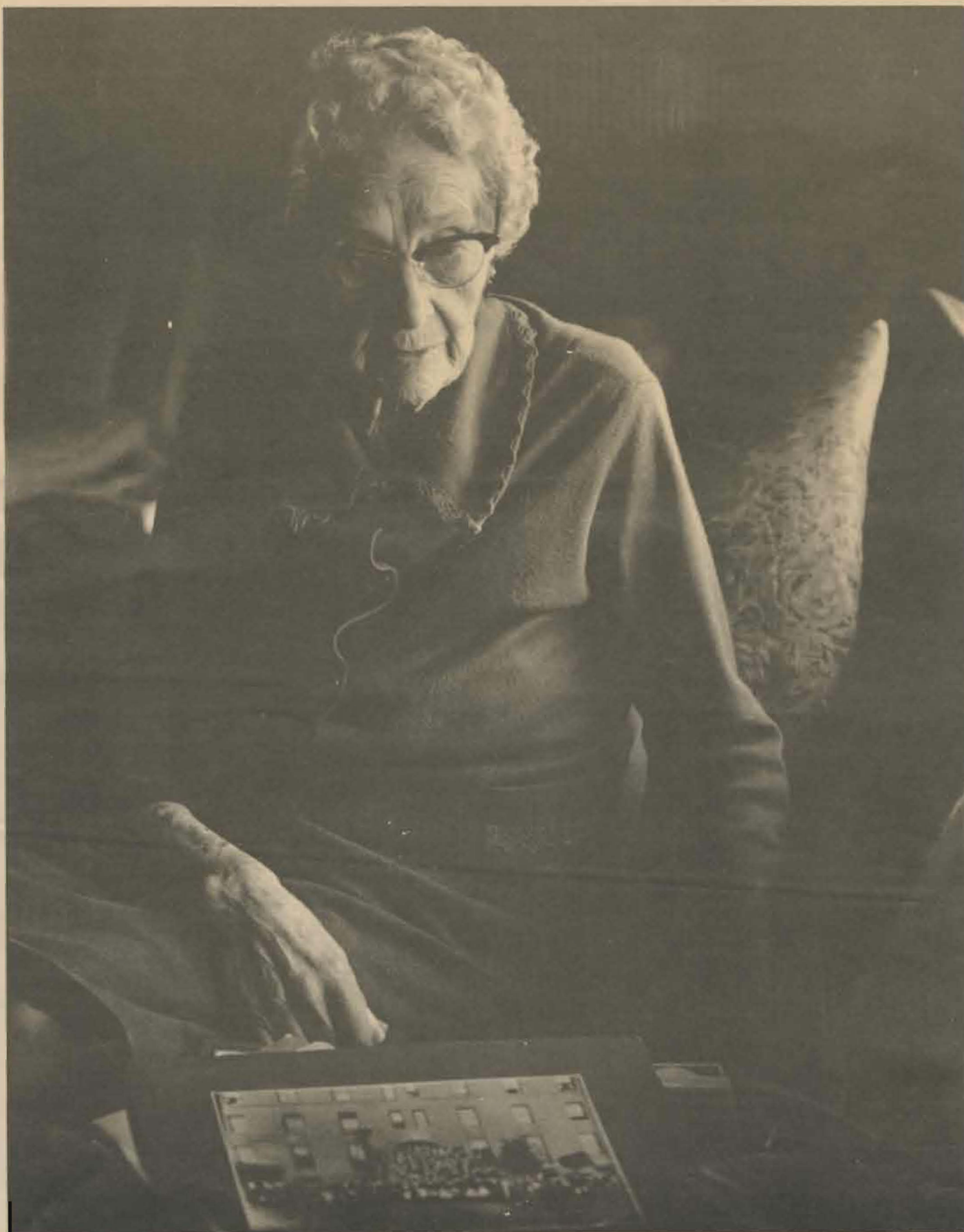


# Scene

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# On the social uses of solitude

'The solitude of the library can that is yet to be, a society

By Dr. Jaroslav Pelikan

(Delivered at Pacific Lutheran University April 19, 1977, during a program observing the 10th anniversary of Robert A.L. Mortvedt Library).

When the critics of today's campus scene want to characterize and to disparage the changes that have come about in American academic life during the past ten years, their favorite symbol is the sharp increase in the use of college and university libraries. Protest has given way to passivity, they charge, and students have moved from the barricades to the library stacks. The result of this new preoccupation with study and with solitude is said to be a docile acceptance of the system as it exists and a withdrawal from the quest for a society with liberty and justice for all. Even some of the leaders of "the movement" have been corrupted, so that the new battle cry is not "Burn, baby, burn!" but "Learn, baby, learn!"

This description of how the social activists of a decade ago view the present mood of college and university students, a description that is necessarily also a caricature, bears a poignant resemblance to the interpretations of "the movement" in the 1960's that came from a previous generation of alumni. Each generation, apparently, is doomed to be alienated by the very processes of change that had, at another stage of history, brought it into being. Yet we are not the slaves or the playthings of historical forces beyond human control. We are responsible participants in a historical process, as were those who

preceded us — and, lest we forget, as those who are to follow us will be even when they change what they have received from us. James Rowland Angell, a great president of Yale, identified as "one of the most engaging and exasperating traits of the graduate" of his or any other university "that typical attitude

*'The new battle cry is not 'Burn, baby, burn!' but 'Learn, baby, learn!'*

of critical resentment of all change." You will forgive an academic conservative for observing that such resentment manifests a special poignancy and a special irony when it comes from those who had made change, and sometimes change for its own sake, the motto of their movement.

Nevertheless, the substance of the change to which these critics are objecting is accurate: there has been a remarkable rise in the number of consumers being drawn by the libraries of our educational institutions. That conclusion may be substantiated impressionistically by any library user, as the number of empty seats in reading rooms and reference rooms has shrunk during our own recent memory. It is also borne out by the data. To cite the university library system I know best, not only as a user but as chairman of the university's committee on library policy, the total circulation of all Yale libraries during the academic year 1965/66 was 862,310 volumes; during the

academic year 1975/76 it had risen to 1,017,426 volumes; a net increase of 18 per cent. Those of us who teach undergraduates — and, since becoming Dean of the Graduate School at Yale, that is the only teaching I do — can provide data from our own classes about the attraction of the library to our students. In the sophomore class I teach as part of Yale's program of "History, the Arts, and Letters," admittedly an unusual group in an unusual curriculum, I have to be careful not to mention too many books, lest the students rush out and try to read, in whatever language, all the titles on the list. Thus no one can deny that the library has become a

*'Change is mindless unless it is informed by a systematic understanding of the old order as well as a determined commitment to replace it with a new order'*

mecca for students in the latter half of the 1970's.

What I would deny, and that most emphatically, is that this is an escape from social concern or social responsibility. In her series of novels about alliterative antitheses such as *Pride and Prejudice* and *Sense and Sensibility*, Jane Austen did not write a book with

the title, *Solitude and Society*. That was just as well, for, properly understood, these two aspects of human existence, while certainly alliterative, do not represent an antithesis. They can become an antithesis, to be sure, and did so, for example, in the thought of Thoreau. You will recall that an entire chapter of *Walden* bears the title "Solitude," in which Thoreau sets forth what can only be termed his metaphysics of solitude. He did prefer solitude to society, not sometimes but always, and he found the company of the woods and the stars more supportive than association with his fellowman. Nor was he the first to have such preferences. The history of Christian asceticism is replete with cases of solitary monks who withdrew from the world, from the church, and from other monks, serving God all alone in their vocation as hermits. Their great model was John the Baptist in the deserts of Judea.

Yet John, you will recall, did not remain alone in the desert, for "all Judea" went out to see and hear him. The solitude of the library is a similar preparation and a similar resource for our communication with others. Thus there are "social uses of solitude," and as my contribution to National Lib-

rary Week I should like to identify three of these uses, by which the reading and study done in solitude can have far-reaching social consequences that would be impossible, or at least highly improbable, without it.

I

The solitude of the library can become the seedbed of revolutionary change in society. Perhaps the most telling evidence for that thesis is the career of the most successful revolutionar of modern times, probably of all times, Karl Marx. His overpowering vision of a new world order has become the dominant ideology for hundreds of millions of people, whether they like it or not, spread-

thought as has the reorganization of Eastern Europe and of large parts of Asia during less than two-thirds of a century.

The Marxist vision, however, was developed by a scholar and researcher, a PH. D. no less, who toiled in the library. Marx pored over documents and studied sources, as a German Herr Doktor was expected to do, and he formulated his radical views on that basis. The solitude of the library became for Karl Marx a seedbed of revolution because it provided him with a diagnosis of society and its ills. Such a diagnosis is the indispensable presupposition for any program of social change, including, may I add, the change that takes place from time to time in the totalitarian regimes

standing of the old order as well as by a determined commitment to replace it with a new order. Such an understanding is, in the first instance, a product of careful observation and of critical reflection, for which the solitude of study is essential. What Marx discovered, or thought he had discovered, in the British Museum taught him to recognize the underlying sources of capitalism and to identify its tragic flaws. To make history he first had to understand history, and the ideas that came from his historical research have turned the world upside down.

Now no one expects a new Karl Marx to be working in the stacks of your library or of ours. But we should expect that those who are

will certainly be in our society and in every other society before this century ends, but which programs for change will be accepted and which will be rejected will be significantly affected by the intellectual and philosophical

*'The social changes that lie ahead for us may well be gestating right now in various libraries as future leaders reflect on the world and its history'*

## become the crucible of a society of liberty and justice for all'

ing more aggressively than any comparable movement in history, with the possible exception of Islam. One may find its basic philosophy wrong-headed and its tyranny loathsome, and I do, but one cannot dispute the power of Marxism to change history and transform society. Even the decline and fall of the Roman Empire did not bring about so fundamental a revision of the ways in which people lived, worked, and

of Marxist states. The social changes that lie ahead for us may well be gestating right now in various libraries here or there, as future leaders of action reflect on the world and its history. To be sure, not all the change will be revolutionary, nor, thank God, will all revolutionary change rest on an all-encompassing world view as Marxism does. But change is mindless unless it is informed by a systematic under-

now at work in our college and university libraries will be faced with many proposals for social change in the coming decades, and we may hope that they will be ready to weigh these proposals on their merits. For this assignment tomorrow the solitude of the library today is a better preparation than the cultivation of the habit of making ethical or political choices on the basis of what other people may think. Change there

homework now being done by students at their books. I do not mean just any books, of course, for some books are more important than others; but I cannot find it within me to settle on a fixed canon either. Nor am I, as a historian, arguing *pro domo* that the study of history is an infallible reference point for constructive social change. After all, it was to the study of history that Marx gave credit for his theories! Far more than has been the case through most of the development of education in the Western world, the present college curriculum has many avenues to understanding and therefore many inspirations for social change. Unless we design education to make this inspiration possible, we may deny ourselves and our posterity the insight necessary for change to be constructive even when it becomes revolutionary. Part of any such educational design must be the opportunity and the facilities, the time and the space, for creative solitude.

II

It is a lesson of the history of revolution that social change will be constructive only if it does not ignore the need for historical continuity, and in our civilization at any rate historical continuity is in considerable measure a product of solitude. Our society is obsessed with innovation and dedicated to the obliteration of heritage. The price of becoming American for successive waves of immigrants has been the sacrifice of their distinctive traditions, for America has often resembled a shredder more than a melting pot. Only the refusal of certain groups to accept assimilation as the price, especially in the recent past, has provoked the children and grandchildren of earlier im-

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migrants to begin probing for continuity. Every American does have two heritages, as the airline advertisement so eloquently reminds us, and the efficiency of modern transportation and communication is making it possible to recover some of the lost tradition that was left behind at Ellis Island. The current turmoils of our good neighbor to the North should be a cautionary tale to teach us, however, that a recovery of the distinctive tradition of a particular group or region can be dangerous and divisive. It can also be a highly irresponsible form of romanticism if it stirs up irrational loyalties to "blood and soil," so reminiscent of a recent and demonic past, and if it makes these loyalties the central content of historical continuity.

To avoid the ethnic chauvinism that lurks in certain forms of the quest for historical continuity, we must learn to cast our net far more widely. My historical continuity is not only with the poets, musicians, and thinkers of Czechoslovakia, with Dvorak and Smetana, Holly, and Hus; nor even only with those of other Slavic lands, such as Dostoevsky, Pushkin, Mickiewicz, and Chopin; but with all the forces of mind and spirit to which I am heir. "I am a human being, and I regard no-

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*'The means of making a legacy your own is to cultivate the acquaintance of the fathers through their books. Getting acquainted with the fathers will in turn be modified by one's social attitudes'*

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thing human as alien to me," not even the writings of the Roman dramatist who said that. We are in grave danger, in this age of centrifugal ethnicity, of permitting the accidents of genetics to define the nature of historical continuity. The spectacular response to *Roots* as a book and as a television series demonstrates the importance of genetic heritage for the process by which a person or a group achieves identity. Alex Haley strove to do for himself what we who are more privileged have always been able to do by

simply consulting the family Bible. And so I would not minimize the need to find one's genealogical roots, standing as I do in a line that we trace back through many generations. But Vergil has been a more important poet in my heritage than the great Slovak poets, Jan Kollar and Svetozar Hurban Vajansky, who happen to have been my kinsmen, and Goethe has colored my thought and sensibility even more than Vergil has.

Historical continuity defined that way is dependent on study and reading. Even in as verbal and literary a household as the one in which I had the privilege of growing up, family tradition and folklore cannot be a substitute for reading a book for yourself — and by yourself. As I have often said before, the leitmotif of my personal and professional life is expressed in the axiom from Goethe's *Faust*:

What you have received as a legacy from your fathers.

You must work for to make it your own.

The means of making it your own is to cultivate the acquaintance of the fathers through their books. When I speak of "the fathers," I am referring not only to St. Augustine and St. John Chrysostom, though that is not the worst place to begin, but to the cloud of witnesses who surround us and who have moulded us. Personal though such cultivation is, it quickly becomes a public force when historical continuity modifies one's social outlook, as is evident from contemporary reinterpretations of various classics. Historical continuity, then, is dynamic as well as static in its effects, public as well private in its workings, social as well as solitary in its context.

### III

One of the chief gifts of historical continuity to the understanding of social change is moral realism. When I referred earlier to "the movement" of the 1960's and to the rapidity with which it has vanished, I had in mind the lack of moral realism in so many of its leaders, who seemed to oscillate between moral cynicism and moral idealism without finding the path of a realistic expectation about the possibilities and the limits of reform. Apocalyptic fervor is undoubtedly a more heady wine, especially when it is combined with self-righteous indignation over the injustices inherent in existing society. There may come a time, as a campus revolutionary once declared, when the only way to stop an inhuman machine is to throw one's own body into the gears and bring the mechanism to a halt. "Once to every man and nation comes the moment to decide," James Russell Lowell's Civil War hymn says — but not once every April. With-

out the sobriety that comes from a realistic assessment of which things can be done out of all the things that might be done, crusades (and not only the original crusades) must end in disillusionment. On the other hand, realism can easily become a cloak for reactionary privilege and a smug resistance to any meaningful change at all.

That is why I speak of moral realism, which would be an apt label for the outlook articulated in such American state papers as

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*'The 'movement' of the 60's vanished rapidly because it lacked moral realism. It oscillated between moral cynicism and moral idealism'*

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The *Federalist* or the speeches and letters of Abraham Lincoln. Twentieth-century Americans, black or white, are sometimes puzzled or even dismayed when they read Lincoln's statements about slavery and about the Union. What seems now to have been a clear and simple moral choice was apparently not clear and certainly not simple to him. Astute politician that he was, he recognized how much could be said and how much could only be implied, and he trimmed his sails to suit the wind. But in so doing he did not lose sight of his compass. He was more aware than most men of the ambiguity of moral choice and of what Reinhold Niebuhr used to call "the irony of American history." Like many thoughtful and sensitive men, he was aided in his capacity to bear the ambiguity and to face the irony by a sense of humor that was sometimes mordant, usually earthy, and often profound. The sense of humor and the awareness of ambiguity belonged to his moral realism, which he applied to the affairs of the Republic and to his own responsibilities in the Republic. America was "the almost chosen people" because it had been charged with the responsibility of setting forth a vision of life and society but had also repeatedly betrayed that vision. Before the outbreak of war, Lincoln's moral realism led him to seek compromise and to oppose fanaticism, in the hope — the vain hope, as it proved to be — that the preservation of the Union would provide a setting for the social change that was needed. When war came, this same concern

motivated a strategy that sought — again vainly — a victory with malice toward none.

