

# The Mooring Mast

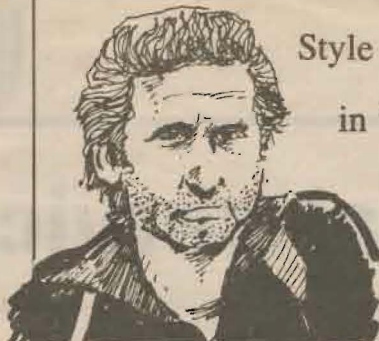
Vol. LXVII No. 4

Pacific Lutheran University

September 29, 1989

INSIDE

Style over story  
in 'Black Rain'



Syncopation,  
page 2

## Walk benefits regional AIDS patients



Brian Watson / The Mooring Mast

PLU students Lisa Linterman, Kristina Giles, Jennifer Woock, Kim Dutton and Kathleen Robinson participated in the Northwest AIDS Foundation's 3rd annual walkathon.

by Dulane Carr  
news editor

Students from Pacific Lutheran University joined 5,000 people in Seattle on Sunday for the 3rd annual walkathon to benefit the Northwest AIDS Foundation.

The event raised a record \$580,000.

Though the event was sponsored by the AIDS foundation in Seattle, the Pierce County AIDS Foundation will receive about \$7,000 of the money raised on Sunday, said Jeanne Darneille, the executive director of the Pierce County AIDS Foundation.

"We will probably have about 100 clients by the end of October," said Darneille. "The money raised will be used for operational costs, emergency grants, support groups, treatment strategies and an 'essential needs' bank."

According to Alternative Housing Coordinator Amanda Ellertson, PLU was represented by 25-30 students at the walk which was entitled "All Walks of Life".

"It was very moving," said Ellertson, "a good experience for

everyone that went."

PLU's Residential Life Office organized a group of students to go and walk, as did the anthropology department, said Ellertson.

Ivy Hall Director Lisa Linterman was also among the RLO group. She said the group was comprised mainly of students from Ivy, Ordal, Harstad and alternative housing.

"It was educational and a real eye-opener," said Linterman. "We were exposed to people living alternative lifestyles. It caused you to step outside the conservative bubble at PLU."

Ivy is planning a visit from a panel of people who are HIV positive or relatives of AIDS patients in recognition of National AIDS Awareness Month (October), said Linterman.

Linterman said the panel will be in the Ivy lounge on Oct. 24 for interested students.

The Pierce County AIDS Foundation will be having another event to raise funds on Oct. 21 at the Antique Sandwich Co. in Tacoma, said Darneille. She encourages interested people to call for tickets.

## Chase ends in death: deputies shoot youth

### Incident stops traffic near East Campus

by Daven Rosener  
editor

After a traffic accident and a 30-minute pursuit involving five law enforcement agencies, a young man was fatally wounded Thursday in front of East Campus on Pacific Avenue.

The suspect was fired upon after pointing a gun at two Pierce County Sheriff's deputies, said Curt Benson, public information officer for the Pierce County Sheriff's office.

The suspect's blue Oldsmobile was involved in a four-vehicle accident at 121st and Pacific Avenue, which blocked three lanes of traffic. No one else was injured in either the accident or the shooting, said Benson.

The suspect, identified as a white male between 17 and 21 years old, ran out of a deli-mart in Lacey without paying for a tank of gasoline shortly after 3 p.m., said Yelm Police Chief Glenn Dunnam. He allegedly caused a hit-and-run accident and embarked on a high-speed getaway, said Benson.

Benson said he was unsure whether the Pacific Avenue accident was caused by the suspect.

After the vehicle was stopped in front of East Campus, a Pierce

County sheriff's vehicle blocked the suspect in his car. The suspect was told by deputies to exit the vehicle, Benson said.

The male obeyed the order, pointed a gun at the deputies, and was subsequently fired on by the officers, said Benson.

The young man pointed a gun at the police officers, said James Francis Cline, 30-year owner of Parkland Sewing and Vacuum, who witnessed the shooting.

Another witness, Kelly Harper, who was waiting for a bus at the nearby Dairy Dell restaurant, estimated the officers fired five times.

"I saw the policeman pull his revolver and start shooting," Harper said.

After on-site CPR, the suspect was transported to Madigan Hospital, where he was pronounced dead on arrival.

During the chase, the suspect tried to run other cars off the road, said Benson. The chase accelerated to speeds in excess of 85 miles per hour.

Pierce County Sheriff's deputies took over the pursuit from Thurston County and Yelm officers on Pacific Avenue at the Roy 'Y' intersection near 176th Street, said Dunnam.

The high-speed pursuit started in Lacey and passed through Yelm, Roy and Parkland. The chase involved law enforcement personnel from Lacey, Yelm, the state patrol, Thurston and Pierce County sheriff's offices, said Benson.

## Students recall China turmoil

by Karle Trumbo  
staff reporter

For one weekend in June the world watched as hundreds of Chinese demonstrators were killed in Beijing as well as in Chengdu, where 10 students from Pacific Lutheran University were studying at Chengdu University of Science and Technology (CUST).

The PLU students were studying at CUST, in Chengdu, one of China's major metropolitan areas, located in central China.

Though they left for a nine day study tour in the Kunming area near the Bermese border hours before the violence erupted in Chengdu, they knew what was going on.

"That night I was up late packing for the study tour, it was a really weird night," said Betsy Kott, a senior Biology major who studied in China spring semester. "It was really loud and you could just tell something was wrong. The protestors were extra noisy--this feeling in the air was kind of weird."

Allison Herr, a senior Biology major who studied in China both fall and spring semesters, remembers arriving in China in September and feeling the tensions rise.

She watched the protests grow in number and in seriousness.

For more than a month protestors were outside everyday. There were 10 to 30 thousand protestors packed on one city block, but it was peaceful and positive, said Sue Johnstad, a senior English major who also studied in China for a year.

"I kept thinking, how long can this stay peaceful?" said Johnstad.

The moods of the protestors intensified when Hu Yaobang, the secretary of the Chinese Com-



Courtesy of Fred Tobiason

The PLU students that studied in China last spring were forced to leave early following the violence that erupted the weekend of June 4th.

munist party and a leader for democracy, died.

Chinese students wanted to honor Hu Yaobang, but their request for a demonstration in Beijing was denied, said Dr. Fred Tobiason, a PLU professor who taught Organic Chemistry to the PLU students in China last spring.

Martial law, or military law, was declared on May 12. People were told it was illegal to protest and hunger strikes had to be stopped, said Herr.

The PLU students realized the seriousness of events when the protests continued even after military troops were brought in, said Herr.

"It wasn't just a friendly protest anymore," said Kott. "It was serious now."

Military troops were stationed around Tiananmen Square with machine guns, said Herr.

"You know that the people who are still protesting are not doing it

just because it's something to do," said Herr. "They are risking their lives."

The demonstration leaders were constantly filmed and photographed by the government, said Herr. It is rumored that the communist leaders keep a black list of names.

Families are turning in their own members who are supposedly on the black list; they want no trouble with the government, said Kott.

Events leading up to the June 4 massacre in Beijing also included hunger strikes in both Beijing and Chengdu.

Student protestors fasted for over nine days, said Herr.

She said the students presented the communist government with a list of their demands including freedom of speech and press. They fasted until they were granted a meeting with government leaders to

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# Up Front

## National service corps draws heavy fire

An impressive collection of scholars and politicians gathered on a nearly deserted Stanford University campus Sept. 8-9 to "air and thrash out" ideas for drafting students to become one of President Bush's "thousand points of light."

The conference unfolded as Congress prepared to debate creating a "national service" corps, in which young people would serve as volunteers in the armed forces, hospitals, schools or other public institutions in exchange for college aid or help buying a house.

The corps promises to be one of the most important student issues before Congress this fall.

Nine U.S. senators and 11 representatives have introduced "national service" bills since then-candidate George Bush spoke of volunteer service as a "thousand points of light" at the Republican convention in 1988.

Some of the highly controversial bills required students to volunteer in order to get financial aid.

While such ideas have been debated in Congress at least since the 1930s, one proposal — a \$330 million plan co-sponsored by Sen. Edward Kennedy (D-Mass) — stands a good chance of becoming law in 1990, some observers say.

"We're really hopeful that it will be enacted this session," said Kennedy legislative aide Shirley Sagawa. "It's got very broad support. Conservatives like (Sen. Sam) Nunn are for it and liberals like Kennedy are for it."

Student and anti-draft groups in particular have criticized the idea, saying it smacks of involuntary servitude, could be unfair to poor students and doesn't recognize how often students volunteer already.

"We support voluntarism wholeheartedly, but not in the manipulative and coercive way of this (national service)," said Janet Lieberman of the U.S. Student Association, a Washington D.C., group that represents student government presidents.

"Some people have the perception that students are complacent," added Jane Robinson Ward of the Campus Outreach Opportunity



COLLEGE PRESS SERVICE/RESPECTS TO J.M. FLAGG

League (COOL), a group that places students from 550 campuses in various volunteer and community projects, "but that isn't true."

The idea's proponents, however, disagree.

"The proposal is based on the premise that our young people must move beyond the decade of 'me first' attitudes of the Reagan era and the lingering after-effects of Vietnam, which led many to ask what their country could do for them," said Rep. Dave McCurdy (D-Okla.), co-sponsor of the Nunn-McCurdy plan that would require students to volunteer to get college aid, at the Stanford conference.

The two-day conference was staged by the Hoover Institution, a conservative think tank that produced a number of Reagan administration officials, to "air and thrash out

issues," said Williamson Evers, who chaired the forum.

Yet students, who ultimately will be the ones affected by any law, were not included in the airing out. The forum was closed to the public, and held on an unpopulated campus where classes hadn't even begun.

**"You shouldn't have to bribe people to volunteer. It's an oxymoron."**

— Janet Lieberman  
U.S. Student Association.

Participants included former Rep. Pete McCloskey, (R-Calif.), Lutheran theologian Richard John Neuhaus, political scientist Benjamin Barber, Cato Institute senior fellow and former Reagan adviser Doug

Bandow, McCurdy and conservative economist Milton Friedman.

"By putting a GI Bill-type grant in place of student loan programs, youth service widens access to higher education," asserted Northwestern University Prof. Charles C. Moskos, one of the conference participants.

Not all the participants liked the idea.

Friedman, who teaches at the University of Chicago, attacked it as "utterly unnecessary" and having an "uncanny resemblance" to the Adolf Hitler youth corps.

"Strictly voluntary programs, like the Red Cross or Boy Scouts, are splendid, but these national service proposals aren't voluntary as far as the people paying for it," Friedman said in a statement released to the press.

Many students, however, don't seem as alarmed by the prospect of serving in a national service corps.

"The bottom line is that it provides money for students to go to college," said Idaho State University senior Anir Baul. "There is some criticism that it will create elitism, but we already have that because poor students can't afford school. Education is the great leveler."

"This would help more than one person," said Ball State University student Mike Allen. "It would give students money for school and some work experience. At the same time, they would be helping someone."

The Kennedy nation service bill — which the senator describes as a compromise that "includes the best features of all the bills" and that has a "price tag within realistic constraints" — would give volunteers academic credit, stipends, job training, tuition aid and help in buying first homes.

Many at COOL, though, are afraid the bill might force students who need financial aid to volunteer, Robinson Ward said.

At first glance the bill looks like a good avenue to college, Lieberman said. The problem is that it manipulates low-income students who need aid.

"Low-income people benefit the most when they go straight from high school to college because their retention is greater. The last thing we want to do is pull them away from school," she said.

The most dangerous thing about a national service bill which pays for college for students who volunteer, Lieberman maintained, is that it will draw money away from already "under-funded" programs like Pell Grants. As a result, the people who need aid the most probably wouldn't get it.

"A single mother going to college certainly isn't going to have time to volunteer in order to get some financial aid," she said.

(Story provided by College Press Service.)

## Single mother launches lawsuit against Baylor

A former Baylor University student has filed a lawsuit against the university claiming that she was forced to leave school in 1987 because she was pregnant and single.

The Dallas Civil Liberties Union filed the lawsuit on behalf of Dawn L. Bonner, charging campus officials failed to tell her about an "unwritten policy" that requires unmarried, pregnant students to leave the school. Baylor is run by the Southern Baptist Convention.

Baylor officials denied the charges, noting the student handbook — which Bonner had a copy of — warns students they must act in "accordance" with Baptist values.

"Few Baptists would condone sex outside marriage," concluded Eugene Baker, executive assistant to Baylor President Herbert Reynolds.

The suit also calls the policy discriminatory because no male has been expelled for making a woman pregnant outside of marriage.

"In the event the man was known, he would face the same disciplinary measures," said Baker, who added Bonner was

the first woman to be expelled for becoming pregnant.

Baylor's Board of Trustees has discussed "clarifying" the rule, and is due to take up the matter at the next meeting, he said.

Bonner, a pre-med student, was four months pregnant when she asked her dorm mother if she would have to move into private housing because of her pregnancy.

The lawsuit alleges she was told, "We have a reputation to keep and we can't have you walking around pregnant."

A counselor at the Waco campus allegedly told Bonner she could remain in school if she had an abortion. Instead, Bonner left campus in October, 1987, and gave birth to a son in February, 1988.

Officials at Pacific Lutheran University were dismayed at the way Baylor allegedly treated the student.

Erving Severson, vice president and dean for student life, called Baylor's actions "strange" and "discriminatory." Severson added that PLU has no policy, written or otherwise, against single, pregnant students.

Severson said that single

students who become pregnant while attending the university are invited to make use of the Health Center and the Counseling and Testing Office if they so desire but are not asked to leave.

Director for Counseling and Testing Gary Minetti echoed the sentiments.

"Our job is not to judge students, our job is to counsel students," he said.

Minetti said the Counseling and Testing Office is always ready to assist students, whatever their concerns may be, and is able to refer them to whatever agencies are necessary to resolve their concerns.

Many students also turn to Campus Ministry for guidance in times of crisis.

"By the time a student comes to us, what they really need is compassion," said Campus Minister Martin Wells.

"We do everything we can to help a woman reach a decision that she feels comfortable with," he added.

"We're just not going to look at this as a disgraceful situation," Wells concluded.

(Story provided by College Press Service.)

## Journalists win battle

Journalists at Sonoma State University have won back a bit of autonomy from the Publications Board, which oversees the student newspaper.

The board, which last spring said it would restrict access to The Star to those who sign up for an accompanying class, backed off after Star staffers printed a strongly worded Sept. 12 editorial blasting the move as a "violent attack" of censorship, and won support from the university community.

Staffers now are not required to enroll in the class.

Students saw the move as an attempt to give the administration editorial control over the paper by placing it under the guidelines of the U.S. Supreme Court's "Hazelwood decision" in 1983, which said school officials could censor student newspapers run as for-credit classroom "laboratories."

"They certainly don't want any bad news," said Star editor-in-chief Alan Ben Barbour. "The best way they can stop that is to stop the newspaper."

The enrollment requirement was a move to give students "a total sense of the workings of the newspaper," said pub board

member Marty Blaze. "But we found out we can't do that."

The Star has in the past reported on health hazards on campus and the university's role in contaminating an on-campus pond with chemicals, which eventually destroyed the marine life.

In a similar case, California State University at Los Angeles (CSULA) officials, who had complained the student University Times' coverage of a death on campus was compromising CSULA's legal defense against a lawsuit, moved to make the Times into a "laboratory newspaper" in 1988.

After resisting for three months, Publisher Joan Zyda was fired. She has since sued the school, alleging she was dismissed for running articles critical of President James Rosser.

At the university of Colorado at Boulder, last year's yearbook, distributed at the beginning of September, drew heavy criticism for its allegedly offensive comments including a headline that called CU President Gordon Gee a "murderer" of academic quality. (Story provided by College Press Service.)

# Campus

## Campus alcohol policy revised:

### RLO cans 'emptys' in dorm rooms

by Sean Ballew  
staff reporter

Empty alcohol bottles and cans found in on-campus dorm rooms can be cause for disciplinary write-ups, according to a new residential life ruling.

The new policy does not prohibit students from having legitimate bottle and can collections, said Jeff Jordan, student conduct and special programs coordinator.

Jordan is new to PLU this year

replacing former RLO assistant director Jan Maul-Smith.

The change evolved, in part, from frustrated resident assistants, said Jordan.

"It was not uncommon for an R.A. to enter a room and find 20 empty Schmidt cans," said Jordan. "The student would sometimes claim they were part of a collection. Come on, Schmidt cans in a collection?"

"The new rule is written vaguely on purpose. We don't want to formalize the issue to the point where students must register their collections," said Jordan.

"The new rule will not drastically change my duties. But it could

make it easier to address suspicious situations," said Lori Reinsma, Ivy resident assistant.

Jordan thinks his position is looked at as a "heavy" on campus, which he feels is understandable.

"I'd like my office to become a place where students feel comfortable to talk," said Jordan. "When I was in college, I wasn't any angel. I think I can understand students and help them grow."

"Last year 90 percent of the write-ups related to alcohol, visitation and noise with some combinations. My guess is that it will not change much. Alcohol will continue to be a big issue for PLU," said Jordan.

Jordan, 28, earned his bachelor and master degrees in New York from Houghton College and Buffalo State. Before coming to PLU he worked as a hall director at Seattle Pacific University, where he met his wife of two years.

"Conduct is not real new for me, however, doing it for the whole campus is new," said Jordan.

Minor changes have also been made in the makeup of the community review board, Jordan said.

Last year, four residence hall vice presidents presided on the board. It has now been reduced to three vice presidents; additionally, the two resident assistants on the board will gain voting power previously held by hall directors.



Jeff Jordan

Mark Wornath / The Mooring Mast

## Top students sought

by J. Corey Limbaugh  
staff intern

If you are one of the nation's top 20 college students, USA Today is looking for you.

The national daily newspaper has announced that it is beginning a search for the nation's best college students, and has extended an invitation to Pacific Lutheran University to nominate a qualified member of its student body to join its All-USA Academic Team.

There is no limit to the number of nominations that the PLU faculty can make, however administrators have decided to select only one student to represent the entire school in the contest, said-Provost J. Robert Wills.

Administrators have asked all faculty members to help them in

their search for a possible nominee. Faculty recommendations will be reviewed by a screening committee, which will eventually narrow the field to one outstanding scholar, Wills said.

The student chosen by this committee will receive an official nomination for the All-USA Academic Team by President William O. Rieke, said Wills.

According to USA Today, finalists will be chosen based on scholastic achievements and leadership roles both on- and off-campus. Any full-time undergraduate student is eligible.

Twenty first-team members will be invited to receive their awards at a ceremony in Washington, D.C. Students selected to the first, second and third teams will be featured in a special section of USA Today, scheduled for mid-January.

## Lute Archives



Parkland School, 1919 — Grades three and four are pictured here on the steps of the Parkland School building in 1919. The building is known today as "East Campus".

