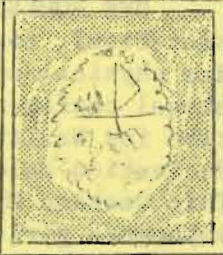




KNIGHTLETTER



VOL. 2 NO. 6 PACIFIC LUTHERAN UNIVERSITY Oct. 23, 1964

CURRIER & IVES ART DISPLAY TO OPEN THURSDAY IN CUB

A collection of 22 original Currier & Ives prints will be exhibited for 11 days in the small dining room in the College Union Building beginning Thursday (Oct. 29).

The display, assembled by The Travelers Insurance Companies, is one of a series of eight collections of rare prints now being shown throughout the United States and Canada.

Recognized as one of the most comprehensive collections in existence, the colorful prints portray America during the mid-nineteenth century. They depict both rural and urban scenes as well as historical events of political or social importance.

The Travelers began to assemble the collection in 1935. Since then the company has reproduced more than 325 of these lithographs in its calendars.

Nathaniel Currier, who later was joined by James M. Ives, was but 21 years old when in 1935 he published the first print under his name. It showed part of the ruins of a serious New York City fire which occurred a few days earlier. Public response to this picture of timely news interest was overwhelming, and Mr. Currier decided to embark upon a career which he was destined to pursue the rest of his life.

He--and later Ives--accomplished for the American public of their time what the photographer and the television camera man do today. In effect, they provided pictorial coverage of hundreds of newsworthy and interesting events throughout the United States.

The exhibit will be open from 10 a.m. to 8 p.m. daily.

DR. PETER RISTUBEN SELECTED AS "YOUNG MAN OF YEAR" FINALIST

Dr. Peter J. Ristuben, associate professor of history, has been selected as one of the ten finalists in the "Young Man of the Year" contest, sponsored by the Washington State Junior Chamber of Commerce.

Dr. Ristuben was entered in the competition by the Puyallup Jaycees.

The finalists will be honored at a banquet Saturday night in Walla Walla during which time the three "Young Man of the Year" winners will be announced.

Dr. Ristuben has been on the PLU faculty since 1960. He is a graduate of Concordia College, has a master of arts degree from the University of South Dakota and a doctor's degree from the University of Oklahoma.

He is currently chairman of the Northwest Council on Regional Research and is a member of the Washington State Historical Society, Historical Society of Norway and the Mississippi Valley Historical Society.

Dr. Ristuben was a delegate to the recent Democratic National Convention in Atlantic City and also served on the credentials committee.

From 1961-63 he was president of the 28th District Democratic Club and served as chairman of the 6th Congressional District Democratic organization from 1963-64.

He is presently a member of the steering committee for the Citizens' Committee for Fair Campaign Laws.

Dr. Ristuben is a member of the Hope Lutheran Church where he is currently serving on the Board of Trustees.

DEE POULSEN and RHODA YOUNG (physical education), together with six of their senior physical education majors, attended the annual conference of the Washington Association for Health, Physical Education and Recreation held last weekend in Richland. . . This weekend Mrs. Young will accompany six sophomore girls to Humboldt State College in Arcata, Calif., where they will attend the annual conference of Region I of National Spurs. . . MARGARET WICKSTROM (assistant dean of students) and ANNE KNUDSON (English) will attend an AAUW conference Saturday in Longview on "Bridging the Gap Between the Layman and the Scientist." Next Saturday they will attend another AAUW conference in Everett, where they will study legislation the AAUW is backing on national and state levels. . . DR. PHILIP E. HAUGE (academic vice-president), who was injured in an auto accident last Friday, is expected to be released from the Lakewood Hospital today. He will spend several days in the home of his son, LARRY (alumni relations). . . ALICE NAPJUS (education) will attend the joint meeting of the Washington State branch of the National Council of Teachers of English and the State Speech Association last Friday at Rossevelt High School in Seattle. . . Mrs. Napjus, along with DR. JANE WILL AMSON and MRS. MARJORIE MATHERS, will travel to Salem, Ore., Saturday for a meeting on the new reading system, the initial teaching alphabet (i.t.a.), at Oregon State College in Education. . . REV. STEWART GOVIG (religion) who is on leave for study this year at Columbia U., writes from New York that he and family are living in a parsonage apartment of an ALC parish on Manhattan, located on the north edge of Harlem. Stew took in one game of the World Series, in nearby Yankee Stadium.

