investigation, and consultation, could have revealed a few more reasonable alternatives.

Needless to say, I have believed in the interim philosophy and operation up to now. I hope both faculty and students will attempt to work around the recent action by the Board to keep the interim as a period to learn, to teach, and to serving one's person in ways not available during the rest of the year.

interim and the pursuit of learning

mast essay

"The introduction of the Interim into the PLU calendar has provided the most viable new mode of education which this institution has ever attempted."

With these words, last year's essay upon the Interim began. The concept was new and as is the case with most beginnings, we strossed the ideal. Today, in the light of our second Interim, we believe that a more critical eye must now be brought to bear upon both the effectiveness and the value of the Interim concept.

Due largely to the number of people who have found time to submit their impressions to the Mast for this feature, many of their judgments overlap at times. We are aware of this and have allowed for it in order that the reader may retain the option of choosing to pursue those articles by professors and students whose opinions they may particularly value.

Though we urge you to read as many of the selections as possible, an accurate reflection of our concerns does not necessitate the reading of each article. Many of the important issues are not stated explicitly, but often lie between the lines—couched uneasily within the questions and the doubts.

Many of these questions, as you will see, concern the meaning of freedom within the context of the Interim. What of the Pass-Fail system, for example? It relieves the pressure of grades, to be sure, but not the dedication to excellence—or the urgency of learning. It is a moot question whether such a level can be maintained when nobody ever fails.

The Interim is a time in which we may be free to pursue (to employ Dr. Simmonds' word) the frivolous, that is, those things which we wish to pursue out of interest and not out of need. There is a key here, however, which many have missed. The phrase reads: the freedom to pursue—not the freedom to take the class and to subsequently care less because no one fails. It is a problem which speaks poorly of the motivation and maturity of many of the students.

When professors voice criticisms of this nature they are condemned as being out of hand. We accuse them of misunderstanding the nature of freedom in the Interim. Unfortunately, the point which they are making is quite correct, for excellence is not bound to traditional learning, but to the pursuit of knowledge in any mode.

Our freedom is tied inextricably to the responsibility which the pursuit of our "frivolous" interests entails—and it says nothing more than that. We may still succeed or fail in such pursuit, but it is the price of our freedom.

An Interim which promotes anything less than such a view of responsibility toward the pursuit of learning will engender a meaningless freedom which will assure us of nothing more than the mediocrity such a choice inevitably produces.

It has been pleasant

Our walk through a china garden

But I must go now

Before I shatter all your crystal flowers

I would have liked to stay

But I can no longer pretend

The leaves have not begun to fall.

L.M.

Time flies so slow

the passing lonely hours

in wordless silence kept.

The penitential clock

ticks metronomic measures

to the rythm of despair

While sand sifts slowly

through the hourglass of time . . .

HAMMERING A SHARP STACCATTO

to the music of the mind.

M.B.A.

the calculated risk

By WILLIAM P. GIDDINGS

The Interim holds the realm of possibilities for which we put up with short semesters. The overriding purpose is to enable dimensions of freedom not attainable within the structure of a conventional semester. Faculty and students are supposed to be free from the demand that every course occupy a recognizable place within the larger patterns of major preparation, supporting courses, or general university requirements.

The pass-fail grading system is supposed to allow a focus on the sheer joy of learning, so that the manner of presentation and the student's response need not be geared primarily toward evaluation. In my own case the Interim has allowed me to try to share with students my passion for church music, instead of working only at my profession of chemistry.

The intention of a single course load for faculty member and student was to overcome the tyranny of the clock; to permit whatever schedule of time and place was appropriate to the purpose at hand. Several of my Interim students did tell me that they appreciated having enough time to practice on their own to make really satisfying progress.

Freedom, of course, can never be absolute; the greater the measure of freedom, the greater the responsibility to avoid infringing upon freedom of other types and of other people. For example, we have permitted the freedom of using Interim courses to meet general university requirements. The result appears to have been a severe limitation on the freedom of each student to take what he wants; as the Provost reported in the February 10 Mooring Mast, a number of students this year had to settle for their second or third choices.

The data available to me suggest that the enrollment pressure became too great to meet, chiefly in those courses meeting general university requirements localized in a single department. By contrast, courses centering on environmental problems drew poorly as first choices, despite their presumed relevance to current problems. Most courses ended up with enough students to justify offering them, but at the price of not being the first choice of a

number of their students.

I am nothing inconsistent about the purposes of the Interim and the purposes of general university requirements. This year I think many students deliberately and unnecessarily robbed themselves of their own freedom to choose a course just for the sake of interest. I conclude that to preserve the larger freedom which is the whole reason for the Interim, we will be forced to restrict in some way the freedom to concentrate on general university requirements at that time. My own preference would be to allow one of Interim courses to meet general university requirements only after the two required Interims have been taken.

It is of course very possible for a faculty member or student to abuse his freedom by failing to use the Interim productively. There is the obvious possibility that a student may gain a course credit with appreciably less work than during a semester. There is the risk that an instructor may not come to grips successfully with loosely defined course content and objectives, making a total commitment to a single course during the interim engenders the risk that instructor or student may find that he has overestimated his degree of sustained interest.

The concept of freedom presupposes that students generally can work productively when considerable interdependence and that faculty members generally have more to offer than limitations of their own educational experiences. It would be surprising indeed if these presuppositions were fully met in every instance.

The Interim then is a calculated risk, an exercise in responsible use of freedom. We will continue to have Interims only if we consider them as valuable as other courses. We will accept the risk only if we believe that the expected gains outweigh the potential costs, and act accordingly in designing and selecting Interim courses.

Next year will be critical in assessing the future of the 4-1-4 calendar. I am convinced that we can make whatever adjustments are necessary to utilize our freedom wisely, and that the Interim is worth the risk.

reticence . . . and . . .

Three seasons now
There has been
a bidding
of time . . .
for me.

A long shadowed
Waiting for the sunrise
Sawing of calloused feet
Teating at a muddy mind
Time . . .
called leisure.

