



Licoriciation

Pete Heussman and Nancy Hirz are drawn closer together by Cascade's freshman initiation in the Cave. In a race to the middle of a licorice rope, they were among 20 freshmen who performed crazy antics Tuesday night, upholding a PLU tradition.

Professors won't let students grade them

By BRIAN LAUBACH

At this week's ASPLU senate meeting a motion was passed to have an opinion poll added to the special senator election ballot. The question to be asked will concern standardized faculty evaluations.

The question reads as follows: "Would you like to see the following question appear on every faculty evaluation: Overall, how would you rate the instruction provided by the teacher in this class?"

The voter will be asked to respond yes, no, or undecided to the above question. The purpose of this question is to see whether ASPLU should take further action on the evaluation issue.

The faculty assembly, last month, voted against standardized faculty evaluations replacing the present form of faculty evaluations by students.

Teacher evaluations are fragmented across the university, mandated in the by-laws, but each department decides how the evaluations are administered, said Stuart Bancroft, chairman of the Rank and Tenure Committee.

Bancroft said, the present state of teacher evaluations is a problem to the committee because it is not con-

sistent, there is a lack of standardization, thus making it hard to compare the data from department to department.

Student evaluations of faculty are used by the Rank and Tenure Committee as a source for reviewing possible faculty tenure.

Provost Richard Jungkuntz said the faculty voted against standardized evaluations because they felt teaching is a more complex art, one which cannot be evaluated by one single question.

He added that there are several factors that go into teaching.

Jungkuntz said, those in favor of standardized evaluations responded that the consideration of factors that make good teaching are a part of the formative evaluation.

He also said those in favor responded, even though it is a global question it is proposed to design an instrument in such a way that certain points of difference are brought out."

The standing vote was 68 affirmative and 90 negative. Jungkuntz said, "my view of the resolution is those that have served on the committee (Rank and Tenure) tended to favor it, understanding the context from where it came."

According to the faculty assembly

minutes the Rank and Tenure Committee's recommendation was "to ensure fairness, to ensure equity among all members of the teaching faculty and install a uniform item for obtaining student ratings of instruction for part of the evaluation process already mandated."

The proposal included a seven point rating scale, a stipulation that teaching evaluations would be processed after grades had been turned into the registrar, and the results would be maintained on the campus computer with access restricted to the provost.

The committee stated, according to the faculty assembly minutes, "that it is apparent to the committee that a distinction needs to be made between 'summative' evaluations conducted for administrative decisions, such as tenure and promotion, and 'formative' evaluations designed for instructional or course improvement. Their purposes, although related, are not compatible and are accomplished better if kept separate."

Leslie Vandergaw, ASPLU vice president, said the senate is looking into the prospects of possibly continuing an effort to establish standardized faculty evaluations. By next week the senate will have make its

decision on whether to pursue the subject any further.

Tenure is the process by which the university determines whether to terminate or continue a faculty member's contract. The Rank and Tenure Committee is a faculty committee that along with the provost and the president review each professor's file that comes under tenure consideration.

A professor comes under mandatory review once, after their sixth year with the university.

Jungkuntz said, "over time 80-85 percent of those that are considered for tenure are recommended for tenure, basically 15-20 out of a hundred are not recommended."

"From year to year it will vary. Sometimes all are recommended for tenure, but usually one or two are not tenured."

If a faculty member is not tenured they are given a continuation of their contract for only one more year. Once a professor is tenured it is possible to terminate them, but only after going through extensive evaluation, said Jungkuntz.

He said, "the burden of proof is on the faculty member before given

(continued on page 2)

Inside

Safety. Campus safety Director Kip Fillmore talks about the role of PLU's security force and his friendship with shooting victim Vaughn Newman. page 2

International. The total number may vary, but PLU has 111 foreign students on record. Read about their gripes, praises and memories. pages 9-13

Election. ASPLU needs to fill a vacated senatorial position. Meet the four candidates vying for the position. Their future is in the students' hands. page 16

Calvos. The twin dynamos of the ladies' cross country team, Colleen and Corrine Calvo finished second and fifth, respectively at last weekend's meet. page 17

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Campus reacts...

The football team stops practice for prayer.

A sociology class writes notes of encouragement.

Rovaughn Newman, associate director of Campus Safety and Information has been shot and the community reacts.

More than 100 potatoes are given to the Newman family.

A list of Campus Safety and Information employees signed up to provide casseroles for the Newman family is posted in the Campus Safety Office.

Greeting cards are on the file cabinets in Director of Campus Safety and Information Kip Fillmore's office. Stacks more which go to the hospital every day, and phone messages, are piled on the desk. They bear the same message: "We are sorry about Vaughn. We love him and you; please count on us to support you all."

"I am truly awed by the support," Fillmore said. Fillmore was with Newman Sept. 23 when Newman was shot while the two responded to a call of 'suspicious characters' at the home of Perry Hendricks, vice president of finance and operations.

"Look at this," Fillmore said, displaying a colorbook page with a red-crayoned deer and a note: "Dear Kip, I love you. love, Jenni xxoo."

"Do you want a cookie? Jenni made them," Fillmore said. Jenni is the 4-year-old daughter of Rick Eastman, conference manager and assistant director of the University Center. Jenni knew her friend Kip needed some cheering up.

A Kleenex box is within an arm's reach of Fillmore's desk.

The shooting of Vaughn "hit me hard," Fillmore said.

When you've been trained as a policeman, you're prepared with knowledge and physically prepared (for a tragedy such as this), but I don't believe you're prepared emotionally and spiritually. When it happens, then you just feel the support from God, friends, family and that person who was hurt. . . that's what gives you the strength to show up at the office the next day," Fillmore said.

"After the surgery I felt I had to

come into the office. I did and then I went home and fell apart. I had to come in though. . ."

"Vaughn has been so many things to me, but most of all to me he is my friend. He is my best friend. There is no one who knows my triumphs...my pain...more than he. I don't have a brother, but I do in Vaughn Newman.

"The whole (Newman) family has been incredibly strong. You want to reach out in love to them and say something but you don't know what to say. But it's okay because the family feels your love, and you don't have to say anything. They understand that the pain affects others... they make me feel comfortable when I don't know what to say.

"The security officers instead of quitting rose up... This isn't something that is going to beat them. More than anything they're the one's that brought me through it."

The phone rings. It is Etene Levi, a former Campus Safety supervisor, calling from American Samoa to check on Vaughn.

We've gotten hundreds and hundreds of calls from police stations, other universities, churches, everywhere, people who call to see how he is and tell us they are with us, Fillmore said.

"Every bit Vaughn gets better, I get better with him. Maybe Vaughn's been the major part of my recovery," Fillmore said.

"The grip in his hand. . . he knows who we are. . . and when you say something especially meaningful he tightens it. And when you have to leave, he doesn't want you to go."

Fillmore and Newman built the current Campus Safety and Information system from scratch after the old employees were all dismissed by the administration one day two years ago.

"Vaughn and I know the weaknesses of Campus Safety better than anyone else. . . but this support shows that we are doing what we are supposed to and are making security not such an unloved name. We want people to trust us and to call us when in need. That must have worked because now one of us is in need of help and look what is happening," he said.



Rovaughn
Newman

Suspects charged with shooting

Frederick Allen Woods, 32, 4426 S. Reide, Tacoma, and Jonathan Dwight Gibson, 31, 12005 C Street, Parkland were both charged with first-degree burglary and first-degree assault Sept. 24, Pierce County Detective Walt Stout said.

The two were apprehended Sept. 23 after the shooting of Rovaughn Newman, associate director of Campus Safety, at the home of Perry Hendricks, vice-president of finance and operations.

"It is alleged that they were both involved in the commission of a felony which resulted in the assault of the security officer. So, therefore they are both charged with assault," Stout said.

Ball was set at \$250,000 each and a Nov. 8 trial date set. They both pleaded not guilty, Stout said.

Woods was apprehended by a Pierce County K-9 unit. Later "through vehicle registration and cooperation of a PLU student, we were able to apprehend the second man at an apartment house on C street," Pierce County Sheriff Lyle Smith said.

Neither one of the defendants were armed at the time of apprehension," Stout said.

However, "a couple of nights later a neighbor found a firearm discarded in the shrubs in his yard. We are investigating the possibility that the weapon was involved," Stout said.

Both suspects are in the county jail.

Newman in stable condition

Rovaughn Newman, associate director of Campus Safety is in "stable" condition at St. Joseph's hospital, hospital officials said yesterday afternoon.

"The report from the doctors that I got (Wednesday night) is that he will

be paralyzed on his right side," Newman's son, Rich, said yesterday. "However, I have seen him bring his right knee up and move his right hand. And we tickled his feet and he moved his toes. But yet when we asked him to move he couldn't."

His left eye cannot be opened voluntarily and "he says that he sees us, but we don't know how well," Rich said.

"On Sunday, I ran out of things to say and I just started singing 'Amazing Grace' and he squeezed my hand very tightly and he even had a tear coming from the corner of his eye."

"Not to take anything away from the doctors, but I'm pretty sure a lot of his recovery is due to the prayer and concern of everyone."

Mary Ann Newman, Vaughn's wife, said that Vaughn is expected to remain in the intensive care unit five to 10 more days and in the hospital a couple of months.

Tenure

(from page 1)

tenure and the burden of proof lies upon the institution after tenure to establish termination beyond reasonable doubt."

"If you did not have the tenure system I am not sure how you would maintain academic excellence. If we did not have tenure we would have something close to it. It is not a perfect system since there is room for human error," said Jungkuntz.

"All things considered it is the best instrument so far to establish high standards for faculty, and on the other hand it maintains academic freedom," said Jungkuntz.

This year there are fourteen faculty members up for tenure.

Campus Safety, 'one of the best'

"I would have done the same thing, and Vaughn would have done the same thing. We haven't done it any differently in the past and we won't in the future," Kip Fillmore, director of Campus Safety and Information said.

September 23, Fillmore and Rovaughn Newman, associate director of Campus Safety, "routinely" responded to a report of "suspicious characters" in the yard of Vice President of Finance and Operations Perry Hendricks. Newman was subsequently shot in the right side of the head, in the left leg and twice in the right leg.

Hendricks' home borders the south side of the PLU golf course. "Kip and Vaughn are PLU security officers and they also have a limited jurisdiction deputy sheriff's commission. They can exercise that authority when they are working in PLU's best interests, that is when they are on the job," said Pierce County Sheriff Lyle Smith.

Smith said that Newman and Fillmore were deputized 1) to lessen the work load of the regular deputies in Pierce County, 2) because both had the required prior training, and 3) because of the good relations between PLU and the Pierce County Sheriff's office.

Fillmore and Newman when deputized made the decision not to carry guns, Smith said.

"I'm certain that if they had known it was a burglary in process they would have responded differently and notified us immediately..." Smith said.

"We don't know, but my analysis is that he (Newman) probably first knew there was a gun when he was shot," Smith said.

Campus Safety student supervisors, Craig Norman and Martin Eldred agree that a student employee would not have responded in the same way as Newman and Fillmore did Sept. 23.

"We are a lay group. We are just students, we don't really have any more authority than another student," Eldred said.

"As I see it, (the incident of Sept. 23), they were asked by Hendricks, to go check it out. They were not as much acting as Campus Safety, but as director and associate director of Campus Safety and as deputies of PLU," said Eldred.

Eldred said that Fillmore and Newman are big on teaching "what a safety officer is, what we do, what we don't do."

"We are not a security force, we are a safety force," said Eldred.

Eldred said that serving the campus and keeping it safe includes keeping the buildings and properties locked and secured, patrolling the parking lots, escorting students, looking for fire danger and other hazards and aiding when needed in emergency situations.

"Students would not respond to an off-campus call, but if we get called by a student we are going to try to do the best for them. We are here to serve, but in that serving I'm not going to do something that would put me in danger. For \$4 an hour, I'm not going to put my life on the line," Norman said.

"I try to teach my people that it is no crime to run. If you can handle a situation fine - if not, get help," Fillmore said.

The present safety system, developed by Fillmore and Newman is unusual in its use of students. Other campuses doubted that students could be trained to be officers, Newman said in an interview Sept. 21.

Newman said he feels the record has proved them (the doubting schools) wrong, and called the present system with its emphasis on safety "one of the best."

"I guess the best thing is that we are eager to change. If an officer is abusing his rights we are eager to fix that, even if it means letting them go...Kip and Vaughn's doors have always been open for student complaints," Eldred said.

Students react...

...to the role Campus Safety should play here

By BRIAN LAUBACH

Ten random students were surveyed on their opinions of Campus Safety's role at PLU.

Mike Steen said, "Campus Safety is here to protect students and the school's belongings. To make sure it is a secure place to live and safe for girls to walk alone at night."

Andreas Udbye said, the role of Campus Safety should be, "personal protection of faculty and students' stuff on campus; protect the campus area; also help and aid student health (i.e. by providing transportation from off-campus to on-campus and vice versa); more personal student protection than property protection. they are not to carry weapons."

"Campus Safety should let police take care of off-campus problems."

Sandra Moceris, a transfer from the University of Washington, said, "well, I would expect things like protection while traveling around campus. At the U.W. the campus police are a division of the Seattle Police Department. They (U.W. campus police) carry guns there and have the same authority as the Seattle Police."

"I do not really think that should be the position here at PLU. They should protect the students and not the residences around campus; that should be left up to the county police. They are here for the students, getting from here-to-there or helping with problems that might occur with other students."

Brian Olson said, "I always looked at them as someone you can call on, for girls especially. They make sure the campus is secure and locked up. Campus Safety should patrol, be out looking for suspicious people on campus."

"I have a hard time understanding why they were so far off-campus. They aren't responsible for faculty homes. I don't think they should carry weapons to protect the campus or students. Campus Safety should at all times be prepared to call the police if there is a problem that they should not be involved with. Campus safety does serve a role, most definitely."

Bruce Randell said, "I feel that they should maintain order on campus. I basically agree with them going off-campus to protect faculty homes. But mainly on-campus, should be the role of Campus Safety. I never paid much attention to them even when I had two friends working on Campus Safety."

Meg McNabb said, "Campus Safety exists mainly to take care of parking and to watch out for the campus. To be more like security guards than police."

