



1966 NOMINATING CONVENTION ACTION — The excitement of demonstrations, speeches, campaigns and politics make the annual ASPLU Nominating Convention a high point of Spring Activities. First initiated in 1965, the convention has been deemed a success by all concerned. The competitive and professional atmosphere stimulates sound election procedures and concern for major issues involving ASPLU.

## Demonstrations Animate Nominating Convention

Serving as the primary in our election of student government officials, the Nominating Convention serves to create enthusiasm in the voting process. This enthusiasm is generated by speeches, demonstrations (signs and confetti), caucuses, and the tense process of voting.

After the convention is called to order Friday evening and the roll call has been taken, the first business on the agenda will be the adoption of the convention rules. The keynote speaker will be the highlight of the evening. Following his speech, roll call by delegations will begin the nomination of candidates. The nominating and seconding speeches will each be followed by a demonstration, in which anyone may come onto the floor and participate.

Caucuses are usually held with the candidates before the convention begins at 9:00 a.m. Saturday and during recesses held throughout the day. These caucuses give the delegates an opportunity to meet with the candidates and hear their views.

Saturday morning will conclude with the acceptance speeches by the candidates. That afternoon the roll call vote by delegations for each candidate concludes the convention.

Delegates will be elected in the residence halls on a proportional basis, with one delegate representing every seven students. (If four or more remain after the multiple of seven, then an additional delegate is allotted.) Each living group will also have one alternate for every two delegates.

Any student having a 2.0 GPA who is in good standing with the University is eligible to be a delegate. The method of electing delegates will be determined within each residence hall. Delegates must, how-

## English Dept. Hosts Reed College Poet

Mr. Galway Kinnell, poet-in-residence at Reed College, will be on the PLU campus Monday, March 20. He will be guest of honor at a luncheon sponsored by the English Department at 12:30, and at 2:30 he will meet with the students in the Creative Writing and Literary Criticism classes. At 4:00 p.m. he will conduct a reading of his own poems in the Administration Building, room 101. The reading is open to students and

(Continued on page 8)

ever, be nominated before leaving for vacation. The eligibility of nominees must then be checked by each residence hall before elections are held on Wednesday, March 29. If necessary, a final voting will be held Thursday, March 30.

The names of delegates representing each living group must be submitted to the Credentials Committee by the evening of March 30. The ASPLU Nominating Convention of 1967 will be held in the gym on April 7-8, with Mr. James M. Dolliver, administrative assistant to Governor Evans, as keynote speaker.

## Barb Thrasher Elected New AWS President

Tuesday, March 13, the women of AWS elected officers for the coming year.

New AWS officers include: Barb Thrasher, a junior nursing major, president; Jan Clausen, junior English major, first vice-president; Diane Skaar, a sophomore sociology major, second vice-president; Sue Howard, a junior elementary education major, treasurer; Barb Reichert, a junior nursing major, secretary;

## Student Soloists Featured in PLU Orchestra Concert

Tuesday evening, March 21, is the date set for the Pacific Lutheran University Orchestra Concert. The program will begin at 8:15 p.m. in Eastvold Auditorium under the direction of Mr. Stanley Petruilis and will feature student soloists. These students were chosen from the Honors Jury Auditions held near the end of January and have been rehearsing for this concert since then.

The first selection will be performed by soprano Susan Richards. She will sing "Voi lo sepete" from Cavalleria Rusticana by Pietro Mascagni. Miss Richards is a junior transfer from Everett, Wash., where she attended Everett Jr. College.

Pianist James Goodman will be the second soloist with the orchestra and will perform the first movement of the Concerto for Piano and Orchestra in A Minor, Opus 54, by Robert Schumann.

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# MOORING MAST

VOLUME XLIV PACIFIC LUTHERAN UNIVERSITY — FRIDAY, MARCH 17, 1967 NUMBER 19

Faculty Approves, Students Dominate

## Committee on Publications

PLU faculty members recently approved formation of a Faculty Committee on Student Publications. The committee will be composed of four students and three faculty members. Non-voting advisory members will include representatives from the administration and the student publications involved. Presently, these are the *Saga* and *Mooring Mast*.

Beginning next fall, the committee will have complete responsibility for all official University student publications. It will establish a code of ethics and act in an advisory capacity with editors and advisors of appropriate publications.

The committee will be responsible solely to the student body and the faculty, who are in turn responsible to the University.

Previous student-faculty bodies involved with student publications included the Student Board of Publications and the Faculty Committee on Publications. With the examination and approval of applications for

editors and advisors as their major task, they bore little or no responsibility for the content of student publications.

The Board of Publications will be dissolved and the function of the Committee on Publications will be redefined. The new faculty committee will assume the functions of these two committees.

Concerned with the problem of defining the responsibility of student

publications in a more concrete manner, the faculty requested that the Committee on Publications prepare and submit a proposal. The committee was to plan a body which would recognize and protect the ultimate responsibility of the University as publisher, while insuring the continuation of free student expression.

Several rough drafts were prepared. (Continued on page 6)

## PLU Receives Grant: Facilities Bolstered

Two grants were awarded PLU by the Higher Educational Facilities Act Commission March 15.

The commission, composed of representatives from all state colleges and three community members, allotted \$124,460 for the construction of a massive new physical education-auditorium building. This will cover nearly one-third of the \$1,450,000 required.

In addition, Pacific Lutheran, the only private institution whose requests were granted by the commission, received \$12,579 under Title VI, Part A for laboratory and other equipment. This sum was granted with the understanding that it would be matched by the University. Both allotments will go into effect in approximately 60 days.

The University also hopes to receive a \$450,000 loan under Title III of the same act. This, however, will not be confirmed until after July 1. The additional \$400,000 required is expected to come from the money we hope to receive from LIFE.

According to Dean Buchanan the meeting was very successful. "We got everything we asked for."

Dr. Mortvedt stated that this will be a very great help as we move toward the ultimate financing of the physical education building; hence we are deeply grateful. "Two-thirds of the task remains before us, but I am sure we shall succeed!"

Mr. Robert Price is the architect for the building. Construction will set under way July 15. Plans at present include completion and occupation in September of 1968.

The structure will be located on the parking lot west of the swimming pool. It will stand two stories high, have an area of 63,800 square feet, and a seating capacity of approximately 4,800. The total area is similar to that of the new library.

The entire building will be acoustically treated. All truss space and rafters can be concealed by a false ceiling. Proper lighting will be recessed in the ceiling.



STUDENT SOLOISTS—Discussing plans for their Tuesday night performance are (from left back) Ellen Schnoble, Sue Richards, (front) Condy Halvorson, Joan Narburg, Pam Starnberg, Jim Goodman, and director Stanley Petruilis.

# AD INFINITUM

by Mike McKean

Two thrones of the discovery of America have enjoyed disproportionate credibility. The first had to do with a wayward Italian, Cristoforo Colombo. For a number of years it was believed that his landing in 1492 was the first European arrival on this continent. However, Norwegian documents have proven that Lief Erickson landed in North America 92 years earlier, proving Colombo nothing but a Johnny-come-lately, a backward Italian sailor who didn't know where he was going when



of the Northerners. They destroy our peace with strong drink, a mead potion which they consume by the draught. They rabble with savage women and they be truly gross in action, manner and speech and do violate our contemplation."

It is now popularly believed that Lief Erickson was first to set foot on this continent; however, recently unearthed documents and annals now give conclusive proof that Lief was second.

Two hundred years prior to Lief's arrival, an expeditionary group of Irish monks, in search of seclusion, discovered and settled the eastern regions of North America. For two centuries, these scholarly Irishmen dwelt in peace and harmony, typical of the Irish peace-loving temperament. Then, on a stormy day in December of the year 1000, the annals record an arrival—a group of drunken Norwegians, blown ashore by the winds. The annal reads as follows: "God save us from the hoary rash

The annal goes on to tell how Lief Erickson, upon questioning by the monks, revealed that prior to his journey to the new continent, he had stopped in Ireland where he had purchased a map of the North American continent from an Irish map vendor.