Gregarious though he was as a person, Lincoln had hammered out this philosophy in his solitude. His contemporaries spoke of him as a man who was often alone, as one whose reading, which was more intensive than extensive, put him into communion with the various sources upon which he drew for moral insight. We, too, must find in our solitude the moral insight and the moral realism without which our social agitation will be a charade and a betrayal of the moral idealism that we claim as its inspiration. Again I am tempted to concentrate on the study of history as an antidote to both fanaticism and cynicism, but the attitude I am calling moral realism can be nurtured in many different sections of the library. The social sciences have been for many students their introduction to the possibilities and to the limitations of change, while the study of other cultures than one's own is often the best way to gain perspective. For the achievement of genuine and constructive change that endures, I will take my chances with those who have begun to acquire wisdom and not only zeal, with those who will not stand in the way of progress by insisting blindly on "all or nothing at all."

The beginning of this wisdom is study and reflection. As the burners of books in every age have recognized, the library is potentially the most dangerous of all buildings, even when parental guidance is suggested. And therefore the solitude of the library can become the crucible of a society that is yet to be, a society of liberty and justice for all.



Dr. Jaroslav Pelikan is dean of the Yale University Graduate School and Titus Street Professor of Ecclesiastical History at Yale. A renowned theologian and author, he was also the featured speaker at library dedication ceremonies at PLU in 1967.



Dr. Doris Stucke

# preparing for a serving career

## Today's Degree Nurses Are Highly Trained Professionals

By Jim Peterson

The School of Nursing at Pacific Lutheran University has a reputation for having one of the most demanding programs on campus. Yet its enrollment has tripled in the past 10 years and today it is only able to accept one-third of its applicants.

"Nursing has a glamorous reputation with all of the 'nurses' on television," Dr. Doris Stucke, School of Nursing director, admits. "But it's more than that. The majority of our students come into nursing because of a desire to help others.

"And they have to be pretty strongly committed," she added. "The glamour wears off quickly and they find it's very hard work."

Today there are a vast number of career options in nursing. "The rapid growth in health care is in the area of prevention," Dr. Stucke explained, "and that is where nurses are needed — in immunization, nutrition, sanitation, environment, geriatrics, well-child care, counseling, education, practitioner and clinician roles and many other specialties, as well as the more traditional hospital functions."

The public image of nursing has not kept pace with the development of the profession, in part

because there have been drastic changes in the profession itself. Fifty years ago all a nurse needed was "a strong body, a weak mind, and willingness to follow a physician's instructions." Even in recent years, in many areas, one needed only to do for the patients at the physician's direction.

"Today, the emphasis is on doing with patients and helping them do for themselves," Dr. Stucke continued. "More and more, physicians are relying upon the nurse to assess the patient's condition and intervene appropriately even before the physician is notified."

As an occupation nursing is a very broad field, which also contributes to public confusion. There are nurses' aides (on-the-job training), practical nurses (one year vocational training), and three levels of registered nurses from community colleges, three-year diploma (hospital) schools, and four-year baccalaureate programs at colleges and universities.

Skills range from making a bed or bathing a patient to complex problem solving and the decision-making leadership responsibilities of a professional nurse.

There is also opportunity for RN's to secure further preparation through advanced degree or special certification programs.

Not all aspiring nursing students are cut out for the profession, according to Dr. Stucke. "Some see how hard it can be and don't want to give that much of themselves," she said. "Some are overwhelmed by the responsibilities they see they will have to assume. Irregular hours and emotional strain are also a part of nursing."

Dr. Stucke continued, "Nurses aren't the imperturbable automa-

tons some see them to be. They have feelings. It is often hard not to become more involved than is good for one's own health." While a patient or the family may have the singular or occasional trauma, a nurse faces trauma every day and must be able to care, and at the same time stay far enough away to be objective, she indicated.

These potential concerns have not substantially affected retention in the PLU program due, at least in part, to the careful student selection process. Last year's graduating class, the first under the new nursing curriculum (see related story), represented 83 per cent of the students who had started the program. The national retention average is about 65 per cent.

The PLU School of Nursing has reached its optimum size for the foreseeable future after a period of rapid growth. Ten years ago there were 75 students in clinical courses (sophomore through senior year). Last year there were 215. During the same period the number of faculty increased from 10 to 22.

In 1967, the first year of Dr. Stucke's tenure, the school moved from the old Classroom Building to Ivy Hall on lower campus. In 1971 it was moved to the remodeled former student union building, now Aida Ingram Hall. Five

offices were added there in 1975 but the school has still essentially outgrown the facilities.

Further growth is also limited by the availability of health facilities in the community on which the school must rely for valuable clinical experience for students.

Realistically, too, there are limits in the number of employment opportunities, particularly in metropolitan areas where most graduates choose to apply. Since about half of the 90 or so PLU nursing graduates each year seek positions in Pierce County, substantial additional numbers of grads could reduce employment opportunities, Dr. Stucke observed.

Compared, however, with many other professions today, nursing is a field where the number of opportunities is continuing to grow for both men and women. Dr. Stucke emphasized, "There will always be a need for qualified, committed nurses."

# PLU School Of Nursing Adapts To Modern Health Care Needs

By Jim Peterson

The mother of a child with cerebral palsy, a stroke victim and a person suffering from epilepsy are some of the guest "instructors" participating in the new curriculum offered by the PLU School of Nursing.

They are representative of the numerous resource persons who meet regularly with PLU nursing students to discuss special problems as progress is made through the various phases of the program.

The new nursing curriculum is exceedingly more personalized than was its predecessor, according to Dorothy Cone, associate professor of nursing at PLU. Mrs. Cone served as director of the curriculum study project that began in 1969 and was first implemented in 1973.

In fact the term "instructor" may be archaic when applied to the new nursing curriculum. The emphasis is on independent study, seminars, discussions and a great deal of one-to-one work between professor and student.

"The faculty uses class time for motivation and clarification and to provide information not readily available elsewhere," Mrs. Cone explained. "We have far fewer lectures as such and students lead their own seminars. Faculty members serve as resource people to make sure information is accurate."

The approach may work better today than it might have five or 10 years ago. Many students come out of high school today with independent study experience, she observed.

A personalized program is more difficult for the family, however. The demand for individualized counsel can be exhausting, she indicated. It is not unusual for instructors to be working directly with students for 10 hours a day.

Because the structure is less formal and to some degree inte-

grated, it is also necessary for faculty to be familiar with one another's specialties.

"To relieve some of the burden we have worked out our own systems, combining some duties and using team approaches," Mrs. Cone added. "To make it work we have to work together and plan together more closely, something we hadn't done in the past. You can't be a prima donna here very long."

The new curriculum project began with one faculty member's proposal to integrate community health instruction. The nursing



Dorothy Cone

faculty agreed but felt the concept should be broadened. Eventually a Department of Health, Education and Welfare grant was obtained to subsidize the countless hours that would be necessary to complete the project. Initially, 40 per cent of the time of five faculty members was devoted to the effort.

Nursing faculty, nursing alumni and community directors of nursing, head nurses, administrators and health agency representatives were exhaustively interviewed to identify the "essential components" of a nursing education.

What resulted was a six-level program. Briefly, the first level deals with geriatrics and students

each have one geriatric client. Level two involves experience in geriatric clinics as well as newborn nurseries and well child clinics.

Level three offers the first hospital experience with mothers and infants, children and adults. At level four, students get medical-surgical and psychiatric experience. Level five, increases community health participation and advances the care of children and adults to coronary and intensive care.

At this point a student is qualified to work as a beginning professional in any of the clinical areas. But in addition, there is a sixth level, a "preceptorship" or internship, where a student works intensively with one professional in the community for four days a week during an entire semester. Whether the area is community or hospital nursing is the choice of the student.

"There are from 40 to 50 'preceptors' helping us at any one time," Mrs. Cone said. "They like it. They keep volunteering to do it again, and they often become very good friends with the students and their families."

The School of Nursing tries to thank and reward the volunteer instructors with continuing education opportunities and professional credit.

The new PLU curriculum approach was uncommon across the country when it began, though some schools were making studies at about the same time. Today many other schools are following along, but it's a long process and each school must gear its program to its individual philosophy.

"We're confident that the program is doing the job," Mrs. Cone asserted. "Students are learning more and they're learning faster. We have evidence because we test so closely."

One of the features of the program is the demand for 100 per cent mastery of each level instead of the traditional quizzing and grading on the curve. All of the evaluation is done on a one-to-one basis.

Dr. Doris Stucke, director of the School of Nursing, commented, "We've had beautiful community participation. The program has been well received by hospitals and agencies in the community. Without their cooperation it wouldn't work."

She added, "The new curriculum prepares students better for the future because it stresses independent learning which they will continue to use long after they have left PLU. With the knowledge explosion all of us must continue to learn or be left far behind."

# Elderly Offer Time To Add Dimension To Nursing Study

By Judy Davis

The elderly in our society are not necessarily sick and infirmed with "one foot in the grave."

This covert message is transmitted to student nurses during weekly visits they make to retired persons as part of the course, "Socialization to Nursing."

"The weekly visits are one way we try to eradicate the idea the elderly are sick — that's true in the case of only about five per cent of the retired population," said Lenora Weirick, assistant professor of nursing who teaches the course.

For the first two levels of the nursing curriculum, a student nurse maintains this one-to-one relationship with a retired person who has volunteered to be a part of the program.

It is because the student nurse will probably be dealing primarily with retired persons during her nursing career that she gains early exposure to the needs and characteristics of the elderly person.

Since the course emphasizes "wellness" of most of the elderly population, the retired volunteers usually live in their own apartments or homes. Most are widows or widowers.

"In addition to assessing the 'wellness' of the retired client, the student nurse also becomes aware of their nutritional habits and any problem areas that may surface," explained Ms. Weirick, a specialist in medical-surgical nursing.

Most of the retired volunteers come through referrals of friends or acquaintances involved in the program. Ms. Weirick said forms explaining the program and questionnaires are left with apartment-house managers in many instances.

Each semester, Ms. Weirick is  
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Candy Idso, left, and Anne Knudson

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responsible for matching some 15 to 20 nursing students and retired clients. Over the past three years, nearly 100 retired persons have taken part in the program.

Ms. Weirick emphasized the program could not exist if the

retired persons were not willing to give their time.

"It's only their generosity that makes the program successful," she stressed.

Ms. Weirick said the program not only emphasizes the self-sufficiency of the retired population, but also helps student nurses

influencing his condition and care."

Through clinical experiences, nursing students gain an understanding of wellness at all age levels. "Understanding wellness is a major goal of the course, since it prepares the students to recognize existing and potential health problems," Mrs. Hefty said.

She added that students are especially happy with one of their first clinical experiences in which they examine a healthy, newborn baby in either Tacoma General Hospital or Madigan Army Medical Center.

"During the newborn assessment, they take vital signs such as heartbeat and respiration, test neurological reflexes, assess the mother-infant relationship and generally gain an understanding of the baby's total 'wellness'," she pointed out.

Besides gaining practical experience in infant nurseries, they also spend time in well-child, adolescent and geriatric clinics and elementary schools. "Frequently our students are called upon to help schools with immunization and health screening programs," Mrs. Hefty said.

Students also continue visits with elderly individuals which began the previous semester. The visits give them experience in health assessment and skills in initiating, maintaining and terminating relationships.

realize that youth is not the only worthy age level.

"Many of the student nurses don't have grandparents so they have missed out on hearing about life experiences of the elder generation," commented Ms. Weirick.

She said student nurses have indicated hearing about life "in the old days" as an interesting part of visits with their "surrogate" grandparents. While developing an understanding of lifestyles of another generation, the student nurses also develop skills in communication and interpersonal relationships.

"At first, some student nurses find it difficult to sit down and talk to someone who may be three times their age or more," explained Ms. Weirick. But, by the end of the program, most student nurses have learned to become relaxed and comfortable, and, in a sense have "blossomed" with their clients.

"They begin to see how their needs compare and how mutual meeting of these needs has occurred," said Ms. Weirick.

One of the most popular retired "clients" among student nurses is Anne Knudson who taught English at PLU for 25 years before retiring in 1970.

"Annie K" emphasized the experience with the student nurses

is a two-way street. She has learned, for instance, "greater respect for the ideas, opinions and abilities of nursing students today.

"I've always known students are more mature than we give them credit for being, but I've found the four nursing students I've visited with to be an extremely interested, dedicated group of young people."

Her current "visitor," Candy Idso, 20, said she especially appreciated being able to meet with Annie K in a relaxed, informal setting, free from the stresses of the classroom.

"I've found out one can really learn from an older person; I've also gained an understanding of the joys and problems of retirement and how to look at the total person," said the junior from Puyallup.

During the visits, Candy and Annie K "let it happen" and talk about anything from ancestry and home life to books and campus living styles.

"As far as I'm concerned, it's great to be out with someone like Annie K," said Candy.

She added, "The 'book' nurse is not enough — what a nurse really needs to know about is people."

Some selected students, usually more mature individuals or nurses completing degree programs, assist in the PLU Health Center. There they examine con-

senting fellow students who evaluate procedures used by the nursing students.

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## Assessment Phase Builds Student Skills

"Now I'm really beginning to feel like a nurse."

Luella Hefty, assistant professor of nursing and a team leader for Level II in the School of Nursing, said this comment is typical of those made by nursing students enrolled in "Health Assessment."

"During this course, nursing students gain their first clinical experience and begin to apply the skills they have learned in the classroom," explained Mrs. Hefty.

As part of the assessment process, the student nurses learn how to examine clients using such tools as a stethoscope, blood pressure cuff and audio-visual equipment.

"They also further develop interviewing skills which were introduced in Level I to evaluate the emotional and physical wellness of the client and understand the 'total' person," she explained.

Assessment, she continued, is defined as "the continuous, systematic, critical, orderly and precise method of collecting, validating, analyzing and interpreting of information about the physical, psychological and social needs of a patient, the nature of his self-care deficits, and other factors



Denise Ladenburg assesses infant.

## First Day On Ward Causes Variety Of Emotions

"That's good!"

Very simple words of encouragement from the instructor are cherished by nursing students experiencing their first days on a hospital ward at the beginning of their junior year.

"It can be a confusing, even frightening experience at first,"



Clara Carper

observed Clara Carper, instructor for this, the third phase of a nursing student's training.

Steve Martin, a junior from Seattle, had previous hospital experience as an orderly but admitted that he was apprehensive about acceptance of him in a traditionally female role. "There was anxiety, but also high expectations," he said.

Diane Viele of Federal Way said, "I'm nervous anyway. But I was so busy I didn't really have time to think about it."

Excitement and concern were the words Karen Overland used to describe her first ward experience. Miss Overland is from University Place near Tacoma.

Diane explained that she felt she had learned what is supposed

to be done, but "doing it to an actual person" is something else again. At Puget Sound Hospital she was assigned to a man in traction for back problems.

At Mary Bridge Children's Hospital Karen was assigned to a one-year-old child with respiratory problems. "It was a learning experience just to take care of a child that age," she recalled.

Her primary concern was to get the medications accurate. "It is touchy because they are given such small doses," she explained.

Steve also cared for a child at Children's. "We had to remember with young children not to rush things, to help them deal with anxiety, to gain their trust and acceptance," he said. "A hospital can be very frightening to a young child."

With almost each passing hour the students gain in confidence. The instructors are always available for advice and support. "They calmly guided us through it," Karen noted.

Throughout this phase there are also frequent sessions with instructors when students discuss and evaluate what they have been doing. Precise care plans are also a valuable learning tool.

"This is a phase where the students have to put into practice much that they have learned previously," Mrs. Carper observed.

It doesn't happen overnight. But as Diane remembered realizing at one point, "Yes! That's what I was reading about! It all comes together and it's a good feeling."



Diane Viele



Steve Martin



Karen Overland

(Continued from Page 7)

"The evaluation process by other members of the health team in the clinical setting and the PLU School of Nursing staff continues throughout the course," said Mrs. Hefty.

One of the first evaluation process experiences occurs in the laboratory where students demonstrate physical examination, interviewing, infant care skills and injections. After practicing injections on oranges, students demonstrate skill mastery using each other as clients.

When they are judged ready to give injections outside the classroom they begin giving immunizations during their clinical experiences, according to Mrs. Hefty.

The Health Assessment course, she stated, not only gives students techniques to use in assessing health needs of clients, but also helps them gain understanding of the role of the community health nurse and of the health care resources available to the public.

## Rapid Changes In Nursing Increase Need For Continuing Ed. Program

By Judy Davis

Continuing education is becoming "absolutely necessary" to the nursing community, stresses Carolyn Schultz, continuing education coordinator for the PLU School of Nursing.