## Lecture Series opens



Harry Mattison

File photo

Harry Mattison, an award-winning photo journalist who has worked in Nicaragua, El Salvador, Lebanon and South Africa will present "Behind the Electronic Curtain" on Oct. 3 at 7:30 p.m. in the University Center at Pacific Lutheran University.

Mattison's lecture accuses the national media of "news manufacturing"; it will be illustrated with slides.

Mattison has charged the national news media of

manipulating words and images to show the American public what officials want them to see.

He has lived and worked in many "hot spots" around the globe and claims that events and images are often distorted in the American press.

The event is the first presentation in the 1989-90 ASPLU Lecture Series.

The lecture will be held in Chris Knutzen Hall on Tuesday, PLU students, faculty, and staff will be admitted free. The cost to the public is \$2.50.

## SAFETY PULSE

### Tuesday, Sept. 19

■ Safety officers escorted a juvenile who wanted to report an assault to Pierce County Sheriff's Office (PCSO) to their base. The boy claimed he was tackled by his stepfather. A safety officer gave the boy ice for a bruised knee and PCSO interviewed the boy and drove him home.

■ A student in Tinglestad complained of a foot infection, spleen pain, and general nausea and vomiting. Safety officers and hall staff agreed that the student needed to go to a hospital. Friends drove her to St. Joseph's Hospital.

### Wednesday, Sep. 20

■ A member of the child care staff reported that her wallet was taken from her purse at East Campus shortly after noon. The wallet contained \$20 in cash.

■ A car in the Northwest Staff Lot was damaged when a branch snapped off a tree and fell on it. The amount of damage to the 1977 Oldsmobile Royale not known.

■ A Harstad student injured her elbows when she slipped in some standing water in the women's restroom. The student was taken to Good Samaritan Hospital for an examination of her injuries.

### Thursday, Sept. 21

■ Someone tried but failed to break into a 1975 Toyota Celica parked in Rieke Lot. The door lock of the car was damaged in the attempt to "slim jim" the lock. The amount of damage to the lock was unknown.

■ A staff member reported a hood ornament was stolen from his 1986 Chrysler Le Baron while it was parked near the Alumni House on Park Avenue.

■ A student reported that his Volkswagen GTI was broken into while it was parked in Rieke Lot. The passenger side window was broken, but nothing was taken from the vehicle. This was the second time this car had been broken into this year.

### Friday, Sept. 22

■ The door of a pop machine in administration was found open at 7:42 a.m. A campus safety officer discovered that the bill changer had been pried open and the money taken. The door could not be secured because it was bent too badly. Tac Matic did not know how much money was taken.

■ A student reported that the hood ornament of her 1984 Mercedes 300D was stolen while the vehicle was parked in the Health Center Lot.

■ A student noticed that the side mirror of his Porsche 914 was broken while the car was parked near Tinglestad.

■ A male student caused a disturbance by pounding on another student's dorm room door. The female student who lived in the room claimed that she had been kicked and knocked down a flight of stairs by the male. The male student denied injuring her. The female student did not wish to file a report against the other student. Hall staff watched the room to make sure the male did not return.

### Saturday, Sept. 23

■ A safety officer found the media services cart overturned near the south entrance of the administration building at 5:14 a.m. An engineer and safety officers were able to upright the cart which was then taken to the physical plant for a survey of damage.

■ A student complained of severe stomach pains and vomiting. Members of the Parkland Fire Department examined the student and had her transported to Lakewood General Hospital via Superior Ambulance.

### Sunday, Sept. 24

■ A student reported that a spinner was taken from one of the wheels of his 1975 Toyota Celica at 10 p.m. in Olson lot.

### Monday, Sept. 25

■ A staff member reported that the hood ornament of her 1986 Buick Regal was stolen while the vehicle was parked in Olson Lot.

■ A faculty member reported the hood ornament of his 1978 Mercedes was stolen. The vehicle was in the East Administration Lot at the time of the theft.

## Fire Alarms

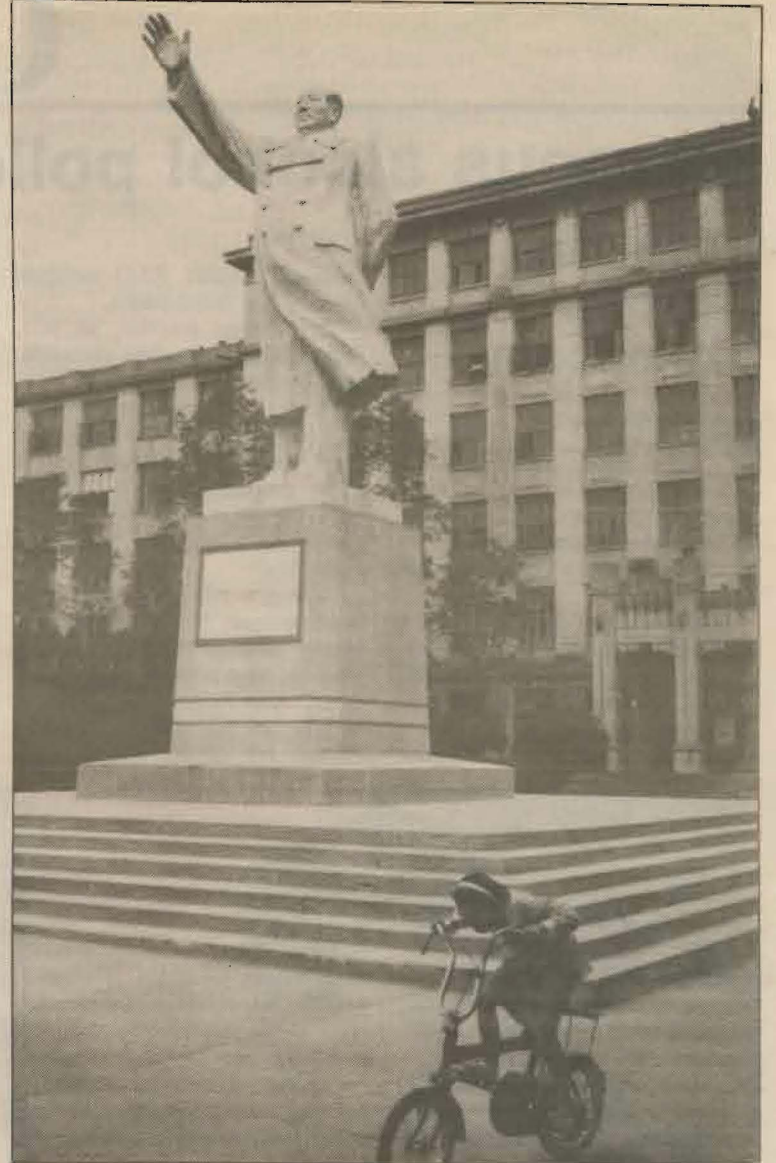
### Residence Halls

System Malfunctions - 4  
Burnt Toast - 1  
Soldering - 1



Courtesy of Fred Tobiason

Fresh pork is delivered each day to the market outside the backgate of Chengdu University of Science and Technology where PLU students attended classes last semester.



Courtesy of Fred Tobiason

Child enjoys ride at one of the few remaining Mao Tseung statues in China, located at Sichuan University.

**CHINA from front page**

discuss their demands. Tobiason said until the hunger strikes, most of the University faculty at Chengdu had remained neutral, careful not to appear in favor of the students' movement.

After students died in the hunger strikes, the faculty began to strongly support the student movement, said Tobiason.

The faculty were ordered to remain in class, but many marched with the students, said Tobiason.

"All the people I taught English to were doctors, they were at the hunger strike helping people. I would never have thought they would do that," said Kott, who also taught conversational English while she was studying in China.

The PLU students found themselves in the middle of the street protests and many times were asked to join and participate in the demonstrations, said Herr.

"They always wanted to know what we thought of it," said Kott. "Whenever they asked in English I always agreed with them."

The night before the violence erupted in Chengdu, Herr remembers jumping out the window and over the gate of the locked dormitory to talk with the student leaders.

Kott talked to student leaders at Chengdu University who predicted a revolution.

Kott said some university students, afraid to speak their opinions, sided with the communist government. However, the positive energy created by the protestors made many students want to join the movement.

Most of the younger generation and many who lived through the cultural revolution supported the students' demands for democracy, said Herr.

There is a big generation gap between the very old and young, said Kott.

Johnstad said that China was closed to foreign countries until around two decades ago, and the Chinese people who grew up knowing foreigners have a different perspective than the older population. The younger generation with their new perspectives started the movement, she said.

PLU students on the study tour followed the events in Beijing and Chengdu using radio broadcasts from Voice of America, BBC and Radio Moscow.

Parents and Study Abroad Director Judy Carr were unable to locate the students and it was impossible to get through to China on the phone lines.

When the students arrived in Kunming they were told they had to leave the country.

Together with Tobiason and his wife, the students were flown from Kunming to Hong Kong.

"They were never in a threatening situation," said Carr. "We wanted to make sure they didn't go from a safe area to an area of violence."

Concerns about a Chinese civil war and public transportation being stopped were also reasons for sending the students home early, said Carr.

"We were never worried for our safety, we wanted to return to Chengdu," said Herr.

"Everyone was crying," said Kott. "I kept thinking this isn't true, we're going to stay."

Kott said she was planning to meet her mother in Beijing after the study tour.

Because most of the students were planning to return to Chengdu to finish classes, they left belongings behind and friendships hanging.

"I was so excited to go back to Chengdu," said Herr. "Major buildings had been burned and I wanted to look."

Johnstad was lucky in that she was not planning to return to Chengdu. She was going to travel and had already said her good-byes.

"We all love China and wanted to go back to Chengdu," said Kott. "When you live there your heart's there."

Although Johnstad was anxious to find out if her friends in Chengdu were OK, she said she was glad she wasn't there at the time of the violence.

A room full of reporters greeted the students when they arrived in Hong Kong.

The students were shocked to read about the recent Chinese events in newspapers in Hong Kong.

Kott and Herr agreed that China would benefit as far as achieving basic freedoms if a democratic system were established.

But they pointed out that 80 percent of China's population is made up of rural peasants who are still unaware of the student protests. Their lives have improved since the Communist revolution in 1949, they said.

"They rely on the government for everything," said Kott. "Their seeds, their fertilizer, their land. If they were to go against the government they wouldn't survive."

Herr believes that freedoms in China are now more repressed than they were.

The Chinese students are not openly protesting now, but there is underground action, said Herr.

Johnstad believes that the government will become more manipulative and propaganda will increase.

The University professors were "re-educated" this summer and communism will be strictly taught to all ages, said Herr.

"I can't imagine being Chinese right now and knowing that your government would do that," said Johnstad.

"They (the Chinese government) need to realize that you can't always keep your educated people down if you want to improve society. Your country is going nowhere if you keep killing off the people who are educated," Johnstad said.

Herr, Kott and Johnstad plan to visit China again.

"I still have to close up my ties there," said Kott. "I feel like part of my life is open-ended."

Kott says she misses the little things—riding bikes and eating with chop sticks—she laughs about the

cockroaches, lack of hot water and waking to the Chinese national anthem.

"You've got to love the people's spirit if they can keep coming back after being put down so many times," said Johnstad.

The Chengdu program, started in 1986, was originally for science students, said Dr. Clausen, director of the program and history professor at PLU.

Chengdu is located in the Sichuan province in central China.

Students with science majors usually can't study abroad because of rigorous schedules, said Clausen. The Chengdu program sends a science professor to Chengdu to teach the PLU students.

The program now accommodates science and liberal arts students, said Clausen.

Because of tensions in China this summer, the summer and fall Chengdu programs were cancelled this year. The program will resume in the spring, said Carr.

PLU also has a study abroad program to Zhongshan University in Guangzhou, located in the Guangdong province near Hong Kong. Two students from PLU are studying there this fall.

Clausen, who taught in Chengdu last fall, recently returned to Chengdu to affirm PLU's commitment to the program in the spring. He is making sure the situation in Chengdu is safe for the spring students.

**PLU CALENDAR**

**Today**

Chapel Trinity, 10 a.m.  
All Campus Picnic Foss Field, 4-7 p.m.  
ASPLU Dance CK, 10 p.m.-2 a.m.

**Saturday**

Football — Oregon Tech Sparks Stadium, 7 p.m.

**Sunday**

Univ. Congregation Regency Room, 9 a.m.  
Univ. Congregation CK, 11 a.m.  
Arts Lecture Ingram 100, 5 p.m.  
Catholic Mass Tower Chapel, 7 p.m.  
Univ. Congregation Tower Chapel, 9 p.m.

**Monday**

Chapel Trinity, 10 a.m.  
Nigerian Poet/Playwright CK, 7 p.m.  
ASPLU Senate UC 210, 8:30 p.m.

**Tuesday**

Senior Photos UC 208, 9 a.m.-9 p.m.  
MICA Meeting UC 214, 10 a.m.  
Lecture: 'Behind the Electric Curtain' CK, 7:30 p.m.

**Wednesday**

Senior Photos UC 208, 9 a.m.-9 p.m.  
Chapel Trinity, 10 a.m.  
Rejoice Xavier 201, 9:30 p.m.

**Thursday**

Adult Student Meeting UC 214, Noon  
Faculty Trumpet Recital CK, 7 p.m.

**For Your Information**

■ Musicians who like science and scientists who appreciate music will enjoy an intellectually engaging lecture/musical demonstration to be given at the Natural Sciences Forum by Vladimir Chaloupka. Dr. Chaloupka, an associate professor of physics at the University of Washington will present 'Variations on Godel, Escher, Bach and Hofstadter' at 4 p.m. on Oct. 5 in Ingram 100. Dr. Chaloupka will use Douglas Hofstadter's Pulitzer Prize-winning book as a basis for his presentation.

■ Big Brother/Big Sister role models are needed for 89 boys and 23 girls in Pierce County. The minimum volunteer age is 19. Big Brothers and Big Sisters spend approximately three hours each week with a child who has similar interests. Volunteers are carefully screened and trained. Call Big Brothers/Big Sisters of Tacoma-Pierce County for more information, 565-9830.

# Local officer enjoys walking the streets

by Michelle Spangberg  
staff reporter

There's nothing glamorous in being shot at in the middle of the night. Nowhere does it say that chasing down gangs, dealing with juvenile delinquents and having intoxicated troublemakers in one's face is a joy that all should experience.

Street South and from Pacific Avenue to I-5, it's part of his everyday life.

Huyck has been working with the Pierce County East Substation for five years. Four of them he spent as a field deputy and last year he became a sergeant.

"I've worked in other places," he said. "But I like working in Parkland the best." He said that a lot of deputies

6, there isn't much slack time at all," Huyck said.

As a sergeant, it's Huyck's job to make sure that the 12 deputies under him do what they're supposed to be doing.

He says he prefers to be out in the field and finds that the big drawback to the higher rank is that it requires more time in the office.

There is a lot to keep a police officer busy in Parkland,

juvenile problem and a growing gang population," he said. Working on a rotation of 28 days per shift, Huyck knows the best time to be working.

"I don't like working day shift, because I hate getting up early in the morning, and it's pretty slow," he said. "I like graveyard, that's when everything happens."

"There are two kinds of people out at night — the cops and the bad guys."

On an average night Huyck can expect to make two to three arrests.

"We (police officers) don't go out looking for trouble, but we do go out looking for problems," he said.

Huyck said that he has never had any negative contact with students from Pacific Lutheran University.

"Except once," he remembers. "I had one gentleman on my hands who was drunk and just wanted to be obnoxious."

Huyck said it helps having a university in the middle of the community.

"If it wasn't here, there would be nothing to bring in the upperclass people to the neighborhood," he said.

Although he lives the life of the police officer here in Parkland, when he's at home most people are surprised when they find out what he

does for a living.

"I'd just as soon not have people know I'm a cop," he said. "They always seem to do one of two things. They tell me about a ticket they got, that they didn't deserve, or they won't talk to me at all."

Most of the time he just tells people that he works for the county and leaves it at that.

Huyck spends most of his free time with his wife and three children, an 8 month-old baby, a 3-year-old, and a 6-year-old.

"The things I do off work help me to keep my sanity. It's my way of relaxing, and it gives me a chance to be with

**100 years  
of PLU in  
Parkland**

normal people. At work you never meet normal people, just the problems."

Huyck said he could see himself working in District 6 until retirement.

"I like it here, there's a lot to do and it's interesting. I know most people on my beat and I can point to half the homes and know that I've been in them at one time or another," he said. "I'll probably still be working the streets when I retire. It's what I like doing."



Richard Huyck, a Parkland police officer, wouldn't be happier working anywhere else. Bill Bloom / special projects photographer

But, to Richard Huyck, who makes his living as a police officer in the sixth district of Pierce County, the area from 96th Street North to 176th

don't like to work in Parkland because of the high number of domestic and juvenile problems.

"When you work in District

which Huyck said he believes has the highest crime rate in unincorporated Pierce County.

"Parkland has a high number of burglaries, with a large

# East Campus vital to community programs

by Melissa O'Neil  
staff reporter

The possible sale of Pacific Lutheran University's "East Campus" building could threaten the life of the special projects and the Family and Children's Center housed in the building.

The announcement by the Franklin Pierce School District (FPSD) three weeks ago that Parkland Elementary and the surrounding property are for sale has many of the program directors and professors housed in the building worried.

In addition to the approximately

1,400 students who use the 12 classrooms daily, and the 14 faculty offices found in the building, about 981 families from the greater Parkland area were served last year through the Family & Children's Center, said Faye Anderson, director of the Family & Children's Center.

Also in the Parkland Elementary building are special Parkland restoration projects sponsored by PLU and the community.

The programs housed in East Campus are not only outlets for the community, but are also opportunities for PLU students. Last year 165 PLU students were involved at the Family & Children's Center, Anderson said.

"Many PLU students work or volunteer here and gain practical experience in their career fields," said Anderson. The programs at East Campus have been operating since PLU began leasing the building in 1982.

Even though PLU and the FPSD administrators expect PLU to purchase the building and property, there is always a chance that it will not happen, administrators commented two weeks ago when the sale was announced. If for some reason PLU was not able to buy East Campus, many people believe that the community programs would not survive.

"Being a good citizen is as important as getting recognition for good programs," said Anderson. "It is unclear what would happen to the programs if we lost the building."

"If we didn't have this building it would be a disaster," said Art Martinson, director of the Nisqually Plains Room.

The Nisqually Plains Room is part of the Parkland Heritage Project, which is sponsored by PLU and PROUD (Parkland Revitalization Opportunities Through Urban Development).

Martinson added that the programs at East Campus "maintain the continuity of the building's cultural importance to the community."

Martinson and Anderson agree that Parkland Elementary has become a community symbol as well as a valuable asset to the university.

"I think the university has made a wonderful commitment to the community," Anderson said. "It really is unusual to see an undergraduate liberal arts university

make this commitment."

"People don't necessarily know the extent of PLU's involvement, they just know there are things here to bring their families to," added Anderson.

The community is actively served through the Family & Children's Center, which is made up of seven programs, according to the center.