UNIVERSITY IN PROFILE

A homecoming party will be the feature of this week's University in Profile program at 3 p.m. Saturday on KTNT-TV, Channell 11 .

Appearing with director-producer Judd Doughty, will be three PLU students, Sandy Tillson, Roger Claridge and Jack Oliver. There will be a preview of next week's homecoming at PLU along with some special entertainment.

IMPORTANT DATE FOR FACULTY AND ADMINISTRATIVE STAFF MEMBERS: The annual smorgasbord, given by the Board of Regents, will be held Monday, Nov. 2 at 6:15 p.m. in Chris Knutzen Fellowship Hall. This affair is traditionally semi-formal. Wives and husbands are invited. Chairman of the Board, Dr. H.L. Foss, and Mrs. Foss will be honored at this event.

A Candidates' Forum will be held at the Franklin Pierce High School Cafetorium Thursday, October 29 at 8 p.m. Candidates for election on Nov. 3 from the 6th Congressional District, 25th and 28th districts, will be represented. Presentations on the excess tax levies for the Franklin Pierce School District and Referendums 11, 12 and 13 will be given. Prof. T.O.H. Karl (speech) will moderate the program. An informal question period and coffee hour will follow the presentations. The forum is being sponsored by the Franklin Pierce Education Association, League of Women Voters and the Franklin Pierce PTA Council.

Hold everything . . . due to a conflict it has become necessary to change the date for the annual staff Christmas party. It will now be held Wednesday evening, Dec. 9, at the Top of the Ocean. So put the date down in your books as final. . . DEC. 9!

CONSTRUCTION BEGINS ON POOL;
FOSS HALL CONTRACTS AWAIT ACTION

Korsmo Brothers, local contractors, moved equipment on to the lower campus Wednesday and staked out the site for the new swimming pool. Excavators were expected to start digging the "hole" for the pool today.

Contracts for Foss Hall are in Seattle for action by the Federal Housing and Home Finance Agency. As soon as they are processed, the contractors will get the green light and construction will begin. It is hoped this will be some time next week.

(EDITOR'S NOTE--This article is adapted from an address by Dr. David B. Truman, dean of Columbia University. Because an understanding of the changing character of our undergraduate education is important to faculty and administrators, we include this article as a companion piece to last week's article by Jacques Barzun. The articles, however, should not be construed by readers as a debate between these two scholars, for each address was independently conceived for a particular occasion.)

Change is no stranger to undergraduate education in the United States. And in the years that lie ahead, change will be even more constantly a companion to the college. As in the past, such change will reflect a kind of dialogue, a combination of events and initiatives within and of trends outside to which the college must constructively respond.

The developments that give such certainty to the prospects for change are many. They surely include the increasingly technical character of American society, its unprecedented capacity for making hard-won skills obsolete, its restless if often unrecognized striving for institutions and ideas capable of giving it meaning and a tolerable order, and the global range of its contemporary obligations. They include the continuing spectacular expansion of information, most conspicuously in the natural sciences but also in most other fields of knowledge. They additionally and necessarily include sharp alterations in the character of the academic profession, partly in response to the developments already mentioned and partly reflecting other factors. Together these have aggravated the long-standing tension between the scholar's concern for the educational enterprise and for the performance of a particular institution, on the one hand, and his commitments to a particular discipline, on the other.

These general developments form part of the background for two more frequently mentioned factors that are affecting, or are said to be affecting, liberal education. These are, first, alterations in the quality and the substance of secondary school education and, second, shifts in the academic expectations and plans of undergraduates.

Changes in Secondary Schools and in Student Expectations

That many secondary schools, especially public schools in the larger urban centers, have displayed marked improvement in the past dozen years is undeniable. In increasing numbers such schools are offering, at least to their abler students, stronger curricula in mathematics, more extensive instruction in foreign languages, as well as more thorough work in history and some broadening of the exposure to English literature.

