

# *Today's Challenge to Christian Educators*

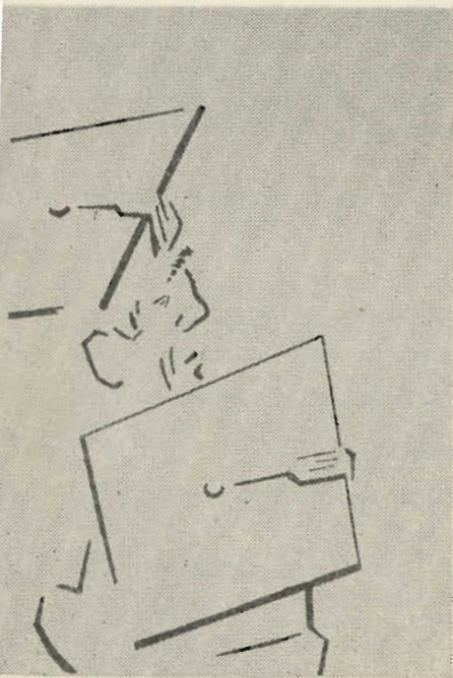
two addresses

by

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Pacific Lutheran College Bulletin

# The University Year

In September of 1960 Pacific Lutheran College will return to its original name, Pacific Lutheran University.

The academic and administrative structure of the University is under study by the faculty and recommendations will be made to the board of regents for action at their meeting this fall.

To mark the inauguration of the institution as a university, a series of events is being planned to start in October, 1960, and to be known as *University Year* events.

The *University Year* will open the weekend of October 14 to 16, 1960, when the Tacoma-Pierce Administration Building, now under construction, will be dedicated. Educational institutions throughout the land will be invited to send representatives. Outstanding educational and religious leaders will take part. Homecoming festivities will be a part of the weekend.

Monthly events are slated for the balance of the school year. Nationally known speakers will be obtained for a series of symposiums. In November, business and industry will be the theme, and there will be a banquet in honor of Tacoma-Pierce County friends of the College.

The social sciences and the humanities will be the December theme, and a memorial stone in honor of great educators will be dedicated.

The new University seal will be presented in January, and the theme will be language and the arts. Religion will be February's theme and the main event will be spiritual emphasis week.

In March the theme will be the physical and natural sciences, and the annual Family Life Conference will be the April feature.

Education will be the theme for May, and the year will conclude with graduation of the first class from the University.

# What Is the Unique Function of the Christian College?

(This message was delivered to the Whitworth College faculty at Spokane, Washington, on September 11, 1959. It is being printed here with the warm approval of Dr. Frank Warren, president of Whitworth College.

By Dr. S. C. EASTVOLD, President  
Pacific Lutheran College

It is a great honor and privilege to have been invited to share my views with your faculty. I have considered it a privilege to know your President, my beloved friend and colleague, the Reverend Doctor Frank Warren.

As I address you I realize that I am talking to people who are experts in teaching and administration. I am very much in doubt about my ability to say anything new to you. If I can say some things you already know, and re-impress them upon you as important for our time and generation, and to undergird and strengthen you in the convictions you already have, I shall be happy.

I come to you from one of your sister colleges. We confess to mutual friendship. We are mutually looking for direction, both within our specialties and without them.

## Security and Survival

Americans everywhere are looking for peace and a security that they will survive. In the frantic state in which we find ourselves, we are rushing around building ourselves bomb shelters, with enough food stored up to keep us for many days in case of emergencies. As we are showing our determination to survive, we are also professing to a powerful abundance of defeatism.

While we are in an age seeking for security and survival, we might well ask ourselves, "For what do we want to survive?" What is it that we want to perpetuate? What is the purpose of seeking for survival? Undoubtedly there are those who are concerned to salvage their lives, their buildings, their automobiles, and those they love. Everyone is concerned to be sure of a physical continuance.

There are those who feel that we must have a sense of destiny which goes beyond safety and the status quo. There are those who still have the high ideals

to achieve goodness in the world. There are still some people who have positive thinking. There are Americans who are looking for new political meaning and new human goals.



Dr. S. C. Eastvold

As we gather here as a Whitworth College faculty, I take it that we want to encourage education which will inspire those who are seeking for these higher goals. We are not content to create a situation which will give more people more leisure for more fun and more sin. A long time ago our American fathers gave us a Declaration of Independence. It is not likely that we can preserve that independence unless we extend it. We must not be content to challenge and criticize the Soviet Union unless we make an effort to take a lead as Christian people. We dare not bury the great ideals of America and the Christian church under our own timid spirits. If we are sleepy, we must be waking up. The cries of revolt around the world must not fall on dead ears. It will be impossible for us to sit back and enjoy our freedom while more than half of the world is in spiritual and moral darkness.

## Our Debt to the World

After traveling around the world and putting my feet down on thirty-four

countries in 1958, I am more than ever conscious of the fact that we must do our share to bring forth governments of freedom in under-developed countries. We admire the great leaders of the past because of their sacrifices far beyond the line of duty. We will need to be working overtime in order to export our talents to the world. Our colleges and universities must be leaders in devising new programs for our nation, and in producing statesmen who will have the vision of our forefathers, and who will be busy outlining these things for our descendants on new frontiers. The colleges cannot be just a pharmacy where we do up a bottle of pills and give them to our students to take for this or that purpose. There are better ways of creating good physical bodies than by buying medicines.

### **Campuses Are Crowded**

Within a few days there will be thousands and millions of young people crowding to the campuses of our public and private institutions of higher learning. Besides helping them to adjust to the world in which we live, we must do even more by helping them to avoid adjusting themselves to a living without risk, challenge, or hard work.