Four of these programs are sponsored by PLU. The other three programs and the special projects are sponsored by community organizations and the FPSD, according to the center. Funding for the programs comes from a combination of PLU, public and private funds and user fees.

The Family & Children's Center lists the following programs:

- The After School Enrichment Program is operated by PLU and the FPSD. Thirty children in kindergarten through sixth grade are given social, academic and physical enrichment.

- Graduate student therapists counsel 80-90 families at the Marriage and Family Therapy Center.

- About 150 older adults participate in the courses offered by "Second Wind."

- Faculty and students from the School of Nursing operate the Wellness Clinic, a community health care service.

- Washington Children's Learning Centers provides a therapeutic preschool program for 60 children ages 1 to 5.

- The FPSD provides preschool experiences to 75, 4-year-old children, through Head Start/ECEAP.

- The Adult Literacy Project has opportunities for work-study students and volunteers to tutor low level readers from the Parkland-Spanaway area.

- Family Connections and Even Start are special projects both of which are geared towards enhancing parenting skills.

- Improving the quality of life in Parkland is PROUD's goal. This is a community project sponsored by PLU and the Parkland-Spanaway Area Council of the Tacoma-Pierce County Chamber of Commerce.

*Attention!*  
**Seniors . . .**

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# Viewpoint

## The Mooring Mast

The Mooring Mast is published every Friday during the fall and spring semesters (except vacations and exam periods) by the students of Pacific Lutheran University.

### Army presence escalates Hilltop shootout

Last weekend's shootout between off-duty Ft. Lewis Rangers and suspected gang members in Tacoma's embattled Hilltop neighborhood shocked the community.

Over 300 rounds of ammunition were sprayed across a residential street. Miraculously, no one was injured. The vigilante action could have been tragic.

Neighbors holding a crime-watch barbecue to protest against suspected drug dealing in the area, invited the 15 rangers to provide a protective presence. The Rangers cannot escape their Army mantle and by their actions have marred attempts by the Secretary of Defense to define the military's role in President Bush's self-declared "War on Drugs."

"We have not been tasked to move in the streets and take on drug dealers," said Pentagon-based Army spokesperson Paige Eversole, when contacted this week.

Current efforts by the military are focused outside U.S. borders, she said.

Protecting your home and improving your neighborhood are admirable. Shipping in a group of Army's elite Rangers, armed to the teeth, is *not* the solution. Forewarning the police about the potential for violence should have been the first thought.

By all accounts, the Tacoma Police Department was not contacted until after the barrage had been well underway, and could not help resolve the situation peacefully.

The Ranger presence and lack of communication with the police ensured that violence would break out, rather than preventing it.

If the neighbors of the 2300 block of South Ash Street had brought 15 other neighbors, rather than an armed off-duty soldier presence, perhaps shots would have not been fired.

The importing of weapons into the Hilltop neighborhood unfortunately escalated a situation to a level of lethal violence. It has also given some insight to policy makers in the U.S. Defense Department that trading violence for violence may not be the answer for domestic drug interdiction.

### Editorial error clarified

Accuracy is important to the Mooring Mast. Despite the numerous hours of proofing pages, errors occasionally slip by and are published.

In last week's editorial it stated that 13 vehicles were broken into during the 20-day-period starting Sept. 2. This number was mixed up with another statistic. In fact, six vehicles were broken into or damaged in the attempt.

The error should not undermine the message of the editorial. Six break-ins in 20 days is still an astounding statistic when compared to 32 break-ins in the past fiscal year.

The Mooring Mast regrets any problems that this error might have caused.



## Bush calls upon students to join fight against drugs

*Editor's note: Part of The Mooring Mast's mission is to offer other viewpoints on issues. We do this through our letters forum and columns much like the following. President George Bush wrote this piece specifically for college students.*

by George Bush

Summer is over and classes are back in session. As we begin the school year, our thoughts again turn to the future — a future gravely threatened by drugs.

Americans agree that the biggest threat we are facing as a nation is drugs, in particular cocaine and crack.

Who is responsible? Everyone who uses drugs. Everyone who sells drugs. Everyone who looks the other way.

Some people used to call drugs just a benign form of recreation. They're not. Drugs are a real and extremely serious threat to our schools, our homes, our friends and our families.

It doesn't matter where you live or what school you attend. No one is free from the threat of drugs. Inner cities, small towns, and college campuses all are under siege — because America is under siege.

On September 5, I announced the first comprehensive national strategy to end the siege — to fight drugs with tougher laws and enforcement, and with improved treatment, education and prevention.

The programs we've proposed are an all-out assault against the evil

of the drug use and drug trafficking. We are aggressively attacking the problem from every angle, and proposing a 1990 drug-budget totaling over eight billion dollars — the largest single increase in history.

America is fighting a war against drugs. Yet the most important weapons in the war on drugs are the least tangible: self-discipline, courage, character, support from one's family, faith in God and in one's self.

Fundamentally, the drug problem in America is not one of supply, but of demand. We are taking strong new action to stop the flow of drugs into this country and to stop the dealers themselves; but as long as Americans are willing to buy illegal drugs, somebody, somewhere in the world will sell them.

Recently, I met with Mrs. Everett Hatcher, the widow of a veteran DEA agent who was killed by drug-using cowards. A woman of considerable dignity, she put responsibility for her husband's death squarely on "casual" users of cocaine. She's right — and there is now blood on their hands.

Similarly, President Barco of Colombia recently made an appeal to Americans to stop buying the cocaine causing the slaughter of innocent civilians in the drug wars there.

Every student in America at some point — at a party, in a locker room, in a dorm room — every student must choose to accept or reject drugs.

But there is another choice that college students, as responsible adults, must make — whether to get involved in a personal way to

end drug use, or to look the other way.

College campuses have long been centers of conscience and idealism in this country, places where students have raised their voices to protest oppression, injustice and human suffering around the world.

Yet, no one would deny that often drugs go hand in hand with injustice, suffering and even death.

But where is the sound of protest? Innocent bystanders are killed at random on city streets. Babies are born addicted to crack and heroin. Young children are forced into the drug trade by addicts.

What greater human rights violations exist?

What greater injustices?

Yet, recreational drug users still on some college campuses are ambivalent to the death and destruction they are financing.

We must appeal to the social conscience of every college student on every college campus in America. The way to protest the misery and oppression brought about by drugs is to commit yourself to staying away from drugs — and working to keep them away from your friends.

Drug use doesn't usually begin the way most people would think, with young people getting their first drugs from an addict or a dealer. Instead, they get them free from "friends" who think casual drug use hurts no one.

Peer pressure is what spreads drug use and peer pressure can help stop it.

You can help stop it — if you get involved.

*Distributed by the Collegiate Network.*

### Policies

Editorials are written by the Mast Editorial Board and reflect the opinion of that board unless signed by a staff member.

Opinions expressed in The Mooring Mast do not necessarily represent those of the Board of Regents, the administration, faculty, students or newspaper staff.

Letters to the editor must be signed and submitted to The Mooring Mast office by 6 p.m. Tuesday. Please limit them to 250 words and include a phone number for verification. The Mast reserves the right to edit for taste and length.

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# Rott 'n' to the Core

## Summer at PLU: the ultimate adventure

by Patrick Rott  
columnist

It's officially autumn, though that's impossible to prove what with all the annoying sunshine that's been plaguing our campus. And, now that we're three weeks into the semester, I feel safe discussing this topic.

It's a frightening topic but, much like a cold sore, it refused to go away until I dealt with it.

So, as much as it pains me to have to admit it, it's time for a little ditty called "How I Spent My Summer Vacation at PLU" or for you B movie fans, "Bagels? We Don't Need No Stinkin' Bagels!"

You see, the past three months were a completely different experience for me, as it was my first — and, according to my accountant, my last — summer spent in good ol' Luteland.

In order to fulfill the imaginary four-year plan toward graduation, I took my second year of French during the second and third summer sessions, a decision which I shant make again without the threat of firearms.

So I blindly leapt into the summer scent, French dictionary in

hand, a bottle of an unnamed beverage in the other, ready to face the magic and wonders that PLU had to offer me.

Imagine my disappointment.

Don't get me wrong. It wasn't as bad as spending an entire summer in... oh, Tukwila or something like that. There were some fabulous things that happened this summer, although I seemed to have forgotten her name.

Just kidding. Every Wednesday afternoon, there would be a concert in Red Square. Some of the finest bands played to the lunchtime crowd and it was truly a splendid time each week.

Nothing can surpass the infamous Bat Night, where I and two dozen of my friends all converged upon Tacoma South for opening night of Batman. I was first to get tickets and nobody can tell me differently.

I passed French, proving once and for all that there is a God and he does possess a sense of humor.

But even with all the fun times to be had, there still existed an equal amount of annoyances as well. (You just knew I was going to start complaining soon, didn't you?)

PLU becomes Conference Central during our absence. Conferences of all kinds collected under the cheery atmosphere of the Lutedome, ranging from parents who teach their children at home to some sinister organization entitled "Youth Alive," the less of which said, the better.

To assist with these conferences, PLU enlisted the help of a group of individuals they like to call Conference Aides.

Every year, there are some PLU students who, upon hiring, are granted immunity from all possible prosecution. You see, they're not students, they're workers, so the rules don't apply to them. They could do whatever their little hearts pleased, short of terrorism.

And believe me, they exercised this option with a zest that could cripple a monk.

Although they were an interesting bunch, they were also the most patient, what with having to put up with all those conferences.

Some of those conferences could be interesting and the people quite friendly, the writer's conference in particular. But, on other occasions, the people who gathered here were a tad annoying, if not for their

unkindly behavior, then by simple measure of their number.

At times, there were so many individuals, the line leading to the cafeteria was incredible.

Ah, but the cafeteria. Therein lies my greatest complaint. Forget the fact that the deli bar was not in operation during summer sessions (thus, the cry for more bagels, as noted above).

Forget the fact that the salad bar appeared to be recycled on a day-to-day basis. If you didn't get the chance to have some salad, you didn't have to worry — the same salad would probably be there, waiting for you, the next day.

The most hideous crime didn't even directly involve the food.

During the summer, Food Service has this policy concerning summer students and their meal plans. You can eat all that you desire during the week but don't even dream of doing so on the weekends.

Yes, us summer students were not allowed to eat in the cafeteria during the weekend. We weren't offered the choice, that was our only option.

This wasn't standard practice for everyone. Summer staff could eat

on weekends. Conference aides could eat on weekends. Conference guests could eat on weekends. But should you be shelling out several thousands of dollars in tuition, well, remember to set aside a few bucks for bread sticks because you sure as shootin' aren't going to be eating in the UC.

We, the summer students, protested, some more politely than others. A petition was circulated, although I do not know if any PLU official saw it.

I called Food Service and lodged my own complaint, only to be spoken to in a rude and offensive manner by some female whose name I did not have the opportunity to obtain (imagine that).

But no matter, the policy stood and we all managed to pull through in some way or another. I finally completed my language requirement, so my personal goal was achieved.

It wasn't a summer of hell, but I think I'm going to Cleveland next time.

My only advice is that should any of you decide to enjoy a summer studying here at PLU, carry with you a healthy dose of patience.

And pack a lunch.

## Village Notes

# Black-white relations: New York to Tacoma

by John Ringler  
columnist

This week begins a three-part series on black-white relations in America.

It's a topic that is saturated with press coverage and discussion. It refuses to go away.

The problems have been mulled by some of our keenest minds. A variety of legislation has been handed down. And the conflict, over the years since the civil rights movement made its leap, grows steadily.

It reached a boiling point in New York and New Jersey over the summer. Some claimed that last weekend's battle in Tacoma between a neighborhood action group and youth gang members had racial overtones.

Viewpoints vary from those who feel black and white people can never live in harmony to those who are determined to achieve total integration and justice for all.

Open debate on the issue is a sensitive matter and many try to look the other way and insist that there is no problem.

A woman I know recently spoke of a crime "probably" committed by one of a growing number of blacks in my hometown, but hastened to add that she really does "like black people" (she called them something else when overt bigotry was more fashionable) and especially thinks black babies are cute.

In my view, there is a gigantic problem. And we must confront a fundamental rift in the soul of the nation that vaults over the boundaries of the economy and wealth distribution, drug wars, criminal justice and more.

Clearly, no one has the single answer to living side-by-side in this melting pot. But, painful, wide-open discussion, above all else, must push forward.

It seems like so long ago that I read "The Autobiography of Malcolm X."

Until this past summer, that powerful book's themes had been banished to the back of my memory, in good company with nearly every other book I've ever read.

Spike Lee's ominous, mournful film "Do The Right Thing", mixed in with a few lyrics from the soundtrack by Public Enemy, Tom Wolfe's "Bonfire of the Vanities," and crazy TV news scenes over the summer, brought Malcolm flooding back.

a full appreciation of what Malcolm X was. Where are the monuments to Malcolm X? Where are the memorials?"

From 1959 to 1963, Malcolm X spoke, shouted, screamed to oppressed blacks in Harlem — and they listened intently. He told them that the white man was the devil and recruited them into his strict, separationist "Fruit of Islam." He insisted that the white status quo had a choice: the ballot or the bullet. And he insisted that it was

accounts. His words are still hailed as a precursor to the black-pride movement. In early 1963 he described himself as "the angriest black man in America" and some people didn't want to hear what he had to say.

His house was bombed more than once and he fully believed that he would not live to see his autobiography in print.

Much had changed when Malcolm returned from the

her father was closer to King than most people believe. Not only did the two men respect one another, says Shabazz, but "their beliefs weren't that much apart. It was their approaches that were different."

As they neared the end of their lives, she adds, "their approaches started to mesh. For instance, the public doesn't know that my father had gone down to the South in support of King. And they even talked about doing some things

**'Clearly, no one has the single answer to living side-by-side in this melting pot. But, painful wide-open discussion, above all else, must push forward.'**

The exact quote that "Do The Right Thing" flashed as the screen went dark, now escapes me. It was one of Malcolm's call-to-arms, to be sure, and the director wanted nothing more than to represent the flip-side to Dr. Martin Luther King Jr., and non-violence.

It seemed irresponsible to me, at the time I saw the film, to use this man to embody one dogmatic set of values and nothing more. The director wanted to tell the black people of today that there is another route and that, even if the result is sorrowful, they can justify violence and upheaval. That may or may not be true. The director chose the wrong man to exemplify the "other side."

Malcolm X was far more than the bitter revolutionary that history often paints. There is still so much that can be learned from his ferocious, captivating moment on the American stage.

"There are many people in this country, especially older people, who see Malcolm as not the black shining prince that he was among his people but as a hate monger," says Susan L. Taylor, editor in chief at Essence magazine.

"Even today, I don't think the majority of white Americans have

more likely to come down to the latter. He was a racist, he admitted.

Malcolm, who in his early days had been a pimp, a drug pusher, and an armed robber, espoused black liberation at a time when his people were just beginning to test their strength. He was an enormously captivating speaker, by all

pilgrimage to Mecca, just a year before his assassination at age 39.

"It's easier to digest Dr. King than to digest my father," said Malcolm's eldest daughter, Attallah Shabazz, in the Los Angeles Times early this year. "The world doesn't know who it killed."

Shabazz and others maintain that

together, which would have been wonderful. And it was probably the conversation that frightened their enemies."

Two days before his death, reflecting on his past, Malcolm shook his head: "That was a mad scene. The sickness and madness of those days! I'm glad to be free of them."

## Accuracy

The Mooring Mast places high importance on accuracy. In last week's issue, Provost J. Robert Wills was misidentified as acting provost in a front page story. He has assumed the full duties of the permanent provost position, not at interim or "acting" status.



# Sports

## Shootout down south: Lutes gunned down by L&C

by Arthur

The old saying "enough is never enough" was never truer than last Saturday as Pacific Lutheran University football team hit the road to play the Lewis and Clark Pioneers at Griswold Stadium in Portland, Ore.

Although the Lutes churned out 35 points, it was not enough against the high-powered Pioneer offense. Lewis and Clark nipped the Lutes, 36-35.

L&C quarterback Mike Fanger, who PLU coach Frosty Westering later described as "a different breed of cat", threw for 429 yards and

three touchdowns as the Pioneers took an early lead, fell behind and then battled back against the Lutes. Fanger was named the Mount Rainier League's Offensive Player

**"Sure we're disappointed, but we'll come back."**

— Jon Edmonds  
co-captain

of the Week.

PLU had entered the day ranked No. 9 in NAIA Division II.

Yes, Fanger had quite a contest but his counterpart, PLU quarter-

back Craig Kupp, put up some impressive numbers of his own.

He was 26 for 40 with 277 yards and three TDs (two passing, one rushing).

The heroics of the PLU offense were not enough, as the Lute defense was not able to deliver the knockout punch to L&C.

Westering was his usual upbeat self after the game.

"Regardless of what happens, we leave the field winners," he said.

The Lute offense sputtered early in the contest, as the first two possessions ended in punts.

On the Pioneers first two possessions, their offense came out firing.

They moved the ball right up the field against the Lute defense. The defense clamped down though, and did not allow the Pioneers into the end zone.

The Lutes were led by junior defensive back Peter Gradwohl who intercepted two Fanger passes to help temporarily stall Pioneer drives.

The Pioneers got on the board first with a 65-yard TD pass from Fanger to wide-out Joe Backus.

PLU came right back, though, with a 78-yard drive which

culminated in a 7-yard TD run off a reverse play by halfback Mike Kim.

The high-powered Pioneer offense took only 25 seconds to take the lead again. Fanger connected on a 73-yard pass to halfback Dan Ruhl to put the ball on the Lute 1-yard line. The Pioneers pushed it into the endzone on the next play to take a 14-7 lead.

The Lute defense began to shut down the Pioneer offense in the second quarter, led by junior defensive back Brian Larson, who made two fine defensive plays in one series.

The PLU offense then started to flex some muscles, as the unit scored two touchdowns in the second quarter. The Lutes tied the Pioneers on a 1-yard sneak by Kupp.

After a quality goal-line stand by the PLU defense, Kupp orchestrated a 98-yard drive capped with a 16-yard TD pass to senior offensive end John Gradwohl in the corner of the end zone. The Lutes took a 21-14 lead into the locker room.

The teams then traded touchdowns, Fanger, who brings back memories of Doug Flutie with his quick feet, good arm and 5-foot-9-inch stature, hit Ted Rose in the end zone.

Kupp then hit Gradwohl for a 7-yard TD pass as the Lutes reclaimed a 14-point lead.

L&C then scored quickly and only trailed by six points as they connected on a two-point conversion. It ended up being the winning margin.

The Lutes had a chance to extend their lead to nine points, but an Eric Cultum field goal attempt was tipped at the line of scrimmage and struck the left upright.

With 2:19 remaining in the game, Fanger hit Rose again for the tying touchdown and Pioneer kicker Brian Maxwell hit the winning extra point.

Senior Pioneer wide receiver, John Jeub, said that he thought his team showed a great "desire to win" after the game. He credited the victory to the entire squad, saying that it was a "tremendous team effort."