We think we can see some effects of these efforts; however, how much of what we see is traceable to them and how much should be credited to quite different influences is far from clear. It is entirely possible, for example, that the proportion of able and well-trained students in the college-age population has not changed appreciably, but that the larger number of highly qualified students applying to colleges is primarily a consequence of population growth. Very little is known, moreover, about the actual quality of what even the better schools are doing, and, as we look into the future, we cannot confidently estimate what limits will be placed on these developments by the levels of competence reasonably to be expected of high school teachers.

Nevertheless, it is clear that improvements are occurring. For example, in the European language program at Columbia, enrollments in the elementary courses have declined while those in the more advanced courses have increased. Looking at a broader front, this year 320 freshmen, more than two-fifths of the Class of 1967, requested advanced placement or credit through one or more examinations administered by the College Entrance Examination Board. Fifty-four per cent of these examinations were good enough to warrant either placement in advanced courses or advance credit toward the degree, or both. The

largest number of these (31%) was in history, mostly American history; almost as many (27%) were in sciences, primarily chemistry; with small numbers in mathematics (15%), in English (14%), and in foreign languages, largely French (12%). Finally, I should mention one item from the report on a questionnaire administered last year to all the students in the freshman humanities course, which is concerned with classics in western literature and philosophy. Approximately one-sixth of the students claimed that they had read half or more of the books before entering Columbia. How well the books had been read is another matter, but twenty years ago it would have been astonishing if that many freshmen had heard of half of these authors.

The second development, one that is associated with the better preparation of entering students, is the shift in their educational plans and expectations. For many undergraduate students, the college years are not the terminal point of their formal education. About two-thirds of the graduates of the leading colleges in the country now go on to graduate or professional schools. Not all of these students intended to undertake such advanced study when they entered college, and many changed their fields of interest, in some cases radically, while they were there.

What has produced this increased commitment to graduate education is by no means obvious. What the change means for the attitudes that will characterize an undergraduate body with these dominant goals is even less evident. Nor is it clear that all of these young people should have gone on to graduate work - in their own interest or for the benefit of society. But the fact remains - and is unlikely to alter - that the bachelor's degree is now an intermediate degree for a majority of students.

Liberal Education Can Be Enhanced By the Changes That Some Decry

These changes - and others related to them - are not trivial. They present serious questions, the implications of which, for liberal arts colleges, are far from clear. But I should like to try to deal in a preliminary way with a few of them.

First, is it likely or inevitable that, as the education editor of the New York Times recently put it, liberal education will be "ollowed up by the high schools," and that the colleges will be confronted with gradual but inescapable "obsolescence"? This is not yet the case, and in my judgment it need not and should not be the case in the predictable future.

It is well to remember that most of the improvements taking place in the secondary schools today and contemplated for the future are precisely what the colleges have been begging the schools to do for years. The complaint in the colleges for at least a century has been that they have been doing, because they were obliged to, what should have been done in the schools. Changes at the secondary level thus promise to provide the liberal arts college with the very kind of opportunity that the college has been asking for. Colleges may find it difficult to adjust to the new situation, but if their past protests have been justified, and I think they have, for the first time they may be able fully to devote themselves to the kind and quality of work that is properly theirs. The greatness of the liberal arts college is not past. It is still in the future.

Many of those who take a pessimistic view of the prospects of our colleges seem implicitly to assume that the "liberal arts" have a finite character, that they are a fixed quantity, a single exposure to which, no matter how or at what stage of experience, means that the matter is complete. If, however, one accepts something like Alexander Meiklejohn's conception of an education in the liberal arts, that it aims at "an intelligent grasp on experience," which requires one "to bring things together in relations," then this one-shot, polite-acquaintance assumption becomes ridiculous. I do not propose to take refuge in the platitude that in this broad sense a liberal education is never completed. Yet I can responsibly argue that to date no college has come close to this goal and that--far from pre-empting the college function--the improving secondary schools

are necessary to a more successful approach.