### **Our National Economy**

It is shocking to hear of a recent survey conducted by the Ford and Carnegie foundations — which revealed that only about one out of twenty high school seniors — and only one out of four college undergraduates — take the equivalent of a single semester course in economics. There seems to be a frightening lack of knowledge about the nature of our economy. If our young people are to be articulate spokesmen and defenders of our system, we must correct this procedure. The A.B. degree must never be regarded as an end-station. As we deal with the students we must never leave them the impression that an education is getting on an easy road of life, but rather that it is a way of life. We must not create mechanized individuals. Such an education will lead us to destruction. Therefore, the humanities will always be important to our American way of life and freedom. There is a danger that we allow our society to fragmentize itself into compartments. We must never bow only to the scientists and the politicians.

### **This Program Is Expensive**

To carry on a program of this kind is expensive. It takes a lot of money. It is

impossible to have the kind of Christian education we want without money. We must have classrooms as well as well-paid and contented teachers. We must do everything possible to make the teaching profession an attractive one. When I came to Pacific Lutheran College our total budget was \$128,000 (1943). Next year (1960), our budget will top two million dollars. Such an advance was too fantastic even for a dream sixteen years ago. It shows that we can, must, and should spend more money. This is a church and a community problem. Whether or not we will have to become a partner with the federal government in the future in some way or other is still a moot question. With nearly half of the young people in the private colleges, we have posed here a question which will take a great deal of wisdom for our Christian and political leaders of the future. We are faced with an exploding population, a shortage of teachers, a strain on local and state resources and upon the resources of the Church.

### **Time Is Running Out**

There is little time to engage in debate. There must be some way in which we can maintain our control, and at the same time secure federal aid for our schools in the private area of America. After all, America would be nothing if it were not for the principle of private enterprise. It is later now than many think. We cannot muddle along in confusion and indecision. We can no longer ask our teachers who are worthy of such places to get along with a salary of \$4,500 per year. Steel workers go on strike when receiving \$6,300 a year, as do the railroad conductors who receive \$6,600 a year. Our teachers should be among the highest paid people in our society if we want quality education. We do not pay our people in business and industry too much, but we do pay our teachers too little. All of us are correcting this, but we are not at the summit yet. Our private colleges will have to seek for the best trained teachers found in America. We must be looking for people who can qualify for the top. We must have faculties that would adorn the chairs in the universities in America with credit. The fact is, we must do better than the public schools if we are going to get the recognition that we must have.

The time has come when we cannot ask our teachers to live on dedication alone. We have no right to ask this. Par-

ticularly is this true since Americans spend almost three times as much on drinking, smoking and recreation as we do on the education of our children.

### Money Does Not Solve Everything

As an administrator I am fully aware of the fact that money does not solve everything. I am humbled when I know I have a man on my faculty coming to us for about \$3,000 less money than he would have gotten had he stayed in one of the greatest universities in America. But if we are going to attract such scholars to our campuses, we must give to them the facilities they need. A great scholar is happy to be in a community of scholars even if he endures some physical privations because of lack of personal funds.

### New Devices In Education

However, we must make use of the latest improvements. Just as industry would not think of failing to make use of the new technology to increase production, so we must think in terms of good equipment in such fields as electronics to teach languages, and to use television within our schools to give the students the advantages which these new mechanisms may provide.

We are building a new administration building at Pacific Lutheran College. The builders do not make the old forms and spend half a year creating a box to pour the concrete in. This they do on the ground and with great machines they lift the heavy concrete beams into place in a matter of minutes. What they once did in seven hours or longer, they do now in 30 minutes. Just as the great industries are developing new techniques, so we as leaders in the field of education must use our brains and experience in our professions to help us do the job better than ever. One of my professors of languages tells me he can teach languages twice as fast and twice as effective with the help of new devices, as he could before. This equipment we will provide in our new class building. The young people of today will have to learn more in four years than we did, and they will have to learn it more rapidly.

There are some prejudices we will have to lay aside as well as to avoid some sleepy habits, and rush forward without blindness and with courage to the possibilities that are before us. The world does not want to have us say that things can't be done, but rather they want to know how the things can be done. My college

home yard was so full of dandelions that I was positive we would have to dig up the whole yard and replant it. I scoffed at the idea that a certain spray could be put on the yard to kill the dandelions and preserve the grass. This I knew was impossible. But one day we sprayed the lawn and the dandelions were gone and a beautiful green turf took its place.

### Help the Good Teacher

We will never replace the good teacher, but we can help the good teacher to extend his influence and his ability. As we ask for more money to build our colleges materially, academically and spiritually, we must be aware of the fact that we must justify these requests; we are not giving more salaries for less work and more wasted time. People around us are happy with our services, but they want us to produce even better quality, effectively and faster. We need not hire more administrators and take more good people out of the classroom. The reverse should rather be the case. It is possible to be bogged down under a weight of administrative tasks and duties.

We must never lose sight of the fact that our great job is to teach. An administrative structure is only a means to an end. No administrators, deans, or faculties are worthy of the high calling to which they have been assigned unless they constantly strive to reach the highest possible level of service.

If we are to achieve these aims and goals it must be a constant, never-ending job on the part of everybody involved in the entire College program. This is not a job for one man, whether he be president or financial agent. The president and administrators must have something to sell, and the faculty is that something.

We must never allow the public to regard our colleges as a place for a "four year loaf," or even as a place for making marriage programs, however important that may be. After all, our colleges are places of learning and academic discipline, and here our young people must grow in mind and spirit and soul.

### Fantastic Increases

As we think of the unique function of the Christian college in America, we must be aware of the fantastic increase in the number of young people enrolling in our colleges and universities. In 1900, there were 214,000 students in American colleges. In 1920, the number had risen to 320,000; in 1940, 1,265,000; in 1950,

2,457,000; in February 1958 to 3,200,000.

Estimates of future enrollment vary. According to the President's Committee on Education Beyond High School there will be six million college students by 1970. Other authorities put the probable figure at seven million and some even suggest that twelve million is a definite possibility. If it were not for Russian rivalry we might well back away from this gigantic challenge, but America is becoming aware of the importance of education to the nation.