"I don't think they should

carry guns. They should not do the same things as police without weapons.

"I don't know if they need more people to carry out their duties. They seem to be doing a good job watching over the campus. Campus Safety should stay pretty much on campus and not go checking on private residences off campus. Leave that to the police who get paid for that."

Bob Gomulkiewicz said, "I see them as having a two-fold function: one as a service function and secondly a security function."

"The service function is typified by bussing people around, fixing flat tires and starting dead cars. In a way, I guess they are concerned with campus as a whole. In other words, they respond to thefts and fires in dorms."

"Some of their tasks in security and service takes them off-campus. Sometimes it is necessary to go off-campus to provide security for the campus as a whole and also provide security for the students."

"Security entails three different focuses: 1) securing the people and the property on campus, 2) personal security for the individual, and 3) the campus as a whole. Campus Security then, is a service and security organization."

Kiersten Thulin said, "escort services, they are really good for that. The only experiences I have had with them is that, besides dorm fire drills. It seems they sometimes get a bit pushy and power hungry."

"There should be more patrolling of the campus walkways, so as to be on the lookout for weirdos in the bushes; especially between upper and lower campus. They should stay on campus more. Sometimes waiting for escort service is not worth the time, they are never there or constantly late."

Steve Ice said, "I don't think that their service has been that bad. I think that they do a pretty good job; they help a lot of people. Some of their ticket procedures should be re-evaluated and the re-stripping of the parking lots is terrible."

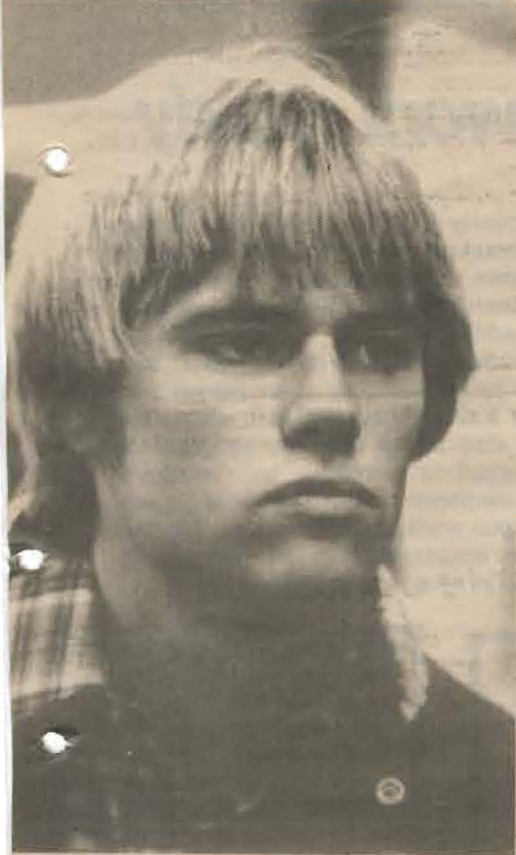
"Their services such as escort service for women and patrolling the campus are being accomplished like they should be."

"They should not, though, be handling things that do not concern the campus. But on the whole, I think that they do a pretty good job."

Dale Thomas said, "what I hope the shooting will convey to the people on campus is that when security asks people not to go around campus alone that they take that seriously. Because this area is kind of dangerous. Campus Safety provides a service to which girls can call for escorts that should be used (especially by freshmen)."



Meg McNabb



Brian Olson



Andreas Udbye



Sandra Moceris

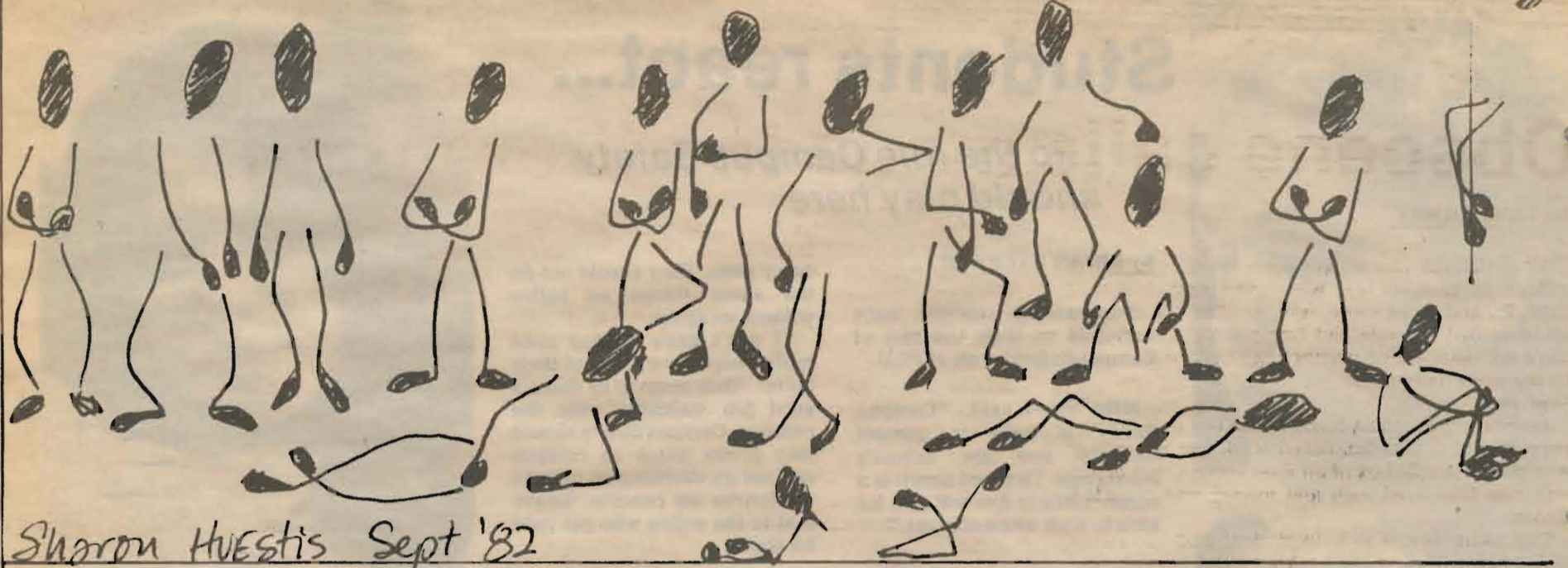


Mike Steen



Bruce Randell

Not many jobs to be found



Sharon Huestis Sept '82

By LISA CAROL MILLER

A lot of students are coming to the Career Planning and Placement Office in search of jobs, but according to Pam Raymer, Associate Director of Career Planning, there aren't too many to be found.

Last year 1,338 students were employed on campus. Presently, 650

students are on the payroll with the number usually increasing as the year progresses.

Raymer suggests checking the bulletin board at CPPPO when looking for a job. Contact the employer who is offering the job, interview with the employer, and keep your fingers crossed.

However, there are a couple of problems in the job hunt notes

Raymer. Students aren't flexible enough to fit into jobs with odd hours or food service jobs. "I can't find a job," is closely related to the fact that students aren't finding their first job choices.

While the federal work-study program hasn't experienced monetary cut-backs it has suffered from inflation, she pointed out.

The original design of the plan was

for the government to provide 80 percent of each work-study dollar while PLU provided the remaining 20 percent. Currently, the university is providing much more than that.

One option for students is off-campus work. Students are encouraged to look into off-campus job possibilities, especially those related to career interests.

Funds increase work study

By LISA CAROL MILLER

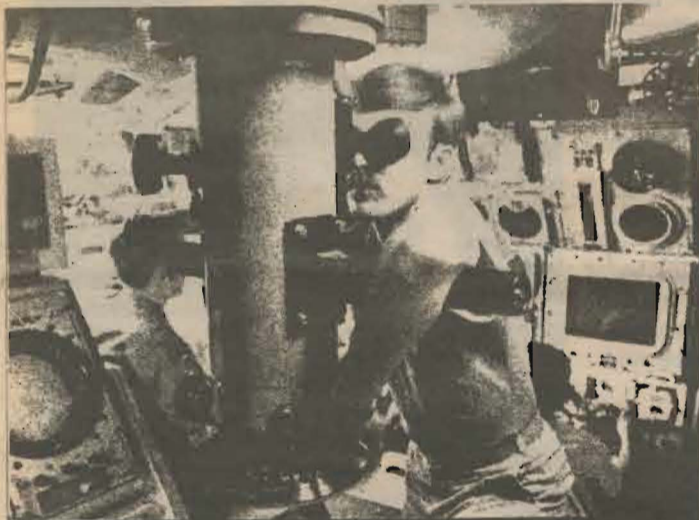
An increase in off-campus work-study funds at PLU has brought the programs total funds to \$225,000, up from last year's \$158,500, according to State Work-Study Coordinator Beth Ahlstrom. The increase is due to a proposal presented by PLU to the state, justifying the \$70,000 increase.

The state work-study program operates by placing students off-campus in jobs that are related to their educational interests.

According to Ahlstrom, there are

currently 85 students working for 65 contracted employers. Pay is usually higher for off-campus work, but students have more responsibility, she added.

Students can also develop their own jobs by contracting an employer and then having them contact Ahlstrom. She also noted that the program is designed to introduce both students and employers to the value of an off-campus work experience. In addition, many employers expand their job offerings after a first experience.



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Obscene calls made to different offices

By JAMES KNOX

Four obscene phone calls were made to different offices on campus last week. The first occurred Sept. 21, and three more Sept. 23. The voices were all identified as male, but Campus Safety officials have not determined whether the calls were made by the same individual.

Sept. 20:

In the early morning hours a coin box on a library copy machine was tampered with, but no money was stolen. A coin box of an Evergreen Court dryer was also tampered with and money was reported stolen.

The same day, a female student had her purse stolen in the library while taking a short break. She had been gone less than a minute when she returned and found her purse was missing. Campus Safety officials continue to warn students to take their valuables with them when they leave their study area.

Sept. 21:

The purse of a faculty member was stolen from her office in Xavier Hall while she was teaching a 3

p.m. class. Another faculty member found the purse later the same day in an Administration building room. Her wallet and checkbook were both missing.

Columbia Center Supervisor Carrie Millner's car was hit while parked in the East Ivy parking lot by an unidentified driver.

Sept. 23:

Smoke billowing out of Pflueger's third west laundry room triggered a fire alarm. A malfunctioning dryer was thought to be the cause of the smoke.

Sept. 24:

A fire alarm was set off in Hinderlie Hall, but fire officials are unsure as to the cause.

Sept. 24:

A broken window and lock were discovered on one of the main floor doors in Tinglestad Hall. It is not known why or by whom they were broken.

Sept. 25:

An umbrella was taken from the umbrella rack just inside the main doors of the University Center.

Sept. 27:

The coin box of a library copy machine was again

tampered with sometime in the early morning hours. An outside door by the loading dock and an inside door were also found tampered with. Officials are not sure whether the doors were used to gain access to the copy machine coin box.

Campus Safety officials urge students to take advantage of the safety sub-station located at the North Olson parking lot. There is a Campus Safety employee stationed in a trailer from nightfall until 5 a.m. who is equipped with a radio and will call for escorts.

This service, however, is offered for students' safety and is not to be used as a personal shuttle.

Last week two students were bitten by spiders in Alpine House. One student had an allergic reaction and was treated at the campus health center.

According to Alpine Hall Director Brett Burkholder, the spiders were probably brought into the dorm along with students' rugs at the beginning of the year.

"What happens is that students take rugs home over the summer and store them in the attic or the garage and then forget to clean them before they come back to school," Burkholder said.

Hefty has improved

By BRIAN LAUBACH

The condition of nursing professor Luella Hefty, who sustained head injuries in a bicycle accident Aug. 22, has improved, according to doctors.

Hefty has been transferred from Madigan Hospital to Good Samaritan Hospital in Puyallup because of Good Samaritan's total rehabilitation center, said Moira Mansell, dean of Nursing.

Mansell added that this is the leading center in our area where coordinated rehabilitation treatments are practiced.

Hefty's classes have been taken over by Nursing Professor Carolyn Schultz.

"From our faculty visits with her (Hefty) she seems to be making progress," said Mansell. "I understand that she was able to go home over the past weekend for several hours to be with her family."

Hefty is married and is the mother of six children.

She is very appreciative of any cards that anyone would like to send her, Mansell said.

Mailboxes to save money

By JEFF ROCK

A reliable place to deliver important University mailings is now available for full-time off-campus students, said Theresa Garrick, program advisor.

The new mailboxes, which are located on bottom floor of the University Center under the north stairs, are designed to save the campus money as well as to make it easier to communicate with the off-campus students.

Before the new system was instituted, mailing was very irregular. It could take three days or three weeks before an off-campus student

received his or her mail.

"The mailboxes can be used however the student wishes," said Ms. Garrick. "They can use the new boxes for just official mail or they can receive all of their mail through them."

Installation of the 200 mail boxes cost the university \$10,000. The amount of money that the university will save has not been determined yet, since the mailboxes have not been used for mass mailing yet.

Eligible off-campus students who have not yet received their mailboxes should contact the UC information desk for their combination and box number.

Mid-year graduates benefit from decision

By JONATHAN FESTE

Commencement in December, for the first time ever, is going to be a reality for mid-year graduates, said Dean of Student Life Mary Lou Fenili.

Earlier this year, a decision was made to hold the new exercises in Eastvold Auditorium.

Previous to this development, mid-

year graduates were allowed the option to participate in spring commencement.

Fenili said in the past few years, the spring program in Olson Auditorium has grown to become uncomfortably crowded in some instances.

Besides helping to alleviate crowd strain at Olson, the new ceremony will make sure mid-year graduates are

memorialized at the time their studies conclude.

Fenili added that in other years, some mid-year graduates were unable to return for spring commencement.

Most of the faculty will be on campus in December, Fenili said. She believes December commencement, though smaller, will become an im-

portant event at PLU.

This year, graduates can choose between either the December or spring ceremonies.

Fenili said in the future, students will have to participate in the ceremony that comes nearest to the end of their studies at PLU.

The last commencement exercise of 1982 will occur at 2:30 p.m. Dec. 12, in Eastvold Auditorium.