To grasp intellectually the relations among things requires information. It requires skills. And it requires an emotional and physical readiness. The secondary schools can and should do a great deal to provide information and to develop skills, doubtless more than even the best of them do now. They can also do something about promoting emotional maturity. But I doubt very much--and I know of no sound evidence to dispute me--that more than a tiny fraction of their students, no matter how "enriched" the school's program, can have done enough living, can have matured enough physically and psychologically to make more than a beginning on the essentially philosophical experience of a genuine liberal education.

Too Early Specialization?

But if liberal education need not, and in any full sense cannot, be swallowed up by the schools, what about the possibility that well prepared students, anticipating the problems of getting into and through graduate school, will commit themselves to an early and narrow specialization that in itself will obstruct the goals of a liberal education?

I say "will" because I do not now see such restricted commitment in many undergraduates. This is a searching generation of undergraduates, perhaps because it is a troubled generation. It is devoted to those who explore with honesty and integrity, but merciless to those who are hypocritical or pretentious and deadly in its ability to identify these qualities. Moreover, since no one has the evidence to prove me wrong, I can say with some confidence that this generation of students is no more inclined--and I think less so--to look upon what they learn in college for its practical, cash value than any other in my memory. Given a respectable opportunity, most of them grasp the challenge of a liberal education.

I cannot predict the qualities of the students who will be coming to us a decade or more hence, but nothing I now see leads me to expect that they will be less troubled, less searching than their immediate predecessors. They may be frightened or even betrayed into a constricting narrowness, as students in some colleges are today, but I do not see why, if they are presented with a reasoned and well constructed alternative, they should reject the goal of liberal education.

Granting all this, at least for discussion's sake, will not early specialization in a sense be imposed without design, as an unintended consequence of such efforts as the Advanced Placement Program? If, in other words, students enter college better prepared, what alternative do we have to giving them early specialized work? This question is not as easily disposed of as some.

Before attempting an answer, let me express three precautions. First, a specialized course, no matter how advanced, is not necessarily an illiberal course, though any course, whatever its subject matter, may be illiberal--whether it is a course on aesthetics, on Dante, on the French Revolution, on quantum mechanics, or on international trade. Second, it is not necessary that all courses be explicitly liberal, that is, concerned with examining relations between their subject matter and other areas and forms of knowledge. Third, a degree of specialization, the achievement of a technical competence, is not hostile to the goal of liberal education--unless one accepts as liberal education mere breadth of exposure to a wide range of materials. Technical competence, in fact, may be essential to approaching the goal of genuine liberal learning. The student who is to "bring things into relations" presumably must have gone deeply into some subjects if he is indeed to perceive relations that are not spurious.

With these precautions in mind, the approach to an answer to the problem of early specialization lies, it seems to me, in the direction of a college curriculum so arranged that, first of all, it contains, at each level of student maturity, a number of courses explicitly aimed at exploring the relations among fields of knowledge. Such courses can be constructed in various ways, including the use of the historical dimension. This is, for example, the major reason for courses in the history of modern science, whether for prospective scientists or for those interested in other fields. In the second place, each student's program, though appropriately specialized, should include in each college year at least a few courses of this sort, not necessarily geared to his area of major interest. Some such arrangement, I feel certain, would be welcomed by most undergraduates and would keep the goal of liberal education in focus and within reach at each stage of the student's development. This arrangement is not easily made, and its objective may be lost through neglect, through timidity, or through lack of understanding. But it is not, I think, unrealistic, and certainly not beyond the capacities of college faculties.

Still a Future for Liberal Arts

The matter of curriculum leads into my final question. Is it true, as the commentator quoted earlier asserted, that the "liberal arts college is floundering"? He prefaced this by saying that it is acknowledged by college administrators "in moments of honest introspection." I may be accused of a lack of candor if I say, at least of the college I know best, that this is incorrect. Nevertheless I do say that, and I mean it.