Mrs. Schultz, who specializes in community health nursing, said the continuing education trend for nurses can be related to two words now common to the vernacular of nearly every service-oriented profession: "accountability" and "consumerism."

"In the past seven years, the public has begun to hold the nursing profession accountable for the quality of care they receive; more and more, consumers are being urged to take responsibility for their health-care needs," she continued.

At PLU, the continuing education program seeks ways to help nurses improve their professional skills and keep abreast of technological changes so they can be better prepared on the job.

Mrs. Schultz suggested that continuing education will soon become more than a "trend" within the profession. She predicts the state legislature will soon pass legislation making continuing education a requirement for relicensing of practicing nurses.

Already, the PLU School of Nursing is gearing up its continuing education program so it can be better able to respond to the needs of the nursing community when this occurs.

Last fall, for instance, PLU began to assess the continuing education needs of the nursing community.

Mrs. Schultz personally talked to in-service coordinators in hospitals in the Puget Sound area and Southwest Washington to see

what types of continuing education programs are needed within the nursing profession.

She emphasized that the PLU program is not designed to lead to advanced degrees but to provide nurses with opportunities for "continuing their education" as they carry out professional duties.

"We've found the continuing education formats most suitable for nurses are workshops, seminars and short courses," Mrs. Schultz explained. In some cases, the continuing education program allows for independent study, with PLU staff members serving as resource persons.

In the past year, subjects covered in the continuing education program included "Stress Management" (designed for the nursing school faculty), "Adolescence: Growing Up the Hard Way" and "Management Tools for Health-Care Professionals."

In response to a need surfacing in Grays Harbor, the PLU School of Nursing offered a one-day

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seminar in the spring for practicing community health nurses in that city.

"Most of the seminars are open not only to nurses, but to anyone interested in the subject for discussion," said Mrs. Schultz who has also been a team leader for level six of the nursing curriculum.

She pointed out local persons in health-care and related fields as well as representatives of the PLU Nursing School staff and general faculty conduct continuing education programs.

"We feel, in a sense, a continuing education can be the tool for getting together those involved in providing direct care and those



Carolyn Schultz

involved in nursing education," Mrs. Schultz added.

In her opinion, by facilitating communication among those individuals, the profession, as a whole, is improved. "The end result," she said, "is better quality health care for the entire community."

## Realism Vital In Care Of Incurably Ill

Editor's note: One of the strengths of a baccalaureate nursing program is the emphasis on patient's psychological, as well as physical needs. Alice Olson '75 works in medical oncology at University Hospitals in Minneapolis, Minn. She relates how she deals with death as a daily companion and how her education prepared her for the experience.

By Alice Olson

In recent years much attention has been drawn to the care and



Alice Olson

needs of dying patients. Working directly with cancer patients, many who have since died or face a severely shortened life expectancy has given me the opportunity to share the small victories and the deep hurts with a special group of people.

What is essential to preparing nursing students to care for terminal patients? How do we include nursing as a positive support system in mobilizing a patient and his family to cope with a serious, chronic disease?

Perhaps one of my greatest fears for my patients is that they are left to face their disease and dying alone. Nursing education emphasizes close communication with the patient and his family. I have now learned that those channels may exist between the patient and only a few, or even one of

the staff members. That involvement on a small scale seems important to minimize the frustrations and concerns present. Other health professionals — social workers, chaplains, dietitians, occupational and physical therapists — should be available when indicated. Some families desire the support of many people while others prefer to function more privately — something which needs to be assessed and respected. Others gain support from sharing experiences with other patients.

Another aspect of my field I have valued is the chance to be relatively unconventional. We are taught to be creative and develop programs to fit each individual. A person who has to face long hospitalizations and a deteriorating physical status needs to lead his life as he desires — not per hospital protocol. That may mean interrupting treatment at the hospital so a patient can go home for a weekend or even a few hours, allowing the family to come and go at whatever hours they wish and encouraging anything which makes the hospital more tolerable. It also means respecting the teaching and support the family needs to make that possible.

The question I am most frequently asked is, "Isn't it depressing working on a cancer ward?" No, it is not. If I set as my goal that I will see the majority of my patients cured of their disease, it might be more depressing and seem futile. By accepting that I cannot erase the fact that they have an advanced type of cancer, I am able to set more realistic goals and help them make the most of each day. This type of nursing requires sharing the triumphs and frustrations of meeting cancer head-on and I am deeply touched by those people who have demonstrated that each day of our lives is precious.

## Nursing In 'The Good Old Days'

While nursing is still a difficult, demanding profession, it is not as difficult as it was 90 years ago. The following excerpts are from a job description of a bedside nurse in an American hospital in 1887:

In addition to caring for 50 patients, each bedside nurse will follow these regulations —

1. Daily sweep, and mop the floors of your ward, dust the patient's furniture and window sills.

2. Maintain an even temperature in your ward by bringing in a scuttle of coal for the day's business.

3. Light is important to observe the patient's condition. Therefore, each day fill the kerosene lamps, clean the chimneys and trim the wicks. Wash the windows once a week.

4. The nurse's notes are important in aiding the physician's work. Make your pens carefully. You may whittle the nibs to your individual taste.

5. Each Nurse on day duty will report each day at 7:00 A.M. and leave at 8:00 P.M. except on the Sabbath on which day you will be off from 12:00 noon to 2:00 P.M.

6. Graduate nurses in good standing with the director of nurses will be given an evening off each week for courting purposes, or two evenings a week if you go to church regularly.

7. Each nurse should lay aside from each payday a goodly sum of her earnings for her benefits during her declining years, so that she will not become a burden. For example, if you earn \$30 a month you should set aside \$15.

8. Any nurse who smokes, uses liquor in any form, gets her hair done at a beauty shop or frequents dance halls will give the director of nurses good reason to suspect her worth, intentions, and integrity.

9. The nurse who performs her labors, serves her patients and doctors faithfully and without fault for a period of five years will be given an increase by the hospital administrator of five cents a day providing there are no hospital debts that are outstanding.

# commencement 1977

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## PLU Regency Professorship Awarded To Dr. Reigstad

"Mr. Shakespeare" is the respectful title often used in reference to Dr. Paul Reigstad, PLU Regency Professor for 1977.

Dr. Reigstad, professor of English, was honored during Commencement exercises May 22.

The Regency Professorship, PLU's highest faculty honor, has been bestowed annually by the PLU Board of Regents since 1971. It is intended to recognize "demonstrated excellence and contributions to a field of learning or public affairs."

The award carries with it a stipend funded by the Regents, and leaves time to allow the recipient to pursue study on projects of his own choosing.

Now in his 30th year of teaching at PLU, Dr. Reigstad has long been recognized by both students

and colleagues for his scholarship in both English literature and his studies of the turn-of-the-century Norwegian-American novelist, O.E. Rolvaag.

A lifetime of interest in the late St. Olaf College professor by Reigstad resulted in 1972 in his authorship of a book, "Rolvaag, His Life and Art," published by the University of Nebraska Press. Just this past spring he has had two articles on Rolvaag published in professional anthologies.

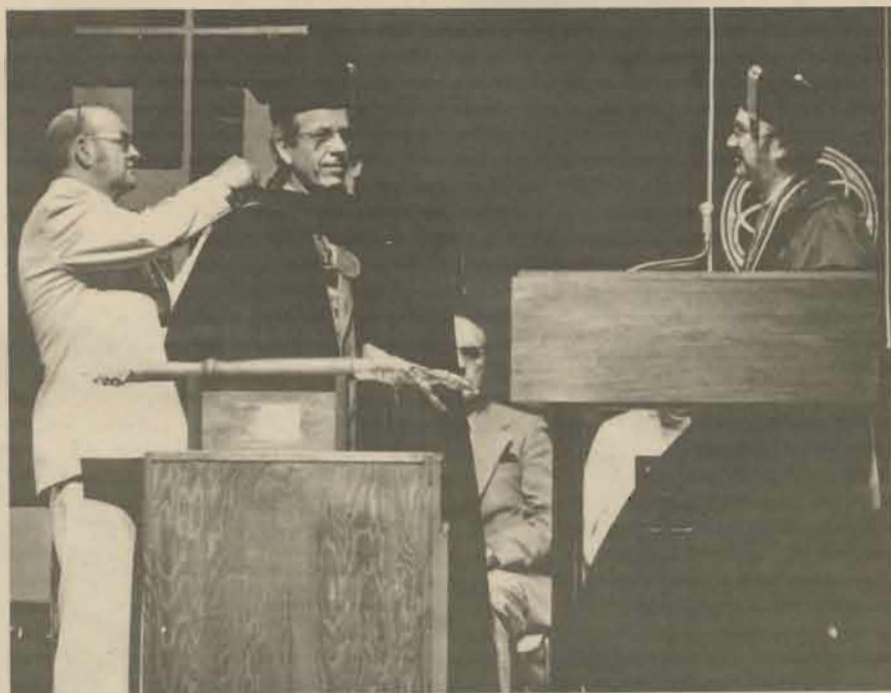
Reigstad's most recent faculty leadership activities on campus have included chairmanship of the Division of Humanities and the Commission on Academic Excellence.

A graduate of St. Olaf, he earned his master's and doctor's degrees at the University of New Mexico in Albuquerque.

During the awards ceremony Reigstad was cited by PLU President Dr. William Rieke, not only for his professional accomplishments, but for his "goodness of spirit, humaneness of conduct, and care for heart along with mind.

"You are a sample of the goods we cherish and hope to pass on to others," Dr. Rieke said.

During his Regency leave,



Dr. Paul Reigstad, professor of English, receives the PLU Regency Professorship medallion from Board of Regents chairman Melvin Knudson. Dr. William O. Rieke, PLU president, right, read the Regency citation.

Reigstad hopes to pursue his Shakespearean research in England and at the prestigious Huntington Library in Los Angeles.

## Malla Dahl Receives PLU Diploma 69 Years Late

If there is one living person responsible for the fact that Pacific Lutheran University exists today, it could be Louise "Malla" Dahl.

In addition, she is the only living person to anyone's knowledge who was among PLU's first students when the school opened its doors in the fall of 1894.

She attended PLU for the next 14 years. But having completed her studies during the winter of 1908, she wasn't around when diplomas were presented in the spring.

On Sunday, May 22 of this year, however, she finally received her Pacific Lutheran Academy diploma, 69 years late. It was presented by Dr. William Rieke, PLU president, during PLU Commencement exercises.

Tiny, tow-headed Louise Sinland, the daughter of Samuel Sinland, began school at PLU at the age of six. Her father was among the men who PLU founder Bjug Harstad had coaxed to come to Parkland to work on the construction of Old Main (now Harstad Hall). In addition to a nominal salary the workers were to re-

ceive lots on which to build their homes.

"He was a very determined man," Mrs. Dahl said of Harstad, whose children were among her closest childhood friends. "When



Louise "Malla" Dahl

he thought he was right, he would fight for it."

It was some 40 years later, as proprietor of Dahl's Grocery in Parkland, that Mrs. Dahl extended credit to Pacific Lutheran faculty and employees. Her patience and understanding in great measure made it possible for the teachers to stay through the Depression and for the doors of the school to remain open.

But today, the charming, alert 89-year-old widow is very reticent to take much credit for her part in the PLU story. "They were hard times for everyone," she recalls. "I could extend credit as long as the wholesalers could extend credit to me. And they were very understanding, all through those years."

It was toward the end of World

War II, when PLU was growing rapidly with returning GI students, that both Pacific Lutheran and the Dahl enterprise were able to balance the ledgers. A short time thereafter the Dahls sold the store and bought a small farm.

It was during her senior year at Pacific Lutheran, the year she was captain of the women's basketball team, that she met her future husband, Hans. "He was a handsome young midwesterner who had come to Seattle to work but found that he could live and attend school at PLU more economically than he could live in Seattle," she explained.

After they were married they lived in the midwest for several years but returned to Parkland permanently in 1922. During the years of Dahl's Grocery, beginning in 1926, Mr. Dahl was ill, but later he was able to work first at the Tacoma shipyards and then the county auditor's office, where he stayed until his retirement.

All four Dahl children and three grandchildren have attended PLU. The eldest daughter, Irene, now deceased, was one of the most prominent students. Active in many areas, Irene later served as Alumni Association president and married Olai Hageness, a former PLU student body president, in 1937. Hageness recently retired as superintendent of Clover Park School District in Tacoma.

Unassuming and a bit overcome when asked about her reaction to the recent recognition, Mrs. Dahl replied, "I don't know if it's really necessary. But PLU people have always treated me like royalty."

## 180 Seniors Graduate With Honors

Lee W. Tempel of Colfax, Wash., earned both a bachelor of science degree in chemistry and a bachelor of arts degree in German this spring but still managed to become one of 10 PLU seniors to earn highest academic honors, summa cum laude.

Also maintaining 3.9 or better grade point averages were Cindy Brennan, English; Julie Carlson, English and German; Ronald Coen, political science and sociology; William Jungkuntz, music; Edith Landau, classics; Jerald Levenson, economics; Daniel Thomason Jr., psychology; Debra Christianson, music; and Karen Ettlin, nursing.

An additional 56 graduates rated magna cum laude honors and 114 seniors graduated cum laude.

## Six McNeil Island Inmates Earn Degrees

Ahssem (Sam) Rifai, 36, donned cap and gown for the second year in a row to receive a master's degree in sociology from PLU at McNeil Island Federal Penitentiary Commencement exercises May 19.

Rifai, a Syrian serving time for smuggling, received his bachelor's degree from PLU last year.

Five other McNeil inmates received PLU bachelor's degrees.

## 695 Degrees Presented At Commencement

Nearly 700 degree candidates took the traditional walk across the Olson Auditorium stage during Commencement exercises at Pacific Lutheran University Sunday, May 22.

Among them were 544 bachelor's degree candidates and 151 master's degree candidates.

This year's class included 199 bachelor of arts candidates, 133 candidates for bachelor of arts in education, 97 in business administration, 38 in nursing, 36 bachelor of science, 24 in fine arts and 17 in music.

Eighty-five candidates received master's degrees in social sciences, 34 master of arts in education, 24 master of business administration, three in humanities, two in public administration and music, and one in natural sciences.

Dr. William E. Leshar, president of Pacific Lutheran Theological Seminary, was presented an honorary PLU Doctor of Divinity degree at Commencement. A PLU Distinguished Service Award was given to Norman M. Lorentzsen, president of Burlington Northern, Inc., headquartered in St. Paul, Minn.

Dr. Paul Riegstad, professor of English, was named PLU Regency Professor for 1977. Louise "Malla" Dahl, 89, was presented the 1908 Pacific Lutheran Academy diploma she had earned but never received.

Dr. Leshar became seminary president in 1973 following three years as a parish renewal professor at the Lutheran School of Theology in Chicago, Ill. He has also served parishes in Chicago and St. Louis, Mo.

At PLU Dr. Leshar has worked to redefine the seminary as a theological center for the Lutheran churches of the west. He has also established a continuing education program that includes a relationship with the Lutheran Institute of Theological Education (LITE) at PLU.

Lorentzsen, one of the nation's prominent Lutheran laymen, is a former member of the PLU Board of Regents and presently serves on the university's Collegium, a campus professional advisory organization.

He is also a member of the Board of Regents of Concordia College, Moorhead, Minn., and the boards of Lutheran Brotherhood Insurance Company and the Saint Paul Foundation Inc.

During his Commencement Weekend visit to PLU he presented a deed for 7.57 acres of

Burlington Northern land near Port Orchard, Wash. to the university. The site, purchased by PLU for a fraction of its worth, includes a communications tower vital to plans for expanded KPLU-FM broadcast capabilities.

## Grad Earns U. of Chicago Scholarship

Daniel Thomason, a Pacific Lutheran University honors graduate, has accepted a \$4,000 graduate scholarship to study biopsychology at the University of Chicago.

Thomason, the son of Mr. and Mrs. D.M. Thomason of Puyallup, will specialize in research dealing with the physiological basis of learning and memory.

An undergraduate fellow and teaching assistant in psychology at PLU, he recently participated with PLU professors from chemistry, biology and psychology in a research project dealing with cold stress tolerance.

The Puyallup High School graduate plans a career as a research psychologist.

## PLU Bus. Ad. Prof. Earns 4th Degree

The first master's degree earned in Golden Gate University's Seattle Taxation Program was awarded recently to Franklin L. McCarthy, associate professor of accounting and public administration at Pacific Lutheran University. The degree of Master of Business Administration in Taxation was presented by resident dean John R. Herzfeld.

