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Cover

Diane Conley (center) earned her bachelors degree at PLU in 1979. She is now studying at Northwestern University under terms of a fellowship.

Minorities at PLU: A Campus Enriched

By Dr. William O. Rieke
President
Pacific Lutheran University

You Can Achieve!

You can achieve!

That statement hasn't always been true for blacks and other minorities in America. Our history, like that of too many other countries, abounds with incidents, events, beliefs and policies that perpetuated racism, discrimination and even worse forms of intolerance.

While there is good reason, in looking back, to be dismayed by much that has happened, I believe there is good reason to look ahead with hope. Progress in race relations, particularly over the past generation, has indeed been great.

Pacific Lutheran University is one example of such progress. During my undergraduate years here in the early 1950's, there were virtually no minorities on campus. That was true in a great many institutions, businesses and organizations across the country. I believe that the problem for many institutions was one of lack of awareness, rather than intent to exclude.

The courageous black leaders in the 1960's made great strides in changing our perceptions. Many of them suffered; indeed, died! We cannot, for example, bring back Dr. Martin Luther King, but we can honor his memory by continuing to struggle to achieve the goals that he set.

Our intent at PLU is to do just that, and we believe that in some measure we are being successful. It is our firm desire that *all* who would seek an education at PLU be afforded that opportunity, regardless of race, sex, nationality or creed.

Toward that end, we have established programs specifically designed to assist minority students in achieving their academic goals. There are academic programs which are designed to appeal to special interests. Our scholarship and financial assistance programs are geared to help meet monetary needs. There are student organizations which give minority students opportunities for meaningful social interaction. These programs, forms of assistance and support have been a major part of the reason why it has been possible for more than 700 minority students to be involved with PLU during the recent past.

On the following pages you will be reading about some of those students. Many are alumni now, pursuing meaningful

careers. They will be telling you, in their words, about their experiences at PLU and what that experience has meant to them.

We are proud of these students, both past and present. And we hope that you will consider their examples as you make plans for your future.

You will also read in greater depth about some of our faculty members, administrators, organizations and special programs.

Through a combination of both people and programs, we at PLU are reaching out to you. If we, as an educational institution, can be of service to you, we invite your response. Your presence among us will contribute to the enrichment of the PLU experience for everyone concerned.

Regardless of the life decisions that you make, or whether PLU becomes a part of your life experiences, we urge you to consider the examples of those who have gone before you — aspire greatly, prepare yourself thoroughly, and don't let disappointments or temporary setbacks defeat your purpose.

You will achieve!



Dr. William O. Rieke

PLU Academic Structure

COLLEGE OF ARTS AND SCIENCES

Division of Humanities

English
Modern and Classical Languages
Philosophy
Religion

Division of Natural Sciences

Biology
Chemistry
Earth Sciences
Mathematics and Computer Science
Physics and Engineering

Division of Social Sciences

Economics
History
Political Science
Psychology
Sociology and Anthropology
Social Work

SCHOOL OF BUSINESS ADMINISTRATION

SCHOOL OF EDUCATION

SCHOOL OF FINE ARTS

Art
Communication Arts
Music

SCHOOL OF NURSING

SCHOOL OF PHYSICAL EDUCATION

DIVISION OF GRADUATE STUDIES

DEGREES OFFERED

Bachelors

Bachelor of Arts
Bachelor of Science
Bachelor of Business Administration
Bachelor of Arts in Education
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Science in Nursing

Masters

Master of Arts in Education
Master of Arts in Humanities
Master of Arts in Social Sciences
Master of Business Administration
Master of Music
Master of Public Administration

The Challenge To Lead

By Phillip Miner
Associate Dean, Admissions

What will be the social, economic and educational posture of America's minority groups in the year 2000?

Will we be represented among the nation's leaders across the broad spectrum of 21st century occupations and professions?

Or will our influence have declined?

Today the outlook does not appear promising. Recently a series of occupational forecast tables for blacks and other non-whites was compiled by Walter W. Stafford, chairman of Urban and Regional Studies at State University of New York and now special assistant to the Economic Development and Employment Department of the National Urban League. (The department established the rankings and analyses based on Bureau of Labor Statistics figures.)

The 15 fastest growing occupations, including dental hygienists, other health technologists/technicians, teachers' aides and clerical workers, show a significant percentage of minority personnel. However, a closer evaluation of the data shows most of these occupations as relatively low-paying. In those areas that do pay well, usually requiring specialized education or apprenticeship, minority percentages are less significant.

Among the 15 fastest-growing, highest-paying occupations, only two show minority representation over 10 percent in 1978. They were school administrators and life and physical scientists. Asian-Americans represented the greatest percentage of minorities. Physicians, lawyers and economists are included in this category.

High percentages of minorities, particu-

larly black women, were represented in the 15 fastest declining occupations (Table III). These included knitters and loopers, show makers, machine and elevator operators and stenographers.

College and secondary school teachers are also included in this category. Twenty-seven percent of all black professionals are teachers at these levels.

Finally, the 15 occupations with the highest non-white percentages included cleaners and servants in private service, clothing ironers, housekeepers, cab drivers and chauffeurs.

Figures can be used to tell conflicting stories, and it is likely that comparisons with similar figures of 10 or 20 years ago might show significant gains. Nevertheless these figures deeply trouble me. It is very apparent that great strides must yet be made for minorities to be at least proportionately represented in the mainstream, let alone our country's leadership.

American minorities today desperately need leaders at national, regional and local levels, not only as minority community spokespersons but within their chosen professions. How visible they will be in tomorrow's world will depend upon how well we are able to inspire, motivate, mold and educate them today.

Where will these young people be trained?

Although the black community has the only major system of minority collegiate institutions in the country, only one-fourth of all black college students were attending black colleges in 1978. The percentage will probably decline in the future.