Although the Lutes were unsatisfied with the outcome of the game, senior co-captain Jon Edmonds expressed the team's optimism: "Sure, we're disappointed, but we'll come back."

Coach Westering echoed Edmonds' feelings. "We learned something about ourselves...we just enjoy going out again and giving it our best shot."

## Hacker's crew battles 7th-ranked Willamette today

by Scott Geibel  
the mooring mast

Coming off two shutouts against Whitman and Whitworth last weekend, the Pacific Lutheran University women's soccer team is headed for a showdown this afternoon on their home field.

The Lady Lutes (4-2), who are nationally ranked second in the NAIA, will face seventh ranked Willamette University (7-0) in what could be an important game for the two national powers.

"This is the game we've been waiting for," said Lute head coach Colleen Hacker, "Willamette is one of only two undefeated teams in the nation. It's going to be a great game."

Hacker's squad will continue to implement their "attack-oriented" defense and aggressive offense this afternoon, which worked very effectively against Whitman and Whitworth last week.

The Lady Lutes beat Whitman last Friday with the help of sophomore forward Wendy Johnson's two goals. Johnson first scored on an unassisted goal in the first half of the game, and also in the second half off an assist from sophomore midfielder Share Rider.

Freshman forward Cheryl Kragness scored the second goal of the game on a penalty kick, the result of a Whitman handball violation. Overall, the Lady Lutes' offense managed to break through the Whitman defense for a total of 25 shots on goal.

Although Hacker was somewhat disappointed with the lack of intensity her team show-



Ranked 2nd in the nation, PLU's women's soccer team is currently on a roll, winning its last three in a row.

ed at Whitman, the defense still effectively controlled the game, she said.

"The teams we've been playing haven't been able to overcome our pressure defense," said assistant coach Stacy Waterworth, "Basically, we're just doing our best to out hustle the other team."

One day after the Whitman game, the Lady Lutes definitely appeared to be "outhustling" their opponent as they crushed Whitworth 7-0.

Whitworth, in its first-year of women's soccer, showed signs of inexperience as they were com-

pletely outplayed by the Lutes.

Kragness scored two goals in the game while Rider, Johnson, Jodi Pfaender, Karin Gilmer, and Laura Dutt each scored one.

PLU dominated the game on the strength of 29 shots on goal, while Whitworth had only one shot on goal.

Goalkeeper Kate Wheeler earned both weekend shutouts against Whitman and Whitworth, raising her season total to three. Senior midfielder Dutt remains the high-scorer for the Lutes with six goals so far this season.

Hacker was happy with the fact

that everybody on the team got a chance to play last weekend. She said that it was important for her players to get on the field and that it could improve the team.

In the meantime, the Lady Lutes will see how far their hard work has taken them this afternoon against the tough Willamette team.

"We really want to get a lot of fans out there," said Hacker, "This is our most important game so far this season."

The Lutes will play host to Lewis and Clark tomorrow morning at 11 a.m.

## PLU community finds warm refuge in training room

by Jeff Taylor  
the mooring mast

Taping and treatment tables line both sides of the cloud-colored cement brick walls of the Pacific Lutheran University training room.

A silver-colored ice machine sits snugly like a bear cub next to its mother in one corner of the training room.

The other corner of the training room is home to two large, steel-colored tanks, used as whirlpools, surrounded by mini-cement brick walls to create a secure drainage system for overflow.

The PLU training room is a welcome refuge for students, faculty, staff members and athletes who acquire and/or sustain injuries.

A familiar sight in the room is a tall man dressed in chalk-colored sneakers, midnight-blue sweats and a lemon-colored shirt that reads in one small corner "PLU sports medicine." His name is Gary Nicholson, the man in charge.

Nicholson is the full-time, head athletic trainer at PLU, and his list of experience includes six years of work with the Seattle Mariners and five years with the Chicago Cubs.

Nicholson said the athletic training room is "involved with injury prevention, injury recovery, first aid and rehabilitation."

Most schools just take care of their athletes, Nicholson added, but at PLU, that's not the case.

Students, faculty and staff are all given the privilege of being treated

in the training room.

"It's a service we need to provide toward them," Nicholson stated. "Most injuries are with athletes."

For that reason, only athletes are allowed in the training room from 1 p.m. to 3 p.m., but after 3:30 p.m. the training room assists other injuries, Nicholson said.

Nicholson pointed out that PLU works on a budget that is substantially less than the University of Washington's, and this makes quite a difference in the quantity of training equipment and available trainers.

There are eight student trainers that each work separate shifts in the training room, said Nicholson. Each student is required to have 1,500 hours of clinical experience

in order to become a trainer.

A number of hours are spent outside the training room as well.

"The students and myself put a lot more time in than people realize," Nicholson said. "There's someone at home games one hour before and after."

Todd Sandberg, a freshman who recently started working in the training room, said the training room is here to help people.

Jenny Phillips, a senior who has been working in the training room for a year and a half, said the training room has a good connection network to send injured athletes to qualified sports physicians for follow-up or extensive work.

See TRAINING, page 10

On campus students can watch the weekend's game on KCNS -- channel 6 Tuesday evenings at 7 p.m. and Wednesday afternoons at 3 p.m.

Jim Hill will provide the play by play, along with Kerby Court doing color and a special guest field reporter each week.

A pre-game analysis, half-time show and post game wrap-up are included with each broadcast. The show is produced by the KCNS-6 sportsteam.

Catch Lute Grid Action every Saturday on KJUN (1380 AM) or KKMO (1360 AM). Tomorrow the Lutes take on the Pioneers of Lewis and Clark in Portland, Oregon. You can catch the action with John Lynch (play by play) and Bob Corbin (color) at 1:30.



# Pen and pad: I'll never leave home without 'em

by Steve Templeman  
sports editor

Something ironic happened to me last weekend. I saw "Dead Poets Society" Saturday night, only seven hours after I had conducted the most propitious, extemporaneous interview of my career (that's "timely" and "with little or no preparation before doing" for those who thought I only knew sports lingo).

It was with Alberto Salazar, one of history's greatest runners, and it was also the shortest interview of my career: about two minutes.

The University of Oregon graduate was in Seattle, with his former alma mater, to compete in the Emerald City Invitational cross country meet which I, myself, happened to have a vested interest in that weekend. A close, personal acquaintance of mine was competing in the race as well.

Anyway, I went to watch, not write. But I brought my trusty pad and pen, which I once heard all good journalists do, just in case a story happens to pop up.

"Just in case" did pop up. In fact, it jogged right by while I was walking around, pretending like I belonged there. It was the Cuban-born, two-time New York ('80 and '81) and one-time Boston ('82) Marathon winner Alberto Salazar.

Several questions ran through my mind, as is often the case anyway, but this time they concerned Mr.



Salazar. Why was he running here? Who was he running for? Was it really him? Should I try to interview him?

Opportunities like this don't normally jump out and demand such attention, you know.

I mean, we're talkin' world-class, top-of-his-sport, former American record holder in the 5,000 and 10,000 meter runs, and Olympic hopeful in '84. I don't think Professor Keating (Robin Williams) could have phrased it any better later that evening at the movie. "Carpe diem," he told his students. "Seize the day."

I decided if I didn't interview one of America's all-time great runners, (perhaps one of the world's all-time greats) that day, I'd probably end up wondering (rather than knowing) what it's like to really talk with someone of his stature. I seized the day.

However, I must admit, I was a

bit unprepared. I didn't even know that the man had won twice at New York or was a native of Havana, Cuba. Nor did I realize that he grew up in Wayland, Massachusetts where, by his final year in high school, he had become one of the nation's top three senior prospects entering the college ranks. I also didn't know that as a 17-year-old, he was an All-American, placing 24th in the Amateur Athletic Union

high school.

When I did finally find him, about 45 minutes after the race, he was just getting back from a warm down run with a U of O comrade.

I introduced myself and asked him if he wouldn't mind answering a few questions about himself. "Whatever you can get in the two minutes it takes to walk to the van," he said. That was good enough for me.

and what catapulted him to the top of the running world 10 years ago. "I just wanted to come back and train with the (U of O) team and coach (Bill) Dellinger," Salazar said. "...to come back to what worked."

Our conversation was short, but it meant quite a bit to me. I learned several things, the majority of which I witnessed on the big screen later that evening with "Dead Poets Society."

First, I found out how important it is to take chances. If you don't, you'll always wonder what might have been and never grow.

Second, I realized the delicacy of something good and how easily it can go sour. Alberto had what all athletes strive for — recognition of excellence in their sport. Unfortunately, his injuries temporarily stalled his career and worked against him.

Finally, I learned to try and be more observant of things around me; otherwise, the most interesting experiences can run right by you.

I believe all three points were expressed in "Dead Poets Society."

I would like to thank Alberto Salazar for granting me that brief, quick-fire interview.

I do have one last comment to make: the next time I bump into you Mr. Salazar, I'll have done my homework! One question though Al, don't you think 17 miles each Sunday is a little much?...MS

**"I just want to come back and train with the (U of O) team and coach (Bill) Dellinger...to come back to what worked."**

— Alberto Salazar

(AAU) cross-country championships in the fall of '75.

Nevertheless, I had no choice here. I had to rely on the plethora of information I had collected over the years, just through my own sports-expertise, for this interview: he was a great runner.

I waited until he finished the race in which he placed a noble sixth, before I began my mad search for "The Rookie," as some used to call Salazar when he was a member of the Greater Boston Track Club in

It wasn't a bad finish, Salazar would later say, considering it was only his second race in quite some time.

"I'm just beginning to resume serious training," he told me in our two-minute conversation.

Salazar has had numerous injuries and health problems which have resulted in a frustrating past six years and a dramatic decline in the world-class status he once possessed.

He said he's going back to where

## Lute booters fall in showdown with Evergreen, 5-3

by Mike McFarland  
staff intern

The mens' soccer team posted a 1-1-1 record at The Evergreen State College Tournament in Olympia last weekend and came away with valuable experience, said Coach Jimmy Dunn.

The Lutes now have an overall record of 3-3-2.

The first game of the day was a victory against cross-town rival University of Puget Sound, 6-3.

The Lutes scored four unanswered, first-half goals within the first 26 minutes. Senior captain Brian Gardner started things off with an unassisted goal at the eight minute mark.

Junior Vidar Plaszkko connected next for the Lute attack with another unassisted goal. Plaszkko's goal was followed by freshman An-

dy McDirmid's score on an assist from Gardner, three minutes later.

McDirmid finished out the scoring in the 2nd-half with his second goal of the game. Plaszkko provided the assist, his fourth of the year for PLU.

The 2nd-half started out much like the 1st with senior Dan Keene scoring and junior Joe Burgman supplying the assist. Gardner finished off the Lute attack with his second goal of the game via the penalty kick.

The offense settled down and UPS generated three scoring drives to make the score respectable. Coach Dunn said, "I think the guys went into a post-game celebration a little early and didn't end with a team game of concentration and defense."

In their second game of the day, PLU faced a tough Western

Washington University team. They battled the Vikings in the 1st half, but wound up losing 3-0.

The 1st half ended with no one scoring; nevertheless, it was the best 1st half performance the Lutes have put together all year according to Dunn. PLU excelled in all areas of the game, Dunn said.

The bench depth of WWU proved to be too much for the tired Lutes, as the heat of the day took its toll, Dunn said. "I think the previous effort in the day (The UPS game) also played a factor in the game."

The game also had its share of misfortune as Gardner and senior Mike Caldwell both went down with sidelining injuries.

The next opponent for PLU was the eventual tournament champion, The Evergreen State College. The two schools played to a 2-2 tie on Sunday.

TESC took an early 1-0 lead in the 1st half, but things changed in the 2nd half as Plaszkko responded with two goals of his own. His first score came off a cross from sophomore Brad Uhlenhoff.

Six minutes later Plaszkko scored again on another cross from Uhlenhoff. It was Plaszkko's third goal of the tournament.

However, the Lutes couldn't hold on to the lead, as TESC scored once more with 10 minutes left to play to knot the game at 2-2.

The Lutes were without the services of starters Gardner and Caldwell the whole game. Their injuries from Saturday forced them to watch from the sidelines. "We were not at full strength and Evergreen knows that, so I think we have gained a psychological edge come Wednesday," Gardner said.

The return of Gardner and Caldwell, however, did not matter Wednesday evening. The Lutes fell in their match at Evergreen State College, 5-3. The loss dropped PLU's season record to 3-4-2 and 0-1 in the district.

Referring back to Sunday's action, Dunn said his team realized (that) they all had to pull together, particularly with the absence of two veteran starters like Gardner and Caldwell. One of those players who pulled things together was freshman

Joe Adams, who came in and filled the shoes of the missing starters quite adequately.

"Joe is one of those players that has been standing in the shadows, but he took his rightful place against Evergreen," remarked Dunn.

In a game marked by physical play and missed opportunities, PLU defeated the Wildcats of Central Washington 1-0, a week ago Wednesday.

The Lutes came out early and controlled the tempo of the game. They coordinated and connected their passes efficiently, but just couldn't put the ball in the elusive net. Three of PLU's shots at goal, hit the cross-bar and posts.

The 1st half ended with neither team capitalizing on possible scoring opportunities. It was at this point frustration began to mount according to junior forward Matt White. "We came out in the 2nd half playing their game of fast breaks and they came out hacking."

The 2nd half consisted of a lot of

See EVERGREEN, page 10

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### JOBS JOBS JOBS JOBS JOBS JOBS



Mike Caldwell's (left) return to the line-up Wednesday was not enough as the Lutes lost a rematch with Evergreen.

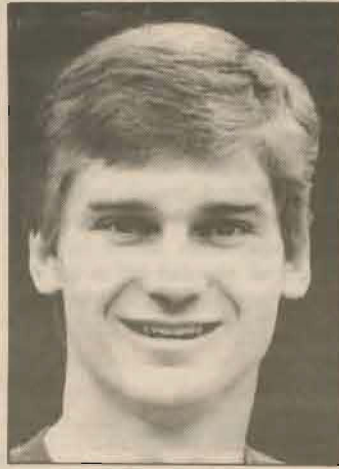
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## Lute Gridiron Guesser

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Alan West, will receive a coupon for one large, two-topping pizza from Pizza Time for being this week's Gridiron Guesser winner. West guessed 16 correct out of the possible 20 picks.

For Saturday, Oct 7 and Sunday, Oct. 8.

### The Colleges

Home team	Visiting team	Tie
___ Arizona State	___ UCLA	___
___ Auburn	___ Kentucky	___
___ Wyoming	___ BYU	___
___ Florida	___ LSU	___
___ Georgia	___ Tennessee	___
___ Ohio State	___ Illinois	___
___ Michigan State	___ Iowa	___
___ Notre Dame	___ Stanford	___
___ WSU	___ Oregon	___
___ Oklahoma St.	___ Oklahoma	___

### The Pros

		Tie
___ Cleveland	___ Miami	___
___ New Orleans	___ San Francisco	___
___ NY Giants	___ Philadelphia	___
___ Pheonix	___ Washington	___
___ Kansas City	___ Seattle	___

Tie-Breaker: Washington at USC (total points):

Name \_\_\_\_\_  
 Address or Dorm \_\_\_\_\_  
 Phone number or extension \_\_\_\_\_

#### Rules

1) Ballots will be printed in the paper each Friday in the sports section for 10 consecutive weeks ending December 2, 1989. Contestants will pick the winner or a tie for twenty games listed to be played the following weekend by making an "X" in the appropriate boxes on the ballot.  
 2) Weekly, the ballot with the greatest number of correct answers will win a pizza coupon good for a free pizza from Pizza Time.  
 3) In case of a tie, the contestant who is closest to the actual point total in the tie breaker will receive the prize. If the same point total is predicted by two contestants who are tied for first place, the prize will be divided equally.  
 4) Entries may be submitted on ballots printed in The

Mooring Mast only and placed in the receiving box at The Mast office or at the Games room desk.  
 5) Weekly deadline is Friday at 11 p.m. Any ballot received after that time for any reason will be disqualified.  
 6) The contest is open to all university students and faculty, except members of The Mooring Mast and their families. Each contestant may enter only once. Contestants who submit more than one entry will be disqualified.  
 7) All entries become the property of The Mooring Mast which will be the sole judge of all the ballots. Ballots not conforming to all rules will be disqualified. Erasures or cross-outs on a ballot constitute disqualification. Two or more ballots entered in the same handwriting will be disqualified.

### EVERGREEN, from page 9

pushing, showing, and in one instance, holding on to an opponent's shorts. In all, there were 32 penalties committed, 19 of which CWU were guilty of.

"You don't see cheap shots like those on our team. Those are the kind of things you see on immature teams," White said.

With 17 minutes left to play the PLU football team took a break from practice to give the soccer team an "atta-way" cheer.

Six minutes later, the Lutes put together a drive and scored with 11 minutes left to play. Sophomore Sten Sorby popped in the goal off a deflection, for his 2nd goal of the year.

The Lutes defense shut down any desperate attempts by the Wildcats to score. Senior keeper, Chris Steffy recorded his 27th career shut-out.

### TRAINING, from page 8

Nicholson's knowledge and organization benefits all the sports programs at PLU, she added.

Junior Jennifer Vawter is working her second year as a student trainer.

Vawter explained that the training room provides the proper rehabilitation exercises to injured athletes.

One injured athlete, football player Kyle Kupp, said, "all the people helping are really friendly. They do a good job and are pretty professional."

Two posters hang silently like paintings on the wall of the training room.

One poster is titled The Muscular System. The other is The Skeletal System.

These posters combine to give us an inside look at the puzzle of parts our body uses to function correctly.

When campus or athletic related-injury occurs, the PLU training room is there to find what's wrong with the puzzle.

Nicholson summed up the purpose of the training room best by stating: "We're here to care and serve."

for the Lutes. "We got knocked out of our game-plan. We were really fortunate to get the goal we did," Steffy said.

Coach Dunn was pleased with the win in that the Lutes didn't concede a goal when they easily could have. "That's just the heart, maturity, and personal commitment these guys hold."

Dunn also commented on the fan-support given by the football and women's soccer teams. "This kind of fan support is what it means to be an athlete at PLU. The support and comradery is something present between all the athletes."

Next action for the Lute squad takes place tomorrow at 1 p.m. on the Lute field against Willamette.

### Athlete of the week

— Women's soccer player Cheryl Kragness is this week's PLU athlete of the week. The freshman midfielder/forward scored twice in PLU's 7-0 thrashing of Whitworth and once more in their 3-0 victory over Whitman.

Coach Colleen Hacker said she is quite impressed with her young freshman's ability.

"It's not so much that she scores, but it's the variety with which she can," Hacker said. "She just continues to grow in her confidence."

— Also worth noting: PLU running back Michael Kim, in his season debut, ran for 121 yards on 11 carries and scored two touchdowns.