Dr. McCarthy also holds a Ph.D in Business Administration from the University of Minnesota, a M.B.A. from the University of Chicago and an A.B. from Hope College. He taught previously at the University of Idaho, the University of Oregon and the University of Minnesota. He is a CPA, a member of the Washington Society of CPAs and the American Institute of CPAs.

The Seattle Taxation Program of Golden Gate University began in summer 1975, and offers graduate level evening classes in taxation.



An honorary doctor of divinity degree was presented during Commencement to Dr. William E. Leshar, left, president of Pacific Lutheran Theological Seminary. Taking part in the ceremony were Dr. Walter Pilgrim, center, director of the Lutheran Institute for Theological Education (LITE) at PLU, and Dr. William O. Rieke, PLU president.



Norman Lorentzsen, left, president of Burlington Northern Inc., receives the PLU Distinguished Service Award from PLU President Dr. William O. Rieke. The presentation was made during Commencement exercises.

## Dr. Giddings Earns Energy Info Grant

A project intended to inform the public concerning regional and local energy issues is being conducted this summer by Dr. William Giddings, PLU professor of chemistry.

The project has been funded by a \$3,640 Community Education in Energy Conservation grant from the Office of Community Development, Department of Health, Education and Welfare.

Dr. Giddings is preparing a 20-minute slide-tape program to be presented at organizational meetings this fall.

Cooperating with him on the project are the League of Women Voters, American Association of University Women, Audubon Society and PTA.

# News Notes

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## Transmission Site Acquired By KPLU-FM

The dream of an expanded KPLU-FM took a giant step toward reality last month when Pacific Lutheran University acquired 7.57 acres of land, approximately four miles south of Port Orchard, Wash., which accommodates a 420-foot communications tower.

Ownership of KPLU-FM's future transmission site was officially assumed by PLU during Commencement exercises when Norman Lorentzsen, president of Burlington Northern Inc., presented Dr. William Rieke, PLU president, with the deed for the land. On the same day Lorentzsen

received PLU's Distinguished Service Medal.

The tower and land, formerly owned by Burlington Northern, was once used as a microwave relay station. The site, appraised at \$60,140, was offered to PLU for \$10,010. Funds for the acquisition came from several local businesses and private citizens.

KPLU-FM currently has two applications pending before federal agencies. The Federal Communications Commission is considering approval of a construction permit which would allow the station to both transmit from its new site and increase power to 100,000 watts. The station has also made application to the Department of Health, Education and Welfare for a grant which would be used to acquire and install new transmitter and remote equipment.

Plans call for the station's studios to remain at their present

location on campus with the signal to be microwaved 23 miles to the new tower before transmission.

KPLU-FM's goal is to extend its schedule to an 18-hour broadcast day at 100,000 watts. The proposed coverage area will allow the station to substantially increase its audience from 500,000 to 1.9 million listeners.

Organized in 1966, KPLU-FM broadcasted for six years at 10 watts. In 1972 it signed on at 40,000 watts with a six day a week schedule. It is presently the only station in the service area to provide daily scheduling of major U.S. orchestras and the Israeli Symphony. Future programming will favor programming that responds to locally identified needs such as nutrition for the elderly, parenting skills, identification of community resources for problem solving and lifelong learning opportunities.

## Four New PLU Regents Elected

Four new members were elected to the Pacific Lutheran University Board of Regents at the annual meeting of the PLU Corporation June 11.

They are Rev. John Milbrath of Portland, Ore.; Suzanne Nelson of Tacoma; Kenneth Erickson of Eugene, Ore.; and Casper (Bud) Paulson of Salem, Ore.

Rev. Milbrath represents the North Pacific District of the American Lutheran Church, Mrs. Nelson is a PLU Alumni Association representative, and Erickson and Paulson are representatives of the Pacific Northwest Synod of the Lutheran Church in America.

Six persons were re-elected to the board. They are Melvin Knudson of Tacoma, the present board chairman; Dorothy Schnaible of Moscow, Id.; Dr. M. Roy Schwarz, Seattle; M. Sterling Rygg, Kalispell, Mont.; Robert Hadland, Hopkins, Minn.; and Richard Neils, Tacoma.

All persons elected will serve three-year terms.

Earlier this spring PLU, owned and operated by the ALC North Pacific District, received permission from the executive committee of that body to conduct a capital/endowment fund campaign among district congregations. Delegates to the district's annual convention, sitting in this session as the PLU Corporation, unanimously passed a resolution ratifying that decision. The solicitation will begin in 1978.

The corporation also approved a resolution affirming the present PLU form of governance after the issue had received several years of study and discussion.

The resolution was laid to rest when a resolution to further evaluate the university governance issue was narrowly defeated.

A resolution to change the district's present regent's nominating procedure was also defeated.

Reporting on the state of the university, Dr. Richard Jungkuntz, PLU provost, noted that preregistration and housing deposits are up over last year and 700 freshmen are expected to enroll this fall.

Dr. Jungkuntz was speaking on behalf of Dr. William O. Rieke, PLU president, who was accompanying the PLU Choir of the West during its month-long concert tour of Europe.

## Dr. Ostenson Concludes 40-Year Career

Long before conservation of natural resources was a critical world issue, Dr. Burton Ostenson was an expert on and was teaching courses on the subject.

It was in the late 1930's, as a young instructor at Michigan State University, that Dr. Ostenson first developed and taught conservation courses. This past month, after 40 years of teaching, 30 of them at PLU, he retired with a secure reputation as a conservationist and naturalist.

Raised on a farm in Minnesota and a graduate of Luther College in Decorah, Ia., Dr. Ostenson accepted a position at Michigan State in 1936 and taught courses in zoology as well as the conservation courses, establishing in the process a reputation as a knowledgeable and open source of information on diverse aspects of natural history.

With an interruption of two years as communications officer aboard a PT tender in the Pacific during World War II, Ostenson remained at MSU until 1947 when he became chairman of the Department of Biology at PLU. During his three decades on campus he has instituted and taught numerous classes while serving

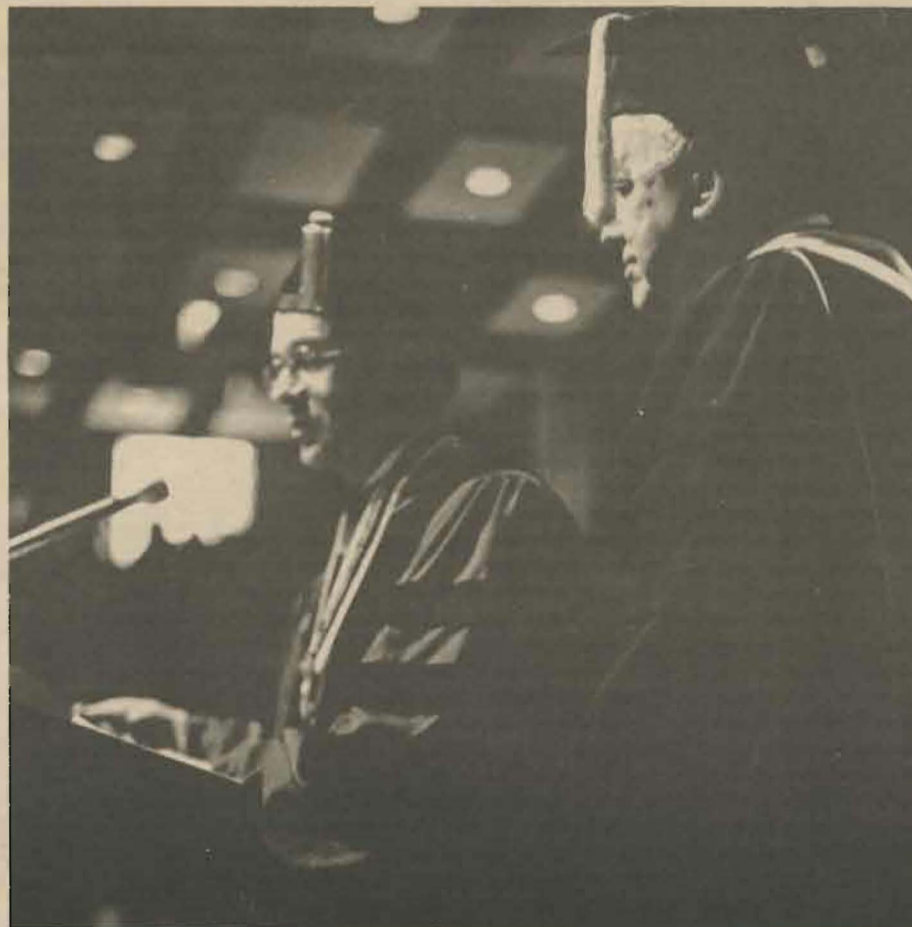
continuously as a department chairman of first biology, then general science, and finally earth science, a department he helped establish.

He also found time for research in the Arctic under the auspices of the Atomic Energy Commission and later, in the Antarctic, under the auspices of the National Science Foundation.

In addition to his responsibilities at PLU he has been and continues to be active in the Tacoma community in general

and the scientific community in particular.

He is a charter member of the board of directors, past president and past secretary of the Tacoma Zoological Society, and a charter member, past president and past secretary of the Society of Sigma Xi. He is also past president and past secretary of the Northwest Bird and Mammal Society as well as a current member of their board of directors. Finally, he is a very active charter member of the Tahoma Audubon Society.



Dr. Burton Ostenson, right, was honored upon his retirement at Commencement exercises May 22. Dr. Ostenson served at PLU for 30 years.



Dr. Erv Severtson

## Profession Honors PLU Psych Prof

The highest distinction awarded to psychology practitioners by their profession, Diplomate in Clinical Psychology, has been awarded to Dr. S. Erving Severtson, professor of psychology at Pacific Lutheran University.

The announcement of the citation was made by Dr. Mark H. Lewin, executive officer for the American Board of Professional Psychology Inc. Award of the diploma will be made at the annual convention of the American Psychological Association in San Francisco in August.

The final step in the extensive qualification process involved a day-long examination in Los Angeles before five senior Diplomate-level psychologists. The test covered recent developments in theory and research, clinical

topics, professional issues and ethical considerations.

Dr. Severtson has served at PLU for 11 years. He holds a Ph.D. from the University of Utah.

## 8th Annual H.S. Music Camp Slated

The eighth annual Northwest Summer Music Camp at PLU July 17-23 offers a week of intensive instrumental and choral study to students in grades nine through 12, according to Dr. Larry Meyer, camp director.

Dick Culver, supervisor of music education for Denver Public Schools, is one of two camp band directors. He has served as clinician, adjudicator or guest conductor in Colorado, Nebraska, Texas, Washington and Idaho. A woodwind specialist, he has performed with many professional bands as well as the Denver Symphony Orchestra.

Edward Harmic and Roger Gard of the PLU Department of Music are also on the camp faculty. Harmic is director of the PLU University Chorale; Gard directs the PLU Concert Band.

Daily camp events include choir, band and orchestra rehearsals, keyboard, ensembles, clinics, jazz band, individual practice time, lessons and programs. In addition, a student variety night, evening recitals, special programs and seminars are planned. Solo and ensemble contests are scheduled throughout the week.

At the conclusion of the camp a final concert featuring the orchestra, band, choir and piano ensembles will be presented for the public.

Music camp students live in campus residence halls during

their stay at PLU, according to Meyer. They have access to all PLU recreational facilities, including tennis courts, golf course, swimming pool and the University Center games room. Picnics, socials and an evening dance are also planned, he indicated.

The camp annually attracts more than 200 area music students. Prospective students may register by contacting Meyer at the PLU Department of Music.

## Student Art Award Won By Senior

Helene Wilder, a senior at Pacific Lutheran University, has won a purchase award in the 19th Annual National Lutheran Student Art Award Program.

Helene received \$100 for her intaglio entry titled "The Weasels."

The winning art works were selected from over 600 entries in the combined junior and senior programs of the competition, which is sponsored by Lutheran Brotherhood, Minneapolis-based fraternal benefit society. Nearly \$3,000 was awarded to winners, plus the Lutheran schools attended by purchase winners received matching funds.

Sixteen entries, including Helene Wilder's, were purchased for Lutheran Brotherhood's permanent traveling collection which is loaned throughout the country.

An exhibit of this year's winning art works is featured through May 27 in Minneapolis during Lutheran Brotherhood's 19th Annual Fine Arts Festival.



Dale Fixsen

## PLU Student Earns \$20,000 Fellowship

A three-year National Science Foundation Fellowship worth in excess of \$20,000 has been awarded to Dale Fixsen, a physics-mathematics major at Pacific Lutheran University.

Fixsen, a senior from Willmar, Minn., plans to attend Princeton University in New Jersey to study theoretical physics. A 4.0 physics student at PLU, he has worked as a university undergraduate fellow on atomic collisions research with PLU physics professor Dr. K.T. Tang.

The NSF Fellowship provides more than \$7,000 per year in stipend, tuition, fees and travel. Princeton was one of two schools which offered to waive tuition over and above the funds provided to Fixsen through the fellowship.

Earlier this spring Fixsen ranked 25th among more than 2,000 contestants in the 37th annual William Lowell Putnam Mathematical Competition, an international event. He was the only student from a school west of Minnesota and north of California to place in the top 40.

In the same competition, the PLU team of Fixsen, Kevin Upton and Paul Hewett ranked in the top 22 percent of teams entered from the United States and Canada.

## PLU Offers Scandinavian Studies Major

Pacific Lutheran University has established a Scandinavian Area Studies major as a response to "a revival of interest in the Scandinavian heritage of the Northwest."

According to Dr. Gunnulf Myrbo, chairman of the Scandinavian Area Studies Committee, PLU is the only school in the Northwest offering a major in

Scandinavian Area Studies.

Within the major, 10 courses are required, including two years of either Danish, Norwegian or Swedish, one course in Scandinavian literature and one in Scandinavian history. In addition, program majors must choose an additional four courses from those offered by the university.

The program involves the departments of communication arts, economics, English, foreign languages, history, music, philosophy, political science, religion and sociology.

Myrbo said the program is valuable not only from a liberal arts standpoint, but also because of growing business associations between the United States and Scandinavia.

"Air freight traffic between the

Northwest and Scandinavia has increased considerably during the past few years . . . there are many companies actively dealing with Scandinavia," he pointed out.

He said graduates in the area of Scandinavian Studies could have a "reasonable expectation" of finding a job requiring use of such a major.

The initial idea for a Scandinavian Area Studies major was brought up three years ago; as a first step in that direction, PLU established a Norwegian major. The university also is studying proposals for a Scandinavian Studies and Cultural Center to enhance the overall program.

# Comment

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## Energizing Personal Resources

Excerpt from message delivered to 1977 Graduates at PLU Commencement, May 22, 1977

"So teach us to number our days, that we can apply our hearts unto wisdom."

Psalm 90, v. 12

By Dr. William Rieke  
President, Pacific Lutheran University.



Dr. William Rieke

Our program has nearly concluded. The purpose of the two hours through which you have been so gracious and so patient is to recognize those who are graduating. The time has been invested in recognizing them individually.

There is neither time nor intent for any address. I would say only to the graduates that now that you have a degree, you have something more than simply a ticket to the future. For while it is a key or a passport for many of you to employment or to advancement, and while it is a mark of social prestige, and while it has intrinsic value even in today's society which wonders about higher education, and while it will be the source of pride for your family and friends and the source of much conversation, and while it will also be the cause for some repayment of debts incurred as you labored toward this degree, if your years at Pacific Lutheran University have been viewed *only* as being invested for the purpose of obtaining a degree, you have missed the point.

For the *elan vital*, the most vital element, is not simply to have a degree; rather it is to participate in that total process that leads to the degree and that has and will continue to energize your personal performance. In a society and at a time when we are so conscious of energy shortages, the personal human resources of you, the graduates, and you, who are family, friends, faculty, alumni, whatever, are the most important of

all. They have the greatest potential and they can be renewed.

It is this process of learning to be renewed intellectually, to be renewed physically, to be renewed socially, and to be renewed spiritually which has engaged and occupied the time of those of you who have just finished your studies here at PLU. Carry the concept of renewal of your personal resources with you. Keep it constantly before you as you go out into society. For, my friends, you of all people are most capable of serving. You are a truly unique blend of the intellectual, the physical, the social and the spiritual.

You have been energized to do useful work. Webster defines energy as "inherent, or intrinsic, power." My background in science reminds me that energy is defined as the ability to do work. I offer to you a combination of those two definitions — inherent or intrinsic power directed to useful work; for that you have been energized.