Thus it is apparent that most of the responsibility for educating future minority leaders will fall on the predominantly "white" colleges like PLU. Priorities and capabilities among these institutions do and will continue to vary widely.

Individual minority citizens, minority communities collectively, and even more specifically, the students themselves, bear a major responsibility. It is they who must influence and direct change on their respective campuses which will contribute to the fullest development possible of minority student potential.

Both overt and subtle forms of discrimination still exist on the nation's college campuses in spite of the best intentions of a majority of whites. However, rather than being a deterrent, exposure to these experiences serves as excellent training and can help prepare young minority people for later life obstacles, in the community and the world at large.

This challenge to lead faces every college-aged minority youth today. The degree to which minority youth fully accept and master this challenge will determine the economic status and social posture of minorities into the 21st century.

Black Public Officials Honor Phil Miner

Phillip Miner, associate dean of admissions and director of school relations at Pacific Lutheran University, has been selected as a Potential Black Community Leader for the '80s by the Northwest Conference of Black Public Officials.

The announcement was made by Seattle City Councilman Sam Smith. Miner and selectees from other Northwest communities were honored in Seattle, in October 1979.

Miner has served on the PLU admissions staff since his graduation from Pacific University, Forest Grove, Ore., in 1972. He is active in several community organizations.



Phillip Miner

Hispanic, Asian American Profs Describe PLU

An increase in the number of minority students at a school like Pacific Lutheran University is important, not only for the minorities, but for the majority, according to Dr. Arturo Biblarz.

A sociology professor who joined the PLU faculty in 1977, Dr. Biblarz said that students at a smaller school like PLU are "significantly sheltered," not by choice, but by the fact that opportunities for broader cultural friendships are limited.

"It's important to know that other countries, other people, other lifestyles really exist," he said.

A good example of his point took place during the Iranian crisis. There were only two Iranian students attending PLU, but one took the initiative to hold a forum, which made the tragic event much more real for students.

Biblarz is a native of Colombia who came to the United States in 1951 to study at UCLA, so he understands the problems of minorities. "We had a Latin student organization and activities," he recalled. "Without that it would have been much tougher."

At PLU, he indicated, his ethnic identity has been of no significant consequence. "I'm not aware that I am perceived any more or less attractive," Biblarz said.

Dr. John Moritsugu, a third-generation Japanese-American, offered a similar impression. "I've been treated fairly and without discrimination," he said. "There's a positive, open atmosphere here. One is



Dr. John Moritsugu

aware, however, that the general campus orientation is white and Christian."

Like Biblarz, he believes that what shortcomings there are stem from lack of cultural knowledge or awareness, rather than attitudes. To help build awareness of his heritage he teaches a course at PLU called "The Asian-American Experience."

He encourages potential students to look at PLU because of the high quality of academics and the positive faculty-student and student-student relationships.



Dr. Arturo Biblarz

Capsules

As the 1980's got underway, PLU minority alumni were serving in many walks of life. A few examples:

* Willie Stewart '69 was assistant superintendent for Tacoma Public Schools in charge of personnel;

* Shirley Aikin '71 was a member of the PLU School of Nursing faculty;

* Reginald Pearsall '75 was serving as organist and choir director for Peace Lutheran Church in Tacoma;

* Hazel Johnson '75 was a Tacoma public school teacher;

* Cynthia Wilson '76 was in her final year of medical school at Washington University in St. Louis;

* Olivia Dorsey was a communications specialist and TV hostess for KCTS-TV (Channel 9), University of Washington;

* Pianist Joanne Richardson '76 had recently been playing for an off-Broadway stage production in New York City;

* Joyce Barr '76 was with the U.S. Foreign Service in Washington, D.C.;

* Clara Miller '78 was attending Columbia University graduate school;

* Darlene Conley '79 (COVER) was studying at Northwestern University on a graduate fellowship;

* and Gil Whiteside was completing his undergraduate work at the California Institute of the Arts after an outstanding drama career at PLU.

Pacific Lutheran University does not discriminate on the basis of sex, race, creed, color, national origin, age or handicapped condition in the education programs or activities which it operates, and is required by Title IX of the Education Amendment of 1972 and the regulations adopted pursuant thereto, by Title VII of the Civil Rights Act of 1974, and by Section 504 of the Rehabilitation Act of 1973 not to discriminate in such manner. The requirement not to discriminate in education programs and activities extends to employment therein and to admission thereto. PLU also complies with the Family Education Rights and Privacy Act of 1974.



McCoy Hill

An American Original

"It does not seem so very long ago that my Creator brought me into this chaotic world, to share my life with all the living creatures, with streams that start from a trickle of spring bubbling out of the rocks, and our days beginning with a beautiful dawn.

"I guess that's why the Nezperce Indians called my home — the State of Idaho — 'E-Da-Ha', the land of beginning."

These colorful and thoughtful words were written by J. McCoy Hill, 70, a Nezperce Indian who earned a bachelor's degree from Pacific Lutheran University in 1977 and a master's degree in 1978.

Hill, the grand-nephew of the immortal Chief Joseph, is an American original. The years of his life are a vivid mosaic blending the ancient Indian ways of his childhood into a successful career in 20th century America.

He was born in a tepee "on the banks of Lawyer's Creek near Clearwater River, a place once alive with a grove of yellow pine trees to provide shade and protection for

our earthly belongings."

The record of his birth in 1908, carved on a tree by his father, long ago succumbed to a lumberman's axe. Lawyer's Creek was bulldozed for flood control.

Hill was fortunate. His grandmother, "a very wise old woman," spoke no English, but she continually coaxed him, "Learn to speak English; learn the white man talk." And she insisted that he be enrolled in school.

"I can still see the students staring at me as if I were some kind of exhibit in my moccasins and buckskin shirt," he recalls. "Those were the hardest days of my educational life. It's easy to understand why there is a tremendous number of Indian student dropouts."