Cheryl Kragness

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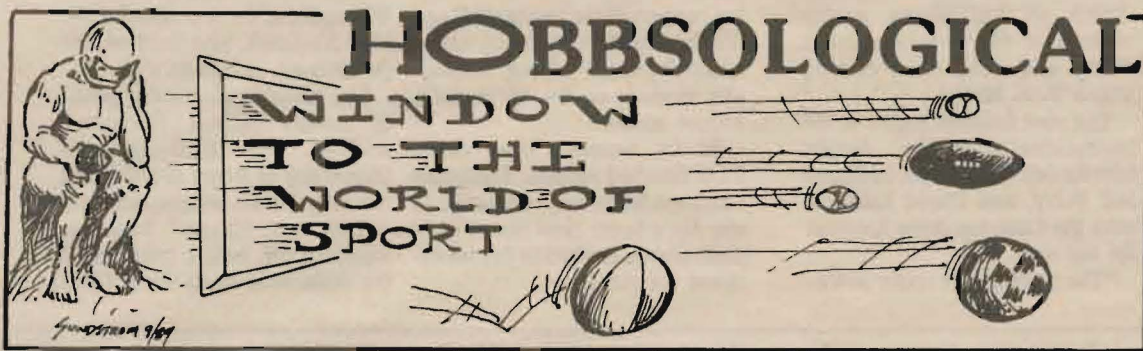
Olivia Gerth  
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Kim Sharpe  
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OR

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# Entertainment often distorts priorities



by Brad Hobbs  
sports columnist

In these days of big money sports and tremendous fan interest, it seems nearly hopeless that pro athletes' salaries will ever reach a plateau.

It is no longer a rarity to see million dollar athletes "working", for lack of a better term, less than six months out of a year and making more money than most people will make in a lifetime.

The list of pro athletes with multi-million dollar contracts is sobering, to say the least. We have got big money directed towards the likes of young men and women who play games. Some examples of outrageous contracts are: Michael

Jordan, 8 years at \$28 million dollars; Larry Bird, 1 year at \$6 million dollars and a seemingly never-ending list of multi-hundred thousand dollar players.

The latest ridiculous concept to come out of nationally recognized sports programs is the request by college alumni and players alike for a piece of the revenue pie.

Alas, money hunger has diseased our educational institutions, and more specifically, the athletics department.

The reason for this controversy is the enormous amount of money the universities receive as a result of widespread fan involvement and identification with national and local program subsidies.

It appears that NCAA colleges are turning into nothing more than farm teams for the professional ranks. Student-athlete grade point averages are down and classroom attendance is declining, in spite of

**'We need desperately to step back and focus on what is important.'**

Proposition 48, a policy that Division I-A universities have adopted to put more emphasis on academics.

It seems that our entertainment-oriented society has its' priorities a

bit distorted. What is really important, anyway?

There is an alarming rate of student athletes who leave four-year colleges with the benefit of full scholarships and no degree. On the other hand, there are a certain number of student-athletes who

leave universities with degrees and a substandard education and, in some cases, even illiteracy.

These issues are not mentioned to criticize the student or the athlete, but more to point out the kinks in a system that appears to have its' priorities backward. How about the fact that Denver Bronco quarterback, John Elway, makes more money than President George Bush; or the idea that a great high school tailback can receive a full college scholarship, but an academic-leading, financially-unfortunate high school senior is denied such an opportunity.

We need desperately to step back and focus on what is important. We must not allow those who choose paid higher education as a stepping stone to athletic fortune to take such educational opportunities away from someone more academically inclined, yet less athletically gifted.

# Spikers clipped by SPU

by Scott Coleman  
staff intern

The PLU volleyball squad dropped a tough match to the Falcons of Seattle Pacific at home Tuesday evening.

It did require four games, however, for SPU to defeat the Lutes. PLU fell behind quickly, dropping their first two games 12-15 and 7-15 before coming back to take game three, 15-11.

But it was too little too late as SPU went on to take game four and the match with a 7-15 victory.

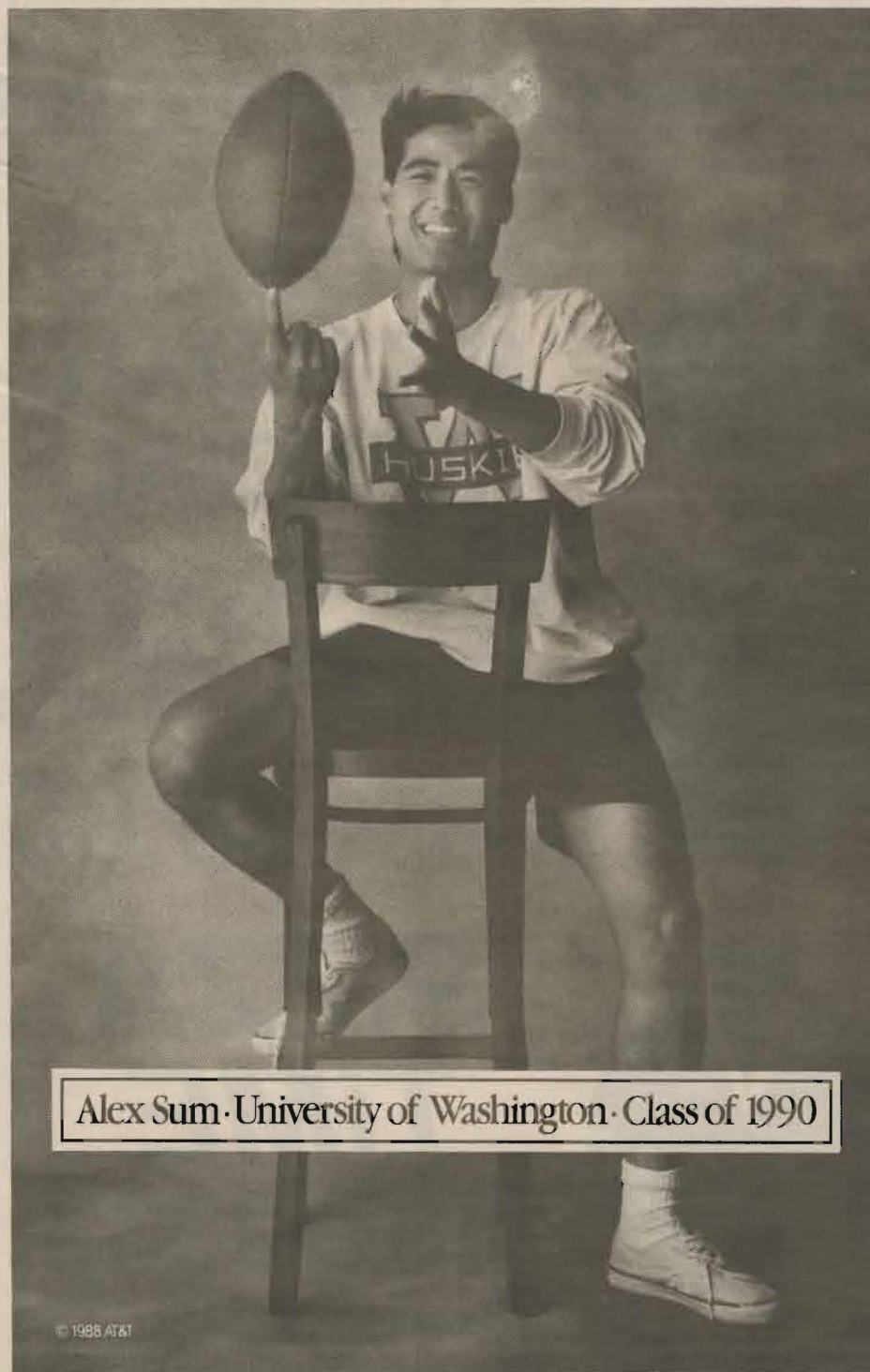
Senior co-captain Greta Laufer pointed out a lack of aggressiveness and communication as two keys to the Lute loss. She also said there seems to be a lack of confidence when the team gets behind.

Last Friday, the lady spikers were at home to take on Lewis and Clark, and PLU battled to a four game match once again before falling to the Pioneers 9-15, 15-6, 10-15, 4-15.

Despite the loss, co-captain Renee Parks and junior middlehitter Erin Lee played a great match, head coach Marcene Sullivan said. Parks contributed 10 kills while Lee added 11.

The Lutes hope to net a victory tonight in Memorial Gym as they host the Linfield Wildcats at 7:30 p.m. PLU dropped a match to Linfield two weekends ago at the George Fox Tournament before going to notch six straight victories and become the tournament champion.

**"I wasn't rubbing it in—I just wanted Eddie to know the score of last night's game."**



Alex Sum · University of Washington · Class of 1990


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# Lutes charge into cross country battle in Seattle

by Tricia Buti  
staff reporter

Lute cross country runners took to the streets and park trails of Seattle last Saturday for the Emerald City Invitational.

Schools from Oregon, Washington and Idaho were present for the Invitational/Open meet, which also included a couple of strong running clubs--Nike

Portland and Club Northwest. The meet even drew one of America's greatest runners ever, Alberto Salazar (see related story, pg. 9).

For the women's invitational, PLU placed fourth with 156 points, finishing behind the University of Washington, Washington State, and Boise State.

Mary Lewis, Deirdre Mur-

nane, and freshman Gretchen Smith all had strong performances at the invitational/open meet, said head cross country coach Brad Moore.

The men finished eighth in the invitational division. Junior transfer Jeff Taylor, and freshmen Jeff Perry, and David LeWarne were the Lutes top three finishers for the men.

"The placings are really irrele-

vent," Moore said. PLU ran its top runners in the Invitational and it's freshmen in the open class, while the larger schools ran varsity runners in the open class, Moore added.

In the women's open class, PLU finished second. Freshman Gretchen Smith was impressive as she ran a faster time than PLU's sixth person entered in the Invitational for the Lutes.

In the men's open class, Gabe Wingard ran the top spot for the PLU freshmen, who finished 10th in the team standings.

The Invitational was composed of mainly NCAA Division-I schools, with PLU and the University of Puget sound being the only NAIA representatives.

The "trail-blazers" have this weekend off, before traveling to the Willamette Invitational Oct. 7.

## 'Louie Louie' banned

The University of South Carolina has asked its marching band to stop playing "Louie Louie" at football games, for fear dancing fans will cause Williams-Brice football stadium stands to collapse.

Dean of Student Life Jerry T. Brewer told band director James Copenhaver that the Insurance Reserve Fund, which insures the stadium, "specifically mandated that 'Louie Louie' not be played."

John Trussell of the Insurance Reserve Fund denied the fund had outlawed any songs, and figured it is unlikely the stadium could col-

lapse from dancing fans in any case.

"Structurally, if you've got the whole student body out there jumping up and down constantly for 75 years, you might have some metal fatigue," Trussell said. "But with only six or eight games a year, it will fall down from old age long before that."

Separate engineering studies also have deemed the stadium safe, although Williams-Brice's east upper deck did start to sway under dancing fans at a 1986 Nebraska game.

Structural problems have plagued

other stadiums. Memorial Stadium at the University of Illinois shook violently during a game in 1982. Arizona State University poured \$6.5 million during a three-year period into Sun Devil Stadium to keep it from sinking into the ground. Part of Husky Stadium at the University of Washington collapsed in 1987.

Copenhaver agreed to refrain from playing the song and to stop any other piece when or if anyone observes the stands swaying. He also agreed to warn visiting bands of the potential problem.

"We didn't want to dampen the spirits of students," Copenhaver said. He took the loss of "Louie Louie" philosophically.

"We've grown a little tired of the song. We still play it sometimes at pep rallies, but it's not as popular as it was two years ago," Copenhaver said, adding that "I Feel Good," "Under the Boardwalk" and "Land of 1,000 Dances" are the more popular pep band songs this season.

(Story provided by College Press Service.)

# Classifieds

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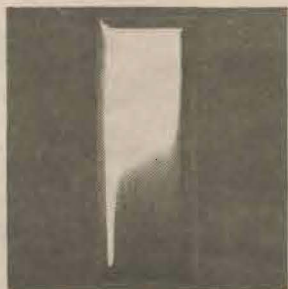
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## Finding the core in liberal arts

### Liberal Arts:

*The studies (as language, philosophy, history, literature abstract science) in a college or university intended to provide chiefly general knowledge and to develop the general intellectual capacities.*

Socrates believed that the fundamental principle of any liberal study was the notion that the good life is guided by rational thought.

In the Middle Ages, liberal arts education included courses in grammar, rhetoric, logic, arithmetic, geometry, music and astronomy.

Can this concept be applied to education in the 21st century? This is one issue that educators, including faculty at Pacific Lutheran University, face as they try to adapt their core curriculum to the needs of the future.

In 1988 President William O. Rieke appointed an ad hoc committee to study PLU's general university requirement.

The Committee for Restructuring of the GUR (FRoG) is studying how the core can be strengthened to better prepare graduates for the changing world.

"I think PLU has a chance to do something on its educational agenda that we won't see again for 20 years," said Rieke.

When the Pacific Lutheran Academy and Business School began, one objective was to prepare men and women for some useful work in life by thorough, systematic instruction on a Christian foundation.

This idea, expressed in the 1907 catalogue, developed with the college to become in 1959 "a preparation of a trained Christian citizenry through an unhampered search for truth in all areas and aspects of life."

When Pacific Lutheran College achieved university status in 1960, its objective became "maintaining the privilege of exploration and learning in all areas of the arts, sciences and religion in the true Reformation spirit." These objectives hold true 26 years later as expressed by the 1989 catalog.

Traditionally, the core requirement is where students attain their liberal arts education.

"The core will tell our students and supporters a great deal about this university, about the position it plans to hold in relationship to other colleges and universities, and about the ways the university goes about building excellence," said Gundar King, dean of the School of Business.

Core requirements tend to be something that students look at when trying to discern which school to attend. Most large state schools do not require a core requirement at all. Students are, however, required to take some liberal arts classes through individual department accreditation. (See related article, p.4).

Provost J. Robert Wills said, "I think we live in a world where science is important and where technology is becoming increasingly important in a liberal arts education."

Many students see college as a chance to prepare for a specific career rather than an opportunity for personal growth, according to a 1986 study by the Carnegie Foundation for the Advancement of Teaching.

Because PLU is a comprehensive university, offering both a college of liberal arts and sciences and professional

schools, this career-oriented attitude may lead to early specialization, narrowing the opportunity for exploration and experience common to a true liberal arts education, said Rieke.

The world for which today's students must prepare, however, is a changing society, full of complexities and inter-relatedness, said Florence Sandler, an English professor at the University of Puget Sound.

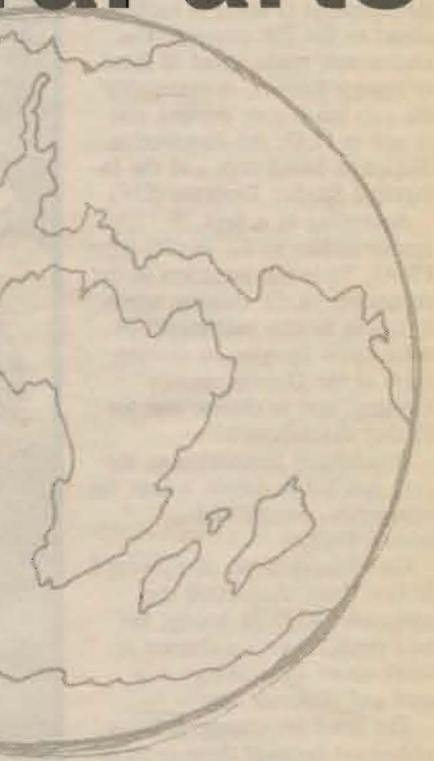
Traditional liberal arts education has been based on past human achievement. With the realization that we are approaching a "global village" perspective, education needs to look ahead to the future, said Duncan Foley, professor of natural science.

Wills believes that it is important to examine how the classes in the core relate to development of students who will be living in the 21st century. This might alleviate the problem of core requirements being milestones on the road to graduation.

"In an ideal world, you could create a core that was so exciting that people fought to take those courses; then you wouldn't have something that students thought they had to get out of the way," said Wills.

Issues such as these prompted the FRoG committee to think about change. Rieke believes that with the arrival of a new provost and new ideas, the time is right for change.

"When you talk about that kind of common body of experience and knowledge that's going to impact all of our students, I think you're really talking about the heart of the educational issue," said Rieke. "We don't do that in any one specific way at PLU except for once every couple decades."



*The core. In an apple, it is the central fiber that holds the fruit together. In education, the 'core' requirement is designed to serve a similar function.*

*Many students at Pacific Lutheran University regard core requirements as "classes you have to get out of the way." This attitude concerns most faculty members.*

*In 1988 the faculty called for an ad hoc committee to review both Core I and Core II. At the Faculty Fall Conference on Oct. 13 the ad hoc committee will present three possible proposals for core requirement reform.*

*Jodi Nygren and Melinda Powelson team wrote and reported the following series of articles.*

## Challenges in teaching for the future

Change tends to occur at the turn of a century. With the year 2000 just around the corner, educators are debating the significance this change will have in their classrooms.

This debate is flourishing on the Pacific Lutheran University campus as the faculty expresses concern that students will not be able to cope with the coming world and fear that this may be due to the emphases of current core curriculums.

"If we ask why people kill others, why hunger persists in a world of plenty, or why great gaps separate the rich and the

poor, black and white, male and female — we quickly learn how limited are our disciplinary perspectives." Robert W. Gates, (Chronicle, May 20)

Recurring themes expressed by some faculty members include: gender balancing, environmental issues, and ethics in business.

### Gender balancing the curriculum

Today's society must come to terms with the role of women in education because women represent a whole side of life which society has traditionally repressed.

For example, the English canon is being revised nationwide to include more works by women (see related article p. 4). Women's roles in history, business, religion and science are also being recognized.

This fall marks the debut of a gender-studies sequence in the Integrated Studies Program at PLU. Other departments have also introduced women's studies courses into their curriculum such as "Women and Men in Society" and "Feminist Theology."

"Gender courses are totally mainstream at most other Lutheran schools," said Elizabeth Brusco, anthropology professor. "Now peo-

ple with expertise are coming to PLU and I'm excited about that."

### Ethics in Business

- "For the merchant, even honesty is a financial speculation."
- "Honor sinks where commerce long prevails."
- "If you can build a business up big enough, it's respectable"

These characterizations, taken from "The International Thesaurus of Quotations," represent a common view of business ethics.

Donald Wentworth, a professor of economics, believes that these generalizations are unfounded.

Wentworth said "business, and politics are both areas that are capable of immeasurable greed. ... some highly publicized, highly specialized examples cause people to generalize. And I think unfairly," said Wentworth.

"We think news reflects the way most people are and by definition that should be wrong," he said.

Wentworth endorses a class in ethics as part of the possible changing core curriculum, but he believes that these issues can be, and are already addresses in economics and business courses.