Americans may now rest safely, knowing that their nation was founded, not by wayward Italians or drunken Norwegians, but by good, clean, sober Irishmen.

Happy St. Patrick's Day.

# Grades Create Artificial Atmosphere

by Cindy Thompson

The value and validity of grades and the current system of evaluative comparison of a student over-against his peers as well as some preconceived standard has long disturbed the struggling student as well as the arm-chair philosopher. Many questions arise: Is the competitive system of testing and grading really essential to the educational process? Do grades serve as motivation or do they only increase frustration? Is the present system really fair or is it an artificial measurement of progress? The questions are endless. The implications of such value judgments are important—to any institution of learning and to any student that is permanently identified with the academic record that becomes the end product of the grading system.

I wonder if PLU students realize that the present grading system is not a fact of life to be grumbled about but tolerated. There has been experimentation in colleges throughout the country to devise better methods of evaluating students and even more important, to provide an atmosphere conducive to learning and progress without the pressure of contrived and artificial comparisons between students.

Here at PLU, just such an experiment is taking place. There is a course currently being taught entitled the Philosophy of Science and Theory of Knowledge. It is listed under the philosophy department but is taught by faculty members from both the science departments and the philosophy department. Students in this course were allowed to vote on

whether they wanted to accept a standard A-F grade or to simply take a pass-fail grade with the mark excluded from their GPA.

Perhaps the rationale behind such a system would be related to the interdisciplinary nature of the course. Such a course deals with the inter-relationships between and among the various disciplines. No one student would have a balanced background in all the disciplines involved. Consequently, each could benefit from the other's knowledge but any comparative evaluation simply for the sake of grades would be unfair and artificial.

There are other courses that also necessitate a change from the traditional grading standard. A course such as the Creative Writing course offered at PLU on the 300 level also poses serious doubt on the validity and relevance of the traditional system. Such a course aims to aid those seriously interested in writing creatively in finding expression of their talent and criticism to aid the development of potential. To measure degrees of creativity would be absurd. In such a course there are no tests nor is there grade competition—but as yet, no alteration has been made to allow for the unique character of the course.

According to information received from Collegiate Press Service bulletins, many other schools throughout the nation have been engaged in similar experiments and controversies. Here are a few recent press releases:

**New Haven, Conn.**—The students in Professor Robert Cook's "Sociology 20" seminar at Yale will all receive grades of satisfactory this term, but they aren't satisfied at all. Neither is Cook.

Early in the semester Cook had asked the class to vote on whether or not they wanted grades. The students voted not to be graded and asked Cook to inform the registrar of their decision.

Registrar Robley advised Cook university regulations required that a numerical grade be given at the end of the year long seminars, although grades of satisfactory or unsatisfactory could be recorded at the end of the first half of the course.

Following Robley's declaration, Cook students voted again to give themselves numerical grades of 100.

This action was too much for the Yale Daily News which editorialized:

"Because of their decision to send in an absurd and unfair batch of grades rather than no grades at all the meaningfulness of an originally positive gesture has turned sour."

After a meeting with the dean, the issue reached a temporary impasse. Cook mentioned several changes he would suggest to the Course of Study committee. Included in the changes are "the option of taking certain courses on a pass basis, the elimination of grades in certain introductory courses and the organization of a special college within the university around "freer choices of courses of study."

**Washington, D. C.**—San Jose College, Columbia University in New York and Goucher College in Maryland may have little in common but the three schools are the same in one respect. They are all representative of a growing number of diverse colleges and universities throughout the country which are experimenting with a pass-fail grading system.

While more and more institutions are offering "pass-fail" as an option, others have initiated discussions of grading changes in faculty or student committees.

The faculty of the college at Columbia University voted in December to join Princeton and Brown in the Ivy League by offering students the option of taking one pass-fail course each term. Other large universities which have already approved similar systems include Cal. Institute of Tech, Stanford, and the University of California.

Smaller colleges ranging from Bennington, Mount Holyoke, and Queens College among the eastern schools to Pomona and San Jose State College in the West with a long line in the middle.

The methods and techniques as well as the results have been diverse. Most colleges limit the option to upperclassmen and are usually allowed to take only one pass-fail course per term. A few do not count pass-fail courses toward graduation. At Columbia, the first course in a major field is pass-fail to let the students get a feel of their major. The dean of freshmen at Cal Tech said the program has succeeded in reducing

(Continued on page 3)

## - - Letters to the Editor - -

### The Subterraneans

To the Editor:

Have you heard? PLU has gone subterranean, like there's an underground movement happening. PLU's cellar is digging out, it's now three flights above PLU proper, but that is irreverent and probably relevant. Anyway, reliable geological sources say it is the most solidly entrenched thing around—recently it hit rock-bottom. Well, behind this movement are the hard-core people, and what they have seen has really impressed them; so much so, they have actually decided to take some form of positive action and maybe even try to change us.

I've checked every PLU rule and code book for "expected" behavior in this situation, but they must have left out this circumstance. I can't understand how the rules-makers slipped up. I thought there was a rule for everything. How do they expect me to make a decision when there isn't a rule?

The worst has yet to be told. I have reason to believe that they possess a document which describes the typical, real US. And since I'm a Christian (isn't everyone?) it's my Christian duty to inform everybody just who they are. (Hey, I thought people had stopped asking questions long ago, especially ones like: who am I?).

#### PLU-BOY INTERVIEW

Question: What do you want most out of life?

Typical Reply: A slow agonizing death. You see the most glorious thing a man can do is die. And if he can die longer than anyone else, he becomes a martyr and then he's made into a saint. His exemplary death inspires everybody. Yea!

Question: Would you say this was noble?

Reply: Definitely not. But, when one looks at a man one has to remember one is looking at a special-

ized worm, nothing more. After all, he was born with the Original Complex.

Question: Do you think you're giving death more credit than it deserves?

Reply: Maybe a clarification would be helpful at this point. Physical death isn't the real picture. I mean there is a blissful mean, a state between death and life. I mean, you know, let's not be too extreme.

Question: Do you find that your position has been reinforced in the classroom?

Reply: Everybody knows that the ideal sought by the PLU liberal embarking process is the hermeneutically sealed man.

Question: Could you give an example of a routine application of your views?

Reply: Well, when reality starts getting real I just pretend like its existence doesn't exist. Pretty soon all my problems go away.

Question: . . .

Nobody understands how this unpleasant situation came into existence; until now the liberal embalming process was thought to be irreversible. Oh well, I guess somebody else was wrong again.

—Les Gagnet

### Apathy Misused

Dear Editor:

Recently the Mooring Mast has printed several letters and editorials dealing with the topic of apathy. All of these letters have in one way or another (through satire or outright condemnation) accused the PLU student body of a seemingly lifeless spirit of apathetic existence.

This situation, while making extremely interesting reading, has baffled many of us average apathetic students since, in all the articles printed on the topic, the word apathy has not yet been qualified or defined.

Apathy!—What is it? How are

we apathetic? Towards what are we apathetic? We, the readers, can only answer these questions through the implications of the manuscripts set before us.

Thus far, these implications have caused many of us to believe that the word apathy is being misused. Apathy, according to Webster, is the complete lack of feeling or emotion, the lack of interest or concern, or indifference.

Thus, apathy, according to the implications of recent Mooring Mast articles, is the complete lack of interest or concern for life on this campus. The Mooring Mast seems to have reached this conclusion through the lack of letters to the editor, lack of participation in USSAC and lack of open interest in student government.

However, indicated lack of interest in these limited areas does not necessarily indicate lack of concern in other areas of student life. Perhaps, it just might indicate the opposite! Perhaps the concern of students for other areas of life, (e.g., music, sex, academics, booze) overshadows their interests in the aforementioned areas (i.e., letters to the editor, student government, USSAC). The righteousness or unrighteousness of this situation is irrelevant to my point.

My point is: it is not valid to state that since the students are not active in certain areas, they are not active in any areas. Out of concern for scholarship and self-respect, we cannot tolerate this blatant abuse of language.