A pharmacist in the community, Wade Wilson, continued to encourage Hill through his early school years and later encouraged him to leave the Indian community to work and to go college. Hill graduated from Yakima Business College. He has lived in the Tacoma area for over 40

years, working as an accountant and auditor. For 15 years prior to his retirement he was an administrative officer in the surgeon general's office at Madigan Army Hospital near Tacoma.

Hill's attitudes and goals are more like those of a person 50 years his junior. He is presently hard at work compiling a history of his people, along with a study of Indian and American West art. Just as important to him is the educational future of his people, particularly the youth.

"I hope to continue to work with Indian students to overcome cultural obstacles and to be more aggressive," he said. He pointed out that Indians, by cultural nature, are not aggressive. This is an increasing disadvantage as life in American society becomes more complex. "The result can be a lack of pride or inability to cope," Hill explained.

"PLU has provided me with research studies and experience that I can apply as means to emphasize to my people the importance of education," he concluded.

Minority Affairs Office

Enhancing Educational And Personal Experiences

"We intend to do everything we possibly can to enhance both the educational and personal experiences of minority students at Pacific Lutheran University," Amadeo Tiam said recently.

Tiam, the director of the PLU Minority Affairs Office, has the training and experience to make his statement a realistic goal. He holds a master's degree (from PLU) in guidance and counseling. He has broad experience in both community and student affairs. And he has experienced college life as a student, instructor and administrator.

The Minority Affairs Office at PLU is a branch of the Student Life Office. As such it can offer not only those services that are specific concerns of minorities, but has access to the total range of services available through Student Life.

"We see the role of this office as that of a catalyst," Tiam explained, reflecting also the directions that he and the vice-president for Student Life, Donald Jerke, here established.

"All students face certain challenges as they learn to adapt to the academic and

social life of a university," he added. "For minority students, there are a variety of additional concerns which might be difficult for the majority to understand.

"We try to provide our students with the personal and institutional resources they need to meet those challenges."

There are either special minority programs or university services available to deal with most anticipated needs, whether they be personal, social, academic or financial. But even beyond programs is the willingness of Tiam and an informal network of minority personnel on campus to assist individuals on a one-to-one basis.

Personal attention is one of the advantages of a smaller institution for all students. The university as a whole is committed to the concept, which enhances particularly a minority services program. Tiam is personally and professionally acquainted with the persons or departments which can help to meet specific needs as they arise.

Minority Affairs services include: job listings, academic and personal advisement, book loans, career-planning and



Amadeo Tiam

resume-writing advisement, academic information resources, human growth and relationship training seminars, lectures and student activities programming, work study and internship advising, and involvement with minority student organizations.

Finally, the office makes an effort to involve the local and regional minority communities in PLU, its students and activities.

Special Campus Events Feature Minorities

Every year a variety of special events are held on the PLU campus which are of special interest to minority students.

Early in 1979, for instance, actress Cicely Tyson and orator William Young presented lectures at PLU. In March there was a Minority and Third World Women Conference which featured a variety of local and regional professional participants.

In January 1980, Georgia legislator Julian Bond lectured on campus. He was followed in February by Dr. Asa G. Hilliard, dean of the School of Education at San Francisco State University; and Rep. Cardiss Collins, chairperson of the Congressional Black Caucus, U.S. House of Representatives.

Other special programs have included presentations by Superior Court Judge Jack Tanner and Washington State Assistant Superintendent for Public Instruction Mona Bailey.

The New Jerusalem Choir from Tacoma and the Preservation Hall Jazz Band have been scheduled for concerts.



Georgia legislator and civil rights activist Julian Bond, center, chats with Judy Carr and Phil Miner prior to a PLU lecture.



Wilbert Hawkins



Thelma Payne

BANTU

An Expression of Lifestyle

Going off to college, leaving home and family for the first time, can be a difficult adjustment for any student. The adjustment can be even more severe for minority students, particularly if they were raised in predominantly ethnic communities and are enrolling at a predominantly white college.

The new environment can seem alien. People, lifestyles and activities are strange. For that reason it is important that educational institutions be aware of the problem and make a significant effort to respond to students' needs.

At Pacific Lutheran University an active student organization, BANTU (Black Alliance Through Unity), helped provide activities and social opportunities which can aid in the adjustment process.

Activities include dances, guest lectures, a banquet, a fashion show and film programs as well as regular meetings. Black History Week and Black Awareness Month offer opportunities for minorities and whites alike to become more familiar with

black heritage. Recent highlights at PLU have included appearances by actress Cicely Tyson and orator William Young, and civil rights leader Julian Bond.

BANTU members also visit high schools with high ethnic enrollments to talk about college in general and PLU in particular.

But organizational activities demand only a portion of a person's time. So perhaps the most important role served by BANTU and its members is personal. "It's important for the students themselves to give one another extra support," said Thelma Payne, a sociology professor and BANTU advisor.

Some students might decline to admit Ms. Payne's role as a mother figure, but for many her support and empathy is vital. The numbers of minority faculty and staff at PLU is growing gradually, but it is still small. While the vast majority of faculty members and administrators can be counted on for support, it can still be difficult for either prof or student to completely overcome racial or cultural barriers to understanding.

"PLU is making progress toward more diverse activities and a more diverse stu-

dent body," Will Hawkins, a BANTU member, observed. "But," the Los Angeles political science major pointed out, "there are things I like that I don't want to give up, and BANTU is helpful in those areas."

Ms. Payne explained that there is an institutional tendency to view a racially-mixed campus as a melting pot. "Perhaps a better concept would be that of a salad bowl, where each group or 'ingredient' retains its identity within a greater whole," she said.

BANTU is making strides in new areas. This past year the organization began working actively toward increased representation and participation in campus student government. There is also interest in developing a program involving PLU minority alumni.

There is support on campus for minority students willing to seek it and accept it, according to Ms. Payne. But, she added, PLU is also like the real world, and there are challenges to face, both personally and academically.