And for all
That ruming free . . .
Musty hair, shoddy jeans,
glazed eyes
reflecting
Frigid miles of iron rails
The nakedness of rented rooms
24 hour best friends,
I find I've bummed
more questions
than answers . . .

So I'll wander home.
Me
and
My
Foreign reticence.



the search for serenity

By KATE MANCKE

The student who wrote this poem (above) had 3 seasons in which to develop his foreign reticence, but three months abroad would be sufficient for the curious student to acquire not only reticence, but a knowledge of a foreign culture and language, a myriad of experiences which would open his mind and increase his wisdom, and the opportunity to become involved in the lives of persons and nations outside our own.

The variety of foreign work, travel and study possibilities opens the interests and needs of virtually every individual. For the working student, there are several organizations offering job placement services, which would guarantee the participant a position before leaving the United States.

Students who have used these services in the past have found the jobs pleasant, although not particularly lucrative. Weekend trips and the brief free time when workers are able to travel, tend to diminish the excitement, but provide a broader perspective on the host country.

The legendary "Grand tour," which completed the education of the wealthy during the late 18th and early 20th century, and caused the death of such aristocrats as Lord Stanford Jr. (he died of typhus), has become safer and also within the reach of many persuasive students.

While students are still drawn primarily to Europe, universities and organizations have opened Africa, Latin America, the Orient and the Middle East to adventure-some individuals willing to forgo some of the comforts and conveniences of Western technology. The cost of tours (generally three to six weeks) begins about \$700, and rises.

Usually centered around a particular subject, study tours deal with such diverse areas as West African tribes and their culture—including a trip to Timbuctoo—, archeological sites in the Greek islands, Western European government and baroque art in Central and Southern Europe.

Summer schools, sponsored by foreign and American universities

having campuses overseas, provide a third type of program for students wishing to broaden their educational experience. Residence and study at such famous institutions as Oxford, Cambridge and the University of Paris allow participants to study under some of Europe's finest scholars. New universities opening to Americans include the University of Ghana and the University of the Andes in Bogota, Columbia.

Although some programs tend to stress language study, others are especially geared to the monolingual American student, providing lectures and tutorials in English. Costs start as low as \$275, although night academic programs—travel included—cost approximately an equal as summer school in the United States. A limited number of scholarships are available to defray expenses.

Further information on summer and academic year opportunities is available from Kate Mancke, who can be reached through the Foreign Language Department or by telephoning LE 7-6061.

england: stage right

By JANET YEAGER

The interim tour to England, sponsored by the English department, had the distinction of being the smallest ever group from PSU, with only five members. The course, led by Dr. Klopsch, involved a study of British Theater. Altogether, we saw 16 plays, including *Hamlet* and *Tenfold Night*, *Shine Bright*, *Flowers on the Roof*, *Promises, Promises* and a musical based on Chaucer's *Canterbury Tales*.

We were able to see the London Festival Ballet production of "Sleeping Beauty," and hear a concert by the Royal Philharmonic Orchestra. Most of the performances were in the evenings, which left the days free for visiting museums, galleries and other places of interest, shopping and exploring.

Our first week was spent in travelling in places outside of London in a van with a driver-guide. These places included Stratford-upon-Avon, Oxford, Windsor, Eton, Stonehenge, where Thomas Gray wrote his famous "Elegy Written in a Country Churchyard." *Canterbury* offered a most moving sight. The pilgrims' shrines in the cathedral which have been worn into waves over the centuries by the knees of millions of pilgrims, visiting the shrine of St. Thomas a Becket.

For the remainder of our stay, the London sides were our main method of transportation. We also did a great deal of walking, the best way in which to see the city as it really is. We did find London to be an easy place in which to move around, with its complete tube network, and a system of red double-decker buses above ground.

Among the museums and galleries which we visited, one which stood out was the British Museum, a vast building which houses most notably the Elgin Marbles, the Rosetta Stone, the Pillars of Asclepius, and a worldwide collection of manuscripts dating from the earliest writings of man.

We also had the opportunity to go to the homes of several literary greats, which have been converted into museums, including those of John Keats, Samuel Johnson and Charles Dickens. Nearby the Dickens house was the old Curiosity Shop of which he made use in his writing.

One afternoon we were able to get into Parliament to observe a session of the House of Commons. The most notable thing about that particular session was the obvious absence of most members.

No visitors to England should neglect the pubs; they offer some of the best meals to be found and are reasonable priced. And they also offer an insight into the lifestyle of many people. In the English, the pub is not only a bar, but a community center where one can gather for a pint, a game of darts, or conversation.

The signs and signs over the doors of the pubs date back to the time when some of the population was illiterate. The figure painted on the sign indicated the name of the business. Thus, pubs like "The Queen's Head," "The White Horse," and the "Black Swan" (otherwise known as the "Dirty Duck") came into being.

Even in England there is a slight language barrier; for example, there an elevator is called a "lift," the subway is "the tube," a restroom is a "convenience," a truck is called a "lorry," and gasoline is "petrol." The name Gough is pronounced "goff," Beauchamp is "Beecham." A shilling is nicknamed "bob," a pound is also called a "quid," and a penny is a "copper." There is no such piece of money as a guinea, but everyone understands that it equals 21 shillings, or one more than is in a pound.

During our stay we came to have a real feeling for the country, its people, way of life and history. And we are grateful to the interim program for providing the opportunity.

BEYOND

See the floating second level go swiftly by
The pounding surf has a tale to tell
The boats who seek their fortune.

Washing the shore as a cat her kittens
The waves whisper a secret which
Only you behold—a ferry will find her way to your eyes.

Listen to the wind and wait for its call to
Reach you. The echo of my life and the
Dreams that are cast to the breezes.

—Diane Gambley

foreign study and the intense encounter

By GEORGE ARBAUGH

Study abroad is scarcely new, but two years on the +1+ calendar have encouraged a degree of it which is novel for this campus. Having participated in two PLU courses abroad (with Dr. Fisher to Greece and Italy in 1970 and with Dr. Schnackenburg to Spain this year), I now find myself called upon to reflect on the nature of such projects.

