



Knightletter

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MONTOYA CONCERT MONDAY OPENS ARTIST SERIES

Carlos Montoya will be the first of five attractions booked for this school year on the PLU Student Artist Series. The famed guitarist will appear Monday evening, Nov. 7, at 8:15.

Other events scheduled include an evening of dramatic interpretation by Vincent Price, Jan. 13; a concert by the Juilliard Quartet, a string ensemble from New York, Feb. 2; a recital by tenor Rolf Bjoerling, March 9; and a concert by the New York Sextet, a vocal ensemble, April 27.

A Spanish gypsy, born in Madrid, Montoya is a world renowned master of the flamenco guitar. He achieved national fame by the age of 14 when he was the toast of the "Cuardos Flamencos" during the heyday of flamenco singing and dancing. His debut as a solo concert artist in 1948 was preceded by years of accompanying distinguished dancers.

His advanced technique, his flair for creative innovation and his varied repertoire make him one of the most exciting artists in the concert world today.

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MRS. TINGELSTAD, MRS. NELSON FUNERALS HELD THIS WEEK

Two persons associated with the University in past years were buried this week.

Mrs. Edwin A. Tingelstad (Ida Fjelde) died Sunday in Silverton, Oregon and funeral services were slated for this Thursday afternoon in Trinity Lutheran Church, Silverton.

Mrs. Clara Nelson died in Phoenix last week and funeral services were held Monday in Bethlehem Lutheran Church, Minneapolis.

Mrs. Tingelstad attended PIA from 1909-1912. Her husband, who survives her, was on (continued on page 2)

"KING DAVID" TO BE GIVEN BY CHAPEL CHOIR SUNDAY

Three vocal soloists and a narrator will appear with the Chapel Choir in the presentation of the oratorio, "King David," this Sunday evening at 8:15 o'clock in Eastvold Chapel. The event will be complimentary to the public.

The soloists will be Mrs. Patricia Skones, soprano; Dr. Stewart D. Govig, (religion) tenor; and Miss Jeanne Landdeck, contralto. The narrator will be Dr. Abe Bassett (speech).

Dr. Rolf Espeseth will direct the work. Accompanists will be Prof. Calvin Knapp at the organ and Miss Kathryn Seulean at the piano.

The oratorio is a contemporary work based on a play written by Rene Morax. He commissioned Arthur Honegger to write the music in 1921. The work traces the life of the biblical king through five stages as shepherd, leader, war chief, prophet and king.

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STAFF SOCIAL COMMITTEE INCLUDES GIROUX, RICHARDS

For years the faculty has had a social committee, whose duties have included remembering persons who are ill and the sending of condolences. The staff has had no such group, but one has recently been appointed.

Members of the staff committee are Mrs. Lucille Giroux (president's secretary) and Mrs. Catherine Richards (maintenance secretary). Staff members are advised to notify one of these persons when there is illness or death in a staff family, or if there is some other occasion which warrants notice such as a birth or wedding.

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THE ROUND TABLE

DR. PHILIP E. HAUGE (psychology) addressed the PTA of Puyallup's Wildwood Elementary School last week on the subject of school and home tensions experienced by youth... MARTHA HUBER (nursing) will be married to Robert E. Pritchard this Saturday evening at 8 o'clock in Skyline United Presbyterian Church, Tacoma... DR. KENNETH A. JOHNSTON (education) is in Bellingham Thursday and Friday attending sessions of the high school principals association... DR. HARRY ADAMS and DR. SHERMAN NORNES (both physics) will attend the conference of the Washington Section of the American Association of Physics Teachers in Ellensburg Saturday. Dr. Nornes will give a paper on "The Integrated Program in Physics and Chemistry at PLU."

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DR. CARROL DEBOWER MARRIED IN SPOKANE LAST SATURDAY

Dr. Carrol E. DeBower (education) was united in holy matrimony to Miss Shirley Mae Holum on Saturday, Oct. 29, in Spokane. Dr. Curtis Huber (philosophy) performed the ceremony in St. Luke's Lutheran Church.

Attendants for the nuptials were Mrs. Donald (Phyllis Holum) Reynolds (English) sister of the bride; and Rolland DeBower of Columbus, Neb., brother of the groom.

The bride is the daughter of Mr. and Mrs. Leonard M. Holum of Spokane, and the groom's parents are Mr. and Mrs. Elvin O. DeBower of Schuyler, Neb.

The newlyweds are living at 9504 Whitman Ave., S.W., Tacoma.