Doug Williams



Hiram Williams III

Brothers Plan Careers In Medicine

"Many kids in my neighborhood in Los Angeles never think about the advantages of an education," said Doug Williams, a 1980 graduating senior at PLU.

"Others dream of improving their status in society, but are somehow caught by circumstance, and they remain in the ghetto for a lifetime."

Doug is the younger of two brothers whose PLU educations have started them on the road to careers in medicine.

Williams continued, "Today, however, minorities that are given direction are learning that knowledge is the key to respect, equal rights and independence. Once acquired, it is priceless and can never be taken away."

"Besides the usual things: a community feeling, close, friendly relationships and small classes, PLU has helped me build my self-confidence and character even more."

During his senior year at PLU Doug, a pre-med student majoring in biology, served as president of BANTU, the PLU black student organization. His brother, Hiram J. Williams III, earned a PLU degree in biology in 1977 and has been working for GulfOil Company in their research laboratories and as a pharmaceutical representative for Parke-Davis & Co.

Both are planning to attend medical school. Medicine is becoming a family tradition with a father who is an X-ray technician and an uncle in radiology. Hiram's wife is also in medicine.

Like their mother, an accountant, and father, who was a Harlem taxi driver when the boys were small, Doug and Hiram believe persons can minimize obstacles in life by setting goals as early as possible. "That way you can establish a record of excellence early on," Hiram said. "Always be conscious of your future. Be mature enough to expect setbacks, yet intense enough to overcome temporary problems."

As medical professionals, Doug indicated, he believes that not only can he and other family members directly help their people, but they will have access to people in authority who can help bring about

positive social change.

"PLU has had a positive impact in helping me achieve my goals," Hiram said.

"It is not all peaches and cream," Doug responded, "but it is a positive environment. And it is conducive to shedding of the protective armor which develops from certain lifestyles and habits. The individuality that is often lost from playing cover-up games and from being 'cool' can be regained here."

Natural Sciences Offers Innovative Programs

Health sciences, computer sciences and engineering continue to be among the most glamorous of the careers of the future, and the *Division of Natural Sciences* offers highly successful, innovative programs in all three areas along with its traditional programs.

PLU annually places more than twice the percentage of medical and dental school applicants as the national average.

The flexible computer science program, which can be taken on its own or with ties to business or mathematics or with advanced study at Washington State University, also offers the advantage of a solid liberal arts background.

A highly uncommon engineering-physics major, which provides a blend of the practical and theoretical, also offers the option of advanced study at Columbia or Stanford Universities under 3-2 cooperative agreements.

The *School of Nursing* features a personalized curriculum that emphasizes one-on-one teacher-student relationships, step-by-step subject mastery and competition with one's "best self."

There is a growing number of career options in nursing today, particularly in disease prevention, and the new curriculum is geared to prepare students to be ready to consider these options.

'A Portrait Autographed With Excellence'

"I believe a person's life is his/her self-portrait and should be autographed with excellence."

Mrs. Emmer Jackson's list of life accomplishments are proof that she is indeed fulfilling her life credo.

She is presently serving as a part-time nursing supervisor at American Lake Veteran's Hospital in Tacoma. During 1978-79 she was a W.K. Kellogg Foundation Fellow studying at the University of Washington for a master's degree in nursing administ-

ration and a minor in business administration

She earned her bachelor of science degree in nursing from PLU in 1974.

Mrs. Jackson began her nursing career in 1955 after earning a RN diploma at Wilmington Community Hospital in North Carolina, her home state. During the next 12 years she held nursing positions in

Virginia, North Carolina, Alabama, New Jersey and California before joining the American Lake staff in 1967.

The mother of three children hopes to eventually serve as a VA hospital chief of nursing service, and all of her training has been focused on that goal.

"Due to family responsibilities, economic status and social restraints, my goals have seemed elusive at times," she said. "But I believe that individuals should develop their potential to the fullest.

"PLU encourages the development of that potential," she added. "My experience at PLU stimulated my interest in higher education and nursing administration.

It provided me with needed support through its strong family-Christian atmosphere, financial assistance, and motivation for continual educational growth and development.

"It offers opportunities to all students, minorities and females alike."

A woman of strong religious convictions, Mrs. Jackson added, "Life maybe filled with dangers and perils, but with our Heavenly Guide we need not fear. Safety is not the absence of danger but the presence of the Lord."

PLU Grad Earns Med School Humanitarian Award

As a teenager in Los Angeles, Louis Redix Jr. planned to be a carpenter "It's a well-paid, skilled occupation," he thought, "perhaps as high as I dare aspire."

Today at age 26 he is a surgical intern in the trauma center at Highland General Hospital in Oakland, Calif. When he graduated from University of California-Irvine Medical School in the spring of 1979, he received the Humanitarian Award.

It is the highest honor a student can receive for patient care and outstanding individual performance. But it wasn't the first time his achievements have stood out among his peers.

During the spring of 1975 prior to his graduation from Pacific Lutheran University, Redix was accepted by five medical schools. Most pre-med students are delighted to be accepted by one.

The course of his life changed some eight years ago. At the time neither his aspirations or motivations were very high. Then a high school counselor told him, "You're too good at math and science to throw your life away."

"I began pointing toward a career in medicine or dentistry, but my motivation was money," he recalled. "Then about a year later, a baby belonging to a girl I knew



Louis Redix

died. She hadn't been able to get help, even at a free clinic."

For Redix, something clicked. "That has become my motivation," he explained. "I now feel a responsibility to try to help my people. I chose medicine for reasons beyond economics."



Emmer Jackson

'Outstanding Black Student' Enjoys PLU Middle College

The National Merit Scholarship Corporation annually conducts a nationwide project which identifies the most outstanding black high school seniors across the nation.

The corporation is very selective; for instance, only 35 students from the state of Washington were so commended in 1979.