First one should recognize that because of the calendars on which most schools operate, study tours in January are a bit extraordinary. In part for reasons of weather summer travel appeals to many, and for a fortunate few, an entire semester or year away appears more adequate to the task. In fact a brief mid-year program has some important advantages of its own. It allows one to travel at a time when costs are low, good facilities and services are more readily available, and the summer-time crowding has eased off. It should come as no surprise that when traveling with a group in winter, one is usually provided with more than the usual student accommodation and at far less money than one would otherwise have to pay. Even the guides tend to be more patient and of better quality than in the peak season.

Usually, if one must choose between winter and summer in southern Europe, it is arguable that January weather is preferable for touring to that of July.

Beyond such common sense, a mid-winter break has other advantages for the student. For most it comes at the right psychological time. For many it makes an educational adventure away from campus seem a practical possibility. To venture a month away from campus is to come home, to manage a semester, a year or even a semester away (with credit to be expected by the home institution) is quite another matter. Summer study abroad attracts many for academic opportunities are limited, good jobs virtually unavailable, and—most serious—such programs usually preclude the possibility of profitable summer employment at home.

What exactly is the value of costly foreign study anyway? The best answer is that it all depends on nearly everything. (The high cost in Americans is at least an advantage to a country like Spain which derives more of its funds for foreign exchange from tourism than from any other source. Interestingly enough it is estimated that one million American visitors annually spend as much as ten million francs from France.) Certainly the value of foreign study is determined in large measure by the type of program one selects. These vary from those in which an American institution offers an essentially American program taught by American instructors to American students—in a foreign city—to those in which an American student registers on his own for study in a foreign university. Those offered by PLU fit somewhere in between. I have referred to which I have participated in somewhere between these extremes. The subject matter is provided by some part of the country of course to be visited, and although one travels in the company



of friends from home and to the extent contact with local people in an atmosphere of largely individual study, travel, and discussion the benefit a participant derives from his experience depends more on his individual industry than it would in a conventional classroom course. Nevertheless, a core of suggested or required reading, a bit of writing prior to departure, and lectures and discussions both before departure and enroute, all serve a focus to the study and discourage it from the more casual and impressionistic, and usually less educational tourist's jaunt.

There is a long tradition which recognizes in foreign travel an important ingredient in good liberal education. Nothing short of first-hand contact with different styles of life can so impress on one the polar facts of man's common humanity and cultural diversity. Even a few weeks in Spain this January were quite sufficient to provide a lasting impression of both the richness of Spanish culture and its single-mindedness in the pursuit of ideals, some of which are startlingly alien to most Americans. The counter-clockwise swing of this year's Iberian study group through southern and eastern Spain, through ancient Toledo and modern Madrid, Roman Mérida and Moorish Granada, allowing visits to the sites of Phoenician and Greek colonies, to Roman aqueducts, Visigothic fortresses and Moorish palaces impressed most of us I believe with the richness and diversity of the ingredients in Spanish culture. Nothing more than an (informed) glance at the street

names of modern Spanish cities is required to provide an indelible impression of the pathetic course of recent political events in that country. Modern Spain is a curious and paradoxical, appealing and appalling nation—historically influential, religiously idiosyncratic, and philosophically curious. A study of it in depth is no doubt best, but a brief and intensive exposure can also be rewarding and, at the very least, provocative.

Last year's winter journey to the Greek homeland of ancient philosophy and science was in its own unique way certainly no less valuable than this year's trip to Spain. The tour began and ended in ancient Roman and in medieval and renaissance Italian cities. Rome and Pompeii, Ajaccio and Florence respectively. Its focus was however on classical Greek civilization with special emphasis on social life in the ancient city-states as reflected in Greek myths of moral and political life. By way of bus, boat and train our group of thirty-five (approximately the same size as this year) circled the southern end of the Italian boot, Sicily, and the eastern Greek mainland, visiting such ancient Greek sites as Paestum and Taranto in Italy, Segesta, Selinunte, Agrigento and Syracuse in Sicily, and Athens and Corinth in what is now modern Greece. The territory covered in three weeks was, in fact, considerably greater, but many tourist markets a common theme for study served as well as what would otherwise have been a bewildering array of sights, facts and impressions.

To the criticism which one occasionally hears that so few weeks is too little time for so much, I can only respond that it is indefinitely superior to no time at all, by slipping in some sessions on campus before Christmas and by encouraging participants to read and formulate their thoughts over the holidays, one can prepare them reasonably well for the rush of impressions to come. Perhaps something can be said for restricting the scope of their brief study periods abroad and for packing in a bit more formal study prior to departure. I am inclined to think that once one has gone to the expense and bother to get to a place like Spain or Greece, one ought to err on the side of staying long and seeing much—albeit less intensively—rather than spending less time there studying fewer things in greater depth. In the past two years, most student reactions I have heard have concurred with that opinion, but the question deserves further examination.

I suspect there is no way of fully satisfying the skeptic who wants objective evidence to the effect that one can accomplish significantly more studying abroad rather than here. Certainly one can learn the history of philosophy at less expense from books and at home. Yet, on long consideration of the multitude of little and sometimes tangential lessons learned and of the pleasures enjoyed the great value of travel abroad must surely be in the more than intellectual stimulus. The glimpse of ancient Greece do mean more to me after a visit to Athens or Sell-

nate as do the Moors or even Ferdinand and Isabella after Granada. There are, I believe, few students who find such study on the spot tedious. Ironically, however, there are a few who, because they enjoy themselves in such a course with a minimum of conventional classroom routine, feel personally guilty or are critical of teachers and fellows, and who conclude that they must not really be learning much. That a PLU student need at the present time only pass interim courses and need not worry about grades no doubt suggests this occasionally occurring state of uneasiness. In any event, the merits and problems of the pass-fail system are another issue from those of study abroad and need not be entered into here.