—Dave Hanson

### Contra AdInfinitem

Dear Editor:

In his latest installment of Ad Infinitem, Mike McKean assailed the Democratic Party for proposing a graduated state income tax and opposing the flat rate proposal of the

(Continued on page 3)

## MOORING MAST

Voice of the Students at Pacific Lutheran University

Opinions expressed in the Mooring Mast are not necessarily those of Pacific Lutheran University, the administration, faculty or Mooring Mast staff.



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- Letters to the Editor -

**Contra AdInfinitem**

(Continued from page 2)

Republican's "great concession" is so advantageous to the State's taxpayers that any Democrat who is interested in the "good of the State" will vote for its enactment. I am Governor. His position is that the afraid I cannot agree with Mr. McKean.

Mr. McKean rightly points out the discrimination inherent in a State Sales Tax, and further explains that the Republican administration advocates its reduction and the implementation of an income tax to replace the lost revenue. He might have added that if this measure fails, the Governor will attempt to raise the sales tax.

If Mr. McKean believes the inequities due to the sales tax should be removed, why doesn't he call for its abolition? Our sister state of Oregon has not deemed it necessary to implement a sales tax. What is there to prevent the Governor, under pressure, to find new state monies to meet expenses by again raising the sales tax once it has been lowered?

A graduated State income tax—such as is present in Oregon—is based upon a person's ability to pay, with those with a greater income paying a proportionately greater share of the assessment. This would bring the State greater revenue than the flat rate type as proposed by the State Republican Administration and could very possibly eliminate any need for the continuance of the Sales Tax.

I suggest Mr. McKean and his republican colleagues examine the situation once again.

—Gary Beard, State Sec'y, Young Democrats of Washington, Inc.

**Pupil or Scholar?**

Dear Mr. Berglum:

Your article from last week concerning the need for many tests per class points up a very real problem in this "Community of Scholars." It seems that the only real things on this campus are grades and tests.

I agree with your first argument: it is unfair to determine a grade solely on one test. However, I believe it is a waste of time and an emphasis on the wrong thing to give more than three tests per class.

The problem might be shown by noting the difference between the words pupil, student, and scholar. All three, as well, incidentally, as the word disciple, pertain to one who studies under a teacher. The word scholar, however, emphasizes one's personal responsibility for learning, while the word pupil emphasizes a teacher's personal care and oversight. Pupils and scholars may co-exist, but the need for the pupil role

should decrease markedly in the university.

I think your last five arguments for having many tests in a class are valid for pupils, but not for scholars. This is to say: 2) pupils prefer more tests, scholars prefer to learn; 3) tests force reality on pupils, scholars aren't very realistic anyway; 4) pupils do not review systematically without the threat of a test, scholars do; 5) tests make pupils study more, scholars study as much as they want anyway; 6) tests help pupils learn to make "correct" responses, scholars learn the material, and usually then some.

In conclusion, I believe the idea for your article came to you several years ago.

—Tim D. Smith

**Apathy Assailed**

Dear Editor:

A strange and disconcerting unity of attitude appeared on page two of the Mooring Mast Friday, March 10. It was "apathy"—the key term in one of the three articles and letters to which this letter refers.

First there was the editor's plaintive observation that practically no response had been made to the invitation to discuss the possibility of establishing an honor system at Pacific Lutheran University.

Secondly, the letter by Mr. Dennis Beard simply highlighted the apathy by his appeal for apathy. Although his statement about Jesus Christ is unacceptable to many of us (one still has to answer such questions as, is Jesus the creator of, or the creator of, myth?), this is his privilege to so believe. So, the significance of his letter lies at another point: We may be living in such a climate of apathy that, insensitized by it, we can't even recognize it. It's like smelling the

industrial "aroma of Tacoma" and asking "When do we get to Tacoma?" We don't need to plead for the state of apathy. We are already there in large areas of our behavior!

The third evidence of this apathy, was the letter written by Miss Chris Jones. In one sense, Miss Jones is not guilty of apathy—her indignation at what she calls a "bribe" made by the President of the University. By definition, a bribe is "a price, reward, gift, or favor bestowed or promised with a view to pervert the judgment or corrupt the conduct of a person in a position of trust." In what sense was this a bribe—to "pervert . . . judgment" or "corrupt . . . conduct?" "Bribe" is hardly the just or right term to employ in this particular situation.

But there is another condition which may "pervert . . . judgment" and "corrupt . . . conduct"—that apathy which is willing to sit idly by and allow the unbridled liberty of a few to nibble away at the freedoms of the many such as vandalism does.

Miss Jones pleads that appeal might have been made to the students on the moral grounds of responsibility. But this HAS been done.

For example, a few issues ago, the Mooring Mast carried an article on the cost that was accruing to the University because of this maltreatment to the fountain in front of the library. What is the University? It is students, faculty, administration, alumni, constituency.

Whatever creates unnecessary expenditure to the University decreases for every one of us the richer experience which might have been ours. Because the fountain has been thus vandalized, we are all the poorer for the deprivation of an aesthetic as well as the richer educational experience that might have been ours had those dollars been available for other

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**Grades Pose Questions Of Educational Goals**

(Continued from page 2)

drop-outs and encouraging "self-motivation" rather than grade-grubbing.

Brown and Princeton have both found that the pass-fail system is moderately successful at tempting students to try new fields. Pass-fail has served as a catalyst in further university reforms designed to improve student motivation. Six colleges are participating in a special Ford Foundation sponsored project in which students are free to choose all their courses without grade or credit requirement.

A primary drawback is the difficulty of graduate schools in differentiating the mediocre from the outstanding. The difficulty is to devise some system which would satisfy both the internal demands of the students and faculty and the external demands of graduate schools which require some sort of simple evaluation of the student. If one thinks of the function of exams as evaluative, one must necessarily get some sort of shorthand for indicating better or worse. If, however, one thinks of

exams as serving educational purposes (for the benefit of the student) it may be possible that some other kinds of notation for communicating between teacher and student would work better than the enigmatic letter.

**Future Mates Plan Retreat at Camp Seymour**

by Ken Klubberud

Every spring a retreat for engaged couples is sponsored by Pacific Lutheran. This year Camp Seymour will provide the informal environment in which marriage adjustment problems can be discussed. A pastor, a sociologist, a businessman, a psychiatrist, and a research psychologist will share their knowledge on such things as how to plan a family budget, how to solve personality conflicts, and how to accept the new role of husband or wife.

Potentially, the retreat offers the most enjoyable marriage counseling you'll ever have or need.

The retreat is scheduled for the week-ends of April 7, 14 and 21-22. The necessary information regarding pre-registration can be obtained at the Information Desk.

Have you read the Friday Forum?

**TRIPLE XXX**

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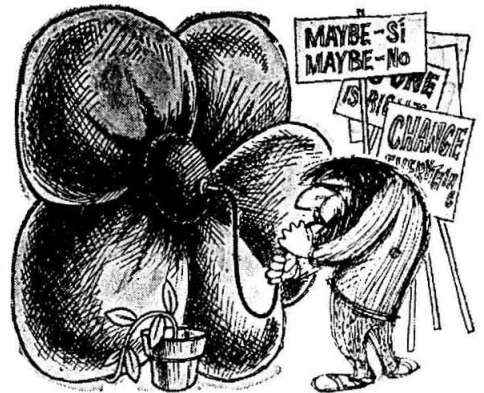
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# Mooring Mast Friday Forum

## Attitude of Consensus A Necessary Element

There is no one way of defining the structure of an honor system for it varies (at least to some degree) among the institutions of higher learning which now have an honor system. A real honor system, however, would have at least one constant element. This element I would term "consensus." Those wanting it must first agree that it has merit, that there is a need for it, and that they would be willing to redeem the responsibility to make it operate successfully. If this basic consensus does not exist among the student body, an honor system cannot function.



DANIEL R. LEASURE

Implicit in arriving at a basic consensus are some immediate questions. Will an honor system be accepted as something the students want and something they feel would have merit or would they view an honor system as a mandate super-imposed on

them? Do prevailing attitudes conflict with expectations inherent in, and required of, an honor system?