One of them, Rosalund Jenkins of Auburn, Wash., enrolled as a freshman at Pacific Lutheran University in the fall of 1979.

In her brief 17 years, Miss Jenkins has lived in five different states and the Bahama Islands. As an Air Force dependent, she has attended 13 schools, ranging from inner-city public schools to private girls' boarding schools.

"I've been exposed to people of quite varied racial, economic and religious backgrounds," she said.

Prior to her fall enrollment, Rosalund attended PLU's "Middle College," a comprehensive six-week summer program intended to give students a head start on college.

"I have nothing but praise for the



Rosalund Jenkins

coordinators, students and professors who took part in the Middle College program," Rosalund said. "The only problem I had was that of tending to my recreation before tending to my studies, and my grades reflected this poor choice of priorities. I found dormitory living so entertaining and fun that I spent most of my time playing ping pong against, talking to, eating with and enjoying the company of my fellow boarders of both sexes.

"Racial lines were drawn, in jest, only after we had come to know each other as people first. An earnest appreciation of racial identity and individuality existed among all groups — Chinese, Japanese, black and white. We found a happy medium between the melting pot mentality and the concept of separate but equal friendship and romance. There was no racial conflict that I could see," she continued.

"The pervasive attitude among students and professors at PLU is one of mutual respect and admiration. Students respect but don't fear their instructors. The assigned work is demanding but not impossible. Grading is reasonable but not lenient. I knew I could expect a challenge in the fall, but not jobs that are impossible or grades that are unreasonable," Rosalund explained.

Her goal is to complete the nursing program and "have as much fun as possible while doing so."

She concluded, "My experience at PLU has taught me that all things in moderation are best and that finding a proper ratio between work and play is essential to success in college."

Middle College is just one of many innovative new programs offered by the PLU Division of Social Sciences.

- * The Legal Studies Program offers both a major and a minor. It is intended to familiarize students with law concepts and problems and to develop skills useful in a broad range of careers, not just the practice of law. Classes may be taken either during the day or evening.

- * There is a special Evening-Weekend Degree Program. The Department of Sociology, for example, offers specializations in *ethnic and minority structures* (social services or government), *crime and society* (law enforcement or criminal justice), *family and gender* (social services or women's studies), and *social organization* (management, public service or politics).

- * A Masters in Social Sciences program presents tracks in Criminal Justice, Human Relations, Individualized Study, Marriage and Family Therapy and Psychological Counseling.

- * The Foreign Area Studies Program offers Asian, European and Third World concentrations. An African specialization is expected to begin in 1980-81 with the assistance of a Fulbright Scholar from Africa.

- * AU'RA — Accelerated Undergraduate Re-entry for Adults — awards up to two years of college credit for previous academic work and assessment of skills and knowledge. Evening and summer classes are offered.

- * Interface features short courses for adults on current issues. Recent topics have included lifestyles, assertiveness, aging, human intimacy, the '60's, minorities, women, and pioneers of modern thought.

- * High School juniors and seniors can receive college credit through Project Advance, which presents current issue topics in five or six-session courses.

There are also experiential education and cooperative education programs, a national park and forest communities program and more.

Exciting New Social Sciences Programs Abound

Black Woman Challenges Odds In Law School

growing up, of learning, both in and outside the classroom. "I made many mistakes," she admits, "but they all served a purpose. I learned not to make them again."

It was at PLU, she believes, that she learned to "become responsible for Palma, to define who that person is.

"I've never regretted attending PLU," she added. "I established friendships that I'm sure will be lifelong."

Today Palma is thoroughly enjoying life. "I'm so glad this life was given to me!" she asserts.

She hasn't always felt that way. "For a time I was so preoccupied with negative thoughts that it was impossible for anything positive to happen in my life. The chances were there, but I closed the door on them. Thank God for second chances!" she added.

Reaching her goals has not been easy. Sometimes at PLU it "looked shaky." At Drake it is often "nerve-racking." But, she emphasized, "I'm not backing down because I fought too hard to get here!"

Her message to the Brothers and Sisters is: "Do the best you can, strive to fulfill your purpose in being, and be HAPPY."

"I want to do good work; I want to do it for the people who are so grossly underrepresented in the legal system."

Palma Reed, a 1975 PLU graduate, states her life goal with the same intensity that has carried her to her final year of law school at Drake University in Des Moines, Ia.

To get as far as she has in a field dominated by white males, Ms. Reed has, by her own admission, had to adopt a fighter's stance.

"I began my fight at PLU and haven't stopped fighting," she said.

PLU was her first experience away from the "cushion" of the Compton/Los Angeles black community. "When I got to PLU I realized I was different," she explained. "For the most part, my experiences were foreign to the people with whom I was beginning to interact. In fact, we just didn't understand each other and for the first time I knew what it meant to be BLACK in America.

"To get comfortable with the environment, I knew I would have to do one of two things — adjust my lifestyle to conform with the majority, or assert my Blackness

and my lifestyle and defy anyone to tell me I couldn't do it.

"The former would have been easiest at that time, but I probably would have suffered emotionally. I chose the latter, and from there I began to grow and mature as a person, and more recently as a woman."

Her four years at PLU were a time of

PLU Athletic Program Stresses Participation, Academics

In 1979 Pacific Lutheran University won Northwest Conference championships in basketball, football, golf, soccer and tennis. Its football team ranked No. 2 in the nation in NAIA Division II.

PLU has won the NWC All-Sports Trophy six of the past seven years; seven conference basketball championships in 13 years; and has had 11 consecutive winning football seasons. Over 400 men and women participate in 22 varsity sports.

Yet PLU does not offer athletic scholarships (athletes qualify for aid on the same "need" basis as all students) and conference eligibility standards are actually higher than university requirements for non-athletes.

It may seem paradoxical in an age of high-powered sports programs and lucrative athletic scholarships, but PLU has not had to sacrifice academically or financially to maintain competitive excellence athletically.