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MRS. TINGELSTAD, MRS. NELSON (cont. from p. 1)

the staff of the University from 1931-43. She is also survived by a daughter, Gertrude of Silverton, who was on the library staff here for a number of years.

Mrs. Nelson was a housemother in residence halls here in the 40's and 50's. She was an aunt of Dr. Paul Reigstad (English).

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KNIGHT GRIDDERS UNDERDOGS AGAINST PIONEERS SATURDAY

The PLU Knights will be the underdogs when they travel to Portland Saturday to meet the high flying Lewis & Clark Pioneers in a Northwest Conference football contest.

Led by passing whiz Skip Swyers, the Pioneers have rolled to six straight victories after dropping their season's opener to California Lutheran, 22-16. Last Saturday Coach Fred Wilson's club scored their most impressive win when they toppled Linfield in convincing fashion, 28-7, to take over the league lead with a 4-0 mark.

After playing Pacific U. to a 0-0 deadlock Coach Roy Carlson's Lutes now have a season's record of 2 wins, 3 losses and 2 ties. In league play they are in fourth place with a 1-1-2 mark.

When it comes to common opponents, the Pioneers have the edge over PLU. They dumped Pacific, 27-0; and hold a 19-17 win over the University of Puget Sound, a club which thumped the Lutherans, 17-7.

Lute football fortunes took a severe blow midway in the first quarter of the Pacific game Saturday when starting fullback, Lloyd Eggan, fractured his left ankle. The speedy Eggan, workhorse of the Lute backfield, had carried the ball 7 of the first 11 times in the game and had rolled up 27 yards, and had returned the opening kickoff 35 yards. Freshman Dave Waller, a 150 pound scatback from Vancouver, filled in for the injured Eggan and did well.

Freshman end Vic Eaton from Issaquah nabbed five passes against Pacific to bring his season's total to 20 receptions for 204 yards to lead the Knights in that department. Middle linebacker Gary Nelson continues to lead the Lutes in the stop department. The burly senior has averaged over 10 tackles per game. Last week he was in on 14 tackles.

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BIRTHDAYS

Lois Elam	November 5
Mabel Swanson	November 7
Dwight Zulauf	November 7

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FACULTY INFORMATION SUPPLEMENT

HOW DO THEY RATE YOU PROFESSOR?

By Harold G. Shane, Indiana University

From the NEA Journal - November, 1965

...For the past two years, I have kept a record of informal conversations involving some 300 students from at least twenty-one colleges and universities. All had successfully completed two or more years of study in colleges of arts and sciences or in professional schools such as education, business, and law. Pieced together, their comments form a striking mosaic of assessments--sometimes biased but more often penetrating--of what students think of the teaching and learning processes in their colleges and universities.

My analysis of a few hundred students on a handful of campuses makes no pretense of being scientific, but I believe the viewpoints of these thoughtful young people merit a respectful hearing from those who teach in our colleges and universities.

The students were generally candid and direct in their comments on how course work could be better presented. Most of their remarks were kindly made--with tolerance rather than bitterness--and frequently were qualified by the fact that the student was speaking about some not all instructors. Nonetheless, as the following suggestions and comments indicate, students feel dissatisfaction with things-as-they-are in the classroom.

Professors should be discouraged from reading lecture notes. "It makes their voices monotonous." "If they're just going to read, why not give out the copies of the lecture? Then we wouldn't need to go to class and our notes would be perfect."

Professors should avoid repeating in lectures material that is in the textbook. "Once we've read the material, we want to discuss it or hear it elaborated on, not duplicated." "A lot of students resent having to buy a required text that the professor has written, only to have his lectures duplicate it."

Courses need to be organized more carefully, and professors should avoid telling jokes, rambling on about personal experiences, or just plain rambling. "Most

of my friends are serious and want well-presented content. We couldn't care less about hairy jokes." "You'd be surprised at how many professors forget that they've already used the same illustration or story." "The Navy wouldn't have been much without him in the South Pacific--to hear him tell it."

Departments ought to do a better job of coordinating different sections of the same course. "It's very rough to get in a poor section--especially when all sections are required to take the same final exam." "Instructors may be good and still do students a bad turn if they discuss their personal research ideas or intellectual hobbies and brush lightly over the stuff we're supposed to learn."

It would be helpful if professors took time to learn the level of experience and range of students' backgrounds in a particular class. "Some men use terminology and discuss concepts that some of us haven't been exposed to in previous classes. You can't blame us for not knowing the meaning of GNP, for instance, if we've never heard of it before." "The ones I hate are the guys who make you feel like a fink for asking questions."