### Environmental issues

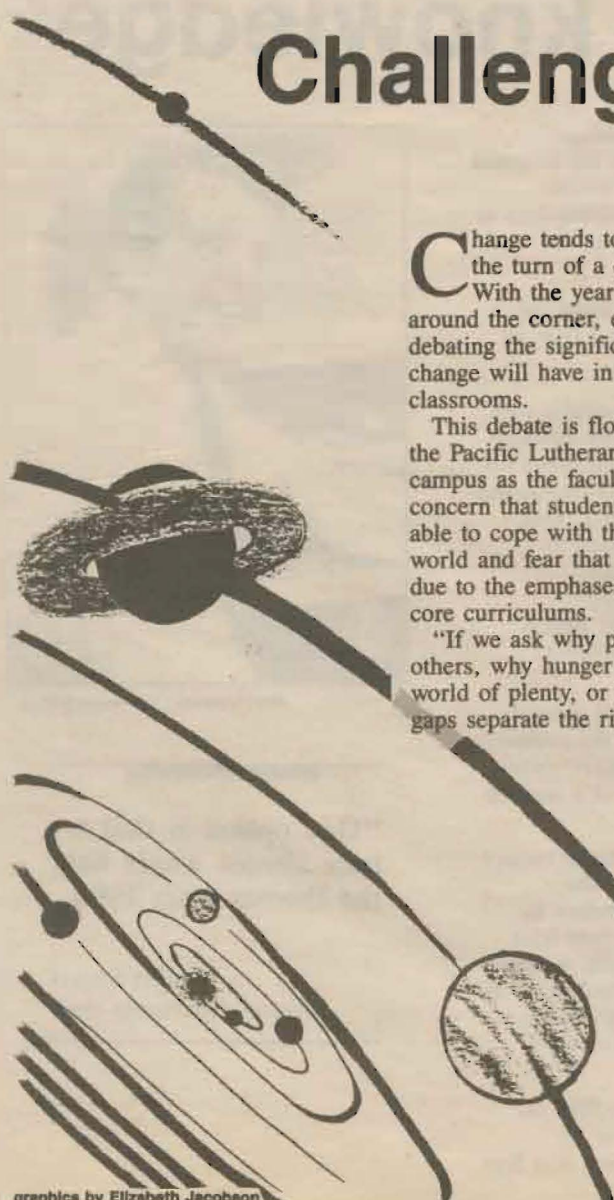
Humans are using the world's resources at an ever-increasing rate. As one country depletes its own supplies, it penetrates into unexplored regions, drawing the once colossal earth into a tightly-knit "global village."

In an earth science course entitled "Conservation of Natural Resources," professors discuss the problems of population, energy and energy resources.

One of these professors, Duncan Foley, stresses that you cannot look at the energy crisis as strictly a United States problem and believes that dealing with these problems is all part of the total human experience.

Foley begins his classes with a poem from Chief Seattle:

*"You must teach your children that the ground beneath their feet is the ashes of our grandparents. So that they will respect the land, tell your children that the earth is rich, with the lives of our kin. Teach your children what we have taught our children, that the earth is our mother. Whatever befalls the earth, befalls the children of the earth. If the people spit upon the ground, they spit upon themselves."*



# FROG committee members croak for change

In 1975 Pacific Lutheran University introduced the Integrated Studies Program. Now, 15 years later, the need for change is once again being addressed.

The Committee for Restructuring of the General University Requirement (FROG) is looking ahead to the 21st century. The committee, made up of 13 faculty representatives, is examining the two basic core designs now in use at PLU: the distributive, discipline-based core and the Integrated Studies Program (ISP).

According to a Sept. 7 memorandum to the faculty from FROG, "it is the intention of the committee in the coming weeks to assess faculty sentiments on these basic designs, to discuss them at the October faculty meeting, and to choose one for further development."

Preliminary discussion of the core has led to debate within the committee, faculty and administration.

On Monday Sept. 18 Provost J. Robert Wills challenged the committee to think boldly. He told them, "here's a chance to think about some things in a new and different way."

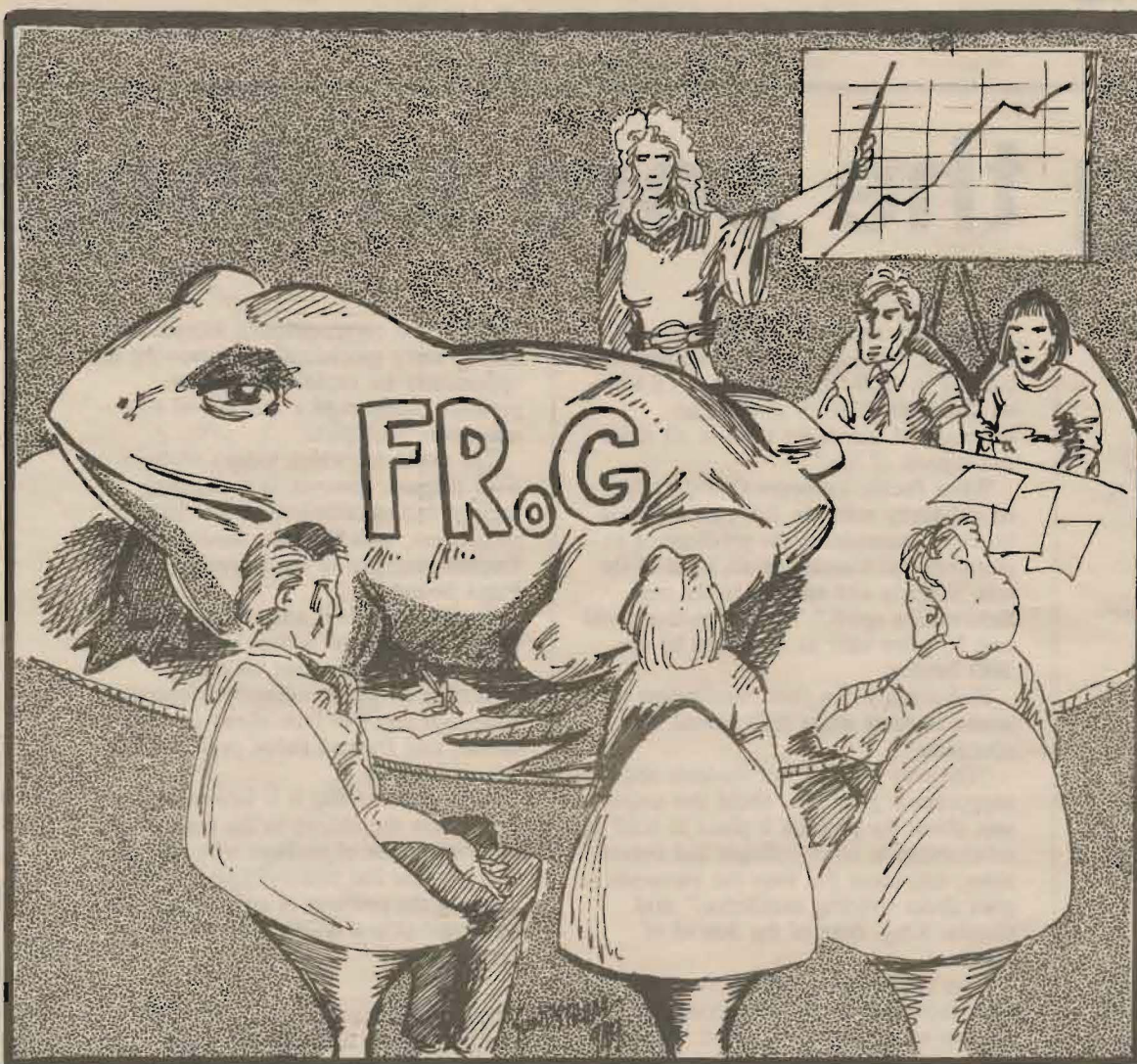
The need for change is being addressed because there is faculty concern that Core I requirements have become something that students merely check off in their gold book, instead of being an integral part of the liberal arts education.

There are also concerns that students taking the ISP sequence are not being educated in math and science courses.

According to its rationale (see related article p. 2), the strength of the distributive core lies in its breadth of perspectives and methodologies. Its weakness, however, is what concerns the FROG committee.

There is a lack of coherence that forces students to make their own connections and integrations, said committee member Dennis Martin.

For example, "if you require a



graphics by Paul Sundstrom

writing course, isn't that giving a tacit message that that's where students write and they don't have to write in their Psych. 101 course or their anthro. course or their chemistry course?"

"One option is that we take almost whole hog, the themes from ISP," said Robert Stivers, committee chairman. He explained that such a core would require that the whole university take the III/II2 sequences followed by sequences involving themes similar to those now found in the ISP program.

Martin, however, warns that

there are inherent problems with a thematic core.

"The thematic core is more likely to reflect the narrow, particular interests of persuasive individuals," he said.

Other problems with a thematic core include:

- Susceptibility to current trends and fashions.
- Demand on faculty time and energy.
- Creating administrative difficulties;
- Not drawing from faculty's graduate school experience

One concerned faculty member told Martin that "the courses that I teach now are the best courses that I know how to teach: Why should I be asked to teach courses that aren't as good as that?"

Martin replied, "Are the best courses that you want to teach the best courses that students want to take?"

The committee is faced with the question of whether or not students want to study specific courses in psychology, philosophy and biology or

whether they want to look at them in a different light.

One option the committee has discussed involves a "fresh experience." In this class, the reasons for a liberal arts education would be discussed and perceptions of the world challenged in hopes of preparing and opening freshmen to the issues they would be exposed to in the next four years.

This is only discussion, Martin said, emphasizing that the committee is only in the brainstorming stage. Another option which he supports is the senior capstone thesis.

Stivers, however, disagrees. "I don't think there is any sentiment for a common exit experience." He believes that each department should handle their own.

There are several problems with having a common experience program, including the fate of transfer students.

Admission records show that approximately 40 percent of new students each fall are transfers. If PLU incorporates a thematic core throughout the university, these students would have difficulty applying the discipline-based credits they have already earned to the GUR.

Another problem that occurs when restructuring a core is the demands on faculty members. Not only will it take time and energy to develop, but in a thematic core, courses are often team taught by more than one professor.

Finally, there are financial considerations. Restructuring the core would cost money. Martin said that the provost has urged them not to stifle their ideas by looking at financial considerations.

"I don't think we are going to make a choice between a distributive and thematic core. I think that's far too simple a process. I think our choice is going to be more difficult than that," Martin said.

## Cores strive for 'essential knowledge'

Students attending Pacific Lutheran University are required to take a "core" group of classes called the General University Requirement. According to the Carnegie Foundation, this group of classes should provide for essential knowledge to life beyond the campus.

At PLU students have two options of satisfying the core requirement.

Core I, is a distributive, discipline-based series of classes that is intended to increase connections across the academic disciplines of the institution.

In a discipline-based distributive core a student would take courses in specific disciplines such as arts and literature, natural science and mathematics, philosophy, religious studies and the social sciences.

A discipline-based core is built on the foundation that it is difficult to define what constitutes "essential knowledge."

In the rationale for a distributive core put together by the Committee for Restructuring the GUR (FROG), it states that "essential knowledge" is either not definable, disputed, or not teachable in what amounts to a year of core courses."

With the realization that no core will be able to successfully define and teach "essential knowledge," PLU's Core I attempts to provide knowledge through the different perspectives and methodologies of the disciplines.

For example, a student can learn a scientific perspective from a chemistry course and an analytical perspective from a course in ethics.

The distributive-based core is intended to draw upon the strength of the

disciplines themselves. Because professors in the disciplines have been trained thoroughly in their fields, students are presumably able to learn from them, and then make their own connections through the disciplines.

Student freedom plays a large role in a distributive core. The rationale states: "Immaturity notwithstanding, students have a tremendous capacity for free and responsible choices, and most exercise their freedom responsibly. ... Within the confines of exposure to a variety of perspectives and methodologies, students should therefore have considerable freedom both in the fields they choose to study and in the courses they select."

Core I functions within the framework of existing structures at PLU and does not require membership to special committees. It also allows students to know where they stand in relation to fulfilling the core requirement and lets faculty teach in areas where they are presumably most prepared.

The thematic Core II, better known as the Integrated Studies Program, offers students an alternative to the discipline-based Core I.

Core II is based on a coherent set of issues, addressing themes and subjects which seem essential in a liberal arts education.

The rationale for a thematic core states that while students may question the relation of a distributive systems requirement to their specialized interest, "students and their families may better understand that we would require PLU graduates to have studied, say 'The Origin and Structure of Human Society,' than have studied

philosophy, psychology, or biology."

Core II is designed to have the potential to move not away from, but beyond historically over-emphasized disciplines to more broad and more easily applied topics.

This ability is designed to make the core an "essential topic" rather than an "essential knowledge" model.

As a "topic" model, the thematic core would require continuous faculty development, pulling the individual members out of their graduate school specialization and into multi-discipline exploration. This would allow faculty and students to mutually engage in research and discovery, allowing for a unique undergraduate education rather than a "watered-down imitation of graduate school education."

Core II "seems like what all general education is supposed to be: the essence, the core, the heart of the matter" rather than the preliminary version of a specific discipline.

Although this core may initially require more administrative time than the distributive core and may therefore increase costs, such a program may have long term benefits. For example, a better student return rate, greater enrollment, attraction for exceptionally bright students, potential for new grants, and creative outlets for research.

This information was taken from the Committee for Restructuring of the General University Requirement in a Sept. 7 memorandum to the faculty.



Mark Wornath / The Mooring Mast

"One option is that we take almost whole hog, the themes from ISP."

— Robert Stivers  
religion department chair

## Enthusiastic provost attempts to pump up faculty members

When Provost Emeritus Richard P. Jungkuntz stepped down in the spring of 1988, he sowed the seeds for change in the core curriculum.

Provost J. Robert Wills plans to nurture this change and act as a sounding board for ideas from the Committee for Restructuring of the General University Requirement (FRoG).

"The ones (core programs) that really excite me are the ones that have made some decisions about what students ought to learn and about an intriguing way to put that together," said Wills.

Wills has been invited to attend the FRoG committee meetings and is anxious to be a part of the development.

In a Sept. 20 letter to President William O. Rieke, Wills outlined his suggestions to the FRoG committee which included the following points:

- To recognize that no one today can learn everything there is to learn, but to agree somehow that some common things should be learned;

- To think of the 21st century, not of the 19th, and certainly not of the 14th;

- To be daring, to embrace a willingness to risk, to think "big" rather than "small";

- To go beyond narrow disciplinary concerns or departmental "turf";

- To search for multi-disciplinary connections — to discover the "new" disciplines;

- To relate learning to the current world and to real issues faced by students;

- To provide an international scale;

- To offer multi-cultural views and insights;

- To include gender balance;

- To provide a concise rationale: Why are we asking students to do whatever we're asking them to do?

FRoG committee member Dennis Martin believes the role of the provost is crucial to the development of a new curriculum.

"If the provost makes this his No. 1 priority and says 'core curriculum reform is what I want to happen more than anything else at PLU' I think people will take it a lot more seriously than if he includes it in a list of things."

President William O. Rieke said that the vice president team selected Provost Wills with the idea that there would be some sort of curriculum reform.

While Wills sees his role as important in the development of a new GUR, he does not see himself as dictator of his own ideas.

"In the end, it's going to be faculty debate that makes all the difference...I don't see myself as being much more than a cheerleader."



Courtesy of Photo Services

**"In the end, it's going to be faculty debate that makes all the difference ... I don't see myself as being much more than a cheerleader."**

— J. Robert Wills, provost

## They asked for change — and now they might get it Faculty skeptical about what committee will accomplish

In the beginning, the faculty got it going, and in the end, it's going to be faculty debate that makes all the difference.

In 1988 the faculty of Pacific Lutheran University initiated a movement toward core curriculum reform. The president appointed representatives from each division of the school to an ad hoc committee (FRoG) to examine the present GUR situation.

Now, after a year of research, the committee has prepared initial proposals to be submitted to the faculty at the Oct. 13 Faculty Fall Conference. However, professors at large are skeptical about the outcome.

Curtis Huber, a professor of philosophy, was an instigator of curriculum reform in 1975. He and seven other faculty members created the Integrated Studies Program.

Huber does not sense that there is going to be radical curriculum reform at this time because of requiring restrictions in the majors, political turf struggles and economic considerations.

"It's not likely to happen that there will be radical changes in the present track, even though everybody thinks it could be improved, mainly by tinkering, not any radical change.

"Push a chair here, tape, and thumb tack a piece there, but what you're going to end up with is very like the core we've already got. If anything, it will make room for a little more smorgasborg," said Huber.

He said that there is probably less than 50 percent of the faculty who are discontent with the present system, "but the majority, I think, are quite content."

Members of the committee recognize this attitude.

"It's going to take a very strong selling job on the part of the committee," said Sara Officer, a member of FRoG and a physical education professor. She explained that each member on the committee has a big job ahead of them to get their individual divisions excited about the change.

"You have to understand that we (members of the committee)

have a lot invested in this.

We've been meeting every week for almost a year, and we're just beginning to come to some kind of consensus," she said.

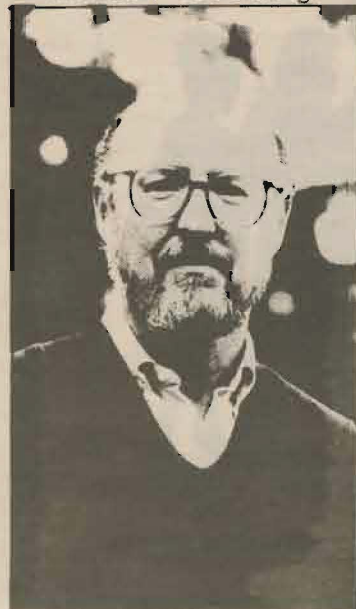
To the question of whether or not PLU needs to have one or two cores the faculty response was undecided.

"Right now we have the best of both worlds," said John Herzog, dean of natural sciences.

"Students can take the distributive core or they can take our Core II, which is an excellent program."

However, he sees a need for improvement in both Core I and Core II.

"A student certainly cannot go out in the world as an engineer without being able to write and communicate," said Herzog.



Mark Wornath / The Mooring Mast

**"If you require a writing course, isn't that giving a tacit message that that's where students write, and they don't have to write in their Psych. 101 course or their anthro. course or their chemistry course."**

— Dennis Martin  
English professor

"And I don't see how an English major or a history major can go out into the world and figure they know anything about what's going on if they don't know any science. Every year has a scientific breakthrough."

Angelia Alexander is also in favor of a two core system.

"Some students relish the experience of a thematic core, while other students don't have the same sense of integration — they are more comfortable with things in packages."

"What we have now is a moderate size university, and the ISP program functions as a kind of college within it, in the sense of a relatively discrete group of faculty and students who perceive things in their own way. I think that the notion that we can generalize that is a little nostalgic for the times," said Paul Benton, professor of English.

Other faculty members would like to see a freshman seminar.

A freshman integrative program would encourage new students to examine their ideas, expectations and values, said Lawry Gold, professor of art.

Philosophy professor Paul Menzel said, "A striking weakness in our curriculum is the absence of some special freshman component of our curriculum...that trained students, right away when they got here, to think in active terms."

Faculty members are also concerned with the transfer students. Because they constitute 40 percent of the incoming class each fall, some consideration must be given to how the core will affect them.