Sex-role stereotyping discussed after film

By GRACE RHODES

"Killing Us Softly—Images of Women in Advertising" was Monday's Brown Bag feature film about the images of sex-role stereotyping and the use of sexual and domestic violence in advertising.

Marie Von Bronkhorst from the Center For the Prevention of Sexual and Domestic Violence presented the film and led a discussion afterwards.

According to the film advertising is a powerful force in society. On the average each person sees 500 ads daily. By age 60 an American adult will have been exposed to 50 million advertising messages from many sources, including television, radio, magazines, and billboards.

The \$40 billion per year advertising industry sells more than products. Advertising, states the film, sells concepts about who we are and who we should be. It surrounds us with images of "ideal women" and "ideal men," encouraging us toward imitation.

Advertising exploits our sexuality, according to the film. It generally portrays women as sex objects and as an inferior class of human beings, while it portrays men as virile, aggressive, always in control—the superior class of human beings.

The film emphasized four subliminal messages about women that advertising projects: 1) Ideal female beauty equals "Absolute Flawlessness;" 2)

To age is to grow unattractive, undesirable, and even demented; 3) Women should feel guilty and inadequate for accepting themselves "as is;" and 4) It's O.K. to use violent images of battered and murdered women to sell products.

Message 1: Beautiful Women Are Flawless: no lines, wrinkles, blemishes, or scars. No fat, flab, or sagging. The irony is that the "ideal look" projected in advertisements is unachievable—unless, of course, one enlists the aid of air-brushing, special lighting, and makeup artists. The "perfect look" is only artificially achieved.

Advertisers also try to convince us that we are lovable only after we have achieved "Absolute Flawlessness." This results only from the use of certain products, and not from who we are and what's within.

Message 2: Aging—The Great Taboo. It's O.K. for men to age, but not for women. Aging is to be avoided at all costs, for with age come all the "flaws" inherent in Message 1.

Contempt and hostility is the flip side of the image of women as sex symbols: as soon as she ages she is maligned. "From sex pot to dish pot," women in advertisements go from being viewed as sex objects—youthful, alluring, "Absolutely Flawless"—to demented housewives—neurotic, unlovable, and "Absolutely Flawed," according to the film.

Message 3: "Whatever You've Got, Change It." No woman in her natural state is good enough. She must "put on her face," "take off her thighs," "touch up her hair." Her house is never clean enough, her family (or lover) never happy enough.

The strong underlying theme is that a woman is basically inadequate "as is," and that she should feel guilty and take immediate action to correct her "condition."

Message 4: "Women are Easy Victims—But Don't Turn Your Back." The most disturbing advertising is the new genre of advertisements that portray women as victims of violence. Record album covers especially have been guilty of this.

The organization Women Against Violence Against Women (WAVAW) actively campaigns to eliminate this kind of violence in advertising.

Advertising, according to the film, keeps us trapped into rigid sex roles. Women are devalued by both themselves and men and are seen as inferior. Ideal images projected in ads cause both sexes to have idealistic expectations of themselves and each other.

Suggested consumer strategies to protest unwanted advertising are to write to advertisers and TV stations, to boycott products, and to organize into groups and join efforts toward eliminating sex-role stereotyping and violence in advertising.

Dying Proposal picked up by ASPLU Senate has faculty flustered

ASPLU has taken up the reins of a dying proposal that can eventually lead to a better education for the students at PLU. The proposal is to create standardized faculty evaluations which will provide a basis for critiquing of professors by the Provost and the Rank and Tenure Committee.

Last month, the faculty voted 90-68 against a proposal to create at least two standardized questions used on the evaluations professors are required to give to their students at the end of each semester.

What are the faculty afraid of?

The two primary arguments used by faculty against standardized evaluations are that two questions, or one, that could provide fair and equal evaluation of all curriculum, is not possible to devise.

Also, some faculty say a standardized evaluation reflects a general distrust of the faculty's capability to conduct impartial and objective evaluation of itself.

The truth is, we cannot trust the faculty to conduct its own evaluation objectively. Cases are documented where faculty members have abused the evaluations received from their students.

If the definition of abuse is used properly, some faculty members will continue to abuse the evaluations in the following ways at the end of this semester:

- The professor may distribute the evaluation before the final exam, reading the responses of students. This can positively or negatively influence a professor's objectivity in grading subsequent student work.

- The professor may require students to put their names on the evaluation, which not only effects the professor's objectivity, but also the students' desire to respond negatively toward the professor for a literal fear of a lower grade.

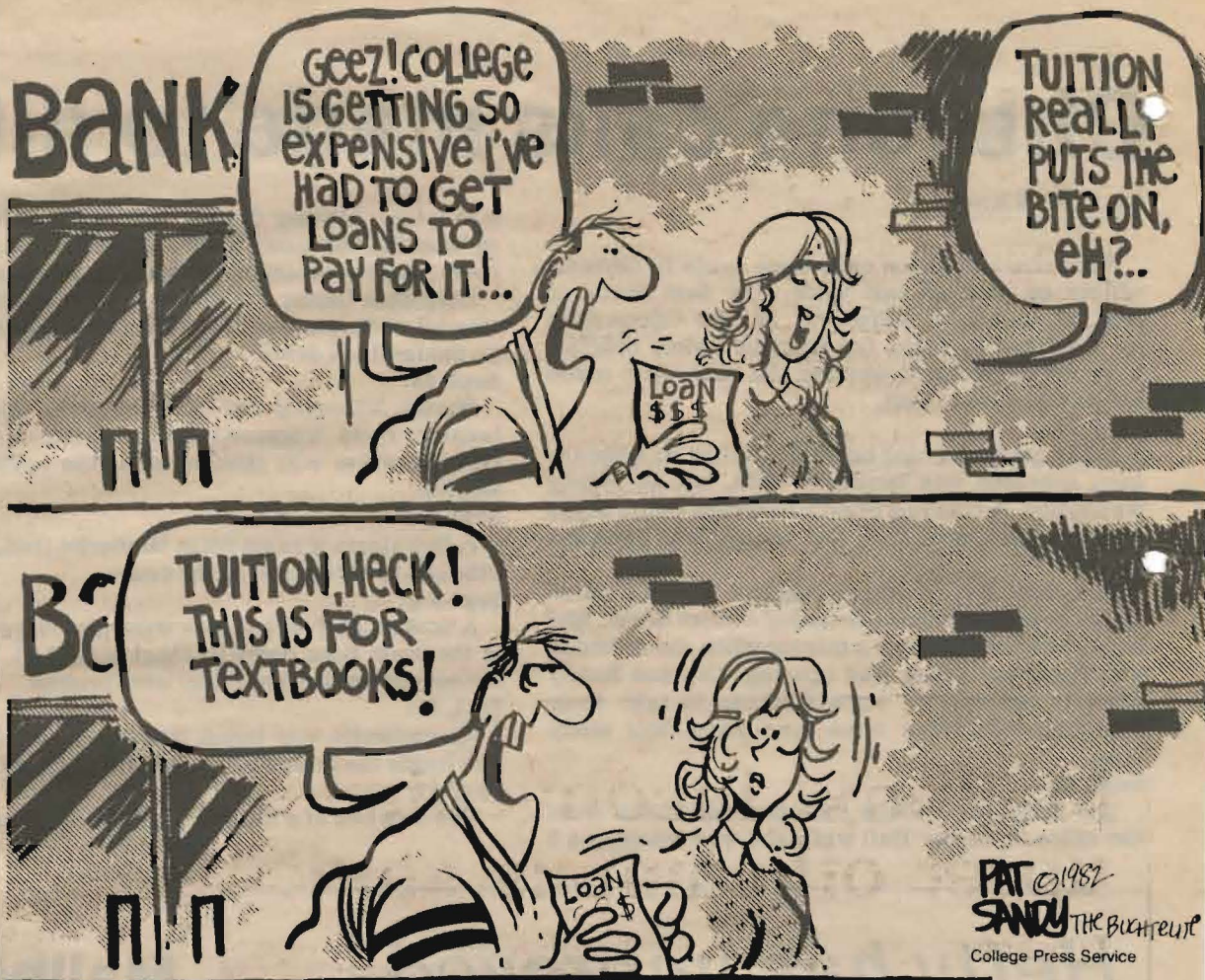
Last year, the Rank and Tenure Committee met more than 30 times to come up with a proposal for the faculty to vote on. They decided in favor of standardized evaluations—not only in content (one or two same questions on every professor's evaluation), but also in procedure for administering the evaluation. All this was to ensure a fair and objective review of all faculty for the purposes of granting or not granting them tenure.

But the faculty did not heed the recommendation. In fact, by voting it down and appointing one of the most vocal opponents of standardized evaluations to the Rank and Tenure Committee, standardized evaluations might be put on the back burner for good.

The faculty should be urged to study standardized evaluations further. Standardization makes the job of judging for tenure easier, since professors can be compared to one another. Faculty should realize that student evaluations are just a part of the tenure-judging process.

ASPLU should, and is, pursuing support of standardized evaluations. Monday, during the voting for a senator position, students will be asked to vote on a question ASPLU thinks should be on all faculty evaluations.

Vote in favor of evaluations to ensure that the Rank and Tenure Committee can select the best professors for tenure, while weeding out the incapable and ineffective.



Saturday afternoons

Reagan makes us all smile

Ronald Reagan is a master of sarcastic wit. His ability to keep a straight face on TV when giving his Saturday pep talks is a wonder to behold.

In fact, it is so entertaining that my friends and I have made a habit of getting together for the weekly event.

Last week, for instance, we all went into a delirium of mirth when we read about the size of

Red Square, the White House and the globe

By ERIC JOHNSON

the personal fortunes of the president and first lady.

"Has the Screen Actors Guild thought about nominating him for some award?" asked Scooter, an unemployed friend who dropped out of school because of increased tuition. "The way he tries to empathize with the common guy is great!" he howled.

"He probably hasn't been hungry or out of money for 40 years, yet he still sounds convincing."

But as last week's speech began, we discovered we hadn't seen, or heard, anything yet. Straight-faced, Reagan began with one of his best lines... "we're winning the war the experts said was hopeless."

"Did you see that?" chortled Alice. "He didn't even crack a smile. He does a perfect imitation of

a football coach in a low budget movie."

"I know that this isn't easy for people to see," Reagan continued. "You go in the stores and buy and the price is higher than it was last time."

By this time I was clutching my sides. "What satire!" I applauded. "His delivery is better than Henny Youngman. He makes the ridiculous sound so hysterical."

"...your income after taxes is increasing," the president added. "Your paycheck buys more than it did."

"That's great!" said Scooter, taking notes. "As if we all have paychecks to spend. Besides," he added, "that's a good line to toss in when prices are up and wages stay the same."

"What do you think he'll do next?" said Rodney. "It would be funny if he told the Europeans that all of his previous sanction threats were only jokes."

"He's used that one already," I stated.

"Yeah, added Alice, "maybe if his comedy writers are really on the ball they can have him light candles in the Oval Office in favor of school prayer."

"That would be good," said Rodney. "Then he could pretend that he really isn't aware of any other national problems at all."

"The way he talks to us as if we were a nation of idiots is even funnier than that," I said smiling.

"I don't know," said Alice. "That stuff about increased income after taxes is a tough act to follow."

We can hardly wait for next week's show. At this rate, the White House may top the ratings of *Taxi*.

The Mooring Mast

Pacific Lutheran University
Tacoma, Washington 98447
535-7491

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Sports Editor
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Editorial assistant
Terry Goodall

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PLU disillusioned to lack of originality

To the Editor:

Here on campus at PLU I have noticed with growing disillusion a philosophy of alarming implications. It seems to be that an overwhelming majority of the student body here is concerned with two things (excluding an education). These two things being: trying to be like everyone else and, more specifically, trying to fit the role.

I think you know to what I refer. This campus lacks originality. Have you noticed how similar everyone dresses, wears their hair and keeps their appearance?

The girls are careful to wear the designer clothes, to never be seen without make-up and their hair curled, and the guys must be sure to get the "right" haircut and sweaters, and they're a disgrace if they don't know everything about this year's lineup.

There is absolutely nothing wrong with looking nice and keeping up on the latest gossip. Lord forbid if we all dressed like slobs in dirty clothes and didn't know anything of current events. Yet I find that this campus lacks individuality, and a sense of refreshing diversity. Most here are taking conformity much too seriously.

Are we so afraid of being different that we stifle our personality? Are there any real differences between people or are the roles society dictates the only way people are? And most importantly, is there more to people than their appearance, than what meets the eye? We may say so but do we believe and live it? Are we more than a man or a woman, more than black or white, young or old? Is there universal human nature of essence that transcends these labels?

This is not a question to be brushed aside as irrelevant, for the implications are serious. If nothing of significance lies beyond how we look, and walk, beyond what our appearance

to others is, then what is there at all? If we are no better than how well we fit society's script, if that is our purpose in life, to follow the role without deviation then what is our existence? Where is the meaning, the purpose, the goals?

Such a "life," if it exists, I would refuse to live. I would rather take my chances in another life and existence and leave the lifeless to their play.

You may agree, or disagree, that is not for me to judge. Just think about it and then decide. And even then you will practice what you preach?

Laura Newkirk

Mailbox inconveniences upset off-campus student

To the Editor:

"All full-time off-campus students have been assigned an on-campus mailbox in the U.C. THIS IS NOT OPTIONAL."

Recently this announcement appeared in the campus bulletin. Being an off-campus student, I find myself greatly inconvenienced by this new system.

Not only do I not desire such a mailbox, but the location is out of my way. All my classes and work are located in Administration. I rarely have any reason to visit the U.C. I do not see the purpose of wasting my time going there, when I have a mailbox in front of my house, where I receive all bills and other important mail.

There is something I've been wondering since I saw these mailboxes being installed over the summer. Are

the students who have been assigned boxes in the corner crevice really expected to get them open? I don't think the university could have assured itself of giving these boxes to pygmies. And I have not seen any flashlights distributed with those combinations.

Since these mailboxes are not optional for commuter students, what does the university propose to do with all the students who have gone to get their box numbers only to find they have not been assigned one? I understand that there are several such students. Will there be a doubling up of students per box? If so, who's to guarantee the honesty of a stranger with "official PLU mail," as the announcement put it. As far as I'm concerned, one of those students, who was inconsiderately left out, can have my box—if I'm one who was inconsiderately included.