I can leave no better thought with you than the thought that not only are you energized for powerful and useful work, but you are energized at a particular point in time, just as those of us who have gone before and those who will follow will be, and are daily, energized. That particular point in time is the moment *now*, whether now means for the 22-year-old, the 30-year-old, the 50-year-old or whatever age. I am reminded of the Psalmist, who in the 90th Psalm, verse 12, said:

"So teach us to number our days, that we can apply our hearts unto wisdom."

The Psalmist, you see, captures the element of time and tells us to number our days, to recognize the now and to apply our energized resources unto wisdom. Energized, capable of being renewed, and then re-energized, so that man may be served and God may be glorified — this is my hope and my prayer for you.



## Do's, Don'ts Of Estate Planning

By Ed Larson  
Director of Planned Giving

How about a list of do's and don'ts for planning your estate:

Things to do:

1. Do draw up a will and be sure to keep it up to date. Both husband and wife should have a will in a marriage situation.

2. Do take into consideration the advantages of giving away some of your assets to potential future heirs during your lifetime, rather than letting all your property simply gather in your estate.

3. Do consider the use of trusts as ways to accomplish special purposes.

4. Do be sure that your plan provides for a guardian for minor children, as well as financial guidance for them if something were to happen to both parents.

5. Do review your whole estate plan at least once a year, and also if any special circumstance arises, e.g. moving from one state to another.

6. Do keep your plan flexible enough to allow for any changes that might arise.

7. Do be sure to get expert legal advice.

Things Not To Do:

1. Don't take it for granted that your assets will go automatically to those you wish to receive it, unless your will is extremely precise.

2. Don't assume your estate is "too small to worry about."

3. Don't ask a friend or neighbor to be the executor of your estate if you have a substantial amount of assets. Rather, a bank, trust company, or some specialist in fiduciary and financial management should be used.

4. Don't put off drawing up a will and making an estate plan.

5. Don't try to economize when it comes to planning your estate. Get the best assistance you can afford.

As you plan your estate, we hope that you will also remember to consider PLU in your plans. A final bequest can be a wonderful way to make a last and lasting gift to the effort of Christian higher education.



## First Days Of Choir Tour Exceed All Expectations

By Lucille Giroux  
Asst. to the President  
for University Relations

*(The following, written during the first days of the Choir of the West's tour of Europe, is the latest report received prior to deadline. A complete follow-up story will appear in the October issue of Scene.)*

Travelling via tour in Europe is everything — and more — that I had imagined. When we move en masse, it's like a whole country is being repopulated. When we pair up with the Alumni Group, there are 150 of us, all a walking Tower of Babel to the area on which we descend.

We were held incommunicado in the Vancouver airport for about an hour. The room was small, and we were stacked up like dried codfish. We were all so eager to go and were so psyched up that when we finally were airborne, we were jubilant! There was singing, card playing, games, guitars, food, letter writing. Some even slept.

We watched whole global areas fade behind us: the Canadian Rockies, Hudson Bay, Eastern Canada, Iceland, Scotland. There was no night because we were flying to meet the dawn. At 8 p.m. PLU time, the sun rose in the eastern sky. At 4 a.m. (PLU) we had a huge dinner.

Most of us were wide awake for 32 hours and when we finally fell into an immaculate featherbed, we were comatose. But who could sleep for long with Heidelberg all around? We went in 101 different directions and explored as many wonders.

The first concert was in the Hielege Geistes Kirche (Holy Ghost Church). We had earlier thrilled to the sight of Choir of the West posters plastered on dozens of kiosk-type columns around the city. The audience seemed small at the opening hour, but continued to grow as the glorious Haydn Mass filled the church and overflowed into the crowded streets. The church is huge and the sound soared to the high and ornate ceiling, lowered to reach under an arch, rose and fell again

and again to accommodate the architecture. The singers were not ready for the rolling reverberations, nor the movements which crashed into the surf of sound. The "Amens" and long, clear phrases were almost overwhelming, though, in the fulness of their beauty. By the time Intermission was reached, most were oriented, including the audience. The response was so very warm and enthusiastic that we floated for hours.

There is a constant round of staying up until the last ounce of energy is finally used, sleep like a fallen statue, up early for a quick wake-up walk and on to the next city. Stopping for lunch in the Black Forest, we were short one body. Dave Heflick of Puyallup was missing.

A search party was organized, and an hour later he was located going in circles. He had stepped apart from his group of about six to take a photo and when he turned around to join them, they had gone down a side street and were nowhere to be seen. He was desperate and very happy to be rescued.

Tour company bus drivers here are issued a bus which they keep and tend until they and/or the bus disintegrate. Our drivers — Ziggy and Irving, no less — take great pride in the order and cleanliness of their charges. A daily bouquet of fresh flowers adorns the desk. Don't think that such delicate and charming sensitivities lessen their aggressiveness in traffic. They shout, scream, honk and challenge the infractions of other motorists as well as each other. Neither are they intimidated by a parked car blocking a narrow passageway. They simply dismount and bodily move it onto the sidewalk with black expressions given for the whole world to notice.

Zurich is exquisite, as is all of Switzerland that we saw. It is wealthy and beautifully kept. Students were met by hosts from the Kussnacht — a music school — and spent three days in homes and in a great lodge high in the Alps. It is customary for everything to close for three days during the Pentecost holiday. We went up to a lake resort way off the usual track and basked in sunlight, mountain air and Swiss cooking.

The concert at St. Peter's Church in Central Zurich after all had rested was nearly perfect. The church is a jewel for acoustics, size and physical arrangements. It was full of friends of the hosts and the music school, and the students were singing from full hearts. Never before have I been sensitive enough or perhaps close enough to watch Maurie actually "play" as on some ethereal instrument. He would pluck this voice and prolong that crescendo in an altogether different way from the concert before. It is an intense and profound experience for the

musicians as well as the listeners. Applause would not be stopped. Encore followed encore; gifts were presented to our students; and still they sang! An old music critic from Jerusalem — in his mid-eighties — wept as he said he has loved the Nelson Mass all his life and heard it scores of times, but never had he heard it sung with such power and beauty as our choir. He gave Noel some names of people to contact in Jerusalem, encouraging a visit there.

Several from Zurich drove up to the 10 a.m. performance in Einsiedeln monastery the next morning. Over 1,000 years old, it is rich beyond comprehension in marble, statuary, pure gold, mosaics, tapestries, stained glass. The size is awesome, to say the least. Begun in 895 A.D. the populace for generations and centuries drained — or was drained of — their every resource to construct and equip the sanctuary. My emotions were whirling — a day could have been spent on one alcove alone in an effort to absorb the marble sculptures, wood carvings, candelabra. One is saddened, however, by the cost of the construction in terms of human lives and sacrifice that the early church had to make.

But the Choir sounded great. A group of German tourists gathered around and wanted then and there to buy records. We can't sell them, of course, but some students left order blanks for those who were interested. One of the monks must have been in charge of law and order. He couldn't speak English, but he was shaking his finger and pointing to a very obvious sign "Photografieren verboten." Several visitors were flashing shots of the Choir. He stood stock still for the first piece — if you can imagine, it was Luther's "A Mighty Fortress" — and then he sped out into a side room and came out himself with a tripod and camera. He said he would mail us photographs of the choir in the monastery, and in an expansion of good will, we gave him four records.

The hair-raising Ferrenpasse (I

think it means Far or Farthest Pass) terrorized every one of us, but with continuous fervent supplications, we survived and made it to the next concert at Kloster Ettal just 15 minutes before concert time. Gorgeous pink Italian marble lines the entire interior. The floors are stone — very cold stone — and the girls were numb to the knees. It was cool on the benches, and 20° cooler on the floor. Bruce Neswick raced to the organ still fastening his robe and began the concert without the slightest notion of what would come out as far as tone, volume, etc. were concerned. Worse still, he and Maurie could not see each other, so they had a relay signal going with an end Choir member. Finally Maurie ended up following Bruce's playing.

Again at Ettal, as at every concert so far, the Reger "O Tod, Wie Bitter Bist Du" leaves many weeping and some actually sobbing. At not one place has applause followed the selection. It is uncanny. The German words describing Death, as the program says, "As the spoiler of joy but also the benefactor of the sad, the weak and the hopeless" must touch a vulnerable or sympathetic chord.

Castles and fortresses abound. Yesterday we visited the castle of King Ludwig II of Bavaria. He was the benefactor of Richard Wagner, and put him on the state rolls so he could be free from financial worry. Wagner was able to write some of his great German hero operas because of Ludwig's support. This so enraged his cabinet the Ludwig himself in great despair had to write a letter barring Wagner from citizenship. For this and other differences, Ludwig withdrew into himself and finally ended up much loved, but known as "Crazy Ludwig." The castle is a fairy tale and was used in the movie (it pains me to mention it) "Chitty Chitty Bang Bang."

Coming up are major concerts in Vienna (which is part of an Artist Series), in Berlin and in the Scandinavian countries. So far the tour is meeting all expectations!



Susan Boaglio, left, and Wendy VanNoy admire one of many PLU posters announcing the choir's Heidelberg appearance.

# Comment

16



## I Am Not Now, Nor Have I Ever Been, In The Driver's Seat

By Edrice Reynolds  
Director, Computer Center

You didn't have to convince me there's an energy crisis, Mr. Carter. I believe you. When I saw my first indoor toilet in 1933 and watched all that water being used, I would have believed you then. I would have believed you in 1934 when I learned that the magic electricity had released me from the chore of cleaning

kerosene-lamp chimneys. And I definitely would have believed you during the gasoline rationing of World War II.

Maybe I believe you because I'm not sophisticated enough to see through you. But I think I believe you because all these conveniences are still miracles to me. I seldom take a bath without marveling at the miracle of abundant amounts of water, with the temperature under my control. It is astounding to me that my furnace will keep going all night without tending. And the thrill of driving my own automobile has not worn off in 32 years.

Looking at the miracle of electricity, it was natural to consider it a precious commodity and be saving with it. But more important, it saved money. Radio programs were meticulously scheduled, and no one would think of leaving a room without turning off that one light in the ceiling. But we didn't think about saving "energy" — we were saving money.

And so I learned some good habits in those days, Mr. Carter. Yes, I've slipped some. The wastefulness around me has had its impact. But most of my old habits are still operating. So I believe you, Mr. Carter. You don't have to persuade me that our natural resources should be used sparingly. What troubles me is how I can be of any help.

I drive a Karman Ghia. I average about 32 miles to the gallon. I keep my car in good mechanical shape and it is very economi-

cal. I've been driving it since 1969. I would enjoy the comfort of a more luxurious car, but I have never liked the idea of burning my money. So I can stand the rougher ride and less room if I'm saving money.

I ride the bus some of the time. I like to ride the bus; that's just one more miracle. Bus riding is a habit I developed over 20 years ago because it saved wear and tear on my miracle, The Car!

My house has been insulated. I have to admit that my motive was to save myself money more than to conserve energy. I just don't like the idea of my money leaking out of the walls and ceiling.

I have been turning my thermostat down at night for years. That's because I love the open windows and doors that allow summer inside my room.

I ride my bicycle to do nearby chores. I'll admit that I didn't do that before 1973. During the "crisis," I realized how sloppy I'd become. Again, though, I was mostly interested in saving money and getting in better physical shape. Saving energy was just a fortunate byproduct.

Ever since I blew my car's motor on a Dallas freeway going 80 miles an hour, I've been driving between 50 and 60 miles an hour. I learned my lesson. But I don't drive that way to save energy; I drive that way to keep from blowing my motor again. That costs money.

Well, that should be enough to give you an idea of what I mean, Mr. Carter.

Now, after years of frugal living, I can afford some things that mean something to me. Like a house that is large enough so that I don't feel the walls moving in on me. And vacations! I can afford vacations now.

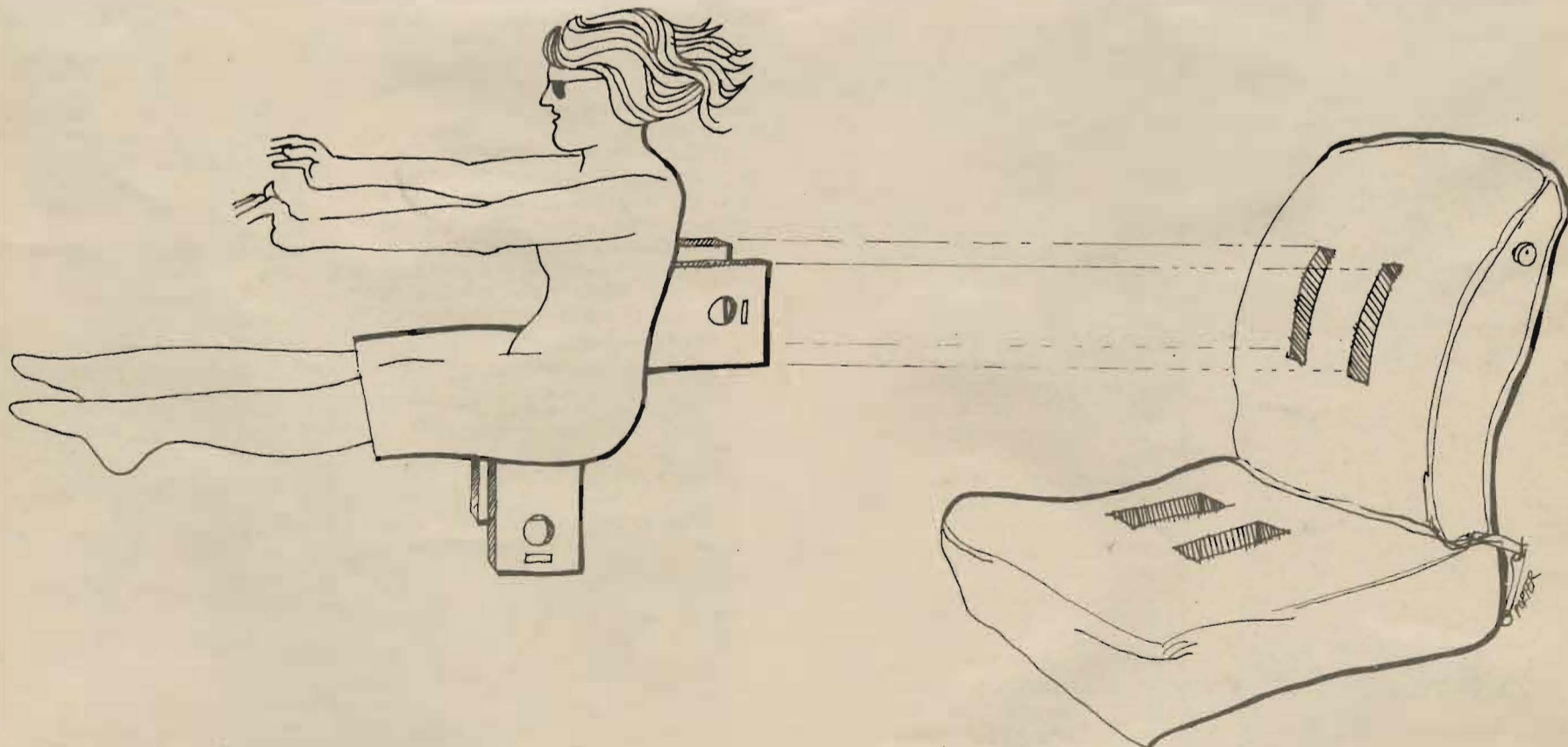
Yet you are asking me to "save" to "cut down" on my use of energy, Mr. Carter. I have no recreational vehicle, no boat, no gas-guzzling automobile. Unless I sell my car and turn my furnace off completely, I am telling you that I can't save any more!

There may not be many others like me, but I think there are. While we've been driving our small cars, our doctors have been driving their Cadillacs. While we've been driving at reasonable speeds, others have zoomed by with nasty remarks and stares. And for me this has been going on for over 20 years.

I'll tell you what, Mr. Carter. You check around a bit and see if I'm not right. Think about it — what is the incentive to get people to save? After you think it over, if you still think I should cut down more — well, I think I'll just say goodbye to you and take myself to Samoa!

Edrice Reynolds, who grew up poor in Chamblee, Ga., 10 miles from Atlanta (she never heard of Plains, until fairly recently), removes unnecessary fluorescent lights (about one in three) at Pacific Lutheran University's computer center, which she directs. The preceding article appeared in the Op-Ed section of the New York Times May 5, 1977.