The experiences of the traveler can never be a substitute for a more bookish kind of study, and especially so when so much tourist travel is little more than costly but aimless wandering. It betrays a curious predilection, however, to ask—as few do—whether an interim abroad is really the equivalent of a classroom course on campus. These elements are complementary and travel abroad need not be at the expense of much if any conventional learning experience. In an age when routine pedagogy is so severely (and unfairly) criticized, when rich and relevant experiences are valued over mere possession of factual material, and when men so need both the understanding of other cultures and the perspective of those others on their own, then an all-too-brief interim abroad can have a great deal of merit.

life, freedom and the interim

OR "HOW TO FRUSTRATE A GUY TO DEATH"

By KENT SIMMONDS

The interim is but one part of the total academic structure. The 4-1-4 design aims to integrate traditional materials which are essential to an adequate preparation for a chosen vocation as well as necessary citizenship (and churchmanship, if there is a difference). According to the projected scheme, concentration on fewer courses, emphasizing greater self-reliance and more intensive investigation of interrelated phenomena, will more readily and surely produce a person with qualities appropriate to the present needs of our world. A person is induced to view the phenomena of a discipline in a more cohesive fashion. He practices integrating data which is personally more interesting.

The result is a person who more thoroughly understands who and what kind of person he is in relation to a number of diverse disciplines, and hence is able to alternate life-styles. Concentration on a single area (a major) then provides more intensive exposure to a particular life-style (presumably one's own) and the person consequently experiences himself both in relation to the breadth of life's options and the depth of a particular life-style.

The interim program is designed to contribute to this general pattern. According to the 1970 Outline "The interim provides freedom—freedom for the student . . . and freedom for the faculty . . ." In order to appreciate the interim program, one must appreciate the nature and character of this freedom. What does the interim provide freedom from? What does the interim provide freedom for?

In my opinion, it is not wise for an interim experience to provide freedom from any of the major objectives of the general academic program. Emphasis upon self-reliance, greater integration of individually relevant data, self-understanding, broad and intensive exposure to life-styles, etc. all de-

ments necessary to any significant educational experience. These are things the interim should provide freedom toward.

The one thing of importance to the general curricular structure which is left out of the Interim is the emphasis upon traditional materials. The Interim is to provide the student with freedom from concern with what is professionally, vocationally, even religiously and politically useful. Indeed, the Interim should provide the student with an experience which is free from even personal utility. The Interim is the one opportunity a student has to be frivolous. Of course, I do not mean to suggest that frivolity is not personally a very useful thing. Life consists of a number of such paradoxes (He who finds his life shall lose it, etc.). It is precisely this freedom from the useful that constitutes what the Interim should provide freedom for. In the free investigation of what is unnecessary, the person finds occasion to be creative, relaxed, reflective by nature and not by habit or compulsion, interested or uninterested as the subject matter entices and not as the needs of parents, teachers, or self might dictate.

It does not follow from this that students should be free to establish their own requirements for the Interim courses in which they elect to participate. Nor does this mean that discipline is not required for a valuable Interim experience. It does follow from this that no one should engage in the Interim in anything which is professionally, vocationally, or academically important to the person.

It is important to understand that the interim of this academic year is not designed to provide what the Pass/Fail system is designed to provide. The Pass/Fail option during the regular semester is designed to encourage students to investigate more thoroughly areas of special interest to the student, but outside of his special competence. The interim program is designed to encourage students to investigate areas even outside of



one's general interest, let alone his special interest.

It is true that the interim serves a unique opportunity for many students to pursue their primary interests more intensively than the general academic program allows. However, I do not believe that the Interim should be designed to encourage that. Such opportunity should be a part of the regular semester program. The fact that the Institution does not have sufficient funds (at least) to provide significant opportunity for independent and seminar study does not alter the fact that opportunity for freedom from traditional investigation is an indispensable ingredient of an academic program.

How, then, ought the Interim to

provide this freedom from traditional materials taught in more or less traditional fashion? A faculty member is but a more professional student. He requires freedom from his vocation just as surely as the student requires freedom from his. The faculty member should be encouraged to pursue in whatever manner he chooses, so long as it remains outside of his professional competence. Of course, this does not mean that he leaves behind his more or less well-developed tools and concerns. It does mean, however, that he brings them to the new concern in a new way. This provides him with valuable incentive to remain himself personally alive. This in turn will promote greater life in the total academic program.

I want to turn more specifically to my own Interim experiences. I have a special professional and personal interest in Plato. In my jargon that translates into the belief that intensive investigation into Plato provides me with understanding of what it means to be human so that I am enabled to become a better person (I am trying to remain brief). It seemed naturally appropriate for me to provide courses in Platonic philosophy for the Interim. I selected untraditional themes and schemes and taught the first Interim with 20 students and the second with 150 students.

Although there are considerable differences between the first Interim experience and the second—important difference at that, the principal pedagogical effect remains constant. Of course, student response in the first Interim was considerably better than in the second. Of course, I taught better with 20 students than with 150. Of course, it was more enjoyable for everyone the first time. Of course, many things! However, what is really important: few persons experienced freedom—creative, healthy, relaxing, enervating understanding of oneself as a person—in either Interim. This had relatively little to do with the

quality of my teaching or the character of my person. It had to do with the fact that no one was interested in relaxing the demands of the profession, the vocation, the academic program, or their own person.

It is obvious to everyone that the Interim was not designed primarily to provide students with an opportunity to satisfy general university requirements (although many, including myself, complain that that is what it has become). When at least one-third of the students elect to take an interim for the purpose of fulfilling a general university requirement (one-fifth of those in philosophy), it is equally obvious that something is fundamentally unsound about either the Interim offerings or the Interim program or the Interim students or all of these.

So long as we insist on emphasizing the useful, we will fail to provide what is really of use, a creatively free approach to the world and its myriad of mysteries. So long as we insist on emphasizing the useful, we will fail to fully appreciate what is really of use, an understanding of our own unfettered by traditional materials traditionally investigated. The world demands creativeness and freedom fromness. I am thoroughly convinced that freedom is not available without traditional discipline, that understanding our traditions and the tools necessary for appropriating them are absolutely indispensable to creatively free persons. However, I believe it may also require radical openness to the world itself.