One recently founded institution of higher learning (which has made the press on a number of occasions) seemingly is having great difficulty making the honor system work. Since that institution is relatively new, there does not exist any real tradition for an honor system. The system seems rather to have developed because institutions similar in function have the system and find it workable and desirable. Here one would wonder if the system was superimposed with little if any credence given to workability supported by tradition and probably beginning grass-roots consensus.

What about the attitude? Can one expect an honor system to work if the peer code suggests that one who "turns in" a fellow student for any reason is a "rat fink?" I doubt it. It seems to me that group or peer acceptance would have to be established on the basis of its members being "honorable" in every aspect of campus community living. In other words, I don't feel that an academic honor system can operate in a vacuum or outside of a prevailing code which conflicts with the honor attitude.

No one person or one group has the answer on whether or not an honor system would work at PLU. The answer can be found only by soliciting an honest consensus of all PLU students.

Daniel R. Leasure, Ed.D.,  
Vice-President for Student  
Affairs.

## 'A Personal Code of Ethics'

Although "honor" has been present as a segment of civilizations for millenniums, it has not lent itself to specific definition. Any "Honor System" rests on what might be referred to as a "Personal Code of Ethics."

It is dependent upon a specific type of attitude if it is to be successful. Those who live under such a system must be dedicated to truth and honesty, both in spirit and practice. This type of person would find intentional dishonesty repulsive and would not resort to technicalities or evasive statements either to further his own ambition or shield guilt.

The importance of such an attitude cannot be overstressed; dedication to learning and truth is absolutely essential if an honor system is to be assured of success.

Unfortunately I believe that there are a great number of PLU students who are not ready to accept an honor system yet for they are not desirous of shouldering the personal responsibility required in an honor system. Their Christian concept is not based upon love and respect, but rather they are still tied to the narrow dictates of their childhood and those of society—whether society as

a whole or that artificial one that pervades the air of this campus.

It is often their feeling that if they are not required to go beyond what the law says they must, why bother? While I feel that the University does stifle the students' ethical development—especially among the upperclassmen—there is often nothing to stifle.



GARY BEARD

I must say, however, that I am hopeful that an honor system may be established at PLU. There are those students who longingly thirst for such a development and also

# Honor System: Possible at PLU?

## A Unique Regeneration Of Moral Responsibility

The term "honor system" is rather ambiguous, and I'm not sure anyone, including myself, knows exactly what it implies. I would conceive it to include any system or code whereby every individual member of a community says, in effect, that he realizes that he is responsible for his moral actions as an individual, and for the moral standards of the community in which he lives; and in turn, he can expect the freedom and responsibility to live and maintain these standards.



TERRY OLIVER

Thus conceived, I am of the firm conviction that an honor system is both needed and possible at PLU, not only in the regulation of academics, but also in the realm of social regulations.

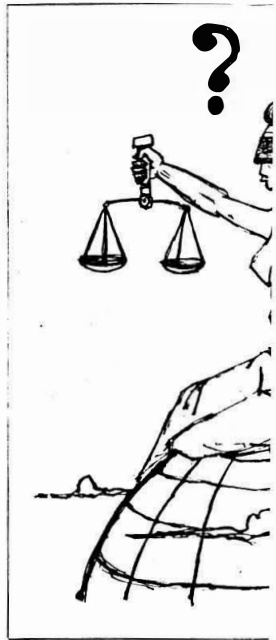
The benefits of such a system would accrue, first of all, for the individual student who is assisted in becoming a responsible decision-maker by living and studying in an environment of moral and academic

freedom where he is "on his honor" to use his freedom responsibly.

Equally important is the contribution such a system would make to our university as a whole by the atmosphere and spirit which it would create. As PLU expands and grows, I think it is extremely important that individual students feel responsible for, and an identity with, and proud of, their institution. An honor system could significantly develop and encourage such a spirit, I believe, by involving each student more directly in determining the standards of conduct for himself and the campus community.

Theoretically, PLU should be the ideal place to have an honor system. Whether this will be in fact the case depends on student willingness and concern to have such a system. By its very nature, an honor system cannot be superimposed on the student body, but instead, must be generated by students themselves seeking to act more responsibly.

—Terry Oliver,  
ASPLU President



## St. Olaf, Reed: Honor Systems

The adoption of an Honor System at PLU poses at least two basic, formidable problems. First, the concept "honor system" is itself ambiguous and its implications are little understood by students. Second, the change from present PLU structures and categories of thought to meet the demands of an honor system would be drastic.

The initial stage of the process of adopting an honor system involves discussion of the issues relevant to such a system. This forum is an effort to bring out a variety of viewpoints and stimulate further discussion.

(Editor's Note: The following excerpts are taken from the 1966-1967 St. Olaf and Reed College bulletins and offer explanations of the honor systems under which they operate.)

### SAINT OLAF:

"One of the factors that make St. Olaf different from most colleges is the Honor System under which all written tests and examinations are conducted. No faculty member is present while an examination is being written."

"This tradition is jealously guarded by St. Olaf students. Violation of the Honor System constitutes one of the most serious offenses that a student can commit. Violations come under the jurisdiction of the Honor Council, which is composed of Students elected by each class."

"Every student is expected to sign the following pledge at the end of each test and examination conducted under the Honor System: *I pledge my honor that during this examination I have neither given nor received assistance, and that I have seen no dishonest work.*"

"Failure to sign this pledge indicates that in the student's opinion—the system was violated during the examination."

### REED COLLEGE:

"Reed College has a conventional grading system but does not announce or release satisfactory grades to the individual student prior to his graduation."

"Grades in all courses are determined four times a year, in the middle and at the end of each semester, and at such point the faculty reviews the progress and standing of every student. For underclass students the review is conducted by the whole faculty. For upper classmen students the review for each student is made by the division in which he is majoring. Notice is given to students and their parents in the case of unsatisfactory work."

"Fundamental to the honor principle, which assumes self-regulation in several academic areas—class attendance.

—Gary L. Beard



# at PLU? - Statements Evidence Optimism

## Change Seen As Challenge

Deeds not words, such is the clue to both an effective honor system and a positively orientated student body. Pacific Lutheran University has the ability and the students to make it the leading private campus in the Northwest. An honor system would give us the opportunity to make use of that ability. For too long any activity which is not directed for the pleasure of the students has been considered pro-administration and therefore to be avoided.

PLU appears to be caught in a web of uncharted efforts. The students feel the age calls for rebellion and antagonism against the power structure. Yet our training makes us respond in a helpless apathy.

In order to make an honor system work, a concerted effort must be made by faculty and students alike. The glee of a teacher who pretended to hand out difficult tests to every other student when he catches the cheaters is no better than the glee of the student who knew what the teacher was doing and cheated accordingly.

An honor system is more than a



STEVE MORRISON

possibility at PLU, it is an opportunity to become what we can and should be. By its very nature, an honor system should be able to cover all students and all teachers. The students are not doing the teachers a favor by adopting such a system.

First, we are laying the foundation of a comprehensive unity in the student body—a program demanding total involvement. Second, we are building a solid structure to house collegiate leadership.

An honor system at PLU is a necessity to break out of apathy and into opportunity, an opportunity of deeds not words.

—Steve Morrison

## Legal Steps Provide Basis For an Evolving Atmosphere

It works at Reed. But I will not fill my allotted space with polemics about secular institutions succeeding while religiously oriented PLU sleeps. It would hardly be fair. Reed owes the phenomenal success of its own honors system to the fact that it is a time-honored institutional tradition, decreed by the students to be a basic right which carries with it definite obligations.

PLU, by suddenly initiating its own honor system, could hardly expect to become such an integral, significant factor overnight. It takes a well-established honors system to generate a real atmosphere of trust which in turn fosters a more acute sense of individual responsibility.

But if an atmosphere cannot be created overnight the natal step initiating its evolution can. An honor system is not a series of policies regarding testing procedures, library checkouts, etc., but those policies do provide the base from which a true honors system, defined as an atmosphere and an attitude, can develop.