"These students offer importantly different perspectives to our traditional students," said Gundar King, dean of the school of business. If the university had a heavy core, then it would discourage transfer students, he said.

King would like the core to be limited to one year so that it would not infringe on the students in the professional schools ability to take elective courses.



Mark Wornath / The Mooring Mast

**"A striking weakness in our curriculum is the absence of some special freshman component of our curriculum...that trained students, right away when they got here to think in active terms."**

— Paul Menzel  
philosophy professor

"Preparatory courses for the business curricula, dealing with specific knowledge of mathematics, statistics, computer science and economics are as important to the business school as much as the business courses," said King.

Most professors believe that students should have some sort of role in the possible core curriculum revision.

"If we don't get student input, we won't meet their needs. I think PLU students need to have a little longer range approach than 'just me.' This is a chance to have an affect for a generation of students," said Officer.

One group that could motivate students to be involved is ASPLU, said Ann Kelleher, political science professor. She thinks they should submit their own ideas to both the FRoG committee and to the individual faculty members.

One issue that unites both faculty and students is the effect that the core curriculum will have on the university's objectives and how this will influence the reputation of the institution.

"The single most important thing we could do to make ourselves a really distinctive institution — this has nothing to do with snobbishness, absolutely nothing to do with snobbishness, this is just being distinctive — is to adopt some kind of requirement, is to get clear on what special distinction we expect of seniors because that will drive everything else," said Menzel.

### FRoG Committee Members:

D.M. Martin — English	Humanities
Robert Stivers — Religion	Humanities
George Hauser — Math/CSCI	Natural Sciences
David Hansen — Biology	Natural Sciences
Greg Guldin — Anthropology	Social Sciences
Christine Hansvick — Psychology	Social Sciences
Steven Thrasher — Bus. Admin.	Business Administration
Darlean Sydnor — Education	School of Education
Mary Lou Klisch — Nursing	School of Nursing
Sara Officer — Physical Education	School of Physical Education
Richard Seeger — Advising	Academic Advising Center
Peggy Upton — Engineering	Writer / researcher

Michele Shephard — English  
Jim Morrell — economics  
Michael McGuire — business

## UPS, Reed College stress integration

### University of Puget Sound

When President Philip Phibbs arrived at the University of Puget Sound in 1973, he and the faculty made some major revisions in the core curriculum.

Phibbs devised the slogan "education for a lifetime," and thought that UPS should offer intellectual flexibility.

According to the catalog, the school's core centers on teaching "essential skills and concepts designed to give meaning to, and unite the other courses a student will take over a four-year period."

It offers courses in the humanities, history, political science and the social sciences in a student's journey throughout the four years and moves into a values sequence in the last semester.

"UPS's core is designed to be integrative. Our students are required to be responsible to understand the situation of a changing society," said Florence Sandler, professor of English.

The faculty and administration continually try to meet students concerns, and look at educational values more widely, she said.

One distinctive feature of

UPS's curriculum is the Honors Program. Thirty-five students are selected from the freshmen class to join the program each year, and they are taught as a cohesive group for a four-year period.

Michael Curley, director of the program, said that a student who goes through 'honors' learns something very different than a person going through the general university's core. "We concentrate on reading one comprehensive book list over four years," he said.

Curley said the program is one that is wholly integrated. He said, "the strength of honors is that the teachers are aware of what they have to build on."

### Reed College

Although the general requirements at Reed have not undergone major changes in the past 40 years, some modifications have been made, said Provost Douglas Bennett.

The requirements at Reed extend over a four-year period with an inter-disciplinary freshman course called Humanities 110.

Students are then required to take one full year of courses from each of four different groups:

- A) literature, philosophy and the arts;
- B) history, social sciences and biology;
- C) the natural sciences;
- D) mathematics, logic or foreign language or linguistics.

Each year-long course must be two semesters of the same discipline within the same group. In their junior year, Reed students must pass a qualifying exam in their major so that they may begin a thesis in their senior year.

The Reed Catalog calls this senior experience "the sustained investigation of a carefully defined problem...which permits the student to integrate all aspects of his or her academic experience."

Before graduation, each student takes a final comprehensive two-hour oral exam, emphasizing knowledge gained through the thesis and the major field.

Like many other liberal arts schools, Reed has had "a gradual growing awareness that we're too centered on the Western world," said Peter Parrish, an art professor and chairman of a curriculum committee.

This awareness has inspired consideration of adding an Asian studies program at Reed.

## Student responses to core curriculum reform

While most faculty members are aware of the present discussion regarding possible core curriculum revision, Pacific Lutheran University students are generally unaware of the debate.

Because any changes will probably not affect students currently attending the university, it's difficult to obtain substantial student input which could play an important role in the faculty decision.

Jim Morrell, a student member on the Committee for Restructuring of the General University Requirement (FRoG) encourages students to speak with the members of the committee (see member list p. 2) and other faculty about the strengths and weaknesses of PLU's core programs.

The following is a random sample of student opinion:

"Integrated Studies affected my decision to come to PLU. Since I am going into comm. arts, I have to be able to deal with everything. Core II sounded like it would help me do that."

—Andy Ittner  
freshman  
communication arts

"My major, engineering, is so outlined already that even Core I requirements can be difficult to fulfill."

—Kjirsten Ennes  
sophomore  
engineering physics

"It (two cores) makes it so there is something for every kind of student."

—Kirsten Rue  
sophomore  
secondary education

"If PLU went to one core it would have to be something that would encompass both the science and the humanities students."

—Karen Tuvey  
junior  
biology

Why integrate?

"Especially now, in this day and age, I think it's critical that people learn to think globally. Thinking globally requires that people see in detail the many different aspects that make up the whole as well as the whole itself."

—Brian Watson  
sophomore  
undecided

## Male-dominated English canon under fire

by John Rousselle  
staff reporter

While the university curriculum is undergoing closer scrutiny than it has in some time, the process is not an unfamiliar one to some members of the faculty.

In the Humanities, and in English in particular, the debate over what should be taught is a constant one.

In some respects, the search for a unified core mirrors the trend of re-evaluation that has been taking place in English departments across the country over the last two decades.

English professors have already been forced to respond to many of the issues that are now affecting other disciplines. The recognition of the contribution of women in all fields and the move toward a more global community have been very visible examples of this, especially in the past few years.

The crux of the problem in English lies in the concept of a literary canon: those works which are generally accepted as must-reads for all students in the discipline. Given a limited amount of time and resources in which to present any of a multitude of possible works, professors are faced with tough choices as to what to include and what to leave out. Until recently, what usually made it through to the classrooms was the writing of predominantly white, male dwellers of England and America.

At first, this may not seem particularly shocking; the discipline is called "English" after all. But when one looks to see who and what this excludes, the list is alarmingly long: works by women, works by third-world and colonial authors, world literature (both in English and in translation), and works in non-traditional media (such as film). "Inclusivity" looks to be the new buzz-word for the nineties.

The response to the dilemma at the national level has been extremely varied. Some schools have gleefully cast out traditional texts in favor of works by women, black and hispanic authors, while others have clung to the traditional canon as if it

more unity," he said. Benton argues that the "great homogenizer" of the classroom dilutes the cultural content of non-western works so that students aren't really exposed to other cultures in their reading. "If your goal is to really in-

crease students' global awareness, then you ought to send them to Nicaragua," he said. Benton said that changes in the curriculum are further limited by what the faculty know and can teach and what students are ready and able to learn. "Students aren't just amorphous jelly that you can pour into the curricular mold," he said. Benton thought some inclusive changes would inevitably come, though. "I wouldn't be surprised if 20 years from now there is no such thing as 'the English department'. It seems very ethnocentric to me," he said. Benton thought a name like

one — that of simply increasing the amount of material students are expected to be versed in. "Ten years from now, this survey text, this hallowed 'Norton Anthology' is going to change. Of course, the change will be smaller type and more pages," he joked.

Professor Jane Marek, who specializes in Women's Studies, said that she'd seen little real change over the years. "We could do much more," she said. "I still see a lot of tokenism in what's happening, despite all the talk."

Marek sees the lack of any consistent criteria for judging the value of works as a real hindrance to progress. "We need to have some means of weighing the relative merits of things," she said, adding, "It need not be an exclusive type of judgement."

At the same time, however, she said that she realized that a bias-free system of criteria is probably impossible to construct.

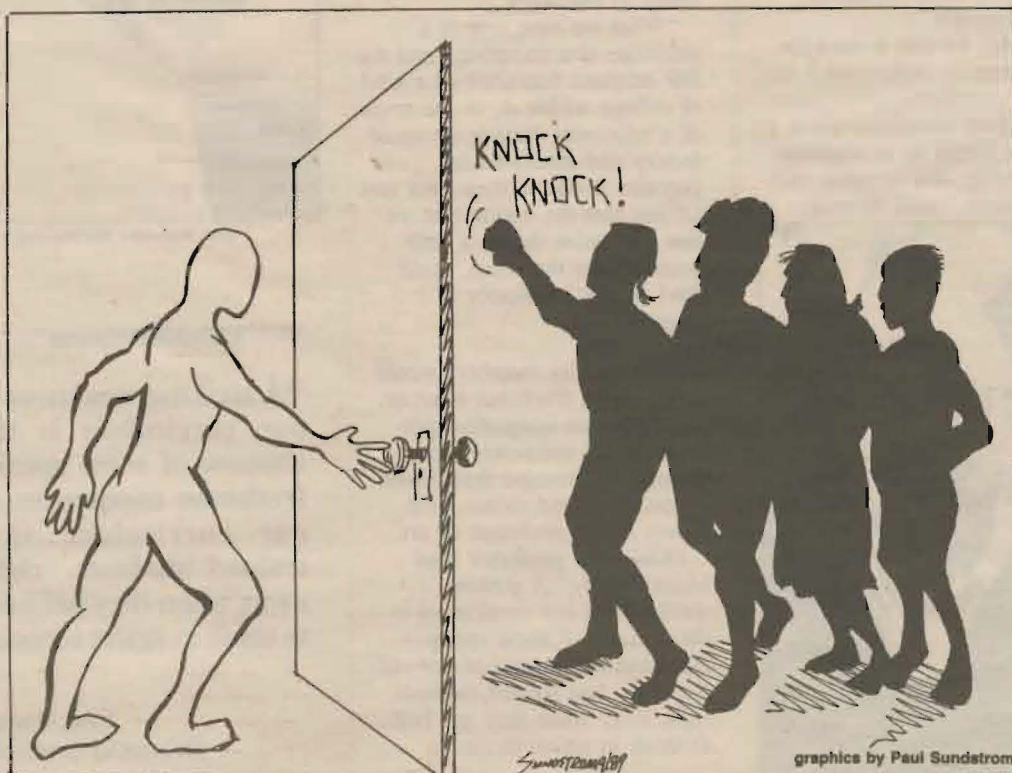
Marek said that the whole question of canon is really of secondary concern to her, though. Of utmost importance is that the students in her classes be able to read and write and analyze, regardless what works they study to achieve those skills. At the same time, however, she sees no reason not to include literature from a broad range of authors.

"I think eclecticism helps us to be more inclusive, so that we know where our taste is coming from," she said.

As to what real effect she thought current discussions might have, Marek said that radical change was unlikely, but that she remained excited about the prospects.

"Probably what we're going to do is strike some kind of balance," she said.

"We are seeing real change and both positives and negatives are going to come out of it. Wouldn't it be great if there were more positives than negatives?" she said.



were a sacred relic. The responses of most schools, including Pacific Lutheran University, have been somewhere in between.

Paul Benton, chair of the English department, says he sees the process as a "natural evolution" which stems from two cultural events in the West: the increasing pluralization of our society, and the search for unifying themes among different cultures.

Benton said one of the greatest problems in expanding the literary canon is that these two phenomena are fundamentally at odds.

"You can't have it both ways — both more diversity and

more unity," he said. Benton argued that the "great homogenizer" of the classroom dilutes the cultural content of non-western works so that students aren't really exposed to other cultures in their reading. "If your goal is to really in-

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# INCORPORATION

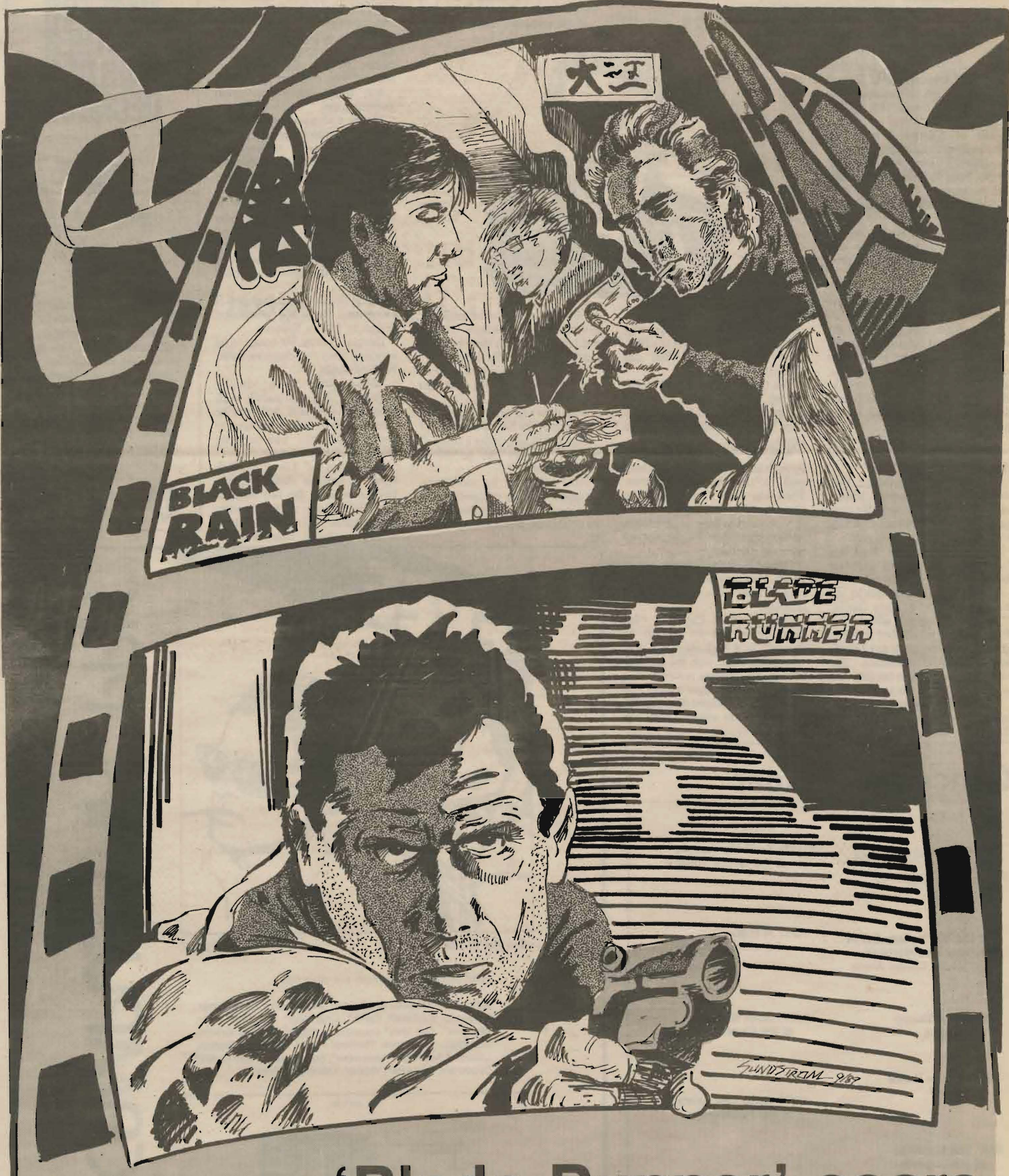
INSIDE

TV Shows:

'Major Dad' and 'People Next Door' face reviewer's critical thumb

See Page 4

While 'Black Rain' drizzles . . .



. . . 'Blade Runner' soars

# Bright lights, visual flair expose thin story

BY PAUL SUNDSTROM  
ARTS EDITOR

It's sad. It's a shame film director Ridley Scott has settled for less than what he could get.

Scott's last two films, "Someone To Watch Over Me," and "Legend," were disappointing because they lacked something: They lacked stories.

Sure, they were entertaining films. "Someone To Watch Over Me," had its suspenseful moments. "Legend" had incredible set and costume design (unfortunately the U.S. version was cut by 20 minutes).

All of Scott's films have breathtaking cinematography, visual imagination and that patented, bright Scott lighting that saturates his characters.

Scott's stylistic flair deserves more.

"Black Rain," Scott's newest film, suffers from the same problem; thin story supported by pretty pictures.

Michael Douglas stars as Nick, a tough New York City cop. Sound original?

Nick, when he's not racing his motorcycle and collecting bets for races he's won, tries to play the devoted father figure to his kids, even though he's a crook. Sometimes he heists cash collected from busts. A big no-no in the police world.

But Nick feels justified in taking "bad" money because that's "how things work in New York."

He's a troubled cop, though. He's divorced. He's facing formal charges on taking money. He can't pay his bills. He can't send his kids to college. Everyday cop stuff.

Despite his hang-ups, Nick is a laid-back cop. Almost too laid back.

Nick barely flinches when he and his partner Charlie (Andy Garcia, "The Untouchables") witness two Japanese men get stabbed and sliced by a Japanese tough-guy (Yusak Matsuda) in a restaurant. The tough-guy killed them because of a small box, which he took.

Eventually, Nick and Charlie apprehend the villain and want to throw the book at him. Unfor-

tunately, political red-tape prevents the villain from facing formal murder charges.

Instead, he must confront charges facing him in Japan.

Guess who the escorts are?

Nick and Charlie take him overseas. They meet someone they believe to be a Japanese policeman and sign an "official prisoner exchange form" and give the prisoner to him.

Guess what? They gave the

Marahiro (Ken Takakura) is a Japanese cop who is given the responsibility to keep Nick and Charlie out of trouble and from obstructing the case.

What's the big mystery about the "small box"? Why was the villain so willing to kill for it?

It takes the remainder of the film to find the answers, even though they may be solved quite easily by the audience.

If the audience cannot discover



prisoner to the wrong guys.

With events like these happening within the first 15 minutes of a film, there are two things that can happen.

The film can have the NY cops: (a) Say "shucks, we screwed up" and go back home to fight crime in New York, or (b) kick some butt in Japan.

Well, if intelligence courses through your body, you would have said "b." It's the logical choice. Then why does Scott present the situation like it's a big surprise?

Nick wants to hang around Japan to save some face for the mix-up with the prisoner.

During Nick and Charlie's stay in Japan, they face the cultural barrier — they don't speak the language.

Chicago (Kate Capshaw, "Indiana Jones and the Temple of Doom") is a high-class call girl who helps Nick with the cultural barrier, but she has reservations.

She's none too eager to help him because the walls have ears, and she doesn't want to wake up with her throat slit.

the answers, they may be subjected to watching pretty pictures. There's nothing wrong with that, but why didn't Scott strive for more?