Debbie Bird

Compelled to repair error

To the Editor:

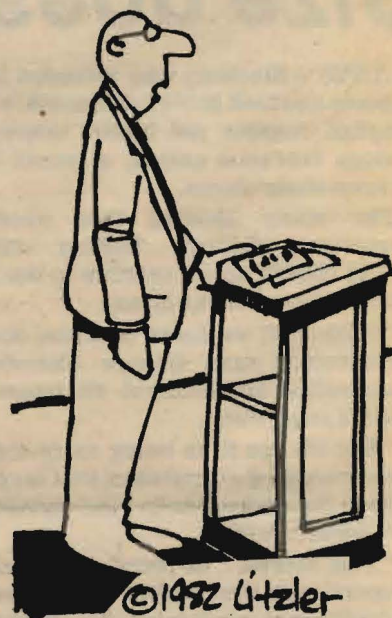
I don't wish to seem overly sensitive but there are a few comments I feel compelled to make regarding last week's article on my TransCanada bike tour. Not only was I aged several years but there were numerous misquotes and factual errors which changed the character of the trip.

Anyone reading the article would think I was so naive as to believe I was immune to injury. Never have I felt that way and never have I said anything of that nature. I am, and always have been, painfully aware of the dangers of bike touring.

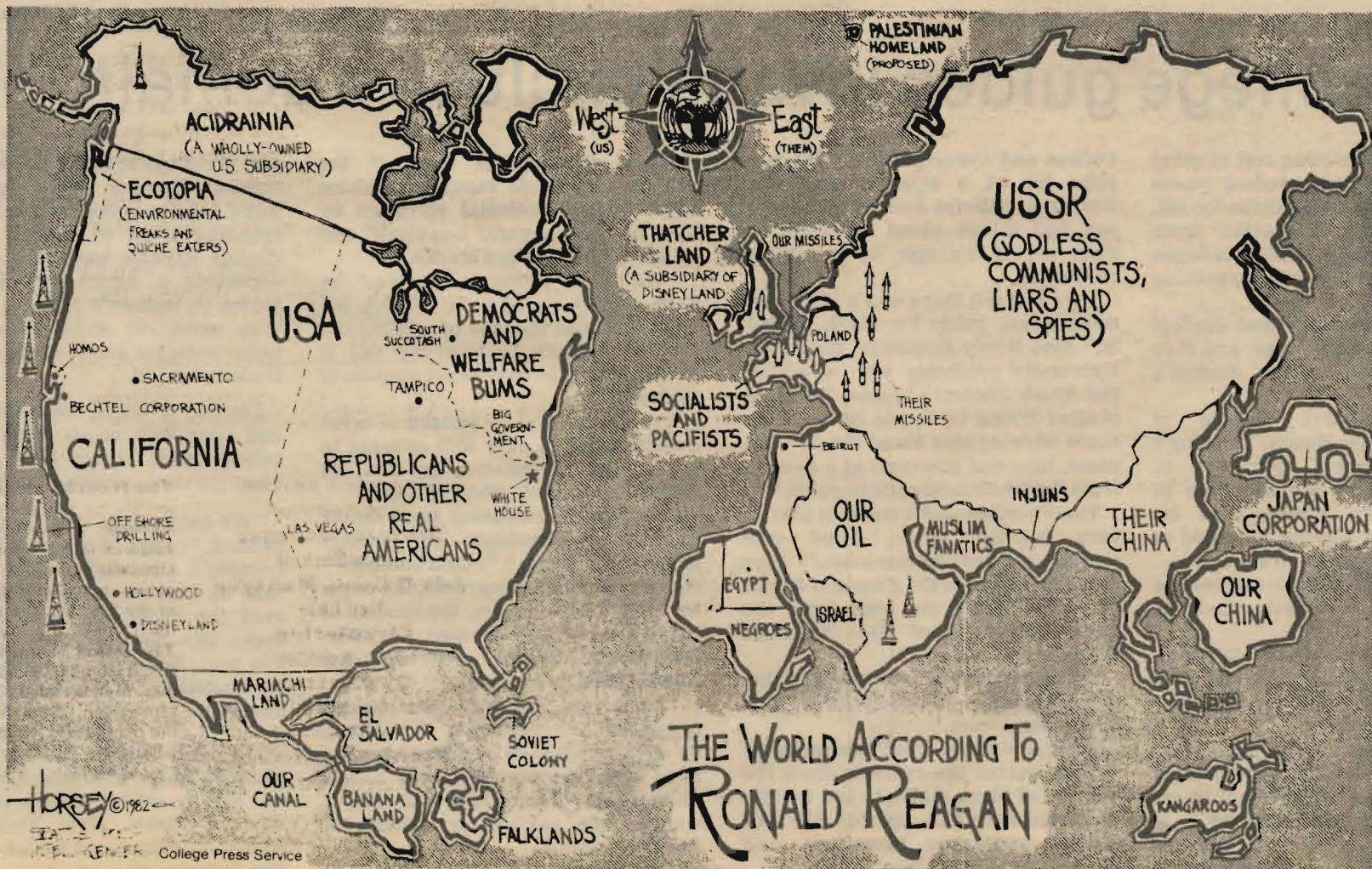
Neither did I, as the article suggested, mooch my way across the continent. During my tour I met quite a number of generous, hospitable people who offered help in many ways. Frequently I accepted. They felt good knowing my trip had been made more enjoyable and I was pleased to have met such nice folks. Meeting and talking to new people was one of my goals on the trip - not taking advantage of them.

The trip was a rewarding adventure—one I'll never forget. Thank you for allowing me the opportunity to set a few things straight.

Chris Styron



"Refer to the syllabus. In week one I assigned the 20-page report which is due in week ten. You can drop the course through week eight if you panic."



CRAP sets out against government

(CPS)—Last spring a group of University of Virginia students, calling themselves the Committee to Remove Arrogant Politicos (CRAP), set out to abolish their Student Council because, they claimed, no one took student politics seriously.

Now the same group has itself disbanded, claiming that no one took its cause seriously enough.

"People are pretty apathetic about student government here," explains student Chuck Wehland, one of the founders of CRAP. "The whole thing is kind of a joke."

Virginia students turned out in force in 1980 to dissolve the College Council, another branch of the student government.

The anarchist impulse this year died out because the Student Council responded, not because of apathy toward a committee trying to combat apathy, Wehland says.

"One of the reasons we dissolved is because the

people who originally caused us to condemn the council are now gone. I think we've at least succeeded in getting some serious people in there, and now we'll give them a chance."

CRAP organized last spring, Wehland says, because the Student Council had become too political and corrupt. Wehland then claimed that the council members were "out for themselves" and "had done (nowhere) near the job of representing students and their opinions."

"The Student Council has taken a significant turn in the right direction," acknowledges Hunter Carter, one of the new members of the council. "The council had become overly political. Some members were just too influenced by their own weight. Overall, it (the movement to abolish the council) has been beneficial and put a little pressure on us to become more student- and service-oriented."

Efforts to abolish student government, however,

are not unique to the University of Virginia.

In just the last four years, schools such as the University of Texas-Austin, Dartmouth, Georgia, Northern Colorado, and Southern Illinois at Edwardsville, to name a few, have disbanded all or part of their student governments.

Although the disgruntled students often end up reinstating or restructuring their representative systems, the mere fact of doing away with student government usually gets the point across. At Northern Colorado, for instance, students abolished and then revamped their government, "and now we've created something a lot better," says Mary Beth Gibson, campus activities coordinator.

But just in case things don't work out that way at the University of Virginia, Wehland says, "there's always next semester."

"We'll give the new council a chance," he warns. "But there's a possibility we'll be back if they abuse their power in the future."

Size does make difference

(CPS) -- Students who attended larger high schools and took more basic math, science and English courses got higher scores on their college entrance exams, a recent University of Iowa study shows.

The study showed that average ACT (American College Testing Assessment) scores rose in direct relation to the size of the student's graduating class.

"Basically, we found that size does make a difference," says George Chambers, Iowa Humanities Department chairman and the study's supervisor.

"But we see it as being more a function of the diversified curriculum that larger schools offer, not necessarily the quality of the teaching," he adds.

"Test scores," he found, "increase in direct proportion to the number of courses they take in traditional academic subjects such as math and science."

College admission test scores nationwide improved slightly last year. Average ACT scores for last year's freshman class rose for the second consecutive year, and SAT (Scholastic Aptitude Test) scores held steady for the first time in 17 years.

Dept. of Education Secretary Terrel Bell, in his annual Back to School Report issued last week, say the score changes as a beginning of an upward trend, attributing it to the setting of "rigorous standards for promotion and graduation" at the primary and secondary

school levels.

Since the decline began, observers have tried to explain scores as functions of everything from income levels of the student to federal financial aid funding.

Chambers' Iowa study implicates school size makes a difference only because the breadth of the curriculum is wider at larger schools.

"I do think the study results clearly indicate that students who decide to go onto college should be counseled into taking more basic, traditional courses."

But a recent Northern Illinois University survey shows a majority of high school students "don't see their guidance counselors as serving any useful function," summarizes Russel J. Watson, who conducted the study for his dissertation.

The 6000 students he surveyed generally felt their high school counselors were lax in giving them advice that would help them in their college and career plans, the survey says.

Even attending a larger high school, despite its more extensive curriculum, can have its disadvantages.

"You have 1300 or 1400 kids in a school, and they have to have a generic way of processing all of them no matter who you are or what you do," one student commented on the survey. "They don't push you to excel. They don't push you to do poorly. But just stay normal. Take your normal classes. Go to a normal college. Nothing less, nothing more."

Study determines federal aid needs

(CPS) -- The vast majority of students who get federal aid to attend public colleges would have to drop out if they couldn't get aid anymore, a new study has determined.

The typical aid recipient works at a part-time job to help pay for college, gets relatively little financial help from his or her family, and then has to go into debt to make it through public college, according to the study of how federal aid is used.

The study, co-sponsored and undertaken by three administrators' associations in the wake of Reagan administration charges that student aid programs are inefficient and unneeded by students, found that families contribute an average of about 12 percent -- \$469 -- toward their offspring's college educations.

About a third of the 2.2 million public college students who got aid last year received no financial help from their families.

Those independent students raised 51 percent of the money they needed for school through jobs, and 19 percent through need-based grants.

Students who got help from their families earned 23 percent of the money they needed by working, borrowed 19 percent, and raised a total of 39 percent from parents and aid grants.

The families that did contribute to their children's education and whose children received some federal aid had average annual incomes of \$16,500 last year.

Half the students at public colleges who got federal aid come from families with incomes below the poverty line of \$9500.

A full 66 percent of the financially-independent students earned less than \$6000 last year.

New college guides invade exclusive domain

(CPS)—The escalating cost of going to college has raised student stress levels, intensified competition for aid, sparked a huge migration from private to cheaper public colleges and, finally, produced something brand new.

The ever-more-specialized student guide to choosing a college, and then getting the most for the student's money from it.

The once-exclusive domain of Barron's, College Board, Lovejoy's and Peterson's guides to colleges—known as the Big Four in college directory circles—was invaded earlier in 1982 by a couple of irreverent, subjective entries.

Now students at two universities are writing guides for certain kinds of students.

This fall, *Everywoman's Guide to Colleges and Universities* and *The Black Student's Guide to Colleges* will debut at bookstores.

They are markedly different from the Big Four—which drily offer reams of studiously objective information on thousands of campuses—and the *Yale Insider's Guide to Colleges* and the *New York Times' Selective Guide to*

College and Universities—which may poke fun at a school's quality of teaching, criticize dull social scenes, say bad things about curricula, or even say if it's safe to eat in the cafeterias.

"We just felt there was a need for a no-nonsense guide for black students," says Barry Beckham, the Brown University professor who is editing the *Black Student's Guide*. "A black student trying to decide on a college could have no idea about the environment, tone and emotions of a campus from the traditional college guide."

The *Everywoman's Guide* is also "a very serious guide, filled with straightforward information," says Arlene Winnick of the Feminist Press, which publishes the book from the State University of New York-Old Westbury.

Both new guides used a combination of questionnaires and essays to compile their information.

Beckham and student interns asked schools across the country about the number of black students and faculty members they had, special minority student assistance programs, and black student social life.

Black students at each of the schools also wrote essays, Beckham says, to give potential enrollees an idea of the "general academic and social climate toward blacks."

"We're not trying to be cute," he says. "We're trying to be helpful. We even scrapped the idea of ranking the top ten schools because we felt it would detract from the real purpose of the book."

Everywoman's editors sent questionnaires to over 3000 colleges to gather the information for the 582 listings in the book, Winnick says.

Each listing discusses such things as the percentage of women graduating in "non-traditional" majors, women's programs, the number of female athletes, the quality of campus security, as well as information on special programs and organizations for women.

"When you list all these things together," Winnick says, "you come up with an attitude of how a campus feels about women. We think it will answer a lot of questions that today's women are asking, or should be asking."

The editors are counting on the high

cost of college to make the guides successful, figuring people will want more help in choosing a college and spending a lot of money on it. A similar impulse has other observers expecting a future full of special guides to women's colleges, colleges with extensive evening programs, junior colleges and maybe even a gay students' guide.

Lovejoy's, which with 3300 listings and over 2000 pages is the biggest college guide of any type, also sees room for the specialized guides.

"We don't really view them as competition," says Rea Christofferson, Lovejoy's advertising director. "We look at the specialized guides, and even the general-interest subjective books like *The Insider's Guide* and *The Selective Guide*, as supplements for students. Of course, our's is the foundation."

"I think we're moving into a situation where education is becoming much more consumer-oriented," says Edward Fiske, *New York Times* education editor and senior editor of *The Selective Guide to Colleges*.

Story and photos by Brian Dal Balcon



Soph. Sherry Zeiler reads while riding the Pierce Transit to downtown Tacoma.

Transit

518 392 37

New bus routes provide expanded transportation

You can travel 375 miles on 179 different buses for only a quarter in Pierce County.

The Pierce Transit provides extremely efficient, complete transportation system that reaches most parts of Pierce County. For the many PLU students without a car, getting downtown is a snap. Many buses heading downtown stop on Park Avenue, across the street from the library and Harstad Hall.