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# Alumni Scene

## Alumni College — A Family Experience

By Ron Coltom

When was the last time you were on the PLU campus? Or, was it the PLC or possibly even the P.L.A. campus? You may be like the alum I talked to just the other day who hadn't been on the campus since he graduated in 1961. He couldn't believe how things had changed and yet there were still the same buildings that had been there when he started 20 years ago. And, he was amazed at the beauty of the campus with the grass neatly manicured and the rhododendrons in bloom against a backdrop of edifices like Old Main, Eastvold Auditorium, the old library, and Memorial Gymnasium; and new buildings like Mortvedt Library, the University Center, and Olson Auditorium. Although he now lives 2000 miles away, he has been in the area a few times since then but never has taken time to stop by the campus. Now he is excited once again about his alma mater and can hardly wait for an opportunity to have his daughter see the campus as she will be making her college choice in a year.

The welcome mat is always out for you to visit the campus, but ALUMNI COLLEGE, August 3-6, is a special opportunity for you to get back and relive the past, perhaps meet some former professors and classmates, and also pick up some useful information. The theme of this year's college is FREEDOM and features several PLU faculty. Dr. Philip Nordquist '56, Dr. Burton Nessel, Dr. Burton Ostenson, Mike Benson '69, Dr. David Olsen, and Stan Price '73 will conduct half-day sessions on the topics of history, bio-feedback, biology, tennis, physical fitness and art.

This can really be a time for the entire family. The children will enjoy recreational opportunities such as the swimming pool or they may want to attend some of the classes, and will undoubtedly find it difficult to believe that the dorm where you lived is still there from (as my kids call it) the "olden days."

If you haven't already made plans to attend, why not do so now if at all possible. A tremendous family fun learning experience at a very reasonable price. (Room, board and tuition for a family of four for three nights and 8 meals would be only \$94.60 if the children slept in the same room.) If you don't have an application or need more information, write or call the Alumni office. I hope to see you the first week of August.

## Alums Return From Peace Corps Service

Working with the Peace Corps in under-developed nations requires a lot of adjustment and a tolerance for "culture shock," but Rick and Gail Garland (both '72) lived with the people of the Dominican Republic for two years and liked it.

The Garlands both served in the tiny Caribbean country, about one-third the size of Washington State, from August 1974 until last December.

"The most difficult thing for us to get used to wasn't the lifestyle, we expected that," Rick said, "but adjusting to the fact that this is how most of the world lives. The distribution of wealth in the world is terribly skewed toward North America, the United States in particular. It's shocking to think that the majority of the people in the world live like the people in the Dominican Republic."

The per capita income there is about \$375 a year with most of the population engaged in agriculture.

Rick, a PLU economics graduate, worked with the people of the villages to set up a locally-operated savings and loan cooperative. "Interest rates at banks in the DR are so high that most of the people can't afford to borrow money to produce crops," he said.

Gail really found her own job, training with nutrition people and then working with women in a village maternity clinic. "It's hard to get the people to care about nutrition when they can't afford to buy the food they need to provide good nutrition for their families," she said.

Since shortly after their return to the U.S., the Bremerton, Wash., couple has been in Tacoma. Rick

has been enrolled in the PLU master's degree program in business administration and Gail has been working at Fort Lewis. They hope to both attend the University of Wisconsin this fall. Rick plans to study agricultural economics and Gail will continue her studies in Spanish education.

The Dominican Republic experience has firmed their commitment to go back overseas to work after they have completed their graduate studies.

## Deaconess's Life Draws PLU Alumna

A 24-year-old PLU alumna, Annette Getzendanner, was consecrated last month as one of 200 deaconesses of the Lutheran Church in America (LCA).

The service was held at her father's parish, Faith Lutheran Church in Salem, Ore. Both her father, Rev. David Getzendanner, and her grandfather, retired Rev. Mark Getzendanner, participated in the ceremony.

The new deaconess is currently serving at Bethany Lutheran Church in Spanaway, but will soon be assigned to a church in Juneau, Alaska. Although there are 200 deaconesses across the nation, mostly on the East Coast, she is the only one serving in the LCA Pacific Northwest Synod.

Sister Annette didn't rush into the idea of becoming a deaconess. She has been heading in that direction since the eighth grade, when she became friends with a deaconess working in her father's church.

It has only been in the past five years that deaconesses have been allowed to get married, though it is still considered an occupation the women plan to be involved in for a lifetime. "Deaconesses are all involved in special ministries like social welfare, teaching, nursing, parish work, and evangelism," Sister Annette explained.

Following graduation from PLU in 1975, Sister Annette worked at a parish in Seattle for eight months before enrolling for a year at the Lutheran School of Theology in Chicago. From Chicago she went to a deaconess house in Philadelphia for three months to study "the theological and Biblical background of the deaconess community."

## Wefald New President of University

Dr. Jon Wefald '59 has been appointed president of Southwest State University at Marshall, Minn., according to a report from Dr. Vernon Stintze, former PLU professor of business administration now working in Minnesota.

Wefald previously served as Minnesota commissioner of agriculture.

### PUGET SOUND CRUISE for ALUMNI and FRIENDS of PACIFIC LUTHERAN UNIVERSITY

(no children this time)

**FRIDAY, AUG. 5**

leaves Point Defiance dock at 5:00 P.M.

**\*10 per person**

includes appetizers and catered supper

(no host bar available)

**PLAN TO SPEND A SUMMER EVENING CRUISING PUGET SOUND WITH PLU FRIENDS!**

Space limited so make reservations now by sending name and \*10 per person to:

Alumni House  
Pacific Lutheran University  
Tacoma, WA 98447

### PLU ALUMNI

Plan now to attend

**HOME COMING 1977**

Saturday, Nov. 12

**Football:**

PLU vs. Lewis & Clark

**Alumni Banquet Reunions**

1972	1967
1962	1957
1952	

# Class Notes

## Meet Your Class Rep!

### Pre-20's

Theodore Gulhaugen  
864 Polk South  
Tacoma, WA 98444



### 20's

Clarence Lund  
400 Wheeler South  
Tacoma, WA 98444



### Early 30's

Ella Johnson Fosness  
2405 62nd Ave. N.W.  
Gig Harbor, WA 98335



### Late 30's

Otis Grande  
1111 14th Ave.  
Fox Island, WA 98333



### Early 40's

Carol Haavik Tommervik  
820 S. 120th  
Tacoma, WA 98444



### 1943

WENZEL TIEDEMAN has retired from a life-time of school administration. He has been principal in several of Tacoma's schools, the last one being Park Avenue school. His teaching career started in Tacoma Public Schools in 1946 having moved to Tacoma from Belfair, Wash., where he also was in the teaching profession. He plans to do some traveling with his wife, I'Lee (Rod '44) and do some relaxing at their summer home on Hood Canal, but they will continue to live in Tacoma. They have three children, Carol Gustafson who graduated from PLU in '67, a son, Daniel, who will be a senior at PLU this fall and another son, Mark, who is in construction work in Tacoma. They also have two grandchildren.



### 1947

Edroy Woldseth  
921 Tule Lake Road  
Tacoma, WA 98444

### 1948

Afton Hjelm Schafer  
7819 25th Ave. E.  
Tacoma, WA 98408

### 1949

Lester Storaasli  
4116 East 88th  
Tacoma, WA 98444

Rev. WILBERT ERICSON and his wife, Leona (Wigen x'52) are on their 24th year as missionary teachers in northern Japan. In addition to their missionary work they are both teaching English at one of the universities in Hakodate and at one mission school. Since they have been in Japan they have helped the Japan Evangelical Lutheran Church develop three self-supporting congregations and are now helping with the fourth group. They will have a two-month leave next year and hope to visit PLU and the Northwest.

THEOL and ANNA HOILAND (Anderson x'46) are living in Frankfurt, Germany, where Theol is pastor of Trinity Lutheran Church and Field Service Pastor in Europe and Near East for the Lutheran Council in the U.S.A. (LCUSA), providing Lutheran services at U.S. military bases in eight countries. (At bases where no Lutheran chaplain is assigned.)

### 1950

Delbert Zier  
914 19th Street NW  
Puyallup, WA 98371



### 1951

Howard Shull  
416 21st St. NW  
Puyallup, WA 98371



### 1952

LeRoy Spitzer  
Route 5, Box 260  
Bremerton, WA 98310



GORDON MEESKE is finishing up his 25th year of teaching business education subjects. He spent two years at Eatonville High School, one year at Davis High School in Yakima, Wash., and this is his 22nd year at Franklin High School in Seattle, Wash.

### 1953

Barbara Carstensen Thorp  
810 119th South  
Tacoma, WA 98444



### 1954

Oscar Williams  
4717 27th St. N.E.  
Puyallup, WA 98371



### 1955

S. Erving Severtson  
921 129th South  
Tacoma, WA 98444



The highest distinction awarded to psychology practitioners by their profession, Diplomate in Clinical Psychology, has been awarded to DR. S. ERVING SEVERTSON, PLU professor of psychology. The final step in the extensive qualification process involved a day-long examination in Los Angeles before five senior Diplomate level psychologists.

EILEEN (Tervo) MICHEAU is finishing a three-year term on a citizens' advisory committee, appointed by the Portland School Board. Her main interest now is in the feminist movement. Her husband, Ken, has been an agent with Farmers Insurance Group for 20 years and their children, Jennifer, Damon and Monte are all in high school. They live in Portland, Ore.

### 1956

Phil Nordquist  
721 S. 115th  
Tacoma, WA 98444



Donald Morris

DONALD MORRIS, principal of Clover Park High School for the past six years, will transfer, at his own request, to a district-wide position in Clover Park School District 400 effective for the 1977-78 school term. Don will be assigned to responsibilities in the business services division of the school district. He joined the Clover Park School District as assistant principal in 1962 and was promoted to the Clover Park principalship in 1971.

### 1957

Doug Mandt  
Route 1, Box 470  
Sumner, WA 98390



### 1958

G. James Capelli  
8116 88th Court S.W.  
Tacoma, WA 98498

DR. M. ROY SCHWARZ accepted the Richard and Hinda Rosenthal Award for WAMI on April 18, 1977 at the annual meeting of American College of Physicians in Dallas, Tex. This is the first time such an award has been given.

LAVERN WEBER is the new director of Oregon State University's Marine Science Center in Salem, Ore. He is a professor of fisheries and will continue some part-time teaching in fisheries at the University of Oregon in addition to his new position.

### 1959

Anita Hillesland Londgren  
3101 North 29th  
Tacoma, WA 98407

RONALD A. KITTEL of San Leandro, Calif., received the degree of Doctor of Theology granted upon recommendation of the Graduate Theological Union, Berkeley, Calif., on June 12, 1977 at Pacific Lutheran Theological Seminary, Berkeley, Calif.

BARBARA (Beckner) GROENVELD and husband are living in Walnut Creek, Calif., where she is teaching in Mt. Diablo District as a learning handicapped teacher. Her husband works for CalTrans as a Right-of-Way Agent. Last summer they vacationed at Hanalei, Kauai, Hawaii for three weeks and this summer plan to go to Europe, specifically the Netherlands, for a month to visit her husband's family. Their oldest son, 15, will spend the summer there learning the language and working in the greenhouses with his cousins.

Pastor and Mrs. GERALD W. ST. JOHN (Phyllis Jensen '57) are living in LaCrescenta, Calif., where Jerry is pastor of Mt. Olive Lutheran Church. They moved to California from Carson, Nev.

### 1960

Lois Anderson White  
1801 Lynnwood N.E.  
Renton, WA 98055



## 1961

Stan Fredrickson  
14858 203rd S.E.  
Renton, WA 98055



ROD NORDBERG, president of HOLLYWOOD EAST Motion Pictures, instructor of Film Production at Columbia College, and treasurer of Screen Educator's Society, has accepted an invitation from Harvard University's Institute in Arts Administration to attend their Management Development Program this summer. The purpose of the four-week session is to provide skills in management and problem solving relevant to administering arts organizations and activities. In addition to producing films he is teaching at Chicago Columbia College and the University of Illinois, and works with the Screen Educator's Society.

## 1962

Charlie Mays  
16619 S.E. 147th Street  
Renton, WA 98055



## 1963

Christy N. Ulleland  
15424 9th Ave. SW #2  
Seattle, WA 98166



## 1964

Mike McIntyre  
12402 138th E.  
Puyallup, WA 98371



DR. JON MALMIN is head of sciences, Hong Kong International School. They had a new daughter, Lisa Marie born in Hong Kong on May 26, 1976. They have two other children, Kristin, 8, and Sara, 4. Mrs. Malmin is the former JEAN RIGGERS '64.

## 1965

Connie Haan Hildahl  
Box 990  
Steilacoom, WA 98388



## 1966

Dennis Hardtke '66  
19 Fife Heights Dr. E.  
Tacoma, WA 98424



## 1967

William Young  
7129 Citrine Lane S.W.  
Tacoma, WA 98498

KARI MILLER and family recently spent three months in Southern Germany on her husband's company business. They are now in Columbia, Maryland, for a year and then will return to Palo Alto, Calif.

DALE V. HOUG has been appointed vice president of Western Community Bank of Fircrest and Lakewood, Tacoma, Wash.

DAVE and CHRIS (Hokenstad '67) WEISETH are living in San Mateo, Calif. Dave is employed by Western Airlines and is flying out of San Francisco International Airport as a second officer on the Boeing 737. Chris is at home with their 3-year-old son, Peter.

CAROLYN J. (Hedges) CHRISTENSEN has lived in Bellingham, Wash., for three years. She is head nurse in St. Luke's emergency room, St. Luke's Hospital, Bellingham, Wash.

BORGNY (Arneson) ANDERSON is living in Salem, Ore. She was married to Stephen Anderson in 1974 and they have a son, Jonathan Stephen, born in July 1976.

## 1968

Michael McKean  
4011 10th N.W.  
Gig Harbor, WA 98335



CLAUDIA R. (Schnase) STEEN of Cupertino, Calif., is attending graduate school at San Francisco State University, majoring in microbiology. She will be working as a teaching assistant this fall as well as doing research in anaerobic bacteriology.

## 1969

John Bustad  
11513 Woodland Ave.  
Puyallup, WA 98371



PAULA (Carraway '69) and GORDON GRIFFIN '73 are living in Sacramento, Calif., where Gordon is principal at Gloria Dei Lutheran School (K-9) in Sacramento. He also teaches the ninth grade drama and boys' P.E. Paula is a learning handicapped teacher part-time with Elk Grove School District. They have two children, Shelley, 6, and Mark, 4.

DONALD G. GUMPRECHT, M.D. and wife, ALICE (Kagele '68) are living in Seattle, Wash., where Don is beginning a two-year fellowship in pulmonary medicine at the University of

Washington. He just completed a three-year residency in internal medicine, and a chief medicine residency at Southern Illinois University, School of Medicine, in Springfield, Ill. Alice has earned her master's in clinical psychology at Sangamon State University in Springfield. They have two sons, John, 3, and Andrew, eight months.

RICH SLATTA will commence a one-year's dissertation research in Argentina on rural social history in August. Funding is by the Fulbright-Hays program and the Social Science Research Council. Upon his return he will resume his position of teaching assistant at the University of Texas history department. He will be accompanied to Argentina by his wife, Cheryl. This summer he is teaching U.S. history at the University of Texas.

## 1970

Dennis Smith  
304 123rd St. South  
Tacoma, WA 98444

## 1971

Cindy Johnston Jackson  
1107 South 4th  
Renton, WA 98055



M/M DENNIS DREWES '71 (BECKY WISE x'71) are living in Richland, Wash., where Dennis is working in the atmospheric sciences department of Battelle-Northwest Labs as a research scientist in atmospheric chemistry. He earned his master's in atmospheric sciences at the University of Washington. Becky is involved in a local art association, working mostly in stained glass. They have two daughters, ages 6, and 2½.

## 1972

Kristi Harstad Duris  
12158 "A" Street  
Tacoma, WA 98444



PATRICIA A. (Moore) FLANNERY is residing in West Germany with her husband who is a staff sergeant in the U.S. Army — 3rd ID Division. They live about two hours from Frankfurt. Patricia writes that they are stationed about 25-30 miles from the east border in the northern Bavaria town of Schweinfurt, which was bombed in WWII.

JOAN M. (Weeks) WHITE and husband have returned to Seattle where Joan is teaching in the adult education unit at Fircrest School for the retarded. Her husband is working for the Seattle Sounders. They formerly lived in Anchorage, Alaska.

JOHN WALK has completed his third year as choir director at Libby High School in Libby, Mont. This spring he took the 48 members of the Concert Choir, the 20 members of the Swing Choir and a seven-piece combo on tour to schools in Montana and Washington. This summer he will work on a master's degree from Washington State University.

JEFF SPERE became an associate with the law firm of Morrison, Dunn, Cohen, Miller and Carney in Portland, Ore., in September 1976.