Many Colleges today are engaged in re-assessments, self-examinations, and adjustments of all kinds. Confronted with the changes I have touched upon, they should be expected to be so engaged. My own college has been carrying on a series of searching examinations of its whole program. Courses designed to meet the needs of the advanced non-specialist have been introduced and more are coming. Last spring we secured a grant from the Carnegie Corporation to permit Professor Daniel Bell, of the Department of Sociology, to spend this year studying curricular problems, with special reference to general education, at Columbia and a few comparable colleges. He was also directed to look at what is happening in some of the stronger secondary schools. We do not expect him to come up with a blueprint or to supply answers to all our questions, but we do count on a constructive and controversial report that will aid our efforts to adapt to change without sacrificing the values that are our reason for existence.

The mission of the liberal arts college is still the one stated some ten years ago by the late Irwin Edman in an essay on Columbia College: "to make the complexities of the age intelligible and its values vivid and meaningful."

FACULTY WIVES CLUB TO MEET MONDAY AT MORTVEDT'S

The Faculty Wives Club will hold their monthly meeting Monday at 8 o'clock in the home of Dr. and Mrs. Robert Mortvedt.

Mr. Azariah Issac, a graduate student at PLU, will be the speaker for the evening. Mr. Issac is headmaster of a secondary school at Tiruvannamal, North Arcot, Madras State in India. The school is operated by the American Lutheran Church and the Lutheran Church in Denmark. Upon his return to

India next year, he will be supervisor of a number of elementary and secondary schools in India.

All foreign students at the university this year will be guests of the Faculty Wives. Miss Gail Durham, instructor of French, is advisor to the foreign students and will introduce them during the program.

Hostesses for the evening will be Masdames George Adams, Harold Mackey, Gunnar Malmin, Elvin Akre, Olaf Jordahl and Burton Ostenson.

KNIGHTS GRIDDERS SEEK THIRD STRAIGHT AGAINST TOUGH EASTERN WASHINGTON

Sporting its longest winning streak since 1960, PLU returns to Evergreen Conference action this week when it faces Eastern Washington Saturday at 1:30 p.m. in Cheney.

The Knights, victorious in their last two outings, will attempt to knock the Savages from first place in the conference standings. EWSC is 2-1 in league play while sporting an overall record of 3-2. PLU holds respective marks of 1-2 and 2-3.

The two teams have met a pair of common opponents in Whitworth and Central Washington. The Savages own respective wins of 7-6 and 20-7 while the Knights fell to the same two teams by 35-28 and 7-0 scores.

This will be the 27th meeting between the two schools. EWSC holds a 13-10 edge in the series which began in 1937 while two games have ended in ties. The two schools divided two games last year, PLU winning the first contest 20-7 while dropping a 26-0 verdict in the return match.

Eastern's attack is spearheaded by Mel Stanton and Don Strate, two of the top runners in the conference. Stanton, who ranks among the top ground gainers in the NAIA with a 101 yard average per game, is expected to be back in action after sitting out the last two weeks with a leg injury.

PLU put together its best offensive display of the season last week as it upended previously undefeated Pacific University 21-13. The Knights marched for 187 yards on the ground and added 93 through the air for a total of 280 yards.

Commenting on the upcoming battle Coach Roy Carlson said, "We won't be able to rely on the laurels of our past two games in this one. Eastern has a strong, well-coached team. It already has defeated the two preseason favorites in Central Washington and Whitworth.

"Mel Stanton is one of the finest small college backs in the country. If he is well, he will be real trouble. Also, Fred Amundson can kick those field goals if Eastern gets in scoring range."

PLU lost the services of reserve half-back Jim Pederson in the tussle with Pacific. Pederson dislocated his knee and probably will not see action for at least two weeks. Two other doubtful performers are guard Jess Hagerman and center Craig Knutzen, both out with leg injuries.

Statisticwise, Mike McKay added to his rushing lead last week with 46 yards, bringing his season total to 221 yards on 54 carries for a 4.0 average. Kurt Yates continues as the total offense leader with 399 yards, 278 of it coming on passing. He has completed 18 of 60 passes. Reserve quarterback Bob Batterman has nine completions in 11 attempts for 127 yards.

Chief receivers have been Bill White and Les Rucker with eight catches apiece, good for respective totals of 156 and 122 yards.

PLU players elected defensive ace Gary Renggli as the Knight of the Week for his play in the Pacific game. The former Grays Harbor Junior College standout made 11 tackles and had five assists in the game. He leads all PLU defenders with 46 tackles and 23 assists in the first five games.