There is a steady increase in United States population. Between 1900 and 1956 our population increased by fifty million, bringing the total to approximately one hundred seventy million. If the population increase continues, we shall have over three hundred million people by the year 2000.

### College Enrollment Grows

More of our eligible young people are at college than ever before. In 1900, 4 per cent of our young people went to college; and in this year of 1959, we complain because only 50 per cent of the young people capable of profiting from college experience are entering our institutions of higher learning.

The needs of an industrial, technical, scientific economy and culture have created an insatiable demand for knowledge and skill. Public institutions are preparing for great increases. Michigan is preparing for an enrollment increase of 68 to 117 per cent in its colleges and universities by 1970, and expects to spend \$150,000,000 in capital outlay to provide facilities. California, which made a thorough-going study of the situation a few years ago, now has plans to spend \$136,000,000 on its state colleges, and \$39,000,000 on its state universities within the next decade. Many of the states are barely giving a thought to the educational future.

### More Teachers Needed

At present, there are about 225,000 teachers in our 1,850 colleges and universities. The President's Committee estimates that in the next 12 years we will need 180,000 to 270,000 new teachers—an average of 15,000 to 25,000 per year. The Carnegie Foundation for the Advancement of Teaching puts its estimate higher—at 300,000 to 400,000 for the same period. In the 1955-56 academic

year, 311,000 B.A. degrees, 60,000 M.A. degrees, and 9,000 Ph.D. degrees were awarded in the United States. Of the 9,000 new Ph.D.'s — presumably the group best equipped for teaching college and university classes—only about one third entered the field of education.

The shortage of teachers has caused a marked decline in standards. In 1953-54, 40 per cent of our college teachers were Ph.D.'s; in 1954-55, the number fell to 28 per cent; in 1955-56, to 26 per cent; in 1956-57 to 23 per cent. From another angle: in 1953-54, only 10 per cent of our college teachers had less than an M.A. degree; in 1956-57, 23 per cent of the new college teachers entered the profession with less than an M.A. The President's Committee declares that the decline will become greater, and that in the next decade there will be more third rate teachers to match third rate salaries.

While on a general plane, many of these best qualified teachers will enter into the great universities, I am convinced that the small Christian college and university will receive more than its share. At Pacific Lutheran College, we have never had more Ph.D.'s join our faculty in one year than this year, some of them coming from great universities and the business world for less pay.

### Enrollments

#### Public vs. Private Schools

The ratio of students between public and private colleges is changing radically. Up to a few years ago, 80 out of 100 college students were in private institutions. Today, some 60 per cent are in public, and only 40 per cent in private institutions. Within a few years, the ratio will be 80 per cent in public and 20 per cent in private institutions. This is a serious challenge. This will not be good for higher education and it will not be good for America.

#### Colleges Will Double in Number and Cost

It is an amazing prophecy that the number of colleges and universities will double by 1970 to some 4,000; that most of the new colleges will be public institutions; that the great majority of their students will be commuters and the dormitory colleges will become less significant. In the face of this, it is good to know that our private institutions can expand considerably in terms of capacity. For example, a large percentage of our church colleges have student enrollments

of less than 800, but expansion will require vast amounts of money.

Where are the funds coming from that will enable these colleges to enlarge plant and staff and to count on adequate long range support? We are happy to know that our private colleges have been given tremendous increases in subsidies and support. But we note with concern when comparing the 37 million dollars that the Methodist Church is raising for its 117 institutions with California's 22 million dollars for a single state college campus. The increased support we are getting for the Christian colleges is puny compared with what is needed to continue to play a significant role in American higher education in the future.

### Few New Protestant Colleges

We of the Protestant Church pride ourselves upon our evangelical faith and our usefulness in the world, but one cannot but contrast what we have done for higher education with what the Roman Catholic Church has done. Since 1900, a mere handful of Protestant colleges have been founded, and these largely by the more extremist churches. Of the 208 Roman Catholic colleges in this country, 91 have been founded since 1920, 26 since 1940, 3 since 1950. As Paul Havens recently pointed out in *Presbyterian Life*, between 1940 and 1950 Protestant colleges decreased by 14 while Roman Catholic colleges increased by 23. So we face the question: does Protestantism believe strongly enough in higher education to really sacrifice for it?

### Two-Year Colleges

It has been pointed out that within a few years the majority of our students will be attending two-year colleges. "Indeed," says Dr. Knowles, "two years of education beyond the high school will become the normal expectancy for American students." There are now 650 junior colleges in the United States. Education in America is no longer provided only for the cultured Christian gentlemen, for it has come to the point where it must serve the needs by responding to the demands of the community — transition from the classic and theoretical to the popular and practical.

### Public vs. Private Education

As Christians, we must have a renewed consciousness of our responsibility toward learning and learners. Where will we be with our ideals in education if education becomes increasingly under the control of

the state? As education is regarded more and more as an instrument of national policy we wonder what will happen to education when it becomes more and more publicly controlled. We must be ready to give an answer to the importance of this to private higher education. Just what relation shall we have to the Christian Church and the State?

In a recent publication the president of a Christian college stated, "The ultimate aim of Christian education is to fashion men and women who can and will carry forward the insights made, and the achievements won, and who will go into the future with a firm conviction that they are claiming for Christ the kingdom which is His. The highest motive is not only to teach religion, but especially the Christian religion. This means standing for true science and research and discovery as well as for wide horizons in brotherly love and citizenship. There can be no tolerance of mediocrity."

### Whitworth—A Precious Heritage

On this fine occasion, as this Whitworth College faculty gathers for its annual retreat, we honor the transmission of light from one generation to the next — the light of life, of knowledge, of learning, of truth and of a clear conscience. We genuinely thank God for all His gifts of whatever kind, even though we honor particular men and women through whom these gifts of mind, spirit, work, energy and substance come.