PLU is a rather young University in a state of constant flux. It would be myopic to assume that all the concepts and traditions it will need to be effective in the years ahead are contained in its 76-year history. There is yet room for the introduction of new traditions. The impact

of a University honors system upon the attitudes of its student body can be, and has been, enormous. The legal steps which provide the framework on which such attitudes can be constructed should be taken as soon as possible.

—Neil Waters



NEIL WATERS

## Umbrella Stolen

Dear Editor:

Someone took our dad's umbrella from the new library. It was a Christmas present. Will the person who took it please return it to the same place.

—Holly Jones  
Gwen Jones  
(daughters of Dr. Jones)



## or System Exemplars

library privileges, and certain non-proctored examinations—is the necessity for mature judgement and responsibility in social life at Reed. Minimum rules and regulations demand a maximum sensitivity for the values and dignity of others by all members of the community."

"The Judicial Board, consisting of five student senators, is delegated the responsibility for recommending action in cases of honor violations. Its actions are subject to review by the entire Senate." (21 elected members—10 student senators elected by student body, 10 faculty senators and a faculty chairman elected by faculty.) "That body or the president of the college may, when necessary, take action independently, but consultation with the Judicial Board usually results in acceptable decisions."

"Although the college is small and a close faculty-student relationship may develop, particularly as the student works more independently in his last two years, this does not mean that the freshman student is closely supervised, particularly in his social life, nor that the college is staffed so as to provide restriction and attention required by the student lacking reasonable social maturity or emotional control. Women students are not restricted in any way as to hours, students are allowed to entertain the opposite sex in their rooms during specified visiting hours, and each student is responsible for his own use or misuse of alcohol. The academic and social environment are not highly structured, and the Reed student is expected to be able to handle an unusual amount of freedom and responsibility in an appropriately mature manner. If a student becomes pre-occupied with testing the limits of a permissive system or simply fails to use it for the purpose for which it is provided—as a sensible complement to the development of independent and accountable scholarship—he runs a greater than average risk of dissatisfaction or failure."

"Reed aims to provide an environment which encourages the development of a student's ability to make individual, thoughtful choices and to resist being simply swept along by group pressures or passing enthusiasms. The honor principle is one means of educating students in the privileges and responsibilities of social freedoms, realizing that, on occasion, social costs and personal sacrifices may arise from minimal outside control over students, in order for them to develop their own inner controls. The college wishes to develop young people who not only are aware of, and can adapt to the standards of society but who have inner integrity even when there is no chance of another person becoming aware of and evaluating their conduct."

## Honor System Encourages Maturity

An honor system at Pacific Lutheran University would be excellent. It would relieve the faculty from playing the unpopular role of a police force or a modified version of the Central Intelligence Agency. It would also encourage the development of maturity on the part of students in moral and social responsibility.

The inauguration of our honor system presupposes certain conditions. First, if the students are unwilling to assume the burden of refusal not only to share knowledge in

University of sufficient moral caliber to report cheating on the part of a fellow student?

Does this appear to him as spying? Or can he place this within a context where in so doing, he is preventing a fellow student from developing a view of life which is destructive of moral integrity?

These are questions which students at our University, both individually and corporately, must face.

It may be that honest confrontation with these questions will discourage the establishment of an honor system here. This has happened at other places.

Finally, if an honor system is established which operates "systematically" and "honorably," the faculty then assumes the responsibility of encouraging its establishment and operation. I am confident it will.

—Emmet E. Eklund



DR. EKLUND

an examination but to tolerate it among their fellow students even when they themselves are not involved in the exchange of information, the system will not work. It then degenerates to what has been aptly described as a situation where the teachers have the "honor" and the students have the "system."

Secondly, the students must face seriously the demand of such a system which requires not only soul-search regarding their own moral integrity but their relationship to their fellow students.

Is a student at Pacific Lutheran

## MOORING MAST CUB D-118

Please cut out and mail or return as soon as possible to the MOORING MAST office.

1. There has been speculation about having an "honor system" at PLU. Do you, after reading about the St. Olaf and Reed College systems, understand what an honor system is? Yes ( ) No ( )
2. Would you agree with the principle behind a similar system? Yes ( ) No ( )
3. Do you think other students would turn in violators of the honor principle? Yes ( ) No ( )
4. Would you turn in a violator of the honor principle? Yes ( ) No ( )
5. Do you think it would be desirable to have some classes graded on a pass-fail system? Yes ( ) No ( )
6. Do you think that such a grading system would alleviate the cheating problem by directing the attention of the students to the content of the course rather than the grade? Yes ( ) No ( )
7. Do you think such a system should be applied to academic procedure? Yes ( ) No ( )
8. Do you think it could be applied to rules governing social conduct? Yes ( ) No ( )

Include any comments you may have regarding the implementation of an honor system at PLU, specifically the parts of the present structure of academic and social life which would have to be changed.

# Committee Responsibilities Defined

(Continued from page 1)

pared and discussed with students, administrators and faculty members. Last week the Committee, composed of Dr. Curtis Huber, Associate Professor of Philosophy (Committee Chairman); Miss Jane Williamson, Associate Professor of Education, and Dr. Vernon Utzinger, Professor of Speech, presented the following proposal which was enthusiastically endorsed by the faculty:

The Committee on Student Publications shall be responsible to the Faculty of the University and shall have responsibility for overseeing on an advisory level all phases of the

operations of all student publications.

The Committee shall be the guardian of freedom and responsibility of expression for the publications. It shall establish such policies as will insure intelligent and effective day to day operations.

The Committee shall be comprised of seven voting members, four students and three faculty members. The students shall be appointed by the student body president with the approval of the Legislature of the Associated Students of Pacific Lutheran University. The faculty representatives shall be elected by the

Faculty of the University. Advisory members shall be: the president of the University, the president of the ASPLU, the vice-president for university relations, and the editors and faculty advisors of the student publications. A student member shall be elected to the post of chairman. Student members shall be elected for terms of two years, with half of the initial appointments for one year so that only half of the board members will have terms expiring at any one time. Faculty members shall be elected in accordance with procedure governing standing committees for three year overlapping terms.

Acting for the publisher, the committee shall:

1. Establish a code of ethics which shall govern student publications.
2. Decide what official student publications shall exist and how often they shall be published.
3. Assume responsibility for the administration of all student publications monies. It shall review and recommend budget requests and approve the distribution of funds among the student publications. Quarterly financial reports from business managers of publications shall be submitted to the committee.
4. Establish criteria for the employment and possible dismissal of student editors and business managers.
5. Employ all editors and business managers and establish salaries and salary ranges for student staff members of all student publications.
6. Appoint, with the approval of the Faculty, the faculty advisors to student publications.
7. Approve the awarding of printing, photography and other annual contracts connected with the production of publications.
8. Meet at regular intervals determined by the committee.

## Honors System

### Legislators Approve Inquiry

Among the items of business at the sixty-first meeting of the ASPLU Legislature was the announcement of the cancellation of the May Festival, a proposal to change the meeting night to allow Mooring Mast coverage, and three House Bills: one on the Honor Code System, one for the Consent for the Constitutional Revision Committee to Proceed, and one on the LIFE campaign.

Officers' Reports: Paul Jorgensen, ASPLU Treasurer, presented the ASPLU Financial statement (as of January 31, 1967) which showed no outstanding problems. ASPLU President Terry Oliver reported that there is a possibility of having some popular entertainment later this Spring. This is due partly to the cancellation of the May Festival, which was decided upon because the May Festival adviser, Mrs. Young, has been very ill.

Announcements: A request was made by Rep. Baker to change the meeting time to Tuesday. The reason given was that the change would allow for Mooring Mast coverage the same week as the meeting rather than the following week. It was presented with the comment that such coverage would be healthy for both legislature and the paper. No action was taken.

Old Business: A House Bill, submitted by Terry Oliver and seconded by Representative Ufer, authorizing the ASPLU President to appoint a committee of four to investigate the possibility of establishing an honor

system at PLU, passed on a voice vote. The committee shall report its findings to the ASPLU Legislature no later than six weeks after passage of the bill.