The Parkland Bus Route No. 43, which originated this summer, begins at Wheeler Street and Park Avenue and travels directly to downtown Tacoma and terminates at the transit station on 12th and Commerce streets. It runs about every 30 minutes, but a schedule should be checked for exact times.

For those heading to the Tacoma Mall, the Parkland-Spanaway bus can be taken to 38th Street where a passenger can get off, dash across the street and catch the Crosstown-Midland bus.

For Seattle-bound passengers Pierce Transit recently added the South Hill route which runs from South Hill to the Federal Way Park-n-Ride where a Seattle Metro Bus can be caught, said Director of Transit Development, Mary Jo Porter.

A complete list of schedules are available at the information desk in the UC. Peak time fares are 50 cents, 4 a.m. to 9 p.m. and 4 p.m. to 6 p.m. Off peak fares are 25 cents. Monthly passes are available for \$15.

For Pierce Transit route information, call 593-4520.



KPLU signs boards donned Pierce Transit buses this summer in a large KPLU promotions campaign.



The Transit Center at 12th and Commerce is a major transfer point for riders.



Pierce Transit bus driver Don Sadewasser relaxes outside his bus.



Here From Abroad

Hands-on experience of U.S. culture

Numbers down on

By ROSEMARY JONES

An apparent decrease in the number of foreign students this year has lowered the total to 111 students. The low number of foreign student stems from their not registering with the foreign students office, said Christine Cables, director of foreign students.

A long-standing paper work problem with foreign students is that they often do not mark the appropriate forms or, due to a language misunderstanding, mark the wrong classification, said Cables.

Last year's count of 125 included full and part-time students.

To help students overcome the difficulties created by a new language and culture, Cables has initiated a new orientation program that lasts the entire semester rather than the traditional three days.

The program occurs during a special English 101 class where Cables tries to give the newcomers "as much hands-on experience as possible" of the American culture. This philosophy leads to class assignments such as interviewing as American student and then reporting his concepts to

Foreign students motivated to learn English language

By FLORENCE HAMILTON

Above the coffee shop rumble, proper and precise english conversation can be heard, but the speakers are not American - they are foreign students from the Intensive English Language Institute (IELI), affiliated with PLU.

The students are from all over the world and have home countries that include: Japan, Mexico, Kuwait, Guatemala, and Norway. The trend of students lately has been from the Malaysian and Persian Gulf areas, said Director William Doyle.

"The purpose of the Institute is to train international students in English skills to allow them to function in american universities," said Doyle.

"All the students are high school graduates and lately most of them are graduate students, going on for their masters at an English speaking university," said Doyle.

"These are well educated people already," Doyle said, "and this attempt to completely master the english language at a college level speaks well of their motivation."

Most students complete the program within six to 9 months, since many students arrive with some knowledge of English. The institute currently has 38 students - a 10 to 15 percent drop from previous years however, the international student population at universities is down everywhere, with no apparent explanation, Doyle said.

PLU, in its cooperative education program has "treated the Institute with T.L.C."

The IELI students are not matriculated PLU students but they use classrooms on campus, frequent the coffee shop, and receive PLU identification cards. In this way, they can meet American students and gain exposure to the American culture. The IELI students also help internationalize PLU and cultural exchange does occur, Doyle said.

The IELI has its own teachers and a week of study includes 22 classroom hours. A language lab is also part of their intensive program. New this year is the computer language lab which focuses on additional practice and drills in the most difficult areas of English Doyle said.

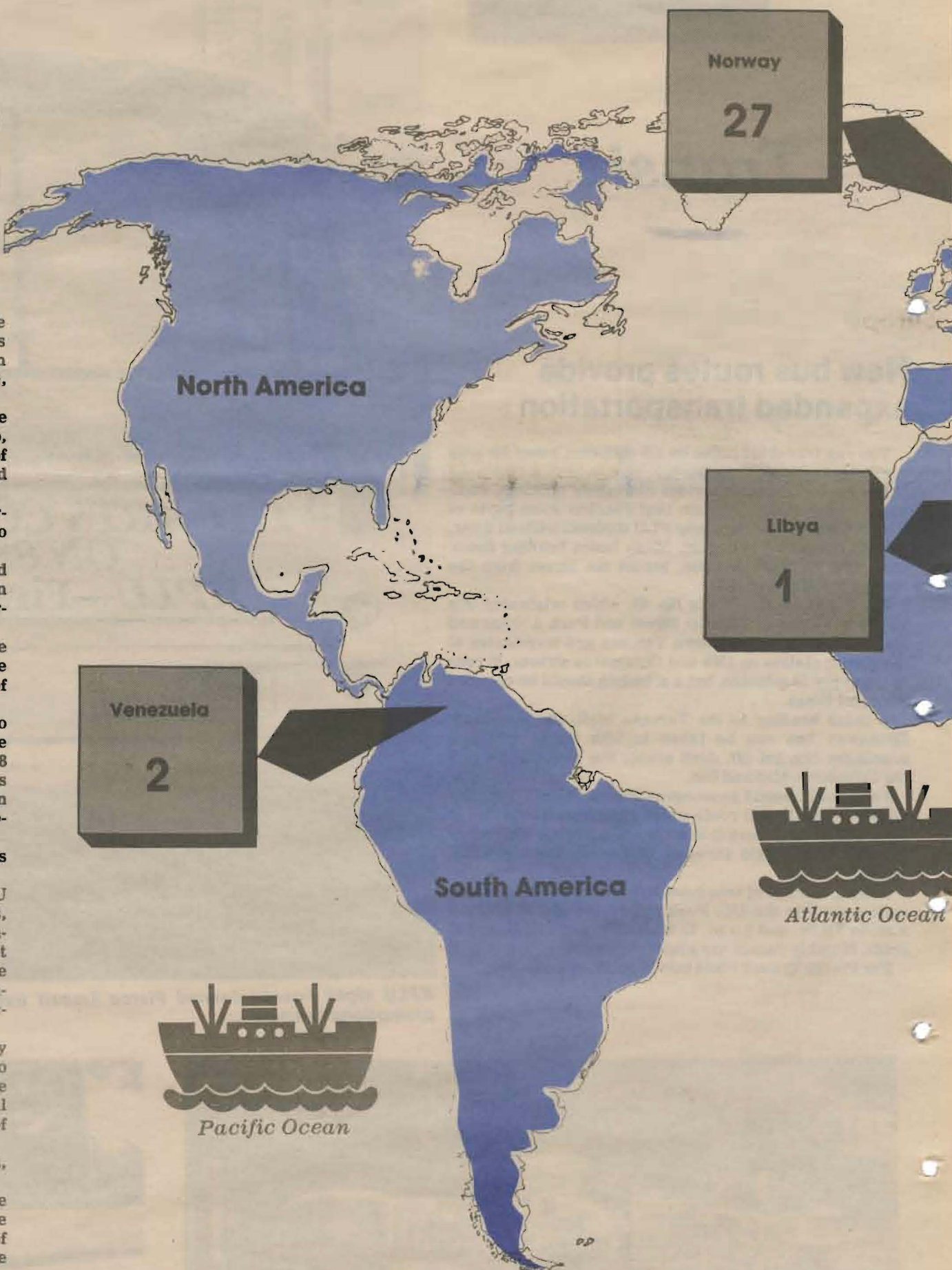
"The students really enjoy the computer, in fact, there is usually a waiting list."

"It produces immediate feedback and also, the programs have a sense of humor which makes the learning more fun," Doyle said, watching a group of Malaysian students scurry through the office to the back, where the computer room bubbled with noise.

Conversation partners are being sought to help integrate the IELI students on campus. "This is not a tutorial position but it is simply an exciting opportunity to share another culture with someone," Doyle said. "Everybody wins; nobody loses!"

Initially, one hour a week is asked of the partner, to talk with the IELI student. Often the foreign language rubs off on the partner - at least elementary words, Doyle said.

Anyone interested in having a conversation partner or seeing what the intensive English program is about, is invited to stop by the office. The IELI office located at 403 Garfield St. is open from 8:30 a.m. to 5 p.m. Monday through Friday.



Students hail from.

Here From Abroad



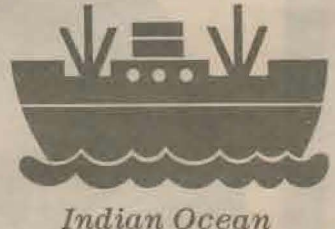
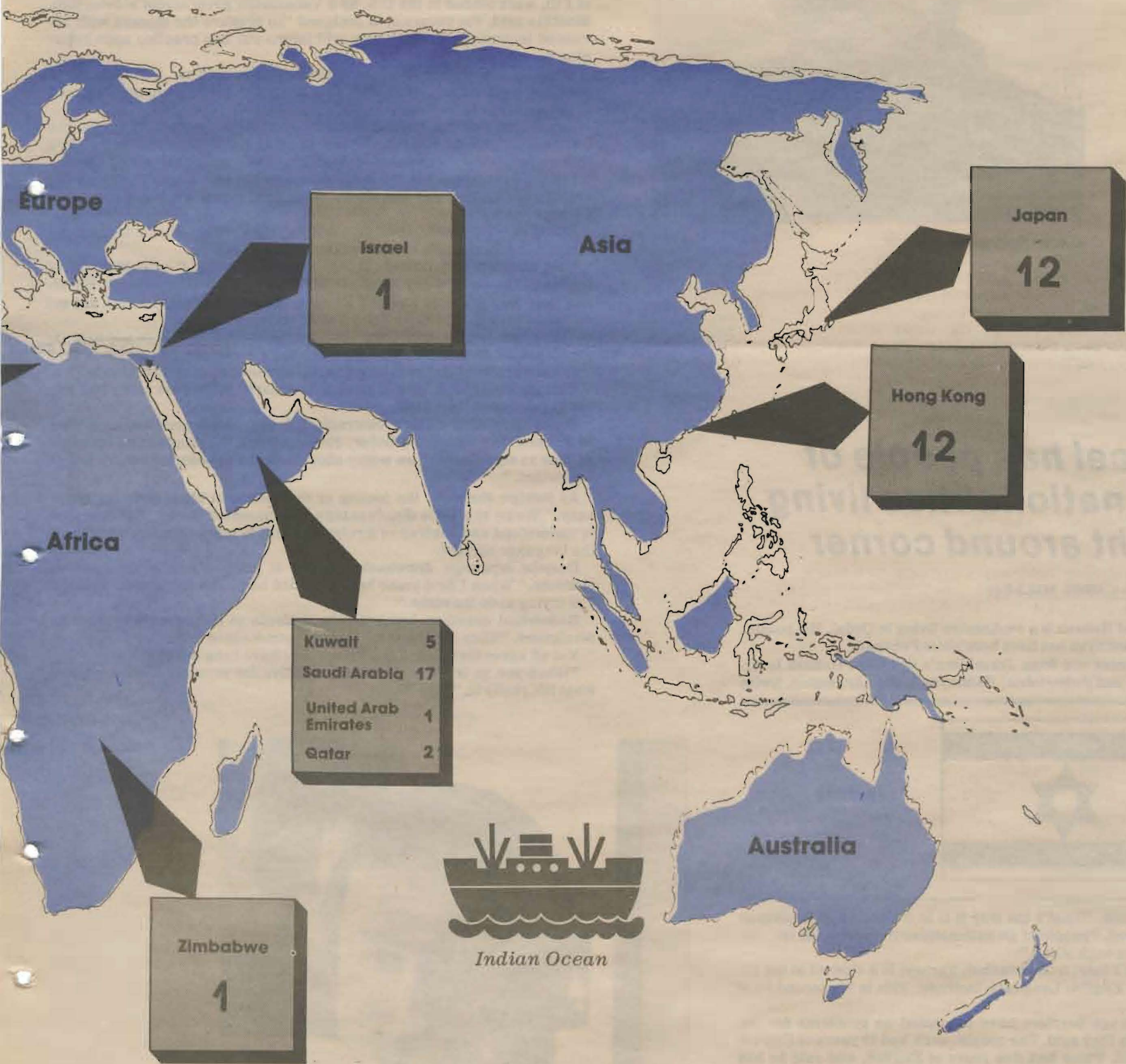
International students

Cables also uses guest speakers on popular issues to explain American culture. To understand any culture, it is necessary "to look at the indicators of that culture...current events, current issues," Cables said.

Particularly, Cables wants to stress the fact that the United States has a pluralistic society. Due to media seen abroad, foreigners come to the United States with the idea that it is an "All-white society" only to find themselves staying with a black host family, said Cables.

While the new orientation program gets students involved with American lifestyles, it does not try to break up the cliques formed by students from the same country. "Cliques serve a purpose, they give the students a sense of security," Cables said.

Cables serves as the advisor of the International Students organization, an organization that encourages intercultural communication between foreign and American students on campus. All foreign students are automatically members of the organization, according to Rano Saing, international ISO president.



Indian Ocean

American Samoa	8	Iran	2
Canada	3	Korea	2
China	1	Libya	1
Costa Rica	1	Malaysia	2
Denmark	1	Singapore	1
Greece	1	Sweden	2
India	1	Taiwan	2
Indonesia	1	Thailand	2



Here From Abroad

Venezuelans 'hate' jungle assumption

By LUANN HUNDERTMARK

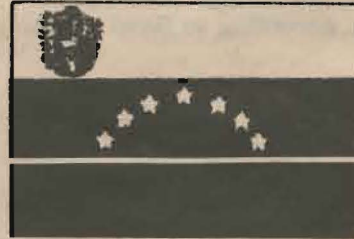
"When you talk about South America the first thing they (Americans) think about is a jungle. *We hate that!*" said Carlos Montilla, one of four Venezuelan exchange students at PLU.

Though jungles lie close, the four students, Fili, Roberto, and Oscar Rodríguez all brothers, and Montilla, are natives of the capital city of Caracas. They have traveled to America to study and gain knowledge for the advancement of their South American society.

Enrolled at PLU for different time periods, all four, with the exception



Oscar Rodriguez



Venezuela

of Fili, were placed in the U.S. by a Venezuelan government scholarship. Montilla said, the program is designed "to prepare the student with advanced technology," which they will in turn put into practice upon returning home.