The founders of Whitworth College were moved by the light shining in the face of Jesus Christ. This College continues in this heritage as it seeks to understand, to refine, to transmit and to embrace the light in truth as seen in the ages and in our own experience. You have an increasing and growing alumni who are interested in what you do and think and say.

We are living in a tremendous age. The challenge is so great that we might almost faint at the thought of it. It will be your duty and privilege this year to strive to impart and to fulfill a particular philosophy of education. Your first concern is to carry on a college of liberal education, and that means the education of the whole man and the whole woman. This cannot be done by dealing only with the body and the mind. It must by necessity include the soul. Because you have been faithful to these objectives, you have achieved for yourselves a recognition as

one of the outstanding, clearly superior Christian colleges in the area of the liberal arts and sciences in America. When, and if, you lose sight of that, and cease to practice the same, you will lose your reason for existence, and you will have no right to call upon the Christian people to support you.

### **Many Competitors**

There are so many different kinds of institutions of higher learning today, that it is difficult to make any kind of comparisons. There are universities on many avenues which have great, vast accumulations of material, of laboratories, libraries, research, advanced studies, and specialized work for government and industry that represent the modern university at its best. There are also great private colleges and universities here in the West.

It might be reasonable to suppose that there would be a spirit of discontent growing up within the faculty, the students and the association as we look at these competitors. It would be easy to be discontented because our libraries are small, our resources are inadequate, and our students are not always of a superior kind. But let us not forget that the great universities exist for quite a different purpose than that for which you are founded. It is regrettable that many of these institutions of higher learning once held to the same great objectives which we hold today, but they have almost withered away into death. Many of them are spiritually dead.

The great task of the Christian college, at which point I feel Whitworth stands among those at the top, is to mediate the Christian knowledge, and to surround it with an atmosphere that will make it useful in the building of both the mind and the soul.

### **What Is A Christian?**

A Christian is a person who has, with his whole soul, committed himself to Jesus Christ as his only Saviour from sin, death and the power of the devil. It should be the task of this Christian college to push back the horizons of the minds and the spirits of every student who will come here, and let those horizons include the eternal mansions of God. If we do not push back the horizons of knowledge beyond what the scholar knows in the laboratory; if we do not include in our horizon the great truths of faith that come by revelation of God through the Holy Bible, we are missing

our reason for existence. As this college was born of the Church, and possesses a great heritage that the state school does not have, and can never give, it has a unique place in our American life which no other kind of school can replace. We must always have the goal of competence and the goal of faith which reveal eternity. Neither one of these goals is easy to achieve.

Let us be concerned to retain the values, conscience and character which have been a part of the Christian tradition of learning through the ages. Let us not lightly cast aside what has been accepted and tried for a long time. I cannot over-emphasize the importance of acreage, buildings, libraries, laboratories, equipment, material evidences of strength, endowments and operating budgets, nor of the adequacy of beauty and comfort in dining halls and residence halls; but we must have something more than that to fulfill our unique position among the colleges in America today.

### **The Christian Is A Dogmatist**

It is inconceivable to me that anyone can be a first class citizen in our democracy without being committed to Jesus Christ. I am not one of those who is afraid of having my convictions expressed in dogma. I am much more afraid of those who want to have convictions without any dogma at all. We will not be the last to cast the old aside, nor will we be the first to take on the new. We will remain conservative as Christian colleges, and thus we will do our best work.

We trust that the spirit that moved the founders and still continues to move the faculties and the administrations and the students, will never be lost in Whitworth College nor in the colleges of your kind in America. Continue to have your great devotion to truth, untrammelled scholarship, integrity in the learning process, and to emphasize the spirit of honor while giving no apology for intelligent religious faith. Our whole learning process is set up for some other reason than to further our own selfish aims, or even the aims of our nation or the welfare of mankind. We seek for divine approval, and we do our work for the honor and glory of God.

### **Education Is Very Old—And New**

Humanity's education began at the dawn of time, and its last lesson will not be learned until time is ended. Each succeeding installment of posterity will mar-

vel at the pioneering of every previous generation. Education will never be out of date. Man will always delve into mysteries and struggle to fulfill his dreams. The Creator has not bounded man's progress. Eye hath not seen, nor ear heard, nor hath it entered into any man's mind what secrets there are hidden in this ever new world.

### **The Future Is In Our Schools**

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

Self-government can work only where the people are well informed. A single untaught or badly taught generation could squander the cultural savings of a millennium. Education is a continuous battle against the ravages of ignorance. Such ignorance is now costing our democracy more than good education could possibly cost until the end of time.

The Christian college stands guard against the secularized outlook. Our great universities cannot afford to be without us, however humble we appear to be. "We have alleged that we were fighting for four freedoms, but one of the surest ways to throttle democracy and to destroy freedom is to put education entirely in the hands of the state." When the governor of Georgia once throttled the entire university system of the state, the shining hope of educational freedom lay in the private colleges which carried on in spite of him. It is not putting the case too strongly to say that the end of the private college means the end of educational freedom in America.

### **The Primary Aim of Christian Education**

The primary aim of the Christian college is sound Biblical Christian character. We aim at Christian culture rather than commercial or vocational skills. We do not aim to increase monetary earning power, or to furnish social enjoyment, or to provide competition in sports just for the fun of it. We aim rather to help our

students find a key to the world's libraries with the Bible in the middle of all the books. We aim to help our students acquire a new appreciation of beauty, a richer character, a stronger faith, a deeper knowledge, a broader vision of time and eternity, a higher culture and, above all else, to know Jesus Christ as the Son of God, and the Saviour of the individual man.

Let us always keep in mind that the religion of Jesus Christ is no less important than English, biology or art. We do not always know how to measure the success of our teaching of the arts and sciences as they develop the character of our students, but we go on teaching nonetheless. So also in our classes in the fine arts and of religion we plant a living seed which may grow a long time after the sowing is over.