LINDA (Gatch) HODSON has been named associate producer of "Seattle Tonight Tonight," KING-TV's live entertainment-talk show. Until assuming her new position Linda had been floor director at KING-TV since September of 1976. She was previously with KING-AM Radio.

## 1973

Karen Fynboe Howe  
136A Island Blvd.  
Fox Island, WA 98333



DOUGLAS B. ROBINSON and wife, Renee, are living in Spokane, Wash., where Doug is attending Gonzaga University Law School.

## 1974

L. Scott Buser  
10024 Lexington S.W.  
Tacoma, WA 98499



TED CARLSON is a resident tennis pro at Sunriver Lodge in Sunriver, Ore. He has earned his tennis professional accreditation and has taught throughout the Pacific Northwest. Prior to going to Sunriver he spent a year in Columbia, South America, as a Peace Corps volunteer. He returned to the United States in July 1975.

LARRY HALER was elected chairman of the Benton County Republican Party in April 1977. He is the youngest person to have held the position. Previously he was elected as a precinct committeeman and then appointed chairman of the Richland District Republicans. Larry works as a reactor operator for United Nuclear Industries. JENIFER (Leitz '74) is a fourth grade teacher in the Richland School District. They live in Richland, Wash.

HOWARD MCGEE is living in Redwood, Calif., where he is completing work on his master's in education in instructional technology at San Jose State University.

# Class Notes

20

(Continued from Page 15)

## 1975

Richard C. Finseth  
607 South 127th #E  
Tacoma, WA 98444



JEANNIE LYNN (Stivers) JANKER and her husband, Joseph, are living in Rancho Cordova, Calif., where Joseph is stationed at Mather Air Force Base. He is attending USAF Navigator School. Jeannie is planning to get a part-time job in nursing.

## 1976

Steve Ward  
10220 Sheridan South #2  
Tacoma, WA 98444



MALIA GALE MEYER is living in Kailu, Hawaii, where she is working as a staff nurse at St. Francis Hospital, Honolulu, on the oncology floor. She plans to be married July 16, 1977 to Bill Haglund of Honolulu.

Major ROBERT J. RAYBURN (MAS '76) is assigned at McChord AFB, Wash., as a weapons director staff officer in a unit of the Aerospace Defense Command.

OTIS L. SMITH (MAS '76) is a real estate broker-counselor and has purchased part ownership in the Associated Brokers, Orange, Calif., where he resides.

NADYA SORENSON is living in Moorhead, Minn., where she is a free-lance field director currently devising a program to "discover" Minnesota physically, culturally, and ethnically — a program for basically high school people.

LES WEAVER (MAS '76) is employed in operations for Gulf Oil Corporation in Tacoma, Wash.

MARK A. EGBERT of Seattle, Wash., has been accepted to the dental school entering class of 1977 at the University of Washington Dental School.

PATRICE M. MOLNAR is teaching special education at Clover Park High School in Tacoma, Wash., and also is assistant swim coach for the 1977-78 season.

## Marriages

KATHLEEN C. ROWLAND '77 and CRAIG A. LIEN '76 were married June 11, 1977. Kathleen received her B.S. degree in nursing in May and Craig graduated with a psychology degree and is production assistant of Clermont West in Hillsboro, Ore.

PATRICIA L. TIMPE '72 and ROBERT J. GERDE '72 were married March 19, 1977 in Ballard First Lutheran Church in Seattle, Wash. They live in Issaquah, Wash.

THOMAS LYLE JACOBSON '69 and Kathleen Lenore Steinhaus were married June 4, 1977. Tom is employed in Clackamas, Wash., and she is employed in Eugene, Ore.

JEANNE BEDNARIK '76 and Jim McAllister were married April 23, 1977. They are residing in Puyallup, Wash., where Jeanne is a registered nurse at Good Samaritan Hospital and Jim is a carpenter.

PHYLLIS L. HAALAND '75 and Michael Hindahl were married on May 22, 1977 in Central Lutheran Church of Salem, Ore.

DEBORAH B. HICKEL '74 and Michael Olson were married Aug. 7, 1976. They live in Billings, Mont.

## Births

M/M PAUL J. OLSEN '67 (Karen Walley '73), a daughter, Katherine Anna, born Feb. 20, 1977. They live in Pullman, Wash.

M/M STEPHEN (Kathleen Bevan '68) SALLEE '65, a son, Owen Bevan, born Nov. 25, 1976. They live in Monroe, Wash. Owen is their first child.

M/M DAVID (Mirth Anderson '72) MOORE '72, a daughter, Kristen Ann, born Jan. 22, 1977. She joins a brother, Erik, born June 13, 1974. Dave teaches algebra and math in the junior high school in Anacortes, Wash., and coaches basketball.

D/M JOHN T. DYKSTRA '70 (Sharon Weiss '72), a son, Kevin John, born April 19, 1977. He is their second child and joins a sister, Emily Jane, 18 months. They live in Lake Stevens, Wash.

M/M JOHN PAULSON '73 (Sharon Harmon '73), a son, Nathanael James, born July 23, 1976. They live in Longview, Wash., where John is an elementary physical education specialist.

M/M BRUCE COMPTON '76 (Marilyn Bannister '74), a daughter, Heidi Lynn, born December 18, 1976. They live in Sumner, Wash.

D/M WILLIAM B. DABNEY (Janet Miller '71), a son, Nathaniel William, born April 7, 1977. He joins a brother, Matthew Nelson, 20 months. They live in Yuba City, Calif.

M/M RICHARD OGLE (Patricia Malzahn '73), a daughter, Rebecca Lee, born April 21, 1977. She is their first child. They live in Edmonds, Wash.

M/M ARGIL C. JEFFERY (Judy Read '68), a son, Aaron Marc, born March 24, 1977. He joins a brother, Greg, 3. They live in Anchorage, Alaska.

M/M BEN BENSON '74 (Leatha Jackson '75), a daughter, Sara Elizabeth, born Jan. 25, 1977. She is their first child. They live in Camas, Wash., where Ben is a shareholder in a cooperative plywood mill in Stevenson, Wash. They just recently purchased a new home.

M/M JERRY PROTEXTOR are the parents to two children, daughter, Katherine, born February 17, 1975 and a son, Jonathan, born May 12, 1976. They join step children, Robert 18, Kent, 15, and Rebecca, 14. Jerry is a pastor in Hunter, N.D.

M/M FREDERICK CLARK (Glenice Nass '70), a son, Erik Marston, born March 17, 1977. Erik is their first child and they live in Tacoma, Wash.

## 'Lost' Alumni

- |                            |                            |
|----------------------------|----------------------------|
| '70 Barbara M. Kwei        | '71 Delphine A. Johnson    |
| '70 Mrs. Dave Lambert      | '71 Mrs. Mike Johnston     |
| '70 Edward H. Langston     | '71 Diane M. Klotz         |
| '70 Brigid H. Larson       | '71 Marvin K. Konsmo       |
| '70 Connie Larson          | '71 Lynne L. Krahn         |
| '70 Richard D. Lewnau      | '71 John H. Krummel        |
| '70 Douglas L. Lieberg     | '71 Cheryl A. Lehman       |
| '70 Mrs. Rebecca Lumsden   | '71 Kenneth G. Luthro      |
| '70 Cletus V. Lynch Jr.    | '71 Robert L. Lycksell     |
| '70 Mrs. L.W. McBride Jr.  | '71 Joan L. McKenzie       |
| '70 Michael L. McCauley    | '71 Katherine Mancke       |
| '70 David A. McElwee       | '71 Michael P. Marsch      |
| '70 Kevin W. Miller        | '71 Mrs. R. Mathiesen      |
| '70 Mrs. Shirley Murphy    | '71 Sherrill Meyer         |
| '70 Daniel J. Nau Jr.      | '71 Rebecca J. Miller      |
| '70 Mary R. Nunnelee       | '71 Elizabeth Moore        |
| '70 Mrs. Patrick O'Boyle   | '71 Jon D. Nelson          |
| '70 Bonnie K. Ohrt         | '71 Mrs. R. Hunter Nickell |
| '70 Robert S. Ostrem Jr.   | '71 Candice J. Reddick     |
| '70 Marvin R. Peterson     | '71 Bruce D. Schmick       |
| '70 Sandra K. Petherick    | '71 Elizabeth Moore        |
| '70 Mrs. Raymond R. Reneau | '71 Jan D. Nelson          |
| '70 Gale E. Roo            | '71 Mrs. R. Hunter Nickell |
| '70 Joanne M. Ruff         | '71 Candice J. Reddick     |
| '70 Nancy S. Rutledge      | '71 Bruce D. Schmick       |
| '70 David H. Scheels       | '71 James R. Schmidt       |
| '70 Reginald F. Schmidt    | '71 Mrs. Donald W. Scott   |
| '70 Philip C. L. Shea      | '71 Jan Erik Schout        |
| '70 Mrs. Joann Smith       | '71 Mrs. Susan E. Stewart  |
| '70 Catherine Smotherman   | '71 Joseph Tallakson       |
| '70 Margaret J. Sonneman   | '71 Mrs. Dave Thompson     |
| '70 Cheryl R. Stephens     | '71 James L. Uckele        |
| '70 Mrs. Pamela Strayer    | '71 Pamela Vandiver        |
| '70 Valda R. Stumbaugh     | '71 Gary W. Vanhoy         |
| '70 Robert W. Sutton Jr.   | '71 Michael Villiot        |
| '70 Cynthia Swahlen        | '71 Steven R. Wall         |
| '70 Mrs. M. Szczepaniak    | '71 Hazel Pearl Walter     |
| '70 Doris Y. Thomas        | '71 Terry T. Waltman       |
| '70 Robert D. Trompeter    | '71 Mrs. Carol M. Watson   |
| '70 M/M Richard Tuff Jr.   | '71 Hugo Wm. Wolter Jr.    |
| '70 Gary A. Twite          | '71 Tae-Jung Yoo           |
| '70 Diana K. Vuylsteke     | '71 Robert Zimelman        |
| '70 M/M Ralph D. Whitman   | '72 Constance M. Adams     |
| '70 Mary E. Williams       | '72 Saleh Hamad Al-Isa     |
| '70 Mrs. Cathy Kay Wilson  | '72 Gregory P. Ames        |
| '70 Eddie Yoon             | '72 Russell G. Andersen    |
| '71 Dennis D. Allwein      | '72 Sallee Anderson        |
| '71 Nassar A. Arfaj        | '72 Sharon D. Anderson     |
| '71 Genevieve Baird        | '72 Mrs. Warren C. Bailey  |
| '71 Paul K. Bert           | '72 David J. Barber        |
| '71 Mrs. Susan Bettinger   | '72 Christopher G. Buck    |
| '71 Wallace G. Black       | '72 Sherril L. Canady      |
| '71 Mrs. James Brieski     | '72 Mrs. Christie Cezario  |
| '71 Marilyn Buchanan       | '72 James A. Coats         |
| '71 James Robert Carlson   | '72 William C. Curry       |
| '71 John D. Carman         | '72 Andrea M. Deede        |
| '71 Carole Mae Carr        | '72 Thomas J. Degan        |
| '71 Nancy E. Chitt m       | '72 Della Dixon            |
| '71 Burnell L. Coleman Jr. | '72 George L. Dronen       |
| '71 Fred Coty              | '72 Mrs. Gwendolyn Dupree  |
| '71 Mrs. Cathy A. Cox      | '72 Phyllis J. Edler       |
| '71 Mrs. Carolle Cruse     | '72 Mrs. David Froshaug    |
| '71 Paul M. DeWeese        | '72 Kristine R. George     |
| '71 Mrs. Sherry Donovan    | '72 Douglas M. Graham      |
| '71 Karen A. Edwards       | '72 Joyce K. Gran          |
| '71 Christen E. Eldal      | '72 Don Griffith           |
| '71 Alice M. Ender         | '72 Deborah Grotjan        |
| '71 Ronald D. Flansburg    | '72 Gary R. Hammer         |
| '71 Kathryn Garver         | '72 Karen Hathaway         |
| '71 Virginia Gordon        | '72 Mrs. Chris Helan       |
| '71 M/M Clifford Grabner   | '72 Sanford Hinderlie      |
| '71 Wanda L. Granzquist    | '72 Harold L. Hunt         |
| '71 Mrs. Judy Gregory      | '72 Julie A. Husby         |
| '71 Mrs. Sandra L. Haller  | '72 Aruoid L. Jensen       |
| '71 Stewart E. Hanson      | '72 Ron Johansrud          |
| '71 Jerry S. Hase          | '72 Bernadette V. Kelly    |
| '71 Laura J. Heath         | '72 M/M William Keichum    |
| '71 John Edward Hein       | '72 Carole A. Lang         |
| '71 Stephanie Herrick      | '72 Otis H. Lewis          |
| '71 Julie Jacobson         | '72 Mrs. Lorna E. Lutz     |
| '71 Mrs. John A. Jacobson  | '72 M/M Thomas K. McNeely  |
|                            | '72 Phillip M. Manger      |
|                            | '72 Mrs. Ruth C. Mann      |
|                            | '72 Robert G. Materson     |

## McTee Earns National Composing Recognition

Cindy McTee ('75) of Eatonville is the only person from the Northwest among 13 U.S. composers to win awards in the Broadcast Music Incorporated (BMI) student composer's competition.

Miss McTee, 24, and the other winners were presented cash awards at a reception held in their honor in New York City early last month.

Her award-winning piece is "String Quartet No. I" for two violins, viola and cello.

Miss McTee polished her talents three years ago while working with Polish composer Krzysztof Penderecki. It all began in her junior year at PLU when Penderecki visited the campus during a festival of contemporary music.

He invited her to live with his family in Cracow, Poland, where for one year she could tutor his children in English in exchange for an opportunity to study at the Cracow Conservatory of Music.

She returned with a new-found vigor to pursue her studies at PLU and graduated with a degree in theory and composition. She won an assistantship at Yale University, where Penderecki now teaches as a visiting professor.

She returns to Yale next fall to complete the second half of her three-year degree program under the tutelage of Penderecki, Bruce MacCombie and Jacob Druckman.

## Maki Retires After Career In Education

A former PLU student body president and member of the Choir of the West has retired after 37 years as an educator.

Arne Maki '40 closed out his career last month after serving the last 26 years as principal of Wolfe Elementary School in Kingstons, Wash.

Back-to-school time next fall will be rough on him, he admits, but he is looking forward to retirement. "It has been a lifetime," he said, "from the age of six until the present time. I have spent 53 years in the classroom, either as a student, an instructor, or a principal."

## Follow The Lutes To The Kingdome

Lute footballers will take on cross-town rival University of Puget Sound in Seattle's Kingdome on Sept. 17. Game time is 7:30 p.m. Tickets can be ordered from the UPS Athletic Dept., Tacoma 98416. Prices are \$6, \$5, and \$4. Indicate "PLU fans" on your order for seat location purposes.



## Eastern Wash. Added To Fall Grid Slate

Eastern Washington State College, which has not met Pacific Lutheran on the gridiron since 1967, will fill the void in the Lutes' 1977 schedule which was created by Whitman's decision to drop football.

The Eagles and Lutes will clash Nov. 19 in Cheney, leaving the Oct. 29 date, originally occupied by Whitman, open on the PLU slate.

Pacific Lutheran's 1977 schedule: Sept. 10 — Alumni, 7:30; Sept. 17 — Puget Sound at the Kingdome, 7:30; Sept. 24 — Central Washington, 7:30; Oct. 1 — Willamette at Salem, 1:30; Oct. 8 — Linfield, 1:30; Oct. 15 — Pacific at Forest Grove, 1:30; Oct. 22 — College of Idaho, 1:30; Oct. 29 — Open; Nov. 5 — Whitworth at Spokane, 1:00; Nov. 12 — Lewis & Clark (Homecoming), 1:30; Nov. 19 — Eastern Washington at Cheney, 1:30.

## Netters Place 8th At NAIA Tournament

Led by All-American Dave Trageser, PLU netters recorded their best finish ever at the NAIA national tennis tournament in Kansas City.

Mike Benson's troops finished in a tie for eighth place, bettering the 12th place windup in 1974 and 10th position of last year.

Trageser, a sophomore from Puyallup, won five straight singles matches before bowing out in the quarter finals. In advancing to the NAIA's elite eight, Trageser became the first PLU netter to earn All-American honors. Trageser finished the season 30-4 and has a two-year mark of 58-9.

PLU, scoring 15 points in the tourney, got double-duty from Trageser. The asphalt ace teamed with senior Gary Wusterbarth in doubles. This combination became the first PLU unit ever to advance to the national quarterfinals. PLU's duo finally succumbed in the round of 16.