Montilla and Oscar, 21, are both business majors. Roberto, 20, is studying engineering; while Fili, 18 is attending English classes designed to prepare him for college courses.

Grammar, writing, reading and conversation make up the basis for the one year course in English offered at PLU for foreign students. "You learn everything," commented Montilla. They said they found an "interesting experience" in the classroom and became acquainted with the countries, cultures and languages of Kuwait, Saudi Arabia, Japan, and China, to name a few.

Cultural discovery, though exciting, has been characterized by numerous adjustments to a new country and school.

"We couldn't understand...things were frustrating," said Montilla of the language and country he encountered two and a half years ago. He added that five years of English study in Venezuelan high school did not compare to language skills gained after arriving here.

"Weather, family, and food," Oscar said, were three large adjustments. Year-round Venezuelan sunshine was exchanged for weather that "was always like this" said Montilla, referring to gloomy rain clouds.

Though Venezuelan food is similar to American, "We eat steak like you eat hamburgers," said Fili.

Oscar cited other cultural contrasts. "To me, people here live according to a schedule," explained Oscar. He mentioned the dominating pressure of time as significant; "we worry about time (in Venezuela) but it's not as important."

As foreign students, the feeling of confidence in class does not come easy. "We're at a little disadvantage," commented Oscar. The pressure to understand and achieve as foreign students is more complex because of the language barrier.

Despite language drawbacks, Oscar is currently tutoring Spanish students. "When I first came here I needed help," he explained. "So now I'm trying to do the same."

Redundant questions bombard the students as they are recognized as foreigners. "They ask the same things," commented Oscar.

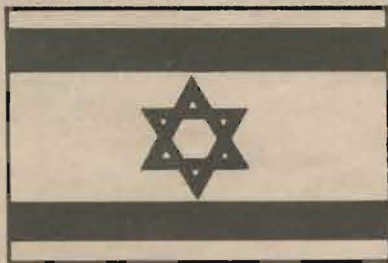
Yet all agree that their experiences here have been worthwhile.

"When you go to another country and live for yourself, then you know what life really is," said Oscar.

Israel has people of all nationalities living right around corner

By LISA CAROL MILLER

Yousef Habash is a sophomore living in Ordal. His cousin, John Bannayan has been here since February. The cousins are from Jerusalem's Old City. Habash is Armenian and Palestinian; Bannayan is part Armenian, Swiss



Israel

and Greek. "That's the way it is in Jerusalem," Bannayan explained, "people of all nationalities living around the corner from each other."

Varol Pinar, from Istanbul, Turkey, is a student at the Intensive English Language Institute. This is his second year at PLU.

Language barriers have presented no problems for the students they said. The cousins each had 12 years of English in school. Pinar had five years of English, and said he has found the program at the IELI to be mostly a refresher course.

All three of the students attended French schools and had to pass a test in order to continue their educations. They agreed that the education systems at home are more rigid than schools here. There a greater emphasis is placed upon having a general knowledge, particularly in politics.

Habash said he had a difficult time adjusting to the educational process here (lectures and exams), and Bannayan felt that too much time is spent in curriculum not related to majors, but each said he was happy to be at PLU.

"It's been great so far," Yousef said.



Yousef Habash

Here From Abroad



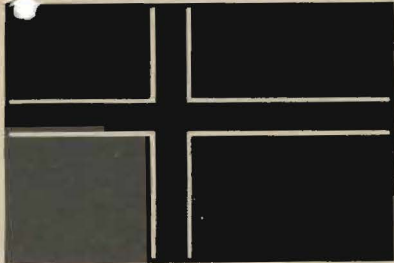
Norwegians often mistaken as tall, blonde

By LOIS SWENSON

Norwegian exchange students are usually stereotyped as tall, Levi-clad and blonde.

By this description one wouldn't be able to pick out red-haired Joe Foss, one of 32 Norwegians here this year.

"I really like it here," said Foss, a 22 year old from Fredrikstad. "this is my second and senior year." Foss said he decided to study in the United States while doing his mandatory military service. "I was here in the fourth



Norway

grade, because my father was a teacher on the East Coast. I decided to come back to study."

Foss by no means sits around wishing himself back home, he's too busy juggling 21 credits, Circle K, Maranatha Coffee House, and the vice-presidency of the International Student Organization. "It's up to you what is done," he said, "there's lots of stuff going on."

The differences between the Norwegian and United States school systems account for Foss' second year also being his senior year. Norwegians begin school at age seven and are required to remain there for nine years. Once out of elementary school, they chose to go to a trade school or to a Gymnas, which is similar to our high school system, said Foss.

At the Gymnas, they have three years of general study, after which they go to a university where they decide upon one field of study, which lasts for four to six years, Foss said.

Everyone who goes to a university, in or out of the country, is eligible for a grant from the government, part of which is a scholarship, part of which is a loan. If after the Gymnas, one chooses not to go to a university, they can go to a specialized college, such as a teaching college Foss said.

This is what Bjorg Engen did. Engen, a 24 year-old from Kristiansand, is a teacher of English, History, and Norwegian. "I came here to pick up on American History, and culture. This way, what I tell (my students) will be more personal since I have had the experience. Besides, I will learn to speak good English."

While both Foss and Engen enjoy dorm life, Berit Bye and Vidis Skogli said that they are not sure that dorm life is for them. "It's OK for a year," Bye said, a 22 year-old Oslo native.

"It's a nice way to meet Americans, but I would like a room to myself," Skogli said.

Bye said that he enjoys the school because "...it's small, friendly and you get to know people rather fast. Americans are more open, easier to get into conversations with."

"Norwegians are cold," said 19 year-old Skogli, "They never say 'hi' to anyone they don't know. Like in the store, it was weird for me when people I didn't know would say hi to me."

Bye and Skogli spend a lot of time with the other Norwegians on campus, Foss does not.

"Getting to know Americans is part of going to the university. Most of my friends are American. I go see them (other Norwegians) at parties. It's no big deal," Foss said.

Engen plans to teach when she leaves PLU. Skogli, however remains undecided about the future.

Bye said, "I'll go somewhere in the United States to get my MBA and then go back to Norway or maybe abroad."

"I plan to go to the University of Oslo and study law. That will take six years," said Foss.

Overall, the Norwegians said they enjoy being here. "I like it here," said Bye, "It is not too different from Norway. The landscape is very similar. I can hardly wait to go skiing."



Joe Foss

Officers for ISO elected at meeting

By LISA CAROL MILLER

Joe Foss (Norway) was elected president of the International Student Organization, Wednesday.

John Sand vand (Norway) was elected vice president; Eva Aspeland (Denmark), secretary; Maria Marvin (U.S.), treasurer.

Committee chairs are: Foreign students—off campus, Katsuhiko Ishikawa (Japan); Speakers Bureau, Mufare Dube (Zimbabwe); Publicity and Promotions, Hireyuki Milke (Japan); and Social Programs Pauinee Linpisarn (Thailand).

The next general meeting will feature a speaker from the U.N. who will discuss life and education in India, said advisor Christina Cables. The meeting will be in U.C. 132 at 5 p.m. Wednesday.

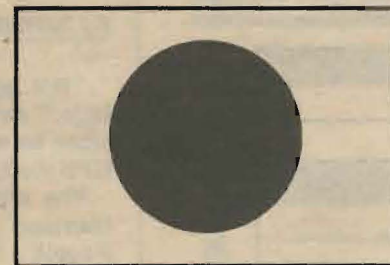
Five from Japan

Americans enjoy life more than Japanese

By SANDRA NEWKIRK

"American people seem to enjoy life more than Japanese people...they are always busy having fun doing different things, especially university students..." said Eriko Kamata, one of five Japanese students studying at PLU this year.

Kamata, along with Yukiko Sakai, Chinatsu Hirose, Hoshiko Saito and Shuko Shimura are visiting and studying English in the United States. Second year students from the YMCA University in



Japan

Tokyo, their majors range from communications to anthropology to psychology.

Since their arrival, they said they have been observing and growing accustomed to the similarities and differences between Japanese and American culture. For instance, Japanese foods are saltier and they have less meat in their diet, while American food is far sweeter and more fattening.

"We don't eat meat everyday like here."

Another habit which the girls said they found perplexing was the serving of Coke during the meals and the tipping of waitresses at restaurants.

"We drink a great deal of tea in Japan and only have soft drinks for snacks—never at a meal."

University life also showed a measure of adjustments. In Japan, the average student takes 10 subjects and school is held year-round with quarterly vacations instead of a three month summer vacation.

Although there is on-campus housing available to the students co-ed dorms do not exist. "It is strange to live in a hall with men. At our university it is not so," said Sakai.

In Japan students are subject to a 10 p.m. dorm curfew and men and women relationships are far more formal, the students said. There is less dating and there is not as much mixing of the students, they said.

"You must be introduced to a man before it is proper to speak with him...here we talk to everyone even people we have never met."

"Americans seem to be very busy and verbal people. They say what they feel and talk more than Japanese people...we are much quieter," Saito said as the others nodded. All agreed that Americans love to talk and are very friendly. "Everyone is so nice here, but they interrupt a lot of the time. In our culture it is very wrong, but here it doesn't seem to matter all that much," one said.

Overall the Japanese students found the American culture to be one in which religion, sports and music are of greater importance than in Japan. "I went to the Kingdome for a baseball game," Hirose said, "everyone was yelling and jumping up and down. It was very exciting."

Speaking on other differences between their home country and here one said, "transportation here is slow and doesn't go very far. In Japan you can go anywhere on the subways, trains or taxis...it also smells funny here. It doesn't smell like this in Tokyo."

But the students said they were surprised by the variety of things to do on and off campus. "We don't have so many things to do all of the time. There isn't as much hiking, boating and biking. We also don't have as many lectures and concerts in Japan. American concerts are very exciting," one said.

"It is very nice here. We went to Mt. Rainier for a visit. It is so lovely up in the mountains. I don't think that there is such a beautiful place in all of Japan," Hirose said.



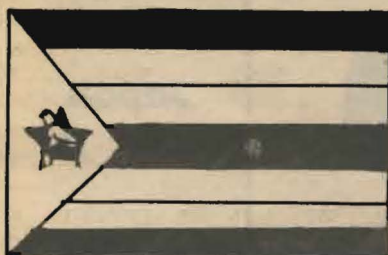
Here From Abroad

Dube's future is med. school

By STEPHEN CARLSON

Mufaro Dube came to this country from near Shabani, Zimbabwe, in August of 1981. Then, as now, he intended to obtain his bachelor's degree from PLU and then to attend medical school.

In 1976, when he was 19, just one month before final exams and graduation from high school, Dube and several classmates were expelled



Zimbabwe

from school for participating in a demonstration.

They marched nearly 40 miles to the prime minister's office in the capital city, Harare, to protest a proposition which would draft them all into military service. Some time later Dube was able to complete high school by correspondence, writing his exams at home.

Since, "probably less than 10 percent of high school graduates in Zimbabwe go on to college," Mufaro said he considers himself lucky to be able to further his education.

"I think the profs give you more personal attention here." In Zimbabwe the prof would walk in the door, lecture, and then walk out, just like that."

Dube studied English extensively in Zimbabwe before coming to America. He said that he also knew much of the peculiar American jargon from exposure to television and films. Still, there were some words and phrases, he discovered, with meanings a bit different from those he had been taught.

He recalled one particularly unsettling experience: "In my country 'pants' is translated as 'underwear'. I remember my shock the first time someone complimented me on my 'pants.' 'How can you see?' I wondered. It was quite a long time before I could use that word myself."

This past summer Dube worked as a conference aid on campus. Presently he works in the Academic Advising and Assistance Center as a tutor in Chemistry and Biology.

He is also involved in the International Students Organization (ISO). He said he values this organization and believes it has an important function at PLU. "It brings different cultures together," he said, "and allows the students to share their experiences at PLU so that all of us can more easily adapt and survive."

His future? Medical school. At this point he said he is where he would like to go but feels his best hope may be at a private school. If he is not accepted somewhere in the United States, he said he may return to Zimbabwe to attend the medical school adjacent to the University of Zimbabwe in Harare.

No price tag put on Asian travel

By ROSEMARY JONES

"It's not a trip that you can fit into a small article," said Doug Love, PLU senior history major when he was discussing his trip through Asia with a UPS study group.

The trip lasted nine months, and the students traveled through the countries of Korea, Japan, People's Republic of China, Hong Kong, Thailand, Java, Sri Lanka, India, and Nepal.

Love's twin brother Greg had been on a half year tour offered by UPS and that is what "got me thinking about going," said Love.

Love said the \$9,100 price tag did not upset him. "You can't put a price on this kind of trip, it changes your life."

While the students studied a variety of subjects ranging from birth control in Thailand to the flora and fauna of Nepal, the two major topics of trip were the "changing faces of Buddha" and the different cultural philosophies of the Asian countries.

In most of the countries, "their whole life is religion, it is not just something that happens on Sunday," said Love.

It was only in China that the group found "ghost

"Why don't you learn our language, why do we have to learn yours?"

temples" instead of active religion, said Love.

Love admitted that at the beginning of the trip, he "was looking for the faults of Buddhism."

"By the end of the trip, I saw many of the good points," said Love. "I'm more tolerant towards others' religions now."

Discussions of the theology of Buddhism in a Sri Lanka monastery and observations of funeral rituals on the banks of the Ganges, caused Love to take deeper examinations into why he believed in Christianity, he said.

In most places he visited, Love said he found the people to be very aware of American culture.

"In Korea, in anywhere in Asia, everybody wanted a tape recorder," said Love. "They knew more about American music than I did."

The knowledge of English displayed by the people Love met was "incredible," he said.

A Chinese guide told the students that he learned English from listening to "Voice of America" broadcasts. Also in China, English language students would approach the American "just to talk," said Love.

In other countries, the Americans were asked, "why don't you learn our language, why do we have to learn yours?" Love said.

The trip has left Love with the belief that "Americans need to learn more about the world or there will be real problems in the future with the third world."

After observing restrictive governments, poverty and over-population in Asia, Love returned home with a feeling of "how much America is the best place to live, but not a perfect place."

In the future, Love hopes to experience the "other half of travel" by going and staying in one place doing "peace corp or missionary work."