To wish to justify these claims and this particular interpretation of the Interim program would require many more pages than are available here. I am not convinced of its soundness; but nonetheless, I should like to argue for it and all the cultural and educational principles it involves. Perhaps this presenting of the thesis may serve as a beginning.

a matter of course

By PAUL REIGSTAD

I was a member of the Faculty Core Curriculum Committee which two years ago recommended the adoption of the 4-1-4 plan and the present general university requirements. After two years of experience with the program, I am certain we made a wise decision in adopting it.

As I remember our discussions of the purposes of the Interim—and unfortunately, each of us usually remembers what he wants to remember—we emphasized the freedom of teacher and student to develop interests which lay outside the boundaries of required courses and traditional experiences. We emphasized the fresh and the new and said we ought to encourage the sort of questioning which need not be justified in terms of complementing a specific language program. We emphasized the element of interest rather than practicality, and though we were not so innocent as to expect relief from all drudgery, we did know that learning, grading, and the other conventions would be minimized in favor of increased pleasure and participation.

I still think the idea behind the Interim is great, and I believe we have been successful in bringing it into practice. What problems exist—and there are some annoying ones—are of a mechanical nature. Foresight and increased cooperation from both faculty and students can eliminate them. In fact several changes already agreed upon—for example, to complete interim registration before Christmas vacation—will lessen the pressure that has made Interim seem confusing for some of us.

Certain developments, however, have disappointed me. What many of us had expected would be a free and uncommitted opportunity for all students has turned out instead to be for some a time for getting requirements "out of the way." (The very phrase has an unpleasant ring.) We say we cannot afford the luxury of taking a course just for the fun of it, and sometimes we even cite the evidence of increased professional or major requirements forced upon us by the 4-1-4 structure. The whole point of the Interim is threatened, I think, when we insist it must be used to fulfill requirements.

The other disappointment is that in absence of conventional grading and structures, some participants have decided that Interim courses are not "courses" at all but simply novel experiences which can be phoned into an occasion—during free periods (if there are any) between our class and coffee breaks.

If an Interim course is going to be successful it is because both student and teacher accept responsibility for making it work. I am disturbed by the number of students who ask to register for two full courses because they believe they can exhaust the possibilities of both of them and still have time left over for doing what the student has exchanged in most instances to the minimal requirements imposed by the instructor. What he has not exhausted is the opportunity to go far enough beyond the basic demands of the syllabus to see the unlimited possibilities for discovery.

But in spite of these disappointments, my enthusiasm for Interim is high, and I look forward to January, 1972.

the paradoxical diamond

YOU, HE,
 CAN'T OR WON'T FORGET
 REGRET FOR TIMES WE'VE DEVoured
 HOURS OF OURS . . . HOURS
 UNUSED, ABUSED
 MIS-USED



surrogate supplement

By SUSAN PETERSON

For all too many students curriculum is a high protein supplement which is cut into small cubes and used to fill in mystical fed troughs in pre-prescribed classroom. One walks into special "educational cubicals" and waits for some enterprising teacher to shovel out the measured amount which has been computer calculated for highest rate of gain. Unfortunately, education is not directly proportional to the poundage of fatty tissue around the brain. Neither is it proportional to the length of a transcript, number of majors, the perverbal GPA, a parchment facsimile of the traditional sheepskin or 700 plus scores on the Graduate Record Exam. All of these are nothing more than the result of ingestible curriculum.

The time has arisen for the fatted calf to exercise off his lard in lieu of being slaughtered. If "plastics, my young man, plastics" is your ultimate aim, welcome to the cutting chute, but be well aware that there is something more out there. There is a whole world of learning beyond that kind of education. When those forward-thinking individuals who set up the PLU interim wrote out its objectives they had this very "more" in mind. They have provided something beyond a mute path to the packing house for those enterprising students who view themselves as more than sacrificial cows of the system.

Although I hesitate to second the motion of any bona fide professional educator, the emphasis which Popham places upon behavior as the only valid indicator of learning is perhaps justifiable. In fact if behavior is the test, I would even go so far as to apply the "principle of appropriate practice." If one's education yields as its indicator resultant behavior then the process of education must include practicing that behavior. True education yields a person who not only analyzes but also integrates the information, feelings and perceptions of self and environment. As E.M. Forrester puts it, "Connect, only connect." Innovation and integration are the component results of an effective educational endeavor.

Innovation and integration, then, must be the activity of a true student. Independent endeavor of any sort is the most valid setting for these behavioral gems. How can one do more than elaborate on someone else's design in a spoon-fed curriculum? To passively accept only those classes listed in the catalogue or complete only the required assignments is worse than vegetating. It is to commit the static sin of omission.

Fortunately, the planners of the PLU interim seem to realize this and have provided hope for those of us interested in learning outside a bread and butter education. They have included a provision which allows the individual student to create his own class his own curriculum. Lamentably, many have not availed themselves of this exercise in innovation; they merely line up with their polished funnels in their respective ears, waiting for sorghum pellets to be poured into their hollow heads. Why, oh, why is independent endeavor so abhorrent? Certainly the mechanics of registering an independent project cannot be the stumbling block, not with any professor on campus holding an empty independent study list begging for takers, not with community groups soliciting willing volunteers, not with student tour rates at an all time low. With the opportunity to expand creative vision so near at hand, any student who retires home to loaf in January or takes a class that he really does not want just because everything else is closed ought to be shot.

It is the rare privilege, indeed the duty, of each and every student-scholar on this campus to use his ingenuity to create for himself and perhaps for some of his fellows a unique program of study at least one out of the four January interims that he attends at this institution. If he won't or can't do this, he limits himself unmercifully. What will he do when he must eventually integrate the "education of experience" which comes outside any classroom and outside the boundaries of any educational institution? By far would it be better if he had never learned to read at all. The fatted calf, not the prodigal son, will be slaughtered before the feasting even begins.

biome, biome on the range

By NORM CARLSON

Have you ever been locked in a refrigerated storage room full of vertebrate skulls?

That was one of the many (or many) experiences I had during the Biology Intern course called, The Desert Biome.

Our caravan, which consisted of three campers and a Volkswagen, departed the waterlogged PLU campus January 6; destination, sun-baked southern Arizona.