Don Tuggle, a 1979 graduate, is representative of athletes who have benefited from the PLU approach to athletics. Following both high school and community college, he received several offers, but chose PLU. "PLU was a great experience for me," he said.

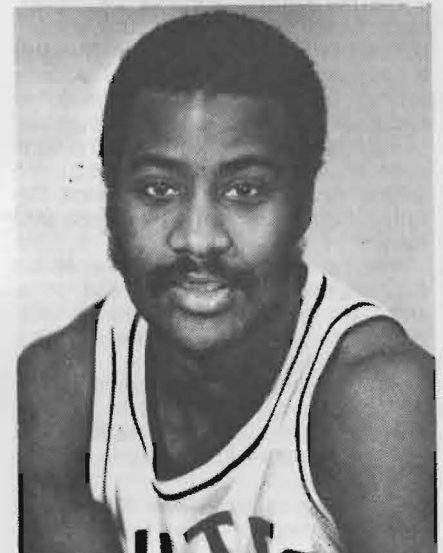
Two other black athletes, Tony Hicks and Jeff Byrd, rank fifth and ninth respectively on PLU's all-time basketball season scoring

list. They both achieved that level during the 1974-75 season.

Ira Hammon, who played in the now defunct World Football League after a tryout with the Philadelphia Eagles, finished his collegiate grid career at PLU after varsity experience with the University of Washington Huskies.



Palma Reed



Don Tuggle

Maria Copeland

A Pioneer Blazing New Frontiers

Maria Alma Copeland is a pioneer. She is blazing new frontiers, not only for her race, but for women and for mature adults seeking new directions for their lives.

Today Mrs. Copeland lives in St. Paul, Minn., where she is enrolled in the Master of Divinity program at Luther Northwestern Theological Seminary and is a candidate for ordination in the American Lutheran Church.

There are still very few women in the ALC ministry. There are even fewer black women and none, except Maria, who plunged into such an undertaking in their late 40's!

Maria was born in Gastonia, N.C. After her graduation from high school with three scholarships in 1949, nearly three decades passed before a rapid series of small, but significant events changed the course of her life.

During many of those years Maria, the wife of a career soldier, was raising a family and working. The Copeland household was moved a number of times in the continental U.S., Alaska and Germany.

In early 1972, Mrs. Copeland was involved in an auto accident in which her life was miraculously spared. The experience intensified her faith. She had previously considered the ministry, but after her experience "I knew without doubt that I would seek with all diligence to fulfill the call to the ministry."

While her husband was stationed in Mainz, Germany, Maria was appointed by the U.S. Army European Command to a post as a civilian female chaplain. Her service there lasted 15 months before the family was transferred to Fort Lewis, near Tacoma.

A friend in Germany had told her about Pacific Lutheran University, but as a Methodist minister she resisted the idea. Her husband, however, "checked out" PLU and urged her to call.

"That telephone call on my birthday, Oct. 13, was the greatest gift I could have chosen for myself," she recalled. "It opened up a world for me that continues to expand."

"Returning to school after 27 years was very frightening for me, yet I knew I would

never be satisfied if I didn't try. When I completed my interview with (Dean of Admissions) Jim Van Beek, I wasn't sure whether to shout, yell, or jump for joy; he had made it so easy for me to enroll and I had been so frightened. It was only the second time I had ever been on a college campus."

Maria then visited Dr. Kenneth Christopherson, professor of religion and chairman of the Division of Humanities. "I shall always be grateful for his patience and concern," she said. "My interest in religion was heightened after our conversation."

Mrs. Copeland began her PLU career in January 1976, "as a bewildered and excited freshman who was older than some of my professors!"

She continued, "That spring I took European history. I took one look at the syllabus and was so petrified I cried. 'How will I ever understand this,' I thought. It didn't help that it was an upper level course. The understanding and kindness of my professor helped me to finish the class with a B average."



Maria Copeland

"I could never repay or sufficiently thank my professors for their help and encouragement. Without them I could have never finished in less than four years."

Mrs. Copeland graduated in May 1979, taking part of her final year at Augsburg College in Minneapolis after her husband's transfer to the Twin Cities. She had also received a grant from the ALC.

"I am indebted to PLU and to everyone who cared enough to encourage me while I was there," she explained. "I have accomplished all of these things because I never had a professor who was too busy to answer the simplest of questions. I am today what I am because PLU has been endowed with people who care and I am grateful."

"As a wife and mother, the role of student does not have to be the most difficult. For me it wasn't, thanks to a faculty that cares."

"Strive for higher heights and unconquered depths; the goals can be obtained. And life at Pacific Lutheran University can at least steer you in that direction."

ALC Seeks Minority Leaders

The American Lutheran Church is committed to the recruitment of more minority clergy and lay leadership, according to Dr. Walter Wietzke, director of the ALC's theological education division.

Dr. Wietzke recently announced a five-point plan in support of that commitment. It included:

1. visits to colleges and university campuses;
2. development of "People for Ministry" conferences in minority and integrated congregations;
3. a proposal to establish an internship program in the context of the Martin Luther King Center for Social Change in Atlanta, Ga.;
4. clergy renewal; and
5. continuing education.

PLU Prepares Students For 21st Century Careers

Intellectual and moral vigor characterize PLU as it steps forward into the 1980's, its 10th decade. All across the campus one finds scores of new programs and options designed to better prepare students for lives and careers spanning well into the 21st century.

There is proof of vision, vitality and quality in every academic unit with programs focusing on both people needs and professional needs.

- The School of Business Administration has both its BBA and MBA programs accredited by the prestigious American Assembly of Collegiate Schools of Business. It is one of the smallest schools in the nation to be so honored. The School emphasizes the entire spectrum of business concerns rather than the more common concentration on personnel and accounting. Special projects give students extensive practical experience in the field

and close ties with the regional business community offer students frequent contact with professionals.