Chinese students find studies easy

By LIZ MEYER

Anita, Brenda, Eric, and May do not know what it means to call someone a turkey. To them, a turkey is a large American fowl commonly raised for food.

Anita, Brenda, Eric and May's given names are Ka-Wai Chan, Sao-peng Kou, Wah-tak Lau, and May Wong, respectively. They chose their American titles themselves but refer to one another by their given names. Along with Kai-meng Mok and Wai-yu Hui, these freshmen are foreign students representing Hong Kong and neighboring Macau.

These 18 to 20 year olds have had 12 years of



Hong Kong

English courses. They said they learned textbook English which helped them in the classroom, but not on the street.

The six freshmen said they are all planning to continue through their junior year at PLU. They will then return to Hong Kong to continue their formal education. Kai-meng and May said they plan to be engineers and the others are, not unlike other freshmen, undecided.

Dr. K.T. Tang physics professor at PLU presently in Germany, recruited these students and was the driving force behind their arrival at PLU they said.

All of their course loads include mathematics and English. Kai-meng pointed out that "the work is easy, but it is difficult because everything has to be translated into English."

Anita said Washington is a comfortable place and she likes the amount of trees and grass. In Hong Kong, high-rises are plentiful and people are packed into the city. Only very rich people can afford a single or two-story home, Brenda added.

Hong Kong exists under British control and lies very close to communist China. "But," Anita said, "we are all Chinese. It (the politics) doesn't matter." Brenda and Kai-meng are from Macau, a bordering state of Hong Kong, under Portuguese rule. They are Portuguese citizens.

They noticed that the clothing styles are similar between the United States and Hong Kong, but everything is cheaper in Hong Kong. Their peers wear Sassoon and Levi Strauss, but bell-bottom jeans went out a few years ago.

Kai-meng said he did a lot of dating at home, but never in a car. He said he would walk his date to the movie theatre where they'd see an American movie for about \$2.

The entire group said that they miss real Chinese food. Brenda has a Chinese cookbook on her bookshelf, which she eagerly displays to her visitors. Wai-yu said, "The Chinese restaurants over here are just not the same." Kai-meng said of PLU's cafeteria food, "So far I don't hate it!"



'Anita' Ka-Wai Chan

PLU one of ten programs funded

By ROSEMARY JONES

PLU was awarded a three-year \$136,000 Dean's Grant from the Bureau of Education for the Handicapped, U.S. Dept. of Education.

PLU was one of only 10 programs funded this year from among 184 applicants, said Kenneth Johnson, dean of the School of Education. Johnson will oversee the use of the grant.

The grant will be used for the development of a new education

"The law immediately created a critical shortage of special education teachers."

curriculum that will include special education skills along with regular teacher training. The program has been named Project Redesign.

Under 1980 Public Law 94.142, every school district is required to see that handicapped children receive the special education and related services necessary to reach their full potential.

"The law immediately created a critical shortage of special education teachers," said Kent Gerlach, director of the Special Education Program.

Gerlach said that this shortage resulted in the 100 percent employment for '82 PLU special ed majors.

The law has also created a need for regular teachers with special ed skills as schools turn to the concept of "mainstreaming" as the least restrictive way to educate the child, Gerlach said.

"Mainstreaming" is the concept that handicapped children should be included in regular school programs to the highest degree possible, Gerlach said.

Such programs require regular teachers to be aware of the needs of the special ed child. The Dean's Grants are provided so that universities and colleges can begin pre-service programs that prepare teachers for these demands, according to the Bureau of Education.

Gerlach added that Washington law now requires some course work in special education to get a teaching certificate.

For the first year, Project Redesign will focus on faculty development and awareness, Gerlach said.

This will include faculty seminars, inter-university workshops, visits to schools and community agencies, and development of modules to assist in teaching, Gerlach said.

Eventually, curriculum changes will include the redesigning of basic education courses to include "mainstreaming" concepts and the use of field experience in special education, Gerlach said.



Scoliosis Degree of curve arrested two ways

By KATHRYN MORTON

Chris Clancy, a sophomore, had scoliosis, but has been cured.

Scoliosis is a lateral curvature of the spine, shaped much like an S because it usually consists of two curves. Scoliosis is usually thought to be caused by improper posture. While this is one of the causes, there are as many as fifteen other types of scoliosis such as static scoliosis, which is caused by a difference in length of the legs, or myopathic scoliosis, due to weakening of spinal muscles.

Clancy, said the curvature of the spine is measured by degrees of the curve and can be arrested in two ways.

The first alternative is a scoliotone, or better known as a back brace. The back brace is only effective in early years when the bones and muscles are still growing. If the bones and muscles have stopped growing the second alternative is an operation which leaves the patient in a body cast for several weeks, said Clancy.

Clancy was diagnosed as having scoliosis in her sophomore year of high school when her bones and muscles were still growing, so the former method of treatment was chosen.

The curvature of her spine was measured at 28 degrees and it took two and one-half years to get it down to a 16-degree curvature, while wearing the brace 23 hours a day.

She was fitted with the Milwaukee Brace which is made of hard plastic and metal bars that went from her hips up to her neck right under her chin.

When asked if the brace hindered normal activity, Clancy said that the brace didn't hinder normal activity, "about the only thing that I couldn't do was tie my shoes, and when I went to Disneyland I couldn't go on the amusement rides with my brace on."

While the brace made daily life uncomfortable for Clancy it didn't keep her from doing the things she wanted to such as playing tennis on her high school team or going on a 35-mile bike trip.

When her doctor discovered the condition at a routine physical and informed her as to what she should do, her emotions were in turmoil, she said.

"When I first started wearing the brace, I felt like a freak," Clancy said. "That was partly because people reacted differently towards me because they were intimidated by the brace. It was awfully hard at times, but because of my faith, my friends and my family, I got through it without any major scars."

Clancy wouldn't have discovered the scoliosis if it hadn't been for the physical, and she encourages everyone to get routine physicals, because while scoliosis is not painful it can cause considerable physical damage if not treated.

We'd like to make a point...

Saxifrage
and
The Department of English
invite you to join them on
Friday, October 1
when
William Stafford
&
Kim Stafford
will read selections from their poetry
Xavier 201 at 7:00 p.m.

.....

Please come explore, and celebrate with us
PLU's new typographic laboratory
The Elliott Press
at an open house on
Friday, October 1
2:00 to 5:00 p.m.
One block west and north of Olson Auditorium

Juggling the Candidates



Matt Eldrenkamp



Beth Hatlen



Mark Schroeder



Election

ASPLU's special election for the vacated position of senator will be this Monday.

There are four political candidates vying for the position Ashlyn Flanders resignation created in the 1982-83 Senate.

A special question will be on the ballot concerning standardized faculty evaluations.

ASPLU is looking for student's opinions on whether to pursue the issue of updating the faculty evaluation system.

Voting booths will be in both the University Center and the administration building all day.



Teri Heine



What our student government needs is effective leadership. ASPLU needs a creative senator, an innovator who isn't afraid to try new and exciting ideas.

All of you are aware that in this past year the tuition for attending PLU increased by over 13 percent. We the students of PLU were the last to be told—we were informed of the hike after the Regents approved the raise. I support the idea of setting up a student forum before any such action by the Regents takes place. A forum would allow students to express their feelings about the tuition increases and would strengthen lines of communication between the students and Regents.

As fellow students, you must also be aware of the need to increase opportunities for the expression of ideas about important local, national and international issues. Stimulating and provocative speakers from all sides of pressing issues and provocative speakers from all sides of pressing issues should be brought to PLU, allowing students to examine a broad array of perspectives and ideas.

The students of PLU deserve to be brought closer to the decision making process of the senate. I suggest that before any major senate vote, senators write the Mooring Mast and explain how they intend to vote and for what reason. Senators should also set aside time specifically for meeting with PLU students for the purpose of understanding what the needs of students on the campus really are. Student input is the highest priority when senators make important decisions.

PLU desperately needs an effective senator. I offer the students and student government of PLU a new perspective: innovative thinking for strong and effective leadership.

Matt Eldrenkamp

I want you - to be better informed and more involved in ASPLU. I intend to do something about it - will you?

I am Terri Heine, and I am running for ASPLU senator. There are several reasons why I want this position. First, I have been involved in numerous activities here at PLU. These include: Alpine Dorm Activities Chairman, RHC Activities Committee, SPURS, Interim R.A., Sacristian - U.C. Cong., Worship Commission - U.C. Cong., R.A. Selection/Interviewing Committee, U.C. Information Desk Worker, and Wing Representative.

These wide-ranging experiences have taught me a lot about PLU and its organizations. All this background experience, coupled with the desire and determination to get the job done, will help me to be an effective senator.

As for what I can do for you, here is my plan:

All senators talk about bridging the communication gap. It is my belief that we have the bridge, we just are not using it to its fullest potential.

The ASPLU Newsletter informs students of events. This is an important information channel, so I would like to work with this publication to make sure all of the events are publicized so you can be better informed of campus events.

Second, each senator is assigned to a dorm. This is an excellent opportunity for your senator to keep you informed of what ASPLU is doing, also this is your time to voice your opinions and ideas. This two-way communication is essential so I will use this opportunity to its fullest making sure your opinions and ideas are presented to ASPLU.

To make these plans happen, I need you and your support at election time! So vote Teri Heine for ASPLU Senator.

Teri Heine

I believe my job as senator involves providing maximum communication between the students and the government of PLU. With this goal in mind, committees, activities, and programs include more student input. Two ways I feel we may work towards this goal are to create more publicity from the senate to the students, as well as more individual senate work with each dorm.

I am looking forward to this 1982-83 ASPLU school year. We face many challenges and goals that together we can work to achieve.

Beth Hatlen

As a person who is actively concerned with the PLU community and the world community, I believe involvement in one's environment is essential. Serving on the Homecoming, Orientation, Quiz Bowl and Elections and Personnel Board committees as either chairperson or assistant chairperson has given me valuable experience within ASPLU. I have the insight and understanding to be an effective leader and representative. I am committed to meeting and serving the needs of the PLU students.

Mark Schroeder



The Calvo twins, Colleen and Corrine led the women's cross country contingent during the Green River Invitational last week. Colleen placed second and Corrine finished fifth. The women will compete in the Fort Casey Invitational tomorrow on Whidbey Island, which will pit the Lutes against major colleges, including University of Washington and Idaho.

Stamper edges Calvo at GR Invitational

By PAUL MENTER

The absence of Kristy Purdy and coach Brad Moore seemed to have very few ill effects on the women's cross country team last Saturday, as the Lady Lutes blistered the 2.7 mile Green River Community College course to another impressive victory.

The ladies dominated the entire field, with the top five PLU finishers ending up first, second, third, fifth, and seventh.

The overall winner was freshman Dana Stamper, who finished one second ahead of sophomore Colleen Calvo, and two seconds ahead of freshman LeeAnn McNerney. Corrine Calvo, fifth, then crossed the line, closely followed by Anne Jenck and captain Melanie Langdon, who finished seventh and eighth respectively. Cheryl Moores and Kathy Parnell of the University of Puget Sound were the only two of the top eight finishers not wearing the gold and

black of PLU.

The women scored an incredible 18 points. UPS was a distant second with 46.

The most impressive statistic of the race was how close together the top five PLU runners finished. The entire scoring squad was separated at the finish by a mere 24 seconds.

While her teammates were at Green River, Kristy Purdy was in Seattle making tracks of her own. Purdy finished sixth in the Sportswest 10 kilometer run, finishing in a second

best ever time of 35:45. Purdy is preparing for the Pepsi Challenge national 10,000 meter run which will be held in Los Angeles at the end of this month. PLU alumni Dianne Johnson finished 10th in the same race.

Coach Moore was absent from all competition on Saturday, however for a good reason. He was at the hospital with his wife Debbie, who went into labor early last Saturday morning. Later that evening, the Moores became the proud parents of a baby boy, Aaron Mitchel.

Football kicks off fall intramural program

By DENNIS ROBERTSON

Intramural sports are one of the main parts of PLU's athletic program, said director of intramurals and recreation, Gene Lundgaard.

The first sport on tap this fall is flag football. The season's first games were played Sept. 13 on Foss Field. According to Lundgaard, 41 teams are participating in this year's football program.

Lundgaard said there are 17 teams in the two womens leagues this year. The mens teams are broken down into recreational and competitive divisions. The two leagues of the recreational division are composed of 17 teams. The competitive division is made up of seven teams.

Lundgaard said that each dorm has student representative who has information and entry forms for the different intramural sport programs. He said these students are a vital part of the communication needed between the director and the student body.

Lundgaard said his goals were "to supply leadership for mass participation for both men and women and to provide a well rounded



Cascade women's coach Craig Johnson pointed out some strategy during a recent intramural football game.

program for the student population so they can blow off a little steam and have some fun."

Lundgaard said a racketball and squash tournament will begin on Oct. 18 and interested students can submit

their ideas about the tournament's format to him. His office is located in Olson Auditorium.



PLU quarterback Kevin Skogen looked for receiver while Todd Davis (54) and Nick Brossoit (40) provided protection.

Mike Larson

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Lutes top Southern Oregon

By CRAIG KOESSLER

Pacific Lutheran overcame a slow start against Southern Oregon to pile up 21 second-half points and coast to a 28-6 win last Saturday at Franklin Pierce.

"Our defense struggled early in the game," head coach Frosty Westering said. "But the longer we played, the better we got."

Westering pulled the surprise of the night when he called for an onside kick after PLU's second touchdown.

"The time was just right at that point because we had just scored and it (the onside kick) is a momentum play," Westering said. "We noticed Southern Oregon was dropping back early...and it worked to perfection."

PLU's final score came in the fourth quarter when defensive back Tom Hayes intercepted a pass and returned it 15 yards for a touchdown.

Pacific Lutheran takes their big-play show on the road when they face Oregon Tech in Kalamath Falls tomorrow at 1 p.m.

Oregon Tech is undefeated in three outings this year and are the defending Evergreen Conference champions.

Westering said Oregon Tech is another big team the Lutes are playing this year. "Their offensive line averages 250 pounds, which is like a 'Pac-10' line," he said.

Westering also said Tech has an aggressive defense which has "limited its opponents to an average of less than seven points a game."

KTNT Radio, 1400 AM will air the game.