Professors shouldn't ignore most members of the class in order to carry on a discussion with a few favored or "highly promising" students. "I dropped his class because he ignored most of us." "He made me feel only the brightest ones were worth educating."

More professors need to cultivate the skill of lecturing. Lack of proper pitch and inflection is more of a problem than most professors seem to realize. "We don't expect him to sound like Richard Burton, but he doesn't do as well as he could do." "I'll settle for clear, audible lecturing."

Professors should base quizzes on significant aspects of lectures, specific assignments, or the textbook. "I've known a professor to ask a question on a footnote that none of us remembered his discussing or even mentioning." "His tests are a real problem. It's not that they're so difficult; they're just irrelevant."

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Assignments need to be less vague and hasty. "On Friday she assigned a paper that was to be done by Monday." "Some professors don't explain clearly what they want. Then, when you've done the best you can, they tell you that's not what they meant."

Repetition of course content within and between departments could be reduced.

"Departments ought to check signals on courses that have different numbers and titles but that are very similar." "Last year the same book was used as a basic text in three 'different' classes." "The idea of interdisciplinary contributions is fine, but someone ought to sort things out in order to reduce overlap in some courses."

Professors should not teach small classes as if they were large ones. "There were only fourteen of us in class, but he just lectured anyway." "It was supposed to be a seminar or discussion group for honor students, but he made me feel as if I were interrupting whenever I asked a question."

Contemporary courses should be more up to date. "It seems we never get to really current things, like Viet Nam." "Has anyone ever tried starting a course with the present and reversing the historical sequence of events?"

Professors might question the emphasis they place on extensive rote learning in courses where it is not necessary. "You forget the details a few days after you pass a quiz." "Are memorized answers a real education?"

Professors should not make life unnecessarily difficult for their students. "It's annoying to try to decipher information written on the chalkboard in an illegible scrawl." "Duplicated material should be kept up to date." "It's frustrating to receive syllabi or reading lists a week or two after the class begins." "Lecturers should remember to talk into the microphone in large classrooms."

When asked how professors could improve the human dimension of the campus students made the following positive suggestions:

Professors could well be less dogmatic. "I have seen men who are supposed to open our minds grow angry when a student persists

in an opinion different from theirs." "When I showed him that a recent text contradicted the textbook we were using, this social science professor said, 'Young man, we're not interested in your absolute truths; we're interested in what the book says.'" "The smart thing to do is let him think you've been persuaded."

Professors whose intellectual interests reach far beyond the classroom shouldn't let their boredom become too obvious. "His class reminded me of that old joke about the instructor who said, 'College teaching would be wonderful if it weren't for the students.'"

Several of our instructors could be better informed. "Some men get confused or act embarrassed if you ask a question." "The younger instructors, in particular, have trouble telling you why certain things are so." "Too many of the teachers in big classes like Freshman English are kids of twenty-three or twenty-four completing a master's degree."

More of our teachers should recognize the need for fair play. "There are men who refuse to change errors they have made in grading exam papers. They say there's too much rigamarole in changing a score." "It doesn't seem right to refuse students an opportunity to see term papers and examinations turned in at the end of a course."

Professors need to give more attention to the problem of cheating. "When cheaters earn the best grades, honest students are penalized." "I honestly think that some professors would rather ignore cheating than have it be known that their students didn't learn enough to write a decent exam." "In a few classes you either cheat or work your head off for a mediocre grade."

Faculty members could show more personal concern for students. "When you need advice, it helps to have a friendly faculty member to chat with." "It would be helpful if more men kept to their posted office hours." "Sometimes you have to wait one or two weeks for advice."

Students would prefer to hear less sarcasm. "Caustic remarks aren't funny." "Students don't dare reply sharply when taited."

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Faculty feuds need to be kept out of the classroom. "You can lose a year on your dissertation if you get the wrong mixture of professors on your doctoral committee." "I heard one professor call a female colleague a cow with a dirty neck."

Peevish remarks about other programs, departments, or college officials have no place in the lecture hall. "Students don't really care about most professors' gripes. They have enough problems of their own."

These thoughtful and quite frequently insightful student observations indicate that many collegians seek and appreciate kindness as well as teaching talent, good judgment, and courtesy, as well as scholarly ability. One young man said:

At least for our first couple of years as undergraduates most of us don't know a distinguished scholar from a man who has been passed by for promotion. We just know that some teach better than others. We are interested in courses that are interesting and mean something to us. We mostly like teachers who are friendly but not too familiar, sloppy, or undignified. I guess you might say most students just like truly good people.