First on the itinerary was a trip to the University of California at Berkeley. An introductory lecture on desert life was presented by noted ecologist and alumnus, Dr. David White. Several times was alerted for a quick view of the massive Museum of Vertebrate Zoology. Our guide was not at all concerned with counting heads as the group fished out of the skull storage room. Needless to say, I was extremely relieved when I

emerged from the darkened deep freeze fifteen minutes later.

We were on the road again for two days after Berkeley. As usual, the V. W. was far behind the pack. It's true, those German imports are useless on the hills.

Joshua Tree National Monument was our home the fourth night out. As we rolled in we were greeted with one of the most beautiful sunsets I've ever seen. A common problem had also beset the members of our group. The campers were equipped with all the comforts of home except for showers. We were all getting grubby. The need for a good cleaning became imperative. Oh well, our more day wouldn't make any difference.

Located in the desert bowl of southern Arizona complete with picturesque surroundings of creosote and saguaro cactus was our destination: Why?, Arizona. This bustling community of 30 greeted us with

open arms. At last, we could settle down and pursue our scientific endeavors. The agenda was filled with activity. New kinds of plants were waiting to be discovered and Tarantulas, black widow spiders, scorpions and snakes were there for the digging.

I was assigned to observe mammal activity. Unfortunately, this chore involved getting up when the mammals got up. Wandering alone from sunset to sun-up in the middle of the desert plays tricks on the active imagination. Getting lost in the desert at night leaves you at the mercy of your imagination. After regaining my composure, I saw what the desert really represented. Other than an occasional howling coyote and a distant galloping horse, the desert at night was the epitome of serenity.

My week at Why? will be remembered and cherished as a high point in my life. I can wear the

other members of the group whom my tent mates. The trip did more than gather scientific information of the desert biome. It brought twenty people together and created a mutual interest in the fascinating field of biology.

Oh, by the way, we solved our

common problem in an open air, cold water, shower. The world's record for the first five second shower is jointly held by Keith Berman and Jim Rue.

If you get a chance, take my advice. Go south and later on you'll never regret it.

shrines and signs and sealing wax

By JOY PETERSON

From Galilee to Gaza, the land of Israel is forever evoking Biblical scenes. Scenes of divine revelation, a home for the historically conscious chosen people, backgrounds of the marvels recorded in the Bible.

I won't bore you with the details of any sort of religious apocalypse that I experienced while visiting across the Jordan river valley. I didn't have one. I didn't feel any closer to God; what I felt was two drops closer to understanding.

A very small country, Israel is a relatively simple place to see on your hearings. "Up to Jerusalem," "Down to the Jordan," "Across the Vale of Kidron" . . . experiencing the terrain is like pulling on your glasses—it leads to clarity and vividness in Bible reading.

Israel, and short stops in Cairo and Aisha, made me aware of what it means to be human in terms of religion and value. The tombs of the ancient Egyptians showed how concerned they were with reproducing "this life" in the next one. Obsessed with the idea of the holiness and otherness of God, Jewish tradition has witnessed no such love of this life nor has it indulged in massive monument construction: the burning tomb is the closest the Jews come to placing a finger to God.

Christians, on the other hand, have built shrines upon shrines. Jews speak of the coming "days of the

Messiah." Christians speak of the man. Perhaps it is because Jesus is so intensely human that Christians feel this need to "grasp." But imagine the disappointment upon going to Nazareth to see Mary's Well entering a concrete church, and being told that if you put your ear to the grate in the floor under the altar, you might hear a trickle, which, of course, indicates for sure that this is the place.

It would be an oversimplification to say that one great people worships life, one worships God, and one worships shrines, but if one were to observe the outward signs left by these religions, that conclusion might well be drawn.

As an educational experience, Interim-Israel couldn't have been better. We read about Israel. We saw Israel. Qumran, the Dead Sea Scrolls, Yad Vashem, Hebrew University, Migdolo, Capernaum, Masada as well as the pyramids and Corinth. Then Dr. Gevig led us down the path of constructive discussion, resulting in some profoundly abstract and concrete conclusions.

It was the unseen things, the non-tourist things felt and heard, that made this an experience to remember. The Jewish sabbath, a Moslem boy singing the Koran, the community feeling in a kibbutz, the undertone of hostility between Palestinian and Jew, the smell of oppression, the pride in country, and the unity of purpose and people. Israel—it is difficult to put into words the impact.

comb and tapestry tours

By HELEN SLATT

I was one of 21 PLU students thrust into Spain's most stirring surprise-tourism.

Our group was fortunate in that a month's itinerary opened us from the more tedious "comb and tapestry" tours that much of Europe like to offer.

The monuments and landmarks are very much a part of the history and culture of Spain, but so is the man who carries the ear-bag out of the city each day on his ex-cort on the blind man who walks with a cane in the street corner.

I considered myself, as part of the tourist industry, a contributor to the tourist-oriented way of life in modern Spain. Stores, restaurants and hotels cater to the foreign traveler. I was astounded to discover that even the church has had to make some adjustments. The cathedrals are so expensive that our group was hardly noticed among the few people there during the week.

In Valencia, however, we entered a church while a service was in progress. This observation made no difference to the guide, who led part of our group to the main altar and began to describe one of the scenes painted at the top. I wonder what the reaction would be if a foreign group marched to the front of Eastwood during Student Congregation to explain the chubby men of the chapel as a center for university functions. I doubt that they would be impudently as we appeared to be in that small church.

The rural areas of Spain are just as accustomed to foreign travelers, and yet based on the narrow roads go largely unnoticed. Our itinerary emphasized the larger cities and took us in a loop from Madrid to the port of Cadiz to the south, around the southern tip and along the eastern coast to Barcelona, where we returned to our original point of departure. The less populated farming areas connected Spain points of interest. The phrase "countryside in Spain" became all too real as we passed through the countryside dotted with these

Spanish and Arab fortresses.

From the northern point of Spain, we traveled by boat to Morocco in North Africa. It was here that we were confronted with the art of bargaining. The process began as the shop-keeper names an unworkable price for a subject such as a rug. It is then up to me to degrade its value and the quality of material in order to lower the price and allow that I really don't want the "old rug" that much anyway. The luggage census as the shopkeeper questions my intelligence and his integrity. Depending on one's stamina, this ordeal may carry on for hours. The shopkeeper then sells the rug for a considerable profit, and I walk away with what I wanted and a lower price than in the U.S.