Why didn't he give us a sense of a tale like he did in his first film "The Duellists"?

Why didn't he give us moments of suspense like he did in "Alien"?

Why didn't he present a sense of awe and mystery like he did in "Blade Runner"?

Scott seems to be more pre-occupied with the composition of his camera frame than the action, the characters, and the story within it.

But if you've studied Scott's films, you will not be disappointed in seeing that his lighting and his film motifs are more present than ever.

He's got enough bright back-lighting to generate Seattle.

Oh, and ceiling fans? He's got those, in a big way. Fans, fans, fans, and more fans. You would think that he would have a hard time transplanting his fan obsession to a wide-open prairie. Nope.

He gives us giant windmills that whisk with incredible power, casting the fan shadow he's infatuated with over the hillside.

But there are some great moments, too.

There's a scene where Charlie is being surrounded by a gang on motorcycles in an underground parking garage. Scott builds the scene with tension and a great sense of paranoia.

The music, by Hans Zimmer, is annoying at times. It's especially overdone during a motorcycle and fist-fight scene near the film's end. A loud, booming rock beat eats at the suspense the scene is supposed to provide.

Jan de Bont's cinematography is exceptional as is the production design by Norris Spencer.

Douglas is okay. He seems to be recycling other cop-character traits. Nothing flashy.

"Black Rain" is a visually refreshing film, fast-paced, with some good moments. Scott can be commended on taking his time to develop all the surrounding character's personalities.

Like "Sea of Love," "Black Rain" is familiar stuff. The difference between the two films is that Scott allows more character development. This can only allow a more colorful film to shine

through.

Too bad it doesn't have a colorful story to accompany its colorful images.

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## Concert Calendar

9/29 Mood Paint & Herd of Turtles at Squid Row

10/2 Butthole Surfers at the Moore Theatre

9/30 Dwight Yokam & The Fabulous Thunderbirds at Seattle Center Arena

10/11 R.E.M. at Seattle Coliseum

9/30 Duffy Bishop at Noggins

10/18 Joan Baez at the Paramount

9/30 Dharma Bums at Central

10/27 Jerry Lee Lewis at the Paramount

9/30 The Melvilles at the Legends

11/1-2 Rolling Stones B.C. Place, Vancouver, B.C.

10/1 Stray Cats at Parkers



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# 'Blade Runner' breaks new ground: Old technical masterpiece probes philosophical issues



BY PAUL SUNDSTROM  
ARTS EDITOR

*This is the first of a ten part series. Since the 1980's are almost completed, the reviewer is using this column to elaborate on films he believes will be considered classics in the future. The films reviewed will strictly be those released in the 1980's.*

The year is 2019. You're part of a special police force called Blade Runner Units. Your orders are to kill an agile, strong, intelligent, advanced robot called a Replicant. They look and act like humans.

One way to detect a Replicant is to attach them to a machine, ask them a series of questions and monitor the dilation of their pupils. If they're a Replicant, "retire" them. But what makes a human, "human" and a Replicant "artificial"?

Deckard (Harrison Ford) faces this dilemma in Ridley Scott's 1982 masterpiece, "Blade Runner."

The city is Los Angeles and it's a pit. LA and Earth are dying or already dead. Many people have moved off Earth to live on the Off-World colonies. Those who are living on earth are dying with it.

Earth is polluted, no longer a place of mystery. It's only a graveyard for dead dreams.

Originally, a Replicant's purpose was slave labor. They worked under hazardous conditions when they explored the areas that soon became Off-World colonies.

At one point the Replicants mutinied and from that day forth they were announced illegal, under penalty of death.

A Blade Runner's purpose is to find and kill Replicants.

Four Replicants are known to

have landed off-shore in a spacecraft and it's Deckard's responsibility to find and destroy them.

But director Ridley Scott presents the future, 2019, as a time where humans have lost touch with themselves. They've settled for pollution and crime. Their dreams have stopped dead in their tracks.

Deckard meets with Tyrell, the man who manufactured the Replicants originally. Deckard also meets Rachael (Sean Young), a woman Deckard discovers to be a new model of Replicant, but a Replicant nonetheless.

Scott then gives the film an original twist; he follows the villains with little attention to Deckard's detective skills.

We assume that Deckard is a good detective. Every time we see Deckard, he has new information. We never see him find most of his information, yet we assume he's good at his job.

Because of this assumption, Scott focuses on the "villains."

Rutger Hauer plays "Batty," the leader of the four Replicants. Hauer plays his character in a very odd fashion. At the start of the film he plays "Batty" as almost evil incarnate. Later on in the film it's questionable whether he is or isn't.

But Deckard seems to be torn between his "duty" and his compassion for life. Is to be a Replicant to know life? Is to be human to know life?

When Deckard decides to follow his duty, he feels guilty for not reacting differently.

When Deckard feels compassion, he soon wishes he would've followed his duty.

What's a space-aged robot executioner to do?

Scott has created a masterpiece. It deserves to be called one primarily for its mixture of science fiction and 1930s detective stories.

On one hand it is a science fiction film. Police cars fly in the air like spaceships, as do large, space-age blimps blurring out ad slogans and transmitting Chinese food ads on a giant TV screen.

The guns and costumes certainly look space-aged.

But the science fiction atmosphere doesn't dominate the screen. There is such a consistent mix of contemporary artifacts and nuances with the futuristic aspects,

that it is believable that such a future could exist. Scary.

It is very unfortunate that "Blade Runner" bombed at the box office.

It's also very, very unfortunate that "E.T." captured the Oscar for special effects and "Blade Runner" didn't. The effects by Douglas Trumbull are the best in the league. They are the best you will find in

ANY film done to date.

E.T. looks incredibly fake and plastic. You won't see the quality dissipate in effects, characters and atmosphere for a long time to come in "Blade Runner."

It's a great film.

"Blade Runner" is available for rental or sale on video cassette. It sometimes plays at film revival theatres in the area.

## WHAT'S HAPPENING

■ PLU Art Faculty Exhibition-Show ends tonight. The show is in University Gallery and will be open until 4:30 p.m. tonight.

■ Sept. 29, the Tacoma Actor's Guild opens its 1989/90 season with Neil Simon's, "Brighton Beach Memoirs." For more information on subscriptions or tickets, call the TAG box office at 272-2145.

■ Nigerian artist Bruce Onobrakpeya's exhibition of "Sahelian Masquerades" will be on display Oct. 4-27 at the University Gallery in Ingram Hall. An opening reception is scheduled for Tuesday, Oct. 3 from 5 p.m., to 7 p.m., in the gallery. The artwork is a collection of the artists' work completed between 1985 and 1988. The work was inspired by the life of people living in and around the Sahara, West African sub-region. The exhibition and reception are free. The gallery is open from 8:30 a.m., to 4:30 p.m., weekdays and 1 p.m., to 4 p.m., Sundays. Call 535-7143 for more information.

■ Trumpeter Richard Pressley will perform in the University Center at 7 p.m., Thursday, Oct. 5. Pressley teaches trumpet at PIU, as well as performs with the Seattle Symphony. Pressley will be accompanied by pianist Lisa Bergman and will perform Torelli's Sonata in D, Haydn's Concerto in E-Flat, Arban's Fantaisie and Variations, Steven's Sonata and Arutunian's Concerto. The concert is free. Call 535-7627 for more information.

■ Seattle-area violist Betty Agent will perform Shostakovich's last composition, Sonata for Viola and Piano, at 3 p.m., Sunday Oct. 8, in the University Center. Agent will be accompanied by Anita Cummings and will also perform Brahms' Sonata in F minor and Marias' Five French Songs. The recital is free. Call 535-7627 for more information.

■ A 30-minute film, "Letters From America," will make its west coast premiere Saturday, Oct. 14, in the Scandinavian Cultural Center. The film centers around Norwegian immigrant and writer Ole Rolvaag. Filmmakers Christine Craton and Tim Schwab will introduce their film at 7:30 p.m. A reception honoring the filmmakers will commence follow-

ing the film. Books by and about Ole Rolvaag will be given to those who attend the premiere. Call 535-7349 for more information.

■ Arthur Miller's "Death of a Salesman" will be performed at 8 p.m., Oct. 12-14 and 2 p.m., Oct. 15 in Eastvold Auditorium. The Pulitzer Prize winning play will be directed by William Becvar, PLU's theater director and Tacoma Actor's Guild's associate artistic director. Admission to the play is \$5 for adults and \$2.50 for students. Since seating is limited, reservations are advised. Call 535-7762 to reserve tickets.

■ The Humanities Film Festival presents Satyajit Ray's "Home and the World," Oct. 13 at 7 p.m. The movie is based on the Nobel prize-winning novel by Rabindranath Tagore about an Indian woman who falls in love with her husband's best friend. The film is free and is held in the Administration Building, room 101. Call 535-7228 for more information.

■ The University Jazz Ensemble will perform Oct. 13 in the University Center at 8 p.m. They will perform Kubis' arrangement of "Teach Me Tonight" and Catingub's arrangements of "Stopin' at the Savoy." Also performed will be arrangements of "My Old Flame" and "As Time Goes By" which will be directed by Roger Gard. Catherine Bleeker will also debut as director of the PLU vocal jazz group Park Avenue. They will sing Mattson's arrangements of "I Hear Music" and "I've Got You Under My Skin" as well as Puerling's arrangement of "All Things You Are." For more information, call 535-7601.

■ Ray Manzarak, of "The Doors," and poet Michael McClure will perform "An Evening of Spoken Word and Music." The presentation begins at 8 p.m., Oct. 19 in Eastvold Auditorium. Manzarak will play the piano and will talk about the mystique of "The Doors." McClure, author of the "Mercedens Benz" song, will talk about today's pop culture. The PLU Artist Series event is sponsored by ASPLU. Tickets are \$3 for the general public and free to PLU students and staff. Call 535-7480 for more information.

## Food Service Menu

### Saturday, Sept. 30

Breakfast: Omelette Bar  
Fruit Cocktail  
Hashbrowns  
Hot/Cold Cereal  
Twists  
Asst. Juices

Lunch: Corn Dogs  
Peas & Onions  
Potato Chips  
Tomato Soup  
Omelette Bar  
Hashbrowns  
Salad Bar

Dinner: Chinese Beef  
Egg Rolls  
Steamed Rice  
French Beans  
Airport Roll

### Sunday, Oct. 1

Breakfast: Cold Cereal  
Asst. Juices  
Pear Halves  
Jelly Donuts

Lunch: Fried Eggs  
Sliced Ham  
Waffles  
Jelly Donuts  
Salad Bar

Dinner: French Dip  
Onion Rings  
Italian Blend

### Monday, Oct. 2

Breakfast: Hot/Cold Cereal  
Hard/Soft Eggs  
Pancakes  
Sausage Patties  
Muffins

Lunch: Reuben Sandwich  
Chicken Noodle Soup  
Broccoli Cuts  
Dinner: Pork Chops  
Chicken Corden Bleu  
Oriental Blend  
Parslied Potatoes

### Tuesday, Oct. 3

Breakfast: Fried Eggs  
French Toast  
Hot/Cold Cereal  
Donuts

Lunch: Chicken Hoagies  
Chili Frito Cass.  
Corn  
Dinner: Cheeseburgers  
Shrimp Crepes  
Carrots  
Spiced Curly Fries

### Wednesday, Oct. 4

Breakfast: Scrambled Eggs  
Apple Pancakes  
Sausage Links  
Hashbrowns  
Asst. Juices  
Hot/Cold Cereal

Lunch: BBQ Ham on a Bun.  
Tomale Pie  
California Blend  
Dinner: Beef Burgundy  
Turkey Cutlets  
Broccoli Spears  
Straw. Chiffon Pie

### Thursday, Oct. 5

Breakfast: Omelette Bar  
Waffles  
Donuts  
Tator Tots  
Hot/Cold Cereal  
Asst. Juices  
Apricot Halves

Lunch: BLT  
Turkey Rice Cass.  
Carrots  
Pretzels  
Choc. Pudding  
Dinner: Homemade Pizza  
Chicken Strips  
Peas  
Sheet Pan Rolls  
Choc. Cake

### Friday, Oct. 6

Breakfast: Scrambled Eggs  
Pancakes  
Bear Claws  
Applesauce

Lunch: Monte Cristo Sand.  
Beef Pot Pie  
Winter Blend  
Steak Fries  
Dinner: Spaghetti  
Clam Strips  
Scandanavian Blend



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# 'Major Dad' earns it's rank

BY PATRICK ROTT  
STAFF REPORTER

Well, I'm back. For any of you who might have the good fortune to remember, last year I wrote a column reviewing new television programs under the hideous title "Tube Talk."

This gave birth to another column that you may be familiar with. Now with a new administration within the features section, I have returned to the frightening task of reviewing the fall season, as only I can. Remember: You've been warned.

I'm beginning with part of CBS's Monday night line-up. CBS offers three hours of nothing but situation comedies. Returning are three of the most popular sitcoms on television: "Murphy Brown," "Designing Women," and "Newhart."

Joining them are a Marine, a cartoonist, and an agent, which, in some twisted fashion, makes sense. I'll be tackling the first two this second time around.

## Major Dad

Gerald McRaney, formerly of "Simon & Simon," is the star of this program which CBS is trusting to bring in a large audience to begin its Monday night programming. And it is a trust that is well-deserved.

McRaney is Major J.D. "Mac" MacGillis, a major in the U.S. Marine Corps and a tough-minded conservative, although you just know he's got a heart of gold — every tough guy on television does.

MacGillis meets reporter Polly Cooper (played by Shanna Reed), a tough-minded liberal (imagine that). And before you can shout "Semper Fi," they fall in love and, at this point, are engaged to be married.

Cooper has three daughters, because if she didn't, the title of the show would look really stupid. The daughters are so formulaic that I forgot their names but they essentially follow the traditional sitcom-

children format: the drooling, boy-crazy teen (Marisa Ryan) who would "settle for a guy without zits," the middle daughter and resident smart-mouth (Nicole Dubuc), and, of course, the cute little girl (Chelsea Harford) whose only job is to say and do as many cute things within the half-hour as she can.

The only reason I see behind these characters is for McRaney's character to react to the situation in his militant fashion, which he does wonderfully.

In this show, McRaney provides a performance which is quite unique in most sitcoms, simply because he plays a character, who most might not find humorous but here they do.

Shanna Reed is a tremendous delight and I'm surprised she hasn't been seen more prominently before. She has a smile that could melt a fudgesicle (or a Marine, which is the general idea, of course.) She and McRaney work well together and a better team could not have been devised.

This is truly a strong enough show to survive its placement against the popular, and gut-churning, "Alf" on NBC, as well as draw that large audience to CBS. Unfortunately the same cannot be said for...

## The People Next Door

(CBS, Mondays, 8:30 p.m.) You may remember a gentleman named Wes Craven who helped spawn Freddie Kruger and his "Nightmare on Elm Street" movies. I guess good ol' Wes decided to dabble in the realm of television and this inept comedy is the result.

You may remember Jeffrey Jones. He starred in such movies as "Beetlejuice," "Ferris Bueller's Day Off," and my personal favorite, "Howard the Duck." He was enjoying a sense of reasonable success. I say "he was" because he agreed to star in this show as Walter

Kellogg, a cartoonist who has the ability to transform his imagination into reality. Don't ask.

You may remember Mary Gross, formerly of Saturday Night Live fame. She wasn't funny then, and she isn't funny now. She's Kellogg's wife, Abigail, who now has to cope with her husband's unconscious shenanigans with, hopefully (but not a snowball's chance in Hades), humorous results.

You may remember all three of these people for all I care. However, if you're fortunate enough, you'll soon forget this program. I don't trust any show which rests its chances at success on nothing but sight gags. Already in the first two episodes there have been appearances by Steve Allen, Henny Youngman, and Judge Wapner, all of whom were manifestations of Kellogg's imagination — none of whom were the least bit humorous.

The only manifestation who I come close to supporting is a 6-inch, raincoat-clad gentleman by the name of Mr. Id, for reasons which are quite obvious.

The only thing this show has going for itself is Christina Pickles, who plays Abigail's sister, Cissy.

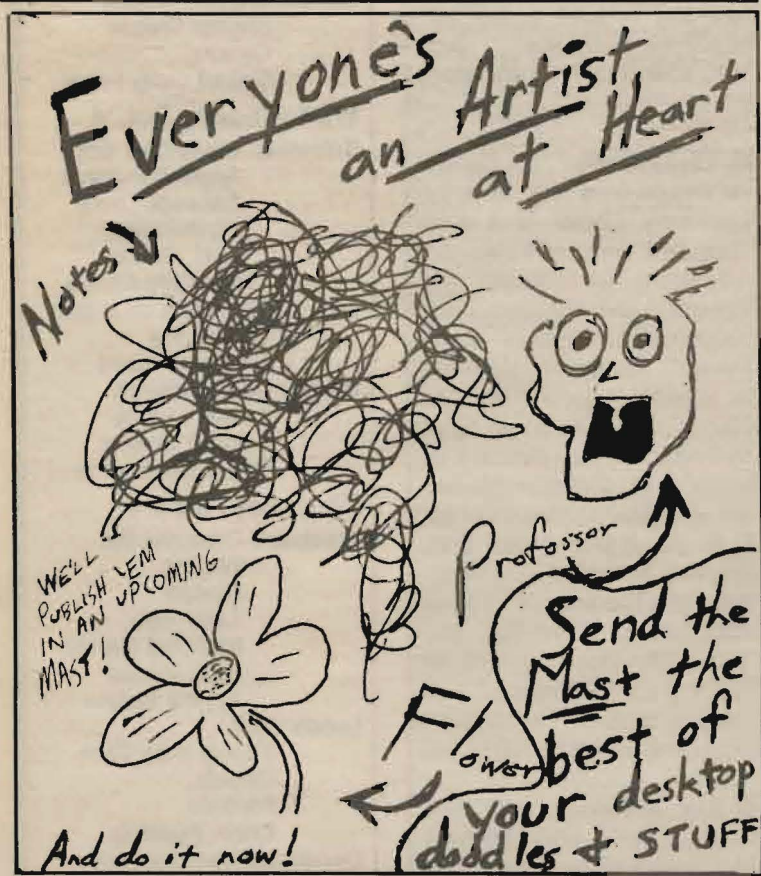
Pickles was Nurse Helen Rosenthal in the highly-acclaimed series, "St. Elsewhere," and I hope she's doing this show for the money. However, it is nice to see her play a smart-ass, which she does quite viscerously, and I've always enjoyed a well-played, vicious smart-ass.

Unfortunately, one performance does not a series save, so this puppy is heading towards CBS sewage. And if my imagination could come to life, first I'd get rid of this show and then I'd...

...Well, I suppose that goes without saying.



Courtesy of Photo Services  
Seattle-area violinist Betty Agent will perform Shostakovich's last composition Sonata for Viola and Piano at 3 p.m. Oct. 8 in the University Center. Agent will also be accompanied by Anita Cummings.



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