The casual reader may dismiss these student value judgments as a mildly interesting footnote to an era of unrest. But I believe that they merit more than a cursory glance for several reasons:

1. The suggested improvements are nearly all of ancient vintage. (The collegians' parents could have made the same statements--and if they attended a university, they probably did.) There is probably no new excuse for neglecting them.

2. Major complaints of students primarily involve errors in human judgments and skill rather than any material lacks on the campus. Many improvements in higher education, therefore, need not await some millenium when all schools have the physical resources they say they need.

3. Numerous college professors apparently ought to give more attention to methods and materials of instruction.

These student assessments call to mind the need for our colleges and universities to affirm even more vigorously their dedication to the cultivation and rewarding of excellence in teaching as well as respect for original contributions to knowledge. Work in the classroom and work in the realms of ideas, research, and publication are of coordinate value in higher education--and this axiom should be more widely believed and accepted than is now the case in university circles.

Colleges and universities are organic. They are the sum of the human beings on the faculty who--let us hope--are striving to make them great. As the beneficiary of new knowledge and skills and the transmutation of old ideas and practices, society is the client of higher education. But students, as a part of our total social fabric, are also clients--indeed, the most immediate clients of the university. They are not something to be put up with for an hour or two stolen from the carrel or laboratory; they are its most important reason for existing.

Nothing will do more to mediate the much-publicized unrest on the campus, I believe, than to have as professors the kind of men who--to paraphrase criteria established in the thirteenth century by Roger Bacon--shun the influence of fragile and unworthy authority, who can stand free of the dead hand of unexamined tradition, who have begun to escape the imperfection of undisciplined senses, and who have become too mature to conceal ignorance by the ostentatious display of seeming wisdom.

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WHAT GRADES DON'T TELL

In the May 1966 issue of North Central News Bulletin, Donald P. Hoyt has a very interesting article on "The Criterion Problem in Higher Education". We quote here his summary at the end of the article: "Research findings have consistently shown that college grades had no practical value in forecasting the level of post-college achievement. This embarrassing generalization should stimulate us to examine our methods of appraising educational progress. There is good reason to suggest that, even if present methods of assigning grades have validity, the picture of student development which is provided by the academic transcript is extremely narrow. A more

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comprehensive assessment of a variety of achievement dimensions is needed. Such an assessment should stimulate new programs designed to promote a broad range of student competencies and potential; it should also lead to more realistic, fairer processes for selecting students into professional and graduate schools. The problem requires creative research, imaginative education programming, and courageous administrative decision." The article lists a number of references and also mentions Dr. Hoyt's monograph, "The Relationship Between College Grades and Adult Achievement: A Review of the Literature", ACT Research Report Number 7, September 1965.

Milton Nesvig

JOHNSON ANNOUNCES PLANS FOR WORLD CONFERENCE ON EDUCATION IN 1967

President Johnson announced in Hawaii Oct. 17 plans for a World Conference on Education to be held in 1967 and appointed James Perkins, president of Cornell University, to work with Health, Education, and Welfare Secretary John W. Gardner in planning it. The President made the announcement in a speech at the East-West Center in Hawaii on the first stop of his Asian tour.

"This international gathering of world educators and specialists will take a fresh look at the world's educational needs," the President said. "I hope it will help the nations to establish new priorities and new proposals for world-wide cooperative efforts in education." He said that Dr. Perkins will organize and direct a planning conference early this winter to prepare the agenda and the schedule for the larger meeting. "I have asked him to invite a number of the world's leading educators to join in these preparations," he said.

The President also repeated his intention to establish a Center of Educational Cooperation within HEW (see Bulletin, Vol. XV, No. 3). "This new center will advance the aims of the International Education Act and will serve as a focal point in Washington for leadership in international education," he said.

Source: HIGHER EDUCATION AND NATIONAL AFFAIRS
October 21, 1966

A "TRIAL YEAR" IN SEMINARY

The Fund for Theological Education Inc. is under the Rockefeller Brothers Theological Fellowship Program and the Booth Ferris Fellowship Program.

The purpose of a "Trial Year" in theological education is to expose promising young men who are "not now definitely planning to attend graduate theological school but who would be willing, if awarded a fellowship, to attend such a school for one year in order to consider the ordained ministry."

Attendance must be at an accredited seminary. If, at the end of one year the student does not care to pursue further theological study, he is under no obligation whatsoever.

The fellowship stipend provides coverage for room, board, tuition, fees. Allowance is also given for books and miscellaneous personal expenses. Married fellows with children are given additional stipend.

Should you be aware of potential candidates, it would be appreciated if you would direct them to contact either Dr. Emmet E. Eklund, or Dr. Curt Huber.

Emmet Eklund