As students we had the challenge to be more than the casual tourist, both in our prior study of Spain and in our experiences while there. It is a rare occasion when nationally

barriers are brought down, and one that I felt I really achieved on only one occasion. There is a shop in "The Spanish Village" of Barcelona where replicas of Spanish and other European clothing items are made.

The owner of the shop gave several of our group the grand tour of his store and factory. The factory consisted of a one room workshop where one man was working on a four foot model of a Spanish military vessel. He spoke no English, but he still took the time to explain to us how they were made and the tools he and the other ship-builders used, while I interpreted his explanation to our group. What I couldn't understand through language, he illustrated through the international sign language of pictures and demonstrations.

My encounters with the people of Spain and those of the others in our group all add to our lasting impression of an Interim in Spain.



Lute Hoopsters Grab NAIA Bid

Last Saturday night, before a near-capacity crowd in Olson Auditorium, the Lutes nailed the Northwest Conference crown by defeating the Willamette Bearcats 91-64, but not before they had stomped a fine Lewis and Clark team 93-65 on Thursday night.

Against L & C, the Lutes went to the big man early, and also responded with one of the best single half performances in Lute history. Swede scored 20 points, and hauled down 10 rebounds in leading the team to a 17 point half-time lead.

The Lutes picked up help from the team in general. They topped L & C star Gary Warren with four personal fouls early in the first half, and although he led the pioneers in scoring he didn't do so much damage as he could have.

L & C came out in a man defense, but instead of shooting over it the Lutes used Palm to get every underneath it. The Lutes shot consistently, hitting 37 per cent of their shots, while the Pioneers could only manage a 21 per cent clip.

Ake finished the game with 23 points and 12 rebounds. He was complemented by Greg Freitag, who played the game of his life, scoring 14 points and grabbing 12 rebounds. Petroski picked up 8 assists.

On Saturday night the Lutes got off to a slow start in the first half, then caught fire in the second half and wound up crushed on the Bearcats 91-64. Ake had another great first half scoring 11 of his game high 21 in the period. Both Ake and "Bird" Phillips, who hit 7 of 9 from the field, shot amazingly well for men that size.

To try and change the tempo of the game, after most minutes of play Lundgaard changed from a man defense to a man-to-man. This proved as he effective as the Lutes scored off 11 uncovered points, and took the lead. They over-tried again. Doug Hodson, high scoring Willamette guard, hit his first five shots, was held off to 2 of 11 for the rest of the game.

Hodson finished with 18 for the game, and Bob Landahl chipped in 14.

Besides Palm's 21 points, Paulipe pounced in 12, and Freitag and Larson each got 10.



CAPTAIN LYLE McINTOSH cuts down one of the nets in Olson Auditorium after gaining the Northwest Conference crown.

Iverson Accorded B-Ball Honor

PLU alumnus Roger Iverson was selected last week as a member of the All-Time NAIA All-Time Basketball team in Kansas City, Missouri. He is one of ten players chosen from the modern era (1950-1970) to receive the honor.

The NAIA (National Association of Intercollegiate Athletics), states that Iverson, at 5-8, managed to sound like an one of the finest little-men to play there. He and his running mate Chuck Curtis, led Pacific Lutheran to four consecutive tournament appearances from 1956 through 1959. In that

period Iverson scored 20 points to rank 18 on the NAIA All-Time chart.

The ten men will be honored with specially designed awards at the A. O. Dier Testimonial Dinner to be held at the Plaza Inn in Kansas City March 5, the eve of the 24th Annual NAIA National Basketball Tournament. The former players, along with the All-Time NAIA Team announced last week, will also be introduced at the Parade of Champions during the opening night games of the six-day tournament March 5.

Under the Grandstand

By CHUCK NORDQUIST

As I watched an elated Lyle McIntosh, captain of the Lute Basketball team, cut one of the nets after the Willamette game, I couldn't help but think back to the miserable 2-7 record the Lutes had compiled after the first nine games. So what is a team that started out like that doing cutting down the nets in Olson Auditorium? Isn't that a luxury afforded to winners only?

Well, the Lutes were winners alright. Just ask the near capacity crowd that turned out for the conference finale. With a little bit of help from their friends (two upset victories by Linfield over Willamette and L & C), and two tremendous team efforts, the Lutes were able to nail down the conference crown.

What was the special ingredient that helped the team record 12 victories in their last 15 games? Balance is a big factor, and learning to work together as a team helped. The Lute roster, filled with a large number of transfer students, displayed a great deal of talent. But basketball is a team effort, and until a group of men learns to work together they remain a group of men, and not a team.

I'm sure that Coach Lundgaard, and the team would give anything to replay the first part of the season. They might be given that chance if they receive the NAIA district bid. Given that bid, the team would play the winner of the Evergreen Conference (more than likely Central) in a best of three game series to determine who gets a shot at the nationals. As it stands now, by virtue of a two point victory over Western Washington, Central is in the drivers seat in that conference. After losing twice to Central early in the season, the Lutes would love to be given the chance to show them what they can do now.

There is another basketball team on campus that is doing well also. This would be the female Lutes. Ever since the return of Jody Schwich to the lineup (she was out earlier with an injury) the Lady-Lutes have been unstoppable. They set a school record not to long ago for the most points in a game. St. Martins was the foe, losing 33-14.

There is some talk about this team being the best in the state. They will be given their chance to prove that next weekend at the Northwest Girl's Basketball Tourney in Pullman.

Last weekend, at the Northwest Conference Wrestling Meet held in Wells Walla, the Lute grapplers turned in fine performances in final tag secured to a strong Pacific team.

PLU took two weight classes outright. In the 100 pound class Gary Berner placed Reid Hall of Pacific, in the second period of their match. In the 167 pound class Bob Murray decimated Curtis Smith, also of Pacific, 4-2.

Pacific finished with 33 points, PLU 34, Willamette 40, L&C 30, Whitman 22 and C of L 7.