A House Bill submitted by Representative Goldenman and seconded by Representative Herbert, authorizing a LIFE fund raising campaign to be held on the PLU campus under the joint sponsorship of ASPLU and the Student Congregation, passed after several endorsing comments in response to questions. It was reported that if LIFE reached its goal, PLU will receive \$2,000,000 to be used for a building such as a classroom building, of the sort which cannot pay part of its cost, such as a dorm can. It was reported that if a campus did initiate such a program that it would be given immediate coverage which would give a boost to the LIFE campaign as a whole. It was also said that though the program is sponsored by the ALC it would not benefit just the ALC members but also students of other faiths in the schools which receive funds. The bill passed, on a show of hands, with 19 affirmative and 2 negative.

## Prof Assails Apathy

(Continued from page 3)  
purposes than the repair of damage wrought by vandal behavior.

Miss Jones may be sensitive at one point as her letter suggests—the possibility of exposing personal liberties to suspect methods. But the position she takes it itself suspect at another point—apathy toward a set of social values which are threatened by the misbehavior of a few for the sake of personal liberties. Let us make no mistake about it: when personal liberties of the few are allowed free rein to whatever unexamined desires may dictate, the personal liberties of all are placed in jeopardy. Because a few practice the personal liberty of diverting the function of the fountain from its intended aesthetic purpose, the liberty of all of us to enjoy it is prohibited. (Appropriate to this comment is the letter of Mr. Vasser in the same issue, where he rightfully complains of the practice of personal liberties of some so that others could not enjoy a legitimate activity—the viewing of the film, "Intolerance"). Debate may go on as to the meth-

od employed to create and preserve a valid enough community of values to make humane life possible. There is evidence that the lower the quality the set of values held by a community is, the more restrictive the external forces become. The words of the late Henry Luce speak wisely to our situation: "Give us that order which without liberty is a snare, and give us that liberty which without order is a delusion."

I do not agree with the editor though I can sympathize with him as he concluded his gloomy editorial: "An honor system is impossible at PLU." An honor system goes farther than the classroom. It penetrates to every area of life which can be called human. I believe we can be human at PLU if we keep our position as clear as possible by attention to the major issues. At the moment, it is to be unapathetic and impatient with activities and behavior which robs us as a community of the freedoms to which we have a right.

Unapathetically yours,  
Emmet E. Eklund



# MOORING MAST TO THE POINT

### PLU Grad Honored

Dr. E. Gordon Wikner, a 1953 graduate of Pacific Lutheran University was selected for listing in the "Outstanding Young Men of America" publication sponsored by the Montgomery, Ala., Jaycee chapter.

### UPS Facilities Available

By a thorough use of the collection of 100,000 books and 850 periodicals in the Robert A. L. Mortvedt library, the undergraduate will rarely need to use the UPS library. However, should the need arise, authorization via a referral form must be obtained at the reference desk.

Without this form UPS will not honor the PLU student's request for library service. (The reverse of this holds true for UPS students using our facilities.)

### Chapel Schedule

March 20—Eastvold: Dr. Christopherson; Trinity: Chapel Choir.  
March 22—Eastvold: Dr. Severson; Trinity: Dr. Christopherson.

### Tinglestad Titles

There is still time to submit names for the four new houses of Tinglestad Hall. The provisions for naming the houses after things rather than people were made at the last meeting of the Regents. Any student or group wishing to suggest names should turn them in to Dr. Leasure's office as soon as possible.

### Redcoats


The Redcoats are coming! One of the last all-school stomps of the 1966-67 school year will feature the number one rated band of the Portland area, the Redcoats. The dance, sponsored by the Senior class, will be held from 9 to 12 on Saturday evening, March 18, in the gym. Prices have been set at 75 cents per person and \$1.25 per couple.

### Lem Howell to Address Young Democrats

Lem Howell, President of Young Democrats of Washington, Inc., will be on campus addressing the PLU Young Democrats, Tuesday, March 21, at 7:00 p.m. in A-211. He will speak on the goals which Washington Young Democrats adopted at their recent state convention.

Saga pictures will be taken at the meeting.

## the promise of Easter

Easter is neighbor to spring in its effects upon the lives and hopes of men. Understanding of the promise of Easter, based on the glorious resurrection of Christ, increases with each re-telling. The 850,000 members of AAL greet you and your family in the spirit of theseason and in keeping with our fraternal purpose. 

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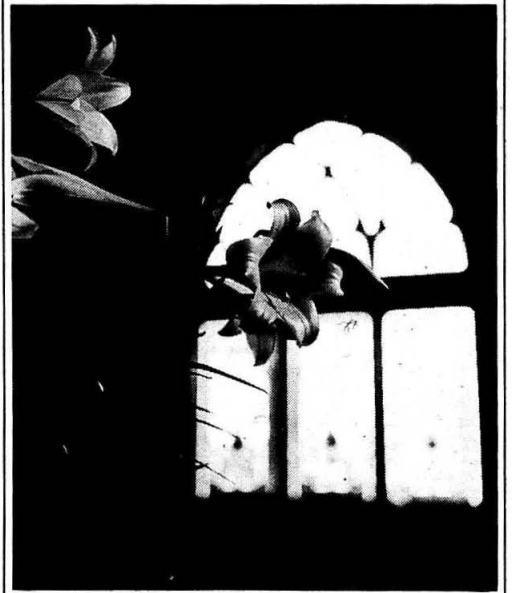
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# Andersen Named All-League

Several Lute basketballers were honored in various ways following the close of the 1966-67 basketball season. Heading the list was Mark "Andy" Andersen, the senior guard from Los Altos, California. Andersen, despite missing the last three conference games of the season, was a unanimous choice to the All-Northwest Conference first team. He was also chosen as the Most Valuable Player by his teammates, and was a second team selection for the District I NAAIA All-Star team.

Doug Leeland, after missing ten of the first eleven games of the season, had an excellent year, leading the Northwest Conference in field goal percentage at 58.9. He was also appropriately named the Inspirational Award winner.

Two other seniors and a freshman were also honored by the Northwest Conference as Tim Shery was named

to the second team and Tom Lorenzen and "Big Al" Kollar were on the Honorable Mention list for the All-Star team.

In final Conference statistics, three Lutes were in the top five in shooting percentage as freshman LeRoy Sinnes and sophomore Ron Groth, along with Leeland, made well over 50% of their shots. Ander-

sen ranked as the second most deadly free throw shooter (82.8%).

Five PLU basketball records were tied or broken over the year. Al Kollar got his name on the books three times as he set two records in the four-overtime game with Western (15 consecutive free throws, 16 free throws total), then made all nine of his charity tosses in the last game of the season to tie the record set by Gus Kravvas in 1964. Al "Bomber" Hedman sank 16 baskets in the Lutes' 109-70 romp over Linfield to tie the record held by Gene Lundgaard, Chuck Curtis and Tom Whalen. Finally, Anderson set a shooting record as he sank thirteen of fourteen shots in the first game against Seattle Pacific.



DOUG LEELEAND AND MARK ANDERSEN were recipients of honors at the recent Lettermen's Club banquet. Leeland (center) accepts the Inspirational Award from Coach Lundgaard while Andersen, a unanimous choice to the All-Northwest Conference Basketball Team, holds the Most Valuable Player award.

## Crew Tops Seattle U., Puget Sound

The Lute Varsity Rowing Club stroked to a record setting victory over Seattle University and University of Puget Sound on a rough and windswept American Lake last Saturday afternoon.

The Knights' time of 6:09.6 for the 2,000 meter sprint lowered the American Lake record formerly held by University of British Columbia's varsity eight by 13 seconds. Seattle U. trailed the Lutes across in second place in 6:31.5, while UPS followed in last at 6:42.0.

Getting off to a fast start, PLU led from start to finish. Pulling to a length lead on an opening spring of 20 strokes, the Knight shell fell into a strong and steady rhythm as they pulled continually further into the lead.