- The strong reputation of the PLU School of Education goes back nearly a half century, to the days when PLU was a teachers' college. Although the teacher market is currently slow, there are still many opportunities each year for talented, mobile, well-trained educators. Special minors in Education (early childhood, reading, learning disabilities, etc.) give students an additional edge and assist in keeping the PLU rate of teacher placement high.

- Academy Award-winning composer Miklos Rosza recently called the internationally-known PLU Choir of the West "one of the best in the world" and selected the choir to record an album of his works. It is the best known, but by no means the only, acclaimed organization within the School of Fine Arts. The Art Department features a faculty of regionally and nationally-known professional artists and the best facilities in relation to number of students of any school in the Northwest. Communication Arts (drama, forensics, radio-television, journalism) graduates are highly visible throughout the entire West Coast. And PLU has served more music majors in a year than any other Northwest college or university or Lutheran school nation-wide. In addition to professional training, there is strong emphasis in all areas on extracurricular participation by all students in various performing groups and campus radio and TV.

- The School of Nursing features a new, personalized curriculum that emphasizes one-on-one teacher-student relationships, step-by-step subject mastery and "competition with one's best self." There is a growing number of career options in the nursing field today, particularly in the area of disease prevention, and the new curriculum is geared to prepare students to be ready to consider these options.

- The focus of the School of Physical Education is participation of the whole student body, not just top athletes. Over 3,700 students enrolled in 30 lifetime sports last year: intramurals attracted 2,000; and 24 intercollegiate athletics involved over 400 men and women. In seven sports male and female athletes competed at a national level last year. The women's program is one of the best among small colleges; the men have taken the Northwest Conference all-sports trophy for six of the last seven years. The academic program includes emphasis on modern sciences such as exercise physiology, kinesiology and biomechanics.

- Recent emphasis across campus on interdisciplinary studies (tying many facets of knowledge together into a coherent whole) received much of its initial impetus

(cont. on page 14)



(cont. from page 13)

from the Division of Humanities. The Integrated Studies Program offers both an alternative to the traditional core courses and an opportunity for students to sample this uncommon learning experience at any stage during their campus career. New majors in Norwegian and Scandinavian Studies and numerous off-campus and international learning experiences reflect a continuing dynamism in a grouping of disciplines that traditionally offer the basic essence of the liberal arts experience.

- Health sciences, computer sciences and engineering continue to be among the most glamorous of the careers of the future, and the Division of Natural Sciences offers highly successful innovative programs in all three areas along with its traditional disciplinary programs. PLU annually places more than twice the percentage of medical and dental school applicants as the national average. The flexible computer science program, which can be taken on its own or with tie-ins to business or mathematics or with advanced study at Washington State University, also offers the advantage of a sound liberal arts background. The highly unusual engineering-physics major, which provides a blend of the practical and theoretical, also offers the option of advanced study at Columbia or Stanford Universities under 3-2 cooperative agreements.

- The Division of Social Sciences is literally bursting with new programs in recognition of the fact that academic pursuits and societal concerns can and should be closely related. There are study opportunities, in some cases academic specializations, in areas such as criminal justice, law enforcement, adult probation and parole, the family, women's studies, minority or ethnic studies and foreign area studies, along with the broad gamut of courses in history, political science, economics, psychology, sociology, anthropology and social work. There is a new Legal Studies Program, uncommon across the nation, which gives extensive background for the many career fields that require knowledge of law short of attorney status. And wide-ranging experiential and cooperative education programs give students practical field experience in many areas.

- The PLU 4-1-4 calendar, now in its 11th year, is a proven innovation. It features a one-month January interim between 14-week semesters, during which students select one course for concentrated study. The classes are exciting and innovative, featuring activities and topics often quite different from traditional course offerings. They may involve travel, nationally or internationally, or intensive examination of current topics or issues. Independent study projects are also encouraged.

Generous Aid Program Relieves Financial Burden

Every year more than 60 percent of all PLU students and their families enter into a partnership with the Financial Aid Office to satisfy the cost of their education at PLU.

These students have qualified for assistance on the basis of "need." Among these students, the average aid "package" amounted to about \$3,000 in 1979-80, or 60 percent of their expenses for tuition, room and board.

A financial aid package consists of various scholarships, grants, loans and campus employment.

For some students, however, even a generous aid package does not prevent financial hardship. For minority students attending PLU, two special scholarship programs pick up where the Financial Aid Office leaves off.

The Undergraduate Minority Student Grant Program provides \$300-\$600 annually and is renewable. It is sponsored by the Division for College and University Services of the American Lutheran Church, but an applicant need not be Lutheran.

The PLU BERG Scholarship Program is sponsored by PLU and is funded by donations from concerned individuals and

groups. BERG is an acronym indicating the four thrusts of the program which include Book Fund, Emergency Fund, Restricted Minority Scholarships and General Minority Grant Fund.

Other organizations providing scholarships and financial information include the following:

- * The NAACP offers \$1,000 scholarships to black college students showing academic promise and leadership ability. Write: NAACP, 1790 Broadway, New York, N.Y. 10019.

- * Undergraduates and graduate students of Latin-American origin can win awards ranging from \$50 to \$1,000 from the League of United Latin-American Citizens (LULAC). Write: LULAC, 400 First St. NW, Suite 716, Washington, D.C. 20001.

A prospective student will be in the "first round" of the financial aid awarding process if a Financial Aid Form has been submitted to the College Scholarship Service by Feb. 1 of their senior year and they have been offered admission by PLU by March 1.

For specific information contact the PLU Financial Aid Office.

We Want To Keep In Touch

If you are a prospective student, an alum, or would simply like to refer a prospective student to us, we invite you to complete and return the form at right. We will place your name on the appropriate University mailing list.

PLU continually seeks to better serve and inform our diverse reading audience of the many educational and social opportunities we offer. However, a particular objective is to more widely and effectively communicate to the minority community the specific opportunities, activities and programs available which may make PLU a more realistic and viable educational choice.