Nicholas Murray Butler, late president of Columbia University, already in 1920 prophesied the failure of the four year college. In 1903 President David Star Jordan of Stanford University asserted that the colleges would eventually disappear in effect. After a generation, the Christian college is still here, vigorous and vital in our American system of higher education. Prophecies are hazardous and should be indulged in with caution.

A number of factors will determine the future of any college such as location, competition, developments in science and technology, increase in leisure time, the spread of wealth or poverty, the demand of the students, philanthropic support, rise or fall in the size and earning power of endowments, a long war and above all in our own colleges the support of the Christian church with money and students.

We must hurry, my friends; there is no time to lose and no money to waste. Trained minds are needed as well as trained hands. Trained manpower is at a premium. The troublesome days ahead will need college-bred leaders.

Finally, the responsibilities of our educators are not small. Let us pledge one another our utmost toward the achievement of the goals of Whitworth College and those of our Christian colleges whose leadership we as educators today are given. With the help and guidance of the Holy Spirit of Almighty God the Father, and by faith in Jesus Christ, we dare to go forward into a future which God will let us make good by his Sovereign grace.

# Some Musts in Christian Higher Education

This annual message to the faculty of Pacific Lutheran College was delivered by President S. C. Eastvold at the closing session of the Faculty Retreat on September 10, 1959.

We are at the threshold of the school year 1959-60. Renewed research reveals the historic fact that our Institution was founded in 1890. Therefore, "The University Year" will coincide with our seventieth anniversary. The present school year will be the eve of that year.

The founders of our College started with the name, "Pacific Lutheran University." This name is inscribed in the cornerstone of our great Old Main Building. Like many other such educational enterprises, our founders descended from their high mountain of hopes into deep valleys of despair. The way was rugged and the pathway was uncertain. The school even closed for a few years between 1917 and 1920.

After a half century of trial we are now to use our original name, "Pacific Lutheran University." The name is now properly changed and filed in the office of the Secretary of State at Olympia, Washington. We will not use the new name officially until September 1, 1960. This date will coincide with the dedication period of the great new Administration Building (October 14, 1960). On the brick front of that building will be permanently inscribed, "Pacific Lutheran University, Founded 1890." The building will be known as the "Tacoma-Pierce Administration Building," and this name will be properly noted on the front of the building.

## The University Structure

During these days of rich and pleasant fellowship, we have been studying the new structure that will be employed in the University, beginning in September, 1960. The faculty committees have led us very well, and the discussions have been very fruitful. During the weeks ahead we will prepare the finished structural plan to be the guide in the "University" of tomorrow. We are better fitted for the great new program ahead because we have been on this Mountain, withdrawn from the world of cares and frustrations. This beautiful Mountain site has been conducive for clear and unbiased study of our problems. We have been much en-

riched as we have been working together and meditating upon things material, academic, and spiritual.

## Yesterday—The Small College

It is our belief that yesterday was the day of the small college, while tomorrow will be the day of the small university. The small university will play an essential role in American higher education in the future. The small university is an institution, which by size, structure, and diversity of function stands between the large university and the small college. The small university will be less than 3,000, in contrast with the larger university which will run far above that size. The small university will be distinctly less complex in administrative organization and in the variety of programs and curricula.

Our "University" will have several distinct programs, or schools, or colleges, each serving a substantial number of students. We will attempt to hold the administrative structure somewhere between the single purpose college and the complex multi-purpose university. It will offer the master's degree, but not the doctorate. We will expand our master's programs as the needs and resources develop. We desire to meet the needs of our constituency within the limits of resources provided. It is very possible that the future will require greater flexibility of purpose and of service. Students will continue to come to us from the Lutheran Church, the children of alumni, the community of Washington, and from around the world. We have been the fastest growing Protestant college in the Northwest.

We must be prepared to meet diversity of needs on the part of our students. We must be prepared to do this on a very high level of spiritual and academic excellence. The best will never be too good. If there is to be any difference, we must do a better job than that offered in the large universities. This means better equipment and a scholarly faculty which would qualify for the staff at a large university.

## A Diversified Program

Our potential students of tomorrow will increasingly demand a diversity of programs. Some will require and demand a general education in the arts and sciences; others need an opportunity for

professional specialization at the undergraduate level; others want a strong foundation for professional study at the post-graduate level; still others want the services of a program of continuing education for adults. The Church wants above all else that the "University" prepare its young men and women for Christian service in all areas of life, and particularly in the Christian ministry. This past year the Church has given us grants equal to the entire cost of operating the College in 1943-44. Our Church has been more generous with us than has any other denomination in the west, with other colleges, Catholic or Protestant. We must never lose sight of this interest as we live and serve on this campus.

### **We Are A University Now**

Our College is, in fact, already a "University." Our new administrative structure, as well as our curricula, will be established along the lines of a university rather than those of a single-purpose college. In this change we must be very careful not to take our teachers out of the classroom and to carefully avoid losing the closely knit relationship between the schools or colleges involved in the "University."

### **Uniquely Located**

We are uniquely located. We are in no sense in competition with our 40 sister colleges of the Lutheran church across the continent. This removes from us many petty problems of envy and jealousy which could so easily arise. We are on friendly terms with all of the private colleges in the "Association of Non-Tax Supported Colleges and Universities in Washington." We are also on very friendly terms with all of the State owned colleges and universities of Washington. These factors have had their salutatory effects upon our College. These factors in our public relations have helped us very much in the rather fantastic developments which have been ours during the last sixteen years. I have personally devoted much of my energies to that end.

The curricular developments at our college have been so rapid that our friends hardly know what has happened. I wonder if our own staff fully realizes what has been going on. Our School of Arts and Sciences provides a liberal education. We must see to it that this is in the best tradition, consistent with the best in American education in today's world—and tomorrow's.