Paul Farnham turned in a strong performance in losing a referee's decision after being held 4-4 through three periods and to overtime.

High-Karate

The PLU karate team put in a favorable showing Saturday at the University of Portland. Bruce Hampton and Marc Johnson captured fourth place in the kata and sparring events, respectively. George Wood grabbed sixth place in the kata's open class.

Wood and Hampton were dubiously outclassed. As usual in most tournaments, the kata were all lumped together into one group - putting them in competition with brown and black belts. In most tournaments, the higher belts are usually placed in competition with those of their own rank. However, Wood, green belt and Hampton, an orange belt, did well in spite of the odds.

Johnson lost a close match in the semi-finals, 3-7, to clinch fourth place in the men's lightweight colored belt division. In an earlier fight, March received a kick to the face which drew blood, so was uncertain about continuing. However, he went on and finished respectably.

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RESIDENT ASSISTANT APPLICATIONS

Resident Assistant applications are still being accepted through March 1. Internship is not a prerequisite. Contact Dean Deal or Devo Wickstrom.

JUDICIAL BOARD CHAIRMAN

Applications for Chairman of the Men's Judicial Board, a newly created branch of Men's President Council, will be accepted by Marc Droppert (Foss 261, ext. 1269) no later than 8 p.m. next Wednesday. All interested men are asked to submit a written application stating their reasons for applying and a resume of their "campus involvement." To qualify, students must be juniors or above with an accumulative G.P.A. of at least 2.4, a G.P.A. for the preceding semester of at least 2.25, and must live in the residence halls for a minimum of one year. The first chairman will serve through spring semester.

DEANS LIST BANQUET TONIGHT

The "Dean's List Banquet" to honor students with first semester G.P.A.'s of 3.0 and above, will be held tonight at 8:30 p.m. in Chris Kwaan Fellowship Hall for those who have sent in their R.S.V.P.'s. Guest speaker for the event will be Dr. Richard Jungkuntz.

AUDUBON FILM

The Tacoma chapter of the Audubon society will present the film *Death Valley: Land of Contrast* Monday night at 8 p.m. in the UC multi-purpose room. Tickets are \$1.50 for adults and \$.50 for students, while admission will be free with PLU ID card.

WEDNESDAY NOON MUSIC

Pianists, instrumentalists, and vocalists appear in recitals sponsored by PLU's music department each Wednesday at 12:30 p.m. in East-vold Auditorium.

Students and faculty are invited and are encouraged to attend the half-hour programs which include no admission charge.

Review

On The Marquee

By SCOTT GREEN

I attended the area dramatic offerings this week. One was so-so and the other not even that.

I ventured to Olympia last Saturday to view the Olympia Little Theatre's production of "Don't Drink the Water." I had a special interest in the Woolly Aired comedy because I was in it once. Despite my high expectations, it was an enjoyable show.

Ed Joffree, who was seen two Tacoma Little Theatre shows last season, provided a good share of the laughs as the Jewish caterer, who with his wife and daughter, was chased into an American embassy behind the Iron Curtain by the Communist police. Accused of being spies, they had to stay inside the embassy while the bumbling ambassador's son tried to straighten things out.

Shirley Hurston, as the Jewish wife, was also quite enjoyable but the ambassador's son, played by Bob Kiefer, alternated between being blah and nauseating.

However, the comedy filled with a lot of one-liner jokes is a fun show, and if you find the theatre, you should have some good laughs. Play dates are February 27-28 and March 4-6.

An upcoming event, opening Feb. 26, is "Ten Nights on a Boat" at Steve's Gay Nineties.

The show is a "mellodrama" in the 1930's tradition, which is usually great fun.

The show will play on Tuesdays, Wednesdays and Thursdays, for five following weeks; each performance beginning at 7:30 p.m.

A PLU student, Don Shandrov, has a role in the show and the "playwright" will be played by Bruce Gallagher, who played the hoodlum at PLU's mellodrama (etc) a few years back.

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Children's Theatre To Open March 4

Thousands of the area's little ones will invade the PLU Campus to view the Children's Theatre second production of the year, "The Emperor's New Clothes," beginning March 4.

The play is based on Hans Christian Andersen's tale of the emperor or who thought of nothing but fine clothes. He was not aware that Han, the Minister of the Royal Robes, was cheating his weavers and keeping gold and jewels to himself. Two adventurers appear on the scene and the result of their visit is the salvation of the empress and the weavers and the banishment of the wicked Minister of the Royal Robes.

The show is again directed by Mr. Eric Nordholm, who originated Children's Theatre at PLU.

Three performances will be open to the public: March 6 at 2:30 p.m. and March 13 at 2:30 and 8 p.m. Tickets will be on sale at the East-vold box office an hour before curtain time.

Student Volunteers Commended

In keeping with this year's theme of commitment, PLU students extend their time and energy to the surrounding community. Not the least of these services are projects like the Painting Party that Mr. Richard Jobst organized at the new Court "C" Drop-in Center.

Mr. Jobst, together with Jenny Pierce, Karen Svendsen, Janet Kucke, Joe Doupe, Sue Peterson, and Miriam Leppaluoto, spent 5-6 hours Feb. 10, converting an old antique shop in the Court "C" mall into a usable ping-pong room for the drop-in center.

Like the student's labor, the materials were all donated. The ping-pong table, for example was a gift from Model Lumber Company.

The new center, which has a sitting room with a piano (and an orange parachute as a ceiling drape) in addition to the recreation room, welcomes anyone, but enters to those who have been recently dismissed from the Veterans' Hospital or Western State Hospital. Such people all too often have no place to go upon their dismissal and the center is an attempt to be a first contact with outside world.



The Shoe Factory
By LINDA BARKER

HEINEMANN-MEYER—The engagement of Miss Connie Heinemann to Mark Meyer was recently announced to friends. Connie is a nursing major, and Mark is majoring in English education. They are both sophomores from Ritzville, Wash., planning their wedding for December of '71.

If you would like notice of your engagement printed in the *Mooring Mast*, please call ext. 1146.

Engagement Photos . . .

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