At the three-quarter mark of the race Seattle U.'s coxswain called for a "big ten strokes and the Chieftains made their only threat of the race. The Lutes, however, soon began their sprint to the finish, and Seattle U. fell further behind, finally finishing seven boat lengths back.

Though outwinded by both crews, the Lutes' conditioning and finesse enabled them to row at a lower rate than their opponents throughout the race.

The Varsity Rowing Club's next contest comes over Easter vacation on March 25, at Vancouver, B. C., Canada. University of British Columbia is hosting that day a large-scale regatta with college and club crews from all over the Pacific Northwest competing.

Rowing in the Knight shell Satur-

day were: Norm Purvis, bow; Jim Wiitala, No. 2; Max Baker, No. 3; Rich Holmes, No. 4; Eric Schneider, No. 5; Bob Torget, No. 6; Jim Ojala, No. 7; Curt Pearson, stroke; and Jerry Olsen, coxswain.



All those interested in competing on the PLU track teams are encouraged to try out. Track coach Marv Salzman points out that there are several positions left to be filled.

According to Salzman, the Lutes have never lost to the UPS track team in dual competition. He expressed hope that there would be sufficient numbers of trackmen to continue this tradition.

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## Intramural Scene

In the Intramural Table Tennis Championships, Dave Niernan of 2nd Pflueger defeated Gordy Compton of 3rd Foss to take first place while Keith Johnson of Ivy upended John Larson of Parkland for second. In doubles competition, the off-campus team of Stan Jackson and Frank Hagen took first place by winning over the 3rd Pflueger team of Leake-Opheim.

Keith Johnson of Ivy Hall missed

Little Lutes	
by Jay Young	
Allis .....	18 6
Stout .....	16 8
Yab-wup-wups .....	13 11
BS'ers .....	12 12
Playboys .....	12 12
THE POH .....	12 12
AKPsi .....	12 12
GP's .....	10 14
Burgie .....	8 16
Estoteriks .....	7 14

Earl Gunnar won two events and swam the anchor on the winning relay team to lead 3rd Pflueger to a decisive victory in the Intramural Swim Meet. 3rd Pflueger scored 49 points to runnerup Evergreen's 26. Following are the winners of the individual events.

Event	Winner	Time
50 Bfly,	John McKenzie, 3rd Pfl.	33.9
50 Free,	Dan Hill, Evergreen	31.5
50 Back,	Bill Dunham, Evergreen	37.5
50 Brst,	Rick Swenson, 3rd Pfl.	37.2
100 I.M.,	Earl Gunnar, 3rd Pfl.	1:08
100 Bfly,	Rick Swenson, 3rd Pfl.	1:41.9
100 Free,	Bob Bisell, 3rd Pfl.	1:13.1
100 Back,	Earl Gunnar, 3rd Pfl.	1:13.3
100 Relay,	3rd Pflueger	5:33.3

Diving, Fred Dorling, Parkland.

The Allis kept winning and extended their gap to two games over second place and five over third. The Allis (Marcia Allen, Bruce and Dennis Lee) won four from the Pastures of Heaven, shooting a 1532 for team effort.

High games but no high series were the order of the night. Jay Young had a 244 game, but he managed only a 544 series. Jerel Olsen had a 237 game and a 544 series. Dick Dittrich had a 210 game for third place in the game department. Marcia Allen put most male bowlers to shame when she rolled a fine 203. Her consistency gave her third high series with a 531.

only one of his last fifty-five free throws as he won the Intramural Free-Throwing Contest with 95 of 100. Bob Erickson followed with 94 to lead Evergreen to the team title with 430 of 500.

Individual Leaders	
Keith Johnson, Ivy	95
Bob Erickson, Evergreen	94
Mark Carlson, Evergreen	91
Bill Dikeman, 2nd Pflueger	91
Al Albertson, 2nd Pflueger	89
Galen Harper, Evergreen	88
Dave Johnson, 2nd Pflueger	86
Dave Niernan, 2nd Pflueger	86
Tighe Davis, Evergreen	85
Randy Curtis, 2nd Foss	85

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100 Relay,	3rd Pflueger	5:33.3



STEVE BENNETT, TOM COOPER

## Swimmers Place Second

Willamette overcame three wins and a second place by Pacific Lutheran freshman Tom Cooper to win the team title Saturday night in the Northwest Conference swim meet at the Pacific Lutheran University pool.

The Bears scored 132 points in the two-day show, while the defending champion Lutes totaled 119. The meet was not decided until the final event, the 800-yard freestyle relay.

Willamette won that event, while the Knights finished third. Cooper took titles in the 50' freestyle and 200 backstroke Saturday.

Other Lute titlists were John Bustad, in the 100 butterfly, and diver Steve Bennett.

Following are the results:

Team scoring—Willamette 132, Pacific Lutheran 119, Lewis & Clark 100, Linfield 48.

50 freestyle—1, Cooper (PLU); 2, Grabenhorst (W); 3, Bustad (PLU); 4, Kuhl (W); 5, Bingham (W); 6, Irvine (LI). 23.4.

400 medley relay—1, Pacific Lutheran (Fenn, Cooper, Bustad, Tutton); 2, Linfield; 3, Willamette; 4, Lewis & Clark. 4:04.5. (Record, old mark 4:11.8, Pacific Lutheran, 1966.)

100 freestyle—1, Grabenhorst (W); 2, Jamison (LI); 3, Tutland (PLU); 4, Bowman (W); 5, Johnson (L&C); 6, Irvine (LI). :52.6.

200 backstroke—1, Cooper (PLU); 2, Eastman (LI); 3, Koch (L&C); 4, Knitter (W); 5, Watson (L&C); 6, Mulder (W). 2:23.8.

200 breaststroke—1, Roberts (LI); 2, Frank (W); 3, Smedstad (W); 4, Quinn (PLU); 5, Ammerman (L&C); 6, Staible (W). 2:32.2. (Record, old mark 2:34.3, Wally Nagel, PLU, 1966.)

100 butterfly—1, Bustad (PLU); 2, Lederman (W); 3, Burke (W); 4, Smith (L&C); 5, Dunham (W); 6, Bennett (PLU). :59.4. (Record, old mark :59.5, Chuck White, Linfield, 1965.)

1600 freestyle—1, Poulshack (L&C); 2, Allis (W); 3, McDonald (L&C); 4, Peters (PLU); 5, Gumprecht (L&C); 6, Vance (PLU). 20:19.3. (Record, old mark 20:45.1, Art Sampson, Lewis & Clark, 1966.)

800 freestyle relay—1, Willamette (Allis, Bowman, Bingham, Knitter); 2, Lewis & Clark; 3, Pacific Lutheran. 8:06.5. (Record, old mark 8:54.5, Lewis & Clark, '66.)

Three-meter diving—1, Bennett (PLU); 2, Hester (PLU); 3, Norwick (PLU). 903.20 points. (Record, new event.)

500 freestyle—1, Poulshack (L&C); 2, Allis (W); 3, Johnson (L&C); 4, Tutland (PLU); 5, Lederman (W). 5:39.3. (Record, old mark 5:54, Art Sampson, Lewis & Clark, set in 1966.)

200 individual medley—1, Roberts (LI); 2, Jamieson (L&C); 3, Frank (W); 4, Knitter (W); 5, Quinn (PLU); 6, Macdonald (L&C). 2:31.1. (Record, old mark 2:19.0, Glen Graham, PLU, 1966.)

100 butterfly—1, Fenn (PLU); 2, Lederman (W); 3, Smith (L&C); 4, Bustad (PLU); 5, Burke (W); 6, Dunham (W). 2:23. (Record, old mark 2:24.2, Tom Fenn, PLU, 1966.)

100 breaststroke—1, Roberts (LI); 2, Cooper (PLU); 3, Frank (W); 4, Holmes (LI); 5, Staible (W); 6, Ammerman (L&C). 1:06.9. (Record, old mark 1:10.1, Roy Messler, PLU, 1966.)

100 backstroke—1, Eastman (LI); 2, Koch (L&C); 3, Fenn (PLU); 4, Tutland (PLU); 5, Mulder (W); 6, Watson (L&C). 1:03.4. (Record, old mark 1:04.0, Mark Mulder, Willamette, 1966.)