Within the Christian liberal arts tradition, but allowing for development of professional competence as well, Pacific Lutheran's School of Professional Studies must offer specialized curricula to students preparing for service in fields which may be entered directly, or with brief internships. Our present program provides for five schools or colleges, and the graduate school, while the future is likely to hold the necessity for the establishment of other units which will enhance our usefulness to home, church, state, and world.

### **Some Reasons Why We Changed Our Name**

**There is a need for a type of institution between the small single-purpose college and the large university.**

The small college of 40 years ago was an institution of 200 to 500 students, usually with a single purpose.

We now need a new kind of institution for the middle area between the small college and the gigantic universities. This small university is certainly not to be a copy of the large university. This small university should include such educational offerings as: a liberal arts college, a school of professional studies, a school of community education, a school of business training, a school of music, a school of fine arts, a school of teacher training, a school of nursing, and the like; adequate faculty and facilities for work undertaken; enrollment in day classes from 1,200 to 3,000; and an endowment of at least \$5,000,000, or comparable support from the Church and community.

It is likely that in the years ahead the master's degree will be almost as common as the bachelor's degree has been in the past. With the rapidly expanding junior colleges, or community colleges, all over America, it is also a possibility that more and more the senior colleges, or small universities, will develop a three-year sequence of studies beyond the junior college course, leading to the master's degree. This is the pattern of much of higher education in continental Europe. Already our transfer students from the junior colleges have doubled over two years ago. This trend will continue if we are prepared to receive such transfers.

We are already a "University," but the formal decisions to use the new name have been made upon the nearly unanimous vote of the faculty, administration, Board of Trustees, and by the entire Asso-

ciation which legally owns the college (by a vote of 211 to 3).

As we become more conscious of our new character, we will be better able to clarify the liberal arts emphasis.

The students coming to the new "University" for different purposes may very well object to being forced into one academic mold. The new PLU will be a multi-unit structure. Even so, we will continue to believe that every student can profit by a broad liberal arts base. We will therefore set up a foundation of basic requirements for all baccalaureate degrees. This foundation should not be weakened, but strengthened. The change of our name to "University" will make the program of intensification of liberal arts much clearer and more logical.

### Some of the Objections That Have Been Raised

Some will charge us with pride because it may appear that we seek to achieve a prestige we do not deserve, and that we therefore display a lack of modesty and an unrealistic self-evaluation.

In 1920 we took the name "Pacific Lutheran College." At that time we were a second rate junior college. But the name was a good goal and incentive for progress and growth. The new name is not taken for the sake of prestige, though this will be a good adjunct. But if we should have taken this new name only for the sake of prestige, it would have been voted down.

### Curtail Enrollment

The new name is not to be interpreted to mean that we seek a big university enrollment. The present student body and faculty might very well be almost unanimous in their desire to remain at our present size. Actually, we are no longer a small college. Last year we enrolled 2,147 different students during a 12-month period. Even with the "College Board" entrance requirements this fall, our enrollment is higher than ever before. But it means a higher IQ average student.

Our enrollment must be held on a level with the resources provided by our constituency. In honesty, we must admit that it will be hard in the future to hold the enrollment below 2,000 full-time students. We could handle that many in the fall of 1960. We shall tenaciously strive to hold on to the values associated with the small college. The structure we propose for a small university is designed to

retain as many as possible of our present values. When I took over this college in 1943, we had 144 college students. We have even more of the plus values, now that we are ten times as large. I mean this very sincerely. Our required daily chapel service, the Student Congregation, the fine student activities, all contribute to this central, joyful fact.

We will not suffer by comparison with the large universities. This has not been the case with other small universities such as Bucknell, Clark, Colgate, Denison, De Pauw, Drew, Lehigh, Ohio Wesleyan, University of Redlands, Washington and Lee, Wittenberg—all of whom call themselves universities.

### A Good School—College or University

Some will say that it is better to be a "Good College," rather than a "Poor University." As we are now a "Good College," so we intend even more vigorously to be a superior "Small University."

It is true that a very few colleges have changed their names to a university. But the trend is upon us. We are among the leaders; others will follow. The name will be an incentive to do a better job. Thus far there has been little or no negative comment about our change of name—but considerable favorable comment has been made. Even Dr. Albert Schweitzer writes his joy and approval (August, 1959). He is an alumnus of our college (Honorary Doctor of Humane Letters, 1958).

### New Administrative Positions

As we change to the new University structure, there will be some new administrative positions and titles. Let us as Christian men and women adjust ourselves in true Christian humility in that we in honor prefer one another in the interest of a better "University."

We are confronted with a great challenge to leadership in the world of higher education, both in church and state. We have a responsibility to assume a leadership which our resources and generation provide. We fully expect that, at best, we will be in a stage of experimentation, and that future developments may alter the Institution's course with respect to specific aspects of the program. The fact is, who dreamed in 1943 what we now see and experience? Our faculty has grown from 19, to 80 or more, our student body has grown by more than ten times, and our resources have grown from \$268,000 to about six million dollars; our build-

ings have increased from four to about 34, and our accreditation has placed us among the foremost schools in the land. Both private and public education now care what we think and do. Will the next sixteen years conceivably match the last sixteen years? Even Harvard and Yale universities were once much smaller and poorer than we are today. So further changes and developments are inevitable and essential for vitality in education. These changes are also unpredictable, and the Institution must be flexible enough to make them as new needs arise and are identified.

### **The Place of the Faculty In This Program**

Every teacher at PLC has entered into a contract. This is a very sound agreement. It is no light responsibility you have assumed. The President of the college interprets the policy, aims, and objectives of the Board of Regents and the Association. He safeguards the relationship between the owners and the staff, as such.

The college was established, and is now maintained to serve distinctly Christian objectives. Therefore, this college, consistent with the Word of God and the Lutheran confessions, seeks by the grace of God to be at all times and in all phases of its classroom and campus activities distinctly and positively Christian. This means that every faculty and staff member, and every student shall be faced with a clear call to complete commitment to Jesus Christ for salvation and service.