PLU FACULTY BOWLING TEAM SCORES FIRST LEAGUE WIN

Captain Ray Klopsch and his PLU Faculty bowling team scored their first win in Parkland Merchants League play Monday night when they took the (ahem) Shamrock Tavern by a decisive margin of some 110 pins in the three game series. This was the third outing for the neophytes from PLU.

Members of the team this week are Klopsch, Larry Huestis, John Helgeson, Milton Nesvig and Paul Steen. Harry Adams is a regular on the team and there are several other faculty members who will be participating during the season.

ANNUAL STUDENT CONGRESS SATURDAY;
SEN. MAGNUSON TO SPEAK

The 16th annual High School Student Congress, sponsored by the Washington Epsilon Chapter of Pi Kappa Delta, will be held Saturday. An estimated 250 students from some 20 Washington high schools will attend the session..

Sen. Warren G. Magnuson will deliver the State of the Union message to open the mock session of Congress at 9:30 a.m. in the Eastvold Chapel auditorium.

This session is open to the public.

Purpose of the Student Congress is to acquaint high school students with the internal workings of the federal government and its current problems. The structure of the congress is essentially a replica of the U.S. Congress.

Each school has two senators with the number of representatives determined by the enrollment of the high school.

Bills can be submitted by each high school prior to the meeting and are considered in their respective committees. Bills passing both chambers will be considered at a joint session at 4:30 p.m.

Awards will be presented to student participants who rate the highest during the day's activities.

Sandy Ellingson is director of the Student Congress. Assisting her are LaVon Holden, Dave Borglum, Mike Burnett, Ruth Ellis, Roger Swenson, Lynn Still and Deanna Zimbleman.

MARY ANN SATRUM SELECTED
FOR ALL-LUTHERAN CHOIR

Mary Ann Satrum, PLU junior, has been selected to participate in the fourth annual seminar on Church Music sponsored by the Lutheran Brotherhood to be held in Minneapolis, Minn. Friday through Sunday, Oct. 30 to Nov. 1. She will sing in the select choir representing all the senior Lutheran colleges in the United States and Canada.

The choir will be under the direction of Knut Nystedt of Oslo, Norway.

FACULTY, STAFF INVITED TO ATTEND
ALL HOMECOMING FESTIVITIES

All faculty and staff members are encouraged to participate in the various Homecoming events next weekend.

Features this year include:

Friday - Coronation Ceremony in Eastvold Chapel, 7:30 p.m.; Bud and Travis Concert, 8:30 p.m., Memorial Gymnasium; Coffee Hour, Pflueger Hall Lounge, 10:30 p.m.

Saturday - Powder Puff game, crowning of Handsome Harry, lower campus, 10 a.m.; Football game, PLU v.s. Western Washington, Lincoln Bowl, 1:30 p.m.; Alumni Banquet with Dave James as guest speaker, Chris Knutzen Hall, 5:30 p.m.; Homecoming Dance with Max Pillar Orchestra, Memorial Gymnasium, 8:30 p.m.; Coffee Hour, Pflueger Hall Lounge, 8:30 p.m.

Sunday - Morning Worship Service, Eastvold Chapel, 10 a.m.; Campus Open House, 1:30 p.m.; Reformation Festival with Rev. Ross Hidy of San Francisco as speaker, Eastvold Chapel, 3:30 p.m.

Faculty are reminded that reservations for the banquet must be in TODAY. They can be sent thru campus mail to the Homecoming co-chairman, Sandy Tillson (South Hall C-18) or be left in the Alumni office or at the Information Desk in the Administration Building. Extra reservation cards are available, if needed. Tickets need not be paid for until Homecoming.

Tickets for the Bud and Travis concert are on sale at the Information Desk.

HAPPY BIRTHDAY

Theodore Sjoding	October 26
Theodore Karl	October 27
Harold Ehret	October 28

"We have been content with the branches - democracy, freedom, social service, humanitarianism and good will. We cannot long possess the branches without the vine."

H.W. Prentice