One-meter diving—1, Bennett (PLU); 2, Nideffer (L&C); 3, Jordan (L&C); 4, Seppa (L&C); 5, Hester (PLU); 6, Natlick (PLU). 370.0 points. (Record, old mark 327.50, Bob Roffalo, Linfield, 1965.)

400 individual medley—1, Fenn (PLU); 2, Knitter (W); 3, Quinn (PLU); 4, Smith (L&C); 5, McKenzie (W); 6, Ammerman (L&C). 5:11.6.

400 freestyle relay—1, Willamette (Koch, Burke, Bowman, Grabenhorst); 2, Lewis & Clark; 3, Pacific Lutheran; Linfield disqualified. 3:37.2. (Record, old mark 3:42.5, Lewis and Clark, 1966.)

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# Public Relations Committee Seeks Useful Communication

by Mike Ford

Last year, a new committee was initiated within student government which was to deal primarily with student public relations. During 1965-66, the committee was in the organizational stage, thus paving the way for its more active role in student affairs this year.

The purpose of this three-man committee (Ted Schneider, Dick Mortensen, Mike Ford) is primarily one of communication. It is our job to see that the Administration knows what the students are planning and doing in the way of campus outreach. This entails the willing cooperation of clubs and organizations, most notably C-ALL, LIFT, and student public relations teams. I am sad to say that this kind of cooperation remains a utopian ideal rather than a reality. Hopefully a more cooperative attitude will reign in the future.

This year we have directed most of our time and effort toward our student public relations teams—groups of students who travel throughout Washington and Oregon (usually on Sundays) presenting informative programs concerning PLU and college life in general. Contrary to the widely held notion that teams are sent out to plug "good ol' PLU," our purpose is rather to address high school students and parents concern-

ing any questions within our scope that are pertinent to higher education. All too often high school students have only a brief encounter with an older representative of a college or university, and thus obtain an all too narrow outlook on college life. As students, our goal is to remedy this situation as best we can with the personnel, time, equipment, and funds available to us.

In addition to Luther League programs, our committee also handles requests for student assistance in parent-student conferences, convention programs, tour guide service, and publicity for the ASPLU entertainment series.

Because of the excellent student assistance this year, we were able to visit thirty Luther Leagues, one large ALCW (American Lutheran Church Women) convention, and four parent-student conferences (Seattle, Tacoma, Portland, and Spokane).

My hope is that we can expand this program next year to encompass some sort of outreach for the LIFE campaign, a larger tour guide service, and a more complete Luther League visitation program, one that reaches not only the ALC, but also the LCA and Missouri synods.

To those students who ably assisted us this year with their time and talents, may I express our thanks for a job well done.

**THE MARCH OF MARCH**  
Ninety feet of glass and concrete  
Rise to meet the rain-filled sky  
While a thousand feet trample the ground  
In protest of the gigantic deity  
Next year 500 new blossoms  
blowing  
Their intellectual minds will  
come  
To find no teachers or classrooms  
But tall, high Gods of glass and  
stone  
To rule their mental excursion  
Through history, science and  
religion.  
March on, plebians not in vain  
For the Walls of Jerico fell  
And made some men sane . . .  
—Don Kennedy

## Midland Choir Performance On Tap

The Midland College Choir, under the direction of a former Tacoma high school teacher, will present a concert next Sunday at Pacific Lutheran University.

The Fremont, Neb., choir is directed by Eugene B. Nelson, a former instructor at Woodrow Wilson

# Honors Jury Audition Winners To Perform

(Continued from page 1)

Soprano Candance Halverson will next do "Quando me'n vo' soletta" from La Boheme by Giacomo Puccini.

Following an intermission, Ellen Schnaible, a sophomore mezzo-soprano, from Endicott, Wash., will sing "When I Am Laid in Earth," from Dido and Aeneas by Henry Purcell.

The Concerto for Flute and Orchestra by Jacques Ibert will be the next number on the concert program performed by flutist Joan Norburg.

The final number will be performed by pianist Pamela Stromberg. She will play the 2nd and 3rd movements from the Concerto for Piano and Orchestra by Maurice Ravel.

## Music Sorority Plans Concert

A music concert sponsored by the Tacoma Alumnae chapter of Mu Phi Epsilon, international professional music sorority, will be held March 18, at 8:30 p.m. in Eastvold Chapel. Profits will go towards scholarships to upper class women who are members of the Epsilon Sigma chapter at PLU.

Advance tickets are available at the PLU music department and tickets will be available at the door, for \$1.50 for adults and \$.75 for students.

# Tacoma Beauty Contest Applications Due

Aspirants for the title "beauty queen" are invited to participate in the annual Miss Tacoma Pageant to be held April 22. The pageant is held in conjunction with the Miss Washington and Miss America Page-

ants and is being sponsored in Tacoma by the Jr. Chamber of Commerce.

Candidates must meet the following qualifications and must submit an application by March 21:

Entrant must be a resident of Tacoma for the past six months. This rule is only waived for contestants whose residence is out of the city or state, but who is a college or university student in the city where the pageant is held and at time the pageant is held.

Entrant must be single and never have been married, divorced, or had marriage annulled.

Entrant's age on opening day of National competition shall not be less than eighteen nor more than twenty-eight years.

Entrant must possess and display in a maximum of three minutes a Talent Presentation. This talent may be singing, dancing, playing a musical instrument, dramatic reading, art display, dress designing, creative poetry, writing, etc., or she may give a talk on the career she wishes to pursue including teaching, nursing, law, medicine, business, etc.

Applications and further informa-

tion may be obtained at the information desk or by calling Kenneth A. Gorman, MA 7-2131. Preliminary judging will be held on April 6.

All applicants receive free beauty instruction involving cosmetics, modeling, charm and figure analysis. The school is provided by Revlon and will be held at the Bon March in Tacoma. Applicants will be informed of the exact weekend of the instruction.

Prizes for the Tacoma winners include: a \$500 scholarship or Series E Savings Bond—first place; a \$250 scholarship or Bond—second; a \$100 Bond—third.

PLU has had several Miss Tacoma's in past years, including Angela Nicholson who was runner-up for Miss Washington last year.

### ATTENTION!

What? . . . Discussion on The Stranger.  
Who? . . . Dr. Curtis Huber, speaking on Camus' Philosophy.  
Where? . . . In the Diet of Worms When? . . . March 18, 1967, at 8:00 p.m.  
Refreshments will be served.

## Poet Recites

(Continued from page 1)  
faculty without charge.  
Mr. Kinnell was educated at Princeton and the University of Rochester and has taught at the University of Chicago, as well as at the University of Teheran (Iran). His volumes of poetry include What a Kingdom It Was (1960), A Flower Herding on Mount Monadnock (1964), and Black Light (1966), all published by Houghton Mifflin.

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## Schools Compete in Play Festival

Sixteen area high schools will compete Friday and Saturday in Pacific Lutheran University's annual One-Act Play Festival.

The schools, each with their own act, will compete for the "Outstanding Play" title, and the students will be trying to claim the "Outstanding Actor and Actress" awards.

The Festival starts at 2:30 Friday

afternoon, and runs until 10:30 that evening. It begins again at 8:30 a.m. Saturday and ends at 3:30. The performances will be held in the College Union Building, complimentary to the public.

Last year two Festivals were held, and acts from Seattle's Highline and Evergreen took top honors.

Each play will be judged and evaluated by PLU faculty members. After the act is completed, the judges will leave the room and the students will be evaluated by Dr. Abe Bassett and Judd Doughty before the winner is determined.

The competing schools are: Mt. Lake Terrace, Highline, Roosevelt, Evergreen, Tyee, Garfield and Shore Crest, all in Seattle; Mt. Tahoma and Franklin Pierce of Tacoma; and Puyallup, Yelm, Bothell, Redmond, and Garfield.

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March 29 and 30  
WEDNESDAY—7:00 p.m.  
THURSDAY — 3:45 p.m.