It is because of these objectives that we desire to give careful attention to our basic positions.

The Board of Regents shall at all times retain unquestioned right to administer this college in such a way as to carry out the basic designs of the founders. We have all signed contracts in which we have solemnly sworn to uphold the basic positions of this college. Ownership loses its significance unless effective administrative control is exercised.

The authority of the Board of Regents, through its executive officers, must be unimpaired and unquestioned, and its administrative directives effective. At all times the President carries the final responsibility for everything. When the President acts as the chief executive officer, you will better understand his decisions, which, at times, may have a tendency to irritate certain personal ambi-

tions or character leanings of faculty and staff members.

### **Salaries Tripled**

Your contract provides for a salary. During the past sixteen years, the salaries in this college have more than tripled. In order to have better salaries, there must be perpetual vigilance in the handling of funds. I must, therefore, ask everyone to be careful in making requests for spending. In every case, all must live within the given budgets. Petitions may be offered for extra grants. We are always re-studying such matters as salaries and grants for departments. The more we can do for the teachers will always be a good investment.

The year 1960-1961 will mark a new high in faculty salaries. The best interests of the faculty always rests heavily upon me in my office. However, any teacher who is paid what he is worth, is not worth having. Now that you have signed your contract, let us go forward uncomplainingly.

Your contract provides for loyalty to the academic principles of the college. In this sphere the administration leans heavily upon the faculty. We start this year with the best community of scholars ever gathered on our campus. We desire to trust you to do your jobs well. You are friends and servants, but you are not hirelings. Only your best will be good enough. You must not be time-servers. To be less than your best will be cheating the students and a violation of the conscience of a Christian.

We must live with ourselves as well as with the students. While the contracts differ as to time and salary, each and every teacher and staff member signs the same basic confession of faith and mode of life. Every person on this faculty and staff must be able to confess that with the confidence of his whole heart he has resigned himself to Jesus Christ as his only Savior from sin, death, and the power of the Devil. Such a person should be known to be ready to speak a good word for Jesus Christ in public and in private. His life and example must be in conformity with the doctrines of our holy faith.

Our Church, whose servants we are, expects us to be aggressively Christian, not merely in a broadly cultural sense, but in the distinctly evangelical sense of seeking to win for Christ those who do not know Him, and challenging to unreserved consecration those who belong

to Him. The Board of Regents speaks for the Church in passing these obligations upon us. We are not allowed to engage or to retain people whose personal influence, inside or outside the classroom, is contrary to the principles and objectives of the Church in maintaining its colleges.

### Worldly Amusements

In the words of the Church, we are commissioned as follows: "The faculties are to continue to emphasize their disapproval of worldly amusements and social customs, such as gambling, drinking and dancing, which weaken and destroy the positive Christian life and witness on the Camps" (Commission report on Higher Education, E. L. C., 1950). This resolution was unanimously adopted by about 1,700 delegates in June, 1950, at the E. L. C. biennial convention.

Through cunning forms of worldliness, Satan is seeking to overthrow every Christian college in America. This has been set forth in many books and speeches by acknowledged leaders. It has been illustrated in scores of colleges and universities. It is Satan's propaganda which denies this observation of facts in history.

No principle of Christian liberty, no principle of any worth is violated in shouting against worldliness in every form among us. We must be aware and afraid of gradual infiltration of worldly practices and long term demoralization of our moral and Christian standards. To keep the danger unclear, and confused up to the hour of final betrayal, is a basic rule of this technique.

The doctrine of Christian liberty does not mean that we sanction conspiracies against our freedoms. Some, who ought to know better, say that driving these evil practices underground will make it worse for the students, and harder for the administrators. We are told that we cannot entertain our young people unless we move to the borderline of worldliness. I do not believe this! Worldly amusements, like communism, have always been under—as well as above—ground. All of these things are symptoms of the "Cold War" being waged by the world, the Devil, and the flesh against our Christian way of life.

The main avenue of losses of our youth are not through false doctrines taught in the college class rooms, but through worldly practices and sinful amusements. The pretense to innocence is a Satanic trick.

We have largely defeated this trick at

P.L.C. while we have retained our Christian liberty. P.L.C. is a good example of this as we look back over the last sixteen years (Christian liberty is a blessed Christian possession, but a terrible danger when practiced by weak Christians, pharisees, and worldlings). When, and if, we seek to attract students on such low levels of practice, we will no longer deserve the support of our Christian friends.

It is not enough, my colleagues, that you merely conform in these matters of life and doctrine; you must be crusaders. We cannot live in agreement with any other program. God has signally blest this way of life at P.L.C. Our commission is clear. This is no new program. I only exhort you to continue in the future as in the past.

### The Daily Chapel Service

Our Church has spoken as follows about the daily chapel service: "It shall be the definite purpose by means of the Word of God and prayer to make the daily chapel service the outstanding experience of the day for the College family. That, for the purpose of bringing all faculty members and students under the daily influence of the Word, and because it is essential to its ministry at the Christian college, the Church expects every student who has registered to attend Chapel regularly, and instructs the college administrators to make known through their catalogs and bulletins that this is an essential part of the ministry of the Church at its colleges."

This resolution is the unanimous expression of the Church. Just as the teacher is expected to be present when his classes meet, so the faculty is expected to be present in toto at the daily Chapel services. Unexcused absences are not permitted for the students, and the same rule applies to the faculty.

### A Fearful But Glorious Mandate

In this sinful and adulterous generation, we might well fear the responsibility given to us in this mandate. If we have given inner soul consent to this program, then the matter is easy. Your contract calls for your "precept and example." There can be no compromise in this program. This is not legalism. The ten commandments are still good for all Christians. All things must be done decently and in order. I use my Christian liberty to say NO to sin and all that leads to it. We must wage a "hot war" on all so-called liberties which lead to sin.