VOTE MONDAY
FOR ASPLU SENATOR

EVEN STRAIGHT A'S CAN'T HELP IF YOU FLUNK TUITION.

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First conference win in two years

Lady spikers edge Bearcats 3-2

By BRUCE VOSS

Once again, Friday's smiles were followed by Saturday's trials for the Lady Lutes volleyball team.

Just like the weekend before, the girls opened Friday night at Memorial Gym with a taut, emotional victory. PLU edged conference foe Willamette in five games, and coach Kathy Hemlon said, "I didn't see any quit in them... they didn't want to get something on a platter."

But the intensity and aggressiveness Hemlon liked Friday were missing Saturday, as the Lutes went through the motions in a 15-6, 15-12, 15-10 loss to powerful Linfield.

"Again we had the slows, with our feet and our reactions," Hemlon said. "I don't know whether or not the girls thought they should've been tired so they were."

Still, Hemlon was pleased with her first conference victory in two seasons. She had put her squad through rigorous drills on the "basics," and said, "(Friday) we fundamentally played really sound, for a much longer span than we had in previous matches. The girls went for every ball."

Senior hitter Cindy Betts, Hemlon said, was the catalyst with her aggressiveness at the net, her hard "down to the floor" hits and her contagious positive attitude.

"Cindy played the best I've seen her play in three years," Hemlon said.

Betts agreed that she was "really up for Willamette." Outside of concentrating on an-

ticipating the ball at the net, she said she didn't do anything differently. "Everything just seemed to click."

The Lutes went up against a strong, aggressive team that finished fifth in the nation last year. Freshman Sharon Schmitt had several "kills," but the Lutes looked listless.

"We were kind of burned-out," admitted Betts. "Our mental game just wasn't there yet."

Hemlon said her team should be able to play high-intensity volleyball on consecutive days. "At the regionals, it's always that way. This is good practice - we just haven't picked it up yet."

The Lutes did not look sharp at Ellensburg last Monday against Central Washington. "We didn't attack them," Betts said. "It was obvious we were afraid to lose and not eager to win."

Behind the serving of substitute Sharon Kauth, PLU rallied to tie the first game before losing a "heartbreaker," 16-14. "It took the wind out of our sails," Hemlon said, and the Lutes then succumbed, 15-10, 15-9.

Once again, it was fundamentals that faltered.

"Our blocks were totally ineffective," Hemlon said. "I can't expect the back row to pick up balls that aren't even deflected."

Hemlon hopes her squad will push themselves this weekend, as they go on the road to battle Willamette and Pacific. PLU is 2-1 in the friendly and noisy Memorial Gym; 0-4 away from home.

Lutes climb hill to team championship

By PAUL MENTER

The mens cross country team finally matched strides with the women (not an easy task) as they ran away with the team championship at the Green River Community College Invitational.

Freshman Paul Barton led the way for the men by winning the five and a half mile race in 29:15. Another Freshman, Dale Oberg, was close behind in third. All of PLU's top five runners finished in the top twenty as the men scored a mere 39 points to runnerup Green River's 54.

Dave Hale, another freshman, finished in 30:15 to take ninth place. The fourth Lute to cross the line was John Armentino, who finished 11th. Doug Grider finished 15th to round out the Lutes scoring contingent.

Grider fell down at one point on the course which many of the competitors described as "difficult." At another point on the course the men had to run through a swarm of bees. Junior co-captain Phil Nelson, who finished 22 overall, was stung three times.

The course was characterized by a steep hill which the men had to climb twice. According to Nelson, the hill worked to the advantage of the PLU team.

"We may not always have the best team in the race, but we always do better than we should on hilly courses," he said. "It has a lot to do with the way we train," he added, "We do a lot of work on hills, so we're more used to them than other teams."

Tomorrow, the Lutes will be on Whidbey Island for the Fort Casey Invitational.

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HOT PURSUIT

Auditorium gym floor takes on new look

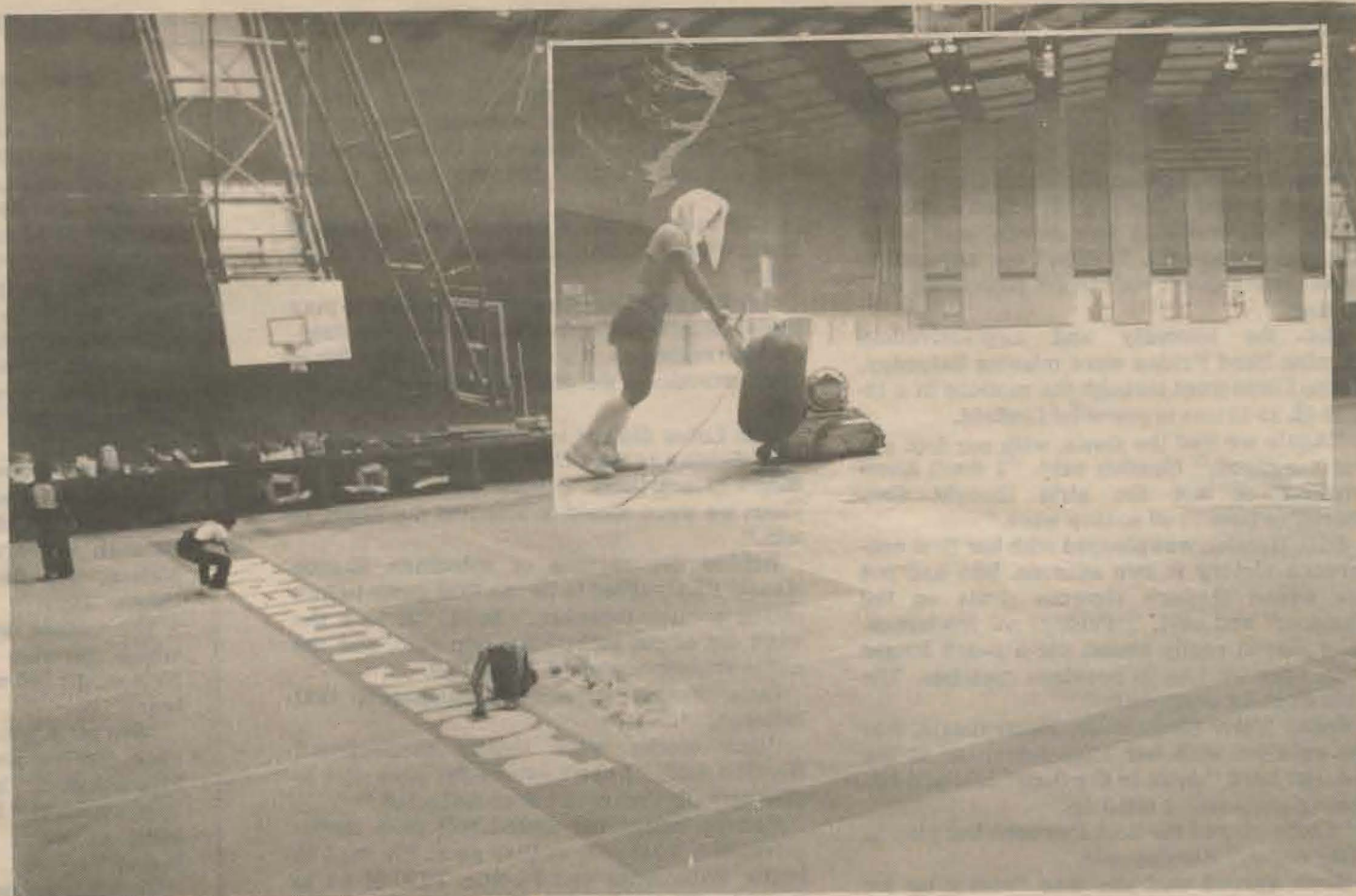
By PAM CURTIS

Early last January, a task force of five consisting of Dean of the School of Physical Education Dr. David Olson; Mens Basketball Coach Ed Anderson; Olson Auditorium Building Coordinator Mike Benson; Director of the Physical Plant Jim Phillips and Vice President of Finance and Operations for the University Perry Hendricks met to study the possibilities of a new floor for Olson Auditorium.

There has been request for a new floor for several years. Anderson, backed by PLU trainer Gary Nicholson, was its most ardent supporter. The old floor was as old as Olson itself, entering its thirteenth year of use. It was made of Poly-vinyl Chloride (PVC), a synthetic rubberized surface. The floor itself was called "Uni-Turf" and was the first installation of a synthetic floor in the Northwest. It was laid out in sections and bonded together at the seams.

As the aging process began, the floor began to shrink and harden. The seams also began to separate. In some places there were visible gaps up to one-inch wide, according to Benson. Fortunately, no injuries occurred due to the split seams.

The floor has a tan base with blue highlights and lines. Why not PLU colors? "No black material was available," replied Phillips, "and the closest to gold was tan." However Olson reveals the true reason - besides being more bright and letting more



Workers put the finishing touches on the recently completed Olson Auditorium floor.

light in the building, "they are more Swedish colors."

The hardness of the floor however was more wearing, most notably in basketball players. Trainers reported an increase in ankle, knee, leg and back injuries. "We either had to back off or go to Memorial to practice," said Anderson.

The final decision for the floor was made last March. The floor had been budgeted for, for several years, according to Phillips. But, this was the first year the proposal was approved (done so through the finance division of the University).

After the decision was made, an "exhaustive search" was made for a floor best suited for the needs of the facility. A wooden floor was deemed best for athletic use, but did not fit the

auditorium's other needs.

A nine-month search was made, according to Phillips. He personally visited over 75 institutions, travelling as far as Ohio State University which has several types of coverings on their gymnasium floors. An extensive research and telephone campaign was also conducted.

The new surface is called Sports-Tred. It is a synthetic surface made from PVC like the previous floor, except that a stabilizing material has been added. The new PVC is a soft flexible floor - "twice as soft as the old floor," says Olson. The seams are also put together differently and a new poly-urethane coating was added to the top.

The surface was manufactured at a factory in Georgia. It was made in

long sheets to fit the floor, then rolled and numbered in a seaming pattern for the lengths of the roll. The ground was then leveled and prepared. Secondary lines were painted on; the primary lines (for a basketball court) are part of the surface itself. The finished surface is three-eighths of an inch in thickness and is the largest Sport-Tred surface in the area.

After a thorough investigation, the task force members were pleased. "We hope it lasts equally as long or longer (than the previous floor)," says Olson, "and we hope it is used extensively." "It's probably the best floor in the Northwest," adds Hendricks. "We couldn't have done a better job."

Names tallies three goals in win over Pacific

By SUSIE OLIVER

Ousting the Pacific University ladies on their own turf stand-out Kappy Names led the Lutes to an opening game victory with her three-goal effort Sept. 24. Although women's soccer coach Colleen Hacker observed that Pacific "was vastly improved," Names' no-nonsense scoring spree steered her teammates to a 3-1 win.

Coach Hacker expressed pleasure at the outcome, but found the game "a little too physical. They are a force to be reckoned with, but I thought this game got a little out of hand."

Because of the aggressive play last weekend, the Lutes are forced to challenge the Willamette University's team tomorrow without starting striker Beth Adams. The transfer student from the University of Puget Sound was taken to the hospital with a separated shoulder midway through last Friday's game.

"It's not exactly what I had planned for the weekend," Adams said. "I was one on one with the goalie and the next thing I knew I was on the ground..."

"Kappy made an awesome shot (on a penalty kick) after I was taken off. Her goal really made me feel good."

"She (Names) had a really good game," praised Hacker, who also cited Bobby Jo Crow and Christie Albano as making crucial contributions. "There's no doubt that we controlled the play; we went out and did what we'd wanted to do."

Sept. 25 saw the PLU ladies travelling to Lewis and Clark in Portland without touching back at their home base. The Oregon squad was unable to intimidate Hacker's charges as the Lutes defended their last year's first place finish in the WCIC with a 1-0 blanking of the 1981 runners-up.

"They are a well-skilled team and when we play them it's an example of some of the best soccer

you'll see in this area," said the PLU coach. "We are two even teams."

To fill the temporarily vacated slot on the forward line (Adams expects to be back in practice in three weeks), Names was moved up to striker. Likewise, Sheri Durrell made a transition from sweeper to halfback.

The lone goal of the morning sailed past the Lewis and Clark goalkeeper off the foot of Kristy Soderman. Laura Cleland assisted with what Hacker praised as "a beautiful cross. Simply beautiful!"

Liddy Hewes and Kari Haugen also made valuable contributions to the Lutes' effort. Coach Hacker singled out frosh Karen Hillencamp as being as especially dependable first-year player.

There will be both advantages and disadvantages for the Lutes as they flaunt their win streak before Willamette tomorrow as 11:00 a.m. "It will be exciting to play a home game with PLU students in the stands," Hacker mused, "but losing Beth was a real blow. We'll miss her significantly in the line-up."

Iverson's goal the difference in Lutes' 4-3 win over UPS

By TERRY GOODALL

As men's soccer captain Brian Olson took the field last Wednesday against the University of Puget Sound, he might have had an excuse for not being too optimistic.

The senior defender has been on the Lute's side the past three years and suffered through nine straight losses to the rival Loggers.

Wednesday however, Olson got the

chance to be on the winning team as the Lutes surprised the heavily-favored Loggers 4-3 at Pacific Lutheran.

Kevin Iverson scored the deciding goal with approximately ten minutes remaining in the contest. The first-year left fullback dribbled around end, past the goalie, and put the ball in the far corner of the net.

The Lutes battled back from 1-0 and 3-2 deficits to achieve the win. Other Lute goals came from Mark Stock-

well, and Cleve Nyberg, who got a pair.

"I'm pretty excited," Olson said. "The team was so up for the game. I've never been on a PLU team that was so enthusiastic for a game, except perhaps last year in the playoffs against Simon Fraser."

"When we scored a couple of goals we knew we could get more," he added, "Everyone on the team wanted it; they all gave 105 percent."

The game was not without its heated

moments. Two Lute players were ejected, including head coach Arno Zoske who got the thumb early into the second half while arguing about a call that wasn't made. A Puget Sound player swung violently at Lute defender Jon Price, no call was made, so Zoske complained - a little too much.

"He came with fire," sophomore Bryan Brenchley said about Zoske, "I've never seen the guy so hot."