Therefore, we request that you indicate your ethnic origin when completing the form. This information will provide us with the data needed to establish more serviceable and specific mailing lists. Such lists will surely add efficiency to future mailings to you, our readers.

RETURN TO:
Director of School Relations
Office of Admissions
Public Lutheran University
Tacoma, Washington 98447

STUDENT

Name _____
Mailing _____
Address _____

(City) _____ (State) _____ (Zip) _____

Tele: Area Code () _____

Academic Interests: _____

Religious preference: _____

Ethnic Origin:
 Caucasian Asian American
 Black American Hispanic Amer.
 Native American Other: _____

Check one:
Male _____
Female _____

Check one:
Freshman _____
Transfer _____

Proposed Entry date: 19____
Fall _____
Spring _____

High School Graduation Year _____

Approximate Grade Average (circle):
A A- B+ B B- C+ C C-

School Currently Attending: _____

Location of Above School:

(City) _____ (State) _____ (Zip) _____

DEFINITION OF AN ALUM: Anyone who has attended Pacific Lutheran University, Pacific Lutheran College, Columbia Lutheran College, Spokane College, or Pacific Lutheran Academy for two semesters or more.

ALUM

Name _____
Mailing _____
Address _____

(City) _____ (State) _____ (Zip) _____

Ethnic Origin:
 Caucasian Asian American
 Black American Hispanic Amer.
 Native American Other: _____

PLU Graduation Year: _____
-OR-

Dates Attended: _____

Birthdate: _____ (Month) _____ (Date) _____ (Year)

Religious Preference: _____

Employer: _____

Your Position: _____

REFERRALS

High School Graduation Yr. 19____

Name _____

Mailing _____

Address _____

Tele: Area Code () _____

Ethnic Origin:
 Caucasian Asian American
 Black American Hispanic Amer.
 Native American Other: _____

Student will enter as a _____ Freshman _____ Transfer

High School Graduation Yr. 19____

Name _____

Mailing _____

Address _____

Tele: Area Code () _____

Ethnic Origin:
 Caucasian Asian American
 Black American Hispanic Amer.
 Native American Other: _____

Student will enter as a _____ Freshman _____ Transfer

High School Graduation Yr. 19____

Name _____

Mailing _____

Address _____

Tele: Area Code () _____

Ethnic Origin:
 Caucasian Asian American
 Black American Hispanic Amer.
 Native American Other: _____

Student will enter as a _____ Freshman _____ Transfer

High School Graduation Yr. 19____

Name _____

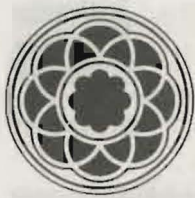
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Address _____

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A Campus Rich With Diversity

No college can be all things to all people. Each establishes an identity which encompasses stated goals, traditions and a unique mosaic of campus personalities — students, faculty, administrators and staff.

At PLU, a community of over 4,000 students and staff, one finds many diverse attitudes and means of individual expression.

The characteristic that seems to stand out most in people's minds when they visit the PLU campus is the pleasant, friendly atmosphere.

Perhaps this atmosphere prevails because it's contagious. Attitudes can't be forced on people, but a smile, a greeting, or a helping hand by one can be passed along and eventually reach many.

The "Personality" of the PLU community does make a difference in determining the type of student, professor and employee who chooses to become associated with PLU. Each knows that the university is committed to Christian principles and ideals. That commitment implies fellowship, willingness to help and serve, abundant living and a sensitivity for the welfare, happiness and personal integrity of others.

Students with strong Christian convictions have many opportunities for expressing and deepening their faith, and students seeking a moral and spiritual foundation for their lives can find guidance and counsel.

At the same time a broad variety of lifestyles, beliefs and forms of self-expression enriches a campus devoted to the development of knowledgeable, thoughtful, responsible and dedicated citizens. Students discover how diversity can contribute more to their learning than can mindless uniformity.

Founded in 1890 by Scandinavian Lutheran pioneers, PLU retains a strong Scandinavian influence and heritage. Over 50 percent of PLU students indicate their Lutheran preference.

At the same time, PLU continues to aggressively seek cultural and racial diversity to stimulate exchange and broaden and deepen understanding.

Today the PLU campus is enriched by students from many religious, racial and cultural backgrounds. The 2,700 full-time and 800 part-time students represent most of the 50 states and some 20 foreign countries.

During the late 1960's and early 1970's the campus minority and international population grew rapidly. It has since leveled off at approximately 12 percent of the total campus population.

The PLU campus itself is a community culture and recreation center. Not only does it offer a park-like setting and extensive recreation facilities, but its auditorium facilities are unexcelled in Tacoma. The list of top-name attractions who have performed on the PLU campus in recent years is too long to give in its entirety, but includes Bob Hope, Bill Cosby, Doc Severinsen, Paul Williams, Chuck Berry, George Benson, Al Stewart, Mac Davis, Ike and Tina Turner, The Carpenters, Andrae Crouch, Pablo Cruise, Harry James and Cicely Tyson, as well as dozens of music, dance and theater attractions from all over the world.

PLU is located 10 miles south of downtown Tacoma, 10 miles east of Puget Sound, 40 miles from Seattle, 70 miles from Mount Rainier, 90 miles from the Pacific Ocean and 160 miles from Canada.

Acknowledgments

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Phillip Miner contributing editor
Amadeo Tiam consulting editor
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If You're Not An Alum, Or a Prospective Student . . .

Those of you in this category may wish to receive the regular issues of *Scene*. If so, check the box, then complete and return this form to:

**University Relations
Scene Mailing List
Pacific Lutheran University
Tacoma, Washington 98447**

I wish to receive the regular issues of *Scene*.

(name) _____

(address) _____

(city) _____

(state) _____ (zip) _____

Your comments on this issue:
(Minorities at PLU)

January 1980