### **A Troubled World—Peace**

Our troubled world is seeking for peace, but does not find it. Peace is of the spirit, and is not found in the material things of earth. Peace can come only in the hearts and minds of men. Such peace must come from God and can be delivered through the medium and leadership of Christian teachers.

The primary business of this group of teachers is **Christian** education. Education in the broadest sense is education of the soul as well as of the mind. A spiritual atmosphere is a by-product of intense religious convictions. Without spiritual people on the faculty, the Christian college is impossible. The secular colleges and universities can do the job of education better than the de-Christianized institutions.

The teacher cannot teach what he does not know. The teacher dare not pretend to the Christian point of life and yet remain uncertain as to its aims and purposes. We must not allow our college to be so ridiculously elective that any student can rush through without meeting Jesus Christ in our Chapel services as well as in the atmosphere of the more academic courses. If such were ignored, then the "side show will run away with the circus." Jesus Christ must not be isolated in the narrow areas of life, but found in every teacher, in every classroom, and in all of life. The bias must be in the heart of the teacher as well as in his head.

### **Envy and Jealousies—Avoided**

Interdepartmental and personal envy and jealousies are as ignoble and disastrous in a Christian college as they are deadly on the battlefield. We thank God that we are here blest with a minimum of such guilt. But we are human and not out of danger. Let us stand on guard. Our theories about peace on earth and good will among men must be found working on our campus. We owe the world a great example. We must give it. We cannot do this in our own strength; it must be by grace and faith alone. This will require devotions and family altars at home, as well as the worship of God in our public assemblies.

Every teacher has the responsibility to contribute something toward the preparation of the students to be adequate and well adjusted human beings.

### **Armed for Global War**

The world is armed to the teeth for

global war. The real enemy is spiritual. We face the question of survival. It may be the hour for God to take over and rule the world. We might well pray that God would hasten that day. That day is coming, or our religion is false. Even America will some day cease to be. We look for the coming of the Eternal Kingdom. We must seek to prepare our students for that event. Humanity may destroy itself, and all that man has made, but the Word of God will endure forever and cannot be changed.

Our age excels in everything except in goodness. Let us help 2,000 students who will come to our campus this year to learn the futility of spending billions of dollars and millions of lives for destruction, when a few millions of dollars and a few thousands of missionaries might destroy "the spiritual hosts of wickedness."

The survival of God is not at stake. The human race may become extinct, but God will not. God will survive all of man's blunders. Only those who are on God's side are safe. The road to survival is the road of faith and obedience to Him. We must teach and live this doctrine and way of life. Our philosophy of education must never descend to the level of materialism. We must always be in the front line of attack upon atheistic materialism. We are in the production line of Christian leadership.

### **A Dark Picture—But a Light Shines**

At times the picture of earth looks very dark. The cause of Christ did not look hopeful on Good Friday. To let our Christian colleges close would please the lazy Christians and satisfy the atheists.

There are enough Christians left, and enough money in their pockets, to double their support of our college. **But you must inspire them to action!** It cannot be left to a lone man or two to do alone. No philanthropist will give money and support to hypocrisy. We dare not fool such people. Our assignment is not optional, but obligatory. We must not be beautifully paganized and secularized.

### **A Bulwark**

The Christian college must be a rampart, a fortification, a defender, a protector as over against all dangers to our precious heritage. There is a deadly and Satanic shift from the theocentric to an anthropocentric philosophy. It seems that man, not God, now occupies the greater part of man's plans. The result is an

emancipation of divine contracts and conventional morals.

As a Christian faculty, you are representatives of a very high calling. The student has a right to expect that you will give to him a spark of enthusiasm for Jesus Christ. You should be a good pedagogue, but you must be a person of transparent character. You must be good with a purpose. Ask yourself, "What part did I play in sending that student out into a crusade for Christ?" Would there have been a Christian leader if it had been left to you alone? If not, have you done any more than the average secular state school professor? Even the state has a right to expect that we will send out Christian citizens. We should be producing "the salt of the earth." If we fail, let it be only after we have given our lives in a serious effort to produce what God wants.

It gives one a feeling of terrible responsibility to be a teacher in such a Christian college. We welcome our new teachers here for this program. Someone has said, "A college president who brings one good teacher to the campus each year has earned his salary." We have brought 16 new teachers here this year. We challenge you to this program. The divine plus is to be found in a personal experience of the power of the Holy Spirit in the servant of God which produces convictions of sin and a living faith which lays hold on the forgiveness of sin, and brings about a prayer life which at last manifests itself in powerful work for God.

### Conclusion

As we now conclude, we will seek to work the works of God who has called and sent us into this great service. Let us pray that every teacher will enter the classroom this fall with the burning con-

viction that if the students are to miss everything else, they must not miss seeing Christ in us. Let the spiritual failures everywhere about us burden each and every one of us as great tragedies until we do something about them.

To get the world back to the Way, the Truth and the Life will require teachers with deep Christian convictions, as well as unshakeable loyalty and faith toward Jesus Christ. This will require repentance and the humbling of our human pride. Such a teacher must experience a personal union with Christ, understand the meaning of the fallen condition of man, experience Christ's atonement for sin, salvation by faith and not by the works of man, by the regeneration of the Holy Spirit working through the means of grace; namely, the Word and the Sacraments of Baptism and the Lord's Supper.

These doctrines comprise the evangelical religion which is basic to our spiritual faith and work. Without these doctrines we will at last lose all freedoms.

The challenge of our very existence as a Christian college lies in the lap of our faculty. It will require a great devotion to face and accept that call.

We now summon the faculty of Pacific Lutheran College to rally around the objectives set forth in this message. The Gospel of Jesus Christ is still the most revolutionary force in the world. Do not overlook The Book which is the best seller and the most read volume in the world. Let us not beat a retreat. Let us go forward with Christ. We have the Truth, let us put it across to the students. The Truth will make them free.

Go, now, my colleagues, to your work. More power in the name of Jesus, who is the greatest of all teachers, your example and Savior.

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