## PLU Earns 5th Straight NWC Trophy

For the fifth consecutive year, PLU has captured the John Lewis All Sports Trophy, symbolic of total-program athletic supremacy in the Northwest Conference.

During 1976-77 in the nine recognized league sports for men, PLU picked up 98 points to runnerup Lewis & Clark's 88. Willamette registered 86, Pacific 58, Whitworth 56, Linfield 55, Whitman 44, and College of Idaho 19. Scoring is based on 14 points for first place, 12 for second, down to zero for an eighth place windup in any sport.

PLU won three championships outright — swimming, golf, and tennis. Lute athletes were second in cross country, tied for second in football and basketball, fourth in wrestling and track, and fifth in baseball.

## Lute Luminaries

**Baseball** — Righthander Doug Becker fashioned a 7-6 record while shortstop Steve Irion swatted a school record eight home runs in a 13-19 campaign. Both were all-conference selections . . . First baseman John Zamberlin was a NAIA Dist. 1 all-star pick . . . Sophomore outfielder Randy Ayers paced the Lute hitters with a .340 mark . . . PLU was 9-8 in NWC play.

**Golf** — Roy Carlson directed the Lute linksters to a fifth consecutive NWC title. Runnerup Willamette was 26 strokes back . . . Senior Scott Barnum earned All-NWC honors, finishing second in individual medal play . . . The Lutes nose-dived to fifth at the district tourney.

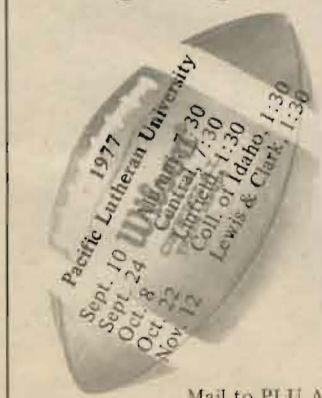
**Tennis** — Jan Migaki's femnettes compiled a 10-4 record, placing second in the northern area tournament. Number one singles player Judy Carlson was second in the area tourney, while the Carlson-Terri Miller combo grabbed the Avis position in first doubles.

**Track** — Golden boy Gary Andrew pocketed first place hardware at the NWC spike meet. The Tacoma sophomore soared 22-10 $\frac{1}{4}$  in the long jump, 47-3 in the triple jump. PLU was fourth as a team . . . Jon Thieman sent a mini-squad to Cheney for the district go-around, PLU claiming fifth place . . . Junior Dan Clark and senior Gordon Bowman competed at the NAIA national meet in their 1500 and 5000 meter specialties, but were eliminated in the qualifying heats.



Two Norwegians, Bjorn Melsom (left) of Larvik, and Dagny Hovi, from Fagernes, have styrket (strengthened) three Lute sports programs. Melsom, an accomplished rower, was a fixture on PLU's lightweight four, while Hovi broke both the women's 1500 and 3000 meter school standards in track and competed in crew.

### Kick the idea around



PLU Season Football Tickets  
Save \$2.50 \* Good any game  
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Send me . . . general admission  
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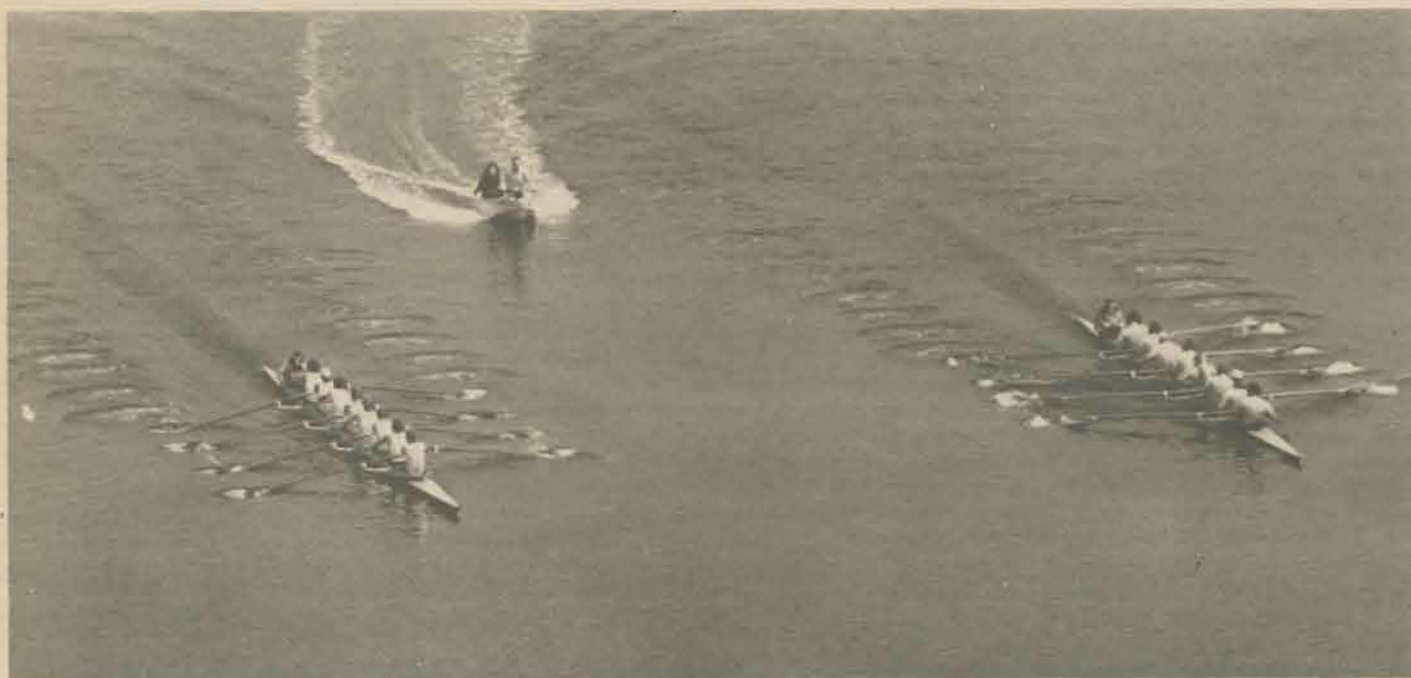
Address .....

City/Zip .....

Mail to PLU Athletic Dept., Tacoma 98447

# Sports

22



Lutes, left, battle University of Puget Sound in this year's Meyer Cup race.

## rising from adversity ...again

There's An Ecstatic Feeling  
When Precision Rowers Go Full Bore  
... A Feeling Of Flying

By Jim Kittilsby

The late George Yeomans Pocock, internationally acclaimed sculptor of racing shells, reached his prejudicial pinnacle with the utterance: "Rowing is the finest art there is."

His incantation did not fall on deaf ears. Since 1964, PLU oarspeople have been caught in the spell. As Dave Peterson, Lute crew caliph, puts it: "At PLU, this involvement is something that transcends sport."

Peterson, an accomplished oarsman and Lute commodore in his undergraduate days, says PLU's tradition sets crew apart, not only from the University's other sports offerings, but from the flotilla programs at other schools in the area.

Afflicted with acute adversity since infancy, PLU crew history parallels the script of the Horatio Alger story, except that in the Lute version, rags-to-riches is followed by near-bankruptcy.

In capsule chronology, coach-less PLU athletes with a pioneer spirit, both physically and financially pulled the program together. Cloaked in obscurity, the club sport generated little fanfare.

PLU vaulted into the national limelight in 1970, cruising past the Pac-8 powers to win the Western Sprints, placing third at the prestigious Intercollegiate Rowing Association championships in heavyweight fours. To prove that the feat was no fluke, PLU returned to Syracuse in 1972 for a fifth-place showing.

A women's crew team surfaced and promptly notched a sixth place finish at the 1972 national row-down. PLU ran off a string of eleven straight Meyer Cup wins over University of Puget Sound in men's eights. Rowers gained the services of a part-time coach. Bright hopes for a return to the national halcyon days lifted the spirits of the self-funding crew buffs. Then came the shellhouse fire in May of 1975. All was lost.

Emerging from the ashes is a slow process, but pluck and perseverance are prevailing. After relinquishing possession of the Meyer Cup for two years to UPS, the Lutes regained the cup this spring and added the women's equivalent, the Lamberth Cup. Still operating without a boathouse, Peterson has nonetheless directed his charges to 21 racing wins in his two springs at the helm.

Race course layouts are such that crew is a difficult sport to follow as a spectator. And what is not seen in sport is often not understood. Peterson responds to some questions we always wanted to know about rowing, but were embarrassed to ask.

Do you feel that crew means different things to different people?

Peterson: "Yes. I think the average spectator views crew as a

sport of basic motion, requiring symmetry of movement, but rather undemanding physically. The oarsperson feels he or she is part of a larger unit, each performing precisely the same way, with a great deal of finesse, and required to exert a tremendous amount of strength in a sport which is mentally taxing as well. Finally, the coach looks at a race in the narrow sense, constantly nitpicking for the miniscule mistakes which set first and last place."

**Are there facets of coaching crew that are foreign to other team sports?**

Peterson: "There are several, but foremost, unlike my counterparts in football and basketball, I can't render vocal help from the sidelines. Usually I'm standing on the shore. Even if I'm following the shell in a launch, it's illegal for me to shout instructions."

**What are the fundamental aspects in effective rowing?**

Peterson: "In a physical sense, the most important thing is relaxation. The rower must conserve energy, applying it only to muscles that are working in the stroke. Mentally, concentration is critically important. A rower needs a controlled rhythm and a sense of anticipation. There is an opportunity to compensate for mistakes."

**What is the job of the coxswain?**

Peterson: "The coxswain call out the strategy of the race, so must have excellent judgment. Steering is also crucial. It doesn't take much to throw the balance off. Sloppy steering, weaving over the course of a race, could cost as much as a length or two. Before changing the cadence, which is to say the strokes per

minute, the cox must give the rowers a warning two strokes in advance."

**Which oarsperson is the key figure in the shell?**

Peterson: "The stroke, in the extreme stern position, initiates what the cox is saying. A tempo setter, the stroke must have the greatest endurance and smoothest stroke. There has to be an awareness between stroke and coxswain in relation to the rest of the boat."

**What is PLU's basic race plan?**

Peterson: "First, we're geared to run at full power for 2000 meters in a men's race, 1000 for the women. The men go out at 36-39 beats a minute for the first 20 strokes (the women 15). At that point the stroke is settled into a race beat from 32-35 for the body of the race. At the 500 meter mark we hit what we call a 'power 10', 110 percent effort at the same beat for 10 strokes. The main emphasis here is controlled recovery. At 1000 meters we do a 'power 20', and another '10' at 1500 meters. With 300 meters left we'll spring to a 36-39 cadence. Actually, we row two or three beats lower than other crews, but concentrate on a longer stroke. A fast eight-oared shell might reach 15 miles an hour and average 12 for a race. A swift four could average 10½."

**Do the elements raise havoc with some of your best-formed plans?**

Peterson: "Yes. In rough water we have a problem with balance and, of course, there is nothing worse for morale than rowing into a head wind. In these conditions, there is the ever-present possibility of 'catching a crab', the inability to get the oar out of the water at the finish of a stroke. Fog and



Cathy Johnson, left, and Ruth Babcock have served as commodore and vice-commodore of the women's crew team. Cathy won the team Inspirational Award a year ago; Ruth is this year's winner.

darkness hinder our workouts in the winter months."

**What do you look for in recruiting an oarsperson?**

Peterson: "I can't scout the high schools like other PLU coaches do, since there are no prep crew teams as such, although Seattle does have three age group club teams. Many of our rowing prospects are athletes with prep experience in other sports who are seeking a new challenge. The ideal rower would be tall and slim, not too bulky, because we're looking for people with flexibility. The desire for suppleness is evident in our weight program, where we do high repetitions at low weight to develop long muscles. Size isn't really a factor. The men's lightweight shell can't average over 155 pounds, the women 125. Our flyweight women's four, 115 pound average, won the championship at the 1977 regional regatta."

**What effect did the shellhouse fire have on the program?**

Peterson: "We lost all our equipment including relics — old oars and team pictures — everything but the shell trailer. The fire signaled either the end of crew or a new beginning. The immediate result was our worst season ever. But the incident made us bear down. There was a revival and a new spirit. We still don't have a boathouse at American Lake and it cost a bundle to replace the shells. We lost two eights, the Piranha and the Sleipen, and a four, Walter E. Neils, the latter shell a gift from Mr. Neils' widow. We've purchased a new eight, the George Yeomans Pocock, and replaced the four with the Walter E. Neils II. Ours is an expensive sport. These sleek western red cedar shells, just 3/16 of an inch

thick at the hull, cost \$5300 for an eight, \$3500 for a four. The oars are \$120 each."

**With your lengthy fall and spring split-season, often dawn and dusk practices in adverse weather, what is the adhesive that causes rowers to stick with the program?**

Peterson: "They enjoy being around people with similar interests, for one thing. There's a unity between the men's and women's segment which extends off the lake. This feeling of togetherness is fostered during our spring break trip. One can detect attitudes forming, seeing rowing as a way of life. It's a welcome break in the daily academic grind to get physically removed from campus. The atmosphere is just great on American Lake, viewing sunrise and sunset on water of glass, serenaded by wildlife. There's an ecstatic feeling when precision rowers go full bore, a feeling of flying. Then too, there are always new challenges in competition."

**With the big push towards lifetime participation sports, isn't crew more of a short-term venture?**

Peterson: "Not really. Stan Olsen, a 1973 grad, continued rowing and was aboard the Cambridge lightweight eight that won a national title. Jim Puttler, three years removed from PLU, was a fixture on the Springfield Rowing Association senior eight that captured the national crown in 1975. I've had the opportunity to compete extensively since graduating in 1974 and rowed for Boston's Charles River lightweight, which won a silver medal. Rowing in sculls is popular for older people as well. For many of us who have had exposure to the sport, crew remains a lifestyle."



Crew mentor Dave Peterson eyes Meyer, Lamberth Cups, symbols of Tacoma collegiate rowing supremacy.



# Calendar Of Events

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## July

- 3-8 Summer Institute of Theology
- 7-9 Guild of American Luthiers
- 11-15 Boys' and Girls' Basketball Camp
- 17-23 Northwest Summer Music Camp
- 18-22 Boys' Basketball Day Camp
- 20 First Summer Session Ends
- 20-22 Girl Scouts Conference
- 21 Second Summer Session begins
- 23-24 Pacific American Institute
- 24-29 Choral Workshop
- 25-Aug. 6 Sound Sports Camp
- 25-29 Basketball Day or Stay Camp
- 28-Aug. 6 Foreign Student's Study League
- 28-30 Pacific Northwest Writer's Conference
- 29-Aug. 6 LCA Division for Parish Services

- 22-24 Lone Scouts Convention
- 27-28 Dahlia Show
- 28-Sept. 1 Northwest Family Therapy Training Institute

## September

- 4-8 Orientation Week
- 4 Parent's Convocation, Eastvold Aud., 3 p.m.  
New Student's Orientation, Eastvold Aud., 7 p.m.
- 6 Fall Registration  
President's Reception for New Students, 6:30 p.m.
- 7 Opening Convocation, Olson Aud., 10 a.m.
- 10 Football, Alumni at PLU, Franklin-Pierce Stadium, 7:30 p.m.
- 17 Football, PLU at UPS, Seattle Kingdome, 1:30 p.m.
- 19 Board of Regent's Meeting
- 24 Football, Central Washington at PLU, Franklin-Pierce Stadium, 7:30 p.m.
- 27 Faculty Recital, Univ. Center, 8:15 p.m.
- 28 Entertainment Series, Mentalist Uri Geller, Olson Aud., 8:15 p.m. (tentative)
- 29-Oct. 2 Faith and Life Forum

## August

- 5-6 Association of College Unions-International
- 5-7 Alumni College
- 8-21 American Language Institute
- 8-12 Soccer Coaching Clinic
- 15-19 Soccer Day Camp
- 18-21 U.S. Soccer Federation Tournament
- 19 Summer Commencement Exercises, Eastvold Aud., 7:30 p.m.

## October

- 1 Football, PLU at Willamette
- 4 Faculty Recital, Univ. Center, 8:15 p.m.
- 6 Seattle Symphony, Olson Aud., 8 p.m. (tentative)
- 7 Artist Series, Bill Evans Dance Company, Eastvold Aud., 8:15 p.m.
- 8 Dad's Day  
Football, Linfield at PLU, Franklin-Pierce Stadium, 1:30 p.m.

### What's New With You?

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